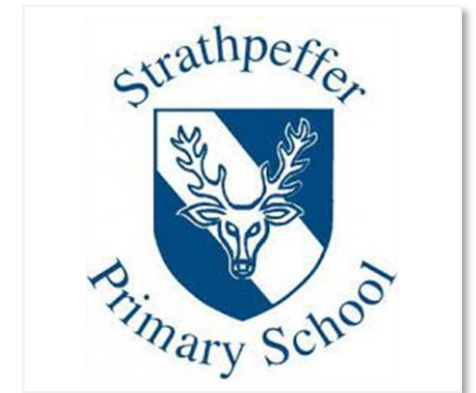




# STANDARDS AND QUALITY REPORT 2025-26

## AITHISG INBHEAN IS CÀILEACHD

### Strathpeffer 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% |

## 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**  
**92.3%**

**Average Class Size**  
**21.8**

**Meeting PE Target**  
**Target Met**

**Pupil Numbers (inc nursery)**  
**131 (+34 nursery)**

**Teacher Numbers**  
**8**

**Pupil Teacher Ratio**  
**17**

|                         |                         |                           |                           |                           |                           |                           |                         |                           |
|-------------------------|-------------------------|---------------------------|---------------------------|---------------------------|---------------------------|---------------------------|-------------------------|---------------------------|
| <b>N3</b><br><b>38%</b> | <b>N4</b><br><b>62%</b> | <b>P1</b><br><b>13.7%</b> | <b>P2</b><br><b>11.5%</b> | <b>P3</b><br><b>10.7%</b> | <b>P4</b><br><b>13.7%</b> | <b>P5</b><br><b>22.1%</b> | <b>P6</b><br><b>13%</b> | <b>P7</b><br><b>15.3%</b> |
|-------------------------|-------------------------|---------------------------|---------------------------|---------------------------|---------------------------|---------------------------|-------------------------|---------------------------|

|                                            |                                 |                                 |                                |                                |                                |
|--------------------------------------------|---------------------------------|---------------------------------|--------------------------------|--------------------------------|--------------------------------|
| <b>SIMD Q1<sup>1</sup></b><br><b>0-10%</b> | <b>SIMD Q2</b><br><b>20-30%</b> | <b>SIMD Q3</b><br><b>70-80%</b> | <b>SIMD Q4</b><br><b>0-10%</b> | <b>SIMD Q5</b><br><b>0-10%</b> | <b>Unknown</b><br><b>0-10%</b> |
|--------------------------------------------|---------------------------------|---------------------------------|--------------------------------|--------------------------------|--------------------------------|

|                                        |                             |                                         |                                |                                        |                              |
|----------------------------------------|-----------------------------|-----------------------------------------|--------------------------------|----------------------------------------|------------------------------|
| <b>ASN<sup>2</sup></b><br><b>0-10%</b> | <b>No ASN</b><br><b>90%</b> | <b>FSM<sup>3</sup></b><br><b>10-20%</b> | <b>No FSM</b><br><b>80-90%</b> | <b>EAL<sup>4</sup></b><br><b>0-10%</b> | <b>No EAL</b><br><b>90+%</b> |
|----------------------------------------|-----------------------------|-----------------------------------------|--------------------------------|----------------------------------------|------------------------------|

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

<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

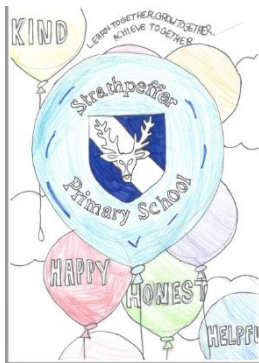
<sup>4</sup> EAL – English as an additional language

|                |                |                              |                 |
|----------------|----------------|------------------------------|-----------------|
| <b>Reading</b> | <b>Writing</b> | <b>Listening and talking</b> | <b>Numeracy</b> |
| Most           | Most           | Most                         | Most            |

The small number of exclusions that occur in schools may lead to individual pupils being identified; therefore this data is not contained in this report. If you have any questions about exclusions, you should contact us directly.

## School vision, values and aims

### Lèirsinn, luachan agus amasan na sgoile



Children, staff, and parents were involved in the process of creating our Vision Values and Aims. 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.

