



STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2023-2024

Glennelg Primary



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.

Kate MacArthur
Head Teacher
Glenelg 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
90%

Average Class Size
9

Meeting PE Target:
Target Met

Pupil Numbers (inc nursery)
13

Teacher Numbers
1.2 FTE

Pupil Teacher Ratio
9:1

Glenelg Primary School is located in a rural, coastal setting serving the local community of Glenelg and Arnisdale as part of the Plockton Associated School Group.

There are 9 children attending the school and 3 children in nursery, ranging from N3 – P6. P2 - 6 are taught together in a single multi-stage class and there is a separate nursery for 3 and 4 year olds.

The headteacher has overall leadership responsibility for Glenelg Primary School and Loch Duich Primary School. The headteacher is supported by a principal teacher. 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 very good. Children achieve appropriate CfE levels in literacy and numeracy and, across the school, a few children are exceeding nationally expected levels. All children who face barriers to learning are making very good progress towards meeting their individual targets.

Overall children are making the following progress:

Reading

Very good progress

Writing

Very good progress

Listening and talking

Very good progress

Numeracy

Very good progress

We have had no exclusions this year.

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

Our Overall Vision: (our 'why')

To provide experiences that nurture a sense of wonder and curiosity in learning and in life.

Our Values: (how)

Being Ready – ready for school, punctual, prepared with resources.

Being Respectful – mindful of others, kind, building up each other, rights respecting, being fair.

Being Safe – protected, risk considered, careful with each other, knowledgeable.

Our Aims: (what)

Using our unique context for learning: we live in a rural, coastal peninsula with interesting heritage sites and places of natural beauty. Pupils will use these unique spaces, interactions and experiences available to them.

Supporting our community: our community and school are mutually supportive, pupils benefit from the experiences of supporting and working for their wider community.

Building knowledge, understanding and skills: learning through literacy and numeracy and allowing development of understanding in wider concepts.

Promoting wellbeing: giving pupils skills and knowledge to look after themselves in positive ways and developing understanding and sharing of their rights.

Our Curriculum is built around the four contexts of learning:

- (1) Working to build the ethos of the life of the school as a community,
- (2) Learning through curricular subjects with a key focus on literacy, numeracy and health & wellbeing;
- (3) Providing opportunities for personal achievement,
- (4) Developing skills through interdisciplinary learning.

Our vision, values and aims personalise our approach to Getting It Right For Every Child, where we aim for children to be Safe, Healthy, Achieving, Nurtured, Active, Responsible, Respected and Included (SHANARRI), and to become Confident Individuals, Effective Contributors, Responsible Individuals and Successful Learners.

Written in collaboration with our school community Nov 2021

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:

Developing inputs towards improved writing.

Purpose:

From the premise of knowing that effective reading develops the capacity to write well, we would like to develop our reading opportunities for pupils and also embed some of the other inputs to better writing that we started last session. Both transcription and executive functional skills will continue to be a focus within our school cluster. We will continue to use Highland Literacy guidance as a professional resource. Our aim continues for pupils to be enthusiastic and capable in writing.

Progress:

Professional learning:

All practitioners have further developed knowledge of learning and teaching, in terms of literacy, using Highland Literacy training. Teaching staff undertook Talk 4Reading training and Talk for non-fiction training; Writing in a multi-composite class. Techniques 'The Secret of Literacy' book was used by teaching staff.

Collaboration:

Application for Reading Schools' accreditation shows increased, choice, positive attitude shift towards reading. Scottish Book Trust training for staff and resources for pupils have been used this year.

Data and evidence:

There has been an increase in pupil engagement in both reading and writing and assessments show standards have improved. Surveys show an increased interest in reading from formerly reticent readers. All pupils' reading age is at or above their actual age.

Shared understanding:

There is a shared understanding of pupils' specific needs and ways to support them individually. Staff have undertaken moderation activities to ensure a shared understanding of standards within the Plockton High School Associated School Group(ASG).

