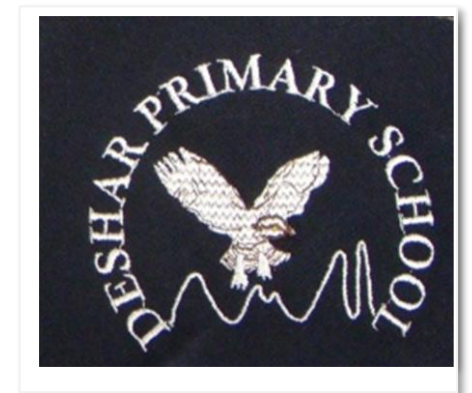




STANDARDS AND QUALITY REPORT 2025-26

AITHISG INBHEAN IS CÀILEACHD

Deshar 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%

Kindness, Respect, Integrity, Teamwork and Joy/Fun.

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 93.36%			Average Class Size 22			Meeting PE Target Target Met		
Pupil Numbers (inc nursery) 44 (+9 nursery)			Teacher Numbers 3			Pupil Teacher Ratio 22		
N3 9.4%	N4 7.5%	P1 0%	P2 13%	P3 7.5%	P4 24%	P5 18%	P6 11%	P7 7.5%
SIMD Q1 ¹ 0%		SIMD Q2 0%	SIMD Q3 1.92%		SIMD Q4 98.08%	SIMD Q5 0%		Unknown 0%
ASN ² 54.55%		No ASN 45.45%	FSM ³ 15.3%		No FSM 84.7%	EAL ⁴ 9.6%		No EAL 90.4%

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

Reading	Writing	Listening and talking	Numeracy
Most	Most	Most	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

Kindness, Respect, Integrity, Teamwork and Joy/Fun.

We have had no exclusions this year.

Deshar Primary School is in a rural, village serving the local community of Boat of Garten in the Highlands of Scotland.

There are 44 children attending the school and 9 children in nursery, ranging from N3 - P7. P1 - 7 are taught together in 2 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 ELC. 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 Numeracy is good. Children achieve appropriate CfE levels in Literacy and Numeracy, across the school, a few children are exceeding nationally expected levels. Few 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
Good progress	Good progress	Good progress	Good progress

We have had no exclusions this year.

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

Vision: Growing and Learning Together

Values: Kindness, Respect, Integrity, Teamwork and Joy/Fun

Aims:

To be a happy, secure, safe and nurturing school.

At Deshar, we value and encourage positive relationships amongst everyone at our school.

Promoting a positive learning environment where students feel safe, supported and valued by fostering their emotional and physical health.

Providing a broad, balanced, and engaging curriculum that meets the needs of all students.

Promote a positive ethos of achievement and support the development of positive attitudes and lifestyles.

Provide quality teaching and learning experiences through active, outdoor and collaborative learning.

Encouraging students to be responsible citizens and active participants in their school and wider community.

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 Literacy (Reading)		
School Improvement Plan Priority 1		
Summary of progress	Next steps	Stakeholder Views
- Improved learner confidence, wellbeing and engagement - A stronger reading culture contributing to improved attainment and achievement - Establishing a Cluster wide vision for reading and literacy improvement - Improving the enthusiasm across the school to read and purpose through the implementation of Accelerated Reader - Very good progress made in Reading across all stages from P2-P7 with more children achieving appropriate CFE Levels	- Continue to use and implement Accelerated Reader and PIRA into the school assessment calendar - Provide a rich array of further books into our library - Gain reading schools accreditation	We have been fully supportive of this initiative. Alongside the Parent Council, the school have created a supportive and nurturing library along with a robust Accelerated Reader Program that has allowed all children to see the increased importance of reading.

Kindness, Respect, Integrity, Teamwork and Joy/Fun.

• Teacher's professional judgement has increased with the implementation of 'Reading Age Tests' through PIRA and Star Reader Assessments • Upgrading of the school library in partnership with the parent council has increased our enthusiasm for reading. Additionally, through purchasing a rich array of genre and books children are now 'reading for pleasure.' • Examples: • We have made good progress within this priority, and a school reading for pleasure has been created. • All staff are using the Accelerated Reader Program and PIRA to inform Teacher's professional judgement. Children are motivated to read and complete quizzes at the end of reading a story for increased motivation. • Children are becoming more familiar with their learning in reading and are progressing with their own individual reading ability		
Impact – Good Impact • Increased reading age and comprehension skills. • Increased engagement and participation in learning. • More pupils choosing to read independently and regularly. • Increased enthusiasm, motivation and enjoyment of reading. • Development of positive lifelong reading habits. • Improved wellbeing through access to enjoyable reading experiences. • Greater pupil voice and choice in reading materials. • Increased borrowing and use of school and community library resources. • Improved teacher ability to identify and respond to learner needs through assessment data. • Greater collaboration between staff to share effective practice.		

• Enhanced professional dialogue focused on literacy improvement. • Increased understanding of reading progression across stages. • Greater staff awareness of current children's literature. • Increased opportunities to model positive reading behaviours. • Stronger relationships with pupils through shared reading experiences. • Enhanced collaboration with families to promote reading at home.	
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School Priority 2: Implementation of Writing Moderation		
School Improvement Plan Priority 2		
Summary of progress	Next steps	Stakeholder Views
• Whole cluster evaluation and audit towards how we moderate writing • Bespoke in-house writing moderation framework created in - line with staffs' preference of Big Write • Co-created with teachers across the cluster for greater involvement and professional judgement • Writing framework through from E** to S*** giving teachers a clear and robust framework to guide their professional judgement of achievement of a level.	• Teachers to begin assessing children's work against the framework created • Use for a period of 2 x terms (only rolled out in term 4). • Collaborative review after a few terms to see if teachers feel that it has added value to writing • Improve writing attainment across the cluster by engaging with National Writing Improvement Programme.	As a Parent Council we are please see to that that Writing is deemed a priority for the school. Using teachers' wealth of knowledge to create a bespoke package that works for the school and cluster is good to see.
Impact – Satisfactory • Greater consistency in teacher judgements of writing attainment across the cluster. • More accurate identification of next steps in learning. • Increased confidence in writing as success criteria become clearer and more consistent. • Reduced variation in attainment judgements between classes and cluster schools. • Shared understanding of expected standards from Early Level through to Second Level.		

