



STANDARDS AND QUALITY REPORT 2025-26

AITHISG INBHEAN IS CÀILEACHD

Lochardil Primary School and ELC



Lochardil Primary School



Love

Respect

Pride

Responsibility

Confidence

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 95.5%	Average Class Size 26.8%			Meeting PE Target Target Met		
Pupil Numbers (inc nursery) 322 (+97 nursery)	Teacher Numbers 12			Pupil Teacher Ratio 23		
N3 46%	N4 54%	P1 12.2%	P2 12.8%	P3 14.1%	P4 12.5%	P5 14.7%
						P6 13.8%
						P7 19.9%
SIMD Q1¹ 1%	SIMD Q2 3%	SIMD Q3 6%	SIMD Q4 46%	SIMD Q5 43%	Unknown 1%	
ASN² 31.7%	No ASN 68.3%	FSM³ 6.4%	No FSM 93.6%	EAL⁴ 5.3%	No EAL 94.7%	

2025/26 Proportions of pupils achieving Curriculum for Excellence Levels (P1, P4, P7 combined):

Reading	Writing	Listening and talking	Numeracy
Almost all	Most	Almost all	Most

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

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Lochardil Primary School is located in an urban setting serving the local community of Lochardil in the city of Inverness.

There are 322 children attending the school and 97 children in nursery, ranging from N3 - P7. P1 - 7 are taught in single or composite classes and there is a separate nursery building set across 3 playrooms for 3 and 4 year olds.

The headteacher has overall leadership responsibility for Lochardil Primary School. This includes Early Learning and Childcare and School Aged Childcare provision 8am-6pm. The headteacher is supported by a Depute Head Teacher (mgt time 0.2FTE) and a Principal Teacher (mgt time 0.1FTE).

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. Almost all children who face barriers to learning are making good progress towards meeting their individual targets.

We achieved and surpassed all stretch aims set by Highland Council for 2026 including attendance, ACEL Literacy and ACEL Numeracy data.

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School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

Vision

Lochardil Primary School strives to equip all learners with a variety of experiences for lifelong learning in a fun, stimulating, challenging and rewarding environment. We share a sense of pride and encourage each other to be the best we can be, where everyone feels safe, included, valued, respected, and able to contribute equally within the world.

Motto (agreed March 2009): Share, care, work and learn.

Core Values (renewed October 2016): Love, Pride, Respect, Confidence & Responsibility

Additional values that support our core values – based on the word Lochardil (agreed June 2016)

L – Learning & Loving
O – Open minded & Optimistic
C – Caring & Confident
H – Hardworking & Helpful
A – Ambitious & Achieving
R – Responsible & Respectful
D – Determined & dependable
I – Intelligent and Inclusive
L – Listening & Loyal



Aims

Safe - To protect us all from danger; **Happy & Healthy** – To look after myself and others; **Active** – To become smarter, stronger and have fun; **Nurtured** – To grow and be cared for; **Achieving & Learning** - To always try your best; **Responsible** – To be trusted and someone you can count on; **Respected & Respecting** – To listen to others and be listened to; **Included** - To be part of our team.

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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: <i>Culture & Campus</i> - Raise attainment and achievement through - - Consistent high quality Learning & Teaching pedagogy to improve experiences for all learners through improved Pace & Challenge. - Purposeful learning environments & opportunities - IRA ASG: Sharing Standards (Attendance & Achievement)		
School Improvement Plan Priority 1		
Summary of progress	Next steps	Stakeholder Views
Good progress was made towards closing the attainment gap between the most and least disadvantaged children and young people. - More consistency in our standards of writing and approach implemented across all stages. Planned, regular moderation of writing with stage partners in school and with ASG partner school Holm Primary School has been completed. Collated feedback has identified further improvement actions that will be implemented next session. - Research based targeted interventions through Teaching Sprints were implemented, in collaboration with stage partners from Holm Primary. Feedback on the impact of the targeted teaching sprint collated. Agreement was not to create another checklist for writing but to continue to use and build on our strategies and resources we have in place. A wakelet writing resource was created to host all our writing development and guidance. - Black writing folder moderated and discussed. Shared expectations collated, record of the child's progress throughout their primary, accessible and informative evidence of levels achieved and progress made for every child, tracks progress over time. - High expectations and standards set - Developed moderation guides resource "What writing looks like in..." for each year group, using the	• Implement our writing toolkit and assessment framework. Staff to use Lochardil writing wakelet resource. • Expand joint working approach across the ASG to meet with other schools to further extend professional learning community to focus on peer visits to observe and discuss practice on shared identified targets. • Working group to - Refresh draft story slip templates for all stages and share with all staff. - Develop writing 'Daily 5' idea for writing. - Agree expectations of black folders with all staff and then review in the next session. Include ELC staff contributions for Early level. • ELC to review Development Stages of Writing and Lochardilise https://blogs.glowscotland.org.uk/gc/public/gccleadersofearllylearning/uploads/sites/7271/2020/10/19175644/Developmental-stages-of-writing.pdf	Partner professionals agreed what a valuable opportunity and creative, pro active idea to host a learning event based on ensuring we all feel empowered, and also accountable, for our young person's learning and success. Community spirit, true positive relationships, and shared purpose was evident. Busyness of the evening event with such a high attendance from both vendors and audience, reach of audience achieved, was evidence this was needed and well received. New connections and links made with new therapist ambassadors. Children were calm and would benefit from focused work using the sensory pets

