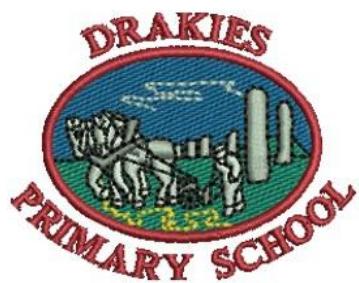




STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2024-2025

Drakies Primary School and ELCC



RESPECT * KINDNESS * SAFETY * INCLUSION * DETERMINATION * TEAMWORK

Introduction: Local and National Context

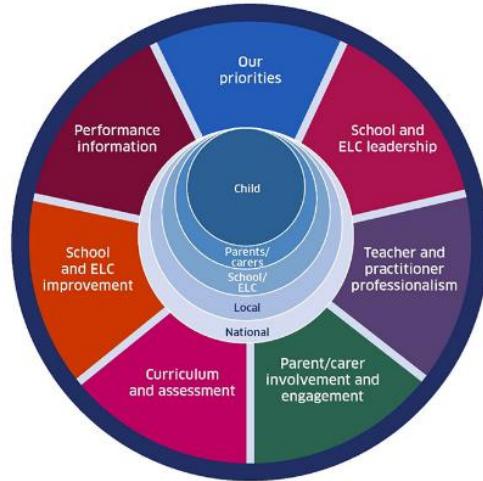
Ro-ràdh: Co-theacsa ionadail agus Nàiseanta

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

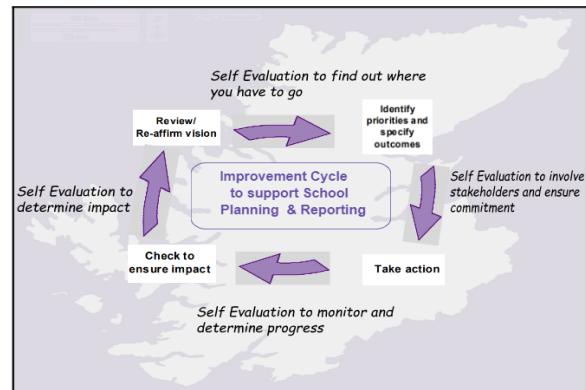
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

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.

Scott Callander
Head Teacher
Drakies Primary School & ELCC

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 93.8% | Average Class Size 25.6 | Meeting PE Target Target Met |
| Pupil Numbers (inc nursery) 249 (+56 nursery) | Teacher Numbers 12 | Pupil Teacher Ratio 20.75 |

| | | | | | | | | |
|-------------------------|-------------------------|-------------------------|---------------------------|---------------------------|---------------------------|-------------------------|---------------------------|---------------------------|
| N3 43% | N4 57% | P1 10% | P2 15.2% | P3 14.9% | P4 13.3% | P5 12% | P6 18.1% | P7 16.5% |
|-------------------------|-------------------------|-------------------------|---------------------------|---------------------------|---------------------------|-------------------------|---------------------------|---------------------------|

| | | | | | |
|--|--------------------------------|--------------------------------|---------------------------------|---------------------------------|--------------------------------|
| SIMD Q1¹ 0-10% | SIMD Q2 0-10% | SIMD Q3 0-10% | SIMD Q4 10-20% | SIMD Q5 60-70% | Unknown 0-10% |
|--|--------------------------------|--------------------------------|---------------------------------|---------------------------------|--------------------------------|

| | | | | | |
|--|---|--|------------------------------|--|---|
| ASN² School: 35.3% ELCC: 16% | No ASN School: 64.7% ELCC: 84% | FSM³ 0-10% | No FSM 90+% | EAL⁴ School: 13.3% ELCC: | No EAL School: 86.7% ELCC: |
|--|---|--|------------------------------|--|---|

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

| Reading | | Writing | | Listening and talking | | Numeracy | |
|----------------|--------------|----------------|--------------|------------------------------|--------------|-----------------|--------------|
| Most | 75.8% | Majority | 73.7% | Most | 83.8% | Most | 76.8% |

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

Vision

At Drakies Primary School we promote well-being and respect for all. Our vision is to develop pupils who are successful learners, confident individuals, responsible citizens and effective contributors and to create a culture of ambition and achievement for all.

