



STANDARDS AND QUALITY REPORT 2025-26

AITHISG INBHEAN IS CÀILEACHD

Avoch Primary School

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%

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](#)

Attendance 94.5%			Average Class Size 24			Meeting PE Target Target Met		
Pupil Numbers (inc nursery) 317			Teacher Numbers 14			Pupil Teacher Ratio 18.3		
N3 19	N4 30	P1 31	P2 37	P3 40	P4 35	P5 38	P6 43	P7 43
SIMD Q1 ¹ 0-10%		SIMD Q2 0-10%	SIMD Q3 20-30%		SIMD Q4 70-80%	SIMD Q5 0-10%		Unknown 0-10%
ASN ² 20-30%		No ASN 70-80%	FSM ³ 10-20%		No FSM 80-90%	EAL ⁴ 0-10%		No EAL 90+%

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

Reading	Writing	Listening and talking	Numeracy
Most	Most	Most	Most

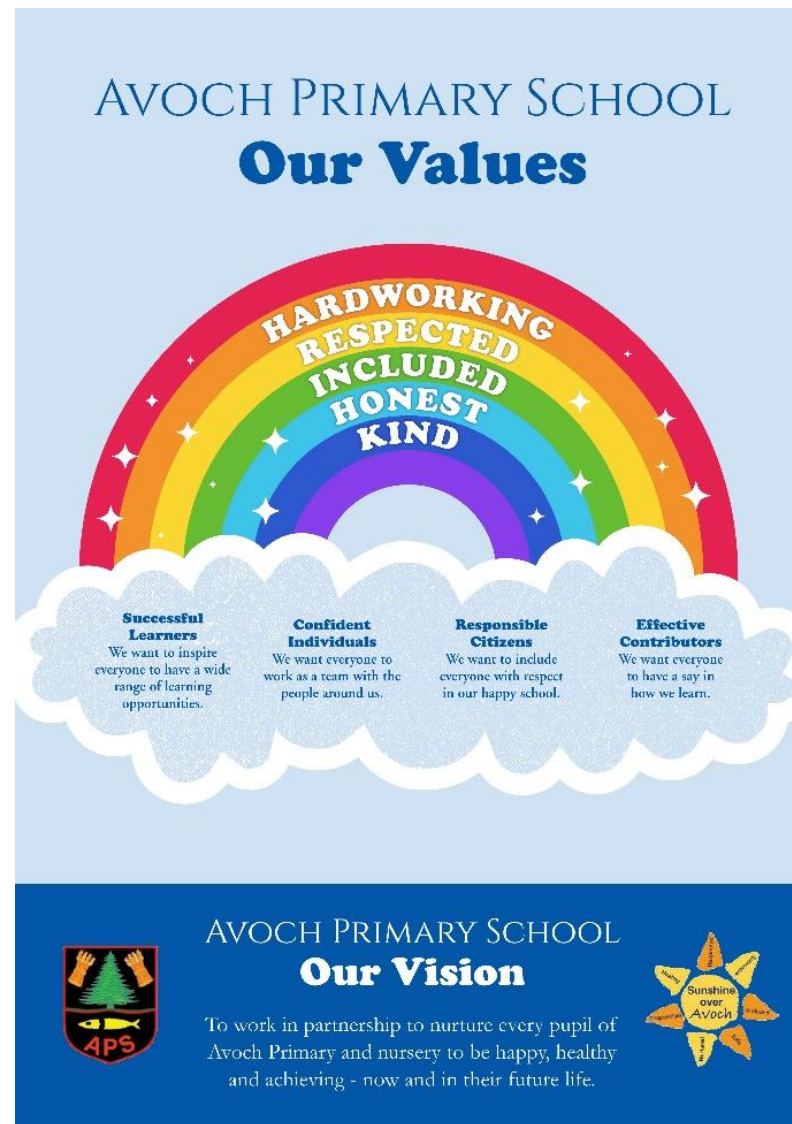
¹ SIMD – The Scottish Index of Multiple Deprivation (SIMD) is a relative measure of deprivation.
² ASN – Additional Support Needs
³ FSM – Free school meal entitlement
⁴ EAL – English as an additional language

HARDWORKING, RESPECTED, INCLUDED, HONEST, KIND

We have had no exclusions this year.

