



STANDARDS AND QUALITY REPORT 2025-26

AITHISG INBHEAN IS CÀILEACHD

Bualnaluib Primary School



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%

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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 94.1%	Average Class Size 12	Meeting PE Target Target Met
Pupil Numbers (inc nursery) 23	Teacher Numbers 2	Pupil Teacher Ratio 1:12

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

Reading	Writing	Listening and talking	Numeracy
Majority	Majority	Majority	Majority

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Bualnaluib Primary School is located in a rural, coastal setting serving the areas of Aultbea, Mellon Charles, Laide, Mellon Udrigle and Opinan in Wester Ross.

There are 23 children attending the school ranging from P1 - 7 are taught together in a two multi-stage classes.

The headteacher has overall leadership responsibility for Bualnaluib Primary School and 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 satisfactory. 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	Writing	Listening and talking	Numeracy
Good progress	Good progress	Good progress	Good progress

We have had no exclusions this year.

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

Our Vision

At Bualnaluib Primary we work together as a team to create a place of learning, exploration and fun where everyone can thrive reaching their full potential.

Our Aims

We challenge every learner to reach their full potential by:

- **building** positive relationships, embracing diversity and celebrating differences through the principles of Learning for Sustainability.
- **creating** inspiring and supportive learning environments where every learner is safe, healthy, achieving, nurtured, active, responsible, respected and included.
- **fostering** curiosity, creativity and self-expression through high quality learning and teaching experiences.
- **equipping** children with skills for learning, life and work by **developing connections** between school, the local community and the wider world, enabling them to become successful learners, confident individuals, effective contributors and responsible citizens.

Values

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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: Building an Inclusive School Community

1.3 Leadership of Change

'We ensure proposed changes demonstrate the interconnectedness of the school and community in improving learning and outcomes for children and young people.'
(HGIOS)

2.1 Safeguarding and Child Protection

'The ethos and vision of the school strongly promotes equality, challenging all forms of discrimination.'
(HGIOS)

'We use learning and teaching approaches and the curriculum to promote resilience, and responsible citizenship. These approaches are highly sensitive and responsive to the wellbeing of each child and young person.'
(HGIOS)

2.4 Personalised Support

'Our staff and partners work effectively together to increase their ability to meet the needs of our diverse learners through effective use of professional learning, support and specialist resources.'
(HGIOS)

2.5 Family Engagement

Parents and carers are supported to actively and meaningfully engage in their children's learning and life at school. (HGIOS)

3.1 Improving wellbeing, equality, and inclusion

'Our school community has a shared understanding of wellbeing and in the dignity and worth of every individual. We know and can demonstrate that all of our children and young people feel safe, healthy, achieving, nurtured, active, respected, responsible and included.'
(HGIOS)

3.3 Increasing creativity and employability/ Developing creativity and skills for life and learning

'Creativity, entrepreneurship and innovation is increasingly embedded across learning. Children and young people benefit from learning and teaching through partnerships with education, employers, creative industries and cultural sectors.'
(HGIOS)

Summary of progress

We have made very good progress within this school priority.

1.3 Leadership of Change:

- A Positive Relationships and Behaviour policy has been produced with input from pupils and staff across the cluster. This has now been reviewed, updated and ready to launch in the new sessions.
- Pupils have worked on writing their own books around each of our five values.

Next steps

- We are going to use the CIRCLE Framework as a way of organising and supporting input using a staged system of support. These resources will help integrate all work that has been done so far into a whole school approach to further improving our inclusive practice.

Stakeholder Views

Seasons for Growth:

'Seasons gave me the confidence to talk about what happened to my heart.'

'Seasons helped me know what to do when I have big feelings.'

