



STANDARDS AND QUALITY REPORT 2025-26

AITHISG INBHEAN IS CÀILEACHD

FARR (SUTHERLAND) 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.

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

All primary schools to include

Attendance
93.7%

Average Class Size
14

Meeting PE Target
Target Met

Pupil Numbers (inc nursery)
28 (+7 Nursery)

Teacher Numbers
2

Pupil Teacher Ratio
14:1

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

Reading

Writing

**Listening and
talking**

Numeracy

All

Most

All

All

We have had no exclusions this year.

Farr (Sutherland) Primary School is in a rural, coastal setting serving the local community of Bettyhill, Kirtomy, Skelpick, Strathnaver, Skerray and Borgie, on the far North Coast of Sutherland.

There are 28 children attending the school and 7 children in nursery, ranging from N2 to P7. P1-3 are taught in one multi-stage class, and P4-7 are taught in one multi-stage class. There is a separate nursery for 2, 3 and 4 year olds.

The headteacher has overall leadership responsibility for Farr Primary School, Tongue Primary School and Melvich Primary. The headteacher is supported by a principal teacher. Staff and children from all schools work together regularly.

Safety, Respect and Challenge

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. Almost all 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

To create a school where every child feels safe, valued and inspired to achieve their potential. We strive to nurture confident, caring and ambitious learners who are equipped with the skills, knowledge and resilience to succeed in school and beyond.

Our Values

Safe - We provide a welcoming environment where children feel physically, emotionally and socially secure. We promote positive relationships, wellbeing and responsible decision-making, ensuring that every child knows they belong and can learn with confidence.

Respected - We foster a culture of kindness, inclusion and mutual respect. We celebrate individuality, encourage children to value different perspectives and empower them to contribute positively to their school, community and wider world.

Challenged - We inspire curiosity, creativity and a love of learning. We encourage children to embrace new experiences, think critically, persevere through difficulties and strive for personal excellence in all areas of school life.

Our Aims

We aim to:

- Ensure every child feels safe, supported and ready to learn.
- Build positive relationships based on trust, kindness and respect.
- Develop confident learners who take pride in their achievements and recognise the strengths of others.
- Provide engaging and meaningful learning experiences that promote curiosity and enjoyment.
- Encourage resilience, independence and problem-solving skills.
- Support children to become responsible citizens who understand their rights and responsibilities.
- Celebrate effort, perseverance and progress alongside attainment and achievement.
- Promote health, wellbeing and positive mental health for all members of our school community.
- Offer opportunities for leadership, creativity, sport, enterprise and community involvement.
- Prepare children to become successful learners, confident individuals, responsible citizens and effective contributors.

In Practice

A child who experiences our school should be able to say:

"I feel safe to be myself. I am treated with respect and show respect to others. I am challenged to do my best, try new things and keep going when learning is difficult."

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: National Improving Writing Programme		
School Improvement Plan Priority 1		
Summary of progress	Next steps	Stakeholder Views
✓ Through participation in the National Improving Writing Programme, staff have engaged in high-quality professional learning focused on improving writing attainment, developing consistent approaches to teaching writing, and increasing learner engagement. The programme has strengthened staff confidence in teaching and assessing writing and has provided a shared language and methodology across the school. ✓ All teaching staff participated in professional learning opportunities, including the full-day training sessions, twilight workshops and moderation activities. Baseline assessments, including cold writing tasks and professional judgements, were used to identify learner needs and inform targeted teaching. Staff engaged with quality improvement tools and professional dialogue to explore the root causes of lower attainment and identify effective strategies to improve outcomes. ✓ Across the school, there is now a greater focus on explicit teaching of writing skills through clear learning intentions and success criteria. Learners are writing more frequently and are increasingly able to discuss their learning, identify next steps and explain the writing tools they are using.	• Continue to embed the National Improving Writing Programme approaches across all stages to ensure consistency and sustainability of practice. • Use attainment data, writing samples and moderation evidence to evaluate the long-term impact of the programme on learner outcomes and identify any remaining gaps in attainment. • Further develop learners' ability to independently apply the Tools for Writing across a wider range of curricular contexts and writing genres. • Strengthen opportunities for high-quality feedback and self-assessment, enabling learners to take greater ownership of their progress and next steps in writing. • Continue regular moderation activities within school and across the cluster to maintain shared expectations and improve the reliability of professional judgement. • Provide targeted support and challenge for identified groups of learners to further raise	Parents have commented favourably during parental consultations about the progress evidenced in their children's jotters. Pupils have verbalised that they like the shorter writing sessions rather than a long session once a week. Teachers during CCM discussions indicated it took them quite a bit of time to set up the new programme but now it's initiated they feel it can work well. The infant teacher particularly likes the targeted approach to aspects of writing.

