

# STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2024/25



**Inverlochy Primary and Early Learning and Childcare  
Centre**

HIGHLAND COUNCIL

EARL OF INVERNESS ROAD, INVERLOCHY, PH33 6LS

# 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%	91% - 99%	76% - 90%	51% - 75%	16% - 50%	Up to 15%



We are pleased to present our Standards and Quality Report for Session 2024-25. This report forms part of our quality improvement framework and 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 our practice. 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

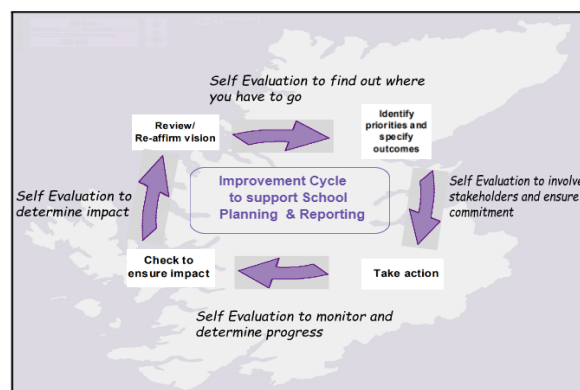
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research. This session, we worked closely with other schools locally in further developing our writing and assessment procedures. We also visited a school out with the area to learn about the playful learning approach they have adopted.

### 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.

Not only are our children and young people actively consulted, but they also take a lead in the self-evaluation process. Our Young Leaders of Learning take on a lead role in helping us gather views. 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.



At Inverlochy, we are passionate about enhancing the curriculum for our learners and this session, this has included having: enhanced music provision with class band being taught for Primary 5-7 and Kodally taught at P2-4. We also delight in having specialists visit, including some to help us master sports such as rugby and shinty, visitors to inspire us such as a local artist and utilising our wonderful community to support us in our learning (including learning to swim, Seed to Supper project, The Newton Room and sharing our values in the community). We care that experiences matter and we don't want anyone missing out, as such, our pupils all have the same access to club time and we greatly enjoyed having trips to the cinema, bowling and much more!

Together we are working hard to ensure the Inverlochy Primary and ELCC, and indeed 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.

Tanya Ross

Acting Head Teacher

Inverlochy Primary School and Early Learning and Childcare Centre

#IncredibleInverlochy

#EnhancingTheCurriculum

#TheJourneyCounts

#ExperiencesMatter



Respectful



Compassionate



Ambitious

Be the Best Version of You!

Hello

We are the Young Leaders of Learning and we make sure we are role models for everyone in school and we help with school improvements. We love to help the school grow! For that, we get feedback from other pupils, and also from families and staff so some of the feedback you see in here will have come from us! We use this to find out what we are good at and what we could do to make our school even better! We share what we are doing at assemblies, in classes and on Dojo. We all like presenting and we are all growing in confidence.

The Young Leaders of Learning love to make sure everyone on the pitch is doing well and has someone to play with. We are always ready to listen and to help. We sometime use drama in assemblies to help share and promote our values!

We also help set up fun days and plan events. If you come to an event at Inverloch Primary, you will be welcomed by us! We like to meet new people and to look after others. When we are planning events, we always get feedback from all the other pupils too. Jubilant June is a highlight for our school. We find out what each pupil would like to do in June for our end of session treats and once we find out which are the most popular choices, we get everything booked! Sometimes we might add in some surprises too like this year when we booked the magician to visit us.

The Young Leaders also take on other jobs. This year, we have promoted our values by getting everyone involved in Community Tag where a class at a time is nominated to share our values in our community. We love this! We also donated to the food bank. We also asked everyone to look after our corridors more and we do checks on how everyone is doing with this and we then share what we find with the classes. We also re-designed our Rationale and we have been helping add ideas for how we can make the curriculum even better in a plan for the teachers to use next year. Our next step is to promote our school houses and create a community newsletter.

We have had some real highlights. We have talked to other schools in the Highlands, to Education Scotland and to Head Teachers across Highland sharing what we do. We really love organising events, getting to speak at concerts and host our annual Maths Bee for all the schools in our area!

If you'd like to know anything else about our school, please get in touch. We look forward to welcoming you to Inverloch Primary!

