



STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2024-2025

Auchtertyre Primary and Nursery



Ready Respectful and Safe

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.

Alison MacLennan

Head Teacher

Auchtertyre Primary and Nursery

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
93.4%

Average Class Size
21.5

Meeting PE Target
Target Met

Pupil Numbers (inc nursery)
41+10 nursery

Teacher Numbers
3

Pupil Teacher Ratio
14.2

Auchtertyre Primary is located in a rural, coastal setting serving the local communities of Balmacara, Achmore, Auchtertyre, Sallachy and Dornie in the Lochalsh area.

There are 41 children attending the school and 10 children in nursery, ranging from N3 - P7. P1-5 and P5-7 are taught together in a two multi-stage classes and there is a separate nursery for 3 and 4 year olds.

The headteacher has had overall leadership responsibility this year for Auchtertyre Primary School and Lochcarron Primary School. The headteacher is supported by a principal teacher. Due to this being a new cluster arrangement staff and children from both schools are in the early stages of working 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 satisfactory. 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 had 1 exclusion this year.

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

Ready, Respectful and Safe

Vision: Improving learning for the future with everyone Ready, Respectful and Safe.

Values: We value our children having opportunities to learn, play, investigate and explore in a healthy outdoor environment with close ties to nature.

We value all children having equal opportunities.

We value our children's voices being heard.

We value parent and wider community involvement with the school.

We value good examples of behaviour and being respectful and responsible.

We value a healthy eating policy and opportunity for active lifestyles and sporting challenge and achievement.

Aims: that all pupils, parent and staff team alike –

Promote health, wellbeing and happiness throughout our school community by supporting equal opportunities and inclusion but also by ensuring all feel welcome, safe and valued as individuals by all being kind, embracing diversity and encouraging excellent behaviour.

Embrace new learning and teaching ideas, continuously updating our knowledge, skills and confidence so that we are 'developing the young workforce' and preparing for life beyond our school.

Value everyone's opinions and seize some of the regular opportunities for citizenship and decision making through programmes of work, pupil council engagement, eco-committee work, Rights Respecting School activities, charity events and a range of enterprise and environmental projects.

Help each and every one learn to celebrate their achievements, recognise individual successes, develop resilience and promote self-esteem and ambition so to realise their full potential.

Deliver an innovative, engaging, stimulating and challenging curriculum both indoors and outdoors, ensuring all needs are met hence raising attainment.

Reviewed in consultation with pupils, parents and staff in Nov 2023 as part of creating our learning and teaching values

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:

Progress & Achievement (supported by the curriculum)

Purpose:

Continue to embed the curriculum to meet national expectations. (Focus on updated HC Literacy progression and introduce Numeracy progression)

In Nursery

Progress:

Content:

- ✓ Children's learning profiles, developmental overviews, wall displays and floorbooks provide evidence of progress the children are making over time.
- ✓ EYPs show quality questioning techniques around language and numeracy which are being used to engage the children fully in their development.
- ✓ Children are increasing their confidence to communicate with adults and engage in meaningful conversation.
- ✓ All children independently access a range of books and enjoy listening to familiar stories.
- ✓ Almost all children independently access numeracy based activities and enjoy problem solving.

Impact:

- ✓ Tracking children's progress by using the the 4 capacities as a focus for observations give snapshots over an extended time period
- ✓ Children are confident in communicating with adults and peers.
- ✓ Children are sharing information about their personal interests and experiences.
- ✓ Children look at books with adults and with peers to find out information about their particular interests. Adults share stories with children and extend learning by discussion and questioning.
- ✓ Children are confident in communicating with adults, their learning in numeracy and problem solving for example through talking, making, creating drawing or writing / mark making
- ✓ Good progress has been made in this area

In School

- ✓ Staff make use of assessments and progressive pathways to make judgements about how pupils are learning and progressing
- ✓ Staff use attainment information better to help plan targeted interventions
- ✓ The Head Teacher tracks the progress of individual learners, including those who need additional support for their learning.
- ✓ Teachers make use of Highland Council Frameworks for literacy and numeracy to support planning and ensure progression.
- ✓ There is evidence through the support and challenge meetings of positive impact on children's progress as a result of this work.
- ✓ The individual tracking process is supporting / informing staff to better plan for next steps in learning.
- ✓ Staff are data informed, more focused and purpose driven in their planning for progression to better meet children's needs which include support and challenge.
- ✓ Good progress is being made in this area

Next steps:

To continue to raise attainment and achievement through the development of high quality pedagogy and differentiation strategies which encompass the following recommendations:

Staff continue to be clear about the aims of interventions. This should help them measure effectively the impact on children's progress.

