

10 February 2026

Dear Parent/Carer

In November 2023, HM Inspectors published a letter on Raigmore Primary School and Nursery Class. The letter set out a number of areas for improvement which we agreed with the school and The Highland Council. We subsequently returned to the school to look at how it had continued to improve its work, and published another letter in December 2024. Recently, as you may know, we visited the school again. During our visit, we talked to children and worked closely with the headteacher and staff. We heard from the headteacher and other staff about the steps the school has taken to improve. We looked at particular areas that had been identified in the original inspection and at other aspects of the school's work, as proposed by the headteacher. As a result, we were able to find out about the progress the school has made and how well this is supporting children's learning and achievements. This letter sets out what we found.

Senior leaders should improve the strategic leadership of the school and nursery. They need to review progress towards school improvement regularly throughout the year and keep track of how well changes led to improvement.

Overall, there has been strong progress in taking forward this area for improvement in both the school and nursery.

The strong leadership of the headteacher, supported very well by the depute headteacher, is driving forward significant improvements in the school and nursery. Senior leaders have increased the pace of improvement work across the school and nursery. Together, staff have implemented clear plans to address identified areas for improvement in both the school and nursery. Staff have been well supported by local authority officers in addressing areas for improvement in both the school and nursery.

The headteacher has developed a clear improvement plan, action plan and quality assurance calendar for the school and nursery. These support all staff to discuss, agree and work well together towards implementing change and improvement.

Senior leaders have continued to extend opportunities for children to share their views about how to improve the school. They take these into account when making changes. Staff support parents who are new to English well by using translation applications to minimise any barriers to communication. Parents welcome these positive changes. Senior leaders have established a Parent Council since the last inspection. Positively, a number of parents from across the school attended the recent Parent Council meeting. The Parent Council is now working in partnership well with the school.

In the nursery, senior leaders and practitioners have benefitted from ongoing helpful advice and guidance from early years colleagues in the local authority. This has supported effectively, continued improvements across the nursery. Senior leaders have used additional



funding to purchase new resources to improve the nursery learning environment such as play equipment and furnishings. This is enabling children to be more engaged in play experiences across the nursery. Practitioners have worked effectively together to make very positive improvements to children's experiences and outcomes.

All practitioners undertake enthusiastically, leadership roles across the nursery. This has led to improvements in learning spaces, literacy and numeracy experiences and in developing learning through play outdoors. As a result, all staff are contributing effectively to improving the nursery.

The headteacher, supported very well by the staff team, is improving the work of the school and nursery. Together, they are in a strong position to continue to make planned improvements in line with the school improvement plans.

All staff should work together to improve the quality and consistency of learning, teaching and assessment across the school and nursery. Teachers and practitioners should make sure learning activities are motivating, well matched to each child's needs and build on prior learning. In the nursery, staff should also improve the quality of the learning environment, both indoors and outdoors.

Overall, there has been positive progress in taking forward this area for improvement across the school and nursery.

In the school, staff continue to make effective progress in improving the quality and consistency of learning, teaching and assessment. Teachers plan learning activities which are motivating for children and are at the right level of difficulty. They consider ways to support all children to engage in learning appropriate to them. For example, teachers use visual supports effectively to ensure children understand the task. Support staff work very well to help children to engage in learning and staff use nurture spaces and resources to help reduce barriers to learning. Staff have improved approaches to teaching reading and writing. Almost all children engage well in daily reading and literacy tasks. This is resulting in improved attainment for children.

Staff developed a helpful assessment calendar which ensures a consistent and improved approach to assessment across the school. Staff's well-considered approaches to assessment are helping them to evidence more clearly children's progress. Staff use assessment more effectively to help them to plan appropriate next steps in learning.

All children benefit from warm, nurturing relationships with practitioners in the nursery. Staff provide quality, open ended learning experiences using provocations appropriately to maintain and extend their learning. Children enjoy increased levels of responsibility when using the outdoor space. Children enjoy sustained play in new areas such as loose parts, the water and mud kitchen area and the investigation station. These opportunities support children to build skills and develop their curiosity and creativity. As a result, children are focussed, engaged and motivated as they play together indoors and outdoors. Practitioners carefully observe and monitor children's engagement in outdoor and indoor activity.

