



STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2023-2024

Gairloch Primary School - Bun-sgoil Geàrrloch

ACHTERCAIRN, GAIRLOCH, ROSS-SHIRE. IV21 2BP



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

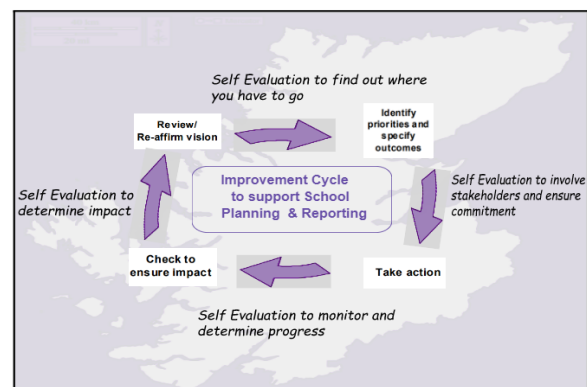
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

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.

Strav McDonagh
Head Teacher
Gairloch Primary School

School Profile

Pròifil na Sgoile

The following information can be found on [Parentzone Scotland](https://www.parentzone.scot.nhs.uk/). 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 93%	Average Class Size 18.7	Meeting PE Target Target Met
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Pupil Numbers (inc nursery) 56 (+11 nursery)	Teacher Numbers 4	Pupil Teacher Ratio 14.9
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N3 8%	N4 9%	P1 12%	P2 5%	P3 11%	P4 12%	P5 11%	P6 14%	P7 18%
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SIMD Q1¹ 0-10%	SIMD Q2 0-10%	SIMD Q2 20-30%	SIMD Q3 60-70%	SIMD Q5 0-10%	Unknown 0-10%
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ASN² 50-60%	No ASN 40-50%	FSM³ 60-70%	No FSM 30-40%	EAL⁴ 0-10%	No EAL 90+%
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2023/24 Proportions of pupils achieving Curriculum for Excellence Levels (P1, P4, P7 combined):

Reading	Writing	Listening and talking	Numeracy
Most	Most	Most	Most

Gaelic Medium 2023/24 Proportions of pupils achieving Curriculum for Excellence Levels (C1, C4, C7 combined):

Gaelic reading	Gaelic writing	Gaelic listening and talking
Most	Most	All

We have had no exclusions this year.

¹ SIMD – The Scottish Index of Multiple Deprivation (SIMD) is a relative measure of deprivation.

² ASN – Additional Support Needs

³ FSM – Free school meal entitlement

⁴ EAL – English as an additional language

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

Our Vision – Brilliance In Every Child.

Our Values – We are:

- **Honest**
- **Caring**
- **Respectful**
- **Determined**
- **Ambitious**
- **Responsible**

Our Aims

Create a positive and energetic ethos

Demonstrate a shared and recognised set of values against which we continually measure our actions.

Take responsibility for our own learning

Understand why we learn and how to improve.

Set high expectations and work towards them in stimulating surroundings

Collaborate to devise imaginative and interesting challenges to meet the needs of all learners

Forge and strengthen partnerships beyond our school boundaries

With other schools, parents, the local community, as well as the wider world.

Celebrate effort and achievement in Gaelic and English

Share and take pride in every success, both in and out of school.

Reach our potential in an inclusive, respectful and nurturing environment

Work and play in safety in an atmosphere of tolerance to develop confident, imaginative and adventurous children.

Celebrate the languages and cultures of Scotland

Promote and embed into teaching and learning across the school.

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:

Improve Numeracy outcomes for all pupils, focussing on Mental Maths

Purpose:

NSA results in maths had shown a steady decline over the previous 3 years, Whole school INCAS testing corroborated teacher judgement suggesting that mental maths was a particular area for improvement.

Progress:

- ✓ Daily mental maths activities are employed in all classes most of the time.
- ✓ Links with Numeracy Support Officer have been strengthened and best practice based on recent research has begun to be implemented.
- ✓ Progress has been regularly monitored and results used to inform next steps.
- ✓ 1-to-1 intervention employed to address individuals' learning gaps and to close the attainment gap.

Impact:

- ✓ Basic Facts diagnostic testing shows that overall, pupils have made appropriate progress.
- ✓ ACEL data shows that attainment of a level in Numeracy has improved, with most pupils achieving the appropriate level by the end of P1, P4 and P7.
- ✓ Overall, good progress was made in this area.

Next steps:

Good progress was made in this area, but further improvement is possible. The links with the Numeracy Support Officer will be further developed and all staff will capitalise on the forthcoming training opportunities. A whole school approach to mental maths will be agreed. Collection of data will be expanded to include SOFA testing alongside NSA and diagnostic testing.

This area will remain on the School Improvement Plan for 2024/25.

School Priority:

Improve Literacy outcomes for all children, focussing on writing.

Purpose:

Data had shown that achievement of levels in Literacy over the previous years had been below the National and regional averages, and that attainment in writing in particular contributed to these results. Writing was an area which had not been the focus of improvement for several years.

Progress:

- ✓ All staff attended training courses including a series of sessions on 'Explicitly Teaching Writing'.
- ✓ Whole school and ASG moderation exercises carried out to ensure consistent agreement in achievement of a level.
- ✓ Centralised moderation exercise undertaken with Collaborative Lead Officer and Highland Council Officers.

Impact:

- ✓ NSA and SOFA testing shows some improvement in progress in Literacy, including writing.
- ✓ ACEL data shows that attainment of a level in Literacy has improved, with most pupils achieving the appropriate level by the end of P1, P4 and P7.
- ✓ Moderation exercises show that teacher judgement in achieving a level are good.
- ✓ Overall progress in this area has been good.

