



STANDARDS AND QUALITY REPORT 2025-26

AITHISG INBHEAN IS CÀILEACHD

Balloch Primary School
PRIMARY/ELC



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 91%	75% - 90%	50% - 74%	15% - 49%	Up to 15%

School Profile

Pròifil na Sgoile

The following information can be found on [Parentzone 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
95.4%

Average Class Size
26

Meeting PE Target
Target Met

Pupil Numbers (inc nursery)
182 (+37 nursery)

Teacher Numbers
9

Pupil Teacher Ratio
20.2

N3 XX%	N4 XX%	P1 13.2%	P2 15.3%	P3 13.2%	P4 13.7%	P5 15.4%	P6 13.2%	P7 15.9%
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SIMD Q1¹ 0.016%	SIMD Q2 0%	SIMD Q3 0.16%	SIMD Q4 22%	SIMD Q5 55.5%	Unknown 0.05%
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ASN² 27.5%	No ASN 72.5%	FSM³ 9.9%	No FSM 90.1%	EAL⁴ 0.02%	No EAL 99.98%
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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

2024/25 Proportions of pupils achieving Curriculum for Excellence Levels (P1, P4, P7 combined):

Reading	Writing	Listening and talking	Numeracy
Most	Most	Almost all	Most

We have had no exclusions this year.

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

We have refreshed our values this year, which involved all pupils, parents and staff.

Our new values are Kindness, Respect, Honesty and Confidence.

We are currently refreshing our vision and aims, these will be shared with the whole school community in September 2026.

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 Improvement Plan Priority 1	
Summary of progress	Next steps
We have made good progress with this priority, we have refreshed our school values with input from pupils, parents and staff. The new values have been selected, shared with the school community and are now implemented across all classrooms.	Share our refreshed values, vision and aims with our children, parents and stakeholders. 'Unpack' our new values to ensure the children understand what they mean and are able to exemplify the values through the choices that they make.
We planned to update our curriculum rationale for our nursery and school with a clear framework about what we want for our children and how we plan to achieve this before sharing our new curriculum rationale with our whole community.	We did not have time to update our curriculum rationale, so we now plan to take this forward into 2026-2027.
Meta-skills are evident in the curriculum and school community. We have delivered assemblies on some of the individual meta-skills. The children are aware of some of the skills they are developing and the skills they need to succeed in the future. Most children are able to talk about the meta-skills. All staff use the IDL planners which include identifying the meta-skills they will focus on in that block of learning.	Continue to deliver and discuss the individual meta-skills with the children to enable them to discuss the skills they are developing during learner conversations.

Kindness Respect Honesty Confidence

All nursery staff have continued to develop outdoor learning. The outdoor spaces have been developed to ensure opportunities are available to all children for literacy and numeracy. P1 and P2 teachers have created a bank of resources packs to motivate learners. All teachers participated in outdoor learning peer observation lessons and SMT observation lessons. We planned to develop indoor and outdoor loose parts play across the school using the expertise of the nursery staff. Nursery will audit the curriculum to ensure high quality learning, teaching and assessment.	We will create outdoor resource bags to allow den building activities in the woods. Continue to create an outdoor learning bank of resources and ideas to deliver high quality learning, teaching and assessment outdoors. Continue to develop our confidence with teaching outdoor learning lessons. This will be carried forward into next year's SIP. This will be carried forward into next year's SIP.
Impact Most children are able to identify their new values, name them and are beginning to discuss what they mean. All parents have been informed of the new values and were fully involved in the selection process. Most children are able to explain the metaskills we have introduced and are able to recognise when they are using that skill. All nursery staff were involved in developing the outdoor learning spaces in nursery. All children have opportunities for numeracy and literacy learning outdoors and inside. A few teachers have created a bank of high quality outdoor learning resources. All children have benefitted from taking their learning outdoors more often. All class teachers participated in peer learning visits outdoors. All class teachers delivered an outdoor learning lesson for a member of the management team.	

