



STANDARDS AND QUALITY REPORT 2025-26

AITHISG INBHEAN IS CÀILEACHD

Bun Sgoil Shlèite & Sgoil `Araich

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%



School Profile

Pròifil na Sgoile

The following information can be found on [Parentzone Scotland](#). It is important to remember that statistical data alone is not a measure of how well we are doing. All schools are unique. To understand how well we are doing it is important for us to look at a range of different data sources.

Attendance
91.7%

Average Class Size
18

Meeting PE Target
Target Met

Pupil Numbers (inc nursery)
54 (+17 nursery)

Teacher Numbers
2 FTE & 4PT

Pupil Teacher Ratio
14.6

N3	N4	P1	P2	P3	P4	P5	P6	P7
7%	16.9%	9.9%	7%	14.1%	2.8%	16.9%	11.3%	12.7%

SIMD Q1¹	SIMD Q2	SIMD Q3	SIMD Q4	SIMD Q5	Unknown
0%	2.8%	91.5%	5.6%	0%	0%

ASN²	No ASN	FSM³	No FSM	EAL⁴	No EAL
31.5%	68.5%	3.7%	96.3%	0%	100%

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

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

Reading	Writing	Listening and talking	Numeracy
Most	Most	Almost all	Almost all

2024/25 Proportions of pupils achieving Curriculum for Excellence Levels (C1, P4, P7 combined):

Gaelic reading	Gaelic writing	Gaelic listening and talking
Most	Most	Almost all

We have had no exclusions this year.

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

Vision: 'Supporting each other to achieve our best'.

Values: Community, Culture, Kindness, Creativity

Aims: We embrace our status as a Gaelic school with an English medium to enhance the experiences of all pupils through the promotion of Gaelic language and culture.

We create a secure, welcoming and happy environment where all achievement is celebrated. We create a community where children grow and learn in a supportive and inclusive environment.

We support children to develop respect for the school and wider environment, fostering positive attitudes to learning for sustainability and global citizenship.

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: Raising Attainment in Literacy (Gaelic & English)		
School Improvement Plan Priority 1		
Summary of progress	Next steps	Stakeholder Views
During session 2025–26, the school implemented a range of approaches to improve literacy outcomes across Gaelic Medium and English Medium pathways. Key developments included: Following inspection feedback and analysis of attainment data, there was a refreshed and embedded read Write Inc	Deliver professional learning and collegiate discussions to support staff confidence in phonics, spelling and literacy progression.	Pupils Pupils report increased confidence in reading and writing and enjoy opportunities to share work through class

Caoimhneas/Kindness Cultar/Culture Cruthachalachd/Creativity Coimhearsnachd/Community

(RWI) and Fresh Start approaches to ensure greater consistency in the teaching of phonics and reading across the school. • Regular attainment, challenge & support meetings to identify learners requiring additional support and targeted interventions. • Used PEF and ASN support to provide targeted interventions in phonological awareness, spelling and reading fluency for identified learners. • Moderation practices through school-based and cluster moderation activities, improving the reliability of professional judgement. • Analysed assessment information, including SNSA, ACEL, MCNG and teacher judgement data, to inform planning and next steps. • Celebrated pupil achievement in literacy through assemblies, class showcases, Seesaw and wider school events.	• Agree on whole-school literacy expectations to ensure consistency in learning, teaching and assessment across classes. • Refine literacy trackers to support the monitoring of pupil progress and attainment. • Increase opportunities for pupils to engage in extended writing across a wider range of genres in both Gaelic and English. • Engage parents in supporting literacy development through parent workshops and communication via Seesaw. • Develop opportunities for staff to observe effective literacy practice and share approaches across classes. • Increase staff confidence in the teaching of phonics, spelling and writing through professional learning, moderation activities and professional dialogue.	displays, assemblies and Seesaw. • Pupils value opportunities to write for different purposes and audiences and are becoming more confident in discussing their learning and next steps. • Pupils share their writing through class activities and Seesaw. Staff • Increased confidence in delivering phonics programme and using literacy data to inform next steps. • Collegiate working and moderation activities have supported a shared understanding of standards and expectations. • Staff value the increased use of tracking information to support planning, interventions and learner progress. Parents and Carers • Parents value regular communication through Seesaw and opportunities to engage with their children's learning.
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		- Feedback indicates that families have a positive understanding of the school's focus on literacy improvement. Partners & Wider Community - Collaborative working with cluster schools has supported moderation activities and the sharing of effective practice.
Impact		
- Increased consistency in the delivery of phonics and literacy approaches across classes. - Attainment meetings and literacy trackers have strengthened the use of data to identify pupils requiring support and challenge. - Most learners are making appropriate progress in literacy, with attainment data indicating strengths in reading and listening and talking, while writing remains less strong and continues to be a priority for improvement. - Moderation activities have improved the reliability of teacher professional judgement and supported greater consistency in assessment practices. - Writing remains a key area for improvement, particularly in extending writing opportunities and improving attainment in writing across the curriculum.		