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writing tool targets and Benchmarks as framework for expected outcomes. - Writing end of year targets agreed. - Pupil voice continues to be prioritised - Reading champions identified within each class to support reading school bid. - Pupil evaluation - "Little Voices Big Changes" model developed to be implemented next session with termly focus on different themes from HIGOURS and focus questions to support all children to contribute to self-evaluation. Little Voices Big Changes - Pupil Voice (HIGOURS) Termly Outline.docx • Sustained positive partnership working with families and community partners - Family learning opportunity (FLO) event 'Learning without Limits' brought together a wide range of agencies and organisations from across Highland to support parents/carers with helping at home on all areas of learning and wellbeing across ELC to P7. Focus on additional support for learning including use of assistive technologies to reduce barriers to learning. Pupils planned and delivered the workshop and stalls on this theme and this was well received by parents/carers. Supported autonomy and shared responsibility to meet all learners needs. This event was well received by all including vendors/exhibitors and delegates. • Agreed, consistent expectations and standards for high-quality learning and teaching – HQLT posters displayed throughout classrooms and ELC playrooms. All classrooms also have a shared standards display checklist to ensure consistency of high-quality displays. • Introduced the CIRCLE framework (Child Inclusion Research into Curriculum Learning and Education) to address minimum additional support allocation to the school, and promote an inclusive classroom and culture focusing on aspect of 'The Environment'. Staff engaged with this and reflected upon in stage groups using the CIC (Circle Inclusive Classroom Scale) checklist as a useful tool. Continue with other sections next session.	• Utilise all aspects of writing from early mark making to pencil grip supported by the literacy trackers and improved partnership between EYPs and P1 teachers. • Refine effective use of literacy and numeracy trackers within ELC and progression to P1. • Continue to upskill EYPs to engage further with ELC information on data dashboard and use to inform practice further to develop experiences for children. • Develop ELC pupil learning targets and Next Steps in Learning Pathways to be in line with feedback from Care Inspectorate. "For school aged children, involving them directly in setting goals would enhance ownership of their learning." (CI Report Feb '26) • Support new staff with robust induction procedure to settle in and develop routines and experiences within ELC. • Implement "Little Voices Big Changes" model to support HIGOURS self evaluation and pupil voice Little Voices Big Changes - Pupil Voice (HIGOURS) Termly Outline.docx • Displays to incorporate digital technologies to engage further participation in learning. • Continue to implement other aspects of CIRCLE framework – further focus on 'Environment' to meet learners needs, and introduce 'Structures and Routines' and 'Skills'. The resource will be used as a reference point for education staff.	as therapy to support learning and achievement.
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- Use of the CIRCLE resource provided useful content for professional dialogue and to share good practice and ideas, focus on consistent strategies to be implemented across the school for familiarity within each classroom e.g. use of ear defenders has created a safe space with acceptance of diverse needs and flexibility and timing for use of such. This progress has promoted inclusive practice. A purposeful, practical, resource. • Continued creative opportunities for engaging in collective CLPL to raise standards. Business Breakfasts including themes e.g. 'Fairtrade', focused on sharing Maths pedagogy through maths journaling as a spotlight. • Strong teamwork continues within the ELC despite long term staffing pressures. Posts to ensure safety of children due to level of ASN and layout of the campus, have been approved, advertised, and will be appointed next session. - ELC inspected this session (February 2026) by Care Inspectorate. Very positive grades: Leadership 5, Children play and learn 4, Children are supported to achieve 5, and purposeful feedback received to form our next SIP. Full report can be accessed on our website. - Feedback implemented includes ensuring expressive arts experiences are made available in each playroom, literacy opportunities through books indoors and outdoors, rhymes and songs, small world play, and a focus on literacy rich displays throughout, have been developed and are beginning to be embedded throughout. - Introduced "area of improvement focus" benchmarks across the provision to support staff with intentional planning, learning and self-evaluation opportunities. - Staff voice has contributed to new planning sheets to focus on experiences available throughout the rooms and across the curriculum. Depth of planning and evaluation/next steps will be a focus next session for improving quality. Rooms will be redesigned to include partial free flow instead of full free flow to improve this learning experience for all. - Variability of quality of experiences planned for within ELC & OoSC provision. ELC rooms have improved through focus on structure and layout of each room and the resources on offer i.e. mainly Blossom.	• Further practical solutions will be tried to support meeting learner's needs with limited additional support for learning resource. • Offer CLPL opportunities bespoke to SIP/ staff interests, skills or expertise. Continue to offer leadership at all levels opportunities. • Care Inspectorate ELC inspection identified - scope to further strengthen experiences, by introducing more real life materials in the home corner, to better reflect children's cultures and home lives. - Depth to learning experiences and next steps. We will implement partial free flow as an environment model adjustment to address this and aim to meet staff high expectations. - Clarity and consistency of high standards within learning pathways and floor books. Some observations lacked dates or used differing formats, and learning goals were not always identified. - Ensure all parent/carer voice is visible i.e. 'You said/we did' model to be used and shared explicitly. • Leadership team to ensure outcomes and evidence from audits are implemented for positive change. • Further development of data dashboard required for consistency in tracking and monitoring and supporting of transition to P1. • Continue with ELC staff CLPL learning visits to other schools/establishments/LA's to view very good examples of identified points. • Continue to develop recording of planning and evaluation systems i.e. Next Steps. • Working groups will continue to drive SIP improvement outcomes. ELC groups on Forest	
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Themes across rooms are identifiable and increased focus on pupil led interest evident. OoSC will use the ELC model for improvement in this area next session now with consistent staff team in place, though change in leadership due to DHT maternity leave. • Increased EYP and OoSC staff knowledge and understanding through training on - Use of contribution to data dashboard on GAP and Leuven Scale codes and their use within the Data Dashboard. Resulted in better consistency of tracking across the setting and improved data collection and use of information to target support and outcomes for children. - Quality observations and next steps with guidance checklist created to support consistency across the whole provision. - Intentional learning opportunities have been introduced using the benchmarks to identify gaps across the provision. Further usage of trackers to be embedded to support this. • Clear communication and transparency to support staff - reinstated weekly meetings for ELC and OoSC staff, - written weekly bulletin shared on Google classroom, - support and supervision meetings held termly, - ELC & OoSC team meetings held 1 evening per term, - Management calendar in use with set dates for meetings. - Our aim to build a wider network of EYPs & OoSC professional learning communities has not evolved this year due to vacancy management and securing staff in posts, and absence amongst some EYP staff. However, we have focused internally to rebuild our OoSC team (now more secure with Assistant post being merged with EYP post and currently advertised) and our EYP team to build relationships, increase confidence, share good practice, make connections, and manage personal care plans and pupil engagement with increased knowledge and understanding. We did participate in hosting visitors from out with to model and share effective practice, and plan to join ASG PLC offer of visits to other provisions next session when stable staffing model is evident.	Schools, Intergenerational, Parental/community engagement, Transition, and curricular focus on Expressive Arts provision to support improvement of literacy (writing), numeracy and HWB (Emotion Works), will all be clearly linked to SIP outcomes and clear curricular learning targets. • ASN provision requires further training and resources to support children. Ed Psych will deliver training on 'Difficult Behaviour in ELC', 'De-escalation Strategies', and psychology on supporting parents/carers to work together with ELC to support challenging behaviours. All staff to engage with CIRCLE framework resource CLPL. • Improve quality of activities and experiences offered in OoSC. "School aged children enjoyed their time in the setting, however, the level of challenge within activities was limited. Some outdoor experiences lacked sufficient variety and stimulation. ... Extending the range and complexity of activities would better support this age group's interests and abilities" (CI report Feb '26) OoSC staff meeting to be implemented weekly to improve professional dialogue, offer CLPL training, OoSC staff will have opportunities to shadow EYPs and observe learning offers, environment layout, planning and evaluation paperwork. Focus on pupil voice and participation will be priority. • Continue our European Digital Schools Award journey and apply for award. ELC will focus on purposeful use of technology within the provision to promote independence through learning and achievement. "We discussed the importance of ensuring digital experiences remain active, purposeful and engaging." (Care Inspectorate Feb '26)	
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	● All staff will - Know about the National Curriculum Improvement Cycle (CIC) and familiar with the suite of training resources available. - Do - engage with at least one technical framework in depth and share their learning with colleagues. Engage in agreed professional learning through their CLPL PRD. - Understand - As a team, staff will be ready to implement the new technical frameworks across the curriculum from August 2027.	
Impact		
✓ Pre and post survey on impact of Teaching Sprint and staff voice gathered and shared informed professional dialogue and affirmed our position as a school in terms of writing attainment. ✓ Increased teacher confidence in using our approaches to phonics tracking, phonological awareness and our teacher judgement in where children are. ✓ Shared understanding, expectations and consistency across classes - lessons now reflect appropriate pace and challenge for almost most learners. ✓ Staff are using data to inform learning and teaching, and supporting children's progress in attainment and achievement. Increase in targeted interventions to better differentiate general lessons, and support children considered borderline to achieve to be achieving by end of academic year. ✓ Using data to implement such targeted interventions and in partnership with parents/carers to support at home through positive staff/parental relationships and engagements is supporting improved attainment and achievement for most children. ✓ Increased parent/carers awareness of our SETL (Supporting Everyone To Learn) Blog tab is providing joint accountability for improving children's learning, achievement and attainment. Parents feel more equipped to support their child's progress at home. ✓ Quality professional dialogue around our writing toolkit has created a shared understanding, and informed planning of teaching and learning. This will support transition and enable more accurate assessment of achievement of levels both ACEL & at each class level. ✓ Through CURCLE framework, staff knowledge and understanding of how to remove barriers to learning and create more inclusive learning environments has increased. Learning environments improved to support wellbeing and learning needs of all: soft furnishings, blinds, heaters, and creation of specific areas and resource access e.g. ear defenders, for ASL and everyone has enabled a culture and ethos of inclusion. ✓ Dedicated space and time for, and value placed on leadership at all levels, has provided staff with opportunities to further own professional growth and inspire others. Some teachers have started to implement a "maths journaling" approach in their own classrooms allowing children to explore maths concepts more freely and share/track the progression of their understanding. This is in advance of next session's improvement focus.		

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- ✓ We have made great progress with the Scottish Book Trust Reading Schools Award towards the silver accreditation. Participating in the Scottish Book Trust “Reading Schools” journey is fostering a strong reading culture within the school and improving reading for pleasure. It has enabled us to further develop and sustain positive partnership community links to help our improvement through resource access and adult support.
- ✓ Diversity within our library and curriculum offer has allowed for pupils and families with other culture and heritage to be visible, seen and valued equally. Using texts written by authors of different cultures allows for more true representation. This also allows positive questioning from pupils and staff engaging with the material as it is not simply through the eyes of the media.
- ✓ Pupil feedback aligned with HGIOURS themed questions show increased engagement and motivation during learning.
- ✓ Enrolment numbers for the next session have remained high with all days full to capacity i.e. 80 children at any one time. Children continue to have positive learning experiences and needs are met across the setting. There has been an increase in those children out with school catchment enrolling in ELC. Also, children with identified learning needs are choosing to come to our ELC/School based on reputation and previous positive partnership with other professionals.
- ✓ Tracking and monitoring in ELC is becoming more streamlined and in line with school data which supports tracking and transition to P1.
- ✓ Introduction of literacy and numeracy trackers will support tracking and transition for N4 to P1. This will continue to be rolled out next session.
- ✓ ELC staff have increased confidence with the language of Early level benchmarks and are using them more to inform planning and observation. This is positively impacting on purposeful experiences and learning offered across the provision. More depth to learning and tracking of individual progress will be achieved through creating 3 separate playrooms with partial free flow rather than full free flow across the provision next session.
- ✓ Recruitment of staff to ELC provision has been positive. We now have a strong staff team with a variety of skillset and interests that work together to support each other and can identify each other’s strengths and areas for development. We plan to highlight examples of effective practice and use this as a model per playroom for all children to access high-quality learning, teaching and assessment.
- ✓ ELC staff established high expectations strategies and structures to use across the 3 rooms for standardised high quality experiences to be accessed by all children. Posters are displayed in all rooms. This has provided consistency, visible themes
- ✓ Opportunities for mentoring and role modelling were well-established. Team meetings, working groups and dedicated time for reflection enabled staff to share ideas, build confidence and maintain a consistent approach. This contributed to high quality experiences and outcomes for children.
- ✓ “Nursery planning was responsive and informed by children's interests. Staff extended children's ideas effectively, ...”(CI, Report) Our EYP staff will model this practice to support our OoSC staff team and achieve this with our children in school aged childcare also.
- ✓ Digital technology was used to enhance learning when linked to interests, such as torches, keyboards and cameras. A smart screen was used for mindfulness and yoga. We will continue to work to ensure purposeful and engaging use of ICT across the ELC and aim to use for practical and purposeful life skills use.

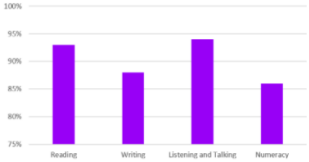
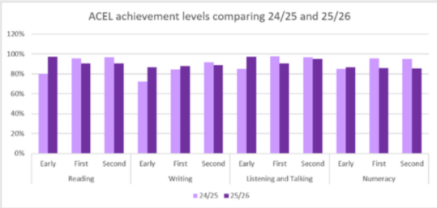
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School Priority 2: <i>Curriculum</i> - Raise attainment & achievement with a focus on – - Literacy (Writing, & Achieving Reading School status) - Numeracy (application of number & processes) - HWB (Opportunities for children to lead their own learning and continued engagement in wider aspects of the work of the school. & support both at school and home.) - Expressive Arts (Ensure progressive skills development and improve staff knowledge of and confidence using the Benchmarks.)		
School Improvement Plan Priority 2		
Summary of progress ✓ Very good progress has been made raising attainment in Literacy including writing. 2025/26 Achievement of a Level  Reading - 93% (up 1%) Writing - 88% (up 4%) Listening and Talking - 94% (same) Numeracy - 86% (down 5.5%) ACEL achievement levels comparing 24/25 and 25/26  2024/25 v 2025/26 This graph shows a comparison for each ACEL level between 2024/25 data and 2025/26 data. These levels represent different individuals. ✓ There is an increase in attainment data at Early level achieving across all areas compared with last session's cohort. This has supported a rise in Literacy attainment overall across each area, despite slight dips in attainment at P4 & P7 levels. ✓ SNSA results support teacher judgement, particularly in reading comprehension and word recognition.	Next steps • Implement consistent, progressive whole-school writing approaches. • Increase opportunities for extended and purposeful writing across the curriculum <i>including introduction of maths journaling.</i> • Continue to improve stamina for writing through writing daily and for a purpose, and tracking progress of use of tools for writing. • <i>Continue to use SOFA and SNSA data diagnostically at each data point to plan targeted writing interventions for pupils identified as borderline and also PEF.</i> • <i>Close writing attainment gap in a cohort of pupils by focusing on</i> - sentence structure - spelling accuracy - use of punctuation - Increase pace and challenge for higher-attaining writers. - Raise writing attainment to close gap between reading attainment at some stages. - SNSA writing-related data highlights inconsistent application of skills, especially for learners affected by interrupted learning. Attainment gaps	Stakeholder Views Positive partnership links with Jen Grange, Scottish Book Trust School Communities Regional Outreach Co-ordinator – Highland. She participated in the delivery of our Family Learning Opportunity event literacy session. Librarians from Inverness Library. They believe there should be more of this partnership working.

