



Hilton of Cadboll Primary School

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.

Blair Mackay
Head Teacher
Hilton of Cadboll Primary School

School Profile

Pròifil na Sgoile

Attendance 90.1%	Average Class Size 23.2	Meeting PE Target Target Met
Pupil Numbers 116	Teacher Numbers 7	Pupil Teacher Ratio 15.7

Our school sits on the Seaboard peninsula behind the villages of Hilton, Balintore and Shandwick. The catchment area consists of these villages as well as the surrounding areas including Broomton to Geanies, and Loans of Tullich to Pitkerrie.

Hilton of Cadboll Primary and Nursery School is a non-denominational school taking stages from Nursery at 3 years old to transfer to secondary at around 12 years of age. For secondary education, pupils transfer to Tain Royal Academy. There has been a “school on the hill” since 1875, catering for generations of children from the Seaboard area of Easter Ross.

The present school was built in 1961. It is surrounded by generous playing fields and offers an open outlook in all directions. The school building offers spacious classrooms with ample facilities for art, music, physical education, etc. There is a bright, pleasant environment for learning. A kitchen and dining area are also incorporated into the main building.

P1 17.2%	P2 9.5%	P3 12.9%	P4 17.2%	P5 12.9%	P6 14.7%	P7 15.5%
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SIMD Q1 50-60%	SIMD Q2 0-10%	SIMD Q3 40-50%	SIMD Q4 0-10%	SIMD Q5 0-10%	Unknown 0-10%
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ASN¹ 50-60%	No ASN 40-50%	FSM² 80-90%	No FSM 10-20%	EAL³ 0-10%	No EAL 90+%
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2022/23 Proportions of pupils achieving Curriculum for Excellence Levels (P1, P4, P7 combined):

Reading Majority	Writing Majority	Listening and talking Majority	Numeracy Majority
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¹ ASN – Additional Support Needs

² FSM – Free school meal entitlement

³ EAL – English as an additional language

School vision, values and aims Lèirsinn, luachan agus amasan na sgoile

At Hilton of Cadboll our **vision** for success is that:

‘Together, everyone achieves more’.

At Hilton of Cadboll we highly **value** the following:

H – helpful

I – Inclusive

L – Learning

T – Teamwork

O – Outdoors

N - Nurturing

At Hilton of Cadboll we **aim** to be:

Positive

Inclusive

Ambitious

HILTON of cadbol

POSITIVE INCLUSIVE

AMBITIOUS

HELPFUL

INDEPENDENT

LEARNING

TOGETHER

OUTDOORS

NURTURING

TOGETHER

ACHIEVES

EVERYBODY
more

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 assessment

Purpose:

This project has been developed to increase our knowledge and understanding of teaching and learning to ensure pupils receive high quality learning to raise attainment in literacy and numeracy.

Progress:

- ✓ Staff have attended professional development opportunities and moderated several writing assessments throughout the year.
- ✓ Staff share their HQA termly on 'Seesaw Profiling' with parents and receive feedback.
- ✓ Learners receive high-quality feedback and have an accurate understanding of their progress in learning and what they need to do to improve.
- ✓ Teachers have used data collected throughout the year from a range of assessments to accurately inform ACEL Judgements.
- ✓ Our school has implemented a further assessment tool to provide accurate data for P2, P3, P5 and P6 pupils (SOFA)
- ✓ We have created a whole school assessment tracker that exemplifies progress throughout entirety of a pupil's time in school.
- ✓ The school uses a shared calendar that identifies when assessments should take place.
- ✓ We have 3 staff members specifically employed to raise attainment in literacy and numeracy.
- ✓ Our end of session literacy & numeracy assessments are completed by the same staff members for greater consistency.
- ✓ We meet termly to discuss pupil progress and record this in an attainment spreadsheet.

