



STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2024-2025

Tomnacross 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 Shonagh McBean

Head Teacher

Teanassie and Tomnacross Primary Schools

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
92.6%

Average Class Size
19.8

Meeting PE Target
Target Met

Pupil Numbers (inc nursery)
119 (+ nursery)

Teacher Numbers
7

Pupil Teacher Ratio
16.4

N3
XX%

N4
XX%

P1
11.8%

P2
12.6%

P3
11.8%

P4
16%

P5
10.9%

P6
20.2%

P7
16.8%

SIMD Q1¹
0-10%

SIMD Q2
50-60%

SIMD Q2
0-10%

SIMD Q3
30-40%

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

Most

Writing

Majority

Listening and talking

Most

Numeracy

Majority

We have had no exclusions this year.

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.

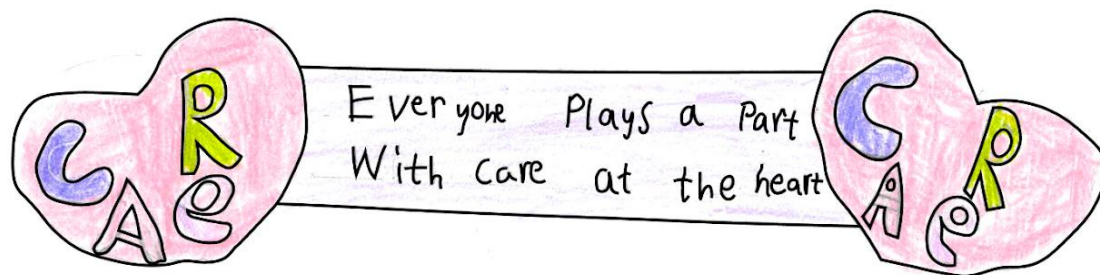
¹ SIMD – The Scottish Index of Multiple Deprivation (SIMD) is a relative measure of deprivation.

² ASN – Additional Support Needs

³ FSM – Free school meal entitlement

⁴ EAL – English as an additional language

School vision, values and aims
Lèirsinn, luachan agus amasan na sgoile



Our vision for Tomnacross:

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

Tomnacross values:

We are **Creative**.

We are **Achieving**.

We are **Resilient**.

We are **Encouraging**.

Tomnacross 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 71% 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 P3/4 and P4/5 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.
- ✓ Narrowing of attainment gap between the least and most deprived groups.

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.

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 cross curricular learning, bringing in elements of DYW and metaskills.
- ✓ We are working more closely with our colleagues at our cluster school Teanassie 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.
- Review and update the Curriculum Rationale visual.
- 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 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:**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:

- ✓ 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 create 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 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 a positive return. Stay and Play sessions have been regular and highly attended through offering more regularly and frequently. 2x whole school open afternoon/mornings. Learning journals sent home regularly.
- ✓ Benchmarks are used when planning and evaluating. Evidence from attending planning meetings and feedback from staff.
- ✓ Links with Highland Liliums, and The Co-Operative store, RhET to enhance learning experiences.

Impact:

- ✓ 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.
- Visting 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 funding paid for a teacher 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 whose attendance was below 80% have now risen and they are attending school more regularly. Some bespoke timetables were created for children to allow them to achieve success and attend school regularly. The teacher also worked with individuals on calming strategies, the 5 point scale and developing their verbal communication skills.

Wider achievements

Coileanaidhean nas fharsainghe

Tomnacross 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 a trip this session, and P7 pupils went on a residential trip to Glencoe along with our cluster school Teanassie. Pupils visited the UHI, engaged with Lend a Lab and attended swimming lessons at the leisure centre.

Our partners enhanced the learning for our learners through experiences such as Ross County Football Club, Feis Ros, Kodaly, Highland Rugby and Eden Court. Many of our learners participate in a range of out of school activities including horse riding, athletics, football, shinty and swimming. We held lunchtime Comic Clubs and the children have started a break time Reading Club.

Comments from learners, families, stakeholders and staff

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

- “I feel very lucky that my two attend Tomnacross. The teachers are great and I appreciate their commitment and approachability. Thank you to all the staff!”
- “Thank you. We are very grateful to have had this school for our children over the last 10+ years.”
- “School have been great at being proactive about acknowledging difficulties my child may have and has been good at involving services to help support this, which in turn provides more information on what we as parents can do to help at home with this.”
- “I would appreciate more regular updates on his progress and possibly an overview of his curriculum so I could keep on top of that at home.”
- “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 Tomnacross are a real credit to the school.”

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.