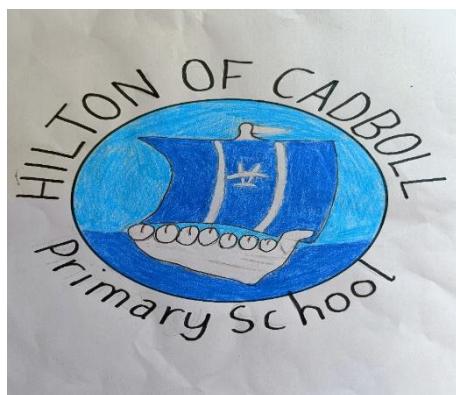




STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2024-2025

Hilton of Cadboll Primary School



Dream it. Believe it. Achieve it.

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.

Name
Head Teacher
School

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 88.4%	Average Class Size 21	Meeting PE Target Target Met
Pupil Numbers (inc nursery) 105 (+16 nursery)	Teacher Numbers 7	Pupil Teacher Ratio 16.2
<hr/>		
P1 12.4%	P2 14.3%	P3 19%
P4 9.5%	P5 13.3%	P6 18.1%
P7 13.3%		
SIMD Q1¹ 50-60%	SIMD Q2 0-10%	SIMD Q3 40-50%
SIMD Q4 0-10%	SIMD Q5 0-10%	Unknown 0-10%
ASN² 30-40%	No ASN 60-70%	FSM³ 20-30%
No FSM 70-80%	EAL⁴ 0-10%	No EAL 90+%

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

Reading	Writing	Listening and talking	Numeracy
Most	Majority	Most	Most

Overall children are making the following progress:

Reading	Writing	Listening and talking	Numeracy
Good progress	Satisfactory progress	Very good progress	Very good progress

We have had no exclusions this year.

¹ SIMD – The Scottish Index of Multiple Deprivation (SIMD) is a relative measure of deprivation.

² ASN – Additional Support Needs

³ FSM – Free school meal entitlement

⁴ EAL – English as an additional language

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

At Hilton of Cadboll our **vision** for success is that everyone can:

'Dream it. Believe it. Achieve it.'

At Hilton of Cadboll are values are:

H – honesty

I – Inspirational

L – Learning

T – Teamwork

O – Outdoors

N - Nurturing

At Hilton of Cadboll we **aim** to be:

Positive

Inclusive

Ambitious

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:

Raising Attainment and Promoting Achievement (Literacy and Numeracy)

Purpose:

To continue to raise attainment and promote achievement in literacy and numeracy through improvement of teacher pedagogy, confidence, knowledge, and skill.

Progress:

- ✓ Staff have once again raised attainment in literacy and numeracy this session.
Staff have increased reading attainment in P1, P4 + P7 by 3%.
- Staff have increased writing attainment in P1, P4 + P7 by 7%.*
- Staff have increased numeracy attainment in P1, P4 + P7 by 6%.*
- Over 90% of pupils in P1 and P4 have achieved the appropriate level for numeracy.*
- 92/100 pupils have reached their phonological awareness targets*
- 89% of pupils in P1, P4 + P7 achieved the appropriate level for listening and talking.*
- ✓ There is a clear assessment structure in place for numeracy across the whole year.
- ✓ Staff continue to have autonomy of teaching resources and programmes for numeracy.
- ✓ School is recognised for it's teaching and learning approach to numeracy.
- ✓ Staff are continuing to build skills around the teaching of basic facts within numeracy.
- ✓ Staff are continuing to embed new literacy programmes and plans into teaching and learning.
- ✓ Staff have attended professional development opportunities and moderated writing and listening and talking assessments throughout the year.
- ✓ Staff share their HQA termly on 'Seesaw Profiling' with parents and receive feedback.

