



# STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

**2024-2025**

## RAIGMORE PRIMARY SCHOOL



READY | RESPECTFUL | SAFE | HONEST | KIND

# 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?*<sup>4</sup> 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**

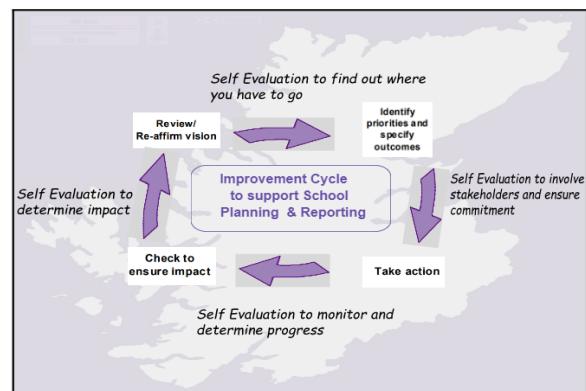
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

#### **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 daonnan a' faicinn na Gàidhealtachd mar dhachaigh.

Amanda Graham  
Head Teacher  
Raigmore Primary School

# 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.

<b>Attendance</b> <b>91.5%</b>	<b>Average Class Size</b> <b>23.7</b>	<b>Meeting PE Target</b> <b>Target Met</b>
<b>Pupil Numbers (inc nursery)</b> <b>166 (+29 in ELC)</b>	<b>Teacher Numbers</b> <b>12</b>	<b>Pupil Teacher Ratio</b> <b>14.1</b>
<hr/>		
<b>N3</b> <b>XX%</b>	<b>N4</b> <b>XX%</b>	<b>P1</b> <b>11.4%</b>
<b>P2</b> <b>14.5%</b>	<b>P3</b> <b>11.4%</b>	<b>P4</b> <b>16.9%</b>
<b>P5</b> <b>17.5%</b>	<b>P6</b> <b>16.3%</b>	<b>P7</b> <b>12%</b>
<b>SIMD Q1<sup>1</sup></b> <b>20-30%</b>	<b>SIMD Q2</b> <b>30-40%</b>	<b>SIMD Q3</b> <b>30-40%</b>
<b>SIMD Q4</b> <b>0-10%</b>	<b>SIMD Q5</b> <b>0-10%</b>	<b>Unknown</b> <b>0-10%</b>
<b>ASN<sup>2</sup></b> <b>30-40%</b>	<b>No ASN</b> <b>60-70%</b>	<b>FSM<sup>3</sup></b> <b>20-30%</b>
<b>No FSM</b> <b>70-80%</b>	<b>EAL<sup>4</sup></b> <b>30-40%</b>	<b>No EAL</b> <b>60-70%</b>

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

<b>Reading</b>	<b>Writing</b>	<b>Listening and talking</b>	<b>Numeracy</b>
Majority	Majority	Majority	Majority

We have had no exclusions this year.

## School vision, values and aims

### Lèirsinn, luachan agus amasan na sgoile

Vision: Together we support, nurture and inspire all of our children to be their best; now and in the future.

Values: Ready, Respectful, Safe, Honest and Kind.

AIMS:

- Warmly welcome everyone.
- Provide a happy, safe and inclusive environment.
- Promote positive relationships where every child and adult is listened to.
- Value and respect each other, our school community and our wider world.
- Feel proud to be part of the Raigmore team where learning is fun and creativity is encouraged.

<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

- Share the responsibility with our whole school community to nurture our children towards healthy life choices and positive destinations.
- Support all children and adults to shine by setting high expectations and by creating a culture of lifelong learning, providing quality learning and leadership opportunities.
- Provide a rich, experiential curriculum that is unique to our school community.
- Work hard to overcome barriers and understand the importance of resilience and learning from mistakes.
- Encourage clear and honest communication.
- Recognise and celebrate achievements.
- Care for ourselves and each other – spreading love, joy and kindness throughout!

## 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 Literacy

**Purpose:**

Education Scotland during session 2023-24 found overall attainment in Literacy weak with pupils needing to develop their skills in literal inferential and evaluative questions about a text. At first and second level pupils needed to develop skills in writing extended pieces of independent writing. We therefore wanted to build on work completed in 2023-24 and develop skills and knowledge for staff to develop in these areas.

