



STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2023-2024

**Glenurquhart Primary School and Gaelic
Nursery**

**Bun-sgoil agus Sgoil-àraich Ghlinn
Urchadain**



Guiding, Uniting and Promoting Success

Introduction: Local and National Context

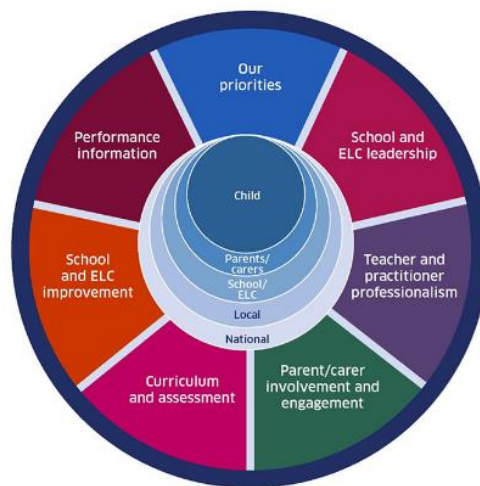
Ro-ràdh: Co-theacsa Ionadail agus Nàiseanta

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%

Commitment/ Dealas ~ Teamwork/ Obair-sgioba ~
Wellbeing/ Slàinte agus suund ~ Forgiveness/ Mathanas

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 daonna a' faicinn na Gàidhealtachd mar dhachaigh.

Kerrie Laird

Head Teacher / Ceannard

Glenurquhart Primary / Bun-sgoil Ghlinn Urchadain

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 94%	Average Class Size 20.7	Meeting PE Target Target Met
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Pupil Numbers (inc nursery) 145 (+6 nursery)	Teacher Numbers 9	Pupil Teacher Ratio 16.7
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N3 X3	N4 x3	P1 13.8%	P2 12.4%	P3 14.5%	P4 19.3%	P5 12.4%	P6 9.7%	P7 17.9%
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SIMD Q1¹ 0-10%	SIMD Q2 0-10%	SIMD Q3 60-70%	SIMD Q4 30-40%	SIMD Q5 0-10%	Unknown 0-10%
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ASN² 40-50%	No ASN 50-60%	FSM³ 20-30%	No FSM 70-80%	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	Majority	Almost all	Majority

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

Due to the small numbers in these stages within Gaelic, statements on attainment have been incorporated into our report below to ensure the anonymity of individual children.

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



CURRICULUM RATIONALE Glenurquhart Primary School Bun-sgoil Ghlinn Urchadain



UNCRC (28) Right to an education

Vision and Values/ Lèirsinn agus Luachan

- Commitment/ Dealas
- Teamwork / Obair-sgioba



Guiding, Uniting and Promoting Success

- Wellbeing/ Slàinte agus Sunnd
- Forgiveness/ Mathanas

behaviour attendance
punctuality
through setting high expectations for....

Relationships/ A' feighinn air adhart le:

With children, parents, partners and community

with a focus on...
equality
inclusion

Aims/ Amasan

Children who feel... included, supported, confident and listened to
UNCRC (12) Respect for the views of the child

Giving 100 hundred percent to our learning

Responsibility of all...		
Literacy	Numeracy	Health and Wellbeing
Expressive Arts	Social subjects	Technologies
Sciences	Religious and moral education	



Curriculum/ Curraicealam

RAISING ATTAINMENT FOR ALL



developing
SKILLS FOR LEARNING, LIFE AND WORK

Nurturing Safe Bright Environment/ An àrainneachd

getting it right for every child
Fit Outdoors
healthy happy

comfortable

UNCRC (31) Right to play, leisure and culture

Commitment/ Dealas ~ Teamwork/ Obair-sgioba ~ Wellbeing/ Slàinte agus sunnd ~ Forgiveness/ Mathanas

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:

Raising Writing Attainment (Year 2 ~ Incorporating Handwriting)

Purpose:

The school's reading attainment is consistently high and we would like to mirror this with our writing. Last session training was completed with teaching staff on approaches to teaching writing. We now need to utilise and embed this training and establish a consistent approach to the learning, teaching and assessment of writing in order to raise attainment.

