



STANDARDS AND QUALITY REPORT 2025-26

AITHISG INBHEAN IS CÀILEACHD

GLENELG 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
92.5%

Average Class Size
12

Meeting PE Target
Target Met

Pupil Numbers (inc nursery)
12 (+5 nursery)

Teacher Numbers
1.2

Pupil Teacher Ratio
1:12

Glenelg Primary School is located in a rural, coastal setting serving the local community of Glenelg and Arnisdale in the Skye and Lochalsh area.

There are 12 children attending the school and 5 children in nursery, ranging from N3 - P7. P1 - 7 are taught together in a single multi-stage class and there is a separate nursery for 2 to 4 year olds.

The headteacher has overall leadership responsibility for Glenelg Primary School and Loch Duich Primary School. The headteacher is supported by a principal teacher. Staff and children from both schools work together throughout the year.

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 very good. Children achieve appropriate CfE levels in literacy and numeracy and, across the school, a few children are exceeding nationally expected levels. All children who face barriers to learning are making very good progress towards meeting their individual targets.

Overall children are making the following progress:

Reading

Writing

**Listening and
talking**

Numeracy

Be Ready, Respectful and Safe

Very good progress

Very good progress

Very good progress

Very good progress

We have had no exclusions this year.

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

Our curriculum rationale sets out the most important aspects of our curriculum and highlights our approach to building the curriculum, so that everyone knows why, how and what we are trying to achieve.

Glenelg Nursery Vision, Values and Aims

Our Nursery Values

‘Ready’ for fun,
‘Kind’ every day,
‘Safe’ in our place,
Let’s learn and play!

Our Nursery Aims

- Develop social skills
- Encourage personal interests
 - Play
- Provide out of nursery experiences
 - Develop life skills
- Encourage emotional intelligence
 - Introduce gaelic language
 - Support our community

These values and aims were developed with the current parents and staff, February 2025

Be Ready, Respectful and Safe

Glenelg Primary School Vision, Values and Aims

Our Overall Vision: (why)

to provide experiences that nurture a sense of wonder and curiosity in learning and in life.

Our Values: (how)

Being Ready – ready for school, punctual, prepared with resources.

Being Respectful – mindful of others, kind, building up each other, rights respecting, being fair.

Being Safe – protected, risk considered, careful with each other, knowledgeable.

Aims: (what)

Using our unique context for learning: we live in a rural, coastal peninsula with interesting heritage sites and places of natural beauty. Pupils will use the unique spaces, interactions and experiences available to them.

Supporting our community: our community and school are mutually supportive, pupils benefit from the experiences of supporting and working for their wider community.

Building knowledge, understanding and skills: learning through literacy and numeracy allows development of understanding of wider concepts.

Promoting wellbeing: giving pupils skills and knowledge to look after themselves in positive ways and developing understanding of their rights.

Our Curriculum is built around the four contexts of learning:

working to build the ethos of the life of the school as a community,

learning through curricular subjects with a key focus on literacy, numeracy and health & wellbeing;

Be Ready, Respectful and Safe

providing opportunities for personal achievement,
developing skills through interdisciplinary learning.

Our vision, values and aims personalises our approach to Getting It Right For Every Child, where we aim for children to be Safe, Healthy, Achieving, Nurtured, Active, Responsible, Respected and Included (SHANARRI), and
to become Confident Individuals, Effective Contributors, Responsible Individuals and Successful Learners.

Written in collaboration with our school community Nov 2021

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.

School Priority 1:	
1. School Improvement Plan Priority 1 Build knowledge of the Curriculum Improvement Cycle – Towards an Evolved Technical Framework.	
Summary of progress	Next steps
In the linked Highland Priority “We will raise attainment and achievement for all” we have made very good progress. This year, we have 100% of P1,4,7 pupils attaining appropriate levels in literacy and numeracy and very good progress for other year groups too. In the NIF priority of “placing the human rights and needs of every child and young person at the centre of education”, we have made very good progress. ✓ We achieved the Gold award of Rights Respecting Schools Award (RRSA), from Unicef, in September 2025.	Continue to engage with further developments regarding the Curriculum Improvement Cycle(CIC) within our school and nursery, our ASG and also nationally by: • Developing ways of using the new ‘Big Ideas’ of CIC • Moderating our work with other schools • Collegiately developing our understanding as a cluster, of CIC and trialling the Know, Do and Understand framework as advice is being issued throughout the coming year. Update our Curriculum Rationale – as we see the changes of the CIC, we will be better placed to renew our own curriculum rationale.

