



# STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

---

**2024-2025**

## Glenelg Primary School



Ready Respectful 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?*<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**

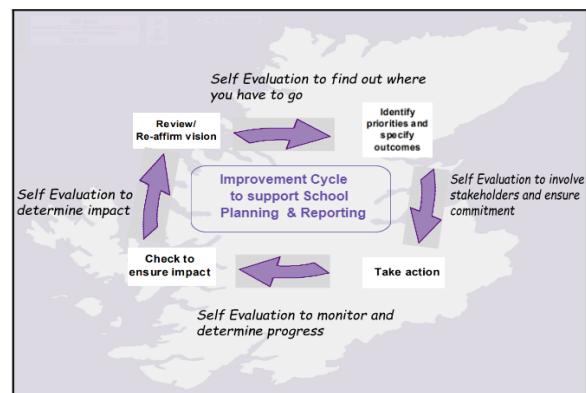
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

#### **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.**

**Kate MacArthur**  
**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.

<b>Attendance</b> <b>94%</b>	<b>Average Class Size</b> <b>11</b>	<b>Meeting PE Target</b> <b>Target Met</b>
<b>Pupil Numbers (inc nursery)</b> <b>11 (+4 nursery)</b>	<b>Teacher Numbers</b> <b>1.2</b>	<b>Pupil Teacher Ratio</b> <b>11:1</b>

Glenelg Primary School is located in a remote, rural, coastal setting serving the local communities of Glenelg and Arnisdale on the Glenelg peninsula.

There are 11 children attending the school and 4 children in nursery, ranging from N3 - P7. P1 - 7 are taught together in a single multi-stage class and there is a separate nursery for 3 and 4 year olds. There has been a change to school staffing this year, with a new class teacher appointed for one day per week. There was a full change in nursery staffing midway through the year, which necessitated an increase in support.

The headteacher has overall leadership responsibility for Glenelg Primary School and Loch Duich Primary School. The headteacher 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. A few children who face barriers to learning are making good progress towards meeting their individual targets.

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	Very good progress

We have had no exclusions this year.

## School vision, values and aims

### Lèirsinn, luachan agus amasan na sgoile

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*

### Our Nursery Values

‘Ready’ for fun,

‘Kind’ every day,

‘Safe’ in our place,

Let’s learn and play!

### Our Nursery Aims

- Develop social skills
- Encourage personal interests
  - Play
- Provide out of nursery experiences
  - Develop life skills
- Encourage emotional intelligence
  - Introduce gaelic language
  - Support our community

Ready Respectful Safe

## 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:

Improving confidence and ability in Numeracy

#### Purpose:

This improvement project aimed to upskill teaching staff through targeted professional learning. Staff participated in 'Numeracy Sprinkles' twilight sessions with the Highland Numeracy Officer and completed an online course from Stanford University: How to Learn Math for Teachers.

#### Progress:

- ✓ Professional learning planned in the School Improvement Plan was completed.
- ✓ Numeracy Sprinkle sessions led to further trialling of methods via Teaching Sprints and classroom activities.
- ✓ Professional dialogue, particularly with cluster staff, deepened understanding of low-floor, high-ceiling tasks and the value of open-ended learning experiences.
- ✓ Two staff members across the cluster completed Stanford University's online numeracy course.
- ✓ Assessments - including SNSA, SOFA and HNP diagnostics have supported effective tracking of pupil progress.

#### Impact:

- ✓ Staff report improved pedagogical confidence and an expanded repertoire of numeracy strategies and digital tools.
- ✓ Class activities have supported deeper conceptual understanding and effectively challenged all learners in our multi-composite setting.
- ✓ Some pupils are now working beyond expected levels in numeracy and mathematics.
- ✓ Almost all pupils express confidence and enjoyment in maths.
- ✓ Maths Week Scotland activities successfully linked numeracy to real-world contexts and careers.
- ✓ Pupils participated confidently in a Highland-wide maths competition.
- ✓ Overall, very good progress has been made in this priority area.

#### Next steps:

- Sustain cluster-wide professional learning in numeracy.
- Continue to build programmes that promote deep mathematical thinking and fluency.
- Embed a growth mindset approach, encouraging pupils to view mistakes as opportunities for learning.
- Contribute actively to the upcoming ASG improvement focus on moderation in numeracy.

ASG/School Priority:

## Focus on Moderation Practice across ASG

### Purpose:

This project aimed to strengthen teacher confidence and consistency in assessing writing through improved moderation practices across the ASG. It also aimed to ensure that children make the best possible progress in writing through clear and shared standards.

### Progress:

- ✓ Teachers engaged in regular moderation sessions, both within school and across the Plockton ASG.
- ✓ Moderation activities have focused on planning for High-Quality Assessment and levelling of writing, with facilitation by two QAMSOs.
- ✓ Staff expressed a strong commitment to collaborative learning and ongoing refinement of moderation practice.
- ✓ Use of the Highland Council moderation self-evaluation toolkit enabled schools to reflect on current practices and identify areas for development.

### Impact:

- ✓ Teachers have developed a clearer understanding of national Benchmarks in writing.
- ✓ Pupils benefit from more consistent and accurate professional judgements of progress within a level.
- ✓ Collaborative evaluation using the Moderation Cycle has clarified the next steps in moderation development.
- ✓ Planning across the ASG is now more aligned and focused on shared assessment standards.
- ✓ Satisfactory progress has been made in this area to date.

### Next steps:

- ASG to shift focus to moderation of numeracy and incorporating pupil voice at the planning stage of Interdisciplinary Learning (IDL).
- Further develop moderation of High-Quality Assessments within IDL contexts.

