



STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2024-2025

Inverie Primary School



Responsibility • Respect • Resilience • Creativity • Curiosity • Compassion

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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%

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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

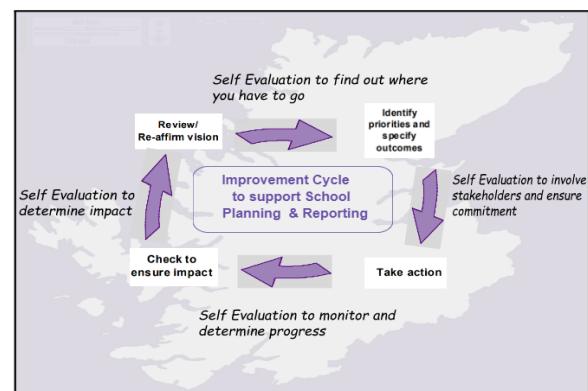
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

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 daonna a' faicinn na Gàidhealtachd mar dhachaigh.

Pamela Watt
Head Teacher
Inverie 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.

Attendance
81.7%

Average Class Size
7

Meeting PE Target
Target Met

Pupil Numbers (inc nursery)
7 (+3 in Nursery)

Teacher Numbers
1

Pupil Teacher Ratio
7

Inverie Primary School is located in a rural, coastal setting serving the local community of Inverie and the Knoydart Peninsula, on the Northern coast of Loch Nevis.

There are 7 children attending the school and 3 children in nursery, ranging from N3 - P7. P1 - 7 are taught together in a single multi-stage class and there is separate nursery accommodation for 3 and 4 year olds.

The headteacher has overall leadership responsibility for Inverie Primary School, Arisaig, Lady Lovat and Mallaig Primary Schools. The headteacher is supported by a principal teacher and Depute Head Teacher. Staff and children across all our clustered 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 good. Children achieve appropriate CfE levels in literacy and numeracy and, across the school, a few children are exceeding nationally expected levels. All children who face barriers to learning are making very good progress towards meeting their individual targets.

Overall children are making the following progress:

Reading

Good progress

Writing

Good progress

Listening and talking

Good progress

Numeracy

Good progress

We have had no exclusions this year.

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

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At Inverie Primary, we strive to nurture confident, caring, and curious children who achieve their full potential in a supportive and inclusive environment. We are committed to high-quality learning and teaching, encouraging creativity, critical thinking, and a strong sense of responsibility — to ourselves, our community, and our planet.

Guided by our core values of Responsibility, Respect, Resilience, Creativity, Curiosity, and Compassion, we promote positive behaviour, healthy lifestyles, and respect for cultural diversity, preparing our learners to thrive in a changing world.

Our aims are:

- To ensure our children achieve their physical, emotional, social and intellectual potential, through a supportive, inclusive welcoming environment, one which promotes a strong sense of community.
- To strive for academic excellence by providing high standards of teaching and setting high expectations for all our learner.
- To encourage creativity and critical thinking skills and a sense of responsibility to the environment.
- To foster an appreciation of cultural diversity and global awareness.
- To promote healthy lifestyle choices, including an awareness of how to maintain mental health.
- To promote positive behaviour, as underpinned by our school values.

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:

Raising Attainment in Numeracy

Purpose:

Improving numeracy remains a core priority to ensure that all learners at Mallaig 3–18 Schools acquire the essential skills needed for everyday life, lifelong learning, and employment. Numeracy is a foundational element of equity in education, and improving attainment in this area directly supports national and local strategic aims.

Progress:

- ✓ Our work at Inverie Primary aligns closely with the priorities of the National Improvement Framework, particularly in raising attainment and closing the attainment gap. Some staff have engaged in high-quality CLPL, including training in the Highland Numeracy Progression, leading to a better understanding and application of the Highland Numeracy Framework in daily practice. This has enhanced our ability to plan effectively for progression and to identify next steps in learning.
- ✓ National Standardised Assessments were completed by all eligible classes, and the data, alongside other assessment evidence, informs our robust tracking and monitoring processes.

Impact:

- ✓ Staff engagement with the Highland Numeracy Progression has led to improved confidence and consistency in planning for progression in numeracy. Children are benefitting from more targeted teaching and timely interventions. The increased understanding of the Highland Numeracy Framework has strengthened professional dialogue during termly tracking meetings, resulting in more accurate identification of pupils requiring support or challenge.
- ✓ National Standardised Assessment data is being used more effectively to inform next steps, and pupils' progress is more closely monitored. As a result, attainment in numeracy

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Termly tracking meetings with the Senior Management Team support early identification of children who would benefit from additional support or further challenge. Appropriate interventions are then planned and implemented. This systematic approach ensures our vision—to nurture confident, caring, and curious children—is matched with consistently high expectations and support for all learners to achieve their full potential.

is improving, and learners are increasingly confident in applying their numeracy skills across the curriculum.

