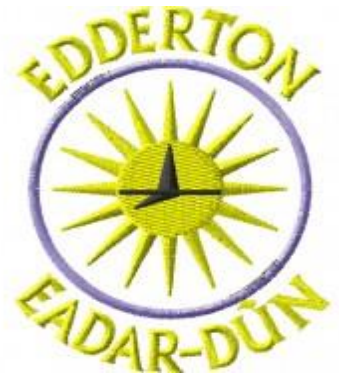




# STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2023-2024

EDDERTON PRIMARY SCHOOL



# Introduction: Local and National Context

## Ro-ràdh: Co-theacsa Ionadail agus Nàiseanta

This Standards and Quality Report is influenced by both Highland and national priorities. These can be summarised as follows:

### Highland Priorities



### National Improvement Framework Priorities



#### Entitlement, Excellence & Equity:

We will raise attainment and achievement for all, especially for children and young people from disadvantaged circumstances, including rural deprivation. We will focus relentlessly on improving standards and the quality of learning and teaching, to ensure that entitlement, equity and excellence are delivered across the system.

#### Empowerment & Leadership:

We will develop leadership skills at all levels of the system, for now and the future, building a culture of empowerment and professional capital.

#### Relationships:

We will maximise health and wellbeing for all children and young people, to give them the best possible start in life. We will ensure every child and young person feels part of the community they live in.

#### Opportunity:

We will maximise opportunities for our children and young people, and for the wider Highland community and its visitors, through the provision of high-quality services.

The key priorities outlined in the National Improvement Framework are:

- Placing the **human rights and needs of every child** and young person at the centre of education
- Improvement in children and young people's **health and wellbeing**
- **Closing the attainment gap** between the most and least disadvantaged children and young people
- Improvement in skills and **sustained, positive school-leaver destinations** for all young people
- **Improvement in attainment**, particularly in literacy and numeracy.

#### Self-evaluation

To support self-evaluation, quality indicators from the national evaluative framework How Good Is Our School?4 are referenced.

Links to these sources (and others referenced) can be found here:

- [National Improvement Framework Improvement Plan](#)
- [HGIOS? 4](#) and [HGIOELC](#)
- [Health and Social Care Standards](#)
- [National Gaelic Language Plan](#)

In this report the following words are used to describe the numbers and proportions used:

All	Almost all	Most	Majority	Less than half	Few
100%	Over 90%	75% - 90%	50% - 74%	15% - 49%	Up to 15%

We are pleased to present our Standards and Quality Report for Session 2023-24. This report forms part of our quality improvement framework and provides important information regarding our school's progress to date and our next steps in school improvement.

**Self-Evaluation for Self-Improvement** is at the heart of our practice. We continue to develop our practice in making robust use of evidence as a basis for judgements regarding the impact of our work on our learners. All staff understand that self-evaluation is an integral aspect of our approach to continuous improvement through addressing the 3 key questions:

- How well are we doing?
- How do we know?
- What are we going to do now?

Throughout the year we continuously evaluate what we do and how it makes a difference to our learners. We want to know what is working well for our school community and what needs further improvement. We inform decision making and actions through a continuous process of looking inwards, outwards and forwards.

#### Looking inwards - starts with those working with our children and young people

We focus on the impact on outcomes for learners. Our self-evaluation processes triangulate information, data, people's views and observation of practice to measure impact and inform planning for improvement.

#### Looking outwards - learning from others

Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

#### Looking forwards - creating a vision and planning for implementation

Through leadership at all levels, we anticipate challenges and explore creative solutions. This helps us to create an aspirational vision for our school which shapes our actions and provides a focus for improvement.

Our children and young people are actively consulted and involved in this process. We also give staff, parents/carers, and other partners the opportunity to participate in discussions and activities to shape our improvement journey.

When we develop our improvement plan, we use key questions at scheduled review times throughout the session to know how well we are progressing towards achieving these positive outcomes and changes.



Together we are working hard to ensure the Highlands is the best place for children and young people to grow up safely, learn, develop and achieve.

With positive experiences, our children and young people will always see the Highlands as home.

Le eòlasan deimhinneach, bidh ar cloinn is ar n-òigridh daonnan a' faicinn na Gàidhealtachd mar dhachaigh.

Ruth McCarthy  
Head Teacher  
Edderton Primary School

# School Profile

## Pròifil na Sgoile

The following information can be found on [Parentzone Scotland](#). It is important to remember that statistical data alone is not a measure of how well we are doing. All schools are unique. To understand how well we are doing it is important for us to look at a range of different data sources.

