



STANDARDS AND QUALITY REPORT 2025-26

AITHISG INBHEAN IS CÀILEACHD

Smithton Primary School



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%

Positive, Caring, Friendly, Honest, Respectful



School Profile

Pròifil na Sgoile

The following information can be found on [Parentzone Scotland](https://parentzone.scot.nhs.uk/). 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
92.3%

Average Class Size
26.4

Meeting PE Target
Target Met

Pupil Numbers (inc nursery)
460

Teacher Numbers
18

Pupil Teacher Ratio
20.6

N3
9.78%

N4
9.35%

P1
11.09%

P2
13.04%

P3
10.22%

P4
11.30%

P5
10.87%

P6
13.26%

P7
11.09%

SIMD Q1¹
2.7%

SIMD Q2
27.8%

SIMD Q3
15.9%

SIMD Q4
40%

SIMD Q5
11.9%

Unknown
1.7%

ASN²
29.2%

No ASN
70.8%

FSM³
21.1%

No FSM
78.9%

EAL⁴
6.5%

No EAL
93.5%

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



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

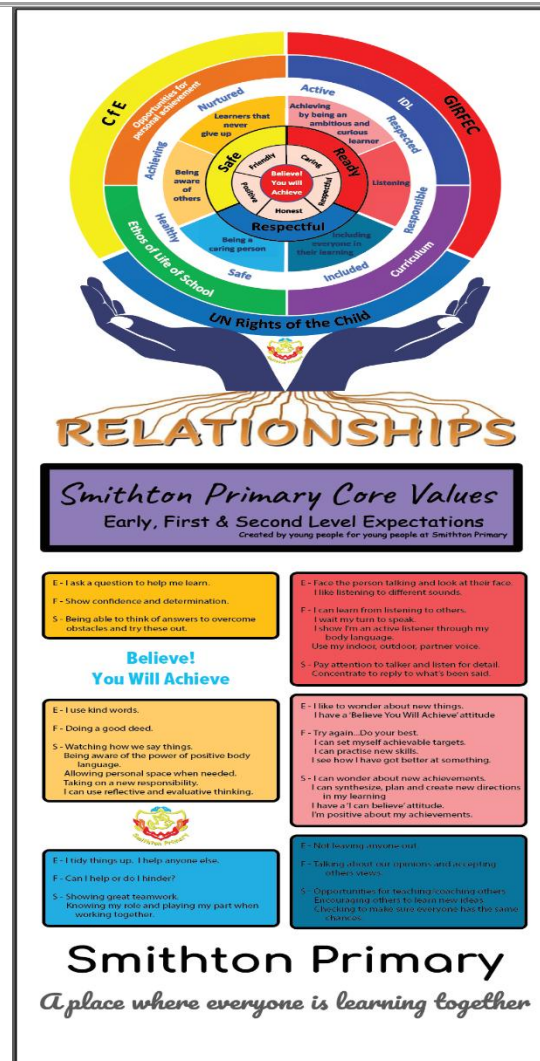
Reading	Writing	Listening and talking	Numeracy
Majority	Majority	Majority	Majority

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.



School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile



Positive, Caring, Friendly, Honest, Respectful

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: Design, implement, and embed a coherent 3-year curriculum rationale that reflects our school's values, meets the needs of all learners, and is underpinned by a robust system for tracking, recording, and monitoring progress and attainment.

School Improvement Plan Priority 2

Summary of progress

Over the course of this session, significant progress has been made towards designing, implementing, and embedding a coherent 3-year curriculum rationale that reflects the school's values and meets the needs of all learners.

A key achievement has been the successful creation of a whole-school literacy framework. This has established a clear, consistent approach to the delivery of literacy across all stages, ensuring progression and coherence in pupils' learning experiences. In parallel, a comprehensive curriculum rationale has been developed to support a consistent and structured approach to the wider delivery of Curriculum for Excellence (CfE) experiences and outcomes.

A notable strength of this work has been its collaborative nature. All teaching staff have been actively involved in the development of these documents, resulting in strong ownership, shared understanding, and consistency in practice across the school. As a result, learning and teaching in Smithton Primary has become