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 1: Raising Attainment in Literacy                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| School Improvement Plan Priority 1                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                  |
| Summary of progress                                                                                                                                                                                                                                                                                                                                                                                                                                 | Next steps                                                                                                                                                                                                                                                                                                                    | Stakeholder Views                                                                                                                                                                                                                                                                                                                |
| <p>We have made good progress with this priority:</p> <ul style="list-style-type: none"> <li>✓ Increase in literacy overall data for P1, P4, P7 by 16.5% compared to last session.</li> <li>✓ Core Reading Schools awarded</li> <li>✓ ASG collegiate session completed</li> <li>✓ Better use of SOFA and NSA data by all teachers to ascertain gaps in learning</li> <li>✓ Completion of Curriculum rationale including all stakeholders</li> </ul> | <ul style="list-style-type: none"> <li>✓ Continue to develop our reading for pleasure culture, completing an action plan for our silver reading schools award</li> <li>✓ To develop a consistent skills framework</li> <li>✓ As an ASG update/refresh our Higher Order Thinking skills with pedagogy teacher input</li> </ul> | <p>Teacher – 'our new tracker is working well as we can track the children over time along with colour coding for assessments this is really useful'</p> <p>Teacher – 'our yearly overview for planning is really useful to see coverage'</p> <p>Parent – 'Lexia has been very helpful in building confidence with reading.'</p> |

*Learn Together, Grow Together, Achieve Together – Kind, Happy, Honest, Helpful*

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>✓ Completion of 'what makes a good lesson' standard including all stakeholders to be launched session 26/27</li> <li>✓ Planning processes evaluated with agreed next steps</li> <li>✓ Completion of Stephan Graham reading training by all teaching staff</li> <li>✓ Profiles audited by all stakeholders</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <ul style="list-style-type: none"> <li>✓ Develop consistent approaches to spelling and handwriting across the school</li> <li>✓ Launch our new curriculum rationale and What makes a good lesson posters at the start of next session with all stakeholders</li> <li>✓ Support from pedagogy teacher regarding effective Profiling – looking outwards for examples of good practice and to include target setting</li> </ul> | <p>Also the longer term projects have been great to see, and have helped them to really get engaged in their learning.' Feedback google form May 26</p> <p>Parent - 'More focus on academic achievement'</p>                                                                                                                                                                                                                                                                                                                         |
| <p><b>Impact</b></p> <ul style="list-style-type: none"> <li>✓ A reading for pleasure culture is more evident throughout the school; this is seen through dedicated reading spaces in all classrooms, and a new library has been developed. The school has recently been awarded our Core Reading Schools award. This has effectively been led by our school improvers group</li> <li>✓ Through collegiate sessions with our associated school group, we have shared resources and continued our professional dialogue with regards to reading. All teachers were observed delivering a reading lesson which showed a consistency in teaching reading strategies, this was evidenced in observation feedback</li> <li>✓ Interrogation of NSA/SOFA and other data has been looked at to identify gaps in learning this has allowed teachers to inform their planning and next steps for children, this was evident during attainment meeting conversations for example a small writing group of borderline children were targeted in P7, with weekly extra input from the class teacher this was impactful as all children achieved second level in writing.</li> <li>✓ Through collection of all stakeholders voice, we have developed and completed a clear curriculum rationale that outlines who we are as learners at Strathpeffer primary</li> <li>✓ Planning processes were evaluated during inset day, actions and next steps were established for next session through professional dialogue to ensure a consistent approach and to support new members of staff</li> <li>✓ Profiles were audited by parents, teachers and children, this enabled us to evaluate what is working well, what we need to work on and a discussion around the effective parts of profiling in line with the expectations from the highland council and our parent body. 49% of parents agreed and 29% of parents strongly agreed that they received helpful information about their child's progress and how to support them at home from a survey conducted September 2025. Next session we intend to look outwards to ascertain where effective profile is happening in order to revamp our own profiling.</li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                                                              | <p>Teacher – 'The new library space is a great environment to promote reading and books.'</p> <p>Pupil – 'I really like the new library space, it is a good space to read our books and to do some work in a small groups.'</p> <p>Pupil – 'I like the wall in the library with the staff's favourite childhood book.'</p> <p>Pupil – 'I am really proud that we got our core reading schools award because I am in the school improvers group.'</p> <p>Pupil - 'I have loved learning to read and learning to write this year.'</p> |

