



STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2024-2025

Applecross 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%	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

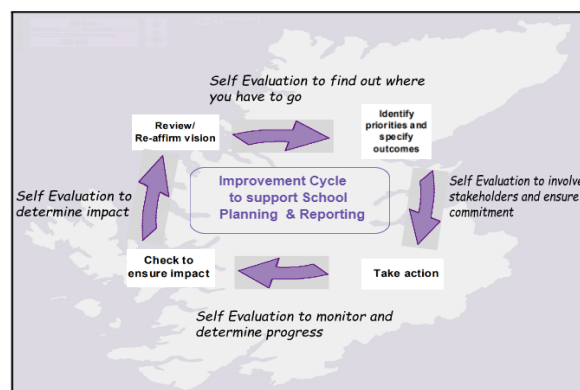
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

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.

Tom O'Halloran
Head Teacher
Applecross 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
93.2%

Average Class Size
14

Meeting PE Target
Target Met

Pupil Numbers (inc nursery)
14 (+2 in nursery)

Teacher Numbers
2

Pupil Teacher Ratio
7

Applecross Primary School is located in a rural, coastal setting serving the crofting communities of the Applecross peninsula.

There are 14 children attending the school and 2 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.

The headteacher has overall leadership responsibility for Applecross Primary School and Shildaig 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 and, across the school, a few children are exceeding nationally expected levels. Most children who face barriers to learning are making good progress towards meeting their individual targets.

Overall children are making the following progress:

Reading

Good progress

Writing

Good progress

**Listening and
talking**

Good progress

Numeracy

Good progress

We have had no exclusions this year.

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

Our collective nursery and school vision is:

‘To learn together to be caring, creative and co-operative.’

Values:

Kind, Respectful, Hard-Working

Aims:

Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible, Included (SHANARRI)

(Our new Vision and Values were chosen by the children during session 2023_24 after consultation with children, staff and parents).

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:

Implementation of Stephen Graham Writing strategies with whole school approach to Wraparound Spelling & Phonics, and embedment of Literacy-for-all tracking to support learners with literacy difficulties.

Purpose:

Writing identified as a focus for improvement. Increase staff confidence in pedagogy.

Progress:

- ✓ Increased staff confidence in delivering high quality learning experiences in writing for children across all text types as per Stephen Graham
- ✓ Children able to transfer skills learned in writing to other areas of the curriculum through IDL e.g. topic, HWB, science. Staff more confident in IDL planning using four contexts.
- ✓ Staff and Children aware of next steps in learning.
- ✓ Daily wraparound spelling, working memory activities, Learning in Progress activities
- ✓ Finger gym activities introduced, and support from OT for interventions in this area.
- ✓ Staff gaining confidence in ACEL judgment.

Impact:

- ✓ Children's needs being met in literacy. Clear improvements in attainment and individual progress.
- ✓ Children using writing framework to strengthen quality of pieces.
- ✓ Children are able to identify what they are working on and aware of steps needed to improve.
- ✓ Staff connecting high quality experiences to literacy through Inter Disciplinary Learning planning.
- ✓ Good Progress has been made in this area

- ✓ Termly “Support and Challenge” meetings tracking attainment with HT and CT. Successfully tracking progress and interventions, and checking for challenge.

Next steps:

Continue using the Literacy steps taken this year (Writing formats, Highland Literacy Progression). Set targets around numeracy pedagogy for improvement.

School Priority:

Ensure broad and balanced curriculum coverage which provides progressive, age-appropriate skills teaching to all pupils - Focus on 3 yr. IDL overview and planning structures to support & enable staff to plan succinctly & clearly.

Purpose:

Strengthen quality of planning, teaching and assessment along with an improvement in the learner experience.

Progress:

- ✓ Planning for progression in children and young people’s learning is in place for the four contexts and staff are beginning to use this to plan for learning experiences.
- ✓ Outdoor learning is a regular, progressive curriculum led experience for all learners.
- ✓ There is a clear focus on developing skills of literacy, numeracy, health and wellbeing, creativity, digital and employability skills in a progressive way across the curriculum.
- ✓ Learning for sustainability is embedded across our curriculum.

