



STANDARDS AND QUALITY REPORT 2025-26

AITHISG INBHEAN IS CÀILEACHD

BUN-SGOIL GHÀIDHLIG LOCH ABAR

PRIMARY



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%

Coibhneas
Kindness

Urram
Respect

Cuideachail
Helpful

Dìcheallach
Diligence

Spòrs
Fun

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 94.21%			Average Class Size 22.3			Meeting PE Target Target Met		
Pupil Numbers (inc nursery) 156 (+41 nursery)			Teacher Numbers 8			Pupil Teacher Ratio 20		
N3 XX%	N4 XX%	P1 16.7%	P2 12.8%	P3 12.8%	P4 12.8%	P5 13.5%	P6 14.7%	P7 16.7%
SIMD Q1 ¹ 5%		SIMD Q2 15%	SIMD Q3 55%		SIMD Q4 15%		SIMD Q5 5%	Unknown 5%
ASN ² 30%		No ASN 95%	FSM ³ 15%		No FSM 85%		EAL ⁴ 5%	No EAL 95%

Gaelic Medium 2024/25 Proportions of pupils achieving Curriculum for Excellence Levels (C1, 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
Most	Most	Most	Most

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.

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School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

Ar n-òigridh ag ionnsachadh aig cridhe ar cànan, ar cultair agus ar coimhearsnachd.
Our young people learning at the heart of our language, culture and community.

Our Values:

Coibhneas	<i>Kindness</i>
Urram	<i>Respect</i>
Cuideachail	<i>Helpful</i>
Dìcheallach	<i>Diligence</i>
Spòrs	<i>Fun</i>

Our Aims:

- To promote, enhance, celebrate and immerse our children in Gaelic language and culture;
- To enable all children to develop their capacities as successful learners, confident individuals, responsible citizens and effective contributors focusing on closing the attainment gap between the most and least disadvantaged children;
- To encourage social skills, co-operation and tolerance for the beliefs and views of others;
- To embed digital technology at the heart of our learning and teaching;
- To ensure our children take care of their environment and become responsible caring citizens;
- To work with our partners to develop the life and ethos of our school and community;
- To provide an excellent Early Years Curriculum and ensure our children have active and fun learning experiences;
- To ensure that all the staff have opportunities for continuing professional development;
- To actively promote health and well-being through the curriculum and whole school ethos.

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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: Ensuring Wellbeing, Equality and Inclusion		
School Improvement Plan Priority 1		
Summary of progress	Next steps	Stakeholder Views
We have made good progress within this priority with a clear and growing whole-school focus on wellbeing, equality and inclusion. Targeted supports have been strengthened including the provision of a nurture group which was delivered on a flexible basis for identified learners in C6 and C7, and the provision of additional teaching support in numeracy through PEF funding in term 1 and 2. A range of effective partnerships including Women's Aid, music therapy and play therapy have enhanced our ability to meet children's diverse needs and improve equity of experience and outcomes. Targeted learners have engaged in the Decider Skills programme, supporting improved emotional regulation and the development of important self-management and coping skills. Staff have engaged proactively in professional learning with a few staff visiting other settings to develop inclusive practices and discuss resources. Transition processes have taken place across all stages including Sgoil-àraich to C1, between classes, and from C7 to the High School, ensuring continuity of support for learners. Targeted wellbeing supports such as Hydrotherapy swimming and weekly sensory experiences at Glencoe House are improving	- Review and update the Positive Behaviour Policy and Anti-Bullying Policy - Continue to engage with a range of partners (including Lochaber Hope) to support learners and further develop ASN provision - Ensure wellbeing, equality and inclusion are embedded within the self-evaluation calendar, including use of surveys and focus groups - Embed a clear and consistent strategy for family learning within the ELC - Utilise e-Sgoil opportunities as they arise to enhance learning experiences - Establish a staff working group focused on mental health and wellbeing	Following a recent survey, stakeholder feedback highlights a strong positive ethos across the school. Almost all parents who responded agreed or strongly agreed that staff treat their child fairly and with respect. Most parents also agreed or strongly agreed that their child feels safe at school, that the school supports their child's emotional wellbeing, and helps them to feel confident. In addition, most parents agreed that the school effectively encourages children and young people to treat others with respect, reflecting a positive and inclusive school culture. Feedback from staff, partners and outside agencies indicates a shared commitment to supporting children and young people. Moving forward, there is a recognition of the need to strengthen a more cohesive and

