



STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2024-2025

Lundavra Primary School

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

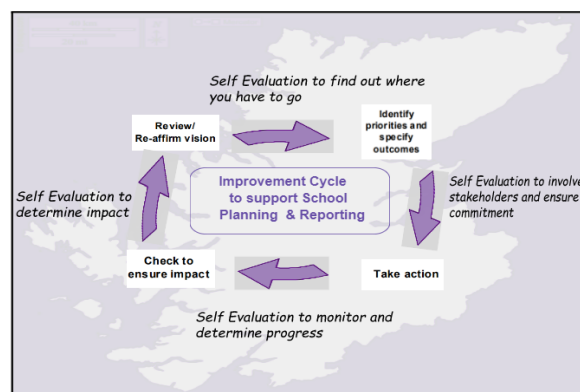
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

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.

Paul MacLean
Acting Head Teacher
Lundavra 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
91.2%

Average Class Size
25.5

Meeting PE Target
Target Met

Pupil Numbers (inc nursery)
204 (+51 nursery)

Teacher Numbers
11

Pupil Teacher Ratio
18.5

N3
XX%

N4
25%

P1
10.8%

P2
12.7%

P3
16.7%

P4
18.1%

P5
14.7%

P6
12.7%

P7
14.2%

SIMD Q1¹
27.80%

SIMD Q2
0.49%

SIMD Q3
58.05%

SIMD Q4
13.66%

SIMD Q5
0%

Unknown
0%

ASN²
54.15%

No ASN
48.85%

FSM³
27%

No FSM
73%

EAL⁴
22.5%

No EAL
77.5%

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

Reading

Majority

Writing

Majority

**Listening and
talking**

Majority

Numeracy

Majority

We have had no exclusions this year.

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

Learning, achieving, succeeding together



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

Purpose:

Broaden and deepen understanding of the moderation programme and national assessment data to effectively inform teaching and learning.

Progress:

Literacy

64% of P1 pupils expected levels.

Reading

62% of P4 pupils achieved expected levels.

75% of P7 pupils achieved expected levels.

Writing

66% of P4 pupils achieved expected levels.

64% of P7 pupils achieved expected levels.

Numeracy

73% of P1 pupils achieved expected levels.

Impact:

We have established clear processes for assessment and moderation that effectively support our teaching and learning.

Regular analysis of assessment data allows staff to identify trends, address gaps in achievement, and plan effectively to meet the needs of all learners.

The impact of the school's actions is evident in improved pupil outcomes across key learning areas.

Learning, achieving, succeeding together

73% of P4 pupils achieved expected levels.
75% of P7 pupils achieved expected levels.

Moderation practices, both within the school and within the ASG, ensure consistency of teacher judgments. This evaluation process confirms that the school's strategies are making a positive difference for all pupils

We use different strategies that have effectively engaged pupils, staff, parents, and the wider community in assessment and moderation processes. Pupils are actively involved in understanding their progress through self and peer assessment, while staff engage in regular collaborative moderation to ensure consistency and accuracy in judgment. We also hold regular assessment and tracking meetings to closely monitor each pupil's progress and identify areas for support and improvement. Parents are kept informed and involved through reporting and opportunities to discuss learning outcomes through Key Assessment Tasks. The wider community contributes through partnerships that support learning and provide valuable context for assessment.

A range of assessment data is now used to support professional judgment, including local authority and national assessments and the Highland Numeracy Programme, and continuous assessment through the new Highland Writing Programme. As a result, teachers' confidence has increased, supported by data that informs more accurate professional judgments.

Overall, good progress has been made through session 2024/25.

Next steps:

Continue to highlight relevant CPD opportunities to teaching staff; collaborate closely with the local ASG; make effective use of assessment and tracking meetings to monitor pupil progress and inform next steps; maintain regular reporting to parents; and strengthen engagement with a broader range of local partnerships.

School Priority:

Child – Initiated Play – Play Pedagogy for All

Purpose:

School to continue with the development, enhancement, and progress of child-initiated play within the Early Years to impact on early language development and wellness.

Progress:

Literacy

64% of P1 pupils achieved expected levels.

Impact:

A comprehensive play policy was developed and shared with all staff. This provided clarity and

Numeracy

72% of P1 pupils achieved expected levels.

Numeracy

74% of P2 pupils achieved expected levels.

Reading

48% of P2 pupils achieved expected levels.