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile



HARDWORKING, RESPECTED, INCLUDED, HONEST, KIND

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 – assessment and moderation		
School Improvement Plan Priority 1		
Summary of progress	Next steps	Stakeholder Views
✓ Through classroom observations, peer observations and informal classroom visits good progress has been made in strengthening learning, teaching and assessment across the school, ✓ At most stages, our attainment data shows that most children continue to make good progress in literacy and numeracy. ✓ The Northern Alliance Toolkit self-evaluation has supported staff reflection and helped identify clear next steps. ✓ All staff have engaged in numeracy and reading moderation activities. Staff feedback indicates that protected time for professional dialogue has significantly increased confidence in making ACEL judgements. ✓ Pupil Progress Meeting discussions show that most staff can identify gaps in children's literacy and numeracy learning and plan timely, targeted interventions. ✓ Pupil Progress Meetings have been introduced across ELC which has begun the process of ensuring that effective planning is in place within Avoch Nursery ✓ Most staff are confident in using literacy benchmarks, SOFA/NSA data, other literacy assessment data and professional judgement in identifying where children are at in their learning and next steps. ✓ Most staff are confident in using numeracy benchmarks, SOFA/NSA data, other numeracy assessment data and	✓ Continue to plan high quality moderation activities to support teacher judgement, particularly focussing on writing. ✓ Ensure consistent deliver of high-quality learning, teaching and assessment in literacy and numeracy. ✓ Continue to ensure that interventions for borderline/will not achieve pupils are planned, monitored and evaluated for impact, including clear use of PEF to support targeted groups. ✓ Strengthen planning and tracking for children requiring challenge, ensuring progress is monitored and evaluated. We have a group of P6 children that are close to achieving 2nd level maths, therefore we need to ensure that we have appropriate planning, learning and teaching and assessment to challenge this group. ✓ Ensure that ELC staff become more confident and accurate, in planning for Nursery Pupils	Teachers feedback from self-evaluation survey: 100% positive responses in the following areas ➤ Collaborative working is effective in driving improvement ➤ Strong shared responsibility for literacy, numeracy and health and wellbeing ➤ Learning experiences are generally meeting learners needs. P4-P7 Pupil feedback from survey: ➤ 91% of pupils feel appropriately challenged ➤ 82% of pupils feel that feedback helps them to improve ➤ 85% state that staff help me to understand their learning. Parent Survey feedback (45% response)

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professional judgement in identifying where children are at in their learning and next steps. ✓ Most staff plan and deliver high quality literacy and numeracy lessons for children that provide appropriate challenge, including for children working beyond expected levels. All staff are being supported to ensure that they engage with Avoch Lesson Evaluation toolkit to consistently deliver high quality lessons. ✓ All staff are using HWB tracking system, and almost all are using this information effectively to identify next steps. ✓ By May 2026, almost all staff demonstrated strong confidence in their professional judgements of achievement of a level. During Pupil Progress Meetings, staff were able to clearly reference SOFA/NSA data, tracking documents, classwork and observations to justify their decisions.	✓ For HWB, increase staff confidence in using HWB benchmarks to support tracking and ensure gaps are identified and addressed. ✓ Revisit Avoch Lesson Evaluation Toolkit, ensuring consistent use of visual learning intentions, co-constructed success criteria, meaningful feedback and high-quality questioning. ✓ Feedback from parents states that they would like to have more family learning opportunities. ✓ Engage and raise awareness with staff about the Curriculum Improvement Cycle and the change of curriculum that we are moving towards.	➤ My child is making good progress at the school – 82% positive responses, 7% negative responses and 11% said don't know. ➤ I am satisfied with the quality of teaching in the school – 89% answered positively, 11% answered negatively ➤ My child finds their learning activities hard enough – 80% answered positively, 13% answered negatively and 7% said they didn't know. ➤ I understand how my child's progress is assessed – 71% answered positively, 22% answered negatively and 7% said don't know Non-teaching staff ➤ Children and young people are provided with experiences which meet their learning needs – 100% answered positively ➤ The school has effective strategies to support children with their learning, including those requiring additional support – 90% answered positively and 10% said I don't know
Impact		