Be Ready, Respectful and Safe

✓ We supported and promoted Clean Water projects in Madagascar, by fundraising for the MacLean Brothers Pacific ocean row. ✓ We created a new relationships policy in line with national response guidelines, adopted by staff, pupils and parents in Nov 2025. ✓ Our commitment to reducing the cost of the school day was upheld by fundraising with the Parent Council to fully fund an outdoor trip to Raasay for all P7s; cost-free trips to Urquhart Castle, Eden Court pantomime and Stemovators Highland celebration of young engineers. Our National Improvement Framework (NIF) driver of “developing teacher and practitioner professionalism” targeted building knowledge of the new Curriculum Improvement Cycle by: ✓ Studying and developing understanding of the paper “Towards an Evolved Technical Framework” ✓ Completing Teaching Sprints enquiry projects to better understand aspects of our numeracy teaching ✓ Introducing numeracy developments to new staff e.g. Number Sprinkles ✓ Acting on advice from the Ed Scot paper ‘Enhancing the Quality of Maths Education’ ✓ Our ‘Goal Free’ numeracy project was shared with parents in school and nursery by an interactive maths activity, which all families attended and found beneficial. Very good progress was made in this area.	Continue to develop children’s understanding of their rights, of community support and promoting wellbeing.
Impact	
We are sharing our methods for teaching maths with families in an interactive way and will continue with this.	

- Our staff are better equipped to use new numeracy strategies in class.
- With Goal Free numeracy, children have improved the quality of their questions and observations in mathematics and numeracy.
- Our staff are well equipped to move on to the next phase of the Curriculum Improvement Cycle in the coming year.
- Our school community better understand our relationships policy and the tenets of restorative practice.
- Our school community are more able to comment on children's rights and understand the principles of Unicef's RRSA.

School Priority 2:

School Improvement Plan Priority 2: Moderating numeracy development within our local Plockton Associated School Group (ASG)

Summary of progress	Next steps
In aspects of leadership of learning, and continuing to develop the curriculum and assessment, we aimed to embed the process towards raising children's attainment by having staff improve their 'Moderation Cycle.' This is a continuation of last years ASG moderation project but changing the focus to numeracy and pupil voice in planning cross-curricular learning. The collation of literacy examples will continue from last year. This work is prompted by Moderation Events, HMle visits within ASG, Benchmarks, Moderation Tool ✓ Teachers engaged in more moderation activities with colleagues from other schools across the ASG, comparing children's work, observing class teaching and professional discussion. This included, professional and collegiate discussion across schools, sampling children's work, creating floorbooks, and visiting classes in other schools to share practice and talk about the quality of teaching and learning. This supports teaching staff to develop further their understanding of national expectations across the curriculum.	Continue moderation of Numeracy and Pupil Voice in IDL. Numeracy – real life problem solving, application of numbers, multi-step problems, shared HQA across the ASG. Involve PHS Maths Dept. Managing this in multi-composite classes. ✓ Schools should continue to build upon this practice to ensure that identified next steps consistently continue to lead to improved outcomes for children across the ASG.

✓ The teaching staff recognise the importance of monitoring and evaluating the work of the ASG Moderation project. The plan for the project outlined the activities the headteachers and staff would undertake to evaluate the quality of the work of the schools. Glenelg and Loch Duich staff used a Moderation Audit Tool to assess and decide on next steps. ✓ In Glenelg, children developed their questioning, reasoning, problem solving, creativity, critical thinking skills and understanding well across the range of Number Sprinkle experiences. This was evidenced through the children's increased confidence in their spoken and written responses and demonstrated to parents at an afternoon activity. ✓ In Glenelg, staff provide frequent opportunities for children to make choices about what and how they learn in all aspects of school. Many IDL projects start from children's interests and choices. All children can give examples of when their voice is heard and know that they have the right to give their opinion about things that affect them. ✓ Very good progress has been made in this area.	
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Impact

The collegiate and professional learning activities undertaken through the ASG SIP project have broadened the range and quality of evidence used to inform planning for high-quality learning, teaching and assessment. They have also strengthened the moderation of children's work across the cluster. This has enabled school leaders to manage the pace of change effectively, ensuring that sufficient time is protected for both planning and implementation.

Data gathered through moderation activities, alongside high-quality assessments from Number Sprinkles and interdisciplinary learning (IDL), provides a more robust understanding of the impact of learning and teaching approaches on attainment and the acceleration of children's progress.

The Number Sprinkles approach further supports children to develop a clearer understanding of their strengths in learning, as well as identifying their next steps for improvement.

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School Priority 3: Nursery staff to engage in professional learning for ELC		
School Improvement Plan Priority 3		
Summary of progress and impact	Next steps	
This priority within our improvement plan aligns with the Health and Social Care Standard: <i>“I experience high-quality care and support that is right for me.”</i> This has been particularly relevant as two new members of staff have joined the nursery team. ✓ Both practitioners are nearing completion of their SVQ Level 7 qualifications, demonstrating a strong commitment to their professional learning and development. ✓ They are increasingly confident and competent in meeting the individual care, learning and wellbeing needs of children, ensuring responsive and nurturing interactions. ✓ The Head Teacher and Nursery Teacher have provided targeted support and guidance, strengthening staff practice in observation, assessment, planning and evaluation, in line with ELC expectations for high-quality pedagogy.	Improvement Priorities (ELC): • Increase collaboration: Engage regularly in cluster and local authority work, including moderating play-based numeracy with other ELC settings to strengthen consistency in progress and practice. • Simplify planning and assessment: Streamline planning, observation and assessment systems so they are manageable and focused, with clear evidence of responsive planning and children’s progress over time. • Strengthen self-evaluation: Use simple, practical self-evaluation approaches to support regular reflection, professional dialogue and continuous improvement, leading to better outcomes for children’s wellbeing and learning.	

