



STANDARDS AND QUALITY REPORT 2025-26

AITHISG INBHEAN IS CÀILEACHD

Auldearn PRIMARY/ELC



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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Kindness, Teamwork, Honesty, Determination, Understanding

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.

Use school overview dashboard to support completion: [School Overview Dashboard](#)

All primary schools to include

Attendance
94.18%

Average Class Size
24.9

Meeting PE Target
Target Met

Pupil Numbers (inc nursery)
199 (+56 nursery)

Teacher Numbers
11

Pupil Teacher Ratio
19

N3 46%	N4 54%	P1 15.6%	P2 12.1%	P3 13.1%	P4 15.1%	P5 13.1%	P6 15.1%	P7 16.1%
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SIMD Q1¹ 0-10%	SIMD Q2 0-10%	SIMD Q3 30-40%	SIMD Q4 60-70%	SIMD Q5 0-10%	Unknown 0-10%
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ASN² 40-50%	No ASN 50-60%	FSM³ 20-30%	No FSM 70-80%	EAL⁴ 0-10%	No EAL 90+%
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¹ SIMD – The Scottish Index of Multiple Deprivation (SIMD) is a relative measure of deprivation.

² ASN – Additional Support Needs

³ FSM – Free school meal entitlement

⁴ EAL – English as an additional language

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2024/25 Proportions of pupils achieving Curriculum for Excellence Levels (P1, P4, P7 combined):

Reading	Writing	Listening and talking	Numeracy
Most	Most	Almost all	Almost all

We have had no exclusions this year.

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

Our school vision and values are at the heart of all we do at Auldearn.

We are committed to creating an environment where all children feel safe, included and ready to learn and where everyone is treated respectfully. We have high expectations for EVERYONE in our school and will work hard to model good behaviour and show understanding and consistency.

At the heart of this is our 5 school values:

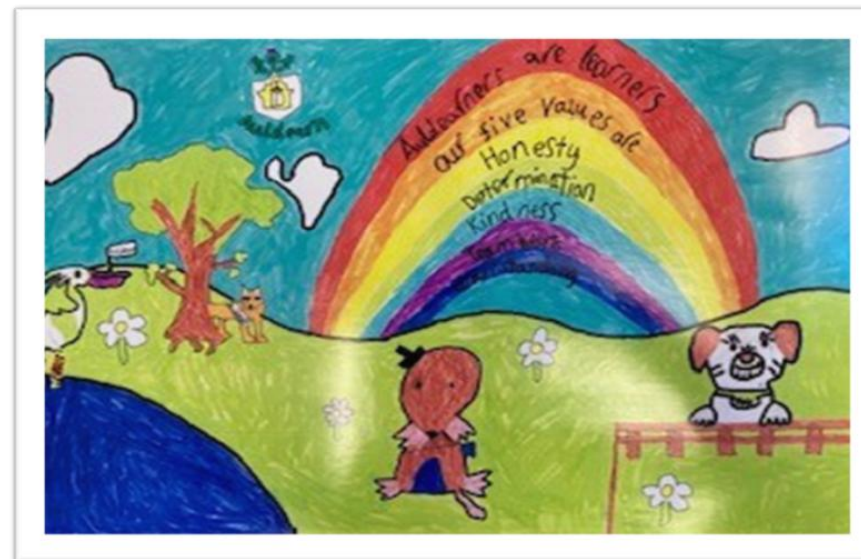
TEAMWORK HONESTY KINDNESS UNDERSTANDING DETERMINATION

Everyone in our school community is encouraged to demonstrate these values and this is celebrated in assembly with 'special mentions' for those who have been spotted displaying these.

In Auldearn Primary School:

- We are kind.
- We look after ourselves and each other
- We aim to be the best that we can be

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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: Develop and Launch Digital Profiling		
School Improvement Plan Priority 1		
Summary of progress	Next steps	Stakeholder Views
An Acting HT was appointed in August 2025 and remained in post until March 2026. This SIP action created and agreed In June 2025 was not developed. As a result, this action has not been taken forward with any success.	In discussions with the staff and new substantive HT (April 2026), the decision has been taken that there is much work around the curriculum to be undertaken prior to focussing attention on digital profiling. As part of the National Digital Profiling Group since 2023, and leading Profiling in Moray, I am confident that these will be implemented successfully when the time is right.	
Impact		
None - see above		

