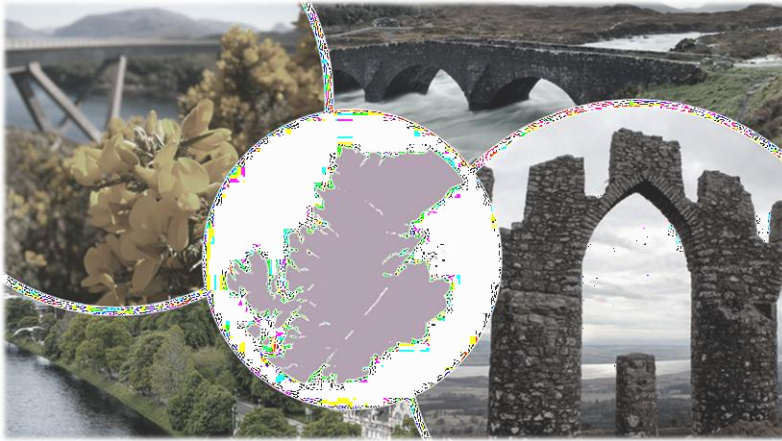




STANDARDS AND QUALITY REPORT 2025-26

AITHISG INBHEAN IS CÀILEACHD

Beauly Primary and 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 92.6%			Average Class Size 22.6			Meeting PE Target Target Met		
Pupil Numbers (inc nursery) 113 (+ 36 nursery)			Teacher Numbers 6			Pupil Teacher Ratio 17.9		
N3 47.2%	N4 52.8%	P1 6.2%	P2 11.5%	P3 13.3%	P4 15.9%	P5 20.4%	P6 17.7%	P7 15%
SIMD Q1 ¹ 0-10%		SIMD Q2 0-10%	SIMD Q3 70-80%		SIMD Q4 20-30%	SIMD Q5 0-10%		Unknown 0-10%
ASN ² 40-50%		No ASN 50-60%	FSM ³ 20-30%		No FSM 70-80%	EAL ⁴ 0-10%		No EAL 90+%

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.

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

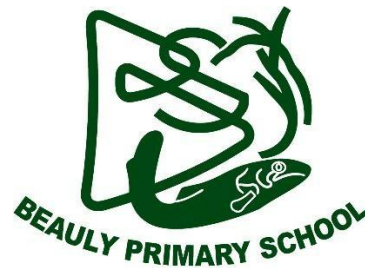
School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

Vision - Work Together, Learn Together, Achieve Together!

Values - Respect, Kindness, Teamwork and Fun!

Aims - We would like our children to be Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included!



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 Priority 1: Refreshing the Beaully Curriculum		
School Improvement Plan Priority 1		
Summary of progress	Next steps	Stakeholder Views
- No progress has been made in this area due to such a high percentage of staff absence all the way through the school year, including teaching staff and both members of SMT. - As a result of so much staff absence it was decided to put this priority on hold until session 2026-27.	Beaully Primary Curriculum Rationale will be focused on as part of the school improvement plan in session 2026-27, alongside the new Curriculum Improvement Cycle.	Parent Council have been very supportive over the last session and understand why progress has been limited.
Impact		
No impact as yet.		

School Priority 2: Developing Planning and Tracking Across the curriculum in ELC		
School Improvement Plan Priority 2		
Summary of progress	Next steps	Stakeholder Views
- Staff engaged with Self-Evaluation activities to reflect and determine where we are with regards to planning across the curriculum in nursery, this highlighted the need for a consistent approach for all staff in the setting. - Staff have strengthened their understanding of how to use the Floorbook as the main vehicle for planning, following the children's interests in nursery. - All staff are now all contributing to the Floorbook on rotation and are recording children's comments and learning. - Almost all children in ELC can tell you about learning they have experienced, using the Floorbook as the vehicle. - Some progress has been made with regards to planning and tracking in the Floorbook aspect but this needs to be further extended to all aspects of planning across the curriculum in the setting. - A consistent approach is not yet established for planning and tracking in Beauly ELC. - Due to staff shortages and absences Beauly ELC was operating at constant crisis levels from August 2025 until April 2026. This has hugely impacted on the amount of development we have been able to make in this area.	The use of the Floorbook as the main planning vehicle in Nursery needs to be embedded and all staff need to be upskilled in adding in SHANARRI, skills and RRS. Staff need to share practice and be consistent in tracking children's progress in profiles and in tracking documents. A consistent whole staff approach to planning across the curriculum, on the planning board.	We need to look at ways in which we can involve our families more closely in the planning process, as well as encouraging them to have a more active role in the children's profiles.
Impact		
- Staff becoming more confident in the planning process, particularly when following pupil's interests. - Our Floorbook shows a consistent record of the children's learning and comments about this. - All EYPs and children now have ownership of the Floorbook and are able to talk about their contributions.		

