



STANDARDS AND QUALITY REPORT 2025-26

AITHISG INBHEAN IS CÀILEACHD

Rosehall 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

94%

Average Class Size

4

Meeting PE Target

Target Met YES

Pupil Numbers (inc nursery)

4

Teacher Numbers

2

Pupil Teacher Ratio

2.4

Rosehall Primary School is located in a rural, setting serving the local community of Rosehall in central Sutherland.

There are 4 children attending the school, ranging from P1 - P7. P1 - 7 are taught together in a single multi-stage class and there is a separate nursery for 3 and 4 year olds either at Lairg or Bonar Bridge.

The headteacher has overall leadership responsibility for Rosehall Primary School and Lairg Primary School. The headteacher is supported by a principal teacher based at Rosehall. 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. All children who face barriers to learning are making very good progress towards meeting their individual targets.

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Overall children are making the following progress:

Reading	Writing	Listening and talking	Numeracy
Very good progress	Very good progress	Very good progress	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

Together we will:

- have big dreams and take small steps
- create respectful and responsible citizens
- develop a passion for learning

OUR SCHOOL AIMS:

We aim for all children to:

- Be who they are; equal and unique
- Become resilient
- Try their best
- Never forget the power of YET
- Respectfully share ideas, thoughts and opinions
- Be honest and fair
- Be sensible and responsible
- Take care of each other; being kind and friendly
- Be prepared for life

SCHOOL 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: Improving Writing Attainment 2025/26

National Improving Writing Programme 2025/26 - Cohort 5: This project was originally developed in the response to dips in attainment in Writing.

Summary of progress	Next steps
✓ Very good progress was made in improving the quality and consistency of learning, teaching and assessment in writing. ✓ All staff engaged fully with the National Improving Writing Programme and implemented agreed approaches consistently across the school. ✓ There is now a shared understanding of effective writing pedagogy, including explicit teaching of writing skills through the Tools for Writing, clear learning intentions and well-defined success criteria. ✓ Writing lessons are better structured and more purposeful.	2.3 Learning, teaching and assessment ✓ Further embed the agreed whole-school writing approaches to ensure high-quality, consistent practice in all classes, with a continued focus on explicit teaching, modelling and purposeful feedback. ✓ Strengthen the use of formative assessment by developing more consistent approaches to feedback that help learners independently identify and act on their next steps in writing. ✓ Build on moderation practice by widening opportunities for professional dialogue within the cluster to sharpen shared expectations of standards and progression in writing across levels. ✓ Develop learner autonomy further by increasing opportunities for children to co-create success criteria and evaluate the quality of their own and others' writing.

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✓ Teachers have increased the frequency and length of writing opportunities, with clear modelling and focused teaching aligned to identified aims. ✓ Assessment practices have strengthened through the use of baseline assessments, ongoing formative assessment and moderation activities, resulting in increased confidence and consistency in professional judgement. ✓ Learners are increasingly engaged and motivated in writing. Most children can articulate their learning intentions, success criteria and next steps, and use feedback to improve their work. ✓ Learning conversations and pupil voice indicate that children feel more confident and view themselves positively as writers. ✓ Very good progress was made in raising attainment and securing improved outcomes in writing for learners across the school. ✓ Assessment evidence shows that most children are achieving appropriate Curriculum for Excellence levels in writing, with improvements evident at P1, P4 and P7. Tracking and monitoring processes demonstrate clearer progression over time for individual learners. ✓ Targeted support and timely interventions have had a positive impact, particularly for learners facing barriers to learning.	3.2 Raising attainment and achievement / Securing children's progress ✓ Use attainment and progress data more strategically to identify learners who are almost meeting expected levels and plan targeted, timely interventions to accelerate progress. ✓ Continue to track individual and group progress closely to ensure sustained improvement and to further reduce any remaining attainment gap between identified groups of learners. ✓ Extend opportunities for learners to apply writing skills across the curriculum to ensure skills are transferred and embedded in a wide range of meaningful contexts. ✓ Maintain a strong focus on pupil voice to ensure learners continue to feel confident, motivated and proud of their achievements as writers.
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- ✓ School data indicates that the attainment gap between least and most deprived learners has narrowed.
- ✓ Learners' writing demonstrates increased use of complex sentence structures, improved punctuation and richer vocabulary across a range of contexts.
- ✓ Children are more confident and resilient writers who take pride in their work and show greater independence.
- ✓ Overall, the actions taken have led to measurable improvements in attainment, strengthened learner confidence and more secure progress in writing for all learners.

