



# STANDARDS AND QUALITY REPORT 2025-26

## AITHISG INBHEAN IS CÀILEACHD

### DRAKIES PRIMARY PRIMARY/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% |

## School Profile

### Pròifil na Sgoile

The following information can be found on [Parent zone 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**  
**95.1%**

**Average Class Size**  
**27.1**

**Meeting PE Target**  
**Target Met**

**Pupil Numbers (inc nursery)**  
**235 (+60 nursery)**

**Teacher Numbers**  
**11**

**Pupil Teacher Ratio**  
**21.6**

|                         |                         |                           |                           |                           |                           |                           |                           |                           |
|-------------------------|-------------------------|---------------------------|---------------------------|---------------------------|---------------------------|---------------------------|---------------------------|---------------------------|
| <b>N3</b><br><b>XX%</b> | <b>N4</b><br><b>XX%</b> | <b>P1</b><br><b>11.5%</b> | <b>P2</b><br><b>10.7%</b> | <b>P3</b><br><b>15.2%</b> | <b>P4</b><br><b>15.6%</b> | <b>P5</b><br><b>14.3%</b> | <b>P6</b><br><b>13.9%</b> | <b>P7</b><br><b>18.9%</b> |
|-------------------------|-------------------------|---------------------------|---------------------------|---------------------------|---------------------------|---------------------------|---------------------------|---------------------------|

|                                            |                                |                                 |                                 |                                 |                                |
|--------------------------------------------|--------------------------------|---------------------------------|---------------------------------|---------------------------------|--------------------------------|
| <b>SIMD Q1<sup>1</sup></b><br><b>0-10%</b> | <b>SIMD Q2</b><br><b>0-10%</b> | <b>SIMD Q3</b><br><b>10-20%</b> | <b>SIMD Q4</b><br><b>10-20%</b> | <b>SIMD Q5</b><br><b>60-70%</b> | <b>Unknown</b><br><b>0-10%</b> |
|--------------------------------------------|--------------------------------|---------------------------------|---------------------------------|---------------------------------|--------------------------------|

|                                         |                                |                                         |                                |                                        |                              |
|-----------------------------------------|--------------------------------|-----------------------------------------|--------------------------------|----------------------------------------|------------------------------|
| <b>ASN<sup>2</sup></b><br><b>30-40%</b> | <b>No ASN</b><br><b>60-70%</b> | <b>FSM<sup>3</sup></b><br><b>20-30%</b> | <b>No FSM</b><br><b>70-80%</b> | <b>EAL<sup>4</sup></b><br><b>0-10%</b> | <b>No EAL</b><br><b>90+%</b> |
|-----------------------------------------|--------------------------------|-----------------------------------------|--------------------------------|----------------------------------------|------------------------------|

2025/26 Proportions of pupils achieving Curriculum for Excellence Levels (P1, P4, P7 combined):

|                |                |                              |                 |
|----------------|----------------|------------------------------|-----------------|
| <b>Reading</b> | <b>Writing</b> | <b>Listening and talking</b> | <b>Numeracy</b> |
| Most           | Majority       | Most                         | Most            |

We have had no exclusions this year.

<sup>1</sup> SIMD – The Scottish Index of Multiple Deprivation (SIMD) is a relative measure of deprivation.

<sup>2</sup> ASN – Additional Support Needs

<sup>3</sup> FSM – Free school meal entitlement

<sup>4</sup> EAL – English as an additional language

## School vision, values and aims

### Lèirsinn, luachan agus amasan na sgoile

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#### 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.

**RESPECT \* KINDNESS \* INCLUSION \* SAFETY \* DETERMINATION \* TEAMWORK**

## 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 1: Enhance teaching and assessment of numeracy.

##### School Improvement Plan Priority 1

| Summary of progress                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Next steps                                                                                                                                                                                                                                                                                                                                                                                                          |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>✓ We have made good progress with this priority, and all staff are confident in using the appropriate pathways to ensure progression across the school. Most staff have indicated that they would like to trial online planning next session.</li><li>✓ All staff have taken part in data analysis training this year which has given staff increased confidence in identifying any gaps in learning and planning appropriately for next steps.</li><li>✓ All staff attended Collegiate sessions throughout the year to develop understanding of 'Number Talks' 'Story Problems' and 'Counting Collections' so that these could be used effectively in classes.</li><li>✓ A Numeracy working group was established to ensure that current Numeracy guidance was updated, based on our work over the session. This will be in place for August 2026 to help support any new members of staff.</li></ul> | <ul style="list-style-type: none"><li>✓ Continue to develop all areas of planning, in relation to any updates coming from Scottish Government around the Curriculum Improvement Cycle (CIC).</li><li>✓ Look at ways of utilising an online planning format.</li><li>✓ Continue to analyse NSA and SOFA assessment data as well as ongoing assessments within the class to help inform teacher judgements.</li></ul> |
| Impact                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <ul style="list-style-type: none"><li>✓ All staff have reported that the training throughout the session was really beneficial and has continued to build confidence in how we teach numeracy across the school</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                     |

