



STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2023-2024

RAIGMORE PRIMARY SCHOOL



READY | RESPECTFUL | SAFE | HONEST | KIND

Introduction: Local and National Context

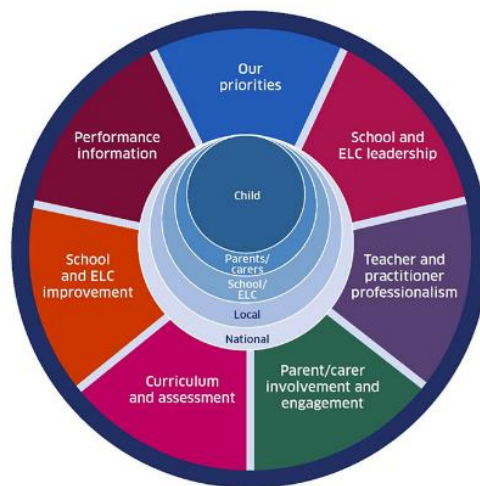
Ro-ràdh: Co-theacsa Ionadail agus Nàiseanta

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 90%	75% - 90%	50% - 74%	15% - 49%	Up to 15%

We are pleased to present our Standards and Quality Report for Session 2023-24. This report forms part of our quality improvement framework and 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 our practice. 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.

Autumn Macaulay
Head Teacher
Raigmore Primary School

School Profile

Pròifil na Sgoile

The following information can be found on [Parent 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 90.6%		Average Class Size 22.6		Meeting PE Target Target Met							
Pupil Numbers (inc nursery) 153 (+32 nursery)			Teacher Numbers 10		Pupil Teacher Ratio 15:3						
N3 7%	N4 11%	P1 10%	P2 12%	P3 11%	P4 15%	P5 13%	P6 10%	P7 11%			
SIMD Q1¹ 20-30%		SIMD Q2 20-30%		SIMD Q2 %		SIMD Q3 40-50%		SIMD Q5 0-10%		Unknown 0-10%	
ASN² 15%		No ASN 85%		FSM³ 21%		No FSM 79%		EAL⁴ 22%		No EAL 78%	

2023/24 Proportions of pupils achieving Curriculum for Excellence Levels (P1, P4, P7 combined):

Reading	Writing	Listening and talking	Numeracy
Majority	Majority	Majority	Majority

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.

Raigmore Primary School is located in Inverness city centre serving the local community of Raigmore Estate and Wimberley Way.

There are 153 children attending the school and 32 children in nursery, ranging from N3 - P7.

The headteacher has overall leadership responsibility for Raigmore Primary School. The headteacher is supported by the Depute Head Teacher and 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 is satisfactory. Children achieve appropriate CfE levels in literacy and numeracy and, across the school, a few children are

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

exceeding nationally expected levels. Almost all children who face barriers to learning are making very 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

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

Vision: Together we support, nurture and inspire all of our children to be their best; now and in the future.

Values: Ready, Respectful, Safe, Honest and Kind.

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: Enhancing Teaching and Learning Across the Curriculum

Purpose: To raise attainment and achievement for our learners at Raigmore by improving outcomes through enhanced teaching and learning across the curriculum.

This project was based around a key question posed by Bruce Robertson during his seminar at the Leadership conference – What is learning and how does it happen?

As an ASG we used Bruce Robertson’s ‘Power up your Pedagogy’ to explore with our staff the principles of effective teaching and learning to build a strong professional learning culture across our school and ASG.

Each planned pedagogy focus (Learning Intentions | Success Criteria | Feedback | Questioning | Differentiation) was set in the context of Literacy and Numeracy.

Progress:

- ✓ Staff completed and discussed the necessary professional reading.
- ✓ Each of the outlined pedagogy focuses were implemented and observed in all classes.
- ✓ Staff observed and learned from each other; providing feedback, sharing best practice and creating depth in knowledge and skills.
- ✓ Staff have a greater understanding of the bigger learning and teaching picture across the whole school.
- ✓ Staff Study created for professional learning has ensured all staff have a quiet, well-resourced space to go to, to focus on their CLPL.