✓ The learning environment has been continuously reviewed and adapted to provide a stimulating, inclusive and engaging space which supports children's curiosity, play and independence. ✓ Early Years Practitioners have developed their understanding of how to create meaningful, play-based opportunities for numeracy learning, in line with the school's improvement priorities and the needs and interests of children. In relation to the National Improvement Framework priority of <i>“placing the human rights and needs of every child and young person at the centre of education,”</i> we have made very good progress. ✓ The nursery contributed to the school achieving the Gold Rights Respecting Schools Award (UNICEF) in September 2025. This reflects our strong commitment to embedding children's rights within daily practice, ensuring that children feel respected, included and listened to.	
Impact • Early Years Practitioners undertaking SVQ training have strengthened the quality of practice across the setting, with increased reflection, enhanced understanding of child development, and a more consistent application of effective pedagogy. • Children confidently talk about their rights and demonstrate an understanding appropriate to their stage. • Children benefit from an enriched indoor and outdoor environment that supports play-based learning and the development of key skills. • Literacy and numeracy are meaningfully integrated throughout the environment in imaginative and engaging ways. • Parents have been actively involved in improving the learning setting and regular sharing of ideas, strengthening partnerships between home and nursery.	

- Effective processes are in place to promote children's agency, for example through lunch procedures aligned with *Setting the Table* guidance.
- Open-ended numeracy experiences have led to very good progress in children's learning.
- Children's views are valued; their opinions are listened to and acted upon, contributing to a responsive learning environment.
- Nursery children engage with the wider school community on a daily basis, supporting a smooth and natural transition into primary.
- Learning experiences are appropriately differentiated to meet the needs, age, and stage of each child.

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

- ✓ The evaluation of the impact of the school's actions to improve excellence and equity, and to achieve positive outcomes for all children and young people, is clear and well evidenced.
- ✓ The use of Pupil Equity Funding (PEF) enabled targeted small group work with a third-sector partner. This provision successfully developed pupils' technical, numeracy and presentation skills, alongside their ability to work collaboratively and solve problems. Pupils consistently reported that the sessions were engaging and enjoyable, highlighting the value of learning through practical, hands-on experiences. This work also led to older pupils representing their school at the Highland Celebration of STEM, where they achieved first place in the 'Construct a Crane' competition.
- ✓ Pupil Equity Funding also supported an additional two hours per week of Pupil Support Assistant (PSA) time. This was primarily focused on small group work to enhance literacy and art skills. As a result, pupils involved demonstrated increased confidence and engagement. All participants reported that this support was valuable and worthwhile.

Wider achievements

Coileanaidhean nas fharsainghe

- ✓ Achieving the Gold Award in the Rights Respecting Schools Award (RRSA) was a significant highlight this year, reflecting sustained commitment and effort since 2019.
- ✓ Pupils proudly represented the school at the local Mòd in Plockton, performing a Gaelic play alongside participating in Gaelic singing and poetry events.

- ✓ Pupils organised and hosted a successful craft fayre for the local community, creating and selling a range of items, including school calendars raising over £800.
- ✓ Pupils showcased their talents in a well-attended Christmas concert, featuring a combination of drama and musical performances for the local community.
- ✓ Pupils actively participated in Anti-Bullying Week, contributing to activities that promoted respect, inclusion and positive relationships.
- ✓ The school attended the Eden Court pantomime, with costs partly funded by the local community, ensuring there was no financial burden for families.
- ✓ Pupils represented the school at the Highland Celebration of STEM, engaging in industry-led challenges and developing their understanding of the world of work.
- ✓ Primary 7 pupils participated in a Resilient Kids programme alongside peers from other schools, supporting wellbeing and transition to secondary.
- ✓ All Primary 7 pupils attended a residential outdoor adventure trip to Raasay with others from the ASG, building confidence, teamwork and independence.

Comments from learners, families, stakeholders and staff

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

This year the school surveys showed the following:

- ✓ Almost all families responded to the school self-evaluation survey.
- ✓ For all questions, almost all responses were positive.
- ✓ Almost all pupils (P4-7) responded positively to all questions.
- ✓ All staff responded positively to all questions.
- ✓ All responses from partners were positive.

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
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Be Ready, Respectful and Safe

QI 1.3 Leadership of change	Good	Very 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

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

Development of the curriculum and aspects of learning, teaching and assessment, consulting with parents and improving pupil profiling.

Moderation of numeracy as ASG.

Develop play pedagogy across the Primary.

Simplify planning and assessment in the nursery.

Planning ahead

A' planadh air adhart

Full details of the school's 2026/2027 improvement priorities and actions are detailed on the school improvement plan, which can be accessed by contacting the school office.

Be Ready, Respectful and Safe

Be Ready, Respectful and Safe