



STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2024-2025

**Lochcarron Primary & Nursery
Bun-sgoil & Sgoil-àraich Loch Carrann**



Kind, Brave, Respectful

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

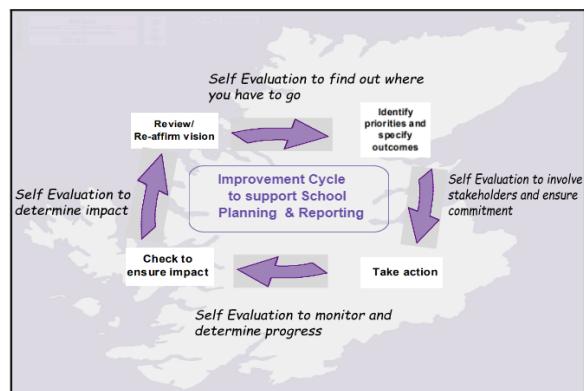
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

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
Lochcarron Primary and Nursery

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 93.7	Average Class Size 18	Meeting PE Target Target Met
Pupil Numbers (inc nursery) 43+14 nursery	Teacher Numbers 5	Pupil Teacher Ratio 11.6

Bun-sgoil Loch Carrainn - Lochcarron Primary School is located in a rural, coastal setting serving the local community of of Lochcarron in Wester Ross. Lochcarron Primary School offers learning through English and Gàidhlig (Gaelic). There are 43 children attending the school and 14 children in nursery, ranging from N3 - P7. There are 14 children in Gàidhlig Medium Education and 30 children in English Medium Education.

The headteacher has overall leadership responsibility for Lochcarron Primary School and Auchtertyre Primary School She is supported by a principal teacher one day a fortnight. Because this is a newly formed cluster arrangement, staff and children from both schools are in the early stages of working together.

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. The Majority of children who face barriers to learning are making satisfactory progress towards meeting their individual targets.

Overall children are making the following progress:

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

Gaelic Medium (delete if not relevant):

Gaelic reading	Gaelic writing	Gaelic listening and talking
Satisfactory progress	Satisfactory progress	Satisfactory progress

We have had no exclusions this year.

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

Vision: 'Learning together to improve our future and the future of our world'.

Values: Kind Brave Respectful

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:

Improving Literacy and Writing including Early Years

Purpose:

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

Progress:

Content:

- ✓ Writing framework increased based on an additional 4 text types by Stephen Graham created by staff and implemented.

- ✓ In the majority of lessons, teachers provide effective verbal feedback to children. Teachers are developing positive approaches to providing children with written feedback on their work.

- ✓ The acting headteacher and staff have recently introduced local authority tracking, monitoring and reporting procedures as well as twice termly support and challenge meetings. Staff in turn work closely with support for learning staff.

- ✓ By the end of P7, most children in the Gàidhlig class write for a range of purposes in two languages. They analyse texts and create their own in Gàidhlig, and from P4 in English. They use Scots vocabulary well within their own poetry.

- ✓ Most younger children are learning to form letters legibly. They are beginning to write in simple sentences. Older children write for a range of purposes and are beginning to organise and separate their ideas in paragraphs.

Progress:

Content:

- ✓ This helps support children's learning during lessons and builds upon the previous 9 text types from last year.

- ✓ As a result, children now understand better what they are doing well and how to improve.

- ✓ This is helping staff to monitor the pace and progress of individual learners. Staff work closely with support for learning staff. Where children require additional support with their learning, interventions and resources are now identified and implemented.

- ✓ Children's spelling is improving with interventions. Children require more regular teaching of Gàidhlig grammar and would benefit from writing for a range of purposes in Gàidhlig more regularly.

- ✓ Continued development is beginning to impact the younger children's skills to write and spell independently, whilst the older children are building confidence in using language that engages the reader.
- ✓ Satisfactory progress has been made in this improvement project.

Nursery

- ✓ *In Nursery practitioners understand how young children learn and develop. They give children the appropriate amount of time and freedom to lead their play and are responsive to children's learning needs and interests*
- ✓ *Further develop children's abilities in pre-handwriting skills through gross and fine motor skills development.*
- ✓ *Almost all children enjoy 'reading' familiar books with adults and most know the roles of the author and illustrator,*
- ✓ *Children benefit from hearing Gaelic songs and stories when younger children from the Gaelic Medium class visit.*
- ✓ *The acting headteacher has recently introduced a tracking tool which should help to show progress children make over time.*
- ✓ *This develops children's creativity and confidence to contribute their ideas supporting the children to be independent and confident in their play and thinking.*
- ✓ *They make marks in floorbooks and draw various recognisable pictures. A few children write words and use texts appropriately to communicate.*
- ✓ *This supports children to use detailed language during their play and they can retell and extend stories very well when playing. A few children create in depth interesting stories with little adult support.*
- ✓ *This helps to increase children's awareness of Gaelic language and culture.*
- ✓ *This will support progression for children at early level as they move into P1 especially in literacy.*
- ✓ *Good progress has been made in this improvement project.*

Next steps:

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

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

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

Teachers now need to develop 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 now 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 consider ways 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.