- ✓ During collegiate sessions and data analysis sessions, almost all staff have indicated that they are confident in their understanding of where the children are and with their professional judgements.
- ✓ Almost all staff felt that the moderation sessions with other schools in our Associated School Group (ASG) helped them to have a greater consistency in their understanding of progression.
- ✓ All staff have engaged with NSA and SOFA assessments and have used this information to inform their planning
- ✓ All staff have reported that they feel that their understanding of 'Number Talks' 'Story Problems' and 'Counting Collections' has increased and they feel that these are becoming embedded across the school. Term 3 HT classroom observations identified that these were being used consistently across almost all classes.

## School Priority 2: Enhance Parental Engagement – Parental Workshops

### School Improvement Plan Priority 2

| Summary of progress                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Next steps                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>✓ We have made good progress with this priority and members of the working group created a workshop to support parents with understanding how we assess their child's learning.</li> <li>✓ Staff within the working group met regularly to discuss the best approach and felt that involving the children would be a good way of sharing the learning.</li> <li>✓ We held a workshop this year, which was led by HT and pupils on 'How Learning is planned and assessed at Drakies'. This received positive feedback from the parents who attended and is supporting increased understanding of where their child is in their learning journey.</li> <li>✓ Information is shared via Google classroom to give ideas on how to support children at home and with homework.</li> <li>✓ All staff send out detailed, termly newsletters to parents to give an overview of the planned learning for the term.</li> </ul> | <ul style="list-style-type: none"> <li>✓ Continue to find meaningful opportunities for parents and children to learn together.</li> <li>✓ We will discuss with parents which approach they would find most beneficial to try and further improve engagement numbers.</li> <li>✓ Ensure that we provide any support to any new parents to Log on to the Google classrooms.</li> <li>✓ Continue to develop consistency across the appearance of the termly newsletters.</li> </ul> |
| Impact                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <ul style="list-style-type: none"> <li>✓ Most parents who completed the survey agreed that they understand how their child's learning is assessed.</li> <li>✓ Most of our parents/carers who responded to the survey agreed that the school provides advice about how to support their child's learning at home.</li> <li>✓ Almost all parents/carers understand how to access and interact with their child's Google Classroom and reminders are given through newsletters or by speaking to the teachers.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |

## School Priority 3: Enhance our Pupil and Parent/Carer engagement with learning - Enhance our 'Pupil Profiles'

### School Improvement Plan Priority 2

#### Summary of progress and impact

- ✓ We have made good progress with this priority and all children from P1-P7 have now created a digital profile. This has been undertaken through collaboration with staff and pupils and parents during a Term 3 workshop.
- ✓ All of our older children have taken part in 'Chromebook Buddies' so that they can assist the younger children in creating these profiles.
- ✓ All ELC-P7 children produced two sets of learning targets in collaboration with their teacher/keyworker and their parent/carers.
- ✓ A Parental workshop was delivered to show the improvement journey and this received positive feedback from those who attended.
- ✓ ELC profiles are available for parents to engage with during Stay and Play session and pick up/drop off.
- ✓ P1-P7 parents were able to see examples of the profiles during an Open Afternoon and parental workshop.

#### Next steps

- Continue to develop parental engagement opportunities for families to engage with the profiles throughout the year.
- Continue to develop moderation activities so that staff across all stages can come together to view the profiles to ensure consistency of approach.
- Continue to develop a framework for tracking of the meta skills throughout P1-P7
- Ensure continued training for any new staff/refreshed training for any member of staff who has moved stage

#### Impact

- ✓ All children now have an updated profile which they have been trialling and updating over the course of this session. This has led to increased engagement in comparison the paper-based version.
- ✓ Almost all staff are more confident in the use of digital technologies to support the profiling process as at they have had opportunities to try out different approaches to identify which one best fits their age/stage of pupils.
- ✓ Most upper pupils can discuss the skills they are developing as part of their learning
- ✓ Most children are becoming more confident in discussing the purpose of their learning and how to be successful. This is linked to the Learning Intentions and Success Criteria that is being shared by class teachers during Learning Conversations. This is then linked to the targets that each child is working on, which are also discussed with parents.
- ✓ Parental workshop attendance had increased from the previous session

