



STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2025-2026

MARYBANK PRIMARY SCHOOL & ELC



Friendship, Teamwork, Kindness, Creativity

Introduction: Local and National Context

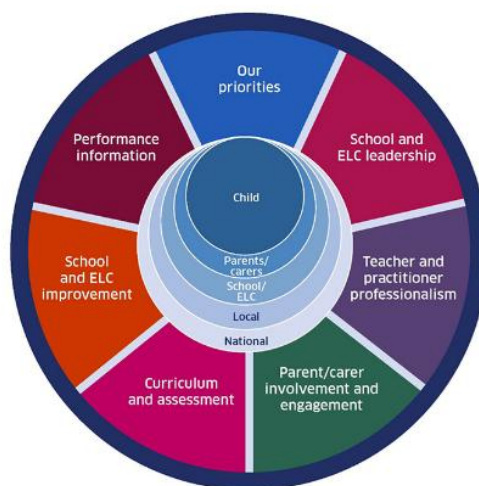
Ro-ràdh: Co-theacsa Ionadail agus Nàiseanta

This Standards and Quality Report is influenced by both Highland and national priorities. These can be summarised as follows:

Highland Priorities



National Improvement Framework Priorities



Entitlement, Excellence & Equity:

We will raise attainment and achievement for all, especially for children and young people from disadvantaged circumstances, including rural deprivation. We will focus relentlessly on improving standards and the quality of learning and teaching, to ensure that entitlement, equity and excellence are delivered across the system.

Empowerment & Leadership:

We will develop leadership skills at all levels of the system, for now and the future, building a culture of empowerment and professional capital.

Relationships:

We will maximise health and wellbeing for all children and young people, to give them the best possible start in life. We will ensure every child and young person feels part of the community they live in.

Opportunity:

We will maximise opportunities for our children and young people, and for the wider Highland community and its visitors, through the provision of high-quality services.

The key priorities outlined in the National Improvement Framework are:

- Placing the **human rights and needs of every child** and young person at the centre of education
- Improvement in children and young people's **health and wellbeing**
- **Closing the attainment gap** between the most and least disadvantaged children and young people
- Improvement in skills and **sustained, positive school-leaver destinations** for all young people
- **Improvement in attainment**, particularly in literacy and numeracy.

Self-evaluation

To support self-evaluation, quality indicators from the national evaluative framework *How Good Is Our School?*⁴ are referenced.

Links to these sources (and others referenced) can be found here:

[National Improvement Framework Improvement Plan](#)
[HGios? 4](#) and [HGIOELC](#)
[Health and Social Care Standards](#)
[National Gaelic Language Plan](#)

In this report the following words are used to describe the numbers and proportions used:

All	Almost all	Most	Majority	Less than half	Few
100%	Over 91%	75% - 90%	50% - 74%	15% - 49%	Up to 15%

We are pleased to present our Standards and Quality Report for Session 2024-25. This report provides important information regarding our school's progress to date and our next steps in school improvement.

Self-evaluation for self-improvement is at the heart of what we do. We continue to develop our practice in making robust use of evidence as a basis for judgements regarding the impact of our work on our learners. All staff understand that self-evaluation is an integral aspect of our approach to continuous improvement through addressing the 3 key questions:

- How well are we doing?
- How do we know?
- What are we going to do now?

Throughout the year we continuously evaluate what we do and how it makes a difference to our learners. We want to know what is working well for our school community and what needs further improvement. We inform decision making and actions through a continuous process of looking inwards, outwards and forwards.

Looking inwards - starts with those working with our children and young people

We focus on the impact on outcomes for learners. Our self-evaluation processes triangulate information, data, people's views and observation of practice to measure impact and inform planning for improvement.

Looking outwards - learning from others

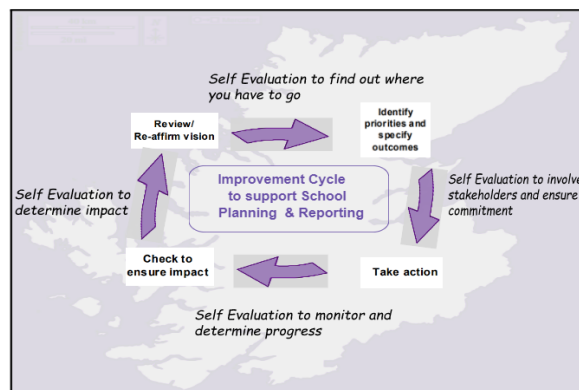
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

Looking forwards - creating a vision and planning for implementation

Through leadership at all levels, we anticipate challenges and explore creative solutions. This helps us to create an aspirational vision for our school which shapes our actions and provides a focus for improvement.

