



STANDARDS AND QUALITY REPORT 2025-26

AITHISG INBHEAN IS CÀILEACHD

North West Sutherland Schools 3-18 (PRIMARY) & ELC

Durness Primary & ELC, Kinlochbervie Primary & ELC, Scourie Primary & 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%

RESPECT, ACHIEVEMENT, ENGAGEMENT, EMPATHY

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 93.7%	Average Class Size 9.5	Meeting PE Target Target Met
Pupil Numbers (inc nursery) 145 (+48 nursery)	Teacher Numbers 5	Pupil Teacher Ratio 7.6:1

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

Reading	Writing	Listening and talking	Numeracy
Most	Most	Most	Almost all

We have had no exclusions this year.

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North West Sutherland Schools is located in a both a rural and coastal setting serving the local communities of Durness, Kinlochbervie and Scourie on the North West coast of Scotland.

Across Durness Primary & ELC, Kinlochbervie Primary & ELC and Durness Primary & ELC there are 39 children attending the campus and 15 children in nursery, ranging from N2 - P7. In Durness and Kinlochbervie P1 - 7 are taught in a several single multi-stage classes whilst in Scourie we have a P1-P3 class and a P4-P7 class. There are three separate nurseries for 2 to 4 year olds.

The headteacher has overall leadership responsibility for the schools across the Campus and also has a teaching commitment. The headteacher is supported by a Depute Head Teacher. Staff and children from all schools work together regularly and join together on a Thursday at Kinlochbervie.

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 schools in literacy and English and numeracy and mathematics is satisfactory. 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 good progress towards meeting their individual targets.

Overall children are making the following progress:

Durness Primary School

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

Kinlochbervie Primary School

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

Scourie Primary School

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

RESPECT, ACHIEVEMENT, ENGAGEMENT, EMPATHY

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

Our ELC and Primary Schools have started an evaluation of the current vision, values and aims of the settings. At present they are

Show respect to each other
Achieving our best
Fun and learning go together
Everyone looks after our school

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: Health and Wellbeing		
School Improvement Plan Priority 1		
Summary of progress	Next steps	Stakeholder Views
Very good progress has been made in this priority area. Across the primary schools, there has been a clear focus on strengthening approaches to Health and Wellbeing through pupil profiling, family engagement, shared wellbeing strategies and the ongoing review of school values. This work has supported progress towards key NIF drivers , particularly parental engagement, school leadership, teacher professionalism, assessment of children's progress and school improvement . It also supports local priorities around improving wellbeing, strengthening pupil voice, increasing family engagement and ensuring children are supported to understand themselves as learners.	Schools and ELCs now need to have consistency across the campus in all aspects of this priority. Regular moderation by staff and senior leaders will be important in maintaining consistency. Pupils should continue to develop confidence in this area by regular inputs of leadership across learning, developing pupil voice	'The School having open afternoons for parents means I am able to see what my child is doing in the classroom' Parent 'My profile is about me and what I like to do. My website shows people what I'm learning and doing' P7 pupil.

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A key area of progress has been the development of pupil profiling. Staff have engaged with Highland Council and HGIOS 4 profiling and reporting audits to review current approaches and identify next steps. This has supported greater consistency across the campus and has helped staff consider how profiling can better capture children's progress, achievements, wellbeing and learner voice. Children are increasingly being supported to take ownership of their learning and reflect on their strengths, next steps and personal achievements. This is beginning to create stronger links between learning in school and conversations with families at home. There has also been positive progress in family engagement. Open days, improved use of Learning Journals and an open-door approach from SLT have helped to strengthen relationships between home and school. Families have had more opportunities to engage with children's learning and understand the approaches being used in school to support wellbeing. Work around Decider Skills has helped develop a shared language between staff, children and families, supporting a more consistent approach to emotional regulation, resilience and positive mental health. This has helped improve communication with families and has supported a more joined-up approach to wellbeing across home and school. Good progress has been made in reviewing and simplifying the school values. Pupils have been placed at the heart of this process. Across the campus, children have explored the meaning of the current values and have taken leadership roles in assemblies to share their understanding with others. This has supported pupil voice, confidence and leadership, while helping the whole school community consider which values are most meaningful, memorable and relevant. Although this work is ongoing, it has already increased pupil engagement and ownership.	and empowerment (through pupil parliament and pupil voice sessions) and their continued evaluation of the school values.	'I had lots of confidence to speak in front of everyone at assembly about our values.' Primary 3 pupil.
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The impact of this priority is evident in stronger relationships, increased pupil voice and greater consistency in approaches to wellbeing. Children are beginning to speak more confidently about their learning, wellbeing and achievements. Staff are developing a more shared understanding of profiling and wellbeing support, while families are becoming more involved in school life and better connected to the strategies used in school. The wider community has been engaged through open approaches, assemblies and shared learning opportunities. Overall, this priority has supported both excellence and equity by ensuring all children have increased opportunities to be heard, supported and involved in shaping the life and ethos of their school. Next steps will be to finalise the agreed profiling format, continue to embed shared wellbeing strategies with families, and complete the values review so that the new values are fully understood, visible and lived across the primary schools.		
Impact		
The impact of this priority has been positive and is beginning to strengthen consistency across the primary schools. ALL Children are developing a clearer understanding of themselves as learners through improved profiling approaches and increased opportunities to reflect on their progress, achievements and wellbeing. Pupil voice has become more visible, with SOME children taking leadership roles and ALL pupils in exploring and communicating the school values through assemblies and wider campus activities. Family engagement has improved through open days, Learning Journals and more accessible communication with SLT. This has helped families feel more connected to school life and better informed about their child’s learning and wellbeing. The introduction of shared approaches, such as Decider Skills, is beginning to create a common language between home and school to support emotional regulation, resilience and positive mental health. Staff are developing a more consistent understanding of how Health and Wellbeing is planned, supported and evidenced across the primary schools. This is supporting a more joined-up approach to excellence		

