



STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2024-2025

Avoch Primary School



HARDWORKING, RESPECTED, INCLUDED, HONEST, KIND

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 daonna a' faicinn na Gàidhealtachd mar dhachaigh.

Name
Head Teacher
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
93%

Average Class Size
24.9

Meeting PE Target
Target Met

Pupil Numbers (inc nursery)
280 + 54 ELC = 325

Teacher Numbers
14

Pupil Teacher Ratio
19.7

N3 5%	N4 11%	P1 10%	P2 12%	P3 11%	P4 11%	P5 14%	P6 13%	P7 13%
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SIMD Q1¹ 0-10%	SIMD Q2 0-10%	SIMD Q2 10-20%	SIMD Q3 80-90%	SIMD Q5 0-10%	Unknown 0-10%
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ASN² 20-30%	No ASN 70-80%	FSM³ 0-10%	No FSM 90+%	EAL⁴ 0-10%	No EAL 90+%
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2024/25 Proportions of pupils achieving Curriculum for Excellence Levels (P1, P4, P7 combined):

Reading

Most

Writing

Most

**Listening and
talking**

Most

Numeracy

Most

The small number of exclusions that occur in schools may lead to individual pupils being identified, therefore this data is not contained in this report. If you have any questions about exclusions, you should contact us directly.

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

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

AVOCH PRIMARY SCHOOL

Our Values



Successful Learners

We want to inspire everyone to have a wide range of learning opportunities.

Confident Individuals


We want everyone to work as a team with the people around us.

Responsible Citizens

We want to include everyone with respect in our happy school.

Effective Contributors


We want everyone to have a say in how we learn.



AVOCH PRIMARY SCHOOL

Our Vision

To work in partnership to nurture every pupil of Avoch Primary and nursery to be happy, healthy and achieving - now and in their future life.



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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:

Improving attainment in writing in P4 - National Improving Writing Programme (NIWP)

Purpose:

Looking at data over the years, there is a dip in the number of children achieving first level by the end of P4. Apart from 2024, Avoch's attainment in writing in P4 has sat higher than the Highland average, however, we generally sit lower than the National average. We decided to engage in the NIWP Cohort 3 to target why we have a dip in P4 and increase the percentage of children that achieve first level.

Progress:

- ✓ The P3/4, P4 and head teacher attended the NIWP cohort 3 twilight sessions.
- ✓ Class teachers completed a pre writing assessment focussing on the tools for writing. Teachers were provided with a Pareto to assess the writing again.
- ✓ Class teachers began to implement the change bundle – writing 3-5 times a week, writing independently for 15 minutes, self checking work for 5 minutes, peer assessment. Focused LI and SC – initially sentence openers.

Impact:

- ✓ Class teachers increased their knowledge and understanding of the purpose of the NIWP and were able to reflect on their current practice of teaching writing.
- ✓ The assessment identified where the children had gaps and this identified a starting point for the programme. This initially was to focus on sentence openings.
- ✓ The class teachers liked how the writing pareto identified the tools for writing that the class found most challenging. This ensured that the learning and teaching was focused on the correct area.
- ✓ We adapted the 1st level pareto and created a 2nd level one, we trialled this in term 4 of this session to assess writing and we are going to continue to use this to assess writing in 25/26.
- ✓ Having very focused marking criteria that was very visual, allowed the teachers to track the progress the children were making. The children were also very clear on whether they achieved the SC. The evidence in their writing shows that all children were able to make progress.
- ✓ LI and SC in the P3/4 and P4 became very focused on what we wanted the children to achieve. Class teachers considered how they could continue to provide challenge for more able learners, using phrases like 'at least 3 different sentence openers'.
- ✓ During observations by SLT, children were able to explain what they were learning and

how they would be able to demonstrate that they achieved this.