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• P4-P7 have taken part in workshops revolving around Anti Bullying, racism and homophobia. • All learners are given the opportunities to be a member of the Pupil Council. • The Crofter's learners completed a purposeful audit of their classroom bookshelf, identifying the representation we were missing, before creating a Wishlist of books to fulfil more representative criteria. 2.1 Safeguarding and Child Protection: • All staff have completed relevant CP training. • The majority of staff have completed additional, optional, training from the NSPCC. • The PT has completed additional CP training. 2.4 Personalised Support: • Staff use the prompts in the 'My World Triangle' in 1:1 conversation with pupils with child's plans, ensuring their voice is captured and they understand the reasons for the additional support they receive in their learning. This has been extended to any child receiving interventions. • Two members of staff across the cluster, ran a successful Seasons for Growth group. 2.5 Family Engagement: • We have a very active Parent Council who work with staff and pupils, help support wider activities and support fund raising events. • We have been able to use the community hall, giving learners a better P.E experience. • Parental coaching has helped prepare learners for a football competition. 3.1 Improving wellbeing, equality and inclusion: • The school is ready to prepare a submission for the Silver Rights Respecting School's Award. • The majority of the staff in the cluster having completed The Promise training.	CIRCLE resource to support Inclusive Learning and Collaborative Working (Primary and Secondary) Resources Education Scotland • Complete The Promise training with rest of staff members. • Complete Equality and Diversity training with all staff members.	<i>'Seasons session was extremely successful and had a positive impact on confidence, self-esteem and the ability to understand and regulate emotions.'</i> Eden Court – Everyone is An Artist: <i>'It is a really good tool that you can snatch up a tool to engage all the children. They can take the place of sitting and are dynamic and include everybody. Less confident children can take cues of others modelling it.'</i> <i>'I have become more confident in learning drama skills because we have been practicing a Japanese film. I feel more confident with drama. I never used to like taking part but now I am enjoying it. I feel I am included in the Japanese film because I have a speaking part. In the Egyptian play a few years ago I didn't get to say anything, so it has felt good to feel like a bigger part of this project.'</i> <i>'Being shown creative ways to use both drama and film to help teach other areas of the curriculum has helped us to make interdisciplinary links between subjects.'</i> Visiting author
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• The majority of the teaching staff in the cluster having completed the Diversity and Equalities training. • Through the ongoing Everyone's an Artist Project, the children have had on ongoing 'heritage theme' running throughout the year. All children in the school have been able to develop an inclusive understanding of heritage and P5-7 have begun making links and comparisons to other cultures, with an aim to broaden their understanding of different people's backgrounds. • Staff and learners have reviewed all reading materials in the school and engaged with the 'Windows and Mirrors' reading list to ensure that our libraries represent a diversity and inclusion. • Staff, when taking a holistic approach to planning interdisciplinary learning, are thinking more about what to include that will make links to the Rights of the Child, for example – a project on Sound will include looking at what it means to be deaf or Deaf. • All staff are aware of the cost of the school day and offer, 'Free snack Fridays', preloved school uniforms and no charge school trips. 3.3 Increasing creativity and employability: • By working with Eden Court, the learners and staff fully committed to learning new skills and teaching/learning styles and identified areas where the school needed to raise inclusivity (e.g. reading resources, after school clubs). • All Learners have experienced engaging creative learning and creativity skills through the cluster's work with Eden Court. • The partnership with Eden Court has given all learners and staff the opportunity to develop and apply more sophisticated digital skills, which has led to investment in digital curriculum.		<i>'It was great to see how quickly everyone joined in and giggled. It means it must be a really lovely school'</i> Rights Respecting School <i>'I have upheld the rights of others because if someone was being unsafe, I would tell them to play a safe game. I remind them that maybe their parents let them at home, but you can't here, so we can do something else. Every child has a right to play but not in an unsafe way.'</i> <i>'I have shown responsibility in school by making Christmas hampers for different members of the community for Christmas dinners and making gift tags too.'</i> <i>'The kids get to participate in a fairly wide range of activities helping them broaden their world a little bit. I especially think the value of doing activities with other schools or visiting other schools (especially in our ASG as they will be going to high school together) can build healthy bonds. Having various groups come to the school is also really good because it gives the kids a sense that, even though they are small and rural, they are worth</i>
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		<i>being visited (Like with Eden court, or author visits).'</i>
Impact		
1.3 Leadership of Change: • All staff have helped to create conditions that support creativity, innovation and enquiry. • All staff have committed to change which has resulted in more creative opportunities for learners, even when it challenges staffs' 'comfort zones.' • Pupils are using what they have learnt to help others/support the school's vision e.g. made their own Anti Bullying video to encourage others to call out bullying behaviour, application for reading grant to buy more diverse reading material. 2.1 Safeguarding and Child Protection: • Staff respond to the needs of individuals promptly and know what procedure to follow. 2.4 Personalised Support: • Barriers to learning in all curriculum areas are being constantly challenged and addressed • Increased confidence in creative and digital skills. 2.5 Family Engagement: • Wider opportunities for learners e.g. football, use of community hall for P.E, school trips. 3.1 Improving wellbeing, equality and inclusion: • The school values now have a more prominent place in the life of the school. • Through a shared understanding of wellbeing and the children's rights staff have created an environment where children and young people feel listened to and are secure in their ability to discuss personal and sensitive aspects of their lives because they feel cared about. • Almost all learner and staff member has someone that they feel confident talking to. • Staff are increasingly confident when addressing issues of discriminating language which has ensured that learners more aware of the language that they use when speaking of others. • Pupils have shown greater skills in advocating for their rights and rights of others as well challenging each other when discriminating behaviours are seen. • Learners are increasingly aware and understanding of different cultures, beliefs and choices; they understand that everyone is unique and are comfortable asking questions about what they are learning. • The Wellbeing Webs, which are recorded termly show that almost all pupils feel safe, cared for and nurtured. 3.3 Increasing creativity and employability: • Creative learning and creativity skills are recognised, increasingly articulated and valued by practitioners, which has helped to develop and celebrate diverse learning styles. • Pupils are learning skills for life and work e.g. running a committee, holding meetings during presentations and sharing learning. • Investment by the school in coding equipment.		

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School Priority 2: Our learning and teaching: Improving our use of the moderation cycle, and pupil involvement in this, to make increasingly valid and reliable decisions on learners' progress towards, and achievement of, a level.

