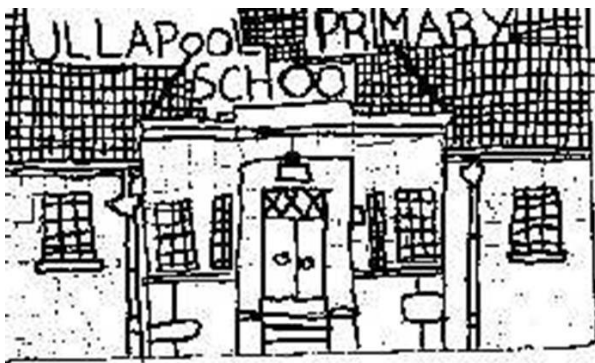




STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2023-2024

Ullapool Primary School



Còir | Cruthachail | Coimhearsnachd | Àrd-amasach | Gníomhnach

Caring | Creative | Community | Ambition | Action

Introduction: Local and National Context

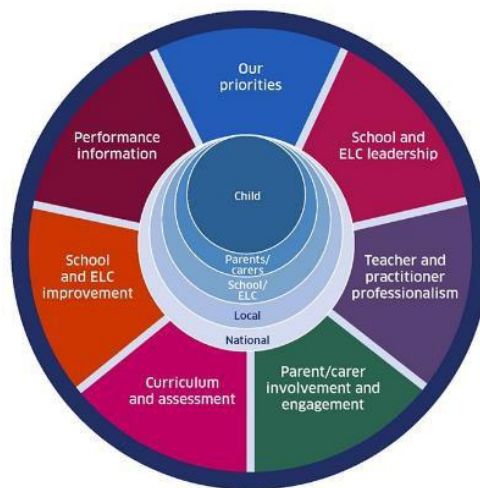
Ro-ràdh: Co-theacsa Ionadail agus Nàiseanta

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

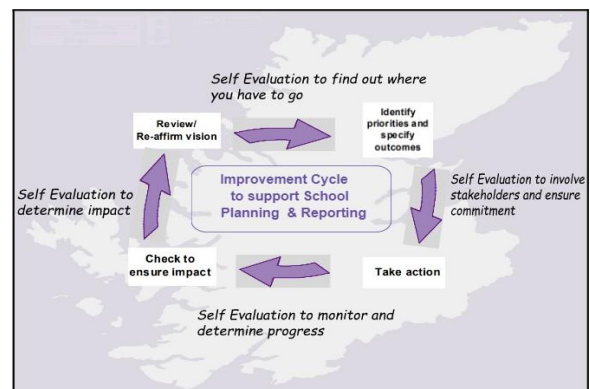
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

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.

Jill Quigley
Head Teacher
Ullapool 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.

Delete yellow instructions and what is not relevant to your context

All primary schools to include

Attendance 92.73%	Average Class Size 18.8	Meeting PE Target Target Met
Pupil Numbers (inc nursery) 168	Teacher Numbers 9	Pupil Teacher Ratio 1:19

For schools with a roll exceeding 50

N3 4.1%	N4 10.1%	P1 12.5%	P2 8.9%	P3 7.7%	P4 11.9%	P5 9.5%	P6 11.9%	P7 16%
SIMD Q0¹ 0-10 %	SIMD Q1 0-10%	SIMD Q3 20-30%	SIMD Q4 70-80%	SIMD Q5 %	Unknown %			
ASN² 25.3%	No ASN 74.7%	FSM³ 13.2%	No FSM 86.8%	EAL⁴ 8.3%	No EAL 91.7%			

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

Reading	Writing	Listening and talking	Numeracy
Majority	Majority	Majority	Majority

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	Most

We have had no exclusions this year.

