ARDVRECK SCHOOL

BOARDING & DAY PREP SCHOOL FOR CHILDREN AGES 3-16 YEARS

SUMMARY OF HMIE REPORT 2026

Academic & Adventurous Education in the Foothills of the Scottish Highlands

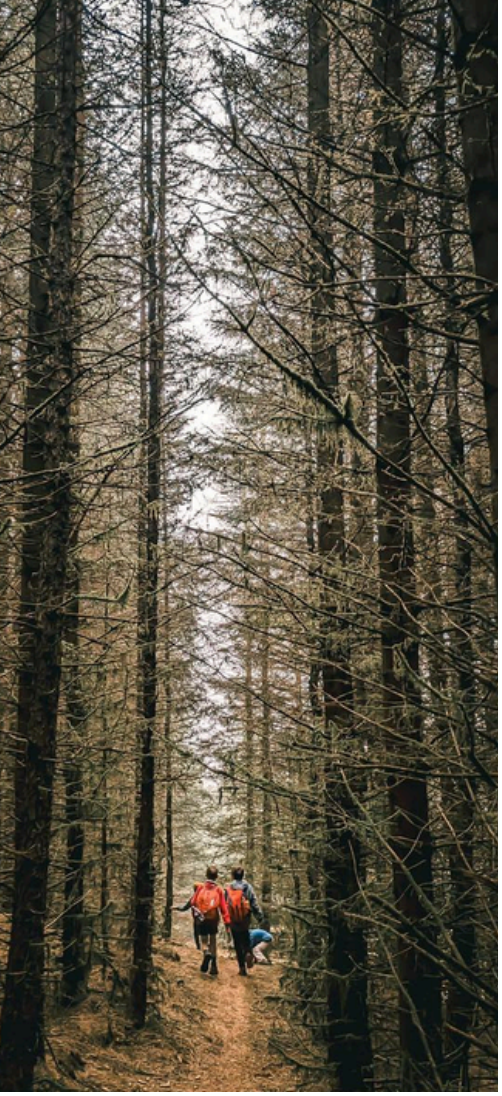




INTRODUCTION FROM MR PETER GRANT

I am delighted to share with you the findings from our recent HMIE visit. The team of inspectors has highlighted so many positive things about our school and I listened to their findings in our final meeting with a real sense of pride. They highlighted the highly inclusive and supportive learning environment, very high levels of attainment and achievement and how well supported Senior pupils are throughout the process of leaving school, choosing their next school and preparing for Common Entrance examinations.

The report is a ringing endorsement of all we do as a school and I have no doubt you will enjoy reading the inspection team's findings.



ARDVRECK'S STRENGTH



The inspectors recognised that the Ardvreck staff provide children with high levels of support and encouragement within the context of the unique identity and distinctive ethos of the school, while noting that the children are happy, well mannered, kind and enthusiastic.

The report highlighted that all children learn and achieve within a highly supportive and inclusive learning environment.

The inspectors reported that the pupils exemplify the school values of altruism, gratitude and integrity, demonstrating a 'can do' attitude and an adventurous competitive spirit.

It was also noted that the children respond very well to shared expectations for high standards of effort, behaviour and achievement and identified that Ardvreck pupils are proud to describe themselves as 'feisty, fantastic, academic achievers'.

"LED VERY PURPOSEFULLY BY THE HEADMASTER, STAFF AND CHILDREN WORK TOGETHER EFFECTIVELY TO SUSTAIN A STRONG COMMUNITY ETHOS ACROSS THE SCHOOL."

LEARNING & TEACHING

ARDVRECK PROVIDES
"CHILDREN WITH OPPORTUNITIES FOR WIDER ACHIEVEMENT WITHIN AND BEYOND THE CLASSROOM"



The inspectors reported that staff made very effective use of Ardvreck's learning environment and extensive grounds to enhance their pupil's learning which provided children with opportunities for wider achievement within and beyond the classroom.

The report identified that Ardvreck's Senior leaders and staff design learning thoughtfully to develop children's attributes, talents, skills and abilities, facilitators that are embedded across a range of curricular, co-curricular and extracurricular activities, within and outwith the school day.

The report observed that children develop strong oracy skills through participation in school plays, debates, recitals and assemblies. Children are highly engaged in all aspects of school life, listening attentively to adults and peers and contributing confidently and enthusiastically in everything they do.



