



# STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

**2024-2025**

**Gairloch Primary School  
Bun-sgoil Gheàrrloch**



Honest Caring Respectful Determined Ambitious Responsible

# 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?*<sup>4</sup> 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% | Over 91%   | 75% - 90% | 50% - 74% | 15% - 49%      | Up to 15% |

We are pleased to present our Standards and Quality Report for Session 2024-25. This report 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 what we do. 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.

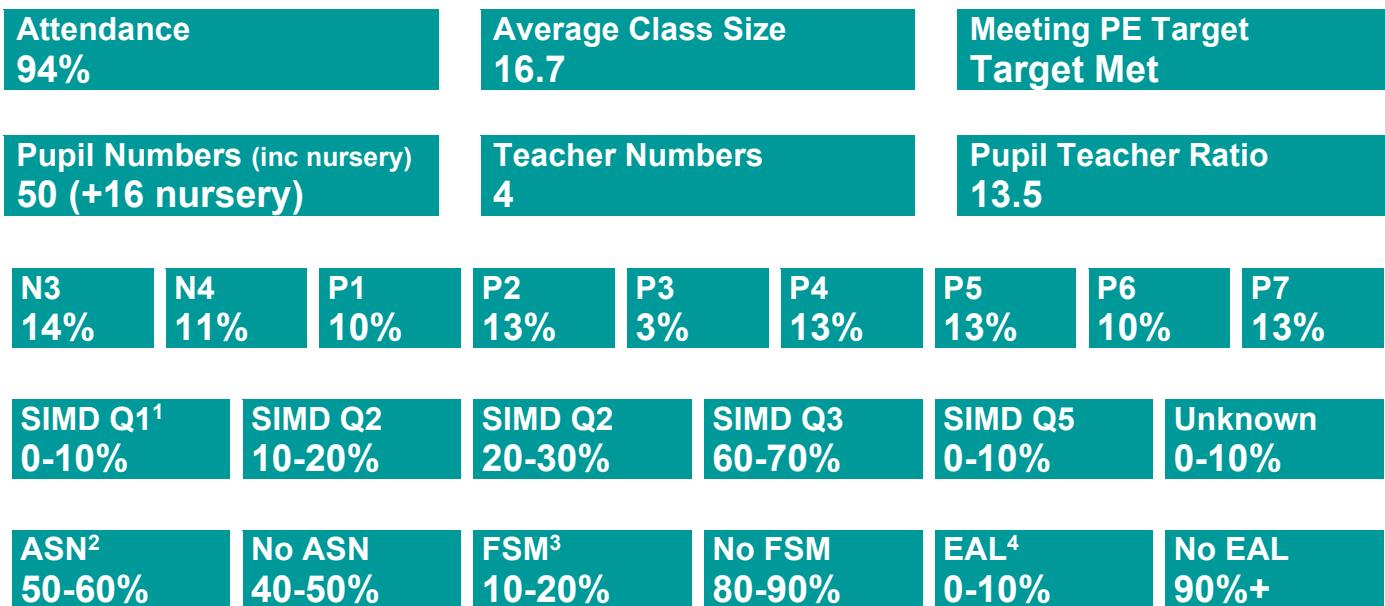
**With positive experiences, our children and young people will always see the Highlands as home.**  
**Le eòlasan deimhinneach, bidh ar cloinn is ar n-òigridh daonnan a' faicinn na Gàidhealtachd mar dhachaigh.**

Name  
Head Teacher  
School

# School Profile

## Pròfil 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.



2024/25 Proportions of pupils achieving Curriculum for Excellence Levels (P1, P4, P7 combined):



**Gaelic Medium** 2024/25 Proportions of pupils achieving Curriculum for Excellence Levels (C1, P4, P7 combined):



We have had no exclusions this year.

## School vision, values and aims

### Lèirsinn, luachan agus amasan na sgoile

<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

Our Vision –

**Brilliance In Every Child.**

Our Values – We are:

- **Honest**
- **Caring**
- **Respectful**
- **Determined**
- **Ambitious**
- **Responsible**

## Our Aims

**Create a positive and energetic ethos**

*Demonstrate a shared and recognised set of values against which we continually measure our actions.*

**Take responsibility for our own learning**

*Understand why we learn and how to improve.*

**Set high expectations and work towards them in stimulating surroundings**

*Collaborate to devise imaginative and interesting challenges to meet the needs of all learners*

**Forge and strengthen partnerships beyond our school boundaries**

*With other schools, parents, the local community, as well as the wider world.*

**Celebrate effort and achievement in Gaelic and English**

*Share and take pride in every success, both in and out of school.*

**Reach our potential in an inclusive, respectful and nurturing environment**

*Work and play in safety in an atmosphere of tolerance to develop confident, imaginative and adventurous children.*

**Celebrate the languages and cultures of Scotland**

*Promote and embed into teaching and learning across the school.*

**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:

## Improve Numeracy outcomes for all pupils, focussing on Mental Maths

### Purpose:

In 2023/24, NSA results in maths had shown a steady decline over the previous 3 years, Whole school INCAS testing corroborated teacher judgement suggesting that mental maths was a particular area for improvement.

