

STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2022/23



Guiding, Uniting and Promoting Success

Glenurquhart Primary School and Gaelic Nursery
Bun-sgoil agus Sgoil-àraich Ghlinn Urchadain
HIGHLAND COUNCIL | ST. DROSTANS, DRUMNADROCHIT, IV63 6UT

Introduction: Local and National Context

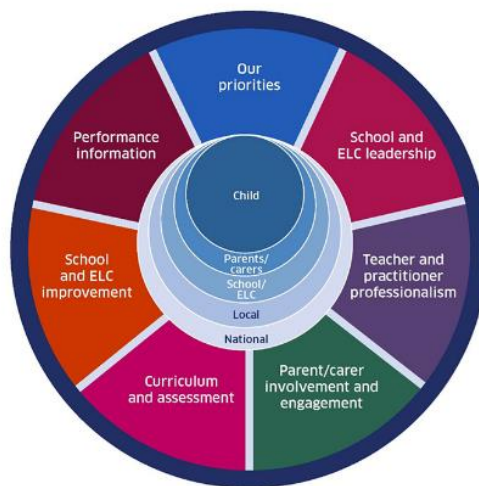
Ro-ràdh: Co-theacsa Ionadail agus Nàiseanta

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

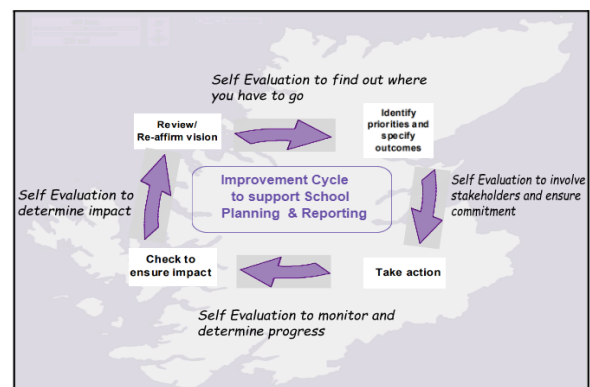
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

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.

Kerrie Laird

Head Teacher / Ceannard

Glenurquhart Primary / Bun-sgoil Ghlinn Urchadain

School Profile

Pròifil na Sgoile

The following information can be found on [Parentzone Scotland](https://www.parentzone.co.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.

Attendance 92.7%	Average Class Size 20.3	Meeting PE Target Target Met
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Pupil Numbers 148 + 5 Nursery	Teacher Numbers 9	Pupil Teacher Ratio 16.4
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N3 2%	N4 1%	P1 11%	P2 14%	P3 18%	P4 12%	P5 9%	P6 16%	P7 18%
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SIMD Q1¹ 0-10%	SIMD Q2 0-10%	SIMD Q2 60-70%	SIMD Q3 20-30%	SIMD Q5 0-10%	Unknown 0-10%
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ASN² 50-60%	No ASN 40-50%	FSM³ 10-20%	No FSM 80-90%	EAL⁴ 0-10%	No EAL 90+%
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2022/23 Proportions of pupils achieving Curriculum for Excellence Levels (P1, P4, P7 combined):

Reading	Writing	Listening and talking	Numeracy
Most	Majority	Most	Majority

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

Due to the small numbers in these stages within Gaelic, statements on attainment have been incorporated into our report below to ensure the anonymity of individual children.

Exclusions

We have had no exclusions this year.

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

² ASN – Additional Support Needs

³ FSM – Free school meal entitlement

⁴ EAL – English as an additional language

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile



CURRICULUM RATIONALE Glenurquhart Primary School Bun-sgoil Ghlinn Urchadain

UNCRC (28) Right to an education
UNCRC (29) Goals of education



Friendship

Vision and Values/ Luachan amd Lèirsinnean

- Trust/ Earbsa
- Respect/ Urram
- Creativity/ A' cruthachadh



achievement attainment

Guiding, Uniting and Promoting Success

Excellence / Sàr-mhathais

Relationships/ A' faighinn air adhart

- Friendship/ Càirdeas
- Empathy/ Co-fhaireachdain
- Positivity/ Sonas

through setting high expectations for....

le:
With children, parents, partners and community

- with a focus on... equality
- inclusion

Aims/ Amasan

Giving "fun hundred percent" to our learning

behaviour attendance punctuality



Nurturing Safe Bright Environment/ An àrainneachd



getting it right for every child

Fix outdoors

Children who feel... included, supported, confident and listened to

Responsibility of all...		
Literacy	Numeracy	Health and Wellbeing
Expressive Arts	Social subjects	Technologies
Sciences	Religious and moral education	

Enabling all to become...