Progress:

- ✓ Consistent approaches to writing across P2-P7 have been achieved through implementing Stephen Graham approach in English Medium classes. Links to skills in reading are made clear through various texts being used.
- ✓ Second level stages all completed narrative writing as a focus to provide opportunities to extend imaginative writing.
- ✓ In P1 Greg Bottrill's Drawing Club approach has been adopted following training for the class teacher. This ties approaches to creativity and play with language development and story writing.
- ✓ Daily/frequent free writing has been built in to all classes that has led to children have a greater sense of themselves as authors.
- ✓ Consistent approaches to handwriting have been adopted across the school. Weekly formation lessons, inclusion in play experiences and use of ICT (Sky Writer) have increased learning in letter formation in the early years.
- ✓ Online resources have supported visual learners in developing their handwriting. Explicitly teaching handwriting this session has built knowledge of the formation and joins.
- ✓ Writing is celebrated and examples displayed more around the school leading to children's writing having a higher profile and visible examples of good practice to aspire to.
- ✓ Spontaneous and planned play activities in Sgoil-àraich have had an increased focus on including writing materials e.g. chinks, mark making, paints etc as well as, considering how these are available both in and outside.
- ✓ Increased environmental print have supported the children to develop their hand/eye

Impact:

- ✓ Teacher's planning indicates that reading to writing connections are being made much clearer. Through class discussion, the majority of children have been observed to be able to use skills built from reading and apply them in their writing. This is evidenced through writing pieces completed also.
- ✓ Creating texts together as part of the Stephen Graham approach has allowed teachers to model thinking and support children in feeling more able to have a go and understand how different types of texts are structured.
- ✓ In P1, positive impact on the majority of children's enthusiasm to make a start at writing has been observed alongside increased creative thinking.
- ✓ Teacher's confidence in writing pedagogy has increased for almost all, particularly in approaches to narrative writing for a few.
- ✓ Children comment on increased enjoyment and motivation in writing. Free writing sessions and short burst writing allow children to use their creativity and imaginative skills more than is afforded them through the Stephen Graham approaches ensuring a balance between both.
- ✓ The quality of writing and understanding of genres has increased across First and Second level for the majority of children.
- ✓ Teachers in the upper stages feel more confident in assessing writing using the Benchmarks and this has led to increased writing attainment by as much as 30%.
- ✓ Most children in Gaelic Medium are becoming more independent in their writing as their phonic knowledge increases. Motivation, confidence and enjoyment of writing has been

coordination and recognise name and objects to letters.

- ✓ Using different genres in Gaelic Medium alongside work to increase phonic knowledge.
- ✓ Gaelic Medium parents were given a workshop on resources to support at home with Literacy.
- ✓ A new online support package was introduced through the use of PEF in March 2024 (IDL Interventions.) This is in it's early stages and evaluation of it's impact will be required next session.

observed to increase due to activities that are more meaningful to the children.

- ✓ Discussions at parent meetings have included a few parents commenting positively on improvements in their children's handwriting. This has also been commented on by children when highlighting achievements in their profiles.

Next steps:

- Training on identifying, assessing and supporting Literacy difficulties across the school for all teaching and support staff.
- Further work to source Gaelic texts that support new writing approaches.
- While the quality of writing and understanding of genres has deepened, the pace and number of completed pieces requires increased.
- Cursive handwriting not consistently being adopted out with specific handwriting lessons – needs time to embed.
- Work with other Gaelic Medium schools to review and create Literacy and Gaelic progressions and continue to moderate practices and assessments to increase consistency and confidence.
- Further consideration to approaches in Early Years/P1 to agree school overview. Take Drawing Club approaches into P2-P3 classes (led by P1 teacher.)

School (ASG) Priority:

Listening and Talking (Year 2)

Purpose:

Both teaching and support staff within Glenurquhart Primary have completed many aspects of training relating to listening and talking e.g. developmentally appropriate approaches to questioning (Blanks), Words Up, Tiered vocabulary. For some this needs refreshed as well as, the opportunity given to new staff to engage. All recognise the importance of listening and talking in a child's development. Over the last year, teaching staff have engaged with new Highland Council listening and talking progressions. Further work is now required to link areas of Literacy, embed training and agree practices.

As part of this, we also hope to increase Gaelic Medium children's both in the school and nursery, fluency and confidence in Gaelic use. Staff have started to engage with progression trackers related to this and following advice in our recent inspection report, we are now looking to extend this.

