

# STANDARDS AND QUALITY REPORT

2022/23



**Gairloch Primary School - Bun-sgoil Geàrrloch**  
HIGHLAND COUNCIL | ACHTERCAIRN, GAIRLOCH, ROSS-SHIRE. IV21  
2BP

# 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.

Strav McDonagh  
Head Teacher  
Gairloch Primary School

## School Profile

### Pròifil na Sgoile

The following information can be found on [Parentzone Scotland](https://www.parentzone.scot.nhs.uk/). 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.

<b>Attendance</b> 93%	<b>Average Class Size</b> 17.6	<b>Meeting PE Target</b> Target Met
--------------------------	-----------------------------------	--

<b>Pupil Numbers</b> 53 (+13 Nursery)	<b>Teacher Numbers</b> 3	<b>Pupil Teacher Ratio</b> 16
--	-----------------------------	----------------------------------

<b>N3</b> 8%	<b>N4</b> 12%	<b>P1</b> 3%	<b>P2</b> 12%	<b>P3</b> 12%	<b>P4</b> 12%	<b>P5</b> 12%	<b>P6</b> 18%	<b>P7</b> 11%
-----------------	------------------	-----------------	------------------	------------------	------------------	------------------	------------------	------------------

<b>SIMD Q1<sup>1</sup></b> 0-10%	<b>SIMD Q2</b> 0-10%	<b>SIMD Q2</b> 20-30%	<b>SIMD Q3</b> 70-80%	<b>SIMD Q5</b> 0-10%	<b>Unknown</b> 0-10%
-------------------------------------	-------------------------	--------------------------	--------------------------	-------------------------	-------------------------

<b>ASN<sup>2</sup></b> 60-70%	<b>No ASN</b> 30-40%	<b>FSM<sup>3</sup></b> 10-20%	<b>No FSM</b> 80-90%	<b>EAL<sup>4</sup></b> 0-10%	<b>No EAL</b> 90-100%
----------------------------------	-------------------------	----------------------------------	-------------------------	---------------------------------	--------------------------

2022/23 Proportions of pupils achieving Curriculum for Excellence Levels (P1, P4, P7 combined):

<b>Reading</b>	<b>Writing</b>	<b>Listening and talking</b>	<b>Numeracy</b>
Less than half	Less than half	Most	Less than half

**Gaelic Medium** 2022/23 Proportions of pupils achieving Curriculum for Excellence Levels (C1, P4, P7 combined):

<b>Gaelic reading</b>	<b>Gaelic writing</b>	<b>Gaelic listening and talking</b>
Less than half	Less than half	Most

We have had no exclusions this year.

<sup>1</sup> SIMD – The Scottish Index of Multiple Deprivation (SIMD) is a relative measure of deprivation.

<sup>2</sup> ASN – Additional Support Needs

<sup>3</sup> FSM – Free school meal entitlement

<sup>4</sup> EAL – English as an additional language

## School vision, values and aims

### Lèirsinn, luachan agus amasan na sgoile

**Our Vision – Brilliance In Every Child.**

**Our Values – We are:**

- **Honest**
- **Caring**
- **Respectful**
- **Determined**
- **Ambitious**
- **Responsible**

### **Our Aims**

**Create a positive and energetic ethos**

*Demonstrate a shared and recognised set of values against which we continually measure our actions.*

**Take responsibility for our own learning**

*Understand why we learn and how to improve.*

**Set high expectations and work towards them in stimulating surroundings**

*Collaborate to devise imaginative and interesting challenges to meet the needs of all learners*

**Forge and strengthen partnerships beyond our school boundaries**

*With other schools, parents, the local community, as well as the wider world.*

**Celebrate effort and achievement in Gaelic and English**

*Share and take pride in every success, both in and out of school.*

**Reach our potential in an inclusive, respectful and nurturing environment**

*Work and play in safety in an atmosphere of tolerance to develop confident, imaginative and adventurous children.*

**Celebrate the languages and cultures of Scotland**

*Promote and embed into teaching and learning across the school.*

## 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](#).

*Honest Caring Respectful Determined Ambitious Responsible*

**Purpose:**

The need for consistency when tracking attainment has been identified across the school, ASG and council-wide and over the course of this school year

**Progress:**

- ✓ All staff attended 4 sessions of training on Assessment and Moderation led by Education Scotland.
- ✓ Qamso-led activities have allowed staff greater access to and a wider range of moderation materials.
- ✓ Assessment tools used to reinforce assessment of a level.

**Impact:**

- ✓ Moderation sessions held termly in staff meetings show greater consistency in assessment in literacy and numeracy.
- ✓ Moderation across the ASG shows greater levels of consistency.
- ✓ Comparisons with assessment from outwith the ASG has led to improved staff confidence in assessment of levels.
- ✓ All teachers have reported a close correlation between external assessment results and teacher judgement for almost all pupils.
- ✓ Overall, good progress was made in this area.

**Next steps:**

A more standardised, authority-wide tracker is expected to be introduced which will allow for a more consistent understanding of pupil and school progress. Using this tracking platform will allow more robust analysis of data. Areas of good practice and areas for development, will continue to be identified during moderation within the school, and across the ASG. This will be used to inform planning within year groups/ stages across the ASG and assessment used to measure the impact of changes made.

**Purpose:**

The project aimed to identify children whose learning is being impacted by HWB issues, and then to address these issues. Programme of work to include strong links to the UN Convention on the Rights of the Child. This area was deemed to be especially pertinent following Covid lockdowns.

