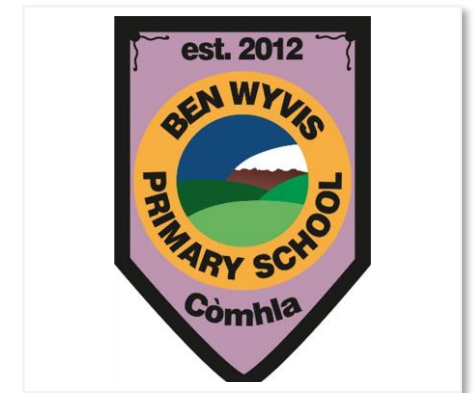




STANDARDS AND QUALITY REPORT 2025-26

AITHISG INBHEAN IS CÀILEACHD

Ben Wyvis Primary School & 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%

GROWING TOGETHER AND INSPIRING EACH OTHER: CARING, COURAGEOUS, CURIOUS AND CONNECTED.

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 91.7%			Average Class Size 25.7			Meeting PE Target Target Met			
Pupil Numbers (inc nursery) 283 (+84 nursery)			Teacher Numbers 14			Pupil Teacher Ratio 20.8			
N3 XX%	N4 XX%	P1 17%	P2 11%	P3 12.7%	P4 12.4%	P5 13.4%	P6 19.4%	P7 14.1%	
SIMD Q1 ¹ 0-10%		SIMD Q2 20-30%		SIMD Q3 40-50%		SIMD Q4 10-20%		SIMD Q5 10-20%	Unknown 0-10%
ASN ² 36.7%		No ASN 60-70%		FSM ³ 30-40%		No FSM 60-70%		EAL ⁴ 0-10%	No EAL 90+%

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

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

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Reading	Writing	Listening and talking	Numeracy
Most	Most	Almost all	Most

We have had no exclusions this year.

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School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile



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: Learning Teaching and Assessment		
School Improvement Plan Priority 1		
Summary of progress	Impact	Next Steps
We have made very good progress within this area, actioning almost all improvements. Next session will allow further opportunities to measure impact on pupil learning experiences and engagement.	Learning visits and moderation of jotters highlight strengths e.g. all staff sharing learning intentions and success criteria. The positive ethos was highlighted as a strength during our quality improvement visit, contributing to pupil readiness to learn and engagement. It has also been highlighted as a strength through surveys issued to our families and visitors.	Ensure consistency in learning & teaching approaches and learning environments, in particular indoor and outdoor environments. Ensure consistency in approach to feedback and pupil awareness of next steps.

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	All staff are aware of areas to develop next session.	
All teaching staff and some learners, including Literacy Leaders, contributed to the draft document outlining the whole school approach to writing. The approach includes short term planning, teaching, feedback and assessment.	All teaching staff have a shared understanding of the writing approach for Ben Wyvis. Long term impact will be continuity in approach and increased attainment, with an increase of 2% in writing across P1, P4 and P7.	Share draft approach with parents to gather feedback and finalise August 2026. Update whole school writing approach and share with all teaching staff to ensure a consistent approach.
All teaching staff reviewed current approach to the teaching of grammar during inset training. Staff had the opportunity to share resources. Staff explored the links between reading and writing and identified texts to purchase which have a particular focus on non-fiction, building on the Stephen Graham training from last session.	All classes have a focused grammar session. Almost all teachers are making links with grammar, reading and writing lessons.	Purchase new resources to support the teaching of grammar concepts. Arrange staff training to support the use of the new texts.
Almost all PSAs engaged in further dyslexia training. This was particularly beneficial for new staff who recently joined the team.	PSAs have an increased understanding of dyslexia and how to support learners across the curriculum. Staff more confident supporting pupils with dyslexia.	Ensure all new staff have access to dyslexia training.
A draft Ben Wyvis learning and teaching policy has been created which will provide consistency in approaches at Ben Wyvis Primary and ELC. It will provide useful information around assessment and how data is used.	All staff, parents and pupils have had a voice in what should appear in the policy.	The draft policy will be shared with staff and parents mid-June 2026 with the finalised policy shared August 2026. Long term planning to be updated to digital for continuity in approach, linking to Assessments, trackers and Curriculum Rationale.
The homework policy was updated at the start of the session. Parents, pupils and staff had the opportunity to contribute to this with the draft being shared at September parents' night. All parents received a copy of the new policy.	There is consistency in approach from all classes. Increased engagement in some classes.	Homework policy to be shared early next session to share with new families and remind current families.

