



STANDARDS AND QUALITY REPORT 2025-26

AITHISG INBHEAN IS CÀILEACHD

Lundavra 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 90.3%			Average Class Size 25.5			Meeting PE Target Target Met		
Pupil Numbers (inc nursery) 204 (+44 nursery)			Teacher Numbers 12			Pupil Teacher Ratio 16.5		
N3 XX%	N4 21.5%	P1 13.2%	P2 11.8%	P3 14.2%	P4 15.7%	P5 18.1%	P6 14.7%	P7 12.3%
SIMD Q1 ¹ 11.3%		SIMD Q2 XX%	SIMD Q2 18.1%		SIMD Q3 42.6%	SIMD Q5 27.0%		Unknown 1.0%
ASN ² 53.4%		No ASN 46.6%	FSM ³ 28.4%		No FSM 71.6%	EAL ⁴ 30.4%		No EAL 69.6%

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

Reading	Writing	Listening and talking	Numeracy
Majority	Majority	Most	Majority

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

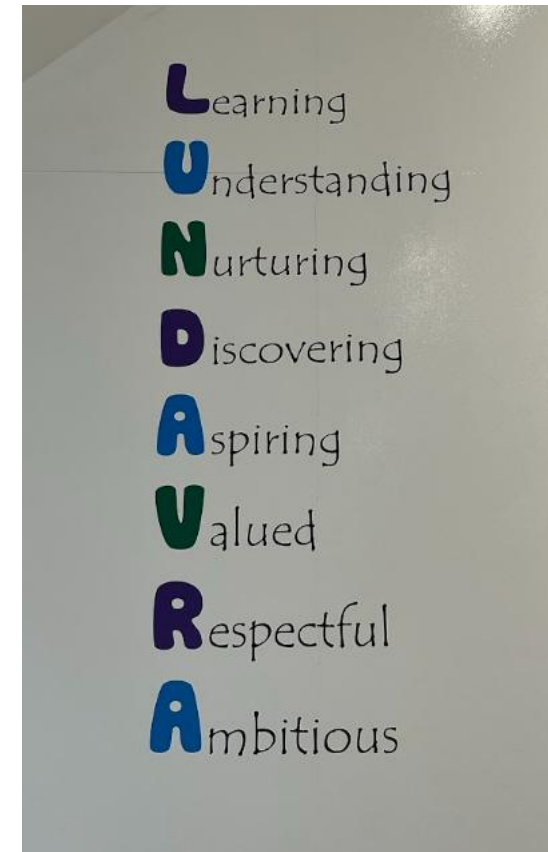
² ASN – Additional Support Needs

³ FSM – Free school meal entitlement

⁴ EAL – English as an additional language

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile



Learning, achieving, succeeding together

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: Redesign and enhancement of ASN provision		
School Improvement Plan Priority 1		
Summary of progress	Next steps	Stakeholder Views
Progress has been made in recognising and responding to the growing number of pupils identified with Additional Support Needs (ASN), particularly in areas including neurodivergence, social, emotional and behavioural needs, and mental health related challenges. Increased awareness and identification processes have highlighted the need for a more strategic and coordinated approach to ASN provision across the school. We had identified a number of strengths within our existing provision, including committed staff, targeted interventions, and supportive relationships with learners and families and partners. However, the review has also highlighted inconsistencies in practice across stages and settings, resulting in variability in learners' experiences and the support they receive. In response, we have worked to develop a more coherent and sustainable whole school ASN strategy. This includes a stronger focus on inclusive practice, equity of provision, and clearer systems for identifying, planning, and supporting learners with additional needs. There is growing recognition that ASN support must be embedded within everyday classroom practice and school culture, rather than operating as a separate or additional layer of support.	Update the school's ASN framework to help create greater consistency, to improve communication, and to promote shared responsibility for inclusion across the whole school community. Continue to raise staff awareness through CPD training, twilight sessions, and professional dialogue Continue to improve collaboration between teaching staff, support staff, and external agencies to ensure joined up approaches and early intervention for pupils requiring additional support. Continue to develop learner and family voice within ASN planning and review processes, ensuring pupils and parents/carers are actively involved in decision making.	