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and equity, ensuring children are better supported to participate, achieve and flourish. While this work is still developing, early impact shows stronger pupil engagement, improved family partnership and a clearer shared commitment to supporting the wellbeing of all learners.	
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School Priority 2: Learning and teaching		
School Improvement Plan Priority 2		
Summary of progress	Next steps	Stakeholder Views
Very good progress has been made in this priority area. Across the primary schools, there has been a clear focus on improving the quality, consistency and impact of learning and teaching. Staff have worked collegiately to develop more engaging, creative and active approaches to learning through Project Based Learning, improved feedback, more confident use of data and a stronger focus on pace and challenge. This work supports key NIF drivers, particularly teacher professionalism, assessment of children's progress, school leadership, parental engagement and school improvement. It also aligns with local priorities around raising attainment, improving learner engagement, strengthening curriculum delivery and ensuring equity of experience across the campus. A key area of progress has been the development of Project Based Learning. Staff identified the need to refresh the curriculum and approaches to delivery to better meet the needs of small class sizes, mixed-age settings, the local community and pupils' interests. Development time has supported staff to begin implementing a more active, engaging and skills-based curriculum. Work with Eden Court has further supported creativity across the curriculum, helping to build teacher confidence in using creative approaches and	Schools and ELCs now need to have consistency across the campus in all aspects of this priority. Regular moderation by staff and senior leaders will be important in maintaining consistency. Staff need to continue to embed creativity across the curriculum; ensuring they are utilising equipment and skills to empower students. Feedback should be developed in accordance to development of TMR.	'The work with Eden Court has been exceptional in my development as a teacher but also in my classroom practice' Teacher 'My classroom is always making me think of history!' Primary 6 pupil. 'I've seen the confidence develop in my child this year' parent

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supporting pupils to develop confidence, collaboration, problem-solving and communication skills. Early evidence shows that pupils are more engaged when learning is purposeful, creative and connected to real-life contexts. Progress has also been made in improving the quality of feedback given to pupils. Staff have engaged in professional learning and development time to reflect on what effective feedback looks like and how it can be used to support pupil progress. There is now a greater shared understanding that feedback should help pupils know where they are in their learning, what their next steps are and how to improve. Collegiate discussion and moderation across the campus have supported greater consistency, helping to ensure that pupils have a more equitable learning experience regardless of class, stage or school. The use of data analysis to support learning and teaching is developing well. Staff are becoming more confident in using ACEL data, Seemis, TMR information and moderation evidence to understand pupil progress and identify next steps. This is helping staff to make more informed decisions about planning, support and challenge. Although this remains an ongoing area for development, there is increasing confidence across the campus in using data as part of professional dialogue to raise attainment and support all learners more effectively. A further area of progress has been the focus on pace and challenge. Staff recognise the need to provide more meaningful challenge for able learners while continuing to support all pupils to make progress. Across the primary schools, there is now a clearer focus on raising aspirations and ensuring that learning experiences are appropriately challenging, purposeful and linked to the		
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development of wider skills. This is beginning to support deeper learning and a stronger culture of ambition for all pupils. Successful strategies have included dedicated staff development time, professional learning, collegiate moderation, partnership work with Eden Court, use of PBL Works approaches, and increased use of data to support planning and intervention. These approaches have strengthened staff confidence, encouraged more consistent practice and supported a shared understanding of what high-quality learning and teaching should look like across the primary schools. The impact of this priority is beginning to be seen in improved pupil engagement, more creative and active learning experiences, stronger professional dialogue and a clearer focus on attainment and progress. Pupils are increasingly experiencing learning that is meaningful, skills-based and connected to the world around them. Staff are developing a stronger shared language around feedback, data, pace and challenge, which is helping to improve consistency across the campus. Overall, this priority has supported both excellence and equity by improving the quality of learning experiences for all children and by ensuring that staff are more confident in planning, teaching, assessing and responding to pupil need. Next steps will be to continue embedding Project Based Learning, further develop moderation of feedback and assessment, strengthen staff confidence in using data, and ensure that all pupils experience appropriate pace, challenge and aspiration in their learning.		
Impact		
The impact of this priority has been positive and is beginning to strengthen the quality and consistency of learning and teaching across the primary schools. Pupils are experiencing more engaging, active and		

