



STANDARDS AND QUALITY REPORT 2025-26

AITHISG INBHEAN IS CÀILEACHD

Tore Primary School



In this report the following words are utilised 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.

Attendance
83.32%

Average Class Size
12

Meeting PE Target
Target Met

Pupil Numbers (inc nursery)
12

Teacher Numbers
2 (Sharing Class)

Pupil Teacher Ratio
1:12

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

There are 12 children attending the school, ranging from P1-P7. P1 - 7 are taught together in a single multi-stage class.

The headteacher has overall leadership responsibility for Tore Primary School and Munlochry 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

Good progress

Writing

Good progress

**Listening and
talking**

Good progress

Numeracy

Good progress

We have had no exclusions this year.

SCHOOL VISION

ACHIEVING NEW HEIGHTS BY WORKING TOGETHER

SCHOOL VALUES

DETERMINED, CARING, CREATIVE, ACHIEVING

AIMS

TORE TOP TEN

WE SHARE

WE ARE KIND AND GENTLE

WE FORGIVE

WE LISTEN

WE RESPECT EVERYONE AND EVERYTHING

WE RESPECT THE PERSONAL SPACE OF OTHERS

WE WORK HARD

WE TAKE TURNS

WE INCLUDE EVERYONE

WE ARE HELPFUL

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 through Learning, Teaching and Assessment

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 and writing. Further to this it has been identified through school data, that our whole school average for writing and numeracy is only just above the national average, and our ACEL year groups have dropped in attainment of a Level from the previous year. Local Authority priorities and initiatives have also encouraged all primary settings have a clear focus on raising attainment, and as such, we aim to put our focus for the coming session into the areas of numeracy and writing, while continuing to maintain high standards across all other areas of the curriculum.

Summary of progress

Writing

We have made good progress in the area of Writing with all staff engaging with the National Improvement in Writing Programme. Individual teachers have utilised the 'Change Bundle' within their classroom practice to engage pupils and hone in on the specific needs within the writing curriculum, such as paragraphing, openers, speech, etc.

Next Steps

- Develop a more detailed school framework for writing to support with planning and consistency.
- Ensure all forms of genre can be covered alongside the NIWP theory and practice.
- Those requiring more targeted writing support to be considered for intervention with teacher or available support staff.

Impact	
• Due to the small number of pupils, at Tore Primary School, some attainment data can be inconclusive as to the information it provides. However, writing attainment has remained broadly stable across the year, with no significant change from the beginning of the session, due to clear guidelines and principles set out in learning expectations. • This has led to early primaries remaining consistently strong, with all pupils on track to achieve. • Primary 5 has shown significant progress, with all pupils improving from 50% to 100% of those who will achieve into Term 3, which was then sustained into Term 4. • There has been consistency in the Primary 6 writing, with stable attainment across all terms, suggesting reliable teacher judgement and tracking. This has been backed up within attainment meetings and evidence gathered. • The overall “Will Achieve” rate by the end of Term 4 (75%) remains higher than the local average (71%), and our end of level (ACEL) data (78%) indicates that attainment is higher than the national average (76%).	
Summary of progress	Next Steps
Numeracy All teachers have been trained in specific tools to support with the attainment of numeracy especially around that of mental agility. Collegiate sessions were used to review school progress in maths, ensuring there was clear consistency from P1-P7, frameworks were being used correctly, and resources were being used effectively. Surveys undertaken by teachers, demonstrated that they had all gained in confidence to deliver robust maths lessons, and utilise mental agility strategies across their maths week. Further to this an ‘End of Unit’ assessment pack was developed for delivery in session 26/27, to help support teachers assess maths areas more consistently.	• Embed the new assessment packs for numeracy to support consolidation and consistency between stages. • Focus interventions on closing the attainment gap in the upper stages specifically.
Impact	

- Due to the small number of pupils, at Tore Primary School, some attainment data can be inconclusive as to the information it provides. However, numeracy attainment has improved across the year, with end-of-level performance increasing from 78% to 89%.
- Support put in place has led to consistently high attainment, in almost all year groups, with the proportion of pupils that will achieve remaining strong throughout the year.
- Middle stages demonstrated positive movement increasing attainment from 33% to 67%, reflecting successful targeted support and improved confidence in numeracy.
- Whole school averages (77%) demonstrate attainment in Numeracy above local averages (74%), and our ACEL data shows a combine P1/4/7 average (89%) above national level (80%), indicating strong overall outcomes by the end of Term 4.