Consistent approaches to planning, teaching and assessment have supported improved progression and continuity in writing experiences. ✓ Writing portfolios demonstrate increased application of writing skills across the curriculum, with learners showing greater confidence in using rich vocabulary, varied sentence structures and appropriate text features for different purposes. Moderation activities have improved staff understanding of standards and expectations, resulting in more consistent assessment practices. ✓ The programme has had a positive impact on learner engagement, with pupils increasingly viewing themselves as writers and demonstrating greater confidence when sharing and discussing their work. Staff report increased confidence and enjoyment in teaching writing, and collaborative working has strengthened professional practice across the school. ✓ Overall, the work undertaken through the National Improving Writing Programme has established strong foundations for continued improvement in writing attainment and achievement, supporting both excellence and equity for all learners.	attainment and continue narrowing any remaining attainment gaps. • Build on pupil voice by involving learners more fully in evaluating their writing progress and identifying strategies that support them to improve. • Continue professional dialogue and collaborative planning to share effective practice and sustain staff confidence in teaching and assessing writing. • Monitor the frequency, quality and impact of writing experiences across the curriculum to ensure learners have regular opportunities to apply and transfer their skills in meaningful contexts. Key Improvement Focus for 2026-27: To move from developing consistent writing approaches towards increasing learner independence, ensuring pupils can confidently select and apply writing tools, vocabulary and text structures independently across all areas of learning.
Impact The National Improving Writing Programme has contributed to improved attainment in writing across the school. Assessment evidence, professional judgement and learners' writing portfolios demonstrate improvements in the quality of written work, including the use of richer vocabulary, more complex sentence structures and a greater ability to write for a range of purposes and audiences. All pupils in P4 and P7 achieved their expected Curriculum for Excellence writing levels, with a few learners exceeding expected levels. This reflects the positive impact of consistent teaching approaches, explicit instruction in writing skills and increased opportunities for learners to practise and apply their learning across the curriculum.	

Learners are demonstrating a stronger understanding of success criteria and are increasingly able to use feedback to improve their work. Regular moderation and collaborative professional learning have also increased confidence in assessment judgements, ensuring attainment data is robust and reliable. The programme has enabled staff to identify and respond to learners' needs more effectively, contributing to improved outcomes for all pupils and supporting the school's commitment to excellence and equity. The National Improving Writing Programme has successfully strengthened teaching practice, improved consistency across the school and enhanced learners' confidence and engagement as writers. Learners have a clearer understanding of how to improve their writing, staff have increased confidence in teaching and assessing writing, and attainment outcomes have improved. The achievement of expected levels by all P4 and P7 pupils, alongside learners exceeding expectations, demonstrates the positive impact of this work and provides a strong foundation for continued improvement.	
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School Priority 2: Embedding the Learning & Teaching Framework (VVA)		
School Improvement Plan Priority 2		
Summary of progress	Next steps	Stakeholder Views
While not all actions within the original improvement plan have been fully completed as stipulated, significant progress has been made in embedding the Learning and Teaching Framework (L&T Framework) across the school. This progress has been achieved despite staffing changes during the session, which resulted in responsibility for leading this priority transferring from the Depute Head Teacher (DHT) to the Principal Teacher (PT). Working in close partnership with class teachers and with the support and strategic oversight of the Joint Head Teacher, the PT has successfully driven forward many aspects of the planned work, ensuring that momentum was maintained and that improvements continued at a positive pace. The Learning and Teaching Framework, as illustrated in the attached document, promotes a culture where all pupils and staff are Safe, Respected and Challenged through high-quality learning experiences, effective relationships, clear communication, appropriate support and	The next stage of this improvement priority will focus on moving from developing awareness of the Learning and Teaching Framework to ensuring consistent implementation across the school. In line with HGIOS?4 QI 1.3 (Leadership of	Teaching staff feel there is a clear focus of expectation using the L and T F.

