



STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2024-2025

Bualnaluib Primary School



Blossoming Pupils for Success

Introduction: Local and National Context

Ro-ràdh: Co-theacsa Ionadail agus Nàiseanta

This Standards and Quality Report is influenced by both Highland and national priorities. These can be summarised as follows:

Highland Priorities



National Improvement Framework Priorities



Entitlement, Excellence & Equity:

We will raise attainment and achievement for all, especially for children and young people from disadvantaged circumstances, including rural deprivation. We will focus relentlessly on improving standards and the quality of learning and teaching, to ensure that entitlement, equity and excellence are delivered across the system.

Empowerment & Leadership:

We will develop leadership skills at all levels of the system, for now and the future, building a culture of empowerment and professional capital.

Relationships:

We will maximise health and wellbeing for all children and young people, to give them the best possible start in life. We will ensure every child and young person feels part of the community they live in.

Opportunity:

We will maximise opportunities for our children and young people, and for the wider Highland community and its visitors, through the provision of high-quality services.

The key priorities outlined in the National Improvement Framework are:

- Placing the **human rights and needs of every child** and young person at the centre of education
- Improvement in children and young people's **health and wellbeing**
- **Closing the attainment gap** between the most and least disadvantaged children and young people
- Improvement in skills and **sustained, positive school-leaver destinations** for all young people
- **Improvement in attainment**, particularly in literacy and numeracy.

Self-evaluation

To support self-evaluation, quality indicators from the national evaluative framework How Good Is Our School?4 are referenced.

Links to these sources (and others referenced) can be found here:

[National Improvement Framework Improvement Plan](#)
[HGIOS? 4](#) and [HGIOELC](#)
[Health and Social Care Standards](#)
[National Gaelic Language Plan](#)

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%

We are pleased to present our Standards and Quality Report for Session 2024-25. This report provides important information regarding our school's progress to date and our next steps in school improvement.

Self-evaluation for self-improvement is at the heart of what we do. We continue to develop our practice in making robust use of evidence as a basis for judgements regarding the impact of our work on our learners. All staff understand that self-evaluation is an integral aspect of our approach to continuous improvement through addressing the 3 key questions:

- How well are we doing?
- How do we know?
- What are we going to do now?

Throughout the year we continuously evaluate what we do and how it makes a difference to our learners. We want to know what is working well for our school community and what needs further improvement. We inform decision making and actions through a continuous process of looking inwards, outwards and forwards.

Looking inwards - starts with those working with our children and young people

We focus on the impact on outcomes for learners. Our self-evaluation processes triangulate information, data, people's views and observation of practice to measure impact and inform planning for improvement.

Looking outwards - learning from others

Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

Looking forwards - creating a vision and planning for implementation

Through leadership at all levels, we anticipate challenges and explore creative solutions. This helps us to create an aspirational vision for our school which shapes our actions and provides a focus for improvement.

Our children and young people are actively consulted and involved in this process. We also give staff, parents/carers, and other partners the opportunity to participate in discussions and activities to shape our improvement journey.

When we develop our improvement plan, we use key questions at scheduled review times throughout the session to know how well we are progressing towards achieving these positive outcomes and changes.



Together we are working hard to ensure the Highlands is the best place for children and young people to grow up safely, learn, develop and achieve.

With positive experiences, our children and young people will always see the Highlands as home.

Le eòlasan deimhinneach, bidh ar cloinn is ar n-òigridh daonna a' faicinn na Gàidhealtachd mar dhachaigh.

Jennifer MacIver
Acting Head Teacher
Bualnaluib School

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
XX%

Average Class Size
12

Meeting PE Target
Target Met

Pupil Numbers (inc nursery)
24 (+3 nursery)

Teacher Numbers
2

Pupil Teacher Ratio
12:1

Bualnaluib Primary School is located in a rural, coastal setting serving the local community of Aultbea, Ormiscaig, Mellon Charles, Laide, Achgarve, Opinan, Mellon Udrigle, First and Second Coast.

There are 24 children attending the school and 3 children in nursery, ranging from N3 - P7. There are two classes P1-3 and P4-7. There is a nursery on a separate site for 3 and 4 year olds, approximately 0.5 miles away. For the session 25-26 the Nursery will be inactive due to no enrolments. It is hoped this will be for a period of 12 months only.

