



STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2024-2025

Lairg Primary School



Lairg
RESPECT YOURSELF – do the best you can, believe in yourself, look after your mind and body
RESPECT EACH OTHER – treat others how you want to be treated
RESPECT LEARNING – work hard, achieve goals, determined mindset, try our best at everything we do

Introduction: Local and National Context

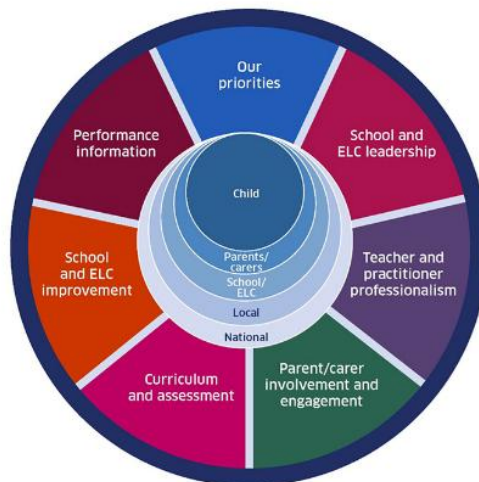
Ro-ràdh: Co-theacsa Ionadail agus Nàiseanta

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

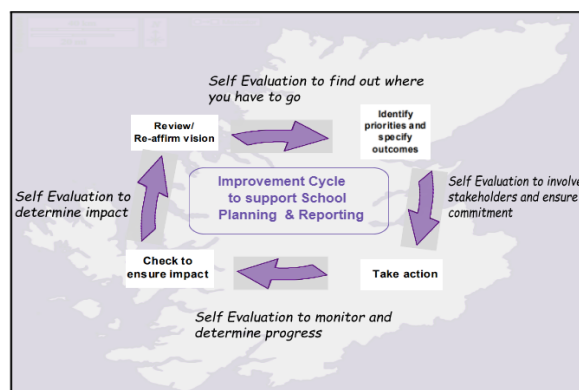
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

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 daonnan a' faicinn na Gàidhealtachd mar dhachaigh.

Lesley Morrison

Head Teacher

Lairg Primary School

School Profile

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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
92.8%

Average Class Size
17.3

Meeting PE Target
Target Met

Pupil Numbers (inc nursery)
57 (+15 nursery)

Teacher Numbers
4

Pupil Teacher Ratio
12

N3	N4	P1 11.5%	P2 13.5%	P3 11.5%	P4 13.5%	P5 15.4%	P6 15.4%	P7 19.2%
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SIMD Q1 ¹ 0-10%	SIMD Q2 0-10%	SIMD Q2 0-10%	SIMD Q3 90+%	SIMD Q5 0-10%	Unknown 0-10%
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ASN ² 40-50%	No ASN 50-60%	FSM ³ 30-40%	No FSM 60-70%	EAL ⁴ 0-10%	No EAL 90+%
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2024/25 Proportions of pupils achieving Curriculum for Excellence Levels (P1, P4, P7 combined):

Reading	Writing	Listening and talking	Numeracy
Almost all	Most	All	Almost all

We have had no exclusions this year.

The headteacher has overall leadership responsibility for Lairg Primary School and Rosehall. The headteacher is supported by a principal teacher who is based in Rosehall. Staff and children from both schools work together regularly.

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 very good progress towards meeting their individual targets.

Overall children are making the following progress:

Reading	Writing	Listening and talking	Numeracy
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¹ SIMD – The Scottish Index of Multiple Deprivation (SIMD) is a relative measure of deprivation.

² ASN – Additional Support Needs

³ FSM – Free school meal entitlement

⁴ EAL – English as an additional language

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Very good progress

Very good progress

Very good progress

Very good progress

School vision, values and aims

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Lèirsinn, luachan agus amasan na sgoile

OUR SCHOOL VISION:

At Lairg School, pupils, staff, parents/carers, and community partners work together to:

- create respectful and responsible pupils
- provide learning experiences that helps us achieve

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OUR SCHOOL AIMS:

We aim for all children to:

- Become resilient
- Have the courage to keep trying
- Become valued members of our school, our community and our world
- Know that we are all important, unique and equal
- Be included and nurturing
- Be kind, supportive and helpful

SCHOOL VALUES:

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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:

Improving attainment in literacy, particularly writing

Purpose:

Improving attainment in literacy, particularly writing.

