



STANDARDS AND QUALITY REPORT 2025-26

AITHISG INBHEAN IS CÀILEACHD

CULBOKIE PRIMARY SCHOOL and 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%

RESPECT ACHIEVEMENT KINDNESS CREATIVITY HONESTY FUN

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 94.9%			Average Class Size 19.6			Meeting PE Target Target Met		
Pupil Numbers (inc nursery) 98 (+25 nursery)			Teacher Numbers 6			Pupil Teacher Ratio 16.6		
N3 %	N4 XX%	P1 7.1%	P2 18.4%	P3 14.3%	P4 10.2%	P5 21.4%	P6 10.2%	P7 18.4%
SIMD Q1 ¹ 0-10%		SIMD Q2 0-10%	SIMD Q3 0-10%		SIMD Q4 90%	SIMD Q5 0%		Unknown 0%
ASN ² 20-30%		No ASN 70-80%	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	Almost all

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

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 children to **attain** their **full potential** throughout their learning journey.

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

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

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

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

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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 1: Using Assessment Data for Improvement	
School Improvement Plan Priority 1	
Summary of progress	Next steps
We have made good progress within this priority. A robust assessment calendar has now been fully implemented from P1-7. All staff use data from standardised and class-based assessments to track children's attainment over time in numeracy and literacy. The headteacher meets with teachers for termly progress meetings to discuss individual cohorts and identify where additional support or challenge is required. All teachers now moderate data and evidence of learning between classes to ensure judgements are accurate. Individual Education Plans have been opened for children identified for additional challenge. A learning and teaching policy has been written with input from children. All teachers use highly-effective questioning techniques. In May 2026, HMIE rated the school as 'good' in these areas.	Continue to develop strategies to accelerate the progress of children in need of further challenge. Develop the learning and teaching policy to improve consistency across all classes, particularly in the use of written feedback. Teachers provide children with more independence in, and leadership of, their learning. Extend moderation activities beyond the school and local area. Provide more opportunities for enquiry-based learning.
Impact	
Almost all children are working at or above national expectations for literacy and numeracy. From this priority, there is greater consistency between classes in most aspects of learning, teaching and assessment.	

School Priority 2: Embedding Vision and Values	
School Improvement Plan Priority 2	
Summary of progress	Next steps
We have made very good progress within this priority. We focused on building our vision and values meaningfully into all aspects of school life. Part of this was continuing to embed children's rights into all contexts of learning. We achieved our Gold Rights Respecting Schools Award at the end of session to show a culture of respect and kindness. We now have an advanced programme of opportunities for wider achievement. We qualified for the Gold Scottish Schools Sport Award, participated in several music and sport events and skills-based accreditations (John Muir, Junior Forester, Primary Engineer and Bikeability). As a result, all children received awards. In liaison with children, staff and the parent council, we refreshed learners' digital profiles, which are now more simplified, accessible and focused on progress. All learners were engaged and involved in regular leadership and self-evaluation activities. This contributed to fundraising, campaigning and developing new policies for wellbeing, and learning and teaching. Creativity was strengthened through meta skills-based 'Kite Time' sessions, including blocks of 'genius hour' for personal and child-led projects. A class teacher, in liaison with all staff and children, reviewed and refreshed our curriculum rationale into a single-page visual document. In May 2026, HMIE rated the school as 'good' in these areas.	Continue to embed children's understanding of their rights and those of others through learning in global citizenship. Reinforce creative and enquiry-based learning opportunities to develop skills for learning, life and work. Implement 'Philosophy for Children' to expand learners' critical thinking skills and build a culture of respectful listening and talking. Review wellbeing policy with all stakeholders to build positive relationships. Engage with the Curriculum Improvement Cycle (Education Scotland). Ensure progression across all curricular areas. Apply the Circle Framework for Inclusion.
Impact Children's rights are fully evident, embedded and underpin our values-based curriculum and contexts of learning. All children understand the need to respect themselves, others and their environment through our commitment to UNCRC. Children are developing their application of skills through relevant contexts.	

School Priority 3: Implementing Highland Literacy and Numeracy in ELC

School Improvement Plan Priority 2

Summary of progress and impact

Overall, we have made very good progress in this area. Nursery staff are confident in using Highland numeracy and literacy frameworks. They use these to set targets and plan experiences for children to reach milestones in these core areas.