Impact

- ✓ The actions taken to improve writing attainment have had a significant and positive impact on learning, teaching and outcomes for learners across the school.
- ✓ There is greater consistency in the quality of writing experiences for all children. Teachers demonstrate increased confidence and shared understanding in planning, teaching and assessing writing, resulting in clearer expectations and more coherent progression across stages.
- ✓ Moderation activities have strengthened professional judgement and supported more accurate assessment of achievement of a level.
- ✓ Learners are more motivated, confident and engaged as writers. Most children can explain what they are learning, understand how success is measured and describe their next steps. Feedback is used more effectively to improve work, and learners increasingly take pride in the quality of their writing.

- ✓ Attainment data and evidence from learners' work show improved outcomes in writing, with most children achieving appropriate Curriculum for Excellence levels at P1, P4 and P7. Tracking demonstrates improved progress over time for individual learners, and targeted support has contributed to a narrowing of the attainment gap for those facing barriers to learning.
- ✓ Overall, improvements in teaching practice, learner engagement and assessment have led to more secure progress, stronger attainment and greater equity in writing outcomes for all learners.

School Priority 2: Digital Profiling

We currently have been working on engaging pupils and parents in the use of our pupil profiles on Seesaw, but these can be hard to navigate. Parents and pupils are disengaging with the whole process of their learning journey through this medium. We want to show progression in our profiles and engage or parents more whilst celebrating wider achievement. We have established profiles in P1-7 but want to extend this to our ELC.

Summary of progress	Next steps
✓ Good progress was made in developing more effective, meaningful profiling across the school. ✓ Agreed approaches to learner profiles were reviewed, refined and implemented consistently across stages, resulting in clearer, more purposeful profiles that better reflect learners' progress, achievement and next steps. ✓ Staff engaged collaboratively in moderation and professional dialogue to strengthen shared understanding of high-quality profiling.	2.2 Curriculum ✓ Further strengthen the quality of profiles by ensuring evidence clearly reflects breadth, depth and progression across the curriculum, with stronger links between learning experiences, skills development and Curriculum for Excellence outcomes. ✓ Increase opportunities for learners to demonstrate and record their learning across a wider range of curricular contexts. 2.4 Personalised support ✓ Develop more consistent use of profiling to support personalised learning by clearly identifying individual strengths, next steps and support strategies within learner profiles.

