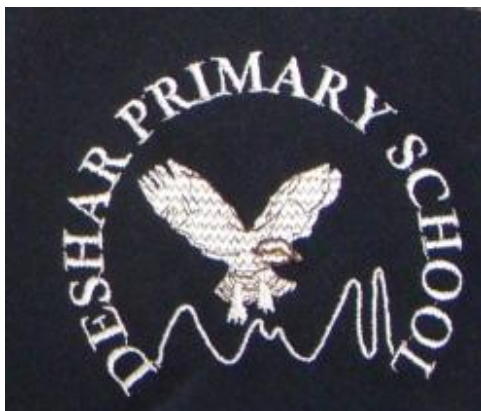




STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2024-2025

Deshar Primary School



Kindness, Respect, Integrity, Joy and Teamwork

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 daonna a' faicinn na Gàidhealtachd mar dhachaigh.

Mr Christopher Scrase
Head Teacher
Deshar Primary School

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
93.08%

Average Class Size
22.0

Meeting PE Target
Target Met

Pupil Numbers (inc nursery)
44 (+6 nursery)

Teacher Numbers
2

Pupil Teacher Ratio
22.0

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

Reading

Most

Writing

Majority

**Listening and
talking**

Most

Numeracy

Most

We have had **no** exclusions this year.

Deshar Primary School is in a rural setting serving the local community of Boat of Garten in Strathspey.

There are 44 children attending the school and 6 children in nursery, ranging from N3 - P7. P1 – 3 and P4 - 7 are taught in multi-stage classes and there is a separate nursery for 3 and 4 year olds.

The headteacher has overall leadership responsibility for Deshar Primary School and Deshar Primary School. The headteacher is supported by a principal teacher. Staff and children from both schools work together regularly.

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 in some areas and satisfactory in others. Children achieve appropriate CfE levels in literacy and numeracy and, across the school, a few children are exceeding nationally expected levels. Majority of children who face barriers to learning are making satisfactory progress towards meeting their individual targets.

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

School vision, values and aims (Created 2017). The Schools Vision, Values and Aims are currently in the process of being revamped (completed by July 2025).

At Deshar Primary School we have the following vision, values and aims.

Vision: Exploring and Learning Together

Values: Kindness, Respect, Integrity, Joy and Teamwork **(June 2025)**

At Deshar Primary School we **aim:**

- To be a happy, safe, secure and nurturing school.
- To provide a broad, balanced, challenging and creative curriculum.
- To encourage collaborative learning and provide opportunities for discovery and exploration.
- To build relationships with parents and the wider community.
- To be welcoming and inclusive, respecting and celebrating differences. **(June 2025)**
-

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:

Curriculum Progression Framework

Purpose:

To have a consistent use of curricular pathways across the school. This would include suitable progressions, yearly overviews and a collaborative approach towards planning and assessments.

Progress:

- In Literacy we have a clear set of progressions split into Early, First and Second Level across Reading, Writing and Listening & Talking
- Using the Highland Literacy Framework as the foundations for children's learning
- In Numeracy, a clear set of progressions have been implemented across the school in Early, First and Second to ensure progression and tracking across the school.
- IDL planner was created and implemented throughout the school on a 3 yearly cycle to ensure a BGE
- H&W planner was created and implemented throughout the school on a 3 yearly cycle to ensure a BGE
- Yearly overview planner discussed and implemented through the school to ensure coverage of learning was achieved of all CFE areas.

Impact:

- Collaborative approach from all teachers to use the same progressions are being used
- Collaborative approach from all teachers to highlight and comment on the progressions
- Ensuring a wider coverage of Es and Os to ensure that a BGE is being implemented across the school
- Improve the quality of teaching and learning across the school
- Ensuring teachers have a clear, robust understanding of Es and Os and what criteria is needed for an achievement of a level

Next steps:

- Continue to use the progressions and curricular frameworks for greater consistency across the school

Kindness, Respect, Integrity, Joy and Teamwork

- Look into other curricular areas such as Languages, 2+1 over the same process

School Priority:

Raising Attainment in Numeracy

Purpose:

