



# STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

---

**2024-2025**

## **Tarradale Primary and ELC**



*Respect Ourselves, Respect Each Other, Respect Our Learning, Respect our Environment*

# Introduction: Local and National Context

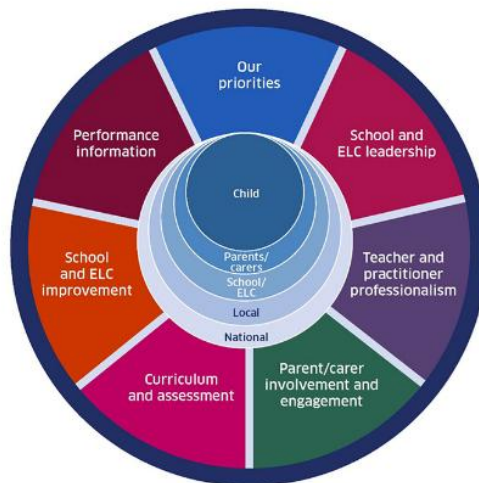
## Ro-ràdh: Co-theacsa Ionadail agus Nàiseanta

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?*<sup>4</sup> 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%

*Respect Ourselves, Respect Each Other, Respect Our Learning, Respect our Environment*

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

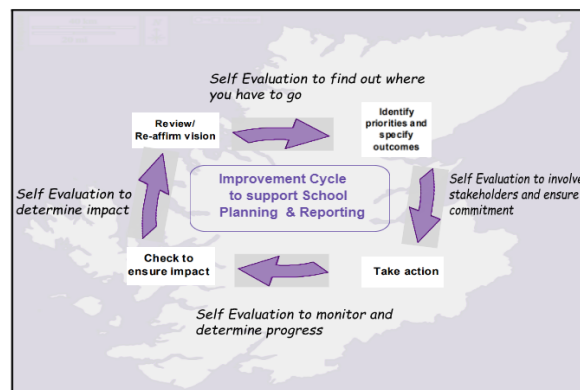
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

#### 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.

Name *Tracy Sinclair*

Head Teacher

School *Tarradale Primary and ELC*

## 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**  
**93.3%**

**Average Class Size**  
**25.8**

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

**Pupil Numbers (inc nursery)**  
**258 (+45 nursery)**

**Teacher Numbers**  
**13**

**Pupil Teacher Ratio**  
**19.6**

**N3**  
**XX%**

**N4**  
**XX%**

**P1**  
**12.4%**

**P2**  
**11.6%**

**P3**  
**12.4%**

**P4**  
**12.8%**

**P5**  
**15.5%**

**P6**  
**20.2%**

**P7**  
**15.1%**

**SIMD Q1<sup>1</sup>**  
**0-10%**

**SIMD Q2**  
**30-40%**

**SIMD Q3**  
**0-10%**

**SIMD Q4**  
**60-70%**

**SIMD Q5**  
**0-10%**

**Unknown**  
**0-10%**

**ASN<sup>2</sup>**  
**10-20%**

**No ASN**  
**80-90%**

**FSM<sup>3</sup>**  
**0-10%**

**No FSM**  
**90+%**

**EAL<sup>4</sup>**  
**0-10%**

**No EAL**  
**90+%**

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

**Reading**

Most

**Writing**

Most

**Listening and  
talking**

Almost all

**Numeracy**

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

---

### Vision

Working together to help everyone achieve their full potential.

### Values

Respect Yourself  
Respect Each Other  
Respect Our Learning  
Respect Our Environment



### Aims

We are kind to ourselves. We believe in ourselves. We make healthy choices and embrace opportunities.

Articles 3, 6, 12, 24, 31

We are inclusive, caring, friendly and polite to all.

Articles 2, 7, 12, 13, 14, 15, 20, 23, 30

We keep trying, we work hard and reach for success.

Articles 6, 28, 29

We take care of our shared environment, our community, and our wider world.

