



STANDARDS AND QUALITY REPORT 2025-26

AITHISG INBHEAN IS CÀILEACHD

ST BRIDE'S 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%

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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
88.6%

Average Class Size
18

Meeting PE Target
Target Met

Pupil Numbers (inc nursery)
38 (8 nursery)

Teacher Numbers
3

Pupil Teacher Ratio
12.9

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

Reading

Most

Writing

Majority

**Listening and
talking**

Most

Numeracy

Most

We have had no exclusions this year.

St Bride's Primary is located in a rural setting, serving the local community of North Ballachulish, Onich, Bunree and Callart. We are located in South Lochaber covering an area from Loch Leven to Corran on Loch Linnhe.

There are 30 children attending the school and 8 children in nursery, ranging from N3 - P7. The children are taught in two multi-composite classes. There are 8 children attending the nursery.

The headteacher has overall leadership responsibility for St Bride's Primary School and Glencoe 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.

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Overall, attainment across the school in literacy and English and numeracy and mathematics is good. Children achieve appropriate CfE levels in literacy and numeracy and, across the school, a few children are exceeding nationally expected levels. Almost all children who face barriers to learning are making good progress towards meeting their individual targets.

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.

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

In St Bride's Primary School, we ensure that all children develop the attributes, knowledge and skills they need to thrive in life, learning and work. They will be able to demonstrate the four capacities (successful learners, confident individuals, effective contributors and responsible citizens) through the four contexts for learning (curriculum areas and subjects, interdisciplinary learning, ethos and life of the school and opportunities for personal achievement) and in a curriculum which reflects the seven principles of design (breadth, progression, depth, personalisation and choice, challenge and enjoyment, coherence and relevance). Our values are based around being safe, ready and respectful and we aim to work, learn and grow together. The vision, values and aims are currently under review and will be updated following consultation with children, families, staff and the community.

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: Revise Vision, Values & Aims and Curriculum Rationale		
School Improvement Plan Priority 1		
Summary of progress	Next steps	Stakeholder Views
Limited progress was made in this area during Session 2025–26. Following the transition from a quad cluster to a dual cluster, it was agreed that the review of the Vision, Values and Aims should be postponed to ensure the process accurately reflects the identity and priorities of the newly formed school community. While the planned refresh was not undertaken, this period of change provided an opportunity to reflect on existing practice and consider how a shared vision can support future school improvement and curriculum development. As a result, there is a clear commitment to undertake meaningful consultation with pupils, staff, parents and the wider community during Session 2026–27 to develop a refreshed Vision, Values and Aims and associated Curriculum Rationale that reflects the needs and aspirations of all stakeholders.	- Consult with pupils, staff, parents and partners to co-create refreshed Vision, Values and Aims. - Review and update the Curriculum Rationale using the Northern Alliance Curriculum Rationale Toolkit. - Develop staff understanding of the Curriculum Improvement Cycle to support curriculum design and self-evaluation. - Ensure the refreshed Vision, Values and Aims are embedded across all aspects of school life,	

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	learning and school improvement. Strengthen family engagement through consultation activities and open afternoon events.	
Impact		
While the planned review was not completed during Session 2025–26, the transition to a dual cluster provided an opportunity to reflect on the identity and aspirations of the newly formed school community. This has created a stronger foundation for meaningful consultation and engagement with pupils, staff, parents and partners. As a result, the school is well placed to develop a refreshed Vision, Values and Aims and Curriculum Rationale that accurately reflects the needs and priorities of the school community moving forward.		