School Priority 2: Tracking, Monitoring & Pupil Voice (Whole School & ELC)		
School Improvement Plan Priority 2		
Summary of progress	Next steps	Stakeholder Views
School has strengthened approaches to tracking, monitoring and pupil participation. Following inspection feedback and self-evaluation activities, staff worked collaboratively to develop more consistent approaches to tracking attainment and progress across the school and nursery.	Continue to strengthen self-evaluation processes through the effective use of attainment, achievement and wellbeing data to inform improvement planning and measure impact.	Pupils Pupils value opportunities to contribute their views through leadership groups and school improvement activities.

Key developments included: • Development and implementation of a whole-school tracking system to support monitoring of attainment and progress in literacy and numeracy across nursery and primary. • Regular attainment, challenge and support meetings to review pupil progress and identify learners requiring support or challenge. • Use of assessment evidence, including ACEL, SNSA, MCNG and teacher professional judgement, to inform planning and interventions. • Further development of pupil profiles and learning conversations through Seesaw. • Establishment of pupil leadership groups, including Pupil Council, Health and Wellbeing, Digital Leaders, Community and Culture, and Eco and Outdoor Learning groups. • Increased opportunities for pupils to contribute to school improvement through surveys, discussions and leadership responsibilities. • Communication with parents through Seesaw, reporting arrangements and family events. Examples of progress included: • More robust use of attainment data to inform planning and next steps. • Consistency in professional dialogue regarding pupil progress. • Greater opportunities for pupils to influence aspects of school life and learning.	• Ensure tracking information is used consistently to support interventions, monitor progress and evaluate outcomes for learners. • Ensure learners are increasingly able to discuss their learning, identify strengths and recognise their next steps. • Further develop learner participation and pupil leadership opportunities, ensuring children play an active role in self-evaluation, decision-making and school improvement. • Strengthen parental understanding of children's progress, achievements and next steps in learning. • Continue to strengthen transitions and information-sharing processes from nursery through to Primary 7.	• Learners report increased opportunities to discuss their learning and identify next steps. • Children feel that their views are listened to and can influence aspects of school life. Staff • Staff report that discussions and attainment meetings strengthen professional dialogue and supported more consistent approaches across the school. • Staff value the opportunity to work collaboratively to monitor progress and plan interventions. Parents and Carers • Parents appreciate regular communication regarding their child's progress through Seesaw, drop & stop sessions, reporting and learning conversations. Partners & Community • Partners recognise the school's commitment to listening to and involving children in decision-making.
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Improved tracking processes have strengthened transition arrangements and supported continuity in learning across stages.		- Community partners value the enthusiasm, leadership and sense of responsibility demonstrated by pupils through the schools' pupil voice groups. - Children have engaged confidently with local organisations, charities, and community groups to identify priorities and plan a range of activities.
Impact		
- Staff are using attainment and assessment information to inform planning and identify next steps for learners. - Tracking information is used consistently to support interventions, monitor progress and evaluate impact. - Professional dialogue during attainment meetings has strengthened staff understanding of learner progress and attainment trends. - Learners are increasingly able to discuss their learning, identify strengths and recognise areas for improvement. - Pupil leadership groups have provided meaningful opportunities for children to contribute to school improvement and influence aspects of school life. - The school has developed a more systematic and evidence-informed approach to monitoring attainment, achievement and wellbeing. - Improved tracking processes have strengthened transition arrangements and supported continuity in learning across stages. - School leaders have a clearer overview of attainment, progress and achievement across the school, supporting more effective planning and resource allocation.		