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Staff should also continue to support children to have a clearer understanding of their own specific targets to achieve success.

Teachers now need to embed further learning activities that better meet the needs of all children. This should help to ensure increased levels of challenge and engagement. Children would benefit from having more choice and opportunities to make decisions about their learning, including the development of play based learning opportunities for younger children

Staff in Nursery should continue to include the development of children's opportunities for leadership and citizenship through regular age-appropriate roles and responsibilities within the nursery and community.

Practitioners should continue to support children to have more involvement in contributing to their profiles. This should help children to be more aware of their own progress in learning.

Adapt and develop our high quality observations which include the 4 Capacities to better support our responsive and intentional planning processes whilst focussing on individual progression and achievement.

School Priority:

Learning Teaching and Assessment (encompassing the curriculum)

Develop and embed a more strategic approach to improving learning teaching and assessment – Focus on Literacy and Writing)

Progress:

Impact:

Content:

Nursery

- | | |
|--|--|
| <ul style="list-style-type: none">✓ Almost all children are motivated and engaged in their learning throughout the day.✓ There is a well-thought through balance between free play and adult directed play.✓ In the nursery staff are continuing to embed their skills in capturing useful observations of children.✓ There is a clear balance between responsive and intentional planning.✓ Staff are confident in using Experiences and Outcomes from Curriculum for Excellence Early Level. | <ul style="list-style-type: none">✓ Children feel happy and secure in nursery which is enhanced by a caring and nurturing approach.✓ Children are confident to lead their own learning and engage with the adults in their environment.✓ This in turn supports children to be more confident in making choices about their own learning during the nursery session.✓ This makes learning experiences meaningful and relevant for the children✓ Good Progress is happening in this area |
|--|--|

In School

- | | |
|---|---|
| <ul style="list-style-type: none">✓ The teaching sprint approach to improving pedagogy is well established, this year focussing on Bruce Robertsons Teaching Delusion Elements 5 to 8.✓ In the majority of lessons, teachers share the purpose of learning well by providing children with clear explanations and steps to success | <ul style="list-style-type: none">✓ This is helping children understand what they need to do to be successful. |
| <ul style="list-style-type: none">✓ In the majority of lessons, teachers provide effective verbal feedback to children | <ul style="list-style-type: none">✓ This helps support children's learning during lessons. |
| <ul style="list-style-type: none">✓ Staff work closely with support for learning staff. Where children require additional support with their learning, interventions and resources are successfully identified and implemented. | <ul style="list-style-type: none">✓ Staff are clear about the aims of these interventions. This helps them measure effectively the impact on children's progress.✓ |

Next steps:

To bring together a coherent Curriculum Rationale which will continue to encompass the UNCR Rights Respecting School

Staff now need to enhance approaches to planning learning which links across subject as well as a coherent approach to skill developments (Meta Skills). This should help children apply their skills and knowledge in a range of contexts and develop further critical thinking and problem-solving skills.

The staff team should continue to develop a coherent approach to children's understanding of the school values. This should help to build further children's confidence, independence and self-esteem.

The school should ensure that Positive Behaviour and relationships are included in important drivers of school strategy such as curriculum rationale and aims

In Nursery

Continue review and refresh a shared understanding of what the Early Level Curriculum looks like for Auchtertyre Nursery and Primary 1 in light of the new HMle and CI framework.

Staff need to review and refresh progression pathways through high quality and focused observation strategies to ensure younger children's learning experiences and development take account of breadth and challenge in all curricular areas.

School Priority:

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 ACEL (focus on writing)

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

Progress:

Impact:

Content:

- | | |
|---|--|
| ✓ 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. | ✓ As a result of all moderation activity to date, teachers have a clearer understanding of national Benchmarks in writing. |
| ✓ Teachers are keen to learn from others to ensure they continue to refine and improve their moderation practice. | ✓ In addition, children benefit from teachers' increased confidence in making more accurate professional judgements on children's progress within a level. |
| ✓ Schools / clusters evaluated their moderation practices using HC moderation self-evaluation toolkit. | ✓ This supports the effective planning of next steps in developing moderation across the ASG and within individual schools / clusters. |
| | ✓ Satisfactory progress has been made 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

PEF financed an additional 8 hours per week PSA time. This has positively impacted progress in literacy and numeracy for targeted pupils.

