



Spean Bridge Primary and ELC



2024-2025

STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

Work Together Learn Together Grow Together

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

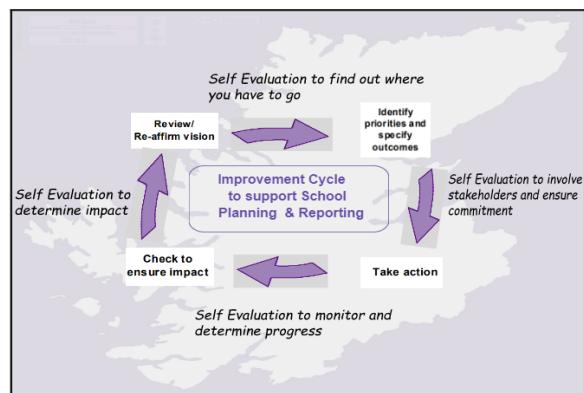
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

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.

Malcolm McGregor
Cluster Head Teacher
Spean Bridge and Invergarry Primaries and ELCs

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 92.10%	Average Class Size 19.4	Meeting PE Target Target Met
Pupil Numbers (inc nursery) 97	Teacher Numbers 4	Pupil Teacher Ratio 24.25:1
<hr/>		
N3 XX%	N4 XX%	P1 94%
P2 94%	P3 93%	P4 93%
P5 83%	P6 93%	P7 93%
SIMD Q1¹ XX%	SIMD Q2 XX%	SIMD Q2 XX%
SIMD Q3 XX%	SIMD Q5 11.72%	Unknown 8.62%
ASN² 21.52%	No ASN 78.48%	FSM³ 41.24%
No FSM 58.76%	EAL⁴ 4.12%	No EAL 95.88%

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

Reading	Writing	Listening and talking	Numeracy
Almost all	Most	Most	Most

We have had exclusions this year.

The small number of exclusions that occur in schools may lead to individual pupils being identified, therefore this data is not contained in this report. If you have any questions about exclusions, you should contact us directly.

Overall, attainment across the school in literacy and English and numeracy and mathematics is very good. Children achieve appropriate CfE levels in literacy and numeracy and, across the school, a few children are exceeding nationally expected levels. Majority children who face barriers to learning are making good progress towards meeting their individual targets.

Overall children are making the following progress:

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

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

Enable every child to achieve their full potential, in an inclusive, caring environment; to be lifelong learners and develop skills for learning, life and work; to become responsible citizens equipped for the challenges of the 21st century.

- Our School Aims were developed by the whole school community in Session 23/24 For our pupils to have an understanding of the world around us and the importance of the natural world and our importance in it.
- We want our pupils to leave school with the skills they need to continue to learn and contribute to society.
- We want our pupils to leave school with attributes which reflect our school values.
- We want our pupils to leave school with excellent numeracy and literacy skills, knowledge and understanding which open the doors they need them to, and which reflects their very best.
- We want our pupils to love learning
- We want our pupils to be able to understand themselves and what makes them unique individuals
- For our pupils be able to communicate and work co-operatively with others

This is achieved by Working Together, Learning Together and Growing Together with an ethos of Respect, Kindness, Safety, Fun and Resilience

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:

Assessment and Moderation – Moderation Collaborative

Purpose:

To raise attainment and achievement for all, particularly in literacy and numeracy.

Progress:

During session 2024-25, staff have engaged in two moderations of writing with colleagues from cluster school, Invergarry Primary School.

No moderation with ASG this session.

Staff are more confident in making teacher judgements about attainment using assessment data and shared standards developed during moderation.

Next steps: *Continue to hold tracking meetings twice per year between teachers and SMT. Investigate alternative ways to moderate pupil attainment and in different curricular areas.*

Impact:

- ✓ *Good progress has been made in this area during the past two academic sessions. Staff are more confident in making ACEL judgements about attainment using assessment data and shared standards developed during moderation.*
- ✓ *Twice yearly tracking meetings are beneficial to teachers and SMT to analyse and discuss assessment data, allowing for better understanding of pupil progress.*

School Priority:

Broadening Curriculum

Purpose:

In response to staff, parent, pupil and HMIE feedback, all children will receive a full and balanced curriculum. There will be an improvement in attainment across all areas of the curriculum and teacher confidence and knowledge will increase across the curriculum.

Progress:

Teaching staff have participated in Science CPD with Glasgow Science Centre and White Rose Science has been rolled out across the primary school, improving science provision for all.

Relevant staff have participated in French CPD and all staff have access to a wide range of resources.

