



# SCHOOL STANDARDS AND QUALITY REPORT 2021/22



## Standards and Quality Report

**School/ELC Setting: Gledfield Primary School & Nursery**

**Head Teacher: Lyndsay Simpson (Acting)**

**Date submitted: 31/08/2022**



## Context of the school:

Gledfield serves a largely rural catchment areas on the South side of the Kyle of Sutherland and is part of the Edderton & Gledfield Cluster. Although both contain children from local villages, Edderton has limited amenities (most particularly no shop) whilst Ardgay is a more robust community supporting a wider variety of businesses and facilities. In addition, the latter is in close proximity to the Bonar Hub which offers an even great level of support and choice within the local community.

Gledfield has a relatively more robust primary roll (two classes) and a fully functioning nursery facility offering 1,140 hours. Session 2021-22 saw a roll of 23 (sixteen in p1-p4, seven in p5-p7), as well as six nursery children. However, school numbers are set to fall even further bringing the school close to the point where it could lose teaching staff.

There is no Scottish Attainment Challenge involvement. Whilst PEF funding is fairly limited, it did allow the cluster to employ a PSA for three days per week.

However, both schools are characterised by a sense of collegiality and community, where pupils and staff support each other academically, socially and emotionally in a positive manner. To a great extent, this offsets considerations of rural isolation that might otherwise impair pupil progress.

Both schools are a part of the Tain ASG where there is a positive network of support and advice available from other staff within the area.

## School Vision, Values and Aims

### Gledfield and Edderton cluster VVA (inc. ELC)

- 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 life styles 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.
- Make a contribution 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.

### **Summary of Standards and Quality Report/School Improvement Plan engagement process:**

The process of engaging with the whole school community when we are developing our Standards and Quality Report and School Improvement Plan involves seeking the views of a wide range of people. Usually, we would discuss these documents with, for example:

- Teachers, Early Learning and Childcare (ELC) staff and other school staff
- Parents of children in the school and Early Learning and Childcare setting
- Pupils
- Partners that work with and support the school
- Other schools with which we link.

Session 21/22, like session 20/21, has been extremely challenging, with restrictions on activities and a significant level of absence (staff and pupils alike) affecting learning and teaching across the school. This has affected the way we would be normally engage with our school/ELC community about our Standards and Quality Report and School Improvement Plan, and we have had to put some of that activity on hold for the session. We hope to be able to continue our return to fuller consultation in session 2022/23.

**Our overall evaluation of the school's capacity for continuous improvement (including ELC setting:**

**Our capacity for continuous improvement, like that of every school/ELC setting in the country, has been affected by the periods of disruption and absence caused by the Covid-19 situation. This has restricted our ability to complete planned improvements and to evaluate the effectiveness of changes we have made. Much of our work in session 22/23 will be to consolidate our capacity for improvement, particularly in numeracy and literacy, and to make sure that we recover fully from the disruption caused by Covid-19.**

## Review of School Improvement Work against the National Improvement Framework Priorities

**What we have done to close the attainment gap, to raise attainment, to improve health and wellbeing and to improve employability skills:**

In the past year we have continued to work on improvement projects designed to help us to sustain learning in the wake of the pandemic. Our School Improvement Plan for session 2021/22 contains details of what we planned to do, many of which have been carried over from the previous session.

We used various resources such as the Pupil Equity Fund to support attainment, health and wellbeing and to try to ensure the highest quality of learning and teaching, although this has been impacted upon by absences and staff redeployments. Many of these projects are still very much our highest priorities, and our work to evaluate their effectiveness in terms of outcomes for our school community will continue. In session 22/23, our main focus will be

- 1) Learning, Teaching, Assessment and Moderation
- 2) Developing a Curriculum Rationale
- 3) Numeracy – ASG Project

## Q1 1.3

# Leadership of change

### Themes (HGIOS?4)

- Developing a shared vision, values and aims relevant to the school and its community
- Strategic planning for continuous improvement
- Implementing improvement and change

### Themes (HGIOELC?)

- Developing a shared vision, values and aims relevant to the ELC setting and its community
- Strategic planning for continuous improvement
- Implementing improvement and change

### Question 1

**How are we doing? What's working well for our learners? What are the features of effective practice in our school and ELC setting?**

- Head teacher leads and encourages staff to utilise the outdoors as a framework for promoting positive learning opportunities. Also done through the use of partners (outdoor specialists).
- Head teacher promotes and encourages active learning methods, particularly in Numeracy and Literacy.
- Giving individuals the scope to use their initiative. Continuation of JASS award.
- All staff use praise and positive reinforcement as a means of promoting the individual's confidence.
- ELC staff are committed to making change and improvements with the regular and structured management support.

