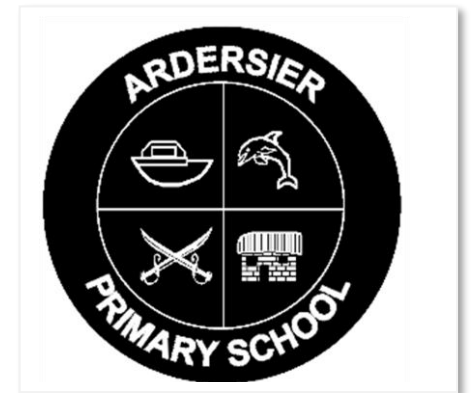




STANDARDS AND QUALITY REPORT 2025-26

AITHISG INBHEAN IS CÀILEACHD

ARDERSIER PRIMARY/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%



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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 93%			Average Class Size 19			Meeting PE Target Target Met		
Pupil Numbers (inc nursery) 95 (+25 nursery)			Teacher Numbers 7			Pupil Teacher Ratio 13.6		
N3 44%	N4 56%	P1 15.8%	P2 7.4%	P3 13.7%	P4 10.5%	P5 15.8%	P6 13.7%	P7 23.2%
SIMD Q1 ¹ <10%		SIMD Q2 60-70%	SIMD Q2 <10%		SIMD Q3 30-40%	SIMD Q5 <10%		Unknown <10%
ASN ² 10-20%		No ASN 80-90%	FSM ³ 30-40%		No FSM 60-70%	EAL ⁴ <10%		No EAL >90%

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

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



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Reading	Writing	Listening and talking	Numeracy
Most	Majority	Most	Majority

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 The headteacher is supported by a principal teacher.

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 satisfactory. 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 satisfactory progress towards meeting their individual targets.

Overall children are making the following progress:

Reading	Writing	Listening and talking	Numeracy
Satisfactory progress	Satisfactory progress	Satisfactory progress	Satisfactory progress

We have had no 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.

School vision, values and aims



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Lèirsinn, luachan agus amasan na sgoile

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

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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

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: Developing our Reading Culture Across the School for All Learners

School Improvement Plan Priority 1



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Summary of progress	Next steps	Stakeholder Views
Summary of progress Developing our reading culture across the school was an area highlighted by teaching staff and further influenced by HMIE report to continue the increase in attainment across the whole school. Good progress has been made this session with further work to be done to further develop and embed strategies and encourage engagement with reading for enjoyment across the school. An initial audit has been undertaken and a plan developed for next session as a school improvement priority to continue the momentum. Parents have been involved in family learning activities with a focus on reading for enjoyment, and engagement has been positive and included almost all families being represented. All classes have an established reading area with focused areas for continued improvement which will be revisited at the start of next school session. Across the school children can choose reading for enjoyment as an area of learning to actively engage with and this is evident during class time and break time. The majority of children are more confident in enjoying reading which is evidenced in discussion and anecdotally in the books they choose to read. Progress • Attainment data gathered through attainment meetings and ACEL results reflects an increase in reading levels. • Teachers are more confident in their judgements therefore data is more robust, highlighted in attainment meetings and whole staff analysis and discussion of ACEL, NSA and SOFA data. • Attainment discussions demonstrate that almost all of our lowest achievers have an increased score in phonological awareness and in early phonic skills.	• School Improvement Priority for session 26/27 as part of development in Literacy for All – Whole School Approach including Reading for Enjoyment	Included below



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• involvement in Scottish Book Trust Reading Schools framework has allowed staff to develop their class reading areas, encourage and promote reading for enjoyment. • Parental engagement has been a focus, including Parent Council and other parental involvement during World Book Day. • Reading confidence was evident in showcase activities and included an author visit. • Wider impact of reading culture is evident across the school through involvement in Core Reading Schools award. • Children have been involved in taking part in competitions, sharing and recommending books within the class. • ELC, P1 and P2/3 have visited the library in the village. • Book Bags have been shared with families and children. • Pupils choose books for their library areas and are involved in the development of their class library. • Reading mascots have been introduced and this will be further embedded going forward. • Paired reading where older children support younger children is regularly timetabled. • Staff are more confident and consistent in learning, teaching and moderation of reading. • Staff and Senior Leadership Team have looked at key messages from reading moderation which have informed the planning of the ongoing intervention programme. Interventions are reviewed in discussions at individual class teacher attainment meetings. • As part of the school's commitment to identifying pupil targets, the targets within those plans are now specific, measurable and reviewed on a termly basis. This has helped to ensure support is well planned and targeted to meet the needs of identified individual pupils.	• Continue to monitor data and support teacher judgement through moderation of reading • Audit results to be reviewed and next steps to be identified to gain first award. • Parental engagement with reading as focus to continue. • Strengthen links with local library. • Reading areas will be a focus for Pupils Reps to develop criteria as a pupil self evaluation tool. Eg a range of awards to be suggested and agreed with pupils. (appealing reading area, use of mascots, range and genre of books, book review display and challenge) • Reading buddy certificates	
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- Teachers refer to the guidance around what makes a high-quality lesson and implement this for reading to ensure consistency across the school. - Resources have been organised and are linked to Experiences and Outcomes to support EYP and teacher planning.	- Create an overview of activities related to the reading culture framework for 26/27. (links to work with Pupil Reps) - To support wider achievement P7 and Pupil Reps will organise and run lunchtime reading activities eg Book Club - Further develop resources to support planning for teaching and learning eg numeracy - Central library area in school, created with pupil involvement.	
Impact		
- Resources have been organised and are linked to Experiences and Outcomes to support EYP and teacher planning. - Parents are better informed and knowledge about reading for enjoyment. Parents have supported and engaged well with activities linked to reading for enjoyment. - Children are reading more, with designated time within class etc.		