Very successful development of expressive arts, especially music through lessons for all pupils from Lochaber Music School, YMI and Mod Academy. Drama is now taught in all classes.

Timetables cover all areas of the curriculum and are shared with HT and parents.

Tracking meetings are held twice per year between teachers and SMT.

Next steps: *Develop Gaelic language provision across the whole school (1+2 languages). Continue to expand our music provision both during school and after through the revival of the Braes Lochaber Music group. Tracking meetings will continue twice per year and timetables monitored by SMT.*

School Priority:

To continue to raise attainment in literacy and numeracy

Purpose:

Responding to SOFA and SNSA attainment data, staff assessment and HMIE follow up report, pupil attainment in literacy – reading comprehension - and numeracy to be improved.

Progress:

Successful implementation of Read Theory in Primary 6/7 class to develop reading comprehension.

SOFA and SNSA assessments completed by all pupils in November 2024 and data analysed at tracking meetings.

Introduction of White Rose Maths scheme has received a mixed response from teachers.

Impact:

- ✓ *Very good progress has been made in broadening the curriculum. All classes now cover all areas of the curriculum as evidenced through class timetables and SMT observation.*
- ✓ *A comprehensive and robust science curriculum has started to be developed and is taught in all classes.*
- ✓ *All stakeholders have given positive feedback about our music provision this session. This has also greatly impacted our school ethos and community engagement through sharing cultural events. Gaelic music has had a positive impact on attainment in Gaelic language in the upper stages.*

Impact:

Motivation to read increasingly complex texts. Read Theory is used in High School, therefore supports transition information sharing

Strong literacy attainment for almost all pupils

Reviewed current resources; will continue with White Rose as well introduce more contextualised learning through play, games and real life activities

Next steps: Ensure staff use attainment data to identify gaps in learning and utilise PSA support effectively to enable interventions that will have a positive impact on pupil progress. All interventions based on good data, understanding what the 'gap' is, and the driver for improvement.

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

Pupil Support Assistant employed with Pupil Equity Funding (PEF), supporting learners with specific literacy needs. This will continue into session 2025/26.

Wider achievements Coileanaidhean nas fharsainge

Swimming – we have a few champion swimmers, representing their club and hopefully Scotland!

Shinty – we have many players representing Lochaber Shinty Club, competing in a variety of age groups with success

Football – regular tournaments and training

Athletics – representation at Lochaber Athletics and Inter School Championships

Choir – pupils regularly attend Lochaber Youth Choir

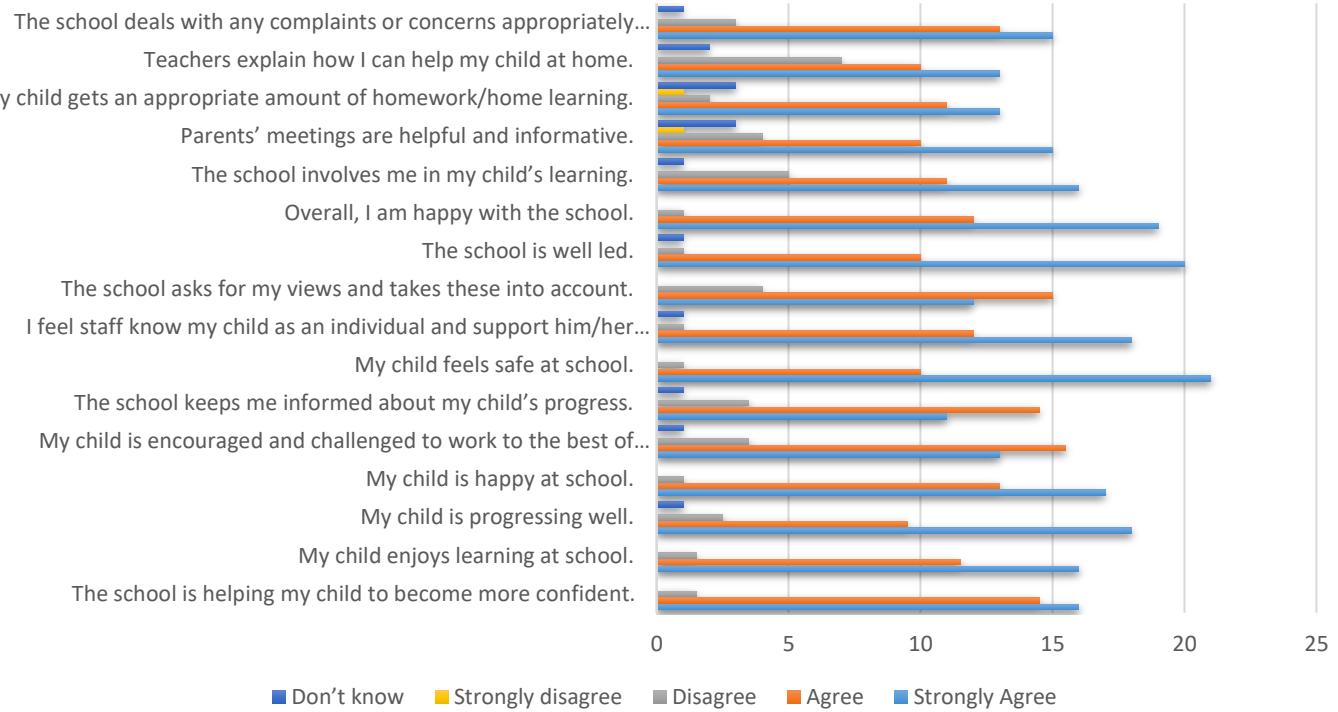
Music – most pupils regularly attend Gaelic Music with school, some attend Lochaber Music School, and we have pupils playing the Violin, Cello, Pipes and Recorder