opportunities for success. These principles have increasingly become embedded within daily practice across the school. Progress Against Expected Outcomes Staff understanding and implementation of the Learning and Teaching Framework The framework has been revisited and reinforced through collegiate discussions, professional dialogue, quality assurance activities and ongoing support from school leaders. Although a formal refresh session did not take place exactly as originally planned, staff have continued to engage with the key principles of the framework through a variety of improvement activities undertaken throughout the year. Evidence gathered through learning visits, professional discussions and self-evaluation activities indicates that staff have a strong understanding of the framework's core values and are increasingly using these principles to shape classroom practice, relationships and learning experiences. Safe, Respected and Challenged The three central outcomes of the framework—ensuring all pupils and staff feel safe, respected and challenged—have remained at the forefront of school improvement work. As reflected in the framework: • Positive relationships continue to be a significant strength across the school. • Staff consistently promote nurturing approaches and pupil wellbeing. • Children are encouraged to contribute their views and participate in decisions affecting their learning. • Opportunities for challenge have increased through differentiated learning experiences and greater pupil ownership of learning. • Respectful interactions between pupils and staff are evident throughout the school community. Although the planned "Action of the Week" programme was not implemented in its original format, the principles underpinning this action have been incorporated through assemblies, classroom discussions, values-based learning and ongoing reinforcement of school expectations linked to being Safe, Respected and Challenged.	Change) and QI 2.3 (Learning, Teaching and Assessment), staff will continue to engage in professional dialogue, learning visits and quality assurance activities which focus on the key principles of the framework: ensuring all learners are Safe, Respected and Challenged. This will support greater consistency in classroom practice and ensure the framework is fully embedded within the ethos of the school. A key focus will be strengthening learner ownership and understanding of the framework. Through pupil voice activities, learning conversations and the introduction of child-friendly references to the	
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Learning Intentions, Success Criteria and Feedback One of the key measures within the improvement plan was the routine use of Learning Intentions and high-quality Success Criteria. Across classes there has been clear progress in this area: • Learning Intentions are now routinely shared with pupils. • Success Criteria are increasingly being used to help pupils understand what successful learning looks like. • Staff have engaged in professional discussion around effective Success Criteria and their role in supporting learner progress. • Feedback practices continue to develop, with both verbal and written feedback being linked more closely to intended learning outcomes. • Pupils are increasingly encouraged to reflect on their progress and identify next steps in learning. While consistency remains an area for further development, the foundations are now firmly in place and represent notable progress from the previous session. Meeting Learners' Needs The framework highlights the importance of children learning in ways that meet their individual needs and allowing learners to work at an appropriate pace. Throughout the year staff have continued to: • Adapt learning experiences to meet a range of learner needs. • Provide opportunities for whole-class, group and individual learning. • Use flexible approaches to support engagement and participation. • Promote pupil voice and choice within learning activities. These approaches have contributed positively to learner engagement and have supported continued progress across curricular areas. Embedding the Framework Within the School Ethos The Learning and Teaching Framework is becoming increasingly visible within the ethos and culture of the school. The key messages outlined within the framework—high-quality relationships, effective communication, support for wellbeing, celebration of success and opportunities for all learners to achieve—are evident across daily school life.	framework, pupils will be supported to articulate what they are learning, how they know they are successful and how the school helps them feel safe, respected and challenged. Continued development of Learning Intentions, high-quality Success Criteria and effective feedback will support learners to take greater responsibility for their progress and next steps, aligning with QI 2.3 and QI 3.1 (Ensuring Wellbeing, Equality and Inclusion). To ensure sustainability and impact, the Learning and Teaching Framework will become a more explicit feature of self-evaluation and	
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The language of Safe, Respected and Challenged is now familiar to pupils and staff and is regularly referenced in conversations, assemblies, classroom practice and wider school improvement work. Overall Evaluation Despite the challenges presented by staffing changes and leadership transitions during the year, good progress has been made towards embedding the Learning and Teaching Framework. Leadership of this priority was successfully assumed by the PT, who worked collaboratively with class teachers and under the guidance of the Joint Head Teachers to maintain focus on the improvement agenda. As a result: • Staff have an increased understanding of the Learning and Teaching Framework. • The principles of Safe, Respected and Challenged are becoming increasingly embedded in school culture. • Learning Intentions and Success Criteria are being used more consistently. • Feedback practices continue to improve. • Pupils have greater opportunities to participate actively in their learning. • The framework is increasingly influencing day-to-day practice across the school. Although some planned actions require further development and consistency remains a focus for next session, the school is well placed to build upon the strong foundations established this year and continue progressing towards full implementation of the Learning and Teaching Framework.	improvement activity across the school. In line with QI 1.1 (Self-Evaluation for Self-Improvement), evidence will be gathered through learning visits, pupil focus groups, staff dialogue and attainment data to evaluate the effectiveness of implementation. This will enable the school to demonstrate how the framework is contributing to improved wellbeing, engagement and attainment outcomes for all learners.	
Impact The increased focus on the Learning and Teaching Framework has helped create greater consistency in expectations across the school. Staff have developed a stronger shared understanding of what high-quality learning and teaching should look like, particularly in relation to ensuring pupils are Safe, Respected and Challenged. As a result, learning experiences are becoming more purposeful, relationships remain a key strength, and pupils are increasingly aware of what they are learning and how they can be successful. The growing use of Learning Intentions, Success Criteria and effective feedback is helping learners engage more fully in their learning and supports improved attainment over time.		

