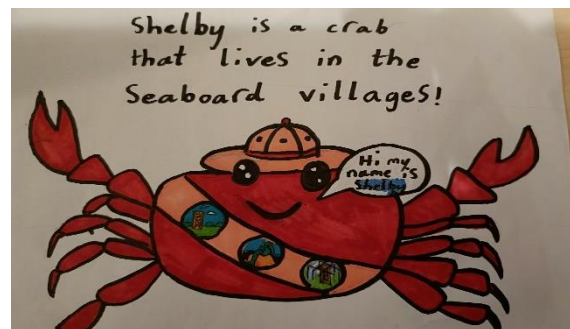
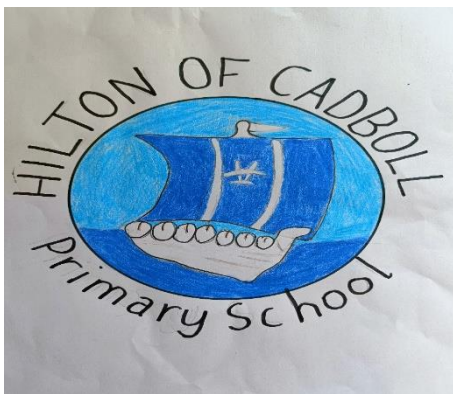




# STANDARDS AND QUALITY REPORT 2023-24

## Hilton of Cadboll Primary School



# Introduction: Local and National Context

## Ro-ràdh: Co-theacsa Ionadail agus Nàiseanta

This Standards and Quality Report is influenced by both Highland and national priorities. These can be summarised as follows:

### Highland Priorities



### National Improvement Framework Priorities



#### Entitlement, Excellence & Equity:

We will raise attainment and achievement for all, especially for children and young people from disadvantaged circumstances, including rural deprivation. We will focus relentlessly on improving standards and the quality of learning and teaching, to ensure that entitlement, equity and excellence are delivered across the system.

#### Empowerment & Leadership:

We will develop leadership skills at all levels of the system, for now and the future, building a culture of empowerment and professional capital.

#### Relationships:

We will maximise health and wellbeing for all children and young people, to give them the best possible start in life. We will ensure every child and young person feels part of the community they live in.

#### Opportunity:

We will maximise opportunities for our children and young people, and for the wider Highland community and its visitors, through the provision of high-quality services.

The key priorities outlined in the National Improvement Framework are:

- Placing the **human rights and needs of every child** and young person at the centre of education
- Improvement in children and young people's **health and wellbeing**
- **Closing the attainment gap** between the most and least disadvantaged children and young people
- Improvement in skills and **sustained, positive school-leaver destinations** for all young people
- **Improvement in attainment**, particularly in literacy and numeracy.

#### Self-evaluation

To support self-evaluation, quality indicators from the national evaluative framework How Good Is Our School?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 90%	75% - 90%	50% - 74%	15% - 49%	Up to 15%

We are pleased to present our Standards and Quality Report for Session 2023-24. This report forms part of our quality improvement framework and 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 our practice. We continue to develop our practice in making robust use of evidence as a basis for judgements regarding the impact of our work on our learners. All staff understand that self-evaluation is an integral aspect of our approach to continuous improvement through addressing the 3 key questions:

- How well are we doing?
- How do we know?
- What are we going to do now?

Throughout the year we continuously evaluate what we do and how it makes a difference to our learners. We want to know what is working well for our school community and what needs further improvement. We inform decision making and actions through a continuous process of looking inwards, outwards and forwards.

#### Looking inwards - starts with those working with our children and young people

We focus on the impact on outcomes for learners. Our self-evaluation processes triangulate information, data, people's views and observation of practice to measure impact and inform planning for improvement.

#### Looking outwards - learning from others

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

#### Looking forwards - creating a vision and planning for implementation

Through leadership at all levels, we anticipate challenges and explore creative solutions. This helps us to create an aspirational vision for our school which shapes our actions and provides a focus for improvement.

Our children and young people are actively consulted and involved in this process. We also give staff, parents/carers, and other partners the opportunity to participate in discussions and activities to shape our improvement journey.

When we develop our improvement plan, we use key questions at scheduled review times throughout the session to know how well we are progressing towards achieving these positive outcomes and changes.



Together we are working hard to ensure the Highlands is the best place for children and young people to grow up safely, learn, develop and achieve.

With positive experiences, our children and young people will always see the Highlands as home.

