



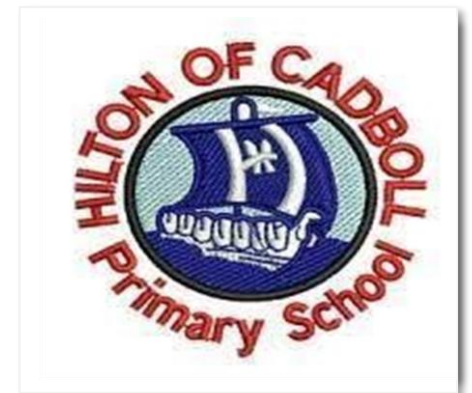
STANDARDS AND QUALITY REPORT 2025-26

AITHISG INBHEAN IS CÀILEACHD

Hilton of Cadboll PRIMARY/ELC

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%



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 88.3%			Average Class Size 18.3			Meeting PE Target Target Met									
Pupil Numbers (inc nursery) 113			Teacher Numbers 7			Pupil Teacher Ratio 13.2									
P1 7.4%	P2 12.8%	P3 14.9%	P4 22.3%	P5 9.6%	P6 13.8%	P7 19.1%									
SIMD Q1 ¹ 50-60%		SIMD Q2 0-10%		SIMD Q3 40-50%		SIMD Q4 0-10%		SIMD Q5 0-10%		Unknown 0-10%					
ASN ² 30-40%			No ASN 60-70%			FSM ³ 40-50%			No FSM 50-60%			EAL ⁴ 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	Most	Most	Most

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

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School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

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

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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

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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 1: Senior leaders need to improve the leadership of change by ensuring that robust self-evaluation and quality assurance procedures lead to sustained improvement. All staff should strengthen their understanding of national expectations to support this.		
School Improvement Plan Priority 1		
Summary of progress	Next steps	Stakeholder Views
We have made good progress in the following areas: 1. Developing a clear and shared vision, values and aims We have worked together with pupils, staff and families to make our school's vision, values and aims clearer and easier to understand. This has included: - Working with stakeholders to simplify and refine our vision, values and aims. - Updating House Team posters so they reflect our shared values. - Providing regular opportunities for pupils to meet in their House Teams and discuss "You said – We did," showing how we respond to their ideas. - Beginning each House Team meeting by revisiting the school's vision and aims to keep them central to our work. - Updating achievement certificates so they clearly link to our values.	Continue to hold regular House Team meetings to promote pupil voice and leadership. Ensure the shared vision, values and aims are revisited and evaluated at the start of the new school year. Continue to review pupils work regularly and include opportunities for teachers to work collegiately to do this. Share feedback from jotter moderation with pupils (parental feedback). Continue to use national guidelines to support teacher development and learning experiences for pupils.	House Team Meeting Example Pupil Focus Group Example

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• Creating opportunities for pupils to lead assemblies focusing on our school motto and our core values: Positive, Inclusive and Ambitious. 2. Strengthening how we monitor and improve learning and teaching We have improved how we review our work to ensure high-quality learning and teaching across the school. This includes: • Expanding our yearly programme for checking learning and teaching to support ongoing improvement. • Increasing classroom visits by senior staff, with a focus on identified areas for improvement. • Introducing a structured system for reviewing pupils' work (jotters), ensuring all children's work is looked at regularly, with helpful feedback shared with teachers. • Providing feedback on termly planning to support consistently good practice. • Including reflective questions from national guidance (How Good Is Our School? – Scottish education framework) in staff meetings to support professional discussion and improvement. • Gathering pupils' views through focus groups to better understand their experiences of learning. 3. Increasing opportunities for pupil voice We have strengthened how we listen to and act on pupils' views: • Fortnightly House Team meetings allow pupils to share ideas and see how their suggestions lead to change ("You said – We did").	Continue to provide feedback for teachers linked to the 'Hilton 5' following classroom observations. Continue to ensure pupils have opportunities to discuss and share ideas and see their ideas actioned. To hold a parent open session for supporting the development of school improvements priorities.	
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- Pupils are regularly asked for their views using simple tools such as KWL grids (what they know, what they want to learn, and what they have learned). 4. Involving parents and pupils in school improvement We have increased opportunities for families and pupils to help shape the future of the school: - Parents have been involved in reviewing our School Improvement Plan (our plan for school priorities). - Stakeholders have had opportunities to give feedback on our progress and next steps. - Pupil focus groups ensure that children's views are central to evaluating our work and planning improvements.		
Impact - Pupils feel more confident in identifying our vision, values and aims compared to the beginning of this session. - Pupils are proud of their House Team identity. - Pupils feel they get a regular opportunity to discuss and share their views. They also enjoy sharing and hearing about each other's achievements. - Pupils delivered presentations about their chosen value or vision statement. Pupils feel that this was another effective way of making everyone more aware of our school aims and values. - Pupils feel that during their House Team Meetings, more feedback should be given about why requests and ideas are not granted or accepted. - Teachers termly plans are more aligned with national guidelines following feedback. Teachers have also been able to analyse their practice based on feedback from pupil focus groups.		

