



STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2024-2025

Stratherrick Primary School and ELC



We are learning together in a friendly, fun, happy and healthy environment!

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 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

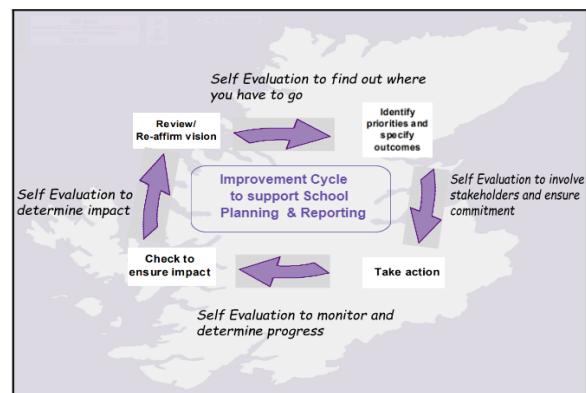
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

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.

*Alan Graham
Head Teacher
Stratherrick Primary and ELC*

School Profile

Pròfil 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
94.1%

Average Class Size
16

Meeting PE Target
Target Met

Pupil Numbers (inc nursery)
23

Teacher Numbers
2

Pupil Teacher Ratio
11.5

We have had no exclusions this year.

Stratherrick Primary is located in a rural setting serving the local community of Gorthleck village and the community. The catchment extends to Knockie Lodge (Whitebridge) in the South to Torness in the north.

There are 16 children attending the school and 7 children in nursery, ranging from N3 - P7. P1 - 7 are taught together in a single multi-stage class and there is a separate nursery for 3 and 4 year olds.

The headteacher has overall leadership responsibility for the school and nursery.

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. Children who face barriers to learning are making good progress towards meeting their individual targets.

Overall children are making the following progress:

Reading

Very good progress

Writing

Very good progress

Listening and talking

Very good progress

Numeracy

Very good progress

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

“At Stratherrick Primary School we are learning together in a friendly, fun, happy and healthy environment.”

Core Values:

Proud Pupils being

Respectful and

Open to challenges

Understanding and caring

Determined to do our best

Aims:

To ensure pupils are

Safe – To protect us all from danger;

Happy & Healthy – To look after myself and others;

Active – To become smarter, stronger and have fun;

Nurtured – To grow and be cared for;

Achieving & Learning – To always try your best;

Responsible – To be trusted and someone you can count on;

Respected &

Included – To listen to others and be listened to; Included - To be part of our team.

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:

Play and Active Learning

Purpose:

Being a small school with a P1-7 class it is important that we find the best approaches to raising attainment and focussed improvement for all. Play and Active Learning helped to provide this, and also helped with holistic development, engagement and motivation, social skills development, creativity and imagination, stress relief and cognitive development. Supporting the raising of attainment and achievement for all.

Progress:

- ✓ We have embedded purposeful play into the early years' literacy and numeracy, using hands on, exploratory learning to build foundational skills in a developmentally appropriate way
- ✓ By integrating inclusive and responsive play-based learning opportunities, we have created equitable access to rich learning experiences
- ✓ Our play-based approach also prioritised social-emotional learning, peer collaboration, outdoor play, and meta cognitive skills
- ✓ Through open ended, inquiry led play, pupils are developing critical skills such as creativity, problem solving and communication

Impact:

- ✓ Increased engagement and improved attainment among our younger learners
- ✓ 100% achieving appropriate benchmarks in literacy and 86% in numeracy
- ✓ Reducing barriers faced by children who don't have access to play based approaches
- ✓ Supported pupils' mental health, confidence, and resilience as key components of overall well-being
- ✓ Helped to lay the foundation for lifelong learning and future employability
- ✓ Engaged and motivated staff, helping with staff continuing professional development

Next steps:

- ⇒ We will continue to provide more open-ended tasks to further develop pupils' creativity and curiosity.
- ⇒ We will look for opportunities out of school to visit other establishments, which Highland Council have highlighted, to observe good practice in this area.