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School Priority 2: Develop a Whole School Support for Learning and Inclusive Practice Approach		
School Improvement Plan Priority 2		
Summary of progress	Next steps	Stakeholder Views
An Acting HT was appointed in August 2025 and remained in post until March 2026. This SIP action created and agreed In June 2025 was not developed. As a result, this action has not been taken forward with any success.	Our School Improvement Priority 1 for Session 2026/27 is 'Supporting All Learners at Universal Level'. Training in Emotion Coaching and Zones of Regulation are planned for all staff to ensure a consistent approach to language is used by all staff including ELC The use of the CIRCLE Framework will be used to assess and improve the following: Using the Circle Inclusive Classroom Scale to assess: The Physical Environment; Social Interactions; and Structures and Routines Using this data to plan to address any improvements required	
Impact		
None (see above)		

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School Priority 3: Working Towards Silver Reading Schools Accreditation		
School Improvement Plan Priority 3		
Summary of progress and impact	Next steps	Stakeholder Views
Samples taken from the Evidence Report: 1.2.1 Reading Leadership Group All classes were asked for nominations for a new Reading Champions group. This resulted in 10 pupils from across the school joining to form the group. The group met at least twice a term and planned activities for various events throughout the year. The Reading Champions have an important voice in the school as they direct what events we should plan for and the activities the school carries out. They all model reading exceptionally well and are a real inspiration to their fellow learners. 1.2.1 Learner role modelling Our support for learning teacher organised P6 and P7 pupils to take younger learners for paired reading. The younger learners get to choose a book from a very wide selection and read it with the older child. This is very effective in developing reading for enjoyment habits and gives the older pupils a responsible role in the school. 1.2.4 Staff Development Our staff in Primary 1 and 2 have all participated in the intensive six week Sounds Right training over the past 15 months. This new and exciting approach to teaching young learners how to read for pleasure has introduced our staff to the latest approached in pedagogical practices. It has	Go for Gold Accreditation Ensure that the voices and ideas from younger classes are captured too.	<i>I love reading so it was just natural that I would volunteer to become a Reading Champion. There were so many people who applied so I was lucky to have been chosen. It's been a great experience and I like having a say about what we do.</i> P5 - Reading Champion <i>I was proud to take part in the paired reading with the younger pupils because it felt like I was really helping them.</i> P7 <i>I've got several sources to use when I'm thinking about what's current in contemporary children's literature and one of my favourite places to look is the recommendations from Pie Corbett as these books always tend to go down well with the children.</i> Support for Learning Teacher

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of events from authors live, Drop Everything And Read, and for the pupils' takeover day the Reading Champions organised a book swap. For the recent World Earth Day one class read and studied two model poems about eco-issues and then wrote their own poetry lines which were all placed together to make a whole class poem which they recited to the school at an assembly. National Poetry Day - Thursday 2 October 2025. Resources distributed to all classes. P5 read poetry linked to the friendship theme then wrote their own poems which they then read to the class. They read and wrote with great joy and it was a very uplifting and positive experience. Book Week Scotland - 17-23 Nov 2025 Classes across the school participated in reading activities for Book Week Scotland. By way of example some children took in their favourite book and read a passage from it to their class. They then explained why they liked the book so much. It was great to hear some of their positive comments. (Pics below) Moreover, some pupils combined reading with art and produced book covers which they displayed in the school. We have booked a Michael Morpurgo Authors Live for Wednesday 10th June which our children are excited		<i>As the evidence shows lots of different events that have been going on in the school. This has created a big reading culture and has even encouraged some of the reluctant readers.</i> <i>Class Teacher</i>
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about. We are finding many of these opportunities fantastic as we are in the highlands and don't have many in person visits.		
Impact		
The overall impact on the children has been significant. They are keen to progress to achieve Gold and look for more opportunities to share their reading with the wider community		

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

Intervention	Data summary against targets	Impact / progress summary (max 100 words per intervention)	Intervention Resource allocation used (breakdown)
<i>Emerging Literacy-Phonological Awareness</i>	75% of targeted children have achieved Early level in writing (81% of P1s have achieved Early Level writing overall)	Gaps identified by phonological awareness screening baseline scores were addressed through PSA support. 14/16 pupils improved their phonological scores with some improving from 3/23-9/12 Increased confidence now evident	PSA hours
<i>Reading Programme</i>	All have shown an increase in confidence, motivation and enthusiasm in reading by 10% 84% of children have achieved Early Level in Reading	P2: 5 children P2: 3 children YARC carried out in early P2 and at the end of P3. All children assessed have shown improvement. P3 SOFAS have also shown improvements. .	PSA hours

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<i>Precision Teaching</i>	Pupils have been able to participate more in whole class sessions due to increased confidence and independence P6 ID pupils have shown improvements overall (90%), but it was noted that the improvements have not been as significant for those with dyslexia	P4 pupil has focussed support with PSA to support learning in and out of the classroom P5 learners targeted supports include: Toe by Toe; Reading Fluency; Precision Teaching have shown gains in sight word recognition and rapid recall.	PSA hours
<i>Fresh Start</i>	Difficulties around missing classwork and staffing impacted the roll out. However. What was done, impacted positively. Steps taken to ensure flexible timetabling for next session to maximise impact.	3 children from P7 were identified as benefitting from the Fresh Start Intervention. Not all sessions were able to be fulfilled (ie initially planned for 3 sessions per week).	PSA hours

