



STANDARDS AND QUALITY REPORT 2025-26

AITHISG INBHEAN IS CÀILEACHD

STRATHERRICK PRIMARY SCHOOL

PRIMARY/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.

Attendance
96%

Average Class Size
12

Meeting PE Target
Target Met

Pupil Numbers (inc nursery)
32

Teacher Numbers
2

Pupil Teacher Ratio
12:1

Stratherrick Primary School is located in a rural setting serving the village of Gorthleck and surrounding communities. The catchment area extends to Knockie Lodge to the south west and Torness to the north east.

There are 24 children attending the school and 8 children in nursery, ranging from N3 - P7. P1 - 3 are taught together in a multi-stage class, and P4-7 are also taught together in a multi-stage class. There is a separate nursery for 3 and 4 year olds.

The acting 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 good. The majority of 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

Good progress

Writing

Good progress

**Listening and
talking**

Very good progress

Numeracy

Good progress

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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.

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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: Learning and Teaching		
School Improvement Plan Priority 1		
Summary of progress	Next steps	Stakeholder Views
Some progress has been made in this area. High Quality Assessments have been effectively implemented, allowing children to experience hands on tasks which demonstrate their cross-curricular learning. These are also shared with parents, giving families an insight into how their child's learning is assessed. Staff have engaged in an Assessment is for Learning audit which has helped Class Teachers to focus on effective practice. Some teachers have received observations from another member of staff, but not all. Regular tracking and attainment meetings between the Acting Head Teacher and Class Teachers have recently started.	✓ Regular tracking and attainment meetings need to continue between Acting HT and Class Teachers. ✓ Staff to create 'What a Good Lesson Looks Like in Stratherrick' framework. ✓ Teaching staff/ELC Practitioners to have opportunities to visit other multi-stage classes/ELCs and observe other teachers, with a focus on meeting needs in a multi-stage classroom.	
Impact		
✓ Families are beginning to understand how their children's learning is assessed. ✓ Recently introduced attainment meetings allow teachers to focus on children who could be achieving more, and introduce interventions to support.		

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School Priority 2: Profiling		
School Improvement Plan Priority 2		
Summary of progress	Next steps	Stakeholder Views
A sound start has been made to the process of profiling. Paper profiles have been established in P1-3, and online World of Work profiles have been established in P4-7. An open afternoon was held in May 2026 to allow children to share their profiles with families.	✓ P1-3 children to have more say in what goes into their profile. ✓ Termly opportunities to share profiles with parents and receive comments from parents.	✓ Pupils take a sense of pride in adding to their profile, and seeing their progress. ✓ Parents welcome opportunities to share profiles and view children's progress.
Impact:		
✓ Children are better able to reflect on their learning, which in turn increases their ability to set their own targets for learning. ✓ Parents and carers are more involved in their children's learning.		

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School Priority 3: Moderation		
School Improvement Plan Priority 3		
Summary of progress and impact	Next steps	Stakeholder Views
Some progress has been made in this area. Two teachers have worked with ASG schools to develop rubrics to evidence progression in Maths and Numeracy. This is still a work in progress, but good links with other small schools have been made, and this will create a sound base for further collaboration.	✓ Further opportunities are needed for teaching staff to share good practice with staff in other schools, particularly with regard to differentiation in a multi-stage class. ✓ Acting HT to make contact with similar sized schools to arrange reciprocal visits.	
Impact:		
The rubrics being created require further development, but once completed should give staff and pupils a series of documents which will evidence children's progression in Maths and Numeracy.		

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Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

Additional PSA hours meant children who required extra input with literacy and numeracy made faster progress.

Wider achievements

Coileanaidhean nas fharsainghe

- P4-7 participated in MacRobert Cup cross country event
- Both classes participated in Inverness Music Festival, P4-7 being awarded a Distinction for their performance, and P1-3 winning a trophy
- Feis Rois sessions for P4-7
- Kodaly sessions for P1-3
- Newton Room visit – Energy and Forces Workshop
- P4-7 RHET day Dunmaglass
- P1-3 visit to Dunmaglass, as a hook into our Farm to Fork topic
- Links with Dunmaglass are continuing throughout the year as we follow A Year in the Life of a Hill Farm in Stratherrick
- Visit from Anna Peterkin – beekeeper – helping us to understand how bees help to produce food
- P2-3 poems published
- P4-7 written work published
- Series of visits from Inverness Caley Thistle to work on football skills
- Four Bushcraft Sessions with Steve Glew
- Jammin' Fitness
- Links with Boleskine Community Care – we visited them and they came to us, several times
- Christmas Show
- P7 residential trip to Loch Insh
- Performing at Night at the Musicals
- Swimming at Aquadome

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Comments from learners, families, stakeholders and staff

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

Comments from learners:

- I like Maths because I'm learning to add bigger numbers. You need to be good at Maths when you're a grown up.
- I love topic because it's interesting and I like learning things in different ways.
- The chromebook helps me with Maths because it's fun.
- Sumdog is great fun and it gives me lots of practice.
- I like Maths when we get pine cones and make arrays. It's fun and it helps me to remember it.
- I like PE because you get lots of games and exercise. You learn how to work as a team and you can challenge yourself.
- Teachers are always helpful and they're always available to talk to.
- Teachers are very kind and respectful and they keep us safe.
- I like the atmosphere and space at school.

Comments from families:

- My child's progress has been immense this academic year and that is down to good teaching.
- The teachers make learning fun. My child always wants to go to school.
- The teachers are great at building strong, positive relationships with pupils, which results in super confident children and is great to see as a parent.
- Nurturing environment where the class teachers genuinely care about the children and strive to help them all to reach their potential.
- Involvement in wider community and experiencing larger settings, eg college visits, choir competitions etc. helps to increase confidence in large settings prior to starting high school.

Comments from community members at our community Museum and Art Gallery event:

- The atmosphere was wonderful and the pupils were bursting with pride to show what they had achieved.
- Fabulous afternoon. What a fantastic community school.
- The pupils were a credit to the school offering help, explaining what items were and entertaining us with their talent. Thank you to all the staff whose efforts made this possible.
- A really lovely afternoon. It was obvious that everyone was involved in making the afternoon so informative and thoroughly enjoyable.

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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	Weak	Weak
QI 2.3 Learning, teaching and assessment	Satisfactory	Satisfactory
QI 3.1 Wellbeing, equality and inclusion	Very good	Good
QI 3.2 Raising attainment and achievement/Securing children's progress	Good	Good
Other QIs reviewed		

Our overall evaluation of our capacity for continuous improvement is:

We are confident in our capacity for continuous improvement.

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Key priorities for improvement planning

Prìomhachasan airson planadh airson leasachadh

- Learning, Teaching and Assessment
- Parental Engagement
- Curriculum Improvement Cycle

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 by contacting the school office.

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