

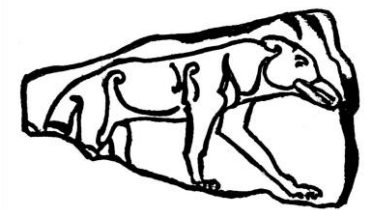


STANDARDS AND QUALITY REPORT 2025-26

AITHISG INBHEAN IS CÀILEACHD

Ardross Primary School

Ardross Primary School



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%

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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
92.1%

Average Class Size
17.5

Meeting PE Target
Target Met

Pupil Numbers (inc nursery)
35

Teacher Numbers
3

Pupil Teacher Ratio
17.5

Ardross Primary School is located in a rural setting serving the local community of Ardross and Alness in Ross-shire.

There are 35 children attending the school, ranging from P1 – 7. P1-3 are taught together in a multi-stage class, and P4-7 are taught in a separate multi-stage class.

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. Few 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

We have had no exclusions this year.

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School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

Ardross Primary School Vision:

Reach for the stars and you can achieve anything!

Ardross Primary School Values:

Achieving

Raising attainment

Dedicated

Responsible Citizens

Our friendships grow

School pupils contributing

Smashing times



Ardross Primary School Aims:

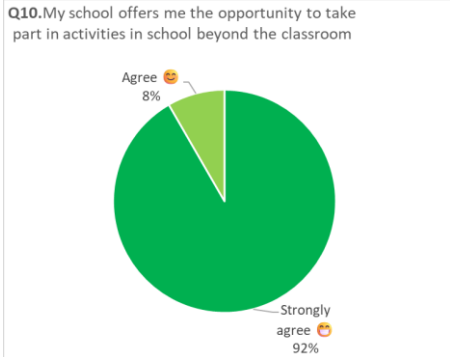
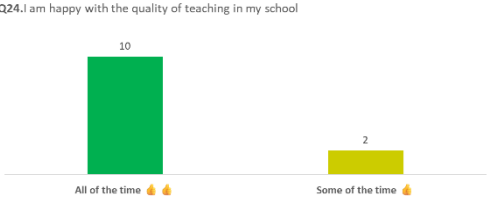
- To promote a positive school ethos and culture where pupils, staff, parents, outside agencies and wider community work together to create a school we are all proud of.
- To promote achievement in its widest sense in order that pupils can develop skills and attitudes which allow them to become successful 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.

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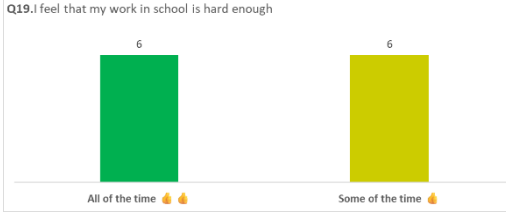
Review of progress for session

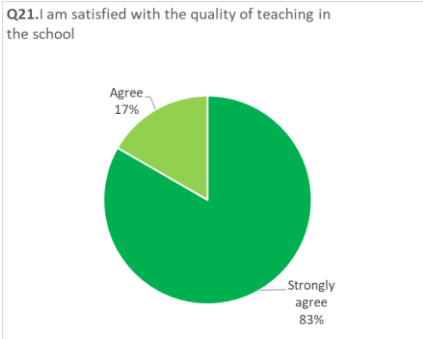
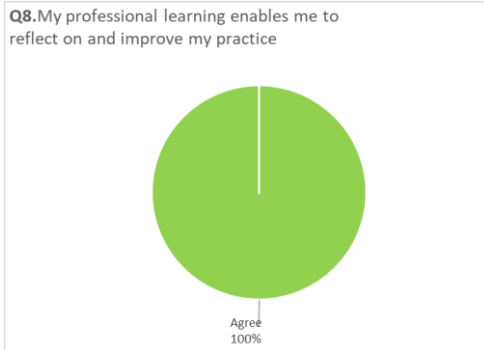
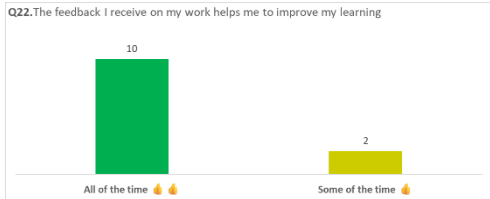
Ath-sgrùdadh air adhartas airson an t-seisein

These projects are linked to the vision and priorities for Scottish Education based on delivering excellence and equity. Parent/Carer information is available [here](#).

