



# STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

**2024-2025**

## Central School



*Our vision is for all to love coming to school, aspire to be leaders of their own learning, work together respectfully and leave feeling accomplished.*

Safe, Mindful, Aspirational

# 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?*<sup>4</sup> 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%

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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.**

Ailsa Fraser  
Head Teacher  
Central School

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# 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.

<b>Attendance</b> <b>89.9%</b>	<b>Average Class Size</b> <b>23.7</b>	<b>Meeting PE Target</b> <b>Target Met</b>
<b>Pupil Numbers (inc nursery)</b> <b>166 (+41 nursery)</b>	<b>Teacher Numbers</b> <b>14</b>	<b>Pupil Teacher Ratio</b> <b>11.9</b>
<hr/>		
<b>N3</b> <b>40%</b>	<b>N4</b> <b>60%</b>	<b>P1</b> <b>19.3%</b>
<b>P2</b> <b>11.4%</b>	<b>P3</b> <b>18.1%</b>	<b>P4</b> <b>8.4%</b>
<b>P5</b> <b>16.3%</b>	<b>P6</b> <b>12%</b>	<b>P7</b> <b>14.5%</b>
<b>SIMD Q1<sup>1</sup></b> <b>30-40%</b>	<b>SIMD Q2</b> <b>40-50%</b>	<b>SIMD Q3</b> <b>0-10%</b>
<b>SIMD Q4</b> <b>10-20%</b>	<b>SIMD Q5</b> <b>0-10%</b>	<b>Unknown</b> <b>0-10%</b>
<b>ASN<sup>2</sup></b> <b>40-50%</b>	<b>No ASN</b> <b>50-60%</b>	<b>FSM<sup>3</sup></b> <b>22.89%</b>
<b>No FSM</b> <b>77.11%</b>	<b>EAL<sup>4</sup></b> <b>30-40%</b>	<b>No EAL</b> <b>60-70%</b>

2024/25 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	Most	Almost all	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

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## School vision, values and aims

### Lèirsinn, luachan agus amasan na sgoile

Our vision is for all to love coming to school, aspire to be leaders of their own learning, work together respectfully and leave feeling accomplished. (In short, Skipping in and Skipping out).

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Our school aims are:

At Central, **listening** means everyone has a voice and is actively listened to. Everyone uses kind words and listens respectfully to others.

At Central, **open** means that everyone has the confidence to take risks knowing that mistakes are a valued part of the learning process. We have an open door culture which should always encourage inclusion and confidence.

At Central, **valuing** ensures all staff, pupils and parents feel important and respected. Valuing and respecting everyone's role in the school community is important.

At Central, **improving** means we are open to new ideas and ready to change. We value and strengthen existing good practice.

At Central, **supporting** means everyone is always willing to listen in a non-judgemental way. It's supporting and praising every member by every member of our school community.

At Central, **partnering** means everyone working together and helping each other to achieve a shared goal and make our school excellent.

At Central, **delivering** means having a shared vision, which is shared by all and communicated.

Our vision, values and aims were reviewed during session 2024 to 2025.

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# Review of progress for session

## Ath-sgrùdadh air adhartas airson an t-seisein

These projects are linked to the vision and priorities for Scottish Education based on delivering excellence and equity. Parent/Carer information is available [here](#).

### School Priority:

### Learning, Teaching and Assessment

#### Purpose:

To continue to develop inclusive practice using The Circle Framework

To continue to develop our learning, teaching and assessment practices through planning across all areas of the curriculum, across the school setting.

#### Progress:

- ✓ Almost all teaching staff participated in ASG profiling collegiate sessions.
- ✓ NSA assessments were completed in P7, P4, P1. SOFA assessments were completed in P2, P3, P5 and P6.
- ✓ Almost all teaching staff took part in Literacy for All refresh training to increase the understanding of assessment model, intervention and ongoing observations for literacy difficulties and dyslexia.
- ✓ Almost all teaching staff took part in Reading School training.
- ✓ Less than half of nursery staff took part in Book bug training.
- ✓ Almost all staff have an increased knowledge of Meta skills.
- ✓ All teachers use tracking and monitoring data for termly planning and attainment meetings to enable analysis and judgements of levels across CfE and improving outcomes for all children. The assessment calendar has been updated to ensure consistency.
- ✓ Almost all staff engaged with The Circle Framework

#### Impact:

- ✓ Almost all teaching staff contributed to discussions to ASG approach to profiling.
- ✓ Results were discussed during attainment meetings and identified gaps informed teaching to ensure progression and to raise attainment.
- ✓ All teaching staff have a shared understanding of the Literacy for All assessment model and are able to use appropriate documentation to accurately record and track literacy difficulties.
- ✓ The school received Core Accreditation level. All primary school aged children have a weekly opportunity to visit the school library. Almost all children have regular opportunities to read for pleasure.
- ✓ Parents commented that it strengthens the bond between children and adults through interactive storytelling. Additionally, it introduces children to a wider range of stories and songs.
- ✓ Most teaching staff have begun to integrate Metaskills links to the learning and teaching in their classes.
- ✓ Consistent use of the tracking and monitoring has helped ensure that all children's progress is monitored with a focus on achievement at expected age/stage and interventions as required.
- ✓ Almost all teaching staff have made changes to the physical environment and have increased nurture strategies to support inclusion.

