

Ardgour Primary School and ELC

HIGHLAND COUNCIL | CLOVULLIN, ARDGOUR, FORT WILLIAM PH33
7AB

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%	91% - 99%	76% - 90%	51% - 75%	16% - 50%	Up to 15%

We are pleased to present our Standards and Quality Report for Session 2022-23. 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.

Andrew Kent
Head Teacher
Ardgour 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
93.02%

Average Class Size
9.0

Meeting PE Target
Target Met

Pupil Numbers
18 + 7 Nursery

Teacher Numbers
1.5

Pupil Teacher Ratio
1:12

Ardgour Primary School is located in a rural, coastal setting serving the local community of Ardgour and Kingairloch on the Ardnamurchan peninsula.

There are 18 children attending the school and 7 children in nursery, ranging from N2 - P7. P1 - 7 are taught in separate classes three days per week (P1-3 and P4-7), and together in a single multi-stage class on the remaining two days. There is a separate nursery for 2, 3 and 4 year olds.

The headteacher has overall leadership responsibility for Ardgour Primary School and Lochaline Primary School. The headteacher is supported by a principal teacher. 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 good. Children achieve appropriate CfE levels in literacy and numeracy and, across the school, a few children are exceeding nationally expected levels. Most children who face barriers to learning are making good progress towards meeting their individual targets.

Overall children are making the following progress:

Reading

Good progress

Writing

Good progress

Listening and talking

Good progress

Numeracy

Good progress

We have had no exclusions this year.

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

Values chosen by the pupils and approved by their parents:
Friendship, Respect, Fairness, Fun, Leadership.

Vision:
Motivated Pupils, Enabled Staff, Involved Parents.

Aims:

- Ardgour will be a safe school where we can grow and learn because we feel wanted, excited about learning and we have a say in the school.
- Learners will be confident and ask lots of questions. They will manage their feelings, be fit and get on well with every kind of person. This will help them enjoy life and reach their goals.
- Parents/carers and staff will work closely together to help children learn.
- We will work well with local groups because we can learn so much from our community.
- We will all value differences in people in our community and our world.
- Everybody will succeed in their learning and will CELEBRATE achievement.
- We will respect the buildings and belongings of our school and community and take care of our changing world.
- We will keep learning and keep getting better so our learning/school is the best it can be.

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:

Moderation and Assessment

Purpose:

Improvement of quality and consistency of teaching and assessment across the cluster/ASG. This project has been developed in response to dips in attainment in both literacy and numeracy throughout Highland. There is a variation in confidence in schools in using the benchmarks.

Progress:

- ✓ This area of progress is ongoing. Some good progress has been made, and recent assessment and moderation meetings with other schools in the ASG have been reflective and positive.

Impact:

- ✓ Teaching staff are increasingly confident about the process of self-evaluation, and in their assessment of whether children have achieved level
- ✓ Moderation sessions have been successful in heightening the sense of collegiality within both the school and the wider ASG. Collaboration among teaching staff within the cluster has had a positive effect overall.
- ✓ Good progress has been made in this area, with greater progress expected next session

Next steps:

We aim to consolidate progress in the area of assessment and moderation next session. A series of moderation events have been timetabled throughout the school year with the intention of delivering a

purposeful and useful moderation experience within the Ardnamurchan ASG. These events will also include moderation discussion groups held between Early Years staff.

School Priority:

Raising Attainment in Literacy

Purpose:

We aim to continue to raise attainment for all students in this curriculum area, addressing the identified impact of the pandemic on the literacy development of all learners, with particular focus on younger learners who may have missed out on core literacy building experiences.

Progress:

- ✓ All staff have attended and continue to attend training on Literacy For All and Phonics delivery and are using the associated knowledge and resources to positive effect in classroom practice
- ✓ Phonological awareness screening completed for P1 students in August 2022 and again in May 2023
- ✓ SNSA Assessments completed for P1, 4 and 7 students, SOFA assessments to be put in place next session
- ✓ PM Benchmark kits have been purchased and a new system of tracking reading progress is to be put in place for session 2023/24 and beyond
- ✓ PSA hours

Impact:

- ✓ Students report positive attitude toward literacy in the classroom and demonstrate good levels of engagement and progress in classroom observation and assessment data
- ✓ Staff report increasing levels on confidence and knowledge in delivering literacy learning, particularly within the context of a multi-composite setting
- ✓ Phonological screening demonstrates that students have made good progress in this area compared with last session and throughout the year

Next steps:

Raising attainment in literacy remains a priority for 2023/24 and staff will continue to attend CPD training on Literacy for All and Talk for Writing, as well as focusing on collaboration with colleagues from within the ASG and beyond to reflect upon and improve practice.

