



STANDARDS AND QUALITY REPORT 2025-26

AITHISG INBHEAN IS CÀILEACHD

Tarradale 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%			Average Class Size 24.5			Meeting PE Target Target Met		
Pupil Numbers (inc nursery) 247 (+39 nursery)			Teacher Numbers 13			Pupil Teacher Ratio 18.6		
N3 %	N4 %	P1 11.4%	P2 13.5%	P3 12.2%	P4 13.5%	P5 13.5%	P6 15.9%	P7 20%
SIMD Q1 ¹ 0-10%		SIMD Q2 30-40%		SIMD Q3 0-10%		SIMD Q4 50-60%		SIMD Q5 0-10%
Unknown 0%								
ASN ² 20-30%		No ASN 70-80%		FSM ³ 20-30%		No FSM 70-80%		EAL ⁴ 0-10%
								No EAL 90+%

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

Reading	Writing	Listening and talking	Numeracy
Most	Most	Almost all	Most

We have had no exclusions this year

¹ SIMD – The Scottish Index of Multiple Deprivation (SIMD) is a relative measure of deprivation.
 ² ASN – Additional Support Needs
 ³ FSM – Free school meal entitlement
 ⁴ EAL – English as an additional language

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

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

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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: Rights Respecting Schools Gold

School Improvement Plan Priority 1

Summary of progress	Next steps
- Most children and young people are familiar with a wide range of Articles of the CRC. They understand the concept of duty bearers and the concepts of rights being inherent, inalienable, indivisible, universal and unconditional. Most children and young people understand how local and global issues and sustainable development are linked to rights. Adults and the wider school community show a commitment to the CRC. - Most children and young people are able to share how school, and duty bearers, facilitate them to enjoy a wide range of their rights. They understand the concepts of fairness and equity and can convey how their school promotes such principles and puts them into practice. Most children and young people know and trust that the school will act upon any concerns about their rights not being met. - Relationships are identified by most children, young people and adults as mutually respectful. There is evidence that respectful relationships are strengthening over time. Many children and young people understand the concept of dignity through their lived experience. They can express how dignity and rights explicitly inform life in school. School systems to address disagreements, conflict and prejudicial attitudes and actions are perceived as transparent, fair and effective by children and adults. - Nearly all children and young people share that they feel safe at school and can describe how becoming rights respecting contributes to this. The school can show that bullying, violent and discriminatory behaviour is rare (or steadily declining). Most children and young people have trust in the school systems that enable them to report any sense of not feeling safe both within and beyond school. Most children and young people know how the school provides information and support for a range of physical, mental, social and emotional needs. - Nearly all children and young people interviewed describe how everyone is included and valued and acknowledge how becoming rights respecting contributes to this. The school is actively working towards (or is sustaining) a strong culture of inclusion and can show how this is underpinned by non-discrimination.	Gold Accreditation meeting 27/08/26

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- Most children and young people demonstrate their commitment to the right of others to learn and can describe how they actively respect this right. Nearly all children and young people express how they play an active role in their learning.
- Most children and young people know how their participation has a significant impact on school improvement.

Impact

- Created unity and collaborative working amongst staff.
- Shared understanding of methodology and consistency across all staff
- UNCRC is now embedded into our IDL Planning format.
- All partners have a better understanding of the UNCRC through children sharing learning.
- Regularly revisiting school Vision, Values and Aims and class charters has improved children's understanding of their rights and of others' in the class – this has had a positive impact on behaviour in general.
- Pupils sharing learning with others has boosted self-esteem and encourages conversations at home about learning.
- Children have become more confident in delivering assemblies to share their learning and mini campaigns with the rest of the school/
- Children are leading learning through live planning for their mini campaign
- P1 are becoming more aware of their rights and roles/responsibilities
- P2/3 are becoming more aware of their roles and their voice in the world around them.
- Children have a good understanding of the diverse world and respect towards others.
- Children's voice is evident across the school
- Safe, Strong and Free sessions have reinforced the anti-bullying message and the children's ability to speak up if something is wrong.
- Children have a greater leadership over their learning.
- More community involvement has made it a wider issue not just school which has a positive impact on relationships across the school and community.
- Children enjoy a chance to express opinions in children's voice sessions.
- All staff follow the same guidelines to ensure consistency throughout the school
- Children 'police' behaviour in classes and highlight the charters – they always have a voice when discussing behaviour.
- Assemblies give opportunities to raise any issues to ensure all children are aware
- Class novels support understanding and continues to widen vocabulary and awareness of respect, promoting opinions and children's voice.
- Vision, Values and Aims are embedded throughout daily learning. Children refer to them and talk about them confidently. This has improved behaviour and has given children the voice to comment on the behaviour they don't like.
- Our Friendship bench has made an impact by bringing everyone together and supporting children to be more open to making new friendships.
- All children are aware and can talk confidently about their knowledge and learning of the guiding principles.
- Children have a positive relationship with staff and are able to approach someone when needed.
- Children regularly talk about fortnightly class discussion questions and their answers being recorded. They feel like they have a voice and are listened to.