Staff are using the new quality improvement framework for early learning to evaluate the quality of the provision through self-evaluation and regular engagement with stakeholders. An early Years Practitioner has developed a tool from the framework to track progress for each individual child. All staff have worked with Early Level teachers and the headteacher to enhance the transition experience of all children due to move up to P1 from nursery.

Next steps

Continue to build upon strengths of the transition programme between nursery and school to ensure children have a smooth and experience when moving between stages withing Early Years.

EYP to collaborate with other settings and professionals to share best practice for play and learning in the Early Years.

Nursery staff join with school staff for 'Philosophy for Children' training to build up a foundation of enquiry-based learning from Early Level, and connect with other school-based nurseries to share and learn good practice.

All staff to complete refresher training on Emerging Literacy to maintain progress in developing a language-rich environment in listening, talking, reading and writing.

Impact

Children transitioning to P1 show increasing resilience, confidence, ability and skill in most areas of literacy and numeracy. Evidence of work in floor books show that children have a voice in their learning and can use their imagination to explore and be curious about the world around them. Observations demonstrate that all children are making good progress in literacy and numeracy.

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

Intervention	Data summary against targets	Impact / progress summary (max 100 words per intervention)
Supply Teacher x 5 days (Junior Forester Trained)	Final presentation completed by children SHANARRI survey Junior Forester Award Achieved	All children in P5 and P6 worked together to achieve all areas of Junior Forester accreditation over the year. SHANARRI surveys show an average of 7% increase in 'healthy, active and achieving'
Supply Teacher x 4 days - Assessment, intervention and monitoring	Baseline SOFA and SNSA data Children effectively assessed and progress made in reading and writing	Supply teacher set up the intervention and assessment system then modelled the intervention to PSAs. This is now a sustainable intervention that can continue to be used into the future.
Literacy Box, Number Box and Spellzone Resources for use by PSA	Baseline phonics test and SOFA/NSA score	All children in target group improved their score against baseline measure (phonics test and SOFA/NSA score). Children show improved ability to encode and decode words with digraphs sounds. Sustainable, useful and accessible resource that will continue to have impact in future years.

Wider achievements

Coileanaidhean nas fharsainghe

Curriculum:

- P7 John Muir Award
- P1-6 Primary Engineer Award
- P5-6 Junior Forester Award
- P4/5 Community 'Anti-Dog Fouling' Campaign

Pupil Leadership:

- **Culbokie Children in Charge Committees:** Young Leaders of Learning, UNCRC Gold Rights Steering Group, Sports Leaders
- **Pupil Groups:** Galaxy Readers, Fantastic Fundraisers, Song Leaders, Community Champions, Sustainability Group

Extra-curricular Clubs:

- child-led: chess, games, art, drama
- adult-led: badminton, recorder, choir, art, hockey, football

Music: 4 winning trophies from the Inverness Music Festival

Sport: Badminton Quaich, Ross-shire Football, Ross-shire Cross-Country, County Sports and Baillie Cup (athletics), local hockey tournaments

National: Rights Respecting Schools Gold Award

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Comments from learners, families, stakeholders and staff

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

Learners	"It's better when you have a say in it (the behaviour policy) because then you understand that it is fair." "I like when we have a say in how we learn, like our topics. It would be good to have more of that! It's better to do a bit of writing every day instead of one big lot of it." "Running our own clubs is the best thing about this school."
Families	"It is good that they can all mix up between classes for their groups on a Friday afternoon." "The class blogs give you the chance to find out what your child is doing because they don't always tell you!" "The rights show the children that it is important to respect each other and be part of the community." "Great opportunities for the children – choir, sport, outdoor learning etc. It gives them so much confidence."
Stakeholders	"We were delighted to find you so enthusiastic about helping celebrate the new active travel route – and also about strengthening the (already strong) ties between the school and the community." "We are grateful that you involve the community in school events". "We really appreciate you and your staff's engagement with the training."
Staff	"Rights are embedded throughout the school; children talk about them when resolving conflicts and it helps in class chats." "It helps to have values brought up at every assembly, so children know them and understand what they mean." "Having an assessment calendar helps to know what everyone is doing and when."

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	Good	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
Other QIs reviewed		2.2 and 2.7

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

We are confident in our capacity for continuous improvement.

Key priorities for improvement planning

Prìomhachasan airson planadh airson leasachadh

- Learning, Teaching and Assessment
- Curriculum Development
- CIRCLE Framework for Inclusion

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/important-information> or by contacting the school office.