1.2 Leadership of Learning

'Within our school and with our learning community, we engage regularly in effective quality improvement and moderation activities and have agreed standards and expectations.' (HGIOS)

'We gather a range of data and information to monitor and track progress for all learners. We regularly interrogate data...taken steps to ensure all planning, monitoring, tracking and evaluating is manageable and relevant for all involved.' (HGIOS)

2.3 Learning, Teaching and Assessment

As a result of our manageable processes to monitor and evaluate learners' progress we have clear information on their attainment across all curriculum areas. This includes for those facing additional challenges, for example young carers, looked after children and those living with financial hardship. We use this data to evaluate the effectiveness of interventions designed to improve outcomes for all learners. (HGIOS)

2.4 Personalised Support

'Our children and young people have frequent opportunities to discuss their learning with a key adult who knows them well, helping them to set appropriate next steps.' (HGIOS)

2.5 Family Learning

Parents and carers are supported to actively and meaningfully engage in their children's learning and life at school.' (HGIOS)

3.2 Raising Attainment and Achievement

'Very good progress is demonstrated through robust tracking of attainment over time in all curriculum areas and at all stages.' (HGIOS)

'Children and young people are fully engaged in their learning and participate in decision-making about their learning pathways and future career aspirations.' (HGIOS)

Summary of progress

We have made good progress within this school priority.

1.2 Leadership of Learning:

- Staff engage regularly in professional dialogue to develop collective understanding.
- There is a very strong focus on improving learning among staff across the school and the participation of all teaching staff in individual and collective professional learning around the moderation cycle and in particular learning intentions, success criteria and feedback.

2.3 Learning, Teaching and Assessment:

- Staff and pupils have a range of methods/activities to ask for and share feedback, e.g. the development of a learning grid for the class which highlights Learning Intentions and Success Criteria is

Next steps

- Continue to build a feedback culture.
- Continue working with James Nottingham book 'Challenging Learning Through Feedback' – building on the work on Learning Intentions and Success Criteria esp. co-constructed.
- A particular focus on how Learning Intentions and Success Criteria are used to support

Stakeholder Views

Learners (about the Learning Pit and ASK model):

'Doing it makes me stop and think about how I found my work.'
 'The learning pit can make me feel proud.'
 'I like using the learning pit because it shows me how easy of hard, I found my work.'
 'When I am climbing up the ladder I feel like I can remember what I am learning but might need some help to remember again. It helps me to imagine it.'

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being used by some areas, as well as more using the ASK model and Learning Pit to aid discussions around the learning. • Staff are becoming increasing confident in using learning pathways across the curriculum to aid planning, assessing learning and setting next steps. • The use of newsletters, Snapshot Jotters, Digital Profiles, Key Assessment Tasks and parent meetings ensure that families have a clearer understanding of what the pupils are learning. More work now needs to be done around sharing next steps and engaging parents more in their child's learning. 2.4 Personalised Support: • Pupil Equity Funding is used to employ a PSA. • PSAs are allocated time out of class for 1:1 or group interventions that have been identified by teacher/head teacher. • ASN plans have been reviewed and a new procedure for updating is in place for next session. 3.2 Raising Achievement: • Teachers have been working on ensuring that learning intentions and success criteria are linked to learning rather than the context for learning and are using the ASK model to draw out the different attributes, skills and knowledge. • Learners are increasingly self and peer assessing their work, helping each other see when success criteria have been met and what next steps will be. • Termly progress and attainment meetings between HT and teaching staff are now timetabled into the school's calendar and information about individual pupil support is updated frequently. • Some moderation has taken place through the cluster, and teachers have a shared understanding of levels, however more work needs to be done in this area.	differentiation and pace in multi-composite classes. • Increase opportunities to peer review. • Ensure that learners are given the opportunity to act on feedback. • Increase parental engagement with Digital Profiles. • Add additional moderation dates to WTA. Work with QAMSOs and ASG. • Work with parents to share next steps and provide opportunities for increased engagement in their child's learning.	'I can personalise my learning pit a little when I do it to show just how confident I am which is fun.' 'It is interesting to do but the slight problem with it is that sometimes I see it as a chore. I draw a quick learning pit and put myself in a random place - only sometimes though.'
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Impact		
1.2 Leadership of Learning: - Classroom observations and discussions with the learners show that they are becoming increasingly honest and reflective when talking about their work and are not afraid to use success criteria to identify areas they need further support. - All most all learners confidently use the Learning Pit and ASK to talk about what they are learning, and the attributes, knowledge and skills they are learning. 2.3 Learning, Teaching and Assessment: - Increasingly positive, nurturing and appropriately challenging relationships has helped learners build confidence in their individual learning journey and understand that although learning is sometimes difficult, they will be supported through those challenges. 2.4 Personalised Support: - Robust processes for assessment, dialogue and reporting have ensured that interventions are relevant and useful. - The increased use of ASK (attitudes, skills and knowledge), the Learning Pit and Success Criteria ensure that teachers can offer necessary support promptly. 3.2 Raising Achievement: - Lesson observations and staff dialogue shows that there is an increased focus on content rather than context and that there is a clear progression between lessons. - Termly teacher/HT meetings ensure that interventions are timely, monitored and adjusted as appropriate.		

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School Priority 3: Our learning and teaching: Focus on Raising Attainment in Numeracy and Literacy.

