



STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2024-2025

St Columba's RC Primary School



Safe Happy Included Nurtured Enthusiastic

Introduction: Local and National Context

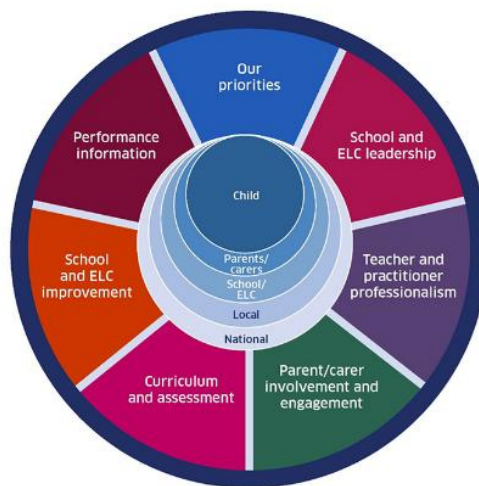
Ro-ràdh: Co-theacsa Ionadail agus Nàiseanta

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

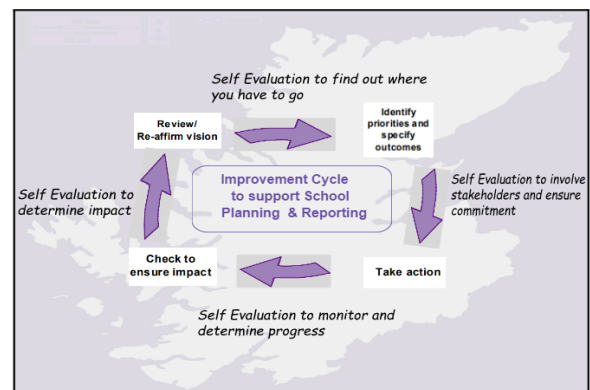
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

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 daonna a' faicinn na Gàidhealtachd mar dhachaigh.

Leah Burns Head Teacher

St Columba's RC Primary School

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
90%

Average Class Size
19

Meeting PE Target
Target Met

Pupil Numbers
19

Teacher Numbers
1.5

Pupil Teacher Ratio
1:19

St Columba's RC Primary School is located in Fort William, serving the local community of Caol, Inverloch, Upper Achintore, Spean Bridge, Claggan, Banavie, Corpach and the Plantation. We can accommodate children living within a ten-mile radius. All children are able to attend St Columba's RC although we follow the Catholic Charter.

There are 19 children attending the school ranging from P1 - P7. The children are all together in one multi composite class with some team teaching taking place.

The headteacher has overall leadership responsibility for St Columba's RC Primary School, the headteacher is also filling a 0.2 ASNT vacancy and teaches two days a week.

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. Some children achieve appropriate CfE levels in literacy and numeracy and, across the school, a few children are exceeding nationally expected levels. Most children who face barriers to learning are making satisfactory progress towards meeting their individual targets.

Overall children are making the following progress:

Reading

Good progress

Writing

Satisfactory progress

Listening and talking

Good progress

Numeracy

Satisfactory progress

We have had no exclusions this year.

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

At St. Columba's RC Primary School, we are actively engaged in the pursuit of excellence. There is a strong Catholic ethos where everyone can learn and succeed.

Our overall aim is to create a secure, happy, friendly learning environment where the pupils are encouraged to develop academically, socially, emotionally and creatively to the best of their ability.

We focus on the development of a community based on genuine care and understanding where everyone is respected, nurtured, included, valued and encouraged to realise their potential.

Our commitment as a Catholic School plays a central part as we endeavour to reflect the ideals of our faith in our everyday practice, particularly in the ethos and positive attitude of the school as a whole.

Our Values



Our School Aims

- To deliver a broad and balanced curriculum, encouraging independence and creative thinking
- To have equity and well-being at the centre of our curriculum
- To provide a range of teaching and learning approaches, and a learning environment, which is adaptable and relevant to the evolving needs of the learners
- To inspire and motivate our pupils to become successful and enthusiastic life-long learners
- To ensure the school environment promotes and reflects the gospel values and the teachings of the Catholic Church
- To encourage positive partnerships with parents and the wider community to enhance the quality of the pupils' learning and welfare.

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:

Raising Attainment in Numeracy

Purpose:

In St Columba's RC we have had a more literacy-based focus for the last two years and we now need to move the focus to our maths and numeracy curriculum. Our class teachers have identified they are less confident in the progression expectations for maths and numeracy and would like to upskill in this area. Pupils seem to enjoy maths and numeracy but there is more variation in attainment in these areas.

