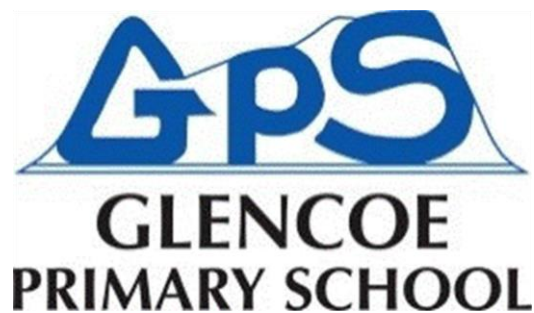


# STANDARDS AND QUALITY REPORT

---

2022/23



**GLENCOE PRIMARY SCHOOL**  
HIGHLAND COUNCIL | LORN DRIVE, GLENCOE, BALLACHULISH

# 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.

Malcolm McGregor  
Cluster Head Teacher  
Glencoe 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**  
91.71%

**Average Class Size**  
13.5

**Meeting PE Target**  
Target Met

**Pupil Numbers**  
27

**Teacher Numbers**  
2

**Pupil Teacher Ratio**  
13.5

Glencoe Primary School is in a rural setting serving the community of Glencoe and Glen Etive. We are in South Lochaber covering an area from Loch Leven to Rannoch Moor and Loch Etive

There are 27 children attending the school, ranging from P1 – 7. They are taught in two multi-composite classes.

The headteacher has overall leadership responsibility for Glencoe Primary School and St Bride's, Ballachulish and Duror Primaries. The headteacher is supported by a principal teacher. Staff and children from the 4 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. Almost all children who face barriers to learning are making good progress towards meeting their individual targets.

We have had no exclusions this year.

Overall children are making the following progress:

**Reading**

Good progress

**Writing**

Good progress

**Listening and talking**

Good progress

**Numeracy**

Good progress

## School vision, values and aims

### Lèirsinn, luachan agus amasan na sgoile

---

In Glencoe Primary School we ensure that all children develop the attributes, knowledge and skills they need to thrive in life, learning and work.

They will be able to demonstrate the four capacities (successful learners, confident individuals, effective contributors and responsible citizens) through the four contexts for learning (curriculum areas and subjects, interdisciplinary learning, ethos and life of the school and opportunities for personal achievement) and in a curriculum which reflects the seven principles of design (breadth, progression, depth, personalisation and choice, challenge and enjoyment, coherence and relevance).

Our values are based around being Safe, Ready and Respectful and we aim to Work, Learn and Grow Together.

## 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:

#### Collective Efficacy

##### **Purpose:**

To develop confidence, consistency and security in planning and delivery of learning through enquiry and moderation; purposeful and meaningful school improvement planning for all stakeholders; recognising the Right Drivers for change.

##### **Progress:**

All staff engaged with teacher led professional learning to support high quality classroom practice using 'Deep Learning' pedagogy.

All staff engaging with performance information using Data Driven Dialogue

Teachers provide effective feedback to children's learning in a number of ways. They often encourage children to assess each other's work commenting on what they like and what would help it to be even better.

Teachers have been involved in moderation activities at a school and cluster level

##### **Impact:**

All teachers engaged with peer-to-peer classroom practice observations and building confidence in applying Deep Learning pedagogy in practice.

Teacher engagement with data has been enhanced allowing them to explore data-based facts to spot patterns and trends. This has supported identification of gaps in understanding and where children may need further challenge.

Most learners can identify their learning progress. Most can comment, reflect and contribute to their next steps, and know where they are with learning.

The current priority in the school and across the cluster has been to moderate the assessment of writing. As a result, attainment in writing is improving.

We continue to make good progress in this area.

##### **Next steps:**

- Continue with collaborative learning solutions at all levels of the school
- Continue to use 'Deep Thinking' to model improvement in the classroom
- Provide all children and staff with more opportunities to share their views and take responsibility across the school.

## Talk for Writing

### Purpose:

Refresh of our literacy programme. Enabling children to read and write independently for a variety of audiences and purposes within different subjects.

