



# STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

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**2023-2024**

**Shieldaig Primary and Nursery**



# 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.

Alison MacLennan  
Head Teacher  
Shieldaig Primary and Nursery

## 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**  
93.3%

**Average Class Size**  
12

**Meeting PE Target**  
Target Met

**Pupil Numbers (inc nursery)**  
23+6

**Teacher Numbers**  
3

**Pupil Teacher Ratio**  
8.5

2023/24 Proportions of pupils achieving Curriculum for Excellence Levels (P1, P4, P7 combined):

**Reading**

All

**Writing**

Most

**Listening and talking**

All

**Numeracy**

Most

We have had no exclusions this year.

Shieldaig Primary School is located in a rural, coastal setting serving the local community of Shieldaig and Torridon areas on the northwest of Scotland.

There are 23 children attending the school and 6 children in nursery, ranging from N3 - P7. P1-3 and P4-7 are taught together in two multi-stage classes and there is a separate nursery for 3 and 4 year olds.

The headteacher has had overall leadership responsibility for Shieldaig Primary School and Auchtertyre 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. Most children who face barriers to learning are making good 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

# School vision, values and aims

## Lèirsinn, luachan agus amasan na sgoile

We aspire to build an inclusive and creative environment, based upon our shared values, to support children to become successful learners, confident individuals, responsible citizens, and effective contributors.

**Kindness- Resilience - Creativity - Initiative**

This has also been expanded so that our Values are embedded in our Learning and Teaching. March 2024

### At Shieldaig Primary and Nursery our Learning and Teaching should

- **Create** a school environment where Kindness, Creativity, Initiative, and Resilience are valued, celebrated, and embedded into every aspect of teaching and learning.
- **Foster** a culture of Kindness where everyone treats each other with respect, empathy, and compassion.
- **Cultivate** Creativity by providing opportunities for learners to explore their imagination, think critically, solve problems, and express themselves in diverse and innovative ways.
- **Encourage** Initiative by empowering learners to take ownership of their learning, make decisions, set goals, and actively participate in their education.
- **Develop** Resilience among learners, equipping them with the ability to adapt, persevere, bounce back from failure, and face challenges with determination and a growth mindset.

### *Our school values are embedded in everything we do*

Our Values	Teachers need to	Learners need to
Kindness	<ul style="list-style-type: none"> <li>• <b>Model</b> kindness through their words and actions, fostering an inclusive, caring and supportive classroom culture.</li> <li>• <b>Create</b> opportunities for learners to practice acts of kindness, such as peer mentoring, empathy exercises, cooperative and collaborative group work.</li> <li>• <b>Celebrate</b> and recognise kindness throughout the school community.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Demonstrate</b> kindness towards their peers, teachers, and the wider community.</li> <li>• <b>Support and encourage</b> each other, displaying empathy and consideration for others' feelings.</li> <li>• <b>Promote</b> a culture of inclusivity where everyone feels valued and respected.</li> </ul>
Creativity	<ul style="list-style-type: none"> <li>• <b>Provide</b> a range of creative opportunities that enable learners to express themselves and think outside the box.</li> <li>• <b>Plan</b> open-ended tasks, problem-solving activities, and artistic endeavours into their lessons.</li> <li>• <b>Encourage</b> learners to explore their imagination, take risks, and develop innovative solutions.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Think</b> creatively, explore different perspectives, and generate innovative ideas.</li> <li>• <b>Embrace</b> challenges, welcome new learning experiences, and actively participate in activities that require imaginative thinking and problem-solving.</li> <li>• <b>Take pride</b> in their unique talents and creative outputs.</li> </ul>
Initiative	<ul style="list-style-type: none"> <li>• <b>Foster</b> a sense of ownership in learners by valuing their ideas, opinions, and contributions.</li> <li>• <b>Provide</b> opportunities for learners to take the lead, make decisions, and implement their initiatives within the classroom and wider school community.</li> <li>• <b>Empower</b> learners to be self-directed and proactive in their own learning journey.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Be empowered</b> to take initiative and responsibility for their own learning.</li> <li>• <b>Actively engage</b> in class discussions, offer ideas, and contribute to decision-making processes.</li> <li>• <b>Seek</b> opportunities to make a positive impact on the school community and demonstrate proactive behaviours.</li> </ul>
Resilience	<ul style="list-style-type: none"> <li>• <b>Create</b> a challenging but supportive learning environment where learners are encouraged to persevere and learn from setbacks.</li> <li>• <b>Provide</b> regular feedback, set high expectations, and offer strategies for managing difficulties.</li> <li>• <b>Explicitly teach</b> resilience skills such as problem-solving, emotional regulation, and self-reflection.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Develop</b> a growth mindset and persevere when faced with challenges or setbacks.</li> <li>• <b>Show</b> determination, adaptability, and a willingness to learn from mistakes.</li> <li>• <b>Ask for</b> support when needed and demonstrate resilience in their academic pursuits and personal development.</li> </ul>

