



STANDARDS AND QUALITY REPORT 2025-26

AITHISG INBHEAN IS CÀILEACHD

INVER PRIMARY



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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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
96%

Average Class Size
9

Meeting PE Target
Target Met

Pupil Numbers (inc nursery)
18

Teacher Numbers
2

Pupil Teacher Ratio
9

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

There are 18 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 Hilton of Cadboll Primary School The headteacher is supported by a PT for the cluster. Staff and children from both schools are beginning to work together and develop a positive partnership.

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.

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

Reading

All

Writing

Almost all

**Listening and
talking**

All

Numeracy

All

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School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

At Inver Primary our **vision** for success is that everyone can:

‘There is a Champion in us all’

At Inver we all aim to be

C – Committed

H– Helpful

A – Adventurous

M – Mannerly

P – Positive

I – Independent

O – Organised

N – Nurturing

S – 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

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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: To continue to raise attainment and promote achievement in literacy and numeracy through improvement of teacher pedagogy, confidence, knowledge, and skill.		
School Improvement Plan Priority 1		
Summary of progress	Next steps	Stakeholder Views
1. Raising attainment in early reading (P1–P3) Developing the teaching of reading and phonics: - Staff have engaged in professional learning to support the implementation of the <i>Read Write Inc.</i> programme, including collaboration with colleagues from other schools. - The programme has been introduced and is being embedded across P1–P3, supporting a more consistent and structured approach to the teaching of early reading and phonics. 2. Improving the teaching of writing Developing the teaching of writing:	Continue to embed Read Write Inc. across P1–P3 and use attainment and progress data to identify and provide targeted support for learners requiring additional challenge or intervention. Further develop moderation and assessment practices to ensure consistency in teacher judgements and support continued improvement in writing attainment across all stages. Continue to develop pupils' conceptual understanding and application of numeracy skills, with a particular focus on fractions, decimals and percentages, through high-quality learning, teaching and assessment approaches.	Teaching Staff: Staff report increased confidence and enhanced pedagogical knowledge in the teaching of reading and writing, enabling them to deliver high-quality learning experiences and better support pupil progress. Pupils Views: Read Write Inc. <i>"Read Write Inc. helps me sound out words I don't know."</i>

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• Staff have engaged with the National Improving Writing Programme, supporting the development of a shared and consistent approach to the teaching of writing. • This approach is now being embedded across classes, with a focus on improving the quality of pupils' writing and raising attainment. 3. Raising attainment in numeracy Developing numeracy skills and understanding: • There has been a focus on daily practice of basic facts across classes, using a variety of approaches to support engagement and progression. • Regular assessment, including baseline and summative assessments, has been used to track progress and inform next steps in learning. • Targeted approaches have been implemented to improve understanding of fractions, decimals and percentages, including the use of <i>White Rose Maths</i> and <i>Heinemann Active Maths</i> resources. • This remains a key area for continued development in the next session.		<i>"I feel more confident reading aloud in class."</i> <i>"Working with a partner helps me learn."</i> <i>"The speed sounds help me with my spelling."</i> National Improving Writing Programme <i>"I am better at adding detail to my writing."</i> <i>"The writing lessons help me organise my ideas."</i> <i>"I use success criteria to improve my work."</i> <i>"I use more interesting vocabulary in my writing."</i>
Impact Pupils demonstrate increased confidence and fluency in reading. Improved phonics knowledge supports more accurate decoding and spelling. A greater proportion of pupils achieve expected Curriculum for Excellence levels in reading. Pupils engage more positively with reading and develop a stronger enjoyment of books and texts. Pupils produce higher-quality writing across a range of genres and curricular areas. Increased confidence in planning, drafting and improving written work. Improved use of vocabulary, sentence structure and writing conventions. A greater proportion of pupils achieve expected Curriculum for Excellence levels in writing.		