- ✓ Teachers introduced run charts to track the children's progress every time they completed writing. This was shared with the children.
- ✓ Class teachers gathered pupil voice before starting the programme and throughout the programme.
- ✓ Prior to starting NIWP, 47% of children were on track to achieve 1st level by end of P4. We set a target of 74% to achieve by June 2025.
- ✓ In ELC, all staff have become more confident in using the Highland Literacy Framework to plan learning experiences.
- ✓ In ELC, all staff are becoming more confident in tracking children's progress in numeracy and identifying next steps.
- ✓ Children were motivated by the run chart and enjoyed tracking the progress as a whole class. They would be keen to track when they were ready to move on their next target.
- ✓ We have evidence that children's attitude towards writing changed. At the beginning some children 'sometimes when I'm writing I get stuck, I get really hot and stressed' and 'I can't think about what I like and its kind of hard to look at the words.'
- ✓ June 2025 data submission – 74% of P4 children achieved 1st level.
- ✓ Through observations numeracy activities across the nursery are planned to meet the needs of the children.
- ✓ In children's pupil profiles observations of children are more focused on the learning taking place.
- ✓ During PPM, all EYPs were more confident in using the Highland literacy and numeracy framework to identify exactly where individual children were in their learning journey.
- ✓ ELC staff are using the same terminology as the school for tracking progress in literacy and numeracy, e.g. borderline, will not achieve. This information will be passed on to P1 teachers.

Next steps:

- For the two trained teachers to continue to implement the learning from NIWP into their learning and teaching in the next school session.
- We have signed up for Cohort 5, the DHT and two other teachers will attend the training.
- As a staff review the use of the Pareto for assessing cold tasks in writing. Evaluate if this is allowing learning and teaching to become more focused.
- During collegiate sessions discuss the change bundle and how it can support learning and teaching and allow LI and SC to become more focused.
- Continue to gather pupil voice on how the change bundle is supporting them in their writing. Also does it support children to become more aware of their successes and next steps in their learning.

Purpose:

Over the past three years we have carried out a lot of development work on various elements of Literacy and staff confidence has increased. When carrying out Self Evaluation staff have identified that numeracy is an area that they would like to focus on improving across the school. We want to ensure that the learners at Avoch PS are secure and confident in their numeracy skills and that they can transfer these to other contexts. We want to ensure that we are confident in identifying where children are at in their learning and that they are being suitably supported and challenged. We need to be confident in moderating achievement of a level within our own school and with our ASG colleagues.

Fortrose ASG will work with the Numeracy Development Officer to increase confidence of all staff to ensure progression across our numeracy curriculum.

Progress:

Content:

Impact:

- | | |
|---|---|
| <ul style="list-style-type: none">✓ All staff have attended collegiate sessions that focused on Mental Agility with Emily Renwick, Numeracy Support Officer.
✓ All staff are confident in using the schools numeracy framework for planning and all staff are using the maths trackers to track individual pupil progress.
✓ All staff attended training on the HNP diagnostic assessments.✓ Our annual assessment calendar identifies when the different assessments should be carried out. | <ul style="list-style-type: none">✓ Almost all staff have increased their understanding that mental maths is not just about rote learning.✓ Staff are beginning to use the resources that Emily shared in their delivery of numeracy.✓ Staff have reflected on current practice and identified gaps in children's learning in mental agility, particularly basic facts.✓ Through observation of class lessons and quality assurance of current planning, we have reviewed mental maths planners to become more focused on the skills we want the children to achieve.✓ Staff will ensure that daily mental maths is being built into their weekly timetables.
✓ Staff are ensuring that pupils have opportunities to learn across the whole curriculum. Tracking is being used to inform next steps in learning.
✓ P4-P7 staff used the electronic assessment for the majority of the children, some children completed paper copies. We have a baseline as to where all learners are starting. P1-P3 were already completing the HNP assessments. Staff have been able to use this information to identify gaps in learning.✓ The majority of staff are becoming more confident in triangulating evidence to support judgement of achievement of a level in numeracy. Using NSA/SOFA, HNP data and observations/classwork |
|---|---|

- ✓ In ELC, all staff have become more confident in using the Highland Numeracy Progression to plan learning experiences.
- ✓ In ELC, staff are becoming more confident in tracking children's progress in numeracy and identifying next steps.
- ✓ Through observations numeracy activities across the nursery are planned to meet the needs of the children.
- ✓ In children's pupil profiles observations of children are more focused on the learning taking place.
- ✓ During PPM, all EYPs were more confident in using the Highland literacy and numeracy framework to identify exactly where individual children were in their learning journey.
- ✓ ELC staff are using the same terminology as the school for tracking progress in literacy and numeracy, e.g. borderline, will not achieve. This information will be passed on to P1 teachers.

