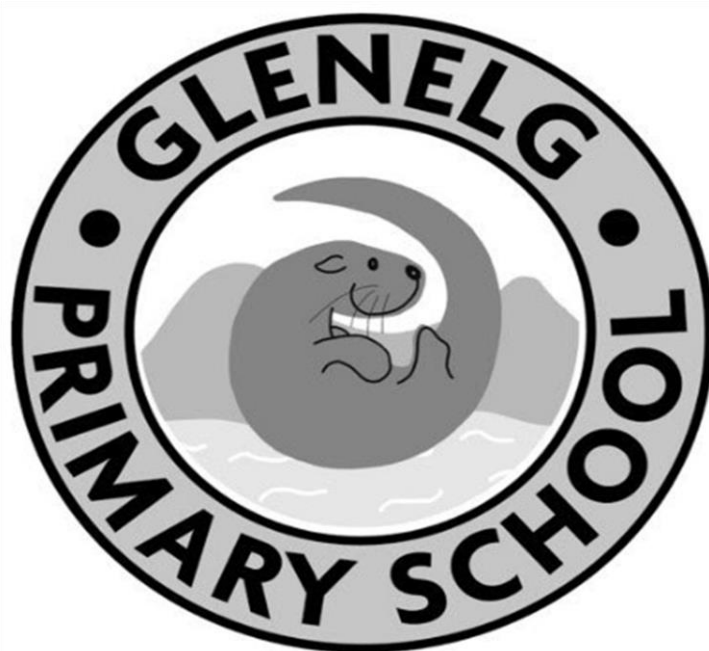


# STANDARDS AND QUALITY REPORT

2022/23



**GLENELG PRIMARY**

HIGHLAND COUNCIL | GLENELG, BY KYLE, IV40 8LA

*Be Ready Be Respectful Be Safe*

# Introduction: Local and National Context

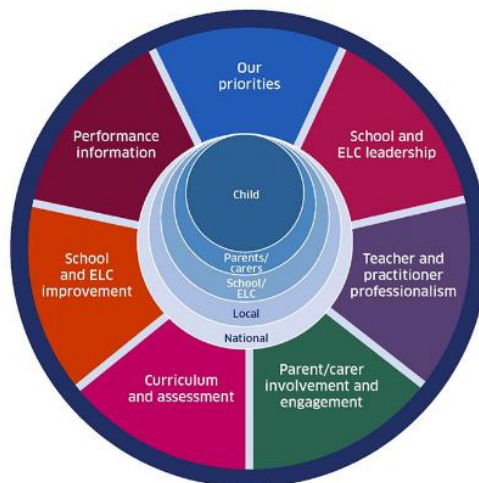
## Ro-ràdh: Co-theacsa Ionadail agus Nàiseanta

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

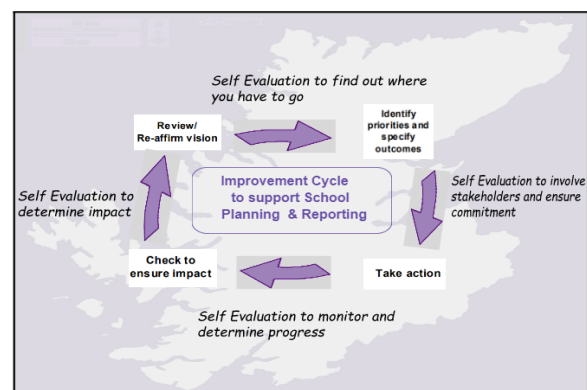
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

#### 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 daonna a' faicinn na Gàidhealtachd mar dhachaigh.

Kate MacArthur  
Head Teacher  
Glenelg 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%

**Average Class Size**  
9

**Meeting PE Target:**  
Target Met

**Pupil Numbers**  
9

**Teacher Numbers**  
1

**Pupil Teacher Ratio**  
9:1

Glenelg Primary School is located in a rural, coastal setting serving the local community of Glenelg and Arnisdale on the Glenelg peninsula in the Skye and Lochalsh area.

There are 9 children attending the school ranging from P1 – P5. The children are taught together in a single multi-stage class.

The headteacher has overall leadership responsibility for Glenelg Primary School and Loch Duich Primary School and 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 very good. Children achieve appropriate CfE levels in literacy and numeracy and, across the school, a few children are exceeding nationally expected levels. All children who face barriers to learning are making very good progress towards meeting their individual targets.