RAISING ATTAINMENT FOR ALL



Curriculum/ Curraicealam

comfortable

UNCRC (31) Right to play, leisure and culture

healthy happy

UNCRC (12) Respect for the views of the child



Thinking skills

SKILLS FOR LEARNING, LIFE AND WORK

Trust/ Earbsa ~ Respect/ Urram ~ Creativity/ A. cruthachadh ~ Friendship/ Càirdeas ~ Empathy/ Co-fhaireachdain ~ Positivity/ Sonas

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:

Raising Attainment in Writing (Year 1)

Purpose:

The school's reading attainment is consistently high and we would like to mirror this with our writing. Although various training has been completed, we need to establish a consistent approach to the learning, teaching and assessment of writing in order to raise attainment.

Progress:

- ✓ All teaching staff have engaged in training with Stephen Graham around approaches to teaching writing. Time is now needed to allow staff to put this training into practice and agree how to take approaches forward. Parents were shown the description bubble at parent meetings in March.
- ✓ Resources were purchased to allow children to recognise writing styles within texts and have these modelled for them as well as, to increase an understanding of the links between reading and writing. Staff have been introduced to these and are beginning to incorporate them into the writing process.
- ✓ Initial links have been made with other Gaelic schools to support consistent assessment decisions.
- ✓ Head Teacher's writing challenge was completed for home learning in term 4 to support increased personalisation and choice, creativity and enjoyment.
- ✓ Typing challenge P4-7 and handwriting challenge was completed through June in class to raise abilities in each and motivation towards improvement.
- ✓ Gaelic language acquisition adopted in Sgoil-àraich and introduced in Gaelic Medium class.
- ✓ Continued effective use of singing and repetition to reinforce and support Gaelic use in Writing ~ mainly with news and personal writing.

Impact:

- ✓ Staff feedback shows that all staff are now more confident in teaching and assessing the genres of writing covered, how to break these down and support. All classrooms display the description bubble to support children with making a start in writing and adding detail. Children's questionnaires show most children feel the description bubble has helped add detail to their writing and that they feel more successful with it. A few children have commented positively on how this is a good support in their end of term profiles. A few of the sessions have yet to be undertaken to complete looking at the nine genres available.
- ✓ Early engagement with making links between reading and writing and using this to recognise features and apply in their own work. We now require to further embed this to support children in building their knowledge from which they can create texts.
- ✓ Children's questionnaires, discussions and inspection findings show most children are clear about the purpose of their writing and expected standards.
- ✓ Writing assessments show children are improving their skills in structuring their writing in a variety of genres.
- ✓ Inspection and observations in Sgoil-àraich show children are confidently hearing and absorbing Gaelic through total immersion in play.

Next steps:

- Continue focus on Writing by;
 - Completing training for explicitly teaching writing in all genres
 - Agreeing writing process and routines, looking outwards to work with schools who have already established these
 - Establishing regular routines for writing skills across both languages in Gaelic Medium
 - Review and adapt current ASG Literacy progressions in light of Highland progressions updates.
 - Agree clear assessment approaches
 - Develop writing through play in Sgoil-àraich, Gaelic Medium and early stage classes
 - The children would like more opportunities for free writing.
- Develop a whole school approach to handwriting and letter formation
- Listening and talking training from Highland Council to embed practices that support all areas of Literacy. In Gaelic Medium, this further includes encouraging all children to talk more consistently and unprompted in Gaelic with each other as they develop their fluency.
- Increase pace of learning in writing (reading and writing in Gaelic.)
- Extend imaginative writing at second level
- Develop a play strategy for all areas of the school
- Further develop Sgoil-àraich observations to have a clearer focus on the skills and Gaelic language children are developing (supporting the identification of what children need to learn next.)
- In Sgoil-àraich and early Gaelic Medium, increase opportunities for parental involvement in children's Gaelic learning through for example, sharing common Gaelic words and phrases that link with the focussed learning for the week and developing how they can support with learning Gaelic letter sounds (phonics.)
- In Sgoil-àraich and Gaelic Medium, increase experiences to develop early writing skills in different contexts through play, extend individual children's knowledge of Gaelic letter sounds (phonics) and letter formation.

School Priority:

Decrease Maths and Numeracy Anxiety

Purpose:

To tackle anxiety leading to children being unable to learn and achieve in mathematics and numeracy. Feedback from Covid home learning and observations of staff have shown that Maths and Numeracy were much more difficult for parents to support. Staff have observed a considerable increase in maths anxiety, especially in the upper stages, that is having an adverse effect on ability to learn and achieve.