Impact:

- ✓ Attainment in Literacy and Numeracy has improved.
- ✓ P1|P4|P7 Literacy attainment up by 17% overall.
- ✓ P1|P4|P7 Numeracy attainment up by 25% overall.
- ✓ Use of practice-enhancing pedagogical strategies (backed by research) are now evident in all classes.
- ✓ Peer observations and professional dialogue have supported collegiate understanding of what makes a good lesson.
- ✓ Pupil focus groups were all able to articulate the purpose of WALT/WILF or LI/SC and the type of questioning and feedback strategies used in their classes.
- ✓ Good progress was made in this area.

ACEL DATA	2024	2023	2022	2021	2020	2019	2018
P1 P4 P7 Literacy	58 (^17%)	41	38	18	-	20	15
P1 P4 P7 Numeracy	68 (^25%)	43	44	24	-	48	28

Next steps:

- Continue to embed strategies implemented this session.
- Continue to carry out peer observations – looking inwards so staff can learn from and support each other.
- Carry out pedagogy observations in the ASG where exemplary practice has been identified – looking outwards and learning from others.
- Add further strategies into classes, identifying priorities from 'Power Up Your Pedagogy' and continue to engage in professional dialogue and current research which supports effective pedagogy – looking forwards to ensure learning supports the current and future needs of our children.

School Priority 2: Developing Learner Participation Across the School

Purpose: To raise attainment and achievement for our learners at Raigmore by improving outcomes through the development of learner participation across the school.

"There is now considerable evidence from research that supports the view that addressing learner participation makes for effective policy making, enhances school life, and improves a range of outcomes for learners. A recent Scottish study has shown that schools achieving better than expected exam results, given their catchments in areas of deprivation, were all making comprehensive efforts to address learner participation across school life."

Learner Participation in Educational Settings (Education Scotland) p.4

Progress:

- ✓ Increased opportunities for whole school participation across the '4 Arenas'.
 - Learning, teaching and assessment
 - Personal achievement
 - Decision making groups
 - Wider community
- ✓ Pupil Leadership Groups established with clear action plans in place.
- ✓ Representation from P1 – P7 in all Pupil Leadership Groups.
- ✓ Regular Opportunities for whole school decision making through 'Dotmocracies', surveys and challenges.
- ✓ Greater skills focus - Listening and Talking – how pupil voice can impact the school, respecting others' opinions, building on the comments of others, taking turns, presenting in front of larger audiences.
- ✓ Improved understanding within staff of the '4 Arenas' of Learner Participation.
- ✓ Clear self-evaluation (staff, pupils and parents) of Learner Participation in the school with next steps.

Impact:

- ✓ Attainment in Literacy and Numeracy has improved.
- ✓ P1|P4|P7 Literacy attainment up by 17% overall.
- ✓ P1|P4|P7 Numeracy attainment up by 25% overall.
- ✓ Children are contributing and developing their ideas within their groups, showing increased motivation to engage in the wider life of the school.
- ✓ Children who struggle to engage in the classroom environment are leading learning in the small, mixed age/stage/ability pupil leadership groups.
- ✓ Our Eco Group – The Climate Club – has started a Food Waste project which now involves senior catering leaders with Highland Council and all primary schools within our ASG.
- ✓ Opportunities for personal achievement have increased across the school.
- ✓ Opportunities to engage in the wider school community have increased.

ACEL DATA	2024	2023	2022	2021	2020	2019	2018
P1 P4 P7 Literacy	58 (^17%)	41	38	18	-	20	15
P1 P4 P7 Numeracy	68 (^25%)	43	44	24	-	48	28

Next steps:

- Engaging more widely with the 7 Principles of Participation (linking with Rights Respecting Schools).
- Being more explicit around the '4 Arenas' by including a newly created format into the profiles.

- Pedagogy Focus - Looking at Learner Participation during class observations – with regular opportunities for pupils, parents and staff to reflect on this.
- Look at the timings of the pupil leadership groups so the whole school can be actively involved at the same time.
- Invite a community and parent representative to join each group to help increase community involvement.
- Devise a way to track 'Out of School Achievements' which are currently collated in Google Forms in each Google Classroom and in profiles.
- Involve the pupils in how they would like their achievements to be recognised and celebrated.
- Increase number of open days throughout the school year which include wider community input – e.g. Information points/stands hosted by local organisations at parent appointments.
- Develop the Sports Leaders group and action plan towards the Silver School Sports Award as this was not completed due to staff absence.

