



STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2025-2026

STRATHCONON PRIMARY SCHOOL



Friendship, Teamwork, Kindness, Creativity

Introduction: Local and National Context

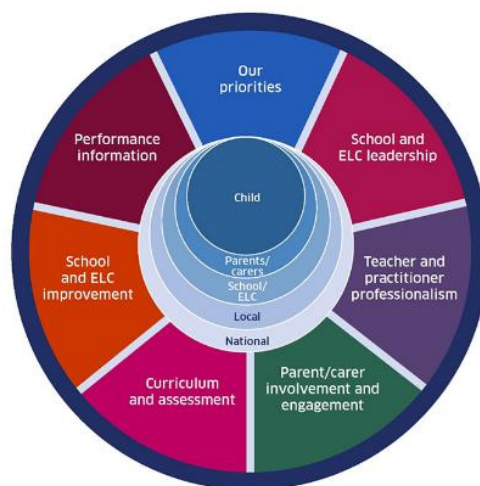
Ro-ràdh: Co-theacsa Ionadail agus Nàiseanta

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 2025-26. 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

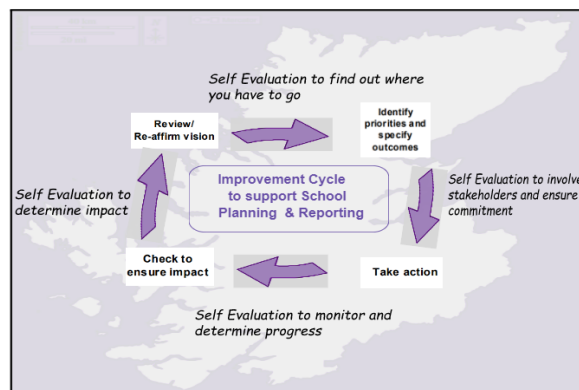
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

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.

Heather Rosie
Head Teacher
Strathconon 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

89.3%

Average Class Size

1.2

Meeting PE Target

Target Met

Pupil Numbers (inc nursery)

5

Teacher Numbers

1

Pupil Teacher Ratio

4.2

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

There are 5 children attending the school, ranging from P2 – P6. The pupils are taught together in a single multi-stage class with one full-time Class Teacher.

The Head Teacher has overall leadership responsibility for Strathconon, Strathgarve and Marybank 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 satisfactory. 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

Satisfactory progress

Writing

Satisfactory progress

**Listening and
talking**

Satisfactory progress

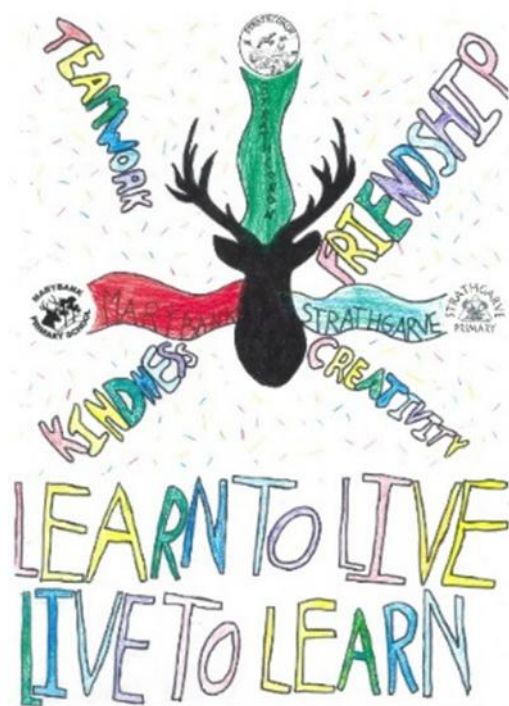
Numeracy

Satisfactory 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 school.

Friendship, Teamwork, Kindness, Creativity

Progress:

- ✓ Staff have been involved in developing expectations of high-quality learning and teaching with colleagues in the tri-cluster.
- ✓ In most lessons, staff share the purpose of learning with children and recap prior learning with them to support their understanding.
- ✓ In most lessons, staff provide children with appropriate explanations and instructions which are well understood.
- ✓ Staff use a range of open and closed questions to support children's thinking and make appropriate, well-timed interventions during lessons.
- ✓ Children receive encouraging and supportive oral feedback during all lessons. Children are beginning to receive helpful written feedback on extended writing pieces, identifying their strengths and next steps.