School Priority 2: Senior leaders and teachers need to identify and develop the key features of high-quality learning and teaching. They should improve the quality of the learning environment to provide supportive and stimulating spaces that meet the needs of all children.		
School Improvement Plan Priority 2		
Summary of progress	Next steps	Stakeholder Views
Satisfactory progress has been made in the following areas: 1. Improving the quality of learning and teaching We have taken forward a number of actions to strengthen learning and teaching across the school. Developing the teaching of writing: - Staff have engaged with the National Improving Writing Programme, supporting a consistent approach to teaching writing. - This approach is now being embedded across classes to improve pupils' writing skills. Developing the teaching of reading and phonics: - Staff have received training in the Read Write Inc. programme, supported by collaboration with colleagues from other schools. - This programme is being introduced and embedded across the school to support early reading and phonics. Increasing pupil engagement in learning:	Improve consistency in learning and teaching across the school We will continue to support staff to embed agreed approaches in writing, reading and phonics to ensure all children experience high-quality teaching in every class. We will also support early and first level teaching staff to reintegrate play-based learning into classrooms. Further increase pupil engagement and challenge in learning We will build on our work to ensure lessons are consistently engaging, appropriately paced and provide the right level of challenge for all learners. 3.Strengthen feedback to help children understand their next steps	New Teaching and Learning Approach <i>'The feedback links to the success criteria, it is helpful along with the next steps for support at home leaning'</i> <i>'Love this, so many distractions so refocusing is important'</i> <i>'That will be so good to connect the "why" when learning'</i> <i>'Fully support the challenge for pupils working at greater depth'</i>

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- Teachers have visited other classes to share and develop good practice. - We have further developed our shared approach to high-quality learning (referred to as the “Hilton 5”), focusing on engaging lesson starts, active learning, appropriate pace and clear timeframes. - Our curriculum has been reviewed to ensure it remains relevant, engaging and appropriate for all learners. Strengthening professional collaboration: - Teachers now have more regular opportunities to plan together and review learning through peer and stage partner sessions built into their working time for 2026-27. 2. Improving learning environments We have worked to enhance both classroom environments and shared spaces: - Classrooms have been developed to create more flexible, comfortable and engaging learning environments, including seating and layout. - Staff have used a shared framework to ensure consistency across classrooms. - A classroom checklist has been introduced to support high-quality resources and displays. - Staff meetings and improvement sessions have taken place in classrooms, including Primary 7, to share effective practice. - Pupils have been involved in improving the school library, including refreshing books and the space itself through a Library Project. - The school has taken part in Reading Schools Week and is working towards a Reading Schools Award to promote a love of reading.	We will develop more consistent approaches to feedback and ensure all pupils are clear about what they are doing well and what they need to do to improve. Continue to enhance learning environments and resources We will further develop classrooms and shared spaces, including the Mermaid Room, to support a positive, inclusive and calming environment for regulation and learning.	
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3. Improving feedback to support learning We have begun to strengthen how we support children to understand their next steps in learning: • Staff have revisited professional learning on effective feedback. • Approaches such as “two stars and a wish” (highlighting strengths and next steps) and simple self-assessment strategies have been introduced to help pupils reflect on their learning. • There is an increasing focus on helping children understand what they need to do next to improve.		
Impact Staff confidence and consistency in literacy Through engagement in professional learning, staff have developed greater confidence and expertise in delivering our Phonics, Reading and Writing programmes. A more consistent approach to teaching and learning has been established across the school, contributing to improved attainment in Reading and Writing at P1, P4 and P7. Improved learning environments There has been a notable improvement in the quality of learning environments across the school, including classrooms, the library and shared spaces, creating more engaging and supportive settings for learning. Consistent and meaningful feedback An agreed whole-school approach to feedback has been implemented. This has supported pupils to become more analytical and reflective about their learning, with a clearer understanding of their progress and next steps.		

