



STANDARDS AND QUALITY REPORT 2025-26

AITHISG INBHEAN IS CÀILEACHD

Glenurquhart Primary School and Gaelic Nursery

Bun-sgoil agus Sgoil-àraich Ghlinn Urchadain



In this report the following words are used to describe the numbers and proportions used:

All	Almost all	Most	Majority	Less than half	Few
00%	Over 91%	75% - 90%	50% - 74%	15% - 49%	Up to 15%

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

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 92.6%			Average Class Size 23.1			Meeting PE Target Target Met		
Pupil Numbers (inc nursery) 161 (+5 sgoil-àraich)			Teacher Numbers 10			Pupil Teacher Ratio 16.1		
N3 0.01%	N4 0.02%	P1 12.4%	P2 0.06%	P3 14.2%	P4 14.9%	P5 19.8%	P6 18.6%	P7 13.6%
SIMD Q1 ¹ 0-10%		SIMD Q2 0-10%		SIMD Q3 60-70%		SIMD Q4 30-40%		SIMD Q5 0-10%
Unknown 0-10%								
ASN ² 50-60%		No ASN 40-50%		FSM ³ 0-20%		No FSM 80-90%		EAL ⁴ 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	Most	Most	Majority

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

Commitment/ Dealas ~ Teamwork/ Obair-sajoba ~
Wellbeing/ Slàinte agus sunnd ~ Forgiveness/ Mathanas

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.

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

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile



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

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: Literacy for All

School Improvement Plan Priority 1

Summary of progress	Impact	Next steps
✓ We have made very good progress in this area. ✓ All teaching staff have completed all training sessions for the National Improvement Writing Project and kept data summaries to support evaluations of progress with the children in their class. Resources were not readily available for Gaelic Literacy and therefore this has been more difficult to implement within Gaelic Medium classes. ✓ Head Teacher completed Dyslexia and Inclusive Practice with GTCS and Education Scotland. From this a comprehensive process map has been created to support staff, pupils and families throughout the identification process. ✓ Two other staff completed the Open University Dyslexia and Inclusive Practice modules. ✓ Children's Wellbeing Committee researched and led whole school assemblies on dyslexia and the strengths and difficulties related to it.	• Staff feedback has shown that using RAG assessments as part of NWIP has helped children to identify their own personal targets in writing, listening and talking. • Almost all staff agree that NWIP approaches have led to increased attainment in writing. • Almost all staff strongly agree/agree that their confidence in using data to inform next steps in writing has increased. • All classes using NWIP have increased children meeting targets with punctuation. 50% have increased children meeting targets with openers, connectives and paragraphs (with different classes working on relevant tools.) • Most children identified that they feel they are writing more with the majority feeling they are achieving writing success criteria. • Feedback from the children highlights mixed responses to the enjoyment of writing. Staff highlight that discussions and observations of	• Further work with area officers and partner schools to identify approaches to support a multi-composite approach to Gaelic literacy. • Issue phonic packs and evaluate impact. • Adapt phonic pack activities to relate to Gaelic phonics. • Further develop tracking of literacy difficulties. • Support second level writing approaches adapting from NWIP approach to include both tools for writing and genres as well as, opportunities for extended writing. • Continue NWIP approach for First level and ensure

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

✓ Various resources to support Gaelic literacy at home have been provided for Gaelic Medium families this session. ✓ Phonics packs to support family learning have been created to support with phonological awareness, phonics and word building.	children have shown that some respond well to the same approaches while others prefer variety. Comments from children highlighted most often a continued wish for free writing and more time to write. • Writing attainment in P6 and P7 has increased by an average of 12.5% with increases from last years NWIP work in P4 being maintained in P5. • Most staff agree that their knowledge and understanding of the dyslexia identification process as well as how to support children and families has increased. • All children with queries around literacy difficulties are being tracked using the Literacy for All interventions. A further six have completed the identification process this session. • Follow-ups with the Wellbeing Committee highlighted that retention of learning around the strengths and difficulties associated with dyslexia were very well retained.	opportunities for free writing to meet children's views. • Introduce Adventure Island for P1-2. • Take forward other areas of literacy e.g. tenses in talking and enjoyment of reading.
---	--	---

Stakeholder Views

❖ Staff Training

'Completing the OU course on Dyslexia helped to increase my knowledge and understanding of how to identify and support pupils and their families more effectively.' Staff comment

'The NWIP twilight training about working memory was very useful in understanding how to differentiate instructions and tasks.' Staff comment

'I feel more confident with the dyslexia framework and helping identify it.' Staff comment

Commitment/ Dealas ~ Teamwork/ Obair-sgìoba ~
Wellbeing/ Slàinte agus sunnd ~ Forgiveness/ Mathanas

❖ NWIP feedback

'Editing and self-checking have improved with children taking greater care with their writing.' Staff comment

