



STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2024-2025

**Glenurquhart Primary School and Gaelic
Nursery**

**Bun-sgoil agus Sgoil-àraich Ghlinn
Urchadain**



Guiding, Uniting and Promoting Success

Commitment/ Dealas ~ Teamwork/ Obair-sgioba ~
Wellbeing/ Sláinte agus sunnd ~ Forgiveness/ Mathanas

Introduction: Local and National Context

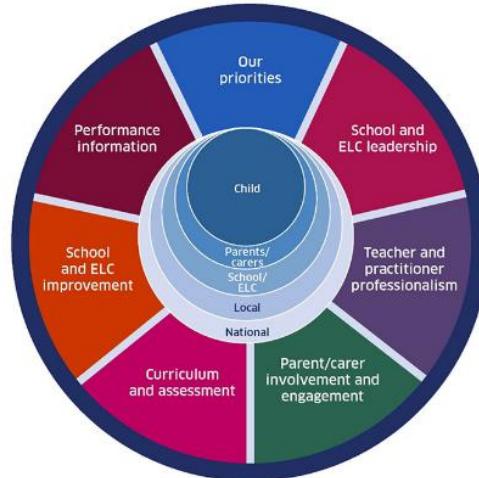
Ro-ràdh: Co-theacsa ionadail agus Nàiseanta

This Standards and Quality Report is influenced by both Highland and national priorities. These can be summarised as follows:

Highland Priorities



National Improvement Framework Priorities



Entitlement, Excellence & Equity:

We will raise attainment and achievement for all, especially for children and young people from disadvantaged circumstances, including rural deprivation. We will focus relentlessly on improving standards and the quality of learning and teaching, to ensure that entitlement, equity and excellence are delivered across the system.

Empowerment & Leadership:

We will develop leadership skills at all levels of the system, for now and the future, building a culture of empowerment and professional capital.

Relationships:

We will maximise health and wellbeing for all children and young people, to give them the best possible start in life. We will ensure every child and young person feels part of the community they live in.

Opportunity:

We will maximise opportunities for our children and young people, and for the wider Highland community and its visitors, through the provision of high-quality services.

The key priorities outlined in the National Improvement Framework are:

- Placing the **human rights and needs of every child** and young person at the centre of education
- Improvement in children and young people's **health and wellbeing**
- **Closing the attainment gap** between the most and least disadvantaged children and young people
- Improvement in skills and **sustained, positive school-leaver destinations** for all young people
- **Improvement in attainment**, particularly in literacy and numeracy.

Self-evaluation

To support self-evaluation, quality indicators from the national evaluative framework *How Good Is Our School?*⁴ are referenced.

Links to these sources (and others referenced) can be found here:

[National Improvement Framework Improvement Plan](#)
[HGIOS? 4](#) and [HGIOELC](#)
[Health and Social Care Standards](#)
[National Gaelic Language Plan](#)

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%

We are pleased to present our Standards and Quality Report for Session 2024-25. This report provides important information regarding our school's progress to date and our next steps in school improvement.

Self-evaluation for self-improvement is at the heart of what we do. We continue to develop our practice in making robust use of evidence as a basis for judgements regarding the impact of our work on our learners. All staff understand that self-evaluation is an integral aspect of our approach to continuous improvement through addressing the 3 key questions:

- **How well are we doing?**
- **How do we know?**
- **What are we going to do now?**

Throughout the year we continuously evaluate what we do and how it makes a difference to our learners. We want to know what is working well for our school community and what needs further improvement. We inform decision making and actions through a continuous process of looking inwards, outwards and forwards.

Looking inwards - starts with those working with our children and young people

We focus on the impact on outcomes for learners. Our self-evaluation processes triangulate information, data, people's views and observation of practice to measure impact and inform planning for improvement.

