



STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2024-2025

STRATHGARVE 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 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

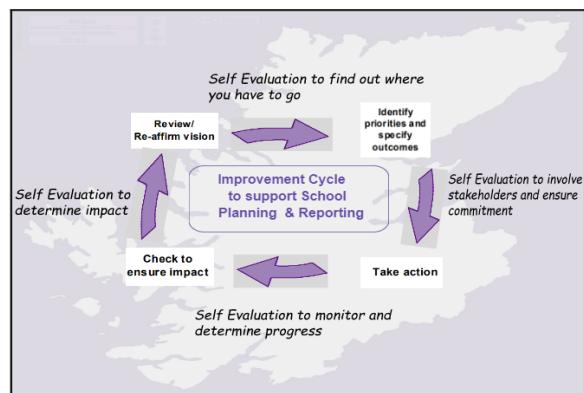
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

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.

Heather Rosie
Head Teacher
Strathgarve Primary School

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 87.9%	Average Class Size 8	Meeting PE Target Target Met
Pupil Numbers (inc nursery) 8	Teacher Numbers 1	Pupil Teacher Ratio 6.7

Strathgarve Primary School is located in a rural setting serving the local community of Garve and the surrounding area.

There are 8 children attending the school, ranging from P1 - P7. All the pupils are taught together in a single multi-stage class by one Class Teacher.

The Head Teacher has overall leadership responsibility for Strathgarve, Strathconon 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 good. 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.

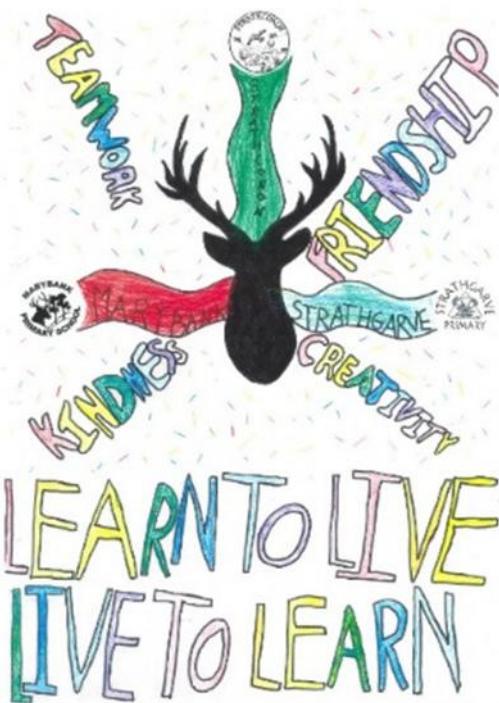
Overall children are making the following progress:

Reading	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



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 Writing – ‘Explicitly Teaching Writing’ – Stephen Graham Approach (Year 2)

Purpose:

From the 2024-25 School Improvement Plan:

Through our ongoing self-evaluation as a school community, we have identified the following areas which require improvement:

- Raise attainment in writing from Primary 1 to 7.
- Embed the ‘Explicitly Teaching Writing’ approach into practice.
- Improve Class Teacher confidence in teaching writing in a multi-composite class.

Progress:

- ✓ Staff engaged in four additional ‘Explicitly Teaching Writing’ sessions with Stephen

Impact:

- ✓ Consistent approaches to writing across Primary 1 to 7 have been achieved through implementing the Stephen Graham approach.

