



STANDARDS AND QUALITY REPORT 2025-26

AITHISG INBHEAN IS CÀILEACHD

Tongue Primary School & 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.

Use school overview dashboard to support completion: [School Overview Dashboard](#)

All primary schools to include

Attendance

95.34

Average Class Size

14

Meeting PE Target

Target Met

Pupil Numbers (inc nursery)

28 (+10 Nursery)

Teacher Numbers

2

Pupil Teacher Ratio

14:1

2024/25 Proportions of pupils achieving Curriculum for Excellence Levels (P1, P4, P7 combined):

Reading

Most

Writing

Majority

**Listening and
talking**

Almost all

Numeracy

Most

We have had no exclusions this year.

Tongue Primary School is in a rural, coastal setting serving the local community of Tongue, Coldbackie, Scullomie, Melness, Talmine and Altnaharra on the far North Coast of Sutherland.

There are 28 children attending the school and 10 children in nursery, ranging from N3 to P7; we currently have no P4 pupils. P1-3 are taught in one multi-stage class, and P5-7 are taught in one multi-stage class. There is a separate nursery for 2-5 year olds.

The headteacher has overall leadership responsibility for Tongue Primary School, Farr Primary School and Melvich Primary School. The headteacher is supported by a 0.5 FTE Depute Head teacher and a Principal Teacher. Staff and children from each school work together throughout the year.

Safety, Respect and Challenge

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, a few children are exceeding nationally expected levels. All children who face barriers to learning are making good progress towards meeting their individual targets.

Overall children are making the following progress:

Reading

Writing

**Listening and
talking**

Numeracy

Good progress

Good progress

Good progress

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.



Learning and Teaching

- ⇒ 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.



- 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.

Safety, Respect and Challenge

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: National Improving Writing Programme		
School Improvement Plan Priority 1		
Summary of progress	Next steps	Stakeholder Views
✓ Through participation in the National Improving Writing Programme, staff have engaged in high-quality professional learning focused on improving writing attainment, developing consistent approaches to teaching writing, and increasing learner engagement. The programme has strengthened staff confidence in teaching and assessing writing and has provided a shared language and methodology across the school. ✓ All teaching staff participated in professional learning opportunities, including the full-day training sessions, twilight workshops and moderation activities. Baseline assessments, including cold writing tasks and professional judgements, were used to identify learner needs and inform targeted teaching. Staff engaged with quality improvement tools and professional dialogue to explore the root causes of lower attainment and identify effective strategies to improve outcomes. ✓ Moderation activities have improved staff understanding of standards and expectations, resulting in more consistent assessment practices. ✓ Across the school, there is now a greater focus on explicit teaching of writing skills through clear learning intentions and success criteria. Learners are writing more frequently	• Continue to embed the National Improving Writing Programme approaches across all stages to ensure consistency and sustainability of practice. • Use attainment data, writing samples and moderation evidence to evaluate the long-term impact of the programme on learner outcomes and identify any remaining gaps in attainment. • Further develop learners' ability to independently apply the Tools for Writing across a wider range of curricular contexts and writing genres. • Strengthen opportunities for high-quality feedback and self-assessment, enabling learners to take greater ownership of their progress and next steps in writing. • Continue regular moderation activities within school and across the cluster to maintain shared expectations and improve the reliability of professional judgement. • Provide targeted support and challenge for identified groups of learners to further raise attainment and continue narrowing any remaining attainment gaps.	When writing personal statements the following was captured: “I have confidence in using WOW words now” “I think I have done very well in writing.” Parents have commented favourably during parent consultations about the progress evidenced in their children’s writing jotters.