1.2 leadership of Learning

'Across our school, an ethos of professional engagement and collegiate working is evident. This leads to continuous improvement in learning and teaching and improved outcomes for our learners.' (H6IOS)

'Our school [setting] has a collegiate learning culture demonstrated through, for example, collaborative practitioner enquiry, peer learning, constructive feedback, professional dialogue and debate.' (H6IOS)

2.2 Curriculum

'There is a clear focus on developing skills of literacy, numeracy...in a progressive way across the curriculum.' (H6IOS)

'Time is protected for professional learning and collegiate working to develop the curriculum and consider its impact on children and young people.' (H6IOS)

3.2 Raising Attainment and Achievement

'Attainment levels in literacy and numeracy are a central feature of the school's priorities for improvement and are raising attainment.' (H6IOS)

'Confident teacher judgements together with benchmarking and an appropriate range of assessments are leading to improvements in attainment.' (H6IOS)

Summary of progress and impact

We have made good progress in the literacy aspects of this priority and satisfactory progress with numeracy.

1.2 Leadership of Learning:

- Staff expertise is being used effectively to support staff in ensuring all ASL children in cluster access learning e.g. PSA from one school supporting PSA from another school with a resource.
- The Crofter's learners completed a purposeful audit of their classroom bookshelf, identifying the representation we were missing, before creating a Wishlist of books to fulfil more representative criteria.
- Learners are increasingly able to talk about their learning.

2.2 Curriculum:

- Changes that have been made in literacy over the last three years have been embedded into the curriculum this session e.g. whole class readers

Next steps

- Focus on raising attainment in numeracy.
- The review of practical numeracy resources will be completed.
- Use the Mathematics and Numeracy Self-Evaluation Framework to identify next steps as a school.
- A review of the resources/programs used for teaching numeracy at the different levels to determine if any changes needed to be made.
- 'Maths Shed' will be trialled.
- NSA and SOFA information will be analysed on Sept inset day to identify any common areas to be addressed. This will be reviewed after November assessments.
- Relevant interventions will be put in place.
- A wide range of evidence will be available to demonstrate progress in numeracy and literacy.

Stakeholder Views

5/10-minute box:

'I like it because it's creative. Sometimes I'm thinking how to spell something (especially the funny ones)'

'It's really fun and I like drawing. It's improving my drawing and my spelling.'

'I love it, it's fun and I like drawing the pictures to go with the words we're learning.;

'I like it, it's funny and leads to funny sounds and sentences. I have got quicker at the alphabet and keyword practise.'

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with differentiated lessons, phonics progression and readers, high level interest phonics readers, 5-minute/10-minute box, allocated PSA time for interventions, spelling shed. - Teachers and PSAs have greater confidence in teaching/supporting literacy. - Numeracy/maths progression planners were being updated in line with any changes to HN documents – this has stopped due to the new numeracy curriculum being expected next session. - Numeracy and literacy progressions are used throughout the cluster. - A coherent literacy policy is in place from Early Level to Second Level (and third level where appropriate). - A review and reorganisation of practical numeracy resources have been started. - Two staff members have attended Education Scotland training on the Mathematics and Numeracy Self-Evaluation Framework. - Digital Project using Sphero Indi Codable Cars linking Literacy and Numeracy skills to Computer Science. - Digital Animation After School Club set up making cross curricular links between film and literacy. 3.2 Raising Attainment and Achievement: - Children in second level class with gaps in the reading fluency have received ongoing phonics support from teacher and PSA, ensuring accelerated progress.	Staff will begin to engage with the new numeracy curriculum, when it becomes available late next session.	<i>'I think I learn a lot of spelling by doing 10min box. It's helped me slow down and sound things out which I found hard before. I remember words I've learned with ...in class.'</i> Literacy and Everyone is An Artist: <i>'It has really helped with literacy – writing scripts, sequencing, speech, character development and analysing characters motives.'</i> <i>'It has been a great opportunity for use as staff to have developed our own creative skills in the classroom. We now have a bank of tried and tested activities that can be applied to a multitude of purposes to ensure learning is fun and engaging. There has been a noticeable improvement in confidence amongst many individuals in the class. There are children who 'didn't like drama' who have shown real interest in the project and have stepped up into speaking roles on film etc.'</i>
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• Our robust tracking of attainment over time at all stages is embedded and is allocated protected time on the Working Time Agreement. • PSAs are allocated time out of class for 1:1 or group interventions that have been identified by teacher/head teacher. • ASN plans have been reviewed and a new procedure for updating is in place for next session.		<i>There has also been an impact on teamwork skills. The children have worked in many different groups throughout the project and compromise, leadership and being supportive are all skills they have needed to use to complete different activities. The children have begun to come up with creative solutions to bring their teams together.'</i> Parental Engagement: <i>'The school and teachers always have the time for questions and if asked, I am sure are happy to chat about where my child is at and how he's doing at school. The standard parent appointments are helpful and informative; there is quite a long time between them though and much can change in that time. Without any schoolwork done at home it can be hard to know what ... is doing and where he's at in any given 'subject'. I am not necessarily advocating for homework, but it does leave me as a parent disconnected from what he is doing and what he may be struggling with.'</i>
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Impact

1.1 Leadership of Learning:

- Appropriate training opportunities mean that staff are well-informed about local and national priorities and changes.
- Learners are offered a wider range of cross curricula activities e.g. competitions, after school club.
- Reading for enjoyment has improved considerably.

