



STANDARDS AND QUALITY REPORT 2025-26

AITHISG INBHEAN IS CÀILEACHD

RAIGMORE PRIMARY AND ELC

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%



Ready, Respectful, Safe, Honest and Kind

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 92.9%			Average Class Size 18.4			Meeting PE Target Target Met		
Pupil Numbers (inc nursery) 129 (+30 nursery)			Teacher Numbers 11			Pupil Teacher Ratio 11.3		
N3 XX%	N4 XX%	P1 9.3%	P2 13.2%	P3 12.4%	P4 12.4%	P5 17.8%	P6 20.9%	P7 14%
SIMD Q1 ¹ 20-30%		SIMD Q2 30-40%	SIMD Q3 40-50%		SIMD Q4 0-10%	SIMD Q5 0-10%		Unknown 0-10%
ASN ² 60-70%		No ASN 30-40%	FSM ³ 70-80%		No FSM 20-30%	EAL ⁴ 30-40%		No EAL 60-70%

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

Reading	Writing	Listening and talking	Numeracy
Majority	Majority	Most	Majority

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

Ready, Respectful, Safe, Honest and Kind

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.

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.
- 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!

Ready, Respectful, Safe, Honest and Kind



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 1 & 2: Reviewing our Curriculum Rationale and Profiling	
School Improvement Plan Priority 1 & 2	
Summary of progress	Next steps – To continue:
This year due to our school being re-inspected we had 4 school improvement plans in order to meet the recommendations in the report from HMIE. Following a very positive visit in November we were delighted to be signed off from the inspection process. Although we have made progress within these 2 priorities we do not feel that we have completed them. This is due in part to the time being split on the other plans, changes to our parent council and staff changes impacting on available time. Also at present in Scotland we are at an exciting time of re-evaluating the curriculum and are at the start of a Curriculum Improvement Cycle which will impact on our own school curriculum rationale and profiling system. We would therefore like to carry forward these plans into next session adapting them slightly to incorporate some suggestions from HMIE and from our self-evaluation activities. Curriculum Rationale • Pupils, Staff, Parents and Stakeholders have had the opportunity to discuss, review and agree to keep our shared values for our schools and ELC. These will underpin our curriculum. • Pupils, Staff, Parents and Stakeholders have reviewed our vision and agreed that it reflects our shared vision for the school. • Reviewed our Interdisciplinary learning themes and bundling. • Reviewed our current resources to support learning across the curriculum. • Set out how our curriculum delivers the entitlements of CfE using the 4 contexts. • Use of the Northern alliance curriculum rationale toolkit allowed staff an opportunity to gain a shared understanding and vision along with opportunities to discuss: - what matters to our children and families. - what we want for our children and how we will work together to achieve this.	• To develop a curriculum which reflects the school's community, values and local context. • To develop coherence between the school's vision, values and teaching practices. • To ensure a consistent approach to teaching and assessment reducing gaps and overlap. • To design a curriculum tailored to pupils needs, interests and local context. • To ensure better engagement because pupils see relevance in their learning. • To build pupil sense of identity, belonging and citizenship. • Continue to support teachers with pedagogy, reflective practice and continuous improvement. • To develop a shared understanding of why the curriculum is designed the way it is. • To look outwards and ensure our rationale is up to date with current thinking and practices. • To give a holistic picture of each pupils learning, development and wellbeing and equip pupils with a clearer sense of identity as learners. • To provide an ongoing record of development that follows each pupil through the school. • To encourage pupils to reflect on their own development and set achievable next steps. • To allow parents to have a better understanding of where their children are in their learning and their next steps.

Ready, Respectful, Safe, Honest and Kind

- what does our curriculum look like to achieve this. Profiling • We have worked together to get a format for our profiles which we have trialled this session. • Created high quality assessment and 'what stuck with me' proformas to capture pupil voice. • Worked with pupils to create meaningful targets and give children an understanding of where they are in their learning and next steps. • Wellbeing webs are in place for all pupils and staff and views are sought termly. • How Good Is Our school is used by pupils in their pupil groups to support pupil voice in self-evaluation.	• To work in partnership with parents and pupils in celebrating success and wider achievements.
Impact • We have a shared vision, values and aims which is supported and bought into by all stakeholders. • Resources and approaches to teaching is consistent and up to date. • Pupil voice and understanding on their own wellbeing is strong across the school. • Pupil voice established in self-evaluation activities. • Consistent approach to Profiling is happening throughout school from ELC to P7. • Parents and pupils have a clearer understanding of where children are at in their learning and next steps. • Within ELC language barriers are being addressed to support engagement and understanding.	

