



STANDARDS AND QUALITY REPORT 2025-26

AITHISG INBHEAN IS CÀILEACHD

BRORA 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%



To be the best we can be.

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.

Use school overview dashboard to support completion: [School Overview Dashboard](#)

Attendance 91.4%			Average Class Size 18.4			Meeting PE Target Target Met		
Pupil Numbers (inc nursery) 93 (+22 nursery)115			Teacher Numbers 6			Pupil Teacher Ratio 14.8		
N3 XX%	N4 XX%	P1 9.8%	P2 9.8%	P3 15.2	P4 17.4%	P5 16.3%	P6 13%	P7 18.5%
SIMD Q1 ¹ 0-10%		SIMD Q2 40-50%	SIMD Q3 50-60%		SIMD Q4 0-10%	SIMD Q5 0-10%		Unknown 0-10%
ASN ² 40-50%		No ASN 50-60%	FSM ³ 30-40%		No FSM 60-70%	EAL ⁴ 0-10%		No EAL 90+%

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

Reading	Writing	Listening and talking	Numeracy
Most	Most	Most	Most

We have had no exclusions this year.

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

Vision

“To be the best we can be.”

Our School Values

Build Friendships

Respectful

Open-Minded

Responsible

Always Kind

Aims

- We aim to build friendships by making sure everyone is included, nurtured and caring towards each other. This will help us become confident individuals.
- We aim to be respectful by knowing about our rights, listening to adults and progressing through our Rights Respecting School Awards.
- We aim to be open-minded by not being afraid of trying new things and doing them with a can-do attitude. This will help us be effective contributors.
- We aim to be responsible by looking after our school, each other, the environment and our local community which makes us responsible citizens.
- We aim to always be kind by treating others the way we want to be treated and being happy for peers' achievements in becoming successful learners.

To be the best we can be.



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: To improve reading attainment

School Improvement Plan Priority 1

Summary of progress This project was developed in response to dips in attainment across Highland. Good progress has been made in this priority.

- Staff involvement in the change process is demonstrated through regular participation in review meetings (at least once per term) and completion of CPD evaluations, with over 90% of staff reporting increased confidence following targeted CPD.
- Staff training has led to measurable improvements in planning: all teachers now include reading-for-pleasure opportunities in weekly plans, and learning walks show consistent implementation in classes.
- Most children are attaining age-appropriate literacy levels, based on termly assessment data and benchmarked against national expectations.
- Robust tracking shows sustained progress over time, with most of the pupils making expected or better progress across all stages, verified through term-on-term attainment analysis.
- Good progress is evident, with year-on-year literacy attainment remaining high with improvements reflected in both formative and summative assessments.

Next steps

- Improve reading attainment by ensuring agreed strategies are consistently implemented in all classes, monitored through termly learning walks and attainment data reviews.
- Engage with Reading Schools to progress towards Silver Accreditation, completing required evidence submissions and participating in scheduled support sessions across the year.
- Use Benchmarks effectively as the core tool for guiding assessment and moderation discussions within the school and across the ASG, ensuring termly moderation activities reference benchmark criteria.
- Strengthen community partnerships by expanding the project through increased engagement with local stakeholders, aiming for at least two new community collaborations established within the next academic year.

Impact	
- Increased reading engagement shown through a rise in daily reading participation, with pupil surveys indicating improved enjoyment of reading across all stages. - Improved reading attainment evidenced by year-on-year increases in the percentage of pupils achieving expected levels in literacy. - Enhanced reading culture demonstrated through regular whole-school reading events, higher library borrowing rates, and visible pupil ownership of reading spaces. - Improved staff confidence in delivering reading-for-pleasure pedagogy, supported by CPD and reflected in consistent classroom practice during learning walks. - More inclusive reading opportunities ensuring all learners, including reluctant readers, engage through targeted interventions and diverse text choices. - Sustained whole-school consistency with shared language, routines, and expectations around reading embedded across all classes.	