The work undertaken has also strengthened the school's capacity for improvement. Despite significant staffing changes, leadership of this priority was successfully maintained through collaborative working between the PT, class teachers and Joint Head Teachers. This demonstrates resilience within the leadership structure and reflects positive progress against QI 1.3 Leadership of Change. Staff have continued to work collectively towards shared goals, ensuring improvement activity remained focused and that developments were not dependent on one individual leader. From a whole-school perspective, the framework has contributed to a positive, nurturing and inclusive ethos, supporting progress against QI 3.1 Ensuring Wellbeing, Equality and Inclusion. The language and values of the framework are becoming increasingly embedded in daily school life, helping to promote consistency in behaviour expectations, relationships and approaches to supporting learners. As a result, the school is operating more cohesively, with a clearer shared vision for learning and teaching and stronger alignment between classroom practice, school values and improvement priorities. Overall, the progress made to date has established strong foundations for sustainable improvement. While further work is required to ensure consistency and fully embed all aspects of the framework, the school is now better placed to deliver high-quality learning experiences, support staff development and improve outcomes for learners through a shared and increasingly well-understood approach to learning and teaching.	
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School Priority 3: Adapting the Environment to ensure safety for all, including two-year-olds.		
School Improvement Plan Priority 2		
Summary of progress and impact	Next steps	Stakeholder Views
Good progress has been made towards adapting the ELC environment and preparing staff for the inclusion of two-year-olds within the setting. Planned building works were completed during October 2025, with the toilet facilities successfully adapted to incorporate a changing area. In addition, the loose parts play provision was reviewed and adapted to ensure smaller items were not accessible to younger	Whilst many of the original actions within this improvement priority have now been completed, particularly the environmental adaptations required to safely accommodate two-year-olds, this remains an important area for continued development and would be a valuable improvement priority for next session. With projected staffing changes within the ELC, there will be a need to ensure knowledge, skills and approaches are embedded across the team and are not reliant on individual members of staff. Continuing this priority	Local parents are ow delighted that they have child care for children age 2 upwards.