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- Staff practice and teacher judgement is more robust through moderation and use of benchmarks and formative and summative assessment.

Stakeholder views

Pupils enjoyed the author visit on World Book Day and it has inspired some pupils to write their own stories, and chapters.

- P5/6 pupil – “the author came to our room and read his book. Seeing his book was cool.”
- P2/3 pupil – “It was a good story and he did a really good job of making it. I enjoyed the book.”
- P7 pupil – “the blurb competition was competitive, and my story was better than his! I’m going to write a book when I’m older.”

Parents highlighting the importance of reading evidenced in High Quality Assessments

- P1 Parent – “it is so nice to see how much you are learning”
- P1 Parent – “more confident and enjoying using descriptive language”
- P7 Parent – “ explained the case well.... and asked for the reader’s opinion”
- Author visit/Facebook Page – “Thank you so very much for the lovely welcome. I thoroughly enjoyed reading to everyone and answering all the very good questions. The colouring and stories created by the children were amazing.”



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School Priority 2: Using Assessment to Support Progress in Attainment	
School Improvement Plan Priority 2 Using Assessment to Support Progress in Attainment	
Summary of progress	Next steps
Teachers are more confident in planning and using assessments to support professional judgement. Monitoring and reviewing which assessments and how they are used has been a focus of self evaluation. • All staff are using assessments in literacy and numeracy to measure pupil attainment which will inform learning and teaching as detailed in our Assessment Calendar. • School infographic has been created which identifies school approach to assessment. • All staff analyse assessments including NSA and SOFA data and identify children who require interventions and review impact. • Attainment meetings provide robust data and information to inform practice including interventions. • Pupils are more aware of next steps based on assessments and developmental overviews. Information is shared with the pupils so they can talk about where they are in their learning. This also informs pupil target making. • Monitoring and moderation has ensured consistency and quality of planning and delivery of HQAT. • Parent and pupil voice are documented in HQAT formats.	• Attainment meetings will include a summary of assessments used and an overall summary of data at each meeting • All staff will use the infographic as a guide to planning assessment of learning within individual classes. • Continue to involve all staff in the review of data across the school • Pupils will be able to track their own assessment achievements as part of target setting. • HQAT use will be embedded and part of every term's teaching and learning planning process.
Stakeholder Views	
Included below.	



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	The assessment and attainment information will be available to all staff to support transition, at the end of session 25/26.	
Impact		
Collaboration has increased between teachers in respect of HQAT and in discussion around ACEL data which has strengthened teacher judgement. Staff confidence in using assessment to support teacher judgement is evident in data. Teachers are confident in their use of assessments and in planning the infographic overview know that this is a fluid document which can be regularly updated and reviewed. Pupils were asked to comment on their view of assessment. P2/3 have shared their views. "I like doing reading assessments because I like reading. Using success criteria for my writing is helpful" "I like doing common words because I like getting the words right" "Assessments are fun" "I like solving them" "I like them because I get stuff right which means I'm a good learner and I've actually listened. I like doing them just with the teacher because it helps me understand" I like doing mine on a Chromebook" Teaching staff are 'happy' that they now have an overview and systematic approach to assessment in place and an mic to refer to, which will be regularly reviewed and updated.		

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 and in ACEL/NSA/SOFA data, therefore increase in individual attainment is evident. All children who have accessed this have increased emotional literacy, confidence and self-belief which is evidenced in wellbeing wheels, class attainment and engagement. Some pupils have led community projects.

A targeted group of children attend the Sensory Van for 10 min sessions once a week, in particular to support self regulation. All children respond well to techniques and strategies and enjoy the sessions. Children who attend the Sensory Van have generally been dysregulated 'on the day'. A break in the Sensory Van allows children to come back into the class in a more relaxed state. Similar resources are then used in the school setting to support continuation of children being able to self regulate.

