



# STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

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**2024-2025**

## **Strathdearn Primary School**



*Honest Inclusive Kind Encouraging 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.

Anna Moss

Acting Head Teacher

Strathdearn 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**  
**94.7%**

**Average Class Size**  
**15.5**

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

**Pupil Numbers (inc nursery)**  
**30(+18 nursery)**

**Teacher Numbers**  
**3**

**Pupil Teacher Ratio**  
**11.9**

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

**Reading**

Almost all

**Writing**

Almost all

**Listening and  
talking**

Almost all

**Numeracy**

Almost all

Strathdearn Primary School is located in a rural setting serving the local community of Tomatin and Moy.

There are 30 children attending the school and 17 children in nursery, ranging from N3 - P7. P1 – 4 are taught together and P5-7 are taught together in multi-stage classes. There is a separate nursery for 3 and 4 year olds.

The headteacher has overall leadership responsibility for Strathdearn Primary School and 3 days teaching commitment.

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 very good/. Children achieve appropriate CfE levels in literacy and numeracy and, across the school, a few children are exceeding nationally expected levels. All children who face barriers to learning are making very good/good progress towards meeting their individual targets.

We have had no exclusions this year.

Overall children are making the following progress:

**Reading**

Good progress

**Writing**

Good progress

**Listening and  
talking**

Good progress

**Numeracy**

Good progress

## School vision, values and aims

### Lèirsinn, luachan agus amasan na sgoile

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#### Our Values

Kind, Respectful, Encouraging, Honest and Inclusive

#### Strathdearn Primary School is a place where

- children are happy to learn and are inspired to be the best they can be
- children enjoy, appreciate and value their rich outdoor environment
- children are always treated fairly and valued at all times
- pupil voice is encouraged and valued
- children are encouraged to care for each other and to interact with others respectfully and responsibly
- achievements are celebrated and encouraged both in and out of school
- there is a positive and enriching environment for all pupils, staff and parents
- clear expectations are communicated and key skills are embedded
- the physical, mental and emotional health of children is fostered.

#### Our Aims

In partnership with parents and the wider community, we aim to

- nurture all children in a safe, caring environment
- value, support, respect and include everyone
- provide children with challenging, motivating, positive and purposeful learning experiences.
- help children reach their full potential.

## Review of progress for session

### Ath-sgrùdadh air adhartas airson an t-seisein

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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:

#### Developing Agency Through Self – Evaluation

##### Purpose:

Due to various changes in staffing and senior leadership at the school during the 2023/24 session, self-evaluation data and feedback has shown that the school does not have a robust system in place for ensuring triangulation of data from all stakeholders including our families and the pupils. Effective self-evaluation should be seen as an ongoing process that enables strategic change to take place, having a positive impact on our pupils.

##### Progress:

- ✓ There is a growing understanding across all stakeholders—including staff, pupils, and families—of the importance of effective self-evaluation in driving school improvement.
- ✓ Teachers demonstrate increased autonomy and ownership over self-evaluation processes. They are more confident in identifying strengths, areas for development, and actions required to bring about positive change.
- ✓ Staff can articulate where the school is now, where it is aiming to be, and how it plans to get there, showing a deeper understanding of the school's strategic direction.

##### Impact:

- ✓ Good progress has been made in developing a culture of self-evaluation that informs strategic planning to lead to improved outcomes.
- ✓ Evidence from multiple sources—including learner voice, staff input, and parental feedback—is being used more effectively to evaluate and inform ongoing improvement priorities.

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- ✓ When evaluating learning and teaching, staff are increasingly able to provide concrete examples of effective strategies and improvements made as a result of reflective practice.

### Next steps:

- ✓ Establish a self-evaluation calendar to support consistent and planned opportunities for gathering and reflecting on evidence throughout the school year.
- ✓ Provide professional learning for staff on high-quality self-evaluation practices, including data analysis, learner conversations, and collaborative reflection.
- ✓ Strengthen the role of pupil voice in shaping learning experiences and evaluating their own progress, fostering greater ownership and engagement.
- ✓ Create structured opportunities for parental and family feedback, such as focus groups, surveys, and open dialogue events.
- ✓ Share regular updates with families and the wider community to demonstrate the impact of changes and encourage ongoing collaboration.
- ✓ Embed triangulation to make sure all evaluative statements about strengths and development points are grounded in a robust evidence base.

