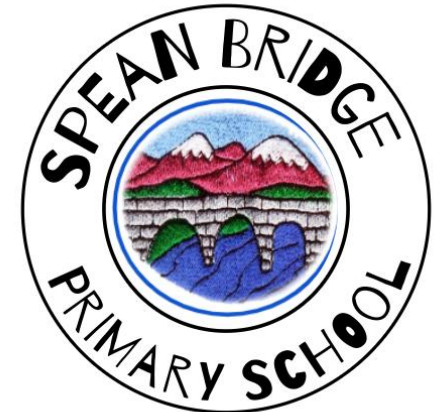




STANDARDS AND QUALITY REPORT 2025-26

AITHISG INBHEAN IS CÀILEACHD

SPEAN BRIDGE PRIMARY SCHOOL & 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 91.2%			Average Class Size 19.8			Meeting PE Target Target Met		
Pupil Numbers (inc nursery) 79 (+14 nursery)			Teacher Numbers 6			Pupil Teacher Ratio 14.1		
N3 XX%	N4 XX%	P1 11%	P2 18%	P3 9%	P4 14%	P5 18%	P6 15%	P7 15%
SIMD Q1 ¹ 0 - 10%			SIMD Q2 0 - 10%	SIMD Q3 40 - 50%	SIMD Q3 50 - 60%	SIMD Q5 0 - 10%	Unknown 0 - 10%	
ASN ² 30 - 40%	No ASN 60 - 70%	FSM ³ 10 - 20%	No FSM 80 - 90%	EAL ⁴ 0 - 10%	No EAL 90+%			

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

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

We have had no exclusions this year.

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

Our school vision is to enable every child to achieve their full potential, in an inclusive, caring environment;

- to be lifelong learners and develop skills for learning, life and work;
- to become responsible citizens equipped for the challenges of the 21st century.

Our School Aims were developed by the whole school community in Session 23/24

- For our pupils to have an understanding of the world around us and the importance of the natural world and our importance in it.
- We want our pupils to leave school with the skills they need to continue to learn and contribute to society.
- We want our pupils to leave school with attributes which reflect our school values.
- We want our pupils to leave school with excellent numeracy and literacy skills, knowledge and understanding which open the doors they need them to, and which reflects their very best.
- We want our pupils to love learning
- We want our pupils to be able to understand themselves and what makes them unique individuals.
- For our pupils be able to communicate and work co-operatively with others.

This is achieved by Working Together, Learning Together and Growing Together with an ethos of Respect, Kindness, Safety, Fun and Resilience

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: Writing		
School Improvement Plan Priority 1		
Summary of progress	Next steps	Stakeholder Views

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✓ Every class took part in the National Improvement for Writing project this year. Our children enjoyed focused, daily writing activities designed to build their skills and confidence. ✓ Teachers checked in on children's progress every single day. This helped us tailor our daily lessons to exactly what the children needed next. ✓ Our pupils were actively involved in looking at their own daily progress. They loved seeing their growth, and teachers noted that tracking their own success was a fantastic motivator! ✓ We have made good progress in writing across the school, with particularly strong growth in our older classes (P5–P7). ✓ We regularly review how every child is doing. If anyone is finding writing tricky or falling behind, we quickly step in with targeted, extra support to help them get back on track. ✓ We have made fantastic progress with this priority, and this successful way of teaching writing is now standard practice across all of our classrooms. ✓ At the start of every writing lesson, children can clearly see what they are learning and how to be successful. ✓ Most teachers provide children with immediate feedback during the lesson, meaning our pupils know exactly what they did well and how to make their writing even better.	➤ When the new term begins, teachers will carefully look at the tracking data for their new classes right away. This ensures we can match our daily writing lessons to exactly what a child needs from day one. ➤ We will be holding refresher sessions with our team. This will make sure all staff feel fully confident, supported, and ready to keep this successful writing approach running smoothly in every classroom. ➤ We want to help our children build up their concentration and creativity. Where possible, we will be encouraging them to challenge themselves by writing for longer, more sustained periods of time.	It is wonderful to see that most of our pupils report they truly enjoy writing every day, especially as they get to write about a wide range of different subjects and topics across the school week. When it comes to their absolute favourite way to write, almost all of our pupils agree that free-choice writing is the best! They love having the freedom to choose their own topics and let their imaginations lead the way. Our recent parental survey showed almost all parents (92%) are happy with their child's academic progress this session.
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Impact

Our participation in the National Improvement for Writing project has had a positive impact on engagement in writing in our classrooms. By introducing focused daily writing and encouraging children to celebrate their own progress, we have seen a fantastic boost in pupil motivation. Our children are proud of their growth, enjoy tracking their successes, and feel confident knowing exactly what they need to do to improve. This shared approach has led to strong progress across the school, especially in our older classes.

While we are celebrating these great results, we are also reflecting on how to make this approach work even better for everyone:

We want to ensure our daily activities provide plenty of stretch and challenge for our more confident and able writers.

Constantly tracking and reviewing data every day takes a lot of time. We are looking at ways to streamline this process so teachers can balance this detailed tracking with their other classroom priorities.