#### Next steps:

- To work towards Reading Schools Silver Award
- To continue to develop profiling across ASG
- To continue to develop Learning, Teaching and Assessment practices across the school

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**School Priority:****Health and Wellbeing****Purpose:**

To continue to develop our learning and teaching practices in health and well-being to improve outcomes for learners, increase pupil voice and achieve our Rights Respecting Schools Silver Award.

**Progress:**

- ✓ We have achieved Rights Respecting Schools Silver Award.
- ✓ All primary aged children have the opportunity to take part in Fortnightly Friday Groups , which include Eco/Farm, Pupil Council, Health and Well-being, and Digital Learning.
- ✓ All children have regular opportunities to visit our school's allotment at IHS.
- ✓ All primary aged children took part in class assemblies that included family members and members of our wider community.
- ✓ School vision and value were updated.
- ✓ Curriculum rationale was discussed with almost all P5-7 children.

**Impact:**

- ✓ All classes created Class Charters taking into account pupil voice. Almost all teaching staff and EYPs use the Right of the Month calendar to embed children's rights into daily learning by encouraging regular discussions, reflection, and activities related to specific rights. Almost all children are aware of the rights of the child and can recall some of these.
- ✓ Almost all children have been able to experience the benefit and excitement of planting, nurturing and harvesting flowers and other plants.
- ✓ Class assemblies had raised awareness of children's rights and given increased opportunities for families to engage with their children's learning.
- ✓ Almost all children in P5-7 contributed their views to update school's vision and values. All members of Pupil Council shared this information with their classes. Almost all children agreed with the update of vision and to retain school's values.

**Next steps:**

- To work towards Rights Respecting Schools Gold Awards
- To continue to develop our understanding of progression framework and Curriculum Pathway in Health and Wellbeing

**School Priority:****Expressive Arts****Purpose:**

To continue to develop our understanding of progression frameworks to ensure progression in Expressive Arts and improve outcomes for learners.

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**Progress:**

- ✓ Progress has been made in embedding music into ELC through regular engagement and consistent incorporation into daily routines.
- ✓ All children from P3-7 have regular specialist music input.
- ✓ Almost all staff contributed to discussions on tracking progress in expressive art.

**Impact:**

- ✓ Almost all children are developing basic skills in rhythm. Almost all children had the opportunity to play various musical instruments.
- ✓ All teaching staff will follow Highland Council Expressive Art Progression Pathway from August 2025 to ensure progression and raise attainment.

**Next steps:**

- To continue to review our Curriculum Pathways
- To develop our Curriculum Pathways with a focus on STEM and Digital Learning

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

Intervention	Impact / progress summary
Teacher / PSA	<p>Identified children have been supported to access learning and be included. Focused support through adapted teaching, structured tasks, and regular monitoring to check understanding. PSA intervention to support teacher input.</p> <p>The children have worked in small groups to reach their targets.</p> <ul style="list-style-type: none"> <li>• 97% children are predicted to achieve ACEL level in Listening and Talking.</li> <li>• 89.5% children are predicted to achieve ACEL level in Numeracy.</li> <li>• 89.5% children are predicted to achieve ACEL level in Reading.</li> <li>• 89.5% children are predicted to achieve ACEL level in Writing.</li> </ul>
Wider learning	<p>Funding was provided for P7 pupils to engage in wider learning opportunities as part of their transition to secondary school. The children chose their preferred activities and enjoyed a variety of experiences, including outdoor activities at Fairburn, mini golf, a cinema trip, and bowling at a local venue. In addition, the children chose to visit Edinburgh. Funding was also used to cover the cost of a trip to Landmark for all children entitled to free school meals.</p>
Eden Court Engagement Team	<p>Children will continue to develop skills in expressive art of drama. This intervention is bridging into the next academic year.</p>

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## Wider achievements

### Coileanaidhean nas fharsainge



A few pupils represented our school and took part in Baxter River Ness 5k in September 2024. They showed great determination and enthusiasm throughout the event, demonstrating a strong sense of school spirit and personal achievement.