**Attendance**  
96.4%

**Average Class Size**  
6

**Meeting PE Target**  
Target Met

**Pupil Numbers (inc nursery)**  
6

**Teacher Numbers**  
2

**Pupil Teacher Ratio**  
3.8

2023/24 Proportions of pupils achieving Curriculum for Excellence Levels (P1, P4, P7 combined):

**Reading**

**Writing**

**Listening and  
talking**

**Numeracy**

All

All

All

All

Edderton Primary School is located in a largely rural setting serving the local community of Edderton and surrounding community.

There are currently 6 children attending the school, ranging from P2 – P7.

P2 - 7 are taught together in a single multi-stage class and there is no Early Learning and Childcare availability at the school as the provision is currently mothballed.

The headteacher has overall leadership responsibility for Edderton Primary School and Gledfield Primary School. Staff and children from both schools work together regularly.

As the school roll comprises a small number of children, attainment and progress will be expressed in 'overall' statements, rather than specific year groups or Curriculum for Excellence levels. This is to ensure the identity of individuals is not disclosed.

Overall, attainment across the school in literacy and English and numeracy and mathematics is satisfactory. Children achieve appropriate CfE levels in literacy and numeracy and, across the school. Few children who face barriers to learning are making some progress towards meeting their individual targets.

Overall children are making the following progress:

**Reading**

**Writing**

**Listening and  
talking**

**Numeracy**

Satisfactory progress

Satisfactory progress

Satisfactory progress

Satisfactory progress

We have had no exclusions this year.

## School vision, values and aims

### Lèirsinn, luachan agus amasan na sgoile

- ✓ Create a happy, secure and safe environment in which all members of the school community treat each other with mutual respect and fairness.
- ✓ Deliver a broad, balanced and inclusive curriculum which allows each child to achieve his or her full potential.
- ✓ Provide high quality teaching and learning experiences that promote active learning.
- ✓ Encourage and support the development of positive lifestyles and attitudes with a particular focus on health and wellbeing.
- ✓ Encourage everyone to respect other people's views and lifestyle irrespective of race, religion, disability, or gender.
- ✓ Contribute to the life of the community through actively promoting partnerships with parents, professional agencies, individuals, businesses and the wider community.
- ✓ Be a learning community which supports learners, families and staff in their commitment to lifelong learning.

## Review of progress for session

### Ath-sgrùdadh air adhartas airson an t-seisein

These projects are linked to the vision and priorities for Scottish Education based on delivering excellence and equity. Parent/Carer information is available [here](#).

School Priority:

### Development and use of Highland Progressions

#### Purpose:

This project has been developed in response to Attainment Summit directive for all schools to engage with Highland Literacy and Numeracy Progressions.

#### Progress:

- ✓ Increased staff confidence with Highland Numeracy Progression (HNP) and Highland Council Literacy Progressions
- ✓ High Quality Assessment (HQA) tasks moderated termly
- ✓ Teachers attended Highland Council Listening and Talking CLPL

#### Impact:

- ✓ Teachers can use the progressions to plan meaningful literacy and numeracy lessons
- ✓ Teachers can identify where learners are in their learning
- ✓ Adapted format of HQA to meet the needs of teachers and families
- ✓ Focus on skills being developed in HQA
- ✓ Each classroom has a Meta-Skills display for reference
- ✓ Teachers have a greater understanding of how to plan listening and talking across the curriculum
- ✓ Pupils are supported in acquiring vital early language skills

**Next steps:**

1. Continue to implement Highland Council Literacy and Numeracy Progressions
2. Continue to build teacher confidence in Numeracy through next session's School Improvement Plan and Working Time Agreement
3. Use the progressions to ensure meeting the needs of all learners
4. Use the progression to discuss next steps with learners
5. Ensure there are progressions for each curricular area in place to support teachers' planning, teaching and learning

School Priority:

## Moderation and Assessment

**Purpose:**

This project has been developed in response to Attainment Summit directive for all schools to develop moderation and assessment calendars and systems.