### Progress:

- ✓ The focus on mental maths has been adopted and features in most maths lessons.
- ✓ Diagnostic testing precedes new maths topic work, ensuring each subject is approached at an appropriate level for each pupil.
- ✓ Links with Numeracy Support Officer have been strengthened and best practice based on recent research has begun to be implemented.
- ✓ Progress has been regularly monitored and results used to inform next steps.
- ✓ 1-to-1 intervention employed to address individuals' learning gaps and to close the attainment gap.

### Impact:

- ✓ NSA and SOFA testing indicate that 78% of pupils are on track to achieve appropriate levels in numeracy.
- ✓ 75% of pupils who received PEF funded intervention to improve and consolidate knowledge of basic facts showed improvement beyond expectation.
- ✓ Overall, progress in this area has been good.

### Next steps:

While progress has been made, diagnostic assessment suggests that mental maths remains an area for development. Numeracy achievement has risen overall, but mental maths and confidence to manipulate number remains an area where further progress can be made.

School Priority:

## Literacy – A whole school approach to Literacy for All.

### Purpose:

Data had shown that achievement of levels in Literacy over the previous years had been below the National and regional averages, and that attainment in writing, in particular, contributed to these results. Writing was an area which had been a focus area in last year's School Improvement Plan, with analysis of data showing some progress, but indicated further room for improvement.

### Progress:

- ✓ A wave approach to supporting young people experiencing difficulties with literacy.
- ✓ Staff have increased confidence in identifying young people with dyslexia at an early stage.
- ✓ Early decisions on appropriate intervention, and targeted, effective support have been made at the right time
- ✓ Interventions have been informed by individual assessment results and where appropriate have been delivered within the regular classroom

### Impact:

- ✓ In 2023/24 the predicted attainment of a level in writing across P1, P4 and P7 was a little over 60%. This has risen to 70% for 2024/25.
- ✓ NSA and SOFA testing shows improvement in progress in Literacy, including writing.
- ✓ Moderation exercises show that teacher judgement in achieving a level is good.
- ✓ Overall progress in this area has been good.

### **Next steps:**

Data has indicated a drop off at P4 level, and so emerging literacy will be a focus of the School Improvement plan for next session. This will involve the school enrolling in Cohort 5 of the National Improving writing Programme, and nursery and school staff undertaking the Reading in the Early Years Programme, run by Education Scotland.

School Priority:

## **Improve tracking and profiling, and communication of pupils' progress to parents**

### **Purpose:**

A survey of Parents of GPS pupils indicated that profiling and the provision of regular feedback about assessment and progress were areas in which the school could improve.

### **Progress:**

- ✓ Several formats for profiles were investigated to ascertain which would be most beneficial.
- ✓ There was an agreed desire to use one method of profiling from nursery through to P7.
- ✓ During the year, one potential platform which had been used by the nursery, was ruled out after a change in that company's pricing policy.
- ✓ The resulting necessary reconsideration meant that progress has been slower than hoped for.
- ✓ A platform has now been agreed.

### **Impact:**

- ✓ The agreed profiling platform – Book Creator – linked to Google Sites is being trialled throughout the school and nursery.
- ✓ Pupils are beginning to enter records of their learning on the new platform.
- ✓ Progress has been slower than hoped for, but the online profiling system should be live and available to parents early in the next session.
- ✓ Overall, progress in this area has been satisfactory.

### **Next steps:**

We will continue to work towards a profiling format which is used throughout the nursery and school. Profiles will be regularly updated by pupils showing their progress and be available online to share with parents/carers. Parents/carers will be able to provide feedback on the platform, leading to greater engagement with Family Learning.

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

### **Numeracy**

The aim was for at least 75% of the target group of pupils to improve their basic facts diagnostic test score by one stage or more – i.e. close the gap to other pupils. One-to-one intervention specifically targeting areas of learning need were employed daily.

The result was that 75% of the pupils targeted improved their basic maths facts beyond the target of one stage.

### **Literacy**

The aim was for at least 75% of the target group of pupils to improve their spelling age by greater than 9 months – i.e. close the gap. Daily one-to-one targeted intervention focussed on words which were chosen for individual pupils. Word Wasp or Hornet introduced where assessment indicated need.

The results show that 100% of the target group improved their spelling age beyond the target and closed the attainment gap.

## **Wider achievements**

### **Coileanaidhean nas fharsainge**

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This year has seen pupils enjoy the opportunity to mix socially with their peers from other schools in the ASG at events such as the cross-country race. Pupils have continued to enjoy extra-curricular activities with their friends from other primary schools in the ASG at after-school clubs including football, hockey and Friday after school club.