### Question 2

**How do we know? What evidence do we have of positive impact on our learners**

- Oral comments/feedback – House Points Termly Winners (Biscuits & Boardgames)
- Celebrating Success Assemblies & certificates
- Parental messages
- Written accounts/reports.
- Questionnaires
- Completed work
- Photographs/presentations.
- JASS awards
- More formal assessments, both formative and summative.
- Weekly visits and support sessions from management.
- Quality Assurance calendar for ELC.
- Regular updates and monitoring of improvements for ELC.

### Question 3

**What could we do now? What actions would move us forward?**

- Review & create our Vision, Values and Aims ensuring they are unique to our school & ELC setting and involve all stakeholders in the process.
- To support the social, emotional and academic development of pupils, staff and parents alike.
- To promote and develop self-help strategies.
- To foster positive community involvement to support both families and individuals alike.
- Senior leaders need to create conditions to initiate change within the settings.
- Senior leaders to initiate strategic direction and pace of change.
- Develop a clear rationale through rigorous self-evaluation.
- Update and refresh our Quality Assurance Calendar.
- Continue with the good progress made in ELC last session into session 2022/2023.

**Our current evaluation of this QI using the *How good is our school?* (4th edition) six-point scale – based on an incomplete analysis of our progress (because of the periods of remote learning).**

weak

Our current evaluation of this QI using the *How good is our early learning and childcare?* six-point scale – based on an incomplete analysis of our progress (because of the periods of remote learning).

satisfactory

## QI 2.3

# Learning, teaching and assessment

### Themes (HGIOS?4)

- Learning and engagement
- Quality of teaching
- Effective use of assessment
- Planning, tracking and monitoring

### Themes (HGIOELC?)

- Learning and engagement
- Quality of interactions
- Effective use of assessment
- Planning, tracking and monitoring

### Question 1

**How are we doing? What's working well for our learners? What are the features of effective practice in our school and ELC setting?**

- Pupils and staff have a positive attitude towards learning.
- Children are actively engaged in their learning tasks which are organized to reflect their particular stage of development.
- Teachers use a range of learning approaches and styles.
- Teachers continue to adopt appropriate assessment tools to inform them of pupils' progress.
- Teachers use their assessments to enhance planning and to identify the next steps for individual pupils.
- Appropriate tracking and monitoring systems will be introduced to further enhance this process.
- Recognition is given to learners' achievements, both within and out with the school. Parents are encouraged to support and participate in this process.

### Question 2

**How do we know? What evidence do we have of positive impact on our learners?**

- Children's work
- Teacher assessments and evaluations.
- Parental feedback.
- Recognised award schemes eg. John Muir Award, JASS award
- Formalized assessment processes eg HLP, HNP, etc.

### Question 3

**What could we do now? What actions would move us forward?**

- This year we are going to focus on consolidation of work started in session 21/22 and extend this, particularly into Literacy.
- Consolidate ASG planning and assessment formats more fully in our work, in numeracy and literacy.
- Maintain outdoor learning opportunities for all.

**Our current evaluation of this QI using the *How good is our school?* (4th edition) six-point scale – based on an incomplete analysis of our progress (because of the periods of remote learning).**

**satisfactory**

**Our current evaluation of this QI using the *How good is our early learning and childcare?* six-point scale – based on an incomplete analysis of our progress (because of the periods of remote learning).**

**satisfactory**

## QI 3.1

# Ensuring wellbeing, equality and inclusion

### Themes (HGIOS?4)

- Wellbeing
- Fulfilment of statutory duties
- Inclusion and equality

### Themes (HGIOELC)

- Wellbeing
- Fulfilment of statutory duties
- Inclusion and equality

### Question 1

**How are we doing? What's working well for our learners? What are the features of effective practice in our school and ELC setting?**

- Staff promote a sense of school as being a safe and secure environment for all and are sensitive to individual needs.
- Staff create and encourage an environment where children are listened to and where they are able to discuss their hopes and fears, secure in the knowledge that they are being listened to.
- The outdoors is utilized regularly to promote and enhance positive relationships and personal wellbeing.

