



STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2024-2025

Beaully Primary School



Respect, Kindness, Teamwork and Fun!

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

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We are pleased to present our Standards and Quality Report for Session 2023-24. This report forms part of our quality improvement framework and 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 our practice. We continue to develop our practice in making robust use of evidence as a basis for judgements regarding the impact of our work on our learners. All staff understand that self-evaluation is an integral aspect of our approach to continuous improvement through addressing the 3 key questions:

- How well are we doing?
- How do we know?
- What are we going to do now?

Throughout the year we continuously evaluate what we do and how it makes a difference to our learners. We want to know what is working well for our school community and what needs further improvement. We inform decision making and actions through a continuous process of looking inwards, outwards and forwards.

Looking inwards - starts with those working with our children and young people

We focus on the impact on outcomes for learners. Our self-evaluation processes triangulate information, data, people's views and observation of practice to measure impact and inform planning for improvement.

Looking outwards - learning from others

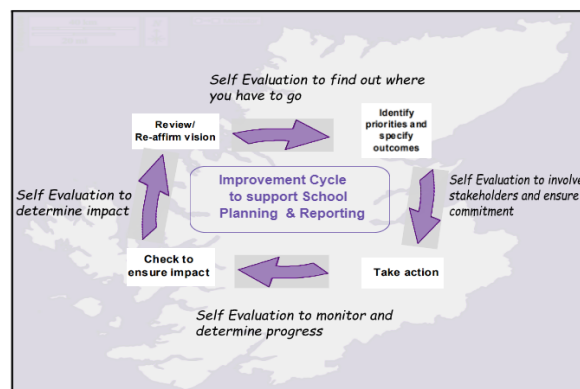
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

Looking forwards - creating a vision and planning for implementation

Through leadership at all levels, we anticipate challenges and explore creative solutions. This helps us to create an aspirational vision for our school which shapes our actions and provides a focus for improvement.

Our children and young people are actively consulted and involved in this process. We also give staff, parents/carers, and other partners the opportunity to participate in discussions and activities to shape our improvement journey.

When we develop our improvement plan, we use key questions at scheduled review times throughout the session to know how well we are progressing towards achieving these positive outcomes and changes.



Together we are working hard to ensure the Highlands is the best place for children and young people to grow up safely, learn, develop and achieve.

With positive experiences, our children and young people will always see the Highlands as home.

Le eòlasan deimhinneach, bidh ar cloinn is ar n-òigridh daonnan a' faicinn na Gàidhealtachd mar dhachaigh.

Tracey Fraser-Lee
Head Teacher
Beaully Primary School

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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
92.9%

Average Class Size
19.8

Meeting PE Target
Target Met

Pupil Numbers (inc nursery)
119 (+21 nursery)

Teacher Numbers
8

Pupil Teacher Ratio
15.9

N3 XX%	N4 XX%	P1 10.9%	P2 12.6%	P3 14.3%	P4 21%	P5 16.8%	P6 14.3%	P7 10.1%
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SIMD Q1¹ 0-10%	SIMD Q2 0-10%	SIMD Q3 60-70%	SIMD Q4 30-40%	SIMD Q5 0-10%	Unknown 0-10%
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ASN² 0-50%	No ASN 50-60%	FSM³ 10-20%	No FSM 80-90%	EAL⁴ 0-10%	No EAL 90+%
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2023/24 Proportions of pupils achieving Curriculum for Excellence Levels (P1, P4, P7 combined):

Reading

Most

Writing

Most

**Listening and
talking**

Almost all

Numeracy

Most

We have had no exclusions this year.

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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School vision, values and aims

Vision - Work Together, Learn Together, Achieve Together!

Values - Respect, Kindness, Teamwork and Fun!

Aims - We would like our children to be Safe, Healthy, Achieving,
Nurtured, Active, Respected, Responsible and Included!



