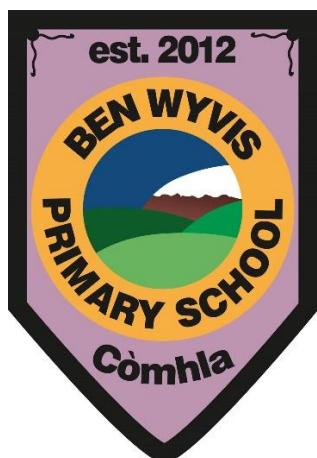




STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2024-2025

Ben Wyvis Primary School



GROWING TOGETHER AND INSPIRING EACH OTHER: CARING, COURAGEOUS, CURIOUS AND CONNECTED.

Introduction: Local and National Context

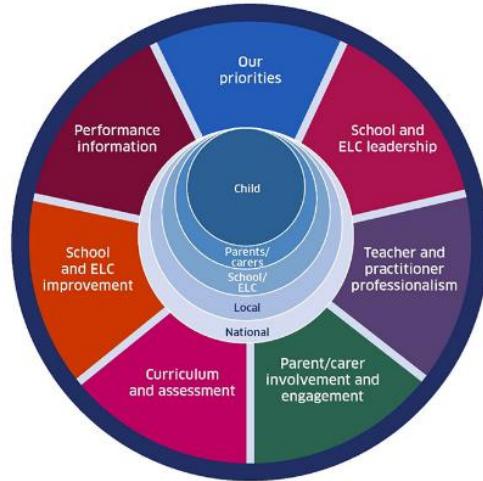
Ro-ràdh: Co-theacsa ionadail agus Nàiseanta

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 daonnan a' faicinn na Gàidhealtachd mar dhachaigh.

Mrs C McDowall
Head Teacher
Ben Wyvis Primary School

School Profile

Pròfil 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 92.3%	Average Class Size 24.5	Meeting PE Target Target Met
Pupil Numbers (inc nursery) 270 (+80 nursery)	Teacher Numbers 12	Pupil Teacher Ratio 22.6
<hr/>		
N3 XX%	N4 XX%	P1 11.3%
P2 13%	P3 13%	P4 14.1%
P5 19.6%	P6 14.8%	P7 13.7%
SIMD Q1¹ 0-10%	SIMD Q2 20-30%	SIMD Q3 40-50%
SIMD Q4 10-20%	SIMD Q5 10-20%	Unknown 0-10%
ASN² 40-50%	No ASN 50-60%	FSM³ 20-30%
No FSM 70-80%	EAL⁴ 0-10%	No EAL 90+%

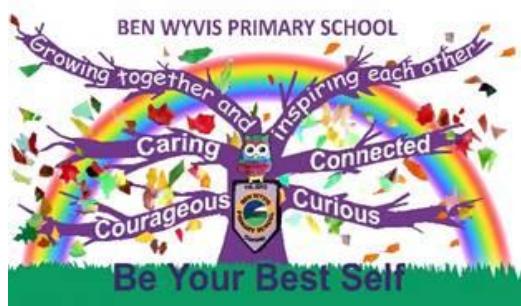
2024/25 Proportions of pupils achieving Curriculum for Excellence Levels (P1, P4, P7 combined):

Reading	Writing	Listening and talking	Numeracy
Most	Most	All	Most

We have had no exclusions this year.

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile



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

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:

Learning Teaching and Assessment

Purpose:

To raise attainment in writing.
To develop tracking and analysing data

Progress:

- Most PSAs undertook Dyslexia training.
- Literacy for all training
- PSAs and teachers received training about supporting children with hearing loss.
- All teachers assess twice a year using the writing rubric. Assessment pieces are stored in A3 folders.
- Teachers undertook 5 sessions of training from Steven Graham to support writing. Debrief at end of session to plan next steps.
- P6 and P7 teachers created a digital profile for pupils in their classes to maintain.
- Two weeks, twice in the year allocated to sharing learning on Seesaw.
- Teachers received training about the Progress and Achievement tool on Seemis.
- Schools in the ASG piloted a tracker to record assessment results.
- The homework policy has been updated with contributions from parents/ carers, pupils and staff.

