



# STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

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**2024-2025**

**Tongue Primary School and ELC**



Kindness   Inclusion   Respect

# 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?*<sup>4</sup> are referenced.

Links to these sources (and others referenced) can be found here:

[National Improvement Framework Improvement Plan](#)  
[HGIOS? 4](#) and [HGIOLC](#)  
[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**

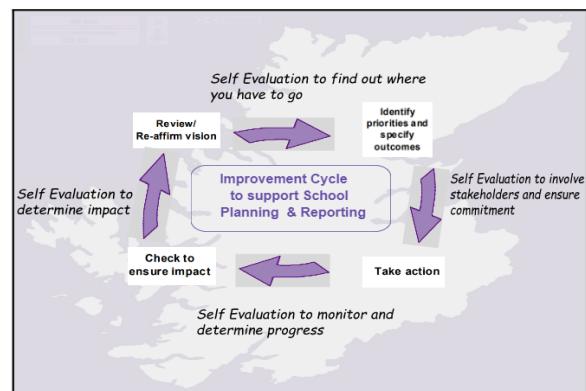
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

#### **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.

Name  
Head Teacher  
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**  
**92.39%**

**Average Class Size**  
**15**

**Meeting PE Target**  
**Target Met**

**Pupil Numbers (inc nursery)**  
**30 (+10 nursery)**

**Teacher Numbers**  
**2**

**Pupil Teacher Ratio**  
**15:1**

Tongue Primary School is located in a rural setting serving the local community of Tongue, Melness and Talmine on the North Coast of Scotland.

There are 30 children attending the school and 10 children in nursery, ranging from N3 - P7. P1 - 7 are taught together in two multi-stage classes and there is a separate nursery for 2-4-year-olds.

The headteacher has overall leadership responsibility for Tongue Primary School, Farr Primary School and Melvich Primary School. The headteacher is supported by two part time depute head teachers and a principal teacher in each 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**

Good progress

**Writing**

Very good progress

**Listening and talking**

Very good progress

**Numeracy**

Very good progress

We have had no exclusions this year.

# School vision, values and aims

## Lèirsinn, luachan agus amasan na sgoile



### School Environment

- Our school is a nice place to be. It is:
  - ✓ Welcoming and calm, happy and exciting.
  - ✓ A place where everybody works together & behaves nicely.
- Our classrooms and outdoor areas are good places to learn. They are:
  - ✓ Safe places where everyone is listened to and respected.
  - ✓ Fun places where everyone is encouraged to try hard and do their best.
- Everyone's wellbeing is promoted and supported.
- Success is celebrated & encouraged



### Staff

- \*Our teachers are fun, interesting and enthusiastic when they teach us new things.
- \* Everyone in our school community have positive relationships with each other.
- \* Communication is clear – everyone knows what is expected of them.
- \* Staff are flexible and willing to adapt and change as needed
- \* Every staff member knows every pupil very well.
- \* Teachers work hard to develop their skills and find new ways of teaching.
- \* Our PSA is supportive and helpful.



- ⇒ Our lessons are planned well and we have good resources to help us learn.
- ⇒ We have Learning Intentions and Success Criteria to help us know how to be successful.
- ⇒ We learn in lots of different ways: interdisciplinary, active and trips. We love to learn in our beautiful local area.
- ⇒ We all learn in our own ways and our needs are all met.
- ⇒ We learn with our own class groups, as a whole school and with our ELC
- ⇒ Feedback is always given and we are encouraged to act on the feedback to help us do our best.
- ⇒ Our teachers make our learning fun by: learning through play, active learning and encouraging us to plan



- ⇒ We have lots of opportunities to be creative in our learning, both indoor and out.
- ⇒ We have a say in our learning.
- ⇒ Our teachers always listen and we know who we can speak to if we are sad or upset.
- ⇒ Our homework is manageable and we are encouraged to do this with a parent. Our teachers understand that we sometimes can't do our homework.