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- P7 leading safer internet day demonstrated positive relationships between themselves and other children across the school. Younger children reacted positively to this.
- Children will speak up for each other and have skills to solve some issues themselves.
- Children have a better understanding of their well-being through regular discussion.
- Staff are able to identify pupils in need of extra support.
- Through regular discussions staff have a better understanding of the reasoning behind children's feelings and emotions.
- Children can talk confidently about our Positive Relationships Policy
- Children are knowledgeable about diversity and how differences between people can be celebrated. Children are developing their understanding of gender stereotypes, protected characteristics and ways to foster kindness, understanding and respect in a modern society.
- Children can speak confidently of other customs and traditions.
- Children are more regulated and classes are calmer
- Emotional check ins give a quick snapshot of feelings to allow staff to identify children who may require extra support and further conversations
- Mindfulness has given children more opportunity to reset and have a better learning focus.
- Our younger children are more aware of their feelings and this has given them the confidence to talk about how they feel.
- Children have created new roles to supervise and manage equipment and inclusion - 'Container Crew'
- Children are confident in using their words and expressing their opinions
- Sports Leaders are now confident in delivering playground games
- Younger children are confident to seek out their buddy for help in the playground
- Children are able to identify and access the Rights Respecting Schools section in the library due to the pink label and make continued use of this.
- Children have developed an understanding of responsibility, taking care of objects and putting everything away.
- Gaining peer support has helped pupils feel achievement and has made them feel proud of their actions.
- Buddies look forward to their responsibility and enjoy being role models for young children
- Younger children feel safer and more settled when they are first in the playground.
- Leadership groups share learning with enthusiasm at assemblies or by visiting classes. Learners are keen to share their progress with the school regarding their UNCRC theme. This has helped pupils confidence and delivery of their Rights learning.
- Younger children enjoy the personalisation of their achievement logs along with how to decorate and arrange their book.
- Classes worked together and made links throughout the school. For example, digital leaders helped to raise awareness of internet safety to ensure consistency and progression in learning across stages.
- Pupil Council help give pupils a voice and an opportunity to raise their concerns and hopes for the school. Children feel more involved and responsible for their learning.
- Cost of the School Day Group ensures all children are included and raises awareness of financial pressures and the impact they have.
- Wellbeing Champions plan and deliver healthy activities that all children can participate in.
- Stop Look and Listen Leaders promote road safety to encourage children to use safer routes.

- The librarians encourage people to use the library and engage in the Rights Section to promote equality, diversity and inclusion.

School Priority 2: IDL / metaskills / diversity

School Improvement Plan Priority 2

Summary of progress

Significant progress was made in developing and embedding high-quality Interdisciplinary Learning (IDL) across the school. Learners were provided with meaningful opportunities to make connections across curriculum areas, resulting in increased engagement, deeper understanding and more relevant learning experiences. Literacy, Numeracy and Health & Wellbeing skills were increasingly applied within contextualised and purposeful learning, contributing to improved attainment and learner confidence.

The use of TASC and meta-skills supported the development of creativity, problem-solving and real-life application of learning. Pupils became more aware of their transferable skills through ongoing tracking, reflection and live planning approaches, helping them to recognise and articulate their progress.

