



## STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2024-2025



**Tore Primary School**

## Introduction: Local and National Context

### Ro-ràdh: Co-theacsà 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**

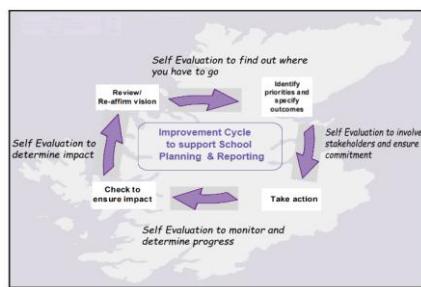
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

#### **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-òigradh daonna a' fàicinn na Gàidhealtachd mar dhachaigh.**

**Ben Sharp**  
Headteacher  
Tore and Munlochy Primary Schools

## School Profile Próifil 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 87%	Average Class Size 15	Meeting PE Target Target Met
Pupil Numbers 15	Teacher Numbers 2	Pupil Teacher Ratio 7.5:1

Tore Primary School is located in a rural setting serving the local community of Muckernich close to the Tore roundabout.

There are 15 children attending the school, ranging from P1-P7. P1 - 7 are taught together in a single multi-stage class for half the week, splitting into a P1-4 and a P5-7 class for the other half.

The headteacher has overall leadership responsibility for Tore Primary School and Munlochy Primary School. The headteacher is supported by a principal teacher. 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, a few children are exceeding nationally expected levels. All children who face barriers to learning are making satisfactory progress towards meeting their individual targets.

Overall children are making the following progress:

Reading	Writing	Listening and talking	Numeracy
Good progress	Satisfactory progress	Good progress	Satisfactory progress

**We have had no exclusions this year.**

**School vision, values and aims**  
**Lèirsinn, luachan agus amasan na sgoile**

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## **Achieving New Heights by Working Together**

### **Values**

Determined, Caring, Creative, Achieving

### **Aims**

**SHANARRI:** Safe, Healthy & Active, Achieving, Nurtured & Welcomed,  
Respected, Responsible, Included and Celebrated!

Determined | Caring | Creative | Achieving

## 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: Learning and Teaching

##### Purpose:

This project has been developed in response to the National Priorities of closing the attainment gap between the most and least disadvantaged children and young people and improvement in attainment, particularly in numeracy. Further to this it has been identified through school data, organisation of the PEF, and feedback from a recent cluster school HMIE Inspection, that attainment in numeracy could be improved, especially in mental agility and their understanding of mathematical concepts.

Local Authority Priorities and initiatives have also encouraged all primary settings to engage with Numeracy Frameworks so as to create a consistent delivery of learning across the region. Parental feedback has identified that further input into mental agility and times tables, problem solving, and number knowledge would be key.

##### Progress:

Through training, focus on the Cluster Numeracy Progression, and Highland Numeracy Progression, a more thorough delivery of mental agility problems and the four operations was taught. This has increased pupil attainment in numeracy across the subject. This was also supported through the use of PEF with more targeted intervention.

##### Impact:

- Numeracy Training with the numeracy support officer has provided staff with the confidence to assess, identify, and facilitate maths and numeracy within the classroom. Following on from this the Principal Teacher led further Collegiate Activity Time (CAT) sessions on the use and effectiveness of a range of specific resources. This then steered staff to use data more thoroughly, so as to address gaps in learning as well as provide more effective challenge.
- P5-7 teacher engaged in 'Maths Bursts' session with her class. As a result of the programme, there was an average increase of 20% across maths, 65% increase in spatial reasoning, and a 32% increase in computational thinking.
- As a result, most pupils are achieving at Maths, with almost all achieving end of level targets in P1, P4 and P7.

Teachers have been able to utilise the outdoor environment in increasingly more dynamic ways to enhance the breadth of learning available to pupils.

