



# STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

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**2024-2025**

## **Smithton Primary School**



Friendly, Caring, Positive, Honest, Respectful

# Introduction: Local and National Context

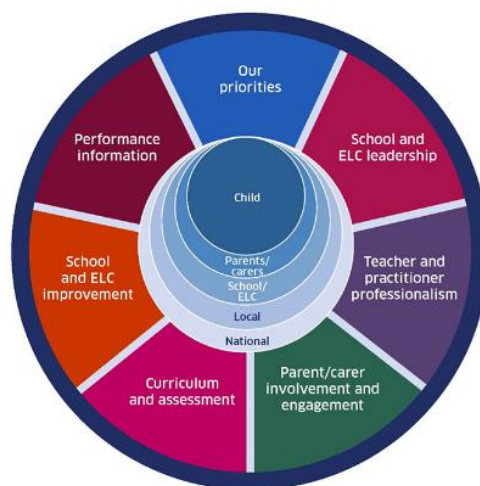
## Ro-ràdh: Co-theacsa Ionadail agus Nàiseanta

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**

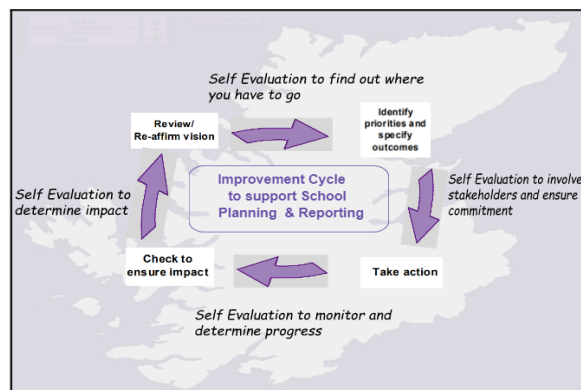
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

#### **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.

Mr S MacIver  
Head Teacher  
Smithton Primary School

## 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**  
**91%**

**Average Class Size**  
**26.7**

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

**Pupil Numbers (inc nursery)**  
**375 (+48 nursery)**

**Teacher Numbers**  
**20**

**Pupil Teacher Ratio**  
**18.75%**

<b>N3</b>	<b>N4</b>	<b>P1</b> <b>14.9%</b>	<b>P2</b> <b>12.3%</b>	<b>P3</b> <b>13.3%</b>	<b>P4</b> <b>14.1%</b>	<b>P5</b> <b>15.7%</b>	<b>P6</b> <b>13.3%</b>	<b>P7</b> <b>16.3%</b>
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<b>SIMD Q1<sup>1</sup></b> <b>&gt;10%</b>	<b>SIMD Q2</b> <b>20-30%</b>	<b>SIMD Q3</b> <b>10-20%</b>	<b>SIMD Q4</b> <b>30-40%</b>	<b>SIMD Q5</b> <b>10-20%</b>	<b>Unknown</b> <b>&gt;10%</b>
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<b>ASN<sup>2</sup></b> <b>10-20%</b>	<b>No ASN</b> <b>80-90%</b>	<b>FSM<sup>3</sup></b> <b>10-20%</b>	<b>No FSM</b> <b>80-90%</b>	<b>EAL<sup>4</sup></b> <b>20-30%</b>	<b>No EAL</b> <b>70+%</b>
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2024/25 Proportions of pupils achieving Curriculum for Excellence Levels (P1, P4, P7 combined):

**Reading**

**Most**

**Writing**

**Majority**

**Listening and  
talking**

**Almost all**

**Numeracy**

**Majority**

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.