GROWING TOGETHER AND INSPIRING EACH OTHER: CARING, COURAGEOUS, CURIOUS AND CONNECTED.

All teaching staff are inputting data into the new tracker, tracking literacy and numeracy for every pupil from P1 to P7. All staff refer to the tracker during planning and attainment conversations. Teaching staff are able to see progress over time and reflect on data from different sources. All teaching staff are more data aware. The success of this has led to a new tracker following a similar approach for ELC.	All teachers have a good understanding of where each child is within a level and can discuss next steps with confidence during planning and attainment meetings.	Ensure that learners are aware of where they are with their learning, including next steps. This was echoed within feedback during a visit from our Quality Improvement Manager.
Following feedback from parents and staff all teaching staff and SMT reviewed our school approach to sharing progress in learning and achievements. We have moved away from sharing this digitally and have developed pupil profile jotters which will begin August 2026. We will also continue to share progress in learning and teaching through parents nights, open afternoons, newsletters and annual reports.	A collegiate enabled teaching staff have an increased knowledge of approaches used in other schools, sharing samples and engaging in reflective dialogue. A new profile jotter has been set up.	Measure the impact of the profiles for pupils, parents and staff and adapt approach where required.
Most learners are aware of next steps in writing. This was identified through learner conversations and jotter sampling. Few children were aware of next steps in numeracy.	Evidence of progress within writing jotters. Some pupils from sample are engaging confidently with areas they need to improve within writing.	Ensure consistency in feedback (written and orally) and pupil awareness of next steps in learning across literacy, numeracy and health and wellbeing.
All teaching staff access training to use the new reporting format. All pupils in P1-7 will again receive a report through the new reporting system.	All teaching staff more confident using Progress and Achievement on SEEMIS, demonstrating a consistent approach. SMT provided feedback following a moderation exercise of the reports.	Include staff moderation of reports in collegiate calendar.
Almost all ASG schools came together allowing teachers the opportunity to share practice and resources within reading.	Teaching staff valued the time to share resources and gather ideas to support the teaching of reading with their own classes. Verbal feedback from all ASG primary schools at the end of the session highlighted the impact in addition to a feedback sheet which was completed by teachers.	Purchase further grammar resources. Ensure teachers are recording resources within planning, support and transition documents.

All PSAs and teachers reflected on the current approach to transition resulting in increased visits for new P1s during assembly times and an additional meet the teacher across P1-P7 in June 2026. The transition document for P1-P7 has also been updated to reflect the feedback. There has been an increase in visits to ELC for P1 teachers. There has also been an increase in visits to/ from other settings to support pupils moving to/ from other nurseries, primary schools and Dingwall Academy.	Improved relationships. Staff have increased knowledge of pupils who are moving settings.	Incorporate the transition document within the planning document to ensure key information is passed on.
3 days of PSA support and 1 days of PEF teacher support provided targeted intervention to small groups and individuals. The majority of learners receiving support saw an increase in 1 or more level with SOFA and NSA results. Almost all saw an increase of spelling age of 0.2 or more.	Increase in attainment within reading, writing and numeracy. Increased engagement due to PEF Health and Wellbeing input.	Continue to plan for PEF PSA and teacher support with PEF funding.

School Priority 2: Health and Wellbeing		
School Improvement Plan Priority 2		
Summary of progress	Impact	Next Steps
All learners are engaging with the wellbeing web at least twice a session to have a better understanding of their wellbeing and areas to develop. within P4-7 trialled a wellbeing tracker to support next steps in teaching. Pupil experiences out with school were tracked. Some classes track the coverage of the wellbeing indicators allowing opportunities to see patterns and gaps in learning.	Feedback during planning and attainment conversations has highlighted that pupils and staff have a better understanding of the wellbeing indicators. The tracker for P4-7 highlighted patterns and opportunities for other focus areas. The majority of our learners know and understand the wellbeing wheel, using it to learn about how well they are getting on with their own wellbeing. Additional clubs/ groups organised to provide experiences to those without extra-curricular opportunities.	Continue to develop a wellbeing tracker to look for patterns and gaps in learning. Continue to track out of school experiences. SMT to link assemblies to the tracker.