### Learning and Teaching



- Our students are **kind**, they look out for each other & do their best to be all they can be.
- Members of our school community **respect** each other and celebrate difference.
- Everyone is **included** and helped and encouraged to take part in all that we do.



## 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:

### NUMERACY ACROSS THE CURRICULUM INCLUDING MODERATION

#### Purpose:

This priority is Highland wide and aims to improve attainment within numeracy.

#### Progress:

##### Content:

- ✓ Staff are generally confident in delivering numeracy across the curriculum
- ✓ Attainment in numeracy has improved: Across P1,4,7, Most pupils have achieved expected levels or are working above expectations.

#### Impact:

- ✓ Staff have had protected time to focus on the development of the teaching of numeracy and have therefore been able to develop their understanding of the numeracy framework
- ✓ Staff are using the Highland Numeracy Framework as the basis for numeracy teaching at all levels
- ✓ Staff have stated that their confidence in the use of pedagogy of Highland Numeracy has increased, although still requires further development.

- ✓ Staff have benefited from working collegiately developing a shared understanding, which has been supported through externally led sessions and resources led by the Numeracy Support Officer.
- ✓ We have made good progress with this priority.

**Next steps:**

- Identify a way to generate assessment data that is meaningful, robust and manageable and which supports progression.
- Explore how the numeracy champions initiative can be used to support raising attainment.

**School Priority:**

## DEVELOPING CAMPUS STAFF'S UNDERSTANDING OF CHILDREN'S RIGHTS THROUGH OUR HEALTH & WELLBEING CURRICULUM

**Purpose:**

Campus schools are at different stages of implementing RRS. Tongue Primary have achieved Bronze Award and are working towards Silver Award. Tongue PT & CT will cascade to and mentor staff in Melvich and Farr Primaries.

**Progress:**

**Content:**

- ✓ We have met with other schools across the campus to share our good practice, cascading their expertise in RRS
- ✓ We have discussed impact with staff in other campus schools.

**Impact:**

- ✓ Cascading to other schools embedded staff's own understanding as well as assisting the other schools to further their own progress
- ✓ one school has achieved their Bronze award and are on track to achieve their Silver award next session.
- ✓ Tongue primary school are making very good progress in this area.

**Next steps:**

- Continue working towards Silver Award
- Continue assisting one primary school within the campus who are at the start of their journey.

**School Priority:**

## DEVELOPING YOUNG WORKFORCE WITHIN OUR ELC – PARENT AND COMMUNITY INVOLVEMENT.

**Purpose:**

Prior to covid, our ELC was very involved in the life of the community, learning about the life of work through partnerships with various locals. Our aim was to rebuild these high quality relationships, allowing our children to become familiar with the world of work in fun, interactive sharing sessions.

**Progress:**

- ✓ We have promoted our desire for high-quality relationships widely across the local communities
- ✓ We have been visited by a number of agencies, including police, coast guard, ambulance service.
- ✓ A small number of parents have shared their professions including pony husbandry, farming/farm machinery and kitchen gardening.

**Impact:**

- ✓ We are beginning to rebuild relationships.
- ✓ Our ELC children have had a small number of high-quality visits from professionals.
- ✓ Our ELC children have participated in visits within the community.
- ✓ Our ELC children have shown great enthusiasm prior to and following visits, especially coast guard.
- ✓ Using the You Choose book, the children have spent much time discussing possible jobs they

- ✓ We have worked with retired community members on art work.

might like when they are older. This cascaded into a family learning opportunity and children discussed and researched with their parents, bringing their findings into ELC to share and display.

- ✓ We have made some progress in this area.

#### Next steps:

- Progress has been slower than we had hoped, although we fully understand that people are busy. We will continue to find opportunities to engage with the community.
- We will seek opportunities out with our community.

