



STANDARDS AND QUALITY REPORT 2025-26

AITHISG INBHEAN IS CÀILEACHD

Central Primary School and Early Learning Centre



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%

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).

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.

Use school overview dashboard to support completion: [School Overview Dashboard](#)

All primary schools to include

Attendance
93%

Average Class Size
22.9

Meeting PE Target
Target Met

Pupil Numbers (inc nursery)
160 (+32 nursery)

Teacher Numbers
10

Pupil Teacher Ratio
15.5

N3 XX%	N4 XX%	P1 13.1%	P2 18.1%	P3 10.6%	P4 19.4%	P5 9.4%	P6 16.9%	P7 12.5%
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SIMD Q1 ¹ 30-40%	SIMD Q2 40-50%	SIMD Q3 0-10%	SIMD Q4 10-20%	SIMD Q5 0-10%	Unknown 0-10%
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ASN ² 50-60%	No ASN 40-50%	FSM ³ 40-50%	No FSM 50-60%	EAL ⁴ 30-40%	No EAL 60-70%
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¹ SIMD – The Scottish Index of Multiple Deprivation (SIMD) is a relative measure of deprivation.

² ASN – Additional Support Needs

³ FSM – Free school meal entitlement

⁴ EAL – English as an additional language

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

Reading

Choose an item.

Writing

Choose an item.

**Listening and
talking**

Choose an item.

Numeracy

Choose an item.

We have had no exclusions this year.

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School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

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Safe, Mindful, Aspirational



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

Vision, values and aims were reviewed in May 2025. Next review during 2026/2027 as part of the application for Gold Award RRS.

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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 1: Learning, Teaching and Assessment		
School Improvement Plan Priority 1		
Summary of progress	Next steps	Stakeholder Views
- We have updated our assessment tracker to track pupils' progress over time. - All teachers have undertaken the NSA and SOFA assessments for Literacy and Numeracy. - Almost all ELC staff took part in ASG moderation, focusing on Floor books and Next Steps to capture learning and progression. - We have updated our 5-step lesson design to include visuals to provide a structured framework for effective teaching. - We have created an action plan for the Silver Reading School Award. - Almost all teachers attended ASG sessions - All ASG teaching staff~ invited to engage in contributing their views, ensuring shared ownership of ASG SIP priority. 3 schools engaged in looking outwards this session and had peer visits across our ASG	- Achieve the Silver Reading School Award by December 2026. - Words Up training for staff in September 2026. - Implement Central School Marking Scheme for Writing Year two of reading moderation programme - Build teacher confidence in reading assessment. (almost all staff requested this) - Further opportunities to share high quality reading lessons across ASG - Raise awareness of Curriculum improvement Cycle with a focus on literacy including new technical framework and language matters toolkit - Work with SaLT to raise awareness of universal strategy ~ Words Up and how this supports reading	

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	• Increase teacher confidence in supporting children with persistent literacy difficulties learning from our link Educational Psychologist. Further invitation to feeder secondary school.	
Impact		
✓ Almost all teachers make use of NSA and SOFA assessment outcomes, along with information from other assessments, to identify learning gaps and improve attainment. The new assessment tracker supports transition and provides information about progress for each cohort as they move from one stage to the next. ✓ Most children are positively engaging with their personal profiles on a regular basis. ✓ Most pupils are beginning to be able to identify their next steps in learning for Literacy and Numeracy. ✓ Almost all teaching staff and EYPs are aware of and refer to inclusive strategies from the Circle Framework as and when appropriate. ✓ Almost all teachers demonstrate a level of increased confidence in moderating Reading (on a scale of 1:5 55% scaled 3 and above for increased confidence) ✓ 60 % of ASG teachers found CAT sessions useful. ✓ Staff told us they wanted further guidance around; ✓ ~How lessons are structured and ideal lesson ✓ ~5 components of reading: ~phoneme awareness, phonics, vocabulary, fluency and comprehension ✓ Year 1 has led to a clearer plan for year 2 ~As school leaders we are aware that across ASG we have a spread of knowledge/ expertise.		

School Priority 2: Curriculum Pathways with a focus STEM and Digital Learning		
School Improvement Plan Priority 2		
Summary of progress	Next steps	Stakeholder Views
• Almost all teaching staff had opportunity to explore Highland Digital Skills Progression.	• Begin to use talking buttons to help to enhance talking and listening skills.	

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• Almost all PSAs and EYPs received block play training in August 2025. • We have established STEM links with Jacobs and UHI Newton Room. • We have purchased a STEM class kit and the Botley programming robot using funds raised during the Inverness 5 km event.	• Begin to use Voxblocks to promote independence and enjoyment of audiobooks.	
Impact		
✓ All nursery and almost all P1-3 pupils have engaged in block play which supports their holistic development. All EYPs feel confident in delivering Block Play. ✓ Almost all primary aged children have engaged with KAPLA which introduced them to construction and early engineering. ✓ Almost all teaching staff have an awareness and understanding of all Curriculum Pathways. ✓ All EYPs are beginning to use Highland Council Progression Frameworks whilst planning to ensure progression and consistency. ✓ Almost all P4-7 children took part in the Engineering Challenge using MTa STEM Kits. Almost P6-7 pupils took part in the Robotics and Mathematics workshops at UHI. Most ELC children and almost all P1-3 pupils took part in a simple coding workshop with UHI Co-ordinator.		

School Priority 3: Health and Wellbeing		
School Improvement Plan Priority 3		
Summary of progress and impact	Next steps	Stakeholder Views
• We have created an action plan for RRS Gold Award. • We have updated Rights Respecting Schools calendar, including global goals and metaskills. • We have added children's rights to some policies. • We have increased nursery engagement with RRS journey and raised awareness of using rights-based language in the setting. • We have created a wider achievement submission form. • We have audited current HWB progression framework and curriculum pathway. We have created a tracking document for HIGH5s and RHSP to support planning and progression.	• Achieve RRS Gold Award by summer 2027. • Continue to update school policies to include children's voice and rights.	