Progress:

- ✓ As part of our Health and Wellbeing Week and then ongoing throughout the year, all children have completed workshops and follow up lessons on Growth Mindset.
- ✓ An increased profile of mistakes being viewed as the first steps in learning through displays around the school and ongoing discussion in whole school assemblies including work introducing 'The Growth Model'.
- ✓ Children have worked collaboratively to decide what to do if they become stuck in class and this is displayed in posters in every class.
- ✓ Teachers have researched and adopted various methods to support reduction in maths anxiety including incorporating maths into different curricular areas e.g. expressive arts, emotional check-ins prior to maths and relaxation exercises before maths lessons.
- ✓ All teachers ensure the importance of linking maths and numeracy to real-life contexts and enabling children to apply their learning in a variety of settings as a main feature of learning.
- ✓ Professional research and collaboration between teachers (Teaching Sprints) has seen work to increase teacher modelling during maths lessons, reduce teacher talk time and support developmentally appropriate questioning in maths.

- ✓ Stories books have recently been purchased that allow maths to be taught through literacy-based activities. Research has shown that this allows children to connect new mathematical knowledge using their real-life experiences.
- ✓ The Head Teacher and Support for Learning teacher have completed Education Scotland training around Dyscalculia.
- ✓ Project research was completed by Miss Mudie on the role outdoor learning plays in helping to reduce maths anxiety. This was shared with all teaching staff, ASG Head Teachers, maths department at Glen Urquhart High School and plans made on how to take this forward.
- ✓ Further work to develop support staff's confidence and understanding of how to complete maths interventions.
- ✓ A maths workshop explaining approaches to maths and numeracy and how to support at home was prepared and offered to parents in the second term. This was not well attended and parents have reported back that this is not something they wish repeated.

Impact:

- ✓ Parents have commented positively on children using these approaches in family discussions to increase a positive view of challenges across a variety of contexts.
- ✓ Parents have also commented during parent meetings of recognition of an increased positive view of maths.
- ✓ Children's feedback from the Health and Wellbeing Week shows almost all children felt that this supported them to develop a growth mindset, recognise how maths can be fun and why it is important. In addition, a few children have commented on this positively in their end of term profiles.
- ✓ Discussions with children and staff as well as observations in class and by inspectors show that children have adopted a more 'can do' attitude and recognise mistakes support learning. This has helped with confidence in facing challenges and perseverance.
- ✓ All children now have strategies to use when approaching challenges in their learning in maths that has also spanned across other curricular areas resulting in increased confidence, perseverance and feelings of success.
- ✓ Inspection found a range of questioning techniques are used to ensure developmentally appropriate approaches are adopted, to check for understanding, extend children's thinking and develop their curiosity effectively.
- ✓ Inspection found children are developing very good numeracy skills for learning, life and work – children are aware of these and how to develop them allowing them to take leadership for their learning and recognise its importance.
- ✓ Assessments continue to show play-based learning continues to have a positive impact on children's progress and attainment within maths.
- ✓ Through the use of the diagnostic assessments, gaps in knowledge and strategies used are identified early and most children requiring support are making very good progress.
- ✓ Dyscalculia training has ensured that the school is aware of recently published definitions of Dyscalculia and how to support through examples of effective, inclusive teaching strategies and approaches. This now needs further training to all teaching and support staff in school.
- ✓ Following a period of outdoor learning relating to maths, project research found that more children reported positive emotions during maths lessons. For children that had been less engaged, almost all reported positive emotions for outdoor maths lessons. Enjoyment scores almost doubled. Almost all also felt that outdoor maths had improved their motivation to learn. The class teacher also observed increased independence in class work due to increased confidence and opportunities to practice outdoors.

Next steps:

- Complete training around group diagnostic assessment to reduce the time taken to complete assessments and give more time towards support.
- Plan how to incorporate outdoor maths more into lessons following positive impact from project research and children's views.

- In Sgoil-àraich ensure sufficient challenge in maths and numeracy through further work to become familiar with progression frameworks. Further develop children's ability to talk about their own wellbeing and feelings.
- Possible work with Education Psychology team to share findings wider.
- Share training around Dyscalculia with all teachers and support staff.
- Work with parents to consider how to incorporate support for family learning in maths and make more use of the Family Learning Maths Packs.

School Priority:

Understand and Improve Assessment and Moderation Strategies (ASG target)

Purpose:

Re-introduce and expand approaches to moderation to continue to support raising attainment and consistency in assessment decisions.