Articles 9, 10, 13, 14, 15, 24, 26

*Created by children, staff, parents and community 23/24*



Respect Ourselves, Respect Each Other, Respect Our Learning, Respect our Environment



## 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:

#### Learning Teaching and Assessment

##### Purpose:

We are working as an ASG (Associated Schools Group) to ensure that assessment and moderation practice is collegiate, transparent and of high quality in order to inform next steps. Working collegiately will ensure equity across a varied ASG, including pupils from disadvantaged backgrounds. This is a further development from Session 23/24.

##### Progress:

Content:

- ✓ ASG writing moderation has taken place on different genres of writing, for example, report writing in line with Explicitly Teaching Writing using the Highland Council writing rubric.
- ✓ Use of Scottish Online Formative Assessments (SOFA) for P2,3,5,6
- ✓ Use of National Standardised Assessments (NSA) for P1,4, 7
- ✓ As part of the moderation cycle, staff are using Highland's updated progression frameworks for Literacy to inform next steps in planning and teaching to identify gaps and positively impact attainment.
- ✓ 2 x training sessions on use of the Progress and Attainment tool on SEEMIS, tracking pupil attainment and data analysis to identify gaps for groups and individuals
- ✓ Robust termly attainment meetings have taken place from ELC - P7 using trackers aligned with Highland Literacy Progression pathways.
- ✓ Digital tools have continued to be used to raise attainment in literacy, with a focus on writing, for example, talk to text etc. New tools have been purchased to ensure all children from P4-7 are as independent in their learning as possible.
- ✓ Quality Assurance- Jotter sampling, Teacher and EYP observations.
- ✓ Pupil Equity Funding interventions in literacy with a particular focus on writing

##### Impact:

- ✓ Staff participation in ASG moderation sessions has ensured a more consistent approach to writing moderation, assessment and teacher judgements of a level
- ✓ My teachers tell me they have increased confidence when delivering focused lessons in writing and ensuring pupils have the tools available to scaffold their writing, particularly with descriptive, information report, explanation, exposition and narrative.
- ✓ Increased pupil confidence and engagement from almost all learners.
- ✓ Assessment data from SOFA, NSA, ongoing formative and summative assessments show an improvement in writing and participation, particularly for hesitant writers selected through PEF intervention groups identified further in the document.
- ✓ Almost all pupils identified through their child's plan can independently use technology to help support and engage them in producing writing.
- ✓ From pupil feedback, they are more confident in scaffolding and creating different types of texts.
- ✓ Formative and summative assessments cycle is used more consistently across the school and teachers are increasingly more confident when making professional judgements at the end of a level.
- ✓ Tracking is now embedded, and teachers are more confidently using the data to make predictions and identify gaps for groups and individuals.
- ✓ From pupil questionnaires, they are more confident with their writing and using the 'describing bubble' to have a go.
- ✓ Staff are saying that even the most reluctant writers are now 'having a go' ensuring increased pupil participation.

- ✓ Positive relationships are fostered, and almost all children are becoming increasingly more confident at 'having a go' with their writing while taking risks.
- ✓ Development of best practice and expected standard within jotters including layout, levels, criteria appropriate to attainment means pupils can now identify their individual pupil targets and writing level and vocalise what they need to reach the next level.

### **Next steps:**

- ✓ Review and develop our writing policy as a cluster
- ✓ Work collegiately to ensure that moderation and tracking informs next steps and is raising attainment.
- ✓ Continue to use formative and summative assessment strategies to target identified gaps for pupils from disadvantaged backgrounds and implement targeted interventions with a particular focus in writing.
- ✓ More digital tools will be purchased to ensure equity independence for targeted pupils while removing barriers to writing.