Wider achievements

Coileanaidhean nas fharsaingne

- Reading School Silver Accreditation May 2026
- Ski Camp for interested P6 and P7
- Summer Camp for P7 - Abernethy Trust, Nethy Bridge
- Won numerous football tournaments, teams for P2+3, P4+5 and P6+7.
- Cross Country team participated in SSHA and McRobert Cup Competitions. .
- A wide range of music - Kodaly, Feis Rois, Brass Tuition, Fiddle tuition, Bagpipe Tuition.
- Glee Club performed an amazing production of Wicked P4-7 pupils
- P7 entered the Rotary Club Quiz
- Classes attended the Free Church for workshops about Easter, Harvest and Christmas.
- Creeping Toad –Storyteller came and worked with each class to develop storytelling skills.
- Opportunities for leadership groups at lunchtimes with may groups showcasing their learning at Assemblies
- Swimming lessons at the local pool for P4 and P5 children

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- Eco Committee meet regularly and promote environmental awareness. We have retained our Eco Schools Accreditation
- P1 Nativity
- Various charity events are promoted and brilliantly supported throughout the year including Children in Need, MFR Cash for Kids. Community Café run by P7s supporting Mikeysline
- P1 walk to the local woods every Monday afternoon for outdoor learning. They decorate a special tree for Christmas and Easter. The local people say they love to see them out and about!
- P7 Christmas Enterprise was incredibly well supported, and they raised over £1000 to pay for their bus to Summer Camp and their school yearbooks
- P7 participation in Summer Fair – volunteers and stall holders
- Paired Reading P6 and P1
- Buddies (P7 and P1, Nursery and P6)
- World Book Day – whole school event
- Sports Day, family picnic and open afternoon were well attended and there was lots of positive feedback to the school about these
- Termly Values assemblies where certificates are given to those children displaying our school values
- Nursery children have been involved in the Bee Intergenerational Choir with Nairn Academy and Saint Olaf Carehome. They have performed at the Christmas Light's switch on, the celebration of Sports events at the Newton Hotel and have been asked to headline with Callum Beattie at Belladrum.

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Comments from learners, families, stakeholders and staff

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

Views were sought following Parents' Evening in October. Some examples of parent comments:

- How well he is doing, despite needing support with his learning. He takes it all in his stride – thank you to all of you!
- He is gaining in confidence and enjoys learning. Opportunities he has to do extra-curricular activities – buddies, helping out in canteen, Glee. Excellent staff!
- We feel very lucky that he is going to such a lovely school.
- We feel everyone supports her with what she needs. We believe Auldearn is a fab place to learn. All of the staff are an asset to the school.
- She has really embraced the opportunity to run lunchtime dance club and loves this!
- A transitional period over the last year to 18 months at Auldearn. Please continue the great work you are doing. The teachers and children make the school and the traditions of the school are worth keeping.
- His teacher has been a wonderful influence. We appreciate the keeping in touch and we know we can contact the school with any issues.
- We are very happy with everything. The school is clearly very supportive and the communication we have had is superb.
- Her confidence continues to grow with the help and support of Auldearn staff.
- Proud of her progress in reading and writing with her new teacher.

The Highland Council parent Survey was issued to parents in May 2026. There were 39 responses which was 19% of the school parent body.

- ✓ **Almost all** parents agreed or strongly agreed that their child is happy at school
- ✓ **All** parents agreed or strongly agreed that staff treat their child fairly and with respect
- ✓ **Almost all** parents agreed or strongly agreed that their child is safe at the school
- ✓ **Almost all** parents agreed or strongly agreed that the school helps their child to feel confident at school
- ✓ **Most** parents agreed or strongly agreed that staff really know their child as an individual
- ✓ **Most** parents agree or strongly agree that their child finds their learning hard enough
- ✓ **Most** parents agree or strongly agree that their child gets the help that they need
- ✓ **Most** parents agree or strongly agree that the school encourages their child to be healthy and take regular exercise
- ✓ **Almost all** parents agree or strongly agree that the school supports their child's emotional wellbeing
- ✓ **Almost all** parents agree or strongly agree that their child is making good progress at the school
- ✓ **Most** parents agree or strongly agree that they receive helpful, regular feedback in how their child is learning and developing
- ✓ **Most** parents agree or strongly agree that the information about their child reaches them at the right time
- ✓ **Most** parents agree or strongly agree that they understand how their child's progress is assessed
- ✓ **Most** parents agree or strongly agree that the school gives them advice on how to support their child's learning at home
- ✓ **The majority of** parents think that the school organises activities where they can learn together with their child all or some of the time
- ✓ **The majority of** parents agree think that the school takes their views into account when making changes all or some of the time