Love

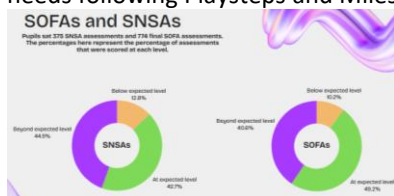
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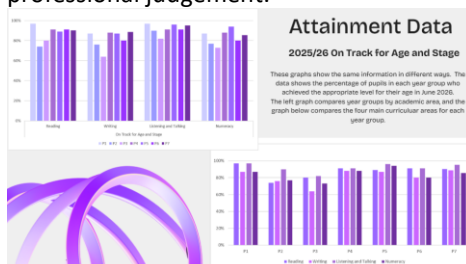
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- ✓ SOFA data indicates overall progress in reading and listening & talking, with most learners achieving expected levels.
- ✓ These assessments identified a declining attainment trend for numeracy across most year groups. We will act on this data immediately to avoid continuation of this pattern.
- ✓ The data also illustrates a significant number of children are exceeding expectations. Given this data includes our children with significant and complex needs following Playsteps and Milestones, the data map is positive.



- ✓ We are increasingly data rich within our school and our depth and skills of presenting, interpreting and analysing data have progressed significantly both as a leadership team and class teacher/EYP level. This is supporting us to drill deep into our data and analyse our gaps to support long term improvement to raise attainment. It identifies cohort information easily which also supports our teacher professional judgement.



- ✓ Good progress on our Scottish Book Trust “Reading Schools” journey working towards the Silver award.
- ✓ Continued investment in our new library - new library space set up and further developed to include pupil choice of books and conscious, ethical purchases made in line with our global citizenship culture and anti-racist ethos.
- ✓ Positive reading culture is evident.

remain evident for some learners requiring additional support. Gaps Identified (from Attainment Data and Moderation)

- Reduced writing attainment for identified groups, including learners with additional support needs. Focus on implementing ASL/ assistive technologies/ tools for writing to improve pupil confidence and accessibility for those with literacy difficulties e.g. dyslexia.
- Continue to use digital data and tracking provided centrally and through our own skilled PT to monitor progress of targeted learners and impact of interventions. Use Fact, Action, Story model to keep information concise.
- Provide ongoing professional learning in teaching writing and moderation.
- Continue to implement Reading Schools plan.
- We did not provide a lot of focused development on numeracy due to various factors including staffing, support and time required for literacy. However, due to decrease in attainment this session, focus on improving attainment in numeracy through:
 - Introduce and rollout maths journaling techniques. Maths Journaling is a cyclical approach that builds metacognition, oracy, and genuine mathematical understanding.
 - Improving understanding of reasoning and processing behind concepts.

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✓ Paired reading programme established across the school and having an impact on both classes in each pairing with improved reading for pleasure ethos and pupil confidence to read aloud. ✓ Reading reps network set up where reps from each class can contribute to reading improvement across the school, pupil voice is valued. ✓ Storytelling group re-established where P7 pupils read with younger pupils at lunch time. ✓ 5 a day reding guidelines shared with staff. ✓ Focus week participating in 'Reading Schools week' was a great success with events run each day and a great enthusiasm for reading from ELC to P7. ✓ Book Fair was popular and raised over £1000 in Scholastic vouchers for the school to improve offer of reading material available. ✓ Staff Book Club sessions were run during an inset day for staff wellbeing. Collective sharing of book recommendations promoted the importance placed on reading at all levels, in addition to recognising this as a valuable wellbeing strategy. ✓ A book swap ran as part of our open morning in term 3 where pupils could bring a book from home and take a new one home. ✓ A survey of parents and pupils helped track how families feel about reading and gathered ideas for activities at home. ✓ ELC outdoor lending library is very well engaged with and a popular parental engagement strategy available daily. - Feedback from Care Inspectorate regarding learning targets to develop and improve. ✓ Writing - The PEF PT planned a cohesive programme of interventions on decoding and encoding reading skills to support writing, precision teaching on spelling of common words, digraphs and blending, and phonetic spellings, fluency when reading aloud, and writing stamina. Class teachers and PSAs within the class/stage monitored and supported this use of precision teaching, and guidance as stated above in Priority 1. PEF PSAs implemented interventions regularly so repetition and frequency supported memory and retention. - Use of digital resources including Lexia and Nessy specifically for those pupils with Dyslexia, were valuable for all pupils, both during the school day and more positively impactful when completed at home also.	- Upskill staff in key approaches to ensure consistency in learning and teaching in maths journaling. Engage with the research based PACE framework (numeracy framework). - Ongoing retrieval practice through numeracy focused teaching sprint model (as per writing model) will be implemented. This will reduce reliance on an annualised approach to teaching topics. ● Create individual playrooms with partial free flow model. ● Continue to explore and utilise digital technologies and access to packages to support ASL needs access learning and teaching. ● Working groups have had some identified areas for improvement this year. Further access to forest, intergenerational and community engagement needs to be further developed. ASN provision requires further training and possible resources to support children. ● Work towards Emotion Works Silver award to ensure whole school practical approach to HWB. ● Reinstate Playground Champions role – practical support for all throughout the campus including pupil voice, emotional well being, inclusion and increased participation. ● Increase staff knowledge and understanding of HC Exp. Arts progression planners.	
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- Writing opportunities with purpose, and increased frequency to write, has supported improvement in writing stamina. - Conscious effort by teachers to reduce use of chromebook devices and have more balance of digital writing and traditional handwritten pieces has supported improved quality and quantity of content. - Teachers beginning to use content from the wakelet is proving a positive resource. - Use of research informed approach i.e. Simon Breakspear's Teaching Sprints implemented over timed, planned period, and reviewed, allowed for small impactful changes to make a difference to the quality of the writing piece. - Resource created and ready for use next session on illustrating what writing looks like at every stage (supports professional judgement of attainment). ✓ Targeted interventions have resulted in improved reading confidence and fluency for identified learners. ✓ Robust programme of peer visits with strategic agreed focus for observation and improvement are having a positive impact on raising the standard and expectations for our lessons. Staff are demonstrating clear and focused lessons, positive ethos, improved pace and challenge for almost all, and an improved confidence managing all needs independently as very limited additional support available. Children are becoming more familiar with their learning and progress through use of LI and SC. Almost all speak confidently about their learning and next steps, engagement is high, most pupils appear to enjoy their learning. ✓ Regular moderation has increased consistency and confidence in professional judgement. ✓ Digital tracking systems enable staff to identify trends over time and across stages. ✓ Creative use of campus space i.e. redevelopment and use of room 11, an area identified for a sensory (unofficial enhanced) provision, has been highly successful. Identified pupils, mainly those following an elaborated curriculum, and those experiencing difficulties regulating emotions, have found this space calm, use of the resources have supported regulation, and peaceful environment to work on specific targeted strategies suggested by other professionals e.g. 1:1 interactions, use of visual timetable and support tools. Use of play resources and strategies have	● Implement HC Exp. Arts progression planners within IDL planning. ● Continue to seek out and book creative theatre performances that share our core ethos and messaging of our improvement plan.	
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supported progression from non-verbal to preverbal/ early stages of verbal communication. Pupils are supported through co-regulation to manage and improve periods of focus and concentration to engage with and complete tasks. Effective planning, implementation and review of curriculum and environment provision within the resource have led to improved outcomes for children with significant and complex additional learning needs. The redevelopment of Room 11 as an enhanced provision space has created a structured, calm and inclusive environment that better supports pupils' communication, regulation and engagement in learning. ✓ Targeted investment in enhanced equipment and resources has boosted the quality of the learning environment and widened the range of meaningful learning experiences available for pupils with ASN particularly complex needs. Overall, this work has resulted in more responsive, inclusive and effective learning, teaching and assessment within the resource, supporting positive engagement and progress for all learners. ✓ Clear and individualised IEP targets, informed by robust assessment and professional dialogue, ensure learning is well matched to need and that progress is measurable over time. ✓ The introduction of Learning Pathways using the Play Steps framework has strengthened consistency in planning and assessment, supporting staff to identify small steps in learning and begin to plan appropriate next steps. This will be embedded next session. ✓ Strong partnership working between professionals has been supportive (despite pressures) when adapting to meet the increasing additional support for learning need and higher number of pupils with EAL. ✓ Improved pupil ability to express needs, follow routines and engage more independently as a positive impact from ongoing speech and language strategy input, including the consistent use of communication boards, visual timetables and personalised communication target. Close collaboration with specialist professionals i.e. SALT, has increased staff confidence and effectiveness in meeting learners' complex needs with reduced additional support resource. ✓ Pupils enjoyed the Shooglie Road production 'Nessie' Our ELC – P7 pupils all enjoyed this performance designed to blend puppetry, storytelling, Scottish folk music, and gentle humour to create an engaging and memorable theatre experience. At its heart, the show carried a warm and accessible message about acceptance, friendship, and understanding differences, while also celebrating Scottish culture and heritage in a fun, interactive way.		
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Children loved the participation within the show, and key learning and messages were conveyed through the creative arts experience.		
Impact ✓ Parents and families now have access to tools to support their children to learn and achieve at home through our SETL blog, and access to reading materials to improve literacy. <i>Staff supported delivery of play based learning support at our 'Learning Without Limits' event to share strategies and resources with parents.</i> Early intervention and valuing parental engagement will support continued positive partnerships moving forwards. ✓ Teachers consistently used attainment data to plan, implement and review Mini Sprint Plans, resulting in more targeted and purposeful teaching of writing. The focused use of data ensured that improvement work directly addressed identified gaps, leading to greater clarity around next steps for learners and improved pace and challenge within writing lessons. ✓ The use of Simon Breakspear's 'Boulder, Pebble, Sand' approach helped staff to prioritise high-impact strategies. As a result, teachers reported increased confidence and consistency in focusing on key aspects of writing that have the greatest influence on learner progress, rather than attempting multiple low-impact changes. ✓ Collaborative Teaching Sprints with ASG partner school Holm Primary strengthened professional dialogue and enabled staff to reflect critically on teaching approaches to writing. Participation in two collegiate sessions supported shared understanding of effective practice and encouraged greater consistency in expectations and progression across both schools. ✓ Analysis of the joint evaluation questionnaire highlighted clear, common themes across both schools. This led to agreed priorities for improvement, including: - greater consistency in approaches to teaching writing - small, targeted changes. Consistently taught and then retrieval practice used to recall skill/tool, has improved writing confidence and progression of writing skills across stages. - increased learner engagement and independence in the writing process. ✓ As a result of this collaborative, evidence-based approach, staff have a stronger shared understanding of effective writing pedagogy, and next steps for improvement are clearly identified, focused and sustainable, supporting continued improvement in learners' writing outcomes. ✓ Moderation of writing has been strengthened through regular stage-based collaboration and the consistent use of Highland Council moderation tools and writing rubrics. This has improved the reliability of teacher judgement and increased staff confidence in assessing writing across stages. Moderation was completed at all stages and further enhanced through collaborative moderation with ASG partner schools, supporting shared standards and clearer progression in writing. The Writing Working Group improved the organisation and accessibility of moderation tools, enabling more purposeful and efficient professional dialogue. ✓ Clear display policy provides the baseline for minimum expectation, and clear learning and teaching policy provides consistent education across the establishment. ✓ People at the heart created a checklist/guide for teachers to follow to include pupil voice/ participation feedback to improve educational experiences. ✓ <i>Focus on high-quality learning, teaching and care provision across the service has –</i>		