Progress:

- ✓ All HTs from ASG attended the Quality Assurance and Moderation Support Officer (QAMSO) training and took forward approaches presented by Education Scotland and discussed with colleagues.
- ✓ HT from Cannich Bridge led staff training on Play and shared approaches to this. Pupils then led a play improvement plan.
- ✓ Inspection in Glenurquhart and Cannich Bridge thematic inspection have impacted on school's ability to have teaching staff visit each other. However, HTs have visited each others' schools and continue to work closely together.
- ✓ Staff from Cannich Bridge and Glenurquhart worked together to plan, teach and assess a topic related to food, play and literacy. This was shared and discussed across Highland at moderation meetings.
- ✓ All ASG schools have shared writing to moderate together separately and fed back on these.
- ✓ HTs have shared assessment models and timings to aid moderation and agree assessment that will be undertaken across the ASG e.g. Salford reading at P3 and P5.
- ✓ Have established early links with other Gaelic medium schools.
- ✓ Pupil profiles sent home termly for P1-5 and online for P6-7 alongside class newsletters detailing curriculum coverage. Ongoing assessment tasks sent home as completed. An overview of pupil profiles and the process were shared at parent meetings in March and informal discussion around improvements has taken place.
- ✓ Ongoing attainment meetings held termly to support teacher judgements.
- ✓ Weekly learning conversations with children continued, as well as reflection on learning from the week, 'What's stuck with me.'
- ✓ PT Maths teacher from Glen Urquhart High has taught a transition maths lesson around Area to the P7 class. A working group has been established to discuss maths transition and work between Primary and Secondary. PT Maths is also part of a secondary level Northern Alliance working group that he will share with Primary staff.

Impact:

- ✓ This enables us to provide moderation opportunities to increase confidence and consistency in assessment decisions across the ASG and Highland. It also enables children to have a wider understanding of the use of Gaelic across the Local Authority.
- ✓ ASG collaboration allows schools to identify and utilise staff strengths to support ongoing improvement, sharing practice and increasing consistency.
- ✓ All class teachers were able to consider play as appropriate to their children's level of development and trial approaches to play-pedagogy within their stage.

- ✓ Ensures assessment approaches are sufficiently matched to the individual learning needs of the children, allow children to demonstrate learning and progress and ensures that both children and adults are aware of what they need to do to progress.
- ✓ Recent inspection highlighted assessment is integral to the planning process and informs next steps in learning as well as, the very effective use of monitoring to support all children to make very good progress and receive additional support they may require.
- ✓ Assessments across the ASG allow for wider evaluation of attainment, accurate information for transition and opportunities to have professional dialogue around progression pathways, pedagogy, resources and any gaps in learning identified.
- ✓ Thematic inspection at Cannich Bridge commented on the strong partnerships across the ASG allowing us to build a bespoke curriculum that is based on local and national guidance and meets the needs of children and supports curriculum building and transition.
- ✓ Parents have a clear understanding of where their children are from pupil profiles, class newsletter, blogs, parent meetings and open afternoons. Review around the information sent home is ongoing as a few parents comment that they find current information difficult to navigate.
- ✓ New networks have been established between Primary and Secondary colleagues to enhance transition experiences and consistency between Primary and Secondary approaches.

Next steps:

- Increase moderation opportunities involving the High School.
- Work with ASG looking at curriculum coverage and approaches for multi-composite classes in link to our Gaelic P1-7 class and tie in with other Gaelic Medium schools and nurseries (enabling greater interactions for children, beginning to build a greater network of speakers of Gaelic and allow extended collaboration among practitioners.)
- Gaelic transition
- Review moderation and assessment calendars and approaches
- Review Sgoil-àraich documentation used for tracking, monitoring and assessment across the ASG and wider
- Ongoing review of Family Learning, incorporating assessment and information on curriculum coverage.
- Further use of the 'Advice on Gaelic Education' (2022) for self-evaluation and continuous improvement.

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

Inspection found there were highly effective systems are in place to monitor attainment and target interventions. This is reducing attainment gaps and accelerating progress.