'The pupils are more accountable for their learning.' Staff comment

'I've got better at spelling the words and with my target I can hit it every time.' Child's comment

'My favourite thing about writing is how we got way more time this year.' Child's comment

'I have improved making my stories come to life more.' Child's comment

'My favourite thing about writing is how you can just imagine you are in another world and then write with so much feeling and then when others read it then they enjoy it as much as you enjoyed writing it.' Child's comment

School Priority 2: Science, Technology, Engineering and Mathematics (STEM)

School Improvement Plan Priority 2		
Summary of progress	Impact	Next steps
- We have made very good progress in this area with all children and staff fully involved in various elements and STEM learning embedded into ongoing practice. - All teachers have been involved in planning, delivering, assessing and self-evaluating STEM subjects and the majority of teachers have a leadership role within this. - All staff have undertaken a breadth of STEM CPD training. - P4 have had weekly coding sessions using Scratch. - P7 Coding skills academy was planned and delivered by children in Term 4. - Children in the eco committee have renewed their Eco Green Flag action plan towards their third Eco Flag. The younger Eco Committee gained Gold Hedgehog Friendly Schools Award. They have completed various activities in the school and local community. - Digital leaders have led themes around responsible use of AI and for Safer Internet Day. - STEM Family Learning packs were re-established and all classes have had an opportunity to engage with these. - Numeracy family learning packs were issued to new families and used to support home learning. - STEM and Maths home learning opportunities were shared at a parent open morning.	- Awards achieved; - School for Nature Award - Bronze RSPB Wild Challenge Award - STEM Nation full award submitted - Gold Hedgehog Friendly Schools Award - Eco Green Flag Action Plan approved - School grounds audit by Eco Schools group identified areas that could be looked after better and improved. - STEM packs have prompted children to research further and take action for sustainability e.g. creating Plastic Pollution posters. - Enterprising Maths quiz area winners - P6-7 pupils reported an increased interest in STEM careers. - Staff feedback highlighted that children in Gaelic Medium increased their vocabulary across the curriculum enhanced through STEM as engagement and interest was high. - P4 teacher observed that coding weekly has also helped children develop their Chromebook skills. Almost all are now	- Review resources in STEM packs to ensure equity for Gaelic Medium children e.g. use of Gaelic texts. - Sustainability 2030 Award - Further work on climate action. - Continue work as part of Eco Green Flag award (due for reaccreditation 2027/28) - Maths home learning leaflet to help boost confidence with maths packs. - Continue work towards Creative Coding Award - Increased focus on technologies - Review STEM curriculum in light of Curriculum Improvement Cycle work

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

- Numerous partners have contributed to learning experiences this session including UHI Stem, SSE, Raigmore Hospital, Generation Science, Glasgow Science Centre and also included parents sharing skills and information around their jobs. - P6-7 girls attended three Women in STEM sessions at Glen Urquhart High School. - All P1-7 pupils were awarded CREST awards. - STEM Nation Award application has been submitted. - All classes took part in British Science Week with various experiences throughout. - Curriculum IDL planners were aligned with Global Goals to bring together key themes. - High Quality Assessment tasks have been completed in the upper stages on CPR and Significant Scottish Scientists. - P7s have been involved in visits to the High School science department. - Gaelic children entered the FilmG competition with their film, 'Tha Am Bodach-sneachda Ag Iarraidh Deoch'	coding independently using Scratch and were able to make a game. - Staff feedback highlighted that they have been more able to teach STEM using an interdisciplinary approach. - Pupil comments in Floorbook highlighted various positive learning experiences and knowledge, understanding and interest gained.	
--	--	--

Stakeholder Views

❖ Pupil Feedback

'I found the photo activity interesting. You saw the change in your face if you smoked or drank.' Inside the Body Workshop P5

'I enjoyed learning how a windmill makes electricity and using it to make other things work.' Pupil Feedback from P4 UHI visit

'I enjoyed learning about building and their structural designs.' Pupil Feedback Engineering Visit to School P1/2

'I learnt that bogeys and nose hair stop dust and dirt going up your nose.' Go Oxygen Go Science Visit P1-4 Pupil Comment

'I learned an artery takes oxygen away to muscles. Veins take oxygen back into your heart.' P3 Comment from Science Visit

❖ Parent Feedback

"Great presentation, first time hearing about Williamina Fleming. Very interesting!" Parent Comment on child's High Quality Assessment

"[Our daughter] gave us a great lesson on CPR and was able to tell us where the AEDs are in the village." Parent Comment on child's High Quality Assessment

"I find open days like this much more informative than reading online. I wasn't aware of how the STEM packs worked until today." Parent comment from open morning

"I like how approachable and fun the numeracy packs are. I can see our entire family involved in them." Parent comment from open morning

❖ Staff training

'Gave me confidence to assess and award the NOLA, and to explain it to colleagues. All P5-7 children were awarded with it this session.'