School Priority 3: Interdisciplinary Learning

Purpose: To raise attainment and achievement for our learners at Raigmore by improving outcomes through the development of Interdisciplinary Learning across the school.

To further open up the curriculum (following the 'COVID Recovery Curriculum') to ensure progression in all areas of the curriculum and extending cross curricular opportunities. Create and implement a more robust approach to IDL to ensure all children have the best opportunity to develop their knowledge and skills and to work together to apply their knowledge and skills to solve new problems and answer new questions. Our development of IDL will also go hand in hand with our focus this session of Learner Participation.

Progress:

- ✓ Curriculum map in place for the school year.
- ✓ IDL planner in place for each term, incorporating Es&Os, highlighted key learning, relevant contexts, Global Goals, UNCRC, Skills development, 4 Capacities and 4 Contexts for learning.
- ✓ Big Questions created collegiately each term to match the learning context and maintain relevance.
- ✓ Children assessed on the application of their new knowledge and skills through a 'say, make, write, do' assessment.
- ✓ 4 Capacities celebrated in class and at weekly assemblies.
- ✓ Children involved in IDL planning, at the planning stages, through a 'knowledge harvest'.
- ✓ More explicit links to the 4 contexts for learning.
- ✓ Parent and pupil feedback form created to share at the end of each assessed IDL activity.

Impact:

- ✓ Attainment in Literacy and Numeracy has improved.
- ✓ P1|P4|P7 Literacy attainment up by 17% overall.
- ✓ P1|P4|P7 Numeracy attainment up by 25% overall.
- ✓ Improved opportunities for personal achievement and the links with the wider community.
- ✓ Increased confidence in staff to plan for, deliver and assess IDL opportunities.
- ✓ Improved stage planning and whole school planning.

ACEL DATA	2024	2023	2022	2021	2020	2019	2018
P1 P4 P7 Literacy	58 (^17%)	41	38	18	-	20	15
P1 P4 P7 Numeracy	68 (^25%)	43	44	24	-	48	28

Next steps:

- Create discreet planners for Es&Os not covered in IDL.
- Complete RME planner to ensure experiences represent the diversity of the school community.
- Improve parental engagement with the IDL assessment feedback form

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

Literacy and Numeracy Attainment Data

READING

26 children - 74% of the target group moved up a level in Reading.

- 6 children - 17% of the target group are refugees who have more recently joined the school. Although they are making progress, they have not yet moved up a level in reading.
- 2 children - 6% of the target group have significant Additional Support Needs and have not yet moved up a level in reading.
- 1 child - 3% of the target group has low attendance and SW/CSW intervention and has not yet moved up a level in reading.

LISTENING & TALKING

26 children - 74% of the target group have moved up a level in L&T.

- 5 children - 14% of the target group are refugees who have more recently joined the school. Although they are making progress, they have not yet moved up a level in L&T.
- 3 children - 9% of the target group have significant Additional Support Needs and have not yet moved up a level in L&T.
- 1 child - 3% of the target group has low attendance and SW/CSW intervention and has not yet moved up a level in L&T.

WRITING

26 children - 74% of the target group have moved up a level in L&T.

- 5 children - 14% of the target group are refugees who have more recently joined the school. Although they are making progress, they have not yet moved up a level in L&T.
- 3 children - 9% of the target group have significant Additional Support Needs and have not yet moved up a level in L&T.
- 1 child - 3% of the target group has low attendance and SW/CSW intervention and has not yet moved up a level in L&T.

Boxall Profiles

21 children from the target group were identified as needing a Boxall Profile.

Due to staffing constraints, we could not run our Nurture groups for the most of term 4. Therefore, we could not assess any further progress made against the Boxalls beyond the evaluation point in March. At that date, progress was as follows:

9/21 (43%) – Moved up one position in the Red, Amber, Green (RAG) scale.

7/21 (33%) – Made noticeable progress within the scale they were working on but didn't move up to the next one.

3/21 (14%) – Made no progress

2/21 (10%) – Did not get to complete the work started.