Impact:

Increased awareness of dyslexia and strategies which can be used to support pupils. Dyslexia profiles set up and in use for children across P1-7.

Staff have strategies to support children with hearing loss. Staff more able to recognise pupils who may have hearing loss.

Consistency in assessment approach. Staff confident in the assessment of a level in writing. Increased knowledge and engagement with the benchmarks.

Staff are teaching a range of text types. Pupils have an increased knowledge of the different text types and how to organise their ideas. Almost all teachers are trained in the Steven Graham approach. Many children across P1-7 need to develop 'Tools for Writing'.

Recognised the need to plan session for maintaining profile rather than reflecting weekly.

2 weeks enable teachers to provide more depth to the communication. Not all parents engaged with the learning on Seesaw.

Staff were able to use the new tool to record reports.

The ASG tracker required a significant amount of teacher time to set up and maintain it. Mrs Hadley has created a school tracker which is more user friendly and specific to our setting. The tracker will support analysis of data to inform next steps.

Increased awareness of the purpose of homework, ensuring that it is manageable and beneficial.

<ul style="list-style-type: none"> • Teachers across P1-7 met with other teachers in the ASG to moderate writing pieces. • Staff engaged in self evaluation of this sessions priorities. • Held a writing parent workshop 	<p>Continuity of approach for assessing writing and assessment of a level.</p> <p>Self-evaluation sessions have provided an opportunity for teachers to highlight areas to focus on next session.</p> <p>Increased parent/carer awareness of how we teach writing. Ideas shared for how to help at home.</p>
--	--

Next steps:

- **Further dyslexia training – ensuring that new PSAs also receive training.**
- **Assessment pieces to be passed on to next teacher.**
- **Allocate time to establish a whole school approach to writing.**
- **Establish links between reading and writing to develop the range of text types and tools for writing.**
- **Review how we share a snap shot of learning and progress throughout the session.**
- **All class teachers to use the new tracker, specific to Ben Wyvis Primary.**
- **Introduce the new Homework Policy August 2025**
- **Finalise the Learning and Teaching Policy.**

School Priority:

Health and Wellbeing

Purpose:

To increase engagement and readiness to learn and for children to know how to keep safe, active and healthy.

Progress:

- The outdoor shed has been renamed as "Shed 31" after Article 31, the right to play.
- A playground charter has been designed by the pupils and on display in the playground. Pupils in every class contributed to the charter.
- All classes engaged in a range of activities as part of health week, including Internet Safety, a UNCRC Dance workshop and Mental Health. Pupils in P1-3 engaged in activities within their houses.
- PEF PSA supporting pupils with Health and Wellbeing every Thursday. Groups of pupils and individuals have been working with the PSA, developing life skills e.g. baking, turn taking through games.

Impact:

Several classes have been enjoying exploring some of the resources in shed 31.

Pupils have an increased knowledge of their rights, and they are aware of which rights are important within the playground environment. Pupils feel valued as their ideas are listened to.

Pupils have an increased understanding of how to stay safe on the internet and strategies to support their mental health.

Pupils enthusiastically engaged with children in other classes, building relationships and skills.

Improvement in attendance for a few children.

Increase engagement for all children.

Pupils are motivated and enthusiastically engage in experiences. Some children have developed skills for baking, some for following instructions and listening and for some turn taking. All children attending love going and feel so proud when they

- All classes have completed the wellbeing wheel.

return to class. Have been able to include other children when pupils have been absent. Increased knowledge of our pupils and how to support them.

- Achieved the Silver Rights Respecting Schools award. All teaching staff have engaged in collegiate sessions about UNCRC. Almost all classes have led an assembly focusing on a particular article, linking it to their learning. The pupil council have supported staff, parents and pupils with the journey to Silver.

