



STANDARDS AND QUALITY REPORT 2025-26

AITHISG INBHEAN IS CÀILEACHD

Poolewe Primary School



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%

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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 89.8%	Average Class Size 8	Meeting PE Target Target Met
Pupil Numbers 8	Teacher Numbers 1	Pupil Teacher Ratio 1:8

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

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

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Poolewe Primary is located in a rural, coastal setting serving the local community of Poolewe, Naast, Inverasdale and Cove catchment areas on the West Coast.

There are 8 children attending the school, ranging from P4-P7 who are taught together in a single multi-stage class.

The headteacher has overall leadership responsibility for Poolewe Primary School and Bualnaluib Primary School. The headteacher is supported by a principal teacher. 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.

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

Overall children are making the following progress:

Reading

Very good progress

Writing

Very good progress

**Listening and
talking**

Very good progress

Numeracy

Very good progress

We have had no exclusions this year.

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School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

Our Vision

At Poolewe Primary we work together as a team to create a place of learning, exploration and fun where everyone can thrive reaching their full potential.

Our Aims

We challenge every learner to reach their full potential by:

- **building** positive relationships, embracing diversity and celebrating differences through the principles of Learning for Sustainability.
- **creating** inspiring and supportive learning environments where every learner is safe, healthy, achieving, nurtured, active, responsible, respected and included.
- **fostering** curiosity, creativity and self-expression through high quality learning and teaching experiences.
- **equipping** children with skills for learning, life and work by **developing connections** between school, the local community and the wider world, enabling them to become successful learners, confident individuals, effective contributors and responsible citizens.

Values

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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: Our School and Community: Building an Inclusive School Community

1.3 Leadership of Change

'We ensure proposed changes demonstrate the interconnectedness of the school and community in improving learning and outcomes for children and young people.'
(HGIOS)

2.1 Safeguarding and Child Protection

'The ethos and vision of the school strongly promotes equality, challenging all forms of discrimination.' (HGIOS)

'We use learning and teaching approaches and the curriculum to promote resilience, and responsible citizenship. These approaches are highly sensitive and responsive to the wellbeing of each child and young person.' (HGIOS)

2.4 Personalised Support

'Our staff and partners work effectively together to increase their ability to meet the needs of our diverse learners through effective use of professional learning, support and specialist resources.' (HGIOS)

2.5 Family Engagement

Parents and carers are supported to actively and meaningfully engage in their children's learning and life at school. (HGIOS)

3.1 Improving wellbeing, equality, and inclusion

'Our school community has a shared understanding of wellbeing and in the dignity and worth of every individual. We know and can demonstrate that all of our children and young people feel safe, healthy, achieving, nurtured, active, respected, responsible and included.' (HGIOS)

3.3 Increasing creativity and employability/ Developing creativity and skills for life and learning

'Creativity, entrepreneurship and innovation is increasingly embedded across learning. Children and young people benefit from learning and teaching through partnerships with education, employers, creative industries and cultural sectors.' (HGIOS)

Summary of progress

We have made very good progress within this school priority.

1.3 Leadership of Change:

- A Positive Relationships and Behaviour policy has been produced with input from pupils and staff across the cluster. This has now been reviewed, updated and ready to launch in the new sessions.
- Pupils have worked on writing their own books around each of our four values.

Next steps

- We are going to use the CIRCLE Framework as a way of organising and supporting input using a staged system of support. These resources will help integrate all work that has been done so far into a whole school approach to further improving our inclusive practice.

Stakeholder Views

Seasons for Growth:

'Seasons gave me the confidence to talk about what happened to my heart.'

'Seasons helped me know what to do when I have big feelings.'