| School Priority 2: Health and Wellbeing/Community Engagement including Rights Respecting Schools award                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| School Improvement Plan Priority 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Summary of progress                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Next steps                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Stakeholder Views                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <p>We have made good progress with this priority.</p> <ul style="list-style-type: none"> <li>✓ Progress towards our GOLD Rights Respecting school accreditation</li> <li>✓ Positive Relationships policy is evident in each classroom</li> <li>✓ Zones of regulation evident in each classroom and the ELC</li> <li>✓ Relationships Sexual Health and Parenthood is completed via a whole school consistent approach</li> <li>✓ Health and Wellbeing questionnaires have been evaluated by class teachers</li> <li>✓ Successful Community engagement project celebrating 25 years of Strathpeffer primary</li> </ul>                                                                                                                                                                                   | <ul style="list-style-type: none"> <li>✓ Apply for GOLD accreditation May 2027</li> <li>✓ Better links and information sharing with families around our gold journey</li> <li>✓ Make sure all staff are engaged with the flow chart in positive relationships policy – focus on PSAs and the playground</li> <li>✓ Approaches to older children completed ZOR emotional check in to ensure confidentiality</li> <li>✓ Construct a new Health and Wellbeing questionnaire for the infant classes that is easier to complete for profiling purposes</li> </ul> | <p>Parent - 'Potentially some theatre work or more creative and role playing workshops could help the children put their learning on rights into practice.'</p> <p>Parent – 'These were great opportunities for them and very much so enjoyed.' (25<sup>th</sup> celebrations)</p> <p>Parent – 'He liked learning about the Victorians'</p> <p>Teacher – 'We have a really good consistent approach to RSHP now, this ensure all children are receiving their own age and stage of learning'</p> <p>Teacher – 'Consideration needs to be given to the older cohorts of children when completing their emotional check to ensure confidentiality.'</p> |
| Impact                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <ul style="list-style-type: none"> <li>✓ Our Noble Global committee group have been working towards our GOLD Rights respecting school accreditation. All children have engaged in a global outreach campaign, we raised money towards Blythwood school dinner appeal by hosting a fancy canteen lunch. We raised over £500 in support of the campaign. On world children's day everyone wore a specific colour to represent an article of UNCRC, children were confident in talking about the article they were wearing. Our depute/lead has received Gold accreditation training to establish expected outcomes for our gold journey. We have our school mascot symbols throughout the school visible to ensure and highlight where the children's rights are being met in our environment</li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <p>Depute HT - 'Children across the school have a much better understanding of what it means to be a global citizen following our work on the UNCRC Outright Campaign on international aid'</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                       |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |
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| <ul style="list-style-type: none"> <li>✓ Our positive relationship policy is visible in classrooms, this was gone over with all children during our first assembly of the session, class teachers then followed up with this during the class. This has not been maintained throughout the year and needs to be revisited at the start of the next session with a focus on PSA's implementing it more fully</li> <li>✓ Zones of regulation is evident in every classroom and the nursery. This ensures a consistent approach to how we are talking about our emotions and is good for nursery to P1 transitions using familiar texts. Specific strategies are used for individuals to navigate between the different zones, this is evident as actions in child plans, where strategies are shared with families that may be useful to them. A survey conducted in September 2025 showed 56% agreed and 37% strongly agreed that school support their child's wellbeing and personal development.</li> <li>✓ Relationship Sexual Health and Parenthood has been delivered consistently across the school in term 3, all children have participated in the appropriate age and stage of content using the appropriate resources this is in line with expectations of Education Scotland</li> <li>✓ Through our termly assessment calendar we have a consistent approach to our health and wellbeing surveys that are used for profiling purposes. We have used the SHANARRI indicators and a Highland council provided questionnaire. Almost all children can confidently discuss their own questionnaire on a one-to-one basis with their class teacher which is then shared with families through their individual families. The infant questionnaire needs to be re constructed so that the questions are more direct and not a scale as we have evaluated that this is difficult for them to understand</li> <li>✓ Our 25<sup>th</sup> birthday celebrations were a great success and an effective link with the community and the history of the school and village. All children took part in learning about the Victorians during term 1 with many visits to local community places for example the local museum, Archive centre and the Strathpeffer pavilion. To commemorate the 25<sup>th</sup> date all children took part in a 'Silver and Sparkle Day' where previous head teachers were invited into our special assembly for a question-and-answer session, along with a special lunch and sharing of all the learning that took place over the term. A community ceilidh was organised by our parent council and all children performed in a concert in the Strathpeffer pavilion</li> </ul> |  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|

| School Priority 3: ELC environments and links to school priorities                                                                    |                                                                                                                     |                                                                                                                            |
|---------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|
| School Improvement Plan Priority 2                                                                                                    |                                                                                                                     |                                                                                                                            |
| Summary of progress and impact                                                                                                        | Next steps                                                                                                          | Stakeholder Views                                                                                                          |
| <p>We have made good progress with this priority.</p> <ul style="list-style-type: none"> <li>✓ ECERS action plan completed</li> </ul> | <ul style="list-style-type: none"> <li>✓ Continue to develop our learning environments with the children</li> </ul> | <p>EYP – 'Since moving to one room all children and staff seem happier, and we have seen an improvement in behaviour.'</p> |