Some classes have used it to inform practice. To ensure that we get full value of it, consider how to adapt for P1-3 and a whole school approach. It was very effective in identifying the impact of the Health and Wellbeing PSA support. Some teachers used it to inform their next lessons in Health and Wellbeing.

- Most PSAs attended training about neurodiversity.

UNCRC is more embedded. Most staff are using Rights Respecting language in and around the building. Almost all teachers are linking learning to UNCRC. Increase in pupil voice. UNCRC referred to within newsletters, during assemblies, to resolve conflict and engage in conversations with parents. The playground charter is on display in the playground. The UNCRC has been promoted throughout the school in addition to staff being supported. All teachers across the school are engaging with Rights Respecting School resources.

- Achieved silver School Sports Scotland Award.

PSAs have developed further support pupils with ASL.

- P1-4 enjoyed a visit from 'Allan's Magic' who delivered a road safety message in a manner which engaged the children.

Increase in opportunities within sports. New sports strips which pupils are proud to wear. Pupils confidently sharing achievements in and out of school. Achievements celebrated through newsletters and achievement wall. Pupil voice listened to and used to develop experiences across the school and afterschool.

Next steps:

- Purchase resources for Shed 31, allowing enough resources to rotate them.
- Update positive behaviour management policy.
- Incorporate house activities in Working Time Agreement, enabling a whole school house day.
- Continue to use PEF money to support Health and Wellbeing one day a week.
- Develop a whole school approach for the Wellbeing Wheel.
- Embed the work done within UNCRC and work towards gold. Develop a whole school focus, focusing on the community and the wider world. Include UNCRC with learning and teaching policy.
- Further Neurodiversity training for staff.
- Work towards gold school sports award – developing opportunities and improving experiences.

Purpose:

To develop the environment and quality interactions and to develop indoor and outdoor learning experiences.

Progress:

- Resources purchased to support outdoor learning in OOSC. Use of floorbooks to develop OOSC experiences. Vacancies have been filled.
- Further cosy spaces have been created. The Treasure Room has been created in a spare classroom. ELC pupils are accessing the garden room as part of transition.
- Almost all ELC staff have engaged in floorbook training. Care Inspectorate highlighted significant strengths in our floorbooks during the inspection in term 3.
- Regular weekly PEEP sessions took place. These were led by EYPs.
- Staff reflect on pupil progress using the benchmarks. Termly meetings with the Principal Teacher allow for reflection and dialogue to take place.
- EYPs and Support Workers across the ASG have worked together to share ideas, with a particular focus on floorbooks.
- Almost all staff have taken part in neurodiversity training and words up training.
- Care Inspectorate Visit in T3.

Impact:

All pupils had the opportunity to contribute to the floorbooks. An EYP has been appointed to the vacant post and is supporting staff with floorbooks. Pupil voice is evident across the OOSC experiences.

Pupils have increased opportunities to self-regulate and be appropriately supported.

Pupils are confidently sharing ideas and are involved in planning.

Positive feedback from PEEP sessions. Parents have enjoyed meeting other parents. Parents have developed ideas and strategies to develop skills and experiences at home.

The Health Visitor has recommended our PEEP sessions to new ELC families and these sessions have been used to support transition.

Next steps for pupils linking to benchmarks and supporting continuity and progression.

Staff have shared ideas to put into practice. Positive feedback from colleagues about our setting – providing motivation and a boost for our ELC staff.

Staff have additional tools to support children with ASL. Several staff modelling good practice.

Significant strengths highlighted. Improved staff morale. All grades 'very good'. We have been able to share our good practice with our settings. Positive experiences for our pupils. Assessed using the old framework.