✓ Staff confidence in analysing assessment data and using it to inform planning has increased, resulting in more accurate professional judgements. This has ensured that planning for next steps has improved and is targeted at the correct level for pupils. ✓ Moderation activities in reading and numeracy have strengthened shared understanding of achievement of a level, improving the reliability and validity of ACEL data. ✓ Targeted interventions identified through Pupil Progress Meetings have led to improved progress for identified learners. ✓ The introduction of HWB tracking has enabled staff to identify barriers earlier and plan more consistent support.	
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School Priority 2: Learner Participation and Ownership of Learning		
School Improvement Plan Priority 2		
Summary of progress	Next steps	Stakeholder Views
✓ We have made good progress in strengthening learner participation, embedding children's rights and increasing pupil ownership of learning. The report from our Gold RRS award evidenced that our school community had a good understanding of rights. From pupil discussion groups children are becoming more aware of their own learning journey. ✓ We have improved the process of gathering and acting upon pupil voice in ELC through more strategic use of 'Together Time' on a daily basis ✓ Achieved Gold Rights Respecting School Award, demonstrating that children's rights are embedded across the school community including our ELC Setting. ✓ All staff engaged with the NA Learning, Teaching and Assessment Toolkit, increasing shared understanding of high-quality learner participation. ✓ Introduced protected pupil profile time, resulting in more consistent use of profiles and regular learning conversations between learners and adults. ✓ Updated IDL planners now ensure that Meta-Skills are being discussed and referenced in classroom learning.	➤ Continue to develop pupil ownership of profiles, with a focus on identifying meaningful literacy and numeracy targets. ➤ Continue to ensure that pupil voice is heard more meaningfully within ELC ➤ Identify how we can embed meta-skills in our curriculum. ➤ Through pupil profiles, track meta-skills. ➤ Ensure that children identify what leadership group they would like to be in next year. ➤ Strengthen pupil ownership of profiles, with a focus on meaningful literacy, numeracy and HWB targets.	Teachers feedback from self-evaluation survey: 100% positive responses in the following areas ➤ The school's vision and values underpin staff work. ➤ Children are encouraged to treat others with respect. P4-P7 Pupil feedback from survey: ➤ Positive relationships with staff was one of the strongest themes from the survey – which tells us most pupils trust staff, feel supported emotionally and academically. Pupil Voice and participation

✓ SMT led assemblies introduced the Meta-Skills to all learners supporting a shared language of skills which is evident in most classrooms. ✓ Leadership groups ran successfully, with all children participating and contributing to identifying improvement priorities. ✓ Completed the P4-P7 Bullying Survey, sharing results with children and families, and using findings to inform practice. ✓ Reviewed and implemented the updated Promoting Positive Relationship Policy, ensuring alignment with pupil voice and current needs. ✓ Almost all staff (teachers, PSAs and ELC) have engaged with Trauma Informed Practice Training in August 25 and May 26, delivered by Educational Psychology Team. Leading to a shared understanding of how to meet individual needs. ✓ Boxall profiles were completed and used effectively within nurture groups until staffing changes in January 2026 limited our ability to continue group provision.	➤ Further embed Meta-Skills within the curriculum and track these through pupil profiles. ➤ Ensure children select their preferred leadership group for next session to maintain ownership and motivation. ➤ Increase staff understanding of play pedagogy and enhance high quality play opportunities from ELC-P7 ➤ Revisit Equality and Diversity Policy, ensuring shared understanding across staff, learners and families. ➤ Engage with the CIRCLE Framework to strengthen inclusive practice and ensure all learners are fully involved in learning. ➤ Revisit nurture principles to ensure a consistent nurturing approach across the school. ➤ Engage with Stronger Together Toolkit from Safe Strong and Free to continue to support pupils with bullying, inclusion and equality.	➤ 78% of learners feel they have a say in what and how they learn. ➤ 65% feel school listens to my views. ➤ 63% feel school takes my views into account. (This is a clear area for development). Relationship between pupils and bullying ➤ When asked if other young people treat me fairly 70% answered positively ➤ 64% of pupils agreed that school deals with bullying well. Parent Survey Feedback ➤ Staff treat my child fairly and with respect – 97% answered positively, 3% answered negatively ➤ The school organises activities where my child and I can learn together – 38% answered positively, 40% answered negatively and 12% answered don't know. ➤ My child's school deals well with bullying – 83% answered positively, 17% answered negatively. Non-teaching staff
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	➤ Ensure non-teaching staff are more involved in leadership, self-evaluation and areas for improvement.	➤ The school deals effectively with bullying – 100% answered positively ➤ Children and young people are encouraged and supported to treat others with respect – 90% answered positively and 10% I don't know. ➤ I have regular opportunities to undertake leadership roles – 40% answered positively, 40% answered negatively and 20% answered don't know ➤ I am actively involved in the schools ongoing self-evaluation – 40% answered positively, 40% answered negatively and 20% answered don't know
Impact		
✓ Most children are beginning to demonstrate an increased confidence in discussing their learning, supported by learning conversations and improved pupil profiles. ✓ The introduction of protected pupil profile time has started to see a more consistent reflection on their learning. ✓ Meta-Skills are becoming part of the shared language of learning, with children increasingly able to identify and articulate the skills they are developing. ✓ Leadership groups have empowered most pupils to take an active role in school improvement, resulting in increased responsibility and collaboration. ✓ Trauma-informed practice training is improving most staff confidence levels and consistency in supporting children's wellbeing, contributing to stronger positive relationships and a calmer learning environment. During discussion staff (teachers, PSAs and Early years staff) are more confident in identifying children's needs and understanding that all behaviour is communication. Almost all PSAs are becoming more confident in using their relationship and knowledge of the child to make decisions about how to support individuals.		

