



STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2024-2025

Strontian Primary School



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.

Mrs L. Hannah
Head Teacher
Strontian Primary School

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
90.95%

Average Class Size
10

Meeting PE Target
Target Met

Pupil Numbers (inc nursery)
20 (+10 nursery)

Teacher Numbers
2

Pupil Teacher Ratio
1:10

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

Reading

Most

Writing

Most

**Listening and
talking**

Most

Numeracy

Most

We have had no exclusions this year.

Strontian Primary School is located in a rural setting serving the local community of Strontian on the Ardnamurchan peninsula.

There are 19 children attending the school and 10 children in nursery, ranging from N2 - P7. There are two composite classes, P1-P4 and P5-7 taught in multi-stage classes and there is a separate nursery for 2, 3, and 4-year-olds.

The Headteacher has overall leadership responsibility for Strontian Primary School and is supported by a Principal Teacher.

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

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

Vision

As a Gaelic embracing community, we work together to create local opportunities that challenge, nurture, and empower all children and young people to achieve. We equip them with the skills and attributes needed to thrive in the twenty-first century.

Values

- Ambition – striving for excellence and challenging limits
- Community – safe, supported, and thriving together
- Individuality – nurturing, embracing, and celebrating uniqueness
- Resilience – persistence and effort are key to success

Aims

- To deliver an outstanding and broad curriculum that encourages and motivates young people to learn.
- To encourage pupil voice for creating an inclusive and effective learning environment.
- To develop resilience, responsibility, and independence in our children and young people by encouraging a growth mindset and fostering problem-solving skills.

Motto

Learn, Achieve & Believe

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:

Self-evaluation: Understanding and developing effective self-evaluation tools and procedures for whole school improvement

Purpose: Rigorous self-evaluation is the responsibility of all stakeholders and is a key feature of effective self-improvement. Implementing self-evaluation approaches is key to understanding where we are now as a school and identifying areas for improvement to ensure positive outcomes for all learners.

Progress:

- ✓ Collegiate sessions have taken place throughout the year devised to assist teachers in recognising the value of self-evaluation.

Impact:

- ✓ Evaluation of collegiate sessions demonstrates that staff now feel more comfortable with what is expected in this skill.

- ✓ Teachers have begun to engage with HGIOS4 quality indicators to understand what constitutes robust self-evaluation.
- ✓ A quality assurance calendar is now in place to measure the quality of teaching and learning.
- ✓ The process of engaging in self-evaluation contributes to core principles of the NIF and GTCS standards, ensuring that staff are able to assess their current position, reflect on progress and set future priorities for improvement whilst embedding a cycle of continuous improvement within the school culture.
- ✓ Robust self-evaluation has led to rich dialogue and professional discussion around learning, teaching and assessment. This has led to an improved quality of learning and teaching and is having a positive impact on attainment data with a majority of pupils.
- ✓ The implementation of a quality assurance calendar ensures that self-evaluation is supported by wider evaluative and quality assurance procedures. This has led to more robust monitoring and tracking, leading to earlier interventions when needed.
- ✓ Good progress was made in this area but it should be noted that this is a starting point for all future development.

Next steps: We are still at the early stages of this journey and will continue to implement more robust and regular self-evaluation collegiate activities to develop staff skills for learner improvement. This will remain a priority for the next academic year.

School Priority 2:

Ethos: Refreshing vision, value and aims to incorporate whole 2-18 campus.

Purpose: The ethos and culture is central to a school and should reflect a commitment to the pupils and wider community and be contextually relevant. Having recently become a 2-18 campus under the leadership of a new HT, it follows that a refreshed VVA should commence to build upon development of the school and its community.

Progress:

- ✓ By developing a shared vision, value and aims, the community understand that high expectations are a consistent feature of our campus, and by working together we will achieve the highest possible standards and successes for our CAYP.
- ✓ Updating the VVA has ensured that the schools' long-term goals will reflect key NIF drivers, focusing on raising attainment, ensuring improving through self-evaluation, and promoting equity.
- ✓ Our new values and aims will guide future decision making, curriculum development and resource allocation, whilst allowing the school to adapt to its context and needs.

Impact:

- ✓ The process of refreshing the VVA involved consultations with staff, students, parents and partners. There were half day in-person consultations with staff, pupils and parent and pupil council. Digital questionnaires were shared with parents. This promoted a community sense of ownership.
- ✓ A concise, yet well defined VVA will communicate future expectation for behaviour, learning, and achievement within the school community to ensure every stakeholder is working towards the same goals.
- ✓ Pupils were able to use their voice for contributing to the leadership and direction of the school.
- ✓ In June, we implemented a calendar of assemblies delivered by a variety of staff and pupils around strong, consistent messages about our school values to ensure that learners receive maximum impact and allow CAYP opportunities to lead and contribute to school matters.

