



# STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

**2024-2025**

## Inshes Primary School



**Introduction: Local and National Context**  
**Ro-ràdh: Co-theacsa Ionadail agus Nàiseanta**

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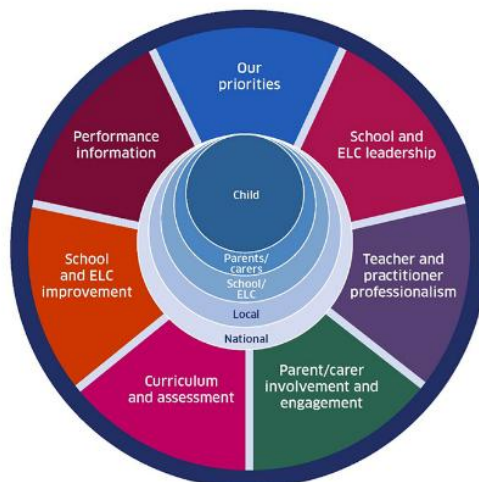
Kindness, Respect, Inclusion, Being my Best

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%

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**

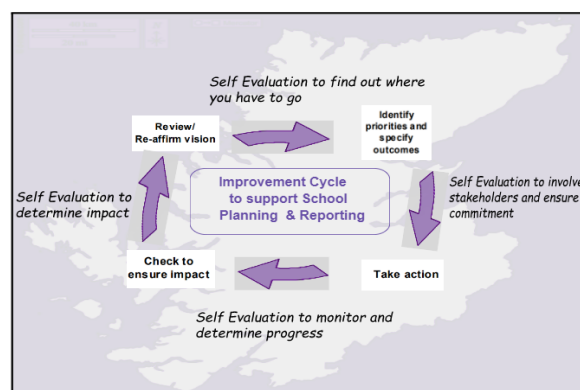
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

#### **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.

Meg Snedden  
Head Teacher  
Inshes Primary School

## 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**  
**95%**

**Average Class Size**  
**26%**

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

**Pupil Numbers (inc nursery)**  
**280 + 45**

**Teacher Numbers**  
**14**

**Pupil Teacher Ratio**  
**15:1**

<b>N3</b> <b>18</b>	<b>N4</b> <b>27</b>	<b>P1</b> <b>13%</b>	<b>P2</b> <b>16%</b>	<b>P3</b> <b>12%</b>	<b>P4</b> <b>15%</b>	<b>P5</b> <b>8%</b>	<b>P6</b> <b>20%</b>	<b>P7</b> <b>16%</b>
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<b>SIMD Q1<sup>1</sup></b> <b>0-10%</b>	<b>SIMD Q2</b> <b>0-10%</b>	<b>SIMD Q3</b> <b>0-10%</b>	<b>SIMD Q4</b> <b>60-70%</b>	<b>SIMD Q5</b> <b>10-20%</b>	<b>Unknown</b> <b>0-10%</b>
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<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>70-80%</b>	<b>No FSM</b> <b>20-30%</b>	<b>EAL<sup>4</sup></b> <b>0-10%</b>	<b>No EAL</b> <b>90-100%</b>
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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>
Majority	Majority	Most	Majority

The small number of exclusions that occur in schools may lead to individual pupils being identified, therefore this data is not contained in this report. If you have any questions about exclusions, you should contact us directly.

## School vision, values and aims

### Lèirsinn, luachan agus amasan na sgoile

We have refreshed our school purpose, vision, values and aims as a whole school community in line with our Rights Respecting approaches.