Progress:

Content:

- ✓ Staff attended numeracy sprinkles training and implemented this when planning for the year
- ✓ More use of the Highland Numeracy assessments for planning and monitoring
- ✓ Resources purchased to help with concrete and abstract concepts.
- ✓ New maths scheme workbooks purchased and using these with pupils
- ✓ Active approaches used in maths to suit the needs of the different learners

Impact:

- ✓ Different areas of numeracy and maths have been revisited over the year ensuring breadth and depth in teaching
- ✓ Improvements in ACEL, SOFA and SNA
- ✓ More staff confidence around teaching maths and numeracy, coverage over a year and planning for progression
- ✓ Some progress was made this year but more needs to be done to ensure progress for all and to embed the work we have now started

Next steps:

- ★ Insuring adequate planning and resources for our children with the most significant needs
- ★ Embedding the use of a whole new maths scheme to ensure consistency from primary one to primary seven
- ★ Continue to use the numeracy sprinkles to ensure coverage and progression across the year
- ★ All teaching staff to continue to work on maths and numeracy as part of their professional development

School Priority:

Improving Learning and Teaching

Purpose:

Teacher confidence in different pedagogical elements has increased however there are still other elements we would like to look at. We have started the journey and can see the impact and would like to continue this work. A falling school roll has impact on low numbers in year groups and requires a different style of teaching. Staff are looking for effective teaching strategies and styles for the wide range of needs and abilities for the children within our school- we will also look closely at effective multi-composite teaching and networks as part of this work this year.

Attainment will be tracked at an individual level using formative and summative strategies to gauge the progress of individual learners. Regular tracking meetings will be used to monitor this and the opportunities for children to have their voice heard and considered on the best practice for them.

Progress:

Content:

- ✓ At informal and informal observations children are more engaged in the classroom
- ✓ Extensive work has started on creating an appropriate curriculum rationale in consultation with the pupils, parents and staff.
- ✓ Some staff have completed Attention Autism training and this is being used frequently with specific groups of children

Impact:

- ✓ Children are making more progress in literacy and numeracy
- ✓ There has been a reduction in classroom and school incidents as the children are more engaged and interested in their learning
- ✓ Our most complex learners are able to hold attention and engage for more sustained periods of time
- ✓ Good progress has been made in this area of the school improvement plan, and we are well positioned to continue these improvements

Next steps:

- ★ Focus groups to engage in scaling conversations about the learning and teaching in their classrooms
- ★ Complete curriculum rationale and embed this throughout the school and our practice
- ★ Ensure we use learning sprints effectively and properly across the year

School Priority:

Creating effective profiles to monitor and track the individuals in our school**Purpose:**

Currently we are still working on creating an effective and consistent model for continuous profiling to parents and a space where the children can have ownership and leadership of their learning. Staff confidence in creating high quality assessment tasks is not high and we are finding it difficult to find an appropriate model that reflects the needs and progress of our learners.

We also need to more open communication parents to allow them more insight into their children's learning to allow them to have a more prevalent role in their child's learning.

Progress:

Content:

- ✓ Staff have familiarised themselves with the use of Google Sites as a tool for profiling
- ✓ The children are able and aware of how to use Google Sites
- ✓ The staff have built in time for updating profiles in their school week and the children are familiar with this process

Impact:

- ✓ The profiles are now reflective of the children's work in school and the progress they are making but this now needs to be shared with parents
- ✓ The children have ownership over their profiles and know how to complete these effectively
- ✓ The majority of the class can discuss strengths and next steps for their learning
- ✓ Some progress was made in this area.

Next steps:

- ★ Create a policy about the monitoring and tracking of individuals in our school
- ★ School website needs to be redesigned and accurately update our parents and potential parents
- ★ Share profiles with parents
- ★ Continue to work on High Quality Assessment tasks and ensure these are sent out over the year
- ★ Feedback needs to be gathered on the profiles from parents, children and staff

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

This year we used our PEF money allocation in several areas.

One of our main focuses was Attention Autism and embedding that with learners that will benefit from it and the opportunity to increase engagement. The Attention Autism training has allowed us to build a network with other schools and try a process of trial and error to increase the attention of our most complex pupils. Out of our pupils that regularly attend we have had some success and managed to build up longer periods of time of engagement and the scale from the milestones documentation.

The use of PEF for therapeutic interventions such as play therapy proved successful in reduction of incidents in school and higher attendance rates for the children who accessed these interventions.

Through PEF we have been able to allow all children to engage in a wide range of experiences and ensure authentic inclusion for our children with the highest tariff needs.

Hydrotherapy swimming has provided a good social experience- there has been children linking in from other schools- as well as physical therapy for the children.

Wider achievements

Coileanaidhean nas fharsainghe

- ★ A large majority of the school took part in the local dance show- Dance Platform
- ★ Children have attended individual clubs such as gymnastics, shinty and football and competed within these
- ★ We had one child swim at the local swimming Gala
- ★ We entered a team in the active school sports rugby tournament.
- ★ The school performed at the Local Mod and achieved third place recognition
- ★ We have 17 children taking Holy Communion- 3 from the school and the other 14 as part of our after school Holy Communion group.

Comments from learners, families, stakeholders and staff

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

Learners:

Learners have commented on their increased enjoyment of maths and numeracy teaching
The learners have shown a huge increase in engagement across the curriculum and describe lessons as active and fun

Families:

At parents night families commented on the progress their children have made across the year
At sports day and the coffee morning families commented on the ethos of the school, the inclusive nature of it and the happiness of the children

Staff:

Staff are overall more motivated at work by the progress and engagement of 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:

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

1. Raising Attainment and Achievement- with a particular focus in maths and numeracy
2. Improving Learning and Teaching
3. Profiling and reporting

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.