School Priority 3: Raising Attainment in Writing		
School Improvement Plan Priority 2		
Summary of progress and impact	Next steps	Stakeholder Views
- Consistent approach to teaching writing now used across school. - Although staff attended the first 3 sessions of National Improvement for Writing training, after much discussion it was decided to withdraw from the programme as it did not address the needs/challenges we have in our school. - Beaully Writing programme for Early, First and Second Level have need produced. - Pupils have more frequent opportunity to write each week. - Targeted pupils across school have almost all made gains and moved on in their learning. - Almost all pupils can talk about their next steps in writing. - Most pupils have a firm grasp of the Tools for Writing and can create a variety of texts for different purposes.	Writing still needs to be a focus as we move forward, to ensure the gains we have made continue. Staff need to embed the Beaully Writing programme at each level, which are based on Talk for Writing. Staff need to continue to look at alternative ways to engage pupils in writing, e.g. technology, to try to engage reluctant writers, especially with P7 cohort 2026-27. Writing to continue to be a focus in the PEF plan with targeted groups in P4-P7 as this has very much supported this priority.	One of our recent Learning Café's focused on writing strategies used in school and this was well attended and received by parents.
Impact		
Most gain has been made with pupils in P4-P7 who were not expected to achieve their appropriate level for age and stage. Whilst they may yet not be quite on track the majority are now considered borderline and have closed the gap in their learning to within 3-4 months, rather than 6+ months.		

- Of significant notice is in P4 pupils where all pupils are either on track to achieve or are borderline, which has dramatically improved since November 2025. This is reflected in the P4 writing attainment of 83%.
- Writing attainment in P4 is 83%, P5 is 71%, P6 is 61% and P7 is 82%.

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

Intervention	Data summary	Impact / progress summary
Time in nurture type groups to support emotions, feelings, self-regulation, self-control and wellbeing, for P2-P7 pupils.	13 out of the 21 pupils have shown improved numbers on SHANARRI wheel. 4 out of 7 pupils have improved attendance figures and 3 of these are now over 80%.	13 out of 21 (62%) pupils increased levels of engagement in all aspects of school and class. 13 out of 21 pupils significant reduction in emotional hijacks- shown either by outbursts or shutting down – in most cases (84% - 11 out of 13) around 80-90% reduction. Almost all (90% -19 out of 21 pupils) able to express feelings and most can say why. 2 pupils have increased anxiety levels and attendance has dropped from high 60's% to 50% - outside agency support continues to be accessed. 6 of the pupils no longer need support and are engaging in class consistently and without dysregulation.
Reading Groups involving P3-P7 pupils. Teacher input to support fluency and develop comprehension	All pupils moved up at least 3 levels in Lexia. Teacher judgement, SNSA and SOFA	All 10 pupils able to verbally discuss texts and answer questions confidently. 2 pupils refused to engage with work tasks.