children, further enhancing the suitability of the environment for two-year-olds. Staff have engaged with professional learning linked to Realising the Ambition, including familiarisation with the Birth to Three sections of the guidance and professional reading to develop their understanding of early years pedagogy and the needs of younger learners. While further training opportunities have been identified and will continue to be accessed, initial work has been undertaken to support staff preparedness for welcoming two-year-olds into the setting. Opportunities to learn from established practice have also been pursued. One Early Years Practitioner has undertaken several visits to Melvich ELC to observe provision for two-year-olds and gather examples of effective practice. In relation to tracking and monitoring children's progress, previous training undertaken by an Early Years Practitioner is now being used to inform and develop Farr ELC's approaches to tracking younger children's learning and development. Communication and partnership with parents and carers have continued throughout the year. Seesaw remains available to all parents and family members involved in children's care, providing regular opportunities to share learning, celebrate achievements and maintain strong home-school	will support consistency of practice and ensure that high-quality provision for two-year-olds remains sustainable. The focus next session should move from establishing provision to embedding and enhancing practice. Staff should continue to engage with professional learning linked to Realising the Ambition, particularly the Birth to Three guidance, and develop a shared understanding of effective pedagogy for younger learners. Opportunities for professional dialogue, collaborative planning and visits to other settings should be maintained to support staff confidence and ensure best practice is shared amongst both existing and new team members. This aligns with QI 1.3 (Leadership of Change) and the Care Inspectorate Quality Indicators relating to Leadership and Management of Staff and Resources. Further work should also focus on refining approaches to observation, assessment and tracking to ensure the progress and development of two-year-olds can be effectively monitored and supported. As children become an increasingly established part of the setting, staff should evaluate the effectiveness of current systems and adapt them where necessary to meet the needs of younger learners. Ongoing self-evaluation and reflection, informed by observations, parental feedback and children's experiences, will support continuous improvement in line with QI 1.1 (Self-Evaluation for Self-Improvement). As the provision develops, greater emphasis should be placed on evidencing impact and ensuring two-year-olds are fully integrated into the life of the ELC. The priority should therefore focus on sustaining high-quality environments, developing staff expertise and demonstrating positive outcomes for children's wellbeing, engagement and progress. This will ensure Farr ELC continues to build on the strong	
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partnerships as preparations for the inclusion of two-year-olds continue.	foundations already established and remains well positioned to deliver high-quality early learning and childcare for all children.	
Impact		
The actions undertaken this session have ensured that Farr ELC is better prepared to safely and effectively welcome two-year-olds into the setting. Adaptations to the physical environment, including the installation of appropriate changing facilities and the review of loose parts resources, have increased staff confidence that the setting can meet the care and safety needs of younger children. This demonstrates effective progress in QI 1.5 (Management of Resources), ensuring resources and facilities are aligned to the needs of all learners. Professional learning activities, engagement with Realising the Ambition and opportunities to observe practice in other settings have increased staff knowledge and understanding of the developmental needs of two-year-olds and the pedagogy of early learning. As a result, staff are better equipped to plan experiences and interactions which are appropriate for younger children and support their wellbeing, learning and development. This reflects positive progress within QI 1.3 (Leadership of Change) and the Care Inspectorate Quality Indicator relating to Play and Learning. The development of approaches to tracking and monitoring progress, alongside ongoing engagement with families through Seesaw, has strengthened the setting's readiness to support children's individual learning journeys from an earlier age. Parents and carers continue to be well informed and involved in their children's experiences, supporting strong partnerships between home and the ELC. Collectively, these developments have established solid foundations for the successful integration of two-year-olds into Farr ELC and position the setting well to continue developing practice through ongoing self-evaluation and improvement (QI 1.1).		

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

Pupil Equity Funding (PEF) was used strategically to enhance staffing capacity and provide targeted support where it would have the greatest impact on learner outcomes. Funding enabled the effective deployment of Pupil Support Assistants across stages of the school, allowing early intervention approaches to be strengthened and ensuring children requiring additional support were identified and supported promptly. This

additional capacity helped accelerate progress for learners entering P1 with lower levels of attainment, resulting in almost all learners achieving Early Level by the end of the session and establishing strong foundations for future learning.

Overall, PEF has been used effectively to increase capacity, strengthen early intervention and provide targeted support across the school. Through careful deployment of staff and resources, the school has accelerated progress for younger learners, closed identified gaps in attainment and ensured support is directed where it can have the greatest impact on improving outcomes and promoting equity for all learners.

Wider achievements

Coileanaidhean nas fharsainghe

Pupils have continued to achieve success across a wide range of experiences both within and beyond the classroom, reflecting the school's commitment to providing rich and varied learning opportunities. A particular highlight was the school's achievement of second place in the Highland heats of the Euroquiz competition, demonstrating pupils' breadth of knowledge, teamwork and ability to apply learning in new contexts. Learners also benefited from a range of educational visits at both local and regional levels, including visits to Wick Heritage Centre and the Thurso Newton Room, which enhanced learning through real-life experiences and supported the development of skills across the curriculum. Opportunities for leadership and responsibility have continued to grow throughout the session. Pupils have taken on active roles as Junior Road Safety Officers (JRSOs), Young Sports Leaders and Digital Leaders, contributing positively to school improvement and supporting their peers.

