

# STANDARDS AND QUALITY AITHISG INBHEAN IS CA



2022/23



## **GLEDFIELD PRIMARY SCHOOL**

HIGHLAND COUNCIL | CHURCH STREET, ARDGAY, SUTHERLAND,  
IV24 3BN

# Introduction: Local and National Context

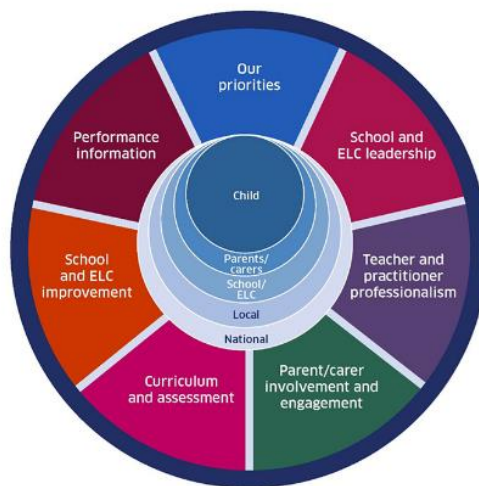
## Ro-ràdh: Co-theacsa Ionadail agus Nàiseanta

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

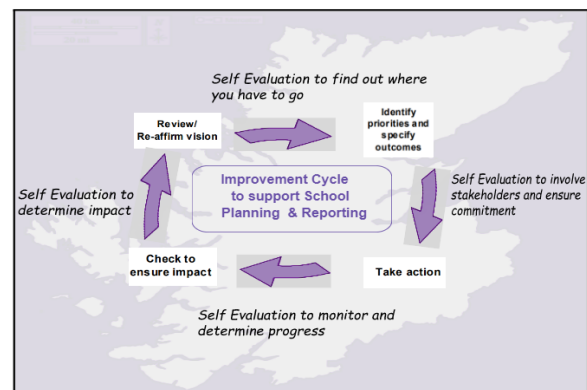
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

#### 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.

Ruth McCarthy  
Head Teacher  
Gledfield Primary School

## School Profile

### Pròifil na Sgoile

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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**  
**92.9%**

**Average Class Size**  
**10**

**Meeting PE Target**  
**Target Met**

**Pupil Numbers**  
**20**

**Teacher Numbers**  
**3**

**Pupil Teacher Ratio**  
**7.9**

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

**Reading**

Majority

**Writing**

Less than half

**Listening and  
talking**

Majority

**Numeracy**

Majority

Gledfield Primary School is located in a rural, coastal setting serving the local community of Ardgay and catchment areas on the South side of the Kyle of Sutherland. There are currently 22 children attending the school and 9 children in nursery, ranging from N3 - P7. P1 - 7 are split into two multi-stage classes - P1-3 and P4-7. There is a separate Early Learning and Centre for 3 and 4 year olds.

The headteacher has overall leadership responsibility for Gledfield Primary School and Edderton Primary School. 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 satisfactory. Children achieve appropriate CfE levels in literacy and numeracy. Half of the children who face barriers to learning are making satisfactory progress towards meeting their individual targets.

Overall children are making the following progress:

<b>Reading</b>	<b>Writing</b>	<b>Listening and talking</b>	<b>Numeracy</b>
Satisfactory progress	Satisfactory progress	Satisfactory progress	Satisfactory progress

## School vision, values and aims

### Lèirsinn, luachan agus amasan na sgoile

- ✓ 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 lifestyles 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.
- ✓ Contribute 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.

## 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:

#### Learning, Teaching, Assessment and Moderation

##### Purpose:

This project has been developed in response to dips in attainment in both Literacy and Numeracy in our cluster and across Highland. There is a variation in confidence across schools in using the Benchmarks to ascertain Achievement of a Level.

##### Progress:

- ✓ Staff attended collegiate sessions on Teaching Learning Communities
- ✓ An assessment calendar was implemented for teaching staff

##### Impact:

- ✓ Teachers now have a greater understanding of Assessment is for Learning strategies and implement these across different aspects of learning
- ✓ Learners are more aware of their own learning and how to be successful in their learning
- ✓ Feedback from teachers highlight an increased confidence in making judgements about Achievement of a Level (ACEL)
- ✓ ACEL data in literacy and numeracy increased in P1, P4 and P7
- ✓ Robust tracking of all pupils
- ✓ Effective identification of pupils who are not attaining