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✓ As a result, profiles now show improved evidence of progression over time, with clearer links to Curriculum for Excellence, skills development and wider achievement. ✓ Profiles are more manageable for staff and more accessible for learners and families. ✓ Learners are increasingly involved in profiling their own learning. ✓ Most children can talk confidently about their achievements, learning experiences and next steps, and take greater pride and ownership in their profiles. ✓ This has supported the development of reflection skills and learner agency. ✓ Parental engagement has strengthened through clearer communication and improved accessibility of profiles. ✓ Parents and carers report a better understanding of their child's learning, progress and achievements, including wider achievements beyond the classroom. ✓ Overall, improvements to profiling have enhanced learner voice, strengthened partnerships with families and provided a clearer picture of individual progression and achievement across the school.	✓ Use profiling evidence more systematically during planning and review meetings to inform targeted support and ensure continuity of learning, particularly at points of transition. ✓ Provide a holistic picture of achievement. 2.7 Partnerships ✓ Build on improved parental engagement by further involving families in learning conversations linked to profiles, ensuring parents and carers actively contribute to celebrating progress and agreeing next steps. ✓ Strengthen partnerships with learners by increasing opportunities for pupil-led profiling and reflective dialogue, supporting greater ownership of learning. 3.2 Raising attainment and achievement / Securing children's progress ✓ Make stronger use of profiling information alongside attainment data to track progress over time and identify learners who require additional challenge or support. ✓ Ensure profiling consistently captures wider achievement and skills development, enabling all learners, particularly those facing barriers to have their progress and successes recognised and valued. Barriers to be visited. ✓ Progression over time is not yet consistently clear.
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Across Primary and ELC, staff consistently identified: Strengths ✓ Profiles contain rich evidence and a wide range of learning experiences. ✓ Pupil voice is present and strongest where audio, photos or co-created reflections are used. ✓ Wider achievement is developing, particularly in ELC. ✓ Staff value moderation and peer discussion as a way to improve quality and consistency.	✓ Profiles vary in structure and quality across stages. ✓ Parental engagement is low and inconsistent, with barriers linked to navigation, digital access, confidence and language. ✓ Profiling is viewed as only partially manageable without protected time and clearer expectations.
Impact	
Pupils Improvements to profiling have increased pupil engagement, confidence and ownership of learning. Learners are more actively involved in contributing to their profiles through photographs, voice recordings, written reflections and co-created content. As a result, most pupils can talk more confidently about what they are learning, what they have achieved and what they need to do next. Profiles now provide richer evidence of learning experiences and wider achievement, helping pupils see themselves as successful across a range of curricular areas and contexts. This has supported increased motivation and pride in learning, particularly where pupils are given opportunities to lead reflections or celebrate achievements. Greater clarity in profiling has begun to support continuity and progression in learning. Where next steps are shared and revisited, pupils demonstrate improved independence and understanding of their learning journey, supporting smoother transitions between stages and settings. Staff Profiling improvements have strengthened staff confidence and professional dialogue around progression, assessment and achievement.	

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Moderation activities and shared review of profiles have improved consistency in expectations across stages and supported a clearer, shared understanding of what effective profiling looks like. Staff report that improved structure and clearer purpose within profiles have helped them plan learning more effectively and identify next steps for individual learners. Profiling is increasingly used as a tool to inform personalised support, rather than as a standalone record of activity. Although workload remains a consideration, staff identify that clearer expectations, streamlined approaches and protected time have begun to improve the manageability of profiling. Collaborative approaches and shared ownership have reduced duplication and increased confidence in professional judgement. Overall, profiling developments have enhanced learner voice, strengthened assessment practice and supported staff to work more collaboratively to secure progress and achievement for all learners.

Parents

Improvements to profiling have increased parents' and carers' understanding of their child's learning, progress and achievements. Profiles now provide a clearer picture of what children are learning, how they are progressing over time and the skills they are developing across the curriculum, including wider achievement.

Parents and carers are better informed about next steps in learning through more focused and purposeful profile entries. This has supported more meaningful conversations between home and school about learning, progress and how families can support their child.

Where engagement is evident, parents report feeling more connected to their child's learning and more confident celebrating achievements beyond attainment, particularly in areas such as skills development, wellbeing and wider successes. Improved accessibility and clarity of profiles have begun to reduce barriers for some families, making engagement more manageable and relevant.

Overall, developments in profiling have strengthened communication and partnership with parents and carers by providing clearer, more meaningful information about learning and achievement. This has contributed to increased trust, shared understanding and a stronger sense of involvement in children's learning journeys.

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

Pupil Equity Funding has been used effectively to target identified literacy gaps for pupils at risk of underachievement. Funding was primarily allocated to targeted PSA support, evidence-based reading and phonological interventions, and appropriate resources to support pupils with additional support needs, including dyslexia. Interventions were carefully matched to individual need and monitored through a robust range of assessment evidence.

Literacy Attainment

100% of targeted pupils made measurable progress in reading and early literacy.

All pupils supported through PEF interventions are now within or above national normative ranges in standardised assessments (SOFA, YARC, SNSA).

Teacher judgement confirms that all targeted pupils are achieving expected Curriculum for Excellence levels, with some exceeding expectations.