School Priority 2: Gaelic

School Improvement Plan Priority 2

Summary of progress	Next steps	Stakeholder Views
✓ Successfully embedded Gaelic within the Upper Stages curriculum as part of the primary Languages 1+2 framework. ✓ Enhanced learner outcomes through regular participation in Live Gaelic Lessons; from a zero-baseline of experience, all pupils made progress and most achieved very good progress in speaking. ✓ Built staff capacity through targeted CLPL in Gaelic teaching methodologies, resulting in significant improvements in staff language proficiency and instructional confidence. ✓ Elevated the school's national profile through <i>Seachdain na Gàidhlig</i> participation, culminating in the school being featured in a live national educational broadcast. ✓ Enriched wider achievement and cultural awareness by establishing a school Gaelic Choir to compete at the National Mòd in Fort William, fostering a deep sense of pupil identity and pride. ✓ Strengthened community and economic partnerships via a sell-out intergenerational Gaelic Bingo night. Attended by over 80 community members, the event utilized a £300 grant to support local businesses (<i>Magpie Makes</i> and <i>Moonglade Shore</i>) while generating nearly £600 in school funds.	➤ Utilise HC planning resources via SharePoint to establish clear, progressive language pathways for all stages. ➤ Implement differentiated (beginner and advanced) Gaelic lessons to support the new cohorts transitioning into P5–P7. ➤ Extend the language learning footprint by introducing Gaelic into the ELC curriculum. ➤ Foster a sustainable culture of language use by establishing a peer- and staff-led modelling framework in daily school life. ➤ Enhance the school estate's linguistic profile by continuing to expand Gaelic environmental signage. ➤ Drive continuous professional development by encouraging staff	Feedback from the wider community following the <i>Seachdain na Gàidhlig</i> Gaelic Bingo night was overwhelmingly positive. Stakeholders explicitly noted the value they place on Gaelic education within the school, highlighting how the event successfully fostered intergenerational connection and strengthened partnerships with local businesses. The majority of pupils express high levels of enjoyment in their language learning and are increasingly confident using conversational Gaelic in daily school life. Learners are beginning to take autonomy over their language development, evidenced by pupils successfully planning and delivering their own Gaelic-themed assemblies. While staff capacity has grown, a minority of teachers report a lingering lack of confidence in using the language. Moving forward, the school is focused on cultivating a supportive environment that encourages

	engagement with targeted Gaelic CPD opportunities.	collegiate risk-taking and reduces the fear of making errors.
Impact		
The strategic implementation of the Gaelic 1+2 programme has significantly enhanced the school's linguistic profile and fostered an inclusive culture of language learning. From a baseline of almost no prior experience, most learners made very good progress in spoken Gaelic, demonstrating high engagement through daily conversational use, pupil-led assemblies, and high-profile cultural participation in the National Mòd and Seachdain na Gàidhlig. Targeted CLPL has directly increased staff capacity; while some continue to build confidence, a majority of teachers report a marked increase in their ability to model and support language acquisition. The initiative has successfully bridged school and community, strengthening intergenerational partnerships and local business links through high-impact, self-sustaining community events.		

School Priority 3: Reading		
School Improvement Plan Priority 3		
Summary of progress and impact	Next steps	Stakeholder Views
✓ Our main goal this session was to identify children who needed an extra boost with their reading and help them close the gap, ensuring every child feels capable and successful. We focused on raising reading scores across the school, matching children's sentence-reading skills with their full-paragraph comprehension, and providing targeted support where it was needed most. ✓ To get a clear picture of progress, we used a variety of reliable reading check-ins throughout the year (including national assessments and standardised GL reading tools) at both the beginning and SOFA/NSA assessments end of the session. ✓ We reviewed approaches to tracking. Our dedicated staff worked hard to keep the	➤ We will continue to look closely at our reading assessment data to identify any specific areas where children might be struggling. This allows us to quickly step in and plug any gaps in learning right away. ➤ We are committed to promoting reading for pure enjoyment across the whole school and our Early Learning and Childcare (ELC) setting. We want to share the magic of books and help every child, from our youngest learners up, develop a lifelong love for reading. ➤ We will continue to carefully and regularly track each child's individual progress. This ensures that if a pupil needs a little extra help, we can quickly provide the right targeted support and interventions to get them exactly where they need to be. ➤ Audit – How Inclusive is Our Library? Purchase more inclusive texts if required.	Our recent parental survey showed almost all parents (92%) are happy with their child's academic progress this session.

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momentum going, and important progress was still made. ✓ Our final data shows a very reassuring trend: overall reading scores and attainment have improved right across the school. ✓ Our targeted intervention groups were highly effective. The children who took part didn't just improve their technical reading skills; they showed fantastic growth in their reading comprehension, their ability to read aloud, and—most importantly—their overall confidence and enjoyment of reading.		
Impact Our focused efforts in reading this session have delivered encouraging results across our school community. By combining targeted support with precise check-ins, we have successfully driven an overall rise in reading attainment. Most importantly, our small intervention groups have been highly effective, drastically boosting our children's reading comprehension, their ability to read aloud with expression, and their overall classroom confidence. The success of our reading strategies is reflected not only in our stronger assessment data but also in the feedback from our families, with almost all parents (92%) expressing they are happy with their child's academic progress this year. Our pupils are thriving, feeling more capable, and discovering a genuine joy in reading that we look forward to building upon next session.		