Next steps: The VVA should be fully implemented next session with pupils working on posters and visuals to display around the school building to ensure everyone is able to match the expectations with their learning. For Primary, the focus should be on matching the refreshed VVA to NIF driver 1: improvement in attainment, particularly numeracy and literacy, and NIF driver 3: improvement in CAYP H&W.

School Priority 3:

Moderation: Improving assessment and moderation strategies in learning, teaching and assessment.

Purpose: To deliver a purposeful and useful moderation experience within the Ardnamurchan ASG and wider schools for GM. This project has been developed to continue and broaden our ongoing improvement in assessment and moderation. Work within the ASG for our English Medium staff to ensure comparable standards and improved teacher skills and confidence.

Progress:

- ✓ Staff have articulated improved confidence in ACEL judgements and have fed back how beneficial these collegiate opportunities have been in improving their own practice.
- ✓ An increased understanding of the data used by all is ensuring progress and informing next steps to improve pupil attainment.
- ✓ Staff are engaging with the moderation and assessment toolkit to support learners effectively.

Impact:

- ✓ Participating in the ASG events and sharing best practice with practitioners outside the school has led to refinement of our assessment techniques. For example, we have introduced an assessment calendar to incorporate more regular and shorter assessments that are integral to the T&L already taking place in class. This has made targeting pupils for early intervention much easier, and the data is more reliable.
- ✓ The data we have collected this year demonstrates an improvement in literacy and numeracy levels
- ✓ Very good progress is being made in this area, with full participation from all EM staff across our ASG, and agreement on levels between colleagues is leading to more consistent judgements across the school.

Next steps: Embed this completely to ensure that high quality assessment practice exists holistically to reduce student and teacher anxiety. Ensure assessment strategies incorporate all Say, Make, Write and Do opportunities and application of skills learned. Scaffolding examples should be developed for all areas of the Curriculum.

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

All target pupils demonstrate very good progress in all intended outcomes for raising attainment level to a confident reader, correct and consistent letter formation and independent writing. Our data confirms that our interventions have ensured that all elements of attainment gaps under these measures have reduced significantly with all target pupils achieving appropriate levels for age and stage.

Wider achievements

Coileanaidhean nas fharsainghe

Our school and partnership statistics indicate that all primary pupils have engaged with extra-curricular and optional school based/organised activities, that all senior pupils (P5-7) chose to take part in at least 1 extra inter-schools' sports competition/tournament, and that a majority of all eligible (and age dependent) pupils learn 1 or 2 instruments weekly.

The activities and wider achievement opportunities include:

- Swimming lessons
- Three-day Dundee P5-7 outdoor adventure activity
- Instrumental tuition, including Wind, Strings, Piano, Guitar, Brass
- Cross country competition P5-7
- Rugby training sessions
- Tag Rugby Tournament P4-7
- UHI Shinty Tournament P5-7
- After school shinty P1-7
- Kodaly
- Eco Schools
- Park Ranger Club

Comments from learners, families, stakeholders and staff

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

The following information was collated from our campus and stakeholder ethos consultation, December/January 2024.

Almost all parents responded that their child likes being in school and that they feel safe, and that staff treat them fairly and with respect. Most parents would recommend the school to other parents.

A majority of pupils enjoy learning at school, and almost all report that school work is challenging, that staff help them to understand how they are progressing, and that staff encourage them to always do their best.

All staff responded that they find it rewarding to be a member of staff at the school, that they are valued and well supported.

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	Very good	Satisfactory
QI 2.3 Learning, teaching and assessment	Very good	Satisfactory

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

Our overall evaluation of our capacity for continuous improvement is:

We are confident in our capacity for continuous improvement.

Staffing remains a priority and is essential in moving the school forward.

Key priorities for improvement planning

Prìomhachasan airson planadh airson leasachadh

1. Continue to embed effective self-evaluation tools and procedures for whole school improvement and to support the raising attainment agenda.
2. Further develop the newly refreshed campus VVAs, to incorporate them into every day use in lessons and around the Primary and Nursery establishments.
3. Embed a new and detailed assessment calendar, supported with a new phonics package to improve attainment.

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 ([Strontian Primary](#)) or by contacting the school office on 01397 700105.