To further embed the high quality observations to include the 4 Capacities.

School Priority: Developing the Curriculum

Purpose:

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

Progress:

Content:

- ✓ Staff use a range of progression pathways to plan children's learning for all curricular areas and link learning well to children's local context and community. This includes learning about their local area.
- ✓ The staff team, led by the acting headteacher, are working well together to develop a culture where improvement in Gàidhlig is valued and recognise the importance of broadening these experiences for children.
- ✓ The staff team demonstrate a positive understanding of the social, economic and cultural context of the school.

- ✓ Across the school, teachers recognise the importance of linking learning to the world of work.
- ✓ Staff plan children's learning using long, medium- and short-term plans.

Progress:

Content:

- ✓ These pathways help support teachers to plan learning and teaching which builds on what children already know.

- ✓ This is beginning to enhance outcomes for bilingualism and increase opportunities for all children to develop their use of Gàidhlig.
- ✓ They use this knowledge well to develop effective partnership working across the wider school community. This community involvement enriches children's learning experiences and supports the community to feel involved in the work of the school
- ✓ This is enhancing the curriculum and providing children with opportunities to develop skills for learning, life, and work. For example, staff have developed positive links with a local weavers' business, which in turn enhances children's understanding of weaving, the retail business, tourism and Scottish heritage.
- ✓ Children benefit from a consistent approach to planning across the school which is based around the 4 capacities, 4 contexts of learning and the 7 Principles.
- ✓ Satisfactory progress has been made in this improvement project

In the Nursery

- ✓ Practitioners implement a flexible progressive curriculum through play effectively, using Curriculum for Excellence (CfE) experiences and outcomes. The curriculum is child centred and responsive. Practitioners promote nurturing attachments for all children
- ✓ Practitioners use national guidance to deliver curricular pathways which include exciting, play experiences particularly outdoors for children.

- ✓ Staff support children to learn in calm, relaxed and nurturing spaces, both indoors and outdoors. Each child is recognised as an individual, with their own needs and rights. A few children learn best outdoors, and this is recognised and planned for.

In the Nursery

- ✓ All children have a strong sense of ownership to play spaces inside and outside the nursery. Spaces are well resourced and support and enable children to play and learn in a variety of ways.
- ✓ They take particularly good account of children's interests when developing these to help ensure positive outcomes for children as well as considering carefully how they develop children's skills in curiosity and inquiry and recognise the principle of choice.
- ✓ All children are regularly involved in decision making. They undertake meaningful risk assessments in the stimulating, nursery garden, where they are becoming very aware of the importance of safety
- ✓ Good progress has been made in this improvement project

Next steps:

To bring together a coherent Curriculum Rationale which encompasses the following points

Staff now need to enhance approaches to planning learning which links across subject as well as a coherent approach to skill developments. 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 skills development, and understanding of the school values. This should help to build further children's confidence, independence and self-esteem.

The school should ensure that Gàidhlig is included in important drivers of school strategy such as curriculum rationale and aims. They should continue to increase partnerships with speakers of Gàidhlig in the community, Gàidhlig groups, and other Gàidhlig Medium classes. This would provide children with more opportunities to use and develop their Gàidhlig throughput the school.

In Nursery

Continue to develop a shared understanding of what the Early Level Curriculum looks like for Lochcarron Nursery and Primary 1 including Gàidhlig.

Staff need to review and consider progression pathways to ensure younger children's curricular experiences 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:

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.
- ✓ Gaelic Medium teacher engaged with writing moderation online with several other GM teachers throughout the year.
- ✓ Teachers are keen to learn from others to ensure they continue to refine and improve their moderation practice.
- ✓ Schools / clusters evaluated their moderation practices using HC moderation self-evaluation toolkit.

Impact:

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

Next steps:

ASG to Focus on Moderation of Numeracy and the development of including pupil voice in planning including IDL.

ASG to develop moderation of High-Quality Assessments across IDL

GM teacher to take part in further moderation activities

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

PEF financed an additional 4 hours per week PSA time. This has positively impacted progress in literacy and numeracy for targeted pupils.