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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:

Raising Attainment in Literacy with a focus on Reading

Purpose:

- To ensure a consistent whole school approach is used to the teaching of reading.
- To ensure pupils engage with a wide range of texts at all stages in school.
- To increase teacher confidence in teaching reading comprehension.
- To increase confidence of teachers in using Higher Order Questioning in literacy.
- To support teachers and increase confidence in tracking and recording literacy difficulties and in implementing interventions.
- To support teachers in making an identification of dyslexia where appropriate.
- To support parents of learners with persistent literacy difficulties.

Progress:

- Through discussion and sharing across CfE levels teachers are confident that a consistent approach is used throughout school and built on at all stages.
- Resources audited and organised and range of fiction and non-fiction at all stages
- School reading record has been updated and organised to reflect levels of non-fiction texts and other relevant texts.
- Moderation activities have supported teacher judgement of where children are within a level in their reading and benchmarks have been used to support judgements.
- All teachers have completed Literacy for all training and are familiar with identification of dyslexia process and paperwork.
- Older children have selected novels for upper school as well as graphic novels to engage reluctant readers.

Impact:


- Consistent and progressive approach to teaching reading across the school.
- Reading record/progression ensures children have wide variety of texts to work from at all levels and selection of fiction and non-fictions
- Moderation of jotters and discussions in progress meetings have ensured a consistent approach to assessing pupil's work.
- Novels ensure a higher interest level for class and group studies in upper stages, as well as providing deeper context for learning for higher order thinking skills.
- New graphic novels ensure a higher level of engagement for struggling readers in upper stages classes.
- Teachers are able to gather and collate evidence in class to assist in identification of dyslexia from early stages.

*Satisfactory progress has been made in this area however, staff need to do further work around higher order questioning and complete reading comprehension training.

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Next steps:

- All staff need to complete Reading Comprehension Training sessions
- All teaching staff need to complete Power Up Your Pedagogy chapters and agree action points across school, this will be planned into our collegiate sessions.
- All staff need to finalise and agree assessments to be used and at which points in the year.
- Moderation activities will be included in collegiate calendar and pupil focus groups will continue so pupil voice is considered around the teaching and learning of reading.
- Whole school approach to the implementation of the NIWP next session – all teachers to attend training in session 25-26.
- Continue to develop the use of Literacy for All resources and intervention material across the school.




Beaulieu Primary and ELC

Summary of School Improvement Plan 2024-25



Action Plan 1

Raising Attainment in Literacy




What exactly are we going to do?

- Whole school approach to the teaching of reading.
- Teachers will complete literacy training.
- Audit reading resources.
- Sampling and moderating jotters to agree achievement of a level.
- Lesson observations focusing on challenge, pace and support.
- Support pupils and families with understanding the identification of dyslexia.

Quality Indicators

- 13 Leadership of Change
- 22 Curriculum (Learner Pathways)
- 23 Learning, Teaching and Assessment
- 24 Personalised Support
- 31 Ensuring Wellbeing, Equality and Inclusion
- 32 - Raising Attainment and Achievement



Pupil Voice

HGJOURS Themes

- Theme 2 - Our Learning and Teaching
- Theme 3 - Our school and community
- Theme 5 - Our Successes and Achievements

Reading is to the mind, what exercise is to the body.
Richard Steele

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Refreshing the Beauty Curriculum

Purpose:

- To ensure there is a relevant curriculum for our learners and their community
- To ensure the curriculum is in line with approaches to learning for sustainability.
- To update and share curriculum rationale with whole school community.
- To support staff in auditing the current curriculum against the Refresh Narrative.
- To ensure progression pathways are linked to relevant and current benchmarks.
- To upskill teaching staff to ensure there is a whole school approach to differentiation, learning intentions, success criteria and assessment across the curriculum.

Progress:

- IDL focus areas relate to our local environment at all stages within school.
- Global Goals have been a focus of our assemblies this session and all classes from P1-P7 are familiar with them.
- We have achieved our Rights Respecting Silver Award.
- Teaching staff have read and discussed Power Up Your Pedagogy chapters and reviewed their own practice as well as setting targets for themselves.