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• P4-P7 have taken part in workshops revolving around Anti Bullying, racism and homophobia. • All learners are a member of the Pupil Council. • The learners completed a purposeful audit of their classroom bookshelf, identifying the representation we were missing, before creating a Wishlist of books to fulfil more representative criteria. • Learners decide which charities (local and world community) to support and work together to raise money. • All the learners are included in planning aspects of the curriculum, and their ideas are recorded in floor books. • The learners have a Rights Wall where they record any points, they have raised and what the result was. • Learners suggest charities (without prompting) that they wish to support and how to go about it. 2.1 Safeguarding and Child Protection: • All staff have completed relevant CP training. • The class teacher has completed additional CP training. • All staff have completed additional, optional, training from the NSPCC. 2.4 Personalised Support: • Staff regularly have supportive conversations with pupils. • Two members of staff across the cluster, ran a successful Seasons for Growth group. 2.5 Family Engagement: • We have an active Parent Council who work with staff and pupils, help support wider activities and support fund raising events. 3.1 Improving wellbeing, equality and inclusion: • The school is ready to prepare a submission for the Silver Rights Respecting School's Award. • The majority of the staff in the cluster having completed The Promise training.	CIRCLE resource to support Inclusive Learning and Collaborative Working (Primary and Secondary) Resources Education Scotland • Complete The Promise training with rest of staff members. • Complete Equality and Diversity training with all staff members. • Silver Award for Rights Respecting Schools Award and then begin working towards the Gold Award. • Embed skills learned from Eden Court into day-to-day teaching. • Second Season for Growth group.	<i>'Seasons session was extremely successful and had a positive impact on confidence, self-esteem and the ability to understand and regulate emotions.'</i> Eden Court – Everyone is An Artist: <i>Staff:</i> <i>'When we did a museum workshop the children naturally produced a freeze frame to show an understanding of an event. The leader of the workshop was amazed at how well they used this technique. We have also used it in parent presentations to show learning.'</i> <i>'There have been lots of positives to take away from this project. The opportunity to use and experience working with a range of resources has been great and it is brilliant we now have these resources in school.'</i> <i>Learners:</i> <i>'I really enjoyed working with all the different technology.'</i> <i>'I liked being taught how to use the camera, also doing animation and editing into the green screen using different apps.'</i>
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• All the teaching staff having completed the Diversity and Equalities training, and it now needs to be extended to other staff members. • Staff and learners have reviewed all reading materials in the school and engaged with the 'Windows and Mirrors' reading list to ensure that our libraries represent a diversity and inclusion. • Staff, when taking a holistic approach to planning interdisciplinary learning, are thinking more about what to include that will make links to the Rights of the Child. • All staff are aware of the cost of the school day and offer, 'Free snack Fridays' (an idea suggested by the school's catering department), preloved school uniforms and no charge school trips. 3.3 Increasing creativity and employability: • By working with Eden Court, the learners and staff fully committed to learning new skills and teaching/learning styles and identified areas where the school needed to raise inclusivity (e.g. reading resources) • All Learners have experienced engaging creative learning and creativity skills through the cluster's work with Eden Court. • The partnership with Eden Court has given all learners and staff the opportunity to develop and apply more sophisticated digital skills, which has led to investment in digital curriculum.		<i>'I think using the camera and it was cool using the language like 'quiet on set'.'</i> <i>'It fits into our values. Our school values are</i> <i>Creativity – we now understand more about how we can use the chrome books more creatively.</i> <i>Friendship – our teamwork and working collaboratively has improved.</i> <i>Solving problems together helped build friendships.</i> <i>Kindness – we supported and helped each other which gave everyone the confidence to have a go.</i> <i>Respect – we had to really think about listening to each other and how to work together.'</i> <i>'The Eden court stuff helped my confidence in drama.'</i> Visiting author <i>'It was great to see how quickly everyone joined in and giggled. It means it must be a really lovely school'</i> Parents: <i>'Over the last couple of years Poolewe school has involved not only the children but the community with fund raising activities so some of the</i>
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		<i>children could go away for a week at an adventure camp. Setting up Bingo evenings and you certainly had the village talking about when they attended Poolewe school with the open day and showing all the old school photos. Considering the few children that attend the school you still managed to get the children involved with football team and cross country running. Keep up the good work, you will always have our support.'</i> <i>'I think that the school is doing a fantastic job with community engagement. In the last year they have held coffee mornings, soup lunches and been part of the royal visit. Claire and John at Poolewe Shop always support the raffles and Christmas post, the children have a great time choosing and felling their Christmas tree for the GALE Centre Christmas tree festival, and they have won that two years in a row. The community is a great supporter of our school, so I hope these special events continue.'</i> Learners: <i>'Reading the books we have chosen helps keep me interested in reading.'</i>
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		<i>'Helping to decide and plan topic makes us more engaged.'</i> <i>'Having a wide range of activities and choice is good.'</i> <i>'I really like things where we get to make things.'</i> Staff: <i>'Everyone within school will always try to make sure every child is provided with what they need. Directed interventions when needed, being involved in school meal planning and the opportunities to develop their own strengths allows children to feel valued and respected. Children understand everyone is different and that everyone's journey is different but equal.'</i> Partners: We always enjoy working with you and Poolewe Primary School. The students and staff are always very keen to participate in any events we have going on at GALE and the Shieling. In the past few months, we have worked together with World Toilet Day, when the students made some cakes for us to sell in aid of the World Toilet Day, The Antarctica
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		weekend and Poolewe Primary entered a fantastic penguin covered tree (following the Antarctica theme). Poolewe Primary put a lot of energy and imagination into all of our joint projects, and I always look forward to our next project together. (GALE)
Impact		
1.3 Leadership of Change: • All staff have helped to create conditions that support creativity, innovation and enquiry. • All staff have committed to change which has resulted in more creative opportunities for learners, even when it challenges staffs' 'comfort zones.' • Pupils are using what they have learnt to help others/support the school's vision. • Pupils confidently make suggestions for changes or share ideas and take action to ensure they happen. 2.1 Safeguarding and Child Protection: • Staff respond to the needs of individuals promptly and know what procedure to follow. 2.4 Personalised Support: • Barriers to learning in all curriculum areas are being constantly challenged and addressed • Increased confidence in creative and digital skills. 2.5 Family Engagement: • Wider opportunities for learners e.g. football and trips. 3.1 Improving wellbeing, equality and inclusion: • The school values now have a more prominent place in the life of the school. • Through a shared understanding of wellbeing and the children's rights staff have created an environment where children and young people feel listened to and are secure in their ability to discuss personal and sensitive aspects of their lives because they feel cared about. • All staff feel confident in sharing ideas and suggestions that improve the school for everyone (e.g. free snack Friday). • Every learner and staff member has someone that they feel confident talking to. • All school staff are increasingly confident when addressing issues of discriminating language which has ensured that learners more aware of the language that they use when speaking of others. • Pupils have shown greater skills in advocating for their rights and rights of others as well challenging each other when discriminating behaviours are seen.		