Impact:

- ✓ Greater percentage of pupils have increased attainment in literacy and numeracy this session.
- ✓ Staff complete a baseline and summative assessment with set areas of numeracy termly. This provides clear next steps on what pupils need to work and directly informs teaching.
- ✓ Staff are able to choose from a range of resources and learning programmes to support learners in numeracy, leading to a 6% rise in attainment.
- ✓ Staff have embedded daily basic facts sessions into their teaching and learning ensuring that from P2-P7, 56/89 pupils advanced at least one area further and 0 pupils regressed when assessed.
- ✓ Hilton of Cadboll has been visited by the Scottish Government and Highland Numeracy Lead Officer as an example of good practise.
- ✓ Staff have created a clear writing plan that ensures a breadth of genres are covered from P1-P7.
- ✓ Moderation training relating to Listening and Talking has seen a high percentage increase in pupils achieving the appropriate level for listening and talking.
- ✓ Greater understanding of pupils' strengths and next steps.
- ✓ Continuous reporting ensures pupils and parents know what their child is working on and what to improve on.
- ✓ Learners have a clear understanding of what they are doing well and what their next steps are.
- ✓ Play Policy and greater links with ELC established.

- ✓ Staff share weekly literacy and numeracy work on pupil profiles.
- ✓ Learners receive high-quality verbal feedback and have an accurate understanding of their progress in learning and what they need to do to improve.
- ✓ Staff are developing their knowledge, understanding and experience of the Listening and Talking progression and tracking document.
- ✓ Our literacy and numeracy intervention programme continues aligns itself with the work completed in class for greater continuity and consistency. Assessments are shared and evaluations of progress shared between Intervention Team and Class Teachers.
- ✓ Within the ELC we will continue to build on responsive planning to plan experiences that are appropriate to learners needs and increase families' understanding and involvement in planning.
- ✓ Continuous reporting of play-based observations ensures pupils and parents know what their child is working on and what to improve on.
- ✓ Staff working collegiately to plan IDL and reflect together on progress.
- ✓ Having the same staff deliver adult-led assessment ensures a consistent approach to delivery and pupil feedback. The staff involved have benefited from relevant training linked to the assessments being used.
- ✓ We have seen an increase in attainment by ensuring work completed in classrooms and interventions is aligned.

Next steps:

- To further increase our attainment in writing, staff will engage with the National Improving Writing Project and take part in training across the year.
- A new reading scheme has been purchased for P1-P4 to support with literacy skills and further increase attainment as well as engagement.
- To continue with the current approach to numeracy for session 25/26 as attainment increased by 6% in P1, P4 and P7 pupils. Staff are increasing in confidence and will continue to build on their analyse evaluations and target setting for next session.

School Priority:

Assessment, Tracking and Monitoring

Purpose:

HC directive for all schools to engage with Progress and Achievement (P & A) and Seemis as a tracking and monitoring tool.

Progress:

- ✓ Staff have increased their confidence using the P & A tool track progress and achievement
- ✓ Staff feel that P & A is clear and straightforward to use and tracks progress effectively.
- ✓ Staff have used P & A to report to parents.
- ✓ Staff have attended training sessions on how to use P & A to record progress and report to parents.
- ✓ Stores continuous assessments in one secure location.
- ✓ Staff can monitor pupil attainment across curriculum areas.
- ✓ Has helped staff to identify gaps or areas where pupils may need additional support or challenge.

Impact:

- ✓ Staff are able to effectively record pupil progress in literacy and numeracy in Progress and Achievement section of Seemis.
- ✓ Head Teacher able to compare attainment over time of pupils and year groups effectively.
- ✓ Provides data to senior leadership teams for school improvement planning.
- ✓ Helps with self-evaluation and tracking progress toward local authority or national priorities.
- ✓ Simplifies the process of preparing **parent/carer reports**.
- ✓ Ensures alignment with **CfE (Curriculum for Excellence)** levels and national standards.
- ✓ Reduces duplication of effort in assessment and reporting.
- ✓ Streamlines administrative tasks related to tracking and recording achievement.