### Progress:

All children engaged in Talk for Writing programme of learning. Teachers adapted the programme well for delivery in multi-composite classes.

All class teachers moderated writing across the cluster.

All class teachers attended multiple CPD training events to support delivery at all stages and in a multi-composite setting.

All class teachers use reciprocal reading strategies.

### Impact:

Almost all learners at Early, First and Second Level are making expected progress in writing.

There is a shared understanding of standards in writing across the cluster.

School's Mean Standardised Aged Score for reading rose from 102.7 in November to 105.7 in May. 25% of readers are reading at age 14 and above

Through a structured approach to reading, children have improved their reading comprehension skills.

Good progress was made in this area.

### Next steps:

Writing –

- Consistent high-quality Talk for Writing lessons

Reading –

- Engage with Stephen Graham Writing programme
- Enhance reading quality and quantity in a multi-composite setting using Talk for Reading and Reciprocal Reading
- Develop grammar and punctuation progression
- Develop phonics resources to match phonics progression in Early Years stage
- Develop parental workshops for Literacy

## Math No Problem

### Purpose:

To drive number fluency and conceptual understanding of mathematics for all; target high achieving learners.

### Progress:

Maths Passports have been introduced in every classroom.

### Impact:

Maths Passports are supporting children across the school to develop core skills well and be motivated about numeracy.

Math No Problem resources were purchased for all class teachers.  
Numeracy Curriculum development was a focus for leadership.

Almost all children at Early, First and Second level are achieving expected levels. At early level, most children are confident adding and subtracting numbers to 20 and a few can work beyond 100.

At first level, most children are confident carrying out a range of calculations mentally and can identify equivalent fractions.

At second level, children are confident with place value and can multiply and divide decimal fractions by multiples of five and ten. Almost all have a good understanding of fractions, decimals and percentages.

Across the school, children are confident in times tables appropriate to their age and stage.

Good progress was made in this area.

#### **Next steps:**

- Robust tracking of numeracy attainment
- Ensure depth of coverage for information handling within Mathematics curriculum

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

---

Pupil Equity funding was allocated to additional staffing. A Pupil Support Assistant was appointed for 1.5hrs per day. During this time, identified learners received targeted teaching in literacy.

All learners in receipt of support were able to reach their learning objectives.

## **Wider achievements** **Coileanaidhean nas fharsainghe**

---

Children develop well the four capacities through opportunities to be involved in a range of activities. These include skiing, outdoor swimming, music tuition, cross country running, athletics and downhill mountain biking.

## **Comments from learners, families, stakeholders and staff** **Beachdan bho luchd-ionnsachaidh, teaghlaichean, luchd-ùidhe is luchd-obrach**

---

Please tell us what you think we do well:

- Communication using Seesaw
- Learning through play
- Staff are an asset and very approachable
- Friendly and helpful school environment
- Keeping parents up to date
- Views of the learners are listened to
- Stable leadership

- Happy school
- Homework (sometimes)

Please tell us what you think we could do better:

- Homework for the older pupils rather than projects
- Increase time for parent conversations and learning conversations
- Review class structure
- Review ASN provision
- More use of Seesaw

Other comments about our school:

- Concerns about the future of staffing and the structure of the cluster
- Lack of facilities such as a gym hall
- Homework as a value-adding activity
- Very happy at school

## 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	Choose an item.	Very good	Choose an item.
<b>QI 2.3</b> Learning, teaching and assessment	Choose an item.	Good	Choose an item.
<b>QI 3.1</b> Wellbeing, equality and inclusion	Choose an item.	Good	Choose an item.
<b>QI 3.2</b> Raising attainment and achievement/Securing children's progress	Choose an item.	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

1. Literacy
  - Grammar
  - Talk for Writing Fiction and Non-Fiction
  - Punctuation
2. Child-initiated Play
  - Early Years
  - 1st Level
  - 2nd Level
3. Pupil Engagement

WORK TOGETHER LEARN TOGETHER GROW TOGETHER



## 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 [school website](#) or by contacting the school office