



STANDARDS AND QUALITY REPORT 2025-26

AITHISG INBHEAN IS CÀILEACHD

Invergarry 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%

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
95.4%

Average Class Size
12

Meeting PE Target
Target Met

Pupil Numbers (inc nursery)
13 + 5

Teacher Numbers
2

Pupil Teacher Ratio
6.3

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

Reading

Almost all

Writing

Almost all

**Listening and
talking**

Almost all

Numeracy

Almost all

Invergarry Primary School and ELC is located in a rural setting, serving the local community of Invergarry on the edge of Lochaber.

There are 13 children attending the school and 5 children in nursery, ranging from N3 – P6. P1 - 6 are currently taught in two separate groups, Monday-Thursday, then all together on a Friday. There is a separate nursery for 3 and 4 year olds.

The headteacher has overall leadership responsibility for Invergarry and Spean Bridge Primary Schools and ELCs. 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.

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. 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

The small number of exclusions that occur in schools may lead to individual pupils being identified, therefore this data is not contained in this report. If you have any questions about exclusions, you should contact us directly.

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
✓ Good progress has been made in this priority area. Although Invergarry Primary School was unable to participate in the National Improvement Writing Project, the school successfully utilised internal data-informed approaches to secure significant gains in attainment and develop a highly positive culture around writing. A whole-school writing framework is now fully embedded and supporting greater consistency in learning and teaching ✓ Data shows clear improvement in writing attainment for P3–P6 pupils. All P3–P6 pupils have achieved their expected Curriculum for Excellence (CfE) level or beyond in writing. ✓ The majority of children have made expected progress in writing, with many learners exceeding expected rates of progress. This was achieved through the rigorous use of SOFA assessments to identify and address specific gaps in writing, alongside targeted interventions for pupils requiring additional support. ✓ Strategic analysis of SIMD data was utilised to ensure equity, successfully narrowing the attainment gap and supporting all learners to achieve success. ✓ Pupils demonstrate high levels of engagement and enthusiasm during writing activities, with all P3-P6 learners consistently participating in and completing writing tasks. This reflects increased motivation, confidence and a positive attitude towards writing across the school. ✓ Writing is fully embedded across the curriculum, with learners regularly applying and developing their writing skills in a wide range of meaningful contexts, including interdisciplinary learning and reading activities. This consistent approach is helping to build pupils' confidence, independence and stamina as writers.	➤ Engage more with parents and carers to share and celebrate pupils' successes in writing. ➤ Involve parents and pupils more deeply in collaborative decisions about next steps for writing, specifically in identifying remaining gaps in knowledge and building individual learner confidence.
Impact: ○ Staff were actively involved in high-quality writing training specifically designed for those supporting pupils with challenges in literacy. ○ All staff now use 'super skills stampers' to support feedback, which is actively developing children's knowledge and application of the wider school skills framework.	

- Writing jotters show clear evidence that children in P3–P7 are confidently able to use the Tools for Writing and can create a variety of texts for different purposes.
- Children are becoming increasingly familiar with their own learning and progress through the consistent use of Learning Intentions (LI) and Success Criteria (SC). Most learners, especially in P5–P7, are capable of writing their own LI and SC for writing and routinely apply these to their written work. Consequently, almost all children can speak confidently about their next steps in learning.
- Most learners at Invergarry express that they enjoy writing and understand the vital importance of writing in all areas of life. This positive culture is validated by the effective capture of pupil voice regarding writing at the Pupil Council.
- Complementing this academic progress, our school charter is highly visible throughout the school. This allows for all adults to engage in meaningful conversations with children regarding their behaviour and strongly supports restorative conversations across the learning environment.