The headteacher has overall leadership responsibility for Bualnaluib Primary School and Bualnaluib Nursery (also known as Aultbea Nursery), Poolewe Primary School. The headteacher is supported by a principal teacher. Staff and children from both schools work together regularly.

As the school roll comprises a small number of children, attainment and progress will be expressed in 'overall' statements, rather than specific year groups or Curriculum for Excellence levels. This is to ensure the identity of individuals is not disclosed.

Overall, attainment across the school in literacy and English and numeracy and mathematics is good. Children achieve appropriate CfE levels in literacy and numeracy and, across the school, a few children are exceeding nationally expected levels. Most children who face barriers to learning are making good progress towards meeting their individual targets.

Overall children are making the following progress:

Reading

Very good progress

Writing

Good progress

Listening and
talking

Very good progress

Numeracy

Good progress

We have had no exclusions this year.

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

Vision

At Poolewe Primary we strive to be a friendly and welcoming school, where all those involved with the school, work as a team which aims to help each child to achieve their personal best in their learning.

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Aims

- Our school/nursery will be welcoming and inclusive to everyone.
- We will promote a positive school ethos and culture where all partners work together to create a school, we are all proud of.
- We will provide a broad and balanced curriculum which provides a continuous progression in learning, with a strong emphasis on achievement in Literacy, Numeracy, Health and Wellbeing.
- We will learn through active learning styles throughout the curriculum with an emphasis on outdoor and co-operative learning.
- Our curriculum will respond to individual needs, aptitudes and talents and give each young person increasing autonomy of their own learning – exercising responsible personal choice.
- We will encourage pupils to have respect for themselves and others as well as the world they live in.
- We will develop good relationships between home and school by always having an open system of communication.

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:

Our School and Community: Improving pupil and parental voice and inclusion in our school

Purpose:

We have achieved our Bronze Award for Rights Respecting Schools and are working towards our Silver Award. We want to continue to include our pupil voice and increase our parent and community voice in terms of inclusion and all aspects of learning, teaching and assessment.

Progress:

- Positive progress to achieve Silver – likely to achieve towards Dec 2025 (this is later than expected due to changes in staffing.)
- Children linked rights to others in work around Harriet Tubman
- Increased use in variety of sharing learning with home – Digital Profiles. High Quality Assessments shared on Digital Profiles.
- Pupil involvement in planning learning opportunities (including fund raising)
- Inclusive classroom including features like beanbags, fully adjustable desks, ear defenders, wobble cushions, coloured overlays.
- Member of Staff is a Promise Ambassador.
- Children involved in creation of Class Charter.
- Children involved in a review of our Vision and Values, this is an ongoing project which will be completed in session 25-26.

Impact:

- ✓ Children have deeper understanding of the UN Rights of the child and can link them to their learning and experiences.
- ✓ Children linking the rights beyond their immediate community, thinking nationally and internationally.
- ✓ Very good progress made in use of Digital Profiles and Snapshot jotters to share learning with families. All families like one or both methods. Staff requested only 2 snapshot jotter sessions to increase use of Digital Profiling.
- ✓ Method and approach to profiling has been shared with other primary school in the Associated School Group, including their nursery.
- ✓ Children feel involved in school decisions, their opinions recognised and respected.
- ✓ Children have a space where they feel comfortable learning.

- ✓ All staff in cluster have been trained on The Promise.

Next steps:

- Apply for Silver RRS Award.
- Visits/Visitors to/from a range of cultures, representations of disabilities (visible and invisible), dance/drama/music from a range of cultures.
- Finalise and embed Positive Relationship Policy and share with wider community.
- Develop further Staff Continue Professional Development on Inclusion.
- Develop Digital profiles further to include/increase parental voice/feedback.
- Children to develop skills in profiling through use of Book Creator to give even greater autonomy.
- Ongoing review of approaches to profiling and reporting to parents/carers as part of our ongoing self-evaluation cycle.
- Continue to teach by The Promise.
- Review Class Charter.
- Include pupil voice on Termly Newsletters – could be digital – podcasts?

School Priority 2:

Improved our use of the moderation cycle, and pupil involvement in this

Purpose:

Working with Associated Schools Group (ASG) on moderation of Literacy and Numeracy. Link with Gairloch High School to help aid transitions and understanding of levels across the establishments. Make better use of the Moderation tile available to Highland Staff.