Progress and impact of Pupil Equity Fund Adhartas agus buaidh Maoin Cothromas Sgoilearan

Our Pupil Equity Fund this year has been used to promote equality by enabling all children to attend off site school activities such as skiing, swimming and other school trips. We are also using these funds to make sure our school environment meets the needs of all learners, and by allocating additional support where needed to reduce the poverty related attainment gap.

Wider achievements Coileanaidhean nas fharsainghe

Our students have participated in a wide range of activities and events outside of school. They have represented the school in athletics and swimming events, as well as rugby tournaments. Children have taken part in skiing trips, visits to the Newton Room in Fort William and various other trips to learn about the geology of the local area and the study and conservation of marine species. Our students enjoyed plenty of success at the Ardnamurchan Mod, winning prizes in both individual and collective categories. Our students have also undertaken fund-raising for charities which are important to them and had their efforts

recognised and appreciated. Children are actively involved in projects and initiatives focused on developing the infrastructure of the area, such as involvement with SSEN in the Corran Narrows subsea cable replacement project and are currently actively involved with a new community-led plan being prepared for the Ardgour Community Council area, targeted at developing the community's agenda for the future: guiding how to spend community funds, influence public services and investments, and steer future planning policy.

Comments from learners, families, stakeholders and staff

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

Feedback from all stakeholders about the school is positive and encouraging overall. Children enjoy school and always have smiles on their faces. They make the most of the many and varied learning experiences available to them, and of the outdoor learning opportunities afforded to them by the unique and beautiful setting at Ardgour. Parents remark about the happy and nurturing atmosphere at Ardgour, and how much their children enjoy coming to school. They report that they are happy with the learning happening at the school. Staff feel supported in their work and in their opportunities to develop. Staff feel their opinions are valued and listened to within the school. The school is coming to the end of its' first year as a partial multi-composite with the reduction from 2-teacher school to 1.5-teacher school last summer. This is one area of concern for all stakeholders who want to be sure that the needs of all children are met.

Parent comments on what we are doing well:

- Friendly Safe Fun Brilliant, enthusiastic class teachers.
- The staff, the atmosphere, the outdoor learning, the trips, the general sense of happiness
- Staff and environment
- Friendly, caring staff. Outdoor education. Sense of community. Genuine interest in helping the kids grow and learn.
- Small number of pupils, great location, true sense of a small community within the school.
- Everyone knows the children and they are all invested in encouraging the children to do their best.
- Wonderful nurturing environment, fantastic teaching, and support staff. Great joint activities/visits with Lochaline.
- Extremely friendly and approachable staff. Well-mannered happy children. An all round fantastic school.

Parent comments on areas for improvement:

- Two separate classes. Writing and maths in upper school - increase in academic work, difficult to do with young children in same class at least 50% of the time. With all the PSAs they should take young children to another classroom.
- Try some way to make it so that the P1-3's and P4-7's don't have to share a classroom, it's unfair on the pupils and teacher - not a good learning atmosphere- if a certain teacher can't do the required days then a substitute should be brought in
- Just keep doing as they are doing, making sure the emphasis is on the basics of Maths and English.
- Continuity of a regular staff members, better communication by email between school and parents on what is going on at the school (activities, education, visitors) weekly.
- To continue to ensure the children have the opportunity to develop (be stretched) academically, as well as personally and socially. To make even more use of the outdoors as a resource for development. Ensuring the resources/people/spaces are available to meet every child's need- I say this knowing it needs the support of HC/others- and would be difficult for the school to do on its own.
- Better communication with parents about areas of work each term so this can be supported from home. More advance notice of events/activities especially those which require parent support or attendance.
- School playground and toys parking . Polytunnel School garden Outdoor rain shelter in school playground

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	SECONDARY
QI 1.3 Leadership of change	Good	Good	Choose an item.
QI 2.3 Learning, teaching and assessment	Good	Good	Choose an item.
QI 3.1 Wellbeing, equality and inclusion	Good	Very good	Choose an item.
QI 3.2 Raising attainment and achievement/Securing children's progress	Good	Good	Choose an item.

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

Our focus as a school in session 2023/24 will remain on raising attainment in literacy, with particular emphasis on writing, and we will also continue to prioritise assessment and moderation in striving to improve quality and consistency of teaching and assessment across the cluster and wider associated school group. We will be focusing on creating the best possible environment in our nursery to maximise opportunity for learning and growth.

Planning ahead

A' planadh air adhart

Full details of the school's 2023/24 improvement priorities and actions are detailed on the school improvement plan, which can be accessed on our website or by contacting the school office.