Learning contexts were shaped by pupils' interests and strengthened through links with the local community, enhancing motivation, participation and ownership of learning. Greater consistency in planning and delivery was achieved across stages, with staff developing increased confidence in implementing and assessing IDL. This contributed to a more coherent and effective learning experience for pupils.

Partnerships with parents and the wider school community were further strengthened, providing valuable opportunities to enrich learning and celebrate achievements. Overall, the focus on interdisciplinary learning fostered enjoyment, creativity, curiosity and engagement, supporting learners to become more confident, successful and motivated individuals.

Next steps

This improvement priority is to be continued into the next session to fully complete and embed with all stakeholders. The work in itself is complete with IDL as part and parcel of the RRS Gold framework so is evidenced in the powerpoint link above.

Our Inspection and subsequent clustering with another two schools meant time spent with stakeholders was created but not fully completed.

Impact

- High-quality opportunities for Interdisciplinary Learning (IDL) were enhanced, enabling children to make meaningful connections across the curriculum and develop a deeper understanding of their learning.
- Attainment in Literacy, Numeracy and Health & Wellbeing was strengthened through contextualised learning experiences, resulting in increased engagement, relevance and purpose for learners.
- Creativity, problem-solving and the application of learning to real-life situations were fostered through the use of TASC and the development of meta-skills.
- Learners were supported to recognise, measure and extend their transferable skills across the curriculum through effective tracking, reflection and responsive planning.
- Engaging and relevant learning contexts were further developed in response to pupils' interests and community links, increasing learner motivation, participation and ownership of learning.
- A more consistent approach was established across all stages, embedding effective practice and supporting high-quality learning and teaching experiences throughout the school.
- Pupils applied Literacy, Numeracy and Health & Wellbeing skills confidently across meaningful contexts, leading to increased engagement, creativity and improved attainment.
- Staff confidence and capacity in planning, delivering and assessing high-quality IDL experiences increased, contributing to improved learner experiences and outcomes.
- Partnerships with parents and the wider school community were strengthened, enriching learning opportunities and promoting a shared understanding of children's learning journeys.
- Enjoyment, creativity and curiosity were cultivated through meaningful learning experiences, supporting learners to become more motivated, confident and engaged in their learning.

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

Play Therapy + Willow room play sessions	• 80% improved Attendance • SHANARRI survey • UNCRC wellbeing questionnaires • 50% reduction in PSI forms for violence and aggression.	• We have used an accredited play therapist for a group of children this session. In Aug to Dec we had 11 PSI forms. Since Play therapy started, we have had one. This is undoubtedly the most visible difference we have ever seen in an intervention. • Willow room play interventions – children's attendance in this group was excellent and all above 85% attendance. • Our surveys for HMI plus the UNCRC surveys report a happy, cared for, safe cohort of children.
Reading – DHT and ASLT x 4 sessions weekly. Use of sight words through Fuzzbuzz.	• P P4 - 95% of the children will show an increase of a minimum of 6 months • P5 & P6 – 95% of the children will show an increase of a minimum of 6 months	• P4. 2 of this cohort are now at age and stage and no longer receiving learning support. The rest of this group have increased their reading score between a minimum of 7 and maximum of 21 points on the Progress in Learning scale. • P5 + 6. This whole cohort increased their reading skills by a minimum of 15 and a maximum of 28 points.

We have had such meaningful successes this year with our PEF and are looking forward to more of the same in the coming year.