Le eòlasan deimhinneach, bidh ar cloinn is ar n-òigridh daonnan a' faicinn na Gàidhealtachd mar dhachaigh.

Blair Mackay  
Head Teacher  
Hilton of Cadboll Primary School

# 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.

<b>Attendance</b> 88.3%	<b>Average Class Size</b> 21.4	<b>Meeting PE Target</b> Target Met
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<b>Pupil Numbers (inc nursery)</b> 107 (+ 24 in the ELC)	<b>Teacher Numbers</b> 7	<b>Pupil Teacher Ratio</b> 15.3
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<b>P1</b> 14%	<b>P2</b> 18.7%	<b>P3</b> 9.3%	<b>P4</b> 13.1%	<b>P5</b> 17.8%	<b>P6</b> 13.1%	<b>P7</b> 14%
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<b>SIMD Q1<sup>1</sup></b> 50-60%	<b>SIMD Q2</b> 0-10%	<b>SIMD Q3</b> 40-50%	<b>SIMD Q4</b> 0-10%	<b>SIMD Q5</b> 0-10%	<b>Unknown</b> 0-10%
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<b>ASN<sup>2</sup></b> 40-50XX%	<b>No ASN</b> 50-60%	<b>FSM<sup>3</sup></b> 80-90%	<b>No FSM</b> 10-20%	<b>EAL<sup>4</sup></b> 0-10%	<b>No EAL</b> 90+%
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2023/24 Proportions of pupils achieving Curriculum for Excellence Levels (P1, P4, P7 combined):

<b>Reading</b> Majority	<b>Writing</b> Majority	<b>Listening and talking</b> Almost all	<b>Numeracy</b> Majority
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Overall children are making the following progress:

<b>Reading</b> Satisfactory progress	<b>Writing</b> Satisfactory progress	<b>Listening and talking</b> Very good progress	<b>Numeracy</b> Satisfactory progress
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We have had no exclusions this year.

<sup>1</sup> SIMD – The Scottish Index of Multiple Deprivation (SIMD) is a relative measure of deprivation.

<sup>2</sup> ASN – Additional Support Needs

<sup>3</sup> FSM – Free school meal entitlement

<sup>4</sup> EAL – English as an additional language

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

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At Hilton of Cadboll our **vision** for success is that everyone can:

*‘Dream it. Believe it. Achieve it.*

At Hilton of Cadboll are values are:

**H** – helpful

**I** – Inspirational

**L** – Learning

**T** – Teamwork

**O** – Outdoors

**N** - Nurturing

At Hilton of Cadboll we **aim** to be:

**Positive**

**Inclusive**

**Ambitious**

## 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:

### Raising Attainment in Literacy and Numeracy

**Purpose:**

**Hilton of Cadboll to work in partnership with ASG to develop confidence and embed progressions into learning and teaching to ensure greater chance of raising attainment through a shared standard for tracking, moderating and assessment.**

**Progress:**

- ✓ Staff have raised attainment in literacy and numeracy this session.
- ✓ Staff are embedding new literacy programmes into their teaching effectively.
- ✓ Staff have attended professional development opportunities and moderated writing and listening and talking assessments throughout the year.
- ✓ Staff share their HQA termly on 'Seesaw Profiling' with parents and receive feedback.
- ✓ Staff share weekly literacy and numeracy work on pupil profiles.
- ✓ Learners receive high-quality verbal feedback and have an accurate understanding of their progress in learning and what they need to do to improve.
- ✓ P1 + P2 have worked in partnership to ensure play-based approach to learning takes place.
- ✓ Play-based Observations takes place weekly and is shared with families.
- ✓ Teaching partnerships formed to ensure improvement in quality of planning and evaluations.
- ✓ We have 4 staff members specifically employed to raise attainment in literacy and numeracy.
- ✓ Our literacy and numeracy intervention programme aligns itself with the work completed in class for greater continuity and consistency.