**Progress:**

Content:

- ✓ Development of a whole school approach to reading comprehension
- ✓ Development of new planning documents in line with progression pathways
- ✓ Agreement of a quality literacy lesson
- ✓ Literacy trackers used in ELC to track progress
- ✓ New decodable reading materials in both fiction and non-fiction are in place and supporting learners
- ✓ New novels in place to challenge our most able pupils in all classes
- ✓ All teaching staff aware of strategies and resources to support literacy difficulties in pupils

**Impact:**

- ✓ Increased confidence in how to support literacy difficulties in children
- ✓ Staff in ELC and school are more aware of where children are in their literacy learning and what next steps are.
- ✓ Increased teacher confidence in assessment of reading and writing
- ✓ Teachers questioning skills have supported pupils to analyse texts more effectively
- ✓ Raised engagement in reading for enjoyment
- ✓ Pupils at first and second level have developed independent writing skills
- ✓ Good progress was made in this area.

**Next steps:** Continue to support pupils with literacy difficulties and raise attainment

**Purpose:**

Education Scotland visited the school in 2023-2024 stating that attainment in Numeracy and Mathematics was weak. Addition and subtraction within 10 mentally, skills in multiplication and division as well as decimal fractions requires attention. We therefore wanted to continue on the work done in 2023-24 to raise attainment.

**Progress:****Content:**

- ✓ Updated pathway progression embedded into school and ELC curriculum
- ✓ Development of new planning documents in line with pathway progressions
- ✓ Agreement of a quality numeracy lesson
- ✓ Numeracy tracker now in use in ELC to track progress
- ✓ Review of numeracy and maths resources and new resources purchased to support learning
- ✓ Agreed approaches to diagnostic assessments

**Impact:**

- ✓ Staff skills upleveled through training to support teaching of mental maths focus on recall and sprinkles throughout the year to commit strategies to working memory improving the quality of numeracy teaching
- ✓ Staff in ELC and school are more aware of where children are in their numeracy learning and what next steps are.
- ✓ Increased teacher confidence in assessment of numeracy
- ✓ Increased engagement in numeracy
- ✓ Satisfactory progress was made in this area.

**Next steps:** Continue to support staff and pupils to raise attainment in Numeracy

## **Progress and impact of Pupil Equity Fund** **Adhartas agus buaidh Maoin Cothromas Sgoilearan**

### Teacher - 2 days a week Term 1, 2 and 4

- This teacher was used to complete assessments to establish baselines during term 1 and then to support all PEF pupils in their new classes and targeted support in groups for literacy, health and wellbeing and numeracy. This helped to raise attainment for the majority of PEF pupils.
- This teacher also liaised with class teachers to ensure that there was clear information being shared around progress and to support learning in class.

### Community Champion teacher – 1 day a week

- This was put in place in term 4 to support community and parental involvement. The outcome of this is very positive. We have now established a functioning parent council, developed relationship within our school community and are hosting and driving a fayre at the end of the session to celebrate the diversity of our school and community. We have free tasting of foods from 9 different nations and a variety of activities from Mendhi henna designs to Fijian dancing. The teacher has been working with various parts of our school community to put this fayre together and has increased parental participation from having no one to approximately 70% of the school taking part.

### Reading

- Due to delays in being able to order resources we have not had enough time to see the full impact of the new reading resources. However early indications and feedback from pupils and staff show a

higher level of engagement in reading. This is a sustainable resource, and we hope that the impact of this will continue to be seen in future years.

- Author event to promote reading – each child was given a book of their choice by the author– PEF funded to promote reading for enjoyment. All feedback from the pupils was positive and has helped to develop their creativity. Most pupils view themselves as authors.
- A teacher was out for a day a week for term 4 to review resources we already had and review new resources, order and organise by book banding. This has allowed staff to have easy access to reading resources which support progression and greater challenge.

### Writing

- Headsets with speakers to allow pupils to use the speech to text app to write their stories has proven to be successful in that children are able to produce longer and better-quality pieces more independently.

### Inclusion

- The new tracksuits have been used at our recent interschool sports. All the children were delighted with them and expressed that they felt like a real team. They were also able to find the adults who were also wearing the strips much more easily and this was particularly felt by the children who are new to English.
- Paying for PEF Children to attend the residential at Loch Insh, supporting their part of the bus costs for trips to Urquhart Castle, the beach, swimming, Culloden battlefield, has meant that they have been able to have access to new experiences
- Supporting the payment to enter sport competitions allowing all pupils to take part
- Purchasing resources to support PEF pupils in class – pencils, pencil cases, etc.
- Picture News allowing us to be more aware of what is happening across Britain and the world supporting our rights education
- Purchasing books in Arabic to allow our Afghan resettlement pupils to have access to reading materials in their native languages

### Nurture

- The new resources have allowed staff to have a bank of resources to draw on to support the pupils in their classes especially those with Trauma and identified from the Boxall profile
- Some of these resources have highlighted activities which are being done within our nurture group and supporting pupils
- These resources are also being used with our forces group to support pupils whose parents have been deployed and are having a positive impact.