School Priority 2: Digital Literacy	
School Improvement Plan Priority 2	
Summary of progress	Next steps
✓ Excellent progress has been made within this priority area across the 25/26 session. Staff and learners have confidently adopted digital technologies and secure Artificial Intelligence (AI) applications, creating a culture of innovation that supports high-quality learning and teaching, strengthens the 'Tools for Writing' programme, and maintains a strong focus on data privacy and digital responsibility. ✓ Teaching staff successfully engaged in targeted professional learning sessions focused on AI tools, digital literacy, and strict data privacy compliance (GDPR). Safe-use protocols and consent procedures were firmly established, supported by informative parental workshops to maintain community transparency. ✓ The Digital Lead met with the Highland Council AI group on a termly basis. This collaborative networking secured vital school access to innovative digital applications (such as SUNO), deepened staff awareness of evolving regional policy and procedure, and provided high-quality networking opportunities that directly improved outcomes for pupils. ✓ Digital portfolios were successfully deployed and implemented across the school. These portfolios are used consistently to log baseline writing pieces and track individual learner improvement over time. ✓ While progress has been substantial, the pace of wider school development and implementation within this priority was impacted by several significant constraints: ✓ Throughout the session, staff successfully managed the demands of strategic continuity and whole-school project management, ensuring that improvement priorities continued to move forward effectively. ✓ Ongoing work to support pupil wellbeing, engagement and individual needs was a key priority throughout the session. As a result, some adjustment was made to the focus of collegiate development activities, collaborative planning and peer learning opportunities.	➤ Embed termly peer-moderation and internal sharing of best practice sessions to ensure digital skills remain consistent across all composite classes. ➤ Expand the explicit teaching of AI limitations, prompt engineering, and ethical digital citizenship deeper into the early and first-level stages (P1–P3). ➤ Utilise the data captured from the final April 2026 SOFA (P2–P6) and P1 assessments to evaluate the long-term, value-added impact of digital writing assistants on the school's overall attainment timeline.
Impact	
• Staff are routinely using secure AI platforms (including MagicSchool, Microsoft Editor, and elements of the TRAILS framework) to design higher-quality, engaging teaching and learning programmes. • Generative tools have significantly streamlined teacher workload regarding differentiation. Staff use AI to efficiently generate individualised learning plans and tailored resources for pupils with Additional Support Needs (ASN), ensuring equitable access to the curriculum.	

- Through professional moderation events with the Collaborative Lead Officer and regional groups, staff have utilized diagnostic insights from baseline writing moderation alongside external metrics (NSA assessments for P4 in November 2025; ongoing SOFA testing for P2/3/5/6) to deliver immediate, differentiated feedback and clear next steps to learners.
- AI tools have acted as a direct lever to support improvement in writing attainment, seamlessly reinforcing the literacy targets outlined in Priority 1.
- Children are becoming significantly more creative, confident, and independent in their use of AI to support and enhance their daily learning.
- Pupils are successfully learning the limitations of what AI can do. Through structured classroom practice, they understand that AI-generated output must always be critically checked for accuracy and that the quality of an AI response relies entirely on the precision and detail of the information provided in the initial prompt.
- Regular capture of pupil voice through Pupil Support Assistants (PSAs) confirms highly enthusiastic engagement. Learners value the immediate feedback loops digital applications provide, helping them confidently identify their own success criteria.

