



STANDARDS AND QUALITY REPORT 2025-26

AITHISG INBHEAN IS CÀILEACHD

Strathdearn Primary School 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%

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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.

Use school overview dashboard to support completion: [School Overview Dashboard](#)

Attendance
94.9%

Average Class Size
17.5

Meeting PE Target
Target Met

Pupil Numbers (inc nursery)
35 (+14 nursery)

Teacher Numbers
3

Pupil Teacher Ratio
13.5

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

Reading

Writing

**Listening and
talking**

Numeracy

Most

Most

Most

Most

We have had no exclusions this year.

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

There are 35 children attending the school and 14 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.

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.

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Overall, attainment across the school in literacy and English and numeracy and mathematics is good. Children achieve appropriate CfE levels in literacy and numeracy and, across the school, a few children are exceeding nationally expected levels. Most children who face barriers to learning are making good progress towards meeting their individual targets.

Overall children are making the following progress:

Reading	Writing	Listening and talking	Numeracy
Good progress	Good progress	Good progress	Good progress

We have had no exclusions this year.

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

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 always valued
- 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

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: To increase engagement and motivation of reading across the school.		
School Improvement Plan Priority 1		
Summary of progress	Next steps	Stakeholder Views

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Reading levels have maintained with most pupils achieving Curriculum for Excellence Levels for reading across the school and making progress towards improving attainment in literacy. Progress has been made to develop a school-wide reading policy using the wrap-around reading and daily 5. Staff have been involved in creating a common lesson structure through professional reading, and discussion, creating opportunity for increased teacher professionalism. This is ready for classes to use and implement in the next session. Pupils have engaged well with community engagement initiatives such as intergenerational reading partnerships, author visits and school community events. In term 1 pupils participated in activities from visiting author 'the creeping toad'. In term 4 primary 5-7 pupils were visited by the author of 'Abner', Simon west. Engagement in these sessions was high and uptake rates of increased pupil-led reading activities has been observed which have strengthened home-school links and increased pupil engagement. Pupil engagement and equity have been enhanced through a range of literacy and community initiatives. The whole school celebrated World Book Day with a book swap and book vouchers for every child, ensuring all pupils had access to reading materials at home. All pupils in P1–P3 received a Bookbug Bag through the Scottish Government initiative, further supporting early literacy development and access to books.	• Continue to maintain and build links within the community for reading engagement sessions. For example P7 pupils attending Tots group to read with younger children, P3-4 pupils attending The Snug sessions to read with adult members of the community, reading cafes in school etc. • Reading partners to continue on a weekly basis with pupils across the school. • Implementation of school wide reading policy with agreed strategies focusing on Wrap Around Reading and Daily. Creating a common lesson structure for all classes focusing on skills and strategies. •	Feedback from pupils for how to support them engage more in reading for pleasure included: • Reading outside • School library • More fun books ie. Pop-up • Comics and magazines • Reading partners Feedback from families for how to better support reading for pleasure at home included: • How often does your child read for pleasure at home? 63% daily, 15% several times a week, 21% rarely. • How well do you think the school promotes reading for enjoyment? 31% very well, 52% well, 16% needs improvement • 'Children might show more interest if they were exposed to various books in the form of a workshop where they could browse, discover, read and possibly borrow books to their liking.' • 'Teachers talking about what they enjoy reading.' • 'Book swap with all the children.' • 'I think having 1-1 reading time with a teacher rather than a reading buddy (I.e. older pupil) would be more beneficial.' Family and pupil feedback following World Book Day – questionnaire created by Pupil Council leaders: • 'Brilliant day had by children, involving community, a relaxed but working day, world book day makes reading fun. Very important. Especially for children who find hard or don't quite like it, my child
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		has read every night since!!! And wants a bookcase!!!!' 'can you get more picture books'
Impact		
- School wide progression for teaching reading - Increased enjoyment of reading - Regular Community engagement		