- *"The best was running through the finish line."*
- *"I like that lots of people cheered on."*
- *"It was fun. The best part was running thought the finish line."*

All pupils took part in a Winter Showcase, we received positive feedback from families and pupils.

Amazing work from the team tonight! Scoring 90 points out of a possible 120. Great work!

A group of children from Primary 7 represented Central School in the Rotary Quiz. They took part in four challenging rounds of general knowledge questions. The pupils thoroughly enjoyed the experience and were great ambassadors for the school.

- *"Although we never won, it was still fun. The quiz itself was quite hard, but we managed to persevere."*
- *"I really enjoyed the quiz and we came fourth."*
- *"We did really well in getting 90 points. We had great teamwork and it was such a good night."*



P7 pupil was a primary winner of an Inverness-wide writing competition.

*"I was nervous to take part but thrilled when I found out I won. It took a few hours to write but I was happy with the result."*

P7 pupil swam on behalf of Central School at swimming competition. The pupil placed seventh in 50m backcrawl.

*"I was super proud of myself. Since then, I have completed more competitions and improved a lot."*

All P4-P7 pupils have had lessons from the Musician in Residence throughout the year. These sessions have provided opportunities to develop musical knowledge and practical skills.

- *"We have been learning 'Count on me' song."*
- *"We learn about how many beats."*
- *"We were learning to use mini drums to tap the beat."*
- *"I enjoy music because when I am stressed, I listen to music."*
- *"We are learning to read to sing."*

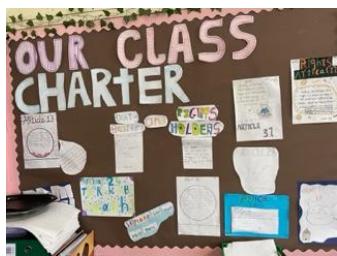
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Less than half children had the opportunity to organise and lead a Community Cafe for members of our community.

- *"I love that we work with different pupils in the group. It's good to mix with children from other classes."*

We have achieved Rights Respecting Schools Silver Award.

- *"We wanted to set up a board as we felt it was important to share with everyone about our rights journey. We will continue to update the right of the month and share news."*
- *"Our class charter is important because it helped us have a shared understanding of rights and respect in our class. I liked that we worked together and shared our ideas for our own class. We made a diamond nine then found common themes to create our charter. The teacher talks about the class charter and how we are respectful."*



- *"I like that everyone gets an opportunity to have a good news certificate. The staff look out for pupils showing good behaviour. Pupils like to try really hard so they get the Good news and other pupils see them doing that and they try harder."*

The school received the Reading School Core Accreditation level.

- *"We enjoy being the leaders for this and enjoy the activities. We like taking responsibility for the school library. We are enjoying the Reading Schools process and hope to get Silver!"*
- *"It has been great as it has included the whole school. We wanted to go for the award to promote reading across the school."*



Dear Central Primary School,

Thank you so much for submitting your evidence plan for your Reading Schools accreditation. It was inspiring to read about all the hard work that has gone in to building and sustaining a reading culture.

Having looked through all of your excellent evidence, I am delighted to let you know that you have achieved your Reading Schools Core accreditation!

The huge amount of work and dedication you have put into the programme really shone through your application – what an incredible reading environment for your learners. We have also included a few comments to assist you as you progress to silver. We hope you will find this helpful.



All P4-7 children had an opportunity to take part in the Torvean Park Run.

We were very proud of the pupils for completing the 2KM course. For many, it was their first time attempting it, and they showed great determination in giving it a try.

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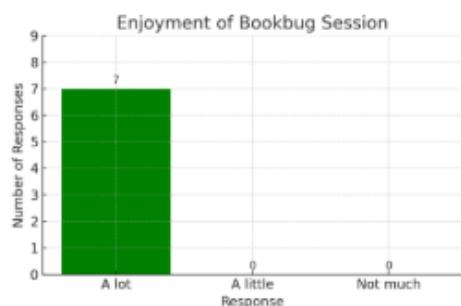
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## Comments from learners, families, stakeholders and staff

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

#### ELC

Families commented they really enjoyed the Bookbug sessions and liked the atmosphere. Many said it was a great way for children and adults to have fun and connect.