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Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

Priorities for session 26/27

- Increase writing attainment for P5-P7
- Improve phonological awareness achievement in P1-P3

Wider achievements

Coileanaidhean nas fharsainghe

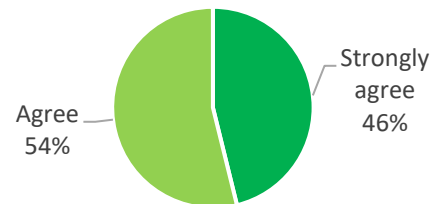
- ✓ Achieving Gold Rights Respecting School status
- ✓ We took part in the Ross-Shire Cross Country series of events, several children received medals.
- ✓ Every child in our school has had the opportunity to perform in front of their parents, via our sharing assemblies.
- ✓ Our Parent Council and Reading Schools leadership group revamped our school library.
- ✓ Our P6 and P7 pupils took part in the John Muir award.
- ✓ Our whole school went to Eden Court to watch the pantomime. This was supported by our Parent Council.
- ✓ Every class has had an end of year trip out of school to celebrate a successful year.
- ✓ Our P6 and P7 boys football team came 2nd in the Ross-shire boys football tournament and our P5 and P6 girls team represented the school very well.
- ✓ Winning the Inter Schools Orienteering Event with several girls and boys receiving personal medals for best times.
- ✓ For the fourth 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.
- ✓ Two of our pupils won prizes in the Rotary short writing competition, one of our pupil's writing was entered into the national 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, with many of our children winning individual medals.
- ✓ All ELC pupils participated in our Sponsored Wheelie.
- ✓ All ELC pupils took part in our Christmas performance and our sharing assembly.
- ✓ The children worked closely with our Parent Council to revamp our library, this is now a great space in our school accessed by all children.

Comments from learners, families, stakeholders and staff

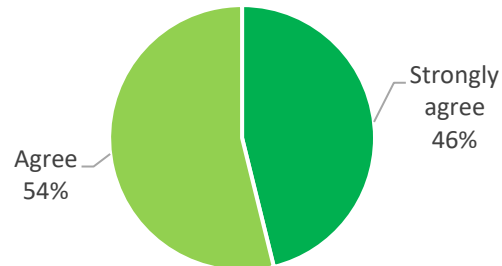
Beachdan bho luchd-ionnsachaidh, teaghlaichean, luchd-ùidhe is luchd-obrach