Practitioners have also led well-considered improvements to learning opportunities indoors. They have adapted spaces successfully and improved approaches to provide more effective activities for learning. As a result, children learn in a calm, relaxed and more engaging environment. They should continue to develop this further and use all observations to adapt environments based on children's interest levels.

Since the last inspection, practitioners have worked together to make improvements to planning. This is leading to a better balance of child-led and adult-initiated experiences which are better matched to children's needs. Senior leaders and practitioners should continue as planned to reflect on and refine their approaches to planning.

Senior leaders should ensure all children with additional support needs have clear plans in place, that are reviewed and updated regularly. The role of class teachers should be strengthened in meeting all learners needs.

Across the school and nursery, there has been significant progress in this area of development.

All staff have highly nurturing and trusting relationships with children. They know children and families very well, which is helping them to be flexible and to meet children's needs well. There is a highly diverse and unique school community with children speaking over 24 languages across the school. Children represent a wide range of cultures and backgrounds and have a variety of interests, needs and skills. The staff team and children provide a highly inclusive learning environment and culture. Together, they have created a warm and welcoming ethos.

Since the previous inspection, senior leaders have strengthened their overview of additional support needs across both the school and nursery. They use information about children's needs, targets and the agreed strategies more effectively. This is helping them to support children to engage well in class and make progress towards their targets. For example, staff use consistent language and appropriate resources effectively to support individuals. The depute headteacher meets with teachers termly to review the needs in the class. This supports teachers to plan learning which better meets the needs of children. Staff confidence in supporting children with English as an additional language has increased through their engagement in relevant professional learning. As a result, staff are more confident in helping reduce barriers for children, enabling them to make appropriate progress in learning. Staff work effectively with a range of partners to help meet children's needs. This includes close working with armed forces partners in the local area to support children whose parents are in the forces. Parents and children are also more fully involved in planning and reviewing the support provided. As a result, children report feeling included and valued in decisions about their learning.

In the nursery, senior leaders collate all relevant information relating to children who require additional support with their learning in detailed overviews. All children in nursery have personal care plans which staff update regularly alongside parents to reflect their changing needs. As a result, children's needs are met well in the nursery.

Staff are increasingly confident in meeting children's needs across the school and nursery. They are well-placed to continue to build on this positive progress.

All staff should have a clear focus on raising attainment of all children across the school and nursery. Senior leaders and staff across the school and nursery should use information on children's progress more effectively to raise attainment in literacy and numeracy.

The headteacher has ensured all staff have a clear focus on improving children's attainment in literacy and numeracy in the school. Teachers have developed well their approaches to teaching literacy and numeracy over the last two sessions. This helps to provide children with strong foundations in literacy and numeracy to build on as they progress through the school.

Senior leaders meet termly with class teachers to review all children's progress and attainment in literacy and numeracy. All teachers demonstrate increasing confidence in discussing children's attainment and next steps in learning. The school's data for June 2025 shows a continuing improvement in attainment over time in literacy and numeracy.

Across the nursery, most children make satisfactory progress. Senior leaders have introduced systems to support tracking of children's progress in literacy, numeracy and key stages of development. Practitioners use data from developmental overviews carefully to inform planning and next steps for children. Senior leaders and staff meet three times a year to review progress, identify gaps in learning and plan next steps for children. Practitioners have used information on children's progress well to provide increased opportunities to develop children's literacy and numeracy skills. Senior leaders are aware there is scope to increase further, opportunities to accelerate progress in literacy and numeracy through more targeted approaches during learning experiences. Children with English as an additional language are making increased progress through a targeted intervention to develop their language acquisition.

What happens next?

The school has made good progress since the original inspection. We are confident that the school has the capacity to continue to improve and so we will make no more visits in connection with this inspection. The Highland Council will inform parents about the school's progress as part of its arrangements for reporting on the quality of its schools.

Nicola Drew
HM Inspector

On behalf of His Majesty's Chief Inspector of Education in Scotland.