### **Very Good Progress was made in this area**

## Rights Respecting Schools - Silver

### Purpose:

To achieve Silver Award in Rights Respecting Schools ( Rights Committed)

### Progress:

- ✓ Achievement of **Silver** Rights Respecting Schools was achieved in December 2024
- ✓ Staff are now confidently linking key articles to teaching and learning experiences (Strand A)
- ✓ Consistent use of class charters from ELC – P7, using shared language and common themes across selected articles (Strand B)
- ✓ Whole school use of Playground and Canteen Charters and all relevant duty bearers (Rights Respecting Ambassadors, SLT, PSAs, Playground Supervisors and Catering Staff) (Strand B)
- ✓ All stakeholders voices were included in evaluation process and evidence collated for Silver Accreditation
- ✓ Silver Rights Evaluated for Aware Accreditation Visit and Action Plan for Gold RRSA submitted
- ✓ Whole School Community made aware of Silver Rights Aware Award

### Impact:

- ✓ Application accepted and awarded by December 2024
- ✓ All staff have high expectations during Planning and attainment conversation record, Live Planning Walls
- ✓ Through teacher observations it is obvious that most children can use relevant language and talk about key articles with confidence, related to learning experiences within their class. Charters displayed in every class.
- ✓ Playground and Canteen Charters displayed clearly around the school. Children's Voice Session indicates improvement in positive relationships and ethos within the whole school.
- ✓ Most children can talk about their own progress and that of another school.
- ✓ Whole School Participated alongside our intergenerational partners in Urray House in our Fundraising event (Blythswood Cares) This strengthened Community Links through fundraising event (Blythswood Cares)
- ✓ Questionnaires from children and stakeholders highlighted very good knowledge of RRS and indicated next steps to explore in our Gold.
- ✓ Compilation of silver evidence pack with sections for Strands A/B/C, power point presentation was very successful and resulted in lots of evidence, hence our action plan for Gold RRSA approved.
- ✓ Our award was celebrated as a community through newsletters, e mails, assemblies from the children. A wholesome communal feeling of pride at this achievement was felt by all.

### Next steps:

- ✓ Ensure the school community have a clear understanding of the concepts of rights holders and duty bearers.
- ✓ Continue to support children to develop their understanding of sustainable development. Consider exploring the UN Global Goals (Sustainable Development Goals) through The World's Largest Lesson and how they impact on children's
- ✓ rights and the wellbeing of the planet
- ✓ Continue to promote an ethos of inclusion, where all feel supported and valued, relating this explicitly to non-discrimination – perhaps the community breakfasts could grow?
- ✓ Continue to provide opportunities to explore and celebrate diversity in a range of ways.
- ✓ As planned, develop children's involvement in curriculum audits, curriculum co - planning and focus groups to engage them further in learn learning. Continue to ensure children have regular access to local and



global news (appropriate to their age and ability) and time for sensitive reflection and discussion within the context of rights. This may provide stimulus for child led campaigning or other action.

- ✓ Support children to engage in a range of advocacy, campaigning and fundraising activities that promote children's rights locally and globally perhaps linking with UNICEF UK's OutRight Campaign and using UNICEF's Youth Advocacy Toolkit. For fundraising.
- ✓ Enhance ambassadorial activity by encouraging children and staff to promote knowledge of the CRC and the Rights Respecting Schools Award with other schools and in the community.

**Excellent progress was made in this area**

School Priority:

## Raising Attainment and Achievement

### Purpose:

**Achievement Logs** - ensure consistency of approach and content in tracking attainment and recognising achievements.

**Spelling** - The aim is to ensure all staff are familiar with the routine and structure of wraparound and to raise the profile of spelling as starting point.

