

Standards and Quality Report

2021/22



This report is provided to families and partners to identify our achievements this session. The next steps in our improvement journey are also outlined.

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.

Our children and young people are actively consulted and involved in this process through their Citizenship groups as well as, in class discussions. We also give staff, parents/carers, and other partners the opportunity to participate in discussions and activities in order to shape our improvement journey. This has included discussion with the Parent Council and a parent questionnaire this year.

When we develop our improvement projects we use key questions at planned review times throughout the session in order to know how well we are progressing towards achieving these positive outcomes and changes.

Our School

Glenurquhart Primary School lies within a rural setting and serves the village of Drumnadrochit and surrounding area. We provide for P1-7 stages within the school, currently in five composite classes one Gaelic Medium class. In March 2022, a Gaelic nursery was established within the school providing Gaelic Medium education for 3 and 4 year olds. As of June 2022, we had 142 children enrolled, 120 children in English Medium, 14 in Gaelic Medium and 8 in the Gaelic Nursery. Our roll continues to increase due to families moving into the area, new housing developments and continued placing requests received. 98% of children live in SIMD Decile 6 and 7 and 12% of our children are registered for free school meals, which we received £21,557 of Pupil Equity Funding for in 2021-22.

A permanent Head Teacher, Kerrie Laird has been in post since August 2016 with a Principal Teacher, Kirstine Mullin since September 2016 supporting. We have an enthusiastic and committed teaching and support staff, most of whom have worked in the school for many years and many also live within the local community. We have a newly qualified teacher, Mr Haston, in P5/6 this year. We also have a Support for Learning teacher, Mrs MacPhee who had previously completed the role of Acting Head Teacher. Our Gaelic Medium class was mothballed in April 2016 but, had a very positive return to the school on the 18th June 2018 and stability since. We have two Gaelic Early Years Practitioners, both local, who have joined the staff team this session.

Attendance this session has been lower than in previous years due mainly to factors influenced by Covid-19 pandemic. All classes over the course of the year have had to isolate at some point due to an outbreak in the class. Lateness has been an on-going issue since Covid.

We continue to have strong relationships with Glen Urquhart High School and Glenurquhart Childcare Centre which are situated next to the Primary School, ensuring good transition experiences. We work closely with our other associated primary schools – Balnain Primary and Cannich Bridge Primary which are both small rural schools, overseen by teaching heads. We also have a strong partnership with our parents and links with the community and local businesses.

The school was last inspected in 2008. Ongoing Quality Improvement visits in previous sessions have identified that the school continued to meet its improvement targets and embed work completed.

Our School Vision, Values and Aims



CURRICULUM RATIONALE Glenurquhart Primary School Bun-sgoil Ghlinn Urchadain

UNCR (28) Right to an education
UNCR (29) Goals of education



Final Step

Vision and Values/ Luachan and Lèirsinnan

providing opportunities for all to achieve

Trust/ Earbsa

Respect/ Urram

Creativity/
A' cruthachadh



achievement attainment

Guiding, Uniting and Promoting Success

Excellence / Sàr-mhathais

Relationships/ A' faighinn air adhart

Friendship/
Càirdeas

Empathy/
Co-fhaireachdain

Positivity/ Sonas

behaviour attendance

through setting high expectations for....

le:
With childrens, parents, partners and community

with a focus on...
inclusion

equality

Aims/ Amsan

Giving 'fun hundred percent' to our learning

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

punctuality



Nurturing Safe Environment/
An àrainneachd



getting it right for every child

Children who feel... included, supported, confident and listened to

UNCR (12) Respect for the views of the child

RAISING ATTAINMENT FOR ALL



Enabling all to become...

Curriculum/ Curraicealam

developing
SKILLS FOR LEARNING, LIFE AND WORK

comfortable

UNCR (31) Right to play, leisure and culture

healthy happy



Thinking skills

Pupil Voice: what is working well in our school? what changes would you like to see made?

Our children and young people identified the following strengths for our school this session:

Click on the thumbnails below to be taken to a larger image and see what our children said for each area.

Our Relationships

Our Relationships

Working well...
circle of friends
we changed the rules
we are all happy
friendly atmosphere
If we get an answer wrong we know well get help to work it out.