Impact:

- Consistent approach to IDL planning across the school.
- Pupils are more able to link their learning to the rights and Global Goals and make connections to IDL topics, developing their thinking skills.
- Pupils, staff and families understand the rights and all worked towards achieving the Silver Award. Rights are embedded across school.
- Teaching staff found collegiate sessions around Power Up Your Pedagogy positive and selected valuable Trusted Techniques to improve classroom practice.

Very little progress has been made in this area due to high level of staff absence, including SMT; however, we will continue to work on this during session 25-26.

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Next steps:

- Continue to ensure our curriculum is relevant to our learners and community.
- Ensure curriculum is in line with approaches to learning for sustainability.
- Update curriculum rationale with input from whole school community.
- Staff will audit curriculum against Refresh Narrative.
- Update planning formats and progression pathways to ensure they are linked to relevant and current benchmarks.
- Build a whole school approach to differentiation, learning intentions, success criteria and assessment across the curriculum.
- Observations of IDL lessons in all classes with focus on LI, SC and differentiation.

Beaul Primary and ELC
Summary of School Improvement Plan 2024-25

Action Plan 2
Refreshing the Beaul Curriculum

What exactly are we going to do?

- Staff to revisit and update our curriculum to include Rights and Global Goals.
- Curriculum will reflect the views of staff, pupils, families and the wider school community.
- Ensure our curriculum encourages our pupils to be successful learners, confident individuals, effective contributors and responsible citizens, these are the 4 Capacities of the Curriculum for Excellence.
- Teachers will share practice to ensure quality learning and teaching.

Quality Indicators

- 3 Leadership of change
- 2.2 Curriculum (Learning Pathways)
- 2.3 Learning, Teaching and Assessment
- 3.2 Raising Attainment and Achievement
- 3.3 Creativity and Employability

Pupil Voice
HGIOURS Themes

- Theme 2 - Our Learning and Teaching
- Theme 3 - Our school and community
- Theme 5 - Our Successes and Achievements

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NEEDS TO EDUCATION

Every child has the right to an education.

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Purpose:

- To increase staff confidence in using new tracking formats.
- To work collegiately in embedding literacy, numeracy and HWB progression frameworks with ELC staff to ensure breadth of experiences in core areas.
- To audit reading resources and provide more opportunities for reading within spaces.

Progress:

- Staff engaged with self-evaluation activities to reflect and determine where we are with regards to reading opportunities in our setting.
- Staff agreed and familiarised themselves with new tracking documents for literacy, numeracy and HWB.
- HC progressions shared and being referred to for responsive and intentional planning.

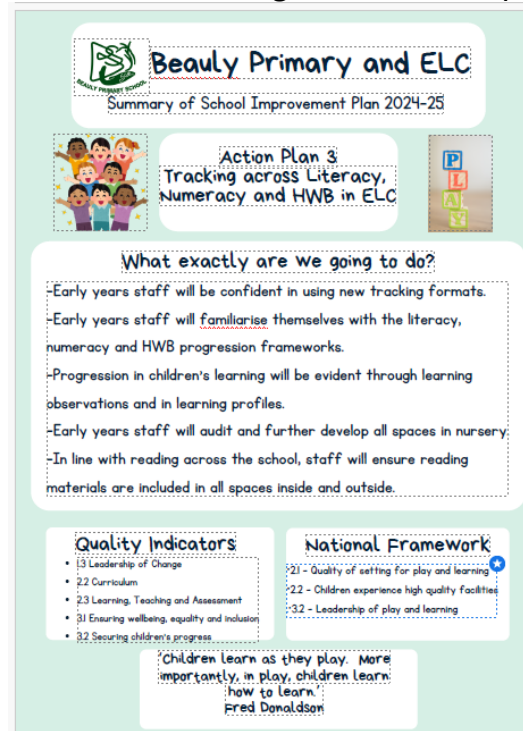
Impact:

- Able to gauge confidence in planning rich literacy experiences.
- EYPs able to discuss and share evidence for literacy experiences through floorbook planning pages and pupil targets. EYPs using progressions to plan richer experiences that link to benchmarks.

