



STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2024-2025

Ardgour Primary School



Friendship, Respect, Fairness, Fun, Leadership

Introduction: Local and National Context

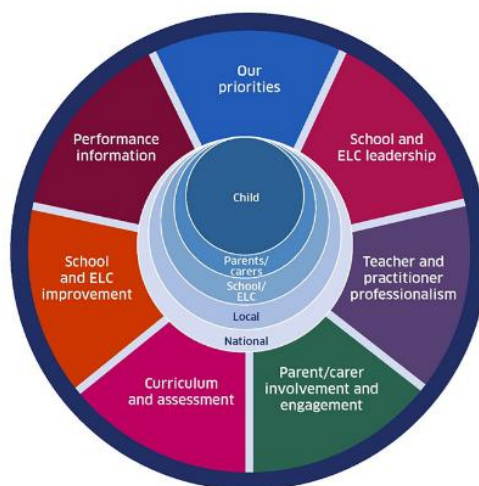
Ro-ràdh: Co-theacsa Ionadail agus Nàiseanta

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

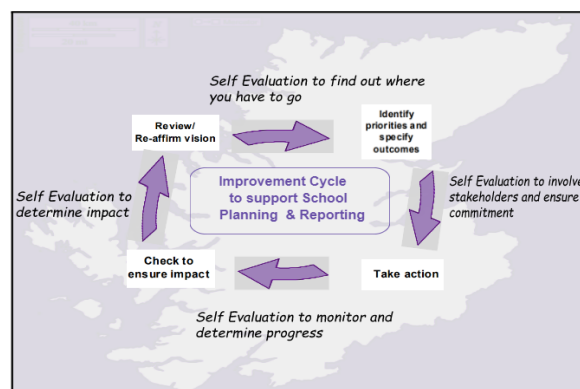
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

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.

Andrew Kent
Head Teacher
Ardgour 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
94.4%

Average Class Size
9.5

Meeting PE Target
Target Met

Pupil Numbers (inc nursery)
19 (+ 7 nursery)

Teacher Numbers
1.5

Pupil Teacher Ratio
1:13

Ardgour Primary School is located in a rural, coastal setting serving the local community of Ardgour and Kingairloch on the Ardnamurchan Peninsula.

There are 19 children attending the school and 7 children in nursery, ranging from N2 - P7. P1 - 7 are taught in separate classes three days per week (P1-3 and P4-7), and together in a single multi-stage class on the remaining two days. There is a separate nursery for 2, 3 and 4 year olds.

The headteacher has overall leadership responsibility for Ardgour Primary School and Lochaline 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 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

Values chosen by the pupils and approved by their parents:
Friendship, Respect, Fairness, Fun, Leadership.

Vision:

Friendship, Respect, Fairness, Fun, Leadership

Motivated Pupils, Enabled Staff, Involved Parents.

Aims:

Ardgour will be a safe school where we can grow and learn because we feel wanted, excited about learning and we have a say in the school.

Learners will be confident and ask lots of questions. They 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.

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. This project has been developed to continue and broaden our ongoing improvement in assessment and moderation. Work within the ASG to ensure comparable standards and improved teacher skills and confidence.

Progress:

- ✓ Progress continues to be made in this area, with staff becoming more confident in their judgements. More work remains to be done to consolidate and embed progress made to date.

Impact:

- ✓ Teaching staff are increasingly confident about the process of self-evaluation, and in their assessment of whether children have achieved level
- ✓ Moderation sessions have been successful in heightening the sense of collegiality within both the school and the wider ASG. Collaboration among teaching staff within the cluster has had a positive effect overall.
- ✓ Progress has continued to be good in this area- with the opportunity to further consolidate in session 2025/26.

Next steps:

Moderation events have been timetabled and moderation within the ASG retained as a focus for school improvement in 2025/26. Input for moderation will be drawn from the Highland moderation collaborative. These events will continue to include early years staff. All staff across the ASG will be consulted on moderation progress to date and how they feel these could be improved and made more useful and contribute to greater consistency.

School Priority:

Improving Numeracy at First/Second Level

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Purpose:

Analysis of achievement data and consultation with staff and families has highlighted a need to focus on improving overall numeracy in the school.

Progress:

- ✓ Teaching staff attended seven online numeracy champions sessions with knowledge and skills taken from these sessions applied to teaching and learning
- ✓ Teachers also attended specific CAT sessions with numeracy support officer, which allowed for more bespoke training and learning tailored to needs of the school

Impact:

- ✓ Numeracy sessions have led to increased knowledge and confidence among teaching staff, with new approaches and techniques adopted
- ✓ Students have been more engaged with numeracy learning and have made encouraging progress, with NSA and SOFA results showing improvement for many
- ✓ Good progress has been made in numeracy, with focus to continue in this area into next session

Next steps:

Support from the numeracy officer has been very valuable in session 2024/25, we will know continue to engage with support and professional learning offered as we aim to consolidate progress.

School Priority:**Improvement of outdoor education and outdoor learning spaces****Purpose:**

Consultation with stakeholders has identified an overall need to make improvements in outdoor learning and to make the most of the potential of our outdoor spaces. The presence of a variety of additional support needs among several pupils has highlighted the need to broaden our approach of how we teach and to make our spaces inclusive and stimulating for all learners.

