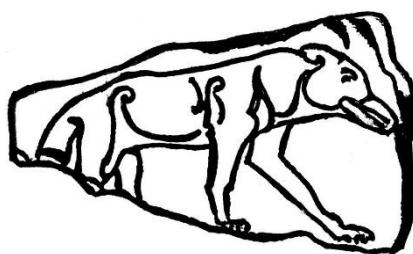




STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2024-2025

ARDROSS 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 91%	75% - 90%	50% - 74%	15% - 49%	Up to 15%

We are pleased to present our Standards and Quality Report for Session 2024-25. This report 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 what we do. 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

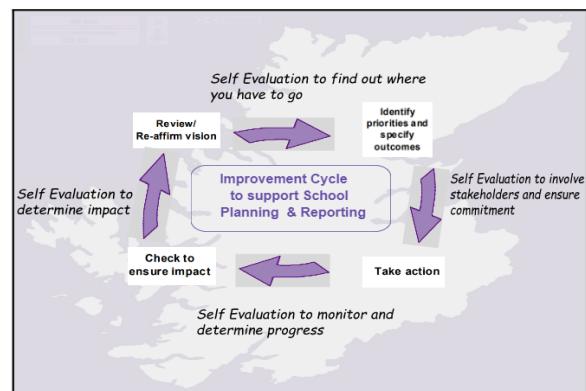
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

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.

Gillian Winter
Head Teacher
Newmore and Ardross Primary Schools

School Profile

Pròfil 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
94.6%

Average Class Size
15

Meeting PE Target
Target Met

Pupil Numbers
30

Teacher Numbers
2

Pupil Teacher Ratio
15:1

Ardross Primary School is located in a rural setting serving the local community of Ardross, near Alness.

There are 30 children attending the school, ranging from P1 – 7.

P1-3 are taught together in a multi-stage class and there is another multi-stage class for P5-7.

The headteacher has overall leadership responsibility for Ardross Primary School and Newmore 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 good progress towards meeting their individual targets.

Overall children are making the following progress:

Reading

Writing

Listening and talking

Numeracy

Good progress

Good progress

Good progress

Good progress

We have had no exclusions this year.

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

Reach for the stars and you can achieve anything!

Achieving

Raising attainment

Dedicated

Responsible Citizens

Our friendships grow

School pupils contributing

Smashing times

Ardross Primary School aims to:

- To promote a positive school ethos and culture where pupils, staff, parents, outside agencies and wider community work together to create a school we are all proud of.
- To promote achievement in its widest sense in order that pupils can develop skills and attitudes which allow them to become successful learners, confident individuals, responsible citizens and effective contributors.
- To promote a positive ethos which ensures that children develop positive attitudes, a sense of caring and concern for others and responsibility and independence.
- To deliver a broad, balanced and differentiated curriculum within the Curriculum for Excellence which promotes equality of opportunity and allows children to progress appropriately at their individual rates.
- To provide opportunities to improve and develop according to needs and against the background of school priorities identified in this Standards and Quality Report and addressed in the School Improvement Plan.
- To contribute to and benefit from close links with our partner schools in the Alness ASG

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 Numeracy

Purpose:

Some good practice already exists within the school regarding the teaching of Numeracy however this is not resulting in attainment of First/Second Level for a number of our pupils.

As this is a national priority and The Highland Council education priority we are working as a school and cluster to ensure that our numeracy pedagogy, along with our assessment and moderation practice is collegiate, transparent and of high quality in order to inform next steps.

Working collegiately will ensure equity and inclusion across the ASG.

Progress:

Impact:

Content:

1. Embed the new Numeracy progression frameworks across the school and cluster
2. Develop a Progression through mental maths

1. Good progress was made here. It has enhanced learner outcomes, confidence, and engagement with mathematical concepts. This approach has led to measurable improvements in pupil achievement. Teachers report increased confidence in delivering numeracy. This initiative has fostered a shared responsibility for numeracy development across the school and cluster. Ongoing monitoring and evaluation show sustained progress in learner numeracy levels.
2. Satisfactory progress has been made here. All teachers follow individual developed progressions and have reported greater clarity in planning and delivering mental maths activities. The professional sessions have contributed to improved pedagogy. Mental maths is now an integral part of the broader maths curriculum. Clear, stage-appropriate progressions have created a consistent and cumulative learning journey for all pupils.