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All teaching staff engaged in the UNCRC training. All new and reviewed policies refer to articles within the UNCRC. Planning for interdisciplinary learning has been updated by teachers to reflect UNCRC. Some displays highlight the relevant article within the UNCRC. All classes have a class charter. The majority of teachers are linking learning to the UNCRC, some are using visuals. We had 2 assemblies this session which had a specific focus on UNCRC. The pupil council visit to a neighbouring school had to be postponed on 2 occasions and we are hopeful this will happen before the end of session. Less than half of the classes led an assembly with rights focus. The pupil presented at some assemblies, sharing knowledge and important information about articles.	Our pupils and families have increased knowledge of the articles. Our pupils are more aware of their rights. Increased pupil voice, particularly when investigating situations. Staff, parents and pupils are working together to ensure that policies, interactions and procedures align with children's rights. The majority of our learners feel able to share their ideas about how the school can be improved. The language used by most staff reflects UNCRC when interacting with pupils and colleagues.	Work towards achieving Gold – UNCRC with the pupil council taking the lead. A more consistent approach to linking learning to the UNCRC. All classes to strengthen links with the community. Timetable assemblies to classes Rearrange UNCRC pupil visit to a school who has achieved gold.
Most pupils, whether through their class or with a small group, have the opportunity engage with the community. The Health and Wellbeing group has made strong links with the lunch club. Early Learning and Childcare pupils are enjoying visits from Strathallan Care Home, engaging in fun learning opportunities. Articles have been written for the Maryburgh Roundabout and the Canon Community Council by our P7 pupils. The local ministers have attended assemblies and school events. Classes have made strong links with the community, inviting the paramedics, local doctor and the police into school to support learning. Parents have developed learning opportunities through practical experiences, for example, Bikeability and Cricket.	Through observations we have seen an increase in engagement and confidence with the pupils who are supporting Lunch Club. Feedback from the Lunch Club organisers identified the pupils contributing more to each session. Pupil confidence has increased, particularly engaging with adults. Improved learning through real world experiences. Stronger relationships with our families.	Increase engagement out and about within the community. Explore links with businesses.
Pupil Equity Funding (PEF) has provided targeted support to individuals and small groups one day a week for most of the term. During term 3 there was enough funding to extend this to two days a week. The pupils have been playing games, making items, baking, interacting with each other and adults.	There has been an increase in attendance with pupils wanting to come to school for their wellbeing group. Pupil engagement has also increased. Pupils have shared a feeling of achievement particularly	Continue to allocate PEF funding to Health and Wellbeing. Incorporate opportunities for pupils to develop lifelong skills, especially caring and compassion for the world of work.

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	through craft, baking and supporting lunch club.	
There were several opportunities for house activities, through the mini Highland games, corridor house activities and sports day. Pupils in P1-7 were grouped in their coloured houses, Urquhart, Tulloch, Stewart and Dunvegan.	Pupils enjoyed taking part within their houses. They had the opportunity to build relationships with pupils in other classes and learning new knowledge and skills whilst supporting each other. More children engaging in play with pupils from other classes at break and lunchtimes.	Plan for a further whole school sports experience.
Pupils, staff and families have had the opportunity to contribute to the Positive Relationships policy. A draft policy has been written and will be shared with families and implemented in August 2026.	All staff have increased knowledge to support relationships and challenging interactions.	Launch the new policy August 2026. Gather feedback Term 2 October 2026.
All classes use the same visual timetable. Almost all staff are consistently using first and then to support children. Almost all PSAs engaged in deescalation training.	There is a consistent approach in every class to visual timetables, ensuring all pupils have access to it, with the same template used. Instructions and communication are broken down supporting children with their understanding. PSAs have increased strategies to use with pupils in class and the playground.	Continue to monitor use of these resources to ensure continuity in approach.
Schools within the Dingwall ASG updated the mobile phone policy. All pupils, parents and staff had the opportunity to contribute and review the policy. The updated policy was emailed to all families, with a copy handed out at parent's night.	Pupils who must take their phone to school have a safe place to keep their phone and procedures for signing in and out. The policy sets a consistent approach for parents/ carers and pupils. The policy was updated to support Parent Partnership events to ensure safety of pupils attending.	Make new families aware of the mobile phone policy. Remind teachers to set up signing in and out of phones at the start of next session. Reissue mobile phone policy at the start of 2026-2027.
Parents/ carers had the opportunity to attend an internet safety workshop term 3. A tailored workshop for our community is being created.	Families who attended the training had the opportunity to increase their knowledge of internet safety. The adult learning team met with families through an ELC PEEP	A further online parent workshop.

