



STANDARDS AND QUALITY REPORT 2025-26

AITHISG INBHEAN IS CÀILEACHD

MULBUIE PRIMARY SCHOOL AND ELC



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

All	Almost all	Most	Majority	Less than half	Few
100%	Over 91%	75% - 90%	50% - 74%	15% - 49%	Up to 15%

School Profile

Pròifil na Sgoile

The following information can be found on [Parentzone Scotland](#). It is important to remember that statistical data alone is not a measure of how well we are doing. All schools are unique. To understand how well we are doing it is

Attendance
91.61%

Average Class Size
22

Meeting PE Target
Target Met

Pupil Numbers (inc nursery)
44 (+11 nursery)

Teacher Numbers
3

Pupil Teacher Ratio
17.7

Mulbuie Primary is located on the Black Isle serving the local community of Mulbuie and surrounding areas.

There are 44 children attending the school and 11 children in nursery, ranging from N3 - P7. P1 – 3 and P4-7 are taught in composite multi-stage classes and there is a separate ELC for 3 and 4 year olds.

The headteacher has overall leadership responsibility for Mulbuie Primary School and Ferintosh Primary School. Staff and children from both schools work together regularly.

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

Children achieve appropriate CfE levels in literacy and numeracy by the end of primary 7, a few children are exceeding nationally expected levels. Few children who face barriers to learning are making good progress towards meeting their individual targets.

Overall children are making the following progress:

Reading

Writing

**Listening and
talking**

Numeracy

Good progress

Good progress

Good progress

Good progress

We have had no exclusions this year.

RESPECTFUL **ACHIEVING** INCLUSIVE **SAFE** ENCOURAGING

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

Vision

Working together to create a happy and nurturing learning community where everyone is valued and challenged to achieve and succeed.
(Updated in May 2023 in collaboration with the school community and all stakeholders.)



Values

We are...

RESPECTFUL
(Article 12)

ACHIEVING
(Article 28)

INCLUSIVE
(Article 2)

SAFE
(Article 19)

ENCOURAGING
(Article 13)

Aims

- R A I S E pupils' awareness of their rights and responsibilities as respectful citizens and active participants in the wider world around them.

RESPECTFUL ACHIEVING INCLUSIVE SAFE ENCOURAGING

- Create experiences across the curriculum that are ambitious, challenging and promote independence.
- Provide a safe, supportive and nurturing learning environment where individuals will confidently contribute to the ethos of the school as a community and are confident in the appropriate use of digital technologies.
- Develop relationships across a variety of environments which enable positive physical, emotional, and mental health and wellbeing for all.

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: Learning, Teaching and Assessment	
School Improvement Plan Priority 1	
Summary of progress As a staff we have an agreed need for a consistent approach to high quality learning, teaching and assessment with improved pupil participation and attainment. Our key priority will focus on learning and teaching with Bruce Robertson's 'Power Up Your Pedagogy' and a particular focus on: Success Criteria, Differentiation, Questioning, Feedback, Practice and Plenary Review	Next steps Action plan to be created in line with SIF from inspection.
✓ Progress was made in this area however there continues to be further development of this area required. ✓ CAT sessions based on the book Power Up Your Pedagogy were used to develop skills in differentiation, questioning, learning intentions and success criteria and feedback. ✓ A lesson standard for all classrooms was created. ✓ Most children are working at age and stage in literacy and numeracy. ✓ All children experience lessons in which there is evidence of differentiation. ✓ All children are given appropriate feedback in lessons. ✓ All staff have high expectations of children.	➤ Streamline tracking approaches for 2026/27 to ensure they are manageable, focused, and clearly linked to next steps, particularly within multi-composite classes. ➤ Continue to engage with the book Power Up Your Pedagogy and work alongside Pedagogy teacher and ASG to continue to develop and embed teaching practice. ➤ Lesson standard created to be followed by all teachers for all lessons.

