



# STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

**2024-2025**

**Strathpeffer Primary School**



Kind, Happy, Helpful, Honest

## Introduction: Local and National Context

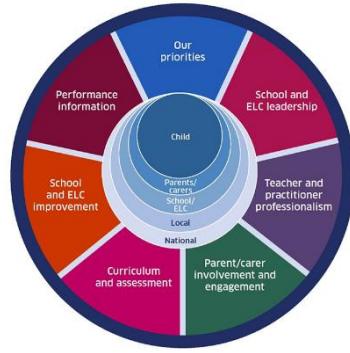
### Ro-ràdh: Co-theacsà ionadail agus Nàiseanta

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%

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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**

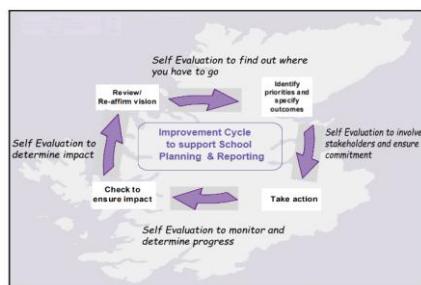
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

#### **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 daonna a' fàicinn na Gàidhealtachd mar dhachaigh.**

**Mrs Sarah Wojtanik**  
**Head Teacher**  
**Strathpeffer Primary School**

## School Profile Próifil 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.

<b>Attendance</b> 92.4%	<b>Average Class Size</b> 21.8	<b>Meeting PE Target</b> Target Met
<b>Pupil Numbers (inc nursery)</b> 132 + 39 in ELC	<b>Teacher Numbers</b> 7	<b>Pupil Teacher Ratio</b> 17.7
<hr/>		
<b>N3</b> XX%	<b>N4</b> XX%	<b>P1</b> 13%
<b>P2</b> 11.5%	<b>P3</b> 14.5%	<b>P4</b> 20.6%
<b>P5</b> 12.2%	<b>P6</b> 15.3%	<b>P7</b> 13%
<b>SIMD Q1<sup>1</sup></b> 0-10%	<b>SIMD Q2</b> 10-20%	<b>SIMD Q2</b> 70-80%
<b>SIMD Q3</b> 0-10%	<b>SIMD Q5</b> 0-10%	<b>Unknown</b> 0-10%
<b>ASN<sup>2</sup></b> 0-10%	<b>No ASN</b> 90+%	<b>FSM<sup>3</sup></b> 10-20%
<b>No FSM</b> 80-90%	<b>EAL<sup>4</sup></b> 0-10%	<b>No EAL</b> 90+%

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

<b>Reading</b>	<b>Writing</b>	<b>Listening and talking</b>	<b>Numeracy</b>
Most	Majority	Most	Most

We have had no exclusions this year.

<sup>1</sup> SIMD – The Scottish Index of Multiple Deprivation (SIMD) is a relative measure of deprivation.

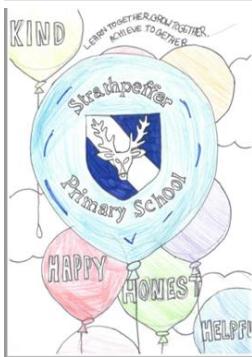
<sup>2</sup> ASN – Additional Support Needs

<sup>3</sup> FSM – Free school meal entitlement

<sup>4</sup> EAL – English as an additional language

## School vision, values and aims

### Lèirsinn, luachan agus amasan na sgoile



The schools Vision, Values and Aims were updated with the whole school community in August 2021 by the new Head Teacher. Children, staff, and parents were involved in the process. These are celebrated and referred to within classes and throughout the school environment. They are referred to through our positive relationships' strategies for example our positive postcards, house points, head teacher awards and individual class awards.

**Commented [AJ1]:** Do you want to keep this sentence in as 4 years ago?

Our vision is to 'Learn together, Grow Together, Achieve together. Our values – Kind, Happy, Honest, Helpful'

Aims - In school we will -

- Be a kind and supportive friend to others and celebrate our differences
- Believe in ourselves, work hard and adopt a positive attitude to our learning
- Know how to make the right choices and always try our best
- Develop our skills to be become lifelong learners

## 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:

### Raising Attainment through planning of Learning and Teaching, Assessment and Moderation

#### Purpose:

To raise attainment in Literacy and Numeracy, we needed have a whole school consistent approach to planning our curriculum, tracking our coverage of learning and teaching. This encompasses short-, medium- and long-term planning approaches. We needed to continue to develop our approaches to learning and teaching of writing and develop a consistent approach with how we are teaching and assessing reading.