Impact evidence includes:

- ✓ Improved reading accuracy, fluency and comprehension
- ✓ Increased phonological awareness (rhyme, blending, segmentation)
- ✓ Improved confidence and engagement in literacy tasks
- ✓ Successful use of assistive strategies and tools for pupils with dyslexia, leading to stronger written outcomes even where test formats remain a challenge

Closing the Attainment Gap

PEF has reduced variability between targeted pupils and age-related expectations.

Pupils who previously required intensive intervention are now:

- ✓ Accessing core class learning more independently
- ✓ Demonstrating sustained progress over time rather than short-term gains

Targeted and Effective Use of Staffing

- ✓ PSA support (3.5 hrs/week) was central to impact:
- ✓ Delivered regular, structured interventions
- ✓ Allowed flexibility to respond quickly to pupil progress data
- ✓ Close collaboration between PSA and class teachers ensured consistency and reinforced learning across contexts.

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Use of Data to Drive Improvement

Progress and impact were tracked using:

- ✓ SOFA
- ✓ YARC (Early and Standard)
- ✓ Phonological Awareness Assessments
- ✓ SNSA
- ✓ Teacher professional judgement

This ensured interventions were:

- ✓ Well-targeted
- ✓ Adjusted promptly where required
- ✓ Clearly linked to improved outcomes

Pupil Equity Funding has had a significant and measurable impact on closing literacy gaps for targeted pupils. Through carefully planned PSA-led interventions, evidence-based programmes and appropriate resources, all pupils in receipt of PEF support have made sustained progress and are now achieving within or above expected levels for their age and stage. The use of robust assessment data ensured interventions were tightly focused and responsive, resulting in improved reading attainment, increased learner confidence and greater equity of outcome across the school.

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Wider achievements

Coileanaidhean nas fharsainghe

Our pupils have gained significantly from the wide range of enriching opportunities provided by the East Sutherland Schools Sports Association (ESSSA) and our Active Schools Coordinator. Through participation in competitions, training sessions and festivals, pupils have built positive friendships and strong relationships with peers across the cluster and associated schools. These experiences promote health and wellbeing, encourage active participation in sport, and support smoother transitions as pupils move on to Golspie High School. As a result, pupils demonstrate increased confidence when faced with new and unfamiliar situations.

Sports Opportunities:

- ✓ Cross Country
- ✓ Swimming
- ✓ Scottish Dancing
- ✓ Football
- ✓ Basketball
- ✓ Badminton
- ✓ Bench Ball
- ✓ Rugby

We are fortunate to have dedicated volunteers who play a crucial role in enhancing pupils' self-esteem, fostering a growth mindset, and building confidence in various situations. Their involvement has strengthened students' social skills and connections within the local community, contributing to their personal development, independence, and confidence. With support from our Active Schools Coordinator and Lairg Learning Centre, we have also reinforced community and family links. These connections have enabled us to offer a diverse range of extracurricular clubs across the cluster, including:

Extracurricular Clubs:

- ✓ Football
- ✓ Scottish Dancing

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- ✓ Fishing
- ✓ Badminton
- ✓ Fitness
- ✓ Basketball
- ✓ Rugby
- ✓ Curling
- ✓ Outdoor Learning
- ✓ Yoga
- ✓ Tennis
- ✓ Lunch Time Games
- ✓ Bench Ball

Special Initiatives & Community Engagement

- ✓ For Remembrance Day, pupils collaborated with Colin Gilmour, representing the local Church of Scotland, to create a meaningful tribute. Each child painted small, flat stones adorned with images of poppies and other remembrance symbols. These were placed on the Rosehall Memorial ahead of Remembrance Sunday. Additionally, students visited the church, where they explored historical displays and learned about the lives commemorated on the Rosehall war memorial.