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	session, identifying areas parents/carers would like to know more about.	
Resources were purchased for Shed 31, in addition to the Play to Learn project sourcing loose parts resources for the school. Pupils have had sessions with their class teacher and sessions in the playground with Cala once a week. Pupils have also been accessing the outdoor reading sheds.	All children know how to use loose parts and play with safely. Increased resources for pupils to access. Increased positive pupil interactions during outdoor play sessions with Cala.	Continue to develop outdoor play spaces and resources. Open shed 31 daily.
All classes in P1-7 have had drama sessions with Eden Court to develop resilience.	Feedback from class teachers indicated that the sessions were useful and contained relevant information about resilience, however the time was too short and further sessions may have been more beneficial. Some of the sessions were similar to the experiences delivered through resilient kids. Revisit resilient kids resource with all staff.	Further focus on resilience next session, developing through Safe Strong and Free workshops and Resilient Kids.

School Priority 3: Early Learning and Childcare

School Improvement Plan Priority 3

Summary of progress and impact	Impact	Next Steps
Most staff engaged with words up training, and through observation the key messages it can be seen to be embedded with most of our staff. Staff explore and implement the key messages when providing quality meaningful interactions with children.	There has been improvement in high-quality interactions between staff and children. The words up audit tool reassured staff that they were engaging effectively with learners. Experienced staff were skilled at providing tailored interactions at the child's exact developmental levels to support and extend their literacy skills. By implementing these key strategies staff encouraged all children to initiate dialogue and express their own thoughts, feelings and ideas.	New staff to engage with words up training and audit tool. HT/PT will evaluate impact

	Staff provide children with a language-rich environment that significantly boosts children's confidence, speech, vocabulary and communication skills.	
All staff have an area of responsibility within the ELC. This provides staff with opportunities to focus on implementing high -quality interaction displays around the ELC, providing children with a literacy rich environment. Almost all staff refer to displays during learning experiences. Staff regularly update displays and children are provided with daily opportunities to build print awareness Staff continue to create interactive displays with children so each display around the nursery environment is literacy rich with text on walls, labels and pictures to expose children to new, rich vocabulary in context, allowing them to use these words during play helping children understand the concepts of print.	Children experience a literacy rich environment. Staff display children's own writing and artwork scribing children's own contributions, allowing children to feel listened too and that their contributions are valued. Some displays evidence favourite songs/nursery rhymes to help children hear and play with the sounds of language. Experiences are enhanced through access to literacy and numeracy rich environments, exposing children to a range if written and printed letters and numbers.	Staff will continue to provide children with interactive displays in line with the Curriculum for excellence 7 principles of design. SMT will continue to monitor displays, continuing to provide staff with leadership opportunities. New staff to attend intensive interaction training.
The staff continue to work hard to develop the ELC indoor and outdoor learning spaces. New resources and sheds have been purchased to develop the outdoor environment. The Outdoor space has now been re-designed with more water play opportunities and access to the mud kitchen area has been extended. Staff have developed a safe area for new bikes and scooters.	All children are now accessing the outdoor space more, and this is supporting children to develop their self-regulation skills and supporting their progress on their developmental overviews. This also provides children indoors with a more calming, quieter space to rest and play. Children are effectively engaged in their play outdoors and are participating in more opportunities to develop their gross motor skills. Open ended resources throughout the outdoor space provide the children with opportunities to develop their numeracy and literacy skills.	Ensure sufficient resources within outdoor sheds.
Staff completed the Ecers framework at the start of the year and the end of the year. The staff focused on Literacy and fine motor skills within the document and the used it as an audit tool to measure impact and develop their knowledge of providing a literacy rich environment and quality interactions that support this.	The staff have continued to develop their knowledge of literacy and have developed the ELC environment providing children with more stimulating literacy rich play opportunities. The framework identified some areas for development and new resources obtained have helped staff to facilitate learning and support children in	SMT will continue to monitor the ELC environment with development of grassy area at the front of the nursery. The focus will be developing health and wellbeing, gross motor skills and a sensory spaces.