Wider achievements

Coileanaidhean nas fharsainghe

Star Pupil Awards based on 4 Capacities and school values
Taking part in Newton Science Room – Robotics
STEM learning visits from Lucy Downie
Sports Leadership training
Sports Day
Transition Week
Raasay P7 transition residential
Shinty Competitions
The P1-4s took part in the sports festival at Plockton High School.
Stirling Wellbeing Profile – Questionnaire – Talking Buddies.
House Captain Speeches
Stories and Faces Art Film premier with Sarah Longley
YMI - Fèis Rois Sessions
SOFAs and NSA
School picnic lunch – space theme
Basketball P6 & P7 at PHS
ASG Writing Moderation
Local Library delivers summer reading challenge awards and prizes.
Library Van visits school every 3 weeks
'COOL' Assemblies (Christian youth work project).
Christmas Concert
School Focus Committee Sessions
Football (P5 - P7) at PHS
Cross-Country (P6/P7) at PHS
Chanter and Pipe Band Drumming Lessons
String Lessons
Fortnightly visits by Nursery to Aird Ferry
Plockton & District Horticultural and Arts & Crafts Society's Spring Show 2025 Competition

Comments from learners, families, stakeholders and staff

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

Feedback from pupils:

What is working well in our school?

Teaching us

Maths x 3

Teachers understand what type of maths we need and at our level

If something bad happens, adults deal with it well

Adults are always willing to help if you are struggling or sad

Adults always make kids feel happy by being kind and respectful

Free Play

PE x 2

Drawing x2

I Have fun at school

Lunch because it is super super yummy I love the fish and chips they are my favourite as well as cheese burgers - I love them

You always have someone to help you.

The teaching is good, I like some of the ways teachers teach us.

The work

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The school makes me happy
Helping me - they help me with reading
There is always someone to help you
Helping us and they will always be there for us
Lunch - I really love lunch it is super good I like the meat balls they are yummy
Teach us well

What changes would you like to see made?

To play on the grass more. We have to play on the tarmac when it is wet. X5
To be able to play football without the big ones spoiling our game.
More footballs
More school trips.
More doing lessons – less writing.
More outside lessons.
Can we use the swing out the back?
I would like to use the smart screen more.x3
To feel safer in school without the big ones bossing us. X4
For lunch to be quieter.
The 2 classes are very big. Smaller classes.
Swimming lessons x3

Feedback from family:

What is working well in our school?

Safeguarding
Looks after children well
Happy and Positive school
Nursery – calm and patient
Creating a safe community within the school
It encourages inclusivity
The Education of pupils
The relationship between pupils and their class teacher is strong

What changes would you like to see made?

More outdoor learning opportunities
(Nursery) feedback so we know what to work on at home
Develop an efficient plan that is fair to all students, to deal with very problematic children
Communication in a timely manner with regard to activities. Sometimes notice can be short.
Have regular teachers.
Be better at communicating to parents.
Better communication with parents on all aspects of the school including curriculum and in a timely manner.
Making work more challenging
Keep parents up to date on home work requirements as my child's account of what he needs to do is not always accurate.
More regular homework so that we are more aware of how our child is progressing.
Clear curriculum and objectives allowing us to support this learning at home

Feedback from staff:

What is working well in our school?

We have a great team at Auchtertyre Primary and we work well together
Team work x 3
Teaching Sprints
Risk Assessment updates following incidents
Communication is great and we all speak with candour

What changes would you like to see made?

Better Communication – mainly because we are so busy
Because we have so many part – time staff in school sometimes the information doesn't always filter down to the right person.
We need more time for preparation.
There is always a need for more resources.

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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	Satisfactory
QI 3.2 Raising attainment and achievement/Securing children's progress	Good	Satisfactory

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

To support the raising of attainment through the delivery of high quality learning and teaching including positive behaviour / relationships and pedagogy.

To continue to develop a high quality curriculum which encompasses the school values, interdisciplinary learning opportunities and raising the profile positive behaviour / relationships throughout the school.

To review and refresh a shared understanding of the early years learning and curriculum in light of the new CI / HMIE framework .

Embed prompt and structured actions to raise children's attainment in literacy and numeracy, as well as other areas of the curriculum (Focus on Moderation and Assessment across ASG) Moderation of Numeracy and including children's voice in planning.

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://auchtertyreprimary.wordpress.com/> or by contacting the school office.