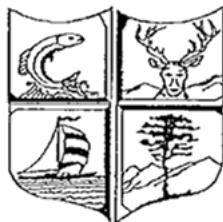




STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2024-2025

Shieldaig Primary School



Kindness, Creativity, Initiative, Resilience

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.

*Tom O'Halloran
Head Teacher
Shieldaig 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.

Attendance
92.6%

Average Class Size
13

Meeting PE Target
Target Met

Pupil Numbers (inc nursery)
26 (+8 nursery)

Teacher Numbers
3

Pupil Teacher Ratio
9.5

Shieldaig Primary School is located in a rural, coastal setting serving the local communities of Shieldaig, Torridon, Diabaig, and North Applecross.

There are 26 children attending the school and 8 children in nursery, ranging from N3 - P7. P1-3 and P4-7 children are taught together in two multi-stage classes and there is a separate nursery for 3 and 4 year olds.

The headteacher has overall leadership responsibility for Shieldaig Primary School and Applecross Primary School. Staff and children from both schools work together regularly.

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

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

Overall children are making the following progress:

Reading

Very good progress

Writing

Very good progress

Listening and talking

Very good progress

Numeracy

Very good progress

There have been no exclusions.

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

We aspire to build an inclusive and creative environment, based upon our shared values, to support children to become successful learners, confident individuals, responsible citizens, and effective contributors.

Kindness- Resilience - Creativity - Initiative

This has also been expanded so that our Values are embedded in our Learning and Teaching. March 2024

At Shieldaig Primary and Nursery our Learning and Teaching should

- **Create** a school environment where Kindness, Creativity, Initiative, and Resilience are valued, celebrated, and embedded into every aspect of teaching and learning.
- **Foster** a culture of Kindness where everyone treats each other with respect, empathy, and compassion.
- **Cultivate** Creativity by providing opportunities for learners to explore their imagination, think critically, solve problems, and express themselves in diverse and innovative ways.
- **Encourage** Initiative by empowering learners to take ownership of their learning, make decisions, set goals, and actively participate in their education.
- **Develop** Resilience among learners, equipping them with the ability to adapt, persevere, bounce back from failure, and face challenges with determination and a growth mindset.

Our school values are embedded in everything we do

Our Values	Teachers need to	Learners need to
Kindness	<ul style="list-style-type: none">• Model kindness through their words and actions, fostering an inclusive, caring and supportive classroom culture.• Create opportunities for learners to practice acts of kindness, such as peer mentoring, empathy exercises, cooperative and collaborative group work.• Celebrate and recognise kindness throughout the school community.	<ul style="list-style-type: none">• Demonstrate kindness towards their peers, teachers, and the wider community.• Support and encourage each other, displaying empathy and consideration for others' feelings.• Promote a culture of inclusivity where everyone feels valued and respected.
Creativity	<ul style="list-style-type: none">• Provide a range of creative opportunities that enable learners to express themselves and think outside the box.• Plan open-ended tasks, problem-solving activities, and artistic endeavours into their lessons.• Encourage learners to explore their imagination, take risks, and develop innovative solutions.	<ul style="list-style-type: none">• Think creatively, explore different perspectives, and generate innovative ideas.• Embrace challenges, welcome new learning experiences, and actively participate in activities that require imaginative thinking and problem-solving.• Take pride in their unique talents and creative outputs.
Initiative	<ul style="list-style-type: none">• Foster a sense of ownership in learners by valuing their ideas, opinions, and contributions.• Provide opportunities for learners to take the lead, make decisions, and implement their initiatives within the classroom and wider school community.• Empower learners to be self-directed and proactive in their own learning journey.	<ul style="list-style-type: none">• Be empowered to take initiative and responsibility for their own learning.• Actively engage in class discussions, offer ideas, and contribute to decision-making processes.• Seek opportunities to make a positive impact on the school community and demonstrate proactive behaviours.
Resilience	<ul style="list-style-type: none">• Create a challenging but supportive learning environment where learners are encouraged to persevere and learn from setbacks.• Provide regular feedback, set high expectations, and offer strategies for managing difficulties.• Explicitly teach resilience skills such as problem-solving, emotional regulation, and self-reflection.	<ul style="list-style-type: none">• Develop a growth mindset and persevere when faced with challenges or setbacks.• Show determination, adaptability, and a willingness to learn from mistakes.• Ask for support when needed and demonstrate resilience in their academic pursuits and personal development.

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:

Embed updated curriculum to meet national expectations

Purpose:

Ensure all children build appropriately on their knowledge, skills and understanding as they move through the school.

Progress:

School staff show a high level of commitment to their own professional development and to leading improvement within the school through the Teaching Sprint approach using Bruce Robertson's Power up your pedagogy (Practice, Differentiation, Questioning)

Across the school and nursery, staff demonstrate a strong ethos of teamwork. Senior management supports staff well to develop effective, consistent approaches to planning children's learning and any interventions through termly "Support and Challenge" (attainment) meetings

Moderation has become a more regular part of collegiate time, with exercises carried out at each meeting.

Impact:

- ✓ Time is protected for collegiate and professional learning and effective evaluation of impact on learners and pedagogy.
- ✓ Attainment meetings track this progress and allow for reflection on interventions as well as to check for challenge at the high-achieving end.
- ✓ This is help to meet the needs of almost all learners.
- ✓ As a result teachers hold valid evidence about children's progress over time. This is matched with benchmarks in CfE to track individual progress towards curriculum targets.
- ✓ Moderation has helped staff to improve understanding of levels and benchmarks within curriculum.
- ✓ The school is making good progress in this area.

Next steps:

School to continue with teaching sprint approach, finishing power up your pedagogy and begin using Bruce Robertson's Power Up your Questioning. Review High Quality Research based pedagogy and how we can use this to develop pedagogy.

