

STANDARDS AND QUALITY REPORT 2025-26
AITHISG INBHEAN IS CÀILEACHD

Aldourie

PRIMARY

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%

Learn to be kind respectful responsible honest
Learn by being adventurous active creative safe
Learn through friendships teamwork challenges and by being me!

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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 **94.3%**	**Average Class Size** **8.5**	**Meeting PE Target** **Target Met**
Pupil Numbers (inc nursery) **17**	**Teacher Numbers** **3**	**Pupil Teacher Ratio** **6.3**

Aldourie Primary School is located in a rural setting serving the local communities of Dores and Foyers on the south side of Loch Ness.

There are currently 18 children attending the school, ranging P1 – 7. They are taught together in a single multi-stage class for two days per week and 2 separate classes, (P1-4 and P5-7) for three days of the week.

The headteacher has overall leadership responsibility for Aldourie Primary School and Dochgarroch Primary School as part of a cluster arrangement. Primary School staff and children from both schools work together regularly.

As the school roll comprises a small number of children, attainment and progress will be expressed in 'overall' statements, rather than specific year groups or Curriculum for Excellence levels. This is to ensure the identity of individuals is not disclosed.

Overall, attainment across the school in literacy and English and numeracy and mathematics is good. Children achieve appropriate CfE levels in literacy and numeracy and, across the school, a few children are exceeding nationally expected levels. The majority of children who face barriers to learning are making satisfactory progress towards meeting their individual targets.

Overall children are making the following progress:

Reading	Writing	Listening and talking	Numeracy
Good progress	Satisfactory progress	Good progress	Good progress

We have had no exclusions this year.

School vision, values and aims
Lèirsinn, luachan agus amasan na sgoile

Learn by being : kind respectful responsible honest

Learn to be : adventurous active creative safe

Learn through: friendships teamwork challenges and by being me!

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: Pedagogy: Improving Attainment through Sharing Standards, IRA ASG		
School Improvement Plan Priority 1		
Summary of progress	**Next steps**	**Stakeholder Views**
Across the Associated Schools Group and South Loch Ness Cluster, steady progress has been made in improving the consistency, confidence, and accuracy of teacher professional judgement in numeracy. Staff engagement in moderation activities, professional dialogue, and collaborative working has led to a clearer shared understanding of standards, particularly through the use of CfE-aligned numeracy rubrics. Almost all practitioners now report increased confidence when making attainment judgements, supported by their growing use of agreed moderation tools and shared exemplification. However,	• Streamline and refine the use of numeracy rubrics to ensure they are manageable, purposeful, and used consistently across learning experiences. • Increase opportunities for focused moderation activities particularly for borderline attainment decisions.	Staff are concerned about the time needed to complete rubrics and feel the process needs to be refined. Staff feel numeracy rubrics are helpful in supporting professional judgement of a level but need other evidence alongside them. In a pupil survey most children either strongly agreed or agreed that they were given good

there is concern about the number of rubrics produced and how often it is possible to use them. Across the cluster, there is emerging consistency in planning, assessment, and tracking approaches. Numeracy rubric-based assessment is increasingly embedded in classroom practice and is being used more effectively to inform next steps in learning. This has strengthened the quality of assessment evidence and reduced reliance on isolated judgements. Transition arrangements have also strengthened through improved use of SEEMiS data. Across all classes, learners are becoming more aware of success criteria and next steps in numeracy, with increasing opportunities to reflect on and track their own progress. Feedback is becoming more consistent and linked to shared expectations. Overall, there is early classroom evidence of improved attainment in numeracy. Borderline predictions are still quite prevalent, indicating that judgements are still not based on secure, moderated evidence.	• Embed consistent approaches to formative numeracy assessment and evidence gathering across all stages. • Ensure attainment judgements are based on a broader range of moderated evidence over time • Further develop tracking systems to identify attainment patterns, support interventions, and improve accuracy of predictions. • Increase learner involvement in self-assessment, target setting, and reflection on progress in numeracy. • Further develop high-quality feedback approaches that clearly identify strengths and next steps.	feedback by teachers about how to get better, and fix and improve their work. In a pupil survey most children felt they knew what they were learning and how to do well in their tasks with the teacher explaining things clearly. Children's comments about when they are most proud: I am proud when i see my work improves I am proud of being able to teach the youngers ones things they don't know yet I've learnt lots of different ways to do sums.
Impact		
On Staff Increased confidence and greater consistency in professional judgement Improved ability to use data meaningfully to inform planning Stronger shared understanding of standards across schools On Learners Improved understanding of success criteria and next steps More consistent experience of high-quality feedback On Attainment & Progress More accurate and reliable tracking data Better identification and support of learners requiring intervention		