Next steps:

- Senior EYP to support new staff with floorbooks in ELC and OOSC. Develop floorbooks further within the setting.
- Promote early literacy and fine motor skills. Identifying resources to support literacy.
- Develop leadership roles with EYPs to take learning forward within each room.
- ELC staff to enhance knowledge of benchmarks and tracking progress.
- For all staff to become familiar with the new joint framework and setting the table guidance.

Progress and impact of Pupil Equity Fund (PEF) Adhartas agus buaidh Maoin Cothromas Sgoilearan

Literacy and Numeracy

This session we allocated funds towards a PEF teacher for 1 day and a PEF PSA for 3 days supporting targeted groups to support literacy and numeracy. Within literacy pupils have made progress in their phonics knowledge, and this has had a positive impact on their reading, spelling, and writing.

Almost all children progressed in one or more area of literacy. Attendance has had an impact on progress for some children as they missed key learning from their class teacher and timetabled support. Looking at the ACEL data and phonological assessments we have identified that some P1 children would benefit direct support with writing next session. As a school we have made significant progress with dyslexia, with teachers supporting the identification of dyslexia through the use of dyslexia profiles. Pupils in P5-7 are supported with their dyslexia journey through the use of new resources.

We have also purchased literacy and numeracy resources to support our learners. New reading texts have supported our P1 and P2 pupils with their reading. In addition to this we have increased range of non-fiction and fiction texts, including more diverse texts for reading for enjoyment and teaching of reading.

Health and Wellbeing

This session we also allocated funds towards a PEF PSA 1 day a week, supporting individuals and groups with Health and Wellbeing. The activities with the PSA have provided opportunities for pupils to feel a sense of achievement and celebrate success. They have also allowed for pupils to talk to staff in a safe space in addition to building skills and knowledge with a focus on wellbeing e.g. baking, crafts, turn taking. It's had a positive impact on attendance for some pupils, who are keen to attend the PEF group. Games and books were purchased which the children and staff have enjoyed using to support experiences.

PEF funding allowed us to provide active and fun sessions with Andy McKechnie, developing knowledge of UNCRC and the school values. This supported our journey to achieving the UNCRC Rights Respecting Schools silver award. Pupils are much more aware of their rights and the rights of others, supporting playground experiences and linking to the vision and values of our school.

The focus on health and wellbeing has had a positive impact on closing the attainment gap, ensuring that children are in a better place for learning and are ready to learn, in addition to supporting them with literacy and numeracy.

Wider achievements

Coileanaidhean nas fharsainge

Working in Partnership

P6 pupils enjoyed supporting Maryburgh Community Woodland with their Easter Hunt. The children designed pictures which were displayed throughout the woods to support the event.



We have enjoyed contributing to each edition of the Maryburgh Roundabout. Our P7 pupils have enjoyed having their articles published.

Ben Wyvis Primary supported a community group to build and share a display of photos of past pupils of Conon Bridge and Maryburgh Primary Schools, prior to 2012 when Ben Wyvis Primary School was built. The photos were displayed at the summer fayre. Our school community thoroughly enjoyed finding family members and friends, in addition to reflecting on the history of the schools in our community.

We have supported several charities this year through fundraising events. Through personal experiences families asked for us to support Archie Foundation, Sophie's Story, Mikeysline, James Support Group and Highland Hospice. Mikeysline also worked with classes from P1-7, focusing on emotional wellbeing.

This year we welcomed residents of the local care home to our school performances and P5 enjoyed entertaining them through games such as table tennis and board games. The community Lunch Club takes place fortnightly, and pupils have enjoyed singing and performing to them.

Competitions and Events

A group of P7 pupils have reached the final of the Rotary Club Quiz. Having won their local heats, they will compete in Aberdeen against other schools in Scotland.

Pupils in P7 took part in the Aberdeen University Maths Challenge. We were delighted with the feedback and had an individual who won a silver medal. Well done Eilidh!



Dingwall Academy hosted the UHI maths challenge for P7's in our ASG. The Ben Wyvis Team won first place.



