



STANDARDS AND QUALITY REPORT 2025-26

AITHISG INBHEAN IS CÀILEACHD

TOMNACROSS PRIMARY SCHOOL & 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](https://www.parentzone.scot.nhs.uk/). 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
92.8%

Average Class Size
21.6

Meeting PE Target
Target Met

Pupil Numbers (inc nursery)
108 (+24 nursery)

Teacher Numbers
6

Pupil Teacher Ratio
17.4

N3 XX%	N4 XX%	P1 10.2%	P2 12%	P3 13.9%	P4 13%	P5 16.7%	P6 13%	P7 21.3%
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SIMD Q1¹ 0-10%	SIMD Q2 50-60%	SIMD Q2 0-10%	SIMD Q3 40-50%	SIMD Q5 0-10%	Unknown 0-10%
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ASN² 30-40%	No ASN 60-70%	FSM³ 30-40%	No FSM 60-70%	EAL⁴ 0-10%	No EAL 91+%
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2025/26 Proportions of pupils achieving Curriculum for Excellence Levels (P1, P4, P7 combined):

Reading	Writing	Listening and talking	Numeracy
Almost all	Most	Almost 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

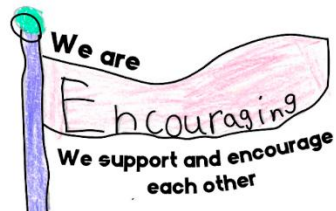
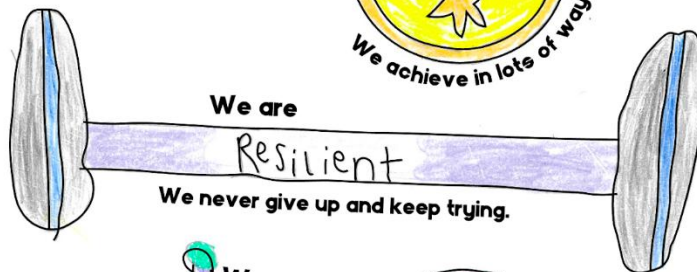
We have had no exclusions this year.

Overall children are making the following progress:

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

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**.

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.	• Excellent work on the numeracy. • Great to hear about plans to gather pupil feedback on what they want. • Fantastic impact on numeracy priority – well done! • Excellent increase in numeracy in such a short space of time. • The progress updates are clear and encouraging. It is reassuring to see the school actively meeting its targets to improve the learning environment for our children.
Impact		
✓ We have raised attainment in numeracy across all stages. Our P1,4 and 7 attainment is up by 19.5% 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.	
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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.	• More work required on the CIRCLE document • 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	• Great range of CPD for staff. • Good to hear that there are more targeted interventions for students who need it. • Support for additional needs being prioritised is brilliant and will make such a difference.
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.	
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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.	✓ Good to see that EYPs are planning to visit other 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 (0.4FTE) 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. Some bespoke timetables were created for children to allow them to achieve success and attend school regularly.

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, RHET, local beaches, Pizza Express and The Highland Archive Centre, 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, Highland Bears Basketball 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 Silver award in Reading Schools and Sports Scotland Bronze award.

Comments from learners, families, stakeholders and staff

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

- We thoroughly enjoyed our visits to Tomnacross. 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 Tomnacross 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.
- The atmosphere and ethos at the school is very warm and welcoming. I would happily send my own child to your school.
- Fabulous progress the school is making and has made with all the priorities.
- We are incredibly grateful for the positive impact the school has had on our children. They genuinely enjoy attending every day, thanks to the wonderful, welcoming reception they receive from the staff and teachers. Thank you for creating such a supportive and nurturing environment.

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 continuous 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 2026/27 improvement priorities and actions are detailed on the school improvement plan, which can be accessed on our website [ADD LINK](#) or by contacting the school office.