Overall, the work undertaken has led to a more consistent, confident and collaborative approach to assessment across the cluster, resulting in improved quality of evidence and more reliable attainment data.	

School Priority 2: The 3 Ps: Pupil and Parent Participation		
School Improvement Plan Priority 2		
Summary of progress	**Next steps**	**Stakeholder Views**
Progress has been made across the school community in strengthening pupil voice, collaboration, wellbeing and learner participation. Across the school there is growing evidence of increased engagement from pupils, parents and staff in shaping learning experiences and contributing to school improvement. Pupil participation has increased through learner consultation activities, but these should be more formalised to show the impact. Pupils are increasingly involved in decision-making linked to classroom learning and wider school initiatives. Learner voice activities have supported meaningful pupil reflection and participation in the life of the school. Parents and carers engage termly with school learning through questionnaires, feedback opportunities and participation in school-led activities as well as parental interviews. Questionnaires evidence indicate parents are happy with the school but again impact should be more formalised to evidence the collaboration and communication across the school community. Pupils are becoming more confident in reflecting on their learning and identifying personal strengths through pupil profiles. Learners are better able to articulate their progress, interests and next steps. Wellbeing tracking indicates positive trends in learner engagement, confidence and sense of belonging. Staff observations and pupil feedback suggest that learners are developing greater independence, resilience and self-awareness.	• Continue to embed learner voice approaches across all stages, and include younger year groups more. • Further develop pupil leadership and participation opportunities with a focus on sharing impact to strengthen their understanding • Build further opportunities for real-world and interdisciplinary learning. • Continue moderation and collaborative planning opportunities with cluster schools. • Continue to strengthen family engagement and partnership working with a focus on sharing impact on their engagement.	From the small number of responses made in the Parent Questionnaires we see: All parents either strongly agree or agree that their child likes being at school All parents strongly agreed that their child was treated with respect. All parents either strongly agreed or agreed that their child was safe at school. Most parents agreed that their child was known as an individual and they were offered opportunities to participate in visits and events out with the school. The majority of the parents felt that the learning activities were hard enough. All parents strongly agreed or agreed that their child receives the help they need to

Across both classrooms and learning environments there is consistency in nurturing approaches, supporting positive relationships and learner wellbeing. A positive culture of trust and shared responsibility continues across the school community. Pupils report feeling listened to and valued in decision-making processes. Staff are increasingly facilitating opportunities for learners to influence their learning. Classroom observations and learner feedback show supportive relationships, engagement and participation. Increased collaboration and shared responsibility are contributing positively to classroom ethos and overall school climate. Across the school, learning starting to increasingly connect to real-life and meaningful contexts. Most pupils are engaging in more authentic learning opportunities which promote communication, creativity and collaboration. Links between learning and real-world experiences are supporting increased engagement and motivation. Staff are noticing improved learner participation and deeper understanding when contextualised learning experiences are used.		do well and their child's emotional wellbeing was supported. Most parents felt their child was making good progress at school and were satisfied with the quality of teaching in the school. The majority of parents felt that they received helpful regular feedback about their child's learning, and it reached them at the right time. Most parents are comfortable approaching the school with questions, suggestions or a problem.
Impact		