School Priority:

Monitoring, Tracking and Assessment

Purpose:

Education Scotland identified this as an area of weakness in our school. Monitoring, tracking, and assessing are fundamental to our school's ability to provide a high-quality education. They ensure that each child receives the attention and resources they need to thrive, support teachers in delivering effective instruction, and help us maintain accountability and continuously improve. By embedding these practices into the educational process, we can better support the needs of our students and prepare them for future academic success.

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Progress:

- ✓ There is a more strategic approach to tracking and monitoring children's progress over time.
- ✓ We are using local authority tracking documents to record children's progress
- ✓ During tracking meetings, we discuss if children are on track, not on track or exceeding expectations and monitor this closely
- ✓ In our ELC practitioners are now using the local authority early level trackers to record children's progress in literacy and numeracy
- ✓ We have a clear assessment calendar which is used well and staff engage in regular data conversations to analyse attainment including trends
- ✓ Baseline assessments are used before starting new concepts
- ✓ Self-assessment and peer assessment is being used to help pupils reflect more regularly on their work
- ✓ We have a robust skills tracker in place

Impact:

- ✓ We have a clear picture of where all pupils are in their learning
- ✓ The majority of pupils are making appropriate progress from prior learning in literacy and numeracy
- ✓ We know our children well at all stages
- ✓ At points of transition pupils progress in clearly identified and shared, meaning attainment continues to be strong
- ✓ Planned teaching moves the pupils forward at an appropriate pace
- ✓ Children feel their work is set at an appropriate level, leading to greater engagement and quality of work
- ✓ Pupil voice is captured regularly and meaningfully shapes both individual learning plans and wider school improvement priorities

Next steps:

- ⇒ To continue to develop our use of formative assessment strategies.
- ⇒ To have 1 document to collate all tracking information
- ⇒ To continue to develop our learner profiles across the school

Progress and impact of Pupil Equity Fund Adhartas agus buaidh Maoin Cothromas Sgoilearan

We have strategically deployed our Pupil Support Assistant to enhance targeted support for our children. PSA timetables are informed by attainment data, wellbeing indicators, and professional judgement, ensuring that support is directed to where it is most needed.

Our PSA is involved in supporting literacy and numeracy across the school and to targeted individuals. Regular review meetings with class teachers and the management team ensure that PSA support is responsive, targeted, and adapted based on pupil progress and changing needs.

This has

- ✓ Improved engagement, and confidence of our pupils
- ✓ Enhanced the quality of learning and teaching by enabling an inclusive classroom
- ✓ Had a positive impact on attainment and wellbeing
- ✓ Helped us provide equitable support to all

Wider achievements

Coileanaidhean nas fharsainge

This session Wider Achievements have provided significant added value by enriching our curriculum, supporting the development of the whole child, and promoted equity and inclusion.

Some of these have been:

- ✓ Our continued Eco Schools journey, achieving another green flag award
- ✓ Our pupils are adept at assessing risk and we have a Risky Rangers group
- ✓ We are a Reading School, providing lots of opportunities for reading and pupils leading this initiative with parents
- ✓ Our 5/6 class took part in the Inverness Orienteering Championships
- ✓ We participated in the Inter Schools Sports
- ✓ Our continued Craft Club helped us to cost, make and sell crafts at the local winter festival
- ✓ Our P4-6 class took part in a STEM Challenge at Kilchuimen Academy
- ✓ As part of our science topic we took a trip to the Newton Rooms in inverness and dissected body parts and organs
- ✓ We continued to have our while school swimming lessons at the Aquadome
- ✓ We sang at the local Winter Festival
- ✓ All of our pupils, from the ELC to P6, took part in our Christmas Play

As well as the above we have involved many local and national partners in our school.

