

Standards and Quality Report (SQR)

Session 2025 to 2026



School or setting: Blackford Primary School

Sector: Primary

Date: 02.06.26

Headteacher: Laura Fowler

1. Context of the school or setting

Blackford Primary School is a small rural school in Perth and Kinross with a current roll of 52 children from Primary 1 to Primary 7. It serves the local village and surrounding area, with strong links between the school, families and wider community.

Our 3 classes are multi-composite, P1/2, P3/4/5, P6/7 allowing staff to know children well and respond to individual needs; it is noted, however that small cohort sizes can lead to variability in attainment data. The proportion of children with additional support needs is high (51%) and has increased in recent years.

Over the past session, the school has focused on improving learning, teaching and assessment, particularly in literacy, alongside strengthening inclusive, nurturing approaches and the use of data to support progress.

2. Vision, values and aims

Blackford Primary School is committed to providing a nurturing, inclusive and engaging learning environment where every child is supported to achieve their full potential. We have high expectations for all our learners. Our vision places the wellbeing, rights and individual needs of all learners at the centre of school life, underpinned by our strong focus on positive relationships, inclusion and equity.

Our Values

honest, helpful, fair, caring, gentle, kind and wise

These values are embedded in daily practice through high-quality learning and teaching, pupil leadership opportunities and strong partnerships with families and the wider community.

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Our aims

- To promote a welcoming environment where our children are happy, safe, confident, responsible and caring; encouraging self-discipline, independence and respect for themselves and others
- To promote opportunities for active, cooperative and independent learning through effective teaching
- To work in partnership with families, carers and the wider community to provide high quality, meaningful learning experiences and to encourage and promote a lifelong, positive approach to health and wellbeing
- To support children to be resilient, and to realise and achieve their full potential, recognising attainment and achievement.

Our aims focus on achieving consistently high standards in learning and teaching, improving outcomes for all learners, and reducing barriers linked to additional support needs and socio-economic context. This is reflected in our ongoing improvement work to strengthen consistency in practice, use of data to inform improvement, and the development of inclusive and nurturing approaches across the school.

Recognising changes in our school context, including increasing levels of additional support needs and evolving societal demands, our vision, values and aims will be reviewed in session 2026–2027 in partnership with pupils, staff, families and stakeholders to ensure they remain relevant, inclusive and ambitious for all learners.

3. Attendance, attainment and achievement

Attendance

Whole-session attendance has shown a positive trend over time, increasing from 91% in 2023/24 to 94% in 2024/25, and remaining strong at 93% in 2025/26, which is 1.7% above the local authority average.

Attainment

During 2025/26, all P7 pupils attained second level in listening and talking, reading, writing and numeracy with some children experiencing third level in numeracy and reading. In P4, all learners achieved first level in listening and talking and writing and the majority of learners achieving their expected levels in reading and numeracy. In P1 all pupils attained early level in literacy and numeracy. Staff make effective use of assessment and their shared understanding of standards to make confident and professional judgements about how well children are learning and progressing. At all stages, children who are not attaining their expected levels receive additional support to meet their assessed needs and are all making progress.

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Achievement

A wide range of wider achievement opportunities enhances learners' engagement, confidence and skills development. Targeted use of PEF has increased motivation and participation, particularly through creative learning experiences and 1:1 support in literacy and numeracy, resulting in improved engagement for identified learners. Community and parent volunteers support reading and numeracy, contributing to increased enjoyment and progress in key skills.

Community partnerships further enrich provision, including partnerships with Gleneagles House, Blackford Parish Church, NSPCC, Skills Development Scotland, Parent Council, Perthshire Community Action Team, Andys Man Club Mental Health Charity. Community and parent volunteers support reading and numeracy, contributing to increased enjoyment and progress in key skills.

Learners benefit from a strong focus on inclusion and personalised support. To develop the NIF priorities of human rights and improving health and wellbeing, the school is taking part in the local authority's Nurture Schools Programme. Our development of Nurture Principle 4- language is communication – has led to increased use of visuals to support learners and targets, bespoke educational programmes that include sensory approaches, outdoor learning and flexible timetabling. This enables children with additional support needs to access learning more effectively and experience success. Improved identification and tracking of ASN ensures that support is well targeted, responsive and progress is celebrated.

The school promotes achievement across a broad range of areas. New opportunities for accreditation through programmes such as the Natural Health Award (19 learners P1/2), School Sports Award (whole school) and We Make Music Award (whole school) supports learners to recognise and celebrate their achievements from an early stage.