Impact on Learners • Pupils are increasingly confident in sharing their views, contributing ideas and taking on leadership responsibilities. • Learners demonstrate improved self-awareness and are beginning to reflect on their strengths and next steps • Increased learner engagement, participation and motivation is evident across learning experiences. • Pupil wellbeing, confidence and sense of belonging are contributing to a positive learning environment. • Increased opportunities for real-world and purposeful learning are helping learners apply skills more meaningfully across different contexts. • Impact on Teaching and Learning • Professional dialogue and collaborative planning have strengthened consistency in learning, teaching and assessment approaches. • Increased use of responsive and learner-centred approaches is supporting greater learner engagement and inclusion. • Moderation activities and collaborative work with cluster schools are improving staff understanding of progression and standards. • Tracking and monitoring systems are helping staff identify learner needs more effectively and provide targeted support. Impact on Relationships across the school community • A strong culture of trust, inclusion and shared responsibility is evident across the school community. • Relationships between staff, pupils and families are strong • Pupils report feeling listened to, respected and valued within their classrooms and wider school environment. • Positive relationships and nurturing approaches are contributing to safe and secure classroom ethos across the school, with almost all pupils participating consistently in learning and teaching opportunities and wellbeing. • Collaborative working with cluster schools is strengthening shared practice and professional learning.	

School Priority 3: Curriculum: Rationale and Learning for Sustainability		
School Improvement Plan Priority 3		
Summary of progress and impact	**Next steps**	**Stakeholder Views**
• The refreshed curriculum rationale for topic themes to include sustainability is increasingly reflected in		Most children felt that they were becoming independent and were learning how to

classroom practice and supports a more coherent vision across the cluster schools. • Learning experiences are starting to become more relevant, meaningful, and connected to local contexts, children's rights, sustainability, and real-world issues. • Teachers are making stronger more purposeful links between curriculum areas, DYW skills, UNCRC articles, and Global Goals within interdisciplinary learning. • Lessons are more engaging and purposeful, resulting in increased learner participation and motivation. • Pupils demonstrate increased confidence in contributing ideas and influencing aspects of learning. • Learners show greater awareness of their rights, responsibilities, and role within the school and wider community. • Increased learner voice is evident in classroom activities, curriculum planning and in the life of the school. • Pupils are more aware of the four capacities, particularly as responsible citizens and effective contributors. • Staff confidence has increased in delivering learning linked to social and global issues.	• Continue to update the curriculum rationale over the three-year cycle (2026-2027 - Year 2) consistently across both cluster schools. • Ensure the rationale clearly reflects local context, pupil voice, children's rights, sustainability, wellbeing, and equity. • Continue to strengthen interdisciplinary learning with clearer links to DYW, UNCRC, and Global Goals using glaobal and local contexts. • Through the new Curriculum Improvement Cycle start to work with the new curriculum statements about what children should know factually, understand conceptually and be able to do in and across different disciplines. • Continue to develop more consistent approaches to profiling and celebrating wider achievement across both schools • Increase opportunities for learners to engage in community-based and outdoor learning experiences. • Increase opportunities for parents and families to engage with curriculum developments and improve communication with families around the purpose and impact of curriculum changes • Involve parents in learning showcases, projects, and pupil leadership opportunities.	take responsibility and lead their own learning. In our pupil survey children, most children agreed or strongly agreed that they got to talk about their ideas, explain their thinking and would ask for help if they needed it. Children's comments about what helps them learn best: Time with the teacher talking about my learning Fun learning jobs When it is quiet Working with my friends Working on my personal targets

• Teachers are increasingly skilled in using local contexts, partnerships, and community links to enrich learning experiences and seeing the value in already established activities. • Stronger partnerships with local organisations, families, and community groups are beginning to enhance curriculum delivery.		
Impact		
• Learners experience a more coherent, relevant curriculum that reflects real-world contexts and prepares them for life beyond school. • Learners are developing as informed, responsible citizens who understand their role in local and global communities. • Teaching is increasingly based on engaging, purposeful lessons with real-life contexts, skills-focused, and engaging through stronger interdisciplinary learning with meaningful links from the local community leading to improved learner motivation and participation. • Learners are becoming active participants in their education, through increasing learning participation in planning demonstrating greater confidence in expressing their ideas, and ownership of learning. • Staff are more confident and skilled in delivering a cohesive, values-driven curriculum, delivering social, global and sustainability themes through interdisciplinary learning and making better use of existing partnerships, leading to improved learning experiences.		