"THIS BESPOKE APPROACH SUPPORTS CHILDREN VERY WELL TO MAKE STRONG PROGRESS WITH THEIR LEARNING ACROSS THE CURRICULUM."

The report highlighted the fact that across the school, children receive a structured programme of learning and teaching in small classes from form tutors and subject specialists. All children benefit from teaching from specialists in art, music, French and outdoor learning.

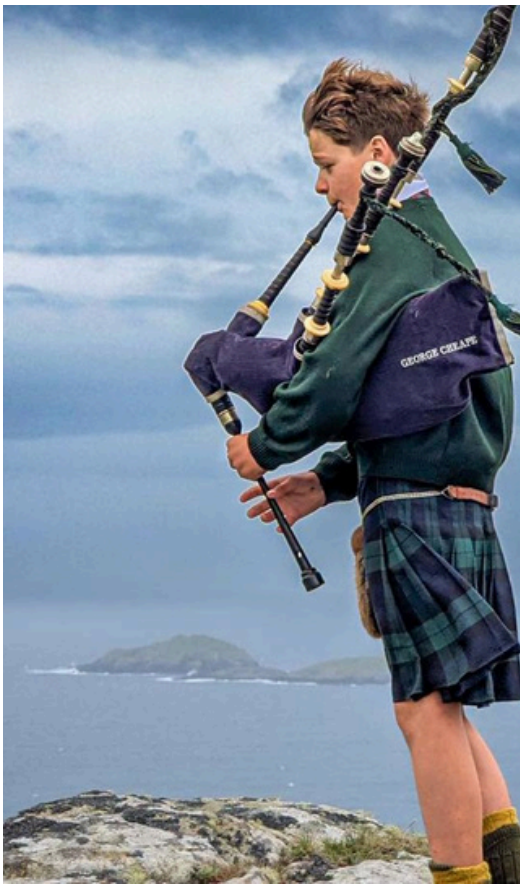
The inspectors noted that children from Form 3 onwards experience a more extensive range of teaching from specialist teachers in science, Latin, geography, history, and theology, philosophy and religious studies.

While visiting Ardvreck School, the inspectors drew attention to how the Senior leaders maximise children's learning time very well to provide access to opportunities for children to be successful in a range of contexts.

The report mentioned the importance of how the Senior leaders supported staff to identify and share effective practice through the use of learning walks which was beginning to develop greater consistency of high-quality learning and teaching across the school.

"CHILDREN LEARN A RANGE OF STRATEGIES TO DEVELOP INDEPENDENCE IN LEARNING"







The report highlighted the fact that Senior leaders, form tutors, teachers and support for learning staff share and discuss information about individual children's progress at regular intervals. They adapt planning and support or challenge appropriately as required.

The inspectors recognised Ardvreck's Senior leaders, form tutors and teachers work very well with support for learning staff to analyse assessment information, which is used highly effectively to plan and deliver appropriate targeted approaches for each pupil.

Furthermore, it was highlighted that Ardvreck's Teachers make considered and effective use of digital technology as a tool to enhance teaching and support children's learning and progress. For example, teachers use virtual learning environments effectively to scaffold children's learning and share learning with parents.



WELLBEING, EQUALITY & INCLUSION

The report identified that Ardvreck's pupils enjoy highly positive and mutually respectful relations with each other and with staff, while staff promote positive approaches to recognising kindness, effort and achievement within a highly inclusive environment.

The inspectors noted that Ardvreck's children say that they feel safe in school within an environment where they are encouraged and supported to take risks.

The report emphasised that the staff foster a climate which encourages the children to undertake challenging activities where they themselves recognise whether they have the skills and confidence and are ready to participate. It was through these exciting and varied outdoor experiences, children develop considerable levels .

"CHILDREN ARE PROUD TO BELONG TO THEIR SCHOOL"







The report highlighted that the variety of sports and activities on offer enables children to discover areas of interest where they can experience success and build their confidence

It continues to emphasis how pupils participate daily in a broad range of activities that help them develop healthy lifestyles and support them to make informed choices.

The report continued to explain how their pupils have a strong understanding of the importance of being healthy, which was supported by the shared family-style mealtimes which promote healthy eating choices very well and are highly nurturing, sociable experiences for children and staff.

