

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 are involved in this process. We also give staff, parents/carers, and other partners the opportunity to participate in discussions and activities in order to shape our improvement journey.

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

The school roll has ten primary pupils within the range of P1-4 and one nursery pupil. Our long serving teacher is on a phased retirement and currently works two days per week and is due to retire in August 2022. Our newer class teacher teaches the class for three days per week and the Head Teacher teaches the class-contact reduction 'CCR' time for one morning per week.

This year was the first that we experienced absence due to Covid-19, even so, most pupils' attendance at school is above 95% for the session.

There have been no exclusions and all children demonstrate respectful relationships within the school community.

Integrating the school and nursery remains a high priority; children have worked together every day in various ways, learning through play together. The sole nursery pupil also benefitted from online weekly contact with a sole pupil in a nearby island nursery, meeting in person on a number of occasions.

Teacher-time for our nursery was undertaken by our new Principal Teacher for the cluster, who was based in Loch Duich Primary, from August until November and since then by one of our part-time teachers based here in Glenelg. A new Principal Teacher started in December, wholly based in Loch Duich Primary, on a temporary contract.

Glenelg Primary is part of a cluster arrangement with Loch Duich Primary sharing the same head teacher.

Our School Vision, Values and Aims

Our Curriculum Rationale sets out the most important aspects of our curriculum and highlights our approach to building the curriculum, so that everyone knows why, how and what we are trying to achieve.

Our Overall Vision: (why)

To provide experiences that nurture a sense of wonder and curiosity in learning and in life.

Our Values: (how)

Being Ready – ready for school, punctual, prepared with resources.

Being Respectful – mindful of others, kind, building up each other, rights respecting, being fair.

Being Safe – protected, risk considered, careful with each other, knowledgeable.

Aims: (what)

Using our unique context for learning: we live in a rural, coastal peninsula with interesting heritage sites and places of natural beauty. Pupils will use these unique spaces, interactions and experiences available to them.

Supporting our community: our community and school are mutually supportive, pupils benefit from the experiences of supporting and working for their wider community.

Building knowledge, understanding and skills: learning through literacy and numeracy and allowing development of understanding in wider concepts.

Promoting wellbeing: giving pupils skills and knowledge to look after themselves in positive ways and developing understanding and sharing of their rights.

Our Curriculum is built around the four contexts of learning:

- (1) Working to build the ethos of the life of the school as a community,
- (2) Learning through curricular subjects with a key focus on literacy, numeracy and health & wellbeing;
- (3) Providing opportunities for personal achievement,
- (4) Developing skills through interdisciplinary learning.

Our vision, values and aims personalise our approach to Getting It Right For Every Child, where we aim for children to be Safe, Healthy, Achieving, Nurtured, Active, Responsible,

Respected and Included (SHANARRI), and to become Confident Individuals, Effective Contributors, Responsible Individuals and Successful Learners.

Written in collaboration with our school community Nov 2021

Pupil Voice: what is working well in our school?

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

21/4/22 lunch time discussion – we like P.E. and cross country especially, like Science, like Reading, like Maths, quite like gardening.

Assembly discussions – appreciate learning about children's rights. They feel listened to and always feel that they can speak to a staff member about any concerns. They have graded their break-times on a weekly basis, finding great solutions together if someone feels left out; they agree that all children are kind and caring and that all staff are too. They are able to evaluate themselves using the wellbeing indicators(SHANARRI).

June 22 survey – very positive attitudes to all learning but in particular 'outdoor' learning (art, gardening, craft work, using different community spaces, developing school grounds).

On two occasions, as Covid restrictions lessened, pupils joined with Loch Duich Primary pupils. The children were very positive about having these opportunities to learn and play together.

Pupil Voice: what changes would you like to see made?

Our children and young people are happy with what they do in school. They see the importance of literacy and numeracy but love learning about other things. They would like more of the learning they did this year. That includes expressive arts, opportunities to learn using outdoors, technology and science.

Specifically, they would like to learn about bike maintenance with Jake; do more art with Becky, produce more food for the canteen and continue to cook and bake, more music playing together, learn more skills in computing. They would also like to do individual projects.

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](#).