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. Our citizenship groups need to have a readdressed focus with the pupils taking the lead, incorporating the Meta-Skills, and ensuring that there are improved outcomes for all children. Focus on Rights Respecting Schools, Young Leaders of Learning, Reading Schools, and Digital Leaders, will demonstrate how the cluster builds on positive relationships and rights of the child. Continued development of the pupil led digital profiling will ensure that staff have meaningful learning conversations and support pupils in their understanding of next steps in learning. The added value of having families involved, will further extend learning into the community.

Summary of progress	Next Steps
Citizenship Groups and Pupil Led Groups We have made good progress with developing the use, understanding and discussion around the 'Meta-Skills'. Class sessions and assemblies with the Headteacher have discussed and researched several of the skills. Class teachers have then been able to discuss these in an ongoing basis with the children in relation to their learning. Further to this, the school has been developing its Core Award for Reading Schools and are now in a position to submit the work and evidence gathered. All pupils have had the opportunity to take part, with several linking to publishing houses who have supported the reading culture within the school.	• Develop meta-skills further to ensure all skills are reviewed and shared. • Finalise evidence of Reading Schools and begin work towards the silver award.
Impact	
• Through class based research work and assemblies, almost all pupils are now aware of some of the meta-skills and how their every day actions incorporate many of them. This has led to deeper discussions about learning, with a majority of pupils demonstrating clear links between what they have learned and respective meta-skills. • Although there has been positive motivation from almost all pupils in researching the meta-skills, not as many skills as had been planned for were completely investigated and shared. It would therefore be worthwhile	

reviewing with pupils at the beginning of the new session and creating a more concise action plan of when they can all be considered.

- As a whole school project, Reading Schools Award was focussed on with evidence gathered to progress the accreditation. This has led to links with publishers, an increased awareness of the importance of literature, and the development of our new school library.
- Further to this there has been a positive upward trend in reading from term 1 to term 4, with attainment increasing by 6% to 81%, showing most pupils have achieved the required level.
- Overall, there is an indication that targeted teaching strategies and interventions are contributing to improved reading outcomes across the school, with most learners on track by term 4.

Summary of progress

Next Steps

Digital Profiling

Digital Profiling has made very good progress this session. In October 2025, all families were given access to their child's profile, via email. This has had some teething issues, due to access, but are being addressed quickly so as not to hinder what parents can view. Pupils are incredibly keen to work on their profiles and showcase the learning that is taking place. A termly learning conversation with the class teacher has enabled them to all build and work on individualised targets, which they display on their profiles each term. This has enabled them to take ownership of their next steps in learning. Work they are proud of is also shared along with evaluative comments, which pupils are improving on at making. High Quality Assessments have been digitised so that they too can be shared through this forum. Parents then have the opportunity to comment on the work with the profile, to share their experiences of the learning. Further to this, class teachers have been creating adjoining class blogs, to share with parents more holistic class learning and activities.

- Ensure consistency of digital profile use with all teaching staff.
- Support all parents to gain access to digital profiles.
- Demonstrate to parents the benefits and importance of commenting on their child's learning. A parental workshop may be needed for this.

Impact

- Digital Profiles have become embedded into the weekly timetable of all staff. Further review should be undertaken to ensure that there is a consistent application to their use.

- Learning conversations have been able to support clear individual learning targets for almost all pupils. This has led to pupils knowing what is expected of them with their next steps in learning. Further to this, it has supported parental discussion with teachers and pupils, and the ability to report on progress by teachers.
- Parents have positively engaged with their child's profile. This has led to wider conversations with their children about learning, with some learning visualising what has happened in the classroom.
- A few parents have not been able to gain access to profiles, so it would be essential to rectify this as soon as possible.
- The commenting of High Quality Assessments has not been well utilised. Parents will need to be shown how this can be a positive aspect of learning for their children.

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

Tore has not received any Pupil Equity Fund this academic year.

Wider achievements

Coileanaidhean nas fharsainghe

Cross Country

Our two small cross country teams again showed exceptional standards of behaviour and teamwork, in the local area cross country tournament.

Maths Quiz

Two of our pupils were joined by a supporting member of Munlochy Primary School to take part in yearly Maths Quiz. This took them massively out of their comfort zone and allowed them to engage with participants from lots of schools across the area.