Overall children are making the following progress:

**Reading**

Very good progress

**Writing**

Very good progress

**Listening and  
talking**

Very good progress

**Numeracy**

Very good progress

We have had no exclusions this year.

## School vision, values and aims

### Lèirsinn, luachan agus amasan na sgoile

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Our Overall Vision: (our '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.

Our 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*

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## 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.

School Priority:

#### Improve the curriculum using our rationale.

**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. The 'Refreshed Narrative' of Curriculum for Excellence has given further guidance on how to develop our curriculum.

We started to develop our curriculum using the Curriculum Rationale last session. There are four 'contexts of learning' identified within Curriculum for Excellence. This year, we have sought to further improve our 'Inter-Disciplinary-Learning' (IDL) context of learning.

This project took curricular aims and translated them into practical learning opportunities, giving pupils more opportunity for leading their own learning. Aspects of this also included learning about sustainability and further developing understanding of Children's Rights.

#### Progress:

- Rights of the Child is a clear strand running throughout the ethos of the school curriculum.
- The curriculum is driven by the overall Vision and Aims of the school.
- Pupils are all eager to learn and behave appropriately.
- Pupil voice and pupil led learning can be seen in all aspects of IDL.
- Children have had some opportunity to contribute to school improvement planning.
- Good use of plans around the four contexts of learning, involving our unique context and the wider community, linking to our school aims.
- Pupils have completed a 'Food for Thought' project of developing a school garden to produce food for the canteen.
- Staff undertook professional training on IDL, from various national bodies of expertise, e.g. Excellence in Headship; the Northern Alliance.
- Processes of planning continue to be embedded with new staff, strengthening norms of high quality planning, within the cluster.

#### Impact:

- Silver Rights Respecting School Award achieved and school ready for assessment of 'Gold' award.
- Almost all pupils can articulate and describe their rights and apply them in a meaningful way.
- A shared language of rights has been developed across the school community which has strengthened pupil voice within the school.
- Evidence through observation both formal and informal shows high engagement in learning and growing ideas for enterprise.
- Children are aware of variety of jobs in the local community and beyond.
- Pupils now have excellent understanding, knowledge and skills in creating and maintaining a garden and have shown themselves to be both effective contributors and responsible citizens.
- Floor books involve children's views and are used consistently to support planning of topic work.
- Pupils know that they are valued and important members of the class/school/community.
- Pupils have good skills in using digital technology: a chromebook each; early programming experience and 2<sup>nd</sup> level online profiling.
- Children feel comfortable to contribute freely in class, will ask for help or support when needed and can share their learning in assembly.

- Using our local surroundings for outdoor learning enriches the learning experience.
- Pupils gain from parental and community interaction in lessons.
- Commitment from staff to continuing professional development (CPD) linking to SIP and pupil needs, impacts positively on learner experience.
- Staff benefitted from CPD: Book study of 'The Teaching Delusion.', outdoor learning, IDL, Talk for Writing, 'Literacy for all' using the Northern Alliance as well as Education Scotland and Highland Literacy, Numeracy and Health and Wellbeing training.
- Pupils experience lessons of a consistently high standard.
- Learners are solution focussed in the workings of the classroom as a learning environment, and give ideas of how to learn and be taught better.
- 4 Contexts grids as termly planners are shared with parents and include partner collaboration.
- Planned opportunities to show pupil learning and understanding and knowledge is evident in forward planning discussions and folders.
- Pupil Equity planning includes in-depth planning to reduce barriers to learning and very good progress for these learners has been made.
- Partnership working between the cluster school benefits children with additional needs, to support social skills and provide peer challenge and support.
- Pupils are making appropriate progress including pace and challenge.
- Planning is responsive and is adjusted to meet the needs and interests of pupils.

### Next steps:

- Prepare and submit application for Gold assessment of RRSA.
- Continue to develop pupil capacity to lead initiatives and their own learning.
- Further involve pupils in the formal school improvement process.

### School Priority:

## Improve the standard of writing

### Purpose:

It is recognised that quality writing is the last aspect of literacy to develop for children, and is dependent on: talking and listening skills; reading skills; transcription skills of hand-writing, spelling; executive function skills, where writers learn to analyse their writing, improve their organisational skills, redraft and reedit their work and show resilience in doing so. The capacity required for children to have all these skills develops throughout their primary school years and beyond.