Looking outwards - learning from others

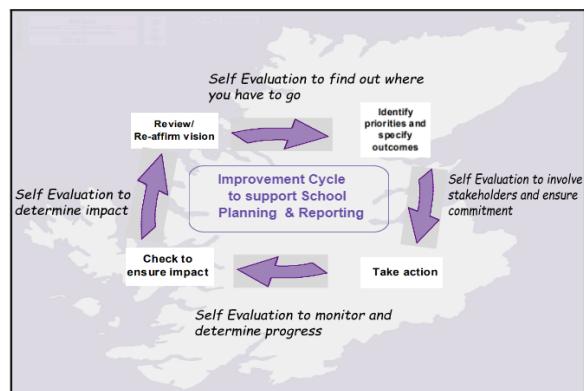
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

Looking forwards - creating a vision and planning for implementation

Through leadership at all levels, we anticipate challenges and explore creative solutions. This helps us to create an aspirational vision for our school which shapes our actions and provides a focus for improvement.

Our children and young people are actively consulted and involved in this process. We also give staff, parents/carers, and other partners the opportunity to participate in discussions and activities to shape our improvement journey.

When we develop our improvement plan, we use key questions at scheduled review times throughout the session to know how well we are progressing towards achieving these positive outcomes and changes.



Together we are working hard to ensure the Highlands is the best place for children and young people to grow up safely, learn, develop and achieve.

With positive experiences, our children and young people will always see the Highlands as home.
Le eòlasan deimhinneach, bidh ar cloinn is ar n-òigradh daonnan a' faicinn na Gàidhealtachd mar dhachaigh.

*Kerrie Laird
Head Teacher / Ceannard
Glenurquhart Primary / Bun-sgoil Ghlinn Urchadain*

School Profile

Pròfil na Sgoile

The following information can be found on [Parent zone 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 93.2%	Average Class Size 21	Meeting PE Target Target Met
Pupil Numbers (inc nursery) 161	Teacher Numbers 10	Pupil Teacher Ratio 16.2
<hr/>		
N3 1%	N4 1%	P1 6%
P2 14%	P3 14%	P4 20%
P5 19%	P6 13%	P7 11%
<hr/>		
SIMD Q1¹ 0-10%	SIMD Q2 0-10%	SIMD Q3 60-70%
SIMD Q4 20-30%	SIMD Q5 0-10%	Unknown 0-10%
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ASN² 50-60%	No ASN 40-50%	FSM³ 7%
No FSM 93%	EAL⁴ 0-10%	No EAL 90+%

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

Reading	Writing	Listening and talking	Numeracy
Most	Majority	Almost all	Most

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

Due to the small numbers in these stages within Gaelic, statements on attainment have been incorporated into our report below to ensure the anonymity of individual children.

We have had no exclusions this year.

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

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:

Digital Learning (Primary ASG Priority)

Purpose:

Throughout previous years, we have had considerable input with developing digital skills and looking at wider accreditation. However, this was due in 2020 and Covid alongside other priorities have meant it has never been fully embedded. Further work is required to ensure a progressive, consistent approach across all stages of the school and ASG. A few parents have expressed concerns around digital wellbeing and online safety. Furthermore, our moderation has shown that having this consistency will support at transition so that all children have acquired the skills they need to fully access digital learning opportunities at High School and beyond.

Progress:

- ✓ Digital leaders have created a school's digital skills progression and begun a digital safety progression.
- ✓ Second level pupils have supported younger years to develop their use of technology.
- ✓ All children have engaged in lessons on safe use of passwords, how to identify SCAMs and phishing attempts and what to do and work around safe use of digital devices in relation to supporting good sleep and healthy habits.
- ✓ All children have led their learning around digital through engaging with learning conversations and setting targets related to school progressions. These targets have been shared with parents through profiling.
- ✓ P6 and P7 completed a Red, Amber, Green (RAG) assessment based on the school's digital skills progression.
- ✓ Staff buddies and professional dialogue have enabled staff to share best practice and learn together.
- ✓ Pupil digital profiles were moderated across the Associated Schools Group (ASG) against the Highland Council guidelines for effective profiling processes.
- ✓ Digital Leaders across the ASG were able to share approaches to digital safety as part of Internet Safety Day.
- ✓ Parents have been regularly guided to digital resources for both learning and engaging safely through monthly

Impact:

