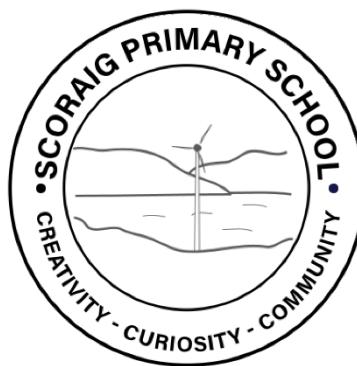


# STANDARDS & QUALITY REPORT

## 2024/2025



### SCORAIG PRIMARY SCHOOL



**Scoraig Primary School, Scoraig, Dundonnell, Ross-Shire, IV23 2RE**  
HIGHLAND COUNCIL

# Introduction: Local and National Context

## Ro-ràdh: Co-theacsà 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?*<sup>4</sup> 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%	91% - 99%	76% - 90%	51% - 75%	16% - 50%	Up to 15%

We are pleased to present our Standards and Quality Report for Session 2024-25. This report forms part of our quality improvement framework and 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 our practice. 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**

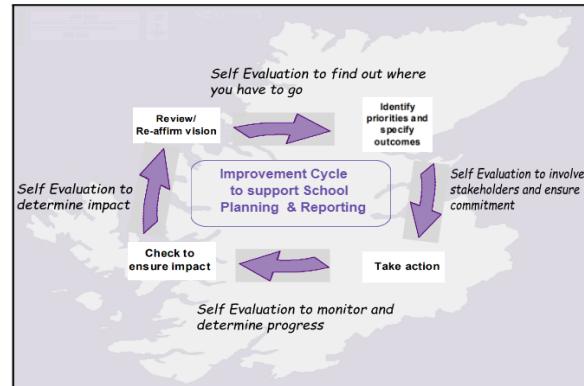
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

#### **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 daonna a' faicinn na Gàidhealtachd mar dhachaigh.**

*Tavs Laurie, Acting headteacher, Scoraig Primary 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.

<b>Attendance</b> <b>92.9%</b>	<b>Average Class Size</b> <b>8</b>	<b>Meeting PE Target</b> <b>Target Met</b>
<b>Pupil Numbers</b> <b>8</b>	<b>Teacher Numbers</b> <b>1</b>	<b>Pupil Teacher Ratio</b> <b>8:1</b>

Scoraig Primary is located in a rural, coastal setting with no road access serving the local community of Scoraig on the Scoraig Peninsula between Loch Broom and Little Loch Broom. The entire community is off grid.

There are 6 children attending the school and 1 child in nursery, ranging from N4 – P5. P1 - 5 are taught together in a single multi-stage class and there is a separate nursery for 3 and 4 year olds.

Scoraig Primary School has a permanent PT who teaches the class throughout the week and assumes responsibility of most day to day operational/strategic areas. The headteacher has overall leadership responsibility for Scoraig-Ullapool cluster. This has been a significantly more settled year compared to previous years where there have been a lot of turbulence. CCR & management cover is provided by another permanent member of staff which has led to stability in terms of planning and teaching. This staff member also has previous experience with Scoraig Primary School, which has supported a smooth transition.

As the school roll comprises a small number of children, attainment and progress will be expressed in 'overall' statements, rather than specific year groups or Curriculum for Excellence levels. This is to ensure the identity of individuals is not disclosed.

Overall, attainment across the school in literacy and English and numeracy and mathematics is good. Children achieve appropriate CfE levels in literacy and numeracy and, across the school, a few children are exceeding nationally expected levels. Less than half the children who face barriers to learning are making satisfactory progress towards meeting their individual targets.

Overall children within P1-7 are making the following progress:

<b>Reading</b>	<b>Writing</b>	<b>Listening and talking</b>	<b>Numeracy</b>
Good progress	Satisfactory progress	Good progress	Good progress

We have had no exclusions this year.