Next steps:

Improving attainment in numeracy will continue to be a priority across our schools.

- Embed regular opportunities for staff to engage in moderation of numeracy to support consistency and shared expectations across levels.
- We've identified two high quality resources aimed at supporting numeracy and intend to introduce from August. We will schedule professional learning opportunities for our teachers. Continue to embed basic facts and raise attainment – share good practice across the cluster.
- Highland wide moderation activity in numeracy. Establish the use of digital resources such as White Rose Maths and MathsBot to enhance planning, teaching, and pupil engagement in numeracy.
- Embed HNP Basic facts assessments and edit to match benchmarks and realistic expectations across all levels.
- Ensure all staff are familiar with the administration of HNP assessments: ensure staff receive relevant training as identified and required.
- Continue to develop / share tracking systems to ensure they reflect both children's depth of understanding and their progress over time.

School Priority:

Improving our Assessment for Learning

Purpose:

Improve staff understanding of assessment frameworks and moderation techniques. Authority evaluation identified a need for greater consistency across schools, in terms of our own self-evaluation. We recognised there needs to be greater consistency across our cluster and that moderation activities and scrutinising data are an excellent opportunity to share good practice and raise attainment. Improving Assessment for Learning practices supports several key **National Improvement Framework (NIF)** priorities:

Improvement in attainment, particularly in literacy and numeracy

AifL helps identify gaps and strengths in learning, allowing for timely interventions and tailored support that raises attainment.

Assessment for Learning also aligns strongly with several Education Scotland Quality Indicators, including

2.3 Learning, Teaching and Assessment

AifL strengthens the quality of learning and teaching by ensuring learners understand success criteria, receive timely feedback, and are actively involved in assessing their own progress. Staff use assessment information more effectively to plan next steps in learning.

Progress:

- ✓ Moderation is now a regular collegiate activity.
We use national/ regional exemplars and stage

Impact:

- ✓ Increased confidence and consistency in teacher judgements.

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moderation to clarify expectations. Engaged in professional dialogue about what “achieved a level” looks like.

- ✓ Some progress has been made towards using rich tasks which integrate a range of skills and assessments.
- ✓ Very good progress has been made towards digitalising assessments, tracking and monitoring
- ✓ Improved reliability of assessment information used for tracking and reporting.
- ✓ Greater professional collaboration and collective responsibility for standards.
- ✓ Staff feel supported and professionally challenged.
- ✓ Assessment decisions are more valid and equitable.
- ✓ Leads to improved learning, teaching and curriculum design.
- ✓ Learners experience coherence and progression in their learning.

Next steps:

- Establish whole school moderation calendar
- Build in regular time for moderation across stages and with cluster partners.
- Ensure coverage of literacy, numeracy and interdisciplinary learning across the year.
- Develop and share rich assessment tasks
- Co-create a bank of rich tasks that reflect breadth, challenge and application.
- Align these tasks clearly to benchmarks and levels.
- Deepen learner involvement
- Involve pupils in self- and peer-assessment routines consistently.
- Continue to strengthen/improve our use of assessment.
- Embed regular review meetings to analyse assessment data and plan next steps.
- Through developing teacher confidence, ensure we make the best use of SNSA and formative assessment evidence together to identify and respond to gaps.
- Revisit Assessment is For Learning Principles and embed in 3-18 Learning and Teaching Policy

School Priority:

Outdoor Learning

Purpose:

Outdoor learning offers rich opportunities to enhance children’s educational experiences by connecting curriculum delivery with real-world contexts. It supports the development of skills for learning, life, and work, and contributes to children’s health, wellbeing, and engagement.

As a rural school with unique access to local natural environments, we are ideally placed to embed high-quality outdoor learning across the curriculum. This approach aligns with national priorities and the expectations outlined in Curriculum for Excellence Through Outdoor Learning and Learning for Sustainability.

Developing our outdoor learning provision also responds directly to the National Improvement Framework priorities of improving children’s health and wellbeing and delivering high-quality learning and teaching. It promotes equity by offering inclusive, active, and accessible learning experiences for all pupils.

Progress:

- ✓ Identified opportunities across stages
- ✓ Teacher has completed professional learning on outdoor pedagogy, risk assessment, and curriculum links.

Impact:

- ✓ Increased staff confidence and capacity in outdoor pedagogy.
- ✓ We’ve made better use of our local environment and community resources.