Progress:

- ✓ Long term improvement area, with all stakeholders consulted about areas they would like to see improvements made
- ✓ Upgrade of loose parts has begun with contributions sought and received from wider community, including local building companies.
- ✓ All school staff have engaged in Local School Nature Grant training offered by Learning through Landscapes and ready to incorporate learnings in practice.

Impact:

- ✓ Training for staff has had a positive impact on our approach to outdoor learning, and this will be consolidated in session 2025/26. We have begun to update and improve resources to help with delivering rewarding outdoor experiences.
- ✓ Children have been given increased opportunities to experience outdoor learning and access to more resources both within the school setting and beyond.
- ✓ Progress to date is satisfying, but there is much more that we would like to do and we will continue to focus on these areas.

Next steps:

We will continue to upgrade and refresh our loose parts, with contributions sought from the local community. Funding opportunities will be looked into which we hope will be available to further improve resources, including training where available. We will continue to develop the school grounds and make use of local areas for outdoor learning.

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

Our PEF funding for session 2024/25 has been used to improve outcomes for target children by providing 1:1 PSA support for two hours per week. We are seeing good progress in both literacy and numeracy with some students and will continue to focus PEF funding in this area during the coming session. Additional PEF funding has been used to improve the school environment for all students, with particular focus on those children from less advantaged backgrounds. This has had a positive impact on all students including target FSM pupils.

Wider achievements Coileanaidhean nas fharsainghe

Our students have participated in a wide range of activities and events outside of school. As in previous years there are frequent collaborative visits to Lochaline and vice versa, with children working together on projects. There is high engagement in the school with musical tuition offered, including that delivered by YMI, and several students participate in dance platform and have shown their dance skills at local shows and competitions. Our students again enjoyed plenty of success at the Ardnamurchan Mod, winning prizes in both individual and collective categories. This year we have also engaged with MOD Academy and the children have benefitted from this additional Gaelic input. They have represented the school in athletics and swimming events, as well as badminton and rugby tournaments. The Bikeability group have visited the school with all children participating in the programme. Younger children have taken part in Kodaly throughout the year. Older children have taken part in visits to the Newton Room in Fort William, to Nevis Range for the IXS Downhill Cup and had the opportunity to attend a Young Leaders experience hosted by Ardnamurchan High School. All children have taken part in CAOLAS led learning experiences focused on biodiversity and coastal health. All children, including those with additional support needs, have had the opportunity to experience wild swimming. All children, including those with additional support needs, took part in cinema trips and visits to Acharacle for a professional pantomime performance, trips to a local community member for a fun Halloween experience and trips to the local goat experience. Children have been involved in fundraising for a variety of local and national causes, including Children in Need, Skyward (Air Ambulance) and the school itself with children actively contributing to the annual Parent Council fundraiser at Conaglen Estate. We have been fortunate to have regular visits from Pets as Therapy which has been of particular benefit to our children with additional support needs. We have welcomed the Wellbeing Heroes to our school which has been valuable for children's Health and Wellbeing. We were lucky to be able to host the pop-up museum experience offered by Glencoe museum and have the related experience delivered right in our school.

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

Feedback from parents, caregivers and the wider community is positive overall, with emphasis placed on the friendly, inclusive and welcoming nature of the school, staff and pupils. Parents value the outdoor spaces we are lucky to have and are keen to see the continued development of outdoor learning as a focus area.

Parent comments on what we are doing well include:

- The staff, the friendly inclusive ethos, the outdoor space and learning
- The pupils, staff and how caring everyone is
- School pupils are polite and work well as a team
- My daughter has loved being at Ardour School and the relaxed, fun learning approach has really suited her.

- The school has always been supportive and helpful and genuinely has the kids' best interests at heart.
- The team is great, everyone is approachable and feel like they are genuinely invested in all the kids in the school.

Parents comments on areas for improvement include:

- It would be lovely to see it with two full time teachers again.
- More outdoor learning
- More staffing
- Outdoor area shelter/play
- It would be great if more outdoor education/outdoor activities eg paddle sports, orienteering, bike skills, skiing(I know this is tricky.!) could be incorporated in to the school year- making the most of the surroundings etc.
- more gardening, cooking etc.

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	Good	Good

Our overall evaluation of our capacity for continuous improvement is:

We are confident in our capacity for continuous improvement.

Feedback from all stakeholders has highlighted areas of concern and where change is needed, and we are focusing on these areas as we strive for improvement.

Key priorities for improvement planning

Prìomhachasan airson planadh airson leasachadh

Our focus as a school in session 2025/26 will be on raising attainment, particularly in numeracy, in both Early Years setting and school. We will also continue to prioritise assessment and moderation in striving to improve quality and consistency of teaching and assessment across the cluster and wider associated school group, embedding and expanding on progress made during the previous sessions. We will continue to develop outdoor learning and outdoor spaces for both school and nursery as the next phase of a medium to long term project. We are looking at changing to a team-teaching model to make best use of available time and resources, and will be focussing on how to deliver a broad and inclusive curriculum based on this model.

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.