Next steps:

- To continue to use Progress & Achievement as a means of reporting pupil progress and achievement.
- To use data to track attainment over time of individual pupils and year groups.
- To consult staff and parents and seek their views on continuing to use P & A moving forwards.

Purpose:

50% of pupils enrolled at Hilton of Cadboll are in SIMD 1, 2 and 3 and therefore a sustained and clear focus must remain on their continued wellbeing and ability to thrive and be successful, emotionally regulated and be valued. This will always be one of our main priorities.

Purpose: This project was identified as a stakeholder priority and has been developed to promote and track the overall wellbeing of pupils across the school and ELC. It aimed to increase the emotional intelligence of our pupils, as well as develop staff skills and knowledge. At Hilton of Cadboll we have been using the Zones of Regulation in order to develop a shared language for helping the pupils to identify and discuss their emotions. If we can develop an inclusive approach within the classroom and give tools and strategies to assist learners to stay in the “green” zone then this will impact on their ability to access the learning being provided in the classroom, which will in turn assist with the national priority of raising attainment.

Progress:

- Zones of Regulation embedded into our school and ELC.
- Staff demonstrate a high level of emotional literacy, modelling emotions and responding appropriately.
- Citizenship Groups embedded into our school and ELC.
- Pupils are praised positively throughout the school and ELC.
- Equalities and Diversity Programme is delivered throughout the school.
- Health and Wellbeing is tracked throughout the year. Staff regularly complete emotional check-ins with pupils and record sensitive and important information appropriately
- Pupils can share their wider achievements and have this displayed in school and online.
- Pupils can attend groups and many pre and after school clubs.
- Attendance trends continue to be analysed and acted upon
- We run several themed weeks which promote wellbeing for all such as ‘Antibullying week’ and ‘Health Week’.
- Strong staff relationships and communication
- Differentiated learning materials accessible in the classroom for all learners
- Teaching staff completing training on inclusive pedagogy
- Visual timetables used consistently across all stages
- Timetabled buddy sessions throughout the year and buddies assist with “special” days: fun runs, assemblies etc.
- calm corners created in classrooms
- Strong use and modelling of Zones of regulation throughout the classrooms/assembly/canteen/playgrounds etc.

Impact:

- The Zones of Regulation ensures a common approach and shared language is used throughout the school to aid pupils to identify how and why they feel a certain way, especially when dysregulated, and provides them with strategies to ensure they are happy, focused and ready to learn.
- Staff have completed Zones of Regulation training to ensure they respond appropriately to promote pupil wellbeing.
- Pupils are able to attend Citizenship groups to ensure they can have a meaningful say in the development of the school.
- House Points and other rewards are regularly used to ensure pupils are motivated and inspired to learn.
- Pupils have gained a deeper understanding of the protected characteristics groups.
- Pupils complete termly evaluations which are tracked and have daily conversations with staff and pupils.
- Each classroom has a wider achievement wall which is updated regularly. Achievements are shared with families and in the local community.
- Pupils can attend Breakfast Club and a variety of staff and parent led clubs after school.
- Providing opportunities for all to access activities in the local area that they may

- Good engagement in regular parent sessions
- not otherwise be able to take part in (transport, funds).
- Pupils are comfortable to discuss situations with staff
- Pupils showing higher task completion rate, increased engagement in learning reported by staff
- Increased confidence in meeting needs and supporting diverse learners
- appears to be a reduction in anxiety and behaviour related incidents
- stronger social inclusion both in the classroom and in the playground setting
- reduction in pupils needing time out of the classroom to regulate
- Pupils able to identify and communicate when they need space.
- strengthened home/school partnerships

Next steps:

- To have tracking tools in place to monitor the overall wellbeing of pupils across ELC and school.
- Increased engagement with Outdoor Classroom and Play to promote wellbeing.
- Ensure continuity in resources across the different classes in the school, displays and fonts.

Hilton of Cadboll Primary

The Inclusive Classroom

Developing the inclusive classroom.

