



STANDARDS AND QUALITY REPORT 2025-26

AITHISG INBHEAN IS CÀILEACHD

St Columba's RC Primary School



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%

Safe

Happy

Inclusive

Nurtured

Enthusiasm

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
88%

Average Class Size
12

Meeting PE Target
Target Met

Pupil Numbers (inc nursery)
24

Teacher Numbers
3

Pupil Teacher Ratio
8

St Columba's RC Primary School is in Fort William- Caol Campus, serving the local community of Caol, Inverlochy, 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 27 children attending the school ranging from P1 - P7. The children are split into two classrooms a P1-4 class and a P4-7 class. We do not have our own early learning centre, but we are part of the Caol Campus cluster for ELC.

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. Most 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

Good progress

We have had no exclusions this year.

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School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

Vision:

At St Columba's RC Primary, we want every child to SHINE. We strive to create an environment where children, parents, and all stakeholders feel safe to be themselves and confident in accessing education. We want everyone to feel happy in our school, included in their classrooms and heard in their learning journey. We are committed to nurturing each child throughout their time with us- especially when they need extra support- and to fostering a love of learning that inspires enthusiasm across their school life. Our goal is to help every child reach their full potential, both in life and in their faith.

Values:



Aims:

Safe- to expect and maintain high standards of behaviour, courtesy and politeness at all levels so that all are treated well and feel safe within our school environment

Happy- to provide high-quality teaching that the children enjoy which encourages progress and to promote good relationships between staff and pupils under pinned by mutual respect.

Included- to value each child for their individual talents, needs and wants, to ensure we have high aspirations for all learners. Children should feel included in their learning journey and in decisions surrounding them.

Nurtured- to nurture children's spiritual, moral and social development and help them to grow in self-confidence and self-esteem

Enthusiastic- to ensure that all pupils benefit from a rich, broad, balanced curriculum presented in an interesting, exciting and imaginative manner with many opportunities for first-hand experience, practical work, investigation, learning through play and outdoors

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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: Raising Attainment in Numeracy	
School Improvement Plan Priority 1	
Summary of progress	Next steps
We have worked through most of this improvement plan and have a somewhat consistent approach to maths and numeracy in school across the classrooms. Staff have used assessments well to ensure progression for children and to identify gaps in the learning The majority of children are clear about their strengths and next steps for numeracy and can use feedback from teachers to make improvements in the areas they need to. Learning and teaching visits focused on maths and numeracy, the variety of activity and levels of engagement were positively commented on, and the differentiation and stretch were the focus points for development. Explored different HMIE reports focusing specifically on good and excellent on maths and numeracy	✓ Embed the use of number sprinkles in all planning tools to ensure breadth and depth across the year ✓ Continue to explore different formative assessment approaches to ensure the children are confident in discussions about their own learning as well as to use to inform support, challenge and pace ✓ Moderation with the ASG around ACEL data for primary sevens for going to high school. ✓ Visit other classrooms to see good practice in maths and numeracy ✓ Find the resources and match them to numeracy sprinkles
Impact	
- Good progress has been made in this area. - From the NSA, ACEL and SOFA data most of the children on the Curriculum for Excellence route are achieving age and stage appropriately - Children appear to be more engaged and interested in maths and numeracy across the board - Our complex needs learners have covered more of the milestones and early level curriculum over the year using new tracking tools and having a heavier focus on maths and numeracy - Overall, the teaching staff have found it easier to get a more in-depth coverage of the curriculum using the numeracy sprinkles - Attainment meetings showed that staff were more confident on discussions around achievement of a level and had good evidence base of assessment to support their judgements.	