3. Focus on recall and retrieval of facts
3. Good progress was made here. Prioritising regular, structured opportunities for pupils to practise and retrieve key number facts has strengthened foundational numeracy skills across the school. In addition, this initiative has supported the early identification of pupils requiring additional support, allowing timely interventions to close learning gaps.
4. Attend training on diagnostic assessments and review school/cluster approaches
4. Good progress was made here. The training deepened teacher's understanding of how to effectively use the diagnostic tools to identify specific gaps in pupils' knowledge. They have been able to implement more targeted and responsive teaching strategies. The training also enhanced confidence in interpreting assessment data and using it to inform planning, groupings, and interventions.
5. Agree whole school/cluster approach to mental maths
5. Satisfactory progress was made with this. All teachers currently use similar progressions but have identified establishing a consistent, whole-school/cluster approach will have an impact on both teaching practice and pupil outcomes. By agreeing a shared progression, key strategies and expectations for mental calculations across all year groups, will ensure continuity and clarity in the development of pupils' mathematical fluency, and will streamline planning and support.

Next steps:

- Further embed the use of the numeracy progressions to inform and consolidate planning and achievement of a level
- Continue to analyse data throughout the year and use information from assessments to support discussions during planning and tracking meetings
- Ensure diagnostic assessments are carried out twice in year, as per monitoring and evaluation calendar
- Agree on school/cluster mental maths progression
- Audit school/cluster resources
- Continue to moderate assessments across school/cluster and include ASG schools

Purpose:

Some good practice already exists within the school regarding the teaching of Literacy however this is not resulting in attainment of First/Second Level for a number of our pupils.

As this is a national priority and The Highland Council education priority we are working as a school and cluster to ensure that our numeracy pedagogy, along with our assessment and moderation practice is collegiate, transparent and of high quality in order to inform next steps.

Working collegiately will ensure equity and inclusion across the school, cluster and ASG.

The Making Sense Report 2020 recommends the use of a wave approach to supporting young people experiencing difficulties with literacy development where interventions are informed by individual assessment results and often delivered within the regular classroom. Young people with dyslexia benefit from early identification, appropriate intervention, and targeted, effective support at the right time. Assessment for dyslexia should be a process rather than an end product. This is the model of support used in Literacy for All.

Progress:

1. To implement a whole school approach to tracking and recording literacy difficulties from Primary One to Primary Seven.

Impact:

1. Implementing a whole-school approach to tracking and recording literacy difficulties has significantly improved the identification, support, and progress of pupils with additional literacy needs. Staff are becoming more confident in detecting early signs challenges across all year groups. Clear and consistent tracking systems allow for ongoing review of pupil progress and the effectiveness of interventions. Teachers now have access to detailed literacy profiles, which inform planning, differentiation, and communication with parents and external agencies. Good progress has been made with this
2. Recording the impact of any intervention that has been carried out.
2. Good progress has been made. Systematically recording the impact of interventions has led to more informed decision-making, improved pupil outcomes, and greater accountability across the school. The use of intervention records, baseline assessments, and regular progress reviews has enabled staff to clearly identify what works, for whom, and why. This data-driven approach helps to refine or adjust support strategies early, ensuring that time and resources are used effectively.