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

Additional PSA support has allowed for pupil needs to be met in class as well as providing targeted intervention where required. In term 4, we used some of the PEF to pay for Drawing and Talking Therapy with Latibule which has been successful in improving attendance for the target group. Further benefits are yet to be assessed.

Wider achievements

Coileanaidhean nas fharsainghe

- ❖ Our wonderful Gaelic Choir, featuring pupils from P1–P7, proudly participated and achieved great success at the National Mòd.
- ❖ Our community Gaelic Bingo night was a massive success, bringing together over 80 people of all ages and raising nearly £600 for the school.
- ❖ Our pupils filmed a special feature with Joy Dunlop for Gaelic Week, beautifully showcasing our school to audiences across Scotland and beyond.
- ❖ Our P6/7 engineers shone this year, with two pupils highly commended and invited to a prestigious awards ceremony in Aberdeen.
- ❖ Huge congratulations to our P6/7 writers; two of our pupils scooped the winner and runner-up spots in the Junior category and attended the awards ceremony.
- ❖ Showing wonderful citizenship, our pupils organized several events to raise vital funds for charities including Macmillan Cancer Care, Comic Relief, and Children in Need.
- ❖ Braes Lochaber Music - We continued our proud partnership with this fantastic community group, hosting affordable weekly music lessons at the school for many of our talented pupils.
- ❖ Our school choir and several individual pupils performed beautifully, finding great success in both singing and poetry categories.
- ❖ Our nursery children enjoyed magical, hands-on learning visits from a therapy dog, lambs, and kittens, alongside watching ducklings hatch and butterflies develop right in their playroom.
- ❖ Learning came alive through fantastic trips, including a curling festival at Kilchuimen Academy (P5), a fully funded day at Kincaig Wildlife Park (P3/4), visits to the fire station and local shop (P1/2), and an unforgettable residential trip to Glasgow (P7).
- ❖ Our P7 pupils showed fantastic leadership by part-funding their own residential trip through selling ice lollies at break times, crafting items for the Christmas Fair, and helping out around the local community.

Comments from learners, families, stakeholders and staff

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

We undertook a survey of children, families, staff and partners in May 2026. The results will be used to inform ongoing improvement work. Please use the QR codes below to share your views with us.



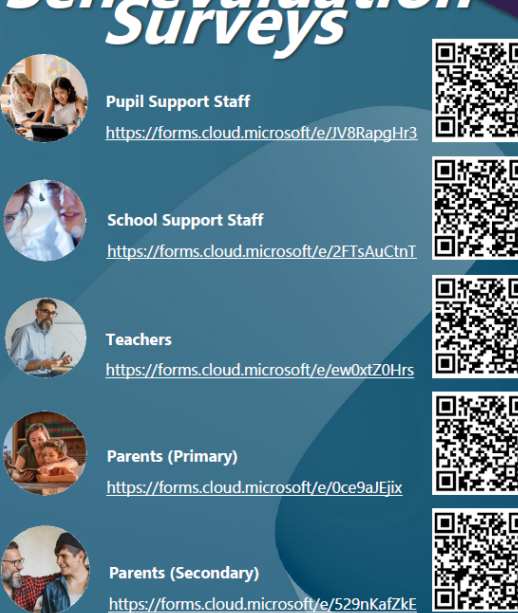
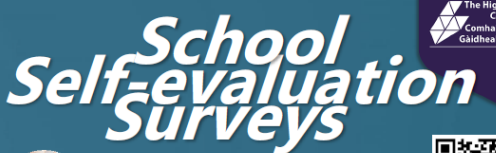
Partners
<https://forms.cloud.microsoft/e/j5pPr6ZYWz>



Primary Pupils (P4-P7)
<https://forms.cloud.microsoft/e/2RDVcZykpA>



Secondary Pupils
<https://forms.cloud.microsoft/e/RbKF0zYrj7>



Pupil Support Staff
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School Support Staff
<https://forms.cloud.microsoft/e/2FTsAuCtnI>



Teachers
<https://forms.cloud.microsoft/e/ew0xtZ0Hrs>



Parents (Primary)
<https://forms.cloud.microsoft/e/0ce9aJEjix>



Parents (Secondary)
<https://forms.cloud.microsoft/e/529nKafZkE>

Capacity for continuous improvement

Comas airson leasachadh leantainneach

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

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

ASG Inclusive Practice – The Circle Framework
Curriculum Update – Rationale, coverage, breadth of experiences
Embedding and expanding Gaelic as L2

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Planning ahead

A' planadh air adhart

Full details of the school's 2026/27 improvement priorities and actions are detailed on the school improvement plan, which can be accessed on our website <https://sites.google.com/highlandschools.net/speanbridge/> or by contacting the school office.