Next steps:

- To have a focus on basic facts across the school.
- Use the HNP baseline data gathered this session to monitor the progress of children.
- To engage with moderation in numeracy to ensure there is consistency when identify where children are at in their learning.
- In ELC continue to develop away of tracking children's progress through early level to support with transition.

School Priority:

Health and Wellbeing – pupil voice and leadership of learning

Purpose:

Over the past three years, we have had a focus on becoming a nurturing school and ensuring that all children at Avoch feel respected and valued. We have a variety of children with different life experiences, and we want to ensure that all children are given the best opportunity and experiences in school. Becoming a nurturing school went hand in hand with becoming a Silver Rights Respecting School. We now want to embed children's rights into Avoch Primary, we want to ensure that our learners are listened to and feel part of their learning. At Avoch we want to ensure that children access a Health and Wellbeing curriculum, including 2 hours of high-quality PE, that is relevant to them and meets their needs. We want to ensure that we are tracking pupils progress in Health and Wellbeing. We want to develop our pupil profiles, we want our learners to have the skills to show case their learning and share this with parents/carers and to confidently identify where they are in their learning journey.

Our DHT will continue to lead nurture across the school.

Staff will take on leadership roles across the school and work in working parties to drive improvements forward.

Progress:

- ✓ Almost all teachers participated in a working party and contributed to leading an area of improvement. The 3 groups were – pupil profiles, HWB planning and RRS – going for gold group.

Impact:

- ✓ Teachers took leadership in an area that would improve outcomes for learner. Developing leadership skills. Progress was shared with all teachers at an in service day.

- ✓ Pupil Profile – [Pupil Profiles Remit and Minutes - Google Docs](#)
- ✓ HWB planning - [HWB @Avoch PS Remit and Minutes - Google Docs](#)
- ✓ [RRS Remit and Minutes - Google Docs](#)
- ✓ In ELC, all staff have developed their skills and confidence in using a restorative approach to dealing with behaviour.
- ✓ In ELC, the pupil profiles reflect the learning and progress that has taken place. All staff attending training with the EYESO on high quality observations.
- ✓ In ELC After completing National Trauma Training Programme Level 1 Trauma Training and are Trauma Informed Practitioners. Almost all staff have developed an understanding of NP5 'all behaviour is communication'.
- ✓ Teachers have involved children when improving the profiles. Learners identified what is beneficial to have in the profiles.
- ✓ Protected time in weekly timetables for children to reflect on their learning, identify next steps and for teachers to have meaningful learning conversations with individual children.
- ✓ We now have a more streamlined approach to planning that is reflective of the Highland Council guidance.
- ✓ Teachers are clear of what they are expected to cover at each stage and there is a clear progression.
- ✓ Teachers worked alongside pupil RRS leadership group to develop a playground charter and a dining hall charter. This is in place ready for August.
- ✓ Our Gold action plan has been prepared and shared with staff.
- ✓ Almost all staff attending training delivered by Highland One World – this focused on Global Citizenship and how we can embed in our curriculum.
- ✓ IDL planners have been adapted to ensure that consideration is given to learning for sustainability, global citizenship, UNCRC (where appropriate, not necessarily all at the same time).
- ✓ The children enjoy sharing their pupil profiles with staff, friends and their families.
- ✓ Children can talk confidently about their pupil profiles.
- ✓ Through monitoring the profiles, SLT can see that the quality of observations is becoming more consistent across the setting.
- ✓ Through increased understanding of children's behaviour almost all staff are able to meet the needs of the children more effectively. Staff are more confident when supporting children that are dysregulated.