- ✓ SNA and SOFA test results used to inform learning gaps, and specific areas where further progress is necessary for individuals.

Next steps:

Overall, good progress has been made in this area, but further progress is possible. ACEL data indicates that Literacy levels have improved, but writing remains the area with most scope for improvement. Teaching staff have been registered to attend the second tranche of 'Explicitly Teaching Writing' training. Teaching and Pupil Support staff will benefit from 'Literacy for All' training opportunities. Progress towards a consistent and coherent whole-school approach to writing will continue. This area will remain on the School Improvement Plan for 2024/25.

School Priority:

Health and Wellbeing - UNCRC

Purpose:

Gairloch Primary School has begun the journey towards becoming a Rights Respecting School and embedding the principles of the United Nations Convention on the Rights of the Child into every aspect of school life.

Progress:

- ✓ The principles of the UNCRC have been introduced to all pupils in the school.
- ✓ School practice reviewed and assessed against RRSA strands.
- ✓ Bronze level accreditation – Rights Committed - secured.
- ✓ An Action Plan for Silver accreditation is being formulated.

Impact:

- ✓ All pupils are aware of the UNCRC and have been learning *about* Children's Rights.
- ✓ Pupil Voice is taking a more central place in school life and the decisions which affect it.
- ✓ Overall Emotional Literacy assessment indicates improved results over the year.
- ✓ Overall, good progress has been made in this area.

Next steps:

The Action Plan for Silver accreditation will be completed and submitted. The focus on UNCRC learning will move from Learning *about* Rights to Learning *through* Rights. Pupil Voice will continue to take a more central role in decision making in the school. Emotional Literacy and other wellbeing indicators will be employed to monitor the impact of the RRSA journey.

Progress and impact of Pupil Equity Fund Adhartas agus buaidh Maoin Cothromas Sgoilearan

PEF has been used to enable individual and small group support where assessment has determined this approach will be effective. This has enabled pupils to make good progress in reading, spelling and numeracy. This project, which will continue next session, has had a positive impact on the school's ambition of closing the attainment gap.

Wider achievements

Honest Caring Respectful Determined Ambitious Responsible

Coileanaidhean nas fharsainghe

This year has seen pupils enjoy the opportunity to mix socially with their peers from other schools in the ASG at events such as the cross-country race, and Sports Day. Pupils have continued to enjoy extra-curricular activities with their friends from other primary schools in the ASG at after-school clubs including football, hockey, art, drama and cooking and baking.

The pupils have benefitted from regular lessons from music tutors for strings, drums, pipes, and whistle, together with sessions with Kodaly and the Feis Rois Youth Music Initiative. Many of our young musicians participated in the group-work competition at the Inverness Mod, and some attended the Fiddlers' Rally in Tain.

In September, school pupils were able to visit the floating classroom aboard Highland Whale and Dolphin Trust's research vessel 'Silurian'. They have also enjoyed visits from the local Wildlife Ranger, exploring the flora and fauna of the local area, and participating in the restoration of the school pond. In addition, local visits have been made to Flowerdale to explore the wildlife, and to create outdoor works of art.

The community Christmas tree light switch on event was held in conjunction with a school open evening. School pupils produced a selection of Christmas crafts which they sold at the community Christmas Market, and nursery children enjoyed various craft activities led by parents during stay and play sessions.

In March, pupils organised and held a very successful open morning and pop-up café for the local community.

School pupils have attended three football tournaments this year, for Whole School, Girls, and Gaelic Medium teams. In each case the teams were undefeated in a total of 23 group games, reaching a Final, a Quarter-Final and a Semi-Final, respectively.

All pupils have enjoyed the opportunity to participate in growing vegetables, fruit and flowers in the school garden this year, despite the loss of the polytunnel. Some of this produce was enjoyed by parents at the Garden Party which the pupils hosted in June.

Nursery children have enjoyed visits from local service providers including Ambulance, Fire Brigade, Police, Coastguard and the local vet, and have visited the local care home.

In May, in response to a national increase in incidents, two workshops on sextortion were held, one for parents/carers and one for P6 and P7 pupils.

School pupils' and Nursery children's achievements, both within, and outside school are celebrated weekly at assembly, and are recognised through the lens of the School Values.

Comments from learners, families, stakeholders and staff

Beachdan bho luchd-ionnsachaidh, teaghlaichean, luchd-ùidhe is luchd-obrach

In the nurseries, Stay, Play and Learn has again been very popular and well attended. Parents have taken the opportunity to answer questionnaires about the provision, and feedback has been very positive. A survey of parents of school children indicated a high level of satisfaction with most aspects of the school. Profiling and informal feedback was an area some parents felt could be developed further, and accordingly, this has been made a priority in the School Improvement Plan for 2024/25.

Capacity for continuous improvement

Comas airson leasachadh leantainneach

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:

	ELC	PRIMARY
QI 1.3 Leadership of change	Good	Good
QI 2.3 Learning, teaching and assessment	Good	Good
QI 3.1 Wellbeing, equality and inclusion	Good	Good
QI 3.2 Raising attainment and achievement/Securing children's progress	Good	Good

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

Learning and Teaching – Literacy – A whole school approach to Literacy for All.
Learning and Teaching – Improving Numeracy at First/Second Level.
Improve tracking and profiling, and communication of pupils' progress to parents.

Planning ahead

A' planadh air adhart

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://sites.google.com/highlandschools.net/gairlochprimary/home> or by contacting the school office.