# School vision, values and aims

## Lèirsinn, luachan agus amasan na sgoile

**Vision** – Growth Together Through Creativity, Curiosity and Community

**Values** – Curiosity, Creativity, Community, Independence and Growth

**Aims** –

- To provide a welcoming environment where everyone feels happy, nurtured and valued.
- To provide opportunities for children to learn through experiences and play, exploring the world around them, learning to care for it and themselves.
- To support children to be creative and open-minded in their thinking

## 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:**

#### Continuous profiling and reporting

**Purpose:**

Due to significant staff instability over the past two years, our pupil profiles are currently not up to standard. The most recent profile updates for some children date back five years, to when they were in nursery. Re-establishing and updating these profiles are a critical part of our ongoing reporting efforts. Additionally, we use various methods to report on learning to parents and carers, but we lack data on which approach is most effective.

**Progress:**

**Content:**

- ✓ Have a clear overview of what a profile should contain for Primary and ELC settings.
- ✓ A sense of ownership for the children
- ✓ Clear understanding of what has been covered.
- ✓ Having an effective and efficient way of reporting to parents.
- ✓ Clear record of wider achievements
- ✓ Increased digital skills and knowledge

**Impact:**

- ✓ Parents, staff, and children now possess a clear and consistent understanding of what constitutes our profiles, appreciating their current state while also actively anticipating and contributing to future developments. This shared awareness fosters a more collaborative approach to tracking student progress and setting goals.
- ✓ There's a palpable sense of pride as children enthusiastically showcase their profiles to parents, demonstrating their ability to independently update and curate these records. This active engagement empowers them to be key stakeholders in their own educational narrative.
- ✓ Children are now regularly and independently documenting the breadth of their learning experiences across various subjects. This practice not only reinforces their understanding but also creates a rich and dynamic record of their academic journey.
- ✓ We have achieved significantly greater clarity regarding the various reporting channels utilised

within the school. Crucially, parents have actively engaged in expressing their preferences, providing invaluable feedback that has directly supported the continuous development and refinement of our reporting approach, leading to more impactful communication.

- ✓ While achievements are consistently updated, the most significant impact lies in providing children with meaningful opportunities to reflect upon their accomplishments, both within and beyond the school environment. This encourages self-awareness and a deeper appreciation of their personal growth and successes.
- ✓ Children are demonstrating a notable increase in their ability to confidently and independently utilise a range of digital tools. This enhanced digital proficiency is equipping them with essential skills for future learning and engagement in an increasingly digital world.

**Next steps:**

- We will establish a clear schedule for meaningful moderation sessions with designated ASG (Associated School Group) schools, focusing on specific criteria for profile content, quality, and consistency across Primary and ELC (Early Learning and Childcare) settings. This will include sharing best practices and calibrating assessment judgments.
- We will develop and implement a clear framework that directly links all recorded achievements and future learning targets to specific meta-skills (e.g., critical thinking, collaboration, creativity) and the four capacities of successful learners, confident individuals, effective contributors, and responsible citizens. This will be visible within student profiles and reporting.
- We will review and revise our current profiling and reporting practices to explicitly align with the articles and principles of the United Nations Convention on the Rights of the Child (UNCRC). This will ensure children's voices are central to their profiles and that reporting reflects their rights and participation.
- We will continue to work closely with all partners comprising staff, parents, and children to regularly review and co-create enhancements to our profiling and reporting systems. This will involve iterative development based on feedback, research, and emerging best practices, with a focus on impact and user-friendliness.

**Purpose:**

Addressing the protracted challenge of writing attainment, which has consistently remained below the national average, is a key priority. This persistent gap is fundamentally linked to a long-standing absence of a cohesive and consistently applied whole school writing pedagogy, necessitating a strategic and unified approach to instruction and assessment.