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- Learners are increasingly aware and understanding of different cultures, beliefs and choices; they understand that everyone is unique and are comfortable asking questions about what they are learning.
- The Wellbeing Webs, which are recorded termly show that all pupils feel safe, healthy, active, nurtured, responsible, respected achieving and included and can explain their reasoning.

3.3 Increasing creativity and employability:

- Creative learning and creativity skills are recognised, increasingly articulated and valued by practitioners, which has helped to develop and celebrate diverse learning styles.
- Pupils are learning skills for life and work e.g. running a committee, holding meetings during presentations and sharing learning.
- Investment by the school in coding equipment.

School Priority 2: Our learning and teaching: Improving our use of the moderation cycle, and pupil involvement in this, to make increasingly valid and reliable decisions on learners' progress towards, and achievement of, a level.

1.2 Leadership of Learning

'Within our school and with our learning community, we engage regularly in effective quality improvement and moderation activities and have agreed standards and expectations.' (HGIOS)

'We gather a range of data and information to monitor and track progress for all learners. We regularly interrogate data...taken steps to ensure all planning, monitoring, tracking and evaluating is manageable and relevant for all involved.' (HGIOS)

2.3 Learning, Teaching and Assessment

As a result of our manageable processes to monitor and evaluate learners' progress we have clear information on their attainment across all curriculum areas. This includes for those facing additional challenges, for example young carers, looked after children and those living with financial hardship. We use this data to evaluate the effectiveness of interventions designed to improve outcomes for all learners. (HGIOS)

2.4 Personalised Support

'Our children and young people have frequent opportunities to discuss their learning with a key adult who knows them well, helping them to set appropriate next steps.' (HGIOS)

2.5 Family Learning

Parents and carers are supported to actively and meaningfully engage in their children's learning and life at school.' (HGIOS)

3.2 Raising Attainment and Achievement

'Very good progress is demonstrated through robust tracking of attainment over time in all curriculum areas and at all stages.' (HGIOS)

'Children and young people are fully engaged in their learning and participate in decision-making about their learning pathways and future career aspirations.' (HGIOS)

Summary of progress

We have made good progress within this school priority.

1.2 Leadership of Learning:

- Staff engage regularly in professional dialogue to develop collective understanding.
- There is a very strong focus on improving learning among staff across the school and the participation of all teaching staff in individual and collective professional learning around the moderation cycle and in particular learning intentions, success criteria and feedback.
- Pupils have a clear understanding of where they are in their learning and how they got there. They have an active

Next steps

- Continue to build a feedback culture.
- Continue working with James Nottingham book 'Challenging Learning Through Feedback' – building on the work on Learning Intentions and Success Criteria esp. co-constructed.
- A particular focus on how Learning Intentions and

Stakeholder Views

Parents:

'The traffic light system is a useful tool for the children to understand the expectations of a task, and whether they have included all relevant criteria. The children are involved in the choosing of the topics for the year, and using their areas of interest enhances their desire to learn more about those topics.'