Values

- Respect
- Kindness
- Safety
- Inclusion
- Determination
- Teamwork



Aims

- To provide a supportive, caring and health promoting environment in which children, parents and staff are valued and can work together in partnership.
- To provide a creative curriculum which meets the needs of all children and where children are challenged to raise their attainments and achievements to the highest possible standards.
- To ensure that children's personal development and health and wellbeing needs are fulfilled through collaboration of staff and other professionals.
- To equip children with a lifelong culture of motivation, creativity and ambition in order to prosper in a changing society.
- To encourage tolerance and respect for others and their beliefs so that our children become responsible future citizens.
- To foster in our children a growing sense of responsibility for themselves and others, for their school, their environment and community.

Our Children's Aims - We would like to:

- Ensure that everyone is included by recognising people who go above and beyond.
- Ensure that there are many extra-curricular activities for children of all ages.
- Ensure that learning is engaging and fun for everyone.
- Continue to develop our outdoor space, including improving our resources, so it is a great place to play and learn.

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:

Enhance teaching and assessment of numeracy

Purpose:

The teaching and assessment of numeracy and maths across Drakies has been inconsistent in the past. In recent years we have provided guidance and additional resources to address this inconsistency. Our focus is now to embed the agreed consistent approaches into the teaching and learning taking place, including the use and implementation of the available assessment resources to reinforce teacher's judgements. This will be accompanied by the integration of the new pathways and rubrics into our whole school approaches.

The purpose of this priority is to establish consistently high standards of teaching, learning and assessment of numeracy and maths at all stages leading to consistently high rates of attainment for all, including those for whom poverty may be a barrier.

Progress:

- ✓ New numeracy pathways were shared with all teaching staff.
- ✓ All teaching staff implemented the new numeracy pathways and have engaged with these effectively in their planning folders.
- ✓ Almost all teaching staff discussed the Leckie and Leckie assessments in August 2025 and agreed to trial these during the session.
- ✓ The trial of Leckie and Leckie assessments identified that many of the assessments were too wordy, meaning that any child with a barrier to literacy was being hindered. It also highlighted that they often didn't align well with our active approaches to teaching numeracy.
- ✓ The [Numeracy and Mathematics guide](#) was updated to reflect our new pathways and Leckie and Leckie assessments.
- ✓ All ELC staff planned for effective numeracy interventions based on insights that our P1 data provided us with this session e.g. Forwards and Backwards number was an area of weakness at the beginning of P1.

Next steps:

- Aspects of this priority will be rolled over to next session.
- Teaching staff will continue to dip in to Leckie and Leckie assessment resource along side SOFA and NSA assessment data to help support their professional judgements around attainment in numeracy.
- Our Leadership Team will continue to explore further numeracy assessments.
- ASG moderation activities related to numeracy will take place in September 2025.

Impact:

- ✓ Satisfactory progress was made in this project.
- ✓ We have yet to identify a standardised assessment tool that is appropriate to assess numeracy at all stages in line with our holistic and active approach to teaching numeracy.
- ✓ Attainment in numeracy remained at a good standard – most children in (76.8%) in P1, P4 and P4 and the majority of children (73.6%) across the entire school (P1-7) were on track for age and stage by the end of June 2025.
- ✓ All teaching staff are clear about the expectations for the teaching of numeracy and maths across our school.
- ✓ All EYPs understand how to plan for quality numeracy experiences that address gaps that have been identified in P1 in previous years.

School Priority:

Enhance writing moderation processes leading to improved teaching and attainment in writing.

Purpose:

During session 23/24 ASG teaching staff met to moderate completed pieces of writing. Feedback from staff was positive and they were keen to engage in further moderation activities within the ASG.