Next steps:

- Pupil Profiles – meaningful engagement. High quality learning conversations to plan next steps in learning.
- Ensure they are regularly accessed by learners and parents/carers. Gather learner and parent/carers views on the profiles. Quality assure profiles to ensure there is consistency across the school.
- Look at the Meta skills - identify how we track skills that learners are developing across the curriculum.
- Continue our journey to become a Gold RRS school. We now want to embed children's rights into Avoch Primary, we want to ensure that our learners are listened to and feel part of their learning. We also plan to further develop our approach to Learning for Sustainability and ensure a cross-curricular approach to outdoor learning and global citizenship.
- Supporting staff to embed the use of the Boxall Profile targets when planning for individual children in their class.
- For all staff to attend trauma informed training to increase knowledge and confidence in supporting the children in our school.
- Our DHT will continue to lead nurture across the school, working with pupil voice group, parents, carers and the wider community to ensure we continue to develop our whole-school approach to nurture.
- As a whole school revisit the nurture principles and continue to ensure we are a nurturing school. And identify next steps for further development.
- In ELC, identify how we can further develop pupil voice into our planning.

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

Enhancing nurture across the school to improve attainment

Staff are beginning to become more confident in using the Boxall Profiles to support individual children in their class – however, this is not fully embedded and requires more work.

The PEF nurture teacher was able to support children in small groups linked to the needs identified in the Boxall Profiles.

The PEF nurture teacher was also able to support the class teachers with understanding the needs of the individual children and how to support them in the classroom environment.

38 children regularly attend the breakfast club – with many other children attending at different times throughout the year for various reasons.

Breakfast club – supported many children over the school year.

For children feeling a bit anxious about coming to school we would use this as part of Child Plans and for all children it has supported them to come into school. Some children have used for the whole year and others have used for a short period until they feel they no longer need this.

We have feedback from parents about how beneficial the breakfast club has been to their child.

Almost all identified children are managing to be in class almost all the time.

After using Lexia for 3 years, we were seeing some progression, unfortunately not enough to justify the cost of the programme.

Since stopping Lexia in April 2025, we have focussed on increasing children with literacy difficulties/identifications of dyslexia to become more confident in using the Chromebook tools to support with their work.

P4

Reading 82% of children achieved first level

Writing – 74% achieved first level.

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P7

Reading 95% achieved second level

Writing – 77% achieved second level.

Wider achievements

Coileanaidhean nas fharsainghe

- ✓ Winning boys Ross-shire Cross Country Event
- ✓ Every child in our school has had the opportunity to perform in front of their parents, via our sharing assemblies.
- ✓ Our P7 children put on a fantastic show, 'The Pirates of the Currybean' and raised money for local charities for this.
- ✓ Every class has had an end of year trip out of school to celebrate a successful year.
- ✓ The girls football team came 2nd in the Ross-shire Inter school football event and our boys team came 1st this year. This was supported by the Avoch Rovers football coaches.
- ✓ Winning the Inter Schools Orienteering Event with several girls and boys receiving personal medals for best times.
- ✓ For the third year running, we had many winners across the school in the Young Engineers challenge, many of our children attended a ceremony at Robert Gordon University.
- ✓ One of our P7 pupils won first place in the Rotary short writing competition, we also had several other runners up prizes, almost all of our P4 children had their work selected to be published in a poetry book.
- ✓ Our achievements board has been full of achievements from outside of school, to name a few, we have lots of excellent swimmers, dancers, horse riders, footballers, rugby players and martial arts experts across Avoch Primary School.
- ✓ Our 4 capacity lanyards have been a great success in the school, and we link these to achievements in and out of school.
- ✓ We have an excellent link with Black Isle Cares. Our P5 pupils hosted a Senior Citizen's cuppa at Christmas time, this was an excellent event.
- ✓ Our intergenerational leadership group has invited local senior citizens into the school to play games with them and also run a techie session with them.
- ✓ Some of our P1-P4 competed in the Baillie Cup and they took several medals back to school.
- ✓ Some of our P5-P7 took part in the County Sports interschool competition and we were the overall winners for our section, with many of our children winning individual medals.
- ✓ Excellent link with Avoch Men's Shed, our P5 children worked on a project with them to make jigsaws.
- ✓ All ELC pupils participated in our Sponsored Wheelie.
- ✓ All ELC pupils took part in our Christmas performance and our sharing assembly.