School Priority 3: Reading Assessment and Intervention	
School Improvement Plan Priority 3	
Summary of progress and impact	Next steps
✓ While not all planned actions were completed during the session, steady progress was made within this priority area. Through the commitment of classroom teaching staff, the Additional Support Needs Teacher (ASNT) and Pupil Support Assistants (PSAs), targeted interventions and structural classroom changes were successfully implemented, supporting continued improvement in children's reading skills. ✓ School data indicates that most pupils have made positive progress in reading, demonstrating continued improvement across the session. ✓ Although the full suite of GL Assessment NGRT baseline and end-of-term testing could not be dynamically managed as planned, staff effectively utilized internal SOFA assessment data to successfully identify target groups with specific gaps in reading knowledge and understanding. ✓ To maximise instructional impact and provide highly focused, stage-appropriate support, pupils were organised into two targeted class groups, resulting in improved reading skills across the school. ✓ Focused pupils worked regularly with PSAs through targeted support and intervention. This approach directly advanced individual reading skills, strengthened decoding strategies and increased reading confidence for learners requiring additional support. ✓ The planned structural shift to embed daily reading time (e.g., DEAR/ERIC initiatives) was successfully implemented across the school for all pupils, successfully fostering reading stamina and a positive reading ethos. ✓ Staff engaged where possible with phonic and phonological approaches, including Word Aware training, to refine early and first-level classroom practices. ✓ While the planned programme of whole-school training was not fully implemented during the session, staff continued to develop their use of assessment information to support learners. Opportunities for PSA training in standardised assessments and data-analysis training for Class Teachers and the ASNT will remain a focus moving forward. ✓ The planned weekly review, collaborative resource planning, and formal tracking of target learners against Standardised Age Scores and Stanine gaps could not occur with the frequency or rigor required by the original improvement plan. ✓ Staff demonstrated a continued commitment to supporting learners and maintaining an inclusive learning environment throughout the session. This important work required	➤ Under secure leadership, fully revive the systematic use of GL Assessments (NGRT), SOFA, and NSA data to formally track and close the Stanine gaps between Sentence and Passage Completion across P3–P7. ➤ Prioritise and deliver the outstanding training for PSAs on assessment delivery and for Class Teachers on high-level reading pedagogy data analysis. ➤ In alignment with writing priorities, involve parents more deeply in understanding their child's reading bandwidth scores and co-designing home-school reading interventions to boost confidence and attainment.

significant time and resources, affecting the capacity available for some planned developments.	
Impact Targeted operational adaptations secured positive outcomes for learners. The implementation of structural class splits and dedicated daily reading time successfully improved reading skills for the majority of pupils. Most crucially, intensive targeted support delivered by PSAs effectively utilised internal SOFA data to address key learning gaps, strengthening decoding strategies and increasing reading confidence among identified focus learners.	

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

Pupil Equity Funding (PEF) was strategically allocated this session to secure additional Pupil Support Assistant (PSA) capacity. This resource was vital in addressing equity and targeted support across the school to support emotional regulation and wellbeing.

Wider achievements

Coileanaidhean nas fharsainghe

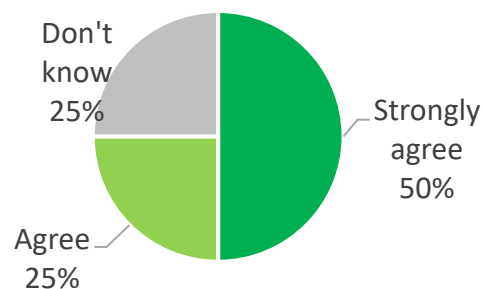
- ❖ Participation in the Lochaber Music Festival resulted in the school securing both a distinction award and a trophy, celebrating excellence in the arts.
- ❖ In partnership with High Life Highland and local clubs, equity of opportunity was achieved through universal swimming lessons at Lochaber Leisure Centre and specialized shinty training delivered by the Glengarry Shinty Club.
- ❖ Effective collaboration with Active Schools provided P6 pupils with Junior Leaders training, successfully building confidence, responsibility, and leadership capacity.
- ❖ Following strategic work on the Curriculum Improvement Cycle, the school received high praise from Education Scotland officials for its innovative, seamless integration of creativity and the arts across the curriculum.

Comments from learners, families, stakeholders and staff

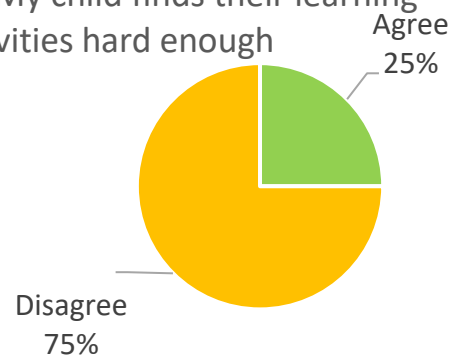
Beachdan bho luchd-ionnsachaidh, teaghlaichean, luchd-ùidhe is luchd-obrach