Changes...
More lights assemblies because we miss them.
More outdoor learning
More social subjects
More PE
More art
More music
More drama
More games
More sports
More outdoor learning
More social subjects
More PE
More art
More music
More drama
More games
More sports

Our Learning and Teaching

Our Learning and Teaching

Working well...
Outdoor learning
PE
Art
Clean classrooms
Drama
We all have our rights
Lots of activities
We don't have any more homework
More outdoor learning
More PE
More art
More music
More drama
More games
More sports

Changes...
More PE
More art
More music
More drama
More games
More sports
More outdoor learning
More social subjects
More PE
More art
More music
More drama
More games
More sports

Our School and Community

Our School and Community

Working well...
More outdoor learning
More PE
More art
More music
More drama
More games
More sports
More outdoor learning
More social subjects
More PE
More art
More music
More drama
More games
More sports

Changes...
More PE
More art
More music
More drama
More games
More sports
More outdoor learning
More social subjects
More PE
More art
More music
More drama
More games
More sports

Our Health and Wellbeing

Our Health and Wellbeing

Working well...
The best things are the ones we do every day
Ready to learn
More outdoor learning
More PE
More art
More music
More drama
More games
More sports

Changes...
More PE
More art
More music
More drama
More games
More sports
More outdoor learning
More social subjects
More PE
More art
More music
More drama
More games
More sports

Our Successes and Achievements

Our Successes and Achievements

Working well...
More outdoor learning
More PE
More art
More music
More drama
More games
More sports
More outdoor learning
More social subjects
More PE
More art
More music
More drama
More games
More sports

Changes...
More PE
More art
More music
More drama
More games
More sports
More outdoor learning
More social subjects
More PE
More art
More music
More drama
More games
More sports

Our Improvement Journey Headlines

Session 2021/22

These projects are linked to the vision and priorities for Scottish Education based on delivering excellence and equity. Parent/Carer information is available [here](#).

Improvement Project 1:

Primary focus: School and ELC improvement

Year of Project: 2

Purpose: Continued support for Health and Wellbeing through and following Covid-19.

Progress and impact:

- ✓ Cross school citizenship groups and pupil voice leadership as part of these have been re-established and have led priorities across a wide range of areas, involving all children.
- ✓ Gold Rights Respecting School status achieved Dec '21 with strengths highlighted as the embedding of rights across the school, use of Picture News to engage children in global citizenships, linking rights to all areas of the school's work and pupil voice being highly valued.
- ✓ A new 'Positive Behaviour Policy' has been created encompassing staff training and development, Children's Rights and Pupil Voice. This has been launched and shared with parents.
- ✓ Parents and children feel our vision, values and aims continue to reflect the school well.
- ✓ Continued use of Emotion Works, Calm-a-Class, Resilient Kids, coaching practices and Equality and Diversity texts to support health and wellbeing have ensured that when children are struggling
- ✓ Achieved Fair Achiever Award through ongoing commitment to support, use and promote Fair Trade where possible.
- ✓ All children have achieved an outdoor learning award ~ John Muir, RSPB, Woodland Trust, Junior Forester Jubilee Awards and both children and parents have highlighted this as engaging and motivational for them.

Next steps:

- Children to lead their own improvement project on 'Play.'
- Rights respecting group to lead on further developing rights vocabulary, continuing work to ensure positive representation of diversity and to make links with the Global Goals.
- Take forward actions from Fair Trade review and action plan.
- Review Equality and Diversity policy, agree implementation with parents and re-establish across the school.
- Wellbeing committee to lead on further increasing children's understanding of disabilities.
- Further embed the 'Positive Behaviour Policy', sharing further with parents and incorporating as part of 'Anti-bullying Policy.'
- Further embed HWB programmes in keeping with updated Relationships and Sexual Health (RSHP) programme and share with parents.

Improvement Project 2:

Primary focus: Curriculum and assessment

Year of Project: 2

Purpose: Recovery of learning and teaching following Covid

Progress and impact:

- ✓ Play is now more embedded in Early level. This has had a positive impact on Numeracy attainment.
- ✓ We have continued to develop our languages provision and maintained a 1+2 Languages entitlement across the stages – see also Gaelic Medium projects below.
- ✓ Following training with the Northern Alliance, teaching staff have reviewed planning, teaching and assessment approaches to Interdisciplinary Learning and created a new phased approach that enables children's personalisation and choice as well as, the opportunity to apply learning.
- ✓ All classes have further developed their understanding of Digital Literacy, Internet Safety and resilience. A Digital Strategy has been created and adopted by all.

- ✓ Education Scotland Award for Family Engagement.
- ✓ All teachers have engaged with the new GTCS standards for teachers and leaders and considered how these are reflected in their practice.

Next steps:

- Move 'Playful Pedagogy' throughout the school, moderating alongside Cannich Bridge Primary.
- Parents to lead improvement project reviewing and further developing Family Engagement including parent voice, Family Learning and involvement in children's learning journeys (including as part of the profiling process.)
- Re-launch STEAM Home Learning packs and review approaches with teachers.
- Further embed, develop and evaluate approaches to cross curricular and Interdisciplinary Learning.
- Review approaches to assessment – Key Assessment Tasks with pupils, parents and staff.
- Continue work around Digital Learning, ensuring planning is progressive and embedding our Digital Strategy. Further develop use of digital technology in all classes. Apply for Digital Schools Award, Internet Safety and Cyber Resilience Awards. Work to support parental engagement and understanding.