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

The Pupil Equity Funded breakfast club has had a positive impact on the school community by improving pupils' readiness to learn, wellbeing, and engagement. HWB and engagement have improved, particularly for targeted learners, with pupils feeling settled, nourished, and ready to learn. Staff report that learners are more focused during learning activities, and relationships have been strengthened through this calm and inclusive part of the day. Pupil feedback highlights this impact, with children sharing that they "feel fuller and ready for going back to class," they enjoy the opportunity to "talk with friends and

staff in a relaxed way," and appreciate having "toast and cheese to please me!" The breakfast club has strengthened equity by providing a consistent, supportive routine, contributing to improved participation and confidence.

Wider achievements
Coileanaidhean nas fharsainge

The following was from our end of year poem performed at our leavers assembly:

The author James Campbell we have met, at a cluster day we won't forget,
Stories sparked our minds to write, inspiring us with pure delight.
With Kodály singing, P1-4 voices did soar so high,
Learning through music as the notes drifted by.
To P5-7 Fèis Rois music came full of cheer, as Calum taught us to sing by ear,
We clapped and played and found the beat, with Scottish rhythms strong and sweet.
With Keiron's help we rode with pride, in Bikeability we learned to glide,
From wobbly starts to balance true, our confidence and skills all truly grew.
At Halloween we dressed with flair, in spooky costumes everywhere,
With games and treats and laughter loud, we proudly joined the ghostly crowd.
With Master Claire in Taekwon-Do, we learned respect in every move we'd to show,
With kicks and focus, strength and grace, determination we did embrace.
With Steven from Cèilidh Rocks we learned, how volcanoes crack and burn,
Eruptions, lava, earth's deep core, a world of science to explore.
To Farr P7 went for maths to try, with problem-solving reaching high,
Working together, minds engaged, our confidence and skills were raised.
At Botanic Gardens we explored, different habitats outdoors,
Plants and climates, warm and cool, a living, breathing outdoor school
With Hazel, and IRA pupils too, they led lunchtime games for us all to do,
We ran and played in joyful throng, where everyone could join along.
With Dochgarroch Primary, together we played,
Cluster days bringing friendships we made.

To Eden Court for Snow White, our school trip was great fun,
With cheers, songs, and laughter enjoyed by everyone.
At Dores Hall our play took stage, with lines and acting to engage,
We shone with courage, voices clear, performing proudly without fear.
At UHI we came to know, how different forms of energy flow,
New ideas sparked within each mind, about the future of humankind.
At Inverness Museum P1-4 found, history and stories all around,
Discovering treasures from the past, learning lessons made to last.
For Burns we read with careful tone, fine poetry we made our own,
At Dores Supper some performed, with voices proud and hearts well warmed.
The McRobert Cup we ran with might, a cross-country challenge full of fight,
Through parkland we pushed ahead, with heart and courage as we sped.
To Dunmaglass estate P5-7 did go, to learn of jobs we didn't know,
Countryside lives and careers so wide, with curious minds and eyes opened wide.
At Loch Insh for residential stay, P7 adventures day by day,
New skills, new friends, and laughter bright, from morning sun to darkest night.
At Inverness pool we swam each week, with splashes, laughter, shrieks and squeaks,
Our strokes improved, our confidence grew, as through the water fast we flew
With Jammin Andy dancing free, we moved with fun and energy,
Fitness, rhythm, steps in time, a joyful, active, dancing time.
At Aldourie Castle our sports day came, with races, cheers and friendly game,
We all tried our best to win, and finished each race with a grin
At Bught Park we joined the rest, in interschool sports we did our best,
Competing proudly, side by side, with teamwork, effort, strength and pride.
Freya's dad came to explain, how X-rays help to show our frame,
The human body, bones so neat, a fascinating learning treat.
Simpsons Builders came to show, how new homes rise from ground below,
We learned how houses take their shape, with skill, design, and measuring tape.
So here's to the memories, the joy, and the fun,
And all that we've learned since the year first begun.