From the Young Leaders of Learning

Milly, Livia, Isla, Caitlin, Athan, Ella, Rosie, Josh, Calleigh and Gracie

#IncredibleInverloch

#EnhancingTheCurriculum

#TheJourneyCounts

#ExperiencesMatter



## 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**  
**92.28%**

**Average Class Size**  
**23**

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

**Pupil Numbers**  
**136 Primary 33 ELCC**

**Teacher Numbers**  
**6 full time equivalent**

**Pupil Teacher Ratio**  
**23:1**

**N3**  
**11%**

**N4**  
**9%**

**P1**  
**12%**

**P2**  
**11%**

**P3**  
**10%**

**P4**  
**15%**

**P5**  
**11%**

**P6**  
**11%**

**P7**  
**10%**

**SIMD Q1<sup>1</sup>**  
**25%**

**SIMD Q2**  
**15%**

**SIMD Q3**  
**20%**

**SIMD Q4**  
**20%**

**SIMD Q5**  
**10%**

**Unknown**  
**10%**

**ASN<sup>2</sup>**  
**25%**

**No ASN**  
**75%**

**FSM<sup>3</sup>**  
**7%**

**No FSM**  
**93%**

**EAL<sup>4</sup>**  
**15.4%**

**No EAL**  
**84.6%**

2022/23 Proportions of pupils achieving Curriculum for Excellence Levels (P1, P4, P7 combined):

**Reading**

Most

**Writing**

Most

**Listening and  
talking**

Most

**Numeracy**

Most

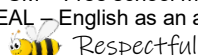
The small number of exclusions that occur in schools may lead to individual pupils being identified, therefore this data is not contained in this report. If you have any questions about exclusions, you should contact us directly.

<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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## School vision, values and aims

### Lèirsinn, luachan agus amasan na sgoile



Our Young Leaders of Learning designed our pupil friendly version of our Rationale (above) after we consulted with pupils, team members and families to review our values last session.



## 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:

#### Learning and Teaching

##### Purpose:

Staff and observational feedback showed that we would benefit from dedicating time towards a re-focus and development of our pedagogical approaches across all classes so that teachers felt confident in all aspects of this and so that consistent approaches were used by all. We aimed for pupil engagement to increase along with attainment levels to be strong.

##### Progress:

- ✓ Overall, good progress has been made in this area.
- ✓ A new system of tracking pupil progress has been implemented in school and moderation of assessment has taken place between schools across our associated schools group.
- ✓ Self-evaluation, tracking meetings and feedback show that teachers are more confident in evidencing attainment levels and using assessment data to plan valuable next steps.
- ✓ Learning and Teaching visits have a very targeted approach to identifying strengths and next steps relating to all aspects of pedagogy and apply greater accountability to teachers to follow up on actions.
- ✓ Teacher self-evaluation data shows that teacher confidence across all aspects of Pedagogy is improving. Learning and teaching visits support this.
- ✓ Pupil work standard has improved with clear expectations being shared with pupils and our team.

##### Impact:

- ✓ Average results show that most pupils achieve at appropriate levels across literacy and numeracy
- ✓ Writing attainment is lower than other literacy areas and also numeracy so is identified next focus.
- ✓ Intervention work took place for identified pupils with results showing a positive impact (see PEF on page 9)
- ✓ Across all aspects of suggested pedagogical approaches, all teachers note improving confidence since the introduction of this School Improvement Priority in Aug 2023
- ✓ Evidence from Learning and Teaching visits by the Acting Headteacher and Collaborative Lead show improved consistency of approaches across all classes and increasing engagement and shared expectations.

##### Next steps:

- All teachers to use our new progressions document from August 2025.
- Raising Attainment with focus on literacy to be development priority next session. This should include greater proportion of time being given towards reading and writing interventions. Additional focussed class writing opportunities should also be promoted at all stages though progress at the P4 & P6 stage monitored particularly closely.
- Retrieval practice to be further developed as part of school practice.
- Amendments and additions to be made to school Assessment Calendar to include Talking & Listening set oracy assessments, a set timetable for Highland Numeracy assessments and other curricular areas to now be added.
- Continue to develop curriculum delivery through: professional enquiry, learning and teaching visits and PRDs, sharing professional learning ideas to further develop practice and continuing to look at ways to enhance our curriculum.
- Continue to explore ways to enhance pupil engagement further including looking at collaborative learning approaches.
- Extend visits by teachers to other classes to being out with our school. Continue to facilitate opportunities for collegiate working time with other school across our associated schools group.