- ✓ Through leadership roles as Digital Leaders and with older children supporting younger, the children were able to contribute to policy developments and progressions fostering a sense of ownership and shared responsibility as well as enhancing their sense of achievement.
- ✓ Pupil led progressions were used by almost all children as a base to set individual targets through the profiling process, developing their knowledge of required areas as well as ensuring a consistent and pupil-led approach.
- ✓ Through RAG assessments, P6 and 7 children were able to identify their targets and teachers were able to audit learning and teaching. This process highlighted a gap in pupils' experience with spreadsheets, enabling staff to plan targeted learning opportunities to address this area for development.
- ✓ Class visits and wider accreditations have highlighted that increasingly innovative use of technology has been introduced in all classes through training, sharing ideas and professional dialogue. This increased most children's engagement and motivation and supports them to take ownership of their learning journey (highlighted in Digital Schools Award.)
- ✓ A few teachers' comment that they recognise their children are choosing digital tools such as Google Slides and Book Creator to show their learning.
- ✓ An increased interest in creating videos within the P6 class with a few children choosing to create

- newsletters and the school website and blog.
- ✓ Parents have also been involved in digital developments through open afternoons, parent evening displays and pupil profiles.
- ✓ Online Gaelic resources were utilised to support home learning and encourage increased use of Gaelic in the home.
- ✓ Following feedback from a few children and parents' comments, further work was done on online bullying to help understand the impact of this and how to report it to get support. This was followed up with work towards the Scottish Respect Me Anti-Bullying Award.
- ✓ Parents requests for further work on online safety were taken forward through work towards the Digital Wellbeing award.
- ✓ Digital area of Family Learning website was updated to incorporate current work within the school.
- ✓ All teaching staff have engaged in training throughout the year to enhance their understanding of learning resources, progressions and digital safety.
- ✓ Project Evolve resources have been utilised to ensure national guidelines, progressions and consistency across the school.
- ✓ Skills academies have included stop motion and P6 and P7 were introduced to using technology to film and edit a video. As part of this a videographer came in to discuss links to employability skills.
- ✓ ELC have begun to incorporate use of digital resources to provide opportunities for children to explore these.
- ✓ Digital Schools Award achieved in November 2024.
- ✓ Digital Wellbeing Award achieved in May 2025.

Next steps:

- Continue to develop the school's child-led digital schools' progression.
- Continue having a whole school focus each year on different elements of digital literacy and wellbeing to ensure coverage of different elements of the progression pathways. Extend to involve Glen Urquhart High School and other Gaelic provisions.
- Further embed engagement with new Highland Council digital progression.
- Continue to provide training opportunities to build staff confidence.
- Build creativity, critical thinking, computational thinking and collaboration skills through integrating coding skills – Equitable Creative Coding Award.
- Link with Science, Technology, Engineering, Art and Design, Mathematics (STEAM) and Developing Young Workforce (DYW.)

- videos for competition entries and making sketches and animated videos in their own time.
- ✓ ASG moderation enabled schools to develop consistent approaches to digital profiling, support transition and share good practice.
- ✓ Feedback from parent engagement details all parents who commented enjoyed seeing the use of digital in the classroom with a few comments around being positively surprised about the technology in use and/or the way it was used.
- ✓ Awards received recognised that the school had successfully provided opportunities for parents and the wider community to develop their skills and awareness of internet safety and how to support children through conversations around this.
- ✓ Most teaching staff agreed that their confidence in using technology in the classroom had increased.
- ✓ The majority of teaching staff agreed that they are more able to plan effectively for experiences and assessment in digital literacy.
- ✓ Digital Schools Award found digital technologies are seamlessly embedded across the curriculum, enhancing creative and effective learning and teaching experiences.
- ✓ Digital Wellbeing Award feedback found children demonstrated a strong understanding of digital wellbeing principles and actively engage in discussions and activities that promote responsible online behaviour.
- ✓ A few teachers comment that children have shared their use of digital safety tools out with the school e.g. blocking a player for mean comments.
- ✓ Teachers observe that increased use of digital tools has supported a few children with additional needs to be more independent in their use of Chromebooks.

Purpose:

Over the past two years, teaching staff have completed training to support developments in Literacy teaching, learning and assessment. The Head Teacher and the middle stages class teacher have also completed Literacy for All training. With a new Learning Support Teacher in place and the need to develop a whole school approach, all teaching staff now need further training to take forward new approaches to supporting and assessing children who may have Literacy difficulties. The Making Sense Report 2020 recommends the use of a wave approach to supporting young people experiencing difficulties with literacy development where interventions are informed by individual assessment results and often delivered within the regular classroom. Young people with Dyslexia benefit from early identification, appropriate intervention, and targeted, effective support at the right time. Assessment for Dyslexia should be a process rather than an end product. This is the model of support used in Literacy for All.