School Priority 2: Highland Numeracy	
School Improvement Plan Priority 2	
Summary of progress	Next steps
- Progression planning strengthened within whole-school and ELC - Staff assessment skills improved with clear targeted next steps for learners. - Tracking system developed further with use of diagnostic assessments. - Staff confidence in use of diagnostic tests increased. - Data-informed discussions strengthened through staff meetings analysing assessment findings, identifying barriers, and agreeing strategies linked to Number Sprinkles, story problems, and progression pathways.	- Embed progression planning by reviewing and refining whole-school and ELC progression pathways annually, ensuring consistency across stages and alignment with diagnostic data. - Strengthen assessment practice by developing shared exemplars and moderation activities to ensure staff continue to identify precise next steps for learners. - Enhance diagnostic tracking by expanding the whole-school tracker to include comparison over time and targeted intervention flags.

• Staff pedagogy deepened through follow-up training revisiting story problems, strategy progression, and effective teaching approaches. • Pupil voice incorporated via pupil council discussions and surveys, informing next steps in teaching and learning.	• Build staff confidence further through follow-up CPD focused on interpreting diagnostic results and adapting teaching accordingly.
Impact	
• Strengthened progression planning across the whole school and ELC has created a more coherent and consistent learning experience, ensuring smooth progression for all learners. • Improved staff assessment skills have led to more accurate identification of learner needs and clearer, targeted next steps, resulting in more focused support and improved outcomes. • A more robust tracking system, supported by diagnostic assessments, has provided staff with clearer evidence of progress and gaps, enabling earlier and more effective intervention. • Increased staff confidence in diagnostic tools has ensured assessments are used consistently and purposefully, strengthening professional judgement and improving the quality of learning conversations. • Data-informed discussions during staff meetings have deepened understanding of assessment findings, helping staff identify barriers and agree effective strategies linked to Number Sprinkles, story problems and progression pathways. • Enhanced staff pedagogy through follow-up training has improved the quality of teaching, with staff applying more effective approaches to strategy progression and problem-solving.	

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

The school has used Pupil Equity Funding (PEF) strategically and effectively to improve outcomes in literacy and raise attainment across the school. Funding was used to employ an Action for Children Worker, enabling targeted interventions that supported identified learners as well as whole-school approaches to literacy.

Targeted Literacy Interventions

A range of evidence-based interventions was delivered across all stages. Class teachers report increased confidence and engagement in literacy as a result of structured games and activities introduced universally. Targeted programmes, including Trugs and Toe by Toe, provided focused support for individuals and small groups, leading to measurable improvements in decoding, fluency, and reading accuracy.

Termly attainment meetings ensured that progress was monitored closely and that next steps were clearly identified. Professional learning, focusing on reading schools, has strengthened staff confidence in the teaching of reading.

Assessment and Moderation

Training delivered across the ASG has improved the reliability and consistency of assessment and moderation practices. All pupils engaged with NSA/SOFA assessments, providing robust data to support professional judgement and track progress over time. Staff report increased confidence in analysing assessment information and using it to plan targeted interventions.

Attainment Outcomes

Attainment data indicates clear improvements in literacy as a result of PEF-funded interventions.

- **Reading:** Most children in the middle and upper stages demonstrated significant gains in reading scores, with improved fluency observed across all classes.
- **Across Literacy and Numeracy:** Most pupils are achieving age- and stage-appropriate norms in Numeracy, Listening & Talking, Reading, and Writing as measured through NSA/SOFA assessments.

Overall, PEF has had a positive and measurable impact on learners' literacy development and wider attainment. The combination of targeted support, strengthened assessment practices, and enhanced professional learning has contributed to improved outcomes for most pupils.

To be the best we can be.

Wider achievements

Coileanaidhean nas fharsainghe

Celebrating a Year of Community, Participation, and Growth

Pupils across the East Sutherland School's Sports Association (ESSSA) have thrived through the wide range of experiences offered this year. These events have helped young people build positive friendships across the cluster and Associated School Group, promoting health, wellbeing, and meaningful participation in sport.

ESSSA Competitions

- Cross Country
- Scottish Dancing
- Football
- Basketball
- Badminton
- Bench Ball
- Swimming

These opportunities have strengthened relationships, encouraged teamwork, and helped pupils discover new interests and talents.

The Power of Volunteers

Our volunteers have made a remarkable difference to pupils' confidence, self-image, and resilience. By modelling a growth mindset and offering encouragement in a variety of settings, they have helped pupils develop social skills, independence, and a stronger sense of self.