School Improvement Plan Priority 2	
Summary of progress	Next steps
Self-evaluation exercises conducted with all staff at the beginning and end of year indicates that all teachers feel more confident in teaching reading and reading for enjoyment.	Continue to self-evaluate attitudes towards teaching reading and reading for pleasure.
We gained our Reading Schools silver award. We closely followed the Reading Schools action plan and evidenced our progress throughout the year on Google Classrooms, Displays and Facebook.	We will now work towards our Gold award.
All children read more often for enjoyment. This is built into school timetables. Attitude surveys conducted with children at the beginning and end of year show that children are reading more often.	Continue to ensure children have opportunities throughout the week to read for enjoyment.
Reading will be consistently improved across the school. Improvement in NSA, SOFA assessments and ACEL, compare to 2024 and 2025 results	Continue to monitor our data to ensure improvements are being made.
Parental surveys conducted at the beginning and end of the year indicate that their children are reading more at home.	Issue a parental survey in January 2027 to gauge how often the children are reading at home.
The books we use to teach reading will be evaluated and updated as we can afford it. The Reading Group will survey children and teachers in their classes to establish which books they enjoy. Texts will reflect Buy new books.	We have identified that there is a lack of non-fiction books for teachers to teach reading at the P4 stage, we will identify suitable books and order them. At P7, one of the class novels is dated, we will select a new class novel for P7.
Children will develop a motivating and welcoming library in the open area upstairs where they will enjoy reading. Welcoming reading areas to motivate children to read for pleasure will be developed in playrooms and classrooms.	We will further develop our reading areas in classrooms and open areas.
Further develop peer reading session across the school. Positive impact on attitudes towards reading. Increase in attainment of the targeted children.	Our DHT and ASL teacher will plan for more peer reading across stages.

Our Reckless Readers group were involved in developing reading boxes in association with our local library to encourage children who find reading a challenge to read for pleasure. The boxes have only recently been delivered. All children in school and nursery participated in a whole school wordless picture book study in term 3. Selected follow-up work is displayed in the school reception area showing a clear progression of skills and attainment. The majority of parents attended our Book bug bag gifting sessions in nursery and P1, P2 and P3. The parents spent time reading and playing the games with their children. All teachers from P2 to P7 are using the Literacy for all Trackers, teachers report that they are more confident in tracking and recording difficulties in literacy and implement appropriate interventions.	The Reckless Readers group will share the new books with the classes and then put the books into the library. Class teachers and nursery staff will select a new wordless picture book for study in Book Week 2027. Continue to offer Book Bug Sessions for parents to raise the profile of these bags. Continue to identify children who require a literacy tracker and continue to monitor the progress of children who have a tracker. Self-evaluate the use of the trackers, share successes and solutions.
Impact Most children reported an increase in reading interest. All teachers have reported that nearly all children are able to sustain reading for enjoyment for longer. Most parents attended sessions and engaged with the book bug bags. More children are reading in the playground before school and during breaks. Our ACEL data in reading has improved by 5% in P7 to 93%, by 5% in P4 to 80% and by 4% in P1 to 92%. The majority of parents have reported that their children are more interested in reading books at home.	

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

PEF – 25/26 Review

Intervention	Data summary against targets	Impact / progress summary (max 100 words per intervention)	Intervention Resource allocation used (breakdown)
P3- Four pupils will receive regular practice 3X per week with phonics, reading and writing with a PSA individually and in small groups.	100%	Pupils have worked individually with a PSA on the five minute box programme and precision teaching for spelling words. One pupil has left the school. Three pupils have made good progress and are able to identify their single sounds with greater consistency. All three pupils are able to sound out words with greater accuracy. All three are able to write with greater independence, forming sentences with capital letters and full stops more consistently. All three will continue to receive individual support in primary 4, Literacy for All trackers have been started,	Individual and small group PSA intervention.
P4- Three pupils will receive regular practice 3X per week with phonics, reading and writing with a PSA individually and in small groups.	100%	An additional pupil joined this group. Pupils have worked individually with a PSA on the five minute box programme and precision teaching for spelling words, word recognition and writing in sentences. All four pupils have made progress and three are on track to achieve first level in reading and writing by the end of May 2026.	Individual and small group PSA intervention.
P5- Three pupils will receive regular practice 3X per week for 20 mins with spelling and writing with a PSA individually and in small groups.	100%	All targeted pupils have made progress. All three pupils achieved the average band in the SOFA assessments for reading. In writing, they continue have difficulty with spelling, literacy trackers are being used to track progress in detail and individual support will continue. They have all improved in their spelling of common words, clearly benefitting from precision teaching. More formal assessments for dyslexia will be carried out early in P6.	Individual and small group PSA intervention.
P6- six pupils will receive regular practice 3X per week		All children identified in this group have made good progress. In reading, they have all improved, with two now in the average banding	Individual and small group PSA intervention.