The inspectors drew attention to the children's enjoyment of regular exercise and the opportunities to develop their teamwork skills and subsequently how the pupils also engage successfully in activities beyond physical activity, such as choral singing, drama and debating. Staff provide diverse opportunities for children at all stages to work together.

"SENIOR LEADERS FOSTER AN INCLUSIVE APPROACH TO GAMES WHICH SUCCESSFULLY CHALLENGES STEREOTYPES AROUND PARTICIPATION IN SPORT AND PROMOTES EQUALITY IN SPORT."



The inspectors observed that staff demonstrated high levels of care for children as they knew the strengths and needs of children well and conducted regular and carefully constructed wellbeing surveys, form tutor interviews and 'check-ins'. From this the staff use the information gathered very effectively to support and improve children's overall wellbeing in class and in the wider life of the school.

The report highlighted that in addition, these processes support children to identify meaningfully their own strengths and challenges relating to their individual wellbeing and attainment. These approaches ensure children are well supported to develop a sense of responsibility towards themselves and others.

Furthermore, the inspectors drew attention to Ardvreck's well-structured and progressive personal, social and health and education (PSHE) programme that is supported very effectively by senior leaders and delivered by teachers.



"CHILDREN MODEL KINDNESS AND EMPATHY IN THEIR DAILY INTERACTIONS."

ARDVRECK NURSERY



CHILDREN ARE DEVELOPING A SOUND UNDERSTANDING OF THEIR OWN WELLBEING, WITH MOST CHILDREN RECOGNISING THE IMPORTANCE OF BEING SAFE, RESPECTED AND RESPONSIBLE.

The report observed that Ardvreck Nursery staff demonstrate warm, supportive interactions with children and respond effectively to their individual ideas and interests. The inspectors noted that the staff use purposeful conversation, commentary and questioning to extend children's thinking and support them to become confident, engaged and increasingly independent learners.

It was reported in the HMIE summary that the ethos of 'earth care, people care, fair share' underpins the work of the nursery.

The inspectors found that children in Ardvreck Nursery are becoming increasingly aware of the importance of caring for living things, and the importance of everyone being heard.



The report highlighted that the staff support children sensitively to manage their emotions and interactions with their peers. and as a result, children demonstrate respect for each other, sharing resources and taking turns in their play.

The report drew attention to how the children in Ardvreck Nursery benefit from a broad range of additional experiences, including music, dance and gymnastics, with specialist teachers and instructors. These experiences enhance children's confidence, creativity and physical development.



The inspectors continued to note that Ardvreck Nursery staff facilitate regular visits within the community to broaden children's experiences and strengthen their developing communication skills and sense of belonging.

"THERE IS A STRONG SENSE OF 'FAMILY' THAT SUPPORTS CHILDREN'S WELLBEING."



The report identified that Ardvreck Nursery staff treat each child as an individual which helps ensure everyone is included. Furthermore, it was reported that the staff know children and families very well and understand the socio-economic, cultural and linguistic context in which they live.

From this, the inspectors found that the Nursery staff have created an inclusive ethos that supports all children to access the right learning for them.



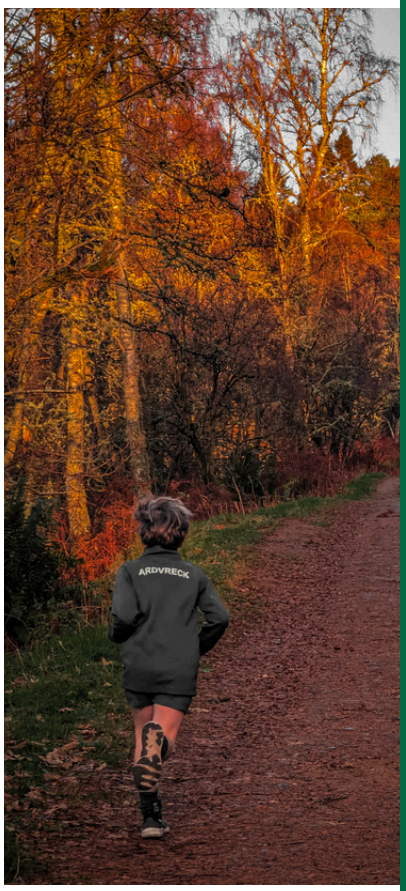


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ARDVRECK SCHOOL

Choosing an exceptional school for your child just got easier.





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HMIE