- Experienced outdoor learning trained member of staff led on outdoor learning CAT sessions to provide unconfident staff with knowledge and ideas for delivering numeracy and literacy outside.
- This led to staff becoming more confident in outdoor learning, including it as a regular part of their weekly timetable and providing a much wider variety of learning experiences for pupils.
- NIWP training has provided staff member with the confidence to address writing using different methods that support the learners more effectively. They have been able to work alongside pupils to assess their work, giving them greater autonomy to make self improvements.
- This has led to the staff member structuring their writing week in a more dynamic manner, that allows for pupil work and assessment on a daily basis. Further to this, pupils are also more aware of their writing needs and next steps.
- As a result, there has been an 11% increase in writing attainment within the P4 cohort, with almost all pupil showing much higher levels of engagement and understanding.

#### **Next steps:**

- Continue to have a focus on numeracy across the cluster, led by the HT/PT. Mental agility must be a focus. It will also be important to ensure there are adequate systems in place for regular assessment of units of work. This will be developed by HT/PT.
- National Improvement in Writing Programme to be rolled out to all classes. Discussions and amendments around how it fits within the current writing progression.
- Outdoor learning to be addressed and ensured it is continued as part of the weekly timetable. HT to ensure it is included as part of the Learning, Teaching and Expectations Policy.

## School Priority 2: Pupil Leadership and Engagement

### Purpose:

This project has been developed in response to the National Priorities of placing the human rights and needs of every child and young person at the centre of education. Further to this, the improvement of skills in leadership as a national priority will need to be addressed. Staff supported children to evaluate the impact of their work and recognise the leadership skills they are developing. An important part of this was reviewing and developing a more robust and thorough method of profiling for pupils, who can take the lead on their self-evaluation and next steps themselves.

### Progress:

Through the use of a digital profiling system developed across the cluster, pupils have a more robust and user friendly method of capturing their views, progress in their work, and next steps in their learning. This in turn has begun to be shared with parents and carers, and will allow them to share feedback.

The system has also incorporated the ability for class teachers to have a 'class blog' style method of reporting to parents on a more regular basis.

### Impact:

- Staff received training from the headteacher in how to utilise Google Sites as a method of digital profiling. Templates were discussed at a cluster level and all teaching staff had ownership of deciding what would be best for incorporating into the profile at the initial stages.
- This led to staff digital development becoming up-to-date and supported them to lead their classes in developing the profiling. Staff continued to develop their skills through CPD to ensure they were ahead of the game for supporting pupils.
- Teachers, with support from the HT, were then able to introduce and deliver training to pupils so that they were ready to record progress through their profiles.
- As a result, pupils now have current and child focussed profiles, with which they can record their next steps (in conversation with the class teacher), display literacy, numeracy and other proud pieces of work (which they can discuss with increasingly mature, dynamic comments), and discuss their likes and dislikes.
- This has now led to adding of a parental commenting system, and initial roll-out to select parents to test the system, so that we can address any issues with parental interaction before opening it to the wider parental body.

Commented [AJ1]: And interaction?

Pupils are now making a more self-evaluative approach to their learning. Class teachers have been using 'Task Boards' to ensure pupils can self-direct their learning throughout a period of the day. Pupils have opportunity to evaluate their work on a regular basis, and in conjunction with the new digital profiling, discuss their next steps.

Pupils have more ownership on the progression of their learning through discussion with class teachers to ensure their views are fully sought for the planning process.

Pupil groups have a much more prominent role within the school and will ensure that all pupils are aware of how views are being taken forward and shaping changes in the school.

- All teaching staff are utilising some form of visual task board to dictate to the pupils learning that will be taking place. Through this, pupils have some ownership over the order in which tasks can be completed. This has led to pupils having more autonomy over their work, which in most cases has supported pupils challenging themselves further with learning.
- Structure to jotter work has been improved and inclusion of a learning intention written at the top of work has become mandatory. This has led to pupils using this as a self-evaluation tool after completing work to assess their understanding and level of challenge.
- As a result a majority of pupils have achieved reading, writing and maths throughout the school.