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- Improved planning and experiences with consistency across the provision and has enabled “Nursery children experience a variety of stimulating indoor and outdoor opportunities, that promoted learning across different areas.” (Care Inspectorate) - Spotlighted areas for improvement in each room to focus on, implement change and review so progress is made in time sensitive manner. - Been a vehicle for staff voice to identify they feel they could enhance learning further to ensure more depth and knowledge and understanding of every individual, by moving to a partial free flow model. ELC has faced significant pressures regarding staffing and absence. This may support this issue and ensure minimal negative impact on users both pupils and colleagues. ✓ “Children had regular opportunities to develop early language, literacy and numeracy skills. They accessed books for both spontaneous and planned reading, contributed to environmental print, and engaged in mark making and discussion. Numeracy was supported through counting, identifying shapes and comparing measurements.” (Care Inspectorate) “Children benefited as there was an ethos of continuous improvement, with opportunities for children and their families to become involved.” Care Inspectorate	
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School Priority 3: <i>Community</i> - People at the Heart - Pupil Voice & Participation through Learning for Sustainability. Continue to improve digital skills to access and enhance learning, and be online safety aware.		
School Improvement Plan Priority 3		
Summary of progress and impact	Next steps	Stakeholder Views
We are making very good progress placing the human rights and needs of every child and young person at the centre of education. We continue to be proactive in our conscious effort to contribute to the Global Goals and UNCRC rights of the child. ✓ We have sustained all awards and gained – UNICEF RRS Gold Reaccreditation (3rd Gold award) Feb 2026. ✓ Our delivery of education through a focus on Learning for Sustainability has increased opportunities and engagements for pupil activism this session. ✓ We continue to make very good towards achieving becoming a Sustainable Learning Setting by 2030 confirmed through participation in the Target 2030 Scottish Government/Education Scotland survey. Having structured our entire education system at Lochardil Primary over the last 12 years using the 4 Cs framework model – Culture, Curriculum, Campus & Community, it is embedded within our offer. Through our work we are contributing to building an inspiring movement for change, and using Scotland's learning for sustainability action plan	• Continue to model a Sustainable School Setting and continue focus on ‘Campus’ for improvement through supporting biodiversity i.e. planting & growing, habitat creation, sustainability of own produce, and developing inspiring spaces for learning. - Campus - continue to develop use of learning spaces in our outdoor and indoor environments i.e. Room 11 – aim for adequate sensory fittings, and Quiet Garden – develop and invest in plants/bulbs/tree planting, growing produce for improved ‘biodiversity’, and enhance décor/aesthetic. - Contract tidy up and maintenance of our Willows area for safe use again, and re-skin our Polytunnel. Additional areas for children	Pupil voice taking action makes a positive difference and is heard both locally and nationally, receiving positive press. Results of our engagement in action projects have encouraged those in a position of power i.e. MSPs in Scottish Parliament, to listen, take note, and act for positive, purposeful change. Children can see the impact of their voices, ideas and actions for positive change. Press coverage shares this. OUTRIGHT CAMPAIGN 25/26 “I learned about international aid and how it helps other countries by giving