**Progress:****Content:**

- ✓ Agreed approach to the teaching of writing
- ✓ Common approach to feedback
- ✓ Clear links to the rest of the curriculum
- ✓ Regular use of writing rubrics

**Impact:**

- ✓ Through targeted and comprehensive training, staff members have gained a deeper understanding of the processes involved in teaching writing effectively. This collective expertise is translating into more consistent and impactful pedagogical practices across all classrooms, directly benefiting pupil learning.
- ✓ The establishment of writing assessments, consistently benchmarked against national standards, provides clear, objective data on pupil progress. This systematic approach ensures that we can accurately track attainment, identify areas for intervention, and celebrate growth in pupils' writing abilities.
- ✓ We have successfully forged explicit links between writing instruction and all other curriculum areas. This integration ensures that writing tasks are no longer isolated exercises but serve meaningful purposes within various subjects, making learning more relevant and engaging for students and deepening their comprehension.
- ✓ The consistent introduction and widespread adoption of writing rubrics across the school have standardised expectations and assessment criteria. Crucially, our staff has demonstrated a high level of confidence and proficiency in using these rubrics, ensuring that feedback to students is clear, actionable, and consistent, driving continuous improvement in writing quality.

**Next steps:**

- Staff will collaboratively create a detailed action plan outlining specific pedagogical strategy, resource utilisation, timeline for integration, and roles/responsibilities for effectively embedding the agreed-upon writing approach across all year groups.
- We will proactively initiate contact with our ASG partners to arrange inter-school writing moderation sessions, commencing from the next academic session (2025/2026). This will involve agreeing on shared moderation criteria, protocols for sharing anonymised pupils work, and a calendar for regular collaborative moderation meetings to ensure consistent assessment and share best practices.
- We will continue to work collaboratively between staff and pupils to review and simplify the language of current writing rubrics, making them accessible and user-friendly for pupils from P1-7. Training will be

provided to both staff and pupils on how to effectively use these adapted rubrics for self-assessment, target setting, and providing constructive peer feedback, thereby fostering greater student ownership of their writing development.

#### School Priority:

## Develop school grounds to reflect location and incorporate outdoor learning

#### Purpose:

Driven by a strong collective desire from our parents, staff, and the children themselves, a key objective of our school improvement plan is to collaboratively develop an exceptionally engaging and stimulating playground. This renewal is not merely about recreation, but about creating an expansive outdoor classroom that seamlessly integrates numerous learning opportunities and unique experiential activities, thereby extending educational possibilities beyond the traditional classroom walls.

#### Progress:

##### Content:

- ✓ Our school grounds being used to provide a variety of outdoor learning experiences.
- ✓ A wide variety of outdoor learning experiences that challenge the children in ELC and Primary being provided.
- ✓ Partnership activities with our wider community.
- ✓ Increased enjoyment of learning and teaching in the outdoor environment.

#### Impact:

- ✓ Children are demonstrating significantly enhanced engagement and deeper learning when experiences are practical and rooted in the outdoor environment. We've observed a marked increase in student participation and curiosity as we integrate more hands-on, outdoor-based activities. This approach clearly resonates with our learners, making complex concepts more tangible and fostering a greater enthusiasm for discovery.
- ✓ A vastly expanded array of outdoor learning opportunities is now stimulating children's curiosity, motivation, and skill development. Our commitment to diversifying outdoor experiences has provided children with a richer learning tapestry. These varied opportunities are not only captivating their interest and driving their motivation but are also effectively cultivating a wider range of essential skills, from problem-solving and collaboration to observation and critical thinking.
- ✓ Our Early Learning and Childcare (ELC) setting is now effectively leveraging its outdoor space, intentionally fostering deeper exploration and play. The ELC team has transformed the outdoor environment into a dynamic learning landscape, with specific areas now thoughtfully designed and utilized to encourage imaginative play, open-ended exploration, and independent discovery. This intentional design is enhancing children's holistic development and their connection to nature.
- ✓ Strategic partnerships with our wider community are enriching learning through shared knowledge and diverse perspectives, significantly boosting student engagement. Collaborations with external

partners have led to invaluable knowledge exchange and the presentation of concepts in novel, engaging formats. These authentic connections have visibly increased children's enthusiasm and participation in learning, broadening their horizons and demonstrating the real-world application of their education.