School Priority 2: Continue to develop pupils' social and emotional wellbeing curriculum		
School Improvement Plan Priority 2		
Summary of progress	Next steps	Stakeholder Views
Good progress was made in developing pupils' social and emotional wellbeing across the school. Staff took part in professional dialogue relating to wellbeing and emotional regulation, which helped to increase confidence and consistency in supporting pupils' wellbeing needs. Wellbeing questionnaires were used to identify strengths and areas for targeted intervention, ensuring support was responsive to the needs of learners. Learner voice activities and assemblies provided opportunities for children and young people to share their views on wellbeing and support, helping to inform school improvement. These actions contributed to the National Improvement Framework priority of improving children and young people's health and wellbeing and Highland Council's priority of ensuring wellbeing, equality and inclusion. Learner voice opportunities ensured that children felt listened to and valued, contributing to a positive, inclusive and nurturing school environment.	- Begin to embed Zones of Regulation and ensure consistency across all stages. - Expand opportunities for pupil leadership across the school. - Further develop targeted wellbeing interventions for pupils experiencing change or adversity. - Use PASS and Boxall data to monitor progress and inform planning. - Explore the Rights Respecting Schools Award programme as a framework for strengthening pupil voice, participation and wellbeing.	- Members of the P7 Committee reported that they enjoy having opportunities to share their views and feel that their opinions are listened to by staff. - Pupils stated that they feel happy and safe at school. - Pupils reported that they know who to talk to if they have a worry or concern and feel comfortable approaching staff for support.
Impact		

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Pupil questionnaires provided valuable information about learners' experiences, enabling staff to identify needs early and provide more targeted support. Positive relationships across the school community were strengthened, contributing to a nurturing, inclusive and supportive learning environment.

School Priority 3: Improve attainment in Literacy		
School Improvement Plan Priority 3		
Summary of progress and impact	Next steps	Stakeholder Views
Some progress was made in improving attainment in literacy, with a particular focus on writing. Staff maintained a focus on writing through classroom learning and teaching activities and ongoing discussions about pupil progress. Opportunities for pupils to reflect on their writing and discuss areas for improvement were incorporated into learning conversations. Staff continued to monitor attainment and progress in writing through assessment, tracking and professional dialogue. These actions contributed to the National Improvement Framework priority of improving attainment in literacy and Highland Council's priority of raising attainment and achievement through improvements in learning, teaching and assessment.	• Visit classrooms and settings that have successfully implemented the National Improving Writing Programme to observe effective practice. • Introduce pupil-friendly writing rubrics to support learners' understanding of success criteria and next steps in learning. • Support pupils to use rubrics consistently to self-assess, peer assess and discuss their progress in writing. • Develop a whole-school approach to feedback and marking in writing to ensure consistency of expectations across all stages. • Introduce a Literacy for All tracker for all P1–P3 pupils to support early identification of needs and monitor progress over time. • Engage in regular moderation of writing across the school to develop a shared understanding of standards and improve the consistency of teacher professional judgement.	
Impact		
Assessment and tracking information provided a clearer picture of attainment in writing and informed next steps for learning and teaching. Learners were supported to reflect on their work and engage in discussions about how to improve their writing. The continued focus on writing has helped maintain progress and identified clear priorities for further improvement.		

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

The school does not receive an allocation of Pupil Equity Funding.

Wider achievements

Coileanaidhean nas fharsainghe

Children develop the four capacities through opportunities to be involved in a range of activities. These include swimming, music tuition, cross country running, climbing, athletics, skiing, canoeing, paddleboarding and archery. Children compete at shinty, rugby and inter-school sports. Pupils perform for parents and community at our annual Christmas Show.

Comments from learners, families, stakeholders and staff

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

"I really like the STEM activities we do in class" P5 Pupil

"We do lots of things outside and it is fun when we go to the Bay" P2 Pupil

"I like it when the whole school gets to play together" P4 Pupil

Pupils have said that they are proud of their school and enjoy positive relationships and opportunities to have their voices heard. Parents commented positively on the caring and supportive ethos of the school. Parent feedback highlights literacy and numeracy attainment, health and wellbeing, and parental engagement as key priorities for School Improvement. These views have been carefully considered and have helped shape the school's improvement priorities for the coming session.

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	Good
QI 2.3 Learning, teaching and assessment	Good	Good
QI 3.1 Wellbeing, equality and inclusion	Good	Good
QI 3.2 Raising attainment and achievement/Securing children's progress	Good	Good

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Other QIs reviewed

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

1. Revise Vision, Values & Aims and Curriculum Rationale
2. Developing a Consistent Whole-School Approach to Dyslexia Identification and Support
3. Circle Framework

Planning ahead

A' planadh air adhart

Full details of the school's 2025/26 improvement priorities and actions are detailed on the school improvement plan, which can be accessed on our website <https://blogs.glowscotland.org.uk/hi/stbridesprimary/> or by contacting the school office.