**Progress:**

- ✓ Moderation and assessment calendars in place and in use
- ✓ High Quality Assessment tasks in place to support staff judgement
- ✓ All staff attended an ASG Moderation event focusing on Listening and Talking
- ✓ Termly attainment meetings held termly

**Impact:**

- ✓ Teachers know when assessments are due to take place
- ✓ Teachers have a great understanding of shared standards across the cluster
- ✓ Teachers have increased confidence in making judgements of progress within a Level
- ✓ Identify pupils' strengths and areas for development
- ✓ Teachers have greater understanding of shared standards across the Levels and within the ASG
- ✓ Good practice identified and shared across the ASG
- ✓ Allows focus on pupil achievement
- ✓ Identifies pupils' next steps in learning

**Next steps:**

1. Review and amend the assessment and moderation calendar
2. Embed assessments and use data to inform planning
3. Discuss assessment data during attainment meetings and plan to meet needs of all learners

**Purpose:**

This project has been developed so parents and families have access to information that allows them to form a clear understanding of how their child is progressing.

**Progress:**

- ✓ All pupils have a Digital Profile
- ✓ Teachers have a greater understanding of Profiling and Reporting
- ✓ Learner conversations take place termly
- ✓ All parents have a greater understanding of what Profiling & Reporting looks like

**Impact:**

- ✓ All pupils are able to access their own Digital Profile giving them ownership
- ✓ Teachers have a shared understanding of what is expected in relation to Profiling & Reporting
- ✓ All pupils engage in learner conversations where staff share learner's progress with the learner
- ✓ All pupils are more aware of where they are in their learning and can discuss their next steps
- ✓ All parents are better informed of where their child is in their learning and their next steps

**Next steps:**

1. Digital Profiling to take place fortnightly
2. Pupils to have ownership of their own Digital Profile and update regularly
3. Share Digital Profiles with parents (information session)

## Progress and impact of Pupil Equity Fund

### Adhartas agus buaidh Maoin Cothromas Sgoilearan

**Progress:**

- ✓ PSA support was not available to pupils
- ✓ Pupils received spelling and numeracy support from class teacher
- ✓ Pupils did not meet the set target in spelling
- ✓ 25% of pupils achieved their target in Numeracy

**Impact:**

- ✓ Pupils did not receive the planned targeted intervention
- ✓ Pupils received consistent delivery of spelling and numeracy lessons from the class teacher
- ✓ Review of PEF interventions planned for next session to ensure delivery and impact
- ✓ One pupil has progressed in their basic facts knowledge

## Wider achievements

### Coileanaidhean nas fharsainge

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Edderton pupils have had several opportunities that support personal learning and achievements throughout the last Session, such as:

- ✓ Cluster visits between the schools
- ✓ Christmas Fayre
- ✓ Pupil Groups – Pupil Council and Digital Leaders
- ✓ Celebrating Success assemblies
- ✓ Health and Wellbeing Week
- ✓ Swimming
- ✓ Bikeability
- ✓ Visits to Innis Mhor

These experiences have offered our pupils the opportunity to gain a better understanding of themselves, build on their strengths and develop skills in different areas of their lives. These experiences also help to raise self-esteem and confidence in their own abilities.

## **Comments from learners, families, stakeholders and staff**

### **Beachdan bho luchd-ionnsachaidh, teaghlaidhean, luchd-ùidhe is luchd-obrach**

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#### Learners

“Mrs Simpson is a great teacher!”

“We are so lucky to be in a small school.”

“Our playground is great! We have everything we need.”

#### Families

“My children are very happy at school.”

“The children really benefit from the visits to Gledfield on a weekly basis.”

#### Staff

“We have very good relationships with the children.”

“The children appear happy and work very well together.”



## Capacity for continuous improvement

### Comas airson leasachadh leantainneach

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Using indicators from 'How Good is our School 4' together with learner, parent, carer, partner and community feedback we believe we have made the following progress this session:

	<b>ELC</b>	<b>PRIMARY</b>
<b>QI 1.3</b> Leadership of change	Choose an item.	Satisfactory
<b>QI 2.3</b> Learning, teaching and assessment	Choose an item.	Satisfactory
<b>QI 3.1</b> Wellbeing, equality and inclusion	Choose an item.	Satisfactory
<b>QI 3.2</b> Raising attainment and achievement/Securing children's progress	Choose an item.	Satisfactory

Our overall evaluation of our capacity for continuous improvement is:

We are confident in our capacity for continuous improvement.

## Key priorities for improvement planning

### Prìomhachasan airson planadh airson leasachadh

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Link to one-page SIP.

## Planning ahead

### A' planadh air adhart

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Full details of the school's 2024/25 improvement priorities and actions are detailed on the school improvement plan, which can be accessed on our website <https://eddertonps.wordpress.com/> or by contacting the school office.