



STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2024-2025

Teanassie Primary School



CARE – Creative Achieving Resilient Encouraging

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

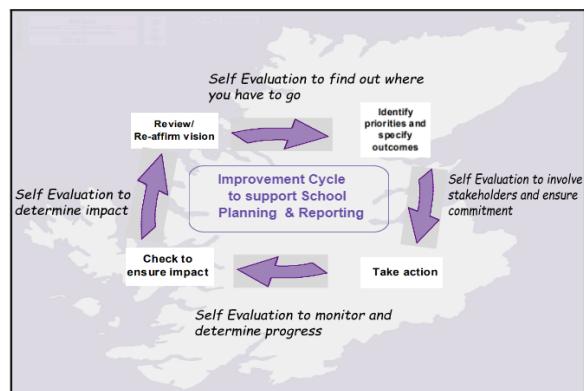
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

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 Shonagh McBean
Head Teacher
Teanassie and Tomnacross Primary Schools

School Profile

Pròfil 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 91.2%	Average Class Size 17.5	Meeting PE Target Target Met
Pupil Numbers (inc nursery) 35 (+ 7 in nursery)	Teacher Numbers 3	Pupil Teacher Ratio 12.9
<hr/>		
N3 XX%	N4 XX%	P1 14.3%
P2 XX%	P3 17.1%	P4 14.3%
P5 XX%	P6 25.7%	P7 14.3%
SIMD Q1¹ 0-10%	SIMD Q2 0-10%	SIMD Q3 10-20%
SIMD Q4 70-80%	SIMD Q5 0-10%	Unknown 0-10%
ASN² 40-50%	No ASN 50-60%	FSM³ 0-10%
No FSM 90+%	EAL⁴ 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
C	C	C	C

We have had no exclusions this year.

Teanassie Primary School is located in a rural setting serving a number of small communities in the outskirts of Beauly.

There are 45 children attending the school and 7 children in nursery, ranging from N3 - P7. P1 - 7 are taught in composite classes and there is a separate nursery for 3 and 4 year olds.

Teanassie is part of a cluster - the headteacher has overall leadership responsibility for two schools. The headteacher is supported by a Principal Teacher who has 0.1 management time. We also have an additional 0.1 management time to support the nursery.

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.

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

Overall, attainment across the school in literacy and English and numeracy and mathematics is good. Most children achieve appropriate CfE levels in literacy and numeracy.

Overall children are making the following progress:

Reading

Good progress

Writing

Good progress

Listening and talking

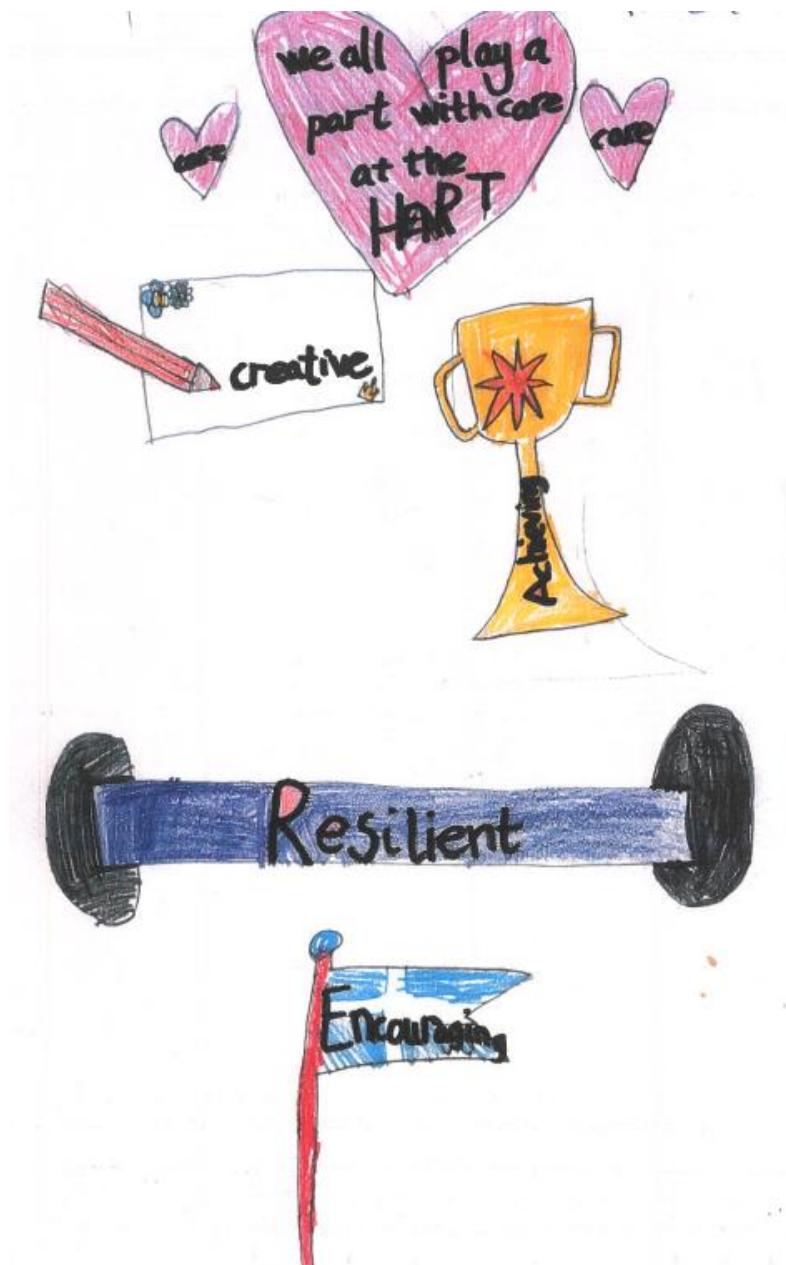
Good progress

Numeracy

Good progress

We have had no exclusions this year.

