



STANDARDS AND QUALITY REPORT 2025-26

AITHISG INBHEAN IS CÀILEACHD

Gairloch Primary School

Bun-sgoil Gheàrrloch



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%

Honest Caring Respectful Determined Ambitious Responsible

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
92%

Average Class Size
15.7

Meeting PE Target
Target Met

Pupil Numbers (inc nursery)
48 (+ 20 nursery)

Teacher Numbers
4

Pupil Teacher Ratio
13.1

Gairloch Primary School is located in a rural, coastal setting serving the local community of Gairloch in Wester Ross.

There are a total of 48 children attending the school and 20 children in two nurseries – English and Gaelic medium. Pupils range from N3 - P7. In English medium, there are two classes – P1-4, and P5-7. In Gaelic medium P1 - 7 are taught together in a single multi-stage class. For 3- and 4-year-olds, there are separate English and Gaelic medium nurseries.

The headteacher has overall leadership responsibility for Gairloch Primary School and also has a teaching commitment.

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. Most 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

Honest Caring Respectful Determined Ambitious Responsible

Good progress

Good progress

Good progress

Good progress

Gaelic Medium:

Gaelic reading

Gaelic writing

**Gaelic listening
and talking**

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 – Brilliance In Every Child.

Our Values – We are:

- **Honest**
- **Caring**
- **Respectful**
- **Determined**
- **Ambitious**
- **Responsible**

Honest Caring Respectful Determined Ambitious Responsible

Our Aims

Create a positive and energetic ethos

Demonstrate a shared and recognised set of values against which we continually measure our actions.

Take responsibility for our own learning

Understand why we learn and how to improve.

Set high expectations and work towards them in stimulating surroundings

Collaborate to devise imaginative and interesting challenges to meet the needs of all learners

Forge and strengthen partnerships beyond our school boundaries

With other schools, parents, the local community, as well as the wider world.

Celebrate effort and achievement in Gaelic and English

Share and take pride in every success, both in and out of school.

Reach our potential in an inclusive, respectful and nurturing environment

Work and play in safety in an atmosphere of tolerance to develop confident, imaginative and adventurous children.

Celebrate the languages and cultures of Scotland

Promote and embed into teaching and learning across the school.

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: Improving Writing Attainment 2025/26	
School Improvement Plan Priority 1	
Summary of progress	Next steps
We have made good progress within this priority, writing attainment in P1, P4 and P7 has begun to show signs of improvement, and a school framework is now implemented across all classrooms. All staff use the whole National Improvement in Writing Programme 'bundle' to inform teaching and learning. Teaching aims are informed by data, and learning is through frequent, short and explicitly targeted writing activities. This approach has proved very popular across the school with pupils and staff. All pupils are fully engaged in their progress towards achieving success criteria in every lesson. Feedback is provided 'live'. This is developing children's knowledge of the school skills framework. Group progress is displayed after each session in every class, and this allows for adults to engage in learning conversations with children regarding their progress 'live'. Children are becoming more familiar with their learning and progress through use of Learning Intentions and Success Criteria. All pupils are beginning to speak confidently about their next steps.	➤ Daily, short writing activities will continue to be used across the school. ➤ All classes will use the NIWP 'bundle'. ➤ Priorities for learners' next steps will be determined by data collected and analysed through 'Pareto charts'. ➤ Progress towards success criteria will be displayed 'live' at the end of each writing session, enabling meaningful learning conversations. ➤ Teaching resources gathered over the past three years of SIP Literacy focus will be chosen as appropriate.
Impact	
✓ In November 2022 the predicted attainment of a level in writing across P1, P4 and P7 was a little over 60%. This has increased to an actual figure of 67% by the end of the session. ✓ Learners are empowered to see themselves as writers and engage in writing activities. ✓ Learners have an improved grasp of the Tools for Writing and are beginning to be able to create a variety of texts for different purposes.	

- ✓ Learners are beginning to use more complex sentences and rich vocabulary to convey their ideas and relevant information.
- ✓ Learners are able to talk about their learning intentions, success criteria and next steps with confidence.