School Priority 3: Strengthening Gaelic Across the Curriculum (GME & EM)		
School Improvement Plan Priority 2		
Summary of progress and impact	Next steps	Stakeholder Views
During Session 2025–26, the school continued to strengthen Gaelic language, culture and identity across both Gaelic Medium and English Medium pathways. A key focus was placed on developing a consistent whole-school Gaelic ethos and ensuring that Gaelic was visible and valued throughout the life and work of the school. Key developments included: • Completion of a Gaelic audit to evaluate current provision and identify priorities for improvement. • Ongoing work to map Experiences and Outcomes and support progression in language acquisition through interdisciplinary learning. • Increased opportunities for pupils to use Gaelic across a wider range of curricular and extra-curricular contexts. • Development of Gaelic Learner Education experiences within the English Medium class. • Increased visibility of Gaelic through assemblies, displays, school events and daily routines.	• Staff continue to develop a clearer understanding of progression, immersion and language development across both Gaelic Medium and English Medium pathways (a good focus on talking and listening). • Further embed Gaelic across interdisciplinary learning and wider curricular experiences. • Continue to strengthen immersion practice and opportunities for extended Gaelic speaking and writing. • Refine approaches to tracking and monitoring progress in Gaelic. • Build upon partnerships with Sabhal Mòr Ostaig and community organisations to provide rich and authentic Gaelic learning experiences. • Continue to develop a whole-school Gaelic ethos that promotes language use, confidence and cultural identity.	Staff • Staff value opportunities to collaborate on Gaelic curriculum development and share effective practice. • Collegiate working has supported greater understanding of immersion approaches and progression in language learning. Parents and Carers • Parents continue to express strong support for Gaelic Medium and opportunities that promote Gaelic language and culture. • Families value the role the school plays in strengthening children's confidence and identity as Gaelic speakers and learners. Partners and Wider Community • Community partners recognise the school's commitment to

• Strengthened partnerships with Sabhal Mòr Ostaig and other community organisations to support Gaelic language and cultural learning. • Participation in Gaelic cultural events including Seachdain na Gàidhlig, local community activities, Mòd events and choir performances. • Opportunities for pupils to develop confidence through Gaelic music, performance, storytelling and wider achievement activities. • Recording projects and cultural experiences that promoted Gaelic language and culture beyond the classroom (SMO). Examples of progress included: • Increased use of Gaelic within school events and wider community activities. • Greater staff engagement in discussions around Gaelic pedagogy and immersion practice (phonics). • Improved opportunities for learners to experience Gaelic across different areas of the curriculum such as pupil voice groups. • Enhanced partnerships supporting Gaelic language, culture and identity.		promoting Gaelic language, culture and heritage. • Partners have contributed significantly to enriching learners' experiences through cultural events, music, language projects and community engagement. • Community feedback highlights the positive contribution pupils make in promoting Gaelic within the local area and strengthening links between school and community.
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Impact		
• Gaelic continues to be a visible and valued part of school life and is embedded within the school's culture, values and curriculum. • Learners have increased opportunities to use Gaelic in meaningful and authentic contexts both within and beyond the classroom. • Pupils demonstrate confidence and pride in their Gaelic language and cultural heritage through participation in performances, community events and wider achievement opportunities. • Staff have developed a clearer understanding of progression, immersion and language development across both Gaelic Medium and English Medium pathways. • Partnerships with community organisations have enriched learning experiences and strengthened connections between school, home and community. • The school's work has contributed to a positive Gaelic ethos which supports language acquisition, cultural identity and learner engagement.		