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	developing their literacy skills. It has helped staff focus and reflect on communication opportunities and interactions.	
Staff have continued to develop floor books across the ELC. All staff are aware of floorbooks, with most staff confidently recording responsive and intentional planning in them. Staff share their floorbooks with other settings to share good practice.	SMT have continued to provide staff with support and guidance to develop their floorbooks. Both nursery rooms are consistent and continue to use floorbooks to facilitate child led learning whilst recording children's intentional and responsive learning experiences/skills developed. The children play an active role in their learning and development, and their voice and contributions are clearly evidenced and valued. Children have opportunities to look back at previous learning experiences in these floorbooks, providing them with the opportunity to revisit and build on learning and skills. Floorbooks are continued to develop with staff having participated in peer assessment opportunities to share floorbooks and good practice. UNCRC is beginning to be implemented in floorbooks.	SMT will continue to support OOSC to develop their floorbooks, and seek out more ways of collating children's voices and contributions. Embed UNCRC articles in floorbooks by linking language/contributions to articles.
All EYPs are engaging with tracking progress and attainment within literacy. Staff have a better understanding of how to plan appropriate, meaningful next steps that focus on developing skills.	EYPs use support and supervision meetings with SMT to highlight gaps in learning/skills whilst identifying support/challenge needed for each individual child. Focus sheets identify gaps in learning and provide future individual learning targets for each child that evidence progression, which staff support children to achieve. All EYPs have developed their knowledge of key documents and have used this to identify and plan appropriate next steps for individual children	Tracking to be extended within numeracy.
Track a child has enabled learning journeys and Seesaw to be monitored. SMT look at the whole journey of a child exploring parental engagement, pupil voice and interactions. Learning journey folders are shared with home in addition to regular verbal progression statements. Parent voices are evidenced.	Tracking learning journeys and Seesaw have provided opportunities to review learning skills/progression and plan intentional and responsive learning experiences for individual children or as a small group. There is a more consistent approach to learning journeys and Seesaw. All parents are involved in their child's learning and development, with opportunities to discuss progress and share achievements from nursery and home.	SEYP to continue to provide track and support to staff, alongside support and supervision meetings with PT. Focus sheets will continue to reflect health and wellbeing/literacy and numeracy.

All EYPs are using the benchmarks and literacy/ numeracy frameworks. There was a strong focus on the Literacy benchmarks at the start of the term, and staff have become familiar with these, developing their knowledge of literacy progression. All staff continue to develop their knowledge of the HWB and Numeracy benchmarks and reflect these in Learning journey's	All EYPs are recording observations that reflect the benchmarks and clearly identify progression. Staff are using relevant documents to write quality observations and plan appropriate next steps for learning. Learning journey's, parent reports are written to reflect progression of benchmarks, and literacy/numeracy frameworks. Staff's confidence and knowledge have developed as a result of using these documents, and intentional/responsive learning experiences also reflect the development of skills at different levels, which is then evidenced in the children's observations.	Staff to continue with tracking Numeracy and HWB using the benchmark tracker. New staff to be supported using key documents and the new Curriculum Improvement Cycle.
The speech and language therapy team supported staff with the implementation of Teddy Talk sessions, providing tailored support for pupils with English as an additional language or need support with speech and language.	Staff's confidence has grown as they progress with Teddy Talk sessions. Makaton has been introduced to support children attending the sessions and develop their communication skills. Social stories, symbols, and puppets have also been used as a tool to help develop children's literacy skills. The children attending the sessions have developed their confidence and are using language more to communicate their needs and wants. This has been observed through monitoring and learner conversations.	Continue with Teddy Talk sessions with identified EYP to take the lead. Develop emotions and self-regulation skills through Teddy Talk.
Most staff have increased knowledge of phonological awareness. Almost all ELC staff attended phonological assessment training are more aware how to support children's next steps in learning. They know how to support parents in recognising the process of writing skills and what children need to develop first.	Most staff are now confident in their knowledge of phonological awareness. Staff are now confidently able to advise parents on how they can best support their child's learning and development at home. Staff are aware of the pre-writing shapes and can help children develop their writing skills when ready. Staff have developed their knowledge and provide children with lots of gross motor skill experiences to develop these first before moving on the fine motor skills. PEEP sessions reflect phonological awareness, and support parents to build their knowledge and how they can support their child to develop. Parent/ carer feedback has shared that sessions were fun, informative and they were keen to try ideas at home. Within a survey most parents/ communicated that they enjoyed spending time	Continue to provide PEEP sessions that focus on developing Literacy, numeracy, and Health and wellbeing skills