**Progress:**

- ✓ Pupils and parents were surveyed to ascertain HWB areas for development.
- ✓ Zones of Regulation introduced across the school.
- ✓ Shanarri and School Values embedded in daily school life, and celebrated in assemblies, and achievement certificates.

**Impact:**

- ✓ Children can more readily refer to the Zones of Regulation to help self-regulate. This greater self-awareness has begun to show to greater Emotional Awareness as evidenced by EL assessments, and survey results.
- ✓ Children can identify their needs through self-reflection on learning and SHANARRI in Learning Logs/Profiles
- ✓ Overall, good progress was made in this area.

**Next steps:**

Zones of regulation will be continued, possibly in a slightly modified form, to maintain its freshness to pupils. A whole school approach to HWB will be introduced next session, using some external resources, such as Treehouse. The introduction of UNCRC will be formalised, and the school will begin its journey



towards certification of a Rights Respecting School. This will form part of the School Improvement Plan for 2023/24.

School Priority:

## Curriculum Development and Community Involvement

### Purpose:

Gairloch Primary School has a cyclic programme of work ensuring full curricular coverage. This was reviewed to ensure a comprehensive and coherent programme remains, and one which exhibits strong evidence of the overarching principles of the school values, Skills For Life, Developing the Young Workforce (DYW), Sustainable Development Goals (SDGs), UN Convention on the Rights of the Child (UNCRC) and rekindles and forges strong links with the local community.

### Progress:

- ✓ School staff have agreed a coherent and comprehensive programme of work, which has been shared with all stakeholders.
- ✓ A number and variety of School Open Days and Social Occasions open to wider community have been held very successfully.
- ✓ We have an increased number of community volunteers comfortable in working alongside GPS staff.
- ✓ We have forged greater links with the local community - work has been done in partnership with HLH, Community Council, Gairloch Museum, Strathburn House.

### Impact:

- ✓ Whole School topic work has enabled cross-fertilisation of ideas through the school, between year groups, including Nurseries, and across language provision.
- ✓ Pupils, nursery children, staff, parents and the wider community have attended events organised by pupils on the school premises in increased numbers, and with increased confidence.
- ✓ Paired reading and other classroom-based activities have begun to approach specific areas identified as warranting improvement.
- ✓ All staff report that most pupils show greater confidence in discussing their learning.
- ✓ Links with local community partners have increased.
- ✓ Overall, good progress has been made in this area.

### Next steps:

Partners are comfortable with curriculum planning, and consultation with stakeholders is embedded in the process.

An increase in Primary School displays in community locations.

More joint collaborative events with Highland schools.

The intake of children into Gaelic Medium Education continues to increase, and Gaelic Medium education is seen as an obvious choice for members of Gairloch community.

The number of community volunteers comfortable in working alongside GPS staff continues to increase, and working closely with wide range of partners is normalised.

**Pupils believe their voice has importance, and can have real impact.**

## Progress and impact of Pupil Equity Fund

### Adhartas agus buaidh Maoin Cothromas Sgoilearan

Where staffing has allowed, individual and small group support has been used to help pupils make good progress in reading, spelling and numeracy. This project, which will continue next session, has had some impact on the school's ambition of closing the attainment gap.

## Wider achievements

### Coileanaidhean nas fharsainghe

This year has seen pupils enjoy the opportunity to mix socially with their peers from other schools in the ASG at events such as the cross-country race, and Sports Day, and for the P6 and P7 cohorts, on a residential week at Loch Eil. Pupils have enjoyed extra-curricular activities at after-school clubs including football, hockey, art, drama and cooking and baking.

There have been trips to Culloden Battlefield and Strathpeffer Museum of Childhood, to link in with topic work.

Some of our wonderful young musicians were fortunate enough to attend the Nicola Benedetti Strings Day in Inverness, and were the winners of the group-work competition at the Inverness Mod.

The children have benefitted from visits from various music tutors, Kodaly, Feis Rois Youth Music Initiative and the local Wildlife Ranger. In addition to these whole school opportunities, the Gaelic Medium classes have attended a GM football tournament, in which they reached the semi-final.

School pupils' and Nursery children's achievements, both within, and outside school are celebrated weekly at assembly, and are recognised through the lens of the School Values.

## Comments from learners, families, stakeholders and staff

### Beachdan bho luchd-ionnsachaidh, teaghlachan, luchd-ùidhe is luchd-obrach

In the nurseries, Stay, Play and Learn has been very popular and well attended. Parents have taken the opportunity to answer questionnaires about the provision, and feedback has been very positive. Our next steps include carrying this forward into the school setting, to gather views from parents on a range of topics.

## 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
<b>QI 1.3</b> Leadership of change	Satisfactory	Good
<b>QI 2.3</b> Learning, teaching and assessment	Good	Good
<b>QI 3.1</b> Wellbeing, equality and inclusion	Good	Good
<b>QI 3.2</b> Raising attainment and achievement/Securing children's progress	Good	Good

Our overall evaluation of our capacity for continuous improvement is:

We are confident in our capacity for continuous improvement.

## Key priorities for improvement planning

*Honest Caring Respectful Determined Ambitious Responsible*



## Prìomhachasan airson planadh airson leasachadh

---

Improve Numeracy outcomes for all pupils, focussing on Mental Maths.

Improve Literacy outcomes for all children, focussing on writing.

Health and Wellbeing - Placing the human rights and needs of every child and young person at the centre of education

### 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 [ADD LINK](#) or by contacting the school office