



STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2023-2024

GLEDFIELD 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
Gledfield 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
92.9%

Average Class Size
12.5

Meeting PE Target
Target Met

Pupil Numbers (inc nursery)
27

Teacher Numbers
3

Pupil Teacher Ratio
9.8

Overall children are making the following progress

Reading

Majority

Writing

Less than half

Listening and talking

Majority

Numeracy

Majority

Gledfield Primary School is located in a rural, coastal setting serving the local community of Ardgay and catchment areas on the South side of the Kyle of Sutherland. There are currently 24 children attending the school and 4 children in nursery, ranging from N3 - P7. P1 - 7 are split into two multi-stage classes - P1-3 and P4-7. There is a separate Early Learning and Centre for 3 and 4 year olds.

The headteacher has overall leadership responsibility for Gledfield Primary School and Edderton 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. Half of the children who face barriers to learning are making satisfactory progress towards meeting their individual targets.

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.

KINDNESS HONESTY RESPECT DETERMINATION

- ✓ 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
- ✓ ELC Staff attended CLPL opportunities regarding Words Up

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
- ✓ Staff identified good practice and their next steps in their own professional learning
- ✓ Greater awareness of using Words Up strategies during their everyday practice
- ✓ 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

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
- ✓ Some staff attended an ASG Moderation event focusing on Listening and Talking
- ✓ Termly attainment meetings held termly
- ✓ Creation of a Development Overview Tracker to identify progress of pre-school skills

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
- ✓ Highlights progress of skills for each pupil
- ✓ Early identification of possible difficulties of skills

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

Profiling & Reporting

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, including ELC, have a Digital Profile
- ✓ Teachers and EYPs 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, including ELC, are able to access their own Digital Profile giving them ownership
- ✓ Teachers and EYPs have a shared understanding of what is expected in relation to Profiling & Reporting
- ✓ All pupils, including ELC, engage in learner conversations where staff share learner's progress with the learner
- ✓ All pupils, including ELC, 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:

- ✓ Pupils received minimum of 3 sessions per week of literacy and/or numeracy intervention
- ✓ 33% of pupils achieved their target in Literacy
- ✓ 86% of pupils achieved their target in Numeracy

Impact:

- ✓ Pupils are receiving consistency in the delivery of Literacy and Numeracy interventions
- ✓ Some pupils are now working at the expected Level for their age and stage
- ✓ Some pupils have progressed in their phonics/spelling knowledge as well as their basic facts knowledge

Wider achievements

Coileanaidhean nas fharsainghe

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

- ✓ Cluster visits between the schools
- ✓ Running Series
- ✓ Football Tournament
- ✓ Christmas Fayre
- ✓ Pupil Groups – Pupil Council, JRSOs and Eco Group
- ✓ Celebrating Success assemblies
- ✓ Health and Wellbeing Week
- ✓ Swimming
- ✓ Bikeability
- ✓ Visits to the Bradbury Centre
- ✓ Partnership with Gearachaille Woods

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, teaghlaichean, luchd-ùidhe is luchd-obrach

Learners

- “I love having a buddy. It’s so much fun!”
- “We are so lucky to get to go swimming.”
- “The teachers are really kind.”

Families

- “My children are very happy at school.”
- “We are very lucky to live in such a supportive community.”
- “I am much more aware of where my child is in their learning now.”

Staff

- “We work very well together as a staff, and cluster, and know that we can make improvements by working as a team.”
- “The children have very good relationships with staff.”

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

Link to one-page SIP.

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://gledfieldps.wordpress.com/> or by contacting the school office.