Overall, the school is moving towards a new model of ASN provision, with the aim of ensuring that every learner is supported to thrive, achieve positive outcomes, and reach their full potential within a safe and welcoming learning environment.		
Impact		
The development of <i>The Meadow</i> has had a positive impact on pupils requiring Additional Support Needs provision by creating a safe, calm, and structured learning environment that reduces sensory overload and supports engagement in learning. The use of adapted classroom layouts, calming spaces, visual supports, and specialised resources has helped pupils regulate emotions more effectively, improve concentration, and access learning with greater confidence and independence. Personalised approaches to support, including Individual Education Plans (IEPs) and Child's Plans, have ensured that learning experiences are increasingly tailored to individual strengths and needs. Differentiated teaching strategies and targeted interventions have enabled pupils to engage more successfully with learning tasks and make progress at an appropriate pace. There is evidence of measurable gains in literacy, numeracy, communication, and social interaction skills for many pupils accessing ASN provision. Targeted interventions, regular progress monitoring, and responsive planning have supported improved attainment and learner engagement. Pupils are demonstrating increased participation in classroom activities, greater confidence in communication, and improved ability to work independently and collaboratively. Wellbeing and inclusion have also improved significantly. Nurture approaches and social emotional learning opportunities have strengthened relationships, improved emotional regulation, and encouraged greater participation in school-wide activities and experiences. The maternity leave of both ASN teachers created significant staffing challenges within the provision. Despite ongoing recruitment efforts, the school has experienced continued difficulty in securing suitably qualified replacements and currently remains short of 0.6 ASN teaching staff. This has impacted the pace and consistency of planned ASN developments and placed additional pressure on existing staff and resources. As a result, there has been increased reliance on class teachers and particularly the PSAs who work within <i>The Meadow</i>. While staff have worked collaboratively to maintain continuity of support for pupils, the staffing shortfall has inevitably affected the capacity to deliver all targeted interventions and planned support consistently.		

School Priority 2: Family and Community Engagement		
School Improvement Plan Priority 2		
Summary of progress	Next steps	Stakeholder Views
Progress has been made in strengthening family and community engagement to support pupils' learning, wellbeing, and wider development. The school has continued to build positive relationships with parents, carers, and partners. Families are increasingly being encouraged to take an active role in their child's education through regular communication, parental engagement opportunities, meetings, and shared learning activities. This has helped to improve home school relationships and promote a shared understanding of pupils' needs and progress. The school has also developed stronger links with local organisations, charities, and community services to enhance learning experiences and provide wider support for pupils and families. Community partners have contributed to school activities, assemblies, health and wellbeing initiatives, and sporting opportunities, helping pupils access experiences and resources beyond the classroom. These partnerships have supported social development, improved engagement, and broadened opportunities for learners. There has been a continued focus on multi-agency collaboration to support ASN learners and vulnerable families. The school has worked closely with external agencies including Educational Psychology, Speech and Language Therapy, Occupational Therapy, and social work services, ensure a coordinated support. This collaborative working has strengthened early intervention, improved communication between services, and ensured that support plans are more responsive to individual pupil and family needs.	Further strengthen communication with parents and carers through regular updates, workshops, and family learning opportunities. Develop a more strategic approach to community partnerships by identifying additional local organisations, charities, and services that can support pupil wellbeing Expand opportunities for community partners to contribute to learning experiences, including classroom activities, whole school activities, and extracurricular opportunities. Continue to promote a culture where families feel valued contributors to pupils' learning, wellbeing, and success.	

Impact		
The school has made positive progress in strengthening partnerships with families and the wider community, resulting in increased parental engagement. Parent feedback gathered through surveys and informal discussions has been positive. Improved communication between home and school has contributed to positive impacts on pupil attainment and progress. Families are increasingly involved Child's Plan reviews, and discussions around learning next steps. Regular sharing of progress through snapshots, report cards, and meetings has strengthened consistency between home and school approaches to learning. Tracking and assessment information, including SOFA, SNSA, PiRA, and classroom based formative assessment, indicates that many pupils are making good progress across literacy and numeracy. Pupil wellbeing has also benefited from stronger family-school relationships and wider engagement opportunities. Workshops for parents (, Cooking Club activities, Community Café events, sponsored walk, Prize Bingo, Christmas Craft Fayre, Summer Fete, school ceilidh, new playground markings, and family participation in school initiatives have helped strengthen relationships within the school community. Wellbeing measures, including <i>All About Me</i> and <i>What Rights Matter to Me</i> show improved pupil confidence, emotional wellbeing, and engagement. Attendance has improved for many pupils. Child's Plans are consistently reviewed with family input, ensuring support is personalised and responsive to pupils' individual strengths and needs. Parents and carers report increased confidence in understanding the supports in place and feel more involved in decision making processes. The school has also strengthened community partnerships through collaboration with local organisations, services, volunteers, and clubs. Partnerships with community groups and agencies have widened opportunities for pupils through activities such as sports clubs, youth programmes, assemblies, and community events. Initiatives including the Community Café, local business involvement, sports partnerships, and engagement with organisations such as Police Scotland, the Church of Scotland, Town Library, Invernevis House, and the Salvation Army, have enhanced pastoral support, inclusion, and learner engagement. Families and community members are contributing more actively to school events, initiatives, and wider improvement activities, including class trips, fundraising events, discos, sports events, and seasonal celebrations. This has strengthened relationships, promoted inclusion, and reinforced a positive school ethos where pupils, families, staff, and the wider community work together to support success for all learners.		