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2023 to 2030 "Target 2030: A movement for people, planet and prosperity " to guide us further. ✓ Pioneer work for becoming a Sustainable School Setting is in place with both HT & DHT local council reps on National LfS working group, HT member of the National Curriculum Review Group for LfS which this year (March 2026) published the 'Target 2030 Sustainable Learning Settings Practitioner Guide, DHT is an identified National Racial Literacy mentor, HT guest speaker at National events for work on education and LfS. Continuing our work on 'Target 2030 – Sustainable Learning Settings' we campaigned for climate justice through projects including 'Art for Action' which exhibited our actions for Learning for Sustainability through the creative arts both locally and nationally. ✓ SEYP input to national UNCRC National training received positive feedback. ✓ Pupil Voice for actionable change locally and nationally made positive impact. High profile events, visited by local MPs and business leaders, saw our Learning for Sustainability work from across Early to Second level exhibited at the Art for Action - Climate Activism Exhibition at Inverness Botanic Gardens March 2025, then showcased nationally during Head Teacher's workshop presentation at the Children in Scotland conference 2025. Our pupils were keynote speakers at the Botanic Garden event speaking about the impact of climate change and Learning for Sustainability. Their contribution was heard in person by Emma Roddick MSP, who then recognised the work during the debate on FairTrade at Holyrood https://www.youtube.com/watch?v=A7d64vw4kt8 (from 1:18:26) The work was on tour to Scottish Parliament supporting Christian Aid exhibit the impact of climate change and importance of action. ✓ We were selected Nationally to work in partnership with Education Scotland to create 3 films based around pupil voice and action for Learning for Sustainability which have been shared and now used as national resources available digitally and as hardcopy. ✓ Glee after school club singing group were voices for change. Inspired by the lyrics of Coldplay's song "Fix You" to think about the problems faced in our world today and how we can all be agents of change. The group analysed the song lyrics and interpreted connections to many global issues including climate change, hurt, injustice and destruction. They performed at a local young people's activism exhibition to other schools and members of the public.	to access across the campus will support our full capacity school and dated layout of building. - Partnership project with Tom's Cap Cabin to commission more sustainable reclaimed wood feature items including friendship bench and shelter areas. - Upskill current and new staff on this work through use of the SLS practitioner guide resource. • Sustain awards and work towards next levels i.e. RRS, Eco Schools continue to work towards 9th Green Flag, School of Sanctuary reaccreditation, European Digital School award. • Rights Respecting School Next Steps as identified in report outlined on separate report including – - Create opportunities to explore the concepts of fairness and equity, supporting children to communicate their understanding of how school promotes these concepts. (Outcome 2) - Explore the concept of dignity and how it underpins policies, actions and interactions between everyone at school. Consider using the RRSA guidance for Exploring Dignity with Pupils and the Children's Parliament Dignity in School Hub to support this work. (Outcome 3) - Ensure consistency across class charters, providing rights respecting actions for adults as duty bearers as well as children. The RRSA Charter Guidance can support this. (Outcome 3) - Support children to feel confident in using the language of rights to resolve disagreements by including explicit reference to rights in peer	them things they need. I learnt about children's rights and how every child should get their rights but they don't all get them. I learnt how everyone deserves to get food and water and we need to help everyone to get their rights. I found the facts and figures really interesting.” Megan P6 “I learned that the money that gets put into international aid has been halved and that even though it looks like a small percentage it's still a lot of money and helps a lot of people. If they had more they could help them more. People's voice can be worth as much as money too. We need to help each other.” Calum P6 “Being a member of the HAREN group has provided opportunity to listen 1st hand to lived experience and the impact of our education system and processes. Working in true partnership together across multiple agencies with shared purpose, we can have genuine, sometimes uncomfortable conversations, to further develop knowledge and understanding but more importantly embrace change for a positive outcome.” HT
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✓ Winner of the Co-op Community Sustainable Garden Competition - Our P6 pupil won the National Scotmid Co-op creative competition to design a new community garden for the Headquarters office in Edinburgh. Her winning design was chosen from over 450 entries and has been realised as a permanent installation at Scotmid's Head Quarters in Newbridge. In P7, the pupil was given the opportunity to visit the garden once it had been built and see how it would be used by the community. ✓ Eco group worked in partnership with Inverness Caledonian Thistle Community team to plant trees at their new community Hub facility supporting to offset carbon footprint and encourage positive citizenship. - They have continued to work towards our recommendations for our 9th Green Flag. See next steps on separate document. ✓ Our Junior Road Safety Officers (JRSOs) are a positive example of pupil led leadership that has inspired positive action for important change. - Campaigned to highlight the importance of vehicle speed as part of the national theme 'Safe Vehicles, Save Lives.' Their active work encouraged drivers to slow down around our school as one of the most effective ways to keep pupils, staff, and families safe. - Led whole school themed learning during Road Safety week and provided resources, materials, and suggested activities for all pupils from ELC to P7 to participate in. - Improved active travel across P1-P7 – Hands Up 2025 survey data shows this. - Planned for Bikeability sessions for P6 pupils to complete their cyclist award, and volunteers to be trained to keep the initiative active. - Built a positive relationship with a volunteer to offer 'Learn to Ride' cycle sessions for all ages. ✓ Achieved our Cycling Friendly Cycle School Award. ✓ EYPs trained on 'Play on Pedals' course to deliver effective cycling from ELC level. Positive partnerships evolved and sustained with Bikeability volunteers, Behaviour Change Officer from HC Rod Safety team, and 'Learn to Ride' volunteer. We have also inspired other local schools to engage with this work and they are benefiting from such. ✓ All classes took part in UNICEF World Children's Day Live Event: With P6 participating in the OutRight 2025 campaign (20.11.25) and their contribution being used as ambassador for the UK. ✓ Anti-racism education focus –	mediation training for Playground Champions and junior leaders. (Outcome 3) - Strengthen the impact of pupil participation by closing the feedback loop using a 'You Said, We Did together' approach. (Outcome 8) • Eco group to continue to lead action plan towards 9th Green Flag. - Work towards reintroducing more biodiversity to the campus i.e. quiet garden an willows area. - Growing and planting focus to develop school grounds further. - Continue to campaign for climate justice, participate in global action, and make positive choices to model our sustainable school status. - Continue partnership with HOW to support our CLPL and innovation. - Eco/UNIkids group to link with school in Australia on shared Heartstone/ Cura Guardian learning theme of choice – using the creative arts to explore Global Citizenship current issues. • JRSOs - Continue to run Active Travel and Road Safety weeks - Create more safer travel and car parking banners - Organise a sponsored active travel run/walk event to raise funds for playground development. - Campaign to reduce vehicle travel to and from school with a focus on improving active travel within ELC. - Start a walking bus to support active travel and positive impact on climate change.	
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- Continued school presence in anti-racism education networks both locally and nationally (HT, DHT & PT members of HAREN (Highland Anti-Racist Education Network), and Education Scotland network, HT member of Highland Equalities Network). - Staff CLPL – All teaching staff participated in Anti Racist Educator Literacy Training by HOW 25/03/26; 2 further class teachers have completed the Education Scotland Building Racial Literacy course taking total to 4 teachers trained on BRL to professional recognition standard. - Almost all staff have taken part in HOW ‘Windows and Mirrors’ Anti Racist training. Groups of pupils have also participated in planned training on this theme. - DHT Racial Literacy Mentor with Education Scotland and delivered HT training at Glasgow Anti Racist Training day 24/03/26; and two sessions to the Highland Anti Racist Network (Session 1 on positionality (Feb 26, and Session 2 on “Steps in an Anti Racist Journey April 26”) - Diversity of staff appointed to vacancies has increased - <i>The diversity of our staff team is broadening allowing all children/families windows and mirrors to see themselves reflected.</i> - Expanding our cultural links within the local community e.g. Eid assembly led by parent, parental support during careers week, lived cultural experiences shared with some classes. Only limited responses received to date so we will continue this next session for more classes to have the learning experience. - Different cultural celebrations are observed including Diwali, Eid, Ramadan with lived experience shared by families. - <i>Improved cultural links within our ELC, during Careers week and as part of World Book Day, parents and families came into ELC to share books and stories with children in a range of languages including French, Urdu, Polish, BSL and Latvian. We will build on this relationship as our families move throughout the school.</i> - P6 and P7 pupils took part in the Show Racism the Red Card Campaign 2025 by designing Anti Racism posters for the National competition, and displayed locally. - Focus on decolonising the curriculum - New books and literacy resources were bought for across the school to ensure wider representation “windows and mirrors” and staff encouraged to ensure different perspectives and viewpoints considered in learning and teaching opportunities.	- Continue to promote engagement in our cycling model and build capacity and extend our biking contacts wider reach to positively impact our ASG. • Continue to improve staff confidence, knowledge, understanding and skills on anti-racist education, racial literacy, and learning and teaching materials available to support an inclusive education experience. - Include staff CLPL on using ‘Responding to Racism Toolkit’ by Nairn Academy, explore Highland anti-racist education network Padlet for resources, engage with ScotDec CLPL training and resources on anti-racist education through maths (money) resource, and make explicit the training opportunities on offer through School of Sanctuary and it’s newsletters. - <i>A key aspect of creating a fair, safe, supportive, and healthy environment for all children and young people in schools, is to ensure that there is no place for racism, prejudice, or discrimination in any part of school communities. Addressing Racism and Racist incidents, Scottish Government. Develop Lochardil Primary version of toolkit (Nairn Academy’s toolkit adapted for primary use), including develop school commitment to tackling racism statement. Ensure reporting of incidents system is robust and adhered to.</i> - <i>Invest in more diverse books and play resources for across ELC to support Windows and Mirrors objectives and ensure diversity of representation across the setting.</i> • Support awareness of increasingly changing catchment dynamic and significant increase	
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- Families surveyed to ask if they would prefer school communication in another language and to ask if they would be willing to share cultural experiences with our classes. School information communicated mainly through English, with school handbook and other important documents available in 20+ languages. ✓ Data dashboard for ELC created with development overview information. This tool will continue to be further embedded and utilised to enhance provision. ✓ Pupil voice initiative developed by People at Heart Working Group for pupil voice within whole school self-evaluation , based on HIGOURS, planned and ready to implement in session 26/27 - Little Voices - Big Changes. Little Voices Big Changes - Pupil Voice (HGIOur's) Termly Outline.docx ✓ Improved tracking and recognition of pupil wider achievement through use of our Lochardil HWB tracking tool by all teachers. This has helped identify individuals requiring encouragement/opportunity to engage with extra-curricular activities. ✓ DYW partnership agreement updated for issue to partnership stakeholders https://docs.google.com/forms/d/e/1FAIpQLSeV77_sPEcPqNkkIF74t5s7n0qClwwdT5h7v0M4gyrCnINxdA/viewform?usp=header ✓ Achieved our 2nd Gold SportScotland award for our work promoting sport and activity within our school and community. Our strong focus and development on parasports to ensure an inclusive culture for all our pupils has been significant progress with 100% of our children with additional/ complex needs engaging in physical activity or sport. ✓ Campus – pupil voice had a positive impact on shared views on new play equipment and making improvements for during their free time outdoors. Loose fittings/ resources were purchased and positively received e.g. scooters, balls, tennis nets, football goals etc. Fixed fittings i.e. trim trail, require improvement for safety purposes including 3 sections replaced. Safety certificate in place. Will require recommendations to be carried out prior to being in use. Playground zones back in use with PSAs providing various play opportunities for pupil participation. Pupil choice is evident i.e. quiet areas, role play, physical activity and areas to socialise. Playground Champions having leadership over this will support success. ✓ Quiet Garden has been developed in partnership with Compass Builders and Men's Shed to make it useable again. HC have fitted a security gate so the area is now a welcoming, safe, learning and play space for pupils with additional support needs. Tom's Cap Cabin have worked with pupils to make a sandpit and mud kitchen.	in ASL statistics for next session. Begin award journey for Keeping the Promise Award Programme Resources Education Scotland Focus on 'I promise' and 'We promise'. • Work towards accreditation of Emotion Works Silver Award – Increase all staff use of EW website and exploration of resources. Support/deliver staff training on wider resources available beyond cog templates. Recap EW cogs as a whole school approach and resource for supporting children to self-regulate and all adults to use as tool and language of for co-regulation. Support wider use of Emotion Works within ELC to increase familiarity of cogs and language for ELC - P1 transition and support emotional literacy. Use of emotion works PEC symbols to support emotional regulation and recognition across the setting. Pupil voice initiative for self-evaluation , based on HIGOURS, planned and ready to implement in session 26/27 - Little Voices - Big Changes. Little Voices Big Changes - Pupil Voice (HGIOur's) Termly Outline.docx • Roll out partnership agreements next session when working with partners. • Data dashboard for ELC created with development overview information. This to be further embedded and date utilised to enhance provision. • Continue to increase diversity and cultural representation within resources purchased across all 3 ELC playrooms.	
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✓ Room 11 has been remodelled and repurposed for an enhanced provision space (no additional funding or resource provided by HC to support this). It is used daily by children from ELC and across the school particularly those with ASN. There is a timetable in place to support children to have targeted intervention time in addition to social and play opportunities. This is planned by our ASN teacher and class teachers of individuals, and implemented by PSAs working in partnership pairs/trios. Parent support through resource donations and business sponsorship has been invaluable to its function and success. ✓ Polytunnel and school campus tidy up is underway after hiring a skip and our new FMA carrying out clearance. Other storage areas of the school are being targeted to support storage and access improvement in our overcrowded campus. ✓ All teachers now using HWB wider skills tracker taking data from new wellbeing webs. ✓ Emotion Works Bronze Award Achieved May 2026. Work towards Silver Award next session. ✓ Pace of working towards European Digital award has been slower than anticipated. However, positive developments on gathering evidence for the award, keeping up to date with AI developments to ensure pupil safety and staff knowledge and understanding, will all contribute to such important aspects of digital safety online. ✓ Positive culture and ethos continues. Celebration of success and achievements – fun day held including bouncy castle, sports sessions, dance fit, games, Miele’s gelato treat, party games, dress down.		
Impact		
✓ Strong, positive, welcoming culture and ethos. Mutually respectful relationships and rapport between all. ✓ Our diversity of families attending our school and in particular ELC has increased year on year since becoming a School of Sanctuary. We have an increased awareness of ensuring broad representation and perspectives within our school community, learning and teaching. ✓ Our increased awareness of ensuring a broad representation and perspective within our school community, and active promotion of such through our welcoming culture and learning and teaching approach, is evident through our sustaining roll numbers and increasing demand for our out of school care provision. ✓ Our school roll capacity is a pressure on the campus including space, class sizes, and design of the building to meet the needs of learners. Our low number of SIMD 1 & 2 pupils representative of the locality impacts the reality of the additional support need within the school, meaning continual pressure on our service to be creative with staffing and resource to continue to achieve and		

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attain high. Limited support staff has seen a notable drop in our ability to build capacity to rollout support strategies shared by fellow services e.g. SALT, as we have been able to implement in previous years.