Additionally, we have recognised the impact of the Pandemic has affected the middle stages nationally most and this is reflected in attainment at Glenurquhart Primary. We have therefore opted to take part in the National Improving Writing Programme that focusses on support for P4 level, this involves the teacher whom has already completed the Literacy for All training.

Furthermore, the Gaelic teachers will work alongside staff in BSGI to moderate and plan writing progressions and interventions.

Progress:

Content:

- ✓ All teaching staff completed Literacy for All training and cascaded this into their practices in supporting Literacy difficulties.
- ✓ Regular opportunities through the year to revisit and discuss ongoing work towards this area through professional dialogue and staff buddies.
- ✓ P4 teacher has fully engaged in National Improvement Writing programme and taken forward approaches with their class.
- ✓ Gaelic teaching staff benefited from Gaelic version of Literacy for All training with further training on reading, writing and interventions for additional support needs.
- ✓ ELC and Gaelic staff have incorporated language progression trackers into their practices.
- ✓ ELC has improved the provision of literacy resources both inside and outside the nursery spaces.
- ✓ Following evaluation of online programmes to support children in closing identified gaps in attainment, different programmes were purchased.
- ✓ Following training early in the year and ongoing professional dialogue, a few teachers adapted approaches to spelling and spelling interventions to focus more individualised common errors or to support consolidation and recall.

Impact:

- ✓ Almost all teaching staff have increased knowledge of literacy difficulties, how they present and how to meet the needs of children with persistent literacy difficulties.
- ✓ All teachers are more aware of resources to support children with literacy difficulties and the programmes that we have available to close gaps in learning.
- ✓ In P4, children attaining writing increased by 22% from expectations in November to above Highland and Scotland national averages.
- ✓ P4 teacher's observations of writing show that almost all children in P4 have become independent writers, increased writing stamina, are much more able to have a go and make mistakes and have shown pride in their ability to write more independently.
- ✓ P4 teacher has increased confidence in using assessments and data to inform next steps for learners.
- ✓ Increased enjoyment, engagement and motivation to complete online Literacy support programmes. The majority of children are making appropriate progress through these programmes with a few children exceeding the typical rate for the time between assessments. (*Further comments in PEF evaluation below.*)
- ✓ Teachers' observation show that changes to spelling interventions have increased accuracy and engagement with pupils.

- ✓ Gaelic children's language acquisition is tracked and a clear progression is in place to ensure continuity.
- ✓ Observations within the ELC show that children benefit from regular opportunities to develop their Literacy learning through the resources offered to them.

Next steps:

- Roll the National Improvement Writing Programme throughout the whole school and work to encompass previous training approaches within this.
- Further work to finalise whole school approaches to assessing, identifying and supporting literacy difficulties and support any new members of staff.
- Further work to increase confidence and understanding with class teachers in analysing evidence gathered to make/not make an identification of dyslexia.
- Increase tracking of data around support interventions to ensure positive impact and early identification when these are not having the intended outcome.
- Work to support families' understanding of literacy difficulties and how to support these as well as, teachers' confidence in discussing these with parents. Share resources to support with phonics and spelling at home.
- Work with children to understand dyslexia and promote positive mindsets around it.
- Further develop and embed Literacy and Gaelic progressions from Sgoil-àraich through to P7.
- Review approaches to supporting Gaelic interventions.

Progress and impact of Pupil Equity Fund Adhartas agus buaidh Maoin Cothromas Sgoilearan