Progress:

- ✓ Blanks training repeated/updated for all staff. Question fans adopted in all classes. Work to put these into Gaelic also looked at however, still be completed and adopted due to difficulties with vocabulary acquisition.
- ✓ All teaching staff have completed Highland Council training on talking and listening. Whole school progressions have been followed with an increased focus on the skills of listening and talking across the school.
- ✓ Heart charts have been used in both class and whole school to highlight talking and listening skills and increase the dialogue and focus on these. These have been led by the children.

Impact:

- ✓ Most children have a deeper understanding of listening and talking skills, how these are developed and evidenced. They can self and peer assess these showing greater and more complex understanding – say 'why' they have given these assessments. They are therefore more able to lead their own learning through setting personal targets for improvement.
- ✓ Whole school progressions ensure consistency and progressions leading to increased confidence in assessments made. This has been evidenced through discussions with staff in attainment monitoring meetings where staff have commented on their increased knowledge

*Commitment/ Dealas ~ Teamwork/ Obair-sgioba ~
Wellbeing/ Slàinte agus suund ~ Forgiveness/ Mathanas*

- ✓ Weekly sessions between the Gaelic class and Sgoil-àraich have increased opportunities for children to speak Gaelic more socially and increase confidence in reading aloud in Gaelic. Gaelic has been heard more frequently in the playground and local shops demonstrating this and staff report an increased sense of community.
- ✓ Progressive approaches to 'Show and Tell' have been adopted in Nursery-P3.
- ✓ Sgoil-àraich's full involvement within the school including through assemblies and in language ambassadors has enabled most of the nursery children to increase their confidence in listening and talking in large groups. A few have presented at whole school assemblies and all take part confidently.
- ✓ Phrase of the Week added to Gaelic class blog to encourage increased parental involvement. This phrase is then embedded through daily practise.
- ✓ Gaelic language acquisition trackers are in place for every GM child from Sgoil-àraich into primary classes.
- ✓ P7 completed Paired Reading training and used this in their share time to increase both talking and listening skills with their P1 partners. This included texts purchased last year to support decreasing maths anxiety.
- ✓ Pupil Support staff have completed personal Gaelic learning and this is enabling them to converse informally e.g. in corridors in Gaelic language.
- ✓ Gaelic teacher has completed training and research to further enhance approaches to phonics in Gaelic Medium. This has led to her creating Gaelic resources and working alongside other schools to moderate approaches.
- of next steps and Benchmarks for Listening and Talking.
- ✓ Most children have presented at whole school assemblies and become more familiar with the skills involved in this. Their confidence has developed as a result and younger children are volunteering to be involved in wider citizenship groups more and playing a developing role in taking action within these.
- ✓ Most children comment in class and are observed to highlight 'Show and Tell' as one of their favourite things in the week. Progressive approaches ensure widening audience for the children, increasing their confidence. Furthermore, the inclusion of self-assessment against clear, co-created success criteria ensures children are taking leadership of developing their skills.
- ✓ Children in Sgoil-àraich are taking more of a lead in their learning and play experiences. They request to play the role of the 'tidsear/teacher' and use books to read to the class as part of this further developing their Gaelic language skills and confidence.
- ✓ Gaelic language is being heard more often in Sgoil-àraich without adult prompts.
- ✓ In P1, children's talking and listening skills have developed through links with Writing (use of Drawing Club) alongside an increase in the vocabulary used.
- ✓ Achievement of a level data shows almost all children are achieving appropriate levels.

Next steps:

- Working with Merkinch Primary to share practice and move Blanks questioning for use in the playground for restorative conversations.
- Further increase children's knowledge and confidence in speaking Gaelic more naturally in primary class e.g. without adult prompts.
- Debating skills to be further extended for upper level pupils – signed up to Mock Court training and sessions for next year.
- Uncertainty remains around tracking and assessing listening and talking – agree this with Highland Council support.

Purpose:

Research and guidance from Education Scotland support the wide-ranging positive benefits of play. Working with ASG colleagues we have established well developed play-based learning within our P1/2 and nursery stages. This has produced positive results both in social interactions, motivation and also in attainment, especially in Numeracy. We now need to continue to review and evaluate the impact of this, utilise our staff strengths and knowledge as well as those within our ASG, to support play within Gaelic Medium P1-7 and across the whole school.