P2 PiRA Assessment

58% of cohort improved Standardised Age Scores between Aug 24 and May 25

reassurance to teachers, aligning them with the school's vision of delivering an inspiring, creative, and play-based curriculum. It also promoted consistency across classrooms by establishing shared expectations.

A play-based curriculum has been fully embedded across the Infant classes (P1–P3). Class teachers now plan interdisciplinary learning experiences with key play principles in mind, making effective use of outdoor spaces and imaginative play resources to foster creativity and develop topic-specific vocabulary.

Pupils benefit from access to loose parts play resources during “soft start” and “free play” periods. These open-ended materials support exploration across multiple curricular areas and encourage creative, cross-disciplinary learning.

Nursery and Primary 1 pupils take part in weekly “free-flow” play sessions. These sessions ease the transition for Nursery pupils into the primary setting while promoting peer learning. Vocabulary development and social skills have noticeably improved as a result of these carefully planned experiences, which are rooted in the principles of high-quality play.

[Lundavra Play Policy .pdf](#)

Next steps:

- Continue to create environments that spark curiosity and ensure environments support pupil autonomy and choice. Continue to embed the pupil's voice in planning. Involve families and our community through parental engagement sessions. Nursery and Primary 1 pupils will continue to take part in weekly “free-flow” play sessions.
- Focus on improving attainment in reading e.g. quality of literacy rich environments and interactions to support and extend learning during play.

School Priority:

Progress and Achievement

Purpose:

To include parent reporting and strengthen staff confidence in data literacy, including data collection, analysis, and interpretation, to drive meaningful change.

Progress:

Staff have participated in both online and in person training sessions focused on the use and implementation of the new Progress and Achievement platform within SEEMiS

Impact:

The school's efforts to raise standards have resulted in better academic performance for the majority of our pupils. More pupils are meeting or

exceeding expected progress levels in key subjects like literacy and numeracy.

By providing targeted support using our intervention groups and tailored teaching and learning, the school has helped pupils who were previously underperforming to catch up and achieve better outcomes.

CPD events for class teachers have provided learning opportunities to improve skills and confidence.

Tracking and Attainment meetings involving staff have fostered open and constructive communication. These meetings place particular emphasis on borderline pupils, focusing on identifying the most effective ways to support their progress. Additionally, collaborative discussions around teaching strategies, learning approaches, and planning have contributed to targeted interventions and improved outcomes.

Good progress was made in this area.

Next steps:

- Continue to use data to drive meaningful change through targeted interventions.

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

Intervention	Data summary against targets	Impact / progress summary (max 100 words per intervention)	Intervention Resource allocation used (breakdown)
CSW employed for 35 hours from Monday to Friday to assist identified pupils and groups with social, emotional and behavioural issues. Individual, group and class interventions as required. P1-7	Attendance Aug-May	Attendance Aug-May 91.2% Violence and Aggression: reduction in incidents	CSW @35 hrs Mon-Fri
Reading Recovery intervention using: Rapid Readers Recovery programme Speedy Readers programme Highland Literacy Jenny Wilson Reading intervention strategies Identified pupils to have daily support from CT/PSA/ASNT using the above programmes/strategies P4-7 Literacy support and interventions by a Pupil Support Assistant for pupils identified from a range of school	Targeted learners SNSA P4 20% within Bands 6 and above P7 60% within Bands 8 and above PIRA	P4 Bands 6-9+ 62% P7 Bands 8-11+ 75% Rapid Readers: 7 target learners with a mean growth of reading age of 1 year and 1 month from Sept 24-June24 Largest growth 34 months; Lowest 10 months	Literacy lead released from class May/June to conclude data collection.

Literacy testing and CT awareness. P2-7	Toe By Toe	PIRA: P7 – 72% of cohort improved Standardised Age Scores between Aug 24 and May 25 comparing reading and chronological age. P4 – 76% of cohort improved Standardised Age Scores between Aug 24 and May 25. Reading Intervention Cohort: 33% of cohort improved their PIRA reading age between Jan 24 and May 25.	
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Wider achievements **Coileanaidhean nas fharsainghe**

Shinty teams across the school from P1 to P7 playing and representing Lundavra in local and national competitions. P4-5 shinty team won the McCaulay Development Cup.

Strings/Chanter/Brass/Drumming sessions throughout the year.