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|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>✓ UNCRC language used in positive interactions and visible in the environment</li> <li>✓ Literacy rich environments are more evident inside and outside</li> <li>✓ Clear roles and remits have been established within the team</li> <li>✓ Engagement with new quality framework is ongoing and completed through self-evaluation</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <ul style="list-style-type: none"> <li>✓ Continue to engage with the new quality ELC framework</li> <li>✓ Establish floor books for incidental self-evaluation along with more consistency with overall self-evaluation</li> <li>✓ Within our quality assurance calendar plan and improve better ways to seek views from family to support improvements</li> </ul> | EYP – ‘Having access to all resources from each room has provided richer learning opportunities for the children’ |
| <b>Impact</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                   |
| <ul style="list-style-type: none"> <li>✓ A clear action plan was established using the ECERS framework at the end of last session, this has been completed and evidenced through self-evaluation and floor books to improve environment inside and outside in both rooms. Using the audit tool the outdoor environment has a better layout, more signage, better loose parts play resulting in the children being more engaged. Literacy rich opportunities have been established throughout the setting along with a weekly visit to the whole school library.</li> <li>✓ UNCRC language is being used through interactions with all children, this is evident in displays and links with the vision values and aims and SIMOA campaign, children can communicate the importance of the SIMOA elephant keeping us safe through the elephant teddy</li> <li>✓ Roles and remits were established during an ELC meeting, where all members of staff have responsibility for an area for example risk assessment, notice boards. A staff room rota was introduced to ensure equity across all roles and areas of the setting</li> <li>✓ All staff have had engagement with the new quality framework, this has been completed through service delivery time, self-evaluation and during our team meetings</li> </ul> |                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                   |

## 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. They have also supported children who find it challenging to access the classroom environment. There have been small groups taken to support fine motor skills and work completed 1:1 with individuals regarding emotional regulation. Money has been spent on resources to support PSA PEF post – Bearing away/Progress In Learning/Power of 1 and Power of 2.

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We have seen increased motivation and willingness to learn through these outdoor learning groups. The children have made dens, done planting, environmental art etc. We surveyed the children at the beginning and the end of the planned groups, with almost all children being able to comment on the value of working outdoors and how this affects their health and wellbeing.

Sumdog resource has a great diagnostic tool that supports teacher judgement, this is also used as a home learning tool to share numeracy learning with families at home.

## Wider achievements

### Coileanaidhean nas fharsainghe

It has been a special year for Strathpeffer Primary school as we celebrated our 25<sup>th</sup> birthday. This has been a super learning opportunity for the children involving the community. All children experienced performing in the Spa Pavilion and our Parent Council hosted a community ceilidh in the space as well. We all completed an IDL topic of the Victorians as we are a Victorian village. We received our Gold Heritage award for the learning that took place. We visited the Archive centre in Inverness, the local museum and various other places within the community.

We hosted a 'Silver and Sparkle' Day where we invited the two previous head teachers in for a Q and A session at our special assembly.



## Celebrating 25 years of Strathpeffer Primary



All children will be learning about the Victorians in term 1, we will be doing the following events throughout the first 2 terms-

- Assembly from Inverness Archive centre
- Visit for all to Inverness Archive centre
- Visit to local places in Strathpeffer - Museum, Pavilion, local Victorian houses
- Whole school photograph to commemorate the date
- Creation of a time capsule
- Victorian concert with a display of memorabilia
- Victorian teacher visit
- Penny Farthing experience
- Commemorative gift

1<sup>st</sup> of December - official birthday - all things Silver and Sparkle with special events throughout the day

We made links with the local park and buried our time capsule there, to be opened in 2050. This was led by our School Improvers group.



We invested in Fischy Music this year through a link with our visiting minister. We had a workshop and have utilised this through assembly and within classes.



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We have made links with our local care home Strathallan this year. They visited weekly and worked with our P5/6 and P7 classes, enjoying Remembrance activities, card games, table top games and musical playing. Both children and adults enjoyed this experience, and we are now looking to further these links.