### Progress:

#### Achievement Logs

- ✓ Staff, pupils and parents/carers have a clear understanding of the purpose of our achievement logs
- ✓ Agreed staff guidance on the purpose and content of achievements logs has been created
- ✓ Staff have had opportunities to discuss and reduce workload issues and resource implication through CAT sessions and WTA discussion
- ✓ Achievement logs show consistency of agreed of focus – teaching, learning and assessment, personalisation and choice and creativity

### ✓ Impact:

- ✓ All Achievement Logs across the school more streamlined, containing content agreed by staff, pupils, parents and carers.
- ✓ Parental feedback at the start and end of session through google forms let us see the likes and wishes for improvement to discuss fully and implement.
- ✓ A Guidance document has now been created from all responses from staff, pupils and parents to show agreed purpose and content of achievement logs
- ✓ Staff review and evaluation through google forms was positive and evaluative. All staff recognised the importance of our Achievement logs and all staff still liked the format.
- ✓ Children reported their thoughts through children's voice which is reflected further on in this document.

**Very good progress was made this year in this area**

### Spelling

- ✓ Set the groundworks to ensure raised attainment next session in spelling
- ✓ Staff say children are more engaged and enthusiastic about spelling.

Agreed standardised spelling assessment  
September and May) Blackwell Spelling

*Respect Ourselves, Respect Each Other, Respect Our Learning, Respect our Environment*

- ✓ Peer and SMT observations show that staff understand and are more familiar with the wraparound spelling scheme.
- ✓ Staff are more aware of a variety of resources and how to use these to cater for different learning styles
- ✓ Whole school approach for coverage of commonly used words is in place
- ✓ Celebration of most motivated termly speller in each class
- ✓ Create a whole school celebration activity for spelling
- ✓ Pupil survey – confidence/enjoyment/willingness. Children say that they are ‘loving’ the new spelling.
- ✓ Staff continue to implement the weekly wraparound structure for teaching of spelling so that there is consistency and progression throughout the school.
- ✓ Through children’s voice sessions all pupils expressed more enjoyment in spelling
- ✓ Staff and pupils engage with whole school teaching of commonly used words.
- ✓ Those pupils who show the most motivation, enthusiasm and willingness to have a go , receive an award at termly assemblies. (3 per class)
- ✓ Whole school spelling Bee. This was a huge hit and children have asked to do it more than once a year. House Captains organised and this really heightened the profile of spelling.

**All Children and staff report positively on the new spelling. Due to new spelling test being implemented we need to evaluate attainment next session using this session as a ground marker.**

## Progress and impact of Pupil Equity Fund

### Adhartas agus buaidh Maoin Cothromas Sgoilearan

#### Rights Respecting Schools Silver Award

- ✓ Through SHANARRI Wellbeing questionnaire at the start and end of session, it is evident that all children within this group are either meeting or showing a definite improvement within the indicators.
- ✓ Children’s Voice was captured in relation to this where they felt they were listened to and felt they were provided with many opportunities to expand on their answers.

#### Reading

- ✓ This cohort were very successful and 100% of this cohort increased attainment either through YARC or through CFE
- ✓ 95% increased in CFE by a minimum of a year
- ✓ 14% increased by two years or more in CFE level
- ✓ One child did not achieve the next CFE level however made significant progress through Yark for reading in all aspects.
- ✓ This intervention is in addition to the class reading as we are aware that they need access to many strategies to enable them to become successful readers.
- ✓ The class teacher noted that the reading in class in the normal groups had improved greatly and these children were able to join in and read in their group.

#### Writing

- ✓ 100% of these groups increased writing by a minimum of 1 year, achieving the next CfE level with one child moving beyond expectations by two years. Good progress has been made with all children although they may not yet be at age and stage.

