



STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2024-2025

Bun-sgoil Ulapuil
Ullapool Primary School



Còir | Cruthachail | Coimhearsnachd | Àrd-amasach | Gnìomhnach
Caring | Creative | Community | Ambition | Action

Introduction: Local and National Context

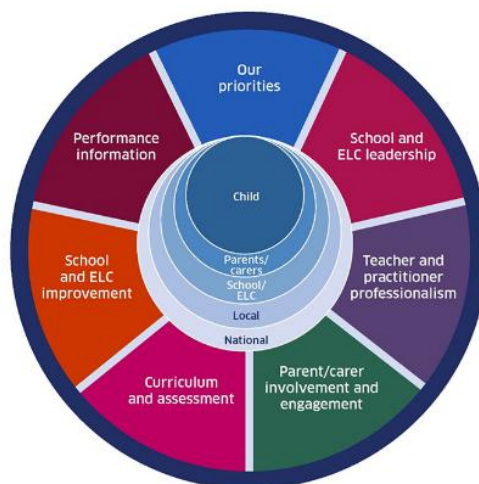
Ro-ràdh: Co-theacsa Ionadail agus Nàiseanta

This Standards and Quality Report is influenced by both Highland and national priorities. These can be summarised as follows:

Highland Priorities



National Improvement Framework Priorities



Entitlement, Excellence & Equity:

We will raise attainment and achievement for all, especially for children and young people from disadvantaged circumstances, including rural deprivation. We will focus relentlessly on improving standards and the quality of learning and teaching, to ensure that entitlement, equity and excellence are delivered across the system.

Empowerment & Leadership:

We will develop leadership skills at all levels of the system, for now and the future, building a culture of empowerment and professional capital.

Relationships:

We will maximise health and wellbeing for all children and young people, to give them the best possible start in life. We will ensure every child and young person feels part of the community they live in.

Opportunity:

We will maximise opportunities for our children and young people, and for the wider Highland community and its visitors, through the provision of high-quality services.

The key priorities outlined in the National Improvement Framework are:

- Placing the **human rights and needs of every child** and young person at the centre of education
- Improvement in children and young people's **health and wellbeing**
- **Closing the attainment gap** between the most and least disadvantaged children and young people
- Improvement in skills and **sustained, positive school-leaver destinations** for all young people
- **Improvement in attainment**, particularly in literacy and numeracy.

Self-evaluation

To support self-evaluation, quality indicators from the national evaluative framework *How Good Is Our School?*⁴ are referenced.

Links to these sources (and others referenced) can be found here:

[National Improvement Framework Improvement Plan](#)
[HGIOS? 4](#) and [HGIOELC](#)
[Health and Social Care Standards](#)
[National Gaelic Language Plan](#)

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%

We are pleased to present our Standards and Quality Report for Session 2024-25. This report provides important information regarding our school's progress to date and our next steps in school improvement.

Self-evaluation for self-improvement is at the heart of what we do. We continue to develop our practice in making robust use of evidence as a basis for judgements regarding the impact of our work on our learners. All staff understand that self-evaluation is an integral aspect of our approach to continuous improvement through addressing the 3 key questions:

- How well are we doing?
- How do we know?
- What are we going to do now?

Throughout the year we continuously evaluate what we do and how it makes a difference to our learners. We want to know what is working well for our school community and what needs further improvement. We inform decision making and actions through a continuous process of looking inwards, outwards and forwards.

Looking inwards - starts with those working with our children and young people

We focus on the impact on outcomes for learners. Our self-evaluation processes triangulate information, data, people's views and observation of practice to measure impact and inform planning for improvement.

Looking outwards - learning from others

Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

Looking forwards - creating a vision and planning for implementation

Through leadership at all levels, we anticipate challenges and explore creative solutions. This helps us to create an aspirational vision for our school which shapes our actions and provides a focus for improvement.

Our children and young people are actively consulted and involved in this process. We also give staff, parents/carers, and other partners the opportunity to participate in discussions and activities to shape our improvement journey.

When we develop our improvement plan, we use key questions at scheduled review times throughout the session to know how well we are progressing towards achieving these positive outcomes and changes.



Together we are working hard to ensure the Highlands is the best place for children and young people to grow up safely, learn, develop and achieve.

With positive experiences, our children and young people will always see the Highlands as home.

Le eòlasan deimhinneach, bidh ar cloinn is ar n-òigridh daonnan a' faicinn na Gàidhealtachd mar dhachaigh.