To provide a consistent approach to Numeracy using appropriate framework, progressions and bank of resources for

Progress:

- Implementation of using 1 set of progressions for Numeracy – Teejay across Early, First and Second Level.
- Implementation of TeeJay books and resources have been implemented across the school to align with the progressions.
- Implementation to White Rose Maths resources across the school to use and align with the progressions.
- Implementation of Numeracy Weekly Skills for children from P2-P7

Impact:

- Collegiate approach to the same Numeracy Progressions and usage
- A collective approach to using the same resources across the school and effective pedagogical approach of concrete, pictorial, abstract and problem solving.
- Staff using the same resources to provide high quality, teaching and learning
- Using Weekly Skills, children will retain Numeracy concepts taught across the year and improve attainment in Numeracy due to 'spacing theory.'

Next steps:

- Continue to use progressions and Numeracy resources across the school that have been invested in.
- Classroom observations to ensure that High Quality Teaching & Learning are taking place across the school.
- Continue to assess and moderate Numeracy to ensure high standards and attainment are upheld.

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

Pupil Support Assistant (PSA) time has been used to support children within their Numeracy and Literacy work. There has been a small increase in children's attainment over the course of the year. Our PSA has been spending a lot of their time supporting the wellbeing of PEF attracted children and has taken the lead in ensuring they are following government guidelines of Getting It Right for Every Child (G.I.R.F.E.C). Spending this time on their wellbeing has seen an increase of their academic work.

Wider achievements

Coileanaidhean nas fharsainghe

- Our P7 children competed in the Rotary Quiz Competition in Aviemore.
- Our school has been making community links within our Boat of Garten Community.
- Our P7 children have completed their Bikeability Level 2 programme. Primary 4-5 have completed their Bikeability Level 1 training.
- P6&7 attended the Snow Sports Programme to make them more competent skiers.
- We have made wider community connections to organisations such as Eden Court where we have visited more than once this year.
- Dr Bike has supported the school through helping and supporting children with life skills on bikes.

Comments from learners, families, stakeholders and staff

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

Staff - We have had great success both in and out of the classroom this year as we strive for the children at Deshar to have the best possible education. Our school community have been fantastic this year with the community involvement of Boat of Garten, and we are looking to be doing more of this in the future. We are very fortunate that we have an active parental support where parents have given up their own time to support the school in such activities such trips to provide children with some excellent learning experiences.

Parents - Deshar is a very special wee school, and we feel incredibly lucky to have it in our community. The staff go above and beyond to create a warm, nurturing environment where every child is known and valued. There's a real sense of care that runs through everything they do — from the welcoming atmosphere at drop-off, to the creative learning opportunities in the classroom, to the way children are encouraged to be kind, curious and confident. The curriculum is well balanced and varied, with a great mix of outdoor learning, creative projects, core literacy and numeracy skills, and wider activities that build life skills. The school also does a brilliant job of including parents and the wider community, and we really value the strong communication and support from teachers. We feel our children are not only safe at Deshar but thriving.

Children – We all like Deshar Primary School. We are a very active school that puts education at the heart of its school ethos. Deshar is a welcoming school where we all look after each other like an extended family. Everyone cares and looks after each other. We love coming here every day to learn.

Community Members – Deshar is a truly fabulous school, we have really enjoyed the opportunities to come in and support the school through decision in the future such as the Values Open Afternoon.

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

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

Literacy – During the next session at Deshar Primary School we will be focussing on the Literacy strand of Reading. We are going to be investing in Accelerated Reader to provide teachers with a robust assessment and tracking of children's reading. Alongside this, we are going to be looking to become a 'Reading Accredited School' and be working the Scottish Book Trust to achieve this.

Policies – The Senior Leadership team will be looking to analyse, review, create and implement several policies across the school. Building on the schools recent Vision, Values and Aims a new Positive Behaviour Policy will be created in conjunction with a parental working group.

Leadership Groups – looking into the next school year, promote leadership opportunities for children such as Junior Road Safety Officer, Eco Committee and Junior Janitors.

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 [Deshar Primary School](#) or by contacting the school office.