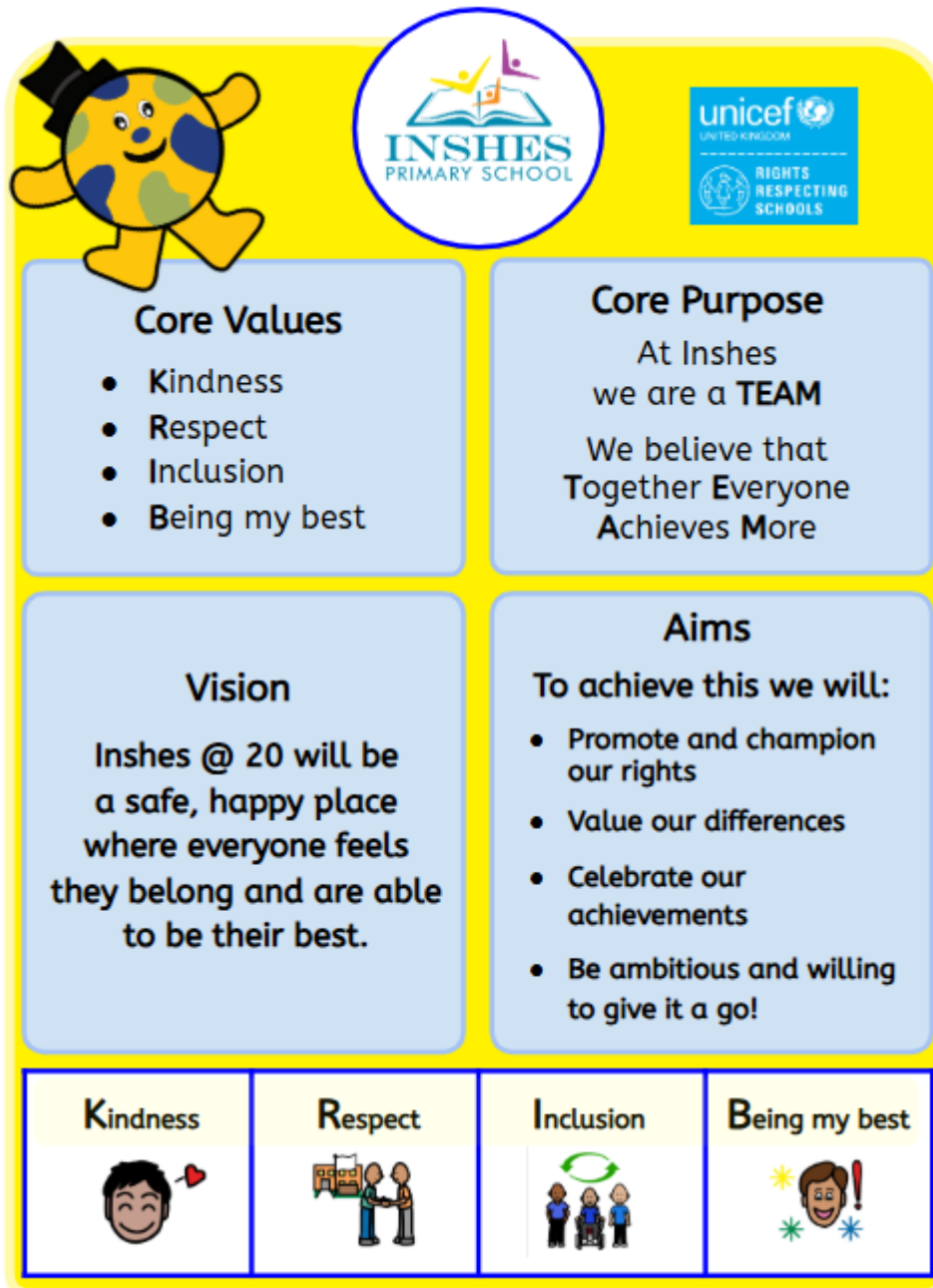
<sup>1</sup> SIMD – The Scottish Index of Multiple Deprivation (SIMD) is a relative measure of deprivation.

<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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## 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:

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## Raising Attainment in Literacy

### Purpose:

School data shows that the attainment in literacy (writing in particular) remained a priority area. The school undertook Explicitly Teaching Writing (ETW) training and continued with further training in session 2024/25 to build on improvements in this area. All staff continued with professional research, understanding and application of the pedagogical principles in Explicitly Teaching Writing to support improvement in children's learning and outcomes in writing.