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

PEF funding was used to support the purchase and implementation of Read Write Inc. Fresh Start resources, phonics readers and practical literacy resources aimed at improving reading, spelling and writing outcomes for learners identified as being at risk of underachievement.

The Fresh Start programme has been successfully introduced and is having a positive impact on targeted learners. Staff have noticed increased confidence, engagement and reading fluency amongst pupils participating in the programme. Assessment evidence and professional judgement indicate that children are making strong progress in decoding unfamiliar words, improving reading accuracy and developing greater confidence when reading independently.

The purchase of Read Write Inc. Spelling resources has strengthened the school's capacity to support spelling development and writing attainment. However, due to competing school improvement priorities and the significant focus on implementing Fresh Start, staff have not yet had sufficient time to fully embed and evaluate the spelling programme across classes.

Caoimhneas/Kindness Cultar/Culture Cruthachalachd/Creativity Coimhearsnachd/Community

As a result, spelling development will be carried forward as a priority within the 2026–27 School Improvement Plan. This will allow staff to implement the programme consistently, monitor impact over time and further strengthen the links between phonics, spelling and writing attainment.

Wider achievements

Coileanaidhean nas fharsainghe

Throughout Session 2025–26, learners at Bun Sgoil Shlèite benefited from an extensive range of opportunities which enriched their learning and supported the development of confidence, leadership, creativity, resilience and community engagement.

Gaelic language and culture continued to play a central role in school life. Pupils achieved considerable success at the Kyle of Lochalsh Mòd, participating in choir, solo and chanter competitions. The school choir enjoyed particular success, winning their competitions and demonstrating a high standard of musical performance.

Learners also participated in an exciting year-long recording project in partnership with Sabhal Mòr Ostaig, learning traditional songs from Sleat before recording them alongside local musicians in the recording studio. This provided a unique opportunity to engage with local culture and heritage while developing confidence and performance skills.

Seachdain na Gàidhlig provided further opportunities for pupils to celebrate Gaelic language and culture. A highly successful community ceilidh was organised in partnership with students from Sabhal Mòr Ostaig, attracting a capacity audience and strengthening links between the school and wider community.

Pupils also received extremely positive feedback following their Christmas production, Strictly Come Ceilidh Santa, which showcased learners' confidence, creativity and enthusiasm for the performing arts.

The school celebrated diversity and inclusion through a highly successful International Day and International Mother Language Day event. Pupils, families and staff came together to share languages, cultures, traditions and food from around the world. The event promoted respect, understanding and global citizenship while celebrating the diverse experiences and backgrounds represented within the school community.

Pupil leadership groups continued to play an increasingly important role within the life of the school. Through groups including the Pupil Council, Community Crackers, Cool Kind Kids and the Eco and Outdoor Learning Group, pupils organised and led a range of initiatives including coffee mornings, fundraising activities, community projects and school events. These opportunities enabled learners to develop leadership, communication and organisational skills while making a positive contribution to school improvement and community life.

One of the highlights of the year was the Sponsored Cycle and Community Coffee Morning. Organised by pupil voice groups; Community Crackers, the event brought together pupils, families and the wider community in a shared fundraising effort. Learners collectively cycled 484.7 kilometres, exceeding their target distance from Sleat to Edinburgh by 77.4 kilometres and raising over £1,700 for the school. The event promoted teamwork, resilience, leadership and health and wellbeing.

The Eco and Outdoor Learning Group worked collaboratively with staff, families and community partners to enhance the school grounds through planting projects, the development of garden areas and the creation of bird feeders to encourage biodiversity and outdoor learning opportunities. Learners also benefited from environmental learning through partnership working with Young Otters, exploring pollution, sustainability and the importance of caring for the local environment.