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- ✓ Staff have planned and trialled outdoor lessons across different subject areas.
- ✓ Made some improvement imbedding progression in outdoor learning from early to second level.
- ✓ Enhanced planning and assessment to reflect outdoor contexts.
- ✓ Developed positive partnerships with Knoydart Rangers.
- ✓ Provided high quality, engaging lessons for both Primary and Nursery children.

Next steps:

Develop Progressive Pathways

- Create a whole-school progression framework for outdoor learning from Early to Second Level.
- Ensure planning reflects breadth and depth across CfE curricular areas.

Embed Outdoor Learning in Planning and Assessment

- Include outdoor learning in forward plans and ensure links to Es and Os.
- Use observation, pupil voice, and formative assessment to evaluate learning outdoors.
- Gather pupil, parent, and staff feedback on engagement and wellbeing

Renew our Eco School status.

Wider achievements

Coileanaidhean nas fharsainge

Swimming - Term 1 and 4

Outdoor Learning with Costi - Term 1 and 4

Burying Knoydart Foundation 25 year celebration time capsule

P7 - Junior Leaders

P6/7 - Basketball

P6/7 - YMI with Eilidh Shaw

P6/7 - Cross Country

Taekwon Do - all year and Yellow Tag Belt Grading

Write Highland Hoolie Workshop at MPS

Christmas Tree collection with Knoydart Forest Trust

Christmas Show - Hey Ewe

Safe, Strong and Free - Nursery

P7 - Outward Bound with Active Schools

Cluster Gaelic Day at MPS

P6/7 - Loch Insh Trip

World Book Day

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Nursery - P3 Toothbrushing Programme

Scottish Wars of Independence Dress Up Day

Comments from learners, families, stakeholders and staff

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

Pupils All of the children felt they were making good progress at Inverie Primary; they know what to do when they have a problem, they feel supported in their learning and that their teacher knows them.

Their teacher is great at: "helping me"; "teaching"; "spelling"; "spelling"; "helping you understand the lessons" "maths" and "helping us with our writing".

Class would be better if..."there was more Science"; "don't know"

"I don't really know"; "more space"; "more arts and History"; "we didn't have to wash our hands every time we sneeze"; we could go home earlier. 😊

Inverie Primary School by P7 Pupil, Rossa Brown

Incredible adventures lie here

Never ending fun

Very many teachers

Elite level friendship

Raging kids, ready to play

Imaginative minds, creating all the time

Educative moments every day

Primary school isn't just somewhere to learn

Rainy days bring everyone joy here

Irreplaceable people

Magical experiences

Accidents happen here and that's okay

Remember all the good times

Yes's, maybe's and no's

School is something everyone experiences and come to love

Crafts, writing, maths, music, outdoor learning

How will I adjust to not being here every day?

Oh, what I would do to be in nursery again, just being a little kid

Oh, but, what I would do to have another day right here

Leaving is hard but we'll all do it eventually, I'm just lucky enough to have made enough friends for a lifetime.

Parents: Outdoor learning has been great, lots of swimming lessons are very appreciated. Staff are great making Gaelic the L2 stream to allow children to achieve a level of competency to be able to take it as a subject when they get to high school.

Staff- settled and happy class of pupils; Across the cluster, In-person meetings rather than online ones.

Cluster events - Tag Rugby, Cross Country and our own schedule for swimming have all gone well. Pupils are more confident with their tables. Hoping to renew our eco school status- not had time this year. In terms of my own professional learning: I would like to visit the younger classes in the cluster.

I would like to improve spelling and reading in my class

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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	Satisfactory	Satisfactory
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

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

Raising Attainment in Literacy and Numeracy

Improve pupil progress through making best use of assessment and data to inform teaching. Further develop high-quality learning and teaching in reading, writing, and numeracy. Enhance professional dialogue and moderation within the school with cluster and ASG partners.

Promoting Inclusion and Equity

Ensure targeted support for pupils impacted by additional needs. Develop staff confidence and capacity to meet the needs of neurodivergent learners. Continue to build a nurturing approach across the school.

Empowering Pupil Voice and Participation

Strengthen opportunities for children to lead learning and influence change through pupil groups and decision-making forums. Embed the UNCRC and rights-based approaches across the curriculum and school life.

Enhancing Outdoor and Interdisciplinary Learning

Maximise use of the local environment to enrich the curriculum and promote health and wellbeing. Strengthen planning for progression in outdoor learning and real-life contexts, particularly in STEM and sustainability.

Promote Gaelic across the school

Raise awareness about its cultural significance; strengthen ethos and visibility of Gaelic across the school, Raise profile of Gaelic as our L3.

Planning ahead

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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 or by contacting the school office.

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