

STANDARDS AND QUALITY REPORT 2025-26
AITHISG INBHEAN IS CÀILEACHD

TEANASSIE

PRIMARY AND 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	Average Class Size	Meeting PE Target
92.2%	18	Target Met

Pupil Numbers (inc nursery)	Teacher Numbers	Pupil Teacher Ratio
36 (+7 nursery)	3	11.6

N3	N4	P1	P2	P3	P4	P5	P6	P7
XX%	XX%	XX%	13.9%	XX%	16.7%	16.7%	XX%	27.8%

SIMD Q1[1]	SIMD Q2	SIMD Q2	SIMD Q3	SIMD Q5	Unknown
0-10%	0-10%	10-20%	70-80%	0-10%	0-10%

ASN[2]	No ASN	FSM[3]	No FSM	EAL[4]	No EAL
30-40%	60-70%	50-60%	40-50%	0-10%	91+%

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

Reading	Writing	Listening and talking	Numeracy
Almost all	Almost all	All	Most

[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

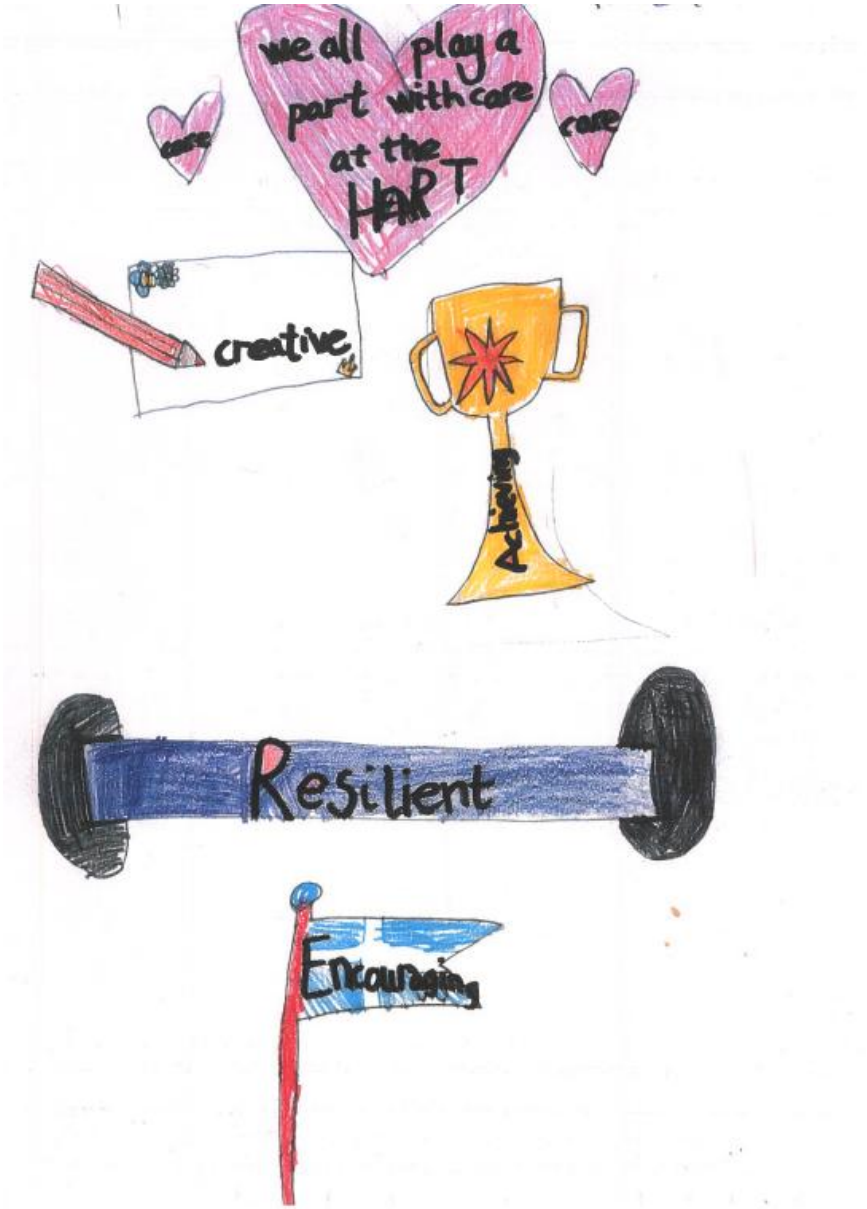
We have had no exclusions this year.

