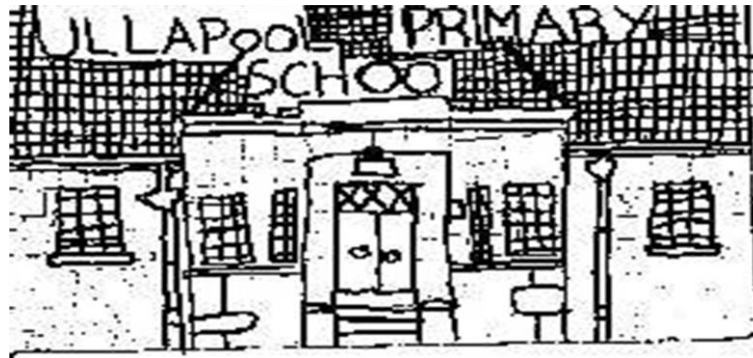


# ULLAPOOL PRIMARY STANDARDS AND QUALITY REPORT

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2022/23



**ULLAPOOL PRIMARY SCHOOL**  
HIGHLAND COUNCIL | QUAY STREET ULLAPOOL IV26 2UE

# Introduction: Local and National Context

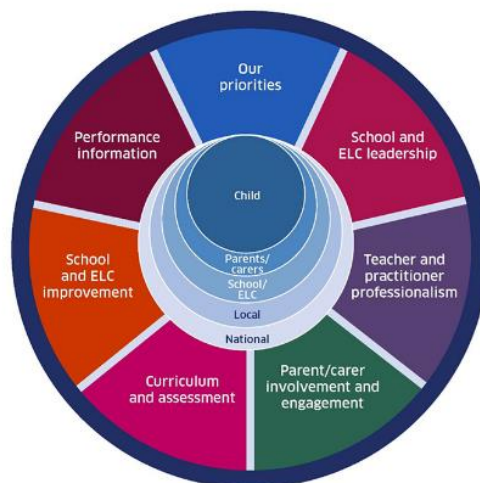
## Ro-ràdh: Co-theacsa Ionadail agus Nàiseanta

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**

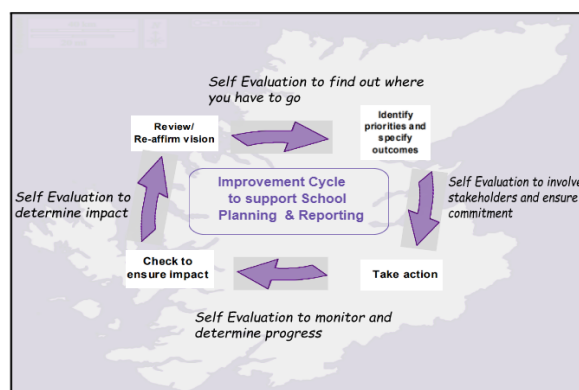
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

#### **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.**

*Mark Squires*

*Head Teacher, Ullapool Primary School*

## School Profile

### Pròifil na Sgoile

The following information can be found on [Parent zone 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.

#### Delete yellow instructions and what is not relevant to your context

#### All primary schools to include

|                             |                                   |  |
|-----------------------------|-----------------------------------|--|
| <b>Attendance</b><br>91.6%  | <b>Average Class Size</b><br>16.6 | <b>Meeting PE Target</b><br>Target Met |
| <b>Pupil Numbers</b><br>133 | <b>Teacher Numbers</b><br>8       | <b>Pupil Teacher Ratio</b><br>16:1     |

#### For schools with a roll exceeding 50

|                                     |                         |                                  |                          |                                 |                         |                  |                  |                  |
|-------------------------------------|-------------------------|----------------------------------|--------------------------|---------------------------------|-------------------------|------------------|------------------|------------------|
| <b>N3</b><br>7%                     | <b>N4</b><br>13%        | <b>P1</b><br>10%                 | <b>P2</b><br>6%          | <b>P3</b><br>13%                | <b>P4</b><br>10%        | <b>P5</b><br>12% | <b>P6</b><br>16% | <b>P7</b><br>15% |
| <b>SIMD Q1<sup>1</sup></b><br>0-10% | <b>SIMD Q2</b><br>0-10% | <b>SIMD Q3</b><br>20-30%         | <b>SIMD Q4</b><br>70-80% | <b>SIMD Q5</b><br>0-10%         | <b>Unknown</b><br>0-10% |                  |                  |                  |
| <b>ASN<sup>2</sup></b><br>30—40%    | <b>No ASN</b><br>60-70% | <b>FSM<sup>3</sup></b><br>60-70% | <b>No FSM</b><br>30-40%  | <b>EAL<sup>4</sup></b><br>0-10% | <b>No EAL</b><br>90+%   |                  |                  |                  |

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

|                        |                        |  |                               |
|------------------------|------------------------|--|-------------------------------|
| <b>Reading</b><br>Most | <b>Writing</b><br>Most | <b>Listening and talking</b><br>Almost all | <b>Numeracy</b><br>Almost all |
|------------------------|------------------------|--|-------------------------------|

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

|                                     |                                     |   |
|-------------------------------------|-------------------------------------|---|
| <b>Gaelic reading</b><br>Almost all | <b>Gaelic writing</b><br>Almost all | <b>Gaelic listening and talking</b><br>Almost all |
|-------------------------------------|-------------------------------------|---|