skills by answering questions through discussion.	results all confirm impact statements. Phonics and vocabulary checks.	7 pupils able to complete both oral and written work effectively, at appropriate level.(70%) 4 pupils made huge progress and now on track for Reading – working at appropriate level. (40%) 2 pupils made significant progress and gap closing. (20%) All moved up at least 3 levels in Lexia.
Writing Groups involving P3-P7 pupils. Teacher input to work on independently writing in sentences using correct punctuation.	All pupils moved up at least 3 levels in Lexia. Teacher judgement, SNSA and SOFA results all confirm impact statements.	1 child out of 10 refused to engage. 2 pupils attendance issues – just over 50%, however progress still made, albeit it slowly. 3 pupils made huge progress and now on track for Writing- achieving appropriate level. (30%) Further 6 made significant progress and gap closing. (60%) All moved up at least 3 levels in Lexia.
Maths Group to support basic facts. Teacher input to support embedding.	Teacher judgement, SNSA and SOFA results all confirm impact statements.	All 4 pupils made progress. 2 on track for age and stage – huge progress made. (50%) 2 made steady progress and gap closing significantly – have moved from will not achieve to borderline. (50%) All benefit from use of concrete materials to support learning.

Wider achievements

Coileanaidhean nas fharsainghe

Our Inter School Sports Team took part in their section at the Bught Park and did themselves proud.



Our House Captains held a competition to design house banners with slogans and mascots to display in the school hall.



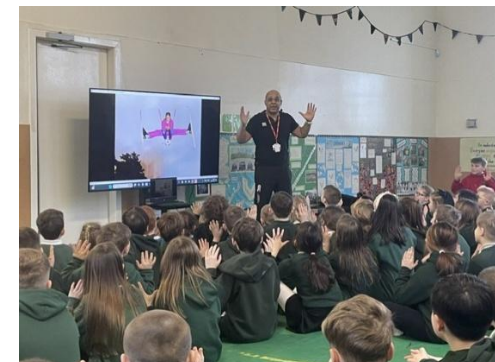
Our P7's had a fabulous residential trip at Loch Eil and were praised for their conduct!

Nursery to P7 had a visit from a Chinese dance troupe from Chinese New Year.

P1-P7 took part in an Olympic themed workshop with Andy McKechnie.

We did a fundraiser for the Highland Hospice and Bobby the Bee came to visit!

Our P1 and P2 put on a fabulous Nativity for the school and



Respect, Kindness, Teamwork and Fun!



All our Class Learning Café's have been very well attended by families with lots of lovely feedback about the pupils sharing their learning.

A group of pupils carried out a speed check in Beaulieu with the local police, using the speed gun.



Our Nursery spring event was very well attended by families.

Our Local Police Officer came in to talk to P1-P7 pupils about police values and how they relate to our school values.



Our Art Exhibition in the Phipps Hall was extremely well attended with excellent feedback. Two local artists judged the work and awarded prizes.



We have established links with the bowling club and a group of pupils have taken part in activities set up by club members.



Our P7 pupils organised a day of fun activities for Children in Need day, and raised lots of money for the charity along the way too.



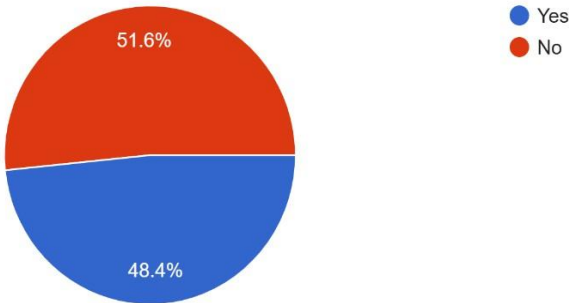
Comments from learners, families, stakeholders and staff

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

Feedback from families to update Mobile Phone Policy

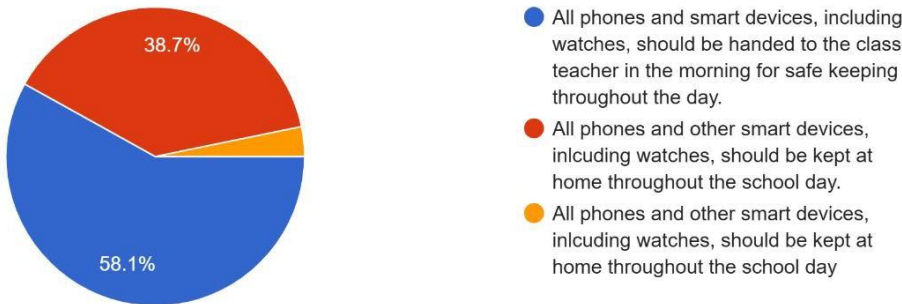
I feel the current policy is adequate and does not need to be changed.