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creative learning through the development of Project Based Learning and partnership work with Eden Court. This is supporting higher levels of engagement, deeper learning and the development of key skills such as collaboration, creativity, communication and problem-solving. Staff are becoming more confident in planning learning that is purposeful, relevant and connected to the local context. The focus on high-quality feedback is helping pupils better understand their progress, identify next steps and address misconceptions. This is beginning to support improved learner confidence and a clearer shared understanding of what successful learning looks like. The use of data, including ACEL information and moderation discussions, is improving staff confidence in identifying pupil progress, gaps in learning and areas requiring further support or challenge. This is supporting a more targeted approach to raising attainment and improving outcomes for all learners. There is also a growing focus on pace and challenge, particularly for more able pupils. Staff are increasingly aware of the need to raise aspirations and provide meaningful learning experiences that stretch pupils appropriately. Overall, this work is beginning to improve pupil engagement, support attainment, develop wider skills and ensure a more consistent and equitable learning experience across the campus.	
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School Priority 3: Literacy		
School Improvement Plan Priority 3		
Summary of progress and impact	Next steps	Stakeholder Views
Good progress has been made in this priority area, with clear improvements beginning to emerge across the primary schools. The focus on consistent presentation, staff modelling, feedback, celebration of effort and pupil self-reflection has supported progress towards key NIF drivers, particularly teacher professionalism, assessment of children's progress, school improvement and parental engagement. This work also supports local priorities around	Schools and ELCs now need to have consistency across the campus in all aspects of this priority. Regular moderation by staff and senior leaders will be important in maintaining consistency.	'Pupils are becoming more confident in reading and talking, it's tying in with our work in creativity and we're seeing a difference across all stages.' Teacher 'We spent the day working on a project about the Wizard of Oz. I took my time to make it look good

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raising attainment, improving consistency across the campus and ensuring all children experience high-quality expectations in literacy. A key area of progress has been the development of whole-school presentation guidelines. Staff have begun to establish clearer expectations for handwriting, layout, titles, dates and general presentation. While these guidelines are not yet fully embedded across all classes and schools, there is now a stronger shared understanding of what high-quality written presentation should look like. This has helped create greater consistency for pupils and has supported clearer expectations around pride, care and effort in written work. We recognise that writing is still an area for development and will continue to be focused on throughout the next academic year. Progress has also been made through staff modelling and feedback. Teachers are increasingly modelling high standards of written presentation in their own examples and classroom resources. Feedback to pupils is beginning to focus not only on content, but also on the quality of presentation, helping children understand that how work is organised and presented supports communication and learning. Classroom observations have shown improvement in this area, with more consistent modelling and clearer expectations visible across learning environments. The introduction of systems to celebrate presentation and effort has been a successful strategy across the campus. Approaches such as recognising excellent examples of work, sharing high standards and celebrating effort have helped raise the profile of presentation. This is now more consistent across the primary schools and is helping pupils take greater pride in their written work. It has also supported	School values should be used to remind students of the importance of pride and confidence in what they are doing. This will be ongoing.	and I was proud of what I achieved' Primary 3 pupil. 'my child is taking more care of their work this year'. Parent
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a positive culture where effort, improvement and attention to detail are noticed and valued. There has also been progress in ongoing monitoring and pupil self-reflection. Sampling of jotters and folders is beginning to support professional dialogue around standards and consistency across stages. Pupils are increasingly being encouraged to reflect on their own progress and identify how they can improve the presentation of their work. However, this remains an area for further development, as approaches to monitoring and pupil reflection need to become more consistent across the campus. The impact of this work is beginning to be seen in improved pupil presentation, greater pride in written work and more consistent expectations from staff. Pupils are developing a clearer understanding of what high-quality written work looks like and are beginning to take more ownership of their standards. Staff are more aware of the importance of modelling, feedback and consistency in supporting literacy development. Overall, this priority has supported both excellence and equity by raising expectations for all learners and helping ensure that every child, regardless of stage or school, is supported to produce work that reflects care, effort and progress. Next steps will be to fully embed the presentation guidelines across the campus, strengthen termly monitoring of jotters and folders, and ensure pupil self-reflection becomes a routine part of improving literacy standards.		
Impact		
The impact of this priority has been positive, with improving standards of presentation beginning to support greater consistency in literacy across the primary schools. The MAJORITY of Pupils are developing a		