**Next steps:**

- Continue to develop the digital profiles into an easily usable system for both pupil and teachers.
- Roll out the digital profiles to all parents in early 25/26 session.
- Timetable dedicated weekly session for developing profiles with all children. Teachers to use this time to have learning conversations with the pupils and upload termly next steps.
- Ensure all classes have opportunity for choice. Develop task board structure to consolidate learning from across the year.
- Continue to support presentation and structure of work by creating a presentation policy within the Learning and teaching policy, supported by classroom visuals.
- Ensure pupils have opportunity for sharing their voice through 'Pupil Group' times.

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

This year, Tore Primary School did not receive any Pupil Equity Funding.

## **Wider achievements Coileanaidhean nas fharsainge**

### **Cross Country**

Our two cross country teams showed exceptional standards of behaviour and teamwork. Both the boy's and the girl's teams did really well, pushing themselves through some chilly conditions.

### **Baillie Cup**

We were fortunate to be able to take part in the annual Baillie Cup infant athletics tournament for their 10<sup>th</sup> anniversary, this year. This was a great experience for the younger pupils to be able to demonstrate their running abilities.

### **Harps and Mermaids**

Led by Mrs Macdonald, pupils visited local Kilcoy Castle to discover the old carvings of Harps and Mermaids. Working with local musicians and artists, they created tile prints which formed part of a larger tapestry. Weekly harp lesson for the whole school, culminated in a community concert, with songs, harp playing by all pupils, and poetry.

### **Wider Activities**

Many of our pupils also take part in extra curricular activities such as Scouts and Sea Cadets, continuing to demonstrate high levels of behaviour and social ability in the local community.

## Comments from learners, families, stakeholders and staff

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

#### Learners:

- 'We have learning intentions. I can check them if I'm unsure about my learning.'
- 'We get to choose certain topics and how we do things in the class.'
- 'I really enjoyed the mermaids topic. We put on a concert for the parents and played harps. I seemed to be really successful.'
- 'When we do outdoor learning we can sometimes have a fire. I like doing that. We also made lots on new willow den huts.'

#### Staff:

- 'This year we renewed our school values (creative, determined, achieving, and caring) and embedding them in our learning has given the curriculum, evaluations and assessments greater relevance and meaning to our pupils.'
- 'We have provided opportunities for high quality learning in class as well as opportunities to flourish outside of the classroom with trips, competitions and extracurricular activities at lunch time and after school.'

#### Families:

- 'She has been much more engaged in learning this year and has really enjoyed school as a result.'
- 'His confidence has really grown over the last year. He has established much stronger friendships.'
- 'He is becoming more confident in speech despite speech issues. We are thrilled to see him making new friendships.'
- 'He is very serious about completing homework on his own. He has a strong will for learning and being curious.'

## 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	
<b>QI 1.3</b> Leadership of change	Good
<b>QI 2.3</b> Learning, teaching and assessment	Satisfactory
<b>QI 3.1</b> Wellbeing, equality and inclusion	Good
<b>QI 3.2</b> 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 Priomhachasan airson planadh airson leasachadh

### Learning and Teaching

This project has been developed in response to the National Priorities of closing the attainment gap between the most and least disadvantaged children and young people and improvement in attainment, particularly in numeracy and writing. Further to this it has been identified through school data, and feedback from a recent cluster HMIe Inspection, that attainment in numeracy could be improved, especially in mental agility and their understanding of mathematical concepts, and clearer progression with writing, including sustained writing, should be a focus. Local Authority Priorities and initiatives have also encouraged all primary settings to focus on attainment, with steps being put in place to address this across the local authority.

### Pupil Leadership and Engagement

This project has been developed in response to the National Priorities of placing the human rights and needs of every child and young person at the centre of education. Further to this, the improvement of skills in leadership as a national priority will need to be addressed. Discussions indicated that pupils are not always clear on how their views shape the work of the school and lead to improvements. Staff have been supporting children to evaluate the impact of their work and recognise the leadership skills they are developing. Digital profiles will now become an embedded system within the school, and pupils will have wider opportunities to develop their citizenship and leadership skills with dedicated time set aside in the timetable.

## 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 ([Click Here](#)) or by contacting the school office.