## 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

Through a focus on Writing, embed a consistent school approach to teaching and assessment, raising attainment for all children. Embed the curriculum to meet national expectations by focusing on the updated HC Literacy Progression

##### Purpose:

*With teachers taking more responsibility for ensuring high-quality delivery, this should result in the learning needs of all children being met, including those who require specialist support.*

##### Progress:

- ✓ School staff show a high level of commitment to their own professional development and to leading improvement within school through the Teaching Sprint approach using Bruce Robertsons Power Up Your Pedagogy (First 4 strategies).
- ✓ Across the school and nursery, staff demonstrate a strong ethos of teamwork. Senior Management supports staff well to develop effective, consistent approaches to planning children's learning through the support and challenge approach to progression meetings.

##### Impact:

- ✓ SMT protects time for collegiate and professional learning to plan for, carry out and evaluate effectively the positive impact of change on learners and the teachers' pedagogy.
- ✓ They evaluate the impact of learning on children's progress and attainment carefully through the support and challenge meeting process. This is helping teachers to ensure they identify children's next steps and build upon what children already know.
- ✓ This is also helping to meet the needs of almost all learners.
- ✓ As a result, teachers hold valid information about children's progress over time. This is helping them to track children's individual progress towards achieving Curriculum for Excellence (CfE) levels.
- ✓ The school is making good progress in this area.

##### Next steps:

School to continue with the "Teaching Sprint Approach" to develop, use and review High Quality Research based pedagogy.

#### School Priority: 2

Use moderation across the cluster and ASG to support practitioners in arriving at valid and reliable decisions on learners' progress towards, and achievement of, a level.

##### Purpose:

*This should focus on helping children make the best possible progress. (Main focus on Writing)*

##### Progress:

- ✓ In Early Years - Practitioners are beginning to review and develop their approaches to planning with support from the Principal Teacher, Head Teacher and Early Years Teacher. They plan across early level through intentional and responsive planning, the re-visiting of 4 capacities, 4 contexts for learning and realising the Ambition - taking children's interests into account. The PT and practitioners make use of the local authority early years resources progression framework to track and monitor children's progress.
- ✓ Teachers ensure assessment information is integral to planning approaches. Teachers are developing High Quality Assessments in literacy as part of the planning process using national benchmarks and milestones to support their overall assessment of how well children are making progress supported by observations, photographic evidence and questioning.

##### Impact:

- ✓ These approaches help teachers understand the progress children are making in learning. They also support staff to plan better both intentionally and responsively. Children are more confident in understanding and sharing their progress with staff and parents through the 4 capacities and the developing use of floor books
- ✓ These approaches help teachers understand the progress children are making in learning. They also support staff to plan better both intentionally and responsively. Children are in early stages of developing confidence in understanding and sharing their progress with staff and parents through the 4 capacities "Know and Show" learner statements.

- ✓ The Head Teacher works effectively with staff through the introduction of the support and challenge process to ensure they know how children are progressing with individual targets over time. They have established termly tracking and monitoring meetings across the school year.
- ✓ Teachers are keen to learn from others to ensure they continue to refine and improve their moderation practice.
- ✓ These meetings allow staff to consider evidence of focused support and challenge input and to discuss how to improve outcomes for children. This is providing senior leaders and teachers with valuable information about how well they meet the support and challenge needs of all children again through both intentional and responsive planning.
- ✓ As a result of all moderation activity to date, teachers have a clearer understanding of national Benchmarks.
- ✓ In addition, children benefit from teachers' increased confidence in making more accurate professional judgements on children's progress within a level.
- ✓ Good process is being made in this area.

**Next steps:**

Continue to embed the curriculum to meet national expectations. (Focus on updated HC Literacy / Numeracy Tiles progression)

### School Priority: 3 *Rights Respecting Schools – Silver Award*

**Purpose:**

Our school will show good progress towards embedding children's rights in the school's policy, practice and ethos.

**Progress:**

- ✓ Children across the school are developing an understanding of their rights within the United Nations Convention of the Rights of the Child.
- ✓ The school is working towards a Silver Rights Respecting Schools Award.
- ✓ The school values are a key feature of assemblies and are displayed around the school.

✓ The headteacher has introduced a pupil wellbeing questionnaire which is completed in September and May to help children identify their emotional and wellbeing.

**Impact:**

- ✓ Children talk about the rights they have learned about and what they mean for themselves and others.
- ✓ Children and staff have worked to develop a rationale which shows how their school values are embedded in learning and teaching.
- ✓ As a result, most children have an understanding of how they are feeling. Almost all children have identified a school adult they can talk to when needed.
- ✓ The school is making satisfactory progress in this area.

**Next steps:**

Continue to work towards Rights Respecting Schools Silver Award.