## Developing More Playful Approaches to Learning

### Purpose:

With the benefits of play evident across research and professional literature (including offering children more fun, motivation and engagement, developing their skills and supporting their fine and gross motor development) we wanted to ensure that each class has additional elements of play incorporated into their week.

### Progress:

- ✓ Every pupil now does engage in some level of child-led play from ELC to P7. This may include free play opportunities or Curiosity Tray time with these promoting endless child led play opportunities with endless play opportunities.
- ✓ ELC continues to provide continued play provision to a high standard which results in many nurseries visiting ours to see an example of positive practice
- ✓ Fun 31! Club time and committees take place every three weeks with pupils taking a lead role with these.
- ✓ Playtimes now have more resources for play. The Play Committee took a lead with this.
- ✓ Outdoor play continues to be a development. The Play Committee are currently collecting loose parts and a fenced area is due to be erected. Sheds are in place.
- ✓ P1 have adopted a more responsive approach towards planning
- ✓ ELC, P1, P2 and P3 children all regularly engage in outdoor play for curricular lessons almost daily
- ✓ Larger play area created for nursery and Out of School Care.
- ✓ Block play has been introduced up to P4/5.
- ✓ Team confidence continues to grow in ELC observations with additional training taking place this session.
- ✓ P1 have really explored the use of quality provocations this session to the benefit of our pupils.

### Impact:

- ✓ Overall, the progress made in this area has been satisfactory.
- ✓ Feedback has been incredibly positive from pupils, team members and families, especially relating to pupil led play through Curiosity Trays.
- ✓ Stay and Play sessions give positive feedback about them being valued sessions.
- ✓ Written and observational evidence shows that pupil voice is central to the experiences being received in P1.
- ✓ The lower half of the school now all have block play dedicated areas.

### Next steps:

- Outdoor play with loose parts to be ready to go by December 2025 at the latest. Loose parts to be sought and fence added to bottom of pitch.
- P1/2 and P2/3 to trial learning walls.
- Further develop the use of block play with a focus at the P1-4 stages.
- Establish clear and consistent approaches to outdoor play across all stages.
- Further develop playful approaches across all areas of the curriculum.
- Agree and finalise our Play Strategy for Inverloch Primary.
- ASG priority to develop skills in school.
- Learning maps and learning walls to be trialled in P1/2.



## Progress and impact of Pupil Equity Fund

### Adhartas agus buaidh Maoin Cothromas Sgoilearan

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#### Writing

Cold piece writing assessments show that from the target group, 95% have improved at least one level increment within the level (e.g. moved up from the start of first level to mid-first level), 37% improved more than one increment whilst one pupil has made small improvements though not enough to move up an increment within the level. Our current teacher judgements of Curriculum for Excellence Levels collated data shows that even with improvement being made by almost all pupils, writing attainment still contains our lower levels for PEF and for whole school, particularly at P4 and P6 stages. Writing interventions should be given proportionally more time next session to build on the difference being made. Class teachers asked to also incorporate more writing opportunities.

#### Reading

Whilst Schonell shows 63% of target group on track or beyond, SNSA/SOFA data shows this to be at 89%. Teacher judgement supports the SNSA/SOFA results. Schonell does however also show that 100% of target group have improved. On analysing Lexia progress (our online intervention) online, it can be seen that it is helping all pupils progress but access to it could be promoted more, hopefully promoting more progress next session. Pupils gave very positive feedback from Lexia, saying that they liked how it explained mistakes to them. They are also motivated by it being online. Additional reading time for the lowest achievers is also recommended for next session.

#### Numeracy

Data along with feedback from pupils and staff indicate that retrieval practice (introduced this session) is working with almost all of targeted group on track. This is to be further extended to class practice next session. A more detailed way of assessing maths using Highland Numeracy Progression is also currently being used, giving a much better picture of pupil attainment across different aspects of maths. This should continue and be built upon.

## Wider achievements

### Coileanaidhean nas fharsainghe

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Let's re-visit our vision statement and hashtags!...