Our children and young people are actively consulted and involved in this process. We also give staff, parents/carers, and other partners the opportunity to participate in discussions and activities to shape our improvement journey.

When we develop our improvement plan, we use key questions at scheduled review times throughout the session to know how well we are progressing towards achieving these positive outcomes and changes.



Together we are working hard to ensure the Highlands is the best place for children and young people to grow up safely, learn, develop and achieve.

With positive experiences, our children and young people will always see the Highlands as home.

Le eòlasan deimhinneach, bidh ar cloinn is ar n-òigridh daonna a' faicinn na Gàidhealtachd mar dhachaigh.

Heather Rosie
Head Teacher
Marybank Primary School & ELC

School Profile

Pròifil na Sgoile

The following information can be found on [Parentzone Scotland](#). It is important to remember that statistical data alone is not a measure of how well we are doing. All schools are unique. To understand how well we are doing it is important for us to look at a range of different data sources.

Attendance
95.3%

Average Class Size
16

Meeting PE Target
Target Met

Pupil Numbers (inc nursery)
17 (+5 nursery)

Teacher Numbers
2

Pupil Teacher Ratio
8

Marybank Primary School is located in a rural setting serving the local community of Marybank, Urray and the surrounding areas.

There are 17 children attending the school, ranging from P1 – P7, and 8 children in the Nursery. P1 - 7 are taught together in a single multi-stage class for 0.4 of the week, and as a P1 to 3 and a P5 to 7 for 0.6 of the week.

The Head Teacher has overall leadership responsibility for Marybank, Strathgarve and Strathconon Primary Schools as part of a tri-cluster arrangement. Staff and children from all three schools work together regularly.

As the school roll comprises a small number of children, attainment and progress will be expressed in 'overall' statements, rather than specific year groups or Curriculum for Excellence levels. This is to ensure the identity of individuals is not disclosed.

Overall, attainment across the school in literacy and English and numeracy and mathematics is very good. Children achieve appropriate CfE levels in literacy and numeracy and, across the school, a few children are exceeding nationally expected levels. Almost all children who face barriers to learning are making satisfactory progress towards meeting their individual targets.

Overall children are making the following progress:

Reading

Good progress

Writing

Good progress

**Listening and
talking**

Good progress

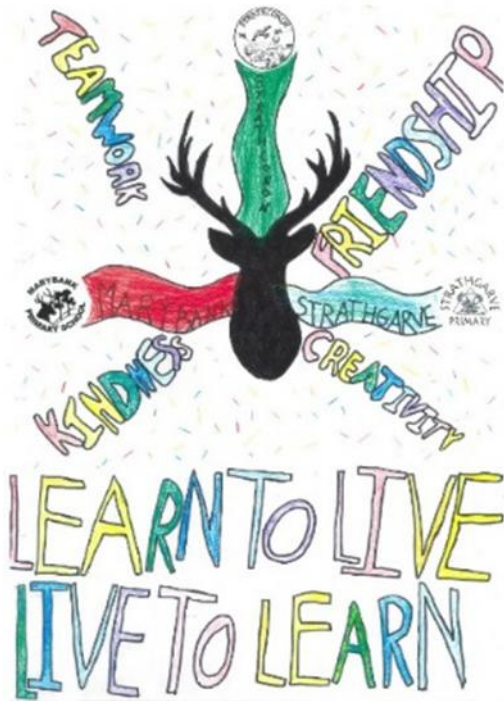
Numeracy

Good progress

We have had no exclusions this year.

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile



Cluster Motto

'Learn to live, live to learn'

Vision

Three small communities working together to create a vibrant and inclusive Cluster where everyone is valued and supported to achieve their very best.

Values

Friendship, Teamwork, Kindness, Creativity

Aims

We aim to bring our school communities together to:

- ✓ Provide an inclusive, nurturing and positive learning environment.
- ✓ Deliver an engaging, challenging, and creative curriculum.
- ✓ Promote good health and well-being for all.
- ✓ Encourage our learners to be environmental champions!