Pupils from P1-7 have also represented the school in Hockey and Shinty competitions, winning many games and medals. We are delighted with our new sports strips which have been sponsored by local companies.



Our Ben Wyvis P7 swimmers participated Ross-Shire Schools Swimming Championship competition. We were delighted to win for Group A schools.



Pupils from P1-4 entered the Baillie Cup in Inverness for the first time. Many of our children received medals and a placing for running, javelin and long jump. They enjoyed sharing their achievements at assembly.

P5-7 pupils took part in the Ross Shire schools cross country competition. Several of our pupils received medals, including first place in the girls' competition.

This year we introduced an additional poetry competition for our P1-7s to further promote poetry and celebrate the talents and skills of our learners. Pupils were given the opportunity to recite a poem in front of their class and children were then selected from each class to recite their poem in front of a panel of judges. Our three judges were overwhelmed by the effort, skills and talent of the children who recited their poems. All pupils who took part received feedback and 4 children were presented with medals for winning the competition



Some of our P6 and P7 children competed in the Ross-Shire Schools girls and boys football tournaments. They played fantastic football. Many of our children play for the Ben Wyvis football team or Soccer Sevens and have competed in many tournaments and games demonstrating good sportsmanship.



Whole School Awards

This year achieved silver School Sports Award working in collaboration with the Active School Sports co-ordinator, experienced coaches, House Captains, parents/ carers, staff and wider pupil group. We are proud of our parent/ carer volunteers who lead so many of our extra-curricular activities e.g. hockey and football. Our P6 pupils have been developing their leadership skills and providing positive playground opportunities for our younger pupils.



We were awarded the Silver Rights Respecting Schools award in June. The Pupil Council and Miss Mitchell supported staff, pupils and parents to develop their knowledge and understanding of the UNCRC. Classes have been making links to their learning and understanding their rights of each other's rights. We are proud of the playground charter we developed.



The Care Inspectorate visited in term 3. We were delighted with the positive feedback and all areas achieving a level 5 'very good'. It was a very positive report reflecting the professionalism, dedication and commitment of the caring staff our setting to create an inclusive, safe and nurturing ethos for all pupils attending.

Comments from learners, families, stakeholders and staff Beachdan bho luchd-ionnsachaidh, teaghlaichean, luchd-ùidhe is luchd-obrach

Feedback from our families in June 2025 has been very important in planning our improvement plan priorities for next session. Almost all families felt that our school's strengths are learning, teaching and assessment in addition to celebrating successes and achievements. Health and wellbeing was also identified as a key strength.

Many of our families identified 'Communication of Pupil Progress' as an area for improvement for next session, with 40% of parents choosing this in our online survey.

Most parents identified topic work as an area to focus on for parent/ carer open sessions. Some parents asked for a maths open session.

This year we organised a writing workshop for our families. Most of our parents who took part in the survey requested Internet Safety as a parent workshop.

A community group took part in the UNCRC silver accreditation visit. It was lovely to hear about the positive impact of our vision and values, both in and out of school. The ethos of the school was highlighted as a strength, along with improvements made through our UNCRC rights respecting journey.

Pupil voice is extremely important in our school, whether that's in their classrooms, as part of a pupil representative group and through surveys. In May our survey for Rights Respecting Schools identified all most all pupils surveyed felt safe and almost all pupils knew about their rights.

Feedback has also been important to the updating of our Homework Policy. Parents and pupils shared their ideas and reviewed the updated policy during parents' night. Although few parents felt that there should be no homework, all parents spoke positively about the changes and the positive impact it would make to home learning experiences.

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	Very 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

For session 2025-2026 our Key Priorities for Improvement Planning are:

Learning, Teaching and Assessment

Health and Wellbeing

We will also have an improvement priority dedicated to Early Learning and Childcare.

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 [Ben Wyvis Primary](#) or by contacting the school office.

GROWING TOGETHER AND INSPIRING EACH OTHER: CARING, COURAGEOUS, CURIOUS AND CONNECTED.