### Progress:

#### Content:

- ✓ All teachers had further training in Explicitly Teacher Writing (ETW)
- ✓ All teachers and pupils experienced learning and teaching using ETW strategies and resources
- ✓ All teachers took part in ASG and in-school moderation in writing
- ✓ All teachers used the updated writing policy
- ✓ Early years teachers have further developed teaching of writing at early level with Drawing Club training

### Impact:

- ✓ All teachers demonstrated increased confidence in teaching using ETW strategies and resources
- ✓ All teachers expressed increased confidence in the writing policy and using ETW for teaching writing
- ✓ All teachers developed further confidence in achievement of a level through moderation activities within the school and as ASG
- ✓ Almost all teachers reported greater enthusiasm for writing in their classes
- ✓ The majority of pupils spoke of increased confidence and achievement in writing
- ✓ The majority of children at P1, P4 & P7 achieved their level in writing this session

### Next steps:

There is further work to be done to improve outcomes in writing, notably at P4 and P7. The school is taking part in the National Improvement Writing Programme in order to improve attainment in writing in session 2025/2026. At P7, teachers will continue to use ETW as the framework for improving writing outcomes for reluctant writers. The school aims to increase attainment by at least 8% at P4 and P7 in 2025/2026 to bring these years groups further in line with P1.

### School Priority:

## Rights Respecting Schools Award

### Purpose:

The UNCRC underpins the school's refreshed purpose, vision, values and aims and its restorative positive relationships approaches. The aim of increased pupil participation through the school's RRSA development has been to increase engagement, motivation and achievement at all stages. In session 2024/25 the RRS focus on advocacy has helped to further develop children's understanding and skills within the UNCRC to meet the requirements for Unicef's Gold RRSA accreditation. It has been a school priority to improve wellbeing through consistent and embedded approaches within HWB with an agreed programme/resource to support routine and regular teaching of HWB. Whole school approaches to HWB aim to further pupil participation, widen opportunities for personal achievement and support attendance.

### Progress:

- ✓ The school has made fantastic progress with its Rights Respecting approaches this session with the accreditation at Gold level achieved in June
- ✓ The RRS journey has further developed relationships with parents/carers and families

### Impact:

- ✓ The impact of this consistent Rights Respecting approach is a more engaged and caring school community
- ✓ Families speak of our school as one where their individual children, including children with

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- ✓ Through our consistent HWB and restorative approaches we have further embedded our caring and nurturing ethos so that all children are valued, supported and fully involved in school life
- ✓ Pupil voice is highly regarded with opportunities for the pupils to be heard and their views are acted on, including through their class charters and rights works as well as leadership opportunities for children from P1-7
- complex needs, have their views and dignity respected
- ✓ Families and children feel that they can make a difference to their school community
- ✓ The impact of increased pupil participation has led to more engagement in learning

### Next steps:

- Further embed UNCRC articles in learning and teaching across the curriculum
- Continue developing and extend pupil participation to monitor impact on learning, engagement and attendance
- Increase pupil agency through UNCRC and global goals advocacy
- Link rights respecting learning to meta-skills in a progressive framework

### School Priority:

## Enhanced writing moderation leading to improved attainment

### Purpose:

During session 23/24 ASG teaching staff met to moderate completed pieces of writing. Feedback from staff was positive and they were keen to engage in further moderation activities within the ASG.