- ✓ Pupil feedback consistently indicates a profound enjoyment of outdoor activities, with a strong demand for more such experiences. Throughout the year, pupils have enthusiastically reported their enjoyment of facilitated outdoor learning sessions. Their frequent requests for similar activities serve as a powerful testament to the positive impact these experiences are having on their well-being, engagement, and overall love for learning.

#### Next steps:

- We will implement a structured feedback mechanism, including online surveys, and suggestion options, specifically targeting perceptions of our existing outdoor learning provision and soliciting ideas for future enhancements and local engagement. This feedback will directly inform the next phase of our outdoor learning development.
- Achieve Eco-Schools Green Flag accreditation by June 2026. We will establish a dedicated Eco-Committee, comprising students, staff, and community representatives, to develop and execute an action plan addressing the seven steps of the Eco-Schools program. This includes conducting an environmental review, developing a formal action plan, and integrating environmental learning across the curriculum, culminating in the submission of our application for Green Flag status. Furthermore we will get input from local ranger around what steps can be taken.
- Integrate and reflect outdoor learning achievements and experiences within individual student profiles and reporting by June 2026. We will develop clear guidelines and training for staff on how to consistently document and showcase children's learning and progress derived from outdoor activities. This ensures that the unique skills, knowledge, and experiences gained in the outdoor environment are formally recognised and communicated to parents/carers within our established profiling and reporting frameworks.
- We will finalise a detailed action plan for fundraising activities (e.g., grant applications, community events, corporate sponsorships) and identify local suppliers for sustainable materials and equipment. Alongside, we will select key pieces of new playground equipment that directly support diverse outdoor learning outcomes, aiming for initial procurement and installation within the next 12-24 months.

## Progress and impact of Pupil Equity Fund

### Adhartas agus buaidh Maoin Cothromas Sgoilearan

Funding for addition PSA hours has allowed targeted interventions for our “new to education” pupils to progress in identified areas. As follows:

- Focus on emerging Literacy & Phonological awareness:
  - Regular PSA input and teacher time has insured the pupils have progressed within reading and writing. Due to only entering formal schooling 1 year ago the children have made significant improvements, but support is still needed to close some of the attainment gaps in reading and writing.
  - Regular PSA input and teacher time has insured one of our P6 pupils has started to progress slowly but steadily in reading and writing.

For next session, we will utilise both PSA time and new resources through the Pupil Equity Fund to continuously improve literacy for target pupils.

## Wider achievements

### Coileanaidhean nas fharsainge

This year has been exceptional in showcasing the diverse talents and incredible dedication of our pupils, both within and beyond the classroom. The skills and knowledge gained, whether through our curriculum or personal pursuits, have been powerfully utilised and shared through four vibrant community events throughout the school year. The ongoing development of our continuous profiling and reporting system has proven invaluable in meticulously tracking and proudly celebrating these wider achievements, ensuring every success story is recognised.

Among the truly outstanding achievements celebrated this year, several stand out:

- **Triumphant performance at the Ullapool Inter-School Cross Country Competition:** Our pupils demonstrated remarkable athleticism and unwavering spirit at the inter-school cross country competition in Ullapool. Competing against 72 runners from seven different schools, including formidable teams from Ullapool, Lochinver, Achiltibuie, Durness, Scourie, and Kinlochbervie, our small team made an impressive performance. The event, held at the challenging 1-mile course of Ullapool golf course, was primarily aimed at upper primary pupils. Yet, we proudly fielded the only P2 pupil participant, who not only completed the entire course with incredible determination but also remarkably outperformed some P4 runners! Out of the eight pupils who represented Scoraig, we returned with an astonishing six medals, a truly phenomenal achievement that speaks volumes about their dedication and grit.
- **Four extraordinary community events, led by our pupils:** Our school community was brought closer and enriched by four magnificent events conceived and executed by our pupils this year. These included an immersive sensory experience in September, a captivating film evening in October, our heartwarming Christmas concert in December, and a fascinating museum exhibition in April. Each event was a resounding success, fostering deep engagement from the wider community and consistently receiving overwhelmingly positive feedback, demonstrating our pupils' exceptional organisational skills, creativity, and commitment to community spirit.
- **Ullapool fishing competition champion:** We extend our warmest congratulations to one of our talented pupils who secured a fantastic victory in the highly competitive Ullapool fishing competition for under 12-year-olds. This outstanding individual achievement highlights not only their personal skill and patience but also the diverse range of interests and successes cultivated by our pupils outside of formal academics.