Learn to be kind respectful responsible honest
Learn by being adventurous active creative safe
Learn through friendships teamwork challenges and by being me!

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

Aldourie's composite classes span a wide range of abilities, and the thought which staff put into designing lessons around this is genuinely admirable.

Where Aldourie truly excels with its P7s is in preparing them for secondary school. The transition and cluster activities have been excellent, and I'm grateful for the work staff have done with my child around emotional resilience, self-regulation, situational thinking, and helping the children act from their own values rather than defaulting to peer pressure in their behaviour and relationships.

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	Choose an item.	Good
QI 2.3 Learning, teaching and assessment	Choose an item.	Good
QI 3.1 Wellbeing, equality and inclusion	Choose an item.	Good
QI 3.2 Raising attainment and achievement/Securing children's progress	Choose an item.	Good
Other QIs reviewed		

Our overall evaluation of our capacity for continuous improvement is: Good

We are confident in our capacity for continous improvement.

Key priorities for improvement planning
Prìomhachasan airson planadh airson leasachadh

Improvement Priority 1 Action Plan:	Pedagogy: Improving Attainment through Sharing Standards, IRA ASG +Dochgarroch PS.	

As an ASG

- School tracking data will indicate increasingly accurate judgements (in overall literacy and numeracy)
- Almost all staff report improved teacher confidence in making judgements
- Staff will be more aware of and utilise the moderation tools available to them to support their judgement
- Head Teachers will develop a mutual understanding of sharing standards through Learning Walks in partner schools

As South Loch Ness Schools Cluster

- Teachers will demonstrate increased confidence and consistency in developing and using numeracy rubrics aligned with CfE benchmarks.
- Teachers will integrate rubric-based numeracy assessments to better inform planning and next steps.
- Staff will collaboratively moderate the use of rubrics to ensure consistency and shared standards across the South Loch Ness Schools Network.
- Teachers will integrate rubric-based assessment to better inform planning and next steps.
- Learners will understand success criteria in numeracy more clearly and be more involved in tracking their own progress.
- Learners will receive more consistent, constructive feedback based on shared expectations.
- Learner progress in numeracy will be more accurately tracked and supported.
- Learners' attainment in numeracy will rise

Improvement Priority 2 Action Plan:	The 3 Ps: Pupil and Parent Participation	

Expected outcomes:

- Enhanced pupil and parent participation
- Improved learner self-management and wellbeing
- Increased innovation and collaboration with pupils and parents
- Culture of trust and shared responsibility with pupils enhances classroom and school climate.
- By connecting learning to real-world contexts, this will create authentic and purposeful learning opportunities which will support raising attainment.

Improvement Priority 3 Action Plan:	Curriculum: Rationale and Learning for Sustainability	**Lead:** Louise Robertson
Expected Outcomes Makes lessons more purposeful and engaging for both teachers and pupils. Pupils develop into confident, responsible, and engaged citizens. Empowering pupils and creates a more inclusive and relevant curriculum, increasing engagement and motivation to learn. Teachers become more confident and skilled in dealing with complex issues like poverty, inequality, and mental health within the classroom. They gain a deeper understanding of pupils' rights and needs, allowing them to provide more effective support. Awareness and understanding of children's rights are increasing and we are giving more responsibility and choice to our pupils across the school community. Teachers find new ways to connect classroom learning to real-world contexts and global challenges. We are gathering wider evidence of learners' achievements and celebrating them. Wider parental and community engagement with the life of the school.		

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 by contacting the school office.