Working alongside our Active Schools Coordinator, supportive families, and community partners, we have been able to offer a rich programme of clubs:

- Dancing
- Running
- Basketball
- Badminton
- Football

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- **Flips & Tricks**
- **Scottish Ambulance Service placements**
- **Bike Ability**
- **Tennis**
- **Rugby**
- **Dance Leaders**

Community Partnerships

Local groups have supported the school through workshops, competitions, and generous donations. Their involvement has enriched pupils' learning and broadened their experiences. We extend our thanks to:

- **The Charity Shop**
- **Go Wild**
- **Safe, Strong & Free**
- **The Hub**
- **Scottish Science Centre**
- **Munro Consult Ltd**

Cultural Learning: Kodály & Fèis

Kodály sessions for Nursery–P2/3 helped pupils experience music as a social and cultural language, building creativity, collaboration, and musical understanding.

Fèis worked with P5–7, offering traditional music and Gaelic learning. These sessions nurtured talent, confidence, and cultural pride — always with an emphasis on fun.

Gaelic sessions for P5–7 supported children's progression by offering structured experiences in listening to, speaking, and using the Gaelic language.

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Health, Safety & Wellbeing

Safe, Strong & Free

Interactive puppet workshops equipped pupils with strategies to stay safe in situations involving bullying, strangers, or inappropriate behaviour from known adults.

Childsmile

Through daily toothbrushing and visits from our Oral Health Educator, pupils took part in this national programme aimed at improving children's oral health and reducing inequalities.

Community Coffee Mornings

Pupils planned, baked for, and hosted two hugely successful Coffee Mornings, welcoming the whole community. Over £2000 was raised, with donations made to local charities including **Macmillan** and **Highland Hospice**.

A Community That Stands Together

This year brought profound sadness as we lost a dear friend and colleague to a sudden and cruel illness. In that difficult time, the compassion shown by our community was extraordinary. Quiet acts of kindness, support, and care helped us navigate a heartbreaking loss.

The strength of our school and community is something truly special — and deeply appreciated.

To be the best we can be.

Comments from learners, families, stakeholders and staff

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

Learners

Learners speak highly of their experiences in school and report that relationships with staff are consistently positive. They describe teachers and support staff as kind, helpful, and committed to their wellbeing. Pupils feel safe, included, and confident to be themselves within the school environment.

They value the balance between purposeful learning and opportunities for play, noting that this contributes to their enjoyment of school. Learners appreciate the range of leadership opportunities available to them, including running lunchtime groups such as Microbits and dancing. They report that their views are listened to and that they are meaningfully involved in decision-making processes across the school. Positive peer relationships and strong friendships further enhance their sense of belonging.

Families

Families express a high level of satisfaction with the work of the school. They describe the school as welcoming, happy, and inclusive, with children's achievements and learning clearly visible throughout the building. Parents and carers feel well informed about their child's progress through regular Seesaw updates and open afternoons, which they find accessible and engaging.

They value opportunities to participate in shared learning activities and comment positively on the breadth of the curriculum offered. Families recognise the significant preparation undertaken by staff and feel that their children are fortunate to attend a school that provides such a supportive and stimulating learning environment.

Staff

Staff report that they feel valued, trusted, and well supported in their roles. They describe strong teamwork and a collaborative culture where colleagues willingly help one another. Staff highlight the inclusive ethos of the school, noting that children from all backgrounds are welcomed and supported effectively.

They identify a strong sense of community across the school, with positive relationships between staff, pupils, families, and the wider community. Staff feel that leadership is effective and that the school provides a nurturing, caring, and aspirational environment. They emphasise that children are well known as individuals and that the school’s ethos promotes high-quality relationships and positive outcomes for learners.

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

Next session, we will continue to focus on raising attainment in reading by working towards our Reading Schools Silver accreditation. This will ensure that the improvements made so far become fully embedded, sustainable and consistently applied across the school and ELC.

We will also prioritise pupil and staff leadership opportunities to strengthen ownership of learning, build confidence and promote a shared responsibility for driving improvement in literacy and wider curriculum areas.

Across the ASG, we will work collaboratively to create a comprehensive transition plan that supports continuity, progression and wellbeing for all learners as they move between stages and settings.

These actions will ensure continued improvement, stronger consistency and deeper engagement from pupils, staff and partners.

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 or <https://sites.google.com/golspiehigh.org.uk/brorapprimary/home> or by contacting the school office.

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