P4-7 Football Team

Youth Club P1 – P3

Youth Club P4 – P7

Breakfast Club

Christmas Craft Fayre

Summer Fete

School Prize Bingo

Christmas Performance

Burns Celebration

Hallowe'en Disco

Spring Disco

School Fun Day and Picnic

Sponsored Walk – Cow Hill

School Ceilidh

Pupil Voice – Playground Toys

Upper Achintore Regeneration Group – Cow Hill Hall

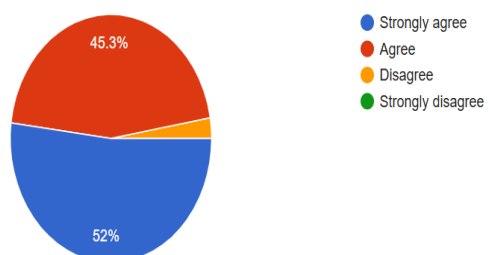
Comments from learners, families, stakeholders and staff **Beachdan bho luchd-ionnsachaidh, teaghlachan, luchd-ùidhe is luchd-obrach**

Feedback Summary form questionnaire:

My child is happy going to school

75 responses

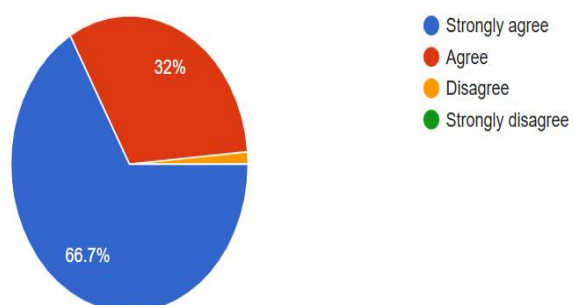
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I feel that my child is safe in school

75 responses

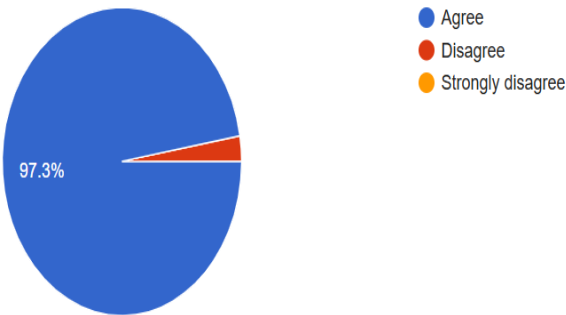
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My child receives the help he/she needs to do well

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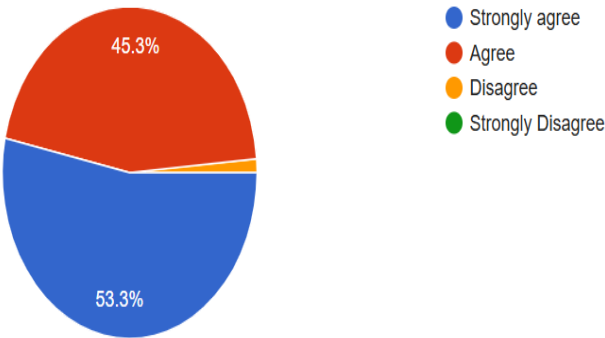
75 responses



My child is making good progress in school

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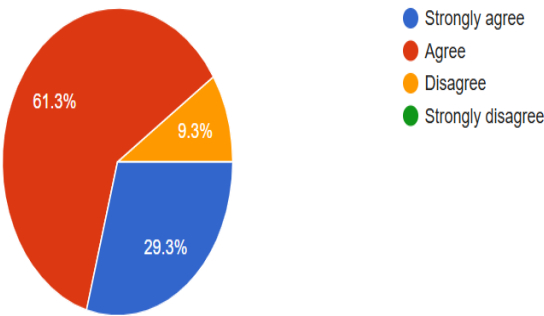
75 responses



The school organises activities where my child and I can learn together

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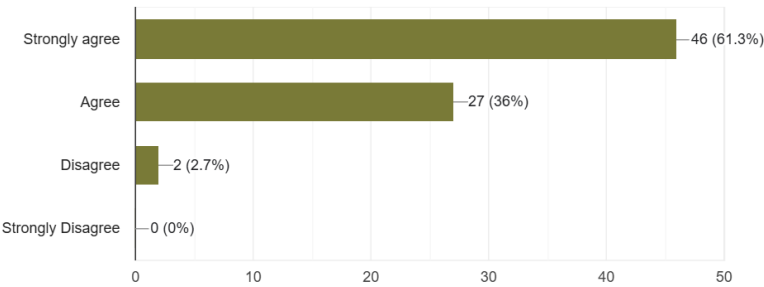
75 responses



I feel comfortable approaching the school with questions, suggestions and/or a problem