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- Graham. Year 2: Recount, Procedure, Response, Discussion.
- ✓ Class Teachers engaged in peer writing observations with Loch Duig and Glenelg Primary School, sharing best practise during collegiate time.
 - ✓ All Class Teachers are consistently using Highland Literacy 'Wrap Around Spelling' and 'Morphological Spelling' strategies to improve spelling.
 - ✓ All pupils have daily opportunities to write which is improving fine motor control, dexterity and bilateral integration.
 - ✓ Staff are teaching a greater variety of text types and have reduced the frequency of teaching narrative texts. This is particularly helpful to our upper stage pupils as they move on to secondary education where 90% of writing is report writing.
- Writing lessons are well planned for, structured well and assessed consistently.
- ✓ Creating texts together as part of the Stephen Graham approach has allowed teachers to model thinking and help pupils to understand how different text types are structured.
 - ✓ Observations of class teaching show that there is an increased use of Learning Intentions (LI) and Success Criteria (SC) shared at the beginning of lessons and referred to during the plenary session. Some staff are co-constructing criteria with pupils. Some are evidencing LIs and SC in writing jotters.
 - ✓ In the 2024/25 annual pupil survey, 75% of pupils felt their writing improved this year.
 - ✓ The majority of pupils in Primary 1 and 7 are on track to achieve expected levels of attainment in writing. One is working beyond.
 - ✓ NSA and SOFA data indicates that the majority of pupils are working within the average or above average range (Tools for Writing).
- ✓ For a second year, staff have engaged in writing moderation activities, as a Cluster and ASG, to ensure consistency in teachers' judgements when assessing writing.
- ✓ Staff are consistently using 'Highland Literacy' writing rubrics to assess writing at key points in the year. Their confidence in using writing rubrics is growing.
- ✓ Through the writing moderation process, staff have demonstrated that they are accurate in their judgement and assessment of writing.
- ✓ During attainment meetings in November and May, Class Teachers are noticeably more confident in using the Benchmarks to judge attainment within a level.
- ✓ Staff have worked collegiately to develop a writing assessment and feedback policy which reflects principles of Highland Literacy and 'Explicitly Teaching Writing'.
- ✓ The new policy ensures that all staff understand what is required and expected across the school year. This is improving consistency in the delivery of writing lessons.
- ✓ Staff have engaged in the Highland Literacy 'Literacy for All' training to support identifying, assessing and supporting literacy difficulties.
- ✓ Further engagement in Literacy for All is required to improve confidence in gathering the required data.

Next steps:

- Take time to embed the 'Explicitly Teaching Writing' approach and new policy into practice.
- Increase the pace and number of writing pieces completed over one year for each year group.
- Engage with Letter-join resources to improve handwriting at all stages.
- Revisit 'Literacy for All' to improve staff confidence in gathering supporting evidence.
- To give writing a higher profile, ensure it is displayed consistently and celebrated regularly.

School Priority:

Cluster Aim: Promote good health and wellbeing for all

Priority 2: UNCRC RRS Silver Award and Do-BeMindful Programme

Purpose:

From the 2024-25 School Improvement Plan:

Through our ongoing self-evaluation as a school community, we have identified the following areas which require improvement:

- Placing the human rights and needs of every child and young person at the centre of education.
- Improving children and young people's health and wellbeing.
- Ensuring pupils are actively involved in school life and the wider world.

Progress:

- ✓ RRS continues to permeate our curriculum. Evidence in IDL planning demonstrates an increasing confidence amongst staff to link curriculum areas, children's rights and global citizenship.
 - ✓ Class Teachers are leading their Rights Respecting School journeys with their schools, meeting collegiately to gather evidence for the Silver accreditation visit in September.
 - ✓ Staff have engaged in professional learning through Unicef to strengthen their understanding of the UNCRC, children's rights and global citizenship.
 - ✓ Assemblies focus on promoting children's rights and encouraging pupils to be active global citizens.
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- ✓ Staff have completed Year 2 of the Do-BeMindful Programme and deliver weekly mindfulness activities with pupils.
 - ✓ Pupils have completed pre and post Do-BeMindful surveys to allow staff to measure the impact of delivering the programme.

Impact:

- ✓ The Rights Respecting School Steering Group meet consistently to discuss progress and take actions forward including running competitions for their classes and organising a charity fundraiser for Cancer Research.
- ✓ Pupils can name and talk more confidently about their rights and are gaining confidence in how they access them.
- ✓ Pupils are sharing their learning about rights with their families through homework activities, Seesaw posts, presentations at Parent Open Afternoons and through their Christmas performance.

- ✓ Staff are confident in using the Do-BeMindful platform to support mindfulness practise, and support their own mental wellbeing.
- ✓ Comparative Analysis: Pre and Post Evaluation Survey data indicates that pupils feel practising mindfulness has helped in the following ways:
 - 37.5% pay attention and concentrate
 - 25% learn in school
 - 37.5% be kind to themselves and others
 - 50% less anxious
 - 50% cope with difficult or stressful situations
 - 25% feel calm and relaxed
 - 37.5% sleep well
 - 37.5% feel happy and good about themselves

- ✓ Pupils have completed Highland's Health and Wellbeing Profile.
- ✓ Staff are modelling the language of the health and wellbeing indicators day to day across all areas of the curriculum.
- ✓ The majority of pupils can recognise and name their emotions using the language of the Health and Well-being indicators.
- ✓ Highland Health and Wellbeing Profile (HWP) data indicates that pupils have a good affiliation with the school. All pupils like the school, most feel they have friends, the majority feel people help them in school when they are upset, the majority feel they belong to the school and are important to the school. Most pupils feel safe in school.