The school has provided a wide range of opportunities, both within and out with the school day. A small selection is included below:

- Lunch time and after school clubs: ukulele, athletics, coding, fitness, chess, origami, gardening, rounders.
- Health Week activities
- Opportunities for learners to represent the school in events such as county sports, enterprising math challenge, rotary quiz, Euro quiz, community lunches singalongs, Blackford Highland Games
- Forest Schools and creativity programs

4. Learning

This year class teachers continued to adapt our three-year curriculum plan with a key focus on high quality learning and teaching and increasing wellbeing. A key focus on reading has seen developments in creativity and innovative learning experiences across all levels. Developments in nurturing approaches has seen impactful improvements to our learning environments with cosy reading nooks and a new school library. Community links have been strong with parents, local

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businesses and organisations supporting and leading learning and teaching. Highlights of our learning this year include:

- Links with Gleneagles House Estates
- Youth Music Initiative whole school music lessons
- Books, Bears and Biscuits reading events and workshops
- Increased pupil engagement by revising our approaches to pupil leadership and partnerships

Increased wellbeing across the school is demonstrated through consistently positive improvements in pupil responses within the Glasgow Wellbeing and Motivation Tool, indicating enhanced confidence, engagement and sense of belonging.

5. Leadership

Children

Learners have regular opportunities to develop their leadership skills and confidence. Pupil roles are linked to areas of our quality improvement plan; P3 and P5 reading ambassadors, P7 nurture ambassadors, House Captains, P6 and 7 sports leaders and P1-7 pupil council have been at the centre of delivering change. All pupils are encouraged to take on classroom roles. Opportunities such as paired reading, peer mediation, are strengthening learners' confidence, responsibility and contribution to the school community. Ongoing development of approaches to tracking wider achievement and refreshing pupil leadership ensures that all learners are supported to recognise, articulate and extend their skills across the curriculum and beyond, leading to increased participation, confidence and inclusion.

Parents/ carers

All parents have continued to show their support for the school by participating in activities on and communicating through our digital platforms. Parents have evaluated our work by engaging in activities at parents' evenings, class assemblies, reading workshops and sharing the learning events. Feedback has informed continuous planning for improvement. The school's Parent Council have again helped to fund additional resources and experiences and worked alongside our P6/7s to support their successful bid for community funding for a project due to be delivered next session.

Staff

The Headteacher monitors learning and teaching at all stages to ensure appropriate pace and challenge for all pupils and to identify strengths and development needs. All staff in the school are professional, reflective, work well as a team and have all developed valuable leadership roles to further improvement. All teaching staff participate in regular collegiate activities and training as identified on the collegiate calendar. Staff regularly engage in a range of professional and collegiate learning, sharing developments and good practice. All staff have undertaken a range of development opportunities which are linked to the School Improvement Plan with impactful developments in nurture, learning and teaching in reading and writing, pupils' leadership and targeted programmes for identified children.

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6. Consultation process (statutory requirement)

Children

At key times across the year focus groups including children from P1-7 are involved in evaluation activities and whole school assemblies provide time for consultation and decision making such as the development of our new reading nooks, library and VIP room. Our Pupil Council is active and key to school improvement. All children have been involved in a participatory budgeting exercise where children voted on how to use a percentage of our Pupil Equity Fund spending.

Parents/ carers

Our parent consultation survey has informed improvements on how we communicate with our wider school community ensuring everyone is informed and able to support our learners well. Parent council meetings provide regular opportunities for parents to share views, contribute to decision making and be involved in school improvement. Targeted consultations of parents/carers of children with ASN has informed developments in learning environments, curriculum and individualised approaches to meeting learners' needs. Workshops, sharing the learning events and class assemblies ensure parents and carers visit the school building throughout the year. Ongoing dialogue through informal daily engagement, emails, newsletters and Learning Journals, enabling parents to provide feedback and raise queries.

Staff

Staff are actively consulted through a range of structured and ongoing approaches, including collegiate sessions, regular professional dialogue, tracking and attainment meetings, and HGIOS4 self-evaluation activities, where staff reflect on practice and contribute to improvement priorities; this is further strengthened through staff surveys, PRD processes and feedback from learning visits and observations, ensuring that staff voice meaningfully informs school improvement and supports a culture of shared leadership. Overall, this session has evidenced increased staff confidence and consistency in practice with improved outcomes for learners.

7. Overall evaluation of capacity for continuous improvement

The Blackford Primary School team demonstrates a strong capacity for continuous improvement. Positive, respectful relationships across the school community, including increasing parental support and engagement, underpin a clear and shared commitment to improvement. A collaborative culture is evident, with staff at all levels reflecting critically on practice, responding constructively to feedback and working together to improve outcomes for all learners.

Quality Indicators	Grade
1.3 Leadership of Change	Good
2.3 Learning, Teaching and Assessment	Good
3.1 Ensuring wellbeing, equity and inclusion	Good
3.2 Raising attainment and achievement	Good

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8. Improvement priorities for Session 2026 to 2027

Learning and Teaching Ensure high-quality learning and teaching for all children within an engaging and relevant curriculum; continue development of Blackford Primary School guides to learning and teaching to ensure consistency, progression and improvement

Equity and Inclusion Enhance children's learning and progression by embedding a consistent, whole-school approach to Nurture

Leadership of Change Continue developing approaches to assessment, moderation and learner profiles

LMG Priority 2026-27

By June 2027, all LMG schools will have introduced a consistent learner profiling approach using My WOW, enabling learners to articulate their skills and progress, with staff implementing agreed approaches to ensure consistency and support transition into S1.