Learners:

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involvement in assessing their learning and setting next steps through use of resources like Learning Pathways. • Older learners assess themselves using the learning pathways in literacy and numeracy, and younger learners are gaining confidence in the process. • Learners regularly identify how their learning links to the School Improvement Plan and the Four Contexts. 2.3 Learning, Teaching and Assessment: • The class teacher is using individual learning pathways to plan, identify and assess learning, as well as planning for next steps. • Staff and pupils have a range of methods/activities to ask for and share feedback, e.g. the development of a learning grid for the class which highlights Learning Intentions and Success Criteria as well as using the ASK model and Learning Pit to aid discussions around the learning. • Learning grids are used in lessons and learners are becoming more confident in producing their own. • The use of Newsletters, Snapshot Jotters, Digital Profiles, Key Assessment Tasks and parent meetings ensure that families have a clearer understanding of what the pupils are learning, where they are with their learning, what support is needed and what their next steps are. 2.4 Personalised Support: • PSA time is paid for through PEF, and the time is allocated for short burst interventions when gaps are identified, including handwriting, precision teaching for high frequency words, reading and writing interventions. • ASN plans have been reviewed and a new procedure for updating is in place for next session. 3.2 Raising Achievement:	Success Criteria are used to support differentiation and pace in multi-composite classes. • Increase opportunities to peer review. • Ensure that learners are given the opportunity to act on feedback. • Increase learner and parental engagement with Digital Profiles. • Add additional moderation dates to WTA. Work with QAMSOs and ASG. • Learning pathways to be moved to digital platform. • Learners to begin assessing other curriculum areas using learning pathways.	<i>‘Visual learning and assessment helps show me I am making progress. Using the learning pit and colouring in the tracker helps me see where I am and where I am meant to be.’</i>
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- Teachers have been working on ensuring that learning intentions and success criteria are linked to learning rather than the context for learning and are using the ASK model to draw out the different attributes, skills and knowledge. - Learners are regularly self and peer assessing their work, helping each other see when success criteria have been met and what next steps will be. - Termly progress and attainment meetings between HT and teaching staff are now timetabled into the school's calendar and information about individual pupil support is updated frequently. Some moderation has taken place through the cluster, and teachers have a shared understanding of levels, however more work needs to be done in this area.		
Impact 1.2 Leadership of Learning: - Classroom observations and discussions with the learners show that they are comfortable reflecting on their learning and will use success criteria and progression pathways to identify areas they need further support. - All learners use the Learning Pit and ASK to talk about what they are learning, and the attributes, knowledge and skills they are learning. - Learners are increasingly confident in assessing their work and engaging in learning conversations to identifying next steps in literacy and numeracy. 2.3 Learning, Teaching and Assessment: - Increasingly positive, nurturing and appropriately challenging relationships has helped learners build confidence in their individual learning journey and understand that although learning is sometimes difficult, they will be supported through those challenges. - Moderation is helping to maintain teacher confidence with knowledge of a level. 2.4 Personalised Support: - Robust processes for assessment, dialogue and reporting have ensured that interventions are relevant and useful. - The increased use of ASK (attitudes, skills and knowledge), the Learning Pit and Success Criteria ensure that teachers can offer necessary support promptly. 3.2 Raising Achievement: - Lesson observations and staff dialogue shows that there is an increased focus on content rather than context and that there is a clear progression between lessons. Termly teacher/HT meetings ensure that interventions are timely, monitored and adjusted as appropriate.		

School Priority 3: Our learning and teaching: Focus on Raising Attainment in Numeracy and Literacy.

1.2 leadership of Learning

'Across our school, an ethos of professional engagement and collegiate working is evident. This leads to continuous improvement in learning and teaching and improved outcomes for our learners.' (H6IOS)

'Our school [setting] has a collegiate learning culture demonstrated through, for example, collaborative practitioner enquiry, peer learning, constructive feedback, professional dialogue and debate.' (H6IOS)

2.2 Curriculum

'There is a clear focus on developing skills of literacy, numeracy...in a progressive way across the curriculum.' (H6IOS)

'Time is protected for professional learning and collegiate working to develop the curriculum and consider its impact on children and young people.' (H6IOS)

3.2 Raising Attainment and Achievement

'Attainment levels in literacy and numeracy are a central feature of the school's priorities for improvement and are raising attainment.' (H6IOS)

'Confident teacher judgements together with benchmarking and an appropriate range of assessments are leading to improvements in attainment.' (H6IOS)

Summary of progress and impact

We have made good progress in the literacy aspects of this priority and satisfactory progress with numeracy.