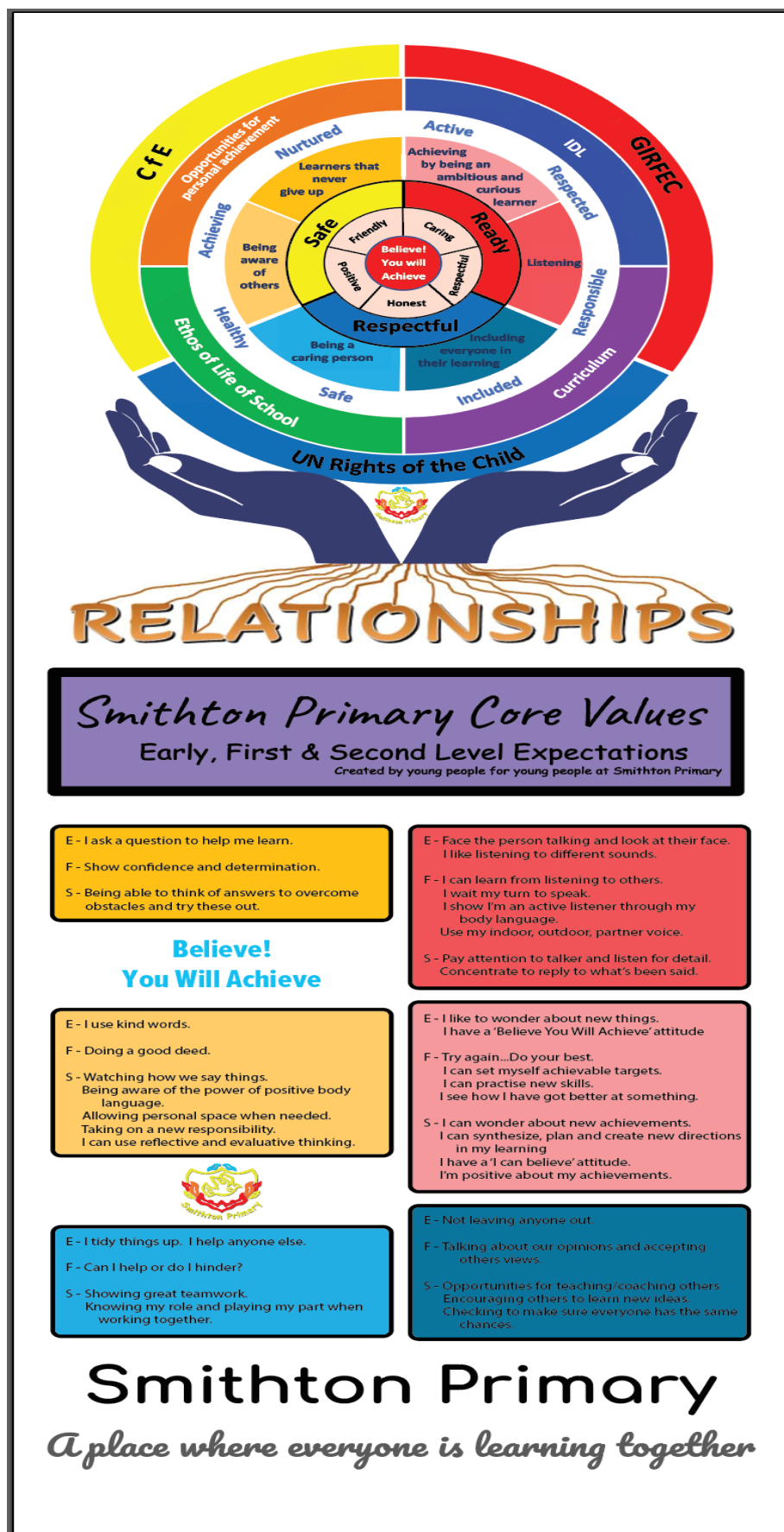
<sup>2</sup> ASN – Additional Support Needs

<sup>3</sup> FSM – Free school meal entitlement

<sup>4</sup> EAL – English as an additional language

# School vision, values and aims

## Lèirsinn, luachan agus amasan na sgoile





## 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:

### Digital Profiling

#### Purpose:

Create and deploy a digital method of recording pupil profiles within the school and ELC.

#### Progress:

- Explored digital platforms that would suit the requirements of the improvement area.
- Staff feedback on profiling.
- Review of literature and policy around digital profiling.
- SMT engagement on current practise in relation to profiling.
- Review of digital technology within school.
- Purchased new tablets for the school.

#### Impact:

- Digital device overview was created for the school.
- Proactive engagement with Parent Council on digital profiling.
- Improved communication tool available for school community.
- Improved pupil access to digital devices within the classroom.
- School in line with GDPR legislation.

#### Next steps:

- Continue to develop digital profiling into the next academic session using feedback to improve on how this works.
- Work on improving communications through this digital platform.
- Plan for digital literacy progression for pupils.

#### School Priority:

### Development of Scaffolding & Questioning

#### Purpose:

Embed a consistent approach to high-quality teaching across the school, focussing on the development of effective scaffolding and questioning techniques to support pupils' learning.

#### Progress:

- Whole school training and workshops.
- Engagement with academic research and literature.
- Teacher observations focusing on this improvement area.
- Staff feedback opportunities.