Next steps

- Finalise and implement planning and tracking systems to ensure consistency in monitoring progress and attainment
- Embed numeracy and literacy frameworks across all stages to ensure full consistency and progression
- Continue to develop the integration of UNCRC and wellbeing indicators within the curriculum
- Further strengthen moderation and professional dialogue to ensure shared understanding of standards and expectations
- Monitor and evaluate impact on learner outcomes to inform next stages of improvement



more consistent, with increased staff confidence in what should be delivered within and across stages. Self-evaluation evidence demonstrates improvement in key areas aligned with <i>How Good Is Our School 4</i> (HGIOS4), particularly in relation to curriculum design, learning, teaching, and assessment. The introduction of clear frameworks has supported more focused professional dialogue and strengthened practitioner understanding of progression. The school's curriculum frameworks are well aligned with Highland Council progression frameworks, ensuring coherence with local authority expectations. Additionally, the incorporation of wellbeing indicators linked to the UNCRC has strengthened the school's commitment to children's rights and wellbeing, providing a strong foundation for further development in this area in future sessions. To support the next phase of this work, a dedicated working group of class teachers is currently finalising robust planning and tracking documentation. This will further strengthen approaches to monitoring, recording, and tracking progress and attainment. Alongside the continued development of literacy and the forthcoming numeracy framework, these systems will be fully implemented at the beginning of Session 2026/27	
Impact • Clear, coherent curriculum frameworks now in place, improving consistency, progression, and staff confidence across all stages • Strong staff ownership and shared understanding, leading to more consistent learning and teaching practice • Improved self-evaluation (HGIOS4), with strengthened professional dialogue and clearer understanding of progression • Alignment with Highland Council frameworks and integration of UNCRC wellbeing indicators strengthening relevance and inclusivity • Robust foundations established for effective tracking and attainment monitoring, with systems ready for full implementation next session	



School Priority 2: Strengthen the consistency, effectiveness, and impact of learning and teaching across all stages, ensuring every learner experiences high-quality pedagogy that supports engagement, progression, and achievement.

School Improvement Plan Priority 2

Summary of progress and impact	Next steps
Over the course of the session, the school has made measurable progress towards improving the consistency and quality of learning and teaching. There is clear evidence of strengthened practice across a number of key areas, although some aspects require further embedding to ensure sustained impact. Learning walks have demonstrated an improvement in the use of learning intentions and success criteria across the school. In particular, the introduction of “Smithy” as a familiar and engaging feature for younger learners has supported greater pupil understanding of the purpose of their learning and success expectations. This has contributed to increased engagement and consistency in classroom practice. Staff have engaged fully in high-quality professional learning, particularly in relation to the National Writing Improvement Framework. This has strengthened teacher knowledge and pedagogy in the teaching of writing, contributing to a more consistent and structured approach across the school. Early indications from attainment data (Term 4) show a slight increase	• Further embed and extend moderation processes to ensure consistent application of standards across all stages • Continue to develop and sustain improvements in writing and track impact over a full academic year • Strengthen the impact and structure of pupil leadership groups to ensure meaningful contribution to school improvement • Maintain and refine attainment meetings to ensure highly targeted, data-informed interventions • Build on learning walk evidence to further enhance consistency in high-quality pedagogy across all classrooms • Continue to promote and support professional learning and sharing of best practice within the school and ASG



in attainment, suggesting positive impact; however, this requires further embedding and monitoring over a full academic year to ensure sustained improvement.

Moderation opportunities have increased across the school, supporting improved professional dialogue and shared understanding of standards. While this is a positive step forward, there remains a need to further develop and embed moderation practices to ensure greater consistency and confidence across all stages.

More focused attainment meetings between Senior Leadership Team (SLT) and class teachers have significantly enhanced the school's ability to identify and implement targeted interventions. Staff feedback highlights that these discussions have improved confidence in assessment and strengthened understanding of learner needs. The opportunity to engage directly with the teacher delivering "Smithy Boosts" interventions has further supported class teachers in identifying and applying appropriate strategies to meet individual pupil needs.

Leadership groups have been increasingly utilised to gather pupil voice and inform school improvement. While establishing a meaningful and sustainable platform for this has presented challenges, this represents a positive step towards strengthening learner participation in school improvement. This will continue to be



developed to ensure greater impact in future sessions. There has also been increased collaboration and sharing of best practice across the Associated School Group (ASG), contributing to a more cohesive strategic vision and supporting ongoing professional learning.	
Impact	
• Increased consistency in learning and teaching, with improved use of learning intentions and success criteria enhancing pupil understanding and engagement • Strengthened staff confidence and pedagogy in writing following targeted CPD, with early signs of improved attainment (Term 4 data) • More focused attainment meetings leading to better targeted interventions and improved responsiveness to pupil needs • Greater collaboration and moderation supporting a developing shared understanding of standards across the school and ASG • Positive early development of pupil leadership groups, increasing opportunities for learner voice • Overall improvement in coherence of approach and staff confidence, with foundations in place for sustained gains in attainment	



School Priority 3: Reduce financial barriers to participation and ensure equity of access to all aspects of school life by identifying, addressing, and mitigating the cost of the school day for all learners and families.