Other

- The children have benefitted from author, poet and librarian visits. As well as visits to the local library.
- The children have been involved in decorating and stocking the library.
- 'Ready Reader' Awards have been given to the children monthly.
- The children have all been given Reading Journals with the best examples being awarded a prize each term.
- 87% of children surveyed said they enjoyed reading.
- An Outdoor Learning Progression has also been created which will support continued learning opportunities in the outdoors, making the learning relevant and progressive across the CfE levels.
- The children created an anti-bullying leaflet which feeds into our whole school Positive Relationships and Anti-Bullying Policy.
- All Pupil Leadership Groups and classes have led their own assemblies.
- Whole school participation through surveys and 'Dotmocracies'
- New initiatives throughout the school to support our school values – e.g. Class Kindness Award, INCLUDE Award.
- 100% of the children in school can identify a trusted adult.
- All P7 children with a Child's Plan attended their Child's Plan meeting in October 2023.
- All P4 to P7 children entitled to PEF with a Child's Plan were able to describe the support they are given in school ranging from brain breaks, soft starts and ASNT support.
- 100% were able to talk about the wellbeing indicators and what indicators they feel their child's plan focuses on.
- All have been involved in adding to their child's view section in the Child's Plan.

PEF - Attainment 2024/25 – Target Group (35) / Rest of the school (116)

Gone up a level from August 2023 – June 2024 (e.g., * to ** or ** to ***)

Subject	Reading PEF	Reading Rest of school	Writing PEF	Writing Rest of school	L&T PEF	L&T Rest of school	Numeracy PEF	Numeracy Rest
Total	26/35	113/116	25/35	114/116	26/35	114/116	27/35	114/116
	74%	97%	71%	98%	74%	98%	77%	98%

Wider achievements

Coileanaidhean nas fharsainghe

A selection of wider achievements are outlined below:

Our ukulele band and choir performed at the P&J Christmas Concert.
Our ukulele band won a certificate of merit at the Inverness Music Festival.
All P4 to P7 children engaged with the John Muir Award.
P1 & P2 collected and delivered good-condition toys to the Wimberley Way community centre.
P3 performed Christmas Carols and delivered Christmas cards at Raigmore Hospital.
P4 collected and donated items the Inverness food Bank.
P5 hosted the Christmas Concerts for the 'Cheerful Chesters' local community group.
P6 made up and delivered care packages to out elderly members of the community.
P7 hosted a Christmas Fayre for the whole school community.
ELC and P1 worked in partnership with Millburn students as part of the Growing2gether programme.
P7s fundraised for their residential trip through bucket collecting, raffles and community competitions.
P7s volunteered at the Loch Ness Marathon.
Notable progress has been made towards our Reading Schools Accreditation.
Notable progress has been made towards our Eco Schools Green Flag.
Notable progress has been made towards our Rights Respecting Schools Silver Award.
P6 and P7 successfully engaged in STEM workshops at the UHI.
Our school community 'Mad Hatters Tea Party' was well attended by families.
Our school community 'MacMillan Coffee Morning' raised funds for the MacMillan Cancer Charity.
Our Raigy Forces created a digital 'Welcome to Highlands' book to welcome children across Highland.
Our Climate Club engaged Highland Council Catering leaders and our whole ASG in a Food Waste project.
The whole school performed at our whole school Christmas Concert.
After school basketball club, led by class teacher.
After school shinty club with out of school competitions, led by class teacher.

Comments from learners, families, stakeholders and staff

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

Learners:

'We have learned how to share and build on ideas'.
'We know who we can talk to if we need help'.
'We are learning to stop food waste'.
'We are reading more'.
'We are speaking on front of different people'.
'We know more about our rights'.
'We help and care for others'.
'We have learned how education can help us achieve our goals'.
'We are better at taking turns in conversations'.
'We enjoy mixing with the other classes'.
'The assemblies are our most successful event'.

Parents:

'Independence and confidence in performing in front of different audiences has increased'.
'Communications skills and trying new things has improved'.
'The children are learning to be more comfortable around others'.
'They are learning more about the environment and how to protect it'.
'The children enjoy being part of something so special'.
'Homework allows me to engage with their learning and how they are doing at home'.

Staff

'Learners are more engaged in lessons'.
'The children enjoy working with peers across the stages'.
'They are beginning to learn how their voices can impact the school'.
'They are more respectful of the opinions of others'.
'The children are more aware of diversity'.

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

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

Priority 1: Raising Attainment in Literacy
Priority 2: Raising Attainment in Numeracy

Planning ahead

A' planadh air adhart

Full details of the school's 2024/25 improvement priorities and actions are detailed on the school improvement plan, which can be accessed by contacting the school office.