Involving outside partners in primary education can bring several benefits including, but not limited to:

- A sense of belonging in the local community, fostering community engagement
- Access to resources and expertise that can enrich experiences
- Diverse perspective and experiences
- Real-World learning
- Improved learning outcomes
- Diversity and inclusion
- Innovation and Creativity
- Opportunities to raise attainment and achievement

Our Partners and the capacities they help to develop: (SL – Successful Learners, CI – Confident Individuals, EC – Effective Contributors, RC – Responsible Citizens)

Our Partners	Why we involved them	What they brought	Further Actions
Local Area			
Boleskine Community Care	We wanted to make links with the community to show that we can work alongside each other. Boleskine Community Care were open to our idea and so we decided to develop these.	We went and played games at their Hub in December 2024. Empathy and kindness. An audience for our Christmas show. CI, EC, RC	Further develop links by taking part in their Art classes and Dance Group in March 2025.
Steve Glew – Bushcraft	We wanted to utilise the school grounds more in our learning, taking real life opportunities for achievement and attainment.	For the past 2 years Steve has taught us about Bush Craft, how the World Developed and using directions and compass points to find our way around. SL, CI, EC, RC	This continues on a yearly basis in term 4.
Lyne Mhor Croft	We have a long-standing relationship with the local croft and go for regular visits.	At the last visit they told us all about the animals, feeding them and caring for them. When we returned a sheep had appeared in the classroom and this was used as a stimulus for our writing. SL, CI, EC, RC	Visit as and when needed.
Miss Harris	Miss Harris was a teacher here for 10 years and has skills and knowledge to enhance our experiences.	Miss Harris reads with the pupils on a Friday morning, takes Craft Club after school and helped us make our Christmas crafts to sell at the Winter Wonderland. SL, CI, EC, RC	To continue to use Miss Harris for reading, in class support, craft club and any other opportunities that may arise.
Parent Council	Maintain positive and productive links with parents and to provide opportunities for our students.	Various funds for trips, resources and people. SL, CI, EC, RC	To continue to work alongside them on purchasing resources, providing opportunities and developing our curriculum.
Jillian and Fiona (Parents)	Our Education Scotland Report advised to increase opportunities for reading.	Working with us they have developed our library area. They are our new librarians (reading to pupils) and also on our Reading Schools Leadership Group. SL, EC	To continue to seek opportunities to develop our library, help plan our World Book Day Grand Opening of the Library and our Reading Schools Actions.

Our Partners	Why we involved them	What they brought	Further Actions
SFCT – Stratherrick and Foyers Community Trust	To develop links with the local community and to continue to make our school brand positive.	<p>This past year we have:</p> <ul style="list-style-type: none"> • Helped design the local Church's Stained-Glass Window • Sang at the Christmas Wonderland • Made and Sold crafts at the Christmas Fair • Been involved in the local transport plan – hoping to get a bus • Produced reports for their termly brochure 	To continue to work together to provide opportunities for our school and also for the local community.
Highland			
RokzKool	We have a long standing relationship with RokzKool (and Inverness charity bringing Music to schools and the community).	<p>They invited us to be part of their opening ceremony of their studio in inverness. We learned about instruments; everyone was part of the band and played with them. We had our photos taken and were in the local paper. The are a charity who hold workshops and also provide alternative education for pupils who struggle with conventional education..</p>	To continue to be part of the RokzKool family and to help when we can. Also, to look for opportunities for them to come out (or us to go to the studio) to develop our curriculum.

Our Partners	Why we involved them	What they brought	Further Actions
Active Schools Coordinator	Help develop a healthy lifestyle.	<p>Over the last year they have:</p> <ul style="list-style-type: none"> • Trained our Young Leader • Helped at our Sports Festival • Helped to identify opportunities for tennis in term 4 	To continue to look for opportunities to help us be a healthy school. For instance, tennis in term 4.
Moray Firth Radio	The parents and pupils put us in touch with MFR to be School of the Week.	<p>We had to answer questions and were interviewed on the radio. Jenson also beat Mr Grahm in the pupil/teacher quiz.</p>	To involve MFR in upcoming promotions.