### Progress:

- ✓ Enhanced understanding of the moderation process for all staff
- ✓ Greater shared understanding of levels including progress within a level
- ✓ Increased confidence in teacher's assessment of writing

### Impact:

- ✓ Teachers feedback on the positive benefits of moderating together
- ✓ Teachers improved their shared understanding of a level
- ✓ Teachers shared L&T approaches to improve attainment
- ✓ Teachers gained confidence in working across the ASG
- ✓ Positive impact on achievement within writing at different stages in the school

### Next steps:

- Further opportunities for collaboration and sharing of good practice across the ASG
- Moderation of numeracy built into ASG school improvement for session 25/26

## Progress and impact of Pupil Equity Fund

## Adhartas agus buaidh Maoin Cothromas Sgoilearan

## PEF IN-DEPTH ACTION PLAN – Inc – Interventions, timescales, and measurement

Class /Yr group / specific groups - Breakdown	Target group numbers	Link to SIP Project (insert number / no)	Interventions / actions linked to spend below (Please colour code to spend plan)	Measurement evidence	Trgt grp, <del>Unit</del> Timeline, Teacher	Progress/ Impact To be completed ongoing/ end of session - (number now on track/ seen desired improvement) - this section can be copied into S&Q Report in May.
FSM	32	SIP1	Individual needs reviewed for phonological/spelling support	Phonological and spelling assessments	4 week cycle of progress review and monitoring interventions	All pupils made progress with their phonological and spelling knowledge
P7	14	SIP1	Use of explicitly teaching writing in class and in targeted intervention groups to ensure progress for pupils to achieve age expected level	Explicitly Teaching Writing	Termly P&A meetings for progress review measured against ACEL, monitoring interventions and tracking	Most children in targeted group achieved age and stage ACEL level
P4	21	SIP1	Use of explicitly teaching writing in class and in targeted intervention groups to ensure progress for pupils to achieve age expected level	Explicitly Teaching Writing	Termly P&A meetings for progress review measured against ACEL, monitoring interventions and tracking	Majority of children in targeted group achieved age and stage ACEL level

## Wider achievements Coileanaidhean nas fharsainghe

- Gold Rights Respecting School Award accreditation June 2025
- The McRobert Cup, the Millburn Cup, the Baillie Cup, the Inter-school Sports
- Claymore Trophy at Inter-school sports
- Highland Hoopfest Mini-Basketball tournament trophy
- After-school clubs supported by parents, staff and Highlife Highland have included: orienteering, athletics, basketball, football
- The Rotary Quiz and the EuroQuiz
- Enterprising Maths Competition
- P7 Residential trip
- Class trips
- Science visits to UHI
- P7 leadership activities including lunch-time clubs - football, team games, drama/dance and art club
- Rights Respecting Schools ambassadors - pupil participation from P1-P7
- JRSO - officers leading road safety campaign and awareness raising throughout session
- Competitions such as design a RRSA mascot, banners and Goldie the Globe
- Celebration of outside school achievements
- Event days such as World Book Day
- Learning/engagement with Maths Week Scotland and Book Week Scotland

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

### Pupils' views:

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*It's good to have rights. You've always got them.*

*You can go to an adult here if you need help or if you've got an idea and they will help you.*

*Rights help you to have a happy life.*

*Rights help you to feel safe*

*Teachers will listen. They get your voice and the other person's voice - everyone gets a say.*

*People can tell an adult if they're worried about a friend.*

*It's very good to know you can make a change.*

*We can decide on things we want to learn and show what we know.*

### **Parents' views:**

*The children have developed the skill of empathy. The kids are so kind here.*

*My child feels safe in class. Everyone is supported in the way that they need. They all feel nurtured and able to nurture others.*

*Everyone is accepting of everyone else. Everyone is included.*

*The staff team go over and beyond to meet the needs of our children here.*

## **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:

	<b>ELC</b>	<b>PRIMARY</b>
<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:

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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- Lesson Study with a Numeracy focus
- Developing consistent approaches to the pedagogy of spelling through Wraparound Spelling
- Further Developing Inclusive Classroom Practice through CIRCLE approaches
- National Improvement Writing Programme (at P4 & P5)

## Planning ahead

### A' planadh air adhart

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Full details of the school's 2024/25 improvement priorities and actions are detailed on the school improvement plan, which can be accessed on our website [www.inshes.blog](http://www.inshes.blog) or by contacting the school office.