Impact:

- ✓ Increased knowledge and shared approach to assessment strategy. This has seen an overall increase in pupil performance in writing.
- ✓ Greater understanding of pupils' strengths and next steps.
- ✓ Learners have a clear understanding of what they are doing well and what their next steps are.
- ✓ A clear recording of data has shown clearly who is and is not on track to achieve the expected levels. Interventions are planned and implemented using assessment results.
- ✓ This provides a summative set of results like that of National Standardised Assessments completed by P1, P4 and P7. The results are used to help measure progress in literacy and numeracy.
- ✓ The whole school assessment tracker provides greater continuity between classes and ease of access to see progression.
- ✓ The assessment calendar identified key parts of the year where pupils should be assessed across all classes, once again ensuring greater continuity.
- ✓ Having the same staff deliver adult-led assessment ensures a consistent approach to delivery and pupil feedback. The staff involved have benefited from relevant training linked to the assessments being used.
- ✓ We continue to see positive results with pupils attending intervention for literacy and numeracy.
- ✓ Our pupil progress spreadsheets are crucial to raising attainment and targeting specific interventions throughout the school in literacy and numeracy.

Next steps:

- To carry out a broader range of moderation sessions with a greater focus on numeracy.
- To work closely with Tain Royal Academy and other local primary schools to moderate and share good practice.
- We need to ensure that our assessment approach is even more consistent throughout the setting.
- When meeting to discuss pupil progress, more time needs to be allocated for greater discussion.

Purpose:

This project has been developed to promote and track the overall wellbeing of pupils across the school and ELC including attendance and engagement. It aimed to increase the emotional intelligence of our pupils, as well as develop staff skills and knowledge.

Progress:

- ✓ Pupil wellbeing is tracked termly by using 'Wellbeing Webs' that links explicitly to SHANARRI.
- ✓ Regular emotional check ins and observation of behaviours are noted and discussed by staff.
- ✓ We continue to employ several staff members to run a targeted Nurture Group to promote positive mental health in pupils from P1-7.
- ✓ Staff demonstrate a high level of emotional literacy, modelling emotions and responding appropriately.
- ✓ The Resilient Kids Programme is used at relevant stages from Nursery – P7.
- ✓ We run several themed weeks which promote wellbeing for all such as 'Antibullying week' and 'Health Week'.
- ✓ We have achieved the 'Rights Respecting Schools Bronze Award' for our work this year.
- ✓ Our Staff continue to build positive relationships with children and are developing strong bonds with families and the community.
- ✓ A recent survey highlighted the excellent communication that families feel we have with them and the connection they have with their child's wellbeing and learning.

Impact:

- ✓ This provides the staff with an opportunity to identify any areas where a pupil requires help, support, or guidance.
- ✓ The data gathered using this approach enables an early intervention to support pupil wellbeing and provides meaningful strengths and pressures to be shared at meetings.
- ✓ This enables a targeted approach to those who require the most support and guidance; particularly those with additional support needs. Social skills and emotional language can also be discussed in detail to support children with strategies to use in class.
- ✓ This enables smoother transitions from classes.
- ✓ Providing opportunities for all to access activities in the local area that they may not otherwise be able to take part in (transport, funds).
- ✓ The achievement of this award shows that the school takes the rights of children seriously and it is becoming embedded within practice.
- ✓ We know our learners very well and are therefore able to support them properly. Our staff regularly communicate with families through 'Seesaw', demonstrating approachability.
- ✓ Parents and children are happier because of positive praise being shared from school and examples of work and milestones completed in nursery and school.

Next steps:

- We aim to embed a whole school approach rather than having some excellent examples within some classes.
- We aim to develop a shared emotional language to be used by all staff through attending Zones of Regulation Training.
- We aim to work more closely with other agencies such as Educational Psychologists and the Beach School.

Purpose:

To raise attainment in numeracy for all learners and to demonstrate consistency in assessment and moderation between all schools within the ASG for numeracy

Progress:

- ✓ Full school diagnostic assessments for numeracy are carried out yearly to track and monitor progress.
- ✓ All staff have been observed teaching a numeracy lesson and were provided with feedback
- ✓ Key and consistent learning conversations are taking place prior to, during and after numeracy lessons
- ✓ An Associated Schools Working Group has been established to moderate numeracy assessments and explore possible new schemes of work.
- ✓ We have utilised one of our PSAs whose remit is now to solely focus on interventions for children who are not on track to achieve the expected level for numeracy.
- ✓ Assessment data is scrutinised by all teachers to identify areas of strengths and development.

