



STANDARDS AND QUALITY REPORT 2025-26

AITHISG INBHEAN IS CÀILEACHD

GLEDFIELD PRIMARY



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%

KINDNESS HONESTY RESPECT DETERMINATION

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
94.6%

Average Class Size
12.5

Meeting PE Target
Target Met

Gledfield Primary School is located in a rural setting serving the local community of Ardgay in Sutherland.

There are 25 children attending the school, ranging from P1 - P7. There are two classes; P1-3 and P4-7. Due to staffing issues we have no nursery at present.

The headteacher has overall leadership responsibility for Gledfield Primary School and has a teaching commitment of 0.2FTE.

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

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

Overall children are making the following progress:

Reading

Good progress

Writing

Good progress

**Listening and
talking**

Good progress

Numeracy

Good progress

We have had no exclusions this year.

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School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

- ✓ Create a happy, secure and safe environment in which all members of the school community treat each other with mutual respect and fairness.
- ✓ Deliver a broad, balanced and inclusive curriculum which allows each child to achieve his or her full potential.
- ✓ Provide high quality teaching and learning experiences that promote active learning.
- ✓ Encourage and support the development of positive lifestyles and attitudes with a particular focus on health and wellbeing.
- ✓ Encourage everyone to respect other people's views and lifestyle irrespective of race, religion, disability, or gender.
- ✓ Contribute to the life of the community through actively promoting partnerships with parents, professional agencies, individuals, businesses and the wider community.
- ✓ Be a learning community which supports learners, families and staff in their commitment to lifelong learning.

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: To improve attainment in reading	
School Improvement Plan Priority 1	
Summary of progress	Next steps
Good progress has been made in implementing the Reading Schools action plan, particularly in improving the reading environment and promoting a positive reading culture. Class and school libraries have been refreshed, reading spaces enhanced and staff have engaged in professional dialogue, including work with Scottish Book Trust. There is a stronger focus on reading in classrooms with daily reading aloud established in the early years. There are systems in place to track and support pupil progress.	• Establish pupil Book Groups • Ensure Reading for Pleasure time is ring-fenced • Ensure consistency across the school

Motivation and engagement have been supported through initiatives such as Star Reader awards, assemblies and reading lanyards.	
Impact	
Reading for pleasure is having a positive impact across the school. There is increased pupil engagement and enthusiasm for reading. Improved library spaces, reading awards and assemblies have raised the profile of reading, while daily reading aloud in the early years is supporting engagement and language development. Although not yet fully consistent across all stages, more pupils are motivated to read and talk about their reading, providing a strong foundation for continued improvement.	

School Priority 2: NIWP	
School Improvement Plan Priority 2	
Summary of progress	Next steps
Good progress has been made in implementing the National Improvement in Writing Programme with all staff engaging in professional learning and applying key strategies in the classroom. Regular writing sessions, supported by clear learning intentions, success criteria and targeted approaches such as openers and punctuation have led to more consistent teaching practice. Staff confidence in using quality improvement tools and data to inform teaching has increased, particularly in supporting lower attaining pupils. While measurable improvements in attainment are still emerging, there is clear evidence of strengthened practice, increased consistency and a more focused, data-informed approach to improving writing outcomes.	• Continue to deliver regular, structured writing lessons with clear learning intentions and success criteria, particularly focusing on Tools for Writing. • Continue to strengthen use of data and quality improvement tools to track pupil progress more closely and identify and address gaps earlier. • Increase opportunities for moderation and professional dialogue
Impact	
The programme has had a positive impact on both staff and pupils, leading to increased consistency and confidence in the teaching of writing across the school. Pupils are engaging more regularly in structured writing tasks and are developing a clearer understanding of learning intentions and success criteria. There is early evidence of improved learner confidence, particularly among lower attaining pupils, supported by more targeted teaching approaches. Overall, the school is developing a stronger, more consistent approach to writing, creating a solid foundation for improved attainment.	

School Priority 3: Leadership for all

School Improvement Plan Priority 3

Summary of progress and impact

Good progress has been made in developing leadership across the school with all pupils engaged in citizenship groups and taking increasing responsibility for improving the school. Leadership opportunities have been strengthened through roles such as JRSO, participation in the Junior Duke Award, and whole-school achievements including the Sports Award and Gardening Award. Staff have effectively led key areas of school improvement, contributing to a strong distributed leadership model. Overall, there is clear evidence of growing pupil voice, engagement and leadership across the school.

