



STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2024-2025



GLEDFIELD PRIMARY SCHOOL

KINDNESS HONESTY RESPECT DETERMINATION

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%	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

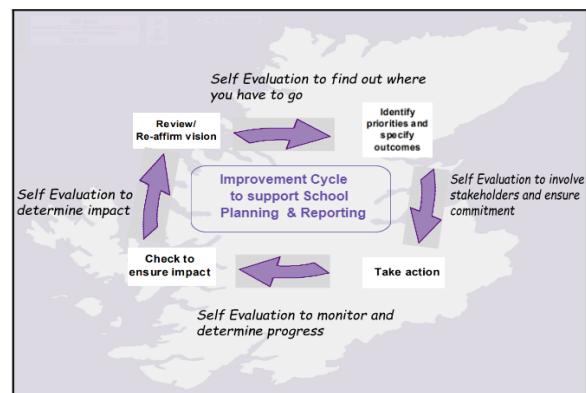
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

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.

Attendance
93.6%

Average Class Size
12.5

Meeting PE Target
Target Met

Pupil Numbers (inc nursery)
25 (0 nursery)

Teacher Numbers
2

Pupil Teacher Ratio
12.5

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

Reading

Majority

Writing

Majority

Listening and talking

Majority

Numeracy

Majority

We have had no exclusions this year.

Gledfield Primary School is located in a rural, coastal setting serving the local community of Ardgay and catchment areas on the South side of the Kyle of Sutherland. There are currently 25 children attending the school ranging from P1-P7. P1-7 are split into two multi-stage classes - P1-3 and P4-7. There ELC is currently mothballed but due to reopen in August 2025.

The headteacher has overall leadership responsibility for Gledfield Primary School and Edderton Primary School. 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 good. Children achieve appropriate CfE levels in literacy and numeracy. Most of the children who face barriers to learning are making satisfactory progress towards meeting their individual targets.

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

- ✓ Create a happy, secure and safe environment in which all members of the school community treat each other with mutual respect and fairness.
- ✓ Deliver a broad, balanced and inclusive curriculum which allows each child to achieve his or her full potential.
- ✓ Provide high quality teaching and learning experiences that promote active learning.

- ✓ Encourage and support the development of positive lifestyles and attitudes with a particular focus on health and wellbeing.
- ✓ Encourage everyone to respect other people's views and lifestyle irrespective of race, religion, disability, or gender.
- ✓ Contribute to the life of the community through actively promoting partnerships with parents, professional agencies, individuals, businesses and the wider community.
- ✓ Be a learning community which supports learners, families and staff in their commitment to lifelong learning.

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:

Learning, Teaching and Attainment

Purpose:

Through self-evaluation activities and following a recent Education Scotland, we have recognised the need to review our Learning, Teaching and Attainment to:

- ensure high-quality teaching
- ensure pupils experience meaningful, well-planned learning experiences which are matched to their needs
- ensure our attainment is robust and clearly identifies progress

Progress:

- ✓ Staff developed knowledge of what high-quality teaching and learning is and understanding of what makes an excellent lesson. Staff created an excellent lesson poster
- ✓ Attainment data reviewed regularly identifying any pupils who require additional support
- ✓ Staff engaged with Circle Framework and Power up your Pedagogy.
- ✓ Staff attended learning visits
- ✓ Planning formats reviewed and moderated.

Impact:

- ✓ Staff developed knowledge and ability of high-quality teaching and the components of an excellent lesson were created and shared.
- ✓ Improved use of learning intentions and success criteria evident in lessons.
- ✓ Attainment data reviewed regularly and fortnightly meetings on interventions.
- ✓ Staff have a greater understanding of lesson organisation and structure and set achievable targets to progress.
- ✓ Staff engaged in developing learning intentions, success criteria and meaningful feedback.
- ✓ Staff developed confidence in new planning formats and moderation of these.

