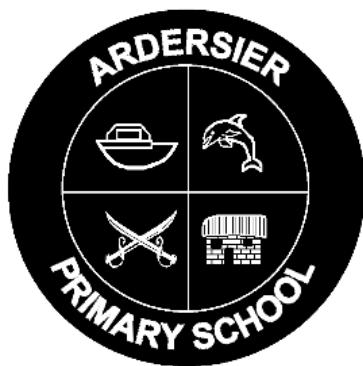




# STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

**2024-2025**

## Ardersier Primary School



Caring

Confident

Supportive

# 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?*<sup>4</sup> 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%

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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**

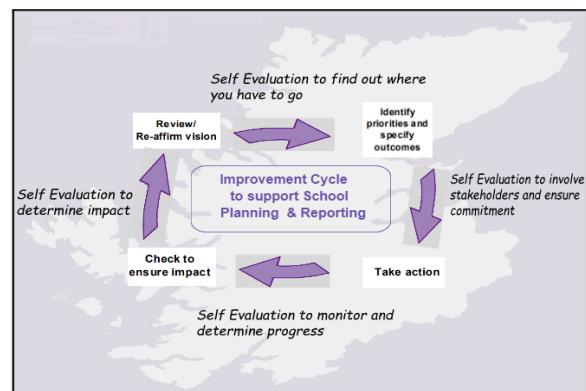
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

#### **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 Hayley Forbes  
Acting Head Teacher  
Ardersier Primary School*

# 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.

<b>Attendance</b> <b>91.2%</b>	<b>Average Class Size</b> <b>19</b>	<b>Meeting PE Target</b> <b>Target Met</b>
<b>Pupil Numbers (inc nursery)</b> <b>95 (+25 ELC)</b>	<b>Teacher Numbers</b> <b>7</b>	<b>Pupil Teacher Ratio</b> <b>13.4</b>
<hr/>		
<b>N3</b> <b>7.9%</b>	<b>N4</b> <b>11.9%</b>	<b>P1</b> <b>6.3%</b>
<b>P2</b> <b>13.7%</b>	<b>P3</b> <b>12.6%</b>	<b>P4</b> <b>14.7%</b>
<b>P5</b> <b>14.7%</b>	<b>P6</b> <b>21.1%</b>	<b>P7</b> <b>16.8%</b>
<b>SIMD Q1<sup>1</sup></b> <b>&lt;10%</b>	<b>SIMD Q2</b> <b>60-70%</b>	<b>SIMD Q3</b> <b>&lt;10%</b>
<b>SIMD Q4</b> <b>30-40%</b>	<b>SIMD Q5</b> <b>&lt;10%</b>	<b>Unknown</b> <b>&lt;10%</b>
<b>ASN<sup>2</sup></b> <b>20-30%</b>	<b>No ASN</b> <b>70-80%</b>	<b>FSM<sup>3</sup></b> <b>10-20%</b>
<b>No FSM</b> <b>80-90%</b>	<b>EAL<sup>4</sup></b> <b>0-10%</b>	<b>No EAL</b> <b>+90%</b>

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

<b>Reading</b>	<b>Writing</b>	<b>Listening and talking</b>	<b>Numeracy</b>
Most	Most	Most	Most

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.

Ardersier Primary School is located in a rural, coastal setting serving the local community of Ardersier to the east of Inverness on the shores of the Moray Firth.

There are 95 children attending the school and 25 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.

The headteacher has overall leadership responsibility for Ardersier Primary School supported by a Principal Teacher.

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

<sup>2</sup> ASN – Additional Support Needs

<sup>3</sup> FSM – Free school meal entitlement

<sup>4</sup> EAL – English as an additional language

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.

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

## **School vision, values and aims**

### **Lèirsinn, luachan agus amasan na sgoile**

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At Ardersier Primary School we work together as a community to provide a happy, secure and stimulating environment where children are motivated to learn, are valued as individuals and encouraged to reach their full potential through our curriculum for excellence.