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engagement and emotional regulation for children with additional support needs. Children's voice and leadership have been strengthened through a range of committees and roles including peer mediation led by P7 pupils, house captains/vice-captains and class leadership roles. The Rights Respecting Schools committee has successfully achieved Bronze accreditation (June 2024) and is making strong progress towards Silver. The ECO committee have received a number of gardening awards and are working towards a green flag. Learners are increasingly demonstrating responsibility, inclusion and respect within the school community. Opportunities for wider achievement and community contribution are a key strength. Initiatives such as recycling across the school and contributing materials to support homeless people help children develop a strong sense of social responsibility. A range of other examples can be found in the wider achievement section of this report. In the ELC, a continued focus on family learning through stay-and-play sessions and open communication has strengthened partnerships with parents and carers. Overall, these approaches are having a positive impact on children's wellbeing, engagement and sense of belonging. Most children feel supported, included and able to participate fully in school life, with many demonstrating increased confidence and understanding of equality and rights.	• Support committees to achieve the Rights Respecting Schools Silver Award and ECO Green Flag • Increased focus on pupil voice across school improvements. • Training on the CIRCLE programme.	coordinated approach to supporting learners, particularly in relation to ASN provision and partnership working.
Impact		
Overall, the actions taken within this priority have had a clear and positive impact on children and young people's wellbeing, sense of inclusion and engagement in school life. Targeted supports, strong partnerships and enhanced transitions are ensuring that learners' needs are identified and met more effectively contributing to improved equity and positive outcomes. Increased opportunities for pupil voice and		

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leadership are empowering children to contribute meaningfully to the life of the school, while a strong focus on rights, respect and community involvement is fostering a positive and inclusive ethos. Feedback from parents highlights good levels of confidence in the school's ability to support children's wellbeing and safety. Together, these approaches are helping most children to feel valued, supported and confident, with a growing sense of belonging across the school community.

Moving forward, the school will build on this strong progress by reviewing and updating key policies, including positive behaviour and anti-bullying, to ensure a consistent and inclusive approach. There will be a continued focus on strengthening partnership working, including with Lochaber Hope, to further enhance ASN provision. Wellbeing, equality and inclusion will be embedded more systematically within the self-evaluation calendar through the use of surveys and focus groups. In the ELC, a clear strategy for family learning will be developed, while staff will also explore opportunities through e-Sgoil to broaden learners' experiences. A staff working group will be established to further support mental health and wellbeing, and pupil committees will be supported to achieve the Rights Respecting Schools Silver Award and ECO Green Flag, continuing to strengthen leadership and participation across the school.

School Priority 2: Raising Attainment in Numeracy		
School Improvement Plan Priority 2		
Summary of progress	Next steps	Stakeholder Views
We have made good progress within this priority with a clear and consistent approach to improving numeracy across the school. Targeted PEF-funded maths groups in Terms 1 and 2 have provided focused support for learners requiring additional input, helping to address gaps and promote greater equity. The consistent use of Highland Numeracy Diagnostics across all stages has strengthened staff understanding of learners' needs and supported more effective planning, with assessments being used collaboratively to track progress over time. Staff are increasingly confident in using a range of assessment approaches. SOFA is now used effectively as a reliable summative assessment, alongside the Highland Numeracy Progression Frameworks in conjunction with Number Sprinkles, which are used termly to support professional judgement and forward planning. This has led to improved consistency in tracking and monitoring	• Create a numeracy strategy to ensure consistency in the use of schemes of work across all stages of the school • Address areas of below-average attainment through targeted interventions such as Mathsburst, with a focus on spatial awareness • Increase focus on daily mental maths to strengthen core numeracy skills • Continue to flexibly use diagnostics twice yearly to clearly track learner progress	Following a recent survey, most parents indicated that they are happy with the quality of learning and teaching at the school and feel that their child is making good progress. Staff feedback highlights a strong commitment to improving outcomes in numeracy with increased confidence in the use of assessment data and targeted interventions to support learners. Staff report that collaborative working, particularly around diagnostics, tracking and moderation is helping to ensure a