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School Priority 2: Improving learning and teaching	
School Improvement Plan Priority 2	
Summary of progress	Next steps
We have come to the end of improving learning and teaching three-year plan and we have made satisfactory progress- we will continue to look at specific pedagogy in our next school improvement plan. As a staff team we watched and discussed John Hattie's Visible learning as well as revisiting co-operative learning strategies which were implemented in both classrooms. We self-evaluated our knowledge of the UNCRC, and this was weaved through all training that we did in school, we ensured both classes had charters based on the same rights and used these within our school Vision, Values and Aims. Classes had rights-based lessons and took a rights-based lens when approaching some areas of the health and wellbeing curriculum. Learning and teaching visits focused on key elements of teaching and staff were asked to self-evaluate against these areas within 2.3 Learning and teaching before professional and reflective discussion. Teachers had their own focus areas to work on within the elements.	✓ Using the new curriculum cycle document create a curriculum rationale that is reflective of the school values, vision and aims including pupil voice. ✓ Co-creation of the learning blueprint- a mini manual of expectations of each lesson to create consistency and progression. ✓ Teachers to continue in CPD that is pertinent to their own self-evaluation ✓ In the 2026.2027 School Improvement Plan focus on specific pedagogies such as play and digital learning as needs for the school moving forward ✓ Pedagogy will continue to form part of our 2026.2027 within the PACE priority
Impact	
- 100% of children asked scaled at 3 or above for achievement in school on the SHANARRI School survey including that staff are actively engaged in providing support, encouragement and feedback for my learning, the school supports me to set and achieve realistic goals, I have opportunities to develop a wide range of skills related to my interests within school and effort and hard work are valued within the school. - Teachers felt more confident on expectations and what they were teaching in relation to rights and the key elements of teaching from Bruce Robertson and the expectations from 2.3 Learning and teaching.	

School Priority 3: Creating effective profiles to monitor and track the individuals in our school	
School Improvement Plan Priority 3	
Summary of progress and impact	Next steps
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We have clear communication with parents but progress with this was limited due to the change in needs within the school and where we had to change our focus. Staff had training on using sites as a tool for profiling and now every child now has a digital profile and some of the children can independently access these. We set up three committees this year- each with a school related project to focus on and then what they felt were important. We have the Eco-group, Fairtrade group and Children's Parliament who met across the year with more regular meet ups in term 3. The children were involved in hosting family events, choosing our school trip and ordering things for our outdoor spaces. The children took part in a range of wider achievement opportunities provided by the school, and these were recorded in school and celebrated. In term three we invited parents in to participate in "Raising Children with Confidence" course as well as parental workshops- this allowed the parents to work with their child at games, drama, music, art and play.	✓ Continue to explore and find an appropriate format for high-quality assessments that is accessible and appropriate for all learners. ✓ Share profiles with parents ✓ Invite parents in for family learning sessions centred around the benchmarks and what the children want the parents to know.
Impact	
- Children can talk about their learning more openly in school within different curricular areas particularly with targets for writing - Pupil voice is stronger and the children feel it is more valued by the creation of the committee groups - Staff have used the profiles to help with their tracking and monitoring across the year.	

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

Play therapy sessions- These sessions allowed children to explore emotion, build self-confidence and resilience and the opportunity to explore challenging times in the children's lives. There has been opportunity for children to work together in these sessions and work through tricky situations. For most children, they appear to engage more in their work when they return to class. Play therapy has been a vehicle back to school for some.

Arrangements for school trips and all school trips being free- All the children were able to access a wide range of experiences such as swimming, pantomime, soft play, Blair Drummond Safari Park, Newton Room, Glencoe activity centre and more. This built up a wider curriculum for our children on IEPs, and we were

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able to work on the life skills of navigating different places. This also formed part of their wider achievement and accessing experiences that they would not be able to otherwise access. The children have visibly become calmer and accepting in new unfamiliar places. Some children still find these transfers difficult, and this is something we will continue to work on in the new term. In the children's reflections of the year, they have cited school trips as some of their favourite experiences.