Good progress was made with this improvement action plan but we will need to continue to develop and embed next session. .

Next steps:

- Continue to look at core areas and ensure rich numeracy and literacy experiences.
- All staff to review reading across the setting, noting interactions, spaces and experiences.
- Continue to embed trackers and link learning to floor books, profiles and pupil targets.



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Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

Table 1 – 24/25 PEF Review

Intervention	Data summary against targets	Impact / progress summary (max 100 words per intervention)	Intervention Resource allocation used (breakdown)
<p>Writing Groups involving P2-P7 pupils.</p> <p>-Teacher input to work on independently writing in sentences using capital letters, full stops and correct spelling, correct use of grammar and tenses</p>	<p>Cold Task in class, input for 10-12 weeks and reassess.</p> <p>Use of writing Rubric to assess.</p> <p>SOFA/NSA</p>	<p>9 children now on track for age and stage and high level of engagement with writing tasks and consistent use of sentence structure.</p> <p>1 child made very limited progress due to extremely high level of absences.</p> <p>27 children made considerable and steady progress and gained independence in writing. Using appropriate sentence structure, spelling and grammar.</p> <p>1 child needs to work on fine motor skills to aid presentation</p> <p>5 children really benefit by using chromebooks for writing tasks</p>	<p>Teacher time twice weekly.</p> <p>Lexia</p>
<p>Reading Groups involving P2-P7 pupils.</p> <p>-Teacher input to support reading fluency and develop comprehension skills by answering questions through discussion.</p>	<p>Toe by Toe assessment.</p> <p>Lexia</p> <p>SOFA/NSA</p>	<p>5 children from group now on track for age and stage- reading fluently and with confidence.</p> <p>All 12 children now able to verbally discuss texts and answer questions confidently.</p> <p>5 children able to complete both oral and written work effectively.</p> <p>7 children can answer oral questions independently but need support with written follow up.</p>	<p>Teacher time twice weekly in addition to class work.</p> <p>Lexia</p>
<p>Maths Groups involving P2-P7 pupils.</p> <p>-Teacher input to work on basic facts in</p>	<p>HNP assessments</p> <p>SOFA/NSA</p>	<p>6 children now on track for age and stage – good recall and confident of own ability.</p> <p>8 children made positive gains and building confidence but still need</p>	<p>Teacher time twice weekly in addition to class input in Term 1 and 2.</p>

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addition and subtraction (P2-P4), then addition, subtraction, multiplication and division (P5-P7)		<p>support in written tasks.</p> <p>1 child does not enjoy maths and is disengaged. Another child goes through periods of disengagement, especially when faced with new learning.</p> <p>All benefit from use of concrete materials but some of the older pupils do not like to admit this.</p>	
Emotional Support one to one to work through emotions, feelings, self – regulation, emotional check ins. Involves children from P4-P7	SHANARRI wheel Emotionwork s wheels	<p>All initial 10 children able to express their feelings on one to one basis.</p> <p>All can recognise when they feel frustrated/angry/sad and most can say why.</p> <p>One has increased anxiety levels and attendance has dropped dramatically.</p> <p>Several able to identify feelings but continue to need support to develop strategies to cope with these rather than lash out.</p>	Teacher time on regular basis several times per week. Impact was hampered by teacher absence.

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Wider achievements

Coileanaidhean nas fharsainghe

Our Inter School Sports Team competed in their section.



We held an Art Exhibition in the Phipps Hall. – every child from Nursery to P7 had a piece of art work on show.



Beauly Shinty Club has worked alongside us to deliver several sessions throughout the year to P1-P7.



P7 had a successful residential trip to Loch Eil.



P5 pupils enjoyed a session on electricity with Generation Science.

All classes from Nursery to P7 took part in Drumfun sessions.



The whole community turned out in force to tidy the garden after it had been vandalised.



We earned our Silver Rights Respecting Schools Award.



P1 & P2 put on a Nativity for the whole school community.



Some of our P6 & P7 pupils successfully completed training to become Young Leaders.