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attainment. Attainment meetings have also been held with staff in term 4. Data from MCNG and ACEL demonstrates measurable improvements in key areas of numeracy indicating positive impact on learners' attainment. In the ELC, a continued focus on numeracy through both indoor and outdoor learning experiences is supporting early mathematical understanding and engagement. Across the school, children are becoming more confident in applying numeracy skills in a range of contexts. Overall, these approaches are improving outcomes for most learners, with targeted support, robust assessment practices and consistent planning contributing to increased attainment and progress in numeracy.	• Maintain termly tracking meetings and continue to review pupil attainment data in November and May	more consistent approach across the school. Feedback from partners and associated professionals reflects positive relationships and a shared focus on improving attainment. Partners recognise the school's proactive approach to identifying and supporting learners' needs, while also noting the importance of continuing to strengthen consistency in approaches and interventions. Overall, stakeholder feedback demonstrates a shared understanding of priorities and a collective commitment to raising attainment in numeracy, with positive relationships between school, home and partners supporting ongoing improvement.
Impact		
Overall, the actions taken within this priority have had a positive impact on learners' progress and attainment in numeracy. Targeted interventions, including PEF-funded maths groups and programmes such as Mathsburst, are helping to reduce gaps and support those requiring additional input. Improved consistency in assessment approaches, including the effective use of diagnostics, SOFA and progression frameworks, has strengthened staff confidence and ensured a clearer understanding of learner progress over time. Tracking and monitoring processes are now more robust, with regular tracking meetings supporting timely interventions and responsive planning. As a result, most learners are making steady progress, with data from MCNG and ACEL showing improvements in key areas of numeracy. Increased focus on numeracy within the ELC is also supporting stronger early foundations for learning. Moving forward, further consistency in approaches across the school, alongside a continued focus on mental maths and targeted support, will help to build on this progress and ensure improved outcomes for all learners.		

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School Priority 3: Self-evaluation		
School Improvement Plan Priority 3		
Summary of progress and impact	Next steps	Stakeholder Views
We have made some progress within this priority by growing the culture of self-evaluation across the school. Staff at all levels regularly reflect on their practice, with teachers confidently evaluating lessons and assessment approaches to identify clear next steps for learning and teaching. As a result, teachers have a strong understanding of individual learners, their progress and next steps. A clear and consistent approach to assessment is now in place, supported by a structured assessment calendar. High-quality assessment tasks are used effectively to inform planning and all assessment evidence is used meaningfully to evaluate learning and progress. Collegiate approaches, including writing moderation and peer observations, have strengthened professional dialogue and improved consistency in teacher judgement. The school has actively engaged stakeholders in self-evaluation processes. Parent, pupil, staff and partner questionnaires have been used effectively to gather a wide range of views informing improvement priorities. Pupil voice continues to be a strength with committees and leadership opportunities enabling children and young people to contribute meaningfully to school improvement.	• Ensure next steps for learners are recorded consistently across all stages including capturing pupil voice • Embed end-of-term evaluative practices, with clear next steps identified within termly planning • Increase feedback and evaluative input from SMT through observations, planning reviews and attainment meetings • Share and analyse feedback from stakeholder questionnaires with staff to inform improvement priorities and next steps • Use HGIOS self-evaluation frameworks, including whole-staff audits, to evaluate progress against quality indicators • Provide further opportunities for joint planning to strengthen consistency and collaboration across the school	Stakeholder feedback indicates that while there are positive relationships across the school, further work is needed to strengthen the impact of self-evaluation. Not all stakeholders feel fully involved in the process, and there is a need to ensure feedback gathered through questionnaires is shared more consistently and used effectively to inform next steps. Staff, pupils and partners recognise the importance of self-evaluation, however there is a need to develop a more consistent and coordinated approach to ensure greater clarity, engagement and impact across the school community.

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Professional learning, including PRD processes and targeted courses, is supporting staff to reflect and develop their practice further. Overall, these approaches are leading to improved consistency, increased staff confidence and a shared understanding of standards, resulting in positive outcomes for learners across the school.		
Impact		
Overall, good progress has been made in developing a culture of self-evaluation across the school. Staff are increasingly reflective in their practice with improved use of assessment and professional dialogue supporting better understanding of learners' progress and next steps. Opportunities for stakeholder engagement, including questionnaires and pupil voice groups, are beginning to inform school improvement priorities. However, the impact of self-evaluation is not yet consistent across all areas. Approaches to recording next steps, sharing feedback and using evidence to drive improvement require further development. Increased involvement of all stakeholders and greater consistency in evaluative practices will be key to ensuring a more cohesive and impactful approach. Whilst progress has been made, this remains an important area for development and will continue as a priority within next year's School Improvement Plan to ensure sustained improvement and greater impact on outcomes for learners.		

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Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

The use of Pupil Equity Funding has had a positive and targeted impact on improving outcomes for identified learners. Focused numeracy groups in Terms 1 and 2 have supported children who were experiencing difficulties with basic concepts, helping to build confidence and improve attainment. The introduction of a nurture group, alongside the Decider Skills programme, has enhanced learners' emotional wellbeing and supported the development of self-regulation strategies.