Progress:

- ✓ Collaboration within Sgoil-àraich has enabled staff to put play at the heart of the setting. The children's involvement in planning activities within Sgoil-àraich has been encouraged and further developed.
- ✓ Spaces within the nursery have been adjusted to increase independent access to resource and children's choice in play.
- ✓ Two teachers have completed Play Pedagogy research –
 - In nursery this has focused on use of baking and cooking activities and how all areas of the curriculum can be developed through these
 - In P1 this has focussed on outdoor garden area and play experiences.
- ✓ Share times with P1 and P7 have included a wider variety of activities and utilised this outdoor environment also.
- ✓ Further opportunities for free choice outdoor/risky play and morning starters were built into the middle level class.
- ✓ Children have led areas of play improvement through the Pupil Council. This has included an audit of play resources, consideration of how to increase pupil ownership and care of these and taking forward ideas to make art and design lessons more playful.
- ✓ Play practices have been shared between contexts alongside Cannich Bridge Primary. This has allowed teachers to share and adapt ideas and pedagogy approaches and moderate learning.
- ✓ Staff have worked with buddies and collaboratively to develop their practice this session. Professional dialogue has included considering how to assess play spaces, how to develop pedagogy as well as completing Teaching Sprints and reviewing different elements of practice collegiately.

Impact:

- ✓ Children in Sgoil-àraich have been observed to have increased independence when managing their play leading to them directing their learning more through involvement in planning for next steps.
- ✓ Children in Sgoil-àraich are self-selecting and role playing more often during their play.
- ✓ Continued enjoyment of learning through play. PSAs report that there is increased learning compared to less active lessons while many children comment on their wish to continue to increase opportunities for play, especially in the older classes.
- ✓ A few children in the upper level class have increased their abilities to self-assess risks outside e.g. tree climbing.
- ✓ Real-life problem solving and creative skills have been developed through upper use of play approaches.
- ✓ Use of the Leuven scale in P1 to assess engagement has shown increased meaningful interactions outside and more engagement with the outdoor area. Creative and imaginative play has been observed more with children increasingly more able to take the lead when developing the environment.
- ✓ Teaching staff have benefitted from sharing practice and comment on their increased confidence in how a playful approach to learning can be used to ensure breadth and depth across the curriculum.

Next steps:

*Commitment/ Dealas ~ Teamwork/ Obair-sgioba ~
Wellbeing/ Slàinte agus suund ~ Forgiveness/ Mathanas*

- Parents have requested a renewed focus on outdoor learning. This will be tied in with wider accreditation across the school e.g. National Outdoor Learning awards and using funds to have a Polycrub and develop the growing area. Children would also like to develop the previous 'P7 garden' with ideas including a reading area for breaks and a possible sensory space while the Pupil Council have created a list of resources to further develop play at break times.
- Continue to increase opportunities for Sgoil-àraich to engage with other nurseries and share good practice.
- Using the Pupil Council audits completed this year, children would like a 'free expression' art and design session per term to allow them pursue their own creative skills and interests, similar to free writing opportunities this year.
- Play at second level still requires further development through increasing opportunities for child-led approaches.

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

Intervention	Data summary against targets	Impact / progress summary	Intervention Resource allocation used (breakdown)
Maths	Most children continue to increase by at least one level in Basic Facts. A few have not shown progress. This can also be attributed to pupil absence.	IDL was purchased in February 2024 following children's disengagement with Lexia programme and therefore requires time to allow progress to be evaluated. Group implementation was not found to be successful and returned to individual input.	15 hours PSA to support PEF pupils on various programmes for Literacy and Maths. IDL ltd online programme
Attendance and late	Further comment cannot be made due to identifying individual children.	The number of children meeting with 75% or below attendance has decreased. Due to pupil and staff absence statements relating to this support cannot be evaluated.	4.5 hours PSA to October then adapted following this as cover required elsewhere.
Literacy (GM)			Unable to employ a GM PSA.
Literacy (EM)	A few children have made progress with their spelling overall. Nessy learning and IDL are viewed more positively by the children and therefore engagement has been good.	Focus on Precision Spelling. IDL was purchased in February 2024 and therefore requires time to allow progress to be evaluated.	Dandelion Readers purchased. 15 hours PSA to support PEF pupils on various programmes for Literacy and Maths. IDL ltd online programme
Health and Wellbeing			Seasons for Growth resources purchased. Unable to get two members of staff trained to run the programme.

