



STANDARDS AND QUALITY REPORT 2025-26

AITHISG INBHEAN IS CÀILEACHD

FERINTOSH PRIMARY SCHOOL



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 [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
97.40%

Average Class Size
12

Meeting PE Target
Target Met

Pupil Numbers
12

Teacher Numbers
2

Pupil Teacher Ratio
6:2

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

Reading

Writing

**Listening and
talking**

Numeracy

Most

Most

Most

Majority

Ferintosh Primary is located on the Black Isle serving the local community of Easter Kinkell and surrounding areas. There are children 12 attending the school and they are taught in one single multi composite class of P1-P7. The headteacher has overall leadership responsibility for Ferintosh Primary School and Mulbuie 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.

Children achieve appropriate CfE levels in literacy and numeracy and, across the school, a few children are exceeding nationally expected levels. Few children who face barriers to learning are making good progress towards meeting their individual targets.

We have had no exclusions this year.

RESPECTFUL **ACHIEVING** INCLUSIVE **SAFE** ENCOURAGING

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

Vision

Working together to create a happy and nurturing learning community where everyone is valued and challenged to achieve and succeed.
(Updated in May 2023 in collaboration with the school community and all stakeholders.)



Values

We are...

RESPECTFUL
(Article 12)

ACHIEVING
(Article 28)

INCLUSIVE
(Article 2)

SAFE
(Article 19)

ENCOURAGING
(Article 13)

Aims

RESPECTFUL ACHIEVING INCLUSIVE SAFE ENCOURAGING

- R A I S E pupils' awareness of their rights and responsibilities as respectful citizens and active participants in the wider world around them.
- Create experiences across the curriculum that are ambitious, challenging and promote independence.
- Provide a safe, supportive and nurturing learning environment where individuals will confidently contribute to the ethos of the school as a community and are confident in the appropriate use of digital technologies.
- Develop relationships across a variety of environments which enable positive physical, emotional, and mental health and wellbeing for all.

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: Learning, Teaching and Assessment	
School Improvement Plan Priority 1	
Summary of progress As a staff we have an agreed need for a consistent approach to high quality learning, teaching and assessment with improved pupil participation and attainment. Our key priority will focus on learning and teaching with Bruce Robertson's 'Power Up Your Pedagogy' and a particular focus on: Success Criteria, Differentiation, Questioning, Feedback, Practice and Plenary Review	Next steps Action plan to be created in line with SIF from inspection.
✓ Progress was made in this area however there continues to be further development of this area required. ✓ CAT sessions based on the book Power Up Your Pedagogy were used to develop skills in differentiation, questioning, learning intentions and success criteria and feedback. ✓ A lesson standard for all classrooms was created. ✓ Most children are working at age and stage in literacy and numeracy. ✓ All children experience lessons in which there is evidence of differentiation. ✓ All children are given appropriate feedback in lessons.	➤ Streamline tracking approaches for 2026/27 to ensure they are manageable, focused, and clearly linked to next steps, particularly within multi-composite classes. ➤ Continue to engage with the book Power Up Your Pedagogy and work alongside Pedagogy teacher and ASG to continue to develop and embed teaching practice. ➤ Lesson standard created to be followed by all teachers for all lessons.

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✓ All staff have high expectations of children. ✓ An assessment calendar has been developed and used throughout the year to assess learning and all staff use this to complete assessments.	➤ Children's views to be gathered on what makes a good lesson. ➤ A jotter standard for what evidence will be gathered in lessons to be agreed and developed. ➤ Differentiation to be re-visited to ensure that all children are experiencing learning opportunities matched to their needs. Develop clearer expectations and strategies to ensure appropriate stretch and challenge, particularly for high-attaining pupils. ➤ A consistent approach to sharing feedback to improve learning needs to be developed across the cluster. ➤ Building on the assessment calendar – use information from assessments to plan learning and next steps for learners, matched appropriately to their needs. ➤ Assessment data is analysed rigorously and robustly to inform planning and next steps. ➤ A learning and teaching policy is established, agreed and followed consistently.
Impact During session 2025–2026, Ferintosh Primary made some progress in improving the quality and consistency of learning, teaching and assessment. A clear lesson standard and emerging learning and teaching policy have supported staff to deliver more consistent, high-quality learning experiences across the school. As a result of these actions, most learners are making steady progress, with early signs of improved attainment. The school is well placed to continue to build on these improvements based on the knowledge of our next steps and plans for improvement and throughout 2026/27 further embedding consistency and ensuring all learners achieve their full potential.	