School Priority 2: Add title		
School Improvement Plan Priority 2		
Summary of progress	Next steps	Stakeholder Views
Maths and Numeracy levels have maintained with most pupils achieving Curriculum for Excellence Levels for numeracy and maths across the school and making progress towards improving attainment in this area, particularly fractions, decimals and percentages. A whole-school approach to developing basic facts through regular, structured practice has been established; Maths Passports. The Maths passports resources have been successful at monitoring progress and praising achievement for all pupils across the school. Pupils continue to use digital platforms such as Times Tables Rockstars, Top Marks and Maths frame to practice quick recall of number facts. Class teachers and support staff are confident in using these as part of the daily routine. Homework was identified as an improvement priority to support the acquisition of basic maths facts. Through parental surveying, a significant number of parents and families requested workbook-based homework rather than digital tasks. Maths workbooks were	- Continue to use maths workbooks for each pupil to complete weekly homework tasks. - Develop the use of the basic facts structured practice to allow class teachers even greater understanding of pupils achievements and to identify any gaps. - Focus on number sprinkles approach to teaching of fractions, decimals and percentages to create a strong baseline understanding to develop more complex concepts. - Continue to strengthen conceptual understanding from hands-on experience to visual representation to abstract notation.	Parental feedback indicated a preference for paper-based numeracy and mathematics homework, with families requesting activities such as worksheets and workbooks to support learning at home. Jotter monitoring and homework evaluations highlighted that most pupils were not consistently completing homework tasks, and completion was not being routinely recorded by pupils or families. In response, staff developed and implemented a revised homework strategy across the school. This included the provision of a dedicated numeracy homework jotter and workbook for every pupil, alongside clear expectations for home learning. The impact of these changes has been positive. Monitoring data shows that homework completion rates have increased by over 50%, demonstrating improved pupil engagement and greater consistency in home-school learning partnerships. Staff will continue to monitor participation and gather stakeholder feedback to ensure homework approaches remain

allocated for each pupil in the school. This has seen an increase in weekly engagement in homework, particularly in relation to basic maths facts. Monitoring of homework jotters and workbooks shows that most pupils now complete regular homework tasks. Staff from across the ASG took part in moderation tasks and engaged in professional dialogue about best practice pedagogy and progression in teaching fractions, decimals and percentages. A google classroom has been set up for teachers to share resources/ best practice and to ask relevant questions. This has been somewhat successful in supporting teacher confidence.		effective and responsive to the needs of learners and families. Pupil feedback: • Enjoyed receiving certificates in assembly • Using concrete materials helped with learning • Like using worksheets and the homework workbooks • Enjoy using the chromebooks to practice maths facts and playing games with/against friends. • Pupils suggested shorter maths sessions, smaller group work and more time to play games.
Impact		
• Whole school approach to teaching, assessing and tracking basic number fact knowledge. • Measured increase in homework completion, particularly maths. • Teacher confidence increased.		

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

Using Pupil Equity Funding an additional Pupil Support Assistant was employed for 4 hours per week to focus directly on implementing targeted learning interventions for specific pupils and measure the impact on these learners. During this session, this deployment of staff and funding has shown an increase in reading, spelling and numeracy levels for all pupils involved in the interventions.

Wider achievements

Coileanaidhean nas fharsainge

- Drumfun
- Where The Wild Things Are Forest Schools
- Messy Church

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- Bikeability
- Playground Leaders
- Swimming
- Local Place Plan
- Religious Observance assemblies
- Outdoor learning
- Community engagement in planting heritage trees in Hazelbank woods
- Developing the school garden area
- Community engagement in Strathdearn Housing Development
- Burns Supper
- Christmas Carol Concert
- RHET visit to school – Farm to Fork
- RHET farm visit to Dalmagarry farm

Comments from learners, families, stakeholders and staff

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

Parental Feedback:

- My child likes being at this school: 20% Strongly agree, 60% Agree, 20 Disagree
- Staff treat my child fairly and with respect: 60% Strongly agree, 40% Agree
- My child is making good progress at the school: 20% Strongly agree, 40% Agree, 40% Don't know
- I receive helpful, regular feedback about how my child is learning and developing: 40% Strongly agree, 20% Agree, 20% Disagree, 20% Don't know
- The school gives me advice on how to support my child's learning at home: 40% Strongly agree, 20% Agree, 20% Disagree, 20% Don't know

Staff Feedback:

- Staff have responded positively to working alongside the Forest Schools Practitioner and have valued the opportunities to observe and participate in high-quality outdoor learning experiences. This collaborative approach has increased staff confidence in delivering outdoor learning activities and has supported the development of their skills, knowledge and understanding of effective outdoor pedagogy particularly in ELC.
- Reading has improved from teacher observation. Paired reading is valuable as it gives a purpose to reading and a shared experience and promotes reading for enjoyment.
- Using the basic facts – passports can be too abstract especially for younger children to track their personal progress. We should consider improving the passport to include an obvious and explicit progression.

Capacity for continuous improvement

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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	Satisfactory
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
Other QIs reviewed	Add comment	

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

- To raise awareness of the Curriculum Improvement Cycle
- Improving Writing Attainment 2026/2027
- To develop and use effective tracking and monitoring of learning across the school.

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

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