



# STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

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**2023-2024**



**Tore Primary School**

# Introduction: Local and National Context

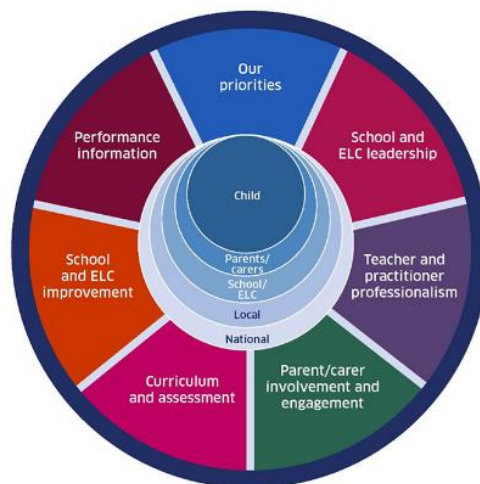
## Ro-ràdh: Co-theacsa Ionadail agus Nàiseanta

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

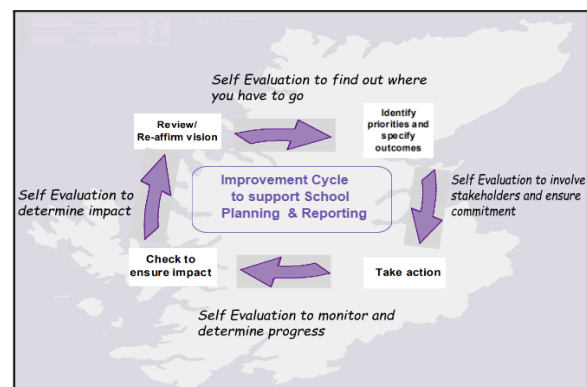
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

#### 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.

Ben Sharp

Headteacher

Tore and Munlochry Primary Schools

## School Profile

### Pròifil na Sgoile

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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**  
**87.7%**

**Average Class Size**  
**17**

**Meeting PE Target**  
**Target Met**

**Pupil Numbers**  
**17**

**Teacher Numbers**  
**2**

**Pupil Teacher Ratio**  
**8.9**

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

There are 17 children attending the school, ranging from P2-P7. P2 - 7 are taught together in a single multi-stage class for half the week, splitting into a P2-4 and a P5-7 class for the other half.

The headteacher has overall leadership responsibility for Tore Primary School and Munlochry Primary School. The headteacher is supported by a principal teacher. Staff and children from both schools work together regularly.

As the school roll comprises a small number of children, attainment and progress will be expressed in 'overall' statements, rather than specific year groups or Curriculum for Excellence levels. This is to ensure the identity of individuals is not disclosed.

Overall, attainment across the school in literacy and English and numeracy and mathematics is good. Children achieve appropriate CfE levels in literacy and numeracy and, across the school, a few children are exceeding nationally expected levels. All children who face barriers to learning are making satisfactory progress towards meeting their individual targets.

Overall children are making the following progress:

**Reading**

Good progress

**Writing**

Satisfactory progress

**Listening and talking**

Good progress

**Numeracy**

Good progress

**We have had no exclusions this year.**

# Aim High, Dream Big and be Your Very Best Self

## Values

Honesty, Kindness, Bravery, Friendship

## Aims

**SHANARRI:** Safe, Healthy & Active, Achieving, Nurtured & Welcomed,  
Respected, Responsible, Included and Celebrated!

## 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

##### Purpose:

This project has been developed in response to the National Priorities of placing the human rights and needs of every child and young person at the centre, as well as providing an improvement in children's health and wellbeing. An improvement priority from the previous year's Improvement Plan has outlined through learner participation that the 'rights of the child' are not well known across the school. A parental survey also highlighted that rights and digital safety were in need of focus, with parents indicating that online bullying, privacy and security, and self-image were a top priority. School self-evaluation has indicated that although there is a positive ethos across the school where respect is demonstrated both to and from the pupils, resilience is low which is having further impact on equality and inclusion for all.

##### Progress:

- A 'Rights Respecting' Steering Group was set-up, to provide the school with a clear focus and understanding of children's rights as set out in the UNCRC.
- The Digital Safety Group has been formed and a rolling action plan created based on information scrutinised from a digital safety audit.

##### Impact:

- Cluster school created a coherent action plan. This will be used to work towards bronze award early in session 24/25.
- Through assemblies, the steering group and Headteacher have led the school in 'Rights'. This has led to almost all pupils having a better knowledge of their rights, and how these rights affect their daily lives.
- Surveys from the steering group in the cluster school have indicated further areas for study. This has led to the group modifying the action plan for the new session, and preparing new 'Rights' for delivery in the new school year.
- The Audit indicated that the school, although making good progress in many digital safety areas, was severely lacking in two specific places: Community Engagement and Digital Policy. This led to the group formulating a clear action plan to address these issues, with regular meetings alongside the Headteacher.