1.2 Leadership of Learning:

- Staff expertise is being used effectively to support staff in ensuring all ASL children in cluster access learning e.g. PSA from one school supporting PSA from another school with a resource.
- Learners were involved in restocking the library and other resources ensuring that they were diverse and inclusive.
- Pupils have a clear understanding of where they are in their learning and how they got there. They have an active involvement in assessing their learning and setting next steps through use of resources like Learning Pathways.

Next steps

- The review of practical numeracy resources will be completed.
- Use the Mathematics and Numeracy Self-Evaluation Framework to identify next steps as a school.
- A review of the resources/programs used for teaching numeracy at the different levels to determine if any changes needed to be made.
- 'Maths Shed' will be trialled.
- NSA and SOFA information will be analysed on Sept inset day to identify any common areas to be addressed. This will be reviewed after November assessments.
- Relevant interventions will be put in place.
- A wide range of evidence will be available to demonstrate progress in numeracy and literacy.
- Staff will begin to engage with the new numeracy curriculum, when it becomes available late next session.

Stakeholder Views

'My child is learning well and achieving everything I would hope. Learning at Poolewe is focussed on so much more than literacy and numeracy specifically, but it all supports it. Each child at Poolewe is learning at their own level and stretched to achieve their full potential.'

'I really like the times tables challenge – it has helped me learn my tables. Precision teaching has really helped me with my spelling, Being able to write my times tables down helps me to learn them.'

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• Older learners assess themselves using the learning pathways in literacy and numeracy, and younger learners are gaining confidence in the process. 2.2 Curriculum: • Changes that have been made in literacy over the last three years have been embedded into the curriculum this session e.g. whole class readers with differentiated lessons, high level interest phonics readers, 5-minute/10-minute box, spelling shed. • Teachers and the PSA have greater confidence in teaching/supporting literacy. • Numeracy/maths progression planners were being updated in line with any changes to HN documents – this has stopped due to the new numeracy curriculum being expected next session. • Numeracy and literacy progressions are used throughout the cluster. • A coherent literacy policy is in place from Early Level to Second Level (and third level where appropriate). • A review and reorganisation of practical numeracy resources have been started. • Two staff members have attended Education Scotland training on the Mathematics and Numeracy Self-Evaluation Framework. • Digital Project using Sphero Indi Codable Cars linking Literacy and Numeracy skills to Computer Science.		<i>Being able to write on my chrome book has helped my improve my writing.'</i> <i>'All children are making progress and except for children who joined in P7 – everyone is meeting age related expectations. Precision teaching, handwriting interventions and writing interventions have helped bridge gaps where needed.'</i>
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3.2 Raising Attainment and Achievement: • Our robust tracking of attainment over time at all stages is embedded and is allocated protected time on the Working Time Agreement. • PSA time is paid for through PEF, and the time is allocated for short burst interventions when gaps are identified, including handwriting, precision teaching for high frequency words, reading and writing interventions. • ASN plans have been reviewed and a new procedure for updating is in place for next session.		
Impact		
1.1 Leadership of Learning: • Appropriate training opportunities mean that staff are well-informed about local and national priorities and changes. • Learners are offered a wider range of cross curricula activities e.g. competitions, after school club. • Reading for enjoyment has improved considerably. 2.2 Curriculum: • The Eden Court project has ensured a strong focus on developing the creative skills, across literacy and numeracy, of our young people. • Learners are being offered an increasing wide range of activities in all areas of the curriculum. • All learners are following a cohesive literacy curriculum where progress is tracked and discussed regularly. 3.2 Raising Attainment and Achievement: • Very good progress is demonstrated through robust tracking of attainment over time. • All most all children work at or above age related expectations. • Literacy interventions have raised learner confidence and progress, and learners speak positively about the literacy interventions that have been taken place and how it is helping them in class. • There is a higher priority placed on cross curricular aspects of the technology curriculum, especially within numeracy. • Pace of writing and handwriting have improved through interventions.		