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• We have revisited relationship guidelines and our restorative practices. • We have introduced peer mediators and playground monitors.		
Impact		
✓ Almost all teaching staff have increased an awareness of progression and coherence of HWB progression framework. ✓ Almost all children can talk about their rights and explain what this means for them. ✓ Almost all children in the learning group helped to create a child-friendly anti-bullying policy. Almost all children are aware of the policy. The anti-bullying policy and the child friendly policy were shared with our families. ✓ The wider achievement submission form has broadened the recognition of success beyond academic attainment, allowing children to share achievements across areas such as personal development, leadership, and wider participation.		

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

Intervention	Impact / progress summary
	Identified children have been supported to access learning and be included. Focused support through adapted teaching, structured tasks, and regular monitoring to check understanding.

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	The children have worked in small groups to reach their targets. • % children are predicted to achieve ACEL level in Listening and Talking. • % children are predicted to achieve ACEL level in Numeracy. • % children are predicted to achieve ACEL level in Reading. • % children are predicted to achieve ACEL level in Writing.
Wider learning	Funding was provided for P7 pupils to engage in wider learning opportunities as part of their transition to secondary school.
Eden Court Engagement Team	The Eden Court Engagement Team intervention supported PEF by improving equity of access to high-quality expressive arts experiences. Through drama, children have developed confidence, communication, and creativity, helping to remove barriers to participation and enhanced engagement for targeted learners.

Wider achievements

Coileanaidhean nas fharsainghe

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A few pupils represented our school at the Inverness 5K in March 2026, approaching the challenge with enthusiasm and determination. The event gave them a chance to challenge themselves, work together, and proudly represent the school from beginning to end. They successfully raised £548, and were actively involved in deciding how the funds should be used.



Less than half children from Primary 7 represented Central School in the Rotary Quiz, taking on four rounds of challenging general knowledge questions. They enjoyed the experience and represented the school with pride throughout.



A nursery pupil won the Month of the Military Child "Design a Logo" competition (Early Years Category).

A few children from P6 and P7 represented Central School at the McRobert Cup. The cross-country running competition took place at Torvean Park, bringing together hundreds of runners from across Highlands.

- "It was fun because we got to run the race and represent the school."
- "I am feeling proud of myself because I took part in it and represented the school."

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Almost all pupils from P1–P7 took part in a Rainbow Sponsored Walk in support of CHAS. The event was a great success, with a total of £778.52 raised for the charity.



All P1–P7 pupils had the opportunity to take part in drama sessions delivered by the Eden Court team. These sessions provided opportunities to develop confidence, creativity, communication skills, and teamwork, while encouraging pupils to express themselves in new and engaging ways.

Almost all P4–7 pupils participated in Bikeability. Most children developed increased confidence in cycling and few children learnt to ride a bike.

Almost all pupils took part in a Winter Showcase. We received positive feedback from families and pupils.

Comments from learners, families, stakeholders and staff

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

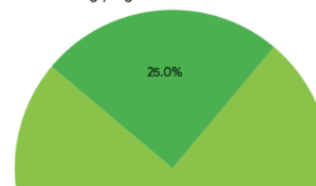
Pupils

ELC

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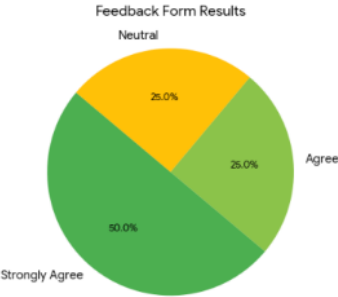
I am satisfied with communication I have had with my child's key worker.

Strongly Agree



*together respectfully,
:).*

My child has settled well into Central School ELC.



Do you have any suggestions for how we could improve our "settling in" procedures for children and families?

"Having a longer visit and play session or maybe two of them to prepare children for starting at nursery. "	We recognise that the transition to nursery is a big step. Based on parent feedback, we will offer an extended play session. If an enrolment form is submitted at the last minute, we may not always have enough time to arrange these sessions in advance. Additional sessions can be arranged with the team if you feel your child would benefit from extra visit.
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Is there anything else you would like to share about your child's experience so far at Central School ELC?

- He has been very happy since the day he started Central School and also help in adjusting his daily routine. - Although she struggles at times going in overall our experience has been positive. I know she has a great time once settled.	We are glad to hear that the children are settling in well at our nursery. While it's normal for some pupils to take a little time to adjust, overall we are pleased with the positive experiences and progress we are seeing. We will continue to support each child to ensure they enjoy their time and thrive in their daily routines.
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Families

Staff

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Capacity for continuous improvement

Comas airson leasachadh leantainneach

Using indicators from 'How Good is our School 4' together with learner, parent, carer, partner and community feedback we believe we have made the following progress this session:

	ELC	PRIMARY
QI 1.3 Leadership of change	Good	Good
QI 2.3 Learning, teaching and assessment	Good	Good
QI 3.1 Wellbeing, equality and inclusion	Good	Good
QI 3.2 Raising attainment and achievement/Securing children's progress	Good	Good
Other QIs reviewed	Add comment	

Our overall evaluation of our capacity for continuous improvement is:

Choose an item.

(Add further comment if required)

Key priorities for improvement planning

Prìomhachasan airson planadh airson leasachadh

Add here Cut and paste from SIP

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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 <https://sites.google.com/invernesshigh.org.uk/central-school> or by contacting the school office.

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