Increased fluency and accuracy in basic number facts and calculations. Improved confidence in applying numeracy skills across a range of contexts. Better understanding of fractions, decimals and percentages and the relationships between them. Increased attainment in numeracy, with more pupils achieving expected Curriculum for Excellence levels.	
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School Priority 2: Inver Primary School has worked hard to receive the RRS Silver Award in 2025. The next step is to embed a sustainable, whole-school rights-based approach across ethos, policy, curriculum, and community, enabling Inver Primary to achieve the Gold Rights Respecting Schools Award within the next 3 years.			
School Improvement Plan Priority 2			
Summary of progress	Next steps	Stakeholder Views	
Rights Respecting Schools – ‘Going for Gold’: Embed the rights in daily teaching and learning, rights cards are displayed around the school, placement has been selected by the children. Suggestion box is regularly checked by RRS representative pupils and teachers try to ensure that these are listened to and children’s suggestions are carried out where possible. Rights Respecting monthly ‘Around the World’ lessons with personal passports have been carried out this session. Rights Respecting wall display is regularly updated. Rights of the month have been selected and the RRS representative group decide on activities for their peers to carry out.	Continue to embed the rights in daily teaching and learning. Create a short sequence of Rights videos to share with wider stakeholders. Continue CPD to find new resources to share with the children.	Teacher view: Pupils have an excellent understanding of their rights and the things that they are entitled to as children in both learning and home environments. They understand that there are children who are entitled to these rights but that some live in areas where they are yet to receive these rights. Pupil view: “Unicef help children with things they don’t have, for example fresh water for people who don’t have it.” “We learned about reindeer who deliver medicine which was very cool.” “We got some of our suggestions – new glue sticks, glue guns, a school trip, a	

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		pyjama day, footballs for the playground, we did some Go Noodle.”
Impact		
Pupils have: Develop a stronger understanding of their rights and responsibilities, enabling them to make informed choices and demonstrate respect for the rights of others. Feel that their voices are valued and acted upon, leading to increased confidence, self-esteem and engagement in school life. Experience greater opportunities to participate in decision-making, fostering leadership skills, responsibility and active citizenship. Develop a broader understanding of global issues, diversity and inclusion through the Rights Respecting ‘Around the World’ learning experiences, helping them to become informed and compassionate global citizens. Demonstrate increased confidence in discussing and applying children's rights in a range of contexts, both within school and beyond. Show improved relationships and a stronger sense of belonging within the school community, contributing to a positive, inclusive and respectful ethos. Take greater ownership of Rights Respecting Schools initiatives through leadership groups, developing skills in teamwork, communication, planning and evaluation. Be more engaged in learning and school improvement activities, recognising that they have a meaningful role in shaping their school community. Further embed the values of respect, fairness, inclusion and equality in their everyday interactions and behaviour.		

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Contribute to the school's successful achievement and sustainability of the Rights Respecting Schools Gold Award , ensuring that children's rights are fully embedded within the culture and ethos of the school.	
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School Priority 3:		
Staff will build upon the progress made by continuing to develop and engage with principles of Realising the Ambition and by engaging with the Outdoor Learning Primary Progression Pathway to ensure we are utilising the school environment and outside areas to their full potential, to provide quality learning experiences.		
School Improvement Plan Priority 3		
Summary of progress and impact	Next steps	Stakeholder Views
Further use of school grounds and the outdoors to deliver learning experiences across the curriculum, extending to include the Outdoor Learning Primary Progression Pathway Further engagement with the principles of 'Realising the Ambition.' Design and Implement a Play Policy. Build on Further Partnership Opportunities linked to Outdoor Learning	Further engage with the Highland Council Outdoor Learning Pathway to strengthen staff confidence and understanding of progressive outdoor learning experiences. Ensure that outdoor learning is embedded within timetabled planning across the school, providing regular and meaningful opportunities for learners to develop skills in real-life contexts. Visit other educational establishments with a class to observe and evaluate effective play-based and outdoor learning approaches, identifying best practice that can be adapted and implemented within our own setting. Support P6 pupils to work with Adventura Scotland towards achieving their JASS (Junior Award Scheme for Schools) Award. Through participation, pupils will continue to develop their confidence, metaskills, creativity, resilience and	Pupils feel that the curriculum: <i>Allows them to work together on tasks</i> <i>Allows them to take part in lots of activities in class and outside</i> <i>Allows them to access and choose a range of books and novels</i> <i>Allows them to have a choice of learning topics</i> Pupils feel that curriculum enables them to develop the following skills: <i>Turn taking</i> <i>Listening and communication</i> <i>Reading aloud</i> <i>Working in teams</i> Pupils feel that the curriculum ensures that they: <i>Get access to help when needed when partner working or working independently</i> <i>Can do things at the end of the year that they could not at the start</i>