Progress:

- Moderation Meetings with Associated Schools Groups including one with High School.
- Professional dialogue around attainment of levels between teachers within the cluster. Analysis of SOFA, SNSA and diagnostic testing.
- Collegiate staff time looking at approaches to writing and sharing of Learning Outcomes and Success Criteria.
- Moved to have High Quality Assessments on Digital Profiles.

Impact:

- Increased awareness of the moderation cycle, opportunities for staff to share best practise and professional judgement.
- Any gaps in learning identifies and strategies put in place to help close the attainment gap.
- Lessons have clearer focus for children and how they can achieve successfully the learning outcomes.
- Parents have digital access to their child's High Quality Assessments, built up over a year and can be view in future for comparison and evidence of progress.
- Children have a greater understanding of a level and their next steps/targets. Children have greater autonomy in setting their own targets.

Next steps:

- Continue moderation with the Associated Schools Group – starting with Listening and Talking as a focus. Include looking at schools out with our Associated School Group.
- Link in with High School more to help with transitions and methods of teaching in primary.
- Develop digital trackers further with a view to children utilising.
- Consider parent access to digital trackers.
- Continue to build on learning conversations within the digital profiles – making greater links to Meta Skills.

- Utilise skills of returning member of Staff, from Secondment as the Numeracy Development Officer, on Numeracy and moderation.

School Priority 3:

Focus on Raising Attainment in Literacy

Purpose:

Embedding use of the resources purchased in 2023-24 to ensure they are consistently accessed and embedded in all levels, linking to a coherent literacy program running from Early to Second Level.

Progress:

- ✓ Maintain very good attainment of Literacy area for all pupils.
- ✓ Handwriting intervention undertaken.
- ✓ Literacy Audit of both schools across the cluster.
- ✓ Children have been learning how to identify the skills they have used in their learning.
- ✓ Visual Learning Routines taught to pupils to aid own understanding and autonomy of learning and teaching.
- ✓ Comprehension Training attended by Staff, increasing range of strategies taught.
- ✓ Children involved in choosing reading materials for school library – especially at higher levels.
- ✓ Children took part in a Rainbow Reading Challenge.
- ✓ Phonics based reading material purchased for Early Level/First Level readers.
- ✓ Purchased the Five Minute Box phonic resource.
- ✓ Focus on Learning Intentions and Success Criteria for writing lessons – planning and assessment.

Impact:

- ✓ All P1s and the majority of P4 and P7 pupils attained relevant levels for stage.
- ✓ Literacy progression trackers used consistently by staff throughout the year. Evaluation of tracker and use of digital version undertaken, still to be agreed for use next session.
- ✓ Parents happy with handwriting intervention, improvement seen and a wish for it to continue.
- ✓ Greater in-depth learning conversations and self- evaluations/reflections on learning is seen within almost all children.
- ✓ Not all live sessions were available, only 75%. Resources available on Literacy tile for staff to make use of and share across Associated School Group.
- ✓ Greater engagement in reading for enjoyment from the children.
- ✓ Greater links made between decoding and encoding of phonics due to new reading scheme in early/first levels.
- ✓ Direct one to one teaching of phonics to fill any gaps identified from phonological awareness screening.
- ✓ Pupils making greater connections between the learning outcomes and assessment of whether they are successful.
- ✓ Greater confidence demonstrated from pupils in all areas of literacy.

Next steps:

- ✓ Decide if digital version of the literacy tracker is to be used – to promote autonomy of use by the pupils.
- ✓ Precision teaching to continue to maintain/improve progress for individual pupils. Use 5 minute box to support learners.
- ✓ Develop a Pupil Group to promote reading in the school, including Peer and Buddy Reading, Reading Challenges.
- ✓ Monitor literacy to ensure continued attainment.
- ✓ Look into becoming a Reading accredited school via Scottish Book Trust.
- ✓ Listening and Talking – link into moderation cycle within Associated School Groups.
- ✓ Develop Peer Assessment to aid further understanding of achievement of a level.
- ✓ Continue to engage in Everyone is An Artist – looking at using expressive arts to teach the curriculum.

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

PEF was spent on 5 hours of PSA allocation. This PSA allocation was used for intervention work with identified individual learners to help close the attainment gap.