Rationale: As a team of teachers, we have been using the 'zones of regulation' to help children develop self-regulation skills for helping pupils to identify and choose their emotions. As we can change our 'zone' through our choices and our looks and messages to us, 'the zones move', this will depend on their ability to access the learning that is provided in the classroom, which will in turn assist with the individual learning of the children.

The project supports a number of areas of focus. The following quotes are taken from the 'Inclusion' section of each area:

"My teacher took down the flags in the room - I found them distracting."

"We have a Working Wall for us to use in our seats."

"We have different sensory bags and bubble sheets."

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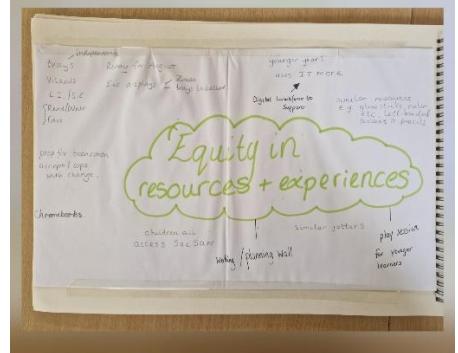
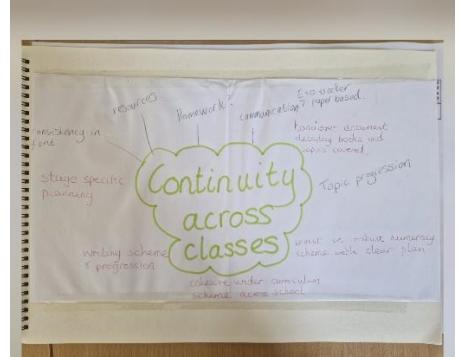
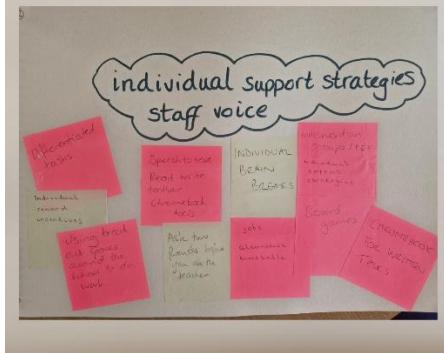
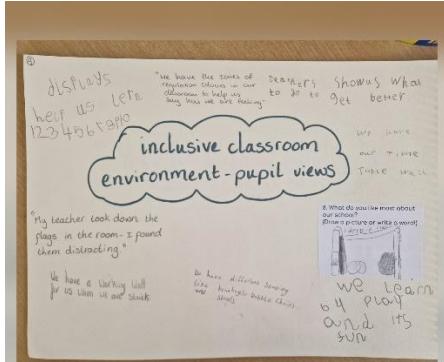
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Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

Our Pupil Equity Fund allowed us to build on our highly successful literacy and numeracy intervention programme for targeted support of learners. Children, through a structured assessment programme and teacher observations, are grouped accordingly and have their tasks differentiated to ensure it is specific for the targets that they have been assigned.

The programme is led by our Literacy and Numeracy Teacher and is supported by Literacy and Numeracy Pupil Support Assistants. The children are collected for around 20 minutes of targeted support on areas for development 4 times per week. They are assessed at the beginning and end of a set block of learning to review progress. All data is recorded electronically and regularly reviewed. The data is shared with staff as well as the weekly evaluations of pupil progress.

The aim of this targeted intervention was to increase attainment in literacy and numeracy for all PEF pupils in Primary 1-7 which it consistently has. For example, please see the improvements from this school year below:

HNPs Assessment Data:

1. Achieved target of improving basic facts knowledge by one stage at least
2. Numeral Recognition
3. Forward Number Sequence
4. Backwards Number Sequence
5. Adding + Subtracting
6. Basic Facts
7. Grouping and Place Value

Number Stacks Data:

1. Number Place Value
2. Addition and Subtraction
3. Multiplication and Division
4. Fractions, Decimals and Percentages

71% of pupils of PEF pupils attending Numeracy Intervention Group are on track to achieve their expected level.