#### Progress:

- ✓ New planning formats for short/medium and long term introduced in folder form
- ✓ Completion of Stephen Graham writing training year two
- ✓ Continued engagement with the benchmarks and NSA/SOFA
- ✓ ASG moderation of writing completed in November and May
- ✓ Authority led Reading comprehension training
- ✓ Reading Schools Award

#### Impact:

- ✓ Examples of short-term planning formats were explored with new formats being used by staff, this was reviewed through the year to share good practice. Learning Intentions/success criteria being identified in all formats. Staff feel confident in short term planning
- ✓ Through the new planning folder, medium- and long-term planning is more consistent through the stages, with information being passed on over time
- ✓ A new IDL 2-year cycle was created by staff ensuring coverage of experiences and outcomes. Progressions for other areas of the curriculum are used through the planning process

**Commented [AJ2]:** How do you know?

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- ✓ Teaching staff have now completed all 9 genres for Stephen Graham's writing training, thus ensuring consistency throughout the school with learning and teaching of writing
- ✓ A yearly overview of genres has been created, to ensure genres are being taught at the right stage and there is adequate balance throughout the years, this is in draft form and will be reviewed next session
- ✓ Termly attainment meetings ensure data and engagement with the benchmarks are closely monitored when deciding on achievement of a level for our learners and for tracking the progress of all learners over time
- ✓ Through staff end of year questionnaires positive feedback was gained from moderation activities within the ASG, this activity provided successful professional dialogue using the writing rubric to assess achievement of a level in writing.
- ✓ Reading observation feedback from SMT and training on comprehension strategies have been implemented in class and are having a positive impact.
- ✓ Within the School Improvers group some progress has been achieved in raising the profile of reading for pleasure through our literacy week and reading for pleasure activities throughout the year
- ✓ Overall good progress was made in this area.

#### Next steps:

- Follow the authority agenda of raising attainment
- Continue to evaluate the planning process, ensuring coverage.
- Add UNCRC articles to the IDL planner
- Evaluation and completion of a yearly overview for genres in Stephen Graham writing, looking at when it is most appropriate to do certain genres at certain times of the year.
- Continue to embed recent reading comprehension and Stephen Graham training.
- Achieve core reading schools award led by School Improvers group, including completion of our school library
- Completion of Curriculum Rationale consulting all stakeholders

**Commented [AJ3]:** Want to explain a bit more?

#### School Priority:

#### Rights Respecting Schools – Silver Award and HWB

##### Purpose:

Having achieved our Bronze Rights Respecting schools award, we were able to plan and implement our Silver action plan. This coincided with the use of the Health and Wellbeing progression with wellbeing tools being consistently used throughout the school including Relationships Sexual Health Parenthood (RSHP) planning for P1-P7.

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**Progress:**

- ✓ Rights Respecting Silver accreditation achieved May 25.
- ✓ Class charters visible and being referred to in all classrooms and the playground.
- ✓ HWB online questionnaire used to frame learners' conversations with class teachers.
- ✓ Positive relationships policy finalised and distributed to all stakeholders.
- ✓ RSHP consistently used from P1-P7.

**Impact:**

- ✓ Our learners are more rights committed and are able to share the ABCDE of rights.
- ✓ There is a commitment from all learners to adhere to their class/playground charters, this is referred to daily.
- ✓ New implementation of an authority HWB survey allowed staff members to have meaningful learning conversations that were reviewed later in the year, this was a useful experience and shared with parents in the learning profiles
- ✓ The finalising of our positive relationships policy has ensured a voice through consultation with all stakeholders, thus providing a consistent approach and script for promoting positivity within our school
- ✓ Our whole school approach to planning and implementing the RSHP framework has ensured progression and consistency for all learners. This was shared effectively with the parent body.
- ✓ Overall good progress made in this area

**Commented [AJ5]:** What do you mean with commitment? All times?

**Commented [AJ4]:** Would parents understand RSHP?

**Commented [AJ6]:** Feedback?

**Next steps:**

- GOLD accreditation action plan
- Incorporate elements of RRS within the Nursery, looking at articles that would be accessible for our youngest learners e.g the right to play.
- Playground charter to be made more visible in the playground, through purchasing a sign, this will be used to refer to by the adults outside.
- Positive Relationships Policy to be used as a focus at the beginning next session, visible in the environment and used by all staff members
- Continue with consistent approaches to RSHP, Zones of Regulation and HWB questionnaires

**Commented [AJ7]:** Parents understand what RRS stand for?

**Commented [AJ8]:** To be developed?

**Commented [AJ9]:** And children?

**School Priority:****ELC improving environments and working partnerships****Purpose:**

Over the past 2 years there have been many changes in staffing with the additionality of support workers and changes of EYPs. We had our outdoor space extended in one of the rooms, resulting in the need now to audit our environments both indoors and outdoors to make sure we are offering the best experiences for our learners.