Wider achievements

Coileanaidhean nas fharsainghe

Pupils of Bualnaluib School and Nursery are involved in a number of activities to broaden their opportunities for wider achievements including visits to local museums, making use of beaches and woods on our doorstep and visiting further afield destinations like the Pantomime at Eden Court in Inverness.

Bualnaluib Primary and Nursery are a strong part of the community life in and around Aultbea, both actively seek opportunities to be involved in community events and making links with different pockets of the community. The P5-7 class ran a pop up café to raise funds for the P6/7 residential trip, this was extremely well supported by the community raising, along with donations tins around the community, over £1000. Pupils visited our local Nursing home, Isle Ewe, to carry out some art workshops. We made Christmas themed bunting which was then used to decorate the local village hall. Children used their knowledge of sustainability to make decorations for their Learning for Sustainability themed Christmas tree as part of the local Christmas Tree Competition in the GALE centre in Gairloch, they were delighted to received 2nd prize.



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Working with Local Arctic Convoy Museum on two projects. One to make squares for a large quilt on the theme of Climate Change. The other to design a banner for the 80th anniversary of VE/VJ day, all the children took part and the banner is on display outside the museum.

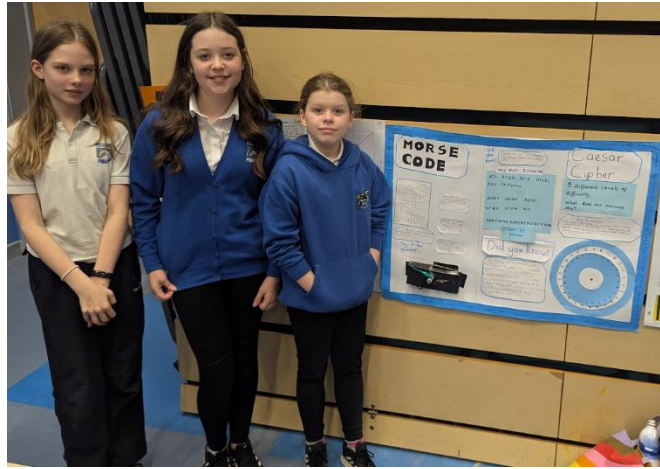


P5-7 hosted a Burns Supper for Burns Night. Swimming lessons for both classes consist of a 6 week block in the local pool, in Poolewe. The infant class visited Gairloch Heritage museum to learn about school life in the past. We discovered they often didn't wear shoes and they had to write on slate!



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The school and Nursery regularly meet up with our cluster school, Poolewe primary to engage in a variety of different learning opportunities. Working together as a cluster, as well as helping provide opportunities for both schools to link but also helps us to enter competitive events, for example the Annual Primary Mathematics Enterprise competition, The Small schools Football Tournament and the Ross-Shire Small Schools Cross Country event.



Both schools took part in Forestry award work, building scarecrows and bug hotels, as well as learning about native trees, invasive species and weather. Pupils visited the Newton Rooms experience in Gairloch, where they were learning coding skills. Both schools attended a VE/VJ activity morning run by local community members and included a chance to speak to someone who was a little boy during the war and get a real understanding of days rations.



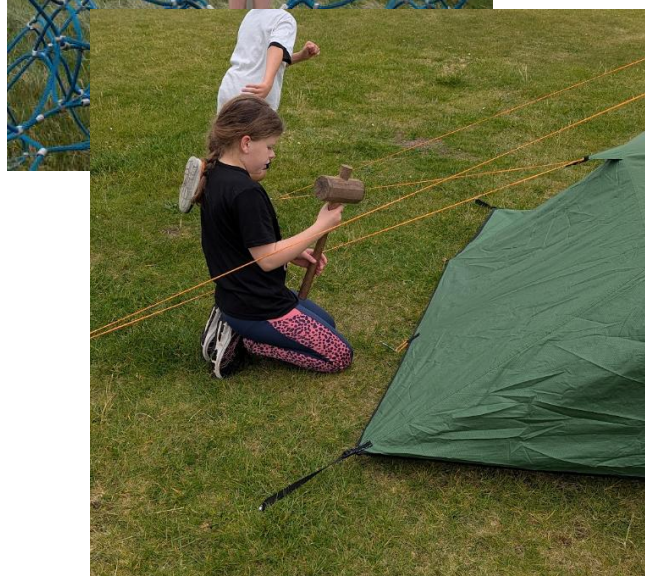
Blossoming Pupils for Success



Getting further afield to the east towards Inverness is an expensive trip for our small rural school, but with fantastic support from our parents and community, we were able to visit the Pantomime at Eden Court.