### Question 2

**How do we know? What evidence do we have of positive impact on our learners?**

- Pupils engage readily with staff.
- Pupils and parents approach staff to discuss concerns, worries, etc.
- Frequent cooperation between staff and parents to support pupils' concerns.
- Parent/pupil feedback

### Question 3

**What could we do now? What actions would move us forward?**

- To expand pupils' opportunities to explore their rights, inclusion and wellbeing.
- To offer staff training opportunities to extend their knowledge and understanding of legislation surrounding children's wellbeing, rights and inclusion.

**Our current evaluation of this QI using the *How good is our school?* (4th edition) six-point scale – based on an incomplete analysis of our progress (because of the periods of remote learning).**

**satisfactory**

**Our current evaluation of this QI using the *How good is our early learning and childcare?* six-point scale – based on an incomplete analysis of our progress (because of the periods of remote learning).**

**satisfactory**



## QI 3.2

# Raising attainment and achievement/ Ensuring children's progress

### Themes (HGIOS?4)

- Attainment in literacy and numeracy
- Attainment over time
- Overall quality of learners' achievement
- Equity for all learners

### Themes (HGIOELC?)

- Progress in communication, early language, mathematics, health and wellbeing
- Children's progress over time
- Overall quality of children's achievement
- Ensuring equity for all children

### Question 1

**How are we doing? What's working well for our learners? What are the features of effective practice in our school and ELC setting?**

- Attainment in both literacy and numeracy are priorities for school improvement and the raising of attainment generally.
- Pupils are engaged in their learning and are encouraged to reflect on their learning experiences.
- Introduction and utilising of appropriate formalised assessment procedures.

### Question 2

**How do we know? What evidence do we have of positive impact on our learners?**

- Good levels of attendance throughout.
- Tracking of attainment being introduced.
- Regular monitoring and assessment of children's learning, particularly in numeracy and literacy.

### Question 3

**What could we do now? What actions would move us forward?**

- Enhanced systems for tracking attainment, particularly in numeracy and literacy.
- More effective use of benchmarking and other assessment procedures so as to improve attainment.

**Our current evaluation of this QI using the *How good is our school?* (4th edition) six-point scale – based on an incomplete analysis of our progress (because of the periods of remote learning).**

**weak**

**Our current evaluation of this QI using the *How good is our early learning and childcare?* six-point scale – based on an incomplete analysis of our progress (because of the periods of remote learning).**

**satisfactory**

# KEY THEME

## from QI 2.2

### Curriculum

#### Theme 3 (HGIOS?4)

- Learning pathways

#### Theme 3 (HGIOELC?)

- Learning and development pathways

#### Question 1

**How are we doing? What's working well for our learners? What are the features of effective practice in our school and ELC setting?**

- learning opportunities are being extended regularly.
- These experiences are closely tied into general curriculum themes, especially literacy and numeracy.
- Pupils are being encouraged to talk about the curriculum and what it is attempting to achieve.
- Close working with home to encourage a partnership in learning.

#### Question 2

**How do we know? What evidence do we have of positive impact on our learners?**

- Pupils discuss the school and its role in their learning.
- Internet used effectively to source information that impacts directly on their own learning.
- Pupils'/parents' feedback

#### Question 3

**What could we do now? What actions would move us forward?**

- Focus upon benchmarks and the moderation of achievement of a level within literacy and numeracy.
- Use assessment information to inform planning and next steps for each pupil.
- Identify learning pathways based on a dialogue with parents/pupils.

# KEY THEME

## from QI 2.7

### Partnerships

#### Theme 3 (HGIOS?4)

- Impact on learners (focus on parental engagement)

#### Theme 3 (HGIOELC?)

- Impact on children and families (focus on parental engagement)

#### Question 1

**How are we doing? What's working well for our learners? What are the features of effective practice in our school and ELC setting?**

- Frequent communication with parents via letters and internet.
- Staff encourage close cooperation with parents and pupils to enhance pupil's learning opportunities.

#### Question 2

**How do we know? What evidence do we have of positive impact on our learners?**

- Parents' and pupils' comments
- Parental involvement in pupils' learning opportunities
- Parental feedback and parents' council meetings.

#### Question 3

**What could we do now? What actions would move us forward?**

- Consolidation of e communication framework with parents eg. Seesaw
- Return of face-to-face parents' meetings