Progress:

1. Improved Quality of Literacy Education: The overall quality of learning and teaching in literacy for all children has improved.
2. Enhanced Planning and Assessment: There is increased knowledge of planning writing lessons and assessment strategies.
3. Increased Teacher Confidence: Teachers have more confidence in pedagogy and the use of benchmarks.
4. Student Motivation: Almost all children are motivated to write and understand the importance of the skill.
5. Staff Confidence: All staff have increased confidence in teaching and assessing writing.
6. Integrated Assessment: Writing is linked to both ongoing teacher judgment and standardized assessments.
7. Consistency in Teaching: The teaching of writing and literacy is consistent across the school.
8. Consistent Judgments: Consistent judgments are being made, based on an increased understanding of data.
9. Use of Benchmarks: Benchmarks are used as a tool to guide assessment and moderation discussions across the Authority.

Impact:

Teacher Confidence and Professional Development

Increased Teacher Confidence: Survey data reveals a significant rise in teacher confidence in teaching writing. This improvement is a testament to the effectiveness of our professional development initiatives.

Informed PRD Process: The PRD process, which integrates teacher feedback, has proven instrumental in identifying and addressing areas for further development, ensuring continuous improvement.

Enhanced Resource Accessibility: Teachers report greater confidence in accessing and utilizing the literacy blog and SharePoint, indicating successful integration of digital resources into their teaching practices.

Policy and Assessment

Policy Updates: The creation and updating of the Literacy Policy and Literacy for All Policy reflect our commitment to maintaining current and effective guidelines that support literacy education.

Targeted Assessment Analysis: By analysing assessment data, we have identified specific areas needing attention, such as spelling. This targeted approach allows for more focused interventions.

Data-Driven Decision Making: Utilizing our assessment calendar, data, and self-evaluation evidence (2.3/2.3/1.3), we strategically plan next steps for our whole school priorities, ensuring decisions are grounded in solid evidence.

Intervention and Tools

Three-Wave Model Implementation: The adoption of the three-wave model for intervention and challenge demonstrates our proactive stance in addressing diverse student needs.

Literacy Toolkit: The whole school Literacy, Language, and Communication toolkit has been effectively integrated, providing valuable resources for enhancing literacy instruction.

10. Increased Attainment: Attainment in literacy, particularly writing, has increased.

Collaboration and Moderation

Focused Peer Observations: Peer observations, HT observations, and learning walks centred on Steven Graham training have fostered a culture of continuous professional growth and shared best practices.

Cluster Moderation Meetings: Regular meetings within the Cluster to moderate writing using benchmarks have strengthened collaborative efforts and ensured consistency in assessment standards.

Attainment and Progress Tracking

Strategic Attainment Meetings: Attainment meetings across classes and ELC focus on the language of learning, benchmarking, and progression through levels. The use of 'Big questions' to track progress and predict necessary interventions has been particularly effective.

Data Analysis and Target Setting: Our rigorous data analysis on spreadsheets informs target setting with YP after attainment, ensuring that goals are both ambitious and achievable.

Pupil Progress Discussions: Engaging pupils in discussions about their next steps after Pupil Progress Meetings fosters a sense of ownership and motivation in their learning journey.

Next steps:

- Sign up for National Improving Writing Programme COHORT 5:

Enrolling in this program will provide access to advanced strategies and resources aimed at enhancing writing instruction. Participation will also facilitate networking with other educators and sharing best practices.

- Continue to Use Writing Approaches from Steven Graham:

Sustaining the use of Steven Graham's writing approaches will ensure consistency and build on the progress already made. These methods have proven effective in boosting teacher confidence and student writing skills.

- Benchmarks for Assessment and Moderation:

Implementing benchmarks as a guiding tool for assessment and moderation discussions across the ASG will standardise evaluation processes. This will help in maintaining uniformity and reliability in assessing student progress.

- Increase Attainment in Literacy, Particularly Writing:

Focused efforts to further improve attainment in literacy, especially writing, will involve targeted interventions based on assessment data. Continuous monitoring and adapting strategies will be crucial to achieving higher literacy outcomes.

Purpose:

We currently have been working on engaging pupils and parents in the use of our pupil profiles on Seesaw, but these can be hard to navigate. Parents and pupils are disengaging with the whole process of their learning journey through this medium.

Progress**Reflective Summary Statements:**

We have provided learners with reflective summary statements of achievement, enabling them to engage in self-reflection and recognise their own progress.

Public Recognition of Progress:

The profiles will publicly recognise progress in learning and achievement when published, celebrating student accomplishments and providing transparency.

Skill and Capability Building:

Profiles have allowed us to build learners' skills and capabilities, contributing to their holistic development and preparation for future challenges.