Be the Best Version of You! We strive to meet our vision statement in everything we do. Some notable mentions this session include:

- We are proud of our school committees. Every child is part of one and their voice and their lead is actively encouraged by us and embraced by our wonderful pupils! Pupil voice is truly valued at Inverlochty!
- Young Leaders of Learning: Our team of YLOL have now presented to Education Scotland, other schools and headteachers from across Highlands!
- With our values held close to our hearts, we celebrate these along with wider achievements at our regular assemblies.
- For the fifth year running, we hosted the local Maths Bee which we established. Our pupils received high scores at this event.
- Yet again, we celebrated Scots poetry reciting at our annual Scots Factor competition in school.



Respectful



Compassionate  
Be the Best Version of You!



Ambitious

- In recognition of the talent we have at Inverlochry and pupil desire to compete locally, we have taken part in many local competitions this session including athletics, swimming, rugby and badminton, being regularly placed at these events.
- We have continued our tradition of engaging with the community by singing with the community around the Christmas tree in the village.
- In further supporting our value of compassion, we linked up with InverNevis Care Home and Care Lochaber to connect and lead fun with their patients and clients.
- Our hard-working shinty teams both continue to have success in matches against other schools.

#### #EnhancingTheCurriculum

- Every stage at Inverlochry from nursery to P7, receives enhanced music provision! We are passionate about music and very proud of the provision we offer. ELCC to P4 spend time weekly with a singing instructor and P5-7 participate in the class band project led by Mr Reynolds and Miss Thomson (Highlife Highland brass and woodwind teachers).
- Our P5, P6 and P7 class bands, our stringed instruments and our choir all performed to audiences of many hundreds this session!
- Currently the following enhanced sporting input is given from specialists, P1-7 shinty, P6 swimming, P4-7 rugby & P5-7 dance.
- In enhancing the arts, a local artist worked with our primary pupils.
- In showing off what we do to enhance the curriculum using the outdoors, we worked closely with UHI outdoor students this session for the third year running.

#### #ExperiencesMatter

We planned a series of engaging events this session, to treat our pupils and in support of equitable experiences for all, including:

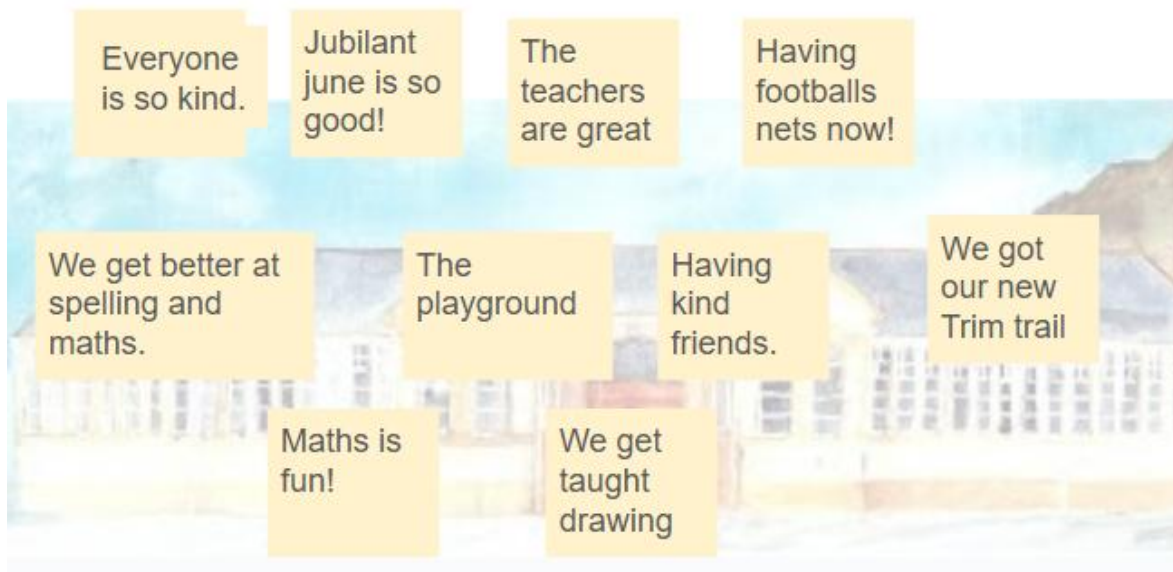
- Our school had a dance team which did fabulously performing at Dance Platform on two nights this session.
- Whole school trip to a cinema.
- Easter themed treasure hunt.
- Club opportunities that managed to record 100% attendance for our pupils.
- Family sessions for pupils transitioning into P1 to be joined by parents.
- A robust transition programme for our Rising 5s and the future S1s.
- Christmas concert which was incredibly well received!
- Themed days such as World Book Day and Children in Need.
- Jubilant June full of treats such as visiting soft play, bowling, going on inflatables, a magician's visit and getting the ice-cream van into school!