Maths – senior pupils compete at local and national levels, with success and recognition for their numeracy and problem solving skills.

Comments from learners, families, stakeholders and staff

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

Parental/Carer Questionnaires March 25



■ Don't know ■ Strongly disagree ■ Disagree ■ Agree ■ Strongly Agree

Please tell us what you think we do well.	<p><i>Good activities, varied learning</i> <i>Lunch service</i> <i>Safe environment, wonderful outdoor area</i> <i>Open to new ideas</i> <i>Helpful approachable teachers</i> <i>Hands on Head teacher, visible presence</i> <i>Regular updates on learning</i> <i>Motivating and rewarding, range of experiences</i> <i>Fun interesting learning, valuable experiences</i> <i>Children feel included, feel happy, an inclusive school</i> <i>Positive relationships, nurturing approaches</i> <i>Communication is positive</i> <i>Caring and attentive; approachable and open</i> <i>Well managed; consistency of support</i> <i>Promotion of good values</i></p>
Please tell us what you think we could do better.	<p><i>Be truthful if things go wrong; don't 'fob off' concerns</i> <i>Consistent, clear communication, sharing of learning</i> <i>Communicate on progress</i> <i>Sharing of what will be learnt for the week</i> <i>Day-to-day feedback, regular progress updates</i> <i>Specialist understanding and training for support staff</i> <i>Continue to raise ambition</i> <i>More drama and music</i> <i>Timely information shared</i> <i>Be approachable, listen to concerns</i> <i>Reduce screen time during free play</i></p>
Further Comments	<p><i>Lovely dinner ladies; kind and thoughtful to the children</i> <i>Cohesive feel to the school</i> <i>Children support each other</i> <i>School – best thing to happen our child</i> <i>Safe, happy atmosphere; great school</i> <i>Head Teacher bringing stability and ambition</i> <i>Staff are open and honest – feel like family</i> <i>My Child looks happy at school</i> <i>Lovely teachers and staff who take time to listen</i> <i>Learning ethos is excellent</i> <i>Overall, very happy</i> <i>Head Teacher listening and making a difference</i></p>

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	Very good	Very good
QI 2.3 Learning, teaching and assessment	Very good	Very good
QI 3.1 Wellbeing, equality and inclusion	Very good	Very good
QI 3.2 Raising attainment and achievement/Securing children's progress	Very good	Very good

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

We Will:

- 1. Improve our communication for attainment and progress**
 - share important assessment data for P1, P4 and P7 (National Standardised Assessments)
 - share important assessment data for P2, P3, P5 and P6 (Scottish Online Formative Assessments)
- 2. Commit to Learning Profiles to share progress;**
 - Two formal reporting points in the session (November and May)
 - One Share the Learning event per term, per class
- 3. Develop an ambitious rationale for learning and teaching.**
 - Strive to have attainment for P1, P4 and P7 at or above the National Average, for most learners

Stop Start Continue

Stop:

- Activities and approaches that add no value to attainment and achievement

Start:

- Play-based rationale Early Years, P1 and P2
- Experiential opportunities for all

- **Learner Profiles**
- **Invest in our Support Staff**

Continue:

- **Outdoor Learning and Outdoor**
- **Well-being at the heart of everything we do**
- **Varied and value-added experiences for all**
- **Regular newsletters**
- **Open-Door rationale for meeting teachers and Head Teacher**
- **Duty of Candour to support all concerns raised**

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.