



STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2023-2024

Tongue Primary School & ELC



Kindness • Inclusion • Respect

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.

Katherine Van Voornveld
Head Teacher
Tongue 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.

Attendance
95%

Average Class Size
13

Meeting PE Target
Target Met

Pupil Numbers (inc nursery)
26 (+14 nursery)

Teacher Numbers
2

Pupil Teacher Ratio
13:1

We have had no exclusions this year.

Tongue Primary School is located in a rural setting serving the local community of Tongue and Melness, on the North Coast of the Scottish Highlands.

There are 26 children attending the school and 14 children in nursery, ranging from N2 – P7#. There are two multi-composite classes in the primary: P1-4 and P5-7. There is a separate nursery for 2-5 year olds.

The headteacher has overall leadership responsibility for Tongue Primary School, Farr Primary School and Melvich Primary School, along with Farr High School which collectively form the North Coast Campus. The Head Teacher is supported by the Depute Head Teacher and the Principal Teacher. The children from the three primaries work together termly.

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 is good and numeracy and mathematics is very good. Most children achieve appropriate CfE levels in literacy and almost all children achieve appropriate CfE levels in numeracy. Across the school, a few children are exceeding nationally expected levels. Almost all children who face barriers to learning are making very good progress towards meeting their individual targets.

Overall children are making the following progress:

Reading

Good progress

Writing

Good progress

Listening and talking

Very good progress

Numeracy

Very good progress

We have had no exclusions this year.

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile



KINDNESS • **INCLUSION** • **RESPECT**
 caoimhneas • in-ghabhail • spèis

Our vision is to support & challenge our children to be successful learners, to help them develop as responsible citizens and to work together to build positive memories

Tongue Primary School – at the heart of our community



School Environment

- ◇ Our school is a nice place to be. It is:
 - ✓ Welcoming and calm, happy and exciting.
 - ✓ A place where everybody works together & behaves nicely.
- ◇ Our classrooms and outdoor areas are good places to learn. They are:
 - ✓ Safe places where everyone is listened to and respected.
 - ✓ Fun places where everyone is encouraged to try hard and do their best.
- ◇ Everyone's wellbeing is promoted and supported.
- ◇ Success is celebrated & encouraged

Staff

- *Our teachers are fun, interesting and enthusiastic when they teach us new things.
- * Everyone in our school community have positive relationships with each other.
- * Communication is clear – everyone knows what is expected of them.
- * Staff are flexible and willing to adapt and change as needed
- * Every staff member knows every pupil very well.
- * Teachers work hard to develop their skills and find new ways of teaching.
- * Our PSA is supportive and helpful.



Learning and Teaching

- ⇒ Our lessons are planned well and we have good resources to help us learn.
- ⇒ We have Learning Intentions and Success Criteria to help us know how to be successful.
- ⇒ We learn in lots of different ways: interdisciplinary, active and trips. We love to learn in our beautiful local area
- ⇒ We all learn in our own ways and our needs are all met.
- ⇒ We learn with our own class groups, as a whole school and with our ELC
- ⇒ Feedback is always given and we are encouraged to act on the feedback to help us do our best.
- ⇒ Our teachers make our learning fun by: learning through play, active learning and encouraging us to plan



- ⇒ We have lots of opportunities to be creative in our learning, both indoor and out.
- ⇒ We have a say in our learning.
- ⇒ Our teachers always listen and we know who we can speak to if we are sad or upset.
- ⇒ Our homework is manageable and we are encouraged to do this with a parent. Our teachers understand that we sometimes can't do our homework.



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- Our students are **kind**, they look out for each other & do their best to be all they can be.
- Members of our school community **respect** each other and celebrate difference.
- Everyone is **included** and helped and encouraged to take part in all that we do.

Kindness • Inclusion • Respect

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:

PARENTAL ENGAGEMENT - ELC

Purpose:

Increased parent/carers involvement within the ELC & empower parents to foster ownership of their children's education from an early age.

Progress:

Content:

- ✓ Parents have had the opportunity to identify activities they would like to take part in within the ELC.
- ✓ Develop the opportunities were made available through Seesaw.
- ✓ Introduce parental consultations in line with the primary calendar.
- ✓ Share Form 1s with parents as reviewed

Impact:

- ✓ A broader range of activities are available for parents to take part in, and some parents have done so. Some parents feel this has allowed them to become more involved.
- ✓ More parents are now sharing achievements from home and are better informed about the ICT skills their children are developing. Learning and achievements are routinely shared with parents through Seesaw.
- ✓ Parents have had some formal timetabled opportunities to discuss their children's learning and time in ELC. This has had a positive effect on relationships.
- ✓ Parents are aware of progress and next steps in a timely fashion and their voice is heard in the process.
- ✓ Staff value and embrace the opportunity to engage with parents. Parents who take part on these opportunities value them.

Next steps:

- Ensure timetabled parental consultations are followed at all times when primary ones are scheduled.
- Continue to encourage and identify ways for parents to take an active role within our ELC.
- Identify an alternative communication platform from Seesaw.

School Priority:

UNDERSTANDING & IMPROVING ASSESSMENT AND MODERATION STRATEGIES WITHIN THE BGE - PRIMARY

Purpose:

To develop a more consistent approach towards the application of the Benchmarks and develop a shared understanding of what is required for achievement of a level.

Progress:

Content:

- ✓ Staff have had training and opportunities for professional dialogue around the moderation cycle.
- ✓ Moderation of numeracy & writing has taken place across the Campus at Early, First and Second levels.
- ✓ Opportunities for engagement between secondary and P7 teachers have facilitated improved information sharing.

