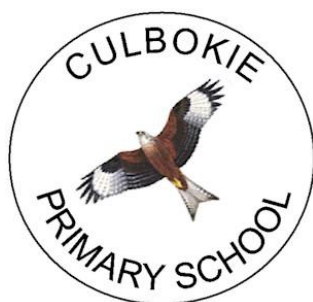




STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2024-2025

CULBOKIE PRIMARY SCHOOL



RESPECT ACHIEVEMENT KINDNESS CREATIVITY HONESTY 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 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.

Ishbel Macleod
Head Teacher
Culbokie Primary 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 93.1%			Average Class Size 20.6			Meeting PE Target Target Met					
Pupil Numbers (inc nursery) 103 (+19 nursery)			Teacher Numbers 6			Pupil Teacher Ratio 16.9					
N3 XX%	N4 XX%	P1 17.5%	P2 13.6%	P3 8.7%	P4 20.4%	P5 8.7%	P6 17.5%	P7 13.6%			
SIMD Q1 ¹ XX%		SIMD Q2 XX%		SIMD Q2 XX%		SIMD Q3 XX%		SIMD Q5 XX%		Unknown XX%	
ASN ² 30-40%		No ASN 60-70%		FSM ³ 0-10%		No FSM 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	Almost all	Most

We have had no exclusions this year.

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

ASPIRE. FLY HIGH!

RESPECT Encouraging **respect** of ourselves, our school community and environment.

ACHIEVEMENT Supporting pupils to **attain** their **full potential** throughout their learning journey.

KINDNESS Nurturing pupils through building **positive relationships**.

CREATIVITY Developing **creativity** through critical thinking and enquiry.

HONESTY Fostering **openness** and **integrity**.

FUN Providing **engaging** and **playful** learning experiences.

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:

Following on from last year's school improvement plan, there is an agreed need for a consistent approach to high-quality learning, teaching and assessment with improved pupil participation.

Progress:

Content:

- ✓ All teachers took part in training about 'What Makes a Good Lesson', modelled through co-operative learning approaches.
- ✓ All teachers are now fully trained in Explicitly Teaching Reading and Guided Writing by Stephen Graham. All resources were purchased to support this programme for literacy.
- ✓ In both upper classes, with support from the literacy officer, teachers piloted Highland Literacy 'Morphological Spelling.
- ✓ Numeracy Officer delivered training to all teachers as part of an ASG priority: concrete and visual materials, mental agility and interventions. New resources were purchased to support learning.
- ✓ Improved use of data through a rigorous assessment calendar. All teachers now do online formative assessments, numeracy diagnostics, 'PM Benchmarking' reading and Vernon spelling tests.

Impact:

- ✓ Most teachers have used effective feedback and questioning techniques and all now use elements of co-operative learning in their lessons. These have been successful in engaging children in learning, as evidenced by pupil feedback.
- ✓ All teachers follow the model for teaching writing and all children are increasingly confident in structuring their writing. A few teachers have started to link reading and writing using the 'literacy block', using new resources. In these classes, observations and feedback show children have engaged well.
- ✓ All children in these classes have made progress in spelling unknown words.
- ✓ Concrete resources alongside effective teaching methods are beginning to support learning in numeracy. The impact is seen in improved attainment data attainment.
- ✓ These inform teachers' termly progress and attainment meetings with the headteacher to establish and track children's progress in literacy and numeracy in line with national benchmarks.
- ✓ Very good progress was made in this area as a majority of children achieved or exceeded their expected level in P1, 4 and 7.

Next steps:

- Consolidate assessment systems and processes and improve the use of data to raise attainment for all children through effective support and challenge.
- Embed 'Explicitly Teaching Writing', 'Guided Reading' and Highland Literacy Spelling
- Further implement Highland Numeracy
- Implement 'learning and teaching policy' following professional development.

Curriculum Development

Purpose:

A development from previous improvement priorities to increase pupil voice and parent engagement through digital profiling. Building a deeper understanding of the four contexts of learning.