Our vision, values and aims have been created with the whole school community.

**Our School Motto**  
#TeamArdersier

**Our School Mascot**

Our School Mascot is a dolphin, whose name is Dollie

**Our Aim**

For the children of Ardersier Primary to feel Safe, Healthy, Active, Nurtured, Achieving, Respected, Responsible and Included as a member of the school and wider community.

**Our School values**  
Caring, Supportive and Confident

**Our School Vision**

In Ardersier Primary we persevere to be hard working, resilient and brave. We are loving, confident and value everyone with respect, helping us to be happy, honest and enthusiastic. #TeamArdersier We promote positive behaviour, good relationships and motivate pupils by focussing on health and wellbeing as a core part of our daily interactions. All pupils are supported using nurturing approaches. We aim to be solution focussed, and restorative conversations allow us to support individual need.

## **Review of progress for session**

### **Ath-sgrùdadh air adhartas airson an t-seisein**

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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:

#### **Curriculum Rationale – What Our Curriculum at Ardersier Primary looks like**

Purpose:

- Changes in staffing over the last 5 years have highlighted the need to create a curriculum rationale that reflects the needs of the whole school. This has been further influenced by the HMIE inspection report with areas for improvement in 2.3 and 3.2 providing the plan and direction for the development of the curriculum rationale and how this is underpinned

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- Self Evaluation and minutes from staff meetings related to SIP priorities from previous years indicate the need to continue to develop an organic resource which will be used to deliver high quality teaching and learning in Ardersier Primary.

### Progress:

- ✓ Staff have shared ideas about what our curriculum looks like within the four capacities of the Curriculum for Excellence.
- ✓ Staff have explored the four contexts of Curriculum for excellence: opportunities for personal achievement, interdisciplinary learning, ethos and life of the school as a community and curriculum areas and subjects.
- ✓ Opportunities for personal achievement are embedded into the week with celebrations at assemblies, in classes and on social media.
- ✓ Children who may not access wider achievements outside of school are tracked and staff are supportive of creating opportunities to ensure equity across the curriculum.
- ✓ Wider opportunities for children have included: OWLS and Kindness Hearts at Assembly, Choir performance, trips and sponsored walks, swimming and outside agencies coming into school to provide a more enhanced curriculum.
- ✓ These wider opportunities are feeding into the ethos and life of the school as children report that they enjoy coming to school.
- ✓ Interdisciplinary learning as a leadership topic was taken on by one member of staff as a Leadership Opportunity. Staff have discussed meaningful topics of IDL and have looked at bundling benchmarks to ensure coverage.
- ✓ We continue to look at the curriculum to ensure that we are meeting the children's needs.
- ✓ Regular attainment meetings to ensure that children are on track and interventions are in place for children not achieving.
- ✓ Staff confident using Progress and Attainment on Seemis
- ✓ We continue to explore the Rights of the Child through curriculum and assemblies. One class taking the lead on this to develop leadership capacity.
- ✓ ELC have engaged with EYESO to develop floor books to ensure curricular coverage and progression.
- ✓ Positive comments from parents from recent How Good Is Our School Survey.
- ✓ Parent request for additional advice on supporting your child at home in literacy and numeracy this is shared within the weekly newsletter for parents to complete with their child.

### Impact:

- ✓ During award assemblies for children staff celebrate achievement in line with the four capacities of the curriculum for excellence- confident individuals, responsible citizens, successful learners and effective contributors. Children are able to discuss their award and why they achieved it using the language from the Curriculum for Excellence.
- ✓ Children's achievements are celebrated in the newsletters which parents engage with and engagement with the newsletter is increasing, based on surveys completed.
- ✓ Continuing to use the Ingredients of a High Quality Lesson staff are ensuring that the learning and curriculum is meeting the needs of the children to ensure attainment and positive outcomes.
- ✓ Celebrating children's wider achievements regularly has inspired children and their families to share their wider achievement which are then celebrated at assembly.
- ✓ Through the use of an expanded curriculum and opportunities for achievement children have reported feeling happier in school.
- ✓ Visitors report that the school has a warm and welcoming feeling.
- ✓ Pupil to pupil incidents have decreased due to interventions to support their life at school.
- ✓ IDL topics are planned using a topic planner which bundles Es and Os to ensure a variety of curricular areas.
- ✓ We currently hold our Bronze Rights Respecting Schools Award, we will continue to develop throughout next year to work on our silver accreditation.
- ✓ Good progress was made in this area.

