



STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2024-2025

Inver Primary School



Champions Committed, Helpful, Adventurous, Mannerly, Positive, Independent, Organised, Nurturing, Successful

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?* 4 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.

Jane Mackay
Head Teacher
Inver 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
95.2%

Average Class Size
10.5

Meeting PE Target
Target Met

Pupil Numbers
21

Teacher Numbers
2

Pupil Teacher Ratio
8.8

Inver Primary School is located in a rural, setting serving the local community of Inver, about 6 miles out of Tain.

There are 22 children attending the school, ranging from P1 – P7. P1-7 are taught in two classes, P1-4 and p5-7.

The headteacher has overall leadership responsibility for Inver Primary School and Knockbreck Primary School. The headteacher is supported by a DHT and a PT for the cluster. 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 very good. Children achieve appropriate CfE levels in literacy and numeracy and, across the school, a few children are exceeding nationally expected levels. Almost all children who face barriers to learning are making good progress towards meeting their individual targets.

Overall children are making the following progress:

Reading

Very good progress

Writing

Very good progress

**Listening and
talking**

Very good progress

Numeracy

Very good progress

We have had no exclusions this year.

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

Motto

There is a Champion in us All!

Vision

At Inver Primary School we will create a welcoming ethos where everyone feels happy, included and part of Inver Primary's family. Every child will have opportunities to learn and find success by being supported and challenged appropriately, to allow them to do so in a safe and nurturing environment.

Values

COMMITTED
HELPFUL
ADVENTUROUS
MANNERLY
POSITIVE
INDEPENDENT
ORGANISED
NURTURING
SUCCESSFUL

Aims

Ensure in our pupils the ability to be effective learners and take ownership of their learning
To work as a team and have the confidence to contribute
Ensure children have the confidence to take risks in their education
Develop a sense of personal responsibility and encourage high standards of behaviour
Help children learn to celebrate their achievements, recognise individual success and develop resilience
Celebrate and nurture the children's diversity, provide equality of opportunities and ensure they are aware of their rights and responsibilities

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: HIGHLAND PROGRESSIONS

Purpose:

To engage with highland literacy and numeracy progressions and to develop consistency in learning, teaching, and assessment.

Progress:

Content:

- All teaching staff completed number sprinkle training and numeracy interventions.

Impact:

- Staff are familiar with the updated Highland Numeracy Progression and are using this to support planning and differentiation.
- All staff are aware of number sprinkles approach to planning but this has currently not been adopted across the school

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- All staff are aware of the group diagnostic assessment approach but this has not been adopted as we currently have SOFA's/NSA's twice a year plus teacher's own assessments give the required information and help to track progress.
- Tracker agreed across the cluster to support listening and talking end of level judgement. Agreed that a more detailed tracker/progression required, especially at Early level to support judgements.
- All staff to be confident in agreed approaches to learning, talk for writing, emergent literacy, wrap around and Epic 8 as appropriate.
- PRD discussions supported staff to identify training needs and opportunities.
- Listening and Talking progressions, tools and trackers were trialled and evaluated with stage partners.
- Tracker agreed across the cluster to support listening and talking teacher judgement this is supporting discussion at attainment meetings. Agreed that a more detailed tracker/progression required, especially at Early level to support judgements.
- Talk for writing was continued to be embedded across the cluster. All classes planning model texts, moderating and linking results to class trackers.
- Staff confidently moderated writing within levels using the rubric, ensuring end of level judgements are consistent.
- Moderation of the talk for writing process, ensuring continuity across levels.
- Through classroom observations and attainment meetings it is evident that staff have more confidence in making end of level judgements.

Next steps:

- Continue to consistently use the agreed listening and talking resources.
- Further embed the use of HC literacy and numeracy progressions.

School Priority:

Assessment, Tracking and Monitoring

Purpose:

To engage with Progress and Achievement (P & A) and Seemis as a tracking and monitoring tool.

Progress:

Content:

Impact:

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All staff undertook Progress and Achievement training, to enable progress and reporting to be recorded consistently using Seemis.

- Across the ASG staff have a better understanding of Highland Council's Tracking, Monitoring and Reporting Policy following In-Service tasks.
- Staff more confident to share and discuss a folio of work with colleagues evidencing pupils on track.
- Visual timeline of a level, created to support staff's understanding of the codes.
- Moderation of levels as a staff to further increase confidence in end of level judgements.
- Increase in staff confidence using the new coding on Seemis to show progress through a level.
- P & A used together during attainment meetings to consolidate end of level discussions and increase staff confidence using the Seemis reporting tool.
- Increased awareness and confidence in the use of data to support judgments as evident during attainment discussions.
- Use of data to plan learning and support teacher judgement.