Improvement Project 3:

Primary focus: Performance Information

Year of Project: 2

Purpose: Raising attainment focused on identifying new or widened gaps caused by Covid-19

Progress and impact:

- ✓ Formative and summative assessment have been utilised well to establish early gaps and enable us to working towards closing these. Almost all children identified have made progress. In a few children this has seen us progress beyond a year.
- ✓ Maths attainment in Early stages now sits within to beyond national averages. This very good progress is tied in with our approaches to Play. As our children leave the Primary, we are well within national averages for Numeracy also. Our attainment over time in Numeracy has shown a steady progression as has teacher's understanding of child development and approaches to teaching, learning and assessment.
- ✓ Our reading attainment continues to remain high.
- ✓ Pupil Equity Funding has been utilised well to ensure continuity of provision throughout Covid impacts as well as, further support attainment in Literacy and Numeracy. This has shown particular positive outcomes in Numeracy.
- ✓ Continued good moderation across the moderation cycle both in school and with ASG Primary colleagues. This has enabled teacher's to lead and support each other's professional development through sharing good practice.
- ✓ Key Assessment Tasks have been linked with skills clearly this year and particularly worked well with skills for work with all children completing one in this area.

Next steps:

- Raise attainment in Writing through involvement in authority training and using Teaching Sprints approach (utilising training this session with Simon Breakspear.)
- Re-establish Family Learning approaches to supporting Reading.
- Decrease anxiety around maths and review Family Learning approaches with parents including, use of Maths Home Learning packs.
- ASG Moderation project focussing on Listening and Talking, wider Literacy and Play Pedagogy.
- Review Profiling approaches with pupils, parents and staff.

GME Project:

Primary focus: School and ELC improvement

Year of Project: 1

Purpose: Develop continuity of Gaelic provision, fully embed Gaelic language learning throughout the school and promote the school's bi-lingual nature.

Progress and impact:

- ✓ Established a Gaelic Nursery within the school with all children settled and parents commenting on how language is developing already. We have a growing enrolment and have begun to ensure community awareness of this provision and choice for families.
- ✓ Have ensured continuing provision for children as they move on to Secondary to carry on their Gaelic language through Gaelic Medium allowing them to go on and achieve certification in their Gaelic language skills.
- ✓ All children in P5-7 took part in a Developing the Young Workforce project with a focus on Gaelic in Employability learning about how these skills support work. Achieved Gold Languages and Employability Award – first Primary School in Scotland to achieve this. Through this, we have expanded our work to a large number of partners spanning Scotland and Internationally.
- ✓ Achieved Education Scotland Award for Gaelic Education.
- ✓ All children within the school receive their 1+2 Languages entitlement to Gaelic as their third language. This is supported by the Gaelic Medium class who present a 'Phrase of the Fortnight' to encourage use throughout the school.
- ✓ P6 and P7 pupils visited Edinburgh providing them with the opportunity to use, hear and develop their language skills in a wider range of contexts.
- ✓ Gaelic Medium class took part in Film G for the third year and were shortlisted for best production in the under 12 category showing their growing media skills.
- ✓ Gaelic Medium class came runners up in the Social Enterprise Academy and used this to create 'GMTs' – Gaelic t-shirts which were sold to raise money to support the local Care Centre. This promoted Gaelic use in the wider community and across generations.
- ✓ Gaelic Medium class are full integrated in all aspects of the school life ensure inclusion and empowerment.

Next steps:

- Further establish cross school links for moderation in Gaelic.
- As part of approaches to Play within the school, develop this within the Gaelic Medium class.
- Further work with the community to highlight Gaelic provision.

Evaluation of Progress

We believe we have made the following progress this session:

Quality Indicator	School self-evaluation
Leadership of Change	1.3 Good
Learning, teaching and assessment	2.3 Good
Ensuring wellbeing, equality and inclusion	3.1 Very good
Raising attainment and achievement	3.2 Good

Our children and young people believe we have made the following progress this session:

Theme 1 Our relationships	Very good
Theme 2 Our learning and teaching	Very good
Theme 3 Our school and community	Good
Theme 4 Our health and wellbeing	Very good
Theme 5 Our successes and achievements	Very good

Our overall evaluation of our school's capacity for continuous improvement is:

We are confident in our capacity for continuous improvement.

Planning Ahead

Full details of the school's 2022/23 improvement priorities and actions are detailed on the school improvement plan, which can be accessed on our website <http://www.glenurquhartprimary.org.uk/our-school/improvement-plan/> or by contacting the school office.

OUR RELATIONSHIPS

Our Relationships

Our relationships
This includes friendships, relationships with teachers and other staff, peer support, opportunities to flourish through quality and quantity of relationships and cultural, healthy emotional and social life.