Improved moderation dialogue and professional collaboration across the cluster.		
School Priority 3: Teaching and Learning Policy		
School Improvement Plan Priority 3		
Summary of progress and impact	Next steps	Stakeholder Views
- Full review and audit of the current teaching standards across the cluster. This was done through planning audits, teacher observations and collegiate staff meetings - Develop a whole school approach and understanding of what a good lesson looks like - To share and collaborate with staff what a good lesson will look like with all teachers in the school. - Assessment Calendar from Term 1 – Term 4. - Creation of a Teaching and Learning Policy for all teachers to follow across the cluster - Through collaborative self-evaluation and distributed leadership, the Learning, Teaching and Assessment policy has strengthened consistency in learning, teaching and assessment across the cluster. - The co-construction of planning frameworks, lesson expectations, jotter standards and progressive planning frameworks has enhanced teacher confidence, improved the reliability of	- Implement into practice the Teaching and Learning Policy for all teachers to follow - SMT to ensure Teaching and Learning Policy is followed by existing and new teachers when they start school - Review of the policy after a year to see if any amendments are needed - Consistently looking at excellent teaching and learning strategies that have been informed by good practice - Teachers and practitioners share their own experiences - Continue developed of pedagogical approaches with focus on formative assessment strategies.	It has been brilliant working alongside the school on this initiative. Being heard by our incredible school is great for us as parents to work together to create such a meaningful and productive document. It gives us parents a clear direction we are heading for the greater good of our kids.

assessment judgements, increased professional collaboration and created more quality learning experiences for pupils. • Developed a foundation for improvement in attainment and pedagogy.		
Impact – Good impact • Improved learner experiences through greater focus on pace, challenge and differentiation. • More accurate identification of strengths and next steps in learning. • Better progression pathways from Early Level to Second Level. • Stronger pupil voice influencing school improvement through learning walks and self-evaluation activities. • Increased consistency in classroom experiences through agreed lesson expectations and jotter standards • Strengthened moderation skills and professional judgement. • Increased collaborative professional learning across the cluster. • Developed a shared vision and consistent expectations for learning, teaching and assessment. • Built leadership capacity through distributed leadership opportunities. • Improved consistency of attainment evidence used for tracking progress. • Increased parent understanding of curriculum progression through curriculum overview booklets. • Greater involvement of parents in self-evaluation and improvement planning. • Established a sustainable cluster-wide approach to continuous improvement in learning, teaching and assessment. • Created evidence-informed priorities that will continue through future SIP cycles • Increased confidence in professional judgement through collaborative moderation. • A shared understanding of high-quality learning, teaching and assessment. • Greater consistency in planning, assessment and moderation practices across the cluster. • Enhanced professional dialogue focused on pedagogy rather than compliance. • Development of leadership capacity amongst class teachers through leading aspects of curriculum development and moderation.		

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 have completed their Bikeability Level 2 programme
- P6&7 attended the Snow Sports Programme to make them more competent skiers.
- Children have been attending Academy A9 sessions deliver by Academy A9 Dualling Team
- Deshar P7s attended a Rotary Quiz January
- P5-7 have been to visit Eden Court on a number of occasions to see different types of shows such as ballet or pantomime
- The whole school had a visit from a planetarium at Boat of Garten Community Hall
- Primary 5-7 had some swimming lessons at Craig McLean Leisure Centre
- Primary 1-4 had a school visit from 'Steve Rocks' as part of their Space topic
- Deshar attended the first ever Badenoch & Strathspey Cross Country running event
- Primary 7 children attended Lagganlia – an outdoor activity centre as part of their transition program.

Comments from learners, families, stakeholders and staff

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

Learners – We really like the school. The children are kind and friendly. We have lots of friends at the school. The staff listen to us and are kind. The best thing about Deshar is the big school playground and the children.

Families and Stakeholders – The school is currently in a good place. We really value the hard work and dedication that the staff have gone to in making the school the best possible place for our children. The partnership working with the community is great for all children involved at the school.

Staff – Everything at the school is going well. The management team are very supportive to the needs of the staff and children. There have been lots of positive improvements with the school over the last year. The school's academia is in a good place, and measures have been put in place to ensure that we are Getting It Right for Every Child – GIRFEC.

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	Satisfactory	Satisfactory
QI 2.3 Learning, teaching and assessment	Satisfactory	Satisfactory
QI 3.1 Wellbeing, equality and inclusion	Satisfactory	Satisfactory
QI 3.2 Raising attainment and achievement/Securing children’s progress	Satisfactory	Satisfactory
Other QIs reviewed		

Our overall evaluation of our capacity for continuous improvement is: Satisfactory

We are confident in our capacity for continuous improvement.

Key priorities for improvement planning

Prìomhachasan airson planadh airson leasachadh

There are 3 key areas for improvement that needs to be looked at for the 2026-2027 session:

1. Health and Wellbeing – Emotional Regulation strategies
2. Literacy Writing Moderation and Program – An ASG wide implementation of writing expectations and familiar language to be used
3. Teaching and Learning – Implement and review the recently created Teaching, Learning and Assessment Policy. Look at Formative Assessment Strategies and have a whole school approach to a few that would increase student engagement and academia

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 on 01489 831226.