Pupils participated successfully in a wide range of sporting opportunities throughout the year, including football, basketball, shinty and cross-country events. These experiences promoted teamwork, perseverance, sportsmanship and healthy lifestyles while providing opportunities for learners to represent their school within the wider community.

Learners also benefited from a range of educational visits and residential experiences. Primary 6 and 7 pupils participated in highly successful residential visits to Edinburgh and Aviemore, where they demonstrated exemplary behaviour, independence and responsibility while engaging in educational, cultural and outdoor learning experiences.

Pupils further developed their STEM skills through participation in the Science Skills Academy at An Crùbh and a series of engaging STEM workshops with Lucy Downie, exploring coding, robotics, Microbits and digital technologies.

The school continues to benefit from strong partnerships with parents, community organisations and local agencies. Parents contributed to Careers Week by sharing their professional experiences and skills, helping learners make meaningful connections between learning and the world of work. These partnerships continue to enrich learning experiences and strengthen connections between the school and the wider community.

These wider achievement opportunities have supported learners to develop the confidence, resilience, leadership skills and sense of belonging required to become successful learners, confident individuals, responsible citizens and effective contributors.

Comments from learners, families, stakeholders and staff

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

Learners

Learners report that they feel safe, respected and included within the school community. Children value the wide range of opportunities available to them through pupil leadership groups, sporting events, outdoor learning, cultural activities and educational visits. Pupils speak positively about their relationships with staff and recognise the many opportunities they have to contribute to school improvement and community life. Learners particularly enjoy opportunities to develop their leadership skills, celebrate Gaelic language and culture and participate in wider achievement activities.

Families

Families continue to be highly supportive of the school and value the positive relationships that exist between home and school. Parents appreciate the nurturing ethos of the school, regular communication through Seesaw and the opportunities provided for children to participate in a broad range of educational, cultural and sporting experiences. Families have shown strong support for community events, performances, fundraising activities and school improvement initiatives throughout the year.

Stakeholders and Community Partners

Community partners continue to value the strong relationships they have with the school and recognise the positive contribution pupils make within the local community. Partners have commented positively on pupils' confidence, behaviour, enthusiasm and willingness to engage in community projects and events. The school benefits greatly from collaborative working with local organisations, businesses and community groups, which enrich learning experiences and provide meaningful opportunities for children to apply their learning in real-life contexts.

Staff

Staff value the positive ethos across the school and the strong sense of teamwork that exists within the staff team. Collegiate working, professional dialogue and collaborative approaches to improvement have supported continued developments in learning, teaching and assessment throughout the session. Staff recognise the commitment of pupils, families and partners in supporting the school's vision and values and are proud of the many achievements and successes celebrated throughout the year.

Overall, feedback gathered through ongoing dialogue, school events, parental engagement opportunities and community partnerships indicates high levels of satisfaction with the life and work of Bun Sgoil Shlèite. The school's values of Caoimhneas (Kindness), Cultar (Culture), Cruthachalachd (Creativity) and Coimhearsnachd (Community) continue to be evident throughout the school and wider community.

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	Satisfactory
QI 2.3 Learning, teaching and assessment	Good	Satisfactory
QI 3.1 Wellbeing, equality and inclusion	Good	Satisfactory
QI 3.2 Raising attainment and achievement/Securing children's progress	Good	Satisfactory
Other QIs reviewed: 1.1 Self-Evaluation for Self-Improvement, 1.2 Leadership of Learning, 2.4 Personalised Support, 2.7 Partnerships, 3.1 Ensuring Wellbeing, Equality and Inclusion 3.2 Raising Attainment and Achievement		

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

1. Raising Attainment in Literacy through High-Quality Learning, Teaching and Assessment
2. Developing a Culture of Continuous Improvement through Effective Self-Evaluation, Learner Participation and Evidence-Informed Practice
3. Curriculum Improvement Cycle (ASG Priority)

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/portreehigh.org.uk/bunsgoilshleite/home> or by contacting the school office.