P6 and P7 pupils were given the opportunity to attend a week-long residential course at Loch Eil Outward Bound centre, where, alongside their peers from the other schools in the ASG, they took part in activities including kayaking, orienteering, rock climbing, abseiling, raft building and gorge walking.

P6 and P7 have also benefitted from leadership training and successfully led lunchtime fun sessions for the younger pupils.

The pupils have benefitted from regular lessons from music tutors for strings, drums, pipes, and whistle, together with sessions with Kodaly and the Feis Rois Youth Music Initiative. Many of our young musicians participated in the group work competition at the Inverness Mod where they finished runners-up.

School and Nurseries have enjoyed visits from the local Wildlife Ranger, exploring the flora and fauna of the local area, and local visits have been made to Flowerdale to explore the wildlife, and to create outdoor works of art.

The very popular community Christmas tree light switch on took place in early December and the nursery and school pupils put on a Christmas production of 'Elf' which proved immensely popular.

Nursery children have enjoyed various craft activities led by parents during stay and play sessions and in February, they were joined for a day by their peers from Shieldaig nursery. They have enjoyed visits from some of the music tutors, and in June, paid a visit to the local doctor's surgery.

The whole school took part in World Gaelic Week during which they learnt new Gaelic phrases and worked alongside their peers to discover the origins of local place names. The Gaelic phrase of the week has been a popular addition to regular school life.

For World Book Day, children came to school dressed as Mr Men characters. They designed book covers for their favourite books, and these are currently displayed in the local Library.

In March, leadership groups organised and held a very successful open morning and pop-up café for the local community. Clan chiefs and the Pupil Council organised a very well attended Garden Party in June, which was greatly enjoyed by parents and pupils.

Gaelic Medium pupils attended a football tournament in Inverness this year and finished in a very creditable third place.

In conjunction with the Arctic Convoy Museum, pupils produced a banner to commemorate the 80<sup>th</sup> Anniversary of VE Day, which was displayed outside the school.

All nursery and school pupils visited the archaeological dig at the roundhouses site at Achtercairn, where they learned about the methods used by archaeologists, and a little of what life would have been like for the people who lived there.

As part of the whole school farming topic, school pupils enjoyed a trip to Dingwall Mart to see the animals being sold, and learned about the working of the Mart. The school was also visited by a crofter who brought in a lamb and answered questions about rearing sheep, and a practitioner of traditional wool spinning who demonstrated the practice of spinning wool from a fleece.

Gaelic P5-7 pupils, together with P7 pupils from the English medium were able to participate in a day of adventure activities provided by Spors Gàidhlig.

School pupils' and Nursery children's achievements, both within, and outside school are celebrated weekly at assembly, and are recognised through the lens of the School Values.

## Comments from learners, families, stakeholders and staff

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

In the nurseries, Stay, Play and Learn has again been very popular and well attended. Parents have taken the opportunity to answer questionnaires about the provision, and feedback has been very positive, with parents describing a fantastic and wonderful environment where children receive positive experiences.

A survey of school pupils indicated a high level of satisfaction with most aspects of the school, with almost all pupils who expressed an opinion saying they felt safe, treated fairly, and encouraged to become more confident in school. The majority felt their views were listened to, but fewer, particularly in the lower school, answered that they were confident that their views were taken into account. This is something which we will begin to address during next session.

Word cloud of words that pupils used to describe Gairloch Primary School:



Profiling and informal feedback was an area some parents felt could be developed further, and accordingly, this remains a priority in the School Improvement Plan for 2025/26.

Other parental feedback about the school and nurseries, which was gathered by the Parent Council, mentioned the following:

- Welcoming and friendly environment in school and nurseries.
- Communication between parents and the school staff is always open
- Children are happy and progressing well, both academically and socially
- Individual needs met with kindness and consideration
- Would welcome more cross-curricular learning and a stronger focus on languages
- Strengthen community engagement and communication between school and parents
- Request for more detailed feedback about the school day
- Over the last few years, continual and wonderful improvement within the school and nursery environment

## 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 |
|--|------|---------|
| <b>QI 1.3</b><br>Leadership of change  | Good | Good    |
| <b>QI 2.3</b><br>Learning, teaching and assessment                               | Good | Good    |
| <b>QI 3.1</b><br>Wellbeing, equality and inclusion                               | Good | Good    |
| <b>QI 3.2</b><br>Raising attainment and achievement/Securing children's progress | Good | 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

Learning and Teaching – Literacy – A coherent approach to Literacy from nursery to P7.

Learning and Teaching – Improving Numeracy at First/Second Level with particular focus on mental maths.

Improve tracking and profiling, and communication of pupils' progress to parents.

## Planning ahead A' planadh air adhart

Full details of the school's 2025/26 improvement priorities and actions are detailed on the school improvement plan, which can be accessed on our website

<https://sites.google.com/highlandschools.net/gairlochprimary/home>

or by contacting the school office.