**Impact:**

- ✓ Greater percentage of pupils have increased attainment in literacy and numeracy this session.
- ✓ Increased knowledge and confidence in using Highland Programmes. This has seen an overall increase in pupil performance in reading and their 'sounds' knowledge.
- ✓ Moderation training relating to Listening and Talking has seen a high percentage increase in pupils achieving the appropriate level for listening and talking.
- ✓ Greater understanding of pupils' strengths and next steps.
- ✓ Continuous reporting ensures pupils and parents know what their child is working on and what to improve on.
- ✓ Learners have a clear understanding of what they are doing well and what their next steps are.
- ✓ Play Policy and greater links with ELC established.
- ✓ Continuous reporting of play-based observations ensures pupils and parents know what their child is working on and what to improve on.
- ✓ Staff working collegiately to plan IDL and reflect together on progress.
- ✓ Having the same staff deliver adult-led assessment ensures a consistent approach to delivery and pupil feedback. The staff involved have benefited from relevant training linked to the assessments being used.
- ✓ We have seen an increase in attainment by ensuring work completed in classrooms and interventions is aligned.

**Next steps:**

- To have a greater focus on the teaching of reading and writing with a specific programme of work to be rolled out for the younger and older pupils in the school to have a positive impact on literacy attainment.
- To continue with the current approach to numeracy for session 24/25 to ensure attainment continues to increase.
- To continue with Play-Based Observations and the providing of useful verbal feedback that is specific to each pupil.
- To continue to attend professional learning events throughout the year to enhance practice and further develop skills and knowledge that will have a positive impact on attainment.

### Purpose:

**Attainment Summit directive for all schools to develop moderation and assessment calendar and systems.**

### Progress:

- ✓ A moderation and assessment calendar is used throughout the school.
- ✓ Staff have attended professional development opportunities and moderated writing and listening and talking assessments throughout the year.
- ✓ Teachers have used data collected throughout the year from a range of assessments to accurately inform ACEL Judgements.
- ✓ Our school has continued to use further assessment tools to provide accurate data for P2, P3, P5 and P6 pupils.
- ✓ We have a whole school assessment tracker that exemplifies progress throughout entirety of a pupil's time in school.
- ✓ We meet termly to discuss pupil progress and record this in an attainment spreadsheet.
- ✓ We have developed a new approach to assessing numeracy.

### Impact:

- ✓ The assessment calendar identified key parts of the year where pupils should be assessed across all classes, once again ensuring greater continuity.
- ✓ Moderation training relating to Listening and Talking has seen a high percentage increase in pupils achieving the appropriate level for listening and talking.
- ✓ A clear recording of data has shown clearly who is and is not on track to achieve the expected levels. Interventions are planned and implemented using assessment results.
- ✓ This provides a summative set of results like that of National Standardised Assessments completed by P1, P4 and P7. The results are used to help measure progress in literacy and numeracy.
- ✓ The whole school assessment tracker provides greater continuity between classes and ease of access to see progression.
- ✓ Our pupil progress spreadsheets are crucial to raising attainment and targeting specific interventions throughout the school in literacy and numeracy.
- ✓ Our new approach enables teachers and pupils to understand their targets so that learning is specific to their development needs.

### Next steps:

- Continue to use and evaluate the calendars used in school.
- To continue to plan assessments accordingly and record these appropriately.
- To continue to use a variety of assessments throughout the year to track progress.
- To continue to work in partnership with the ASG to moderate literacy and numeracy approaches.



**Purpose:**

This project was identified as a stakeholder priority and has been developed to promote and track the overall wellbeing of pupils across the school and ELC. It aimed to increase the emotional intelligence of our pupils, as well as develop staff skills and knowledge.

**Progress:**

- ✓ Zones of Regulation embedded into our school and ELC.
- ✓ Staff demonstrate a high level of emotional literacy, modelling emotions and responding appropriately.
- ✓ Citizenship Groups embedded into our school and ELC.
- ✓ Pupils are praised positively throughout the school and ELC.
- ✓ Equalities and Diversity Programme is delivered throughout the school.
- ✓ Health and Wellbeing is tracked throughout the year. Staff regularly complete emotional check-ins with pupils and record sensitive and important information appropriately
- ✓ Pupils can share their wider achievements and have this displayed in school and online.
- ✓ Pupils can attend groups and many pre and after school clubs.
- ✓ Attendance trends continue to be analysed and acted upon
- ✓ We run several themed weeks which promote wellbeing for all such as 'Antibullying week' and 'Health Week'.