School Priority:

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

Purpose:

Teachers to continue to take responsibility for ensuring high-quality delivery, this should result in the learning needs of all children being met, including those who require specialist support.

Progress:

✓ Staff engaged with training from Stephen Graham on writing. This covered 6 sessions in collegiate time covering different genres of

Impact:

- ✓ Children using strategies taught to improve writing structure and content.

- writing and giving teachers and learners a structure to use to focus their texts.
- ✓ Used collegiate time for opportunities to reflect on learning and moderate pieces based on the professional development.
- ✓ Termly learner statements have been developed with children to help them gain an understanding of progress and achievement in learning.
- ✓ Positive impact on teacher pedagogy – leading to a high level of achievement in line with curriculum levels across the school.
- ✓ This is a feature of highly effective practice in evidence.
- ✓ Good progress was made in this area.

Next steps:

Curriculum focus will be around Numeracy and we are currently exploring opportunities for development in this area.

School Priority:

Pupil Focus Groups

Purpose:

Young people become more confident and enthusiastic when they see that their views are being taken seriously and acted upon. It is important to move beyond the work of pupil councils to ensure all learners have a strong voice in shaping their learning and the future development of their school.

Progress:

Focus groups were created that all children could be a part of. Children were able to choose out of:

- Rights respecting school
- Pupil Council
- Digital leaders

All groups successfully led projects throughout the year from their inception.

Rights respecting schools group led assemblies about rights and worked to redevelop silver plan for achieving next sessions. Group developed homework activities as a way of sharing RRSA information with parents.

Digital leaders learned about and led assemblies on safe internet use. They also led sessions teaching others about coding and other digital tools.

Pupil Council addressed pupil issues around the school, organised a school talent show, gave tours to visitors including a visiting Councillor from our Ward.

Impact:

- ✓ Children are becoming rights aware.
- ✓ Children are beginning to understand that they have a voice in our school and are able to have their say heard and respected.
- ✓ Children are developing self-evaluation skills to reflect on their experiences at school.
- ✓ Children are developing leadership and initiative skills.
- ✓ Good progress is being made in this area.

Next steps:

Achieving Silver in Rights, begin to work towards Gold. Pupil Council to work through How Good is OUR School self evaluation. Impact – Increased attendance and confidence in school.

Kindness, Creativity, Initiative, Resilience

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

The Pupil Equity Fund was used to support and ensure actions and impact were sustainable. Art resources were purchased to support the development of a community approach to Health and Wellbeing through the Annual Art Week and other resources were purchased to begin the development of a more nurturing and inclusive space in the Rainbow Room.

Targeted Support and Challenge combined with Teaching Sprint Planning and Review meetings based on practice, differentiation and questioning in Bruce Robertson's book Power Up Your Pedagogy support staff to effectively plan learning and better meet pupil needs. The focused support and challenge meetings are in turn stabilising learning with children. Stephen Graham's writing professional development supported achievement in writing.

Outdoor education was supported through the fund in activities such as Forest School and gardening. A salad business "Shieldaig Salads" which children are managing has been created to teach children about local enterprise. It also shows how creative the staff are with meeting children's needs across the curriculum through interdisciplinary learning – achievement is recognised in different areas of the curriculum.

Wider achievements

Coileanaidhean nas fharsainge

- Art Week connecting the new cluster – Applecross and Shieldaig
- 1st Place in ASG cross country championships
- Forest School
- Archaeological Dig
- Football Training – HLH Active Schools
- Piping Tuition
- ASG Sports Day – Gairloch
- Tree Planting on local estate.
- Swimming lessons – Poolewe
- Local Competitions
- Inter- disciplinary learning days – health and wellbeing day. Planning for Interdisciplinary learning.
- Focus Groups – Digital leaders/ Pupil Council / Rights Respecting Schools
- Intergenerational community links (ELC)
- Showcasing – Christmas performance
- Partnership for Citizen Science – University of Edinburgh
- Woodland Trust partnership.
- Nursery visits from National Trust
- P7s to Loch Eil for Gairloch ASG Residential
- School camping trips at Shieldaig and Applecross – All participated

Comments from learners, families, stakeholders and staff

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

Families:

"Hi, Just wanted to say thanks for the lovely salad the kids grew, we had ours with our dinner last night, even _____ ate it, which wouldn't have happened if I'd put some shop bought stuff on his plate, having ownership really does make it more appetising! More please Polycrubbers" 🌱"

"Just to say thanks for such a superb term last term, with all the fun learning. For example, Art Week and all the fun with wind, Ax visits and the day on Sand Beach."

Learners:

What do I like about Shieldaig Primary School?

"Friends, art, Gaelic"

"I like that we have what we need to learn"

"We like our teachers, we like the things we do with our teachers."

"Assemblies and singing songs"

What would make our school better?

"Half days on Friday"

"Making salad for our lunch"

"Girls and boys toilets"

Capacity for continuous improvement

Comas airson leasachadh leantainneach

Using indicators from 'How Good is our School 4' together with learner, parent, carer, partner and community feedback we believe we have made the following progress this session:

	ELC	PRIMARY
QI 1.3 Leadership of change	Good	Good
QI 2.3 Learning, teaching and assessment	Very good	Good
QI 3.1 Wellbeing, equality and inclusion	Very good	Very good
QI 3.2 Raising attainment and achievement/Securing children's progress	Very 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

Teacher pedagogy – sprints using Bruce Robertsons Power Up your Pedagogy and Power up your Questioning

Curriculum – Numeracy focus

Pupil Voice – Health and Wellbeing

Planning between Nursery and P1-3 class – strengthening planning and opportunities

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 or by contacting the school office.