**Next steps:**

Collate information gathered around the curriculum into one place to ensure clear progression and align to the UNCRC as we continue to earn our Silver Award.

School Priority:

## Moderation Collaborative

**Purpose:**

Changes in staffing over the last 5 years have highlighted the need to have a continued focus on moderation across the school to ensure consistency across learning and teacher. Based on staff self evaluation and HMI inspection reports our Principal Teacher has taken the lead on this improvement priority. Through continued engagement with Central Moderation Programme has allowed for continued development and skills and strategies to become embedded in practice across the school.

**Progress:**

- ✓ This area of development has been led by the Principal teacher as part of her Distributed Leadership Responsibility.
- ✓ A whole school – gathering everyone's views of where we felt we were at with our moderation practice.
- ✓ Discussion around use of numeracy moderation rubric to extend moderation toolkit.
- ✓ Pupil Focus Group in November
- ✓ Staff are confident in their use of data (NSA and SOFA) and administer assessments.

**Impact:**

- ✓ Principal Teacher has gained confidence to share the information with staff around moderation from the training courses she has attended.
- ✓ Teachers reflections and evaluation shows their understanding of moderation and contributes to the next steps for all staff.
- ✓ Teachers confident in use of data to support learning and through attainment meetings and discussions it is clear they understand where children are in their learning and how to draw this conclusion.
- ✓ Good progress was made in this area.

**Next steps:**

Continue to use data and moderation tools to ensure consistency across the school in line with our learning

School Priority:

## National Improving Writing Framework

**Purpose:**

Our involvement with the National Writing Framework was to ensure that the children in primary 4 were given the learning and teaching to support their attainment in writing. Our P4/5 teacher led this development priority.

**Progress:**

- ✓ Progress in this area has been undertaken by the primary 4 teacher as part of the Distributed Leadership within Ardersier.
- ✓ Completed all sessions of the National Improving Writing Framework.
- ✓ Children in P4 have increased attainment within writing comparative to last year.

**Impact:**

- ✓ All children in primary 4 have progressed in writing and have followed the programme thorough the session.
- ✓ Some children in P5 have followed the programme due to composite classes and have made progress in attainment.
- ✓

**Next steps:**

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The National Improving Writing will focus on second level during 2025/26 and a second level teacher will have the opportunity to engage with the programme for next year.

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

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A CSW was employed within the school to offer support for children within the nurture room. Children who have accessed this intervention have increased class engagement evidenced by Leuven Scales.

All children who have accessed this have increased emotional literacy, confidence and self-belief which is evidenced in wellbeing wheels, class attainment and engagement.

An additional PE Teacher supported focus groups in all class which improved attainment and engagement in all classes. Parents commented on the addition of the PE teacher and the positive impact she had had on their child.

Our Enhanced Provision benefitted from PEF for resources to support the development of a sensory space to ensure that milestone for individuals we achieved. Children within the Enhanced Provision accessed swimming lessons to support health and wellbeing and as a result gain independence skills, reported increased engagement in classes and better gross motor skills.

Breakfast and Lunch Clubs supported children who came to school hungry as they received toast on arrival at school and alongside this were able to concentrate in class – thus addressing the poverty related attainment gap.

Parents and Carers have engaged in challenging conversations around the poverty related attainment gap and have been support towards services for support. Through this work children have been able to access Cash for Kids Grants, Mission Christmas, Easter Food Hampers and have been supported throughout the year.

