



STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2024-2025

**Bun-Sgoil Àth Tharracail
Acharacle Primary School**



Perseverance Endeavour Enjoyment Confidence Kindness

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

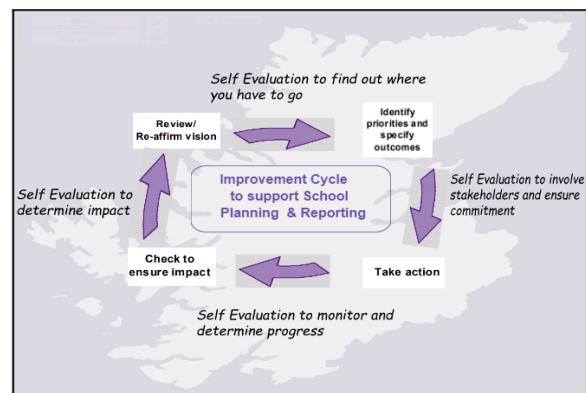
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

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.

Lyndsay Bradley
Headteacher
Bun-sgoil Àth-Tharracail - Acharacle Primary

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
95.3%

Average Class Size
17

Meeting PE Target
Target Met

Pupil Numbers (inc nursery)
50 (+13 nursery)

Teacher Numbers
6 (some part time)

Pupil Teacher Ratio
16.6

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

Reading

All

Writing

All

Listening and talking

All

Numeracy

All

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

Gaelic reading

All

Gaelic writing

Almost all

Gaelic listening and talking

All

We have had no exclusions this year.

Overall children are making the following progress:

Reading

Very good progress

Writing

Very good progress

Listening and talking

Very good progress

Numeracy

Very good progress

Gaelic Medium (delete if not relevant):

Gaelic reading

Very good progress

Gaelic writing

Very good progress

Gaelic listening and talking

Very good progress

We have had no exclusions this year.

Bun-sgoil Àth-Tharracail - Acharacle Primary School is a small rural school offering Gaelic and English Medium Education. The headteacher is a cluster head for Bun-sgoil Àth-Tharracail - Acharacle Primary School and Kilchoan Primary School. The staff and pupils work together as often as possible.

There are 50 children attending the school and 13 children in the nursery, ranging from N3 - P7. The English Medium pupils are taught in a P4-7 class and the Gaelic Medium pupils are in a 1-3 and 4-7. This session There was a Gaelic Medium (GM) Nursery operating.

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. All children who face barriers to learning are making very good progress towards meeting their individual targets.

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

Motivated Pupils Enabled Staff Involved Parents
Perseverance Endeavour Enjoyment Confidence Kindness

Our aims: (currently being reviewed to incorporate UNCRC Rights of the Child)

- Acharacle will be a safe school where we can grow and learn because we feel wanted, encouraged and excited about learning.
- We have a say in the school – our opinions are listened to.
- Learners will be confident and ask lots of questions.
- Learners will manage their feelings, be fit and get on well with every kind of person. This will help them enjoy life and reach their goals.
- Parents/carers and staff will work closely together to help children learn.
- We will work well with local groups because we can learn so much from our community.
- We will all value differences in people in our community and our world and show respect for each other.
- Everybody will succeed in their learning and will CELEBRATE achievement.
- We will respect the buildings and belongings of our school and community and take care of our changing world.
- We will keep learning and keep getting better so our learning/school is the best it can be.

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:

Assessment and Moderation – Moderation Collaborative

Purpose:

To deliver a purposeful and useful moderation experience within the Ardnamurchan ASG and wider schools for GM.

This project has been developed to continue and broaden our ongoing improvement in assessment and moderation. Work within the ASG for our English Medium staff and the development of a West Gaelic Medium collaborative to ensure comparable standards and improved teacher skills and confidence.

Progress:

Content:

- ✓ Staff are using the tools to support moderation and inform learning and teaching
- ✓ Staff analyse data to plan interventions required for pupils
- ✓ Staff show increased confidence in making accurate ACEL judgements

Impact:

- ✓ Professional dialogue with colleagues in these wider groups has allowed for increased accuracy in professional judgements
- ✓ Very good progress has been made in both groups and will allow this process to continue smoothly going forward ensuring shared standards across the schools

Next steps:

Moderation will be an ongoing focus for both the English Medium and Gaelic Medium classes across the West area. Highland Council are currently working on a new Raising Attainment Strategy which will include planned and purposeful moderation.

School Priority:

Take forward a systematic and progressive approach to developing meta-skills as an integral part of the curriculum.