These remarkable achievements underscore the holistic development fostered within our school, proving that our students excel far beyond traditional academic measures. They embody the spirit of perseverance, creativity, and community engagement that we champion. We are incredibly proud of each pupil's unique contributions and look forward to even greater successes as we continue to nurture their talents and provide diverse opportunities for growth.

## Comments from learners, families, stakeholders and staff

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

#### Learners:

##### Quotes from our yearly pupil feedback survey June 2025:

"I like the teachers at the school because they are funny."

"[The adults] give me clues and support me when it is difficult."

"I feel supported by all staff members. The staff are good at helping me with reading and writing because I find those things quite difficult."

"I feel very good about it [The adult support] and they [the adults] do help me when I'm challenged and encourage me to try new things"

"A good day at school looks like Prodigy in the morning then maths, then snack, then spelling, then reading, then writing, then lunch, then topic, then reflection, then home time."

"Doing maths at the same time every morning is really good. I think the classroom atmosphere is lovely."

"I think school is great"

Result of the survey can be requested from the school.

### **Parents/carers:**

#### **Quotes from parent feedback reflecting upon the last school year:**

"We are so delighted with the school's progress this year it all feels so incredibly positive and settled. The staff are all brilliant and we feel incredibly lucky right now. Thank you so much for all that you do for our children and the community."

"Tiny child to teacher ratios mean that each child has the most fantastically tailored learning experience for their individual needs. The atmosphere in school is so relaxed and friendly and fun that our child is excited to go everyday. The staff team are all very caring, interested and attentive and responsive to the children."

"More of this (external visitors) would be really good also i feel for the older children any opportunities that involve partnering with Ullapool high school so that when transition happens it isn't so daunting."

"Our child came straight home from the Feis Rois session recently and played us a new tune on the whistle that was beautiful and haunting. He also took great care to teach us the tune too. He found the recent programming day really interesting and challenging. We'd love the idea of some more creative writing work perhaps a writer in residence for a week or a performance of spoken word poetry? Some ambitious visual art activities?"

#### **Extract from the yearly parent council chair report:**

"It's been great to see so many community events from film nights to ancient history museums that obviously take so much hard work and effort by teachers and pupils alike, to put on and we have been delighted to help support in our small way. It is great to be involved as parents providing us and everyone else an insight into their learning. We have also been given the opportunity to further see what happens in the children's school life with the profiling and reporting program as well as being able to access their personal profiles online. Despite the removal of most of the old play equipment the challenge to come up with ever more innovative games has been met highlighting the ingenuity, creativity and resilience the school is fostering in the children."

## **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	SECONDARY
<b>QI 1.3</b> Leadership of change	Good	Good	Choose an item.
<b>QI 2.3</b> Learning, teaching and assessment	Very good	Good	Choose an item.

<b>QI 3.1</b> Wellbeing, equality and inclusion	Very good	Very good	Choose an item.
<b>QI 3.2</b> Raising attainment and achievement/Securing children's progress	Good	Good	Choose an item.

Our overall evaluation of our capacity for continuous improvement is:

We are confident in our capacity for continuous improvement.

Scoraig has a much more secure future, with a permanent headteacher to be appointed for August 2025.

## Key priorities for improvement planning Prìomhachasan airson planadh airson leasachadh

- Continued Development of Profiling and Reporting with a Shift to Skills-Based Learning
- Developing a New Curricular Pathway for Skills-Based and Localised Learning
- Raising attainment in writing

## 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://scoraigprimary.wordpress.com/homepage/> or by contacting the school office.