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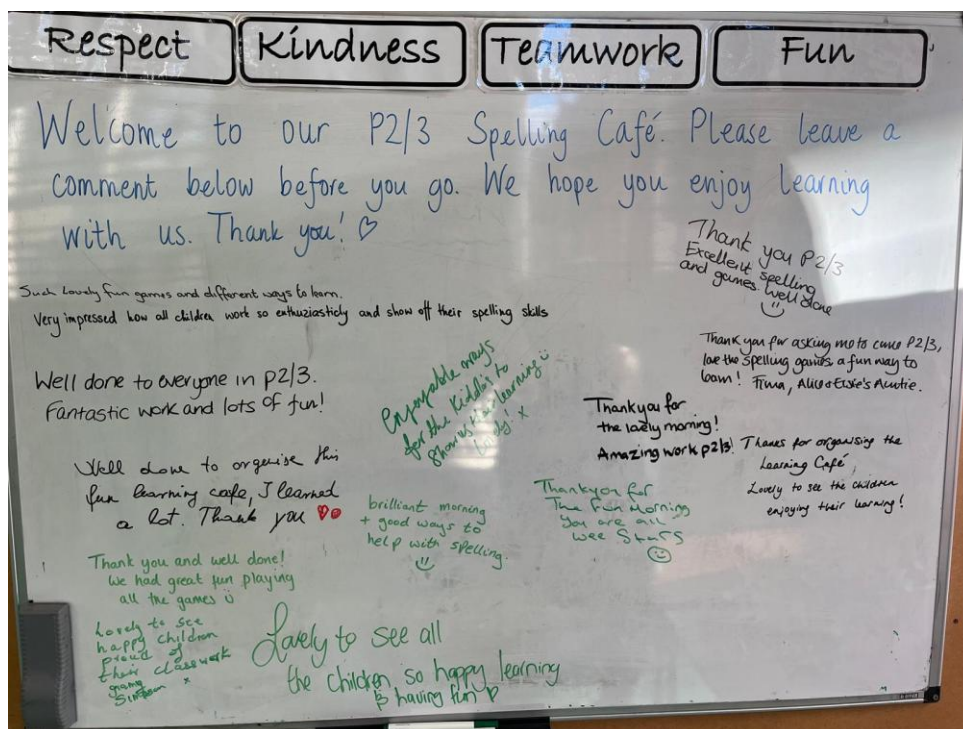
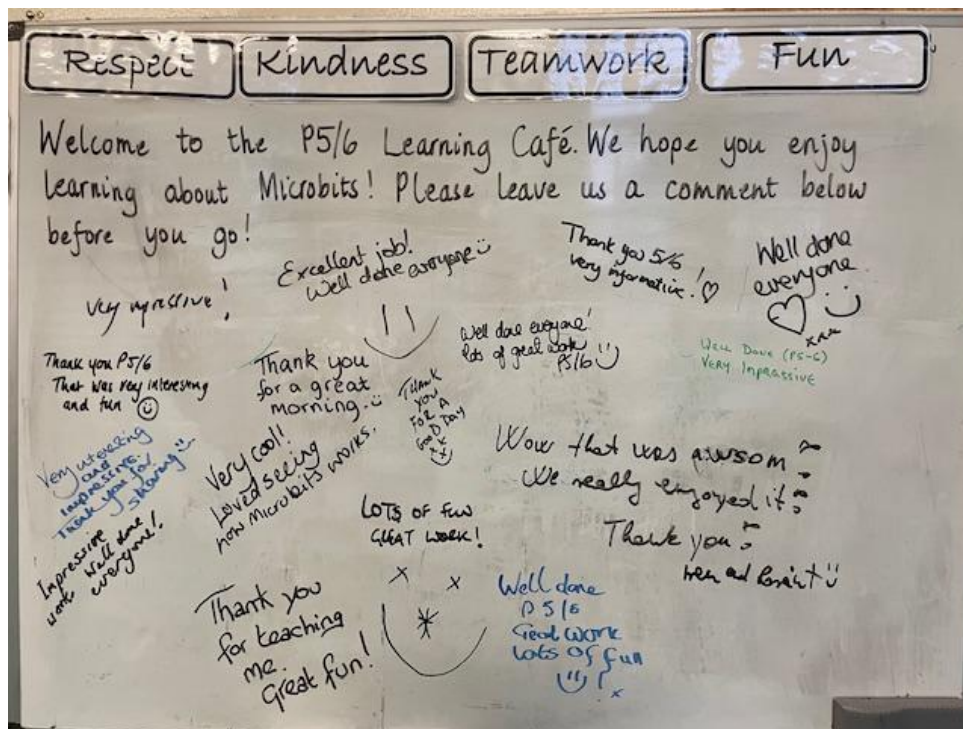
- Each class held a very well attended 'Learning Café' for families, to share an aspect of the class curriculum. Examples of these have been maths strategies, magnets and spelling games.
- The whole school from Nursery to P7 had a piece of art work on display at our Art Exhibition in February which was held in the Phipps Hall. This was a great success and very well attended. Winning pieces of artwork were judged by 2 local artists.
- Pupils from P6 and P7 became Young Leaders and supported our younger pupils in the playground in twice weekly sessions.
- A student from UHI ran an after school Multisports club for P4 and 5 pupils in Term 3
- A group of parents assisted by our Active Schools Co-ordinator have set up and run an after school running club for all interested children from P1-P7
- 2 of our parents have completed Bike Ability training for all interested children from P4-P7 this session, with P5-7 completing Levels 1 & 2 and P4 pupils completing Level 1
- P6 & P7 pupils were trained on CPR.
- Nursery have worked closely with the Community Garden and associated gardeners at various points though the year.
- P7 were excellent Buddies for the P1 pupils at the beginning of this session
- P6 have been working closely with the nursery in Term 4 to start off their Buddy journey.
- Garden Group is back up and running thanks to a couple of lovely parent volunteers.
- Fabulous P7 residential trip with excellent engagement and behaviour at Loch Eil.
- Steve from Drumfun came and did sessions with all classes from nursery to P7 for 4 days in Term 4. This culminated in a performance at our Picnic and Open Session for Parents.
- Generation Science came from Edinburgh and delivered a very successful workshop to P5 pupils on electricity.
- Scottish Water delivered talks about water and conservation of water to all P1-P7 pupils.