Ashley Bartlett
Acting Head Teacher
Ullapool Primary School

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
92.65%

Average Class Size
17.0

Meeting PE Target
Target Met

Pupil Numbers (inc nursery)
119 (+41 nursery)

Teacher Numbers
7.9

Pupil Teacher Ratio
17:1

N3
15%

N4
8.75%

P1
6.88%

P2
13.13%

P3
10%

P4
8.13%

P5
12.5%

P6
10%

P7
13.75%

SIMD Q1¹
0%

SIMD Q2
0%

SIMD Q2
0%

SIMD Q3
0%

SIMD Q5
0%

Unknown
0%

ASN²
42.86%

No ASN
57.17%

FSM³
2.5%

No FSM
97.5%

EAL⁴
10%

No EAL
90%

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

Reading

Most

Writing

Most

Listening and talking

Almost all

Numeracy

Most

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

Gaelic reading

Most

Gaelic writing

Majority

Gaelic listening and talking

Most

We have had no exclusions this year.

¹ SIMD – The Scottish Index of Multiple Deprivation (SIMD) is a relative measure of deprivation.

² ASN – Additional Support Needs

³ FSM – Free school meal entitlement

⁴ EAL – English as an additional language

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

Our Vision

Ullapool Primary School aspires to be an ambitious, creative community. We are environmentally and socially conscious. We promote confidence and kindness.

Our Aims

- Working in strong partnership with our parents, outside agencies and our local community to ensure sustainability is at the heart of everything we do.
- Promote a happy, safe and nurturing environment which meets the needs of our learners.
- Strive to create a climate of Gaelic culture and language for all.
- Develop social, emotional and personal skills to help nurture care and resilience.
- Foster creativity and develop critical thinkers who can confidently apply skills and overcome challenges.

Our Values

We are caring Tha sinn còir	We care about the people around us as well as our environment, locally and globally We support each other and look after each other We are friendly to everyone and friends with those we want to We make each other smile and are kind
We are creative Tha sinn cruthachail	We celebrate and value difference in each person We celebrate achievements We make links in our learning and are curious about the world [beyond our immediate experience] We seek inspiration from the best
We join in with <i>our</i> community Tha sinn nar pàirt den choimhearsnachd	We work with and learn with members of our community and use our local area. We learn in Gaelic, and about the culture and heritage of the Highlands and Scotland We are part of a wide, diverse group of people, of diverse heritages and languages We belong to a local, national and global community Learning is based on real life situations
We have ambition Tha àrd-amasan againn	We always try to do our best We are determined to do well and to help everyone flourish We strive to overcome challenges Our learning enables to participate as citizens We motivate and are motivated
We take action Tha sinn gnìomhnach	We take responsibility for our learning, our behaviour, and our community / school We contribute to actions locally, nationally, and globally We try and make our school, our locality, and the world a better place by what we say and do We become increasingly independent and responsible.

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:

Whole school focus on learning & teaching

Purpose:

To ensure a consistent approach to learning and teaching strategies across the school

Progress:

- ✓ New medium term planning documents introduced for literacy and numeracy
- ✓ Class teachers attended Stephen Graham writing programme training and implemented approaches in class
- ✓ Numeracy diagnostic assessments introduced
- ✓ Planning for High Quality Assessments strengthened
- ✓ Class attainment trackers introduced and tracking and attainment meetings scheduled with HT to analyse pupil progress and plan interventions required
- ✓ ASN tracker created to provide an overview of needs across classes and the whole school

Impact:

- ✓ Class teachers are beginning to become more confident in making a judgement about pupils' progress and attainment
- ✓ Interventions are incorporated into class planning
- ✓ Class teachers are beginning to incorporate ASN targets into class planning
- ✓ Class teachers are becoming more confident in using attainment data to track and plan for pupil progress
- ✓ Satisfactory progress was made in this area

Next steps:

- ✓ More time is needed to embed these new approaches for all staff to develop confidence in planning for individual needs and making a robust judgement around achievement of a level

School Priority:

Further strengthen Gaelic ethos across whole school and beyond

Purpose:

To ensure Gaelic is an integral part of the life of the school and beyond

Progress:

- ✓ More Gaelic is used at assemblies
- ✓ EM classes use Gaelic during daily gathering to discuss weather, days of the week etc
- ✓ Some classes have incorporated Gaelic into learning displays
- ✓ Drama, music and art specialists have visited the school to deliver lessons in Gaelic

Impact:

- ✓ More children are able to use and understand basic Gaelic words and phrases
- ✓ Some children have a better understanding of the importance of Gaelic within our school
- ✓ Children have benefitted from wider experiences through the medium of Gaelic
- ✓ Satisfactory progress was made in this area