✓ An assessment calendar has been developed and used throughout the year to assess learning and all staff use this to complete assessments.	➤ Children's views to be gathered on what makes a good lesson. ➤ A jotter standard for what evidence will be gathered in lessons to be agreed and developed. ➤ Differentiation to be re-visited to ensure that all children are experiencing learning opportunities matched to their needs. Develop clearer expectations and strategies to ensure appropriate stretch and challenge, particularly for high-attaining pupils. ➤ A consistent approach to sharing feedback to improve learning needs to be developed across the cluster. ➤ Building on the assessment calendar – use information from assessments to plan learning and next steps for learners, matched appropriately to their needs. ➤ Assessment data is analysed rigorously and robustly to inform planning and next steps. ➤ A learning and teaching policy is established, agreed and followed consistently.
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Impact

During session 2025–2026, Mulbuie Primary made some progress in improving the quality and consistency of learning, teaching and assessment. A clear lesson standard and emerging learning and teaching policy have supported staff to deliver more consistent, high-quality learning experiences across the school. As a result of these actions, most learners are making steady progress, with early signs of improved attainment. The Mulbuie is now in a place to begin and embed these improvements based on the knowledge of our next steps and plans for improvement and throughout 2026/27 further embedding consistency and ensuring all learners achieve their full potential.

School Priority 2: Assessment, Moderation and Attainment in Writing.

School Improvement Plan Priority 2 Raising Attainment and Achievement in writing

As this is a national priority and The Highland Council education priority, we are continuing to ensure that assessment and moderation practice is transparent and of high quality to inform next steps. We will work to ensure equity across the school including equity for pupils from disadvantaged backgrounds.

Follow-on: second year of programme implementation, started in 24-25

Summary of progress	Next steps
✓ A clear, consistent approach to teaching writing has been developed through the use of Steven Graham writing. ✓ All staff consistently use success criteria in writing which is accessible to all children – some success criteria is pictorial to ensure that non-readers understand the expectations. ✓ Writing jotters highlight the changes in writing we have a clear contents page and an overview for genre progression. ✓ Staff are beginning to use evidence from pupil work, attainment data and assessment to plan for next steps in writing. ✓ Teachers demonstrate increased confidence in assessing writing accurately and fairly against national benchmarks. ✓ PEF money has been used to support interventions to improve writing and children access these to ensure support. ✓ ASG CAT sessions have taken place to support the understanding of teaching writing.	➤ Continue to embed the Steven Graham approach, ensuring consistency in delivery across all stages. ➤ Develop non-negotiables for writing lessons to ensure high-quality practice in every classroom, this is to be consistent with the lesson standard developed in priority 1. Simplify approaches to planning, assessment and tracking, particularly to support multi-composite classes, ensuring they are manageable, efficient, and clearly linked to next steps to link with priority 1 in session 2026/27. ➤ Map out writing genres and contexts for 2026/27, ensuring clear progression across stages and opportunities for planned cross-curricular writing. ➤ Provide opportunities for peer observation and professional dialogue focused on effective writing teaching. ➤ All staff will consistently use assessment (SNSA, SOFA, teacher judgement) to plan targeted next steps and close attainment gaps. ➤ Build on the current tracking system to monitor progress in writing to ensure accurate knowledge of attainment over time. ➤ Ensure feedback is consistent, specific and leads to improvement, with success criteria increasingly co-constructed and understood by all learners. Ensure all learners can articulate what they are learning, how to be successful, and their next steps in writing. ➤ Increased challenge for all with a focus on higher-attaining pupils.

	➤ Use jotter sampling, pupil voice, and attainment data to track progress over time and demonstrate clear improvements from baseline.
Impact	
A more consistent approach to teaching writing has been established through the use of the Steven Graham approach which has begun to develop skills in teaching of writing across the cluster. Accessible success criteria have increased learner engagement and understanding of expectations. Staff confidence in assessing writing against national benchmarks has improved, supported by ASG CAT sessions. Assessment information is beginning to inform next steps more effectively, and targeted PEF interventions are providing appropriate support for identified learners. Overall, there are early signs of improved consistency, staff confidence, and progress in writing. We will continue to build on this priority through our school learning and teaching priority throughout 2026/27.	

School Priority 3: Mulbuie Early Learning Centre Leadership and Management

School Improvement Plan Priority 3: Following the publication of the Quality Improvement Framework (QIF) for the early learning and childcare sectors, a comprehensive review of Mulbuie ELC's self-evaluation practices is necessary. This review will ensure our approach is consistent with the latest national guidance.