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Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

The Pupil Equity Fund has been used to provide one hour of Pupil Support Assistant time a week. This time has been used specifically for literacy and numeracy interventions. These interventions have increased individual learner confidence and progress. PEF money has also been used to provide wider school experiences such as a trip to Fairburn Activity Centre, buy a wider and diverse range of reading books for the library, and purchase Spelling Shed and Maths Shed to support teaching.

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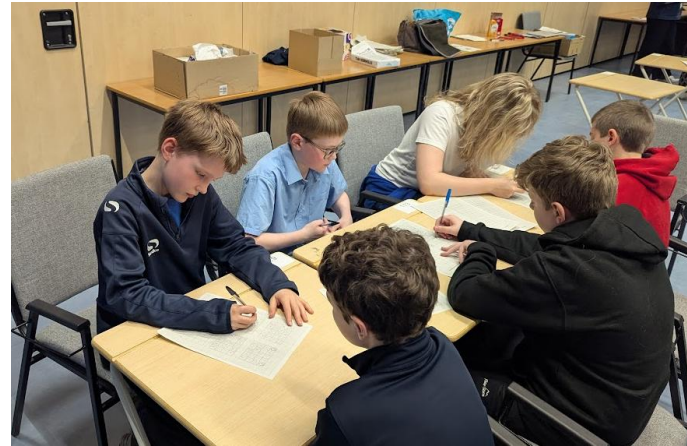
Wider achievements

Coileanaidhean nas fharsainghe

Successful Learners



Sporting success for some of our pupils who were able to attend the Small School's Cross Country in the Black Isle, enduring a 1 mile race. We also joined with Bualnaluib to have a joint football team at the small schools Football tournament in Alness.



Maths Success! Three of our pupils went to the Maths Enterprise Challenge, in Dingwall, to compete against 13 other schools in a day full of maths. We proudly showed our poster all about Factors and Prime Numbers and all the hard work paid off, as they took home first prize!



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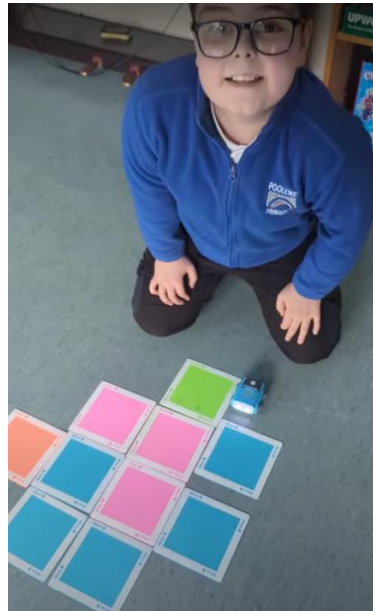
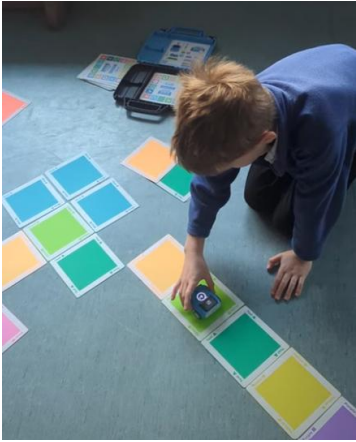


As part of year 2 of our Eden Court Project, Everyone is an Artist, we decided to put on a production of Alice in Wonderland. The pupils created sets, played multiple parts, gathered props and chose costumes. Some worked in front and some behind the camera. To make links to persuasive writing, we made an advert to encourage Bualnaluib pupils to come and see it.

Another Cross Country attempt, this time against Bualnaluib, Gairloch and Sheildaig. It was a lovely hot day, making the conditions hard. All those taking part in the race, finished after climbing the gruelling hill at the end. We had one person in the top 10, which is such an achievement. It was a great day.



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This year we developed our Digital skills with the help of the Indi Cars. We were lucky enough to get a set of 8 on loan for 16 weeks along with Bualnaluib Primary.

We were able to learn about algorithms, debugging and writing code for others to follow.

We decided to buy our own set of 8 cars between the 2 schools, thanks to fundraising by the Parent Councils.

Other Opportunities for wider learning has also included:-

Swimming Lessons at our local pool in Poolewe.