Additional staffing at lunchtime has strengthened relationships and reduced incidents in the playground, contributing to a more positive and inclusive environment for learners. Targeted 1:1 support within classrooms has also enabled children with additional needs to access the curriculum or a bespoke set of targets more effectively and remain engaged in their learning. Continuation of Makaton training has also been evident in the classroom following the success last session.

Overall, PEF has been used effectively to provide targeted interventions, reduce barriers to learning and support greater equity with clear benefits for children's wellbeing, engagement and progress.

Wider achievements

Coileanaidhean nas fharsainghe

Wider Achievements

Learners across the school continue to achieve highly in a wide range of contexts beyond the classroom. Participation and success in sporting events is a key strength with pupils achieving a variety of accolades in shinty and football including Cuach na Cloinne and other competitions, as well as in swimming, rugby and inter-school sports. Individual excellence is also evident with one pupil achieving success as a golf club champion. A strong programme of out-of-school clubs including choir, rugby, shinty and football, further supports participation and skill development.

Children actively contribute to the wider community through initiatives such as supporting the local food bank and fundraising through events like the sponsored walk with families. The school community has also demonstrated significant success in fundraising raising over £3000 through a range of initiatives, including a community enterprise project, to support the C7 residential. In addition, successful fundraising has contributed towards the creation of an ASN and Nurture Room enhancing provision and support for learners.

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Cultural engagement remains a significant strength with pupils proudly representing the school at both local and National Mòds, participating in FilmG, the Lochaber Music Festival, Wind Band, Dance Platform and taking part in the FC Sonas programme. A fantastic Seachdain na Gàidhlig showcased the school's commitment to Gaelic language and culture through a range of events including a quiz, café and cèilidh. Learners also contributed meaningfully to the celebration of 40 years of Gaelic Medium Education in Highland Council.

Pupil leadership and creativity continue to be developed through ongoing committee work including the highly successful Gaelic Café. Class-based projects, such as the Nature and Sounds project in C5, provide rich interdisciplinary learning opportunities. The school also engages actively in community events with classes such as C6 participating in local initiatives like Corpach Marina Day, raising funds and strengthening community links.

Overall, these wider achievements are supporting children to develop confidence, skills for life and work, and a strong sense of identity and belonging within their school and wider community.

Comments from learners, families, stakeholders and staff

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

Overall, most learners report that they feel positive about the improvements across the school. They feel listened to and value the increased opportunities to share their views through committees, leadership roles and class discussions. Some children recognise improvements in support for wellbeing, relationships and learning, and feel more confident and included as a result. However, a few learners feel that there could be greater consistency in how their views are acted upon and shared across the school. Moving forward, there is an opportunity to strengthen how feedback is communicated and to further involve all learners in shaping ongoing improvements.

Most parents, guardians and families report positive relationships with the school and value the supportive and inclusive environment. Most feel that their children are well supported in their learning and wellbeing. However, there is a recognition that communication could be further strengthened and that further work is required to develop consistent positive behaviour approaches across the school, ensuring clarity and shared understanding by all.

Partners report positive engagement with the school and value the collaborative approach to supporting learners. They recognise improvements in targeted support and relationships, while highlighting the need to further strengthen communication to ensure a more coordinated and consistent approach to meeting learners' needs

Staff feel positive about the improvements made across the school and recognise the benefits of recent developments. Staff value the increased focus on collaboration, professional dialogue and opportunities to reflect on practice, including peer observations, moderation activities and PRD processes. Many feel more confident in their use of assessment and in identifying next steps for learners.

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However, staff have identified that there is still a need for greater consistency in approaches across the school, particularly in relation to self-evaluation processes and the use of evidence to inform improvement. There is also a recognition that communication of feedback and next steps could be strengthened to ensure a more cohesive whole-school approach. Moving forward, staff are committed to building on current progress to further improve outcomes for all learners.

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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	Good	Good
QI 3.1 Wellbeing, equality and inclusion	Satisfactory	Satisfactory
QI 3.2 Raising attainment and achievement/Securing children's progress	Good	Good
Other QIs reviewed	n/a	

Our overall evaluation of our capacity for continuous improvement is:

We are confident in our capacity for continuous improvement.

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Key priorities for improvement planning

Prìomhachasan airson planadh airson leasachadh

The school and nursery will look at the CIRCLE framework, raising attainment in literacy and continue to focus on self-evaluation.

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 [BSGLA](#) or by contacting the school office.

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