Student Reflection on Learning:

Children are able to reflect on their learning, helping them understand their learning processes, identify strengths and areas for improvement, and set personal goals.

Parental Insight into Progress:

Once published, parents/carers will have a clearer idea of their child's progress and achievement across all curriculum areas, fostering better communication between the school and families.

Comprehensive Progress and Achievement Reporting:

Profiles inform on progress and achievement in literacy, numeracy, and health and wellbeing, ensuring that all aspects of a child's development are monitored and supported.

Learner Statements:

Children have created learner statements and are able to look at previous statements, encouraging continuous reflection and self-assessment.

Impact:**Audit of Profiling:**

An audit of profiling within Highland Council and our school was conducted, highlighting teachers' needs and expectations from profiles.

Parental Involvement:

Self-evaluation (2.7) identified the need to involve parents and carers in the information shared in our profiles.

Creative Engagement Approaches:

Self-evaluation (2.5) revealed the necessity for a creative approach to engage families effectively.

Profile Template Design:

We designed and created templates for profiles, utilizing the audit tool to guide the design process.

Incorporating Children's Voices:

Children's input was considered in the design and content of the first page of the profiles, ensuring their perspectives were represented.

Protected Time for Data Input:

Time was allocated in the Working Time Agreement (WTA) to allow teachers to input data into the profiles.

Student Data Input:

Children were given scheduled time slots to input their data, with upper primary students supporting infant classes in using technology.

Regular Learning Conversations:

Learning conversations are held regularly to discuss progress and next steps.

Recording Qualifications and Awards:

We will record qualifications and awards, providing a formal record of student achievements valuable for future educational and career opportunities.

Planning Next Steps:

Children can plan their next steps in learning across Literacy, Numeracy, and Health and Wellbeing.

Tracking Further and Wider Achievement:

Profiles track further and wider achievement, capturing a broad range of accomplishments and providing a more complete picture of each student's abilities and experiences.

Next steps:

➤ Moderation of Profiles/IDL/HQA Assessments Across Cluster:

Conduct moderation sessions for profiles, interdisciplinary learning (IDL), and high-quality assessments (HQA) across the cluster.

Ensure consistency and reliability in assessment standards and practices, fostering a unified approach to evaluating student progress.

➤ Parental Engagement Sessions:

Extend parental engagement sessions into the next academic session.

Strengthen the partnership between the school and families, providing parents with tools and strategies to support their children's learning at home.

➤ Tracking Parental Engagement:

Once profiles are live, systematically track parental engagement.

Monitor and analyse parental involvement to identify areas for improvement and ensure effective communication and collaboration.

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

The Pupil Equity Fund was used to employ a Pupil Support Assistant (PSA). Targeted interventions were put in place to support with writing and spelling. Due to the small numbers of pupils, we cannot write in detail as this would identify children.

Improved Confidence in Phonemic Awareness:

Pupils are now more confident in rhyme production, awareness and detection, phoneme blending, and phoneme segmentation.

Engagement Through Games and Activities:

Games and activities supported by PSAs have created interest and engagement in writing activities.

Spelling Intervention Success:

The Code Cracker spelling intervention has led to improved spelling levels among students.

Enhanced Teaching and Learning:

Class teachers report that the interventions based on Steven Graham's writing approaches have significantly improved teaching and learning.

The content and structure of writing have seen exceptional improvements at all levels within the school.

Improved Assessment and Moderation:

Training has led to enhanced assessment and moderation practices among the cluster and ASG.

Teachers feel more confident in the moderation and assessment process when judging pupil levels.

Pupil Achievement in Writing:

Most pupils are on track to achieve the expected level in writing for their age at P1-7.

Wider achievements

Coileanaidhean nas fharsainghe

Celebrating Enrichment and Community Engagement at Our School

Our pupils have thoroughly enjoyed the wide range of opportunities provided by the East Sutherland Schools Sports Association (ESSSA) and our dedicated Active Schools Coordinator. Through competitions, training sessions, and festivals, students have built strong friendships and positive relationships across the cluster and associated school group. These activities not only promote physical health and wellbeing but also support smoother transitions to Golspie High School. As a result, our pupils' approach new situations with increased confidence.

Sporting Activities Include:

- Cross Country
- Swimming
- Scottish Dancing
- Football
- Basketball
- Badminton
- Bench Ball
- Rugby

We are fortunate to benefit from the support of numerous volunteers who work closely with our pupils. Their efforts have significantly enhanced students' self-esteem by fostering a growth mindset and encouraging confidence in a variety of settings. These volunteers also help pupils develop essential social skills and strengthen their connections within the community, promoting independence and self-awareness.