Progress:

Content:

- ✓ P1 class teacher, Eilidh McCallum, led a project to develop enquiry through IDL to extend creativity across the curriculum beyond Early Level. All teachers took part in training and children participated in a series of 'genius hour' lessons.
- ✓ Achieved Rights Respecting Schools Silver Award (February 2025)
- ✓ Awarded Reading Schools Silver (December 2024) and Gold (June 2025).
- ✓ All teachers worked together to create a consistent planning template for curricular areas and interdisciplinary learning, linked to high quality assessment at the planning stage.

Impact:

- ✓ Evaluation showed that all children enjoyed the freedom to lead their learning through agency and choice. All teaching staff reviewed how to build it into the curriculum design.
- ✓ All children understand and can talk about their rights and the rights of others. UNCRC rights are included in planning and are incorporated across all aspects of school life.
- ✓ Reading for Enjoyment is embedded in our school culture through clubs, homework, pupil leadership, the curriculum, and community engagement.
- ✓ Planning is now consistent across the school to give greater continuity of learning across stages and facilitate improved moderation of quality.
- ✓ Insert an overarching high-level evaluative statement, e.g., Very good progress was made in this area.
- ✓ Very good progress was made in this area as all children are involved in the life of the school and take a lead in making achievements.

Next steps:

- Apply for Rights Respecting Schools 'Gold' Award by developing Global Citizenship
- Continue to build on Reading Schools Gold Award by developing local school and community collaboration.
- Further implement 'pupil-led enquiry' and leadership of learning, including 'genius hour'.
- Use Highland Digital Framework and gather evidence for the 'Digital Schools Award'
- Embed school vision and values through all four contexts of learning.

Purpose:

After rapid improvement, the purpose has been to consolidate, maintain and build on success through staff leadership, training and robust self-evaluation.

Progress:

Content:

- ✓ Early Years Practitioners started to work with P1 teacher to track developmental overviews and progression in literacy and numeracy.
- ✓ All nursery staff work with teachers to develop a more robust transition programme throughout the year, including reading buddies, lunch buddies and P1 class visits.
- ✓ All nursery staff used ECERS and Care Inspectorate report as a baseline to develop the setting and environment. They are constantly and carefully adapting it to meet the needs of children.
- ✓ Nursery staff visited other settings to observe, reflect on and evaluate practice.
- ✓ All nursery staff worked towards achieving Rights Respecting Schools Silver Award.
- ✓ All nursery staff have undertaken relevant and rigorous professional learning, including 'high quality interactions training' and 'the Developing Brain'. All staff have taken on leadership roles and one has started an SVQ7.
- ✓ Headteacher holds regular support and supervision sessions with all staff to monitor development goals.

Impact:

- ✓ P1 parent feedback showed that the transition programme met the needs of children and families.
- ✓ Attainment data from P1 shows improved skills. Current tracking shows that gaps in learning are being highlighted and met by skilled interventions. All children are making progress in Early Level literacy and numeracy targets.
- ✓ All children enjoy using the nursery setting and naturally gravitate to areas of interest. Evidence of their learning is seen in learning journals and the floorbook. Most children can talk about their learning with confidence.
- ✓ Staff adapted practice and shared elements of good practice with other settings.
- ✓ All children understand some basic rights such as the rights to play and be safe. Some children remind each other of these. Nursery staff talk about rights and school values with children.
- ✓ Self-evaluation reflects staff understanding, leadership and dedication in terms of their role in supporting children. Child voice is evidence across the setting. National frameworks are followed.
- ✓ Very good progress was made in this area.

Next steps:

Use Highland Literacy and Numeracy Frameworks to track children's progress more closely.
Work with the school staff towards achieving Gold awards for RRS and Reading Schools.
Develop leadership and share good practice across the sector.

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

PSA INTERVENTION GROUPS

Increase in literacy and numeracy attainment for all children in each group.