## Wider achievements

### Coileanaidhean nas fharsainghe

*Respect Ourselves, Respect Each Other, Respect Our Learning, Respect our Environment*

- 
- ✓ Links with Urray House Nursing Home for our Easter Parade, Sophies day fundraising and Sponsored Walk plus our Blythswood boxes.
  - ✓ Continued regular links with our local churches through Bible Alive, Church services and focussed class visits
  - ✓ Financial support from our local church to enable children to access wider learning opportunities
  - ✓ Successful trips to Cross country events over the course of the year.
  - ✓ Great success in both boys and girls taking part in the Ross-shire Football Festivals in May.
  - ✓ Our musicians, played in Gordonstoun as part of the Highland Orchestra
  - ✓ Our Christmas Concert to our local Community groups and families
  - ✓ Usbourne Book Fair to celebrate World Book Week.
  - ✓ Utilising the Community Hub to display an exhibit of Anderson Shelters from WW2, Black houses and an exhibition of The boy at the back of the class concentrating of Refugees that the children created.
  - ✓ The refugee exhibition being displayed at a local community coffee morning for Palestine.
  - ✓ Eden Court exhibition with the same Refugee exhibition displayed for the residents of Inverness.
  - ✓ Our parent Council have organised a number of events within the community from Discos, school fete and Bingo Evening in the local village hall.
  - ✓ Community Breakfast to involve stakeholders in the evaluations for our SIP
  - ✓ School Council spending and resourcing new equipment for the school playground.
  - ✓ Whole school sponsored walk to raise monies for all new gym equipment.
  - ✓ Children groups asking to raise monies for Sophie, Maggies Centre x2, Sports equipment, new books and the residential trip.
  - ✓ Links with our active schools coordinator to develop young playground leaders from P6 and P7
  - ✓ Working alongside our active schools coordinator we have been able to bring back shinty to Tarradale, giving children the opportunity to play in a festival
  - ✓ We were delighted to take over 50 children from our school choir to sing in the Press and Journal Christmas Concert at the Drumossie Hotel in Inverness.
  - ✓ Regular contributions and school updates through community newsletters – Muir Matters
  - ✓ Regular transition links with MOO ELC and Little Bugs in preparation for P1.
  - ✓ Regular transition links with Dingwall Academy in preparation for S1.
  - ✓ Residential trip to Abernethy for p7
  - ✓ Trips to the Newton Room science centre for classes.
  - ✓ Pantomime at Christmas time for the whole school
  - ✓ Whole school cinema trip at Christmas
  - ✓ After school clubs include Shinty, OJ Sports, Muir of Ord Rovers, EQ sports.
  - ✓ PROM for P7 leavers.
  - ✓ Regular use of the Community fridge for cooking and baking. Children select what ingredients they will need.
  - ✓ Frequent use of the Community Orchard alongside P4/5 and the Countryside Ranger
  - ✓ Strong links with local library through assemblies and summer reading challenge.
  - ✓ Opportunities for parent helpers through class support and school trips
  - ✓ Celebration of all children in all endeavours outside school, dancing, music, kempo, judo, horse riding, swimming, shooting, football, golf, running etc.

## Comments from learners, families, stakeholders and staff

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

SIP evaluations from the children p1-7. Taken from children's voice sessions.

Have you noticed a change in your spelling in class? If yes what?

New spelling words, longer sentences, we don't stretch them anymore, we have been growing words, it's improving, I'm doing much better now, It's harder words! We had a Spelling Bee, we are doing dictation, doing the Blackwell spelling test, Its getting way more fun! It's better than before, I've been writing really big sentences, we never used to do a spelling test every week - it's a different world! 😊 Different range of words, We are more independent in the activities, We are doing joined up writing, The powerpoint we use looks nice, our spellings have gotten better with longer words, I found the spelling better after the spelling bee - I want to do it next time so I'm really trying, we are making writing neater because of dictation, its more challenging, We had groups for spelling before but now we all do the same words and I like that, I'm taking my time more o my writing is neater, the dictation really helps, We have been going to younger classes to help them - it makes it more fun, We are more confident, We are practising more often in class, We used to write one sentence now we have to write three!

What have you enjoyed about spelling this year in Tarradale?