Next steps:

- ✓ Continue with focus on ensuring Gaelic ethos is strengthened across the school and evaluate this work for formally

Purpose:

To ensure children develop skills in understanding and managing their health and wellbeing

Progress:

- ✓ Due to changes in leadership, and staffing constraints, many of the actions planned in this area were unable to be carried out
- ✓ Focus was diverted to understanding and supporting neurodiverse behaviours
- ✓ Training was delivered on understanding neurodiverse behaviours and how to use relational approaches in dealing with such behaviours

Impact:

- ✓ Senior pupils gained skills in leading learning through the introduction of lunchtime clubs
- ✓ Staff developed knowledge and understanding of using a relational approach to support neurodiverse behaviours within the school
- ✓ Satisfactory progress was made in this area.

Next steps:

- ✓ Resume focus on supporting children to understand and manage their health and wellbeing and incorporate the creation of a relationships and behaviour policy into this work

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

This year's Pupil Equity Funding was used to target pupils' phonological awareness skills and gaps in spelling and reading skills.

Children in the phonological awareness target group were initially screened and areas for improvement identified. Subsequent input focussed on targeted interventions to develop skills not yet achieved. Children were reassessed at various points throughout the year. All children in the target groups raised their scores by between 4 and 8 places following the targeted interventions, with 50% of the group achieving full marks.

Literacy for All interventions were used to support children in the target group to develop key skills in spelling and reading. Daily practice was introduced in class and at home and pupils were tested each week, determining the rate at which they could move on in the programme. All children in the target groups improved their spelling and/or reading in weekly tests and in class work.

Wider achievements

Coileanaidhean nas fharsainghe

Over the course of the year pupils at Ullapool Primary have had opportunities to experience a variety of sporting, cultural, entrepreneurial and STEM based learning.

- Class enterprise and fundraising projects
- STEM workshops at the Newton Rooms
- Successful establishment of a well-attended breakfast club for all pupils
- 2nd, 3rd and 4th placings at the Ross-shire Primary Schools Swim Gala
- 1st and 2nd places in the MyGeoparkStory writing competition
- Creation of an interactive Gaelic nature trail sound map in collaboration with the Wester Ross Biosphere
- Pupil successes at the Ross-shire Primary Schools Cross Country event
- Pupil successes North West Schools Cross Country event
- Raising over £7000 in the Skyward Challenge for Scotland's Charity Air Ambulance

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- 1st and 19th place at the Highland Sumdog maths competition
- 1st, 2nd and 3rd placings for many pupils at the Inverness Local Mòd – including high marks for Gaelic
- Pupil success in being awarded the Bliadhna na Gàidhlig shield for receiving the highest aggregate points in the Gàidhlig learners' section at the Inverness Local Mòd
- Annual talent show showcasing pupils' creativity and confidence
- Drama workshops
- Fèis Rois workshops
- ASG P7 residential to Fairburn



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Comments from learners, families, stakeholders and staff

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

Learners

- "I am most proud of doing my work."
- "I am proud of being in the Mòd."
- "I like learning maths and being with my friends."
- "I am good at story writing."
- "I like playtime. There is nothing that I don't like."
- "I like playing, doing my work and helping people."

Families

- "Very happy with the school moving forward."
- "My child is well cared for and educated in an inclusive and adaptable way."
- "We are very happy with our children's schooling."
- "My child is happy and content."
- "The teachers and staff are very approachable and easy to talk to."
- "Thank you to all the staff for their hard work and dedication."
- "We are very happy with the care and service that Ullapool Primary provides."
- "The school has gone above and beyond to help my child with their issues."
- "My child is understood."

Stakeholders

- "We really appreciate your kindness and hospitality. Thank you again for being so welcoming!"
- "Thank you very much for your support over the 2024/2025 academic year! We've had some great moments over the school year and that comes from your support!"
- "It is a pleasure coming to work with the children and support their learning."
- "The children are always welcome to come and visit us and take part in our workshops."
- "It is fantastic to see the children out in the community, and we would love to see more of them."

Staff

Staff survey to be issued in term 1 of 2025/2026.

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	Good	Satisfactory

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

Next session, we will continue to focus on raising attainment in literacy and numeracy. We will build on the work already undertaken in raising the profile of Gaelic across the school and community. School values will be revisited and embedded in the daily life of the school. Our values will help us to develop a whole school behaviour and relationships policy, and we will link this to our work in ensuring children's rights are at the heart of everything we do.

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://ullapoolprimary.wordpress.com/> or by contacting the school office. The improvement plan will be available from September 2025.