**Impact:**

- ✓ The Zones of Regulation ensures a common approach and shared language is used throughout the school to aid pupils to identify how and why they feel a certain way and provides them with strategies to ensure they are happy, focused and ready to learn.
- ✓ Staff have completed Zones of Regulation training to ensure they respond appropriately to promote pupil wellbeing.
- ✓ Pupils are able to attend Citizenship groups to ensure they can have a meaningful say in the development of the school.
- ✓ House Points and other rewards are regularly used to ensure pupils are motivated and inspired to learn.
- ✓ Pupils have gained a deeper understanding of the protected characteristics groups.
- ✓ Pupils complete termly evaluations which are tracked and have daily conversations with staff and pupils.
- ✓ Each classroom has a wider achievement wall which is updated regularly. Achievements are shared with families and in the local community.
- ✓ Pupils can attend Breakfast Club and a variety of staff and parent led clubs after school.
- ✓ Providing opportunities for all to access activities in the local area that they may not otherwise be able to take part in (transport, funds).

**Next steps:**

- To have tracking tools in place to monitor the overall wellbeing of pupils across ELC and school.
- To build on stakeholders confidence in Emotional Literacy / Language (Zones of Regulation).
- SHANARRI / GIRFEC / UNCRC / Citizenship Groups continue to be embedded within school and ELC.
- Continued focus on increased pupil attendance and greater engagement with families and community through use of SeeSaw.
- Increase teacher confidence, skills and knowledge in relation to inclusion within the classroom.
- Increased engagement with Outdoor Classroom and Play to promote wellbeing.

## Progress and impact of Pupil Equity Fund

### Adhartas agus buaidh Maoin Cothromas Sgoilearan

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Our Pupil Equity Fund allowed us to build on our highly successful literacy and numeracy intervention programme for targeted support of learners. Children, through 1-1 assessments, are grouped accordingly and have their tasks differentiated to ensure it is specific for the targets that they have been assigned.

The programme is led by our Literacy and Numeracy Teacher and is supported by Literacy and Numeracy Pupil Support Assistants. The children are collected for around 20 minutes of targeted support on areas for development 4 times per week. They are assessed at the beginning and end of a set block of learning to review progress. All data is recorded electronically and regularly reviewed.

The aim of this targeted intervention was to increase attainment in literacy and numeracy for all PEF pupils in Primary 1-7 which it consistently has. For example, please see the improvements from this school year below:

#### HNP Assessment Data:

1. Achieved target of improving basic facts knowledge by one stage at least
2. Numeral Recognition
3. Forward Number Sequence
4. Backwards Number Sequence
5. Adding + Subtracting
6. Basic Facts
7. Grouping and Place Value

#### Number Stacks Data:

1. Number Place Value
2. Addition and Subtraction
3. Multiplication and Division

% of pupils attending Numeracy Intervention Group made some progress this year.

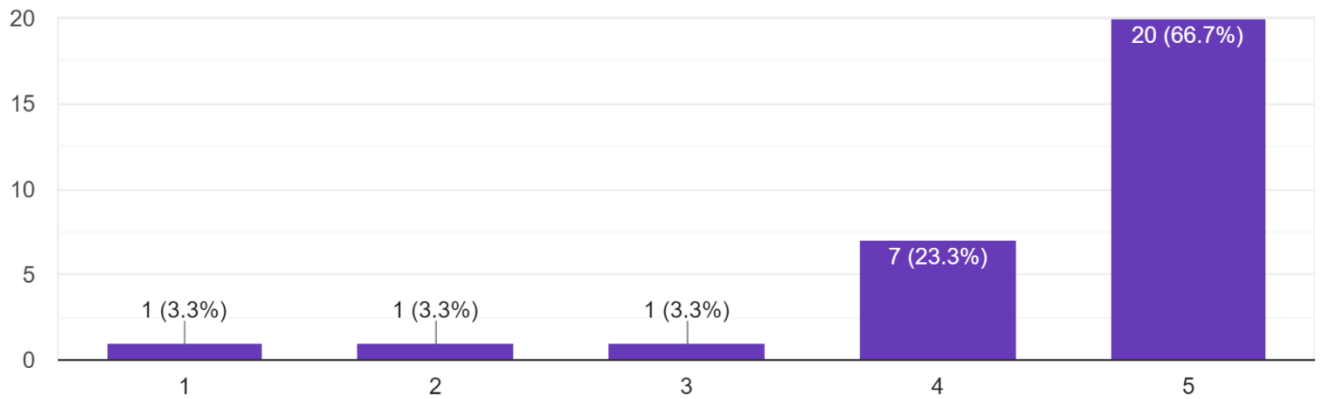
The key to this was the hard work and dedication of the school PEF Team who have:

- invested huge amount of effort and time into improving their own practice
- attended training and researched online to improve their approaches
- daily professional dialogues with staff
- identified key resources to support learning and teaching