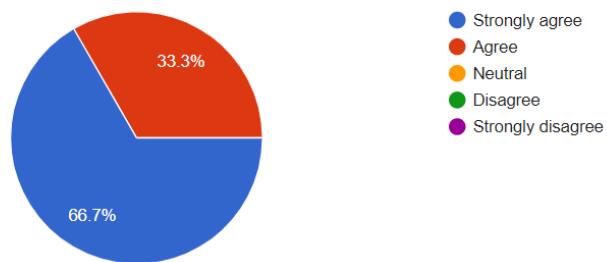
- *“Loved watching all the kids interacting with the songs.”*
- *“Doing Makaton sings to the songs.”*
- *“Kids interacting together.”*
- *“Amazing for kids and adults to connect in fun friendly environment.”*

- *“Adults have a really good relationship with the children.”*
- *“It is nice to see what they like doing and see progress in their learning profile.”*
- *“How much she has ‘come on’ since starting nursery.”*
- *“How well children are cared for and how staff have a very genuine concern over their welfare to meet holistic needs.”*
- *“Staff always friendly and approachable.”*

**I am confident that my child is safe at Central School ELC.**



**I have been able to communicate effectively with my child's key worker (through email or face to face contact).**



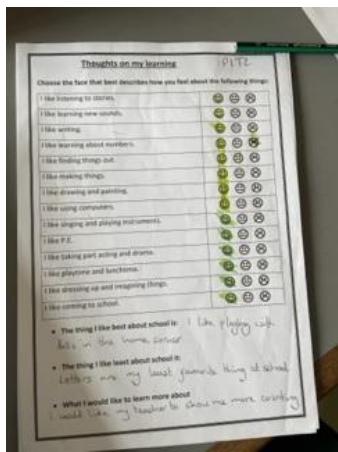
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## Pupils

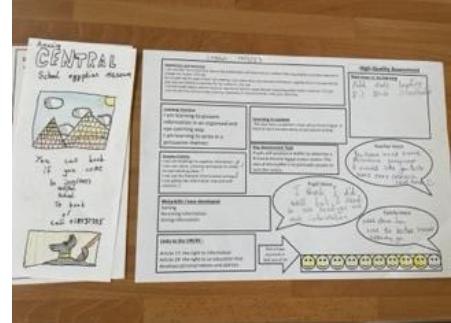
Pupil questionnaire showed 77% of pupils feel positive about their learning.

- *"I think it's important to make targets and next steps so we know what to do next. I like that mine can be different from other people in the class."*



Curriculum Area	What went well?	What would I like to improve about it?
Literacy	The book had nice bubbles that go better. I think the teacher should be reading that when it was fun and I like it.	I think I could be better in the language with more sentences and make lots and lots of adjectives.
Numeracy	My maths and times tables are doing good already. Amazing! Maths is my and my dad's favourite thing.	I think I'm doing good in everything now but for next time, I think I could get better with fractions.
Health and Wellbeing	Everything in my health and wellbeing is good because my doctor built his surgery better with other doctors after school.	I don't think there's anything I can improve on except for probably swimming.

Well done for a super term, Logan! Lots of progress and improvement made this term.



72% of pupils felt adults listen to their views.

- *"I have enjoyed making suggestions in Pupil Council. I like that we are now going to do time to reflect in the playground if it happens outside. We have also been talking about how to make better changes to the noise environment in the canteen."*
- *"I like all of the activities we do to learn about rights. Our group is important to tell the school about our rights. I feel people in the school know more about rights because of what we have done!"*
- *"We get asked what we would like to do and how we can make a difference in our school. It's important because no one gets left out. Everyone belongs to a group."*

Our pupil questionnaire showed that

- 86% of pupils felt safe at all times.
- 84% of pupils felt they could speak to an adult if they had a worry.
- 84% of pupils felt the school celebrates different backgrounds and cultures.
- *"We celebrate different cultures, and we welcome everyone into our school. There are 21 languages in our school, which is awesome!"*

## Staff

- 40% staff agrees that they feel confident in recognising and responding to concerns raised by individual pupils, including safeguarding issues.
- 100% agrees that children's rights contribute positively to the way we celebrate and promote diversity and inclusion.
- 90% agrees that child rights inform the approach I take to the job.

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## Families

Families have commented positively that they have enjoyed open afternoons and the opportunity to take part in class and wider achievements assemblies.

Some parents' comments:

- *"It has been a pleasure observing my child growing in confidence."*
- *"It has been lovely to hear my child talking about their classmates, what they have learned and enjoyed."*



## **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> Leadership of change	Good	Good
<b>QI 2.3</b> Learning, teaching and assessment	Good	Good
<b>QI 3.1</b> Wellbeing, equality and inclusion	Good	Good
<b>QI 3.2</b> Raising attainment and achievement/Securing children's progress	Good	Good

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

We are confident in our capacity for continuous improvement.

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## **Key priorities for improvement planning**

### **Prìomhachasan airson planadh airson leasachadh**

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1. Learning, Teaching and Assessment, including ASG Profiling, Reading Schools Award
2. To develop our Curriculum Pathways with a focus on STEM and Digital Learning
3. To work towards Rights Respecting Schools Gold Awards
4. To continue to develop our understanding of the progression framework and Curriculum Pathway in HWB

## **Planning ahead**

### **A' planadh air adhart**

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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.

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