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	with their children at nursery. They also found it helpful to build relationships with nursery staff.	
Staff continue to develop high-quality observations. Most staff are now writing quality, meaningful observations that focus on the development of skills and learning. Almost all staff attended training during an inset day. Some ASG colleagues have engaged in peer visits. Staff attended joint framework training using bite size clips and the highland blog to support their development of the new framework.	All EYPs are now writing high-quality observation in their children's learning journeys. Progression is clearly evidenced in these observations, and through the training staff were reassured that our learning journey's and observations were meaningful, and recorded children's development of skills and learning. The training also provided staff with an insight of other ways to help children learn about time. Positive feedback from peer visits has built staff confidence and celebrated staff and children's achievements.	Staff to visit other settings that are similar size to Ben Wyvis to reflect on how to manage high-quality annobservations in a similar environment.
Most staff use the joint framework as part of our robust self-evaluation tool. All ELC staff are becoming more familiar with the framework. They contribute to weekly self-evaluation processes and reflection against quality indicators.	Most staff regularly contribute to the self-evaluation process using the care inspectorate 3 question self-evaluation cycle. All identified focuses/Quality indicators are shared with staff on the self-evaluation board as well as at monthly staff meetings. Monitoring of these action plans is carried out by SMT. Parents and children's contributions are collated and shared into the action plan Staff highlighted through the learning and teaching quality indictor that we needed to develop links with the wider community and local community. This was achieved by Strathallan residents visiting nursery children, attending lunch club with the children, and participating in more local walks around the community and amenities. Observations recorded identified children more confident and had improved interactions/ communication. They were also able to make personal connections with people and places within the community.	Continue with more local outings Strathallan residents will come back in October for another block of sessions.

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

Numeracy

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PEF input has had a positive impact on learners. Pupils working in smaller groups/ as individuals have provided opportunities for targeted support and reinforcement of key concepts. Pupils continue to communicate that quieter spaces are beneficial.

Teachers have indicated, from personal observations, that pupils are more engaged with the new resources and practical materials, with opportunities to try a different approach for trickier concepts. The new tracker has enabled staff to see progress over time. Develop the tracker used by teachers to incorporate PEF progress. Dialogue during planning and attainment conversations explores the data in more depth with all staff recognising next steps when exploring the data.

Although 13/24 improved by one or more level almost all children progressed with their overall grade within each assessment. This should be considered when tracking progress next session. Further practical materials are required to support learners.

Literacy

PSAs/ teacher provided positive learning experiences to support children with specific aspects of their literacy, working in small groups and as individuals. Stepping stones continue to be in use to support pupils with next steps. All pupils progressed by one or more stepping stone. Almost all learners have increased their spelling age between August and June 2026. The tracker evidenced that it takes most of our pupils accessing PEF support up to 2 years to increase in a level in literacy (NSA/SOFA). 75% of our P7s will achieve 2nd level in reading this session. Almost all pupils increased their spelling age by 0.2 or more. It was important to look at other data to find more detail about the progress made. PEF teacher to further explore data to look for patterns and areas to focus on next session

Last session 61% of P1 pupils achieved early level in writing. 94% of last years P1 pupils have now achieved early level writing. 75% are now on target for 1st level. Teachers across the school are accessing the new reading materials to support learning. Further training is required to support the use of the PM Benchmark texts.

There had been a slight dip in our overall writing attainment this year. This needs to be a focus on our school improvement plan, ensuring consistency in teacher approach and feedback.

PEF teacher supply days were used to support the implementation of P1 NSA assessments and a handover to support the PEF teacher's leave of absence.