School Priority 2: Improving Reading Attainment in Early Years

School Improvement Plan Priority 2

Summary of progress	Next steps
Early Years Practitioners and Primary School teachers took part in the 'Learning to Read in Early Years' programme run by Education Scotland. The school was one of three Highland schools to successfully apply to participate in this training, which is based on the latest educational research. Staff evaluated our approach to reading in early years and engaged in a formal enquiry project which focussed on promoting a love of reading, particularly in the nursery years. This was presented to other schools and was warmly received. Through the programme, school and nursery staff have identified and begun to implement changes in practice to ensure this fully reflects agreed best practice, and is consistent with the results of the latest research. Overall, we have made very good progress within this priority. Participation with this programme has led to an overhaul of our Literacy Policy which now describes a coherent, progressive approach to Literacy, covering all stages from Nursery N4 through to Primary P7, and which has been agreed by all staff.	➤ Staff in nurseries will continue to focus on building a literacy rich environment through interactions, experiences and spaces. ➤ Staff in nurseries will continue to nurture a love of reading through use of choral reading. Rhymes and poems, pictures and wordless books. ➤ Nursery staff will concentrate on the development of phonemic awareness – the ability to hear, identify and manipulate individual sounds in words. ➤ Skills for reading developed at developmentally appropriate stages. ➤ Continue to review and refine the school's Literacy Policy. ➤ Increase parental engagement with reading and developing a love of reading.

Impact
✓ The Literacy Policy now explicitly describes a coherent, progressive approach to Literacy, which is based on the latest research. ✓ The Literacy Policy covers all stages from Nursery N4 through to Primary P7 and has been agreed by all staff. ✓ In the early years, children are immersed in a literacy rich environment which reflects their interests and priorities and is contextually appropriate.

School Priority 3: Improving tracking and profiling, and communication of pupils' progress to parents	
School Improvement Plan Priority 3	
Summary of progress and impact	Next steps
Overall, very good progress has been made within this priority. A profiling format has been developed in partnership with pupils and parents/carers, which fulfils the expectations of all stakeholders. The approach to tracking and profiling is in use throughout the school, from nursery N4 to P7, with all staff and children engaging with tracking and profiling. Profiles are regularly updated by pupils showing their learning. Individual progress and feedback can be regularly shared between school and home.	➤ Take steps towards greater engagement with Family Learning ➤ Engage in professional dialogue, reading and training opportunities to ensure staff are confident in supporting parents/carers to actively engage in their children's learning, attainment and achievement. ➤ To provide opportunities for parent/carers to be introduced to the various forms of assessment used in school.
Impact	
✓ Parent/carers were surveyed, with 100% of respondents indicating satisfaction with informal feedback, reports and learning profiles. ✓ Pupils regularly update their profiles and are confident in describing their role in the production of profiles.	

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

Literacy

The aim was for at least 75% of the target group of pupils to improve their reading age by greater than 9 months – i.e. close the gap. Daily individual intervention focussed on texts which were chosen for pupils as indicated by frequent ongoing assessment.

The results show that 50% of the target group improved their reading age beyond the target and closed the attainment gap over a slightly shortened period of 8 months.

Numeracy

The aim was for at least 75% of the target group of pupils to improve their basic facts diagnostic test score by one stage or more – i.e. close the gap to other pupils. One-to-one intervention specifically targeting areas of learning need were employed daily.

The result was that 71% of the pupils targeted improved their basic maths facts beyond the target of one stage.

Wider achievements

Coileanaidhean nas fharsainghe

In May, the school successfully achieved the silver Rights Respecting Schools Award for the continued embedding of UNCRC.

This year has seen pupils enjoy the opportunity to mix socially with their peers from other schools in the ASG at events such as the cross-country race. Pupils have continued to enjoy extra-curricular activities with their friends from other primary schools in the ASG at after-school clubs including football, hockey and Friday after school club.

P6 and P7 have benefitted from leadership training and successfully led lunchtime fun sessions for the younger pupils. They have fostered links with Strathburn House, with the P7 cohort leading several 'armchair athletics' sessions. We have also been delighted to welcome residents to our open days and coffee mornings.

The pupils have benefitted from regular lessons from music tutors for strings, drums, pipes, and whistle, together with sessions with Kodaly and the Feis Rois Youth Music Initiative. Many of our young musicians again participated in the group work competition at the Inverness Mod.

School and Nurseries have enjoyed visits from the local Wildlife Ranger, exploring the flora and fauna of the local area, and local visits have been made to the shore to explore the wildlife, and to participate in a beach clean. To celebrate Earth Day, this was followed by a visit to the Museum to discuss the effects of litter, and explore the differences between flotsam today, and in the past.