After School Clubs- We started up an Art club and a football club where children who do not usually access clubs have managed to attend. There has been increased opportunity for family engagement as well as families attended with their children at the Tuesday art group

Attendance at Space2Be farm project- This project is unfinished but is proving to be a space where the children are appearing calmer, listening and enjoying the opportunity to explore nurturing animals and the surrounding environment. Something to consider for the next year.

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 three children attend the swimming Gala
- One of our P7 pupils were part of the winning team at the basketball tournament at the high school
- We entered a team in the active school sports rugby tournament.
- The school performed at the Local Mod and achieved third place recognition
- We had 8 children take part in First Holy Communion- Five of them were from our school.
- 18 parents attended our Raising Children with confidence sessions over term 3

Comments from learners, families, stakeholders and staff

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

Learners:

This year the learners have commented on a wide range of activities and curricular areas they have enjoyed. They particularly enjoyed the opportunities to participate in Dance Platform, swimming, the Christmas show, local rugby tournament and play therapy.

In the older class the children expressed that they have really enjoyed art lessons, drawing, writing lessons, PE and reading.

The children have enjoyed being more involved in committees this year and feel their voice has been heard more in some areas.

In the SHANARRI wellbeing survey all most all children who sat it felt that their needs were being met across the whole spectrum.

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Alongside our Raising Children with Confidence course the children participated in workshops with their parents- they were asked for feedback and said it made them feel “Happy, warm and included,” and someone else commented “It was amazing to have Mum in school.”

Families:

We had a very high attendance rate from families at our Raising Children with Confidence course in term 3. The feedback included “I enjoyed learning other ways to deal with situations that may improve my overall connection with my child.” And “Very enjoyable course- delivered in a relaxed way which was helpful as some days it was emotional and thought provoking.”

At parents night when asked “what has gone well this year/ what are we doing well” parents reported an increase in communication, more opportunities to take part, that they felt they were supported as much as the children, that we are tailoring the needs to each pupil, atmosphere in the school was good and that their kids love coming to school.

Our parents have had four parent council meetings over the year which have been well attended, and this acts as a vehicle for school and parents to work together.

Stakeholders:

The therapists that come to work in the school have commented on our commitment to meeting the learners needs and where they are and describe our relationship as providing a shared message and goal.

Father David and the church are happy with the progress being made and the commitment to Faith in the school.

Staff:

From the self-evaluation survey all staff agree or strongly agree that the school’s vision and values underpin the work in the school.

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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	Good
Other QIs reviewed	

Our overall evaluation of our capacity for continuous improvement is:

We are confident in our capacity for continuous improvement.

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Key priorities for improvement planning

Prìomhachasan airson planadh airson leasachadh

Overview of school priorities 2026-2027

Establishment Improvement Priorities	Link to National and Local Priorities	Please detail the information / data which has prompted this work
Develop PACE – Pedagogy, Attainment, Curriculum and Ethos	- Teacher and practitioner professionalism - Parent/carer engagement and family learning - Curriculum and assessment - Closing the attainment gap between the most and least disadvantaged children and young people	From our previous school improvement plans we have constructed and are now embedding our school's vision, value and aims. With the curriculum refresh and looking at our school priorities with the children we need to recreate our rationale. Numeracy was on our school improvement plan last year and whilst we have had improvements across attainment we need to now investigate the most appropriate resources that are accessible by all our learners. This year with the majority of the P1-4 class being on early level or milestones we need to develop our play pedagogy practice further and use this an approach for learning. Increasing confidence and understanding of digital technology should make learning more accessible for all.
CIRCLE Framework	- 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 - Inclusive Practice/ Additional Support Needs - Health and wellbeing, including Relationships and Behaviour	Whilst we have tracking systems and planners in place for our most complex learners through self-evaluation, we have identified that universal support is something we need to work on- particularly considering our environment. As an ASG it has been identified that teachers are lacking in confidence in ASL due to the increase of demand and need.

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 requested by contacting the school office.

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