



STANDARDS AND QUALITY REPORT 2025-26

AITHISG INBHEAN IS CÀILEACHD

Bun-sgoil Ulapuil

Ullapool 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%

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

School Profile

Pròifil na Sgoile

The following information can be found on [Parentzone Scotland](https://parentzone.scot.nhs.uk/). 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
90.74%

Average Class Size
16

Meeting PE Target
Target Met

Pupil Numbers (inc nursery)
112 (+ 41 nursery)

Teacher Numbers
9

Pupil Teacher Ratio
12.4

N3 XX%	N4 XX%	P1 92.5%	P2 90.3%	P3 90.3%	P4 92.8%	P5 93.6%	P6 85.2%	P7 92.3%
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SIMD Q0¹ 0.89%	SIMD Q1 0%	SIMD Q2 3.57%	SIMD Q3 25.89%	SIMD Q4 69.64%	Unknown XX%
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ASN² 43%	No ASN 57%	FSM³ 11%	No FSM 89%	EAL⁴ 91%	No EAL XX%
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2025/26 Proportions of pupils achieving Curriculum for Excellence Levels (P1, P4, P7 combined):

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

Reading	Writing	Listening and talking	Numeracy
Majority	Majority	Most	Majority

Gaelic Medium 2025/26 Proportions of pupils achieving Curriculum for Excellence Levels (C1, P4, P7 combined):

Gaelic reading	Gaelic writing	Gaelic listening and talking
Less than half	Less than half	Majority

We have had no exclusions this year.

Ullapool Primary School is located in a rural, coastal setting, serving the local community of Ullapool and the surrounding area. The school provides a warm, inclusive environment where children are known as individuals and supported to achieve their best. Strong relationships with families, local partners and the wider community enrich learning and ensure pupils benefit from a broad, engaging curriculum delivered through both English and Gaelic Medium education. Our committed staff team works collaboratively to promote high-quality learning, wellbeing and equity for all learners.

There are 112 children attending the school and 41 children in nursery, ranging from N3 - P7. There are three GM classes and this year there was an additionality of a probationer teacher, which meant there were four EM classes. There are two separate nurseries for 2- to 5-year-olds; an English Medium and a Gaelic Medium.

The headteacher has overall leadership responsibility for Ullapool Primary School and the ELC and has a teaching commitment of 0.5 FTE.

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

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

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 1: Strengthen approaches to high quality learning, teaching and assessment		
School Improvement Plan Priority 1		
Summary of progress	Next steps	Stakeholder Views
High expectations: Staff maintain high expectations for all children, fostering a positive learning ethos. Planning Tools: New medium-term planners (Termly Overviews) were successfully introduced in January 2026, improving curricular coverage. Teachers use Highland Numeracy (HNP) and Highland Literacy (HLP) frameworks to track progress. Curriculum Embedding: The Stephen Graham writing approach and Wraparound Spelling are becoming standard practice. Digital Integration: Assistive tools like <i>Read and Write</i> are used in the majority of classes to support literacy difficulties.	- Refine the school's writing progression to ensure cohesive and engaging lessons across all stages. - Develop a comprehensive numeracy progression incorporating <i>Number Sprinkles</i> and Benchmarks. - Develop a comprehensive literacy progression	- Almost all parents feel their child is happy, safe, and well-supported in their learning. - Most parents feel well-informed about their child's progress

• Assessment: Termly High Quality Assessments (HQAs) are used to track progress and identify individual needs	incorporating Benchmarks and Advice on Gaelic Education. • Ensure differentiation is consistently embedded to match learning experiences to all pupils' need • Implement new P1-P7 trackers in August 2026 to enable earlier identification of attainment gaps	
Impact		
• Engagement: Almost all children display positive behaviour and high levels of engagement. • Skill Transfer: HQAs allow children to transfer prior knowledge and develop skills for life. • Staff Confidence: Increased teacher confidence in making professional judgements on pupil progress through shared planning tools. • Inclusion: Children with ASN are supported with care and nurture, learning at their own pace with digital tools		

School Priority 2: Embed a strong Gaelic ethos across the whole school and community		
School Improvement Plan Priority 2		
Summary of progress	Next steps	Stakeholder Views
• Ethos: A very positive ethos has been developed regarding the promotion of Gaelic language in both EM and GM classes. • Visibility: Gaelic is increasingly embedded into daily learning in EM classes and is visible in all wall displays. • Cultural Engagement: Pupils participate in activities such as Fèis Rois, YMI, the Inverness Mod, and Cuach na Cloinne	• Develop a Gàidhlig immersion policy and language framework for both EM and GM classes. • Establish a 'language leaders' pupil group to support Gaelic learning during assemblies.	• Staff, pupils, and parents describe the school as one that values and promotes a strong Gaelic identity.

	- Continue developing family learning opportunities and establish a local <i>Comann nam Pàrant</i> group. - Strengthen quality assurance by working in partnership with other Gaelic Medium schools	Community partners report stronger collaboration on Gaelic initiatives
Impact		
Values Awareness: The majority of children can now talk about the school values (<i>Caring, Creative, Community, Ambition, Action</i>) in class. Proficiency: Visibility and use of Gaelic in the school environment (signage, displays, communications) have increased. Identity: Pupils and staff show a deeper appreciation of Gaelic heritage and culture		

School Priority 3: Develop approaches to strengthening staff and pupil health and wellbeing, through an increase in leadership opportunities and pupil voice		
School Improvement Plan Priority 2		
Summary of progress and impact	Next steps	Stakeholder Views
Leadership: Pupil Council and Eco Committee have been reinstated. Teacher led Dance and Reading groups operate at some lunchtimes. Rights: The school is working towards the Bronze Rights Respecting Schools (RRS) award. Regular assemblies raise awareness of school values and children's rights. Wellbeing Language: The majority of children are aware of the SHANARRI Wellbeing	- Update the Curriculum Rationale through engagement with all stakeholders. - Review the Behaviour Policy with a focus on restorative and inclusive practices. - Prioritise child-led tracking so learners can recognise their own progress and next steps. - Expand pupil focus groups to ensure meaningful pupil voice in school improvement.	- Pupil voice feedback is gathered through surveys and focus groups. - Positive feedback has been received from parents/carers regarding wellbeing initiatives.