The very popular community Christmas tree light switch on took place in early December with the nursery and school pupils singing a selection of Christmas songs and carols.

Nursery children have enjoyed various craft activities led by parents during stay and play sessions and have enjoyed visits from some of the music tutors.

Members of the local Coastguard team visited and demonstrated some of the search and rescue equipment which they use.

The school was visited in November by members of the Hebridean whale and Dolphin Trust who delivered workshops on 'Whales in Our Waters' and 'Dolphin Detectives' to all the pupils.

Junior Road Safety Officers have continued their campaign for the provision of a new pedestrian road crossing in the village, and the re-painting of existing road safety features.

As part of the Dark Skies project, pupils investigated the art of Van Gogh and his paintings which portrayed the stars in activities run by The Royal Observatory.

Following the introduction of 'Gaelic phrase of the week' during last year's World Gaelic Week, BBC Alba visited the school in January and filmed Gaelic medium nursery children and school pupils, together with a number of children from English medium classes.

In March, P6 and P7 pupils enjoyed a Bikeability session involving discussions around road sense, safety and the Highway Code then put this into practice during a cycle around the village.

In April P5-7 pupils attended a First Aid course held at the school and delivered by The Red Cross.

All pupils have again enjoyed the opportunity to participate in growing vegetables, fruit and flowers in the school garden this year. Funds have been raised from Tesco's 'Stronger Starts' scheme which will go towards replacement of the polytunnel.

School pupils' and Nursery children's achievements, both within, and outside school are celebrated weekly at assembly, and are recognised through the lens of the School Values.

Comments from learners, families, stakeholders and staff

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

In the nurseries, Stay, Play and Learn has again been very popular and well attended. Parents have taken the opportunity to answer questionnaires about the provision, and once again feedback has been very positive, with parents describing a welcoming and supportive environment where children receive positive experiences.

A survey of school pupils indicated a high level of satisfaction with most aspects of the school, with almost all pupils who expressed an opinion saying they felt safe, treated fairly, and encouraged to become more confident in school. All children who expressed an opinion agreed that school helps them to understand and respect other people. Likewise, all children who answered agreed that school teaches them to lead a healthy lifestyle and that there are sufficient opportunities for regular exercise. The majority felt their views were listened to, but fewer, particularly in the lower school, answered that they were confident that their views were taken into account. This is something which we will continue to address during next session.

While the majority of children felt that other children treated them fairly and with respect, the proportion fell slightly from last year, so this will be addressed with a programme of lessons on relationships throughout the school.

Word cloud of words that pupils used to describe Gairloch Primary School:



Parental feedback about the school and nurseries mentioned the following:

- Welcoming and friendly environment in school and nurseries
- Appreciate the warm welcome by staff
- Staff are approachable and responsive, caring and professional
- Nurseries have a fabulous and supportive atmosphere
- I love how incredibly warm, kind, and welcoming this school is
- A deep commitment to inclusivity
- Pupils here, feel completely valued, safe and supported
- The school feels very inclusive, celebrating diversity and supporting individuality
- More regular mental health check-ins could be beneficial
- It might also be helpful to share the modern methods you use for teaching so that we, as parents, can understand the academic targets and it would also help with homework

Honest Caring Respectful Determined Ambitious Responsible

Family learning was an area some parents felt could be developed further, and accordingly, this has been reflected in the School Improvement Plan for 2026/27.

Capacity for continuous improvement

Comas airson leasachadh leantainneach

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

	ELC	PRIMARY
QI 1.3 Leadership of change	Good	Good
QI 2.3 Learning, teaching and assessment	Good	Good
QI 3.1 Wellbeing, equality and inclusion	Good	Good
QI 3.2 Raising attainment and achievement/Securing children’s progress	Good	Good

Our overall evaluation of our capacity for continuous improvement is:
We are confident in our capacity for continous improvement.

Key priorities for improvement planning

Prìomhachasan airson planadh airson leasachadh

ASG Action Plan: Learning and Teaching The Curriculum Improvement Cycle

Learning and Teaching – Improving Numeracy at First/Second Level including Family Engagement with Learning

Using Expressive Arts as a tool for teaching and learning

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 <https://sites.google.com/highlandschools.net/gairlochprimary/home> or by contacting the school office.