For our Summer trip we stayed more local and visited Big Sand Caravan Park and Beach for a Day Tripper's

camping experience, with tents, a play park, hot chocolate on the Kelly Kettle and jelly fish and sandcastles galore.



Blossoming Pupils for Success

The Children are fortunate enough to attend Bikeability with a volunteer to the school. Children who can ride without stabilisers can take part, this year the ages ranged from P2 -P7. Level 1 can be completed in the playground and this year we progressed to level 2 for many of the children.



Pupils in P1-P3 celebrated 100 days in school with a party! The Nursery came to join in the fun!



Christmas always involves a party, a lovely Christmas dinner from our kitchen staff and a visit from a man

in a red suit! He always brings lovely gifts for each class which this year included many books for the upper class library and some lego figures, books and puzzles for the infants. We also provide a postal service for the community for their Christmas cards; children then help sort and deliver the cards.





Our Active Schools Co-ordinator visits school for multi sports lunchtime sessions. We encourage volunteers to help run these sessions.

Our village hall, Aultbea Hall, opened its doors after a 7 year long refurbishment. We're delighted to have opportunities to start our PE lessons in the bigger hall, that's if we're not outside!



The pupils and teachers are part of a 2 year project with Eden Court Theatre in Inverness sponsored by the Paul Hamlin Foundation and the Teacher Development Fund. The project looks at using Expressive Arts to teach all areas of the curriculum. The focus of the project has involved drama and technology skills – making links to science, maths and literacy through the use of a narrative involving an alien crash landing in our village! We've also looked at the skills of working in a team in many different ways, including making our own stop motion animations. We've also received a bonus session on contemporary dance which we linked to the UN Rights of the Child. We're very excited about what year 2 will have instore for us!



There are opportunities for challenge and motivation throughout the school year. We aim to try and provide a variety of competition, not just sport. This year included the Primary Maths Enterprise Challenge (a full day of maths challenges, competing against around 30 other schools), Ross Country Small Schools Football tournament, our own Associated Schools Group Cross Country and a much larger competition against other schools in Highland, a Rainbow Reading Challenge for those that love to read and those who want to read a bit more! Our annual sports day was a washout, so we moved inside for an inhouse Silly Sports Day and it was very silly indeed! We've also engaged with online Gaelic lessons for our older pupils.



Highest Place Senior - 1st



Highest Placed Junior - 2nd



Highest Junior 4th



Highest placed Senior - 3rd



Cross Country Practise



Can you read the colours of the Rainbow?!



Snail Sack Race and back to back racing!



Silly sports day! Pupils were allocated a 'secret' pupil to watch and later to make and award a medal to for their efforts.