Teachers survey

Q1.I find it rewarding to be a member of staff at this school



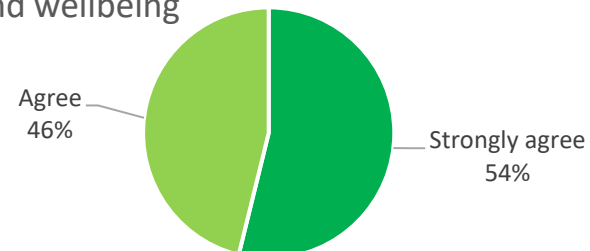
Q24.The school is well led and managed



Q37.I am aware of and involved in the school's strategies for raising attainment for all

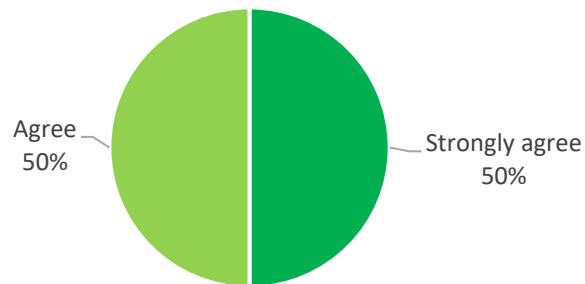


Q34.Staff have a shared understanding of their 'responsibility of all' in literacy and numeracy and health and wellbeing

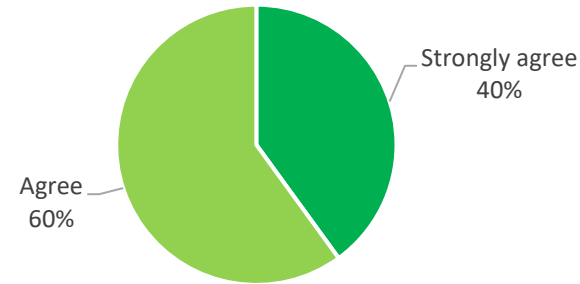


Non- teaching staff feedback

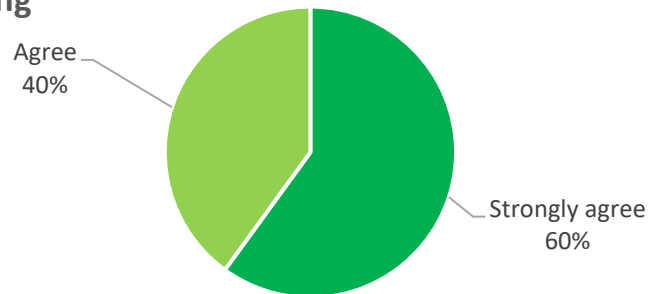
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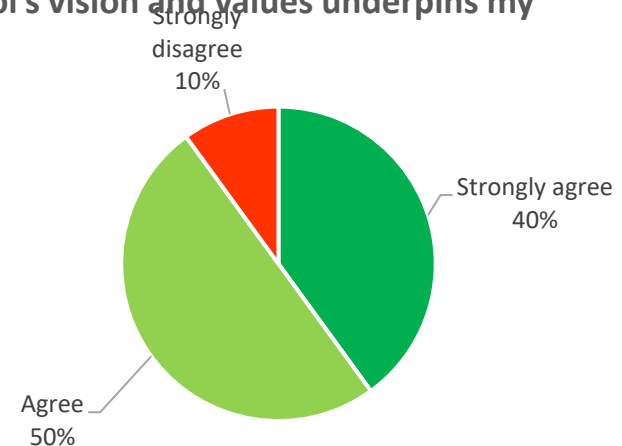
Q2.I feel a valued part of the school's community



Q13.I understand how to apply the school's procedures relating to child protection and safeguarding



