



STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2024-2025

Achiltibuie Primary School



Safe, Respectful, Inclusive, Fun

Introduction: Local and National Context

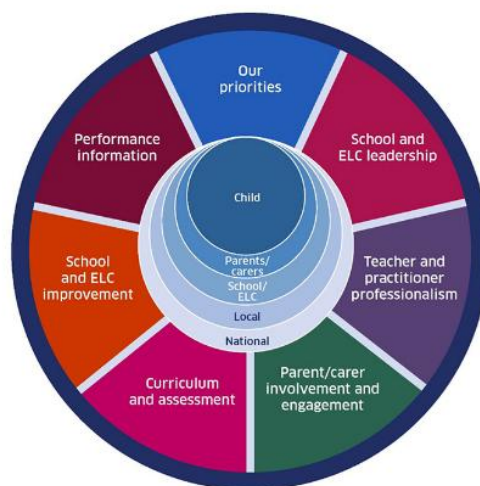
Ro-ràdh: Co-theacsa Ionadail agus Nàiseanta

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

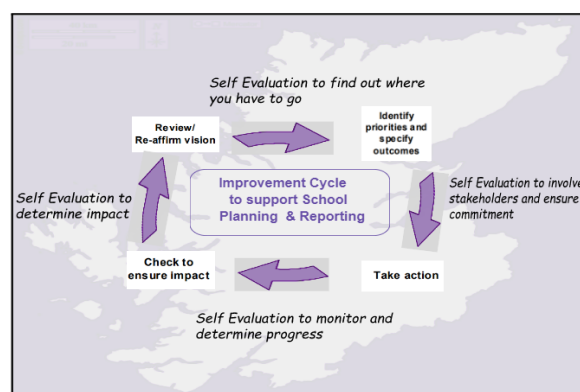
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

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.

Mr. William Stephen
Head Teacher
Achiltibuie Primary School

School Profile

Pròifil 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
94.34%

Average Class Size
8

Meeting PE Target
Target Met

Pupil Numbers (inc nursery)
8 (+3 nursery)

Teacher Numbers
1

Pupil Teacher Ratio
8:1

Achiltibuie Primary School is located in a rural, coastal setting serving the local community of Coigach on the west coast of Ross-Shire.

There are currently 11 children enrolled between the school and Early Learning Centre, ranging from N3 to P7. Children within the school are taught together in a single multi-composite class, and there is a separate nursery space within the school.

The Head Teacher has an overall leadership responsibility for both Achiltibuie Primary & ELC, and Lochinver Primary & ELC.

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.

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

Overall children are making the following progress:

Reading

Very good progress

Writing

Very good progress

**Listening and
talking**

Very good progress

Numeracy

Good progress

We have had no exclusions this year.

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

Our Vision:

Our vision is to develop learners who are successful learners, confident individuals, responsible citizens, and effective contributors and to create a culture of ambition and achievement for all

Our Values:

Safe, Respectful, Inclusive & Fun

Our Aims:

Both Achiltibuie & Lochinver Primary & ELC Aims to support our emotional, physical, spiritual well-being by making sure that everyone is:

Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included

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:

Develop a Curriculum Rationale

Purpose:

Development of a Curriculum Rationale will ensure that everyone within the school is clear about what they are aiming to achieve through the curriculum.

Progress:

- ✓ School staff engaged with developing a curriculum rationale using the northern alliance curriculum rationale toolkit.
- ✓ All stakeholders were consulted and engaged in the process of developing our Curriculum Rationale for both Achiltibuie & Lochinver.
- ✓ We now have a Curriculum Rationale.

Impact:

- ✓ All stakeholders have a clear vision of the schools educational vision & purpose.
- ✓ Enhanced teaching and learning.
- ✓ Greater equity and inclusion.
- ✓ Community and stakeholder engagement throughout the process.

Next steps:

Continue to embed our visions, values and aims throughout school life.

School Priority:

Developing Approaches to Assessment & Moderation

Purpose:

To develop an approach to assessment within the cluster that will support with teacher judgement, and to develop our knowledge of moderation.

Progress:

- ✓ Developed a whole school approach to assessments.
- ✓ Gathered baseline assessments in all aspects of literacy and numeracy.
- ✓ Teachers are using data analysis to inform next steps.
- ✓ Head Teacher has done training on moderation to support with ASG moderation events.

Impact:

- ✓ We have collected in depth data of our learners, which has supported teacher judgement during attainment meetings.
- ✓ Teachers are using collected data to inform next steps for learning and teaching.
- ✓ Teachers have an increased confidence in making ACEL judgements.

Next steps:

Teachers to continue to collect baseline data each year to inform learning and teaching as part of the annual assessment calendar. Teachers to engage in writing moderation within the ASG to support with determining achievement of a level.

School Priority:

Improving Numeracy at First/Second Level

Purpose:

Although both Achiltibuie & Lochinver Primaries display good ACEL levels within numeracy, the schools would benefit from some additional training surrounding Learning, Teaching and Assessment within Numeracy.

Progress:

- ✓ Teachers have had bespoke tailored training from the Numeracy Education Support Officer in: Planning for numeracy (Number Sprinkles), undertaken assessments using Highland Diagnostics, and using concrete resources to support with learning and teaching.
- ✓ Undertaken baseline assessments using SOFA, SNA, and all Highland Diagnostics.

Impact:

- ✓ Teachers are feeling more confident using the Highland Numeracy Progression.
- ✓ Teachers are using Number Sprinkles for planning.
- ✓ Teachers are using resources they haven't used in a while.
- ✓ Teachers are using assessment data to inform planning, create next steps, and to identify where interventions are needed.

Next steps:

Continue to use the Highland Numeracy planning formats, and assessments that are on offer to support with learning, teaching and assessment across the cluster.

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

We used Pupil Equity Fund (PEF) money to increase the number of hours our Pupil Support Assistants (PSAs are in school), and this has had a very positive impact on our pupils.

With more PSA time, we've been able to carry out baseline assessments to understand where each child is in their learning. This has helped us identify who needs extra support in reading, writing, and maths.

The PSAs have worked closely with these pupils in small groups or one-to-one sessions, helping them build confidence and make progress at their own pace.

Teachers have also benefited, as they've had more time to plan lessons and focus on teaching, knowing that PSAs are supporting learning in the classroom. As a result, we've seen improvements in pupil engagement, confidence, and achievement—especially among those who needed a little extra help.

Wider achievements

Coileanaidhean nas fharsainghe

Children take regular part in outdoor learning activities with a trained country ranger, in addition to this one of our class teachers does regular outdoor learning skills. Children have taken part in STEM activities days with the travelling Newton Room. This session children have all attended swimming lessons and put on their first Christmas show to the whole village of Coigach in years.

Comments from learners, families, stakeholders and staff

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

It is such a fabulous school. It's the people that make it what it is. Congratulations to the teachers and the staff, your hard work is very much appreciated. School trips are brilliant opportunities for learning. The mix of dynamic thinking and engaging teachers makes the school a fabulous opportunity for the children to learn. The location and number of pupils at to its charm and charisma.

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	Good	Good
QI 2.3 Learning, teaching and assessment	Good	Good
QI 3.1 Wellbeing, equality and inclusion	Good	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

Due to the new Highland Council Raising Attainment and Achievement Strategy coming out early 2025/2026 session, we have decided as a school to develop our School Improvement Plan for next session at the very beginning of the school year. We have planned a series of self-evaluation tasks, and surveys from all stakeholders to assist in setting out key priorities going forward.

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 [school website](#) (from mid-September) or by contacting the school office.