- ✓ We have increased our clubs/experiences offered to provide wider opportunity and choice for pupils, including those with complex learning needs, to be active.
- ✓ Pupil voice taking action makes a positive difference and is heard both locally and nationally, receiving positive press. Results of our engagement in action projects have encouraged those in a position of power i.e. MSPs in Scottish Parliament, parents/carers/community, to listen, take note, and act for positive, purposeful change. Children can see the impact of their voices, ideas and actions for positive change.
- ✓ Pupils and staff have contributed to and feature in the new 'Art for Action' toolkit resource for educators developed by Highland One World Development Education Centre. <https://highlandoneworld.org.uk/for-teachers/resources/art-for-action/> It is a creative toolkit to support upper primary and secondary teachers to facilitate creative, learner-led "activism" projects focused on social justice and environmental issues.
- ✓ Careers week supported stronger, more diverse, partnership links with our wider community including our own parental community to expose and maximise their skills to benefit the children's learning. It has also increased diversity in partnership contacts, so children see representation in their own community and learning. Gathered pupil voice and feedback; worksheets completed on the day; positive press release from Capstone; Positive feedback from all those involved. <https://www.inverness-courier.co.uk/news/pictures-pupils-explore-life-in-construction-sector-at-spec-436778/>
- ✓ 3rd Gold award achieved for RRS and asked to be ambassadors for the programme across the UK. Our ELC work is being spotlighted also. Anti-bullying, inclusive culture is evident.
- ✓ Leadership at all levels is proving productive and enabling success across the school and nationally despite pressures on budgets, staffing and resource. More importantly, active citizenship is developing positive habits and contributing to taking actions against climate change and for social justice.
- ✓ Our vision and work is contributing to building an inspiring movement for change, and using Scotland's learning for sustainability action plan 2023 to 2030 "Target 2030: A movement for people, planet and prosperity " to guide us, we are positive advocates and role models for a sustainable future.
- ✓ We are honoured to be ambassadors for UNICEF Rights Respecting Schools awards across the UK and beyond.
- ✓ Embarking on the 'Keeping the Promise' award journey will ensure a focus on our ever-changing pupil dynamic within our catchment area and support us to implement our trauma informed approaches to meet the needs of all our learners with an improved and aware skill set.

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Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

This session, we invested our budget in staffing to support our learners to achieve and attain. We funded a PEF Principal Teacher enhancement between a class teacher and Principal Teacher scale, and a PEF PSA.

The Principal Teacher had a clear leadership role which supported the management team workload pressures. Planned interventions, leadership of staff to train, monitor, advise, and review delivery of timely interventions, organisation and fluidity of groupings/individuals identified, were all managed smoothly with positive results. Management and assessment of support ensured close monitoring of targeted interventions for improved attainment and achievement. Also, communicating with and supporting parents/carers of identified pupils to share accountability for staying on track with learning, was very successfully managed.

Originally the PSA was to be 11 hours per week over the year, however, due to issues with securing staff for the position we were able to appoint a fulltime and a part-time PSA for term 4. Once PSAs were sourced, the timetable ran smoothly, interventions were more intensive and daily, over a shorter period of time, rather than a few times per week over a longer period of time. We plan to continue with the original plan and same/similar PSA next session for consistency in relationships, knowledge and understanding of role and interventions to implement from August 2026.

The focus was on Literacy (reading and writing) improvements for targeted groups of children, plus emotional wellbeing through nurture. Staff including both class teachers and PSAs supported literacy interventions to target gaps in learning. The focus and intensity of targeting borderline to achieve pupils during term 4 proved the impact was great. The PEF PT planned a cohesive programme of interventions on decoding and encoding reading skills, spelling of common words, digraphs and blending, and phonetic spellings, fluency when reading aloud, and writing stamina. The PEF PT, class teachers and PSAs within the class/stage monitored and supported this use of precision teaching. Then PEF PSAs implemented regularly so repetition and frequency supported memory and retention. Digital resources including Lexia and Nessy specifically for those pupils with Dyslexia, were valuable for all pupils, both during the school day and more positively impactful when completed at home also.

The PEF PT ensured consistency in lessons and learning & teaching through use of co-created expectations model/poster, and with a focus on improving writing attainment, developed robust monitoring and moderation of this area, and created a Lochardil Primary School writing wakelet to provide clear and consistent guidance on how to teach writing, expectations, and advised resources to use across all levels.

Moderation both within school and with ASG partner school has improved teacher confidence in professional judgement of a level, and visual understanding of expectations at each class level/stage.

All children identified for this support improved in confidence in own ability to give the learning a go. There was particular improvement between ACCEL data collated in November and then increased in May. Extra group practise for P1 learners supported attainment in both reading and writing. P4 small group support targeting tools for writing showed increase in attainment at First level. Individual support from the class teacher and PSA at P7 Second level helped those without identified learning support needs to attain achievement of a level. All pupils involved with additional targeted support showed improvement and achievement from previous level.

5/16 = 31% of PEF identified pupils (that is 2% approx. of whole school) were not on track to achieve or attain for age/stage. 3/5 (60%) of those not on track have complex ASN. 100% showed achievement and progress from last year. Poor/reduced attendance for 2/16 pupils impacted on their learning and attainment.

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The PEF PT also provided support in other leadership aspects of the school allowing the substantive PT to be able to develop our SETL (Supporting Everyone to Learn) tab on our school blog. This has been well received by those parents/carers aware of it. Further promotion will be continued next session.

Unfortunately, we were unable to run our Seasons for Growth sessions for the group identified due to lack of securing another companion to deliver. To ensure this is not a barrier in future we have had another staff member/ class teacher, trained. This will be implemented next session to continue to support trauma informed and emotional based approach to developing the whole child.

Wider achievements

Coileanaidhean nas fharsaingne

- Awarded our 8th Green Eco Schools flag July 2025.
- Reaccredited UNICEF Gold Rights Respecting Schools status i.e. our 3rd Gold award, February 2026.
- Sustained our School of Sanctuary status and Digital Schools awards, 2025-2026.
- Achieved our Cycle Friendly School Award - Gold standard, May 2026. The Cycling Friendly School Award in Scotland is a programme run by [Cycling Scotland](#) that recognises and rewards schools committed to promoting cycling among pupils and staff. The initiative recognises schools' commitment and dedication that encourage active, safe, and sustainable travel.
- Achieved reaccreditation Gold SportScotland award, June 2026. This is recognition of putting young people at the heart of decision making, planning and celebrates our successful school sport model that encourages sporting links between our school and our community, providing opportunities for young people to progress. This year particularly celebrated our commitment and action to raising the profile and commitment to disability sport.
- Achieved our Emotion Works Bronze level recognition, June 2026 – a programme we have used for approx. 10 years now to support our learners with their emotional wellbeing, development and emotional literacy.
- Awarded the UK Committee for UNICEF (UNICEF UK)'s International Aid OutRight certificate. This was in recognition of our contribution to the Outright Campaign 2026, showing our commitment and passion, use of our voices to continue to raise awareness on the importance of children's rights. We continue to be ambassadors for the programme across the UK.
- Featured in 3 Learning for Sustainability short films by Education Scotland - Our school and pupils were selected as 1 of 3 local authorities from across the country to feature in Learning for Sustainability short films focusing on Target 2030 'Care, Hope and Action'. These are now live on the Education Scotland website featuring us and schools and settings in Highland Council, Scottish Borders Council and South Lanarkshire Council. The films can be accessed via the [LfS Themed page](#) within the Inspiring Stories from across Scotland section.
- We also contributed to the development of 'The Sustainable Learning Setting Guide' which has been published for all educational establishments across Scotland to use as part of the new curriculum improvement cycle.
- Recognised within national and local press as the highest achieving primary school in Highland, and 20th best performing school in Scotland, April/May 2026.
- Reading Schools award application is ready for submission June 2026.
- Our Community Engagement calendar outlines the extensive variety of wider learning engaged with and details of visitors, trips and other partnerships established during the year across all year groups. We are active within our local community and are proud of a positive relationship.
- Whole school events were very well attended, rooted in purpose and connection to build capacity and leadership/autonomy, including our open events termly, Nativity December 2025, DYW Careers Week March 2026 with a spotlight on Greener Jobs including renewable energy and sustainable construction industry, and those that positively impact the

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community through their role/ necessity of their service e.g. Emergency Services. Our Family Learning Opportunity (FLO) Event 'Lochardil Primary, Learning Beyond Limits' May 2026, Welcome Day as part of Refugee Week June 2026, World Cup Football Fundraiser June 2026 run by football after school club, and Parent Council run events including discos termly and 1st ever school Colour Run fundraiser June 2026.