Next steps:

- Do-BeMindful Year 3 – All staff to be trained in the DoBeMindful Foundation Programme followed by one module on Do-BeMindful Outdoors: Nature-based Mindfulness Access to the Nature-based Mindfulness programme for children.
- Complete Health and Wellbeing Profile surveys annually to inform Health and Wellbeing planning.
- Staff to lead Pupil Participation Group on reporting school events for local news magazines; 'Muir Matters' magazine and the 'Garve and District' news.
- Prepare for RRS Silver accreditation visit in September 2025.

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

In the 2024/25 session, our Pupil Equity Funding (PEF) has been used to target improvement in:

- *Health and well-being – access to Do-BeMindful Programme to practise mindfulness*
- *Literacy – 'Explicitly Teaching Writing' Stephen Graham approach*
- *Literacy – PSA to focus on individual targets (small group and individual)*
- **Do-BeMindful post course survey date indicates that practising mindfulness has helped in the following ways:**
 - 37.5% pay attention and concentrate
 - 25% learn in school
 - 37.5% be kind to themselves and others
 - 50% less anxious
 - 50% cope with difficult or stressful situations
 - 25% feel calm and relaxed
 - 37.5% sleep well
 - 37.5% feel happy and good about themselves
- **NSA/SOFA Literacy data indicates that:**
 - P1 – 100% of pupils are above average (Band 5)
 - P3 – 100% have progressed from below average (Band 2) to above average (Band 7)
 - P4 – 100% have continued to progress above average (Band 7 to 9)
 - P5 – 50% have continued to progress in the average range (Band 6 to 8) and 50% are continuing to perform above average (Band 9)
 - P6 – 100% have progress from below average (Band 6) to average (Band 7)
- **ACEL data**
 - 87.5% (7) of pupils are on target to achieve expected levels of attainment in reading.
 - 62.5% (5) of pupils are on track to achieve expected levels of attainment in writing.

Wider achievements

Coileanaidhean nas fharsainge

- Cluster events: Pupils meet regularly to participate in a good range and variety of Cluster events which pupils have engaged with through the 2024-25 session including: Generation Science and Eden Court workshops, Burns Ceilidh celebration, Easter Eggstravaganza, outdoor based nature workshops with Aigas Field Centre, Aquabox demonstration with the Rotary Club and rugby sessions with Ross Sutherland Rugby Club.
- Head Teacher Awards: All pupils have received Head Teacher awards for individual progress and/or achievement at fortnightly assemblies over the 2024-25 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.
- Burns Ceilidh and Christmas Show Performance – All pupils have gained confidence in performing in front of a large group audience.
- Mini First Aid: All pupils have achieved a First Aid certificate in basic First Aid.
- Cluster Sports Day, County Sports and Baillie Cup: All pupils have had opportunities to compete in school and local sporting competitions.
- Fundraising for charity: The Cluster Steering Group has organised a sponsored walk raising money for Cancer Research.

Comments from learners, families, stakeholders and staff

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

Learners

- 75% of pupils would recommend their school to other children.

What do we do well?

- Maths, art, showing kindness and fairness, writing, painting and the teacher

What improvements have you noticed?

- The playground, more detail in art, multiplying

Highlight of the year

- Sports day, my maths, Christmas, Pantomime, Sumdog, my friends being nice

What could we improve?

- The park was fixed with new things, more STEM and art, knocking down the old buildings, having a bigger classroom, decoration to make it better so everyone would like to stay

Staff

Individual school strengths

- Caring nurturing teacher with excellent HT and PSA support. Small school ethos. Individual attention for pupils whenever possible.

Cluster strengths

- Good for children to all meet each other and do activities together.
- Three schools working closely together but still retaining their own identity.
- Communication respect and working together as a team to achieve our goals.
- The schools working effectively together, sharing ideas and resources. Coming together for events so pupils can build relationships before going to the Academy.
- Supportive, friendly and shows kindness to everyone. Great opportunities for children to meet others.

Families

- Ability to provide bespoke individual attention to every child, lots of outings and activities that allow the kids to explore the area and interact with other schools.
- A warm, caring culture where the children feel individually valued.

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

- Priority 1 – Reading comprehension, Reading Schools accreditation
- Priority 2 – Effective Use of Assessment; Planning, Tracking and Monitoring
- Priority 3 – ELC – Intentional planning, Attainment and Floor books (Marybank Primary & ELC only)

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