P1 - Phonics – all in group could read all sounds by the end of January

Phonological awareness – most in target group achieved 100%; one in target group improved score by 5 to achieved 80%
 SNSA (literacy) and teacher assessment (PM Benchmarking and phonics) shows most meet Early Level
 SNSA (numeracy) and teacher assessment (Leckie) shows most meet Early Level
 P3 - SOFA test (reading, writing, numeracy) show progress from Jan to June.
 Spelling improved by 6 months, evidence by Blackwell Spelling test and also shown in class-based writing
 P7 - All children in target group made significant progress in literacy and numeracy, evidenced by rising 2+ bands in SOFA tests from NSA baseline.
 All improved in spelling age by at least 5 months – Blackwell Spelling Test
 Numeracy diagnostics show progress in all areas for all children.

STEM PROJECT

Young STEM Leader Award achieved by all in target group.

All children scored over 90% in the Glasgow Motivation and Wellbeing Profile. A majority showed increases in 'achievement' and 'motivation'.

Pupils showed increased awareness of their ability to effect positive change, their Rights and aspiration of future careers expressed through presentation and dialogue.

Feedback from class teachers and STEM ambassadors:

All children showed:

- willingness to learn
- presentation and listening skills
- co-operative skills and teamwork
- creative thinking
- awareness of career opportunities
- satisfaction with their own personal success

Wider achievements

Coileanaidhean nas fharsainghe

Rights Resecting Schools Silver Award

Reading Schools Silver Award

Sports Schools Scotland Silver Award

Reading Schools Silver Award

Regional Winners for Highland Celebration of STEM - 'Stemovators Climate Smarter' Project

Chil-led lunchtime clubs, eg. chess, game, craft

Moray First Radio 'School of the Week' – 6 class representatives participated

Findon Hall Logo Competition – all children participated

Press and Journal Christmas Concert – P5-7 choir

Inverness Music Festival (commended for performed song) – all P5-7 children

Glasgow University Regional Food Challenge – Prizewinners (P5/6)

UHI Enterprising Maths Challenge

RAF Glider Challenge

Maths Week Scotland

Outdoor Classroom Day

Royal Botanic Garden Edinburgh – engagement session with ASG

Community Engagement Events: P2/3 reading with the local church café

Ross-shire Schools Cross Country Championship Winners

County Sports Group Winners

Hockey Tournament

Baillie Cup (P1-4)

Comments from learners, families, stakeholders and staff

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

LEARNERS

- Stemovators
- I am better at chess and writing because I practise.
- I have got better at being brave in front of a big audience.
- I enjoy maths because it gets your brain working and art because I like being creative.

FAMILIES

- Both my children have thrived this year. I love all the experiences they have and the pupil groups give them the chance to work with other children. They know all the teachers.
- The school has such a lovely ethos! So many opportunities for parents to be involved in school life.
- There are lots of opportunities for wider achievements.

STAKEHOLDERS

- Staff team were good to work with. They were really lovely and engaging and took part in great spirit: with a sense of purpose but up for a laugh too.
- Thank you for inviting us in to hear the children sing.
- We appreciate your support for the Sharing Shed.

STAFF

- We have worked hard on our improvement plan but it has all been enjoyable.
- 'High Quality Lesson' training sessions gave lots of practical tips, including 'hinge' questions
- Developed a clearer understanding of formative feedback strategies
- Numeracy and Maths training – great tips for mental maths, and 'manipulatives' will be more consistent and used in all classes
- Rights Respecting Schools hits so many areas for making the school excellent
- Reading Schools has impacted positively for reading attainment
- useful to develop and refocus reading sessions so will put this into practice more

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

Our overall evaluation of our capacity for continuous improvement is: **good**

We are confident in our capacity for continuous improvement.

Key priorities for improvement planning

Prìomhachasan airson planadh airson leasachadh

Work to ensure our vision and values underpin all contexts of learning.

Highland Raising Attainment and Achievement Strategy

Develop ELC tracking and monitoring through improved use of Highland Literacy and Highland Numeracy.

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/culbokie-primary-school/home> or by contacting the school office.