- Positive partnerships between school and local businesses/contacts including:
 - Bikeability; Culduthel Christian Centre (CCC); Inverness Caledonian Thistle FC & ICTFC Community Development Team; local Care Homes Cameron House and Ach-An-Eas; HOW (Highland One World DEC); Women's Aid, SDS World of Work, Heartstone Cura Guardian, Canals Scotland, Scottish Opera, Scottish Ballet, links with many contacts supporting refugee and asylum seeking families; Compass Builders, Capstone Construction, and Breedon Group PLC; Scottish Parliament & MSPs; Highlife Highland; UHI Stem Hub; performing arts groups including Shooglie Road Productions, NYCOS, Feis Rois, and local authors.
- Our P7 pupil who won the National Scotmid Co-op creative competition to design a new community garden for the Headquarters office in Edinburgh has seen her winning design, chosen from over 450 entries, become a reality as now a permanent installation at Scotmid's centre in Newbridge.
- Sporting success –
- Winners of the Baillie Cup (Athletics) June 2026 and the Cooper Cup 2026 (fastest relay), Runners up in Interschool Sports & individual medal winners May 2026;
- Individual winners at Cross Country events including the McRobert Cup for P4-P7 pupils February 2026 and P6/7 team Cup winners.
- Shinty after school club now has for P3-P5 (at full capacity) plus continued provision of after school clubs i.e. netball, badminton, football, basketball, Glee (music & drama), and introduced a Parasports club this session, all supported by Highlife Highland active schools co-ordinator and volunteer staff, parents and former pupils.
- Annual representation and participation from our House Captains and Vice House Captains in the Kirking of the Council (over 400 year old tradition in the Highlands)
- Eco action - school representatives from P1-P7 were tree planting at the new Inverness Caledonian Thistle Community Hub facility to support partnership linking and sustainable development locally.
- P7 pupils successfully participated in the annual week residential trip to Craigower.
- Pupils represented us at the P7 Rotary Quiz, and P6 Euro Quiz
- Fundraising support for local and national charities i.e. Highland Hospice, MFR Cash for Kids, Blythswood Shoe Box Appeal, Comic Relief, and other individual causes.
- Participation, celebration and observation of special National and global days of awareness, and focus days.
- Whole school participation from ELC – P7 in our Learning for Sustainability active citizenship themes. Local and global action making positive impact led by our young people.
- Eco committee and JRSO continue to campaign to raise awareness of active travel, clean air, and make improvements within the local area to support safer routes to schools and ensure traffic calming systems are in place, and reduce parking issues.
- Wider learning through Highlife Highland music tuition for individual pupils and group music tuition weekly leading to school and community performances.
- Glee after school extra-curricular club have performed throughout the year.
- Infant Christmas Nativity was a celebration and opportunity for our local community and elders (including those from our local care home links, local community members and generations of family members to feel part of our learning and school) and participate in the event.
- Head Teacher is an associate assessor with HMIE and supports school inspections across the country.
- Head Teacher is an invited guest on the national Learning for Sustainability curriculum review working group with Education Scotland. National support guidance in this field have been published March 2026 SLS practitioner guide. HT and all Lochardil Primary staff contributed to the final version of this document/resource.
- Head Teacher has been invited to be a Tutor on the prestigious Columba 1400 Leadership Academy, and has support from HC to do this role.
- 3 members of SLT are members of Highland Anti-Racist Education Network (HAREN) group.
- 2 further teaching staff Building Racial Literacy (BRL) trained through Education Scotland taking our total to 4.

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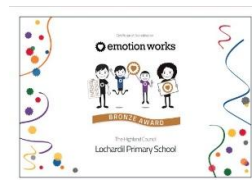
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- HT & DHT are HC Leads on the Education Scotland national Learning for Sustainability network.
- DHT is an Education Scotland Building Racial Literacy mentor.
- HT member of Highland UNCRC Equalities Network.
- HT primary head representative on Highland Raising Attainment Board.
- SEYP guest speaker for UNICEF workshop presentation on UNCRC to a national audience.
- Pupils and staff have contributed to and feature in the new 'Art for Action' toolkit resource for educators developed by Highland One World Development Education Centre. <https://highlandoneworld.org.uk/for-teachers/resources/art-for-action/> It is a creative toolkit to support upper primary and secondary teachers to facilitate creative, learner-led "activism" projects focused on social justice and environmental issues.
- P4 Class Teacher (who has been moved out at end of session of fixed term position to allow for transfer of teacher with permanency rights to be placed within the school and take the position) has been a national guest speaker and presenter for Numeracy on numerous occasions this session, and has been successful in becoming an Education Scotland Associate for Numeracy.
- Parent Council continues to have good attendance online for meetings, and new Chair and Secretary have been elected for next session. They successfully run school discos for all children in ELC & school, fundraiser activities to raise money to support the pupils with class and playground resources, purchase of all P7 year books, gift money to each class and ELC playroom annually, and ran our 1st ever Colour Run to bring the school community together and raise funds. They are currently supporting the school to understand/query our ASL allocation for next session.
- Sharing of wider achievements during weekly assembly with a focused Celebration Assembly once a month where all achievements are celebrated and Star of the Month per class are presented with a certificate. Every classroom features a WOW wall where individual or collective achievements are celebrated. These are also shared on the class Google Classroom and school Blog, X.
- Whole school annual picnic, and ELC held an additional picnic stay & play session for parents/wider family members to join after school sports.
- Successful transitions from ELC to P1, P7-S1, across each class, and from outside provisions to our school. Transition programme in place and enhanced transition programmes supportive.
- & a vast range of individual/ team pupil achievements across many different genres!
- Awards as pictured below including – UNICEF Rights Respecting Schools 3rd Gold Award! 2nd Gold Award for SportScotland! Gold Cycling Friendly School Award! Bronze Emotion Works Award!



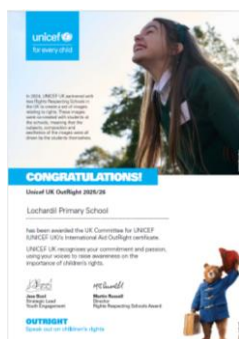
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Comments from learners, families, stakeholders and staff

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

Every term we consistently receive and review feedback from parents/carers through exit polls at open events or other opportunities such as ‘You Matter, Let’s Natter’ sessions or Parent Council meetings. We also use comments made at spotlight events, celebrations, and day to day. We very much value partnership working and use feedback to enhance and improve our education provision.

Pupil voice is key to our improvement and our entire reason for being.

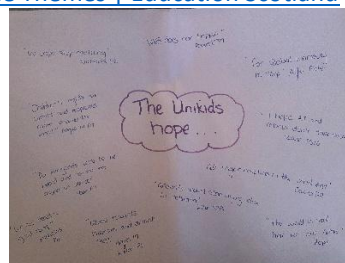
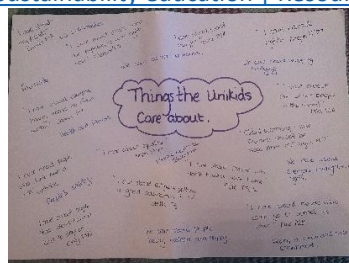
We capture almost all stakeholders voice through digital and physical means, and use a ‘You Said, We Did’ format for sharing findings, or poster summaries (all available on request).

Learners

Pupil voice is woven throughout our school and campus, and evident through our blog and press coverage.

Click this link to watch our pupils share their views on -

Care, Hope and Action - [Learning for Sustainability education](#) | [Resource Themes](#) | [Education Scotland](#)



“I love the new things to play with at lunch time. It’s so fun.” P5 pupil

“The heady tennis net for football is excellent. Lots of us can play together. Thank you. We could do with more goals, sturdy ones.” P6 pupil

“I really enjoyed working with the person collecting our views on the 10 year health plan for NHS Highland. I think she needs to come back as we still have so much to say and ideas she might like. It’ll be cool thinking when we are adults that some of our ideas might just happen.” P4 pupil

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"Thanks for looking after me. You make me feel better when I'm upset." P3 pupil

"I like getting to sit with my friends and have lunch." P7 pupil

"The colour run was soooo much fun! I got covered in paint!" P3 pupil

"We have loved running our comic club at lunchtime 1 day a week. It was so kind of X to give up her lunch time for us so we could do it indoors.

Parents/Carers

Parent/carer voice continues to be valuable in supporting us to move our school forwards positively.

"Amazingly supportive ELC staff. I have seen my daughter come on leaps and bounds since starting at Lochardil and wouldn't want her to go anywhere else." ELC parent.

"Thanks for inviting us in for open sessions each term. I know parents from other schools who haven't had this opportunity yet so I'm grateful to get an insight into the school day and environment, and spend quality time with my child." P1 parent

"A class bursting with eagerness, fun and enthusiasm! You are all fabulous!" P7 parent

"I don't worry about my child when he is with you. Thank you for seeing him!" P2 parent

"We find open days quite difficult as the parents of a child who is not doing the work at the level of the other children in class. Work displayed all relates to writing and drawing, and as much as we try not to compare it is difficult to see how far behind they are. Of course they have other strengths, and we know these are valued in other ways, but we can't see that displayed or evidenced at open days, so it isn't really a positive experience for us as parents." P2 parent

"The Learning without Limits event was really useful for parents and children. Seeing the wide range of support that is available was so powerful to see across the rooms in one venue. X and Y loved the therapy pets." P2 & P5 parent

"How do you remember everyone? It makes us feel very special too as it's impressive you knowing every child's name, let alone remembering all of us too. Thank you it really makes us feel welcome." P1 & P4 grandparent.

"Keep the awesome well structured open days coming please. Such a good chance to see all what they do, and have them share whatever it is that they are proud of and is important to them." P7 parent

"Being able to spend time in school with my child was really good. To see X in his school environment and all the work he has been doing so far in P6 was actually really interesting, they do so much. His writing is excellent!" P6 parent.

Our feedback from Parent Teacher meetings this session are 100%, all or almost all categories which is hugely positive.