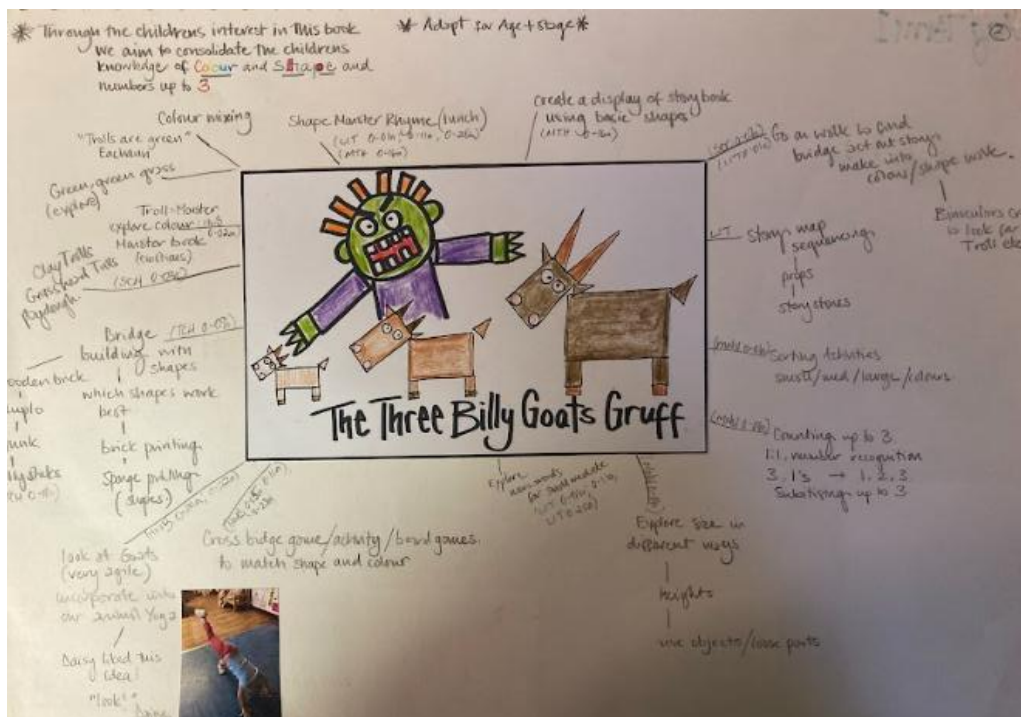




rights. They also created their own charter for within the Nursery.

In Nursery, learning involves the seed of an idea from the children and seeing where it grows, truly living by the values of Realising the Ambition and learning through lots and lots of play. Over the next few pages are examples of how the curriculum is taught through play.

The children are very aware of the wellbeing indicators and as part of this year's work on the UN Rights of the Child, they have been linking the indicators to the



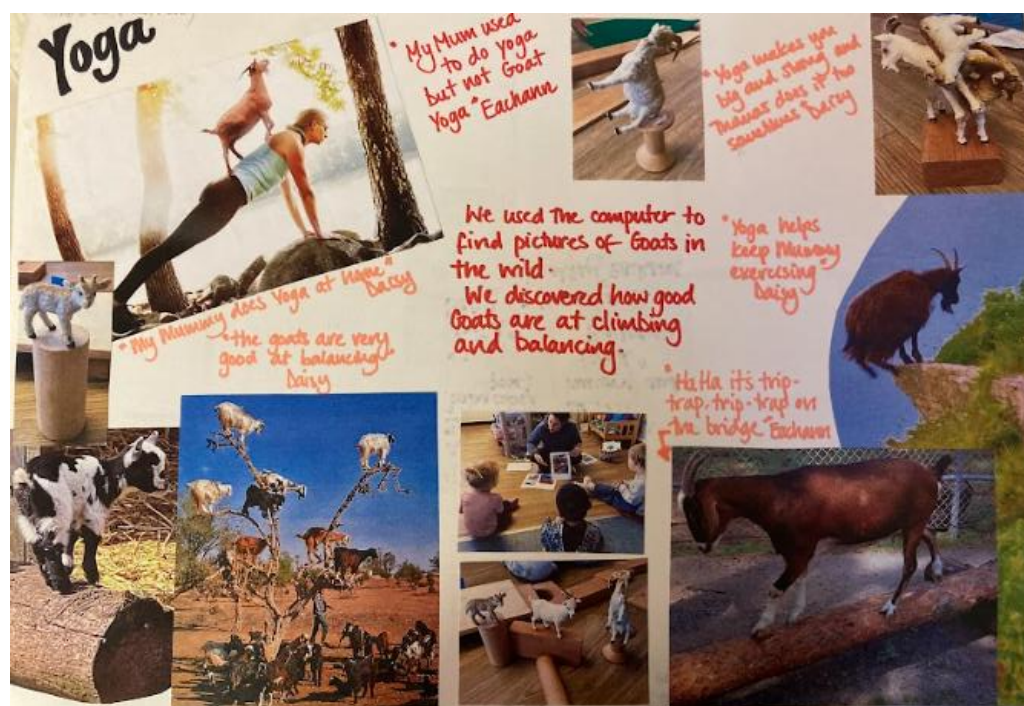
The children started the year interested in all things goats and trolls after hearing the story of The Three Billy Goats Gruff. What followed was a term of exploring goats and trolls, goat yoga, shapes monsters, building bridges and exploring materials, exploring Norway and making their own volcanoes and glaciers and finished with their own enactment of the story with shadow puppets.

The staff capture the children's learning and ideas in a floorbook and the children's individual Learning Journey

folders, the children are very proud to show the books to their parents. Parents and Carers also receive a weekly snapshot of photos to show the learning for the week.



The children love to show their learning on the walls within Nursery, here's their work on mountains and troll caves. They wrote stories to go along with their trolls.