**Progress:**

- ✓ ECERS audit tool completed by EYESO
- ✓ Support/Supervision and Attainment meetings completed termly
- ✓ SMT observations of the 2 environments plus tracking of a child completed by PT
- ✓ Activities to raise the profile of reading for pleasure completed

**Impact:**

- ✓ Completion of the ECERS tool has given a detailed action plan for improvement. Improvements have begun to be documented through self-evaluation floor books
- ✓ Termly staff support and supervision has been an effective check in for SMT with both support workers and EYP's, thus helping to improve relationships and working partnerships

**Commented [AJ11]:** Any clear improvement measures/ 'so what'?

**Commented [AJ10]:** What does this stand for? So what?

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- ✓ PEEP session implemented throughout the whole year
- ✓ Termly attainment meetings with EYPS have been effective in supporting practitioners to focus on Lit/Num benchmarks, supporting them to make a judgement with where in the level their keyworker children are. This has been tracked on SEEMIS
- ✓ An adult book swap has been available, rhyme of the week, story sacks etc have all impacted the children and families by raising awareness of the importance of reading
- ✓ PEEP sessions have been well attended with positive feedback, transition sessions were focused around moving to P1 and almost all families attended.
- ✓ Overall good progress was made in this area.

#### **Next steps:**

- Implement action plan from ECERS audit with all staff and learners
- Changes of staffing and rooms to ensure an equitable service for all learners
- Continue to work towards core Reading Schools award
- Incorporate elements of RRS within the Nursery, looking at articles that would be accessible for our youngest learners e.g. the right to play.

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

Our PEF PSA has undergone work with individuals with regards to literacy and numeracy, using interventions such as Power of 1 and 2 for numeracy and Progress in Learning/Bearing Away/Lexia for Literacy. This has reinforced learning and provided 1:1 intervention that support individuals in their learning journey. There have been focus on group of children to support fine motor skills and work completed 1:1 with individuals regarding emotional regulation. This has given support to children to access their learning more effectively.

Some funding was used to help support a whole school literacy intervention Lexia. This supports children with literacy difficulties and allows the teacher to plan and support any gaps in their learning.

## **Wider achievements Coileanaidhean nas fharsainge**



We have had a very active Shinty team this year, training and competing in lots of different events throughout the year. We have recently looked to purchasing new Shinty strips for our team going forward into next session. We are seeking support from local businesses to support us with this.

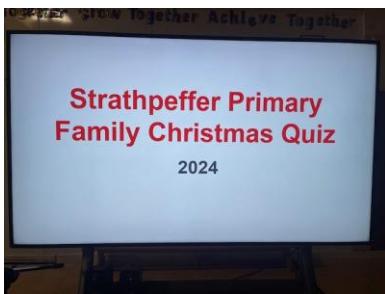


We have enjoyed our new local park this session with phase two being opened, we work closely with the Strathpeffer Community Play Park committee to ensure the children are respectful and keep the area clean and tidy when they are there representing the school or during their free time.



We added to our school library with a set of Arthur Ransome books, that were obtained by our local Councillor.

We celebrated a past pupil who competed in the Paralympics, receiving medals in his cycling races. This was inspirational for our young people.



We hosted our first Christmas Family Quiz this year, which was a positive experience for families and staff members. This supported our school fund.

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Four of our P7 children represented the school at the annual Rotary Quiz, this was a great local event competing against other schools in the area.



Some of our String Club children performed at Dingwall Town Hall in the Christmas concert.



We hosted a tea party to share and thank the New York Villa Trust members who kindly donated money towards our Clevertouch boards in the infant area.



Lots of our children in P4-7 represented the school in a series of Cross Country events.



We fundraised and contributed to lots of charity events throughout the year – Red Nose Day, Children in Need, Wear yellow day and Blythwood shoe box appeal.



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ELC have enjoyed new trikes/scooters and bikes this session enhancing their environments and gross motor skills.

Some children have benefitted from working with our local therapy dog Bruce.



Through partnership with Usborne we were able to host a book fair at our parents evening. The purchases from this allowed us to buy further books for our school library.



Our Sunflower committee group who aim to make people in school and the community happy, went round the village visiting local places and business with their positive posters.

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## Comments from learners, families, stakeholders and staff

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

#### Staff Members -

'Reading observation feedback and training on comprehension strategies have been implemented in class and are having a positive impact.' Teacher

'Class and playground charters are in place; children are able to describe a number of children's rights. Children understand the ABCDE of rights and we were successful in obtaining our UNCRC Silver accreditation.' Depute Headteacher.