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

The Pupil Equity Plan was updated to ensure that actions and impact were more sustainable. Art resources were purchased to support the development of a community approach to Health and Wellbeing through the Annual Art Week and other resources were purchased to begin the development of a more nurturing space in the Rainbow Room.

Targeted Support and Challenge combined with Teaching Sprint Planning and Review meetings based on the first 4 research based strategies in Bruce Robertson's book Power Up Your Pedagogy support staff to effectively plan learning and better meet pupil needs. The focused support and challenge meetings are in turn stabilising learning with children.

## Wider achievements

### Coileanaidhean nas fharsainghe

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- Art Week supported by local artists and exhibition ( 3D model of Shildaig)
- 1<sup>st</sup> Place in ASG cross country championships
- Forest School
- Archaeological Dig
- Football Training – HLH Active Schools
- Piping Tuition
- ASG Sports Day – Gairloch
- Tree Planting on local estate.
- Swimming lessons – Poolewe
- Local Triathlon
- Local Competitions
- Inter- disciplinary learning days – cooking /baking/ planting / growing / harvesting food, Burns day etc
- Focus Groups – Eco / Rights Respecting Schools
- Sports Leaders
- Intergenerational community links (ELC)
- Showcasing – Christmas performance

## Comments from learners, families, stakeholders and staff

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

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#### Parents – April 2024 Questionnaire

##### What do you feel Shildaig Primary does well?

- So much! All of our kids love coming to school- that is proof of what a great job is being done! Caring, nurturing teachers contribute to this so much. Strong management with a clear vision of where the school is going and what needs to be improved. It feels like lots of initiatives have been put in place this year to bring the school up to date/ in line with current standards and good practice. As a parent this has been really reassuring and something myself and husband have appreciated so much. Having Mrs MacLennan as acting head feels like she's in control of the school and is concerned both with children's welfare and with raising attainment across the whole school. Thank you to all staff for everything they do for our children.
- Nurturing environment. Lots of opportunity for outdoor activities.
- Provide a range of experiences, to give the children a more rounded outlook.
- They provide great opportunities to learn outside of the classroom.
- Creating a fun environment that children want to learn in.
- We feel very fortunate that our child attends Shildaig Primary School and we feel that it is a great school.

##### What could we do to improve Shildaig Primary?

- I feel the 4-7 class would benefit from occasional homework which would support what they are learning in school.
- Residential trips, particularly for the older ones?
- Gardening and outdoor activities; connecting children to their environment.
- Have a staff member present outside when children are being dropped off in the morning.
- More forest school.
- Continue to make school a fun place to be. Support my child to be h/self.
- -Extra encouragement when struggling in a lesson
- One to one directions given. () struggles to listen when he is being spoken to in a group.
- Provide more opportunities for pupils to practise public speaking, eg in the classroom , to the school or at a larger gathering.
- While I think there is a def need to support children with their social, emotional, and behavioural development, I think support with this should be available from Highland Council as opposed to individual schools having to fund their own areas of Health and Wellbeing.Children in the school seem to really be struggling with areas of loss, family break downs etc. The ramifications of this affect the whole school- staff and pupils. I would hope that there is much support for this being offered from the Council to our school and the pupils who are really struggling emotionally.



### Pupil Voice – Healthier Minds Questionnaire – May 2024

- 76% of pupils feel cheerful about things
- 53% of pupils have been feeling relaxed
- 72% of pupils have been getting on well with people
- 65% of pupils enjoy what each new day brings
- 65% of pupils say they have been in a good mood.
- 50% of pupils have been feeling calm
- 85% of pupils manage to complete learning activities at school
- 75% of pupils think there are many things they can be proud of.
- 81% of pupils feel there is an adult in the school everyday they can talk to.
- Every child completing this questionnaire has identified and named at least one adult ( in school) they can talk to if needed.
- 76% of pupils think lots of people care for them.
- 81% of pupils think they are good at some things.
- 72% of pupils can find lots of fun things to do.
- 38% of pupils have been able to make choices easily.
- 57% of pupils have always told the truth.
- 62% pupils think good things will happen in their lives.

## 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
<b>QI 1.3</b> Leadership of change	Good	Good
<b>QI 2.3</b> Learning, teaching and assessment	Good	Good
<b>QI 3.1</b> Wellbeing, equality and inclusion	Good	Good
<b>QI 3.2</b> Raising attainment and achievement/Securing children’s progress	Good	Good

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

1. Continue to embed the curriculum to meet national expectations. (Focus on updated HC Literacy / Numeracy Tiles progression)
2. Develop and embed a more strategic approach to improving learning teaching and assessment – Focus on Literacy and Writing through Teaching Sprint approach to Presenting / Content / Practice / Differentiation from Bruce Robertson’s Power up your Pedagogy
3. Continue to work towards Rights Respecting School Silver Status.

## 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 [ADD LINK](#) or by contacting the school office.