

Standards and Quality Report (SQR)

Session 2025 to 2026

School or setting: Cleish Primary School
Sector: Primary
Date: June 2026
Headteacher: Louise Cribbin



1. Context of the school or setting

Cleish Primary School is a small rural school with 34 pupils across two multi-composite classes. Our school serves a diverse community, and we pride ourselves on knowing our children and families well. This enables us to provide a supportive, inclusive environment where every child is valued and encouraged to succeed.

2. Vision, values and aims

Cleish Primary School has a strong caring and nurturing ethos. Staff work closely with families and partner services to ensure that all children feel included, supported and able to engage in their learning. Our shared values of Respect, Responsibility, Fairness, Kindness and Inclusion underpin everything we do. Our vision is to be a school where everyone feels valued, respected and included, and where children develop the confidence, skills and understanding needed to become lifelong learners and responsible citizens. We are currently reviewing our vision and values in partnership with our school community to ensure they continue to reflect our shared aspirations.

3. Attendance, attainment and achievement

Attendance this session is 84%, which is below national expectations. We continue to work closely with families to support regular attendance, ensuring children feel happy, included and ready to learn each day. Improving attendance remains an important priority moving forward.

A review of the attainment data across the school, from Primary 1, 4 and 7 highlighted that:

- Most learners achieved expected levels in listening and talking.
- Most learners achieved expected levels in reading.
- The majority of learners achieved the expected levels in numeracy.
- A minority of learners achieved expected levels in writing.
- A minority of children are achieving beyond national expectations.

Overall, all children are making steady progress in their learning. Listening and talking, and reading, are particular strengths across the school. Recent improvements to reading approaches are already beginning to have a positive impact. Writing and numeracy continue to be key priorities, and we are working to ensure that all children are supported to achieve their full potential.

Through self evaluation we have graded ourselves.		Grade
1.3	Leadership of Change	Good
2.3	Learning, Teaching and Assessment	Good
3.1	Ensuring Wellbeing, Equity & Inclusion	Good
3.2	Raising Attainment and Achievement	Good

Achievement

Children at Cleish Primary have many opportunities to achieve both within and beyond the classroom. Almost all children report that they are proud of their achievements, and we celebrate success regularly through assemblies, class sharing and our 'Cleish Community of Success' display.

This session, all children participated in Sports Day, performed Scots poetry to celebrate Burns, and took part in our school show, Robin and the Sherwood Hoodies. Some pupils also represented the school at events such as the Cricket Festival, Cross Country and Bikeability training. These experiences help children build confidence, develop new skills and enjoy success in a variety of ways.

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4. Learning

Learning and teaching across the school is good. Most children are engaged in their learning, feel supported, and are motivated to succeed. A strong nurturing ethos and positive relationships between staff and pupils are key strengths of our school. Children benefit from a range of engaging learning experiences, including play-based learning, interdisciplinary projects and the use of digital technology. Almost all pupils report that teachers explain learning clearly and provide support when learning becomes challenging.

Staff have participated in professional learning through the PKC Numeracy Schools Programme, which is helping to strengthen approaches to numeracy, particularly in the upper stages. Pupil Equity Funding has been used effectively to support literacy. The introduction of a new reading scheme has brought greater consistency across the school and is helping most children to make good progress. Funding has also supported equitable access to school trips and wider learning experiences.

As part of our quality improvement activity next session, we will develop further consistency in learning and teaching across all stages. Improving approaches to feedback, assessment, phonics and spelling will help children better understand their progress and next steps in learning.

5. Leadership

Leadership within Cleish Primary is positive and collaborative. Staff work closely together and are committed to improving outcomes for all learners. Professional learning is clearly linked to school priorities, and staff have a shared understanding of strengths and areas for development.

Children contribute to school life through assemblies and discussions, and we are continuing to develop opportunities for pupil voice and leadership. Increasing children's involvement in decision-making and school improvement is an important next step.

Our self-evaluation processes are thoughtful and evidence-based, drawing on feedback from pupils, staff and families. This ensures that our improvement priorities are well targeted and responsive to the needs of our school community.

6. Consultation process (statutory requirement)

Our improvement journey is supported by regular consultation with our Parent Council, Friends of Cleish School, learners and staff. Our Parent Council and Friends of Cleish School Group play an important role in supporting the school, encouraging family involvement and organising fundraising activities. We are very grateful for the continued support of our school community.

7. Overall evaluation of capacity for continuous improvement

Cleish Primary School is well placed to continue improving. Staff work closely together to reflect on what is working well and identify areas for further development. There is a strong commitment to providing a nurturing and inclusive environment where all children can succeed.

Self-evaluation is effective, and our improvement priorities are clearly focused on raising attainment, strengthening learning and teaching, and increasing pupil participation. By continuing to work in partnership with families, we are confident in our ability to build on our strengths and support all learners to achieve their full potential.

Improvement priorities for Session 2026 to 2027

- Further develop whole-school approaches to feedback so that children clearly understand their learning and next steps, supporting improved progress in writing and numeracy.
- Improve attendance by continuing to work closely with families to support regular school attendance and ensure all children feel included and supported.
- Strengthen pupil participation by providing more opportunities for children to share their views and play an active role in school improvement.