School Priority 3: Improving Additional Support for Learning

School Improvement Plan Priority 3

Summary of progress	Next steps
Very good progress was made in this area. Our new overview has meant that we have a more robust and strategic overview of all our pupils with additional support needs. All staff are more aware of interventions and are up to date with new information. Systems are in place to ensure actions are followed through. Tracking of cohorts of children allows us to provide appropriate support where needed. Information is stored in one place and following training staff feel more confident in supporting children.	• Continue to update the overview. • Continue with programme of meetings with staff and parents. • Continue to review training needs. • Develop pupil passports to allow them to have a way to communicate their needs and ways to support them within the classroom environment.

Ready, Respectful, Safe, Honest and Kind

Impact
We have a more robust strategic overview of ASL children. We have clearer tracking and monitoring of children's needs. We have a clearer understanding of impact of interventions. We have consistent consultations and passing of information with all staff. We have improved the setting of SMART targets. We have been able to strengthen involvement of parents and pupils in setting of targets and tracking progress. Staff are more confident in supporting children with Additional support needs and there is a more consistent approach to support.

School Priority 4: ELC Improvement Journey	
School Improvement Plan Priority 2	
Summary of progress and impact	Next steps
We have made very good progress with this plan. Our ELC team has worked extremely hard to ensure that the play environment has been developed to allow for high quality play both inside and out. This has been done taking into account the views and with the help of parents and pupils. Training has been given to support the staff with interactions and questioning and regular monitoring indicates the positive effect this is having. Staff have taken on leadership roles for areas of the playroom/outdoors and of the development of literacy, numeracy, rights of the child etc. We have reviewed our next steps documentation and setting of smart targets to allow relevant and achievable targets. These are shared with parents in their home languages. ELC ASL has been included on the whole school overview (review as above plan). A review of our resources to ensure equality and diversity has taken place and new resources purchased to ensure a 'window and mirrors' approach to our learning. We have developed new trackers for literacy and numeracy and are meeting twice a year to review children's progress.	• Embed the changes we have made. • Continually look for ways to improve our playroom -regular auditing of areas • Continued use of self-evaluation calendar to review e.g, planning, observations, targets etc. • Continued use of leadership roles to develop areas of curriculum and playroom. • Continue to monitor interactions and look for training opportunities where needed. • Continue to monitor resources and replace/update as appropriate in line with equality and diversity. • Continue to track progress in literacy and numeracy.
Impact	
• We have increased the pace of change. • We have higher quality observations.	

Ready, Respectful, Safe, Honest and Kind

- We are beginning to have high quality interactions which are beginning to include high quality questioning.
- We have created a higher quality play environment inside and outside.
- We are beginning to have a better understanding of next steps for staff, parents and children.
- We have embedded school values.
- We are beginning to raise attainment in Literacy and Numeracy.
- We have devolved Leadership.
- We have a focussed approach to planning.
- We have a robust overview of ASL.

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

Breakfast Club

- Chest freezer has meant that we have the ability to freeze the bread we are using for toast and so are able to accept enough bread for toast for the whole school.
- All pupils have access to toast in the classroom every morning.
- Our toast questionnaire showed that 22 children don't have breakfast at home but are having toast/or are going to breakfast club at school. All children have access to something to eat in the morning.

Nurture PSA

- This has allowed for all our PEF pupils who require nurture to receive this in school. Class teachers have used Boxall profiles to refer children and they have been grouped in order to support the strands they need support with. Class teachers/pupils report that the time spent in these sessions has allowed the children to gain strategies for self-regulation and build resilience. It has also meant that there has been higher engagement for these pupils in the classroom.

Community Champion Teacher

- Sourced and organised for all pupils who could not ride a bike from P4-7 to receive training and now all can successfully ride one. This included sourcing a trike for ASL pupils.
- Organised for all of our P7 pupils to sit and pass bike ability (and organised for them to have safe bikes to do this on).
- Organised a community fair with in conjunction with Refugee Highland.
- Progress is being made with converting the old janitors house in partnership with Highland Council drug and alcohol team and Action for Children into a space for supporting families. – this is an ongoing project.