- In addressing what was needed from a Digital Safety Policy, they set-up a meeting with the Headteacher to discuss the best pathway to enact a policy that would suit the needs of the school. This led to a full school policy being created, addressing multiple areas of digital safety within the school. Pupils then edited areas of the plan that related to their context in a small rural school.
  - The group supported the school by delivering digital safety content in assemblies, based around the agreed theme of managing online information. This led to pupils having a heightened responsibility in the use of their digital school devices, sharing with both teachers and parents, when they encountered issues that concerned them.
  
- The Decider skills have been deployed in the school to build on pupil resilience, equality and inclusion.
  - As a whole school, pupils and staff have worked to build resilience by investigating the various Decider concepts. Due to the school size, these could be discussed as a whole school. Assemblies were also used as a platform to build on these.
  - This has led to pupils having increased tolerance towards one another, strategies in the playground and classroom when they are frustrated, and more positive interactions with staff.

**Next steps:**

- Rights Respecting Steering Group (RRSG) to apply for Bronze award.
- RRSG to review and implement any changes to the Action Plan towards Silver.
- Rights Respecting Schools lead, to ensure actions are carried out, not just in cluster school.
- Digital Safety Group to extract policy information and simplify for pupils, before sharing with wider community.
- Digital Safety Group to evaluate progress and address further gaps in school safety need for an updated action plan.

## School Priority 2: Learning, Teaching and Assessment

### Purpose:

This project has been developed in response to the National Priorities of closing the attainment gap between the most and least disadvantaged children and young people and improvement in attainment, particularly in literacy and numeracy. Further to this it has been identified through school data and the organisation of the PEF, that attainment in literacy especially could be increased and support provided to those with gaps in attainment. Local Authority Priorities and initiatives have also encouraged all primary settings to engage with new Literacy and Numeracy Frameworks so as to create a consistent delivery of learning across the region. Parental feedback has identified that input into building a culture of reading in the school is essential, with emphasis on reading for pleasure and the pedagogy of reading being high on the list of priorities.

### Progress:

- Almost all teaching staff attended literacy training events throughout the school year.
- All staff have had training on how to use data from Scottish Online Formative Assessments (SOFA) and National Standardised Assessments (NSA) so that Level progression can be scrutinised comprehensively.

### Impact:

- Literacy for All training has provided staff with the confidence to assess, identify, and facilitate support for those with persistent literacy difficulties. This has led to staff having a more thorough knowledge of the pupils in the class, where they can help close attainment gaps, and where they will find resources to support this work.
- Training sessions on reading and spelling in multi-composite classes has further developed staff competencies with local authority literacy frameworks and progressions. From this, teachers are able to deliver high quality and effective lessons, as verified by agreed classroom observations.
- As a result of the above, most pupils are achieving at Reading and a majority of pupils are achieving at Writing.
- This has led to all staff using a shared planning structure within all subjects, allowing for effective scrutiny by the senior leadership team.
- All staff are using the assessment data to update and maintain their judgments using school tracking documents, and can thoroughly explain the progress and next steps for all pupils in their classes.



- An improved record from attainment meetings allows for evaluation in subsequent meetings to continually monitor pupil progress.
  - Almost all staff are using the Benchmarks to thoroughly scrutinise how each child is progressing, allowing for improved planned outcomes for learners.
  - This has led to pupils achieving in Reading, Writing and Numeracy, where they wouldn't have before, as staff can more accurately pinpoint gaps in learning.
  
- Young Leaders of Learning Group was reformed from the previous academic session to continue to develop pupil leadership within the school.
  - Initial work carried out by the group assessed the views of pupils and their engagement with learning, showing that 53% of pupils felt they weren't really engaged with learning.
  - From this the group had intended to visit classes to observe and evaluate learning across the school, from pupil perspective. However, due to the size of school, it was decided that this would not be suitable.
  - Engagement with the Reading Schools initiative, took a large focus of the group, as they planned to promote reading for pleasure across the school. This then became their main focus and group remit.
  - This led to pupils leading on a school 'Book Brunch', supporting the school with book fairs, and raising money to support other literacy based initiatives.
  