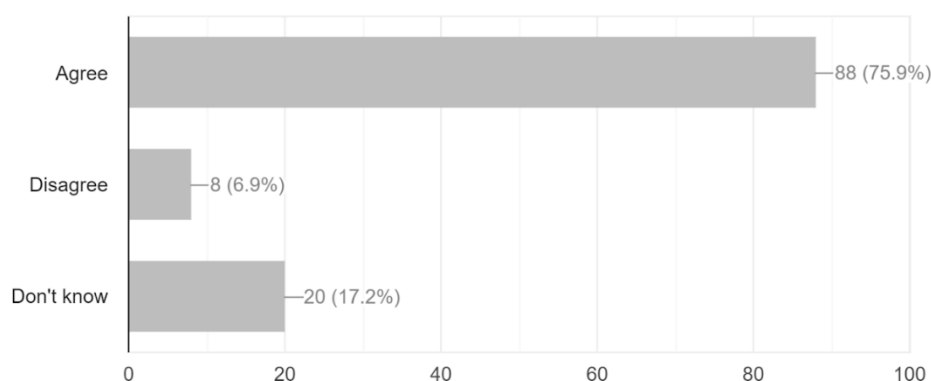
Comments from learners, families, stakeholders and staff

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

Throughout the year I sent out surveys to the children based on How Good is OUR school. After the survey was completed, I met with some children to discuss the survey and to try to extend the discussion further.

My teachers ask me about what things I want to learn in school?

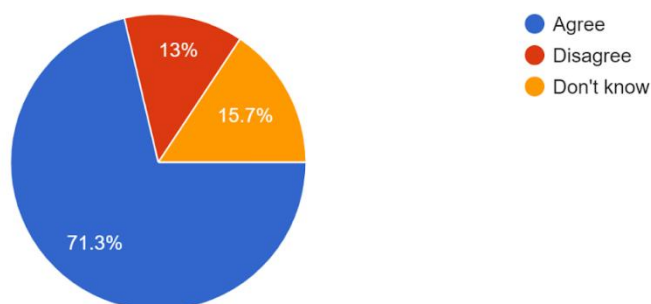
0 / 116 correct responses



Children spoke about topic work in particular, that teachers asked them what they already knew. Some of the P6 and P7s talked about carrying out their own research for topics and presenting this in different ways, e.g. Google slides, posters, talks.

I have learning conversations with my teacher to discuss my progress and next steps

115 responses

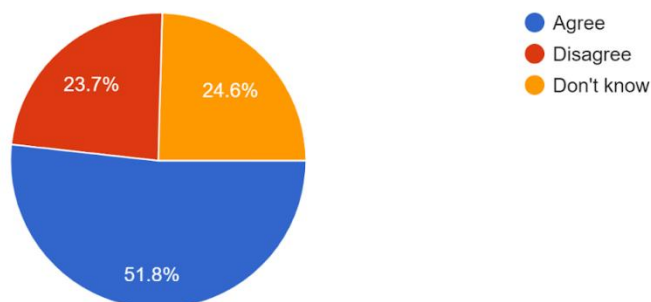


Children were able to explain that a learning conversation was where they talked about what they were good at and next steps. Almost all children out of 21 raised their hand to say they had learning conversations with their teachers.

The pupil council and I met to explore the question below further.