Purpose:

To further develop our pupils' ability to recognise, understand, articulate, and record their skills development

Progress:

Content:

- ✓ Pupils are able to demonstrate increased ability to reflect on their skills development
- ✓ Improved tracking of skills development
- ✓ Increased visibility and understanding of meta-skills across the school community

Impact:

- ✓ Progress is tracked through meta-skills progression framework and learning journals
- ✓ Meta-skills are now included in medium term planning and in the revised HWB progressions
- ✓ Meta skills focus at both open sessions for parents and in weekly take home emails has allowed the language to be shared and used at home

- ✓ Very good progress has been made in ensuring meta skills are becoming fully embedded in our curriculum

Next steps:

Continue to ensure meta skills learning is included throughout all curricular planning and continue to share this learning with parents/carers

School Priority:

Refresh of our Health and Wellbeing Curriculum

Purpose:

We have identified the need to ensure elements of our wider curriculum are more cohesive within Health and Wellbeing (HWB). We will ensure that we more effectively link our work on Rights Respecting Schools, SHANARRI Wellbeing Indicators, Getting it Right for Every Child (GIRFEC) and the updated Relationships, Sexual Health and Parenting (RSHP) guidance within our ELC-P7 HWB planning.

Progress:

Content:

- ✓ Improved planning across the Health and Wellbeing Curriculum
- ✓ School achieved Silver Rights Respecting Schools status
- ✓ Improved understanding of links between all aspects of HWB curriculum and wider rights and wellbeing priorities

Impact:

- ✓ Draft progression documents in place for First and Second level and are being trialled by staff
- ✓ Staff are ensuring all aspects of wider wellbeing and rights agenda are being linked in teaching and learning
- ✓ Very good progress has been made and work will be ongoing.

Next steps:

Complete work on Early Level progression and continue to review drafts and edit as required

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

- All pupils have achieved Early Level in all aspects of Literacy and Numeracy. MCNG assessments Band 6 and above for all.
- Full uptake in all wider achievement opportunities that required funding from identified pupils.

Wider achievements Coileanaidhean nas fharsainge

- The school has achieved Silver Rights Respecting Schools status.
- Children participate very well in rich opportunities for achievements. These are celebrated using a range of approaches within the school, and with external recognition.
- The headteacher tracks opportunities beyond the school.
- Children engage very well with learning through sports and in the outdoors, while supporting their wellbeing. This develops their attachment to their local environment.
- Children take care of their environment through opportunities such as the Eco-Committee. Their activities are customised to their local area.

- Children learn about the history and traditions of the area through meaningful use of traditional, local, Gaelic songs and culture. This also develops their local dialect and vocabulary.
- There is a contemporary element to their skills for Gaelic through performance, such as the Mòd, drama and cèilidhs.
- A high proportion of pupils are learning musical instruments through visiting tutors.
- Children are continuing to develop their ability to connect opportunities to skills.
- Children have been involved in many charity fundraising events over the school year.

Comments from learners, families, stakeholders and staff

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

- Learning in maths has been fun
- Tha matamataigs math agus tha e math dhut – maths is good and is good for you
- The activities we do in skills club are great
- Shinty is great
- Tha sgriobhadh math air sgath – you need to learn to write
- I like to draw pictures and nice colouring because it relaxes me
- Construction helps us learn to build, we could build castles and mansions when we grow up
- I love playing in the playground
- I'd like more school trips
- Gardening has been so much fun
- I like maths because I do adding and subtracting
- Taking part in all the sports activities
- Getting to run our tuck shop
- I've enjoyed assembly because I like learning about the news stories
- Learning about our rights has been good
- I'd like to make things more often to sell at fairs
- Maths is great, I like multiplication
- Kodaly music has been fun
- PE is great, the skipping lessons were fun
- I'd like to do more cooking next year
- I've loved playing with my friends
- I've loved our STEM project with Mr Shuttleworth, I've used a lot of meta skills
- I like singing and loved learning our Rights song
- I've liked using different mediums in art
- I've liked the opportunities for parents to come in to the classroom and learn about how things are being taught to our children and how we can support this at home
- It's great that the Gaelic being taught to them is incorporating the local dialect and they are taught local songs
- RRS Silver award and Gaelic moderation have gone really well
- New Leckie HWB programme is great and easily translated into Gaelic so has been very useful.

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	Very good	Very good
QI 2.3 Learning, teaching and assessment	Very good	Very good
QI 3.1 Wellbeing, equality and inclusion	Very good	Very good
QI 3.2 Raising attainment and achievement/Securing children's progress	Very good	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

School improvement targets for next session will be confirmed following publication of the Council's strategy for raising attainment.

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://ardnamurchan.wixsite.com/acharacle-primary> or by contacting the school office.