and are increasingly able to discuss their learning, identify next steps and explain the writing tools they are using. Consistent approaches to planning, teaching and assessment have supported improved progression and continuity in writing experiences. ✓ Pupil work demonstrates increased application of writing skills across the curriculum, with learners showing greater confidence in using rich vocabulary, varied sentence structures and appropriate text features for different purposes. ✓ The programme has had a positive impact on learner engagement, with pupils increasingly viewing themselves as writers and demonstrating greater confidence when sharing and discussing their work. Staff report increased confidence and enjoyment in teaching writing, and collaborative working has strengthened professional practice across the school. ✓ Overall, the work undertaken through the National Improving Writing Programme has established strong foundations for continued improvement in writing attainment and achievement, supporting both excellence and equity for all learners.	• Build on pupil voice by involving learners more fully in evaluating their writing progress and identifying strategies that support them to improve. • Continue professional dialogue and collaborative planning to share effective practice and sustain staff confidence in teaching and assessing writing. • Monitor the frequency, quality and impact of writing experiences across the curriculum to ensure learners have regular opportunities to apply and transfer their skills in meaningful contexts. Key Improvement Focus for 2026-27: To move from developing consistent writing approaches towards increasing learner independence, ensuring pupils can confidently select and apply writing tools, vocabulary and text structures independently across all areas of learning.	
Impact The National Improving Writing Programme has contributed to improved attainment in writing across the school. Assessment evidence, professional judgement and learners' writing portfolios demonstrate improvements in the quality of written work, including the use of richer vocabulary, more complex sentence structures and a greater ability to write for a range of purposes and audiences. All pupils in P1 and the majority of pupils in P7 achieved their expected Curriculum for Excellence writing levels. We currently have no P4 pupils. This reflects the positive impact of consistent teaching approaches, explicit instruction in writing skills and increased opportunities for learners to practise and apply their learning across the curriculum.		

Learners are demonstrating a stronger understanding of success criteria and are increasingly able to use feedback to improve their work. Regular moderation and collaborative professional learning have also increased confidence in assessment judgements, ensuring attainment data is robust and reliable. The programme has enabled staff to identify and respond to learners' needs more effectively, contributing to improved outcomes for all pupils and supporting the school's commitment to excellence and equity. The National Improving Writing Programme has successfully strengthened teaching practice, improved consistency across the school and enhanced learners' confidence and engagement as writers. Learners have a clearer understanding of how to improve their writing, staff have increased confidence in teaching and assessing writing, and attainment outcomes have improved. The achievement of pupils demonstrates the positive impact of this work and provides a strong foundation for continued improvement.	
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School Priority 2: Gaelic																
School Improvement Plan Priority 2																
Summary of progress	Next steps	Stakeholder Views														
✓ Staff have started to build confidence and capability in delivering Gaelic through ongoing support from the campus Gaelic teacher. The creation and distribution of suggested activities and resources have enriched the delivery of Gaelic lessons, including multimedia lessons. ✓ Flexibility within staffing arrangements was achieved through the effective use of the Class Contact Reduction (CCR) teacher. The CCR teacher delivered Gaelic provision within the P5-7 class. This approach ensured continuity and quality of Gaelic learning. ✓ Learners have been empowered to extend their knowledge and understanding of Gaelic, developing confidence and a stronger sense of themselves as Gaelic speakers and singers. An unanticipated yet significant benefit of this Gaelic priority has been the increased confidence of ELC pupils, reflected in their	• Continue to embed Gaelic across all stages to ensure consistency and sustainability of practice. • Staff will participate in two blocks of Gaelic training led by Ruairidh Mackay on the following dates:<table><tr><td>Block 1</td><td>Block 2</td></tr><tr><td>26/08/26</td><td>13/01/27</td></tr><tr><td>02/09/26</td><td>20/01/27</td></tr><tr><td>09/09/26</td><td>27/01/27</td></tr><tr><td>16/09/26</td><td>03/02/27</td></tr><tr><td>23/09/26</td><td>24/02/27</td></tr><tr><td>30/09/26</td><td>03/03/27</td></tr></table> • Where possible, draw on expertise from the new Gaelic Teacher in Farr High once appointed.	Block 1	Block 2	26/08/26	13/01/27	02/09/26	20/01/27	09/09/26	27/01/27	16/09/26	03/02/27	23/09/26	24/02/27	30/09/26	03/03/27	Word of the week being shown in video form on Seesaw has been favourably commented on by parents. Parents have commented that pupils are beginning to use Gaelic out of school. ELC pupils have shown a real pride in their achievements and routinely try to ‘trick’
Block 1	Block 2															
26/08/26	13/01/27															
02/09/26	20/01/27															
09/09/26	27/01/27															
16/09/26	03/02/27															
23/09/26	24/02/27															
30/09/26	03/03/27															