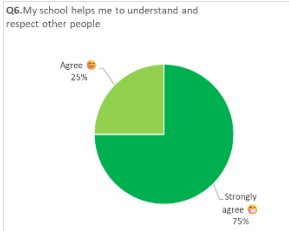
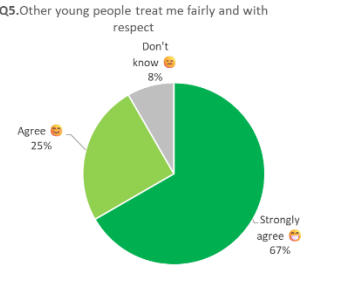
School Priority 1: Learning, Teaching and Assessment of Numeracy.														
School Improvement Plan Priority 1														
Summary of progress	Next steps	Stakeholder Views												
We have made good progress within this priority, and the HC maths progression (HNP) is now implemented across all classrooms. All staff have a clearer, shared understanding and increased knowledge of HNP, benchmarks and what achievement of a level looks like from Early to Third Level. Children are becoming more familiar with their learning and progress through use of LI and SC. Most pupils can speak confidently about their next steps and most children have improved their attainment in numeracy. All staff can more effectively and confidently use data to inform improvement strategies.	1 Continue with Formative and Summative Assessments, and track progress; - Scottish Online Formative Assessments (SOFA): P2,3,5,6 - Scottish National Standardised Assessments (SNSA): P1,4,7 - Highland Numeracy Progressions, Diagnostic Tests (Dates aligned to whole school tracker and Quality Assurance Calendar) 2 Peer Visits and visits to other establishments to share effective practice, including secondary schools. 3 Consolidate basic facts and speed up mental agility of all pupils – daily mental maths activity completed at start of lesson	Q10. My school offers me the opportunity to take part in activities in school beyond the classroom <table><caption>Data for Q10</caption><thead><tr><th>Response</th><th>Percentage</th></tr></thead><tbody><tr><td>Strongly agree (orange)</td><td>92%</td></tr><tr><td>Agree (green)</td><td>8%</td></tr></tbody></table> Q24. I am happy with the quality of teaching in my school <table><caption>Data for Q24</caption><thead><tr><th>Response</th><th>Count</th></tr></thead><tbody><tr><td>All of the time (orange)</td><td>10</td></tr><tr><td>Some of the time (green)</td><td>2</td></tr></tbody></table>	Response	Percentage	Strongly agree (orange)	92%	Agree (green)	8%	Response	Count	All of the time (orange)	10	Some of the time (green)	2
Response	Percentage													
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Response	Count													
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Some of the time (green)	2													

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	4 Ensure provision of more consistent challenge opportunities are provided for those children exceeding expectation. 5 Overall increase in Maths attainment	Q19.I feel that my work in school is hard enough  <table><thead><tr><th>Response</th><th>Count</th></tr></thead><tbody><tr><td>All of the time 🔥🔥</td><td>6</td></tr><tr><td>Some of the time 🔥</td><td>6</td></tr></tbody></table>	Response	Count	All of the time 🔥🔥	6	Some of the time 🔥	6
Response	Count							
All of the time 🔥🔥	6							
Some of the time 🔥	6							
Impact								
Learning, Teaching, Assessment and Moderation practice is more collegiate, transparent and of a higher quality. Next steps are more confidently recognised by both staff and pupils, and this has had a positive impact on the overall attainment within numeracy.								