Impact:

- ✓ Clear strengths and next steps identified and shared with teachers and learners.
- ✓ Staff are aware of their strengths and identified areas of development.
- ✓ The children can reflect critically on their work and evaluate whether they have met set criteria. In certain classes, this is becoming part of their profiling.
- ✓ The ASG working group has created and will continue to build on continuity of approach in numeracy across multiple schools.
- ✓ This approach provides greater equity across the school and meets more pupils' needs rather than just some.
- ✓ Assessment such as NSA and SOFA identify the gaps and can highlight trends in the data. It provides useful information on different cohorts.

Next steps:

- To ensure that classes are using a consistent approach to numeracy.
- To have an agreed format for assessment of numeracy and have this embedded within the assessment calendar
- To continue the moderation of numeracy within school and other local settings.
- For families to have more information on pupil progress in numeracy and a greater role in supporting their children.

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

Our Pupil Equity Fund allowed us to build on our highly successful literacy and numeracy intervention programme for targeted support of learners. Children, through 1-1 assessments, are grouped accordingly and have their tasks differentiated to ensure it is specific for the targets that they have been assigned.

The programme is led by our Literacy and Numeracy Teacher and is supported by Literacy and Numeracy Pupil Support Assistants. The children are collected daily for 20 minutes of targeted support on areas for development. They are assessed at the beginning and end of a set block of learning to review progress. All data is recorded electronically and regularly reviewed.

The aim of this targeted intervention was to increase attainment in literacy and numeracy for all PEF pupils in Primary 1-7 which it consistently has. For example, please see the improvements from this school year below:

1. 62% achieved target of improving basic facts knowledge by one stage at least
2. 74% Numeral Recognition
3. 61% Forward Number Sequence
4. 79% Backwards Number Sequence
5. 63% Adding + Subtracting
6. 62% Basic Facts
7. 61% Grouping and Place Value

66% of pupils attending Numeracy Intervention Group made some progress this year.

The key to this was the hard work and dedication of the school PEF Team who have:

- invested huge amount of effort and time into improving their own practice
- attended training and researched online to improve their approaches
- daily professional dialogues with staff
- identified key resources to support learning and teaching

Here are a selection of comments on how pupils attending the groups feel about it:

P2 Pupil – *'I like to count and draw numbers, and letters. I have got better since starting this. I like reading the maths stories.'*

P3 Pupil – *'I like looking for words when I hear Miss Simpson saying them. I have learnt how to take away numbers, I think in my head to do the sums. I really enjoy going to these groups.'*

P4 Pupil – *'I like doing the maths, it is fun to do it. I have got better at adding lots of numbers together. I have been writing these down. I am enjoying going to see Mrs Wood and Miss Simpson.'*

P5 pupil – *'I like to play 'Trugs', there's lots of different words. We are put into different groups depending on what we know or what you can spell. I enjoy playing the learning games at the end. I am more confident in myself by attending this.'*

P6 Pupil – *'I really like playing the games linked to learning. I enjoy coming to learn new sounds. This really helps me when working in class.'*

Wider achievements

Coileanaidhean nas fharsainghe

Pupils have enjoyed the experiences that Ross-shire Primary School Sports Association (RPSSA) has given them. Competitions have helped the pupils form positive friendships and relationships across the cluster and Associated School Group promoting health and wellbeing and giving them access to opportunities for participation in sport. The children have also attended other academic, creative and expressive events and competitions.