Intervention	Data summary against targets	Impact / progress summary	Intervention Resource allocation used (breakdown)
Maths	Basic Facts showed most progress with a few children in each class making more than 1 year's progress. We also recorded scores for addition and subtraction and numeral ID this year to compare with results for next session.	Teachers continue to feel this is the best intervention. Consistent use of assessments were used this year to make for more accurate comparisons of results. Discussions were also had about use of group assessments as the individual ones take a considerable amount of time. Plans have been put in place to do this in groups for next year and enable more time for interventions over assessments.	0.2 FTE (1 day a week) Maths cover allowing each teacher approx. 1 hour with small group or 1:1 support for maths

Literacy	A further 6 students are now working at year appropriate levels in Lexia with 3 now working above. Further programmes have been sporadic due to differing needs within the school. Trial of Nessy learning programme has had good feedback from the children.	Lexia continues to have impact for the children who engage best with it. Nessy learning has supported a different opportunity to support others. Evaluations of the impact of this will continue into next year. PSA support has been excellent and supported children in upper classes particularly to have extra support.	8 hours PSA to support Literacy programmes and attendance. Purchase of Nessy programme.
Writing – whole school	Impact detailed in improvement targets above.		1 year writing training programme reading into writing resources

Further impact from PEF support, particularly through re-use of the kit car purchased with previous years' PEF budget and also some of the PEF PSA time has had particular positive impact on attainment, engagement and children's engagement in STEM activities.

Wider achievements

Coileanaidhean nas fharsainghe

- Very good gradings for all areas in Education Scotland inspection report (May 2023)
- Several medals achieved at Interschool Sports (May 2023)
- Second Green Flag Award (May 2023)
- Regional winners of the Flag Football Championships (April 2023) resulting in a trip to London to compete in the final (June 2023.)
- Winners of the basketball Primary School tournament (April 2023 and May 2023)
- Joint third in Euroquiz (March 2023)
- Fairtrade Achiever Award (September 2022)
- Many individual Horticultural Show Winners (September 2022)
- Queen's Green Canopy Coins presentation (August 2022)
- Many individual Highland Games Winners (August 2022)
- Several shinty achievements across the year.

Comments from learners, families, stakeholders and staff

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

Children's comments from feedback with each class May 2023 ~

We have improved:

- Learning about growth mindset
- Maths anxiety/ more confidence in maths/ working at a higher level, more challenging, making people more comfortable with maths
- Following school rules and knowing them better
- All of the writing has helped with our spelling, using the description bubble
- More opportunities like the Euroquiz
- We enjoy Science
- PSAs help us lots
- Rights awareness

Trust/ Earbsa ~ Respect/ Urram ~ Creativity/ A. cruthachadh ~
Friendship/ Càirdeas ~ Empathy/ Co-fhàireachdain ~ Positivity/ Sonas

- More opportunities to be creative
- Fairer football
- P7 cooking
- Key words for reading, reading
- French
- Bullying
- Global Goals
- Playground – safe play with sticks
- School values
- Noise levels
- Assemblies
- Skills Academies
- Citizenship groups
- School lunches
- Tidying up quicker
- Being responsible for things we do
- Communication and listening skills

We would now like to improve

- More Art, Chromebook time, writing and free writing, ERIC time, building things in Science, learning about our world, maths, outdoor learning, Prefects, dress down days, cooking, Newsround, spelling.
- High School children visiting the Primary
- Resources - New basketball hoops, balls, headphones, bikes for older children
- P7 garden re-established
- Field trips
- Using grass area for other things than football
- Everyone having indoor shoes
- Bigger school lunches/ healthy diets for snack and school dinners
- Harder P.E. sessions for P6-7, Longer P.E., more P.E.

Parental comments from parent meetings in March 2023 ~

Going well:

- Noticed a decrease in maths anxiety – willing to try and put themselves forward.
- Noticed children have increased confidence with maths recently.
- Growth Mindset has been really effective and my kids have been talking about it a lot at home.
- Loved the maths pack home 😊
- Growth Mindset has been talking about a lot at home.

Next steps: None given

Questionnaires ~

- 14/63 children responded that more free writing would improve writing within the school. A few children would like more opportunities to write outside.
- 35% wished further help with handwriting and making a start in writing.
- The majority of children now have strategies to help them when they are struggling with maths work with working to agree what has helped them be stuck and doing work at their level supporting most.
- Most children feel safe in school and feel treated fairly and with respect.
- Most children feel that they are taught how to lead healthy lifestyles.
- Most parents feel that the school encourages the children to treat others with respect.
- Most parents feel that the school deals with bullying well or have never experienced it.
- A few parents would like to see information received at the right times.
- A few parents would like to be better informed about the work of the Parent Council.
- A few parents would like us to look at more creative approaches to teaching and learning.
- 45% of parent responses would like us to focus on writing through play as a priority for moving forward.

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

- Writing incorporating handwriting (Year 2)
- Listening and Talking
- Play-based learning

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 [School Improvement and Evaluation - Glenurquhart Primary School](#) or by contacting the school office.