Intervention	Impact / progress summary (max 100 words per intervention)	Intervention Resource allocation used (breakdown)
Digital	<p>Feedback from the initial training sessions was less positive than anticipated. Technical difficulties, particularly with headset connectivity and appropriate usage within lessons, led to a decline in staff confidence regarding the reliability and practicality of virtual reality (VR) technology in the classroom setting.</p> <p>While there were isolated examples of positive engagement and increased pupil interest during VR-enhanced lessons, this was not sustained across classes. Despite ongoing encouragement and regular staff check-ins, consistent integration into teaching practice was limited.</p>	Full resource Class VR (4x headsets, software and training) £3100
Maths	<p>IDL Numeracy Evaluation</p> <p>Following the evaluation of IDL Numeracy, it was identified that the programme was not effectively supporting pupil engagement or progress. Children appeared stressed and disengaged, which ultimately rendered the intervention counter-productive. As a result, the decision was made not to renew the IDL Numeracy licence in February 2025.</p> <p>Transition to Sumdog</p> <p>In March 2025, after conducting research into alternative programmes and following previous experience with Sumdog, the decision was taken</p>	<p>PSA 12 hours per week (shared across Literacy and Numeracy) – full resource - £11052</p> <p><u>Underspend agreed March 2025</u></p>

	<p>to implement Sumdog as a more suitable intervention. Sumdog offers a more personalised, engaging approach and is better aligned with Curriculum for Excellence (CfE). Initially, this was targeted at Primary 5–7 pupils, as they were identified as the least engaged cohort.</p> <p>To support the effective use of Sumdog going forward next session, staff guidance sheets were created in June 2025 to help teachers analyse and interpret the range of data provided by the platform. Early teacher observations indicate increased pupil engagement, with PEF-identified pupils demonstrating measurable progress through Sumdog's levels.</p> <p>Assessment and Ongoing Progress Tracking (for next session)</p> <p>Diagnostic assessments within Sumdog will be reviewed at two key points in the academic year: August/September and April/May. These assessments provide online, accessible data that allow teachers to track pupil progress over time. Furthermore, the online nature of the diagnostics reduces the need for additional staff cover, enabling more pupils to simultaneously complete the Highland Numeracy Diagnostics. The combination of Sumdog data and Highland Diagnostics will offer comprehensive insights into maths fluency and individual learning gaps, supporting teacher judgements and informing future teaching priorities.</p> <p>SEAL Implementation</p> <p>This year, one PSA has significantly developed both their knowledge and confidence in supporting pupils through the SEAL (Stages of Early Arithmetical Learning) framework. To expand the reach and impact of this effective practice, time will be allocated for this PSA to train and mentor additional support staff. This will help build capacity across the team and ensure more pupils benefit from targeted, stage-appropriate support.</p> <p>Next year – Sumdog (increase for more P5-7 pupils x7 and possibly to P4, SEAL PSA time Education City refund (£675) – extend Sumdog Numeracy to P4. Supply days for P1-3 teachers (x2) + 1 day split between P4-7 – 3 days.</p>	Sumdog Maths for P5-7 x 69 children – £269.70
Literacy	<p>Support for Unexpected Needs (August 2024 Onwards)</p> <p>A number of children with additional needs enrolled unexpectedly in August. The presence of a key PSA proved critical in supporting these pupils to settle, minimising disruption to existing learners—particularly PEF-identified children—within their classes. The PSA played a vital role in establishing consistent routines and enabling class teachers to maintain an inclusive learning environment by focusing support within the classroom.</p> <p>By January 2025, as the new pupils had become more settled, the PSA was able to more fully implement targeted intervention programmes.</p> <p>Literacy Interventions – IDL and Nessy</p> <p>Upon review, the IDL programme was found to be less engaging for some of the younger learners and a portion of older pupils. In response, Nessy was introduced in November 2024 to better meet the needs of these children. Initial feedback indicates improved engagement with Nessy among the targeted cohort.</p>	PSA- see above Picture News - £250 1 year subscription (rather than 2) – renewed for full 2025-26 session Nessy x20 targeted children - £370 <u>UNDERSPEND AGREED PURCHASES</u> <u>March 2025 £3257</u> IDL Literacy