31 responses



Please select one option.

31 responses



Any other relevant comments.4 responses

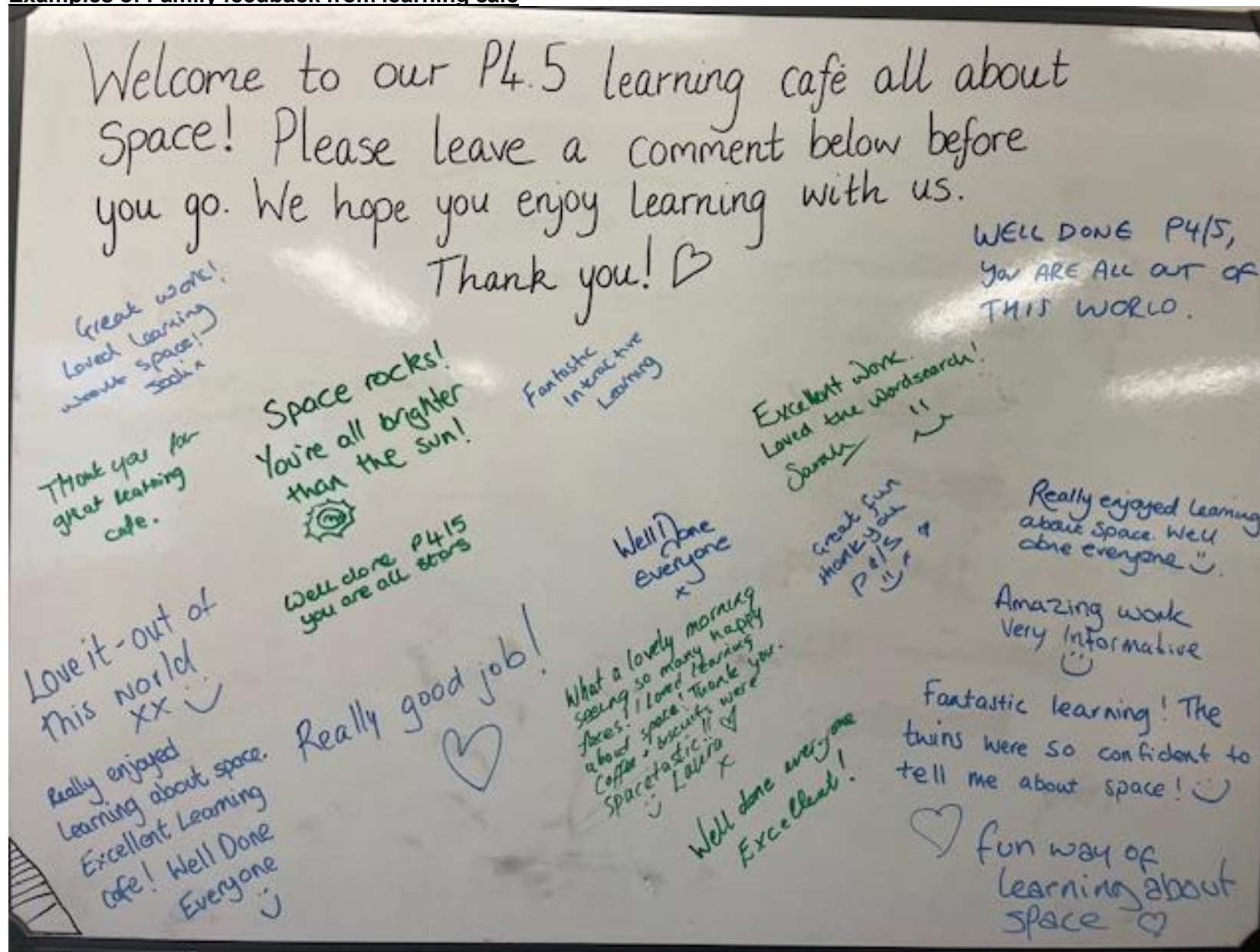
The less children have phones in their hands the better.