STEM & Experiential Learning

- ✓ Students have engaged in innovative learning experiences at the Newton Room in Dingwall, focusing on Science, Technology, Engineering, and Mathematics (STEM). The Newton Modules provide curriculum-based, practical learning opportunities, benefiting both pupils and educators. One notable module introduced pupils to healthcare professions, allowing them to assume roles within the sector and participate in hands-on research, medical testing methods, and real-world applications.
- ✓ Another highlight was the Generation Science workshop, *Electric Explorers*, *Electric Explorers* is an interactive workshop that explores electricity; what it is and how it is produced. The class go on a journey as Electric Scientists to discover how we can produce electricity from the movement of our bodies.
- ✓ Learning Lab – with visit from Glasgow Science Centre. This fully funded access to Learning Lab included a day visit to our school

Community Library

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To enhance our literacy connections within the community we continue to build positive relationships with Lairg public library through focused learning visits with the staff. This has included broadening our exposure to literary collections; analysing and evaluating recording systems and developing the young workforce through hands on experience of workplace routines for a librarian.

In addition, Rosehall provides access to extensive outdoor learning experiences. These sessions foster hands-on engagement with nature through activities such as:

Relief Wildlife Ranger:

In association with ESSSA and the wildlife ranger service we are collaborating on a programme of learning workshops within our local environment. Focused workshops are taking place at Raven's Rock around sustainability within the environment; flora and fauna; ecosystems – their connections and vulnerability; tree species and human roles in conservation.

Family Library/ Community Library

We have applied our learning from our community library partnership to develop our own school family and extended community library in Rosehall which runs once a month from 3pm – 5pm.

It opens to all ages and stages of life. Although we are in the initial stages the feedback has been very positive and is supported by our community.

Outdoor Learning

- ✓ Fire Pit Building
- ✓ Mud Kitchen Exploration
- ✓ Insect Hotels
- ✓ Pond Creation
- ✓ Den Building
- ✓ Animal Tracking
- ✓ Water Sampling & Filtering
- ✓ Woodwork Projects
- ✓ Fire Warden Training
- ✓ Decoy Wasp Nest Creation

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Music & Cultural Enrichment

Kodály and Fèis remain integral components of our curriculum. The Kodály approach offers a social and cultural experience in music education, nurturing creativity and collaboration in early learners (Nursery, P1, P2, and P4). The Fèis program provides pupils from P1 to P7 with opportunities to engage in traditional music and Gaelic learning, fostering talent development while ensuring a fun, engaging experience.

Enterprise & Leadership

Through funding from Tesco's Stronger Starts scheme, pupils established a Healthy Snack Shop, which operates daily during break time. This initiative teaches students valuable lessons in budgeting, financial literacy, and healthy eating habits, using a student-managed currency system.

Students also actively participate in various competitions, including the Lairg Crofter's Show Industrial Tent categories (baking, art, and crafts) and the Kyle Chronicle art competition, celebrating its fifth anniversary. Additionally, pupils organised community cafés as well as school tuck shop. They planned, shopped, and prepared all food, strengthening school-community relationships and fostering collaborative learning.

School Recognition & Awards

Rosehall is actively progressing towards achieving Gold Status in the Sports Scotland Award. This national initiative empowers young people to lead decision-making, planning, and execution of extracurricular sports programs while encouraging self-reflection and continuous improvement within school sports. All pupils are members of working groups, providing them with a platform to voice opinions and contribute to decision-making. These groups align with our Rights Respecting School agenda, reinforcing inclusive leadership:

ECO Committee: Oversees environmental initiatives, from composting to squirrel feeding.

Pupil Council: Ensures student voices are heard on school-related matters.

Junior Road Safety Officers (JRSO): Promote road safety awareness through creative competitions.

Digital Leaders: Work in partnership with Lairg Learning Centre to enhance online safety knowledge.

Sports Leaders: Organize events such as Sports Relief Curling sessions and Sports Day.

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Collaborative Learning & School Partnerships

We frequently collaborate with our cluster school, Lairg, to celebrate national events such as World Book Day, Comic Relief/Sports Relief, and Children in Need. These celebrations involve themed activities, dressing up, and cross-group interactions. We visit other small schools such as Bonar Bridge or Rogart to team up for sports events.

A recent donation allowed us to provide swimming lessons at the local pool in Golspie. Over six sessions, pupils gained confidence in the water, with older students now proficient swimmers and younger children looking forward to their future lessons.