Next steps

- Continue to develop opportunities for pupil leadership.
- Extend leadership opportunities across all stages by reintroducing wider participation (e.g. clubs, awards and early years involvement where possible) thus ensuring all pupils can achieve recognised leadership awards.

Impact

Leadership for all has had a positive impact across the school with pupils showing increased confidence, responsibility and engagement in school life. Through these roles pupils are contributing ideas and taking ownership of improvements and strengthening pupil voice. Staff leadership has also supported a more distributed approach to school improvement leading to successful outcomes such as achieving the Sports Award, the Silver Gardening Award and Core Reading Schools. Overall, there is a stronger culture of leadership at all levels with pupils and staff working collaboratively to enhance the school community.

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

Assessment data shows a generally positive picture of progress, particularly in reading, with all pupils demonstrating improvement in Burt Reading and several making significant gains. Spelling progress is more variable, with strong improvement in one class but only slight progress across most other stages and a small regression in one class. In numeracy, most pupils are making steady progress, although gaps remain in key areas such as basic facts and place

value. Overall, attainment is improving, particularly in reading, but there remains a need for a more consistent and targeted focus on spelling and core numeracy skills.

Wider achievements

Coileanaidhean nas fharsainghe

Gledfield pupils have had several opportunities that support personal learning and achievements throughout 2025-26.

- ✓ Junior Duke
- ✓ Pupil Groups – Pupil Council, Reading Group, Eco Group and JRSOs
- ✓ Running Series
- ✓ Football Tournament
- ✓ Christmas Fayre
- ✓ Scots Afternoon
- ✓ Celebrating Success assemblies
- ✓ Sport
- ✓ Crafts
- ✓ Scottish Country dancing
- ✓ Sponsored Walk
- ✓ Den building
- ✓ Bridge building
- ✓ Pond dipping
- ✓ Swimming
- ✓ Bikeability
- ✓ Visits to the Bradbury Centre
- ✓ Partnership with Gearachaille Woods
- ✓ Riverfly with Kyle of Sutherland Fisheries
- ✓ STEM opportunities through UHI and Glasgow Science Centre

Comments from learners, families, stakeholders and staff

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

Learners

- Being successful at our writing
- We have helped each other
- Our learning is improving
- We are good at being friends
- We are happy, we have fun
- The Christmas party
- Badminton
- Outdoor learning
- Feis
- Sweetshop (maths)
- We get to do lots of things
- The best things in school so far have been tinwhistle, our pupil groups and our math card games
- The bridge building was fun and I think we should do some more
- I love responsibility of P7

Families

- I am very grateful for Junior Duke as it's a great way of learning!
- As one of the longest standing parents school is running the best it has been and communication is better than ever
- Planning for children with barriers is very holistic, given a lot of thought and is very well led
- Carol singing was amazing
- Scot's afternoon was fab
- Children's wellbeing is foremost within the school. The Child's Plan process is well set out. The child's needs are discussed at length.
- Loved the cooking sessions
- I like seeing the High Quality Assessments. I think my child is very motivated and doing well
- Digital experiences great – so much more this year

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- So many opportunities for children

Stakeholders

- A really welcoming school
- Children are keen to join in and learn
- There is a strong commitment to inclusion, with effective support in place for all children
- Events and initiatives help to celebrate pupils' achievements

Staff

- Team work! Staff communication has been great.
- Partnerships eg Going to the Bradbury, church etc Singing. Having consistent leadership, planning support etc
- The Christmas party was a hit, as was Christmas dinner
- Halloween was popular
- Communication between staff and parents
- The introduction of daily writing in P1-3 class and just generally more structure within the school

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:

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

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

Raising Attainment in Numeracy and Literacy	- Improvement in attainment, particularly in literacy and numeracy - Curriculum and assessment - School and ELC improvement
Learning Across the Curriculum	- Improvement in children and young people's health and wellbeing - Curriculum and assessment - School and ELC improvement
ASG Improvement Priorities	
Curriculum Improvement Cycle (CIC)	- Improvement in attainment, particularly in literacy and numeracy - Curriculum and assessment - School and ELC improvement

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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 [Gledfield Primary School](#) or by contacting the school office.