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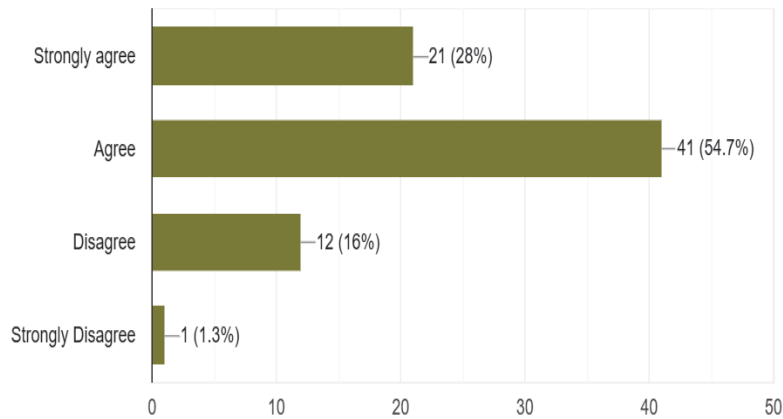
75 responses



I feel encouraged to be involved in the work of the Parent Council.

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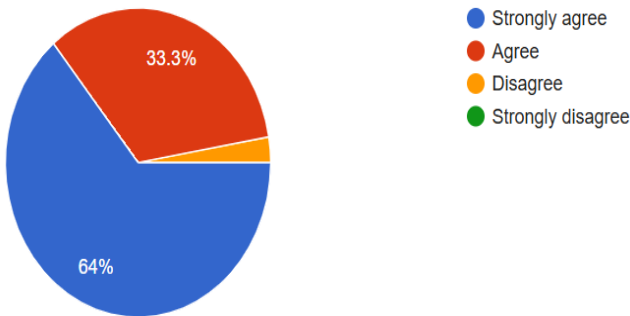
75 responses



I am satisfied with the quality of teaching in the school

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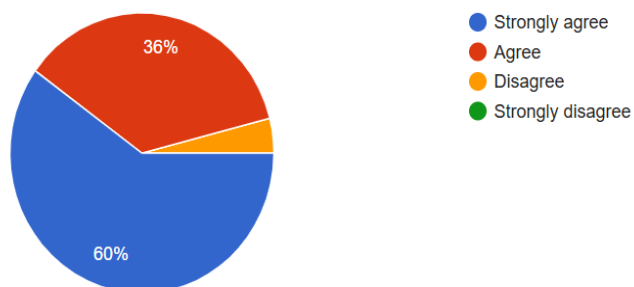
75 responses



The school encourages children to treat others with respect

75 responses

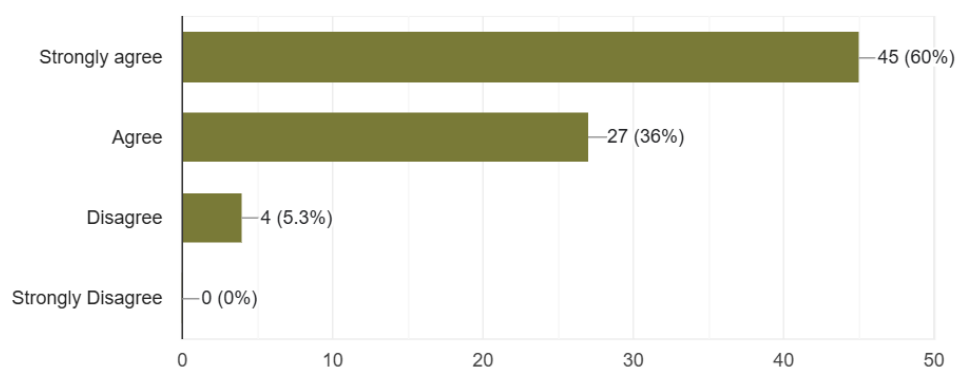
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Overall, I am satisfied with the school

75 responses

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Learner's Feedback Summary

How good is our school? 2024-2025



What is going well and what could be better?

Learner Feedback

Capacity for continuous improvement

Learning, achieving, succeeding together

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	Satisfactory	Good
QI 3.1 Wellbeing, equality and inclusion	Good	Very good
QI 3.2 Raising attainment and achievement/Securing children's progress	Satisfactory	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

The Authority has advised that the School Improvement Plan should not be finalised until September. However, we plan to focus on the following three key areas moving forward: Family and Community Engagement, Literacy, and Numeracy.

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.