An intervention teacher supported children who required interventions identified in attainment meetings. This allowed gaps in learning to be supported and there is an increase across the school in literacy and numeracy attainment in P1,4,7 and in P2,3,5,6 also. Each year group has made good progress in literacy and numeracy, due to the targeted interventions highlighted by class teachers in individual attainment meetings.

Wider achievements

Coileanaidhean nas fharsainghe

A weekly Newsletter is shared with parents and stakeholders highlighting what has taken place that week and looking forward to the future. Over the session this has highlighted a very active and full programme of learning and events which have included and involved parents and the wider community.

Our weekly assemblies have been led by different members of the local community, police, local ministers, charities and members of the community to enhanced the curriculum experience for our learners, and also to introduce them to activities that they may not otherwise have experienced, for example Scottish, Ballet, Canicross and meeting Ruby the Therapy Dog. An Award Assembly is held every Friday with a focus on kindness and wider achievement both in and out of school. A collective sharing of house points encourages belonging within the school community. Each class has led an assembly with parents invited along to watch.

Two pupils from each class have formed a Pupil Representative Group. They meet regularly led by the Head Teacher and/or Principal Teacher to look at a specific focus and have had their say on lunch clubs, the playground and how to be a good Ardersier Primary Citizen. They have also shared information at assembly and get feedback from their class.

Family events have included an Open Afternoon where pupils shared their learning through games and show cased specific pieces of learning which were then commented on by parents within the High Quality Assessment documents, shared on Pupil Profiles. In December there was a range of Christmas and



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family activities which had over 85% attendance at each session. Parents were invited in to take part in decoration making, watch their children sing at the Christmas Coffee Morning and taking part in the Church Service. Many children sang and signed in BSL throughout their performance showing their knowledge of BSL. In March families came along to take part in World Book Day celebrations where they joined in with literacy activities and shared reading with their children.

Every 6 – 8 weeks there has been a Community Café for parents and the local community, run by P7, which has raised in excess of £5000, to go towards the P7 residential and literacy and numeracy resources for the whole school. Each café has involved a class providing entertainment and a raffle has taken place which has been well supported by families and local businesses. This has been a fantastic experience for the whole school.

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.

Children in Need Day was organised by P1 and a variety of activities took place to raise funds for the charity.

The choir, led by a teacher and a PSA performed at different events locally and further afield. They took part in the Ardersier Folk Festival, Drum Mossie Schools Cash for Kids performance, Victorian Market Shopping Centre and also at school events. Parents and families came along to watch.

Children involved in the Nurture Room have taken part in fund raising activities with a focus on developing their own self esteem and well-being. Community engagement activities have included litter picking, bag packing at Tesco's and spreading cheer in the shopping centre by giving out kindness hearts. Funds were raised at the local gala by the CSW, teacher and pupils who had a Karaoke stall.

Six primary 5 children attended a Golf Event at Castle Stuart with other schools from the ASG

Primary 6 have had a 6 week swimming block at Culloden Academy and are now more confident in their own abilities.

Primary 7 took part in Relax Kids sessions and trained to become Mindful Mentors, leading mindfulness sessions across the school on a regular basis. Primary 7 worked with the Scottish Fire and Rescue Service, Eden Court and other agencies to create a campaign video to promote Wildfire Safety which resulted in a press photograph and article.

Staff have trained to become Bikeability trainers and have led P7 through Level 1 and Level 2 in Bikeability skills. The children will then lead sessions for the younger children.

All classes have taken part in Ross County football training sessions, which have been funded by our Parent Council.



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Members of the Primary 7 class participated in a five day residential to Glencoe Outdoor Centre where they took part in a variety of activities including; mountain biking, rock climbing, gorge walking and problem solving. Every child who was on the residential challenged themselves in different ways.

Football Focus time in the morning ensures that children who need support when they come to school are given time and space to get ready to learn.

A whole school Health and Wellbeing week took place in June which included Sports, a family picnic, potted sports games led by P5/6, Mindful activities and a focus on keeping ourselves safe.

Ardersier Primary School has been awarded toothbrushing school status which is monitored and supported by Childsmile. All children brush their teeth every day.

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. Children from mainstream classes also have access to the Sunshine Room for sensory and well-being activities.