Here are a selection of comments on our approach to numeracy this year and feedback which has been used to guide improvement:

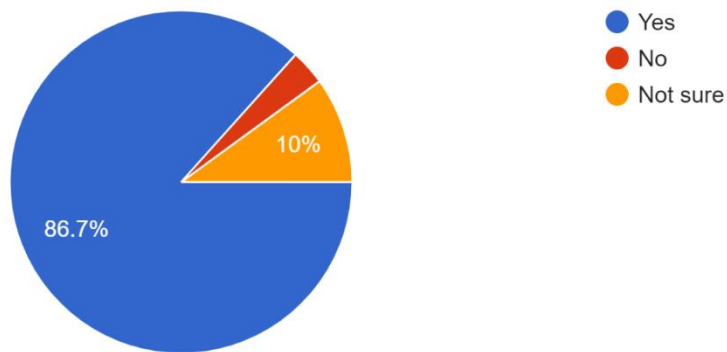
### Out of 5, how much do you enjoy coming to numeracy groups?

30 responses



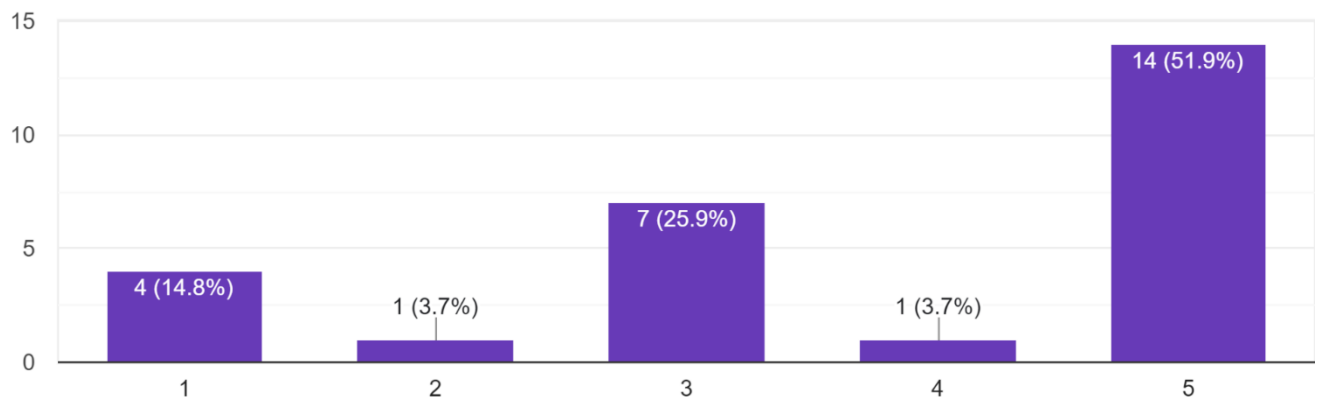
### Do you feel numeracy groups have helped you with your maths?

30 responses



### Out of five, how much do you enjoy using Number Stacks?

27 responses



'Dream it. Believe it. Achieve it.'

## What is your favourite thing to do with Mrs Wood?

- 30% Numberstacks
- 30% Worksheets

Other:

Hangman, numbers and practise writing them, I like hard worksheets, Go Fish, Chimney sums, games snakes and ladders, Counting fish, Learning to write my numbers, Games - tuff trays flower pot game, Numbers - writing them Numicon, number formation booklets, Get out of my house, Games, Counting practise, It's really fun and Mrs Wood has a good sense of humour,

## Is there anything else you would like to say about numeracy groups or anything you would like to do in numeracy groups?

36% said there is nothing I would change.

Other comments include:

- Games. More often and add in another person to my group
- I think it is fun
- I want to go more often
- I would like to go back. I didn't really use Number Stacks
- I like playing the games with my friends
- I like going
- I like the games. I would like to play duck, duck, goose.
- I would like to do more counting.
- I would like harder work. I want to choose the primary my worksheet is from
- I would like to get more stickers
- I would like to play only games
- I would like to stay for longer so I would like longer sessions and I like going on my own. I went with Mrs Ross too. It kind of helped with my maths.
- I would like to do more numeracy games
- I prefer going on my own
- I would like to Number Stacks
- I prefer going on my own. I would like more time with Mrs Wood. I just love it.
- I would like to do more books with numbers in it.
- I like coming on my own.