Health and Wellbeing

We were able to increase health and wellbeing PSA time during term 3 and 4. The support was welcomed by our families, supporting pupils with personal challenges, friendships, resilience, confidence and life skills. The PEF PSA linked in with community groups to provide rich real experiences with engaged learners. This had a positive impact on attendance and engagement in class for the pupils who received the support. With the additional funding we were able to increase the number of children supported.

Feedback from our families suggests that further focus on health and wellbeing is required next session, in particular developing playground experiences. There has also been a slight dip in our overall attendance. There have been many playground incidents which have had an impact on teaching and learning. Next session the school improvement plan and PEF plan will continue to have a health and wellbeing focus. We will continue to monitor attendance and take this into consideration when allocating PEF PSA support.

The additional day of PEF PSA Health and Wellbeing support this session was welcomed by staff, parents and pupils. The case load for the PSA increased

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meaning and with the additional time we were able to support more children.

Wider achievements

Coileanaidhean nas fharsainghe

Working in Partnership

This session we welcomed the opportunity to engage with Play to Learn, delivered by Cala and funded by NHS. Two staff members from Cala visited weekly to deliver outdoor learning and play experiences. P1- P6 pupils had the opportunity to develop skills, particularly problem solving and play, extending their imagination. We are excited to build on this experience next session, developing resources and providing further opportunities for positive play experiences.



Pupils from P1 – P7 have thoroughly enjoyed session from Ross County, developing teamwork and their football skills. We are thankful to Ross County for funding these sessions for our pupils.



We have supported several charities this year through fundraising events. Through personal experiences families asked us to support and raise awareness of 'This is Me Highland' and 'Cerebral Palsy Awareness Day'. We also raised money for Children in Need.

Partnerships with our Active School Sports Co-ordinator (Highlife Highland) has enabled further opportunities for extra-curricular experiences for our pupils. We are really pleased to have so many willing volunteers to support these experiences. The Active School Sports co-ordinator also worked with P6 pupils with providing and supporting play experiences, leading to pupils achieving their Junior

Leaders award.

Our P7 pupils continue to share news from school, writing regular updates for the Maryburgh Roundabout. They have also recently started writing an update for the Canon Bridge Community Council as well. Community links have extended this year as we have had opportunities to liaise with the local Men's Shed. They have created useful resources and joined us for our Remembrance Service.

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The Parent Partnership have been a fantastic support to the school, providing learning opportunities and fun experiences for our pupils. We were delighted to host a whole school Kapla event funded by the Parent Partnership. All pupils had the opportunity to contribute, each creating an element of the winter village scene. They worked together, problem solved, were courageous and connected with each other in this whole school collaborative project.

We are pleased to continue our partnership with both the Lunch Club and local care homes. Our nursery children thoroughly enjoy their sessions with both the Strathallan Care Home and our community Lunch Club, sharing stories, playing games and engaging in creative learning experiences. This session our Health and Wellbeing groups have also enjoyed supporting the Lunch Club, engaging with members and helping. They have also enjoyed time in the garden planting with Grandad Tom.



Strong partnerships with our families and our community has also extended learning opportunities for our pupils. P4-7 enjoyed learning how to play cricket which was delivered by one of our parents. P6 pupils also benefited from Bike Ability Sessions which couldn't have happened without the commitment from our families. We also welcomed sports leaders from Dingwall Academy who worked with P4 to develop their skills in PE.

Experiences within school have been extended through further clubs and extra-curricular opportunities this year, including Chess Club, Mindfulness and Drama Club. We also enjoyed welcoming the police, local doctor, paramedics and librarian to our class. Opportunities for learning were extended out of school with some classes visiting further afield, for example to Aigas, Fairburn, Council Chambers, Eden Court and the Newton Room.

Competitions and Events

This year we hosted an inter school hockey competition which was organised by parent volunteers. It was lovely welcoming local schools and our hockey teams thoroughly enjoyed taking part and showing super skill and teamwork.



Although we didn't have the best weather at the Baillie Cup, our P1-P4 pupils gave their absolute best, entering teams into a wide range of competitions, including short and long-distance running, javelin and long jump. The children enjoyed celebrating their achievements which included 8 gold medals, 11 silver medals and 6 bronze medals.