'Our whole school approach to planning and implementing the RSHP framework has ensured progression and consistency for all learners. This was shared effectively with the parent body.' Teacher

'Opportunities for extra curricular activities and community engagement has been positive with the children being able to participate in lots of sporting and music events showing success.' Teacher

'We worked closely with our Numeracy Development officer to enhance learning experiences and attainment through resources, diagnostic assessments and planning of numeracy.' Teacher

#### Parents -

'He's made really good progress in his reading, writing and numeracy this year. It's been great for us as parents to get into school for parent evenings and open afternoons to see his work and view the progress he is making. He enjoys the weekly numeracy challenges set by the Class Teacher. Really keeps him motivated, challenged and proud of his progress.'

'He talks about the work he does with his Pupil Voice group and the learning that takes place during assemblies. I think the Pupil Groups and community links are a real strength of the school. Another great year! Well done Strathpeffer!' Parents of P3 pupil

'My kids have enjoyed their year. My P4 has really become more confident in most areas I think, her teacher listened to me when I wanted to raise a couple of things and I think as a result we have a much happier reader and socially resilient girl. She was so proud of herself being a narrator at the Christmas show and I thank you for letting her see that side of herself. She needs reminding she is as good as anyone else when she sets her mind to it. She's got a hidden highly competitive streak and has enjoyed Sumdog and PE and trying to get to the next maths sheet before others!'

'My P7 is so ready to go to high school but has gained a lot of independence and become a bit socially wiser in P7, it's been a useful year and they've done fun stuff to keep it interesting - the schools quiz, week away, badminton, organising house captain activities, rights respecting talk. She's loved this school, thank you.'

'The introduction of SOFA testing alongside the SNSA has been really helpful for me as a parent to see where my children are achieving/struggling and have appreciated the results being shared. I cannot commend highly enough the level of support that our youngest child has received from the school despite his complicated set of needs. I feel he has been cared for as an individual and treated with so much kindness despite his external behaviour being challenging at times.'

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'I think at times that there is an acceptance of low standards in some cases. At parents night I asked about one child's handwriting (which is appalling) and was told 'that's just how he is'. He is capable of producing good handwriting but will only do so if his teacher will not accept the poor writing. As long as he can get away with it being poor he will not improve. I would love it if more was expected of him.' P5,P7 and Nursery child parent

#### **Learners –**

'I liked learning about the Romans, we listened to Horrible Histories to help us with our learning' Primary 4

'I have enjoyed learning about division, I used Topmarks to help me with my learning.' Primary 4

'A highlight for me was my first Sports day at Strathpeffer PS, I enjoyed everything, I like being part of a house team.' Primary 4

'I enjoyed our school trip, we had lots of different experiences.' Primary 5

'In Numeracy, we have been learning lots of different types of number like decimals.' Primary 7

'I have enjoyed learning about problem solving.' Primary 2

'I have enjoyed learning about children's rights this year and all the different sporting events.' Primary 6

'I enjoyed learning about World War 2 and the bear that was part of it, I did this through my reading.' Primary 5

'I have enjoyed learning about Sikhism, there was lots of different things to learn.' Primary 6

'I have learned to use full stops in my writing.' Primary 1

'We have been learning how to sign to communicate.' Primary 5

'For writing, I enjoy free writing because I can write anything I want.' Primary 7

'I have learned about fractions, we used counters/sticks to help us.' Primary 3

## **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	Satisfactory
<b>QI 3.1</b> Wellbeing, equality and inclusion	Very good	Good

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<b>QI 3.2</b>	Raising attainment and achievement/Securing children's progress	Very good	Good
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Our overall evaluation of our capacity for continuous improvement is:

We are confident in our capacity for continuous improvement.

## Key priorities for improvement planning Priomhachasan airson planadh airson leasachadh

- ✓ Follow the local authority's agenda of raising attainment
- ✓ Working towards our GOLD accreditation through Rights Respecting School award
- ✓ Continue to embed recent Stephen Graham writing training and authority led reading training, monitoring this through SMT/peer observations and jotter sampling.
- ✓ Raise attainment in our learning and teaching of reading, looking at an effective reading comprehension assessment. Engaging with Stephen Graham reading training to aid us
- ✓ Continue to work with our ASG with regards to moderation
- ✓ Use our data effectively to plan learning and teaching
- ✓ Improvement in our ELC spaces indoors and outdoors using our action plan

**Commented [AJ12]:** Focus on literacy? Numeracy?

## 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://sites.google.com/dingwallacademy.org.uk/strathpefferprimary>  
or by contacting the school office.