development of a secure and increasingly wide-ranging Gaelic vocabulary. This has been driven by the enthusiasm and proactive engagement of ELC staff. ✓ Progress is evident across the setting, with ELC pupils confidently counting forwards and backwards within 20 in Gaelic and learners from ELC to P7 making more frequent use of everyday Gaelic vocabulary, including feelings, date, classroom language and animals. ✓ A planning framework for Early and First levels are in place.	• Build on pupil voice by involving learners more fully in evaluating their progress in Gaelic and identifying next steps. • Strengthen opportunities for high-quality feedback in Gaelic sessions, enabling pupils and staff to further develop their skills. • Continue professional dialogue and collaborative planning to share effective practice and sustain staff confidence in teaching Gaelic. Key Improvement Focus for 2026-27 A planning document for second level which follows the Gaelic Progressions will be produced. Staff will begin using the planning document within their own classes, ELC – P7	staff by speaking in Gaelic.
Impact		
The enhanced focus on Gaelic across the ELC and primary stages has raised the profile of Gaelic teaching and learning throughout the establishment. Staff have developed a stronger shared commitment to delivering Gaelic learning, leading to increasingly purposeful, consistent and meaningful learning experiences. Overall, the progress achieved to date has established a strong foundation for sustained improvement. Although further work is needed to ensure consistency and fully embed Gaelic as the L2, the school is now well placed to support staff development and enhance outcomes for learners through a shared and increasingly coherent approach to the teaching and learning of Gaelic.		

School Priority 3: Incorporating the Rights of the Child in ELC	
School Improvement Plan Priority 3	

Summary of progress and impact	Next steps	Stakeholder Views
✓ Effective progress has been made in introducing the Rights of the Child to ELC children, with learning embedded within daily activities in an engaging and age-appropriate context. ✓ Support Workers have begun to develop a deeper understanding of the Rights of the Child within the ELC context through observing and beginning to implement rights-based practice as modelled by EYPs. ✓ Pupils have begun to develop an understanding that they have rights, recognising some of these rights, such as the right to play and rest, and beginning to demonstrate the ability to talk about them through play-based learning opportunities and social interactions. ✓ Staff have engaged with professional reading linked to the Rights of the Child, including Seeds for Change and the UNCRC website. Further training opportunities continue to be sought. ✓ Communication and partnership with parents and carers have continued throughout the year. Seesaw remains available to all parents and family members, providing regular opportunities to share learning, celebrate	• A significantly younger year group next year will impact the abilities and the outcomes of any Rights of the Child work and so will not yet move from establishing provision to embedding practice. • Staff will continue to engage with professional reading and will continue to seek training. Opportunities for professional dialogue, collaborative planning and visits to other settings with the Rights of the Child embedded will be sought to support staff confidence and ensure best practice is maintained. • Continue to engage parents through open sessions, Seesaw posts, newsletters etc to enable new parents to develop a greater understanding of the Rights of the Child in the ELC and how these are promoted and upheld. • Continue to promote the development of children's self-esteem and sense of achievement through the recognition and positive reinforcement of their efforts to respect and uphold the rights of their peers, particularly with the new, younger cohort of children.	A young four year old informed the DHT that he had the right to play (when asked to tidy for home time.) A parent commented that it is good to hear the children speaking about 'wants' and 'needs'

achievements and maintain strong home-school partnerships. ✓ Children's self-esteem and sense of success has been enhanced through recognition and praise for their efforts to respect and uphold the rights of their peers.		
Impact		
The actions undertaken this session have ensured that Tongue ELC has developed a stronger understanding of the Rights of the Child in the ELC context among both staff and pupils: Engagement with professional reading, alongside resources such as <i>Seeds for Change</i> and the UNCRC, has enabled some staff to take a more proactive approach in introducing the Rights of the Child to children in an age-appropriate manner. Children have begun to talk about their rights and to distinguish between 'needs' and 'wants' following engaging, child-friendly activities and learning provocations.		

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

Pupil Equity Funding (PEF) was used strategically to enhance staffing capacity and provide targeted support where it would have the greatest impact on learner outcomes. Funding enabled the effective deployment of a Pupil Support Assistant in the lower stages of the school, allowing early intervention approaches to be strengthened and ensuring children requiring additional support were identified and supported promptly. This additional capacity helped accelerate progress for learners in P2 & P3 with lower levels of attainment, resulting in all learners progressing in line with their abilities.

Overall, PEF has been used effectively to increase capacity, strengthen early intervention and provide targeted support across the school. Through careful deployment of staff and resources, the school has accelerated progress for younger learners, begun to close identified gaps in attainment and ensured support is directed where it can have the greatest impact on improving outcomes and promoting equity for all learners.

Wider achievements

Coileanaidhean nas fharsainghe

Pupils have continued to achieve success across a wide range of experiences both within and beyond the classroom, reflecting the school's commitment to providing rich and varied learning opportunities. Learners have benefited from a range of educational visits at both local and regional levels, including visits to The Kyle of Tongue, Castle Varrich, Halkirk Heritage & Vintage Motor Centre, the Thurso Newton Room and RSPB Forsinard Flows, which have enhanced learning through real-life contexts and supported the development of skills across the curriculum.