Drumming lessons

Piping lessons

Visit to Gairloch Museum

Maths Week- Visit to Gairloch Museum

Feis Rois YMI music Sessions with a local musician

Christmas Fayre – Poolewe Village Hall (Fundraising for School Funds, raising £105)

Christmas Post Delivery in Poolewe village (raising £134 for School Funds)

Gaelic Week- Participation in Online lessons

World Book Day

Bikeability sessions

Author Visit – James Campbell

ASG Sports Day – Gairloch

Fairburn Trip

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Confident Individuals



Coming together with our cluster school, Bualnaluib Primary gives us opportunities to see pupils in our year groups and take part in learning opportunities visits together. Here we are in Aultbea Village Hall for a Dance Fitness workshop with Jammin' Andy MacKechnie, who also inspired us to have a growth mindset. Below is a visit to the Gairloch Museum to explore and discuss the Artwork of Tom Brice, an artist from Aberdeen. The pieces were large and generated lots of discussion. We met Tom online and then had time to create our own mythical creatures and trading cards.



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P4 Team Building
Transition Day with
Bualnaluib; bridge
building and
marshmallow towers!
Starting transition
events helps forge
strong relationships for
joining High School in
the future.



Coming
together to
learn about
Chinese New
Year and
enjoy a
Chinese meal
together.

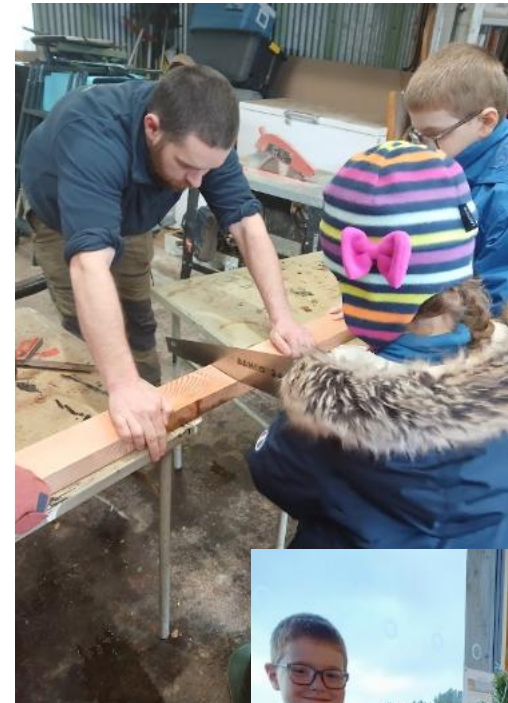


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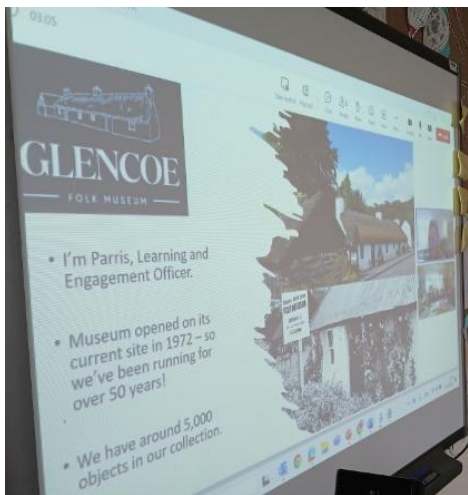
Responsible Citizens



Visiting the GALE Centre in Gairloch as part of their week of learning about life in Antarctic from Antarctic Scientists.



We visited Beinn Eighe to select a tree and make a stand for our Christmas Tree competition entry at the GALE Centre. We came 1st and won £45.50.



We set up our tree at the GALE Centre with an Antarctic theme to help educate visitors about life in the Antarctic. We made model penguins, to sell to help us raise funds to adopt our own penguin.



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Effective Contributors

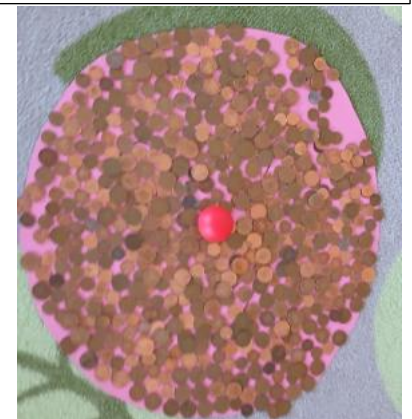


Hosting a MacMillan Coffee morning for the local community. We helped raised a massive £422!



To help raise money for Red Nose Day (Comic Relief) we filled a giant red nose with coppers and we raised **£ 29.35**. We also had a dress down day and bought the red noses.

P7s from our school, Bualnaluib and Gairloch had 3 transition days together. Activities included Resilient Kids, a trip to the High School Library, lunch in the High School Canteen, a silly sports team building afternoon and 2 timetabled days at the High School. Here's some of us in our leaver's hoodies.