An intervention teacher supported children who required interventions identified by use of NSA and SOFA and was able to support the gaps in learning. All children who have been supported have increased attainment in both literacy and numeracy.

## Wider achievements Coileanaidhean nas fharsainge

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Throughout the year our Enhanced Provision has been developing, with a new teacher we have worked collaboratively to develop sensory opportunities and enhanced curricular opportunities to ensure that everyone has access to the full curriculum at their level. The Enhanced Provision participated in a sponsored walk for Cash for Kids, walking around the local community and raised £60.

Listening to feedback from staff and pupils we have changed assemblies- we have engaged with different members of the local community, police, local minister and charities to deliver assemblies looking outward to enhanced the curriculum for our learners.

The Pantomime visited the school in November – paid for by the Parent Council and all children from Nursery-P7 watched the performance in the hall with staff and pupils sharing their enjoyment of the experience.

Our Christmas Coffee Sessions were well attended and supported by the Parent Council with pupils singing for their families and the local community. Many children sang and signed in BSL throughout their performance showing their knowledge of BSL.

On 6<sup>th</sup> December we participated in the Daily Mile Santa Run in our playground, everyone from ELC-P7 and staff participated.

The choir performed at the Drumossie Hotel at the Pounds for Primaries School Concert. Children from P4-7 took part in the choir and were excellent ambassadors for the school.

Children in Need Day was organised by P2/3 and a variety of activities took place to raise funds for the charity.

Some of our upper school boys have engaged with UHI researchers to understand the impact of conflict on boys when playing games.

Six primary 6 children attended a Chipping, Driving and Putting event with other schools from the ASG

Members of the Primary 7 class participated in a three day residential to Loch Insh. We took part in a variety of activities including; tubing, skiing, sailing, canoeing and problem solving. Every child who was on the residential challenged themselves in different ways

Football Focus time in the morning to ensure that children who need support in the morning are given time and space to get ready to learn.

Whole school Health and Wellbeing Day took place on 10<sup>th</sup> June – all children selected different activities to participate in run by local sport businesses.

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

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*Parents are kept up to date with emails and newsletters.* End of Year Parent Evaluation Survey 2025

*“It has been a positive year for my 3 children within school. After a difficult start to the year for my oldest it has been a huge change in his attitude to school, and I feel that's due to the support he is now receiving.”*

*Comments from Parents' Evening “I was very surprised by what my child can do and very proud of him about every little and big achievement.”*

*“...the teachers feedback was great, and I really like what they doing at school.”*

*Our school is great, the teachers are nice and the work is challenging in a good way. My favourite thing to do in school is maths.* Primary 6 pupil

*In our school we are kind, we celebrate this with the OWLS and the Kindness Tree. It makes us help others and we try and understand different people because everyone can be a star. My favourite thing in school is everything because it's challenging in a good way.* Primary 6 pupil.

*The school gives me confidence to do anything and everything.* Primary 6 pupil.

## **Capacity for continuous improvement Comas airson leasachadh leantainneach**

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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

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Confident

Supportive

<b>QI 1.3</b> Leadership of change	Good	Satisfactory
<b>QI 2.3</b> Learning, teaching and assessment	Good	Satisfactory
<b>QI 3.1</b> Wellbeing, equality and inclusion	Good	Satisfactory
<b>QI 3.2</b> 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.

Further to inspection in January 2025 a report will be submitted by Highland Council to Education Scotland outlining our continued capacity for improvement.

## **Key priorities for improvement planning** **Prìomhachasan airson planadh airson leasachadh**

Our key priorities for next year have been identified through self-evaluation and through the improvement priorities identified by HMI inspectors.

- Achieve Silver Rights Respecting School Award.
- Continue to expand and develop learning and teaching through skills based learning.

## **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 <https://ardersierprimary.wordpress.com/> or by contacting the school office.