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:

Cluster Aim: Deliver an engaging, challenging and creative curriculum

Priority 1: Raise attainment in reading (Reflective Reading)

Purpose:

From the 2025-26 School Improvement Plan:

Through our ongoing self-evaluation as a school community, we have identified the following areas which require improvement:

- To raise attainment in reading.
- To develop a consistent weekly reading structure for use in a multi-composite class.
- To develop robust reading comprehension strategies.
- To develop robust formative assessments for reading.
- To embed higher order thinking skills in teaching practice.
- To develop a positive reading culture across the Cluster.

ELC specific:

- To develop confidence in tracking attainment and achievement in Literacy.
- To develop knowledge and understanding of HC Literacy Framework and benchmarks to support attainment and achievement discussions.

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- To ensure next steps in learning are incorporated into intentional planning, individual observations and floor book evidence.

Progress:

- ✓ Pupils are becoming more confident in identifying key information, making inferences and justifying their responses with evidence.
- ✓ Pupils are beginning to demonstrate improved ability to reflect on their understanding while reading.
- ✓ There is increased consistency in some pupils' use of prediction, questioning and summarising.
- ✓ Learners are increasingly able to discuss an author's purpose, word choice, characterisation and theme.
- ✓ Assessment evidence demonstrates that pupils are making progress from their prior levels of attainment, with an increased number working within or beyond expected Curriculum for Excellence levels.

Impact:

- ✓ The pupils are becoming better at explaining why they think something, using evidence from the text rather than simply recalling information.
- ✓ Pupils notice unfamiliar or interesting words, discuss their meaning and are beginning to apply this to their writing.
- ✓ The pupils are becoming more confident in responding to questions about texts as they are developing an understanding that different answers/responses can be valid.
- ✓ Improved reading skills are supporting pupils to access and understand texts across the curriculum.
- ✓ Regular engagement with quality texts is contributing to a stronger culture of reading for enjoyment.

ELC

- ✓ Observations and assessment information are increasingly used to inform individual and group planning.
- ✓ Staff can demonstrate children's progress through learning journals, observations and tracking information.
- ✓ Tracking information is used more effectively when children move up from ELC to Primary 1.
- ✓ Staff regularly discuss tracking information during meetings with the P1 Class Teacher.

ELC

- ✓ Learning experiences are more closely matched to children's interests, developmental needs and next steps.
- ✓ Children are making sustained progress, and staff can identify where additional challenge or support is required.
- ✓ There is greater continuity in learning and staff have a stronger understanding of each child's learning journey.
- ✓ Staff are improving their professional judgement and are better able to identify appropriate next steps.

Next steps:

School

- Embed the 'Reflective Reading' approach across the school.
- Develop consistent approaches in Formative Assessment to support progress in reading.
- Develop and strengthen reading pedagogy across the school.

ELC

- Further embed the use of tracking information to inform planning and targeted support.

School Priority:

Cluster Aim: Deliver an engaging, challenging, and creative curriculum

Priority 2: Planning, Tracking and Monitoring

Purpose:

Through our ongoing self-evaluation as a school community, we have identified the following areas which require improvement:

- To ensure consistency in how assessments are used to inform long, medium- and short-term planning.
- To ensure children know their next steps in their learning and what they need to do to achieve these (developing a shared language).
- To track progress and attainment consistently within the updated Cluster tracker.
- To update progression frameworks in line with new Highland Council formats.
- To track individual/group progression on frameworks.
- To consistently share progress in learning with families via the Seesaw digital platform. (Digital Profiling)

ELC specific:

- To ensure intentional planning is tailored to individual interests, strengths and developmental stages.
- To record and assess a child's developmental progress over time, observing the pace and patterns of learning.
- To ensure a balanced breadth and depth of learning experiences across all areas of the curriculum.

Progress:

- ✓ Long, medium and short term planning have been reviewed and a more consistent approach to all three is developing.
- ✓ Staff are increasingly using assessment evidence to inform planning and identify next steps in learning.
- ✓ A consistent tracking system has been established across the school.
- ✓ Staff are developing a shared understanding of expected progress and using professional judgement alongside assessment evidence.

Impact:

- ✓ Learning is becoming more focussed and appropriately differentiated, with greater consistency across stages.
- ✓ Learners are becoming more aware of their progress and next steps.
- ✓ Staff have a clearer overview of attainment and can identify children who require additional support or greater challenge.

ELC

- ✓ EYPs have developed a more consistent approach to intentional planning, identifying clear learning intentions and linking experiences to children's interests, developmental needs and next steps.
- ✓ A more consistent approach to recording children's learning and progress has been established, using observations, learning evidence and professional judgement.
- ✓ Planning is increasingly informed by children's individual interests, strengths and developmental stages.