Summary of progress and impact

Next steps

- ✓ Staff feel empowered to confidently reflect on their practice from the development of a comprehensive self-evaluation process.
- ✓ National standards have been met in this area and continuation of this area for development will drive continuous improvement in the quality of our care and education.
- ✓ Learning walks have been undertaken by Head Teacher to audit the learning and the environment.
- ✓ All staff have looked outwards for ongoing professional development opportunities for growth.
- ✓ Parents have been invited to Nursery Natter Sessions to inform self evaluation this has increased the parent voice and extends views of how to impact children's learning journey.
- ✓ Attainment meetings held termly to evaluate learner progress in ELC.
- ✓ Planning has been developed to ensure high-quality intentional and responsive play based experiences with daily self evaluation and reflection.
- ✓ Pupil voice is now evident in planning.
- ✓ Most children are now able to talk about the UNCRC.
- ✓ Tracking has begun to track attainment over time starting in ELC.

- Continue to develop the use of self-evaluation in line with new practices to ensure that they are embedded for session 2026/27.
- Ensure all staff consistently apply the agreed self-evaluation cycle across all aspects of practice, with a continued focus on impact on children's outcomes.
- Develop greater confidence in using tracking data and observations to identify trends, inform planning, and set precise next steps for individuals and groups of learners.
- Continue to develop responsive, play-based planning that clearly links to tracking, ensuring next steps are explicit, measurable, and reviewed regularly.
- Build on children's awareness of the UNCRC by ensuring it is meaningfully embedded in daily experiences and that children can demonstrate this through their choices and interactions.
- Increase opportunities for staff to collaborate, moderate practice, and share high-quality approaches, ensuring consistency and ongoing improvement, looking outwards for opportunities to view other ELCs within and outwith the ASG.
- Continue and extend Nursery Natter sessions and other approaches to strengthen parental involvement in self-evaluation and children's learning journeys.
- Use learning walks, observations, and stakeholder voice to evaluate the sustained impact of improvements, ensuring a clear link between self-evaluation and improved outcomes.

Impact

As a result of this improvement work, self-evaluation at Mulbuie ELC is becoming more robust, consistent and embedded across all aspects of practice. Staff demonstrate increased confidence in reflecting on their work and can clearly articulate how their actions contribute to

improved outcomes for children. Looking outwards and working with our Early Years Officer has strengthened the quality of planning, interactions and learning environments and we will continue to build on this next session. There is a stronger culture of professional dialogue, collaboration and continuous improvement, supported by regular monitoring, learning walks and staff meetings and overall reflection. Children are more engaged in high-quality, play-based learning experiences, with increased opportunities to influence their learning through pupil voice, evident in the floor book

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

As the school roll comprises a small number of children, attainment and progress of the Pupil Equity Fund are reported in overall terms to ensure individuals cannot be identified.

In the younger class targeted PEF support has increased confidence and engagement in early literacy and numeracy, with emerging improvements in initial sound recognition, number recognition and numeral identification within 10.

Learners are becoming more willing to participate and are developing greater independence, with continued support helping to build foundations towards age-appropriate expectations.

Progress is also evident as pupils transition up the school within the younger class in writing accuracy and fluency, alongside growing confidence in number processes within 20 and increased independence through digital programmes such as Hairy Reading.

Progress within one target group has been limited due to one pupil leaving the school and another experiencing emotionally based school avoidance; this is being supported through social work and Child Support Worker input, with targets to be resumed in 2026/27.

For learners with identified memory disorders, targeted interventions have supported some progress; however, learning remains inconsistent and requires ongoing repetition and reinforcement. There is emerging development in phonological awareness, reading fluency, and early writing skills, alongside increased confidence in numeracy processes. Emotional wellbeing support, including Zones of Regulation, has improved emotional awareness and engagement. Overall, while progress is evident from baseline, it remains gradual, fragile and variable, requiring sustained, targeted support to secure long-term progress.

Wider achievements

RESPECTFUL ACHIEVING INCLUSIVE SAFE ENCOURAGING

Coileanaidhean nas fharsainghe

We have had a productive year at Mulbuie Primary School:

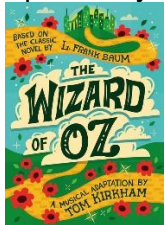


We continue to work towards being a Gold Rights Respecting Award School and children are aware of their rights and the impact they have on them and the wider world.

Fundraising, a successful school Fete was held in May 2026 in Mulbuie and raised a significant amount of money for future projects at the school.



Cluster Days with Mulbuie continue to be successful and this year these have included Sports Day, Remembrance Day, School Show and Sports Day.



In December alongside Mulbuie Primary School we held an outstanding performance of the Wizard of Oz which was attended by families and the local community.

Extra-curricular activities

Our pupils have taken part in several extracurricular activities including mixed football competitions, sport competitions, cross country running and STEM Workshops. The pupils demonstrated the school values and were positive representatives of our school throughout the time they represented the school.