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	enterprising skills while taking responsibility for their own learning and personal achievements.	<i>Have access to challenging and hard tasks</i>
Impact		
Experiences and Outcomes (Es and Os) delivered through outdoor learning were audited and mapped to demonstrate progression, ensuring that outdoor environments are used purposefully to enrich learning and provide meaningful, real-life contexts for pupils. Responsive planning linked to Experiences and Outcomes was introduced across P1–4 to support more child-centred play-based learning. Feedback from both staff and pupils has been positive, with increased engagement, motivation and opportunities for pupil-led learning observed. The range of loose parts available within the outdoor learning environment was expanded to promote creativity, imagination and learner choice. Ongoing observations and pupil voice evidence indicate growing confidence in problem-solving, collaboration and creative thinking. Timetabled outdoor learning was embedded across the school, supported by teacher kit bags and pupil grab bags. This has increased the frequency and quality of outdoor learning experiences, providing pupils with regular opportunities to develop skills for learning, life and work in a variety of contexts		

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

All pupils involved improved.

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

All pupils involved in P1-7 showing an improvement in spelling age,

Wider achievements

Coileanaidhean nas fharsainghe

Pupils have enjoyed the experiences that Ross-shire Primary School Sports Association (RPSSA) has given them. Competitions have helped the pupils form positive friendships and relationships across the cluster and Associated School Group promoting health and wellbeing and giving them access to opportunities for participation in sport. The children have also attended other academic, creative and expressive events and competitions.

- ✓ Cross Country
- ✓ Scottish Country Dancing
- ✓ Football
- ✓ Swimming
- ✓ Athletics
- ✓ Rotary Quiz

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Teachers and pupils within our school and the support of volunteers from the local community has enabled the following clubs to run at various points in the school year.

- ✓ Football Club
- ✓ Athletics Club
- ✓ Running Club
- ✓ Chess Club
- ✓ Drawing Club

We organised several themed weeks which gave the children an opportunity to achieve success in variety of ways this year:

- ✓ Health and Wellbeing Week
- ✓ Careers Week
- ✓ E-Safety Week

We organised several school events to provide opportunities for pupil participation and achievement:

- ✓ Hilton Stone Fun Run
- ✓ Highland Games
- ✓ House Team Challenges
- ✓ School Cafes
- ✓ Visits to the local community
- ✓ School Show – Hansel and Gretel

Our Citizenship Programme enables pupils with the opportunity to experience success outside of the classroom and promotes partnerships with children from other classes:

- ✓ Gardening Group
- ✓ Digital Leaders
- ✓ Rights Respecting Schools Group

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In the local community our pupils attend a number of regular events such as:

- ✓ Football Training
- ✓ Youth Club
- ✓ Horse Riding
- ✓ Self-Defence
- ✓ Tennis Club
- ✓ Swimming
- ✓ Dancing
- ✓ Craft Club

We will continue to build on and actively encourage pupil participation in a wide variety of groups, activities, and competitions.

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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:

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

Continuing to develop and engage with principles of Realising the Ambition and by engaging with the Outdoor Learning Primary Progression Pathway to ensure we are utilising the school environment and outside areas to their full potential, to provide quality learning experiences.

Inver Primary School has worked hard to receive the RRS Silver Award in 2025.

The next step is to embed a sustainable, whole-school rights-based approach across ethos, policy, curriculum, and community, enabling Inver Primary to achieve the **Gold Rights Respecting Schools Award within the next 2 years.**

To review the curriculum to ensure that all children experience a wide range of learning across all subject areas and to raise **awareness** of the new **Curriculum Improvement Cycle (CIC).**

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 by contacting the school office.

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