#### Impact:

- Improved CPD opportunities for staff with shared strategy
- Professional dialogue and collaborative approach around development of this area.
- Increased pupil feedback opportunities across school.
- Improved consistent approach across the school.
- Teaching staff more confident in scaffolding & questioning.

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**Next steps:**

- Continued use of strategies.
- To be included within self-evaluation (Learning and Teaching) going forward.

School Priority:

**Real-world maths****Purpose:**

Build upon previous progress within the development of practical maths and financial education in the curriculum.

**Progress:**

- Staff feedback sessions held with findings shared with all teaching staff.
- Creation of maths framework, whole school approach.
- Staff training and development.
- Engagement with numeracy officer.
- School review of concrete materials.
- Purchase of new materials to support in the delivery of numeracy lessons.
- Smithton staff taking part in national discussion around curriculum development of numeracy.

**Impact:**

- Improved use of diagnostic assessments to support planning.
- Staff trained and engaging in professional dialogue around numeracy.
- Readily available interventions to support learning.
- Enhanced use of ICT and online platforms to support the learning of numeracy.
- More consistent school approach to numeracy moving forward.

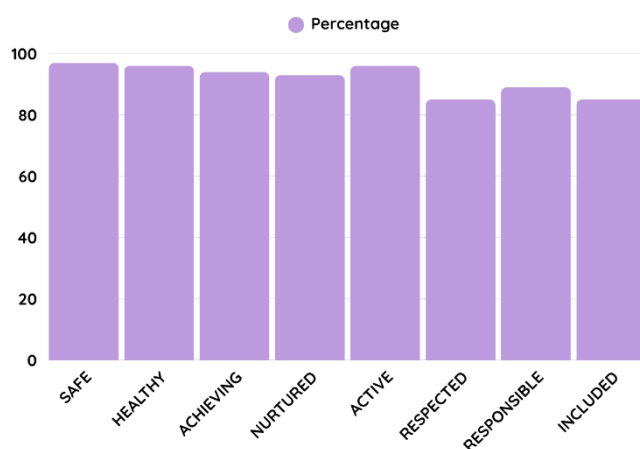
**Next steps:**

- Feedback on use of maths framework and develop as necessary.
- Incorporate numeracy within School Improvement Plan next session.

## Progress and impact of Pupil Equity Fund

### Adhartas agus buaidh Maoin Cothromas Sgoilearan

A SHANARRI survey was carried out for classes P4-P7. Results were collated and shared with all staff.



- Level 3 of Seasons for Growth was delivered to 7 pupils.
- Family team support for identified pupils and families through school or multi-agency referral. This supported attendance of pupils and wellbeing. Families' feedback on the service shows that the majority of those engaged with this service found it 'excellent'.
- Continued engagement with families requiring support in acquiring new school uniforms and clothing
- Creation of means to support children who have not had breakfast.
- Training and development. including de-escalation strategies, for all staff to support children.

## Wider achievements

### Coileanaidhean nas fharsainghe

- ✓ Inter-schools Sports
- ✓ Baille Cup
- ✓ P7 Enterprise Afternoon
- ✓ P7 Residential Trip
- ✓ Weekly offering of various clubs.
- ✓ Bikeability
- ✓ Féis Rois YMI
- ✓ Improved Pupil Voice and Leadership Opportunities.
- ✓ Ongoing collaboration with Smithton Free Church.



## Comments from learners, families, stakeholders and staff

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

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*"The family team have been great since I started here..."*

*"I feel comfortable to ask for help."*

*"I love the sense community feeling in the school."*

*"Let's work together to get it right for our children."*

## Capacity for continuous improvement

### Comas airson leasachadh leantainneach

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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
<b>QI 1.3</b> Leadership of change	Very good	Good
<b>QI 2.3</b> Learning, teaching and assessment	Satisfactory	Satisfactory
<b>QI 3.1</b> Wellbeing, equality and inclusion	Good	Satisfactory
<b>QI 3.2</b> Raising attainment and achievement/Securing children's progress	Good	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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- Embed a consistent approach to high-quality teaching across the school that will drive forward improvements in attainment.
- Drive forward improvements within self-evaluation for both the ELC and school.
- Create and design a curriculum overview for use across the school.
- Develop pupil voice and leadership opportunities.

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## 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 [Home | Smithton Primary](#) or by contacting the school office.