Baillie Cup

We were fortunate to include a P1-4 team in the Baillie Cup Athletics Tournament again this year. We had huge success with both athletes reaching the podium in either first or second place.

Boccia

Pupils have been working with High Life Highland to take part in Boccia sessions after school (disability supportive bowls).

Cricket

We have been fortunate enough to receive some cricket training linked to High Life Highland as after school activity sessions.

Comments from learners, families, stakeholders and staff

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

Learners:

- 'We loved cheese tasting and making butter. I loved making animations, especially when Eden Court came in to do the workshop. The Pecha kucchas were great.'
- 'Boccia was pretty fun – both at school and the tournament.'
- 'It was fun making cheese. I liked printing because it was really fun. I loved taking part in the Baillie Cup!'
- 'The trips to Munlochry were not bad. I'd like to do them again but different things.'
- 'I really liked how the Christmas animations were really fun and sometimes competitive!'

Staff:

- 'Interventions by PSAs and Support Workers are well established and are having a positive impact on children's progress and attainment.'
- 'Children have engaged in lots of activities within the wider community with positive links formed with a variety of partners. Everything from singing playgrounds, Fortrose Library, Eden Court, Munlochry Primary, Active schools, emergency services, construction companies and many more. All of these have had a positive impact on HWB.'
- 'The children were anxious to attend Munlochry Primary for our first cluster Outdoor Learning day for a few years – however it was a huge success and is something we wish to continue next year.'

Families:

- 'We are so grateful to have all of Tore school and staff in our lives. We feel so lucky and confident that our children will thrive and shine.'
- 'Our son is thriving more being at Tore. He is confident and showing a real talent for maths. He is encouraged and able to overcome all of his difficulties through hard work.'
- 'The school is really good at involving the parents and encouraging kindness and friendship in the children.'
- 'Pupils are presented with a range of different topics and experiences.'
- 'Tore Primary really focusses on taking care of differences among individuals.'
- 'It would be good to integrate with other school more often, such as the outdoor learning days.'

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	Satisfactory
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

Raising Attainment in Literacy through Learning, Teaching and Assessment

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 literacy. Further to this it has been identified through school data, that our whole school average for writing is only just above the national average across the Cluster. Our ACEL year groups have begun to improve from a drop in previous years due to work that has been started around writing, however, this needs to continue, become further embedded, and improved on to ensure we are closing the attainment gap between most and least disadvantaged children, and that of the National average.

Local Authority priorities and initiatives have also encouraged all primary settings have a clear focus on raising attainment, and as such, we aim to put our focus for the coming session into all areas of writing, while continuing to maintain high standards across all other areas of the curriculum.

The Cluster was fortunate enough to have training and with the National Improvement in Writing Programme, which from teacher judgement, evidence and data, has shown to be effective. Nevertheless, due to our small pupil numbers in Tore Primary and need to expand the process in Munloch Primary, this now needs to be embedded with the correct planning procedures to ensure a robust writing process from P1 to P7 can occur. As the momentum for writing is positive both with pupils and staff, it is essential that this is harnessed to gain maximum effect on attainment.

Inclusion and Wellbeing

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 and improving health and wellbeing. Further to this, the local priorities of creating inclusive practice, involving parents and building on relationships and behaviour have been considered.

Across the Tore and Munloch Cluster, there has been a noticeable shift in wellbeing despite a varied and rich learning environment. Staff have evidenced this to interpersonal relationships within school, and personal situations in the home environment. Wellbeing indicators have flagged that children are feeling less included with their peers and often find home life difficult or challenging.

The cluster thrives on creative teaching and opportunities for pupils to lead on initiatives. Pupil led groups and whole school discussions around the Meta-Skills further the choices that pupils can make for themselves. However, it is clear that many need more direct input into dealing with issues around mental health, wellbeing and inclusion, which we aim to address through the use of the Pupil Equity Fund. We have also witnessed through the development of a new behaviour policy, where inclusion in the playground and classroom could be improved, which would further support positive ethos.

By addressing these issues and developing them as part of the School Improvement Plan, we can continue to support pupils and families by building on the supportive ethos we pride ourselves on. Addressing the raising of attainment is much more complex when there are low levels of wellbeing, as per Maslow's Hierarchy of Needs, and so this priority will further lend itself to supporting other academic and attainment focussed targets.

Planning ahead

A' planadh air adhart

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 <https://sites.google.com/fortroseacademy.org.uk/tore-primary-school/official-documents> or by contacting the school office.