Kindness Respect Honesty Confidence

with spelling, reading and writing with a PSA individually and in small groups.		on SOFA's and one just missing average. In writing, all 6 have shown progress, with two achieving first level early in 2026 and the others moving from 0.1s to 0.1M. They have increased in their knowledge of common words, as demonstrated by the words they are learning through precision teaching. All are able to work with increased confidence. One pupil has been identified for more formal dyslexia assessments in T1 of P7. All pupils using Toe by Toe have shown an improved reading age of nearly 18 months.	
P7- five pupils will receive regular practice 3X per week with spelling, reading and writing with a PSA individually and in small groups.		All five pupils have improved in their spelling, particularly with common words as illustrated by their precision teaching word knowledge. Four of the pupils using Toe by Toe have shown an improved reading age of between one and two years. In the NSA reading assessments, all pupils have achieved average scores, in the writing assessments, all have achieved average bandings. Using our own tracking systems, all the identified pupils have improved from either 0.1s to 0.1m or 0.1m to 0.1s.	Individual and small group PSA intervention.

Wider achievements

Coileanaidhean nas fharsainghe

P7 Residential trip to the Abernethy Centre at Nethybridge.

Christmas Senior Citizens Coffee Morning.

Euro Quiz for P6.

Rotary Quiz for P7.

Buddies- nursery and P6, P1 and P7.

Bible Alive for P7 with Culloden Balloch Baptist Church.

STEM workshops for P1 to P7 as part of the A96 and A9 project with Jacobs

UHI- Health Science Workshops for P5, P6 and P7.

Christmas Experience for P3 and P4 at Culloden Balloch Baptist Church.

Easter Experience for P1 and P2 at Culloden Balloch Baptist Church.

Harvest Experience for P5 to P7 at Culloden Balloch Baptist Church.

Theatre visit pantomime, The Snowflake for nursery children.

Theatre group visit for a whole school pantomime, Donald Where's Yaur Troosers

School Christmas Show involving all pupils from nursery to P7 for parents in the Culloden Balloch Baptist Church.

Music Tutors- singing, strings, woodwind, brass, chanter.

Strings and Brass pupils involved in an instrumental day.

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Visit from Brass Group for P5, P6 and P7.
 Maths Challenge in Dingwall for P7 pupils.
 Feis Rois for P6.
 Swimming lessons for P6 at Culloden Academy.
 Health and Well-being Group organised a dress down day and a whole school walk to raise money for charity.
 Health and Well-being Group ordered new playground toys.
 Pupil Council development of the school library.
 Digital Developers leading Online Safety assembly.
 Digital Developers leading various digital training sessions with classes eg Book Creator
 Nursery children participated in Safe, Strong, Free workshops.
 Expert badges issued by HT to children who have achieved something remarkable in their classwork.
 P6 and P7 team entered the SSHAA Cross Country Competition.
 P4, P5, P6 and P7 team entered the McRobert Cup Cross Country Competition.
 P5 class collected shoeboxes and donations to fill shoeboxes for the Blythswood Shoebox Campaign.
 P4 class organised a Christmas jumper swap shop at the November Parent's Evenings and a book swap for World Book Day.
 S3 Pupils from Culloden Academy held a book event for all children in Balloch Primary, giving each child an opportunity to select a book.
 P6 visited Culloden Battlefield as part of the Jacobite IDL.
 All classes participated in a Scots' Language Competition with the winners from each class performing at an assembly.
 P7 pupils trained as Young Leaders by our Active Schools Co-ordinator and run games for the younger children in the playground.
 P3 participated in Kodaly Workshops regularly throughout the year and an opportunity to sing with the NCOS choir.
 The whole school enjoyed Tennis Workshops facilitated by Bellfield Tennis Club.
 P5, P6 and P7 pupils had the opportunity to participate in after school Basketball Clun run by the parent of an ex pupil.
 Brass Group visited to play for the P5 and P6 classes.
 P1 and P6 classes organised visits from the Police Dogs.
 Nursery workshops organised by a parent who works for Ballstars.
 Lil Beatz sessions for nursery children and P1
 P1, P2, P3 and P4 Team entered in the Baillie Cup Athletics Competition and won our section.
 P6 and P7 team entered in the SHSAA Athletics Competition, coming second.
 Nursery visit to Farmness.
 P1 and P2 are visiting Brodie Castle as part of their IDL.
 P3 and P4 are visiting The Highland Folk Museum as part of their IDL.
 P5 and P6 are visiting the Crazy Golf and Whin Park.
 P7 visited Landmark for their end of P7 trip.
 P5 taught P1 how to use QR codes and Book Creator.
 P7 taught P5 how to use the micro:bits.