## Comments from learners, families, stakeholders and staff

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

From our learners (as sought and recorded by our Young Leaders of Learning)...

What makes Inverlochry Primary and Nursery so great?



What would make Inverlochry Primary and Nursery even better?



What do we like about how we learn?

The Maths is good.

Spelling is fun.

Digital learning is fun.

Outdoor learning - we like this!

New outdoor games.

Digital maths

Fun ways to learn times tables

Writing

Reading is good!

Drawing with an artist

Nursery ->  
<-

From our families (as sought and recorded by our Young Leaders of Learning)...

Keen to listen and help

What makes Inverloch Primary and Nursery so great?

Very inclusive

Sports day.

Summer fayre

Fantastic parent council.

Trips into the community

Community tag

Face to face interactions are promoted

Approachable staff

Class band initiative

Such a welcoming school

Children really come on with literacy.



What would make Inverloch Primary and Nursery even better?

Class band  
concerts to  
continue,  
please!

Art show  
to keep  
going.

Jubilant June  
- stick with  
this.

A shelter.

Keep getting  
visitors in like  
the artist.

More  
clubs.

We appreciate that the cost of living has gone up. Please can you share how school can support this?

'Suggested  
Donation'  
should  
continue to be  
used

Parents happy  
to support  
fundraisers  
and like fayres

Art  
Show.

Parents  
love  
themed  
days

Yes to  
uniform  
bank

Fruit given at  
school when  
possible

More  
of the  
same

Fun  
Friday.

school  
party

Sponsored  
walk,  
everybody  
together.



Our staff participate in regular self-evaluation opportunities. Below includes some extracts from our staff responses:

- We celebrate successes well.
- All staff are keen to share skills. We value the professional enquiry projects we undertake. We get good ideas from each other.
- Committees are going well.
- We value working with the other schools in our area.
- Pupils are regularly in the outdoors and community.
- Pupils are supportive of each other.
- Retrieval practice is now used and plenaries are valued.
- Our PSA team are of incredible value at supporting our children.
- Everyone has shared expectations for promoting positive behaviour.
- Clubs and committees give so much valuable opportunity to every child.
- Children know what they are good at and what they are working on.
- Our pupils are encouraged to be responsible and generally are.
- We have got much better at tracking progress and using data to help plan next steps.
- Wrap Around has had a positive impact on spelling and pupils value it.
- Pupils are motivated by Talk for Writing and write much more than previously.
- We work well with other agencies.

## 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	SECONDARY
<b>QI 1.3</b> Leadership of change	Very good	Good	Choose an item.
<b>QI 2.3</b> Learning, teaching and assessment	Good	Good	Choose an item.
<b>QI 3.1</b> Wellbeing, equality and inclusion	Very good	Good	Choose an item.
<b>QI 3.2</b> Raising attainment and achievement/Securing children's progress	Good	Good	Choose an item.

Our overall evaluation of our capacity for continuous improvement is: Good

We are confident in our capacity for continuous improvement.

We have robust self-evaluation systems in place and a clear plan for improvement that is shared with all in our school community. We confidently use data, feedback and observations in monitoring our progress. As a team, we are committed to progressing change and supporting each other in this journey. Our school holds our vision, values and aims close to our hearts.

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#TheJourneyCounts

#EnhancingTheCurriculum

#ExperiencesMatter



## Key priorities for improvement planning

### Prìomhachasan airson planadh airson leasachadh

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In 2025/26, the main priorities for improvement will be to raise attainment in literacy, to further develop playful approaches and we will look at skills development further.

## Planning ahead

### A' planadh air adhart

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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.