2.2 Curriculum:

- The Eden Court project has ensured a strong focus on developing the creative skills, across literacy and numeracy, of our young people.
- Learners are being offered an increasing wide range of activities in all areas of the curriculum.
- All learners are following a cohesive literacy curriculum where progress is tracked and discussed regularly.

3.2 Raising Attainment and Achievement:

- Very good individual progress is demonstrated through robust tracking of attainment over time.
- Literacy interventions have raised learner confidence and progress, and learners speak positively about the literacy interventions that have been taken place and how it is helping them in class.
- There is a higher priority placed on cross curricular aspects of the technology curriculum, especially within numeracy.

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

The Pupil Equity Fund has been used to provide five additional Pupil Support Assistant hours. This time has been used specifically for literacy interventions and preparation for Seasons for Growth sessions. The literacy interventions have increased individual learner confidence and progress. The Seasons for Growth sessions allowed learners to talk about changes and loss in their lives in a safe environment.

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Wider achievements

Coileanaidhean nas fharsainghe



Heritage was weaved through our school year, we began by looking at what our own heritage might mean, by exploring family trees. This lesson was led by our Head Teacher, The family tree of a rat family!



To help us understand what Heritage means we visited our local museum – Gairloch Heritage Museum. There we learnt how people in our local area used to live and how we know how they lived, by looking at the artifacts.

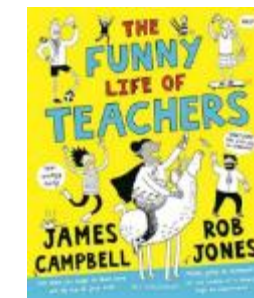
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Loose Parts Play, Pupils love to get our mixture of weird and wonderful loose parts and turn them into all sorts of creations – living our school value to be creative!



We were lucky enough to be able to visit the Pantomime in Eden Court in December, along with Poolewe School.



James Campbell came to visit us with some of his books and he told us all about being an author, we can all be writers. The children were inspired by his high energy and enthusiasm for his work. We're going to buy some of his books to add to the library.

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Successful Learners

A week of all things books! Following our successful bid for funding we received £450 to help diversify our library we decided to celebrate with a week of celebrating books and the wonder of reading for enjoyment. We are now working towards our Silver Award.



At the sound of the crashing symbols Drop Everything and Read!



The money went towards a lot of books, to be more sustainable we bought second hand copies .

We acted out a scene from favourite books, putting our drama skills we've learnt from Eden Court Theatre.



Book Jenga – A way to promote discussion about our favourite books, fiction and non-fiction, graphic, poetry, audio or magazine!



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Opportunities for Personal Achievement

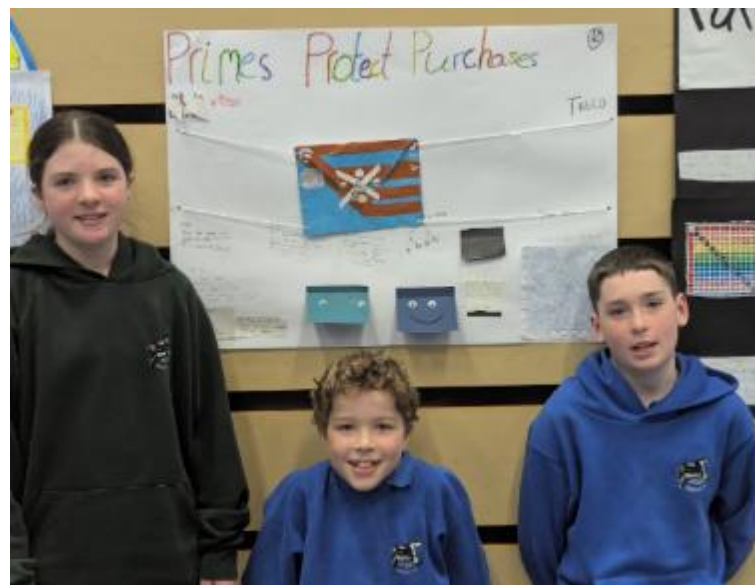
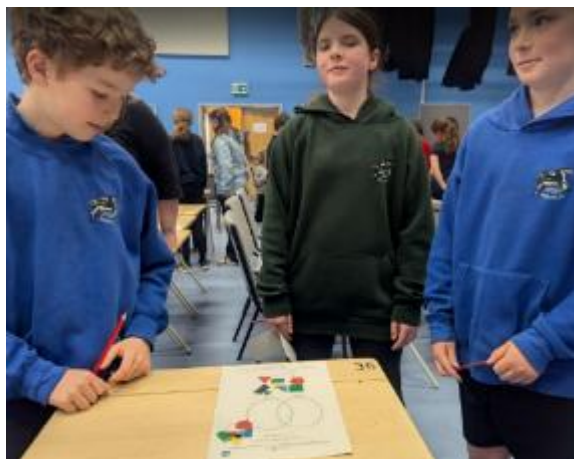


Associated Schools Primary Cross Country winners for the first time in a few years. Everyone played their part to help make this dream a reality for us.

We believe achievement comes in many different ways. Here are a few examples of where pupils have been able to make personal achievements



Kodaly sessions with Singing John for P1-P4. Learning about the beat in songs and singing with confidence.