School Priority 2: Assessment, Moderation and Attainment in Writing.

School Improvement Plan Priority 2

Summary of progress	Next steps
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✓ A clear, consistent approach to teaching writing has been developed through the use of Steven Graham writing. ✓ All staff consistently use success criteria in writing which is accessible to all children – some success criteria is pictorial to ensure that non-readers understand the expectations. ✓ Writing jotters highlight the changes in writing we have a clear contents page and an overview for genre progression. ✓ Staff are beginning to use evidence from pupil work, attainment data and assessment to plan for next steps in writing. ✓ Teachers demonstrate increased confidence in assessing writing accurately and fairly against national benchmarks. ✓ PEF money has been used to support interventions to improve writing and children access these to ensure support. ✓ ASG CAT sessions have taken place to support the understanding of teaching writing.	➤ Continue to embed the Steven Graham approach, ensuring consistency in delivery across all stages. ➤ Develop non-negotiables for writing lessons to ensure high-quality practice in every classroom, this is to be consistent with the lesson standard developed in priority 1. ➤ Provide opportunities for peer observation and professional dialogue focused on effective writing teaching. ➤ All staff will consistently using assessment data to plan targeted next steps for all learners. ➤ Build on the current tracking system to monitor progress in writing to ensure accurate knowledge of attainment over time. ➤ Support learners to co-construct success criteria where appropriate, increasing ownership. ➤ Ensure all learners can articulate what they are learning, how to be successful, and their next steps in writing. ➤ Increased challenge for all with a focus on higher-attaining pupils.
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Impact

A more consistent approach to teaching writing has been established through the use of the Steven Graham approach which has begun to develop skills in teaching of writing across the cluster. Accessible success criteria have increased learner engagement and understanding of expectations. Staff confidence in assessing writing against national benchmarks has improved, supported by ASG CAT sessions. Assessment information is beginning to inform next steps more effectively, and targeted PEF interventions are providing appropriate support for identified learners. Overall, there are early signs of improved consistency, staff confidence, and progress in writing. We will continue to build on this priority through our school learning and teaching priority throughout 2026/27.

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

As the school roll comprises a small number of children, attainment and progress of the Pupil Equity Fund are reported in overall terms to ensure individuals cannot be identified. Targeted PEF interventions have supported learners to make measurable progress across literacy, numeracy and wellbeing, with most demonstrating increased confidence, improved engagement and progress towards expected levels. Emotional regulation strategies, including the use of the sensory tent, have enhanced learners' readiness to learn and supported increasing independence in managing their needs. In younger stages, learners show improved confidence in early numeracy and developing phonological awareness, with early progress evident in spelling and decoding, although most are not yet fully achieving expected levels for age and stage. Across the school, increased engagement and improved self-regulation are supporting access to learning and ongoing progress. In writing, there is clear improvement in sentence structure, organisation and use of basic punctuation, with learners increasingly applying skills independently. This has been strengthened through the school's consistent approach to writing, informed by the Steven Graham methodology.

Wider achievements

Coileanaidhean nas fharsainghe

We have had a productive year at Ferintosh Primary School:



We continue to work towards being a Gold Rights Respecting Award School and children are aware of their rights and the impact they have on the them and the wider world.

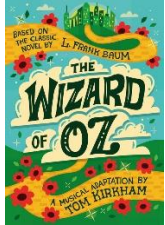
Fundraising, a successful school Fete was held in May 2026 in Mulbuie and raised a significant amount of money for future projects at the school.

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And ELC

Cluster Days with Mulbuie continue to be successful and this year these have included Sports Day, Remembrance Day, School Show and Sports Day.



In December alongside Mulbuie Primary School we held an outstanding performance of the Wizard of Oz which was attended by families and the local community.

Extra-curricular activities

Our pupils have taken part in several extracurricular activities including mixed football competitions, sport competitions, cross country running and STEM Workshops. The pupils demonstrated the school values and were positive representatives of our school throughout the time they represented the school.

Parental Involvement

We now have a joint Parent Council across the cluster of Ferintosh and Mulbuie Primary Schools, and they have worked very hard to help provide opportunities for all pupils from Ferintosh and Mulbuie alike. This has included hosting an after-school movie, donating to a variety of resources for the schools and through their fundraising efforts, contributed to the whole school trip. Parents have also supported transporting their pupils to many of the sporting events.