'CPD has strengthened teaching, boosting pupils' global awareness, inquiry skills and engagement.'

'My confidence and knowledge delivering STEM has improved as I was open to many different resources to aid my lessons. The Gaelic Medium STEM resource was very helpful.' Class teacher feedback

❖ Partner Feedback on STEM activities

'Your action plan looks really good, and you've got a wide variety of projects planned. I'm looking forward to hearing more about your work to make your grounds more hedgehog friendly.' Eco Schools Action Plan Feedback

'The pupils were highly creative and ingenious and are very familiar with STEM terminology. They have a keen interest in this area.' STEM Coordinator

'The children were very knowledgeable about the function of the digestive system and asked lots of excellent questions' Dr Myers

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)
Literacy Interventions	Nessy & IDL Literacy interventions show strong, stage-appropriate gains in literacy for Scottish primary pupils. Nessy delivers particularly high impact in P5, with 86% progressing in reading and 93% in spelling, and several pupils making 3–5 years of accelerated progress. P4 pupils show moderate but improving gains, strongly linked to engagement time. IDL Literacy demonstrates consistent progress across P5–P7, with many pupils exceeding one year's improvement and clear movement out of Low/Below-Average bands. Both interventions support gap-closing when usage is high, contributing meaningfully to QI 2.3 and QI 3.2 priorities. Phonic packs have been created, introduced to parents and are ready for use next session.	Full Resource used: • PSA Hours (18 per week) shared with numeracy interventions • IDL and Nessy subscriptions • P1 Phonic Packs
Numeracy Interventions	Across P5–P7 and GM, Sumdog and SEAL contribute positively to numeracy attainment. Sumdog data shows strong progress in place value, number structure, and emerging strengths in decimals and fractions, with high engagement supporting gap-closing for PEF pupils. However, weaknesses persist in written algorithms, fractions, rounding, and times-table fluency, highlighting the need for strengthened CPA approaches. SEAL provides this conceptual foundation and aligns closely with QI 2.3 and QI 3.2, supporting deeper understanding beyond digital practice.	Full resource used: • PSA Hours as above • Sumdog subscription • Numeracy home learning packs

Wider achievements

Coileanaidhean nas fharsainghe

STEM Nation Award full application submitted ~ June 2026

Crest Awards awarded to all children P1-7 ~ June 2026

Gold Hedgehog Friendly Schools Award ~ June 2026

Silver Sports Scotland Award ~ June 2026

Second Place Winner **Neil Gunn Writing Competition** ~ May 2026

Silver Substance Aware Award ~ May 2026

Interschool Sports – Grigor Cup winners and several individual medal winners - May '25

McRobert Cup – P6/7 Girls Winners and all other teams Second Place ~ April 2026

Cuach na Cloinne ~ Gaelic Football tournament competitors ~ April 2026

Enterprising Maths Area Winners ~ April 2026

Film G entry with 'Tha Am Bodach-sneachda Ag Iarraidh Deoch' ~ March 2026

Highland Heroes School of the Year Finalist ~ March 2026

Cluster Cross Country – several meals and P4/5 girls team trophy ~ March 2026

Choir – **Music Festival** 'Distinction' 87/100 credits ~ March 2026

Gaelic class involved in **Gaelic Art Project** with local artist, Jane Fere reciting Scottish species in Gaelic ~ February 2026

Respect Me Award Anti-Bullying Award ~ January 2026

CPR and Deb training for all P6 & P7 children ~ January 2026

Care Inspectorate Nursery Report Very good and good ratings for all areas assessed ~ November 2025

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://2025to2026gupsnews.wordpress.com/>

Comments from learners, families, stakeholders and staff

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

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

Further feedback from our parent surveys can be found on our website here; <https://www.glenurquhartprimary.org.uk/our-school/improvement-plan/>

Capacity for continuous improvement

Comas airson leasachadh leantainneach

Using indicators from 'How Good is our School 4' (School) and 'Quality Improvement Framework' (Sgoil-àraich) together with learner, parent, carer, partner and community feedback we believe we have made the following progress this session:

	PRIMARY		ELC
QI 1.3 Leadership of change	Very good	Staff skills, knowledge, values and deployment	Very good
QI 2.3 Learning, teaching and assessment	Very good	Learning, teaching and assessment	Good
QI 3.1 Wellbeing, equality and inclusion	Very good	Nurturing, care and support	Very good
QI 3.2 Raising attainment and achievement/Securing children's progress	Very good	Children's progress	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

- Progress Pedagogy (Teaching)
- Reading, Talking and Understanding (Literacy)
- Health and Wellbeing
- Curriculum Improvement Cycle (ASG)

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

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 [Glenurquhart School Improvement Report and Plan](#) or by contacting the school office.

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