School Priority 2: National Improvement Writing Programme																		
School Improvement Plan Priority 2																		
Summary of progress	Next steps	Stakeholder Views																
We have made good progress within this priority, and a NIWP writing framework is now implemented across all classrooms. Most pupils confidently talk about their learning intentions and success criteria and next steps. Most learners are empowered to see themselves as writers and engage in writing activities. Most pupils have a firm grasp of the Tools for Writing and can create a variety of texts for different purposes. Demonstrable improvement gains for most learners achieving success criteria aligned to explicit teaching aims (focused on Tools for Writing) Some pupils can use complex sentences and rich vocabulary to convey their ideas and relevant information. There is an increase in overall Writing attainment.	1. Implement a writing framework across the school, and cluster, that combines the strategies from NIWP, Stephen Graham and PM Writing. 2. Develop a writing programme across the school, and cluster, to ensure a variety of texts and genres are covered across the year 3. Ensure provision of more consistent challenge opportunities are provided for those children exceeding expectation. 4. Peer Visits and visits to other establishments to share effective practice, including secondary schools.	Q21.I am satisfied with the quality of teaching in the school <table border="1"><caption>Q21 Data</caption><thead><tr><th>Response</th><th>Percentage</th></tr></thead><tbody><tr><td>Strongly agree</td><td>83%</td></tr><tr><td>Agree</td><td>17%</td></tr></tbody></table> Q8.My professional learning enables me to reflect on and improve my practice <table border="1"><caption>Q8 Data</caption><thead><tr><th>Response</th><th>Percentage</th></tr></thead><tbody><tr><td>Agree</td><td>100%</td></tr></tbody></table> Q22.The feedback I receive on my work helps me to improve my learning <table border="1"><caption>Q22 Data</caption><thead><tr><th>Response</th><th>Count</th></tr></thead><tbody><tr><td>All of the time 🍌🍌</td><td>10</td></tr><tr><td>Some of the time 🍌</td><td>2</td></tr></tbody></table>	Response	Percentage	Strongly agree	83%	Agree	17%	Response	Percentage	Agree	100%	Response	Count	All of the time 🍌🍌	10	Some of the time 🍌	2
Response	Percentage																	
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Response	Percentage																	
Agree	100%																	
Response	Count																	
All of the time 🍌🍌	10																	
Some of the time 🍌	2																	
Impact																		
There is an increase in overall Writing attainment. Learners are empowered to see themselves as writers and engage in writing activities.																		

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School Priority 3: Rights Respecting Schools – Bronze Award										
School Improvement Plan Priority 3										
Summary of progress and impact	Next steps	Stakeholder Views								
We have made good progress within this priority. Class and school charters are visible throughout the school, and this allows for all adults to engage in conversations with children regarding their rights and behaviours, and supports restorative conversations.	• To action the Plan for Silver Award and achieve Silver accreditation in session 2027/2028. • Staff link key articles to teaching and learning experiences.	Q6. My school helps me to understand and respect other people  <table border="1"><thead><tr><th>Response</th><th>Percentage</th></tr></thead><tbody><tr><td>Strongly agree</td><td>75%</td></tr><tr><td>Agree</td><td>25%</td></tr></tbody></table>	Response	Percentage	Strongly agree	75%	Agree	25%		
Response	Percentage									
Strongly agree	75%									
Agree	25%									
Impact										
1. Awaiting confirmation of Bronze Award and being recognised as a Rights Committed School. Staff linking key articles to teaching and learning experiences. Consistent use of class charters across the school, where all stakeholders now use shared language across selected articles. 2. To become a Rights Committed School		Q5. Other young people treat me fairly and with respect  <table border="1"><thead><tr><th>Response</th><th>Percentage</th></tr></thead><tbody><tr><td>Strongly agree</td><td>67%</td></tr><tr><td>Agree</td><td>25%</td></tr><tr><td>Don't know</td><td>8%</td></tr></tbody></table>	Response	Percentage	Strongly agree	67%	Agree	25%	Don't know	8%
Response	Percentage									
Strongly agree	67%									
Agree	25%									
Don't know	8%									

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

N/A

Wider achievements

Coileanaidhean nas fharsainghe

Assemblies, UNCRC/RRSA Bronze/Silver, Pupil Council, JRSO, ICT FC weekly sessions, Cluster visits, Swimming sessions, Ross-shire School Sports Association – County Sports, Cross country, Wind Farm, RNLI, Emergency Services, Kildermorie Estate, Active Schools, Fyrish Walk, Bikeability, Studio Lambert – Traitors, ASG Activities – Loch Insh Trip, Highland Games, School Sports, Community Events, Open Afternoons, Playground Improvements

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Comments from learners, families, stakeholders and staff

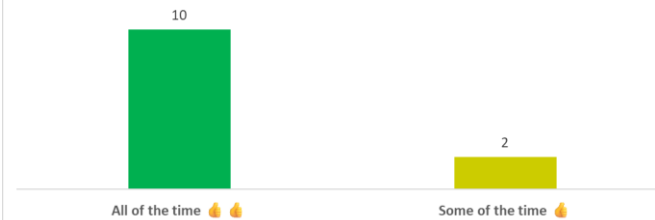
Beachdan bho luchd-ionnsachaidh, teaghlaichean, luchd-ùidhe is luchd-obrach