## Progress and impact of Pupil Equity Fund

### Adhartas agus buaidh Maoin Cothromas Sgoilearan

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We had challenges this year around our PSA staffing which has meant that we were unable to fully meet our aspirational targets this session as well as a few children leaving during the session which altered percentages. 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

Two of our children left during the session which equated to 22% of our targeted children. From the remaining targeted children in reading, we were pleased that 14% of our identified children are now back on track for age and stage. 42% 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, 42% 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

One of our children left during the session which equated to 10% of our targeted children. From the remaining children, 44% of our targeted children are now on track for age and stage. 33% of our targeted children made equal to or greater than twelve months progress this session but remained off track for age and stage. 22% of our targeted children did not make twelve months progress this session. This will be a continued focus to support closing the gap in writing, with targeted supports being put in place. Continued use of assessment data to inform planning and address any gaps in knowledge.

#### Numeracy

Two of our children left during the session which equated to 20% of our targeted children. From the remaining targeted children, we are delighted that 50% are now back on track for age and stage in numeracy. 25% of the targeted group of children made equal to or greater than twelve months progress this session, although they still remain off track for age and stage. Unfortunately, 25% 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.

#### Phonological Awareness

Through completion of the Phonological Awareness screening as part of our transition planning into P1, we are able to identify strengths and areas for development so that we can plan for any necessary interventions early in the new session. This is also supported by a robust transition programme that has received positive feedback from parents during workshops and visits.

Our PEF plan for 2026-2027 will remain focused on reading, writing and numeracy for our targeted children.

## Wider achievements

### Coileanaidhean nas fharsainghe

- We continued to celebrate our Gold Rights Respecting Schools Award that was awarded in May 2024 and look forward to applying for this award again 2027.
- For a third 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'. We are planning on refreshing these groups in session 2026-2027.
- We continue to celebrate all pupil achievements during our weekly assemblies. Parents can add their child's achievement to the Wider Achievements Google Classroom link which is shared with all parents.
- Almost all of our children (P1– P7) experienced a live performance at Eden Court this session and our ELC children had a visit from a theatre company.
- Almost all of our children (ELC – P7) had the opportunity to perform in front of a large audience this session as part of our Christmas Celebrations.
- Almost all of our school aged children participated in a performance at one of our Community Cafes as well as having the opportunity to organise and lead it.
- Almost all of our P7 children attended residential experience at Alltnacriche Outdoor Centre,
- Almost all of our P6 children successfully engaged in 'Bikeability' sessions, improving their ability to cycle safely.
- Almost all of our P6 children have taken part in 'Bible Alive' sessions in Term 4.
- 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.
- Some of our school aged children had the opportunity to participate in the Millburn Cup, McRobert Cup, Baillie Cup and Inter-Schools Sports. We were delighted that our P6 and P7 team won their Inter-Schools sports section in May 2026.
- Some of our P7 children participated in a Maths Challenge for schools in the Inverness area during Term 1.
- All of our children had the opportunity to design a logo for the Month of the Military Child and one of our P7 pupils, not only won her stage event but also the overall competition. Her logo was being used across Highland Council during the month of April.
- Some of our children worked with Lou Kinnear and Mr Mackenzie (DHT) to produce a book to welcome children from Military families to the Highlands. Click on the picture below to access.



## Comments from learners, families, stakeholders and staff

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

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#### Learners

- ❖ "I think our school is quite inviting, in the sense of nice teachers and friendly students, we are also a rights respecting school."
- ❖ "The school is very well maintained but I think we need to get some bins in the field, so you don't need to run so far to put your rubbish in the bin."
- ❖ "Our school looks pretty good on the outside. One thing that could make it better is maybe add a big Drakies logo so people know it's Drakies and they can say "Wow that is a cool school!"
- ❖ "Leadership groups are good so that we all get a chance to share all of our ideas."
- ❖ "We have leadership groups that we get to choose from, that match our interests like coding, drawing, reading and much more. It gives me lots of opportunities and options."
- ❖ "When teachers give me feedback it is really helpful, so I know what I did really well, so I know to keep it up. Or if I need to improve, I know what I need to learn to do next time. It really helps us."
- ❖ "I have enjoyed using digital technologies because it's really good for pupil profiles as it helps me record our learning in class and we can also input pictures and our own writing about what we did the day in class."
- ❖ "We have taken part in lots of sporting events this year, such as The Baillie Cup, Inter-School Sports and McRobert Cup."