From a conversation about Christmas presents and one of the EYPs new scarf, came the next journey for our nursery children. They explored what wool is and other types of materials, looking at what clothes we wear at different times of the year. They were lucky enough to have a visit from a lady who can use a spinning wheel.



The children made their own felt pictures and explored what different fabrics look like under a microscope, as well as how waterproof they were. They also explored the skills of weaving and started to make their own table cover as well as nature loom.



A look at all things dinosaurs for our last term. Learning about different types of dinosaurs, sorting and categorising them, working out how big they were using our own size to compare them to. As well as exploring our beaches for any evidence of fossils or bones!





There's lots of other learning that goes on in and outside. Due to low numbers our nursery will be inactive for a year, but we're looking forward to opening in August 2026.



The mobile library comes once every 3 weeks the children enjoy getting new books to share.



This year our project has been on developing literacy in our outdoor space. We linked with the local Men's Shed group to ask if they could help us with a couple of things, a clock and some gross motor movement panels. Here's our new clock, we're delighted with it.



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A key part of our young learner's journeys is the chance to share it with their parents/carers. There are termly visits arranged for parents or carers to come and look around and take part in some fun activities. Parents don't have to wait until these times, however, the children will happily take them inside and share what they have been doing.



These are truly magical moments, seeing the children talk enthusiastically about their learning.

Transitioning to Primary school is a big step for our young learners. The Nursery and the Infant teacher, who is also our Nursery Manager, work well together to ensure a robust transition schedule is put together to help build the children's confidence and make it a smooth transition into school. Transition is peppered throughout the year, from coming for Christmas lunch, to Easter Egg hunts and sports events. The main focus is in term 4.



Joining school for Christmas Lunch!



Joining the school for an Easter Egg Hunt in our local woodland, Laide Wood.



Taking part in for Silly Sports Day!



Time in Skipper Class for role play fun and a dance about our emotions.



Comments from learners, families, stakeholders and staff

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

Learner's comments:

'I really liked beach day because I liked playing on the beach apart from when I got scratches. I also liked the snow day when Mel brought a sledge because it was very snowy and I had fun playing with my friends. We made a massive snowball that was a metre tall!'

'I have enjoyed all the Eden Court people coming. The egg challenge was really fun because we did a quiz. I liked making a news report with the green screen.'

'I liked building dens on reward day because it was more fun than our normal lessons.'

'I have liked learning about maps and grids. It is so awesome and lovely. I also love learning about maths and I am more confident.'

'The best moment was the visit to Slattadale because we got hot chocolate and cookies in the snow.'

'One of the best moments this year was going to Art Club. I really enjoyed making things like the paper dragon and the flowers. I also really liked the week when some of the class were in Loch Eil because there was so much space in the classroom and Poolewe came to visit twice.'

'I enjoyed the football tournament because we scored 1 goal and it was my first time going. I also liked the Eden Court people Andrew and Chak because we got to make a news report about the alien.'

'The best moment is that I did cross country and came fifth place in the senior race. It took lots of practice and we got very dirty and muddy. Also, I did the football tournament at Alness and we got ice cream during a school day. That was probably my very best day at school.'

'I have enjoyed playing in the snow with my friends. I liked the Eden Court people coming and doing fun stuff like learning about chemical elements.'

'The best moment is probably coming 7th in cross country because I came 14th last year and my other best moment is probably doing football because we got ice cream afterwards.'

'Going on trips and making new friends, but nowadays they don't really hang out with me. Other than that spelling, maths, making art things and art club. Also, saving bugs in the water that nearly drowned and I learned some fruits in a different language.'

'Some of the best moments this year were going to Loch Eil, because I got to try a lot of new things and meet more people that I didn't know. I got to do this activity at Loch Eil called crate stack that was very hard because you had to balance on these small milk crates that went up higher and higher. I fell at 11 crates and my group fell at 10.'

'Another good moment was when I went to the high school for transitions. We got to do a lot of activities like, group activities, team challenges and races, and even first aid practice! We had to learn how to use bandages, slings, this technique we used if somebody was unconscious and the recovery position.'

'Loch Eil was amazing, especially the jog and dip because you jumped into the water and swam back. I did it three times. I also enjoyed cross country where I came in fifth. It felt amazing and I was very proud of myself.'