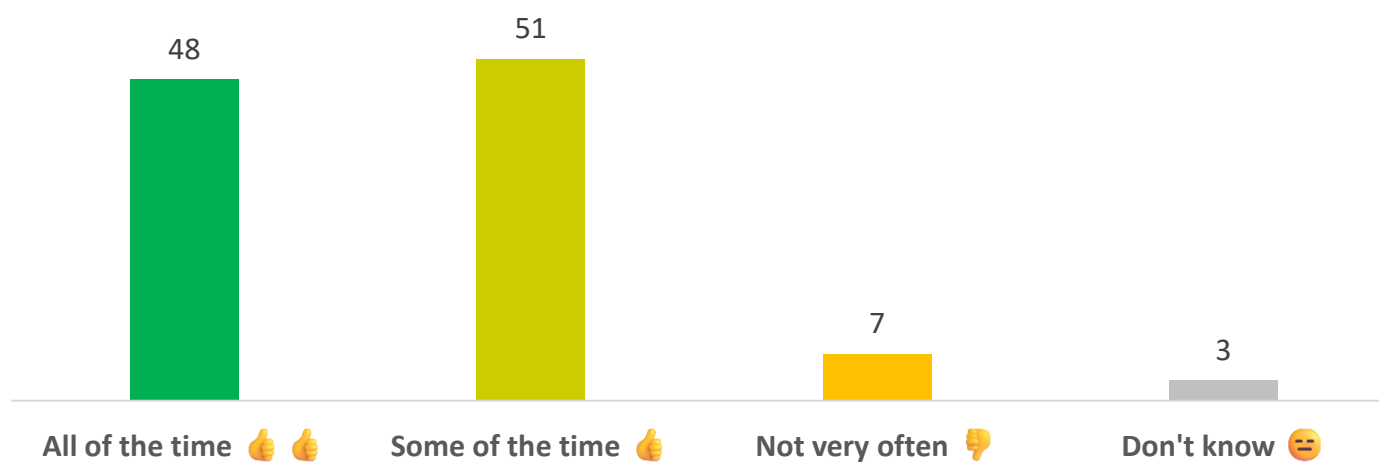
Q14.The school's vision and values underpins my work



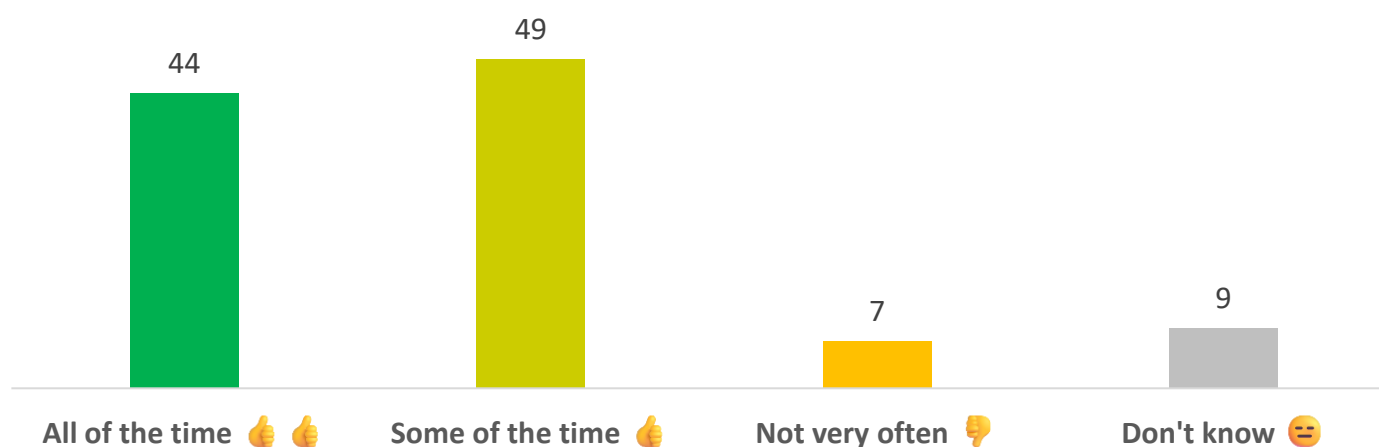
Pupil Feedback

- I feel safe when I am at school – 82% answered positively, 14% Don't know and 4% answered negatively.
- Staff treat me fairly and with respect – 88% answered positively, 8% don't know and 4% answered negatively
- I have the opportunity to discuss my achievements outside of school with an adult in school that knows me well – 83% answered positively, 11% don't know and 6% answered negatively.