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

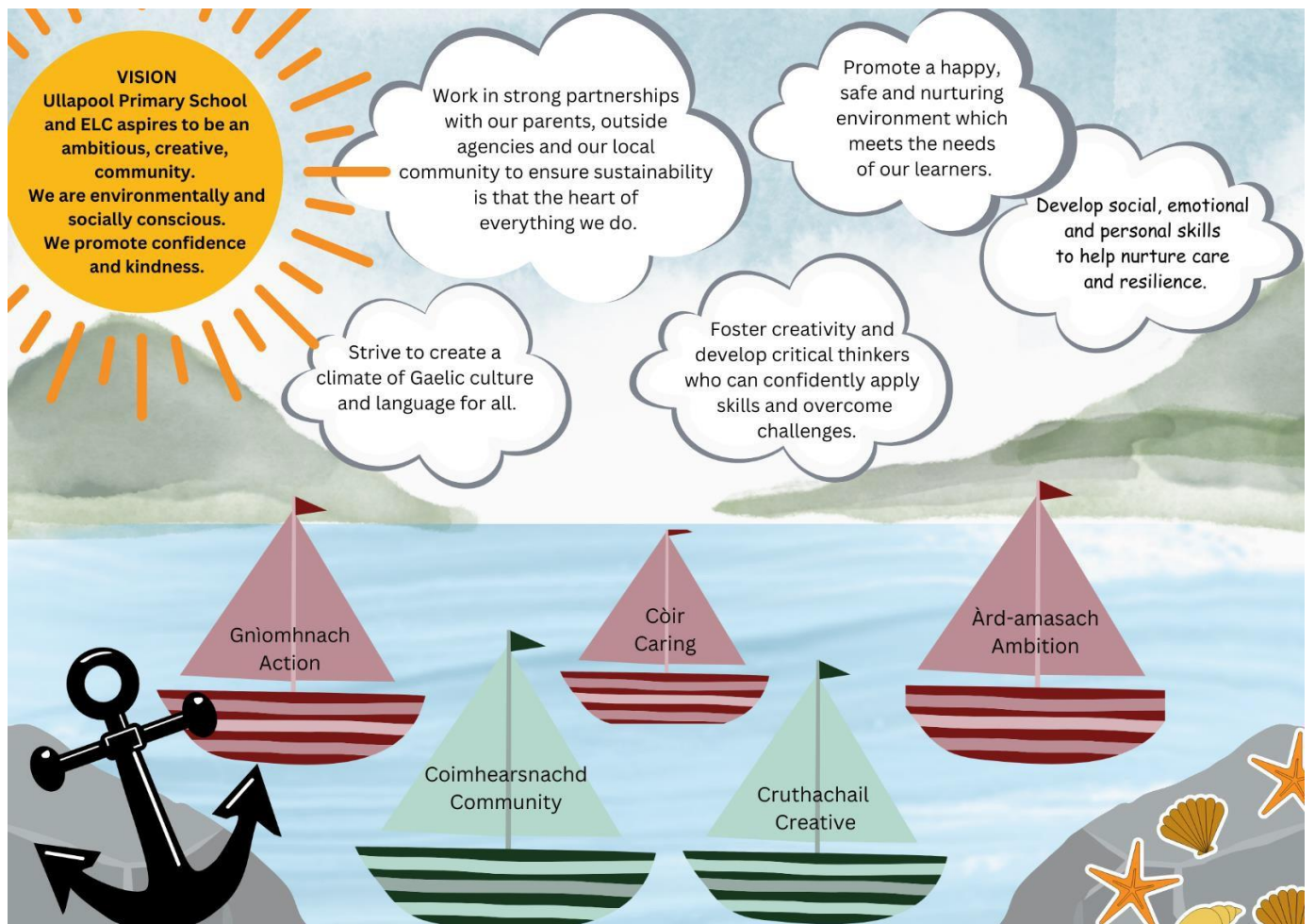
² ASN – Additional Support Needs

³ FSM – Free school meal entitlement

⁴ EAL – English as an additional language

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile



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:

Creating an ethos for Gaelic conducive to GME and GLE

Purpose: Creating an ethos for Gaelic conducive to GME and GLE

Progress:

Impact:

Content:

- **Gaelic is heard in all whole school activities**
 - **Gaelic is integral to all communications, inc phone answered in Gaelic**
 - **Online lessons for EM lessons. Focus on greetings, days of the week, weather, school activities.**
 - **Whole school – all adverts / fliers to contain some Gaelic**
 - **GM classes are given opportunity to learn about Gaelic culture and languages**
 1. **Local speakers in school eg police, connections to other schools**
 2. **Theatre workshops**
 3. **Gaelic Music / sports**
 4. **Gaelic art, folklore and idioms used and shared**
 5. **Gaelic Displays in all communal areas of school**
 - **Audit of Gaelic teaching and learning based on AGE 2015**
- Majority of whole school activities now include some key Gaelic phrases and vocabulary eg. Assemblies, Gatherings
 - Plans in place to ensure that Gaelic communication is integrated across the school.
 - All EM classes have had online Gaelic lessons to increase Gaelic vocabulary on a weekly basis. The impact of this is a slight increase in understanding of key phrases but across all classes a variable level of engagement.
 - Work has begun to include some Gaelic into the school weekly newsletter but this needs to be done more consistently across all school correspondence.
 - A variety of opportunities have been provided over the course of the year to encourage GM children to extend their knowledge and understanding of Gaelic culture and language. This included Gaelic specific drama after school club, shinty, football, MOD, art etc.
 - Audit carried out with all teaching staff and results summarised as follows:

Benefits of Learning Gaelic for Children (based on staff feedback):

1. **Cognitive Development:** Bilingualism enhances linguistic and mental skills.
2. **Cultural Connection:** Provides access to local history, culture, music, and art.

3. **Social Opportunities:** Encourages interaction and shared activities with peers.
4. **Career and Academic Advantages:** Opens up qualifications and job opportunities, and facilitates learning additional languages.
5. **School Integration:** Promotes a cohesive school environment.
6. **Local Knowledge:** Improves understanding of local place names and traditions.
7. **Participation in Sports:** Increases involvement in local sports like shinty and football.
8. **Language Skills:** Enhances understanding of syntax and vocabulary.

Current School Implementation:

- Gaelic is integrated into weekly lessons, assemblies, greetings, and school activities.
- Extracurricular opportunities for using Gaelic are limited.

Attitudes and Challenges:

- Positive attitudes in Gaelic Medium settings; mixed in English Medium.
- Need to improve enthusiasm and a sense of ownership of Gaelic learning.
- Limited understanding among students of the full benefits of learning Gaelic

Next steps:

Due to change of Head Teacher mid-way through school year a number of key actions within this project did not take place and therefore this plan will be revised but carried forward into 2024/2025. Key focuses will be –

- **Gaelic is integral to all communications, inc phone answered in Gaelic**
- **Whole school – all adverts / fliers to contain some Gaelic**
- **Continue to raise the profile and teaching of Gaelic across all EM classes.**

School Priority:

Learning and Teaching

Purpose:

Ensuring a consistent approach to learning and teaching across the whole school.

Progress:

Impact:

Content:

- | | |
|---|---|
| <ul style="list-style-type: none"> • Lesson observations to gather good practice in collaboration with CLO • Shared findings of good practice to build understanding of good teaching | <ul style="list-style-type: none"> • Formal learning visits to all classrooms took place involving HT and CLO. Examples of good practice were gathered from observation notes and shared with staff. Overall the standard of learning and teaching was evaluated as good in the majority of classes. |
|---|---|

- **Planning, assessment and moderation help improve standards in literacy and numeracy**

Staff looked collaboratively at key strengths and areas for development and agreed expectations for what a high-quality lesson required.

- Formal moderation activity took place during February in-set involving all the ASG partner schools using Jenny Wilson rubric to begin process of shared understanding of pupil progress across each level. Increased staff confidence in judgement of a level in writing.

- **Home school electronic communication**

- Following training in the use of Google sites majority of classes (including both ELC) now have a class site to showcase and highlight learning and to share termly plans. Parental feedback has not yet been sought but expectation is increased access and understanding of pupil progress.

Next steps:

- All classes to have a 'live' class site which includes termly planning, showcase of key learning and opportunities for parental feedback and involvement.
- P4 -7 will explore the use of digital profiling.
- Further discussion around agreed planning formats for use in Literacy and Numeracy
- Moderation – to increase the use of benchmarks to allow us to moderate across all key areas of the curriculum.

School Priority:

Health and well being

Purpose:

observation in class and in school, Glasgow HWB Scale data

Progress:

Impact:

Content:

- **Sign up to Rights Respecting Schools**
- **RRS as a regular feature of school assemblies and lessons**

- School had already been signed up to Rights Respecting schools on 22nd October 2022.
- Assemblies are always linked to one of our Children's rights, Most classes are now actively involved in learning about key rights in class and already we have had a class lead an assembly to share the Right they were focussing on. The

- **More active involvement of pupils in decisions affecting schools**

focus of each assembly is shared within our weekly newsletter with parents.