ELC

- ✓ Children are experiencing more purposeful learning opportunities, with learning experiences increasingly tailored to individual needs and interests.
- ✓ Children who are progressing more slowly, as well as those requiring additional challenge, are being identified earlier.
- ✓ Children are more engaged in learning and are supported to make progress from their individual starting points.

Next steps:

School:

- Further embed the use of planning, tracking and monitoring information to improve consistency and accelerate learner progress.
- Develop digital profiling through the SEESAW platform.

ELC

- Further embed intentional planning and the use of learning evidence to track and accelerate children's progress over time.

School Priority:

Cluster Aim: Promote good health and well-being for all

Priority 3: Do-BEMindful Year 3/RRS Silver Accreditation

Purpose:

From the 2025-26 School Improvement Plan:

Through our ongoing self-evaluation as a school community, we have identified the following areas which require improvement:

- To place the human rights and needs of every child and young person at the centre of education.
- To improve children and young people's health and wellbeing.
- To ensure pupils are actively involved in school life and the wider world.
- To further improve pupil participation and leadership.
- To embed our Positive Behaviour and Relationships Policy.

ELC specific:

- To increase the number of children achieving their emotional and social developmental milestones upon starting school.
- To further develop children's understanding of Rights Respecting Schools and their role as responsible global citizens.

School and ELC

Progress:

- ✓ Strong progress has been made in embedding the rights across the school and we were awarded the UNCRC RRS Silver Award in October 2025.
- ✓ There is a consistent Rights approach, with the Class Teacher acting as RRSA coordinator supported by the Head Teacher.
- ✓ Staff are ensuring that rights are front and centre in curriculum planning, staff training, assemblies and pupil voice activities.
- ✓ Pupils can speak about a wide range of rights and understand them to be universal and unconditional.
- ✓ Good use of Newsround and First News supports the pupils to engage in

Impact:

- ✓ Children have developed a stronger understanding of their rights and responsibilities.
- ✓ Children are increasingly able to identify and talk about their rights in everyday life.
- ✓ Children are developing a greater understanding of the importance of respect, equality, inclusion and fairness.
- ✓ Children are becoming more confident in expressing their views and opinions and understanding that their voice matters.
- ✓ The language of rights and respect is increasingly evident in children's conversations and interactions.
- ✓ The award has contributed to a stronger inclusive and respectful culture where children feel valued, listen to and included.

conversations around global issues and is beginning to facilitate pupils in looking into campaigning for change.

- ✓ Pupil wellbeing is supported well with daily check-ins and participation in the Do-BeMindful programme.

Next steps:

- Strengthen pupil leadership and participation across.
- Ensure pupils are fully involved in self-evaluation activities to make real improvements.

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

Marybank Primary did not receive an allocation of Pupil Equity Funding in 2025/26.

Wider achievements

Coileanaidhean nas fharsainghe

- Cluster events: Pupils have had opportunities to participate in a range and variety of Cluster events which pupils have engaged with through the 2025-26 session including:
- Head Teacher Awards: All pupils have received Head Teacher awards for individual progress and/or achievement at fortnightly assemblies over the 2025-26 session.
- Swimming lessons at Dingwall Leisure Centre: All pupils have increased confidence in the water and are developing and improving their swimming skills.
- Feis Rois – All pupils have had the opportunity to access, participate and enjoy the traditional arts and Gaelic language through sessions with Feis Rois. They have learnt to play the spoons and tin whistle.
- Christmas Show Performance – All pupils have gained confidence in performing in front of a large group audience.
- Cluster Sports Day, County Sports and Baillie Cup: All pupils have had opportunities to compete in school and local sporting competitions. One pupil received 2 silver medals at the Baillie Cup, one achieved a Bronze medal.
- Gardening Group: All pupils have attended the gardening group; planting and growing a variety of flowers and plants to improve the appearance of their playground.

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	Good	Good
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

- Priority 1 – Formative Assessment: Strengthening High-Quality Assessment for Learning
- Priority 2 – Pupil Leadership: Strengthening pupil voice and participation
- Priority 3 – Improve pupil engagement, inclusion and attainment through the CIRCLE Framework

Planning ahead

A' planadh air adhart

Full details of the school's 2026/27 improvement priorities and actions are detailed on the school improvement plan, which can be accessed on our website

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