Three pupils attended the Primary Enterprising Maths Challenge 2026, in Dingwall Academy. Which this year had a theme of Prime Numbers. The team had to create an information poster as well as take part in various maths challenges.

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Eden Court Project (Year 2)

Year two of the project saw us continue on our journey of discovery for Drama and Film Making skills. The final phase 4 project was solely led by the school. We continued our work on Heritage and thought about stories of long ago and the art of story telling. A strange visitor came to see us and told us 2 stories, one local involving a water best in Loch Na Beiste and the other a Japanese story, also of a water beast. We decided to take these stories and look at turning them into a film. It's been a wonderful world of discovery and the love of the process not necessarily the final product.



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The process of turning the oral story into a film continued with identifying with the character and what they might say – which turned into a script. Costumes and small props to feel like the characters and then filming with some pupils in the role of Director and Technician. Followed by putting our location shots on the green screen to transport our villagers back in time.



Honest Respectful Creative Responsible Kind

Successful Learners



Once a month both classes have taken turns at taking part in online art lessons with the National Galleries, Scotland. Some of the themes have included Primary and Secondary Colours, how paintings can tell a story and understanding the impact colour combinations can have.



Following on from our learning with Eden court and our love for the arts and now film making... the pupils asked for an afterschool club to make their own animations. Pupils have storyboarded their ideas, created characters and sets, taken photos using green screen backgrounds and are now at the stage of putting the photos into a short animation complete with title cards and sound effects. A showcase of all finished films was enjoyed by all.



Putting our art skills into practise, some pupils submitted their thoughts on Mental Health – things they do for their own health, what others can do to help or how they feel. These will be shown in Libraries around Highland or online at the Inspiring Young Voices website.

Honest Respectful Creative Responsible Kind



World Book Day – we all received a free book from the World Book Day Charity. We decided to come to school in pyjamas and enjoy our new books, or our favourite bedtime book or even audio books. Another occasion where we just celebrated reading!



P1-4 enjoyed a trip to Inverness to see a live orchestra play the accompanying music to a cartoon about a little girl called Yoyo. It was great to see and hear the instruments. All year we've dipped into other stories of Yoyo via online lessons. It helped us to understand Yoyo's heritage and musical instruments and their sounds.



Honest Respectful Creative Responsible Kind

Confident Individuals



All pupils visited Gairloch Museum to see an exhibition from Aberdeen Artist Tom Brice. His art is centred around mythical creatures, particularly birds. He also makes trading cards of all sorts of creatures.

The children were confident in their opinions about his art and interesting and creative takes on the pieces. They were learning that no one opinion was the right one. Some children who are shy to speak, felt confident to express themselves.

After viewing the exhibition the children were able to meet the artist online and ask questions.

Next was creative time and the groups could create their own mythical creatures or models or trading cards. It was a very creative experience.



Our village hall had it's official opening in May and was opened by HRH Princess Anne. We performed a Gaelic song and were able to speak with her. One of our P2 pupils presented her with a posy and a former pupil presented a gift.

Honest Respectful Creative Responsible Kind

Confident Individuals



For the 3rd consecutive year, we have been lucky enough to have local Phil come and deliver a term of 2 hour bikeability sessions. The children grow in confidence in handling the bike, how to crash safely, and how to maintain their bikes. Lesson take place in the school grounds to hone skills and then transfer out on to the roads. We ha a number of children who now cycle to school because they feel confident and safe.



Our pupils are given many ways to help them feel confident, including sharing their talents at assembly, standing for election at Pupil Council, sharing success in their own digital profiles or writing articles for our termly newsletter. In some sporting opportunities, we are fortunate to have access to the church mini bus and a volunteer driver. For the second year in a row this has enabled us to attend the small schools competitions for Cross Country (where there are c.280 children racing), giving children a chance to beat their personal best from the year before or come for the first time. We had one child in P3 who didn't take part in P1 and walked in P2, and this year came to both the Alness race and the local cross country (in which he came first!). We've also attended the small schools football competition in Alness and although we didn't win a game, we performed more as a team, and the goal difference was significantly lower than last year.

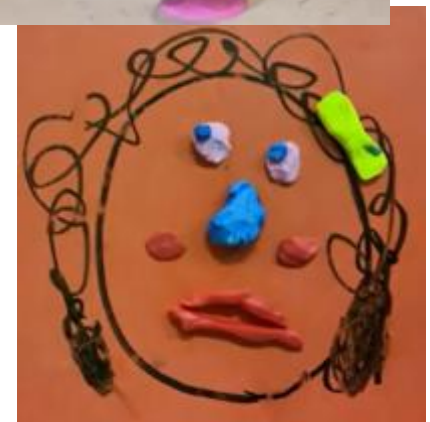
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Responsible Citizens



Using our skills learnt from Drew at Eden Court for the Everyone is an Artist Project, P4-7 made a film for Anti Bullying Week where we acted out scenes of bullying and how to stand up to bullying behaviours.

P1-3 made an animation for the letters T-H-I-N-K to help us remember to stop and think to check it's True, Helpful, Important, Necessary or Kind.