Progress:

- ✓ Almost all teaching staff had the opportunity to plan a block of writing with ASG colleagues, including planning the Learning Intentions and Success Criteria in September 2024.
- ✓ Almost all teaching staff had the opportunity to discuss how the block of writing was progressing in November 2024.
- ✓ Almost all teaching staff had the opportunity to moderate some selected pieces of writing from the teaching block with ASG colleagues in February 2025.

Impact:

- ✓ Whilst attainment in writing remains lower across the school than in other aspects of literacy, good progress has been made towards this improvement priority, ensuring that our writing attainment has remained consistent over time.
- ✓ Almost all teaching staff reported that they found this opportunity enhanced their 'understanding of a level' in writing.
- ✓ Almost all teaching staff reported that they found the discussion around learning intentions and success criteria beneficial for their teaching practice.
- ✓ We now possess a 'writing pack' that has examples of pieces of writing at each level. This is supporting teachers with their professional judgements in writing.

Next steps:

We have now moderated writing for the past two sessions with our ASG colleagues. To ensure that our there are continued moderation opportunities within our ASG group, next session we will:

- Ensure that teaching staff can meet with ASG colleagues in September 2025 to discuss how we can improve our children's progress in Fractions, Decimals and Percentages across our ASG.
- Ensure that ELC staff can meet with ASG colleagues in September 2025 to discuss how we can improve our children's progress in numeracy, particularly in forwards/backwards number and number recognition.
- ASG Head Teachers will moderate a different Quality Indicator from HGIOS4 on 5 occasions next session.

Purpose:

We understand that “culture eats strategy for breakfast” (Drucker). We have been on a strategic journey which has led to rapid improvements in many aspects of our school, most notably in writing, learning through play in the lower classes, the use of data to raise attainment, profiling (including target setting) and enhancing our core and wider curriculum. It is now time to reflect on a key question posed by Bruce Robertson during his seminar at the HT Leadership Summit, “What is learning and how does it happen?”. We need to turn our focus to creating a culture of constant and never ending improvement in teaching and learning; a focus which will lead to a strong professional learning culture across our school/ASG and improved outcomes for all of our children.

Progress:

- ✓ All teaching staff identified enhancing teaching and learning as a focus in their Professional Development and Review meeting.
- ✓ All teaching staff engaged in professional reading around 4 key elements of teaching and learning ('Content', 'Differentiation', 'Practice' and 'Discussion').
- ✓ All teaching staff engaged in professional reflection and discussion around those 4 key elements of teaching and learning.
- ✓ All teaching staff attempted new strategies in these areas and evaluated how effective they found them to be.
- ✓ All teaching staff engaged in a Highland Council quality assurance visit in October 2024.
- ✓ All teaching staff engaged in a further observed lesson in February 2025.
- ✓ Almost all teaching staff are demonstrating new strategies linked to the 4 elements mentioned above.

Impact:

- ✓ Progress in this improvement priority was good.
- ✓ Classroom observations in February 2025 highlighted that effective differentiation was evident in all lessons that were observed. This is in contrast to the observations in October 2024, which highlighted that differentiation was evident in fewer observed lessons. This is evidence of clear progression and improvement in this area.
- ✓ Classroom observations evidenced content being shared in an engaging and effective manner in almost all classes.
- ✓ Almost all class lessons observed in February 2025 were classed as 'good' or better and from this evidence teaching and learning can be evaluated as being good using HMIE assessment scale.
- ✓ During attainment meetings a few teachers spoke naturally about how their improved practice was having an impact on learning and attainment in the classroom.
- ✓ The 4 key elements of teaching and learning that were focused on last session were still evident in almost all lessons observed in October 2024 and February 2025 e.g. effective questioning was observed in almost all classes and effective learning intentions and success criteria were observed in all lesson observations.

Next steps:

- All lessons observed will be deemed to be good or better in session 2025/2026.
- A variety of literature associated with quality teaching and learning will remain available in the staffroom for all teachers to be able to borrow.
- All teaching staff will be encouraged to reflect on key elements of their practice at the beginning of staff meetings next session.