The key to this was the hard work and dedication of the school PEF Team who have:

- invested huge amount of effort and time into improving their own practice
- attended training and researched online to improve their approaches
- daily professional dialogues with staff
- identified key resources to support learning and teaching

.

Wider achievements

Coileanaidhean nas fharsainge

Pupils have enjoyed the experiences that Ross-shire Primary School Sports Association (RPSSA) has given them. Competitions have helped the pupils form positive friendships and relationships across the cluster and Associated School Group promoting health and wellbeing and giving them access to opportunities for participation in sport. The children have also attended other academic, creative and expressive events and competitions.

- ✓ Cross Country
- ✓ Scottish Country Dancing
- ✓ Football
- ✓ Swimming
- ✓ Athletics
- ✓ Rotary Quiz
- ✓ Mathematics Challenge
- ✓ Euro Quiz

Teachers within our school and the support of volunteers from the local community has enabled the following clubs to run at various points in the school year.

- ✓ Football Club
- ✓ Athletics Club
- ✓ Running Club
- ✓ Music Club
- ✓ Chess Club
- ✓ Library Club
- ✓ Scripture Union Club
- ✓ Morning Club

Our P7 Junior Leaders have worked hard over the year on leadership qualities. They have organised the equipment, communicated with others and planned activities. They have shown commitment, grown in confidence, and used skills to lead activities for the rest of the school.

We organised several themed weeks which gave the children an opportunity to achieve success in variety of ways this year:

- ✓ Health and Wellbeing Week
- ✓ Anti-Bullying Week
- ✓ Road Safety Week
- ✓ Careers Week
- ✓ E-Safety Week

We organised several school events to provide opportunities for pupil participation and achievement:

- ✓ Hilton Stone Fun Run
- ✓ End of Term Fêtes and Fayres
- ✓ Football Tournament
- ✓ House Team Challenges

Our Citizenship and Pupil Group Programme enables pupils with the opportunity to experience success outside of the classroom and promotes partnerships with children from other classes:

- ✓ Pupil Council
- ✓ Eco Group
- ✓ Rights Respecting Schools Group
- ✓ Digital Workforce
- ✓ Newspaper Group
- ✓ Early Years Committee
- ✓ Football Group
- ✓ Chromebook Club
- ✓ Movie Club
- ✓ Board Games
- ✓ Lego Club
- ✓ School Band
- ✓ Arts and Crafts Club

In the local community our pupils attend a number of regular events such as:

- ✓ Football Training
- ✓ Youth Club
- ✓ Horse Riding
- ✓ Self-Defence
- ✓ Tennis Club
- ✓ Swimming
- ✓ Dancing

We will continue to build on and actively encourage pupil participation in a wide variety of groups, activities, and competitions.

Pupils have benefited from taking part in the Healthy Hilton Project which has included doing the Daily Mile every day and having access to healthy snacks at break time through the 'Fresh Findings' team. This has provided a leadership opportunity for pupils to take part in an enterprise project while also having a positive impact on pupil wellbeing.