School vision, values and aims



CARE – Creative Achieving Resilient Encouraging

Lèirsinn, luachan agus amasan na sgoile

Our vision for Teanassie:

We all play a part, with **CARE** at the heart.

Teanassie values:

We are **Creative**.

We are **Achieving**.

We are **Resilient**.

We are **Encouraging**.

Teanassie Aims:

We can think of new ways of doing things.

We achieve in lots of ways.

We never give up and keep trying.

We support and encourage each other.

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:

Writing Improvement

Purpose:

We have been below National in our P4 writing attainment over several years and have identified writing as an area for improvement.

Progress:

- ✓ By June 2025 80% of P4s achieved First level by the end of P4.
- ✓ Narrowing of attainment gap between the least and most deprived groups.
- ✓ A few pupils are now working beyond their age and stage in writing.

Impact:

- ✓ Very good progress was made in this area.
- ✓ Demonstrable improvement gains for P4 learners achieving success criteria aligned to explicit teaching aims (focused on Tools for Writing)
- ✓ Learners are empowered to see themselves as writers and engage in writing activities.
- ✓ Learners confidently talk about their learning intentions and success criteria and next steps.
- ✓ Learners have a firm grasp of the Tools for Writing and can create a variety of texts for different purposes.
- ✓ Learners can use complex sentences and rich vocabulary to convey their ideas and relevant information.
- ✓ Increase in P4 Writing attainment.

Next steps:

- Continue this work by rolling out the program to the rest of the school. We have signed up to start this in September 2025.
- Develop the “Writing Change Bundle” and review as the year goes on to change / adapt when necessary.

School Priority:

Refreshing the Curriculum (Year 2)

Purpose: Feedback from HMIE and self-evaluation highlighted the need to update our curriculum rationale, review our progressions and ensure our curriculum meets the needs of our learners.

Progress:

Content:

- ✓ We have an up to date and current curriculum rationale that showcases everything that makes Teanassie unique.
- ✓ Updated 3 year cyclical plans, including RRS, events, charities and pupil and parent voice opportunities.
- ✓ Forward plans are now streamlined and consistent across the cluster. These are monitored termly.
- ✓ We are using the Highland Council Frameworks and Progressions to track our pupils learning.
- ✓ We updated our trackers to track learning across the curriculum.
- ✓ We revamped the Vision, Values and Aims in consultation with pupils, parents and partners.
- ✓ Our new Vision, Values and Aims are discussed regularly in class and during assemblies, shared with parents in newsletters and displayed in classes.
- ✓ Our work on outdoor learning as part of our PEF funding has been very successful.

Impact:

- ✓ Greater staff confidence in the Plan Teach Assess cycle.
- ✓ More engagement with learners in their Interdisciplinary and cross curricular learning.
- ✓ We are doing more outdoor learning linked to other areas of the curriculum and are seeing the benefits of this. The children and parents have spoken highly of these experiences.
- ✓ We are working more closely with our colleagues at our cluster school Tomnacross and take part in staff CPD together.
- ✓ Pupils are showing a stronger understanding of the links between the work they do in school, and the skills they will need to enter the workforce.

Next steps:

- Continue to develop the 3 year cyclical planners as the year goes on adding in links to RRS, Global goals, Reading Schools and charity events.
- Review forward plans to ensure they are streamlined and consistent across the cluster.
- Develop a visual for the Curriculum Rationale that can be displayed in school.
- Our work on Meta skills will continue as we begin to embed these within our daily lessons.
- Further develop pupil involvement as leaders of learning as we encourage pupils to develop more independence in their learning.
- Work towards our Silver Award in RRS and Core Award in Reading Schools.

School Priority:

Passionate about Pedagogy (Year 2)

Purpose: Evaluations from SMT, CL and HMIE show that we have pockets of very good practice, but this is not yet consistent.

Progress:

Content:

- ✓ We reviewed our “Ingredients for a Good Lesson” and this is now displayed and used in every classroom.
- ✓ We are developing our use of questioning, feedback, differentiation and behaviour management through the use of Power up your Pedagogy by Bruce Robertson.
- ✓ We have engaged with Teacher Talks Radio online podcasts to widen and broaden our CPD.
- ✓ Some staff have filmed their own lessons and we have watched this back to give feedback and next steps.
- ✓ We are all using the cluster “Writing Expectations” document to ensure we are teaching writing regularly, covering a variety of genres and using the agreed marking scheme.
- ✓ We have updated our Trackers and these are now in line with the Assessment Calendar.
- ✓ We have streamlined our Profiles and children are confident in the profiling process.