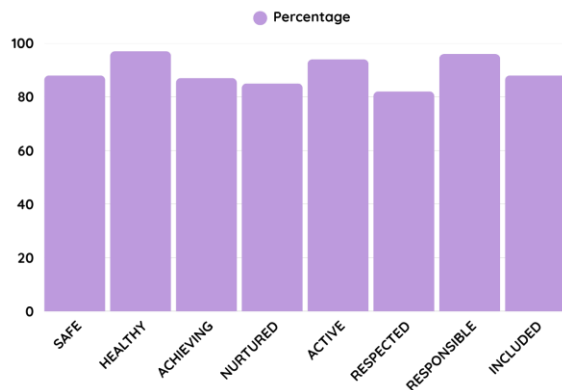
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Comments from learners, families, stakeholders and staff

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

In December Pupils completed the SHANARRI Health and Well Being Survey. Following that it was decided to share a selection of the same questions with parents. (Information shared below) Parents are kept informed throughout the school year by the weekly newsletter, Parental Consultations and also can arrange to discuss any matter with the Class Teacher or Head Teacher on request.

Health and Well-being Survey of pupils showed the results below.



Analysis of responses from pupils highlighted –

95% of you feel that the school helps you set and achieve realistic goals.

91% of you said that you have opportunities to develop a wide range of skills related to your interests within school.

89% of you said that there is always someone in the school who you can go and talk to if you need to.

93% of you said that the school provides you with regular opportunities for outdoor play and learning.

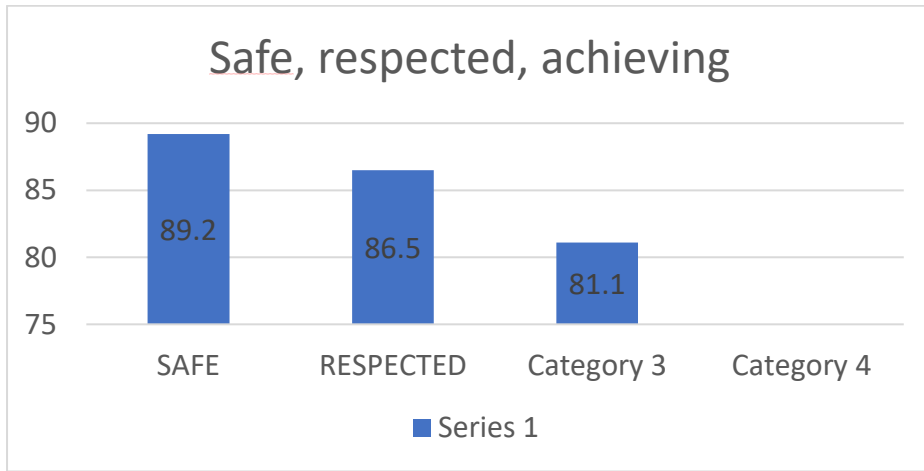
92% of you feel that your opinions are valued and matter to staff in the school.

89% of you feel that you can get involved in decision making and having your say about Ardersier, if you want to.

Parents were surveyed using the same questions for Safe, Respected and Achieving, as the children answered in the Health and Well-being Survey.



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Analysis of responses from parents highlighted –

87% of you feel that the school helps your child set and achieve realistic goals.
78% of you said that your child has opportunities to develop a wide range of skills related to your interests within school.
76% of you say that their child feels listened to and heard by staff in the school.
78% of you said that your child has opportunities to develop a wide range of skills related to your interests within school.
81% of you feel that your child's opinions are valued and matter to staff in the school.

Comments shared by parents after Parental Consultations and Community Events

"No concerns, positive progress being made"
"Really pleased with confidence and progress"
"So fantastic to see the school out enjoying the amazing surroundings."
"You're all stars, keep shining bright."
"Well done P7 and the amazing staff. It was amazing working with you." Highland Fire and Rescue Service.
"Thankyou for the lovely welcome." Author Scott Spalding who visited on World Book Day

Parent Council

"Ardersier Primary has continued it's good work this year, creating opportunities for parental involvement. Parents have been given the chance to attend themed Community cafes run by each class throughout the year. Parents also had the option of attending a family Christmas decorating morning, alongside



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the usual Christmas Fayre morning and Sports day in Summer. It's been great to be part of these events, and creates a positive community focused environment.

Parents have also been informed via Google Classrooms of each terms topics, showing the focus for pupils learning across a wide range of topics. Some classes took part in trips that linked to their learning, helping bring topics to life. We're confident these opportunities will continue, and add depth to what they learn within their classes."

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.



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HMIE Inspectors are satisfied that the school has made sufficient progress since the further inspection and has concluded the inspection work with Ardersier Primary..

Key priorities for improvement planning

Prìomhachasan airson planadh airson leasachadh

Our key priorities for next year have been identified through self-evaluation

- Literacy for All – Whole School Approach including Reading for Enjoyment
- Introducing The Circle Framework in Culloden ASG

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://sites.google.com/cullodenacademy.org.uk/ardersierprimaryschool/home> or by contacting the school office.



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