Working well...

circle of friends We changed the rules
you get help when you are feeling I am happy about
lunch and break down
Assembly citizenship groups you are feeling I am happy about
because it is good to have a place to see your specials from last year.

The School is welcoming, inclusive and respectful.
making new friends when new people can be friends.

If we get an answer wrong we know we'll get help to work it out.
circle of friends - Artistic Friends and funny friends.

The stage are good Role models.
our school is welcoming and the school is safe.

Art I feel good about my relationships because we do the football aussie football and we're playing football in school.

Every one has a part to play
Every one has a part to play for each other.

we all know are rights.
The learning quality is very good.

we do more & better work for AS&A
we enjoy this.

Skills academies.
in profiles

Emotion check in.
Working in pairs & alone

I like it when it is a game chromebooks
listen to the teacher because it means we can do are work.

Drama we make a lot of sus in sciens we get challenged well we get a say in are subjects.

Changes...

More rights assemblies because to make people aware.

Joining classes together.

restart the buddy bench

A safe spot/calm area.

Lunch clubs.

More time seeing friends - More things for buddies.

Excellent

Very Good

Satisfactory

Weak

Unsatisfactory

OUR LEARNING AND TEACHING

Our Learning and Teaching

Our learning & teaching
This includes the curriculum, the quality of learning experiences, the range of teaching approaches and access to high-quality resources for learning.

Working well...

outdoor learning

Art

Skills academies.

Emotion check in.

Clean whiteboards

Drama

we all know are rights.

The learning quality is very good.

we do more & better work for AS&A

we enjoy this.

Skills academies.

in profiles

Emotion check in.

Working in pairs & alone

I like it when it is a game chromebooks

listen to the teacher because it means we can do are work.

Drama we make a lot of sus in sciens we get challenged well we get a say in are subjects.

Changes...

LONGER time in SEI US academies.

less chromebook work

we don't like carrying them textbooks.

more outdoor learning - using tools

Something to win

Excellent

Very Good

Good

Satisfactory

Weak

Unsatisfactory

OUR SCHOOL AND COMMUNITY

Our School and Community

Our school & community
This includes the facilities and environment for learning, availability of digital technology, the range of equipment for play and physical activity and ensuring everyone has good access to these resources. It also includes having positive links between our school and our families and other partner organisations in our community.

Working well...
 We all feel safe - gates - grown ups - med kits
 The teachers are very good
 We feel safe because we have our grounds around us.
 We feel safe because we know that we can trust the staff.
 We enjoy school trips because they help us learn more about each other and Nature.
 We feel safe because we have teachers that care for us.
 We feel safe because we have staff to talk to if something is wrong.
 We feel active because we have the astro and the high school seeing the surgery at assemble.

Changes...
 More enjoyable play time equipment.
 More litter picks and an assembly.
 To have more equipment for the mud kitchen.
 Take more care of the schools equipment.
 More lunch options.

Excellent
 Very Good
 Good
 Satisfactory
 Weak
 Unsatisfactory

OUR HEALTH AND WELLBEING

Our Health and Wellbeing

Our health & wellbeing
This includes access to good quality nutritious food as well as support for our emotional wellbeing, mental health and physical wellbeing.

Working well...
 We have the responsibility to look after the P1-2 or the younger ones.
 The school dinners are good because they are well cooked and warm, and ready to be eaten.
 We always say hi to each other.
 P.E is safe. Posters telling us to stay healthy.
 Health lessons, science, sports King H.v.b week
 Fruity fri lays. health & well being was very fun
 Presects fun
 Tokens used in Co school
 Citizenship groups - rights and wellbeing
 We done learning going the way on online the food is very good, & after

Changes...
 Longer P.E sessions
 Different games in P.E.
 Cooking more sessions
 More opportunities for parents to come in and see the school or our work.
 More out of school learning in maths and Art.

Excellent
 Very Good
 Good
 Satisfactory
 Weak
 Unsatisfactory

OUR ACHIEVEMENTS AND SUCCESSES

Our Successes and Achievements

Our successes & achievements
 This includes opportunities for achievement in our school and in the community, being able to achieve the best possible progress, awards and qualifications, skills for employment and lifelong learning.

Working well...

going overseas like Africa
 donated to food bank
 P.E good Physical Education
 after school clubs
 Achievement assembly
 Break time and lunch time they tell us to keep going. they
 education Scotland Award
 Euroquiz
 Rights respecting schools award. - Gold
 gold award
 it was good to cut down the Rhododendrons and help improve schools
 we get to show our achievements to class
 head teachers award.

Changes...

we want to get better at music
 More after school clubs.
 using the wrens in the barbecue for baking
 to go on more school trips