Overall children are making the following progress:

Reading	Writing	Listening and talking	Numeracy
Very good progress	Very good progress	Very good progress	Good progress

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile



We

We
We
We
We

Our vision for Teanassie:
all play a part, with **CARE** at the heart.
Teanassie values:
are **C**reative.
are **A**chieving.
are **R**esilient.
are **E**ncouraging.

CARE – Creative Achieving Resilient Encouraging

Review of progress for session
Ath-sgrùdadh air adhartas airson an t-seisein

These projects are linked to the vision and priorities for Scottish Education based on delivering excellence and equity. Parent/Carer information is available here.

School Priority 1: Raising Attainment in Numeracy		
School Improvement Plan Priority 1		
Summary of progress	**Next steps**	**Stakeholder Views**
We have made good progress within this priority. All teaching staff split into working groups and each focussed on a specific element of numeracy, coming back regularly to discuss next steps. We have used the data from our SOFA and NSA assessments to inform planning and target specific individuals and groups, and to plan their next steps. We use consistent mathematical language across the school which has helped when children move between different members of staff. We audited our maths and numeracy resources and purchased new resources to top up as required.	• A long term progression for numeracy and maths to be developed. • Further streamline our planning folders to ensure we are clear and consistent with our expectations for each stage. • Gather pupil feedback on numeracy and maths, where do they want us to go next? • Involve our Pedagogy teacher in working groups to harness her ideas and opinions.	
Impact		
✓ We have raised attainment in numeracy across all stages. Our P1,4 and 7 attainment is up by 7% from last year. ✓ We revised our Quality Ingredients of a lesson document to have a specific maths focus. Teachers are now more confident in structuring their maths lessons, thinking about pace, support and challenge. ✓ We have more targeted, focussed interventions in place for learners not on track.		

✓ We have improved our practice through professional dialogue, observations, moderation and working groups.	

School Priority 2: Continuing to develop our additional support for learning strategies		
School Improvement Plan Priority 2		
Summary of progress	**Next steps**	**Stakeholder Views**
We have made good progress in this area. We have continued building relationships with pupils, parents and families to ensure we are providing the appropriate support. All teaching staff took part in a session on Change, Loss and Bereavement, and did their Level 1 Trauma training, and all staff including PSAs and EYPs took part in a session on Pathological Demand Avoidance (PDA). We have continued our Literacy for All training, using data to inform future planning. We celebrated Neurodiversity week, have continued to embed the UNCRC and Metaskills, and continued our nurture groups and Gardening group to support individuals and provide some valuable life skills.	• Continue to plan and review personalised learning pathways for those who require a curriculum tailored to their own needs. • More familiarity/training on Read / Write app. • Increase awareness/ training opportunities for staff and parents. • School specific language cards	
Impact		
✓ All staff present at some sessions so a wider impact across settings. ✓ Increased ability to target interventions to specific individuals. ✓ Increased staff skill set. ✓ Adaption to classroom environments. ✓ More positive relationships between staff and pupils. ✓ Nurture groups have supported children through times of stress and trauma with positive outcomes.		