## Progress and impact of Pupil Equity Fund Adhartas agus buaidh Maoin Cothromas Sgoilearan

Through investigating in the outdoors, younger pupils have further developed their confidence, their communication and language skills and their teamwork & co-operation skills. Older pupils have discovered common skills and have begun to build on these, enabling an increased understanding and improved social skills. This outdoor learning has also allowed older pupils to become more aware of their own H&WB.

## Wider achievements Coileanaidhean nas fharsainge

Some individual pupils gained medals/trophies/awards for Gaelic singing and instrument playing, including the clarsach, during a recent Mod.

Some individual pupils gained medals/trophies/awards during the recent Caithness Music Festival.

During the recent Mod, our school won in their category for Primary Choir and came third in their category for Gaelic Action Songs. Additionally, they received a shield for gaining the highest mark for Primary Gaelic and a cup for coming in first place for the whistles category.

Our ECO work won first place in the ECO Schools 30<sup>th</sup> Birthday celebrations.

Our RRS work is ongoing, and we are almost ready to submit our evidence for Silver Award. As part of a letter writing campaign, our school has been communicating with his majesty, King Charles regarding recycling. The campaign has been very successful! We have now achieved a soft plastics recycling point in Tongue, assisted by CO-OP. The pupils are currently creating posters to advertise this within the community.

## Comments from learners, families, stakeholders and staff Beachdan bho luchd-ionnsachaidh, teaghlaichean, luchd-ùidhe is luchd-obrach

#### Family Comments:

- ✓ I think Tongue Primary School and ELC is a wonderful school where the school appears to have an inclusive approach and all children through ELC and school work together and feel like a community.
- ✓ My children are safe, happy, well looked after and challenged in their learning.
- ✓ Children are embraced to be themselves and respected by all involved in their learning/care.
- ✓ Kids are encouraged to form their own opinion and to treat each other fairly and with respect.
- ✓ We would like to say a huge thank you to all the teachers and staff at Tongue Primary who support, encourage, nurture and challenge all the children – we feel extremely lucky to have you all.

- ✓ We are very happy with (name) development socially, emotionally and any other way. Thank you very much for all your work. We really appreciate it.

Regarding Mod:

- ✓ Well done all of you, you did amazing. Thank you to all the teaching staff that made it happen.
- ✓ Huge appreciation for all the teachers and staff that made all this happen, great outcome! I am sure you are all feeling very proud. And well done to all the kids that put all their effort to achieve the school goals but also their own! Congratulations.

Visitor to the school:

- ✓ I have visited a great number of schools through my work but have never visited one where the love has been as apparent and palpable as it is in Tongue Primary School.

Pupil Comments:

- ✓ My favourite things about school are reading, maths and seeing my friends.
- ✓ I like maths in school because it's a valuable life skill and it's quite easy to learn.
- ✓ I love the assemblies every week.

Staff Comments:

- ✓ Coming to work in Tongue Primary (earlier this year) was like pressing a reset button. They say change is as good as a rest but working here has been even better. I now enjoy my work once more.
- ✓ Tongue Primary is a very calm and safe environment where I feel that individuality is facilitated, and wellbeing of staff and pupils is very important.
- ✓ Tongue Primary School is a vibrant, positive place to work. The pupils are all respectful, of staff and each other, polite and eager to learn. The staff are caring, committed, respectful and you can tell that they want the very best for all pupils.

## 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
<b>QI 1.3</b> Leadership of change	Very good	Very good
<b>QI 2.3</b> Learning, teaching and assessment	Very good	Very good
<b>QI 3.1</b> Wellbeing, equality and inclusion	Very good	Very good
<b>QI 3.2</b> Raising attainment and achievement/Securing children's progress	Very good	Very 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

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. Highland priority tbc

- Further develop the Rights of the Child within our ELC
- National Improving Writing Programme – across the primary campus.

## Planning ahead

## A' planadh air adhart

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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 [Tongue Primary – Welcome to our school website...](#) or by contacting the school office.