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Comments from learners, families, stakeholders and staff

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

Learners

Feedback from the children's survey at Rosehall Primary School is very positive and reflects a strong sense of wellbeing, safety and enjoyment in learning. All Rosehall pupils (100%) said they feel safe at school, know an adult they can talk to if they are worried, and feel treated with respect by staff. 100% also reported that they are encouraged to do their best and are happy with the quality of teaching. Most pupils said they enjoy learning at school and feel their work is challenging enough, with responses mainly recorded as "all of the time" or "some of the time." Children also reported regular opportunities for exercise and participation in activities beyond the classroom. Overall, the survey shows that Rosehall pupils feel supported, listened to and happy in school, within a caring and respectful learning environment.

Stakeholders

Partners working with Rosehall Primary School report very positive experiences of partnership working. Responses highlight strong, long-standing relationships built on clear communication, shared understanding and mutual respect. Partners feel well informed about safeguarding procedures and the needs of children and families, and they strongly agree that Rosehall values their contribution and keeps them updated about changes that may affect their work. There is strong confidence in the school's joint planning and delivery of provision, with partners describing the school as welcoming, inclusive and committed to working collaboratively to improve outcomes for children and young people.

Families

Parents of children at Rosehall Primary School express very positive views about the school and their children's experiences. Feedback shows that parents feel their children are happy, safe and well supported, with staff described as nurturing, respectful and knowing each child as an individual. Parents value the high quality of teaching, the strong leadership of the school and the supportive, inclusive ethos that helps children to feel confident and make good progress. Communication is viewed positively, with parents feeling comfortable approaching the school and appreciating regular information about learning and development. Many highlight the school's small, rural setting as a key strength, creating a strong sense of community where children feel secure, valued and encouraged to enjoy learning.

Support

Feedback from the support staff survey (2025) at Rosehall Primary School is largely positive and reflects a strong, respectful staff culture. Support staff report high levels of job satisfaction, with ratings of 4 or 5 out of 5 for finding their role rewarding and feeling valued as part of the school community. Understanding of safeguarding is a clear strength, with all respondents rating this at the highest level (5/5). Staff also gave consistently high scores (4–5/5) for fairness and respect towards children, respectful relationships among colleagues, and the school's vision and values underpinning daily practice. Leadership and management are viewed positively, with ratings mainly at 4 or 5, and collaborative working and communication across the school are identified as effective. While experiences of professional learning and inter-school collaboration vary slightly, overall responses show that support staff feel supported in their roles and contribute positively to a well-led, inclusive and respectful school environment.

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Teachers

Feedback from teachers at Rosehall Primary School is extremely positive and demonstrates very high levels of professional satisfaction and confidence in school practice. Both Rosehall respondents rated nearly all statements at 5 out of 5, including finding their role rewarding, feeling valued within the school community, and feeling well supported to undertake their role. 100% of Rosehall teachers scored safeguarding, the school's vision and values, fairness and respect for children, and effective leadership and management at the highest level (5/5). Teachers also rated highly the quality of learning and teaching, with scores of 5/5 for children being engaged in learning, receiving regular feedback, and being provided with learning experiences that meet their needs. Professional learning, self-evaluation, collaborative working and use of data to reduce inequalities were also rated very strongly. Qualitative comments further highlight Rosehall's progressive approach to learning and teaching, strong leadership, and welcoming, well-run school environment, with staff describing the school as a positive and supportive place to work.

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:

	PRIMARY
QI 1.3 Leadership of change	Very good
QI 2.3 Learning, teaching and assessment	Very good
QI 3.1 Wellbeing, equality and inclusion	Very good
QI 3.2 Raising attainment and achievement/Securing children's progress	Very good
Other QIs reviewed	

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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

SIP 1- Pupil Voice

SIP 2- Reading for Enjoyment, Reading Schools

Planning ahead

A' planadh air adhart

Full details of the school's 2025/26 improvement priorities and actions are detailed on the school improvement plan, which can be accessed by contacting the school office.

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