### Numeracy and Maths

- Many practical resources have been purchased to use with our PEF and especially EAL pupils
- TT Rock Stars has supported pupils to make progress with times tables and will continue to do so for another 2 years
- New maths workbooks with less emphasis on reading helps to support pupils attain in maths/numeracy.

## **Wider achievements**

### **Coileanaidhean nas fharsainge**

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A selection of wider achievements are outlined below:

We sent 12 children to represent our school at the interschool sports  
P3&7 made up and delivered care packages to out elderly members of the community.  
24 children represented the school at the cross country events in Inverness  
P7 hosted a Christmas Fayre for the whole school community.  
ELC and P1 worked in partnership with Millburn students as part of the Growing2gether programme.  
P7s fundraised for their residential trip through bucket collecting, raffles and other events.  
Notable progress has been made towards our Rights Respecting Schools Silver Award.  
P5, 6 and 7 successfully engaged in STEM workshops at the UHI.  
Our school community 'Summer Fayre' celebrating our diverse community  
Our Raigy Forces created a digital book to support children understanding of the rights of the covenant which has gone worldwide as a resource  
Author event with Alastair Chisholm and reading forces was a success and included forces children from across our ASG  
P7 attending Day 1 to build resilience ahead of transition  
Our Climate Club has submitted and awaiting the result of its Eco schools green flag  
The whole school performed at our whole school Christmas Concert.  
After school sports activities led by Active schools well attended  
3 P7s attended the maths challenge  
Disc Golf event – allowed all pupils to try a new sport  
School Discos – These have been well attended.  
All pupils have had class trips to various places including Culloden battlefield, Urquhart Castle, Nairn beach, Hollywood bowl, Farm, etc.  
P6 pupils have earned their sports leadership badges  
We have been sponsored and supported by Tesco, rotary club, Simpsons, MFR, Balfour and Beatty, for various initiatives including uniform, coats and jackets, inside shoes, snacks, Scotbake has supplied us with bread all year to make toast for all pupils  
A number of pupils have achieved personal achievements out with school– winning medals for shinty, kick boxing, refugee week show in Eden Court etc.

## **Comments from learners, families, stakeholders and staff**

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

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From Families – what do you think we do well?

"Inclusivity and kindness is a constant with pupils and staff."  
"Very organised and family orientated"  
"The teachers go above and beyond with the children. School has always been supportive."  
"You listen and care. The children are happy in school."  
"Friendly school, Approachable teachers."  
"Kids are well taken care of. I have seen progress in my son's behaviour and learning skills."  
"Encouraging the kids to be themselves and grow as people."  
"Good online resources updated from classes."  
"Having teachers that help the children who are struggling in certain subjects."  
"Supporting kids with additional needs."  
"Teaching is good"  
"Good positive atmosphere"  
"Keeping parents informed."

## From Pupils

“I like all the outside toys we are making the playground so good for everyone to play in.”  
“There are lots of nice people in our school – teachers, helpers and children.”  
“The teachers help us when we are stuck on work and they care about us.”  
“We do fun things to raise money and the teachers do it to. It was so fun pouring buckets of water on the teachers.”  
“We have lots of exciting new books I can’t wait to read them all.”  
“The picnic today was amazing – we have the best dinners ladies!”  
“I never used to like Maths but my teacher makes it fun and I get it now!”  
“I love going out to do Gardening with Ms Kammer”  
“I really loved becoming a playground leader we learned lots of new games.”

## From Partners

“We really appreciate all your help and support with the Growing2gether programmes. Thank you for always welcoming us in to your school.”

We have been nominated for recognition for all that we have done to support our Afghan resettlement pupils. This is an extract from one of our nominators.

“We would like to second Fiona’s nomination for Raigmore Primary School in Inverness. The evidence she has provided really is a good summary of the steps all connected with the school have taken to welcome the Op Lazurite children into the school environment. The lines of communication between the school team and the Mears Welfare Support team have been solid. It is clear to me that the children have completely thrived from being part of the school community and they have generally become very confident young people who are eager to learn.” Mears

## 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
<b>QI 1.3</b> Leadership of change	Satisfactory	Satisfactory
<b>QI 2.3</b> Learning, teaching and assessment	Satisfactory	Satisfactory
<b>QI 3.1</b> Wellbeing, equality and inclusion	Satisfactory	Satisfactory
<b>QI 3.2</b> Raising attainment and achievement/Securing children’s progress	Satisfactory	Satisfactory

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**

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- Curriculum Rationale
- Profiling

## **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 (currently under construction) or by contacting the school office.