Safety, Respect and Challenge



A new Rights Council was established to strengthen pupil voice and promote children's rights across the school, while participation in Cross Campus Sports activities, including the North Coast Unity Games, provided opportunities to develop teamwork, resilience and positive relationships with peers from across the area. Pupils have also continued to contribute to the school's Eco Schools journey, taking increasing responsibility for sustainability initiatives and environmental awareness.

The school has continued to strengthen links between learning, leadership and the school values. Through a pupil-led project spanning both P1–3 and P4–7, learners designed and implemented a set of school mascots which embody the values of being Safe, Respected and Challenged. This project provided meaningful opportunities for collaboration, creativity and decision-making, whilst ensuring pupils played a leading role in shaping and promoting the ethos of the school. Residential experiences at Fairburn and Edinburgh further supported the development of confidence, independence and resilience, providing memorable opportunities for personal growth and wider achievement.

Parental engagement has also increased throughout the session, particularly through strong attendance and participation at Christmas performances and continued engagement with Seesaw. Partnerships with the wider community have been strengthened through ongoing engagement with the Community Larder and other local initiatives, helping pupils develop an understanding of citizenship, community responsibility and social awareness. As a result of these varied experiences, pupils are increasingly demonstrating the capacities of Curriculum for Excellence as successful learners, confident individuals, responsible citizens and effective contributors, while developing skills and attributes that will support them throughout their lives.

Comments from learners, families, stakeholders and staff

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

I feel well supported this year and that Farr Primary School has achieved so much over this session. Staff member

We have had some amazing trips and activities this year, Orkney was my favourite. Pupil P4-7

The school continues to communicate effectively through newsletters and use of seesaw. The children have done so much this year. Parent

Capacity for continuous improvement

Comas airson leasachadh leantainneach

Using indicators from 'How Good is our School 4' together with learner, parent, carer, partner and community feedback we believe we have made the following progress this session:

	ELC	PRIMARY
QI 1.3 Leadership of change	Very good	Good
QI 2.3 Learning, teaching and assessment	Good	Good
QI 3.1 Wellbeing, equality and inclusion	Very good	Very good
QI 3.2 Raising attainment and achievement/Securing children's progress	Good	Very good
Other QIs reviewed	1.1, 1,5	

Our overall evaluation of our capacity for continuous improvement is:

We are confident in our capacity for continuous improvement.

The evidence gathered throughout the session demonstrates that the school and ELC continue to have a strong capacity for continuous improvement. Despite changes in staffing and leadership responsibilities during the year, the school has maintained a clear focus on improvement priorities, ensuring that progress has continued through effective teamwork, distributed leadership and a shared commitment to improving outcomes for children and young people. Self-evaluation activities, professional dialogue and engagement with stakeholders have enabled the school to identify strengths, respond to emerging needs and adapt approaches where necessary.

The positive evaluations across the key quality indicators reflect the commitment of staff to delivering high-quality learning experiences, promoting wellbeing and inclusion and ensuring all learners are supported to achieve success. There is clear evidence that improvements are becoming embedded in practice, particularly through the development of the Learning and Teaching Framework, the strategic use of Pupil Equity Funding, enhanced opportunities for pupil leadership and the continued development of ELC provision. Strong relationships with parents, partners and the wider community further strengthen the school's ability to sustain improvement and respond effectively to future challenges.

Looking ahead, the school is well placed to build upon the strong foundations established this session. Staff demonstrate a willingness to engage in professional learning, embrace change and work collaboratively to improve outcomes for learners. Through continued self-evaluation, careful use of data and ongoing engagement with children, families and partners, the school remains confident in its ability to secure further improvements and deliver positive outcomes for all members of the school community.

Key priorities for improvement planning

Prìomhachasan airson planadh airson leasachadh

Embedding Writing across the Curriculum
Gaelic across ELC – P7

Planning ahead

A' planadh air adhart

Full details of the school's 2026/27 improvement priorities and actions are detailed on the school improvement plan, which can be accessed on our website or by contacting the school office.

Safety, Respect and Challenge