

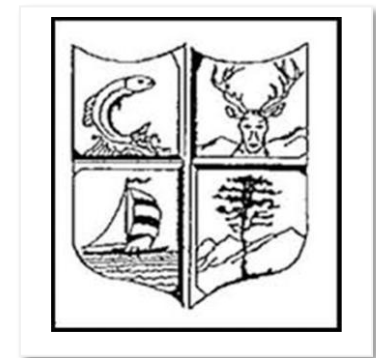


STANDARDS AND QUALITY REPORT 2025-26

AITHISG INBHEAN IS CÀILEACHD

SHIELDAIG PRIMARY SCHOOL

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
96.0%

Average Class Size
12

Meeting PE Target
Target Met

Pupil Numbers (inc nursery)
23 (+6 nursery)

Teacher Numbers
2

Pupil Teacher Ratio
1:12

Shieldaig Primary School is located in a rural, coastal setting serving the local communities of Shieldaig, North Applecross, Annat, Torridon, Alligin, Diabaig and Kinlochewe on the West Coast of the Highlands.

There are 23 children attending the school and 6 children in nursery, ranging from N3 - P7. Children are taught in two small, multi-composite classrooms – divided into P1-3 and P4-7.

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 good/. Children achieve appropriate CfE levels in literacy and numeracy and, across the school. Almost all children who face barriers to learning are making good/ progress towards meeting their individual targets.

Overall children are making the following progress:

Reading

Good progress

Writing

Good progress

**Listening and
talking**

Good progress

Numeracy

Good progress

We have had no exclusions this year.

Kindness, Resilience, Initiative, Creativity

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

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	• 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.	• 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	• 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.	• 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	• 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.	• 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	• 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.	• 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.

Kindness, Resilience, Initiative, Creativity

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: Teacher Pedagogy

School Improvement Plan Priority 1

Summary of progress	Next steps
✓ Some progress was made in this area with the completion of several teaching sprints around Discussion, Feedback, and Plenary Review. ✓ Lesson observations were undertaken around Discussion – connecting this with “Open Maths” questions. ✓ A framework was setup for daily opportunities for discussion in lessons throughout the day, with various strategies used; eg, think-pair-share, blether stations, group discussion. ✓ Necessary changes in focus for improvement around inclusive practices for learners with additional support needs, and training related to this – as well as staff changes – means that some of this teacher pedagogy training will be moved to next session.	✓ Further implementation and training in pedagogy – using teaching sprints resources again. ✓ Develop features of sprints as expected features of classroom pedagogy.

Impact

- ✓ Time is protected for collegiate and professional learning and effective evaluation of impact on learners and pedagogy.
- ✓ Attainment meetings track this progress of learner and allow for reflection on interventions as well as to check for challenge at the high-achieving end. - This is to 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.

School Priority 2: Curriculum Focus on Numeracy

School Improvement Plan Priority 2

Summary of progress	Next steps
✓ Numeracy Sprinkles training delivered throughout the year. ✓ Staff using open questioning in developing numeracy pedagogy ✓ Staff changes have meant pushing parental session into next session	✓ Moderation of numeracy in ASG ✓ Moderation of HQAs within school (between classes) and Cluster ✓
Impact ✓ Teachers engaged with and using open maths questioning. This sets up well for upcoming changes in the Curriculum improvement cycle around the “Big Questions” in maths. ✓ Numeracy pedagogy worked well with pedagogy sprints and we reflected on within this framework. “Discussion” was a focus and this worked well with the numeracy sprinkles.	

School Priority 3: Pupil Voice / Social and Emotional Health and Wellbeing

School Improvement Plan Priority 2

Summary of progress and impact	Next steps
✓ Whole school meetings taking place each term – began to work through How Good Is Our School – Learner participation resource. Learners beginning to consider action points from these discussions. ✓ Health and Wellbeing week held with partners from Highlife Highland, NHS Community nursing team, National Trust, Woodland trust. A great success and children demonstrated understanding that Health and Wellbeing included Mental Health as well as physical health. ✓ Wellbeing surveys showed positive improvement throughout the year, particularly as changes were put in place based on pupil voice.	✓ Refocus this in the new session as it worked well and children were able to make strong contributions to the way their school works. ✓ HWB week to be held again, Wellbeing surveys continued. ✓ Arts week prepared for again ✓ Forest School again with the Woodland Trust – how can we enhance this experience?

✓ Focus groups (Pupil Council, RRSA, Digital Leaders) worked in for Terms 1 and 2. Each group presented an assembly. Whole school learning in Term 4 on Sheep. ✓ Annual Arts week held with Applecross Primary School. Children visited Art Gallery in Gairloch and worked with artist Tom Bryce who had an exhibition there. Unexpected outcome that Tom shared with the children about his dyslexia and growing up with this, how this led him to become an artist. ✓ P4-6 Class undertook seasonal Forest School / Outdoor learning through the Woodland Trust. P1-3 Engaged with the National Trust in outdoor Learning. All classes attended Archaeology day onsite in Torridon. ✓ Staff attended CALM training, Trauma training, Neurodiversity training, and an introduction to the Circle Inclusive Classroom Framework. ✓ Whole school learning IDL Book developed and shared with parents throughout the year	✓ Circle Inclusive Classroom on next session's SIP
Impact Children's voice heard and respected in the school. This is reflected in many of the changes that have taken place where they can see their voice and the impact that they have had. Children and staff have further understood how mental health is important to wellbeing and personal growth.	

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. Outdoor education was supported through the fund in activities such as Forest School and gardening. Growing in both classrooms was undertaken and we have tried to link this with positive wellbeing. 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 fharsainghe

For the second year we held a Health and Wellbeing week in Term one which was supported by many partners in the community – including High Life Highland, NHS Community Nurses, National Trust and Woodland Trust. Our annual Arts week included engagement with Gairloch Museum and renowned artist Tom Brice – and also brought Applecross and Shieldaig schools together for their learning. Shieldaig children attended a Feis in Applecross centred around Gaidhlig language. Children widely attended sports events including Football, Cross Country, and Athletics. Several clubs have been run through the school, one by the HT and several by parents – all with high levels of engagement.

Comments from learners, families, stakeholders and staff

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

Wellbeing Survey results:

I like my school 85%

I work hard in this school 90%

Other pupils look out for me and make sure I am feeling OK 85%

I am proud of the work I do in my school 100%

I belong to this school 95%

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:

Kindness, Resilience, Initiative, Creativity



	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	Satisfactory
QI 3.2 Raising attainment and achievement/Securing children's progress	Good	Good

Our overall evaluation of our capacity for continuous improvement is:

We are confident in our capacity for continuous improvement.

Key priorities for improvement planning

Prìomhachasan airson planadh airson leasachadh

Teacher Pedagogy
Inclusive Classroom
Developing and Sustaining reading for pleasure

Planning ahead

A' planadh air adhart

Kindness, Resilience, Initiative, Creativity

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.