Respect Kindness Creativity Friendship



In May we had the honour of welcoming HRH Princess Anne to The Old Schoolhouse coffee shop which is located, in the old school, in the village of Inverasdale.



We attended a workshop provided by The Newton Rooms, a science team helping to deliver STEM lessons across Highlands. This year's lesson was about Atlantic Salmon and Aquaculture. This was a joint activity with Bualnaluib P5-7 pupils.



We were lucky enough to be able to see Snow White at Eden Court Theatre in Inverness. We went with our cluster School, Bualnaluib.



Respect Kindness Creativity Friendship

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	Choose an item.	Good
QI 2.3 Learning, teaching and assessment	Choose an item.	Good
QI 3.1 Wellbeing, equality and inclusion	Choose an item.	Very good
QI 3.2 Raising attainment and achievement/Securing children's progress	Choose an item.	Very good
QI. 3.3 Creativity and Employment	Good	

Our overall evaluation of our capacity for continuous improvement is:

We are confident in our capacity for continuous improvement.

Respect Kindness Creativity Friendship

Key priorities for improvement planning

Prìomhachasan airson planadh airson leasachadh

Establishment Improvement Priorities	Link to National and Local Priorities	Please detail the information / data which has prompted this work
Our School and Community: Building an Inclusive School Community	National Priorities: - Placing the human rights and needs of every child and young person at the centre of education Local Priorities: - Inclusive Practice/ Additional Support Needs - Health and wellbeing, including Relationships and Behaviour - Parental Involvement and Engagement	The school and cluster have engaged in a variety of different programs and training around building positive relationships and an inclusive community. We now need to bring all this work together and ensure that we are actively seeking parental involvement and engagement.
Our Learning and Teaching: Raising Attainment in Numeracy	National Priorities: - Improvement in attainment, particularly in literacy and numeracy - Curriculum and assessment Local Priorities: - Learning and Teaching - Parental Involvement and Engagement - Data analysis for improvement	Numeracy was on last sessions School Improvement Plan but did we did not make as much progress on the intended actions as we had hoped. This was because we needed additional time to embed the work that we have done around literacy. Mathematics and Numeracy now needs to be the priority, especially as it will be the first area of the new curriculum.
Our Learning and Teaching: Moving towards Gaelic as our first additional language.	National Priorities: - Curriculum and assessment Local Priorities: - Curriculum	After discussions with staff and parent council we have decided that we are going to change our first additional language to Gaelic to better reflect local area.
ASG Improvement Priorities		
Our Learning and Teaching: Curriculum Improvement Cycle	National Priorities: - Teacher and practitioner professionalism Local Priorities: - Curriculum - Parental Involvement and Engagement	We need to engage as an Areas Schools Group with the Curriculum Improvement Cycle and in particular with the new numeracy curriculum (later in the session). We need to ensure that parental body is kept informed.

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.

Respect Kindness Creativity Friendship



Poolewe Primary School Three Year School Improvement Plan

Priority

2026

-



2027

-



2028

-

2029

Our School and Community - Building an Inclusive School Community

- Using the Circle Framework to pull together all the work we have done so far.
- Going for Silver Rights Respecting Schools Award.
- Parental engagement



- Learning for Sustainability self-evaluation
- Identifying next steps and implementing
- Going for Gold Rights Respecting Schools Award.
- Parental Engagement.



- Embedding the work from last session and developing a Learning for Sustainability Policy.
- Parental Engagement.

Our Learning and Teaching - Raising Attainment in Numeracy

- Use Mathematics and Numeracy Self-Evaluation Framework to identify next steps, interrogate data and put any appropriate interventions in place.
- Develop use of feedback within numeracy and mathematics.
- Engage parents with new curriculum



- Implement new Mathematics and Numeracy curriculum.
- Continue to embed improvements from last session.
- Parental engagement



- Embed improvements
- Develop a Numeracy Policy.
- Parental Engagement.

Our Learning and Teaching - 1+2 Languages (Gaelic and French)

- Teachers continuing with own development of Gaelic.
- Reviewing planning, resources and progressions available.
- Continuing to teach French and Gaelic at all levels.



- Start to implement guidelines/progression for Gaelic as plus one language.
- Parental Engagement



- Fully implement Gaelic as plus one language and French as plus two.
- Parental engagement.

Respect Kindness Creativity Friendship