### School Priority:

## Assessment and Moderation – Moderation Collaborative

### Purpose:

This project is being implemented due to feedback from staff and the local authority around low teacher confidence when judging end of level (Early, First and Second). The moderation project will enable staff to moderate work within the school and externally with others across the local authority which will support development and increase confidence levels across the staff.

### Progress:

- ✓ Assessment of children's progress – by improving accuracy and consistency in professional judgements.
- ✓ Moderation opportunities embedded within the school and in collaboration with other schools across the local authority.
- ✓ Staff are engaging in structured professional dialogue, analysing pupil work against benchmarks to build shared standards and expectations.
- ✓ Teacher professionalism has been strengthened, with practitioners taking greater ownership of assessment and contributing more confidently to discussions about pupil progress.

### Impact:

- ✓ Good progress has been made in improving the consistency and accuracy of professional judgements through a focused moderation approach within the school and across the local authority.
- ✓ Staff confidence has grown as a result of engaging in professional dialogue and analysing pupil work in line with the benchmarks.
- ✓ Effective moderation practices are now embedded, both internally and through cross-school partnerships, enabling a shared understanding of standards and expectations.

### Next steps:

- ✓ Continue to embed moderation practices across all stages (Early, First, and Second Levels), ensuring they become a sustained and regular part of the assessment cycle.
- ✓ Use feedback and evidence from moderation activities to inform professional learning and adapt teaching approaches based on learner needs.
- ✓ Develop clear tracking of moderation impact on learner progress and attainment to ensure it is driving improvement and attainment.
- ✓ Facilitate peer observation opportunities to further build shared understanding of standards and expectations.

- ✓ Incorporate pupil voice into moderation and assessment discussions where appropriate, helping to ensure learning intentions and success criteria are used consistently, effectively and are well understood by learners.
- ✓ Review and refine whole school assessment approach to reflect current moderation practices and ensure consistency across the school.

School Priority:

## Improving Numeracy at First/Second Level

### Purpose:

This project has been developed in response to dips in attainment in Numeracy across Highland.

### Progress:

- ✓ 100% of P7 pupils achieved Band 9 or above in the 2024 National Standardised Assessments (NSAs), indicating significant attainment at this stage.
- ✓ 100% of P4 pupils achieved Band 6, with 91% achieving Band 7 or above in the 2024 NSAs, demonstrating strong progress in first level Numeracy.
- ✓ Targeted interventions introduced for identified pupils, leading to increased confidence and engagement in Numeracy.
- ✓ Effective use of data tracking systems allowing for earlier identification of gaps in learning and responsive planning to identified needs.

### Impact:

- ✓ Good progress was made in this area, resulting in improved attainment and engagement in Numeracy across all stages.
- ✓ Strong evidence of positive outcomes for all learners.
- ✓ Professional learning sessions have strengthened best teaching practice and led to greater consistency in Numeracy teaching and learning across the school.
- ✓ Successful strategies for engaging learners are evident, including collegiate support for Numeracy improvement across the Millburn ASG.

### Next steps:

- ✓ Sustain high levels of attainment in Numeracy across all stages by refining approaches to learning, teaching, and assessment.
- ✓ Continue with targeted interventions to ensure all learners, especially those at risk of not achieving expected levels, are appropriately supported.
- ✓ Enhance data-informed planning by embedding the use of real-time assessment information to drive responsive teaching and learning.
- ✓ Continue to provide professional learning opportunities for all staff with a focus on effective teaching and learning strategies.
- ✓ Strengthen moderation and collaborative planning within and across the Millburn ASG to promote consistent expectations and shared standards.
- ✓ Encourage parental and community engagement to build capacity for Numeracy learning beyond the classroom.

## Progress and impact of Pupil Equity Fund

### Adhartas agus buaidh Maoin Cothromas Sgoilearan

Due to changes in leadership throughout the year, the planned Literacy Gold intervention for the target group of 16 pupils did not fully launch. As a result, the intended impact—an increase in reading age by 6+ months—was not achieved, and the target was not met. Moving forward, this intervention will be reviewed and considered for re-implementation with clearer oversight and planning to ensure consistency and impact.