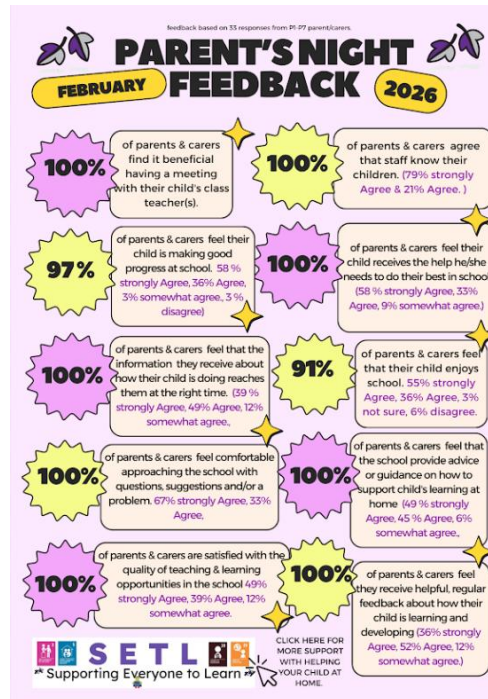
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Further comments include -

"I also want to say that the days are filled in with amazing tasks and activities, the routine is well established and I feel that this helps my child to feel happy and confident. It would be good to have snapshots from their day so we can then talk about the learning and experiences at home each night." P1 parent. Teacher reminded them of the class blog and Google Classroom to access as this will provide what they are looking for with no need for individual diaries.

"I am so proud to see their improvement in literacy and numeracy. The perseverance to keep trying and learning day by day, and now results of hard work and all the support is showing." P6 parent.

"The variety of Rose Bowl presentations and high quality work was impressive! X's confidence and sense of responsibility has developed lots especially as he has moved through the school. We are so proud of him and just happy that he is happy. Thank you for all you do and have done." P7 parent

"Very helpful man, provided simple but effective help and ideas to help my child learn to ride her bike. Bit more of this type of thing please. Really thoughtful idea and see the purpose." P3/4 parent about our Learn to Ride volunteer.

"I voiced concerns over shared toilet facilities by both girls and boys. I am glad my views were taken on board and the children's opinions were listened to also to make a change to the system and structure used post covid. My daughters are both much happier going to the bathrooms now which is a relief." P1 & P4 parent

Staff

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We have regular self-evaluation throughout the year on all areas of school improvement. We use staff voice sheets (physical and digital) accessible to all to contribute prior to every staff meeting and training day. Content informs planning of such and drives forward improvement while finding solutions to any ongoing day to day queries or information. We use digital tools to gather voice throughout and evidence decisions made.

Staff work closely together with very good relationships.

“We are proud reflecting back on this last year to see how much we have all collectively achieved in spite of some very challenging times we have faced.”

“We feel our voice is always heard and actions taken where possible to help make improvements and make best use of time. There is a sense of trust between us all and everyone feels valued no matter their role.”

“As a new member to the school this session I have had such a wonderful welcome. I was made to feel part of the team from the start and I feel very lucky to have worked with so many wonderful colleagues. The pace of the school is fast and standards are high. This suits my style I felt like I fitted well here as I was able to make friends, learn from others, and feel confident and valued professionally to lead aspects to support improvement also. It makes leaving so incredibly difficult and if I could do anything to stay I would!”

After almost 25 years’ service each, we saw one of our PSAs and our clerical both retire this session. This illustrates their integrity, commitment and longstanding loyalty to our school and we are so grateful to have had them as such valuable members of our team for so long.

Partners

DYW Careers Week event designed to spark curiosity and inspire future green careers in the exciting and diverse worlds of e.g. construction, or caring career like the Emergency Services: 100% of all stakeholders that attended found the event purposeful, engaging and worthwhile.

“We are grateful for the support from and to be able to work in partnership with such pioneering staff and young people who have the confidence and skills to use their voice to take action for positive change.” HOW DEC

“I really enjoy volunteering at the school. The difference to the children that learning to cycle a bike has had is marvellous. I’ve heard one pupil’s attendance has improved dramatically as she is now independent and can get herself to school in the mornings. Another pupil really struggled but bit by bit he mastered it and it’s just lovely to hear how grateful his parents are as they can now go out as a family and enjoy a cycle together. He calls me ‘The Bike Man’ so I’ve used this for the name of my website and his drawing as my logo. I’m really busy with other local schools now too after they heard about the success of the work in Lochardil.” Volunteer

“I always look forward to our partnership work in the year ahead. We cover so much. I am delighted to come into school for some Time for Reflections, the SU lunchtime club, and work with the P7s on their transitions to secondary. We at the CCC are happy to host your end of term celebrations too. It is always a pleasure to partner with you.” Children and Family worker from the local church.

“Another successful, busy, year of working in partnership and inspiring other schools to get involved. Football is such a brilliant way to increase engagement and participation especially from those learners that are finding school tricky or have lots going on at home. It’s great working with your school, as you are always willing to get involved with any of our ideas and the children are so willing to lead. The tree planting was a big success, and we look forward to watching them grow over the years along with the children.” Inverness Caledonian Thistle Community Trust, Trust Manager.

Wider Community

We have such friendly, polite and mannerly children.

Our school is a very welcoming and inclusive. Everyone feels like they belong and choose to come back.

The school is extremely calm and feels organised despite having such huge numbers of children and staff.

We work very effectively with other professionals and are supportive to build capacity.

We have high standards and expectations that are shared with everyone.

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Our dedicated staff are so helpful, skilled, and highly competent.
You can feel our rights respecting ethos and culture the minute you enter the playground and buildings.
Our relationships across the school are positive, nurturing, with a real sense of trust and care evident. This reaches across our entire community.
Our leadership team are supportive and give staff and pupils time. They are strong, knowledgeable, and are willing to listen to and meet with parents/carers.
We celebrate wider achievements and the vast range of talent within our school.
There is strong sense of school values.
Everyone is proud to have ‘a purple heart.’
Lochardil Primary pupils represent the school and themselves positively within the community.

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

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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
Other QIs reviewed		

Our overall evaluation of our capacity for continuous improvement is:

We have some concerns about our capacity for continuous improvement.

This is due to –

- Staffing - staff i.e. teachers, transferred centrally to the school = 25% of classes have new staff from August 2026 rising to 50% of classes from January 2027 with staff new to the school and Lochardil Primary School system.
- Inadequate ASL allocation of support provided to meet the learning support and complex medical care needs of learners to ensure safety and learning of all. Model is insufficient and does not meet the needs given our level of low SIMD 1 & 2.

Key priorities for improvement planning

Prìomhachasan airson planadh airson leasachadh

- **Culture** *People at the Heart*
 - ✓ Pupil's and staff will continue to take action to support Scottish Government Target 2030 and achieving Sustainable School status through valuing Pupil Voice & Participation with Learning for Sustainability, including children's rights, at the centre.
 - ✓ We will rebuild sustainable staff structure and culture through carefully considered recruitment processes and evidencing learner need.
 - ✓ Purposeful, high standard goals set through CLPL experiences to continue to improve the overall standard of the workforce. Upskill all new staff to ensure high quality of delivery of Lochardil Primary standards. Improve all staff training needs in area of Additional Support for Learning (ASL) i.e. theory and practical strategies for implementation, and engage with the work of The Promise. Raise awareness/increase knowledge and understanding of the new Curriculum Improvement Cycle (CIC).
- **Curriculum** *High Quality Learning & Teaching pedagogy to continue to improve Pace & Challenge for all learners.*

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- ✓ Focus on high-quality learning, teaching and assessment, implementation of shared standards and expectations with emphasis on improving attainment in Writing (stamina), and Numeracy (oracy & maths journaling techniques).
- ✓ Second level teachers and secondary English teachers within the ASG will work together to extend our Writing Wakelet and extend moderation of samples of children's writing to identify 'on track' second level and third level writing based on our shared assessment criteria.
- ✓ Achieve recognition as a Book Trust Scotland Reading School.
- ✓ Implement skills progression planners in other areas of the curriculum i.e. Expressive Arts, in line with feedback from the ongoing Curriculum Improvement Cycle Review. Track progress using Benchmarks. Continued from previous session.
- ✓ Improve efficiency of gathering data and evidence to support targeted interventions for improvement and opportunity for participation offer for all. Senior leaders, Teachers and EYPs to continue to use our data systems effectively to aim to close the attainment gap, raise the bar, and meet all learners needs appropriately.

● **Campus**

- ✓ Model a Sustainable Learning Schools setting. Implement all our various award feedback in order to sustain and maintain our awards across the various categories including UNCRC Rights of Child RRS, School of Sanctuary, Eco Schools, and Digital Schools Awards.
- ✓ Achieve 'Keeping the Promise' award status.
- ✓ Revisit our focus on Emotional & Mental Wellbeing to meet the needs of all learners, and sustain a welcoming and inclusive culture. Progress with Silver award for Emotion Works.
- ✓ Continue to develop our learning environment, indoors and outdoors, including further development of our sensory enhanced space and playground area, to meet the needs of our ASL learners and all pupils. We will be mindful of our responsibility and duty to be climate aware and sustainable.

● **Community**

- ✓ Sharing Good Practice across the IRA ASG to improve outcomes for all learners through shared high standards and expectations, and greater consistency of high-quality learning & teaching across all levels. Continue working as an ASG to focus on raising awareness of and engagement with the new Curriculum Improvement Cycle and materials. Trial a chosen framework to share with a partner ASG school then the wider group of schools.
- ✓ Continue writing focus and share focus on maths journaling through engaging with new CIC Maths framework.
- ✓ Continue to diversify partnerships with community links, build on the range of cultural, religious and ethnic partnerships to expand our cultural reach and reflect our commitment to equality and diversity within our community.
- ✓ Ensure pupil advocacy for active local and global citizenship through sustaining all awards and working towards next levels. We commit to Climate action and citizenship to positively impact on our community, and enable the voice of others.

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 www.lochardilprimary.org.uk or by contacting the school office.

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These are in line with Highland Council Key Themes:

- Leadership
- Learning and Teaching
- Curriculum
- Data

& Principles:

- Health and Wellbeing
- Parental Involvement and Engagement
- Inclusive Practice

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