Enhanced quality of learning and teaching Through engagement with national guidance and resources, teaching staff have strengthened the quality of learning and teaching within their classrooms. Recognition of reading culture Through effective partnership working and a strong focus on literacy, the school has achieved the Reading Schools Award and is now recognised as an official Reading School.	
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School Priority 3: Staff need to review the curriculum to ensure that all children experience a wide range of learning across all subject areas. Staff should strengthen their understanding of how to plan effectively when connecting different areas of the curriculum together.		
School Improvement Plan Priority 3		
Summary of progress and impact	Next steps	Stakeholder Views
Good progress has been made in the following areas: 1. Improving the curriculum and learning pathways We have taken steps to ensure children experience a broad and balanced curriculum: - Teachers now have access to clearer curriculum pathways across all subject areas, helping to support progression in learning. - Class timetables have been developed to ensure all areas of the curriculum are covered regularly.	Further develop the curriculum to ensure clear progression across all stages We will continue to refine our curriculum pathways so that learning builds consistently as children move through the school. Increase the quality and frequency of outdoor learning We will support staff to make outdoor learning a regular and meaningful part of children's experiences. Strengthen children's understanding of skills for life and work We will embed a stronger focus on skills such as teamwork,	Pupils feel that the curriculum: <i>Allows them to work together on tasks</i> <i>Allows them to take part in lots of activities in class and outside</i> <i>Allows them to access and choose a range of books and novels</i> <i>Allows them to have a choice of learning topics</i> Pupils feel that curriculum enables them to develop the following skills: <i>Turn taking</i> <i>Listening and communication</i> <i>Reading aloud</i> <i>Working in teams</i>

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• Shared planning resources have been made available to staff to support consistency across the school. We have also begun to develop a clearer overview of the curriculum: • Staff have had opportunities for professional learning to review how well the curriculum provides breadth and progression. • Working groups have started to develop a clearer whole-school overview of learning. 2. Developing outdoor learning We have started to increase the use of outdoor learning: • Staff are working together to identify areas of the curriculum that can be delivered outdoors. • An outdoor learning pathway has been introduced to support planning. • Classes are encouraged to take learning outdoors regularly. 3. Developing skills for learning, life and work Children are beginning to develop skills that will support them beyond school:	communication and problem-solving across all areas of learning. Continue to promote a strong culture of reading We will further improve the library and reading opportunities to ensure all children develop a lifelong love of reading.	Pupils feel that the curriculum ensures that they: <i>Get access to help when needed when partner working or working independently</i> <i>Can do things at the end of the year that they could not at the start</i> <i>Have access to challenging and hard tasks</i>
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• A focus on meta-skills (such as communication, teamwork and problem-solving) is being introduced. • Careers Week has been developed to provide more opportunities for children to learn about skills and the world of work. 4. Promoting reading and improving the library We have taken steps to promote a love of reading: • We are working with pupils and families to improve the school library and ensure it meets learners' needs. • Classroom reading areas are being developed to create more inviting and accessible spaces. • The school has taken part in Reading Schools Week and is working towards a Reading Schools Award. • Reading challenges and activities have been introduced to encourage children to read more widely and regularly.		
Impact Strengthened curriculum analysis and collaboration Through curriculum audits and peer review, staff have become more analytical in reviewing and refining their curriculum overviews.		

Development of clear curriculum pathways

Curriculum pathways have been developed across all curricular areas, ensuring broader and more coherent coverage of subjects, interdisciplinary learning and skills progression.

Increased stakeholder voice in curriculum design

Parent and pupil views have been actively gathered and used to inform curriculum development, with a particular focus on strengthening the local context for learning.

Expansion of outdoor learning

An outdoor learning pathway has been introduced, with all classes now engaging in outdoor learning for at least one lesson each week, enriching learning experiences across the curriculum.

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

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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:

HNP 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

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Wider achievements

Coileanaidhean nas fharsainghe

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
- ✓ Euro Quiz
- ✓ Music Festival

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
- ✓ 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

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- ✓ 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 Fetes 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
- ✓ Digital Workforce
- ✓ Newspaper Group
- ✓ Football Group
- ✓ Chromebook Club
- ✓ Board Games
- ✓ Lego Club
- ✓ School Band
- ✓ Arty Science Club
- ✓ Woods Group

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

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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 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.

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Comments from learners, families, stakeholders and staff

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

Stakeholder Voice

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

Senior leaders need to improve the leadership of change by ensuring that robust self-evaluation and quality assurance procedures lead to sustained improvement. All staff should strengthen their understanding of national expectations to support this.

Senior leaders and teachers need to identify and develop the key features of high-quality learning and teaching. They should improve the quality of the learning environment to provide supportive and stimulating spaces that meet the needs of all children.

Staff need to review the curriculum to ensure that all children experience a wide range of learning across all subject areas. Staff should strengthen their understanding of how to plan effectively when connecting different areas of the curriculum together.

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://www.hiltonofcadbollprimary.org.uk/> or by contacting the school office.