Comments from learners, families, stakeholders and staff

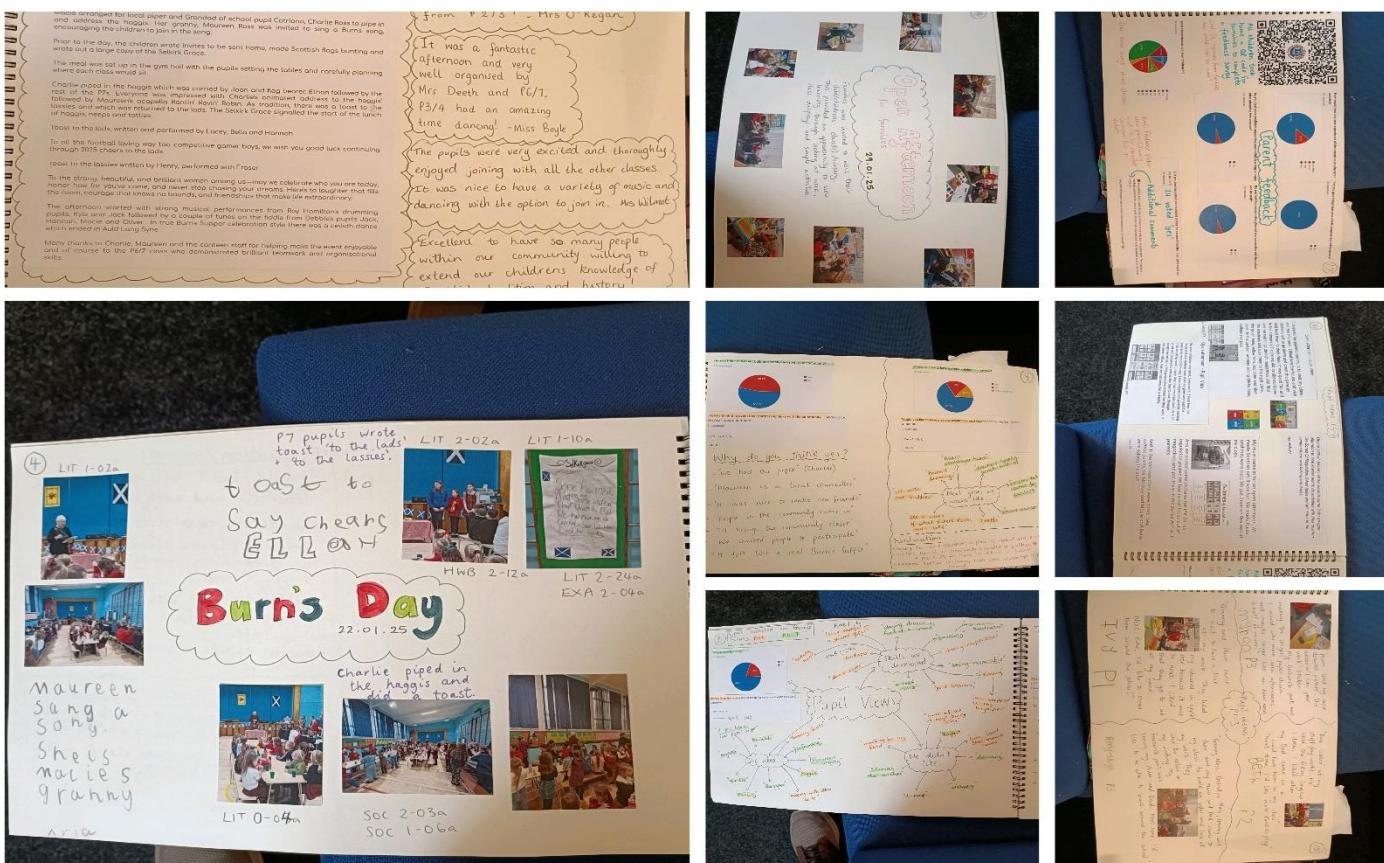
Beachdan bho luchd-ionnsachaidh, teaghlaichean, luchd-ùidhe is luchd-obrach

We continue to engage with local partners in our community. Here is what our learners thought about the skills they developed when they ran the café for a day:

'I built confidence talking to new people'. 'We made links to our local area'. 'Responsibility and taking people's orders'

Here is what our parents thought:

'It was nice to see Mr Mackay out with the school environment, the pupils appeared to enjoy their job roles. They were all polite and represented the school well in the community.'



Open Afternoon Feedback

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

1. *To continue to Raise Attainment in Literacy and Numeracy*
2. *To continue to engage with Progress and Achievement and to Improve Assessment, Tracking and Moderation Processes.*
3. *To continue to promote Health and Wellbeing for all.*

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 by contacting the school office.