The use of a stereo to play Kidpop during break and lunch was intended to promote inclusion for ASN pupils by creating a fun and engaging environment. While staff observed positive responses from pupils, the intervention was not fully implemented due to leadership changes, and pupils moving on so the target was not fully met.

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Chrometabs have been used daily in the P1–4 class to support pupils in documenting their learning independently through photos, videos, and voice recordings. This has empowered to share their progress in a way that suits their needs, giving them a stronger voice in their learning. Parent and pupil feedback have highlighted the positive impact of this digital profiling approach.

Weekly exposure to problem-solving activities has strengthened the teaching and learning of numeracy and mathematics across the year. Teachers report increased use of strategies in daily lessons, and SOFA data indicating that most pupils are achieving expected levels.

## Wider achievements

### Coileanaidhean nas fharsainghe

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Pupils' wider achievements are celebrated monthly during a Celebration Assembly, where families and members of the community are warmly invited to attend.

Pupils in the Primary 1–4 class have taken part in an eight-week block of swimming lessons at the Inverness Aquadome. Throughout the programme, all pupils have demonstrated increased confidence and developed their swimming skills.

In Term 4, a Forest Schools Practitioner has led outdoor learning sessions for pupils from both the ELC and primary classes. These sessions have focused on problem-solving, teamwork, land management, and the safe and purposeful use of tools, with high levels of engagement from the pupils.

Strong links have been developed with the wider Tomatin community. Primary 7 pupils have visited the local parent and toddler group to read with young children, fostering intergenerational connections and early literacy. Pupils were also invited to plant wildflower seeds in various locations around the village, supporting local environmental initiatives. Additionally, the Primary 5–7 class had the opportunity to meet the Cabinet Secretary for Transport at an event promoting the A9 dualling project.

Pupils in the Primary 5–7 class have taken part in rural skills experiences through the Royal Highland Education Trust (RHET), including attending sheepdog trials and spending a day exploring careers and land-based work opportunities at a local estate.

Primary 7 pupils benefit from a four-day residential experience at a local outdoor centre, where they participate in a range of adventurous activities designed to develop new skills, build confidence, and strengthen teamwork and resilience.

## Comments from learners, families, stakeholders and staff

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

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Parental feedback has indicated that 80% of parents agree that:

- Pupils know that their voices are sought, valued and acted upon.
- Learners exercise choice, including the appropriate use of digital technology and take increased responsibility as they become more independent in their learning.
- Pupils contribute to the life of the school and wider community in a range of well planned activities
- The ethos and culture of the school reflects a commitment to the children rights and positive relationships
- Our children are eager and active participants who are fully engaged, resilient, highly motivated and interact well.
- Through regular collaboration we have a shared understanding of the schools strengths and areas of development.
- We consider each child as an individual with his/her own needs and rights.



Comments from parents:

- 'Good values. I hope these are regularly reinforced to ensure the well-being of all.'
- 'Happy children. Happy school.'
- 'Our children are happy at school. Thank you.'
- 'Nurturing and caring environment.'

## 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	Good	Good
<b>QI 2.3</b> Learning, teaching and assessment	Good	Good
<b>QI 3.1</b> Wellbeing, equality and inclusion	Good	Good
<b>QI 3.2</b> Raising attainment and achievement/Securing children's progress	Good	Good

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

Analysis of attainment data highlights the continued importance of raising attainment for all learners, with a particular focus on ensuring every child has the opportunity to achieve the appropriate level. Our improvement planning will prioritise the implementation of inclusive, evidence-based teaching and learning strategies that are both effective and achievable for all pupils. By enhancing consistency and providing targeted support and appropriate challenge, we aim to close gaps in learning and ensure high-quality experiences that promote progress for every learner.

Improving attainment in numeracy remains a key focus, with particular attention to the conceptual areas of fractions, percentages, and decimals. Assessment evidence and teacher professional judgement highlight these as areas where many learners experience difficulty. As part of our ongoing improvement planning, we will implement targeted teaching approaches that build deep conceptual understanding and make clear connections between these key mathematical concepts.

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

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