Wider achievements

Coileanaidhean nas fharsainghe

- ✓ Links with Urray House Nursing Home for our Boccia, Sophies day fundraising and Christmas Sponsored Walk.
- ✓ 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 – residential trip
- ✓ Successful trips to Cross country events over the course of the year.
- ✓ Our musicians, played in Gordonstoun and other venues as part of the Highland Orchestra
- ✓ Our Christmas Concert to our local Community groups and families

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- ✓ 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.
- ✓ 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 the new trim trail
- ✓ School Council spending and resourcing new equipment for the school playground.
- ✓ Whole school sponsored walk to raise monies for all new playground 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 many festivals
- ✓ 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.
- ✓ Trips to Eden Court for Boys don't Dance and others.
- ✓ Pantomime at Christmas time for the whole school
- ✓ After school clubs include Shinty, OJ Sports, Muir of Ord Rovers, EQ sports.
- ✓ Classes working with RHET at the Black Isle Showground big day out.
- ✓ Trips to Culloden Battlefield
- ✓ Trips to Rosemarkie beach.
- ✓ Children working alongside a local artist to create
- ✓ Big Fun Day for 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, teaghlachan, luchd-ùidhe is luchd-obrach

Additional comments from our school and wider community

Recent school improvement work is focused on helping the school community to develop a meaningful understanding of children's rights. Staff and children are working towards further accreditation in this area. This has been effective in building staff's and children's understanding of rights, ensuring children's views are heard and acted upon. This has helped to support respectful relationships. Staff and children are highly invested in this work. Across the school, children are increasingly knowledgeable about the United Nation Convention on the Rights of the Child (UNCRC) and what rights mean for them. Positively, children feel included in decision making and thrive from having purposeful opportunities to make decisions and affect change across the school. For example, all children regularly discuss a self-evaluation question about the school and what they might do to improve daily school life. Staff's and children's work in this area creates a culture where children feel valued and their voice is at the centre of changes which affect them.

'We are best at promoting respect, Article 12'

P7 Pupil

Children's voice is well-established across the school. Children are meaningfully involved in decisions which affect them. Almost all children take part in pupil leadership groups which are working well to improve their school and community.

Staff and children recently updated the school vision and values to ensure they are relevant and ambitious for the school and community. As part of this work, senior leaders and staff engaged in meaningful consultation with children, parents and the local community. The values of 'respect yourself, respect each other, respect our learning and respect our environment,' were agreed and underpin daily interactions between children and staff. This is helping most children to talk confidently and with pride about their school vision, values and aims.

Evaluations and Feedback from HMIE March '26

'My child continues to learn more of his rights and will happily chat about them,

Parent

*'We all stick together
as a team at home and
in school,'
Pupil*

'My child came home very excited to tell me that he had spoke during assembly – he had told the other children about World Earth Day. He said we need to stop wasting food,'

Parent

*'They treat everyone fairly and with respect. It has taught them to be kind and polite',
Parent*

'My child now feels safer that he knows his rights and he has a much more positive attitude to school and life in general',

Parent

Children's positive interactions, behaviours and relationships underpin their work on children's rights. They are supported very well by staff to ensure their rights are upheld within the school. This has resulted in the school community gaining recognition for their strong work on children's rights.

*'Kids are more aware of other children's feelings and rights',
Parent*

*'The Charters set clear boundaries for behaviour',
Parent*

*"We get the
chance to share
our voice,"
Pupil*



Capacity for continuous improvement

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Comas airson leasachadh leantainneach

Using indicators from 'How Good is our School 4' together with learner, parent, carer, partner and community feedback we believe we have made the following progress this session:

	ELC	PRIMARY
QI 1.3 Leadership of change	Good	Good
QI 2.3 Learning, teaching and assessment	Good	Good
QI 3.1 Wellbeing, equality and inclusion	Good	Good
QI 3.2 Raising attainment and achievement/Securing children's progress	Good	Good
Other QIs reviewed		

Our overall evaluation of our capacity for continuous improvement is:

We are confident in our capacity for continuous improvement.

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Key priorities for improvement planning

Prìomhachasan airson planadh airson leasachadh

Improvement Priority 1 Action Plan:	Play and the classroom environment / metaskills	Lead: HT / Ellen MacPhee Class Teacher
Improvement Priority 2 Action Plan:	Inspection findings to be addressed	Lead: HT
Improvement Priority 3 Action Plan:	Improve Pupil engagement, inclusion and attainment across all learners	Lead: ASG HT's, Ed Psych, All school staff.

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 from the school or on our website [Tarradale Primary School - Muir of Ord](#) or Call 10463 870484 (tarradaleprimaryandelc.co.uk).