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Comments from learners, families, stakeholders and staff

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

Learning Café feedback from all families has been very positive – examples below.



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Comments from visitors to our school.

"I think the respect aspect is particularly apparent, and it goes both ways between teacher and pupil. I like how Mrs Fraser-Lee seems to make time for everyone. In terms of teamwork, the P7 pupils have been good at looking out for and supporting each other during the leadership activities. Pupils are always very friendly and helpful. I am always impressed by how they hold the door for others who are passing through."

Susan Blackwood – Active Schools (worked with P7 on Young Leader Award)

"The pupils engaged and embraced the learning, asking appropriate questions and were very keen to learn CPR. I was shown respect during my visit and the equipment I brought was also treated with respect. Everyone was kind and made my visit enjoyable. The pupils worked very well together and helped each other. I hope that by the amount of smiles and laughs we had that it was also a fun session!"

Karla Stevenson - CPR Trainer- trained our P6 & P7 pupils on CPR

"I am always given a warm welcome. The children clearly know the staff well and are very 'at home' with them. The general 'feel' of the school is one of kindness and co-operation. I loved my visits."

Ellen from Safe, Strong and Free

"I felt the kids were really well behaved and seemed really engaged with the talks. The two children who took me over to the final classroom were very kind and helpful, even holding the doors open for me which was really nice. You all made me feel so welcome – thank you so much for allowing me to come to your school."

Clive Duncan, Scottish Water, Delivered class talks to all classes from P1-P7 about water.

"Pupils behaviour was largely respectful and most of them worked well in teams when invited to do so. We were particularly impressed by their helpfulness in carrying our equipment into the classrooms."

Alice & Bob Massie, YMI.

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Example of pupil voice to inform school improvement.