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

Overall children are making the following progress:

|                    |                |                              |                 |
|--------------------|----------------|------------------------------|-----------------|
| <b>Reading</b>     | <b>Writing</b> | <b>Listening and talking</b> | <b>Numeracy</b> |
| Very good progress | Good progress  | Very good progress           | Good progress   |

Gaelic Medium (delete if not relevant):

|                       |                       |                                     |
|-----------------------|-----------------------|-------------------------------------|
| <b>Gaelic reading</b> | <b>Gaelic writing</b> | <b>Gaelic listening and talking</b> |
| Good progress         | Good progress         | Good progress                       |

## School vision, values and aims

### Lèirsinn, luachan agus amasan na sgoile

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**Creative | Caring | Community | Ambition | Action**  
**Cruthachail | còir | coimhearsnachd | gnìomhnach | àrd-amasan**  
Through being socially conscious, inclusive, promoting confidence and kindness.  
a' brosnachadh com-pàirteachadh, misneachd & an àrainneachd

## Review of progress for session

### Ath-sgrùdadh air adhartas airson an t-seisein

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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:

### School vision value and aims

**Primary focus:** School and ELC Leadership

**Progress:**

**Content:**

✓ Progress towards NIF drivers and local priorities is communicated clearly and briefly

**Impact:**

1. All pupils/parents/staff are now aware of Vision Value and Aims and all involved in creating and sharing these.
2. VVA are displayed in all classrooms, common areas and by the front door
3. VVA are used regularly in assemblies to reiterate and illustrate what makes Ullapool Primary unique.
4. They are displayed in school newsletters, emails
5. Pupils able to articulate school values and relate them back to learning, relationships and behaviours.

**Next steps:** *Inclusion of Pupil voice to evaluate the 5 themes in HGIOS and HGIOELC.*

*Relate planning and behaviours back to VVA in a consistent way*

**Creative | Caring | Community | Ambition | Action**  
**Cruthachail | còir | coimhearsnachd | gnìomhnach | àrd-amasan**

School Priority:

## Behaviour and relationships

**Purpose:** To ensure school is calmer, kinder and more gentle.

**School needs to have a common language and way of being throughout to talk about learning and behaviours**

**Progress:**

**Impact:**

**Content:**

✓ Work on playground behaviours and relationships within school.

There is a consistent approach to behaviours in class and in the playground  
School is calmer  
Start and ends of lessons more purposeful  
Behaviours are shared, indicated and talked about by children, parents and staff

**Activities to support this have been as follows:**

Workshop for staff around behaviours for learning  
Workshops for staff around social behaviour, attitudes, relationships  
Andy Mackechnie  
As above for each class, preceded by whole school assembly  
Sharing of documentation in class, in school, verbally and on walls, and in communication with partners  
Common language around social behaviours in all classes and groups

**Next steps:** To focus on behaviours for learning, in and out of class.

School Priority:

## Moderation of standards

**Purpose:**

Requirement to have a common understanding of standards

**Progress:**

**Impact:**

Moderation work supported and implemented by QAMSO

**Content:**

Creative | Caring | Community | Ambition | Action  
Cruthachail | còir | coimhearsnachd | gnìomhnach | àrd-amasan

- ✓ Understanding that moderation is an ASG and Highland wide priority
- ✓ Requirement to have common understanding so that assessments are more secure

- ✓ Moderation against our work and ASG work
- ✓ More insightful understanding of early, first and second levels
- ✓ Staff more secure about judgements
- ✓ Staff using CATs to help support moderation
- ✓

#### Next steps:

Continue with moderation in literacy

Focus on numeracy this session

Focus on use of planning to ensure consistency in children's standards

Observation of lessons

## Progress and impact of Pupil Equity Fund

### Adhartas agus buaidh Maoin Cothromas Sgoilearan

Add here

## Wider achievements

### Coileanaidhean nas fharsainghe

School has an active involvement with learning from and in the local community, including local organisations, third sector, individuals and groups.

There have been far more visits and visitors to enrich learning in 22-23

Pupils are taking significant steps to lead and enhance learning throughout the school.

## Comments from learners, families, stakeholders and staff

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

**Pupils:** We have enjoyed running clubs for P1-3. It has developed our skills and ability to organise ourselves. We have enjoyed visits, sports and visitors. Buddies always works well and we enjoy spending time with the younger pupils. We like assemblies and taken responsibility in front of the whole school. Playtimes are much better and we feel safe at school.

**Parents:** We are pleased at how school is now becoming more involved in the local community again after COVID restrictions have been lifted. We look forward to a higher degree of pupil involvement, agency and leadership in the next session. School feels very open and friendly.

**Staff:** We feel involved in school work and are listened to about priorities and ways of solving problems. School feels happy, both for pupils and us.

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

Our overall evaluation of our capacity for continuous improvement is:

We are confident in our capacity for continuous improvement.

(Our work this year has been gradual as there has been significant staff absence in all areas of school, teachers, PSAs and ELCs)

## Key priorities for improvement planning

### Prìomhachasan airson planadh airson leasachadh

- Moderation – continued
- Behaviours for learning
- Health and wellbeing, drawing on data from GHWB scale.

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