Pupils from P5-7 took part in Ross-Shire Schools County Sports competition. We are so proud of the pupils who took part in this competition, setting a good example and representing the school well.

We are delighted to have reached the final of the Rotary quiz for the second year and look forward to competing against schools across Scotland in the final. The teams general knowledge was impressive!

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In addition to entering a team into the Ross-shire Schools Cross Country competition we were able to enter a team into the Ross-shire schools winter running series. This is the first time we have participated in this competition.

In term 1 we hosted our very own mini Highland Games. In house groups we had fun trying out our version of some traditional Scottish events, including Haggis Hurling, Wellie Whanging, Broad Jump, Sheaf Toss, the Nessie Race, Toss the Caber and an exciting Tug of War to finish the event.

It was great to welcome our families to our whole school Christmas Performance of 'Christmas Through the Decades'. We have such talented pupils who entertained everyone during each performance.

2025-2026 has been a really positive year and we are so pleased with all of the achievements, made possible by our families, staff and community working together.



Comments from learners, families, stakeholders and staff

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

Our Families

Feedback from our families in June 2026 has been very important in planning our improvement plan priorities for next session. The online survey collected 36 responses from families across ELC and school. Most of the parents/ carers who completed the survey identified Learning, Teaching and Assessment as a key strength of the school and ELC. Relationships and Celebrating Successes and Achievements were identified as strengths by the majority of parents.

Parents/ carers highlighted Playground Experiences as the main area to develop next session with 30% of parents selecting this as a priority.

Parents/ carers have identified an interest in Health and Wellbeing and topic as a focus area for parent/ carer open sessions this next session. The majority of our families would prefer a morning session on a Monday.

This year we arranged an internet safety workshop with a further workshop being planned. Our families also showed interest in workshops focusing on Resilience, Health and Wellbeing, Writing and Reading, Positive Relationships with Peers. We will use this information to plan a workshop next session.

The survey identified that 91.4% parents/ carers agree that teachers know their child's strengths and needs well. 71.4% of our families know what level their child is working at. 62.8% of families know what the levels first, second and third mean. 68.6% of parents/ carers feel their child is challenged appropriately. 84.3% feel that the school keeps them informed about their child's progress. 97.1% of our families feel comfortable discussing their child's progress with staff.

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Thank you to our families for sharing additional feedback, which included some strengths as well as areas for improvement:

- Very proud to be part of our school community
- The school is well run and staff are all trying hard.
- It's a really good school.
- An update with levels during the year.
- Further focus on health and wellbeing and tools to support.

Our Pupils

121 of our P4-7 pupils took part in a pupil survey. Pupils identified their favourite things about the school, these included: fun 31, friends, learning, maths and break, how thoughtful and kind staff are, learning new things, Art, when you need to talk to someone you always have someone, discos and fete, sports day, the people and that opinions are valued and respected. Friends was a very popular answer.

Most P4-7 pupils felt that their teachers explain things clearly and that they have opportunities to work with each other. Most also communicated that they get help when they need it. Our pupils felt that they would like more to do at break times and lunch times, more outside equipment, a longer lunch and break and more PSAs.

Feedback from our families and pupils has also been important to the updating of our Mobile Phone Policy, Curriculum Rationale, Learning Teaching and Assessment Policy and Positive Relationships Policy.

Visitor Feedback

This session we set up a visitor QR code to enable visitors to leave feedback. All visitors who left feedback found the school welcoming, calm and well organised and the purpose of their visit was met. All feedback stated that the learning environment appeared engaging and inclusive and there were no areas identified to improve.

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	Very good	Good
QI 2.3 Learning, teaching and assessment	Very good	Good
QI 3.1 Wellbeing, equality and inclusion	Very good	Very good
QI 3.2 Raising attainment and achievement/Securing children's progress	Very good	Good
QI 2.6 Transition	Good	Good

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

For session 2026-2027 our Key Priorities for Improvement Planning are:

Learning, Teaching and Assessment

Health and Wellbeing

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We will also have an improvement priority dedicated to Early Learning and Childcare

Planning ahead A' planadh air adhart

Full details of the school's 2026/27 improvement priorities and actions are detailed on the school improvement plan, which can be accessed on our website [Ben Wyvis Primary](#) or by contacting the school office.