Pupils with identification of dyslexia selected graphic readers to help with engagement in reading in middle/upper stages of school. Here are some of them...



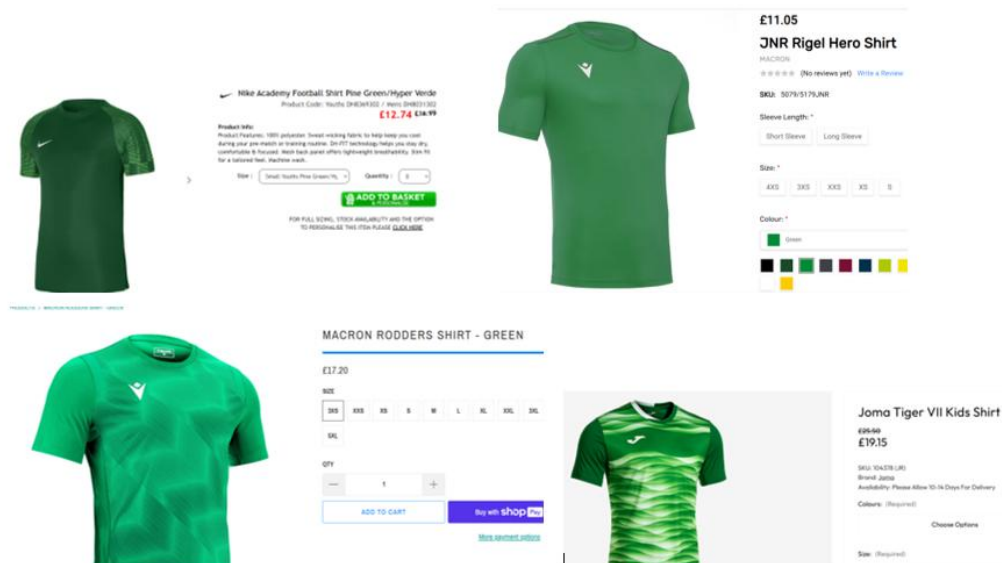
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Upper stages pupils were involved in the selection of new novels for group and class reading lessons in upper school. They selected multiple copies of each text as feedback from pupils was that they liked to study novels as a class. Here are some of them...