- **Shared outcomes from eg School council are displayed in school and shared with families**

- Children are given regular choices – simple things such as how we will order our assembly i.e. house points, achievement certificates, etc.. Google Forms are used with older children to gather views and feedback. Playground Charter was created in consultation with children during whole school assembly. Charter was shared with all pupils via Google Classroom for further comment and feedback. All children were allocated a citizenship group based on their interest and preference. These groups included – pupil council, STEM, ECO, Drama, Sports.. The impact of this has to be formally measured in terms of pupil engagement and empowerment but anecdotally the majority pupils appeared motivated.
- Pupil council outcomes are yet to be shared regularly with families, staff and other pupils.

Next steps:

- RRSA Silver plan to be looked at and progress to be evaluated for moving forward next session.
- Class Charters to be created in each class, using the model used to create a 'whole school' playground charter.
- Playground Charter to be displayed more widely/prominently and impact measured.
- Glasgow motivational wellbeing tool or SHANARRI webs used at the start of session so that we have a baseline to gauge children's health and wellbeing and plan for whole school, class and individualised blocks of health and wellbeing. This tool then needs to be used in agreement with staff at the beginning of each term or during Term 3 or 4 to measure impact of our interventions.
- Children to become more emotionally literate and resilient – use of 'Friendship Terrace' in P1-3 and Emotion Works programme for whole school.
- Measurement and effectiveness of Citizenship Groups to be gathered and where required changes to be made.

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

The intended outcomes for PEF plan 23/24 were as follows - 1:1 support for dyslexia / barriers to reading and writing. Due to the PSA time being significantly cut in December and stopped entirely at the end of January it is hard to measure impact. However, CTs and ASLT feel that the majority of children have made reasonable progress with Toe by Toe interventions.

Wider achievements

Coileanaidhean nas fharsainghe

Over the course of the year pupils at Ullapool Primary have had opportunities to experience a variety of sporting, cultural, entrepreneurial and STEM based learning. These included

- Gaelic Football tournament
- Gaelic Shinty tournament
- Girls and Boys Football tournament and training in Alness
- Drama Workshops provided by Eden Court (Gaelic and English)
- After School Gaelic Drama Workshops
- Feis Rois
- Feis Rois (Seonag Buxton) Cliabh Project with P5 children
- Enterprise Showcase Morning
- Online Gaelic Art Lessons (Gaelic Classes)
- Online Gaelic Lessons (English Classes)
- MOD (Various Pupils attending)
- STEM Workshop led by RAF Lossiemouth for STEM Citizenship group and GP4/5/6
- STEM Workshop led by Matt Bagley for P4-7s
- ASG P7 Residential to Fairburn

Comments from learners, families, stakeholders and staff

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

When surveyed during 2023/24 the following comments were captured:

LEARNERS

- **Most** children responded positively when asked 'I feel safe when I am in school'
- **Most** children responded positively when asked 'Teachers listen to what I have to say in lessons'
- **Most** children responded positively when asked 'I enjoy learning at this school'
- **Majority** of children responded positively when asked 'My teachers give me work that challenges me'
- **Majority** of children responded positively when asked 'I enjoy school'.

STAFF

Formal audit of staff feedback to be carried out in first half of 24/25 session.

FAMILIES

- "It's so inclusive with everyone and how much fun the kids have"
- "Was lovely to see the P7 children helping the younger classes. The children were well supported and happy."
- "Lovely to see the kids supporting one another"
- "All children seemed engaged"
- "It was lovely to be welcomed into the school with such happy, smiling, little faces. It's great for the children to learn about money, how trade works and encouraged to do arts and crafts. Well done!"

Còir | Cruthachail | Coimhearsnachd | Àrd-amasach | Gnìomhnach

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

1. Further improve and embed high quality learning and teaching with a primary focus on Numeracy.
2. Further strengthen Gaelic ethos across whole school and beyond.
3. Further embed strategic approaches to health and wellbeing across the curriculum through our journey towards RRSA silver status.

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://ullapoolprimary.wordpress.com/our-school/> or by contacting the school office.