Comments from learners, families, stakeholders and staff

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

Learners

- We loved doing the Scots poetry competition.
- I get to read to my brother, we've never even done that at home!
- Mrs X, he has taught me how to read - I can read this book!! p2 pupil about his p6 reading buddy
- It's really fun reading with the younger classes. I might be a teacher when I'm older and it's good to do this to practise.
- It was fun having a new teacher (on World Book Day) and hearing a story I hadn't heard before.
- I really like world book day, I like coming to school in my pyjamas!

Families

- Like them getting homework weekly, it gives a little idea to what they are doing in school and able to see what learning stage they are at. I strongly believe it does them absolutely no harm.
- Literacy evening was beneficial.
- Really important that children develop accountability and take responsibility for having tasks to complete with a deadline for learning those skills for later life. Thanks for doing it because we understand that not all schools do it anymore, so we'd really encourage it to be continued and used!
- I just wanted to send a quick note to say how brilliant the p6 buddies were at the nursery sports day. Especially X and the other boy helping the blue team. My son was so anxious beforehand but they helped him to join in (which is a first). I could see they were being so kind and making him laugh which really turned it around for him. The boys are real asset to the school and hopefully you can pass this on to the boys and their parents.
- In the hope not to embarrass X (p7 from S-----) I was wondering if it would be possible to recognise him somehow for his warm personality and sense of responsibility. I hoped to thank him for being such a good friend to the little ones and a really super person. I know this is more significant via school than from a mum and the bus stop.
- Thank you to all who have been so welcoming to myself and the children, I cannot tell you how positive it has been this far. X couldn't wait to show his X on a call last night his new uniform!!
- It was so lovely to see (child) and his class being read to outside today.

Stakeholders

- A massive thank you for the opportunity to volunteer at Balloch Primary School. It was a wonderful experience and everyone was so friendly and welcoming.
- Thank you so much for all your warmth and support.
- I just wanted to write and say a massive thank you again for having me and Alan in your school last week. We had a fantastic week. Everyone was so friendly and welcoming.
-wondered if you would be happy for some of our older pupils to come and read with your pupils? When we've done this previously it's been a positive experience for both our pupils and the primary pupils.

Kindness Respect Honesty Confidence

- Great to see 'The Reckless Readers' leadership group continuing to meet regularly and steer your Reading Schools activities. Inviting your local librarian to join your meeting is fantastic and very much Gold level activity
- It was such a pleasure to visit you all at Balloch Primary School for your Bookbug and Read Write Count families gifting event during Book Week Scotland. It was amazing to see the huge turnout of parents who attended the gifting event, you clearly have engaged families really well with your reading for pleasure activities. The buzz and chat amongst parents attending the day was wonderful to hear.

Staff

- Inclusive access to dyslexia friendly books to support all learners increase enjoyment and motivation to read, now expand diverse and inclusive resources.
- Pupil leadership helping to promote reading across the school, stronger peer relationships and working together.
- Very nurturing school. All members of staff have positive relationships with the children, emotional check ins, respecting children's opinions, nurture groups for individual children looked at on needs.
- Most children feel happy coming to school and are confident to ask adults for help if they need this.
- Positive ethos in the school, good communication and links with the parents and community.
- Nursery staff feel the nursery is going smoothly as the children have settled well.
- The children are good at talking about the meta skills and are starting to link them with what they are learning in class.

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	Good	Good
QI 2.3 Learning, teaching and assessment	Good	Good
QI 3.1 Wellbeing, equality and inclusion	Good	Good

QI 3.2		
Raising attainment and achievement/Securing children's progress	Good	Good
Other QIs reviewed		

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

1. To embed our newly refreshed values, our aims and vision and develop our curriculum rationale in partnership with all stakeholders.
2. Continue to develop a consistent approach across Balloch Nursery and Primary to raise attainment in reading and gain our Reading Schools Gold Award.
3. Introducing The Circle Framework in Culloden AS

Planning ahead

A' planadh air adhart

Full details of the school's 2025/26 improvement priorities and actions are detailed on the school improvement plan, which can be accessed on our website

<https://ballochprimary.wordpress.com/>

or by contacting the school office.