I believe that any device that allows you to gain access to the internet and therefore social media and you tube, should stay at home. Watches which allow parents to see a child's location and allows children to contact their parents in case of an emergency should be allowed. My child has the latter device, and this is on school mode during school hours so he is unable to call or message anyone throughout the school day, however I am able to track his location.

There are certain smart watches that are not comparable to smart phones as don't enable any internet searching and can be locked down to school mode during school hours. But if the only option is to have them handed to teachers along with phones, then that would be preferable to kids having phones in class and in the playground throughout the day.

I don't think phones should be taken to a primary school but I know that it will be difficult to stop children taking them. They should definitely be handed in and if caught with one confiscated. And if caught taking photos etc then they shouldn't be allowed it to school again. But that may be difficult to police.

Examples of Family feedback from learning cafe



Respect, Kindness, Teamwork and Fun!

20.11.25

Bienvenue!

Thank you
for Having us!
We had a
great time

J.G to P6/7's French Learning Café

We hope you enjoy playing the games and learning some of the vocabulary we have been working on. Please let us know what you think by leaving a comment below :-

Thank you for
a lovely café!
Learn a lot in French!
Love hel
XXX

Bien Jour P6/7!
Thank you.

Thank you all for
a really good morning

Merci
beaucoup!
Très bien!

Tres Bien P6/7
Lovely to see all
your hard work.
Thank you
Stacey

Thank you for
a lovely morning
C'est formidable!
Merci! 😊

Had a lovely
morning seeing
all your work.
Thank you!

Thank you P6/7
you have all been
amazing
😊

- Every class held a very well attended Learning Café for families, to showcase an aspect of their learning, including French , Space, Writing and Numeracy. This was led by pupils.
- We held an Art Exhibition in the Phipps Hall where every child from Nursery to P7 showcased a piece of art. This was extremely well attended, a couple of comments were “Great to see every child have a chance to shine”, and, “Well done Beaully – the best exhibition I have been to and lovely for all the family to attend”.
- Assisted by the Active Schools Co-ordinator, our Pupil Sports Leader Group, successfully achieved the Bronze Award from SportScotland.
- A parent runs sessions for 2 of our classes in the school garden, actively engaging them in a variety of gardening skills.
- Nursery have worked closely with the community garden and enjoyed many visits throughout the year.
- Coastguard Volunteers came to school to deliver a safety talk to the P4-P7 pupils about the dangers of open water.
- 2 parents have run a very successful art club for the whole session which has a constant waiting list, which has meant we have had to issue places in blocks of 6-8 weeks to ensure everyone gets a chance.

Comments from Stakeholders

- “The children I worked with were mixed groups from various classes which isn’t always easy. However, they quickly worked well together, demonstrating respect for others and myself. They listened well and participated in all activities with enthusiasm, showing good manners and have made some lovely, positive comments about the sessions.” Rebecca, Relax Kids Coach
- “I wanted to say a sincere thank you for welcoming me into your school today. It was a real pleasure to work with the pupils. I’m grateful for the opportunity to share *The Morffledds’ Adventure* and explore ideas around nature and permaculture with them. Experiences like this are always shaped by the support of the school, and I really appreciated how smoothly everything ran. Beaully was one of my favourite schools (but don’t tell the other schools). Your class was lovely.” Iona Quickfall, author.
- “The thank you letters/card are just brilliant – I love them. The children worked really hard on writing their thank you letters, telling me the things they liked and what they had learnt (that the Sun has spots!) and the pictures they drew were so good. Elsie had asked what my favourite planet is; please can you let her know it is Venus. Please let the children know I really love the way they have expressed their thanks and their thank you letters/card is now standing up on my shelf in the lounge where I can see it every day.” Pauline, from Inverness Space Group.
- “It is really valuable having the P1/2 class come every fortnight to the library. I can see over the course of the year that they have learned how the library works and which books they will be able to read. They are now able to recognise a book they can understand by themselves” Morag, local librarian.
- “Working with this group of kids has not felt like work – it’s felt more like a week of fun activities” Tilly, Outward Bound instructor. (All instructors and staff commented about the group’s manners and respectful behaviour over the course of the week.)