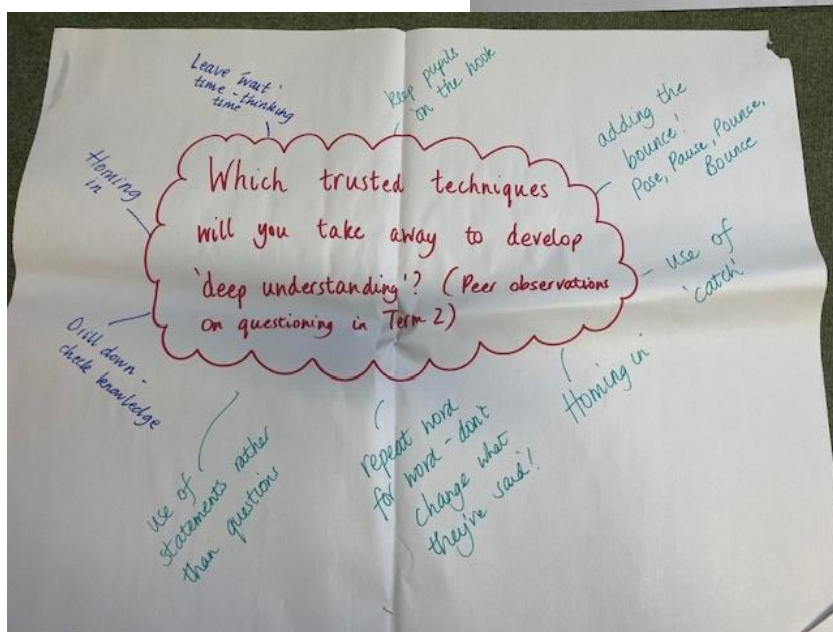
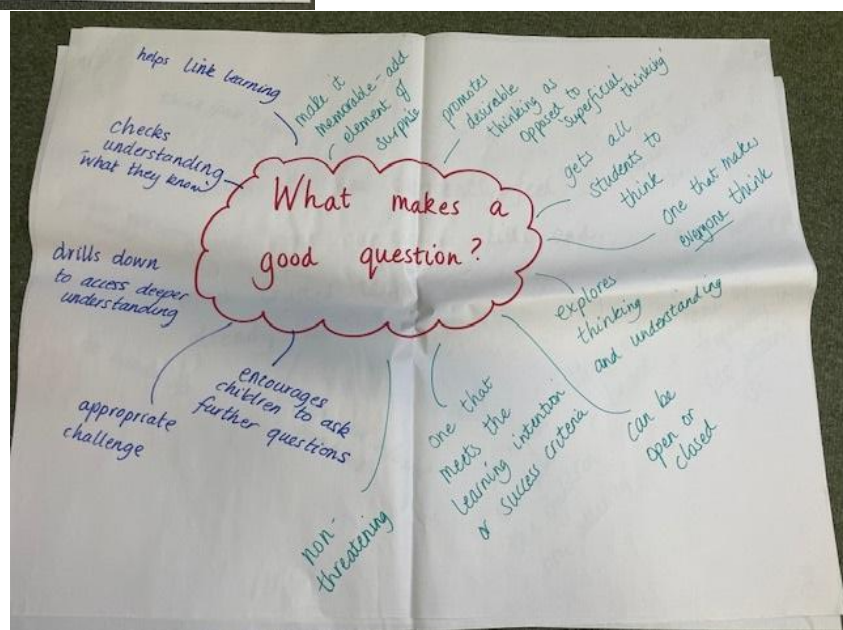
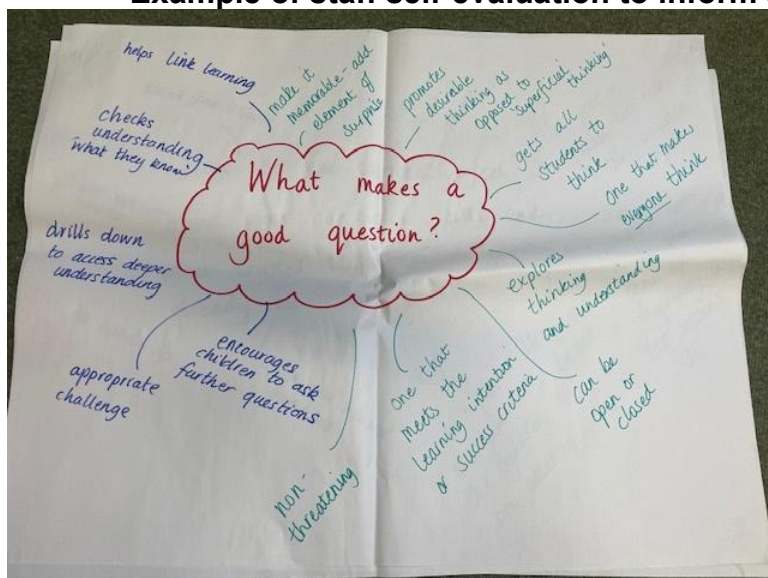
A group of pupils in P6 approached the HT to say they felt the school sports kit needs to be updated. They are currently researching prices, sizes, amounts and designs of kits to enable them to make an informed decision to bring their plan forward. They are starting their fund raising efforts at the summer fete.

Here are some designs we like.



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Example of staff self-evaluation to inform school improvement.



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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	Very good	Good
QI 2.3 Learning, teaching and assessment	Very good	Good
QI 3.1 Wellbeing, equality and inclusion	Very good	Good
QI 3.2 Raising attainment and achievement/Securing children's progress	Very good	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

- Raising Attainment in Literacy across school with a focus on Writing
- Refreshing the Beaully Curriculum
- Developing Healthy Eating opportunities and policy in the nursery setting, including snack and lunch times

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.beaullyprimary.co.uk or by contacting the school office.

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