- Concept and application of homework was assessed and addressed via staff, pupil and parental engagement.
  - Through discussion with parents, it was apparent that although 64% of parents felt that homework was important, 73% didn't think it was always worthwhile. It was apparent that the high volume of digital provision was not received positively and that more paper based exercises would be preferred.
  - Further to this, most pupils did not enjoy homework regularly and did not always find it worthwhile. Interestingly, almost all pupils wanted a form of homework that challenged and engaged them.

- This then led to homework format and policy changing across the school. To help pupils become more engaged, homework was revised to not overwhelm, and instead provide a single challenging activity based around a Learning Intention that had been previously studied in class. It was then noted that almost all pupils were engaging with homework, to a much higher standard, including pupils, that had never completed homework since joining the school.
- Staff and pupils celebrated homework success weekly, sharing feedback and discussing learning.

**Next steps:**

- Continue to develop literacy discussions and thoroughly embed cluster writing progression ahead of national writing improvement development.
- Teachers to continue to scrutinise Benchmarks with increasing effectiveness, while evaluating pupil progression. Attainment meetings to address this and support development.
- Young Leaders of Learning to change to Reading Schools Group, as an effective change of remit.
- Homework policy to be reviewed along with parents at the beginning of session 24/25. Views to be acted on and implemented as soon as possible.

## Progress and impact of Pupil Equity Fund

### Adhartas agus buaidh Maoin Cothromas Sgoilearan

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This year, Tore Primary School did not receive any Pupil Equity Funding.

## Wider achievements

### Coileanaidhean nas fharsainghe

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#### Athletics

A team of the older pupil took part in the Ross-shire County Sports, where the school team came an overall third place. Multiple first place medals were also won by many of the children, and the teamwork and practice paid off for an excellent relay run.

#### Cross Country

Our two cross country teams showed exceptional standards of behaviour and teamwork. Both the boy's and the girl's teams did really well, pushing themselves through some chilly conditions.

#### Baillie Cup

We were fortunate to be able to take part in the annual Baillie Cup infant athletics tournament this year. This was a great experience for the younger pupils to be able to demonstrate their running abilities.

Many of our pupils also take part in extra curricular activities such as Scouts and Sea Cadets, continuing to demonstrate high levels of behaviour and social ability in the local community.

## Comments from learners, families, stakeholders and staff

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

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#### Learners:

- 'We used to not get a lot of choice in our learning, but we changed that so that we can now choose what we learn in our topics.'
- 'We have learnt about 'Rights' and talk about them in assembly.'
- 'We are challenged to be totally independent on tasks. When we need help, we can ask for it.'
- 'I feel engaged on tasks most of the time.'
- 'I think we get a range of learning opportunities but not consistently each week.'
- I would love to do more outdoor learning.'

#### Staff:

- 'Interventions have played a huge part in the support of raising attainment, with all children showing progress in their different areas.'
- 'The pupils have grown in resilience considerably this year, thanks to the support of staff and Decider skills. There have been very few incidents in the playground compared to previous years.'
- 'New homework over the last few terms has really help to engage pupils and get them thinking.'

#### Families:

- 'Our daughter always amazes me with her reading and loves doing maths questions for us. I am thrilled at the progress she is making.'
- 'The work my daughter produces has greatly improved.'
- 'All pupils are always included in activities, throughout the school.'

- Our children can be quite shy but they are totally accepted, which is incredibly important to me.'
- Childrens' needs are always considered throughout all activities.'
- 'Families are always well known and time is given freely to everyone who needs it.'

## Capacity for continuous improvement

### Comas airson leasachadh leantainneach

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

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

#### Learning and Teaching

This project has been developed in response to the National Priorities of closing the attainment gap between the most and least disadvantaged children and young people and improvement in attainment, particularly in numeracy. Further to this it has been identified through school data, organisation of the PEF, and feedback from a recent HMIE Inspection in our cluster school, that attainment in numeracy could be improved, especially in mental agility and their understanding of mathematical concepts. Local Authority Priorities and initiatives have also encouraged all primary settings to engage with Numeracy Frameworks so as to create a consistent delivery of learning across the region. Parental feedback has identified that further input into mental agility and times tables, problem solving, and number knowledge would be key.

#### Pupil Leadership and Engagement

This project has been developed in response to the National Priorities of placing the human rights and needs of every child and young person at the centre of education. Further to this, the improvement of skills in leadership as a national priority will need to be addressed. Our recent inspection indicated that pupils are not always clear on how their views shape the work of the school and lead to improvements. Staff should support children to evaluate the impact of their work and recognise the leadership skills they are developing. An important part of this will be reviewing and developing a more robust and thorough method of profiling for pupils, who can take the lead on their self-evaluation and next steps themselves.

## 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 ([Click Here](#)) or by contacting the school office.