Opportunities for leadership and responsibility have continued to develop throughout the session. Pupils have taken on active roles within the ECO Group, Pupil Council, Rights Respecting Schools Group and as Digital Leaders, contributing positively to school improvement and supporting their peers. Participation in cross-campus sporting activities, including the North Coast Unity Games, has provided opportunities to develop teamwork, resilience and positive relationships with peers across the area.

A Play Pedagogy Focus Group was established to strengthen pupil voice and promote children's rights, including the right to play and rest (UNCRC Article 31), across the school. Within this group, pupils have participated in classroom and resource audits, contributed to decisions regarding new resources, and organised and delivered a highly successful parent open session.

The school has continued to enhance creative learning experiences through an ongoing partnership with Eden Court. Pupils and staff have worked collaboratively with a range of practitioners to develop skills in drama, spoken voice and digital learning. Across P1–P7, pupils are increasingly confident in producing stop motion animations and are developing their skills in using green screen technology. Staff have engaged in a range of whole-day and twilight CPD sessions to support this work, with confidence and practice continuing to grow.

A P7 residential experience at Fairburn further supported the development of confidence, independence and resilience, providing valuable opportunities for personal growth and wider achievement.

Parental engagement has also strengthened throughout the session, particularly through well-supported Christmas performances, continued use of Seesaw and increasing engagement with the ongoing Play Pedagogy project. Partnerships with the wider community have been further developed through continued engagement with Wildland, supporting pupils to develop their understanding of citizenship, community responsibility and sustainability. To this end, pupils have participated in tree planting at Castle Varrich and engaged in birdwatching activities, including learning about bird ringing and identification. Through these experiences, the school has been able to draw upon the knowledge and expertise of the local workforce.

As a result of these varied and enriching experiences, pupils are increasingly demonstrating the four capacities of the Curriculum for Excellence as Successful Learners, Confident Individuals, Responsible Citizens and Effective Contributors, while also developing meta-skills and personal attributes that will support them in their future learning and life beyond school.

Comments from learners, families, stakeholders and staff

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

*I enjoy outdoor learning around the school, it is really fun." P2 pupil

"We work with the children in the nursery for our project which was good." P5 pupil

"The school works hard at to give as many experiences and opportunities as possible to the pupils." Staff member

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
Other QIs reviewed	1.1, 1.5, 1.5, 2.7, 3.3	

Our overall evaluation of our capacity for continuous improvement is:

We are confident in our capacity for continuous improvement.

The evidence gathered throughout the session demonstrates that our school and ELC continue to have a strong capacity for continuous improvement. Despite changes in leadership responsibilities during the year, a clear and sustained focus on improvement priorities has been maintained. Progress has been secured through effective teamwork, distributed leadership and a shared commitment to improving outcomes for children and young people. Self-evaluation activities, professional dialogue and meaningful engagement with stakeholders have enabled the school to identify strengths, respond to emerging priorities and adapt practice where appropriate, while maintaining a clear strategic direction for ongoing improvement.

Staff commitment to delivering high-quality learning experiences, promoting wellbeing and inclusion, and ensuring that all learners are supported to achieve success are evident. There is clear evidence that improvements are becoming increasingly embedded in practice, particularly through the development of Gaelic across ELC–P7, improvements in writing within the primary stages, and the promotion of Children’s Rights within the ELC. The strategic use of Pupil Equity Funding, alongside enhanced opportunities for pupil leadership, has further strengthened approaches to learning and teaching across the school. Strong and constructive relationships with parents, partners and the wider community continue to underpin the school’s capacity to sustain improvement and respond effectively to future challenges.

Looking ahead, the school is well positioned to build on the strong foundations established this session. Staff demonstrate a clear commitment to professional learning, a growing readiness to embrace change, and an increasing focus on collaborative practice to improve outcomes for learners. Through continued self-evaluation, effective use of data and sustained engagement with children, families, partners and other stakeholders, the school remains well placed to secure further improvement and deliver positive outcomes for all members of the school community.

Key priorities for improvement planning

Prìomhachasan airson planadh airson leasachadh

Embedding Writing across the curriculum

Embedding Gaelic

Play Pedagogy across ELC – P7

Planning ahead

A’ planadh air adhart

Safety, Respect and Challenge

Full details of the school's 2026/27 improvement priorities and actions are detailed on the school improvement plan, which can be accessed on our website or by contacting the school office.