Impact:

- ✓ Younger children say the blends and sounds made by a combination of letters and read aloud familiar texts with attention to punctuation. They contribute to discussions about characters and events relevant to the text.
- ✓ Most older children read aloud a familiar piece of text and show understanding of what they have read. They are beginning to recognise the difference between fact and opinion.
- ✓ Improved reading skills are supporting pupils to access and understand texts across the curriculum.
- ✓ The children are in the early stages of developing an interest in reading for enjoyment at school and at home.

Next steps:

- 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.

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)

Progress:**Impact:**

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- ✓ 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.
- ✓ 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.

Next steps:

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

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.

Progress:

- ✓ Good 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.
- ✓ Good use of Newsround and First News supports the pupils to engage in 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.

Impact:

- ✓ There is a very warm and friendly ethos within the school. All staff demonstrate positive and nurturing relationships with children.
- ✓ Overall children feel that staff treat them fairly and with respect.
- ✓ All children agree that their school helps them to understand and respect others.
- ✓ Children are polite, friendly and well-behaved demonstrating kindness to each other and adults.
- ✓ Staff use restorative approaches, if required, to help children resolve conflict.
- ✓ The school has a positive relationships policy which staff use effectively to promote positive behaviour.
- ✓ Children can discuss a few of their rights, such as the rights to play and rest.
- ✓ Children can link their rights learning, such as their work on the Vikings.

- ✓ 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.

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**

Intervention 1 - Do-BeMindful Programme (Year 3)

- Pre- and post-programme surveys showed measurable improvements in pupil wellbeing.
- Highland Health & Wellbeing Profile data indicated strong affiliation, agency, autonomy, and feelings of safety.
- Pupils increasingly used the language of HWB indicators to describe emotions and strategies

Impact/Progress

Pupils demonstrated increased emotional literacy and confidence in recognising and naming their feelings. Survey data showed improvements in attention, concentration, self-kindness, and anxiety reduction. Most pupils reported feeling calmer, more relaxed, and better able to cope with stress. HWP data confirmed strong affiliation with school and positive relationships. The programme contributed to improved resilience and readiness to learn.

Intervention 2 – Reflective Reading (The Learning Zoo Ltd)

- ACEL, PM Benchmarking, NSA/SOFA and individual target data showed that most pupils made progress in reading accuracy, fluency, and comprehension.
- Pupils increasingly articulated their successes and next steps using reading language.

Impact/Progress

Targeted pupils made strong progress in reading, with the majority achieving or moving towards expected levels. Learners demonstrated improved confidence in discussing their reading strategies and next steps. Staff reported increased engagement during structured reading sessions. The intervention supported consistency in literacy pedagogy and contributed to improved attainment across stages.

Intervention 3 – PSA Literacy Support (3 hours per week for 16 weeks)

- NSA/SOFA, ACEL, PM Benchmarking and writing rubric data showed progress in reading and writing for targeted pupils.
- Pupils increasingly met individualised literacy targets.

Impact/Progress

Targeted pupils demonstrated improved attainment in reading and writing, with progress evident across multiple data sources. Pupils showed increased confidence in explaining their learning, successes, and next steps. The PSA intervention provided consistent, focused support that helped close gaps for pupils below expected levels. This contributed to improved literacy outcomes across P2–4.

Wider achievements **Coileanaidhean nas fharsainghe**

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- 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.
- 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.

Comments from learners, families, stakeholders and staff

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

Surveys were done for the HMI inspection. However, detail around this was not shared due to the low number of children enrolled in the 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		Satisfactory
QI 2.3 Learning, teaching and assessment		Satisfactory
QI 3.1 Wellbeing, equality and inclusion		Good
QI 3.2 Raising attainment and achievement/Securing children's progress		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

Friendship, Teamwork, Kindness, Creativity

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://strathgarveStrathcononstrathcononcluster.wordpress.com/> or by contacting the school office.