	<p>IDL, however, continues to have value—particularly for use with whole-class engagement during morning starter activities. For most participants, gains in reading and spelling ages were observed earlier in the year, although progress in spelling has begun to plateau. This will be closely monitored (ASNT monthly report) in the upcoming session to evaluate ongoing effectiveness and a decision made as to whether to renew in March 2026 (possible use of any underspent funds then.)</p> <p>Assessment and Progress Monitoring</p> <p>The timing of reading and spelling assessments has been reviewed to ensure more accurate tracking of progress and to reduce overlap with other key assessments throughout the academic year, such as the Blackwell Spelling Placement Assessments. This adjustment aims to provide clearer evidence of impact and better inform teaching and intervention planning as well as increase teacher's understanding and use of the data available to plan next steps.</p> <p>Picture News</p> <p>Staff across the school report that this has increased confidence in talking and listening along with the added benefit of increasing children's voice and widening their understanding of global issues.</p> <p>Extra Reading Scheme</p> <p>This has been purchased and will be implemented next session to support improvements in reading attainment and phonological awareness in Early and First level.</p>	<p>renewed 20.3.25 - £399 (can be used across the school no limit)</p> <p>Phonics Reading Scheme P1-3/4 - £2561.30</p>
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Wider achievements

Coileanaidhean nas fharsainge

Interschool Sports – Several medal winners - May '25

Eco Green Flag Award – May '25 (*report can be seen through hyperlink*)

Creation of Sensory garden, installation of Polycrub, mud kitchen and playhouse – May'25 – This has also increased engagement with the local community and highlighted the school within it.

Orienteering competitors for first time – May '25

Nairn Thunderbolds Mini and Micro Rugby Festival – May '25

Walk to School National design a badge - P2 child came runner up – May' 25

Digital Wellbeing Award – April '25 (*report can be seen through hyperlink*)

All children entered the Show Racism the Red Card competition – April '25

McRobert Cup – P4/5 girls, P4/5 boys, P6/7 girls and P6/7 boys all trophy winners – March '25

Mock court case participants – March '25

Enterprising Maths Challenge – March '25

Delancey UK Schools Chess Championships Awards Under 10 and Under 12 – March '25

Silver Substance Aware Schools Award – March '25

Great Glen Cross Country – several medals and P4/5 boys team cup – March '25

P1-3 Eco Committee **Hedgehog Friendly Schools Award** –

Digital Schools Award – November '24 (*report can be seen through hyperlink*)

Gaelic class achieved **Gold RSPB Award** – November '24

P5-7 all achieved **National Outdoor Learning Awards** – October '24

P1/2 all achieved **Junior Forester Awards** – October '24

Established termly community cafes – Fairtrade, Gaelic, Outdoor completed this session

Several children's prizes at the flower show – 31.8.24

Several children's athletics awards at the Glenurquhart Highland Games – 24.8.24

See our News blog for further photos and information; <https://2024to25gupsnews.wordpress.com/>

Comments from learners, families, stakeholders and staff Beachdan bho luchd-ionnsachaidh, teaghlaichean, luchd-ùidhe is luchd-obrach

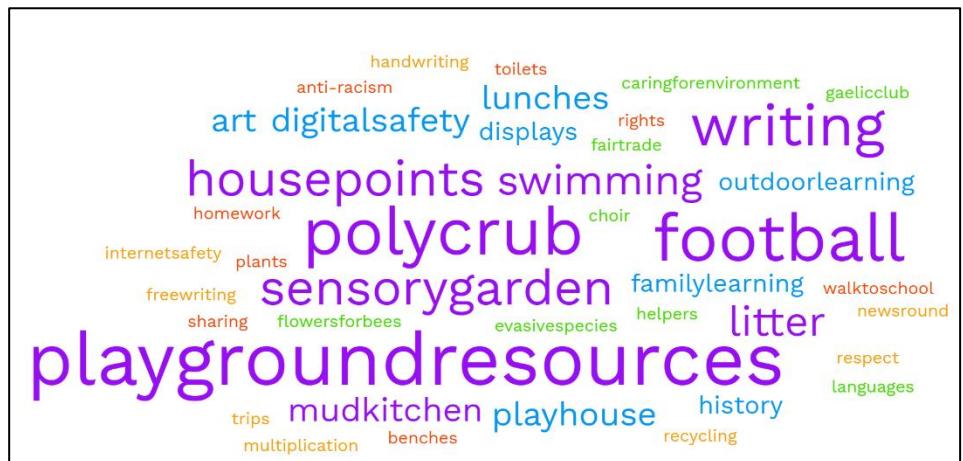
Children:

Last year the children wished to improve upon **outdoor learning, playground resources, challenge, lunches and trips** mainly (see Standards and Quality Report 2023-24.)