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Responsible Citizens

Laide Wood conservation work



This year as part of our Learning for sustainability work and working within our community, we have been helping local Ranger, Katie, with some work in Laide wood. We have been clearing unwanted lodge pole trees as these are not native to the woods. We have also put up bird and bat boxes. And our final project has been to help clear a pond area to encourage more newts and other wildlife to use it as a habitat. We also made decorations from natural materials to help us decorate our Christmas Tree for the local competition.



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Responsible Citizens



Pupils in P6 and 7 were able to take part in a intensive Bikeability training day and achieved their 2nd level, making them and other road user safe on the roads.



Two to three times a term we are visited by local minister Dan Paterson, who comes to assembly to tell us about different parts of the Bible and ways that some people believe in God. Here is telling us how God is all around us.

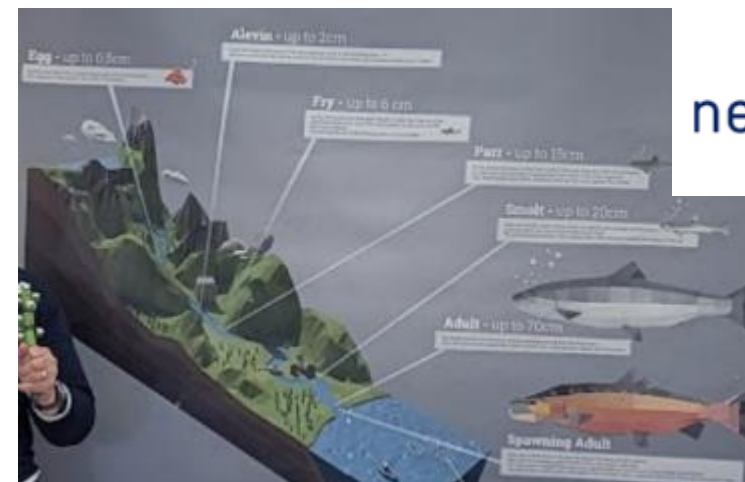


Christmas Post happens every year. Our pupils decorate two postboxes and they are put in our local shops for community members to post their cards and make a donation to the school. The children then help sort and deliver the post covering our wide catchment area. We raised around £350!



We like to get our community in to visit the children wherever we can. For our topic on sound, we explored musical instruments. One of our P5 pupils has an uncle who was in a Jazz band, he brought in his Double Bass, Cello and Mandelin for us to explore and try.

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Every year the Newton Rooms, Science Skills Academy based in Dingwall and Inverness, step out of their labs and visit schools. This helps rural schools access the same learning opportunities as city schools. This year's topic was all about Atlantic Salmon and Aquaculture. The pupils worked with Poolewe Children and learned about the life cycle of Atlantic Salmon. They had to use some drama skills to pretend to be the salmon, all the work with Eden Court drama specialists paid off!



Pupils in P5-P7 asked to have a Role Reversal Day, where the Pupils became the teachers and teachers the pupils! They worked on lesson plans, differentiation, assessment and delivery. Some teachers were particularly challenging as pupils! At break time a staff room was set up for all the tired 'teachers'. It was a great day and helped everyone understand/remember what it is like to be a pupil or a teacher.



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Effective Contributors

Fitness and Motivation with Jammin' Andy



This year, one of our activities for PE was to learn to skip! It's been hugely popular with skipping happening in the playground at break times. The pupils put in a request to our local schools, who organised sports day, to ask if Skipping can be one of the races this year.



Andy MacKechnie is a motivational speaker who came to visit us in March. He talked to us about having a positive attitude and a mental health and awareness of self and others. He does this through talking and dance routines. Everyone plays their part in the activities in order to make them a success. We did this activity with our cluster school, Poolewe Primary; it was a nice way to get the children mixing and interacting.



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Effective Contributors

Running a Pop-up Café

Bualnaluib Valentine's Pop-Up Cafe



Menu

1. Cream of Tomato Soup
2. New Potato, Lemon and Thyme Soup
3. Carrot, Leek and Sweet Potato Soup
4. Roasted Butternut Squash and Red Pepper Soup
5. Pumpkin Soup
6. Scotch Broth
7. Mushroom Soup
8. Carrot and Lentil Soup (gluten free, dairy free, vegan)
9. Chilli and Nachos

Plus a delicious selection of cakes,
cookies and sweet treats
Tea, Coffee, Juice
Payment by Donation, please

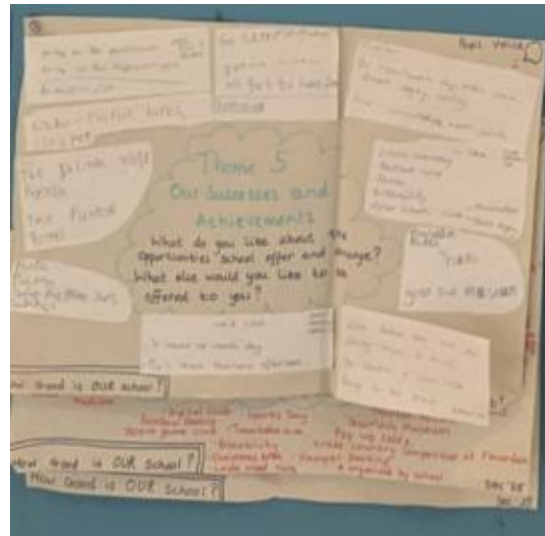
The children of Crofters class put on a Pop Up Café in the local Village Hall. This involves organising soups and baking from parents/carers as well as organising a tombola of many prizes and fun activities for visitors to do (this year involved origami hearts!) The event was extremely well attended and we raised £773! It was so busy that we didn't even remember to take any photos! Parent Council helped on the day..