RESPECTFUL ACHIEVING INCLUSIVE SAFE ENCOURAGING

Parental Involvement

We now have a joint Parent Council across the cluster of Ferintosh and Mulbuie Primary Schools, and they have worked very hard to help provide opportunities for all pupils from Ferintosh and Mulbuie alike. This has included hosting an after-school movie, donating to a variety of resources for the schools and through their fundraising efforts, contributed to the whole school trip.

Parents have also supported transporting their pupils to many of the sporting events.

Muir Matters

Updates through community newsletters have created by students – Muir Matters.

Reading Schools



We were delighted to receive our reading schools Gold Award in February 2026, a huge achievement which highlights the work we have put into reading throughout the school.

Comments from learners, families, stakeholders and staff

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

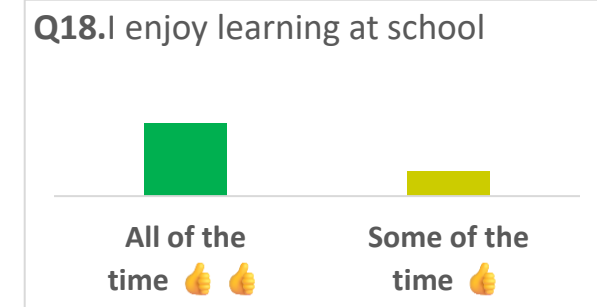
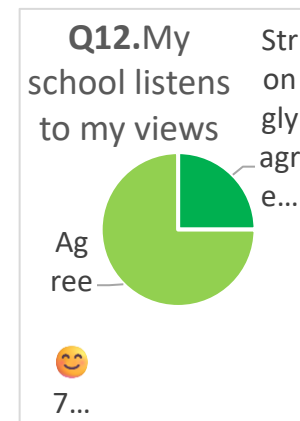
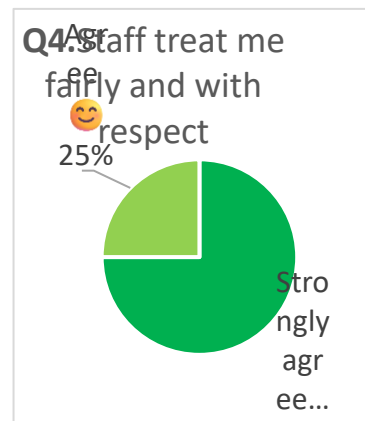
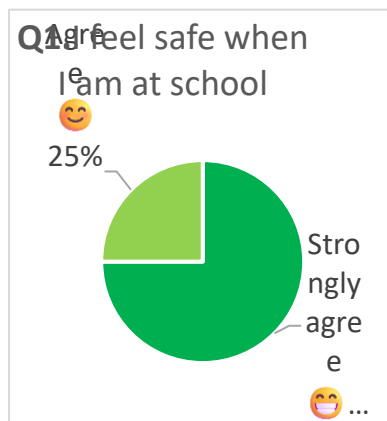
Pupils were surveyed as part of our HMI inspection in May 2026, a sample of their comments highlight their view of the school.

Almost all pupils feel:

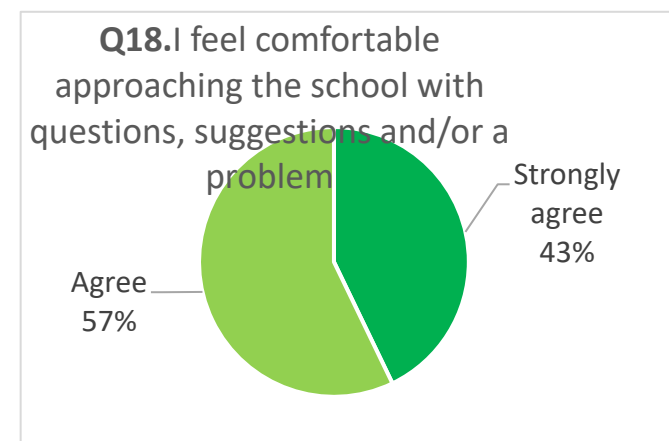
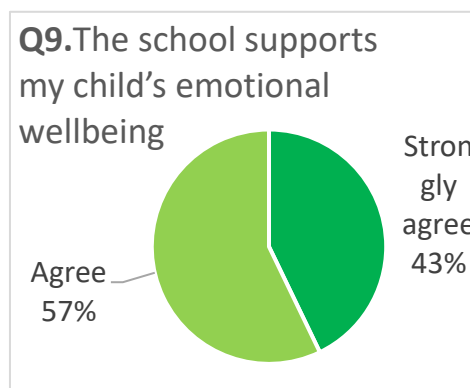
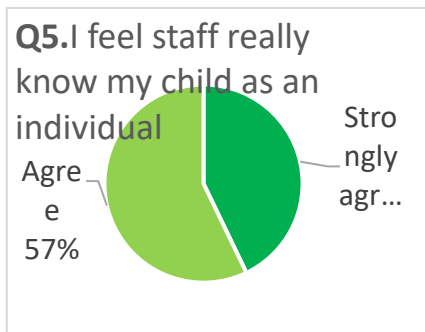
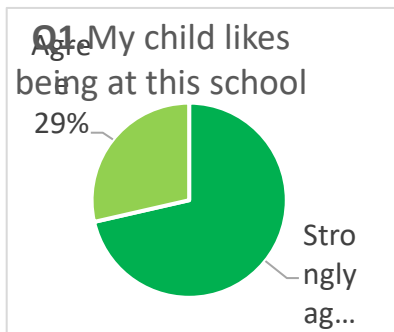
- ★ They have someone to speak to if they are upset or worried about something.
- ★ The school helps them to understand and treat people with respect.
- ★ School helps them get regular exercise.

Most pupils feel:

- ★ They enjoy learning at school and are happy with the quality of teaching at the school.
- ★ Safe at school and that school helps them to feel safe.
- ★ Staff treat pupils fairly and with respect.
- ★ School helps them become confident.
- ★ Mulbuie gives children the opportunity to take part in activities in school beyond the classroom and timetabled day.
- ★ Celebrate opportunities and wider achievements.
- ★ Staff help children understand how they are progressing in their school work.
- ★ Children behave well.



Parents were asked their views of the school via a local authority survey, a sample of their views highlight their thoughts of the school:



Capacity for continuous improvement Comas airson leasachadh leantainneach

Using indicators from 'How Good is our School 4' together with learner, parent, carer, partner and community feedback we believe we have made the following progress this session:

	ELC	PRIMARY
QI 1.3 Leadership of change	Good	Satisfactory
QI 2.3 Learning, teaching and assessment	Good	Satisfactory
QI 3.1 Wellbeing, equality and inclusion	Good	Satisfactory
QI 3.2 Raising attainment and achievement/Securing children's progress	Satisfactory	Satisfactory

RESPECTFUL ACHIEVING INCLUSIVE SAFE ENCOURAGING

Other QIs reviewed	N/A
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Our overall evaluation of our capacity for continuous improvement is:

We are confident in our capacity for continuous improvement.

Key priorities for improvement planning

Prìomhachasan airson planadh airson leasachadh

➤ Improvement Priority 1 : Learning, Teaching and Assessment

As a staff we have an agreed need for a consistent approach to high quality learning, teaching and assessment with improved pupil participation and attainment. Our key priority will focus on learning lessons from Bruce Robertson's 'Power Up Your Pedagogy' with a particular focus on; learning intentions and success criteria, questioning, differentiation and feedback and develop this alongside our feedback from the recent HMI inspection.

➤ Improvement Priority 2: Improve Pupil engagement, inclusion and attainment across all learners

Next session, the school will focus on increasing learner engagement and participation through embedding inclusive practice using the CIRCLE framework. Staff confidence in identifying and reducing barriers to learning will be strengthened through professional learning and collaboration. Learning environments will be further developed to support nurturing, inclusive approaches, with a focus on pupil voice and participation. Targeted support and interventions will continue to improve attainment, while wellbeing data, learner voice and ACCEL measures will be used to monitor impact, ensuring improved outcomes in engagement, inclusion and progress for all learners.

➤ Improvement Priority 3: Self-Evaluation

Embed and sustain a consistent, high-quality self-evaluation approach aligned to the QIF, strengthening staff confidence in using evidence and data to drive improvement, deepen children's rights-based practice, and ensure planning, tracking and professional dialogue consistently lead to measurable improvements in outcomes for all children.

Planning ahead

A' planadh air adhart

RESPECTFUL ACHIEVING INCLUSIVE SAFE ENCOURAGING

Full details of the school's 2025/26 improvement priorities and actions are detailed on the school improvement plan, which can be accessed on our [website](#) or by contacting the school office.