Impact:

- ✓ Staff are putting into practice the things they have learnt which has improved the quality of lessons.
- ✓ Judgements of writing are more robust and informed. We are making progress with our moderation of numeracy.
- ✓ Information about P7 pupils has been shared with secondary teachers allowing them to prepare lessons which are differentiated accordingly.
- ✓ Jotters are now following P7 pupils as they progress to S1, allowing continuity of expectation.
- ✓ We have made good progress in our understanding of moderating of writing and have identified how we would like to progress our moderation of numeracy.

Next steps:

- Ensure moderation pieces are generated from normal day to day classwork and include consideration of the pupils' next steps to inform the next stage in teaching.
- Identify an opportunity for moderation with secondary & for P7 & secondary teachers to visit each other.
- Continue moderation through CCMs with a particular focus on numeracy.

Purpose:

Address potential gaps in learning linked to poverty and ensure all children are encouraged and supported to achieve their full potential.

Progress:

Content:

- ✓ Teachers have been facilitated to attend Child Plan meetings.

- ✓ Pupils have held sessions with parents where they have shared high quality learning activities which they have taken part in.

- ✓ Food parcels have been organised in partnership with the Fellowship Group on a regular basis helping some of our families who have very low income.

Impact:

- ✓ Pupils benefit from professionals working together to meet their needs and we are able to take a more joined up approach working alongside parents and partners.

- ✓ Pupils have been able to learn from each other's good practice and taken pride in the work they have produced. Parents are more informed about pupil progress and effort. Parents feel welcomed to our school and have let us know they enjoyed the experiences.

- ✓ We are helping to meet the basic needs of our pupils, ensuring they are in the best place to learn.

- ✓ We are very successful in overcoming barriers which affect learning and impact on the wellbeing of our children.

Next steps:

- Continue to identify issues, including those linked to poverty, which may impact on learning & identify ways to address these.

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

The Gardening Club was very successful for most of the children involved; it allowed children to develop their interests, it allowed them to spend more time out of doors and provided leadership opportunities in a nurturing space. As a consequence of this, children were more relaxed and in a better position to learn. We hope to continue the Gardening Club next session.

Literacy, Numeracy and Nurture Group activities supported learning progress and H&WB. Our data shows improvement in data for the majority of the children included. This has also provided support for children who have faced particular challenges this year.

Wider achievements

Coileanaidhean nas fharsainghe

- ✓ Successful fundraising activities organised by our pupils.
- ✓ Some children have been involved in volunteering within the community.
- ✓ The majority of our children have taken the opportunity to learn strings this year and are currently preparing to showcase their skills during an open session.
- ✓ Our whole school and ELC are regularly involved in local litter picking to give a little back to the community.
- ✓ All primary pupils have been involved in learning about renewable energy through visits to and collaboration with Strathy Wind Farm.
- ✓ P1-7 are currently campaigning to have the Library Bus back.
- ✓ Throughout the year, ELC – P7 have been involved in a project with Tongue House and their gardens.
- ✓ ELC –P3 participated in the Puddles to Pondsproject to promote diversity. P4-7 helped to dig the pond in our grounds.
- ✓ P1-7 have grown and sold their own produce, in conjunction with the local polytunnels at the Kyle Centre
- ✓ P1-7 participated in the Big Plastic Count
- ✓

Comments from learners, families, stakeholders and staff

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

Family and Stakeholder Voice

- ✓ We enjoy all parental engagement activities provided.
- ✓ Seesaw gives a real time sense of what is happening.
- ✓ Gardening was really good fun and great to see the adults and children working together.
- ✓ I have visited many schools in my line of work but have never come across a school in which I have felt such love.
- ✓ I don't think there would be a dry eye in the room reading your kind words. I'm really glad you are getting to see the real (pupil name) as she just loves life.
- ✓ Thank you very much. I really appreciate all the care you are giving to (children's names)

Staff Voice

- ✓ Tongue Primary pupils are incredibly positive and well mannered.
- ✓ It is a very supportive school & ELC with great communication.
- ✓ Tongue Primary is a very calming school; you walk in and feel order and calmness.
- ✓ Tongue Primary & ELC is an incredibly positive place to work in. The children love learning and take this enthusiasm to all areas of the curriculum.
- ✓ The children in Tongue Primary have an enormous respect for the environment.
- ✓ The wonderful caring ethos of Tongue Primary & ELC envelopes you when you enter the buildings. The kindness, consideration and respect shown by all is simply beautiful.
- ✓

Pupil Voice

- ✓ I think things that are going well are the learning and the education time we have for us and we have different lessons with different skills, targets and fun.
- ✓ What I love about school is art and PE and whistle.

- ✓ I like that we can do other stuff like Feis instead of just literacy and maths.
- ✓ Outdoor learning is going well because everyone enjoys it.
- ✓ The teachers are very kind and really nice to us.
- ✓ The teachers are very approachable.
- ✓ The teachers are very good at teaching and at helping us.
- ✓ The lessons we do are fun and good to learn about.

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	Very good	Very good
QI 2.3 Learning, teaching and assessment	Good	Good
QI 3.1 Wellbeing, equality and inclusion	Very good	Very good
QI 3.2 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.

Staffing issues can affect our ability to progress in our school improvement priorities.

Key priorities for improvement planning

Prìomhachasan airson planadh airson leasachadh

- Numeracy across the curriculum including moderation.
- Developing our understanding of our rights through our H&WB curriculum.
- Development of DYW within our ELC.

Planning ahead

A' planadh air adhart

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://tongueprimary.wordpress.com/> or by contacting the school office.