Purpose:

Our parental survey feedback from February 2024 highlighted that 36.8% of the families who completed the survey didn't understand how their child's progress is assessed, 25% felt that they didn't receive helpful or regular feedback about their child's learning and 22.1% feel that the school doesn't provide advice about how to support their child's learning at home. A further 'Parental Engagement Survey' was provided to parents in April 2024 which highlighted that parents were interested in engaging with information sessions and parent workshops.

We will strive to improve the feedback in these areas by providing more opportunities for parents to engage in the life and work of the school. We will also adopt the Highland Council's final report format to enhance the information we share with parents about their child's learning.

Progress:

- ✓ We gathered feedback from parents/carers regarding which workshops would be most useful and information; how learning is assessed was deemed to be the most sought after information from our parents/carers.
- ✓ Parents/Carers in our ELC had 2 opportunities to come in for 'Stay and Play' sessions this year.
- ✓ 2 sets of long-term targets were created and shared with parents for all children (P1-7) and 3 sets for ELC.
- ✓ A parent/carer workshop was provided in March 2025 which focused on what interdisciplinary learning looks like at Drakies and how learning is planned for and assessed in Drakies.
- ✓ All children (P1-7) received the new style of end of year report in June 2025.

Impact:

- ✓ Progress in this project was good.
- ✓ A few (<15%) of our families attended the parent/carer workshop. All of the families who attended reported that they found the workshop insightful.
- ✓ More of our families (8.2% more) reported that they now understand how their child's learning/progress is assessed compared with our survey results from 2024.
- ✓ Almost all (95.2%) of our parents/carers (who completed our 2025 survey) agreed that the school organises activities where their child can share his/her learning with them. This is an increase of almost 10% from our 2024 survey.
- ✓ All parents/carers received the new style of report in June 2025 which clearly highlighted the level that their child is working at in literacy and numeracy and provided them with a detailed comment about how their child has been progressing; we will seek parent views about this shortly.

Next steps:

- This improvement priority will be carried forward to next session.
- We will focus on enhancing parental engagement with our pupil profiles.
- We will focus on providing 2 parent/carer workshops next session. These will focus around how learning is assessed and how parents/carers can support their child's learning at home.

Progress and impact of Pupil Equity Fund (PEF)

Adhartas agus buaidh Maoin Cothromas Sgoilearan

We experienced challenges this year around our PSA staffing which meant that we were unable to fully meet our aspirational targets this session. As in previous years, we utilised our PSAs to meet the needs of individual children and, at times, our PSA who was funded through PEF was deployed to support our most vulnerable learners. Our key focus with our PEF was to close the poverty related attainment gap in reading, writing and numeracy.

Reading

In reading we were pleased that 13% of our identified children are now back on track for age and stage. We are also pleased that 40% of our targeted children remained on track for age and stage. 34% of our targeted children made equal to or greater than twelve months progress this session in reading, although they still remain off track for age and stage. Unfortunately 13% of our targeted children made less than twelve months progress this session. PEF support for reading will continue to be a focus moving forward.

Writing

Whilst progress was made in writing, our data was less favourable than reading. 27% of our targeted group remained on track for age and stage. 40% of our targeted children made equal to or greater than twelve months progress this session but remained off track for age and stage. 27% of our targeted children did not make twelve months progress this session and unfortunately 6% of our targeted children dropped off track for age and stage. This will be a continued focus for next session, with more targeted PSA time being given to support close the gap in writing.

Numeracy

We are delighted that 6% of our targeted children are now back on track for age and stage in numeracy. We are also delighted that 47% of our targeted group remained on track for age and stage. 20% of the targeted group of children made equal to or greater than twelve months progress this session. Unfortunately 27% of our targeted children did not make twelve months progress this session in numeracy. Numeracy will also be a continued focus for our PEF next session.

Our PEF plan for 2025-2026 will remain focused on reading, writing and numeracy for our targeted children.