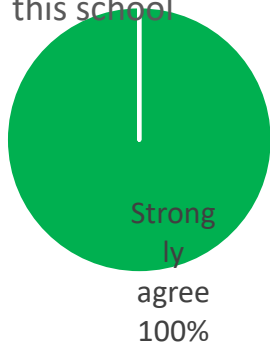
Comments from learners, families, stakeholders and staff

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

Parent Views

Parents were asked a series of questions and below are some of the responses. Due to the small numbers, only percentages have been included:

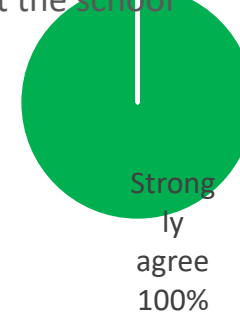
Q1. My child likes being at this school



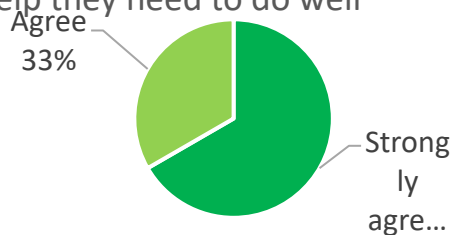
Q2. Staff treat my child fairly and with respect



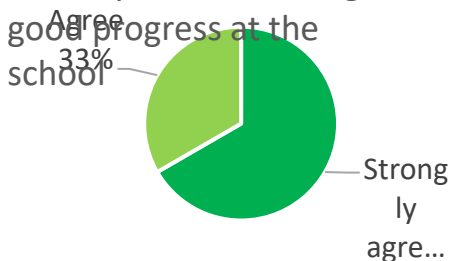
Q3. I feel that my child is safe at the school



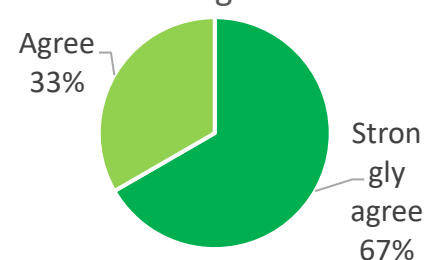
Q7. My child receives the help they need to do well



Q10. My child is making good progress at the school



Q22. The school is well led and managed



Children's views

All most all children:

- ✓ Have someone in school they can speak to if they are upset or worried about something.
- ✓ Feel the schools helps they to understand and respect other people.
- ✓ Report that the school helps them get regular exercise.

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- ✓ Enjoy learning at school.
- ✓ Are happy with the quality of the teaching at school.

Most children report:

- ✓ They are safe in school and that school helps them feel safe.
- ✓ Staff treat children fairly and with respect.
- ✓ School helps them become more confident.
- ✓ School gives them the opportunity to take part in activities in school beyond the classroom and timetable.
- ✓ Ferintosh gives them opportunities to discuss my achievements outwith school with an adult in school who knows them well.
- ✓ Staff help children to understand how they are progressing in their school work.

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

Our overall evaluation of our capacity for continuous improvement is:

We are confident in our capacity for continuous improvement.

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Key priorities for improvement planning

Prìomhachasan airson planadh airson leasachadh

➤ Improvement Priority 1 : Learning, Teaching and Assessment

As a staff we have an agreed need for a consistent approach to high quality learning, teaching and assessment with improved pupil participation and attainment. Our key priority will focus on learning lessons from Bruce Robertson's 'Power Up Your Pedagogy' with a particular focus on; learning intentions and success criteria, questioning, differentiation and feedback and develop this alongside our feedback from the recent HMI inspection.

➤ Improvement Priority 2: Improve Pupil engagement, inclusion and attainment across all learners

Next session, the school will focus on increasing learner engagement and participation through embedding inclusive practice using the CIRCLE framework. Staff confidence in identifying and reducing barriers to learning will be strengthened through professional learning and collaboration. Learning environments will be further developed to support nurturing, inclusive approaches, with a focus on pupil voice and participation. Targeted support and interventions will continue to improve attainment, while wellbeing data, learner voice and ACEL measures will be used to monitor impact, ensuring improved outcomes in engagement, inclusion and progress for all learners.

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.