Ready, Respectful, Safe, Honest and Kind

- Tesco project – organising visits and resources.
- Set up a link with the local community group The Cheerful Chesters and organised classes to visit the elderly and take part in different activities with them.

Attainment support Teacher

- We have been able to create a robust, strategic and up to date overview which allows us to ensure we are meeting the needs of our ASL pupils
- Pupils working with the support teacher have made progress.

4 months of extra teacher support for ½ day to support targeted groups

- Children in the various groups have made progress
- EAL PEF pupils have made progress with talking and listening which in turn have supported learning in other areas of the classroom

15 days of supply to support with attainment and planning meeting cover

- This has allowed class teachers to attend meetings where they are able to focus and discuss where children are in their learning and their next steps. They have been able to review what is already in place and how to utilise PSA time. It has also allowed staff time to look in-depth at specific children and review resources which supported them to make better progress in areas of literacy and numeracy.
- This has impacted positively on the attainment of pupils as is seen in the May attainment data.

Wider achievements

Coileanaidhean nas fharsainghe

Whole school working with Inspiring Scotland to support play and improve our community

Whole school work with CALA to provide training to staff and experiences for children in outdoor play

Various out of school clubs including CALA outdoor play, athletics, football etc.

All Primary 7 pupils passed their bike ability

All pupils in P4-7 who previously could not ride a bike were taught how to ride one

P7 residential to Fairburn Activity Centre

P4&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 teaming up with Highland Refugee in order to promote refugee week.

The whole school performed at our whole school Christmas Concert.

Ready, Respectful, Safe, Honest and Kind

After school sports activities led by Active schools well attended

School Discos – These have been well attended.

All pupils have had class trips to various places including Culloden battlefield, Inverness Castle, Highland wildlife park, etc

P6 pupils have earned their junior sports leadership badges

Scotbake has supplied us with bread all year to make toast for all pupils

Visits from Calley Thistle players to support world of work and learning around the word cup

A number of pupils have achieved personal achievements out with school

P5 Teacher winning Highland Heroes Primary Teacher of the Year.

Two Primary 6 pupils won the Visit Inverness Loch Ness and Highland Hotels Association Menu Competition and were guests at an award gala where they received the diversity award.

Three children in Primary 3 won an artwork competition for Chinese New Year and took part in the ceremony in Inverness to wake the dragon.

All Primary 6 pupils wrote poems that were published in a book.

A Primary 2 pupil designed and won a logo competition for Month of the Military Child.

The whole school took part in a sponsored walk around the local community.

Comments from learners, families, stakeholders and staff

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

From Pupils

“Raigmore is the best school ever. I feel safe, respected and included.”

“Our class is like a family, the people are kind, respectful and helpful. We know and follow our values.”

“This is a great school, we welcome everyone.”

“We learn about different countries and cultures, we are proud of our school”.

From Families

“We would like to say a massive thank you to the gentleman who got our child to start cycling, the bike ability team and Raigmore primary. Without their input we don't think they would have ever learned to cycle. They have definitely gained confidence.”

“Thank you all for your support to our family through what has been a very challenging time. It's been a great help to be able to chat. Raigmore are lucky to have such good staff.”

“Thank you very much for all the care and lovely experiences your school has given our children.”

Ready, Respectful, Safe, Honest and Kind

From Stakeholders

"A huge thanks to you and the staff for the warm welcome and hospitality. Also thank you to your children for engaging so well, we've enjoyed our visit to Raigmore."

"A very special thank you for your lovely bag of goodies, it is a lovely feeling to have been remembered."

"Thank you very much for our Christmas present. Much appreciate that young people think of us older people."

From Staff

"Raigmore is a very special school, and I have been privileged to have worked here for the last 20 years."

"At Raigmore we are a team who supports each other. We celebrate success and we always go above and beyond for our pupils and their families."

"I left feeling like Raigmore was a very special place, full of happy children who really do have a sense of belonging and love when in school."

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

Ready, Respectful, Safe, Honest and Kind

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

- Building awareness of the Curriculum Improvement Cycle.
- Continuing to develop our curriculum rationale
- Continuing our journey to continuous profiling

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 will be able to be accessed on our website shortly (currently under construction) or by contacting the school office.

Ready, Respectful, Safe, Honest and Kind