Next steps:

- Continue to use Seemis to record progress and as a reporting tool in term 4.
- Continue to moderate literacy and numeracy to increase confidence making end of level judgements.

School Priority:

Play and Outdoor Learning

Purpose:

Continuing to develop and engage with principles of Realising the Ambition.

To ensure we are utilising the school environment and outside areas to their full potential, to provide quality learning experiences.

Progress:

School grounds and the outdoors used regularly to deliver learning experiences across the curriculum

Impact:

- Links in outdoor learning identified by pupils. A tree symbol in their jotters is used to clearly show the outdoor learning experiences.
- E's and O's delivered through outdoor learning were audited at the beginning and end of the year to show progression using

the outdoors to enhance learning experiences.

- Staff engagement with the principles of 'Realising the Ambition'
- Longer weekly sessions of play pedagogy to give children the opportunity to engage in deep play/child lead activities, introduced in P1-4
- Responsive planning linked to E's and O's to facilitate more child centred play in P1-4 was introduced. Positive feedback from staff and pupils.
- Continue to gather 'loose parts' in outdoor area to stimulate play, creativity, and choice were introduced. Continue to observe and listen to pupils to gauge increased confidence in creativity and problem solving.
- Timetabled outdoor learning introduced across the school. Teacher kit bags and pupil grab bags were created to support creativity. Aim to have 3 sessions a week.
- Community partnership created with Adventura Scotland to enhance outdoor learning.
- Pupils in P6/7 worked with Adventura Scotland to achieve their JASS award. Showing increased confidence using their meta skills, creativity and enterprising skills.

Next steps:

Continue to engage further with the principles of 'Realising the Ambition'
Continue to use the school grounds and the outdoors to deliver cross curricular learning to enrich pupils' experiences.

Progress and impact of Pupil Equity Fund

All pupils involved improved. Phonological Awareness show increase by 3.

All pupils involved have shown an increase in their writing progress, ranging from between 3 and 8 points on the rubric scale.

All pupils involved in P3-7 showing an improvement in spelling age, ranging from a few months to one pupil showing an increase of over a year.

Wider achievements

Coileanaidhean nas fharsainghe

-
- Rights Respecting Schools Silver Award.
 - Winners of first round of Rotary Quiz.
 - Winners of Ross-Shire Schools Cross Country for their group.
 - Winners of Ross-Shire Schools Swimming for their group.

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- Alexandra overall girls cross country champion.
- Archie one of the winners for Mikeysline positive affirmations competition.
- 3rd Place in Tain ASG Dancing Competiiton.

Comments from learners, families, stakeholders and staff

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

Learners

- We learn about meta skills and which ones we are using.
- It is so important that we get to speak our voices. It is good we get to choose and learn about something we enjoy.
- We have good relationships because everyone makes sure everyone is included.

Families

- The lunchtime clubs are great. My son wanted a chess board after playing at school.
- The HQA's are helpful to understand what my child learns at school. They are really helpful and interesting to see what the pupil and teacher thinks.
- Great opportunities to see the progress in my child's learning.
- Parental open afternoons are a great chance to see children's work and the progress they have made.
- They never miss out at Inver Primary!

Stakeholders

- It's impressive how the children work effectively in the school and also so well in the village.
- Great to be invited again to Inver. The children are always welcoming and confident. They have wonderful ideas for the next steps of our partnership.
- Great to hear about what the children know about Mikeysline and how they use Decider Skills, positive mottos and are kind to each other.
- Clear to see that the values and ethos you foster within the school shines through in the pupils' conduct and attitude.

Staff

- Moderating on track and borderline pupils with staff across the ASG was very helpful
- Great to be able to chat to colleagues working at the same level.
- Listening and talking trackers were useful but needed the progression for more detail and to be more specific.
- The new HC numeracy progression looks very similar to the one we are currently using in our cluster. Clear and good to see next steps for that concept would be.

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.	Very good
QI 3.1 Wellbeing, equality and inclusion	Choose an item.	Very good
QI 3.2 Raising attainment and achievement/Securing children's progress	Choose an item.	Very good

Our overall evaluation of our capacity for continuous improvement is:

We are confident in our capacity for continuous improvement.

Key priorities for improvement planning

Prìomhachasan airson planadh airson leasachadh

Continue to raise attainment in Literacy and Numeracy.

Continue to build on current practice for play and outdoor learning and implement next steps.

Continue to involve all stakeholders in the self-evaluation process, floor books, recognising the importance of everyone's voice.

Continue to improve the use of data to plan learning, raise attainment and support teacher judgement,

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 [Inver Primary School](#) or by contacting the school office.