School Improvement Plan Priority 1

Summary of progress	Next steps
Over the session, strong progress has been made in identifying and addressing the financial pressures faced by families, resulting in more equitable access to school experiences. A key strength has been the collaborative approach with the Parent Council to conduct a whole-school audit. Surveys gathered the views of parents/carers, pupils and staff, providing a robust evidence base to inform targeted action. Findings identified breakfast as the most significant financial pressure for families. In response, the school has worked with partners to secure community funding and will pilot the provision of fruit for all pupils, alongside additional breakfast options for those with greater need. This targeted approach reflects a responsive and data-informed strategy. Practical supports have been expanded to reduce everyday costs. Pre-loved uniform and outerwear are now routinely offered to families, with the school community room effectively used as a hub to store and distribute items. This has improved access and reduced stigma. Targeted support for families experiencing significant hardship has been strengthened through ongoing partnership working. Collaboration with Compassion in Crisis and local community groups has ensured timely and sensitive support. The Family Link Worker continues to play a pivotal role in providing bespoke, needs-led interventions for families. Wider equity of experience has also been enhanced. Through PEF funding, all pupils were able to participate in an inclusive activity	• Pilot and evaluate breakfast provision to inform sustainable delivery • Use survey data to target key cost pressures (e.g. trips, resources, clubs) • Expand and promote pre-loved clothing to increase access and reduce stigma • Strengthen partnerships and funding streams to sustain support • Enhance targeted family support through the Family Link Worker and improved tracking • Ensure all school activities and planning consider affordability and equity



week, ensuring access to enriching experiences regardless of financial circumstance. Additional seasonal support has been provided through partnerships such as Cash for Kids, with 74 families receiving gifts and food provision over the Christmas period.	
Impact	
• Clear understanding of financial barriers, enabling targeted and responsive support (e.g. breakfast provision) • Reduced cost pressures for families through access to pre-loved clothing and practical resources • Increased equity of access to school experiences, including fully inclusive activity week provision • Strengthened partnerships enhancing timely, targeted support for families in greatest need • Improved capacity to identify and respond to individual family circumstances through Family Link Worker support	



Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

The Pupil Equity Fund (PEF) has been strategically targeted across P1–P7 to reduce barriers to learning, with a particular focus on improving attainment in numeracy and mathematics, alongside the embedding of literacy and language. Through a combination of targeted 1:1 support and wider class-based interventions, including our “Smithy Boost” initiative, we have demonstrated positive impact across almost all identified PEF pupils, as evidenced within attainment data.

The fund has also enabled the school to invest in targeted literacy intervention resources, supporting increased pupil confidence and contributing to measurable improvements in attainment for almost all learners accessing this support.

Wider achievements

Coileanaidhean nas fharsainghe

- Inter-schools Sports
- Baille Cup
- McRobert Cup
- School Choir Performances at Smithton Free Church Christmas Concert & Smithton Old Folks’ Christmas Lunch
- P7 Enterprise Afternoon
- P7 Residential Trip
- Weekly offering of various clubs.
- Reading is for Everyone project with HighLife Highland
- Bikeability
- Fèis Rois YMI
- Involvement with Paul Hamlyn Foundation Fund project with Fèis Rois
- Ongoing collaboration with Smithton Free Church and RME events.
- Jacob’s STEM Schools Project

Positive, Caring, Friendly, Honest, Respectful



Comments from learners, families, stakeholders and staff

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

"The Family Team Officer has helped me and my child so much. Thank you!" **Parent of a pupil who works with the family team.**

"I feel comfortable to ask for help." **Pupil in P6**

"I would like to see Seesaw being used more consistently across the school." **Parent survey about Seesaw.**

"Smithton is the best thing about Smithton." **Pupil feedback during a visit with CEO of Education Scotland.**

Positive, Caring, Friendly, Honest, Respectful



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	Satisfactory	Satisfactory
QI 3.1 Wellbeing, equality and inclusion	Good	Satisfactory
QI 3.2 Raising attainment and achievement/Securing children's progress	Satisfactory	Satisfactory
Other QIs reviewed	QI 2.2	

Our overall evaluation of our capacity for continuous improvement is:

We are confident in our capacity for continuous improvement.

Positive, Caring, Friendly, Honest, Respectful



Key priorities for improvement planning

Prìomhachasan airson planadh airson leasachadh

- | |
|---------------------------------------|
| 1. Curriculum Development & TRM |
| 2. High-quality Learning and Teaching |
| 3. Cost of the school Day |

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://www.smithtonprimary.co.uk/> or by contacting the school office.

Positive, Caring, Friendly, Honest, Respectful