With the support of our Active Schools Coordinator and the Lairg Learning Centre, we have expanded our extracurricular offerings across the cluster. These include:

Cluster-Wide Clubs:

- Football
- Scottish Dancing
- Fishing
- Badminton
- Fitness
- Basketball
- Rugby
- Curling
- Outdoor Learning
- Yoga
- Tennis

- Fun Dancing
- Lunchtime Games
- Bench Ball

STEM and Creative Learning

Our pupils have benefited from engaging STEM education through the **Newton Room in Dingwall**, which offers curriculum-based, hands-on learning experiences. For example, during a health sector module, pupils assumed the roles of healthcare professionals, conducting experiments and learning real-world medical techniques.

Generation Science Workshops also brought science to life:

- *"Day or Night?"* (P1–3): Introduced Earth's rotation and the movements of the Sun, Moon, and Earth through storytelling.
- *"The Green Machine"* (P4–7): Explored energy transfer and renewable electricity through interactive, time-travel-themed activities.

Music, Culture, and Language

We proudly hosted **Kodály** music education sessions, which emphasise creativity, collaboration, and cultural expression for early years and lower primary pupils. Additionally, **Fèis** workshops offered P1–7 pupils the chance to explore traditional music and Gaelic language in a fun and engaging environment.

Literacy and Health Initiatives

We participate in **Bookbug**, Scotland's early years literacy programme, with regular visits from our local librarian, Sanna, who leads story and song sessions. Our **Childsmile** programme, delivered in partnership with Lisa in our ELC, ensures daily supervised toothbrushing and promotes lifelong oral health habits.

Community and Enrichment Activities

Thanks to fundraising efforts by the **Lairg Gala Week Committee** and **Parent Council**, all pupils enjoyed a winter trip. ELC children visited the Bonar Bridge Hub, while P1–7 attended *Jack and the Beanstalk* at Eden Court Theatre.

Pupils also raised funds for a trip to **Landmark Forest Adventure Park**, participating in a sponsored walk around Gunn's Wood to help cover costs.

We collaborate with **Lairg District Community Initiative (LDCI)** to contribute articles to their community magazine, keeping residents informed about school events and achievements.

Our pupils also took part in the **Lairg Crofters' Show**, entering baking, art, and craft competitions in the Industrial Tent categories.

Awards and Pupil Leadership

We are proud to have achieved the **SportScotland Silver Award**, which recognises schools that place pupils at the heart of planning and delivering extracurricular sport. We are now working towards achieving Gold.

Every pupil is part of a **working group**, giving them a voice in school decisions and contributing to our **Rights Respecting School** goals. These groups include:

- **Eco Committee** – From squirrel feeding to composting, they lead our environmental efforts.
- **Pupil Council** – Ensures every pupil's voice is heard on school matters.
- **Junior Road Safety Officers (JRSO)** – Promote road safety through fun competitions.
- **Digital Leaders** – Partnered with Lairg Learning Centre to deliver online safety lessons.
- **Sports Leaders** – Organised Sports Relief activities and Sports Day for the entire cluster.

Celebrating Together

We regularly join **Rosehall School** to celebrate national events such as World Book Day, Comic Relief, and Children in Need. These events foster peer interaction and community spirit through themed activities and dress-up days.

Thanks to a generous donation from our **Parent Council**, pupils in P3–7 received six swimming lessons at the Golspie pool, significantly boosting their water confidence.

Our younger pupils participated in the relaunch of the **Future Nurse Pilot – Elementary Nurse** programme, which delivered fun, interactive sessions aimed at challenging gender stereotypes in nursing.

Finally, we are excited to continue working with our Parent Council on fundraising efforts for a **new school playpark**, with events ranging from community clean-ups to ceilidhs and raffles.

Comments from learners, families, stakeholders and staff

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

Pupils

What makes Lairg unique?



What do you want for Lairg Primary School?



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Parents/Carers

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Staff

What makes Lairg unique?



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Volunteers

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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	Good	Good
QI 2.3 Learning, teaching and assessment	Good	Good
QI 3.1 Wellbeing, equality and inclusion	Very good	Very good
QI 3.2 Raising attainment and achievement/Securing children's progress	Good	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

-
- SIP 1, Improving Writing Attainment-National Writing Programme
 - SIP 2, Profiling, Wider achievement and Parental Engagement.

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 <https://lairgprimary.wordpress.com> or by contacting the school office.