Our aim this year was to focus on some of these particular skills so to further the quality of children's writing skill.

### Progress:

### Impact:

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- Almost all children are attaining appropriate levels and a few have exceeded these.
  - Highland Numeracy and Literacy progression diagnostics are used consistently across all stages.
  - Weekly Wraparound spelling scores are tracked consistently from P3-5.
  - Opportunities for talking and listening in assembly allows assessment to be undertaken in a natural way.
  - Agreement as a cluster over how to assess writing and implementing Talk for Writing methods.
  - Children with barriers to learning have also made very good progress in literacy and numeracy this year.
  - Resources to encourage children to read have been bought and used successfully to raise interest in reading.
  - Writing has been moderated with other schools in the ASG.
  - Both transcription skills and executive function capacity have been targeted for improvement with pupils in a meaningful IDL context.
- ✓ Good progress has been made in writing across the school with some examples of very good progress, particularly where Pupil Equity funding has been used to support some pupils.
  - ✓ Children are much more aware of the aspects which lead to better writing.
  - ✓ Children are able to identify aspects of writing in which they need to improve.
  - ✓ Writing audits have shown that pupils feel they are improving and all grade their enjoyment of writing at 7/10 and above.
  - ✓ Staff report being more confident in using the Talk for Writing programme.
  - ✓ Staff report they have benefitted and gained confidence from moderation activities with other ASG schools.
  - ✓ Progress on this improvement plan has been shared with parents and their views have strengthened the validity of our judgements.
  - ✓ Writing has been a focus across the curriculum thus giving children real life reasons for using literacy skills.
  - ✓ Good progress was made in this improvement area.

### Next steps:

Develop meta-cognitive methods for pupils of setting targets and evaluating progress.  
 Continue further professional learning in literacy.(Talk for Reading and Talk for Non-fiction writing)  
 Further develop spelling, punctuation skills with improved presentation skills across the curriculum.

## Progress and impact of Pupil Equity Fund

### Adhartas agus buaidh Maoin Cothromas Sgoilearan

The Pupil Equity Fund has been targeted towards children who face barriers to learning but all pupils have benefitted from activities which have been done in small groups. The Pupil Equity Fund was used mostly to employ Pupil Support Assistants who have targeted reducing learning gaps with some pupils. A portion of funds was spent on learning resources. All pupils facing barriers to learning have made very good progress in overcoming their learning gaps.

## Wider achievements

### Coileanaidhean nas fharsainghe

All pupils developed their cycling and technical bike engineering skills.  
 Art activities, using the outdoors, with local professional artists enhanced pupil experience of the Arts.  
 All pupils benefitted from music lessons with professional musicians.  
 The wide variety of partners working with the school has offered a dynamic and meaningful curriculum for pupils.

## Comments from learners, families, stakeholders and staff



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

A majority of parents have contributed their views to this report and write that they are more than happy with the provision of the curriculum in Glenelg.

Views from partners who provide learning activities to pupils report that the children are polite, keen to learn, industrious and resilient.

Staff are in agreement that pupils are succeeding well in their learning and exemplifying the vision, values and aims of the school.

Pupils report that they have enjoyed their learning this year. They particularly enjoyed learning about bike maintenance and feel satisfied that the 'We Do Food Better' project was very successful in its aims and completion. They are happy with the school garden and eat produce that they have grown.

Next year, they would like to continue much of what they have done this year but in addition, do more STEM related learning. They would like to continue working with the cluster school to strengthen social relationships.

## 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:

	PRIMARY
<b>QI 1.3</b> Leadership of change	Good
<b>QI 2.3</b> Learning, teaching and assessment	Very good
<b>QI 3.1</b> Wellbeing, equality and inclusion	Very good
<b>QI 3.2</b> Raising attainment and achievement/Securing children's progress	Very 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 Prìomhachasan airson planadh airson leasachadh

Continue to develop methods to help improving the quality of children's writing.

Continue to program moderation activities towards improved teacher confidence and quality assurance of standards of writing.

Continue to develop opportunities for pupils to lead their own learning.

## 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 by contacting the school office.