Indicators, providing a shared language for wellbeing. • Wider Experiences: A broad range of experiences, including the P7 residential to Lagganlia, helps build confidence	• Create a whole-school positive relationships policy	
Impact		
• Resilience: Children demonstrate confidence and resilience, and behaviour is good across the school. • Social Connection: The Breakfast Club provides a calm start to the day and promotes social connection. • Inclusion: Staff foster an inclusive ethos where children learn in a culture of mutual respect		

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

SCERTS Communication & Emotional Regulation (4 pupils)

Support focused on pupils with ASN relating to communication and emotional regulation. Although the SCERTS model was used with only two of the four identified pupils, both showed clear progress. One child is now *“using a variety of ways to communicate including an iPad”*, while the other is *“using more words and sentences when interacting with others.”* Emotional regulation has improved, with both pupils successfully using emotion cards and strategies, resulting in *“less physical outbursts.”* This intervention provided meaningful gains in communication confidence and self-regulation.

Toe by Toe / Literacy for All (13 pupils identified; 8 receiving intervention)

Targeted literacy interventions aimed to raise SOFA/NSA bands for pupils at risk of underachievement. Of the 13 pupils listed, 8 required and received intervention. One pupil completed Toe by Toe and progressed to Stareway, increasing by a full band. Two pupils undertaking Toe by Toe at home showed no improvement. Of the remaining pupils, “2 have gone up a band” and “3 have stayed the same.” Overall, the intervention supported steady progress for most pupils, with clear evidence of improved decoding and spelling accuracy for those engaging consistently.

Outdoor Learning for Emotional Regulation, Social Skills & Resilience (7 pupils)

This planned intervention did not take place due to the inability to source a PEF teacher. As a result, anticipated improvements in engagement, resilience and attendance could not be measured.

Wider achievements

Coileanaidhean nas fharsainghe

Children at Ullapool Primary School have access to a broad range of wider experiences that help them build confidence and recognise their personal achievements. These include extracurricular clubs led by teachers and Active Schools, offering activities such as shinty, dance, wall climbing, and craft. The school has strong participation in sporting and academic competitions, including the North West Schools swim gala, Highland cross-country events, and the Highland Maths competition. Community links are highly valued, with pupils engaging with local groups like the Ullapool Sea Savers and ‘Create’ Drama, while P7 pupils benefit from an annual residential trip to Lagganlia. Cultural achievements are showcased through events like Burns Night, where children perform on the chanter and fiddle, and individual successes—such as medals won outside of school—are celebrated during weekly assemblies and shared in the school newsletter. Furthermore, leadership skills are developed through the Pupil Council and Eco Group, where children take an active role in fundraising and school improvement.

Comments from learners, families, stakeholders and staff

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

Learner Voice

- 'I try my best at everything.'
- 'I've liked joining upper school clubs.'
- 'I like building Lego.'
- 'I am getting better at swimming.'
- 'I love the colouring on the front of my folder.'
- 'I Liked learning about the Romans.'
- 'Lagganlia was brilliant!'
- 'I enjoyed doing the Natural disasters project.'

Family Voice

Parents expressed strong appreciation for the school, highlighting how much their children enjoy attending, the positive relationships with teachers, and the wide range of enriching opportunities such as sports events, swimming galas, Isle Martin trips and participation in the Mod. Many families value the commitment of staff in providing engaging learning experiences and outdoor activities, and several noted improvements in communication, particularly through termly plans. Areas for development centred on a desire for more consistent and timely communication about learning, events and closures, as well as requests for enhanced art provision, continued Gaelic opportunities, and clearer support materials for Gaelic learning at home. A number of parents raised concerns about large class sizes, noise levels and the impact of reduced PSA staffing on pupil support, particularly within Gaelic Medium. Overall, parents remain highly supportive of the school, appreciative of staff efforts, and keen to work in partnership to help their children thrive.

Stakeholder Voice

Partners and visitors consistently express how much they value their time with Ullapool Primary, highlighting the kindness, hospitality and warm welcome they always receive. They speak positively about supporting children's learning, enjoying workshops, and seeing pupils engage confidently with activities both in school and out in the community. Many comment on the pleasure of working with the children and note how fantastic it is to see them taking part in wider experiences, with a shared hope to see even more of this in future. Overall, stakeholders feel appreciated, included and keen to continue their strong relationship with the school.

Staff

Staff surveys will begin in session 2026-2027.

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

- Improving writing attainment across all stages by enhancing the quality of teaching, learning and assessment of writing.

- Enhancing attainment through the implementation of a consistent school-wide tracking and monitoring framework, and school based literacy and numeracy overviews for planning.
- Enhancing Progress through Responsive Planning and Intentional Next Steps. (ELC Focus)
- Developing a shared understanding of assessment, moderation and the Curriculum Improvement Cycle. (ASG Priority)

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.