Doing silly sentences, Doing sign language Having the Spelling Bee, writing more sentences, writing more paragraphs Getting full marks, drawing pictures to match the words, prefix's and suffix's, being creative With our spelling, Doing dictations, super sonic sentences, super fast sentences, playing fun games, joining our spelling words, chalk spelling outside, water painting spellings, using IDL words from the Jacobites, getting picked for the spelling bee, I enjoy learning so I love spelling, making stories with the words, I like rhyming, writing about the planet, chats with the teacher when she's explaining, it's a little more fun, the way the teacher presents it - we like.

Your achievement logs are a record of the progress you have made over the year in your learning and all the amazing things we have done as a school. You said you wanted.....

- ✚ More drawing to make it personal
- ✚ To be able to choose sometimes what goes into it
- ✚ More outside school activities and achievements
- ✚ More personalised stuff, post its, notes, stickers
- ✚ Arty and sporty stuff
- ✚ Something about your dream job

Has it changed?

Have we done it? Putting awards in, decorating it, choosing our work to go in, draw on the pages, achievements in and out of school, making them bright and colourful, Head Teacher Awards, handwriting if we want, something out of school, star of the day award, moving up in writing, stickers, sticking in more stuff from out of school, sharing with other classes more, post it notes for other people and us, photos of holidays, we put out dream job in, we have done arty and sporty stuff, we get to choose what goes in it, more time to actually finish it, folded over pictures, maths in, scent stickers, golden tickets, certificates, I do a special pattern every week, spelling awards, golden slips, next steps, that we got to the final of the football competition, topic facts into it, notes from friends, get to give messages to friends, photos, history.

Yes, yes, yes , yes, yes, yes, yes, yes, yes, yes, yes.

#### Parent / Carer responses - achievement logs

- ✓ Really improved since January at the self -evaluation day.
- ✓ Loved the bit about Graces Garden - bringing the Community into the achievement log.
- ✓ Notice a difference since January onwards - more colourful etc.
- ✓ A teacher friend of mine was in my house when this was home and couldn't believe the amount of work time and effort that has gone into this achievement log.
- ✓ The termly overview at the front makes things so much clearer as to what they will be doing - you always get 'I forgot' at home when you ask them.
- ✓ The key at the front is very helpful.
- ✓ Timetables are a great idea of what the children do each day
- ✓ Lots of photos and comments from the pupil are lovely
- ✓ Lots of evidence from the children in the log.
- ✓ Loved the something that made me laugh this week
- ✓ My family pages are good - it shows joint engagement and what interest the child.

#### Staff Comments

- ✓ Rights Respecting work went well. Good to look at different articles daily.
- ✓ As a school we feel we have worked well.
- ✓ We had clear goals which were manageable.
- ✓ The infants are continuing to learn and understand the rights and to be able to talk about their progress.
- ✓ RRS - in depth CAT sessions and ready to start the GOLD.
- ✓ Tarradale feel secure in moderating and assessing writing to award levels.
- ✓ Progress in spelling and a smooth transition in an area identified by staff.
- ✓ Spelling - new lists and now agreed test mean it's still early to say but we feel it's a positive step forward.

## 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	Very good	Very good
<b>QI 2.3</b> Learning, teaching and assessment	Very good	Very good
<b>QI 3.1</b> Wellbeing, equality and inclusion	Very good	Very good
<b>QI 3.2</b> Raising attainment and achievement/Securing children's progress	Very good	Good

Our overall evaluation of our capacity for continuous improvement is:

We are confident in our capacity for continuous improvement.

## Key priorities for improvement planning

### Prìomhachasan airson planadh airson leasachadh

- ✓ *Assessment, moderation and attainment across the ASG. Enabling consistency and excellent professional dialogue throughout*
- ✓ *Rights Respecting Schools Gold accreditation.*
- ✓ *IDL and metaskills. Evaluating and upskilling staff in connection with Gold Award.*

## 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 [Tarradale Primary School - Muir of Ord](#) or Call 10463 870484 ( [tarradaleprimaryandelc.co.uk](http://tarradaleprimaryandelc.co.uk)) or by contacting the school office.