Pupil Participation

Pupils have chosen topics of interest to study and developed understanding using fiction, non-fiction and digital resources. Pupils have benefited from increased ownership of their learning and developed leadership of their own learning. Community partners have enhanced the curriculum, further developing pupil understanding of UNCRC Article 29.

Pupils have undertaken short burst shared writing, 'thinking aloud' to model sentence construction, editing and improvement. Planning prompts, success criteria and templates have been used to assist development of executive function.

Pupils have developed their physical spaces used for reading. PEF PSA reading time has been enthusiastically engaged with by pupils throughout the year.

Nursery children read every day and enjoy being read to. They use the mobile library. They extend their learning by using picture books to increase knowledge about their world.

Impact:

- ✓ Children benefit from the clear and systematic teaching of writing skills across all genres.
- ✓ Children have become keener readers and have an appetite to read more challenging books, as a result of the initiatives followed for Reading Schools Award. Childre have also benefited from using Scottish Book Trust books to further understand UNCRC articles from use of picture books.
- ✓ Good progress has been made in reading across the school with some examples of very good progress, particularly where Pupil Equity funding has been used to support some pupils.
- ✓ Staff report they have benefitted and gained confidence from moderation activities with other ASG schools. This in turn allows children to understand their own attainment levels.
- ✓ All parents of the school have shared in assemblies and Parent Council meetings where school improvement agenda is discussed.
- ✓ Children are more aware of the aspects which lead to better writing.
- ✓ Children are able to identify aspects of writing in which they need to improve.
- ✓ Reading audits have shown that pupils are improving and all grade their enjoyment of reading positively, with all children using the visiting mobile library.
- ✓ Parents' views have been helpful in showing the needs for development in reading and their views, gained via surveys, have strengthened the validity of our judgements.
- ✓ Reading and writing skills has been a focus across the curriculum thus giving children real life reasons for using literacy skills.
- ✓ Good progress was made in this improvement area.

Next steps:

- **Develop skills in persuasive writing through debate.**

Be Ready Be Respectful Be Safe

- **Continue to encourage reading for pleasure.**

School Priority:

Moderation within Plockton Associated School Group (ASG)

Purpose:

Moderation activities aim for staff to understand standardised expectations of children's work, using Benchmarks which have been produced by Education Scotland. By sharing samples of children's work, within the ASG, teaching staff have been increasing confidence and ability to make correct judgements in the standard of children's work; to recognise strengths in children's performances and agree next steps in learning.

Progress:

Professional learning; Collaboration; Shared Understanding

All teachers engaged in regular moderation activities with colleagues in school and across Plockton ASG. Recent moderation has been focused on writing and led by 2 QAMSOs.

Cluster staff used Glasgow West Partnership examples in moderation as a model for designing a High Quality Assessment task.

Cluster staff co-designed a High Quality Assessment task.

Teachers are keen to learn from others to ensure they continue to refine and improve their moderation practice.

Impact:

- ✓ As a result of all moderation activity to date, teachers have a clearer understanding of national Benchmarks in writing.
- ✓ In addition, children benefit from teachers' increased confidence in making more accurate professional judgements on children's progress within a level.
- ✓ Within our school, good progress was made in this area .

Next steps:

- **ASG to continue with Focus on Moderation of Writing**
- **ASG to develop moderation of High Quality Assessments**

School Priority:

Achieving Rights Respecting Schools GOLD Award

Purpose:

We wanted to promote children's rights within our school cluster. The children know about their rights, having achieved Silver award in 2021. We want to further enable the children to take initiatives forward for the good of children in other contexts; to deepen their understanding of rights in their own context and to understand children's rights as part of human rights.

Progress:

Professional Learning:

Staff have undertaken training for Children's Rights from both Unicef and the Scottish Book Trust.

New staff in the cluster have been introduced to RRSA activities and aims from both children and teaching staff.

Collaboration:

Pupils from both schools have shared their learning about children's rights.

Impact:

- ✓ Children become more aware from staff being more aware of the outcomes for Gold assessment within UNICEF.
- ✓ Children were able to learn from picture books about children's rights in an impersonal way.
- ✓ Children have had a consistency of approach toward rights due to all staff, including new staff, being aware of the importance of rights in our school context.