Impact:

- ✓ Lesson observations show that we have Good and Very good learning and teaching across the curriculum in our classes. This is now more consistent. Pupils' needs are met within the lesson, with appropriate tasks being provided for all learners.
- ✓ Jotter sampling has shown that high quality feedback is being given to all learners, using a variety of self, peer and teacher assessment.
- ✓ Pupil voice shows that the pupils are happy with their learning and teaching, they know their own targets and know what to do if they do not understand.
- ✓ Through our profiling process, children are setting targets in core areas of literacy and numeracy and are talking about their progress with their teacher on a regular basis.
- ✓ Our classrooms are calm and purposeful and there is a lovely atmosphere around the school. Children can access the resources they need to support their learning.

Next steps:

- Continue our Quality Assurance using the QA Calendar of SMT and peer observations, jotter sampling and pupil voice.
- Continue to create and take advantage of opportunities to meet with our cluster and ASG colleagues to allow staff to share, discuss and learn from each other.
- Continue to work with our Educational Psychologist to creative inclusive classrooms for all using the Circle and Communication Friendly Classroom resources.

School Priority:

ELC - Improving our understanding of 'where our children are in their learning' and developing ways on how we can utilise partnerships within our community to extend children's learning experiences.

Purpose: Parents and Families often request more information regarding the progress of their children. (Feedback from Family questionnaire) Parents and Families would like to be more involved in the ELC and their children's learning. (Feedback from Family questionnaire)

Progress:

- ✓ Trackers have been adapted to suit the needs of the setting for Literacy and

Impact:

- Numeracy are used in November and May to track child progress.
- ✓ 2x questionnaires (Sept and Feb) were sent out to parents this session seeking views with positive returns. Stay and Play sessions and whole school open afternoon/mornings were well attended. Learning journals sent home regularly.
- ✓ Benchmarks are used when planning and evaluating. Evidence from attending planning meetings and feedback from staff.
- ✓ Links with Highland Farm Ness, Aigas and RhET to enhance learning experiences.
- ✓ We have strong links with the school and work closely with the P1s across Early level and work regularly with the "Biggie Buddies".
- ✓ Staff now have a greater understanding of how to effectively use the Trackers to track progress.
- ✓ Parents are happy with the information they receive about their child and what they can do to help them with their learning.
- ✓ Parents report that they love the "open door" policy and feel the staff are easy to approach about any concerns.
- ✓ Children are happy and engaged in their play and learning.

Next steps:

- KS to cascade training from Froebel's approach/principles and practise to staff.
- Visiting other ASG ELC settings to see their approaches using trackers, involving Parents and Families and utilising their community to enhance children's learning experiences.

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

Our PEF project was a huge success this session. We continued our very successful work on outdoor learning from last sessions. P1 -7 classes spent up to 11 sessions with Aigas Field Centre. Experiences included making bird and bat boxes, arts and craft, den building, using tools such as saws, knives and loppers, identifying trees, making bug hotels and much more! A key feature of this work was looking at our own playground and mapping out the areas that were well used and improving those not so well used. The pupils all came away with a real enthusiasm for learning in the outdoors and there was a noticeable change in the confidence of several of our pupils. Pupil feedback showed that 16/19 pupils now feel more confidence in the outdoors and feel they have enough outdoor learning in school.

Wider achievements **Coileanaidhean nas fharsainge**

Teanassie participated in a number of events this year including the McRobert Cup, Baillie Cup, ASG Cross-country, and Interschool Sports. All children from nursery to P7 visited Abriachan and our P7 pupils went on a residential trip to Glencoe along with our cluster school Tomnacross. Pupils visited the UHI and

attended swimming lessons at the leisure centre. We are working towards our Reading Schools award and RRS Silver award.

Our partners enhanced the learning for our learners through experiences such as Feis Ros, Kodaly, Eden Court, and Gaelic drama group. Many of our learners participate in a range of out of school activities including horse riding, athletics, football, shinty and swimming.

Comments from learners, families, stakeholders and staff

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

- “We feel safe at our school and know who to talk to if we have a problem.”
- “I would like more training especially with interventions. Time to discuss children and ideas of how to support them. CAT links to the School improvement plan.”
- “The kids and staff at Teanassie are a real credit to the school.”
- “The children have had a really settled year and we'd like to thank the staff for that.”
- “It is lovely to see the children utilising the local area and doing such valuable outdoor learning.”

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	Good	Satisfactory
QI 2.3 Learning, teaching and assessment	Good	Satisfactory
QI 3.1 Wellbeing, equality and inclusion	Good	Satisfactory
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.

Key priorities for improvement planning

Prìomhachasan airson planadh airson leasachadh

- *Implement the National Writing Programme across the school (P3-7)*
- *Continue to raise attainment in literacy and numeracy.*
- *Continue to develop our use of the outdoor learning.*
- *Develop a Core Programme for Numeracy and evaluate the resources we currently have in school.*

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 or by contacting the school office.