We have been focusing on reading for pleasure this year working towards our Reading Schools award, we created a new school library in the heart of the school. This space is enjoyed by all.



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All our children have enjoyed outdoors learning groups this year with Mrs Dransfield. This has been done in the local community woods area next to the school.

We have had lots of success with our sporting events this year, with football, shinty, cross country, badminton and for the first time orienteering.



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We had an assembly from Neil at Blysthwood about the shoe box appeal, our families then made some shoe boxes for the appeal.

Through our Gold Rights Respecting schools journey we raised £564.49 towards the Blysthwood school dinners campaign. We hosted a special lunchtime where children donated £5 to feed children in Kenya. This was led by our Noble Global committee.



Some of our P7 children represented the school at the annual Rotary Quiz, we came joint 3<sup>rd</sup>.

We have had a variety of different STEM and Science workshops this year, that the children have really enjoyed.



## Comments from learners, families, stakeholders and staff

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

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#### Family comments

'My child has had a really good year. I feel the learning has been more well differentiated in the composite classes this year (for us anyway) and the communication around this has been clearer. There has been a really interesting selection of extra things this year such as a science demo and the archives visit. The sport opportunities remain excellent for the size of school.' Anonymous parent

'Ms \*\*\* is a super teacher - a great improvement' Anonymous parent

'Lexia has been very helpful in building confidence with reading. Also, the longer-term projects have been great to see, and have helped them to really get engaged in their learning.' Anonymous parent

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'Another area that could be developed further is learning about the credibility of different online sources, and how to identify authorship of webpages/ online content and some more awareness of issues relating to AI generated content.' Anonymous parent

'Continued real focus on progress in the essentials of literacy and numeracy. Differentiated learning at both the upper and lower end of the attainment spectrum. Interesting opportunities as they arise. Essentially more of the same. Thank you.' Anonymous parent

### **Learners' comments**

'I liked when we went on our cinema trip because we were learning about 'The Magic Faraway tree'. We made our own magic lands.' Primary 3 child

'I really liked all the school trips we went on this year.' Primary 2 child

'I have loved learning to read and learning to write this year.' Primary 1 child

'I have enjoyed learning about life cycles in P1.' Primary 1 child

'I really enjoyed the entire school Victorian topic; we were learning about this as it was the schools 25<sup>th</sup> Birthday. We have the two previous head teachers in for a visit to tell us about when the school was built.' Primary 6 child

'I enjoyed learning about Science, about fossil fuels when we had a science workshop.' Primary 6 child

'I really enjoyed doing the workshops with Strathallen care home, we did learning about Remembrance Day with them. I loved being a house captain because I could help out with things in the school.' Primary 7 child

'I enjoyed when Fischy music came in and taught us all songs that we now use in assembly. At the Newton room we learned about the effects of smoking in the lungs and this linked to our learning about substance misuse' Primary 7 child

'I really enjoyed Sports Day because everyone was competitive in their houses.' Primary 4 child

'I liked doing all the try outs for all the sporting events because it was my first time.' Primary 4 child

'I enjoyed creating a biking lunch club with Mrs Wojtunik and some others.' Primary 5 child

## Staff comments

'Pupils of all ages are able to talk about children all over the world who struggle to have their rights respected due to things like conflict, famine or global warming.' Teacher

'The 25<sup>th</sup> Birthday celebrations were a great way to focus on our local community with a link to people in the past.' Teacher

## 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><br>Leadership of change                                            | Good | Satisfactory |
| <b>QI 2.3</b><br>Learning, teaching and assessment                               | Good | Satisfactory |
| <b>QI 3.1</b><br>Wellbeing, equality and inclusion                               | Good | Good         |
| <b>QI 3.2</b><br>Raising attainment and achievement/Securing children's progress | Good | Satisfactory |
| <b>Other QIs reviewed</b>                                                        |      |              |

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

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As an Associated School Group, we plan to improve pupil engagement, inclusion and attainment across all learners using the Circle Framework. We also plan to engage all staff members in the new Curriculum Improvement Cycle as the beginning process of introducing a new improved curriculum to our learners.

At school level we plan to continue our improvements with reading and writing looking at moderation activities to ensure achievement of a level. We will refresh our Higher Order thinking skills knowledge as a focus for reading attainment. We will continue with our Stephen Graham writing approaches and set standard for writing to embed this further. We plan to introduce Meta skills across aspects of learning. We will launch our school year with our new Curriculum Rationale and 'What makes a good lesson' as a consistent standard for Strathpeffer Primary.

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