Nursery Priority:

## Improve the outdoor environment

### Purpose:

The outdoor nursery space required enhancement to provide stimulating, varied resources for imaginative and exploratory play. There was also a clear need for a covered area to support all-weather outdoor learning.

### Progress:

- ✓ The nursery play area was extended, and a wider range of loose parts and play activities were introduced.
- ✓ A sheltered, covered space was installed to offer protection from both rain and strong sun.

### Impact:

- ✓ The extended perimeter has improved safety and enabled more sustained outdoor play.
- ✓ Parents and staff contributed time, materials, and support, fostering a strong sense of community.

- ✓ Children contributed their ideas for improvements, exercising their right to be involved in decisions that affect them.
- ✓ Children now are more engaged in outdoor play and can confidently identify positive changes to their learning environment.
- ✓ Very good progress has been achieved in this area.

**Next steps:**

- Continue to consult children on the development of their learning environment, supporting their right to be heard.
- Ensure staff receive training in open-ended questioning particularly in early numeracy.
- Support staff to undertake Early Years Practitioner (EYP) training as soon as possible.

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

PEF has been used to address individual learning needs and health and wellbeing needs of pupils. With a small cohort, our efforts have centred on personalised support and enriching hands-on experiences that foster engagement and resilience and inclusion.

Part-time PSA hours have been allocated to provide focussed literacy and numeracy interventions, alongside nurture-based support sessions.

A local third-sector provider was engaged to lead weekly sessions in bike maintenance, woodworking and gardening, developing practical skills and outdoor learning.

**Impact:**

**Support:** The PSA has facilitated 1:1 and small group sessions, leading to noticeable improvements in pupil confidence, participation and attainment in core subjects.

**Increased Engagement:** Practical hands-on sessions have improved motivation, fine motor skills, problem solving and teamwork.

**Wellbeing and Inclusion:** The combination of academic support and practical learning opportunities has contributed to a nurturing environment where all pupils feel included, respected, and capable of realising their full potential, reflecting the aims of the UNCRC Article 29.

100% of pupils feel PEF-funded initiatives enhance their school experience.

Parents are in agreement that PEF-funding is being used effectively and positively.

## **Wider achievements** **Coileanaidhean nas fharsainge**

---

### Children's Rights and Leadership:

- Progress towards Gold Rights Respecting School Award (RRSA) with children actively engaging in fundraisers and donating to charity.
- Pupils lead assemblies on UNCRC articles, demonstrating their knowledge and advocacy for children's rights and sharing with parents and community visitors.
- All pupils take on leadership roles—from self-directed routines in nursery to P6/7 delivering Junior Sports Leader training and peer-led P.E. lessons.

### Community and Performance:

- Successful whole-school Christmas concert, with all pupils showcasing creativity and confidence.
- Pupils have participated in local and regional art, photography, and poetry competitions, including contributions to the new Glenelg housing development celebration.

### Learning Beyond the Classroom:

- P6 represented the school at a Highland-wide maths competition.
- Weekly gardening sessions reinforce sustainability; pupils manage composting and recycling.
- Collaborative woodworking led to the repair of a school shed.
- Almost all pupils attained Bikeability Level 2.

### Environmental and Community Engagement:

- Participation in local sports tournaments in shinty and football.
- Transition support included a residential outdoor trip to Raasay for P7, funded by community fundraising.
- Voluntary litter picks in the school and wider community.

### Broader Experiences:

- Regular local walks and nature-based learning.
- Nursery 'Stay and Play' sessions encourage early family involvement.
- Whole school trip to Eden Court pantomime.
- Pupils laid a wreath at the local Remembrance Service.
- Engagement with the NTS ranger for den-building and birdwatching.
- Artwork and crafts were created and sold through community events.
- P7 pupil attended a 'Resilient Kids' programme.
- Pupils prepared and performed Gaelic songs and poetry for the Mod.
- All children have explored Decider Skills to support emotional literacy and wellbeing.

---

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

---

### Pupil Voice:

- Most pupils identify PEF-funded activities as their favourites and express a desire for continued access.
- Pupils report progress across all subjects, and highlight their wishes for particular interests to be studied in the coming year. They appreciate being able to give their views at topic planning stage.

### Family and Community Engagement:

- Parents are active supporters of the school, helping with transport, events, and Parent Council meetings.
- Families praise pupils' confidence, communication skills, and respectful behaviour.

### Stakeholder Observations:

- Visiting professionals consistently note strong pupil engagement during sessions, including photography, French, woodworking, and music. They comment very favourably on the behaviour and engagement of children.

### Staff Reflections:

- Staff highlight strong progress in school improvement priorities.
- They observe meaningful pupil progress and high levels of engagement.
- Staff feel respected, collaborative, and committed to upholding children's rights in their work.

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

---

- ✓ Develop pupils' independent learning skills, especially through Interdisciplinary Learning (IDL).
- ✓ Expand creative and practical opportunities for pupils to make, create, and explore.
- ✓ Deepen staff engagement with the Curriculum Improvement Cycle and updated curriculum framework.
- ✓ In line with ASG plans, moderate open-ended numeracy tasks and embed pupil voice into IDL planning.
- ✓ In the nursery:
  - Staff to undertake Early Years Practitioner training and reflect on pedagogical practices.
  - Strengthen self-evaluation using the new Early Years framework.
- ✓ Maintain and embed Children's Rights as a core ethos, ensuring pupil leadership continues to drive school culture and values.

## Planning ahead A' planadh air adhart

---

Full details of the school's 2025/26 improvement priorities and actions will be detailed on the school improvement plan, which will be able to be accessed by contacting the school office in Sep 2025.