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Our Partners	Why we involved them	What they brought	Further Actions
University of the Highlands and Islands - UHI	We were looking for opportunities to develop our STEM approaches.	We went to the UHI for Science and Technology workshops where we have to build and programme a car to move round a track. SL, EC	To continue to look for opportunities within the coursework we do.
Inverness Royal Academy	Our Secondary School Partner.	IRA bring lots of transition opportunities to our school. They provide our PE teacher Mr Elrick. We also made products to sell at their Winter Craft Fair. SL, CI, EC	To continue to work closely with the IRA on points of transition and other activities.
Kilchuimen Academy (Fort Augustus)	We were looking for opportunities to develop our STEM approaches.	Every year they have their Science Challenge e.g. build a protective shell around an egg so that when dropped it doesn't break. SL, EC	To continue to be apart of this event (March 2025).
Cheryl Heggie Highland Dance	There are many benefits to Highland Dance: Physical Social Communication Emotional	The children learned new skills and love showing them off. Cheryl came out and the children put on a dance show and were presented with their medals of achievement. SL, CI, EC, RC	To continue to use Cheryl in our school and invite her to our end of year assembly to present awards and put on another show.
Cairngorm Mountain Rescue	As part of our Mountains and Volcanoes topic we reached out to CMR	They came out and gave an informative talk about what it's like to be a member of the team, showed us the equipment they carry on a rescue. SL, EC	To continue to look for opportunities to involve them when necessary.
Feis Rois Traditional Music	We have a long standing relationship with Feis to help promote and develop traditional music.	Knowledge of traditional songs and instruments. Helping to develop our music skills and cultural heritage. This will also be a part of the P4-6 literacy focus this term on Poetry writing. SL, CI, EC	To make sure we have our yearly block of lessons.
Newton Rooms	To improve our outcomes in The Body IDL Topic.	Made poo, took part in lymph node biopsies and lung dissections. SL, CI, EC, RC	Involve the Newton Rooms in further IDL topics where necessary.
Aquadome	Our yearly swimming lessons, being rural and surrounded by water, rivers and lochs we decided that swimming lessons for all in the primary was extremely important.	Lessons to develop swimming skills. SL, CI	To make sure we continue with our swimming lessons for all (term 4) – fully funded by the parent council.

National			
Safe, Strong and Free	The ELC have the Safe, Strong and Free workshops on a yearly basis.	How to be safe in our environment. SL, CI	To continue to be a part of this program.
Dynamic Earth	To improve our outcomes in our Mountains and Volcanoes IDL topic.	We told what a volcanologist does which helped a lot with our topic. SL, EC	Look for more opportunities to engage with Dynamic Earth.
Jammin' Fitness	We have a long-standing relationship with Jammin' Fitness.	Deliver health and wellbeing workshops (dance, how to cope with stress etc.) and helped us cope through Covid. SL, CI	To maintain our relationship and look for ways to enhance our curriculum.
Reading Schools	Our Education Scotland Report advised to increase opportunities for reading.	Increase motivation, enjoyment and challenge. SL, CI, EC, RC	To continue to work towards the Core Level Award and beyond.

Comments from learners, families, stakeholders and staff Beachdan bho luchd-ionnsachaidh, teaghlaichean, luchd-ùidhe is luchd-obrach

Some comments gleaned from learners, families, stakeholders and staff:

“Everyone is kind and fun”

“I like my teachers a lot because they help me a lot”

“I love PE and we are all very sporty”

“I love everything, especially the food”

“There is a relaxed, friendly atmosphere”

“We love the increased outdoor learning”

“It is a beautiful rural environment”

“We have a lovely garden”

“We think the composite classes work really well”

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	Very good	Good
QI 3.1 Wellbeing, equality and inclusion	Excellent	Excellent
QI 3.2 Raising attainment and achievement/Securing children's progress	Very good	Very 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

1. Approaches to teaching and learning including differentiation, challenge, and formative assessment
2. Curriculum Development

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 by contacting the school office.