'Loch Eil was good. The canoeing was my favourite because it was the least scary. My transition day went well. We walked around the school and did orienteering which was hard but fun. I am scared but excited about going to high school.'

Parent Comments:

'Thanks so much for all your hard work over the last year and your dedication to all the kids'

'A massive thank you to you all for your support and kindness towards our daughter.'

'Thanks for everything you have done for our son in his time at Bualnaluib. We are so glad he got to attend such a lovely school with such amazing staff. I'm sure he hasn't been the easiest child to support at times but you have all helped shape him and we are very grateful for everything you have done.'

One Co-Chair of the Parent Council said of the school 'Bualnaluib Primary and Nursery have many key strengths. Staff know our children and families extremely well and provide great support holistically to make them feel safe and respected. Staff have a good rapport with parents/carers, and their 'open door' policy allows adults to discuss issues or share important information whenever needed.

Children know their opinions and ideas are listened to and respected. Children in the classes are given opportunity to help choose their learning, for example in the infant class they vote a theme for their role play corner and take part in discussion of the resources they will need to bring it to life. The school is working towards attaining a Rights Respecting Schools award. The children have worked in groups to unpick different articles and ascertain what this means for them and their school community.

The school and Nursery has strong links within the local community. Children have had opportunity to visit the local nursing home to take part in collaborative art sessions; Junior Forestry sessions; and historic experiences to celebrate VE Day at our Community Hub. All of these experiences help promote healthy values and connect children to their community.

Due to our rural location, it can be challenging to cover long-term absence due to a lack of supply teachers. We value the efforts that school staff have gone to try to maintain stability in the school and continuity in learning, despite this causing an increase to their own workload.'

The other Co-Chair added 'The Parent Council at Bualnaluib primary is an active group and we meet once each term. There has always been good cooperation between the parent council and school in which the school listens to and supports the views and concerns of the parents. The parent council supports the school by advocating for it to the community and the Highland Council. We also help fundraise and support events to enrich pupil's education and experience.'

Staff Comments:

'I've felt very welcomed into the team since starting in August, everyone is very friendly.'

'I love the variety of things the school has to offer, not all schools do the same.'

'This year's project with Eden Court has been fantastic and has reignited me to want to teach in more creative ways, remembering that it's not always about the end result but that the process is equally, if not more important. I'm looking forward to next year's inputs and seeing how we are going to develop it further with our inter disciplinary learning.'

'At times it's been a challenging year, especially with the sad loss of a staff member. I love our reflective space we made in her honour. The school is a great place to work and we don't let the fact that we are small and rural stop up from offering a wide range of opportunities. Working alongside our cluster school and schools in our area is great to offer great chances for the pupils to mix and engage in activities that they might not be able to take part in, for example the football competition for small schools or the Maths Enterprise Challenge, by joining forces we were able to put a team forward. The challenges are greater in terms of getting the children to the same location for training, but with the help of volunteers and clever timetabling we were able to make it work.'

'Bualnaluib is a lively, friendly, welcoming school where everyone is valued and respected. Teamwork and mutual support are strong in Bualnaluib.'

'Bualnaluib Primary prides itself on fostering a positive and inclusive ethos where every student feels valued and supported. We offer a diverse and enriching range of learning opportunities that cater to a variety of interests and abilities, encouraging both academic excellence and personal growth. Children are

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given meaningful opportunities to develop independence and have their voices heard, empowering them to take an active role in their learning and school community. The welcoming atmosphere created by our dedicated and passionate team ensures that all members of our community thrive in a safe and nurturing environment. Together, we are committed to inspiring lifelong learners and building a strong foundation for future success.'

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	Very good	Good
QI 3.1 Wellbeing, equality and inclusion	Very good	Good
QI 3.2 Raising attainment and achievement/Securing children's progress	Very 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

Priority 1 – Numeracy – Improving learning, teaching, moderation and assessment

Priority 2 – Rights Respecting Schools, Equalities and Diversity

Priority 3 – Curricular development – Review current IDL approaches and look to linking learning to Expressive Arts and the Everyone is an Artist Project and greater links with child led learning opportunities.

The school is also changing to have Gaelic as it's first option of a second language, and French will be the third provision. This will come into full effect in 26-27, with this year being used for staff development in learning Gaelic.

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://sites.google.com/gairlochhigh.org.uk/bualnaluib-primary-nursery/home> or by contacting the school office.