## Wider achievements

### Coileanaidhean nas fharsainghe

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Pupils have enjoyed the experiences that Ross-shire Primary School Sports Association (RPSSA) has given them. Competitions have helped the pupils form positive friendships and relationships across the cluster and Associated School Group promoting health and wellbeing and giving them access to opportunities for participation in sport. The children have also attended other academic, creative and expressive events and competitions.

- ✓ Cross Country
- ✓ Scottish Country Dancing
- ✓ Football
- ✓ Swimming
- ✓ Athletics
- ✓ Rotary Quiz
- ✓ Mathematics Challenge
- ✓ Euro Quiz

Teachers within our school and the support of volunteers from the local community has enabled the following clubs to run at various points in the school year.

- ✓ Football Club
- ✓ Athletics Club
- ✓ Running Club
- ✓ Performance Drama Club
- ✓ Music Club
- ✓ Chess Club
- ✓ Library Club
- ✓ Scripture Union Club
- ✓ Disney Playmakers
- ✓ Breakfast Club

Our P6 Junior Leaders have worked hard over the year on leadership qualities. They have organised the equipment, communicated with others and planned activities. They have shown commitment, grown in confidence, and used skills to lead activities for the rest of the school.

We organised several themed weeks which gave the children an opportunity to achieve success in variety of ways this year:

- ✓ Health and Wellbeing Week
- ✓ Anti-Bullying Week
- ✓ Road Safety Week
- ✓ World of Work Week
- ✓ E-Safety Week

We organised several school events to provide opportunities for pupil participation and achievement:

- ✓ Hilton Stone Run
- ✓ Chess Tournament
- ✓ Football Tournament
- ✓ House Team Challenges

Our Citizenship and Pupil Group Programme enables pupils with the opportunity to experience success outside of the classroom and promotes partnerships with children from other classes:

- ✓ Pupil Council
- ✓ Eco Group
- ✓ Junior Road Safety Officer Group
- ✓ Rights Respecting Schools Group
- ✓ Digital Workforce
- ✓ Newspaper Group
- ✓ Early Years Committee
- ✓ Football Group
- ✓ Chromebook Club
- ✓ Performance Club
- ✓ Board Games
- ✓ Lego Club
- ✓ School Band
- ✓ Arts and Crafts Club

In the local community our pupils attend a number of regular events such as:

- ✓ Football Training
- ✓ Youth Club
- ✓ Horse Riding
- ✓ Self-Defence
- ✓ Tennis Club
- ✓ Swimming

We will continue to build on and actively encourage pupil participation in a wide variety of groups, activities, and competitions.

# Comments from learners, families, stakeholders and staff

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

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### School Improvement Priority: Zones of Regulation

#### Family Views

*It's been a good discussion starting point and our child seemed to enjoy being able to explain the different zones and colours.*

*I have heard both my children discussing the zones and toolbox. It seems like a very positive way to discuss issues that arise both big and small.*

*My children quite often use this as reference to inform me of their feelings especially Pupil M in P1. It's been very interesting to them, and she enjoys using it in day to day.*

#### Learner Views

##### P4-7

*Helps us to understand each other and easier to express our feelings*

*We all have toolboxes with strategies to help us get back to green.*

*Everyone in the school has been learning about which makes it easier.*

*We have spaces in the school that help us to stay happy and ready to learn.*

##### P1-3

*Me and my brother talk about the zones at home.*

*If I was in my red zone I would tell an adult to help me get back to green.*

*We use zones by talking with our friends, think what colour we are in and tell them.*

*I like it because it helps me to understand why I am excited.*

#### Staff Views

*We have a clear and concise way that we speak to children and help them to deal with situations that arise.*

*As a school we value the right approach to wellbeing and adopt a nurturing approach to all our learners and their needs. The Zones help us to do this.*

*We use the language from the zones when supporting adults in our school too.*

## Capacity for continuous improvement

### Comas airson leasachadh leantainneach

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Using indicators from 'How Good is our School 4' together with learner, parent, carer, partner and community feedback we believe we have made the following progress this session:

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

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1. *To continue to Raise Attainment in Literacy and Numeracy*
2. *To continue to Improve Assessment, Tracking and Moderation Processes.*
3. *To continue to promote Health and Wellbeing for all.*

## Planning ahead

### A' planadh air adhart

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Full details of the school's 2024/25 improvement priorities and actions are detailed on the school improvement plan, which can be accessed on our website <https://www.hiltonofcadbollprimary.org.uk/> or by contacting the school office.