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clearer understanding of expectations for handwriting, layout, titles, dates and overall presentation, which is helping them take more pride in the quality of their written work. Staff modelling and feedback are beginning to have a positive impact on pupil progress. Classroom observations show that teachers are increasingly modelling high standards and giving more focused feedback on presentation as well as content. This is helping ALMOST ALL pupils understand how to improve both the quality and clarity of their work. The consistent celebration of presentation and effort across the campus has helped raise expectations and motivate ALL pupils to take greater care in their learning. ALL Pupils are more aware that effort, improvement and pride in work are valued and recognised. Ongoing monitoring and pupil self-reflection are beginning to support improved standards, although this now needs to become more consistent across all classes and schools. Overall, this work is helping to improve pupil confidence, raise expectations in literacy and create a more consistent and equitable experience for learners across the campus.	
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Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

Focus: Nurture Training, Nurture Space Resources and PSA Support

Pupil Equity Funding has been used strategically to strengthen our approach to supporting learners' social, emotional and developmental needs. Funding has supported staff training in nurture approaches, the development of a dedicated nurture space, and 11.5 hours of PSA support to provide targeted intervention for identified pupils.

Progress

Staff have undertaken nurture training to deepen their understanding of how neuroscience, attachment theory and child development inform classroom practice and wider pupil support. This has helped staff to build confidence in recognising and responding to social, emotional and mental health needs, particularly for learners who may find self-regulation, relationships, transitions or learning readiness challenging.

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The Six Principles of Nurture are beginning to inform practice across the school, supporting a more consistent and relational approach to behaviour, wellbeing and learning. Staff are developing their understanding of how to identify need more effectively through tools such as the Boxall Profile®, allowing support to be better targeted and linked to individual pupil outcomes.

PEF has also supported the creation of a nurture base within the school. This space is being developed as a safe, structured and welcoming environment where pupils can access emotional regulation support, relationship-based interventions and planned activities to build confidence, resilience and readiness to learn. Resources have been purchased to ensure the space is purposeful, calm and supportive of children with additional needs.

The additional 11.5 hours of PSA funding has enabled more targeted support for pupils, both within the classroom and through individual or small-group intervention. This has increased the school's capacity to respond to need earlier and to provide more consistent support for pupils whose wellbeing impacts on their learning.

Impact

The use of Pupil Equity Funding is beginning to have a positive impact on learners' wellbeing, engagement and readiness to learn. Pupils accessing nurture-based support are receiving more consistent adult support, clearer routines and targeted interventions matched to their social, emotional and developmental needs.

There is emerging evidence that young people are improving their health and wellbeing, which is underpinning progress across wider learning. As pupils become more settled, supported and emotionally regulated, they are better able to engage in learning, build positive relationships and access the curriculum more successfully.

Staff are developing a shared understanding that wellbeing is central to attainment and achievement. The nurture training, dedicated space and PSA support are helping the school move towards earlier identification of need, more planned intervention and a stronger link between emotional wellbeing and improved pupil outcomes.

Overall, PEF has been used to reduce barriers to learning by strengthening our nurture approach, improving targeted support and creating the conditions for vulnerable learners to feel safe, supported and ready to achieve. Moving forward, we will continue to monitor impact through wellbeing data, Boxall Profile information, attendance, engagement, classroom observations and attainment evidence to ensure interventions are making a measurable difference for learners.

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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:

	ELC	PRIMARY
QI 1.3 Leadership of change	Satisfactory	Satisfactory
QI 2.3 Learning, teaching and assessment	Satisfactory	Satisfactory
QI 3.1 Wellbeing, equality and inclusion	Good	Good
QI 3.2 Raising attainment and achievement/Securing children's progress	Satisfactory	Satisfactory
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

Curriculum Rationale
Health and Wellbeing
Numeracy

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 [North West Sutherland Schools | Kinlochbervie High School](#) or by contacting the school office.

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