Wider achievements

Coileanaidhean nas fharsainge

- We continued to celebrate our Gold Rights Respecting Schools Award that was awarded in May 2024.
- For a second year running, all of our school aged children had the opportunity to assume leadership roles in our 'Pupil Leadership Groups' such as our 'Gardening Gurus' and 'Digital Dynamos'.
- Almost all of our children (ELC – P7) experienced a live performance at Eden Court this session.
- Almost all of our children (ELC – P7) had the opportunity to perform in front of a large audience this session.
- Almost all of our school aged children participated in a performance at one of our Community Cafes.
- Almost all of our P4 children performed at Raigmore Hospital.
- Almost all of our P7 children attended a week-long residential experience at Alltnacriche Outdoor Centre,
- Almost all of our P7 children had the opportunity to organise and lead a Community Café.
- All of our P6 children successfully engaged in 'Bikeability' sessions, improving their ability to cycle safely.
- All of our P4 children engaged in a 10 week block of swimming lessons.
- Almost all P5-7 children engaged in STEM visits to UHI.
- Almost all ELC (N5 age group) and P3-7 children engaged in STEM in house opportunities provided by UHI.
- Almost all Early and First Level children participated in opportunities provided by 'Farm Ness'.
- Most ELC children participated in sewing opportunities and developed their fine motor skills as a result.
- Some of our school aged children had the opportunity to participate in the Millburn Cup, McRobert Cup, Baillie Cup and Inter-Schools Sports.

Comments from learners, families, stakeholders and staff

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

Learners:

- "I literally can't say enough positive things about Drakies. The teachers are great. I'd like to be able to have some more time interacting with friends in class to share my ideas."
- "I think that most people in our school can do some great independent work. We also have opportunities for a lot of group work. We've had lots of school trips this year, like visiting Culloden and UHI, which makes learning fun."
- "In the playground there's not much bullying which provides a really nice, safe playing environment for everyone. I think the teachers do really well to accommodate all children's learning so that nobody is standing out. This year we put on a school play. It was honestly one of the most fun things we've done. I didn't have a main part but I really enjoyed it and enjoyed watching everyone perform."
- "My family have moved all over the UK. My mum always says that this school is the best one that we've been to."
- "We get a lot of opportunities for sporting experiences. It's a really good experience to be representing the school."

Parents/Carers:

- A summary of findings from our parental survey, issued in March 2025, can be found [here](#).
- Almost all parents/carers who completed the survey are satisfied with the school and would recommend the school to other parents/carers.
- Almost all parents/carers who completed the survey feel that their child enjoys being at school and is treated fairly and with respect by staff.
- All parents/carers who completed the survey feel that their child is safe at school.
- Almost all parents/carers who completed the survey feel that their child is making good progress at school.
- Whilst the majority of parents/carers who completed the survey feel that they receive regular and well-timed feedback about their child's learning and understand how their child's learning is assessed, this is clearly an area that is being identified by our families as an area to focus on.
- "I can't speak highly enough of the ELC staff. They make the environment so calm, open and kind and really get to know the children."
- "Excellent management team who put children first but also look after staff well too. The SMT are very approachable and good at dealing with any issues with a positive focus."
- "School continues to be a positive experience for our children. Class teachers have taken time to get to know our children, celebrate their successes and support them through challenges."
- "I am concerned that there is an increasing use of screens in school."
- "I'd like to see more photos of what the children have been doing on the Google Classroom."

Staff:

- "I continue to enjoy working on the identified school improvements alongside the team to improve our approaches. I enjoy seeing the impact that the work that we are doing is having on our children and families. The focus around enhancing our teaching practice was particularly effective this session"
- "Parental engagement opportunities this session appear to have been effective and well-targeted. It would be great to organise these again for next session and hopefully have a better turnout at these."
- "We were proud to read the extremely positive feedback from our parents/carers in March 2025 and hope to continue to meet the needs of our children and families next session."

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 | Very good | Very good |
| QI 3.2 Raising attainment and achievement/Securing children's progress | 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

- Enhance Parental Engagement
 - Provide 2 parental workshops, focusing particularly on how we assess learning and how parents/carers can support learning at home.
 - Enhance parental engagement and involvement with our pupil learning profiles.
- Numeracy
 - Further enhance the teaching and assessment of numeracy, leading to improved attainment.

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](#) or by contacting the school office.