Next steps:

1. Continue to develop confidence in high-quality teaching and lessons
2. Continue to build teacher confidence in planning and moderation through next session's School Improvement Plan and Working Time Agreement
3. Continue to review data and interventions to ensure progress
4. Ensure there are progressions for each curricular area in place to support teachers' planning, teaching and learning

Purpose:

Through self-evaluation activities and following a recent Education Scotland, we have recognised the need to review our Curriculum Rationale to ensure everyone within the school is clear about what they are aiming to achieve through the curriculum.

Progress:

- ✓ Creation of a revised curriculum rationale
- ✓ Clear learning pathways in place for all curricular areas
- ✓ Creation of an outdoor learning framework
- ✓ Moderation and review of progress and confidence

Impact:

- ✓ Staff clear on curriculum rationale and what the school and practitioners are aiming to achieve through the curriculum
- ✓ Learning pathways in place for all curricular areas and staff developed confidence in use
- ✓ Outdoor framework created and outdoor learning blocks timetabled into weekly timetable. Teachers have greater confidence in outdoor learning
- ✓ Teachers have a great understanding of shared standards across the cluster

Next steps:

1. Review curriculum rationale
2. Continue use of pathways and review confidence in use
3. Parental survey on outdoor learning
4. Review of planning formats
5. Children and Young People to Engage with HGIOURS

Purpose:

This project has been developed in response to dips in attainment in Numeracy across Highland.

Progress:

- ✓ Increased confidence in use of numeracy planners
- ✓ Developed ability in numeracy diagnostic assessment and identifying gaps
- ✓ Development of numeracy overview tracker
- ✓ High Quality Assessment tasks in place to support staff judgement

Impact:

- ✓ Greater understanding of shared standards across the cluster. Organisation of planning improved
- ✓ Teachers have increased confidence in making judgements of progress within a Level
- ✓ Identify pupils' strengths and areas for development
- ✓ Increased confidence in judgement of achievement of a level.

- ✓ Survey completed to gauge staff understanding and confidence in numeracy
- ✓ CPD with Numeracy support officer
- ✓ Improves self-evaluation and identifying areas of improvement and further focus
- ✓ Teachers have greater understanding of shared standards

Next steps:

1. Review numeracy planners
2. Embed assessments and use data to inform planning
3. Discuss assessment data during attainment meetings and plan to meet needs of all learners

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

Progress:

- ✓ Pupils received minimum of 3 sessions per week of literacy and/or numeracy intervention
- ✓ All pupils making progress in Schonell spelling and Burt reading in Literacy
- ✓ All pupils making progress of in Numeracy and basic facts.

Impact:

- ✓ Pupils are receiving consistency in the delivery of Literacy and Numeracy interventions
- ✓ Some pupils are now working at the expected Level for their age and stage
- ✓ Pupils have progressed in their phonics/spelling knowledge as well as their basic facts knowledge

Wider achievements Coileanaidhean nas fharsainge

Gledfield pupils have had several opportunities that support personal learning and achievements throughout the last Session, such as:

- ✓ Cluster visits between the schools
- ✓ Running Series
- ✓ Football Tournament
- ✓ Christmas Fayre
- ✓ Pupil Groups – Pupil Council, JRSOs Playground and Eco Group
- ✓ Celebrating Success assemblies
- ✓ Health and Wellbeing Week
- ✓ Swimming
- ✓ Bikeability
- ✓ Visits to the Bradbury Centre
- ✓ Partnership with Gearachaille Woods

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

Learners

“We are happy and want to learn.”
“The school listens to us”
“We care for each other and the teachers are kind.”

Families

“We are happy with communication from school.”
“We appreciate the hard work the staff put in”
“My child is happy at school and making progress”

Staff

“We have worked hard as a team to meet learners needs”
“Children have good relationships with staff”
“Parents are supportive of the school and staff”

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	Choose an item.	Satisfactory
QI 2.3 Learning, teaching and assessment	Choose an item.	Satisfactory
QI 3.1 Wellbeing, equality and inclusion	Choose an item.	Good
QI 3.2 Raising attainment and achievement/Securing children’s progress	Choose an item.	Satisfactory

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**

Link to one-page SIP.
Assessment, Tracking and Moderation
Literacy

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://gledfieldps.wordpress.com/> or by contacting the school office.