School Priority 3: Building a high-quality learning environment focussing on purposeful play		
School Improvement Plan Priority 2		
Summary of progress and impact	**Next steps**	**Stakeholder Views**
We have made good progress in this area. All EYPs had schema training at the August INSET. We have received positive feedback from SMT, EYESO and PCCM on our interactions and environment, and we have identified the areas that we need to work on. We have bought an ELC Care Bear to introduce the CARE values to the children. We will do more work on this next session as we are just at the start of this currently. Our planning was commended by our EYESO and used as a good exemplar for other settings.	✓ Harness parent feedback through comments on floor books. ✓ Familiarise the whole school Vision Values and Aims in the ELC to provide more fluidity. ✓ More training on Schemas to be arranged for next session. ✓ Re-start EYPs visits to other ASG settings.	
Impact		
✓ We continuously adapt the playroom to meet the children's needs, and record this to show the impact it is having. ✓ We have bought and introduced new resources eg. to support learning about diversity. ✓ Literacy and Numeracy are more evident in the indoors and outdoors, new recipes added to mud kitchen, books rotated outdoors. ✓ We receive positive feedback from parents on our profiles and during on stay and plays.		

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

Our PEF funding paid for a teacher (O.4FTE) to work with small groups of children and individuals to help raise the attainment of targeted children in literacy and numeracy. This was successful and we have seen higher levels of engagement in class, happier and more settled children and in turn this has had an impact on our attainment. Some targeted children requiring support with Speech and Language Therapy have developed confidence in their talking and listening . Some bespoke timetables were created for children to allow them to achieve success and attend school regularly.

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 classes have been on trips to Aigas this session to continue their outdoor education, and P7 pupils went on a residential trip to Glencoe along with our cluster school Teanassie. All pupils got their Junior Forrester award. P1-4 had visits from Feis Roise and Kodaly, and and P5-7 engaged with Lend a Lab and Snap Circuits and attended swimming lessons at the leisure centre.
Our partners enhanced the learning for our learners through experiences such as Feis Ros, Kodaly, Ross County Football Club and UHI. Many of our learners participate in a range of out of school activities including cross country, athletics, football, shinty and swimming. We held lunchtime Chess, Lego and Comic clubs, and the children have run their own lunchtime clubs in Term 4 with activities ranging from Gymnastics to Football.

We also achieved our Core award in Reading Schools and Sports Scotland Silver award.

Comments from learners, families, stakeholders and staff
Beachdan bho luchd-ionnsachaidh, teaghlaichean, luchd-ùidhe is luchd-obrach

- We thoroughly enjoyed our visits to Teanassie. It is a pleasure to work with the classes. It is a joy to see the children fully engaged in what we are doing, with enthusiastic support from teachers and support staff.
- It is a delight to be apart of the Teanassie school community. The staff and pupils are always welcoming and positive. Every encounter is fun, interactive and they go out of their way to engage with and include community groups like ourselves on a regular basis.
- We have thoroughly enjoyed working with the pupils in Teanassie this year and look forward to continuing the partnership next year.
- Good to see the progress being made in the school. My child is very happy at Teanassie.

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	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	1.1, 1.2, 1.4, 1.5, 2.1, 2.2, 2.4, 2.5, 2.6, 2.7, 3.3	

Our overall evaluation of our capacity for continuous improvement is:

We are confident in our capacity for continous improvement.

Key priorities for improvement planning
Prìomhachasan airson planadh airson leasachadh

- *Further improve outcomes in numeracy and maths in line with the Curriculum Improvement Cycle by establishing a clear progression framework, ensuring consistent planning approaches, incorporating pupil voice, and strengthening pedagogy through effective use of staff expertise.*
- *Strengthen inclusive practice and learner support across the school by embedding the CIRCLE framework, enhancing personalised learning pathways, building staff and parent capacity through targeted training (including digital tools), and developing consistent, accessible communication approaches such as school-specific language supports.*
- *Strengthen professional practice and partnership across the ELC by embedding the school's Vision, Values and Aims, enhancing staff understanding of schemas, increasing collaboration with other settings, and actively engaging parents through meaningful floor book feedback.*

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 Teanassie Primary - Cluster Improvement Planning or by contacting the school office.