Actively involving our families in self-evaluation remains a priority for Invergarry Primary. In our recent survey, four families out of a possible 11 shared their feedback. A representative snapshot of their responses highlights both our successes and areas for ongoing collaboration:

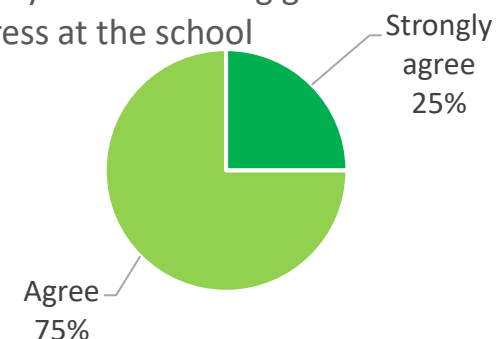
Q2. Staff treat my child fairly and with respect



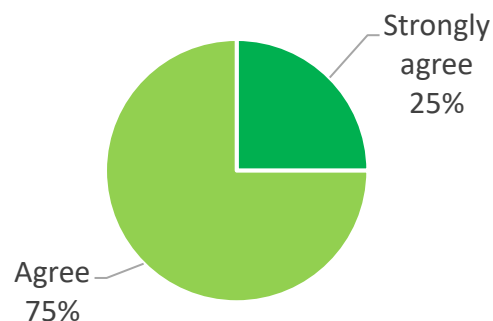
Q6. My child finds their learning activities hard enough



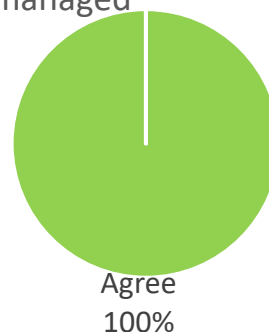
Q10. My child is making good progress at the school



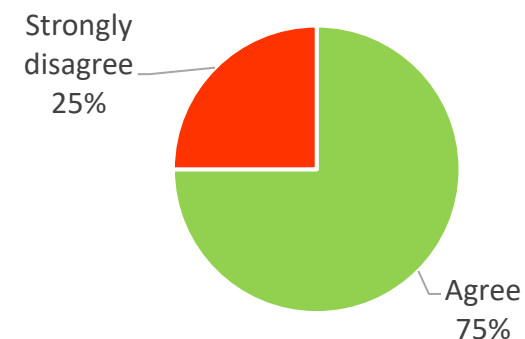
Q18. I feel comfortable approaching the school with questions, suggestions and/or a problem



Q22. The school is well led and managed



Q26. My child's school deals well with bullying



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

Our overall evaluation of our capacity for continuous improvement is:

We are confident in our capacity for continuous improvement.

We are incredibly proud of the progress our children have made in their learning this session and we are equally optimistic about the opportunities ahead. The school has built a strong foundation, with committed staff, positive relationships and a clear focus on ensuring the best outcomes for all learners.

Our school community continues to demonstrate resilience, adaptability and a shared commitment to supporting every child to succeed. As we move into the new session, we look forward to embracing a number of changes that bring opportunities for fresh ideas, new perspectives and continued growth.

- We will welcome developments in our leadership and staffing structures.
- We are preparing to support new members of our teaching team as they join our school community.

Work, Learn, Grow Together

- We will continue to review and deploy resources carefully to ensure they have the greatest impact on learning, wellbeing and inclusion.

The strong partnerships we have with parents and families remain one of our greatest strengths. By continuing to work together, we are well placed to build on this year's successes, support pupil wellbeing and create a positive and nurturing environment in which all children can thrive. We look forward with confidence to the opportunities the coming year will bring and to continuing our journey of improvement together.

Key priorities for improvement planning

Prìomhachasan airson planadh airson leasachadh

- ASG Inclusion – The Circle Framework
- Curriculum Update – Rationale, Curriculum Improvement Cycle, breadth of experiences
- Improving Parental Involvement and Engagement

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://sites.google.com/highlandschools.net/invergarryprimary> or by contacting the school office.