Due to ongoing difficulties with staff absence and then new staff covering who require time to build relationships and for training, sustained positive impact from PEF has been challenging to achieve this year. Careful consideration will be given for 24/25 PEF plan to re-target these areas and pupils to ensure that interventions continue to be focussed with a decreased reliance on specific staff to deliver key outcomes.

*Commitment/ Dealas ~ Teamwork/ Obair-sgioba ~
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We could improve/ have more of...

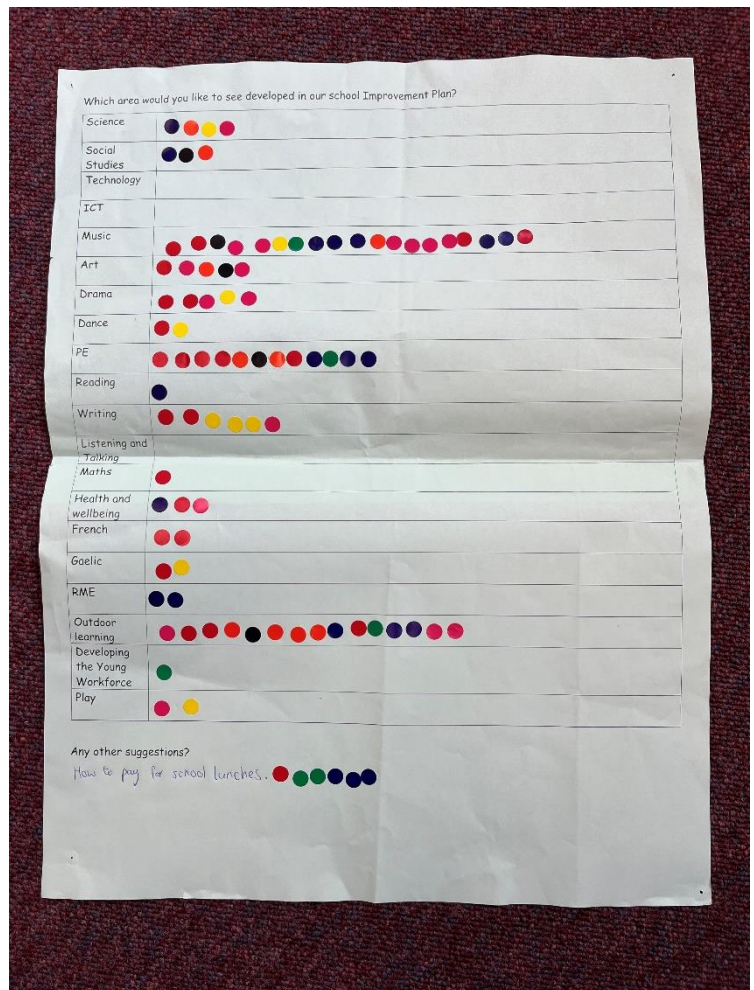


- Most children in P3-7 felt they had made good progress with their learning this year.
- Most children graded school between 8 and 10 stars.
- 41% of children commented on their enjoyment of free writing and/or wishing further developments in the playground.

From parent feedback questionnaires received (x14) almost all graded the impact of our three improvement targets as excellent or very good.

Parent feedback comments included approachable and supportive staff and opportunities to see and be involved in learning through profiles, work home or open sessions, children having more outdoor play, increased confidence in listening and talking, improvements in writing/spelling observed and increased opportunities to do drama in the upper stages.

Parents have voted and requested **music** and **outdoor learning** are looked at next year.



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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	Very 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

1. Digital Literacy, Cyber Resilience and Internet Safety including review of profiling.
2. Continue to embed writing practices. Involvement in National Writing Improvement Project for P4s and Literacy for all training to support Literacy difficulties.

Projects to enhance outdoor learning will run alongside this and resources will be purchased to increase opportunities for music and create a progression within the curriculum.

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://www.glenurquhartprimary.org.uk/our-school/improvement-plan/> or by contacting the school office.