Example of SE carried out by staff to inform school improvement

HGIOS 3.2 Raising Attainment and Achievement

Attainment in literacy and numeracy/Attainment overtime/Overall quality of learners' achievement/Equity for all learners.

What is going well?	Areas needing development
How well are our approaches to raising attainment improving outcomes or children and you people? How well is our focus on literacy and numeracy leading to raising attainment across the curriculum • Collegiate transition meetings at the start of each Session - ensures consistency and cohesion across the year groups • Teachers complete transition documents - the information from these are used to inform CT planning and teaching • Planning for good use of PSA and ASN Focus on Literacy and Numeracy leading to raising attainment • HT observations. • Talk for Writing strategies are being used • Marking rubric used for moderation across classes at levels. • Pupils have access to Lexia • Pupils have access to online maths challenges and Sumdog Using evidence and Tracking • Benchmark assessments are carried out in each class at the start of each session and these are used to inform planning and teaching. • SNSA/SOFA data used to inform planning and teaching and support • Tracking documents for the school on the sharepoint accessible to all staff and input is regular in November and May • New Seemis input system for tracking and monitoring and reporting being used • Progress and planning meetings in November and May for each teacher with HT to identify pupils needs in order to allocate ASN and PEF resources most effectively • Use of PEF fund - • Child's plans meetings and records	Talk for writing strategies need to be embedded across the school and resources such as short passages for use with Talk for Write would be helpful. Maths Maths assessment need to be looked at - at the moment most available to us are for the end of a level. Need some that assess progress within levels. Consider reintroducing short mental maths sessions using things like Peter Patilla books and daily mental maths that covers all areas of the maths curriculum - particularly as pupils can sometimes visit a topic only once a session and forget processes during the year. Literacy National improvement writing programme - all staff enrolled and participating in this training Scotland wide initiative. - Effectiveness to be

- Form 1s
- Reports are now done via Seemis
- Attendance of pupils is monitored and addressed if below 80%

Recognising and valuing achievement

- Beauly Best Bairns
- Achievement Leaves
- Mention at Assembly
- On blog and school webpage
- Parents' evenings
- Learning Cafe
- Art Gallery
- Beauly's got Talent

Working with partners and business as well as outdoor learning

- Pupils having literacy and numeracy opportunities via Skills groups.
- Pupils having literacy and numeracy opportunities Green Flag and Leaf initiatives
- Pupils enter competitions in maths (P7s Sept 25) and literacy
- Parents supporting garden group
- Local Library visits
- Pupils visiting Care Home at Christmas
- Cross country
- Charity money raising events
- Gaelic workshop
- Kodaly
- Feis Rois
- Story teller
- Art club
- Shinty

evaluated once completed.

To encourage reading - although we have class libraries it might be that they restrict the choice of books for pupils - it might be beneficial to reintroduce the school library with weekly visits by each class.

Outdoor book opportunities - use of old canteen tables and benches and a box of books to be available to encourage reading outside - stored in the container alongside playground toys.

SNSA/SOFA - better use of the information available - using individual reports on pupils of concern to identify areas of strength and weakness and then targeting the areas of development for a specific time and measuring outcomes.

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

Using the Curriculum Improvement Cycle to reflect and inform the refreshed Beauty Curriculum Rationale

Health and Wellbeing with a Focus on Inclusion across school and ELC

Developing a consistent approach to Planning and Tracking across the Curriculum in ELC

Respect, Kindness, Teamwork and Fun!

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 www.beaulyprimary.co.uk or by contacting the school office.