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- ✓ **Almost all** parents feel comfortable approaching the school with questions, suggestions and or a problem
- ✓ **Almost all** parents agree or strongly agree that they feel encouraged to be involved in the work of the Parent Council
- ✓ **Almost all** parents agree or strongly agree that they are kept informed about the work of the Parent Council
- ✓ **Almost all** parents agree or strongly agree that they are happy with the quality of teaching in the school
- ✓ **Most** parents agree or strongly agree that the school is well led and managed
- ✓ **Almost all** parents agree or strongly agree that the school encourages our young people to treat others with respect
- ✓ **Almost all** parents agree or strongly agree that they would recommend the school to other parents
- ✓ **Almost all** parents agree or strongly agree that they are satisfied with the school
- ✓ **Most** parents agree or strongly agree that the school deals well with bullying
- ✓ Out of the 3 parents who had moved to the school within the last year, **all** strongly agreed that their child was well-supported

Primary 4 trialled a new way of showcasing learning to parents in Term 4. They created a STEM event based on the Human Body which all children participating in showcasing their learning and engaging parents and carers in STEM tasks and quizzes.

All classes in the school were invited a class at a time to take part.

The feedback was very positive as a learning model for future showcase assemblies:

Parent Feedback:

The P4 Showcase was the culmination of a huge amount of work by P4 and the class teacher. I thought it was an absolutely wonderful way to present their learning to the grownups and was really impressed by the children's interactions and presentation skills. Their written work was neat, well-presented and the content was great. The practical demonstrations were fun, clever and informative. It was a really excellent class assembly – I think the best I have been to. I suspect the small group format suited a lot of children who wouldn't be keen to be up on a stage with many sets of eyes on them. I loved seeing their teamwork. Thank you – a very special and committed teacher. Loved the Science Project – well done, all!

Pupil Feedback:

I was in the lungs group with 2 others. We spent lots of time on our experiment and it was super fun! We made a lung model and had lots of visitors and I thought it was funny how the grown-ups got so competitive over the brain game. Everybody seemed to really like our station. It was nice seeing my mum there and all my friends' parents. I learned a lot doing this topic!

My activity was... the brain game! It's when somebody says a colour and you have to not put your hand on that colour. you have to say a word not the colour and then you have to say the colour not the word.

I felt sad when it was over but happy because I did a great job.

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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	Good	Satisfactory
QI 2.3 Learning, teaching and assessment	Good	Good
QI 3.1 Wellbeing, equality and inclusion	Good	Good
QI 3.2 Raising attainment and achievement/Securing children's progress	Good	Good
Other QIs reviewed	N/A	

Our overall evaluation of our capacity for continuous improvement is:

We are confident in our capacity for continuous improvement.

As the new HT at Auldearn Primary (April 2026), I have undertaken self-evaluation with the school staff on the following:

HGIOS4 2.2 The Curriculum

HGIOS4 2.3 Building a Shared Understanding (Northern Alliance Toolkit)

Conducted a round of learning observations in each class to assess the consistency around the Structure of a Lesson

With the Nursery staff we evaluated:

Children Thrive and Develop in High Quality Spaces: to recognise the positive progress in the environment and ascertain next steps.

Leadership which has identified the work required on the shared Vision, Values & Aims

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Children are Supported to Achieve: this has highlighted the increased understanding of UNCRC rights-based approaches underpinned by SHANARRI. The results of these and through conversations with staff, parents and pupils, we have been able to work with the staff team to create a comprehensive School Improvement Plan for Session 2026/27.

This evaluation approach has identified actions for addressing developments in a strategically planned and collaborative way.

Key priorities for improvement planning

Prìomhachasan airson planadh airson leasachadh

SIP Developments:

Action 1: Supporting All Learners at Universal Level

Action 2: Delivering High Quality Learning, Teaching & Assessment

Action 3: Leadership of Change through Professional Enquiry

ASG Action: Literacy Across Learning

ELC Developments:

Action 1: Children Play and Learn: Learning Teaching and Assessment

- ✓ Children's Learning & Engagement
- ✓ Interactions to Support learning
- ✓ Planning & Assessment
- ✓ Tracking & Monitoring

Action 2: Leadership and Management of Staff and Resources:

- ✓ Vision, Values & Aims
- ✓ Self-evaluation, Quality Assurance and Implementing Change

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 www.auldearnprimary.wordpress.com or by contacting the school office.

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