#### Parents/Carers

- ❖ A summary of findings from our P1-P7 parental survey, issued in April 2026, can be found [here](#)
- ❖ A summary of findings from our ELC parental survey, issued in April 2026, can be found [here](#)
- ❖ We are delighted that all of the families who had a child move to our school in the last year agree that their child was well supported during the move.
- ❖ Almost all of the families who responded to the survey are satisfied overall with the school, believe it is well led and managed, believe that the school encourages children to treat others with respect and would recommend the school to others. Almost all families agree that they feel comfortable approaching the school with questions, suggestions and/or a problem.
- ❖ Whilst the majority of families feel that the school organises activities where parents and children can learn together, this is an area that we will continue to focus on next session in order to improve.
- ❖ We are delighted that almost all of the families who responded to the survey agree that their child/children like being at Drakies
- ❖ All parents who responded to the ELC survey agreed that they were satisfied with the setting, their child enjoys being at the setting and that they are comfortable approaching the setting with any concerns.
- ❖ Whilst most ELC parents felt that they received helpful and regular feedback on their child's progress, a few would like a bit more information to help them support their child's learning.
- ❖ "I would be keen for the kids to be more challenged in their learning. It would be great for them to go to competitions in math, spelling, presenting etc"
- ❖ "I would find it helpful if homework was paper based again and not just an update on classrooms."
- ❖ "I think that Drakies is a brilliant school."
- ❖ "We would highly recommend Drakies primary school to anyone it's such a warm and welcoming school to every pupil."
- ❖ "Moving my children to Drakies has been the best thing for both my children."

## Stakeholders

- ❖ Lou Kinnear (Military Liaison group lead) has been working with a group of children alongside our DHT, Mr Danny Mackenie on the creation of a book to support military children moving to the Highlands. She wanted to share a message “ Huge thanks to you all for this afternoon – I was incredibly proud of all the children who created the online book, it’s going to be such a lovely and helpful resource.”

## Staff

- ❖ “I have also enjoyed the Parental Engagement side of development groups as it tied into my research and collaborative lead for Parental Engagement. It would be nice to see the ‘learn together’ workshops through too.”
- ❖ “Moderation with ASG colleagues at September In-Service was helpful and provided opportunity to engage in discussion with same stage colleagues. Google classrooms set up for sharing resources and Numeracy ideas.”
- ❖ “Making the profile guides allowed all staff in school to be aware of consistency of information within profiles throughout the stages.”
- ❖ “I feel we have achieved a lot in this priority (profiling) but there are next steps to continue into next session.”
- ❖ “I am proud of our Cross Country teams and bringing back a McRobert Cup trophy as well as winning our section at Inter-School Sports in May”
- ❖ “We are proud of all the children and their accomplishments this year. Well done to all for their achievements both in and out of school.”
- ❖ “It was lovely seeing the children perform at our recent Drakies Got Talent! Well done to all who took part and to the staff and pupils who organised it.”

## 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 |
|----------------------------------------------------------------------------------|--------------|---------|
| <b>QI 1.3</b><br>Leadership of change                                            | Good         | Good    |
| <b>QI 2.3</b><br>Learning, teaching and assessment                               | Good         | Good    |
| <b>QI 3.1</b><br>Wellbeing, equality and inclusion                               | Good         | Good    |
| <b>QI 3.2</b><br>Raising attainment and achievement/Securing children’s progress | Satisfactory | Good    |

**RESPECT \* KINDNESS \* INCLUSION \* SAFETY \* DETERMINATION \* TEAMWORK**

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

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Our Key priorities for next session are:

1. Learning, Teaching and Assessment – Develop our planning approaches across all curricular areas to ensure high quality learning experiences.
2. Rights Respecting Gold Award
3. Enhance our Pupil and Parent/Carer engagement with learning – ‘Enhance our ‘Pupil Profiles’ (Year 2)
4. ASG priority - Building awareness of the Curriculum Improvement Cycle (ASG)

## Planning ahead

### A' planadh air adhart

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Full details of the school's 2026/27 improvement priorities and actions are detailed on the school improvement plan, which can be accessed on our [website](#) or by contacting the school office.