Our commitment to National and Highland Council aims:

National Improvement Framework Priority

- **Improvement in attainment, particularly in literacy and numeracy** ☒
- **Closing the attainment gap between the most and least disadvantaged children and young people** ☒
- **Improvement in children and young people's health and wellbeing** ☒
- **Improvement in employability skills and sustained, positive school-leaver destinations for all young people** ☒

Linked to National Improvement Drivers

School Leadership Teacher Professionalism Parental Engagement Assessment of Children's Progress School Improvement Performance Information

Linked to Highland Council's 4 Key Service Action Plan Priorities

We will raise attainment and achievement for all, especially for those children from disadvantaged circumstances including rural deprivation

We will maximise health and wellbeing for all children and young people to give them the best possible start in life

We will ensure the highest quality of learning and teaching for each and every learner

We will develop leadership skills at all levels of the system for now and the future

Improvement Project 1:

Primary focus: School and ELC improvement

Year of Project: 1

Purpose: **Recovery from Covid-19 School Closures**

Progress and impact:

Professional learning from the Northern Alliance on play pedagogy was undertaken by staff; both free and teacher-directed play was timetabled including our nursery pupil. Observations noted development of skills in leadership, working together and enjoyment of pupils being able to choose their activity. Developed opportunities for staff (school and nursery) to collaborate with staff in other places. Once established, weekly meetings of nursery between Glenelg and Raasay developed friendships, professional collaboration, shared learning experiences that will continue in P1 for these pupils and staff.

Cop26 provided a national highlight on Global Goals. A programme of 'children's rights' was taught throughout the session. Pupils have deepened their understanding of the main concepts year on year, using their understanding to illustrate and share rights via producing a school calendar for sale in the community.

In raising numeracy attainment, several strategies were applied:

Staff focussed on strategies and resources for assessment within the Highland Numeracy Progression.

New textbooks were purchased and introduced.

Continual use of diagnostic assessments show that attainment in numeracy has improved significantly. 100% of pupils are showing an improvement of more than the expected annual gain, showing a recovery, and almost all children are working at least at the age-expected level. Pupils report that they see value in improving numeracy skills and can relate these skills to future jobs.

Staff have invested time in professional reading, online training and group discussion around 'working and long term memory' and in carrying out short-scale 'teaching sprints'. They each carried out small-scale enquiries into their pupils' learning. Teachers are now more effective in using learning techniques that improve learning for pupils. (e.g. using spaced learning, retrieval of learning and deliberate practice of declarative knowledge.) We expect that, over time, this will lead to better long-term learning for pupils. Further, staff are building expertise in delivery of numeracy learning from resources purchased.

Pupil Equity Funding, given directly to school from government, provided funding 4.5 hrs/week on an extra member of staff who has worked with specific children in small groups in order to improve learning. A small portion purchased phonic reading books and maths resources. This has led to children, previously experiencing disadvantage, making very good progress in both literacy and numeracy, beyond what would normally be seen as annual progress, hence 'closing the attainment gap.'

Opportunities for parents and wider community members to reengage in person (Open afternoon showing pupil work, in-person progress meetings, Jubilee celebrations, weekly assemblies, community coffee mornings) were enjoyed. Parents are enthusiastic to start a parent forum, meeting regularly to further collaborate in their children's learning and develop the curriculum.

Next steps:

Develop opportunities for pupils to 'teach' other pupils.

Further sharing of 'Children's Rights' and apply for assessment of 'gold' RRSA (Rights Respecting Schools Award).

Further develop the maths curriculum using the CfE 'seven principles of curriculum design.'

Teach pupils how to 'think about their thinking' so to improve their own problem-solving.

Hold regular parent forums to develop learning and the curriculum.

Very good progress in terms of pupil attainment and staff development was made in this improvement project.

Improvement Project 2:

Primary focus: School and ELC Leadership

Year of Project: 2

Purpose: Improve the curriculum rationale

Progress and impact:

HT undertook collegiate professional learning within the Northern Alliance on development of Curriculum Rationale and Interdisciplinary Learning (IDL) as well as further professional reading. A draft rationale was developed by staff, pupils and parents. (as above).

A focus on having a rationale that fits our unique context and a vision that inspires us, was achieved.

Our school continued to develop IDL curriculum within the structure of the four contexts of learning. (See Glenelg contribution to document:

<https://education.gov.scot/media/lz0paqcw/nih329-case-studies-in-detail.pdf>)

Using the four contexts of learning as a planning framework has simplified the complexity of the curriculum and made it clearer to our learning community.

Being flexible to offers of partnership within the community has added to the curriculum breadth and added meaningful links to 'developing the young workforce' education. Having a single composite class in the school and added flexibility in curriculum design has allowed for exploring projects of pupil interest in more depth in subsequent years.

Next steps:

Use the seven principles of curriculum design to evaluate and challenge our current provision.

Ring fence time for collegiate work as a cluster, on this improvement project, allowing for further changes in staffing due next session.

Fair progress was made in this improvement project this session but progress was limited by significant staffing changes in the cluster. Staff absence due to Covid19, hampered progress from staff collegiate activity time.

Evaluation of Progress

We believe we have made the following progress this session:

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

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

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

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 in the School Improvement Plan, which will be issued to parents and can be accessed by contacting the school office.