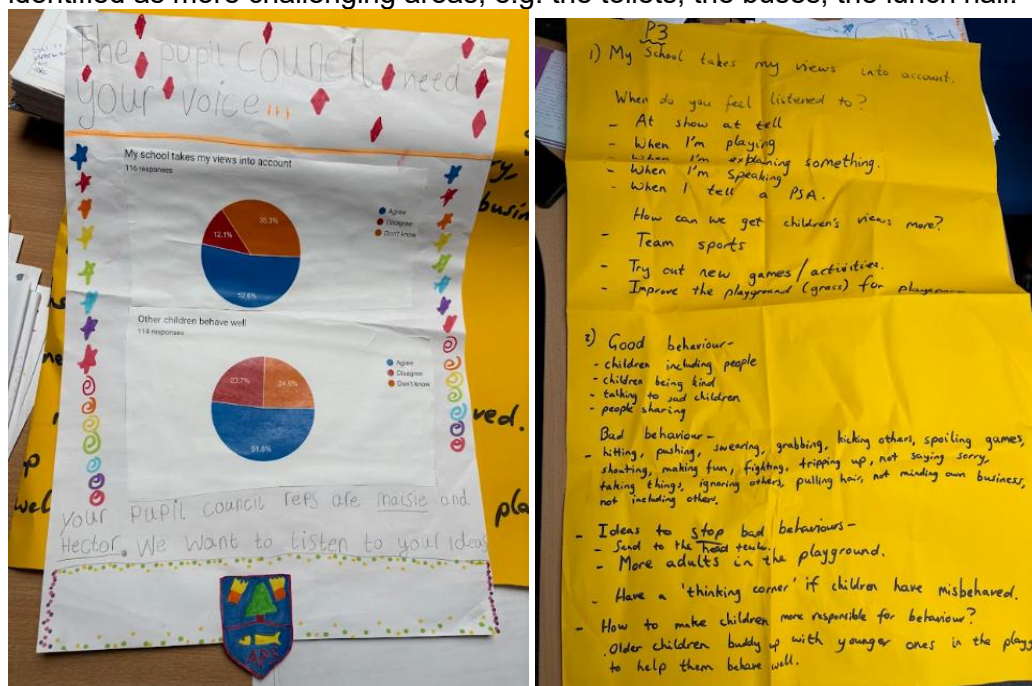
Other children behave well

114 responses

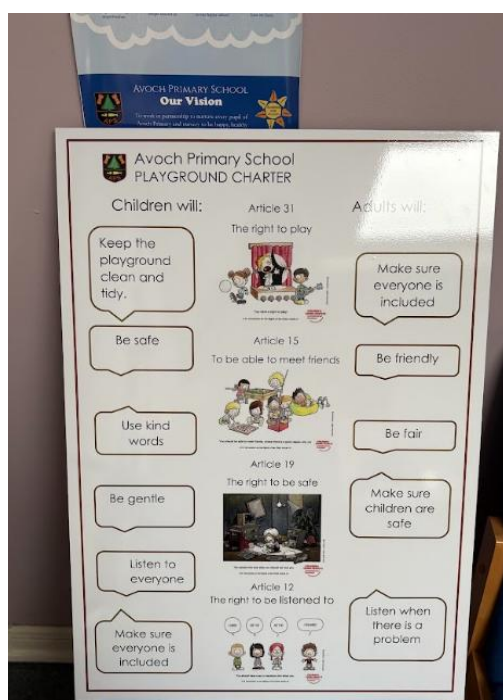


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They made posters and held a class council meeting about how children can improve their behaviour. Classes gave them feedback. The pupil council then made posters to display around the areas that they identified as more challenging areas, e.g. the toilets, the buses, the lunch hall.



The RRS group lead on developing a playground charter, this was discussed with the pupil council and then the RRS group ordered 3 large signs to go up in the playground.



We surveyed the parents/carers about sharing pupil progress, which was to help us consider how we can utilise pupil profiles more effectively. On a scale of 1-5, we were pleased that 78% of the parents that took the survey (54) gave a rating of 4/5 to say that they felt staff knew their child as an individual and supported them well.

Parents were asked in what ways do we share learning and progress?

- Parents evening
- Pupil voice at home sheet (HQAT) and open days are always fantastic
- Termly overview letters
- Key assessment task for parent voice
- The classroom app (Google Classroom)
- Newsletters

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- Emails
- Yearly reports
- Sharing assemblies
- Learning folders

'I know I can contact school anytime. Teaacher shares term plan. Report cards. My child is very motivated in her class and often shares what she is doing and how she feels about her progress.'

'I feel I am well informed and that is it also ok for me not to know every detail of their learning and trust that if there was a concern with my children's progress that I would be informed.'

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	Satisfactory	Good
QI 2.3 Learning, teaching and assessment	Satisfactory	Good
QI 3.1 Wellbeing, equality and inclusion	Satisfactory	Good
QI 3.2 Raising attainment and achievement/Securing children's progress	Satisfactory	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, teaching and assessment*
- *Learner participation and pupil voice*

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

<https://sites.google.com/fortroseacademy.org.uk/avoch-primary-and-elc/home> or by contacting the school office.