Impact:

- Increased confidence in staff being able to plan for, deliver and assess delivery of curriculum.
- Improved whole school and stage planning. Able to share this with parents and learners.
- ✓ Children building resilience through weekly forest school sessions, camping trips, school shieling and garden.
- ✓ Activities that are across the ASG and are difficult to get to, like cross country or sports festivals, have been attended this year because the soft skills are valued immensely.
- ✓ Successfully fundraised and built a new school garden.
- ✓ Successful arts week with Shieldaig Primary School.

Next steps:

Continue IDL planning using the four contexts. Health and Wellbeing week planned as well as usual arts week. Would like to celebrate our outdoor learning with a Family Forest Day.

School Priority:

Embed prompt and structured actions to raise children’s attainment in literacy - Focus on Moderation and Assessment across ASG Moderation of Writing

Purpose:

To develop staff confidence and understanding in using the assessment and moderation process to support consistent judgements of levels, across the ASG, and to support staff confidence in judgement of ACCEL (focus on writing)

To support children to make the best possible progress in writing.

Progress:

- ✓ Teachers have engaged in regular moderation activities with colleagues in school and across Plockton ASG. Recent moderation has been focused planning for High Quality Assessments and the levelling of writing, led by two QAMSOs.
- ✓ Teachers are keen to learn from others to ensure they continue to refine and improve their moderation practice.
- ✓ Schools / clusters evaluated their moderation practices using HC moderation self-evaluation toolkit

Impact:

- ✓ As a result of all moderation activity to date, teachers have a clearer understanding of national Benchmarks in writing.
- ✓ In addition, children benefit from teachers' increased confidence in making more accurate professional judgements on children's progress within a level.
- ✓ This supports the effective planning of next steps in developing moderation across the ASG and within individual schools / clusters.
- ✓ Satisfactory progress has been made over-all in this area.

Next steps:

ASG to Focus on Moderation of Numeracy and the development of including pupil voice in planning including IDL.
 ASG to develop moderation of High-Quality Assessments across IDL

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

Supported 1 hour extra per week PSA – interventions around literacy and numeracy

Wider achievements

Coileanaidhean nas fharsainghe

Shinty Club (School staff)
 Cross Country Club (School staff)
 Ukulele Club (School staff)
 Cubs and Scouts club
 Football club
 Attended ASG Cross Country (P4 child came 1st place in P4-7 race!)
 Attended ASG Athletics
 Children attending Lochcarron Shinty Club
 Camping trips attended by all children – at Shildaig and Applecross
 Arts week held with Shildaig Primary School (across both locations)
 Attended Eden Court Classical music event
 Successful Christmas Panto Performed
 Ancient Egyptians Assembly
 School sports day
 Successfully fundraised for and built a new school garden
 New Forest School built and set up by parents and staff – Wednesday sessions started!
 Successful nursery transition
 Tree planting at Gleann Shildaig and our local community owned woods Torgarve (with trees the school grew 5 years ago!)
 Feis a' Bhealaich – Shildaig joined with Applecross for this.

Comments from learners, families, stakeholders and staff

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

Learners:

- “I love maths at school”
- “Playtime and break at the shieling”
- “The teachers are kind”
- “I loved camping at the pitch”
- “I really like the bird stuff”

Improve:

- “More toys”
- “More new friends”
- “More school plays about Godzilla”
- “fundraising”

Parents:

- “Children are enthusiastic about school and staff”
- “Children are very well supported by teachers – teachers are able to give individualised support due to small class size”
- “More chatty about school day, recounting experiences at home – a recent development!”

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	Satisfactory	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	Good	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

Teacher pedagogy – sprints using Bruce Robertsons Power Up your Pedagogy and Power up your Questioning

Curriculum – Numeracy focus

Pupil Voice – RRSA – Pupil Council – Health and Wellbeing

Planning between Nursery and class – strengthening planning and opportunities to collaborate purposefully. (elements of an Early Years class led by Nursery as there is just one P1 and one Nursery child next year)

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 or by contacting the school office.