- ✓ Cross Country
- ✓ Scottish Country Dancing
- ✓ Football
- ✓ Swimming
- ✓ Athletics
- ✓ Rotary Quiz (Regional Winners)p
- ✓ Mathematics Challenge
- ✓ Euro Quiz
- ✓ Lord Lieutenant Artistic Competition

Teachers within our school and the support of volunteers from the local community has enabled the following clubs to run at various points in the school year.

- ✓ Football Club
- ✓ Athletics Club
- ✓ Running Club
- ✓ Performance Drama Club
- ✓ Music Club
- ✓ Chess Club
- ✓ Library Club

Our P6 Junior Leaders have worked hard over the year on leadership qualities. They have organised the equipment, communicated with others and planned activities. They have shown commitment, grown in confidence, and used skills to lead activities for the rest of the school.

We organised several themed weeks which gave the children an opportunity to achieve success in variety of ways this year:

- ✓ Health and Wellbeing Week
- ✓ Anti-Bullying Week
- ✓ Road Safety Week
- ✓ World of Work Week
- ✓ E-Safety Week

We organised several school events to provide opportunities for pupil participation and achievement:

- ✓ Hilton Stone Run
- ✓ Chess Tournament
- ✓ Football Tournament
- ✓ House Team Challenges

Our Citizenship and Pupil Group Programme enables pupils with the opportunity to experience success outside of the classroom and promotes partnerships with children from other classes:

- ✓ Pupil Council
- ✓ Eco Group
- ✓ Junior Road Safety Officer Group
- ✓ Rights Respecting Schools Group
- ✓ Charity Committee
- ✓ Digital Workforce
- ✓ Coding and Animation Development Group
- ✓ Newspaper Group
- ✓ Football Group
- ✓ Chromebook Club
- ✓ Drama Group
- ✓ Board Games
- ✓ Lego Club
- ✓ School Band
- ✓ Arts and Crafts Club

In the local community our pupils attend a number of regular events such as:

- ✓ Football Training
- ✓ Youth Club
- ✓ Horse Riding
- ✓ Self-Defence
- ✓ Tennis Club

We will continue to build on and actively encourage pupil participation in a wide variety of groups, activities and competitions.

Comments from learners, families, stakeholders and staff

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

Family Comments:

"Hilton of Cadboll provides a nurturing environment throughout the school that enables all children to feel valued and learn in a style suitable to their needs."

"The communication and involvement between home and school is fantastic and continues to develop positively. "

"This really makes parents (me) feel involved in my child's learning and that my opinion, personal values and expectations of my child's education are not only heard but respected."

'Generosity Positivity Friendship Caring.'

"If children strive to do better and be better, and this is acknowledged and celebrated, then the school environment becomes a more positive place to learn in. "

Pupil Comments:

"The adults care about me here, things like Breakfast Club and how nice everyone is, proves this."

"I like how the teachers give us fun things to do that link to the real world. I really enjoyed having a class shop that we could spend money that we earned in"

"All of the children are kind"

"Everyone is really nice, and I enjoy all the sports we get to go and do"

"I like the groups we get to do on Fridays (Citizenship Groups) as it gives me a chance to work on other skills with different children. "

Staff Comments:

- ✓ Positive values
- ✓ Relaxed and productive atmosphere
- ✓ Cooperation and support given
- ✓ Compassion, respect and understanding
- ✓ Very supportive Head Teacher who goes above and beyond to make everyone feel involved
- ✓ Positive and Nurturing environment
- ✓ The staff genuinely care about each other
- ✓ The pupils are lovely and make the school such a positive place to work
- ✓ There are clear expectations set and flexibility when required
- ✓ Staff are approachable
- ✓ Communication is excellent as a staff and with families

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:

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

We are confident in our capacity for continuous improvement.

Key priorities for improvement planning

Prìomhachasan airson planadh airson leasachadh

- 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 attainment, particularly in literacy and numeracy

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://www.hiltonofcadbollprimary.org.uk/home> or by contacting the school office 01862 832272

HQA – High Quality Assessment

SOFA – Scottish Online Formative Assessment

NSA – National Standardised Assessment

ASG – Associated Schools Group

PEF – Pupil Equity Fund