Both schools in the cluster have applied for assessment for the Gold RRSA award.

Shared Learning:

As children have shared their learning about rights at assemblies, parents and community members have been made more aware of children's rights and the various ways these rights are upheld.

Pupil Participation:

Children have undertaken to raise funds for other children to uphold their rights. They donated money to Aberlour Trust. They donated Christmas shoeboxes to Blythswood charities. They donated school-grown vegetables to local charities.

They have understood their curriculum in terms of their rights.

They have used picture books to further understand children's rights and promoted this sort of activity via a magazine to others within Highland Council.

Nursery children are growing an awareness of some aspects of their rights, with nursery staff linking the UNCRC articles to aspects of their activities in the nursery, via a floorbook.

Nursery children are encouraged to give their opinion about things that affect them and for their opinions to be validated and acted on.

- ✓ All children are able to knowledgeably speak about their rights.
- ✓ Families are aware of the need to upkeep children's rights.
- ✓ Children feel a degree of ownership of their own rights, as rights holders; an expectation that staff are duty bearers of rights. They are beginning to understand the concept dignity.

- ✓ Nursery class share the children's rights with parents and other staff, thus educating the school community further.

Next steps:

- Continue to embed the rights of the child, especially encouraging the children to be empowered to act for the good of other children and also to expect their rights to be upheld.
- Continue to share the positive outcomes from UNCRC with other schools.

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

The Pupil Equity Fund has been targeted towards children who face barriers to learning but all pupils have benefitted from activities which have been done in small groups. The Pupil Equity Fund was used mostly to employ Pupil Support Assistants who have targeted reducing learning gaps with some pupils, especially in small group reading but also in developing woodwork skills. Pupils continued to benefit from last years' resources which were purchased with PEF funding. All pupils facing barriers to learning have made very good progress in overcoming their learning gaps.

Wider achievements

Coileanaidhean nas fharsainghe

All pupils developed their technology skills both in woodwork and coding capabilities.

Most children took part in a camping activity with the cluster school.

Pupils harvested their school-grown vegetables and fruit and donated profits to good causes.

Art activities, using the outdoors, with local professional artists enhanced pupil experience of the Arts.

All pupils benefitted from music lessons with professional musicians.

Pupils contributed to a local plan for improvements in the community, understanding that they have to give their opinion about matters that affect them and for their views to be taken seriously.

The wide variety of partners working with the school has offered a dynamic and meaningful curriculum for pupils.

The older pupils were runners-up in a Highland wide 'Climate Smarter' challenge, competing against both primary and secondary schools.

Leadership opportunities have been developed between the school and nursery pupils.

Comments from learners, families, stakeholders and staff

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

A majority of parents have contributed their views to this report and write that they are more than happy with the provision of the curriculum in Glenelg. A recent survey showed that some parents would like to take part in activities to learn with their child and to better understand how their child is assessed in their learning.

Views from partners who provide learning activities to pupils report that the children are polite, keen to learn, industrious and resilient.

Staff are in agreement that pupils are succeeding well in their learning and exemplifying the vision, values and aims of the school.

Pupils report that they have enjoyed their learning this year. They particularly enjoyed learning about wood working, cooking, reading for pleasure, art, learning about democracy, coding.

Next year, they would like to continue much of what they have done this year but in addition, do more STEM related learning. They would like to continue working with the cluster school to strengthen social relationships.

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	Very good
QI 2.3 Learning, teaching and assessment	Very good	Very good
QI 3.1 Wellbeing, equality and inclusion	Very good	Very good
QI 3.2 Raising attainment and achievement/Securing children's progress	Very good	Very 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

- Develop understanding of teaching numeracy for all staff
- Improve confidence and speed of recall of number facts, for all pupils
- Continue to embed the Rights of the Child
- Continue to develop understanding of assessment via moderation activities within the ASG.
- Continue to encourage reading for pleasure within the school.

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 by contacting the school office.