The pupils were working together to help raise funds to help purchase a set of Sphero Indi Cars. These cars have helped the pupils learn about algorithms, debugging and writing in code as well as special awareness, problem solving skills and angles. Together with Poolewe Primary and Parent Council top ups, the schools have been able to buy a set of 8 cars to share between the cluster.



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Effective Contributors - Pupil Council



Our pupil elected Pupil Council this year have been very active. They started the year with a party to get everyone involved in a fun event. They were asked to help with the local Church and their Christmas Hamper campaign, they helped by making 120 gift tags and also helped with the packing of the hampers themselves. They've represented the school in terms of self-evaluation, looking at Theme 5 of How Good is OUR School. They have also taken views of everyone in the school as part of self evaluation. They put up the Christmas tree in the GALE centre Christmas Tree Competition and gave speeches at the switching on of the lights. The tree was awarded second place. Members of the council have attended Parent Council Meetings and written articles for the termly newsletter. Their final task this year has involved researching charities further afield, present their finding to the school in order to ask the pupils who they can hold an event for to help raise money for that charity. Then organise the event and help raise awareness of their work. They will be finishing the year with an end of year party.

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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	Choose an item.	Satisfactory
QI 2.3 Learning, teaching and assessment	Choose an item.	Satisfactory
QI 3.1 Wellbeing, equality and inclusion	Choose an item.	Good
QI 3.2 Raising attainment and achievement/Securing children's progress	Choose an item.	Satisfactory
QI 3.3 Creativity and employment	Good	

Our overall evaluation of our capacity for continuous improvement is:

We are confident in our capacity for continuous improvement.

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Key priorities for improvement planning

Prìomhachasan airson planadh airson leasachadh

Establishment Improvement Priorities	Link to National and Local Priorities	Please detail the information / data which has prompted this work
Our School and Community: Building an Inclusive School Community	National Priorities: - Placing the human rights and needs of every child and young person at the centre of education Local Priorities: - Inclusive Practice/ Additional Support Needs - Health and wellbeing, including Relationships and Behaviour - Parental Involvement and Engagement	The school and cluster have engaged in a variety of different programs and training around building positive relationships and an inclusive community. We now need to bring all this work together and ensure that we are actively seeking parental involvement and engagement.
Our Learning and Teaching: Raising Attainment in Numeracy	National Priorities: - Improvement in attainment, particularly in literacy and numeracy - Curriculum and assessment Local Priorities: - Learning and Teaching - Parental Involvement and Engagement - Data analysis for improvement	Numeracy was on last sessions School Improvement Plan but did we did not make as much progress on the intended actions as we had hoped. This was because we needed additional time to embed the work that we have done around literacy. Mathematics and Numeracy now needs to be the priority, especially as it will be the first area of the new curriculum.
Our Learning and Teaching: Moving towards Gaelic as our first additional language.	National Priorities: - Curriculum and assessment Local Priorities: - Curriculum	After discussions with staff and parent council we have decided that we are going to change our first additional language to Gaelic to better reflect local area.
ASG Improvement Priorities		
Our Learning and Teaching: Curriculum Improvement Cycle	National Priorities: - Teacher and practitioner professionalism Local Priorities: - Curriculum - Parental Involvement and Engagement	We need to engage as an Areas Schools Group with the Curriculum Improvement Cycle and in particular with the new numeracy curriculum (later in the session). We need to ensure that parental body is kept informed.

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](#) or by contacting the school office.

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Bualnaluib Primary School Three Year School Improvement Plan

Priority

2026

-

2027



2027

-

2028



2028

-

2029

Our School and Community – Building an Inclusive School Community

- Using the Circle Framework to pull together all the work we have done so far.
- Going for Silver Rights Respecting Schools Award.
- Parental engagement



- Learning for Sustainability self-evaluation
- Identifying next steps and implementing
- Going for Gold Rights Respecting Schools Award.
- Parental Engagement.



- Embedding the work from last session and developing a Learning for Sustainability Policy.
- Parental Engagement.

Our Learning and Teaching – Raising Attainment in Numeracy

- Use Mathematics and Numeracy Self-Evaluation Framework to identify next steps, interrogate data and put any appropriate interventions in place.
- Develop use of feedback within numeracy and mathematics.
- Engage parents with new curriculum



- Implement new Mathematics and Numeracy curriculum.
- Continue to embed improvements from last session.
- Parental engagement



- Embed improvements
- Develop a Numeracy Policy.
- Parental Engagement.

Our Learning and Teaching – 1+2 Languages (Gaelic and French)

- Teachers continuing with own development of Gaelic.
- Reviewing planning, resources and progressions available.
- Continuing to teach French and Gaelic at all levels.



- Start to implement guidelines/progression for Gaelic as plus one language.
- Parental Engagement



- Fully implement Gaelic as plus one language and French as plus two.
- Parental engagement.

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