Q19.I feel that my work in school is hard enough

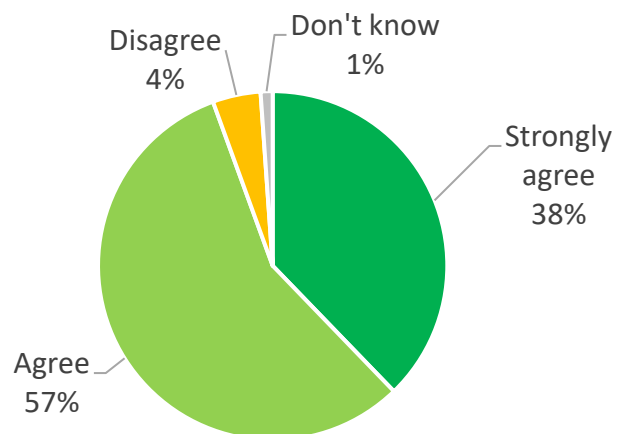


Q21.Staff help me to understand how I am progressing in my school work

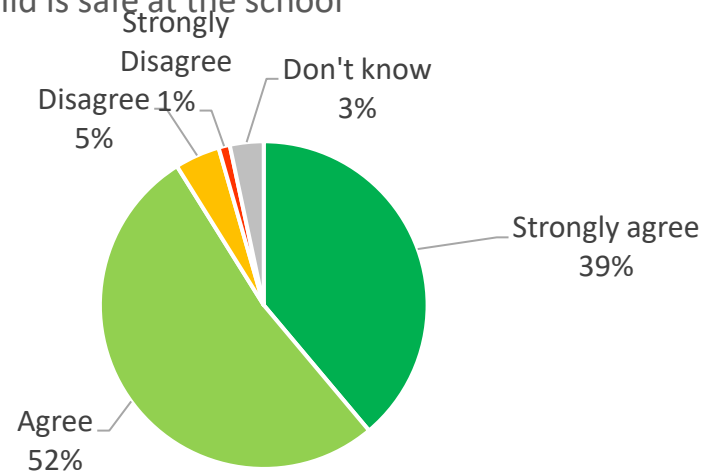


Parent Feedback

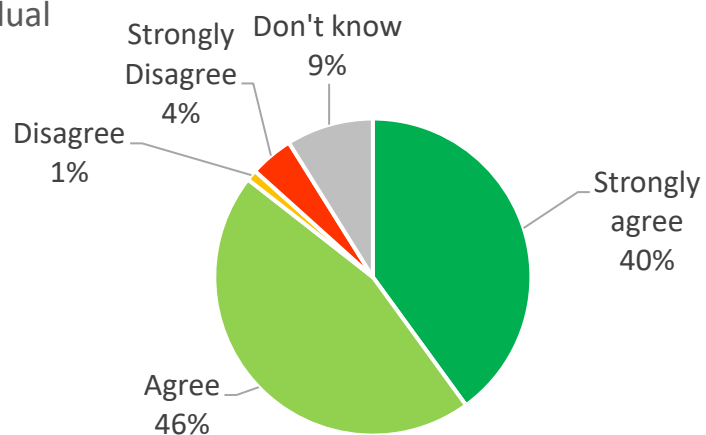
Q1.My child likes being at this school



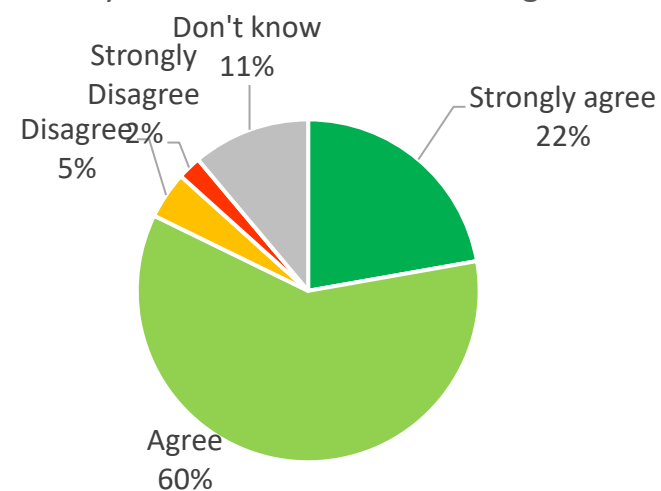
Q3.I feel that my child is safe at the school