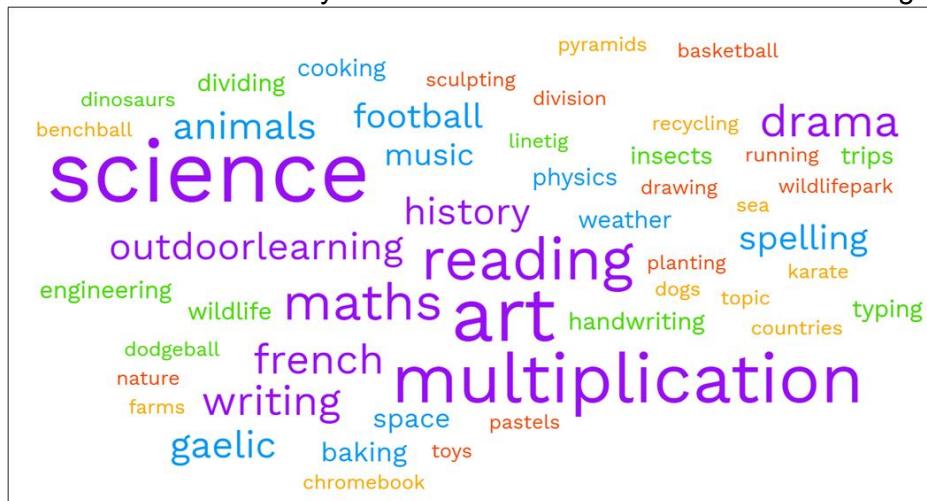
Feedback round the classes May '25 was gathered on post-it notes and then collated to create the following word cloud;

The size of word in the following word clouds equates to the number of times it was mentioned e.g. the larger the word, the more times children mentioned it in their feedback.

*This year we have
improved....*



The children's end of year learners' statements were then used to gather more information for next session.



Next year I would like to learn more about....

Families voted last session for **music and outdoor learning**. Feedback at Parent Open Afternoon in May'25;

There were no comments left for how we could improve next session. Opportunities for opinions will be given again at Parent Meetings in September'25 to feed into next session's school improvement targets.

See accreditation reports in achievement section above for stakeholder feedback.

You said,		We did
MUSIC –		All classes completed lessons from the resource Charanga enhancing song and music making. Gaelic class are taking part in the local MOD. Choir started.
OUTDOOR –		All children completed focussed projects in terms 1 and 2, to achieve outdoor learning awards.
P.E. –		Increased work with Active Schools
WRITING – free imaginative writing, diary writing, links with reading, daily writing tasks, understanding of how completed		<ul style="list-style-type: none"> Most classes using 5 a day/write away Each class have free writing options termly/for starters activities. New resources purchased to link writing approaches with reading (shown on table) Daily writing introduced to P4 as part of National Writing Programme. (To extend to whole school next year if possible) 1/2 completing work around Drawing Club to link with developmentally appropriate approaches. Open days to demonstrate writing approaches using the writing bubble and presentations at parent meetings.
FAMILY LEARNING – streamline website, more practice, more guidance, more closely related to class work than set as whole school, more support for Gaelic		Worked with Parent Council – this year have included Literacy, Numeracy and another home learning idea directly linked to class work that term.
		Gaelic websites updated on class blogs. Advice and guidance offered at each Parent Meeting.
		Family Learning site updated and used more to support and extend rather than as main resource.

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	Very good
QI 2.3 Learning, teaching and assessment	Very good	Very 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.

ELC staffing has impacted our capacity for continuous improvement this session within ELC.

Commitment/ Dealas ~ Teamwork/ Obair-sgioba ~
Wellbeing/ Sláinte agus sunnd ~ Forgiveness/ Mathanas

Key priorities for improvement planning

Prìomhachasan airson planadh airson leasachadh

1. Raised attainment in Writing
 - a. Roll out National Improvement Writing Programme to P2-7
 - b. Further embed Literacy for All principles and practices
 - c. Further develop Early level approaches to Writing through play
 - d. Further develop approaches to Literacy and Gaelic from ELC-P7
2. Science, Technology, Engineering, Art and Design, Mathematics

**Priorities for School Improvement may change following updated Highland Council priorities.*

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 [here](#) (published by end of Term 1 2025/26) or by contacting the school office.