Wider achievements

Coileanaidhean nas fharsainge

Film G (Gaelic Medium Classes)
Star Pupil Awards based on 4 Capacities and school values
Basketball tournaments
Taking part in Newton Science Room - Robotics
Sports Day
The Inverness Mòd – solos and group performances
Transition Week
Raasay was amazing!
Shinty Competitions
Easter Ross Badminton Tournament winners
Scottish Schools Badminton Tournament in Glasgow,
The GM class held a Gaelic Cafe to raise funds for their trip to Edinburgh, and managed to raise over XXXX
The GM P5-7 took part in the annual Gaelic residential trip to Edinburgh run by Comann nam Pàrant
The P1-4s took part in the sports festival at Plockton High School.
Stirling Wellbeing Profile – Questionnaire – Talking Buddies.
House Captain Speeches
Faces and Places Art Exhibition – Howard Doris Centre
YMI - Fèis Rois Sessions
Spors Gaidhlig – 2 sessions
Gaelic Drama Session
SOFAs and NSA
Halloween Dress-up Day Competition and activities
Basketball P6 & P7 at PHS
ASG Writing Moderation
Suzanne Parsons (Librarian) delivers summer reading challenge awards and prizes.
'COOL' Assemblies (Christian youth work project).
Christmas Concert
School Focus Committee Sessions
Football (P5 - P7) at PHS
Cross-Country (P6/P7) at PHS
Ross County Football training sessions
Two pupils in English Medium P5-7 (EM) entered in Scottish Maths Challenge (Aberdeen University), one achieving Gold award
Chanter and Pipe Band Drumming Lessons
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?

Learning because it is fun

The work is fun

We do lots of fun things

You learn how to read in school

The Teachers (5 responses)

The lunches (2 responses)

Having Friends (5 responses)

Maths

The subjects the teachers teach

The Mod and FilmG

The Edinburgh trip

The teachers – they are always up to hear my views

The Gaelic Cafe

What changes would you like to see made?

A Basketball court

An all weather pitch x3

Replace the pitch with an astro pitch x 3

Clubs at break times

Getting an astro pitch because you could use it all year round and the one we have is not very good.

Less brambles because they puncture my football.

A slide

Some swings

More outside games.

Restrictions because everyone breaks the rules

Easier work

Feedback from family:

What is working well in our school?

Friendly and welcoming environment for my child to grow and learn in

Embraces outings/learning opportunities out with the school

Creates a safe and enjoyable environment

Lovely environment

Offer lots off outdoor learning

Close connections to local community

Great teacher who considers each child's individual needs

Provides extra curricular learning opportunities considering the logistics and location of the school

Outdoor play. Making my child feel valued and respected.

My child is not in school yet. I feel confident that the transition will go smoothly.

Nursery provide a fantastic opportunity for learning through free play and outdoors.

I think you do a great job.

What changes would you like to see made?

Better Communication x 3

Monthly Newsletter instead of termly

Gaelic Medium Nursery / More Gaelic in Nursery

I'd like for my child to be encouraged to play with different things to expand on his learning eg craft table.

Continuous positive reinforcement, and each child feeling they are always 'heard' by all members of staff.

Hints and tips information - how to build learning into everyday experiences.

Kind, Brave, Respectful

Supply reading lists for each level to support this at home.

Further personalised learning.

Using the homework diaries to communicate small successes in the day for parents who can't make pick up due to work commitments.

Individualised and personalised learning experiences which help support pupils to achieve their learning potential

Feedback from staff:

What is working well in our school?

Outdoor mornings in the Nursery

Gaelic sessions - GM and Nursery

Visit to nursery form older pupils

Later lunch time for nursery children

Having additional time allocated for Early Years Worker in Nursery

Community links

The interventions are working well – children are progressing with the targeted support

Stephen Graham Writing is becoming embedded

What changes would you like to see made?

Simplify the school year – make it less cluttered.

To have planning time together so we have a whole school approach

To have a whole school approach top the 4 Capacities and 4 Contexts of Learning

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	Satisfactory
QI 2.3 Learning, teaching and assessment	Good	Satisfactory
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 differentiation and pedagogy.

To continue to develop a high quality curriculum which encompasses the school values, interdisciplinary learning opportunities and raising the profile of Gaelic throughout the school.

To develop a shared understanding of the early years curriculum in both English and Gaelic.

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://sites.google.com/highlandschools.net/lochcarron-primary>

or by contacting the school office.