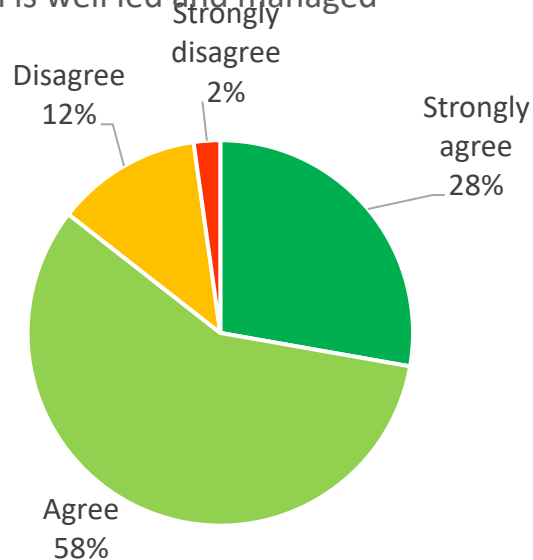
Q5.I feel staff really know my child as an individual



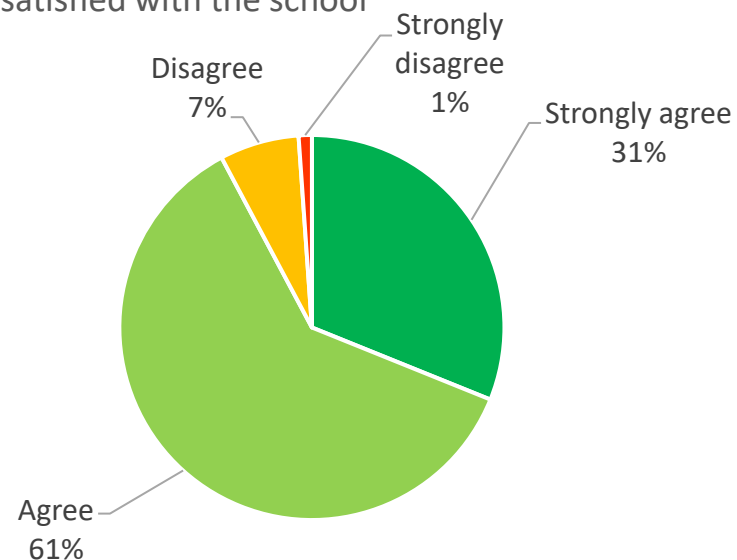
Q9.The school supports my child's emotional wellbeing



Q22.The school is well led and managed



Q25.Overall, I am satisfied with the school



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	Good	Good
QI 3.1 Wellbeing, equality and inclusion	Good	Good
QI 3.2 Raising attainment and achievement/Securing children's progress	Good	Good

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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

Establishment Improvement Priorities	Link to National and Local Priorities	Please detail the information / data which has prompted this work
Priority 1: Strengthening Learning, Teaching & Assessment with a focus on Writing, Moderation & Challenge	NIF: Improvement in attainment (literacy & numeracy); HC: Learning & Teaching; HGIOS 4: 2.3, 3.2	Writing attainment dip across P2, P4–P6; need for consistent high-quality L&T; staff request for more moderation; parent request for more family learning; need to strengthen challenge & Third Level maths. Curriculum Improvement Cycle
Priority 2: Increasing Learner Participation, Ownership of Learning & Meta-Skills	NIF: Health & Wellbeing; HC: Curriculum; HGIOS 4: 2.3, 3.1	Pupil voice data shows only 63% feel views are acted on; need for stronger profile ownership; need to embed meta-skills; need for improved Equality & Diversity understanding; non-teaching staff want more leadership roles.
Priority 3: Inclusive Practice, Nurture & Play Pedagogy	NIF: Health & Wellbeing; HC: Inclusive Practice; HGIOS 4: 3.1	Trauma-informed training completed but nurture groups disrupted; need for consistent nurturing approaches; need to strengthen inclusive practice using CIRCLE; need to enhance play pedagogy from ELC–P7.
ASG Improvement Priorities		
ASG priorities will be included in action plans above. -CIRCLE FRAMEWORK - Curriculum Improvement Cycle	NIF: Health & Wellbeing; HC: Inclusive Practice; HGIOS 4: 3.1	As above

Planning ahead

A' planadh air adhart

Full details of the school's 2026/27 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.

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