**Satisfactory progress was made in this area.**

##### Next steps:

1. Continue to build teacher confidence and capacity in relation to learning, teaching, assessment and moderation through next session's School Improvement Plan and Working Time Agreement.
2. Implement Highland Council Literacy and Numeracy Progressions
3. Continue to engage with the Teaching Learning Communities to enhance teachers' knowledge and understanding regarding assessment
4. Update the assessment calendar to include tracking and moderation to ensure robust attainment data can be collected
5. Use the data collected to ensure appropriate and meaningful interventions are in place to support literacy and numeracy
6. Staff will attend relevant training relating to teaching, learning, assessment and moderation
7. Implement Highland Council's approach to Profiling and Reporting

School Priority:

#### Developing a Curriculum Rationale (Year 1)



### **Purpose:**

As part of their learner journey, all children and young people in Scotland are entitled to experience a coherent curriculum from 3 to 18, in order that they have opportunities to develop the knowledge, skills, and attributes they need to adapt, think critically and flourish in today's world. This project supported stakeholders to take curricular aims and translate them into practice through considerations, activities and ways of working to support the process of curriculum making. Development of a Curriculum Rationale ensured that everyone within the school was clear about what they we are aiming to achieve through the curriculum. When a school has a rationale for its curriculum, it means that everyone involved with the school can answer the question 'What do we want for our children and how will we work together to achieve this?'

### **Progress:**

- ✓ Consultation with children, parents, and staff via survey, questionnaire and collegiate sessions
  
- ✓ Staff attended meaningful and relevant professional learning opportunities relating to curriculum planning and IDL for small schools

### **Impact:**

- ✓ Stakeholders' voices were listened to regarding the vision, values and aims but limitations of surveys/questionnaires as not all stakeholders were included
- ✓ The pupil survey was somewhat successful in identifying pupils' views; questions were not appropriate for our younger learners therefore the results are not reliable
- ✓ Parental questionnaire was partially successful as there were very few responses – lack of awareness of whole school parent voice i.e. how can we be sure this a true reflection, therefore no decision regarding out vision changed.
  
- ✓ Feedback from staff indicate an increased awareness of IDL planning for smaller schools
- ✓ Greater understanding of how to plan meaningful IDL learning experiences

### **Next steps:**

1. As a cluster, further discussions around what the Curriculum Rationale should look like and how we establish what that should be, are required
2. We need to ensure pupils voice is paramount when making decisions with regards to our Curriculum Rationale
3. Invite parents to participate in working groups to make decisions about the curriculum we are going to offer our pupils
4. We need to ensure all stakeholders are fully involved to identify the unique features of our school community helping us to inform the vision of our curriculum and in meaningful ways
5. We need to look outwards and learn from good practice within our ASG, Local Authority and Nationally

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

Little progress was made across both literacy and numeracy in relation to the planned interventions. This was due to an inconsistent approach because of on-going staffing issues within the cluster.

## Wider achievements

### Coileanaidhean nas fharsainghe

Gledfield pupils have had several opportunities that support personal learning and achievements throughout the last Session, such as:

- ✓ Cluster visits between the schools
- ✓ Running Series
- ✓ Football Tournament
- ✓ Participating in a Christmas performance in the village hall
- ✓ Coronation Art Competition
- ✓ Pupil Groups – Pupil Council, JRSOs and Eco Group
- ✓ Celebrating Success assemblies
- ✓ Health and Wellbeing Week

These experiences have offered our pupils the opportunity to gain a better understanding of themselves, build on their strengths and develop skills in different areas of their lives. These experiences also help to raise self-esteem and confidence in their own abilities.

## Comments from learners, families, stakeholders and staff

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

#### Learners

- “I really like our outdoors – we are so lucky!”
- “I have liked when the Edderton pupils come over”
- “I like being a Digital Leader”

#### Families

- “The school is fantastic, it’s such a great wee school.”
- “We think the Edderton pupils coming over is great. We should get in touch with the Edderton Parent Council to work together.”
- “My children are very happy at school.”

#### Staff

- “We are always looking at ways to improve – I am happy to attend any training that will help the pupils.”
- “I know there are lots of ways we can get better and now with consistent leadership I feel that we are really going to make progress.”

## 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
<b>QI 1.3</b> Leadership of change	Satisfactory	Satisfactory	Choose an item.
<b>QI 2.3</b> Learning, teaching and assessment	Satisfactory	Satisfactory	Choose an item.



<b>QI 3.1</b> Wellbeing, equality and inclusion	Satisfactory	Satisfactory	Choose an item.
<b>QI 3.2</b> Raising attainment and achievement/Securing children's progress	Satisfactory	Satisfactory	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

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Link to one-page SIP.

## Planning ahead A' planadh air adhart

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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 <https://gledfieldps.wordpress.com/> or by contacting the school office