3. Identify the underlying issues that are preventing a learner from mastering aspects of literacy.
3. Teachers are beginning to pinpoint specific barriers—whether phonological, vocabulary, comprehension, processing difficulties, or confidence-related—that hinder pupil progress. Teachers have greater confidence in diagnosing literacy difficulties and adapting instruction accordingly, supported by training and collaborative professional discussions. Identification has enabled timely referrals to specialist support when necessary. Satisfactory progress has been made.
4. Supporting parents of learners with persistent literacy difficulties.
4. Providing support for parents of learners with persistent literacy difficulties has had a meaningful impact on pupil progress, parental engagement, and overall home–school collaboration. Regular communication, practical strategies, and access to resources, has empowered parents to play an active role in their child's literacy development. Parents report feeling more supported and less isolated, and staff have gained valuable insights into each child's context, enabling a more holistic response to their needs. This has strengthened relationships with families and promoted early and sustained intervention. Good progress has been made with this.
5. Making an identification of dyslexia where appropriate.
5. The approach has raised staff awareness of dyslexia across the school, prompting reflection on inclusive teaching practices and contributing to professional development. Teachers are becoming better equipped and more confident in being able to recognise early indicators and use the appropriate assessments and trackers to make an identification of dyslexia.

Next steps:

- Continue to embed the literacy trackers and assessments across the school/cluster
- Work with Literacy Support Officer to improve staff confidence with making judgements from trackers

Purpose:

We have been below National in our P4 Writing attainment over several years and have identified P4 Writing as an area for improvement. By June 2025 the schools participating in the National Improving Writing Programme Wave 2 will achieve more than 70% in First Level CfE Writing at P4. (Although targeting P4, teachers have completed with multi-composite classes)

Progress:

1. Teachers introduced to quality Improvement tools.

Impact:

Very good progress has been made which has resulted in an increase in P4 Writing attainment. Teachers and pupils are more confident in their approaches to writing.

2. Use of Teaching aims, measurement and run charts. Run chart rules and the change bundle.

Demonstrable improvement gains for P4 learners achieving the specified success criteria aligned to explicit teaching aims (focused on Tools for Writing). Learners are empowered to see themselves as writers and engage in writing activities. Learners confidently talk about their learning intentions and success criteria and next steps.

Pupils and staff enjoy monitoring their daily overall class attainment and are focussed on improvement. They understand what is needed to improve and how to do this. Good progress has been made here.

3. Openers, punctuation and sharing successes.

Learners have a firm grasp of the Tools for Writing and can create a variety of texts for different purposes. Learners can use complex sentences and rich vocabulary to convey their ideas and relevant information. Learners confidently talk about their learning intentions and success criteria and next steps. Good progress has been made here, particularly with older children.

Next steps: To continue initiative and implement a whole school/cluster approach next session

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

Not applicable

Wider achievements

Coileanaidhean nas fharsainge

Assemblies, UNCRC/RRSA, Pupil Council, JRSO, Digital Leaders, Rugby, Cluster visits, Swimming sessions, Ross-shire School Sports Association – County Sports, Cross country, World of Work Week – Wind Farm, RNLI, Emergency Services, Kildermorie Estate, Winter Running Series, Lord Lieutenant's Awards, RHET, Studio Lambert – Traitors, ASG Activities – Glasgow Trip, Ceilidh, Gaelic, Transition, School Sports, Open Afternoons

Comments from learners, families, stakeholders and staff

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

I have enjoyed observing others teach this year and learning more about how to teach writing.

I like coming to Ardross to see my friends and teachers.

I love our outdoor activities and the sports we have entered this year

My son says he enjoys writing every day!

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	Choose an item.	Satisfactory
QI 2.3 Learning, teaching and assessment	Choose an item.	Good
QI 3.1 Wellbeing, equality and inclusion	Choose an item.	Good
QI 3.2 Raising attainment and achievement/Securing children's progress	Choose an item.	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**

1 Raising attainment in Literacy with a continued focus on writing (NWIP)

2 UNCRC/RRSA – Bronze and Silver Awards

Planning ahead **A' planadh air adhart**

Full details of the school's 2025/26 improvement priorities and actions are detailed on the school improvement plan, which can be accessed on our website;

[Ardross Primary School – Reach for the stars and you can achieve anything! \(wordpress.com\)](http://Ardross Primary School – Reach for the stars and you can achieve anything! (wordpress.com))

or by contacting the school office.