Pupils

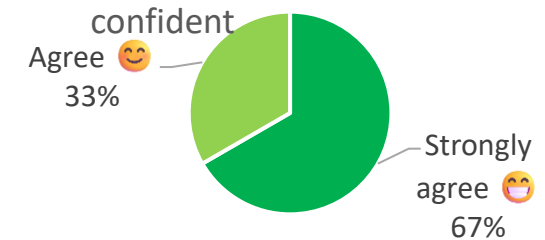
Q4. Staff treat me fairly and with respect



Q24. I am happy with the quality of teaching in my school

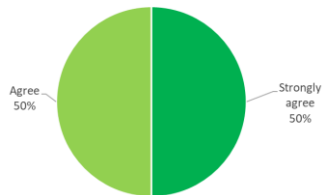


Q7. My school is helping me to become confident

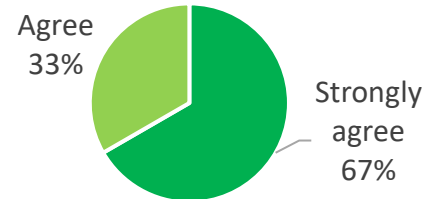


Parents

Q1. My child likes being at this school



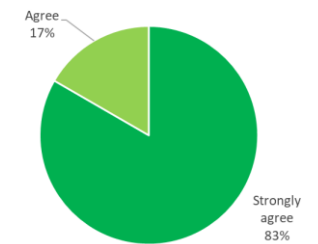
Q10. My child is making good progress at the school



Q22. The school is well led and managed



Q25. Overall, I am satisfied with the school



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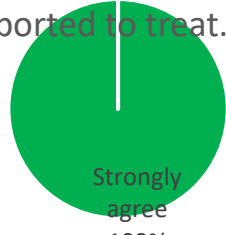
Staff

Q20. Collaborative working across the school is effective in taking forward improvement



Strongly agree
100%

Q16. Children and young people are encouraged and supported to treat...



Strongly agree
100%

Q2. I feel a valued part of the school's community



Strongly agree
100%

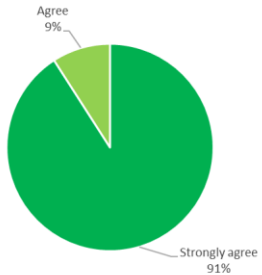
Q11. I am actively involved in the school's ongoing self-evaluation



Strongly agree
100%

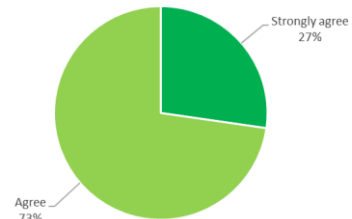
Partners

Q1. My service/organisation works in partnership with the school on a regular basis



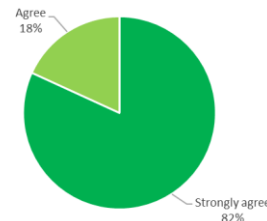
Strongly agree
91%

Q7. Roles and responsibilities are clearly defined within the partnership



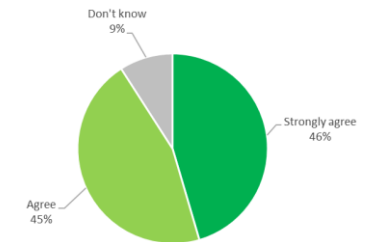
Agree
73%

Q2. We are aware of the school's procedures for reporting child protection and safeguarding concerns



Strongly agree
82%

Q4. There are effective arrangements in place for jointly planning provision with the school



Strongly agree
46%

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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.	Good
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.	Good
Other QIs reviewed		

Our overall evaluation of our capacity for continuous improvement is:

We are confident in our capacity for continuous improvement.

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Key priorities for improvement planning

Prìomhachasan airson planadh airson leasachadh

1. To continue to improve approaches to assessing children's learning
2. To ensure all children experience appropriately challenging learning experiences, with a particular focus on numeracy
3. Continue to develop and use progressive learning pathways to plan learning which supports children to develop their skills

Planning ahead

A' planadh air adhart

Full details of the school's 2026/2027 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! \(wordpress.com\)](https://www.ardrossprimaryschool.co.uk/Reach-for-the-stars-and-you-can-achieve-everything!) or by contacting the school office.

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