School Priority 3: Literacy – focus on developing reading and writing skills

School Improvement Plan Priority 3		
Summary of progress	Next steps	Stakeholder Views
This year's attainment data shows a mixed picture, with improvements in writing alongside some decline in reading attainment. P7 reading remains a strength, although attainment has decreased slightly from 75% to 71%. Writing attainment has improved at both P4 and P7, increasing from 66% to 70% in P4 and from 64% to 67% in P7, showing positive progress in an identified area for improvement. However, P4 reading attainment has declined significantly from 62% to 43%, highlighting a key area for targeted support and intervention. P1 reading attainment currently sits at 65%, providing a positive early literacy baseline. Overall, the data highlights improving writing outcomes and continued strength in reading, while identifying P4 reading as a priority area for improvement moving forward.	Prioritise improvement in P4 reading through targeted interventions, increased reading opportunities, and focused support for comprehension and fluency skills. Continue to strengthen early literacy approaches in P1 and P2, including phonological awareness and reading for enjoyment Build on improvements in writing attainment by continuing moderation activities, shared writing approaches, and opportunities for writing across the curriculum. Use assessment data more consistently to identify gaps in learning and provide timely targeted support for pupils requiring additional intervention. Continue tracking pupil progress termly through SNSA, SOFA, PiRA, and formative assessment to monitor impact and inform next steps. Share effective practice across stages to improve consistency in literacy teaching and support smoother progression in reading and writing attainment across the school.	
Impact		
The school has continued to make progress in developing literacy across reading and writing, although current attainment data presents a mixed picture. Writing outcomes have improved across both P4 and P7, with attainment increasing from 66% to 70% in P4 and from 64% to 67% in P7. This demonstrates positive progress in an area previously identified for improvement and reflects the impact of targeted writing approaches, moderation activities, and increased opportunities for writing across the curriculum. P7 reading remains a strength across the school, with 71% of pupils achieving expected levels despite a slight decrease from 75% last year. This indicates that most learners continue to demonstrate strong reading skills by the end of P7 and reflects continued focus on reading comprehension, fluency, and enjoyment.		

However, reading attainment at P4 has declined significantly from 62% to 43%, highlighting a key area for targeted intervention and support moving forward. Analysis of assessment data has identified the need for increased focus on reading fluency, and comprehension in P4. P1 reading attainment currently sits at 65%, providing a positive early literacy baseline and demonstrating the importance of continuing strong early intervention approaches.

Consistency in literacy practice across the school has strengthened through the development of shared teaching approaches and moderation activities. Staff are increasingly using agreed literacy strategies across stages, helping to improve progression and consistency in learning experiences. Pupil engagement and enjoyment in literacy continue to improve through literacy events such as competitions, library visits, reading initiatives, and wider opportunities to promote reading for enjoyment. Many pupils are demonstrating increased confidence and willingness to engage in reading and writing activities both within and beyond the classroom.

Targeted literacy interventions remain an important feature of support for learners requiring additional help. Baseline assessments and tracking systems have enabled earlier identification of need and more focused interventions, including phonics programmes, wraparound spelling, and Speedy Readers approaches. Unfortunately, planned reading interventions were not implemented consistently throughout the year due to ongoing staffing shortages. A stronger whole school literacy culture is continuing to develop, with reading and writing increasingly promoted across the curriculum and wider school community through displays, celebrations, and literacy focused events.

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

PEF- Children's Service Worker 2025/2026

- Attendance average 90.3%

Impact/progress summary

CSW interventions have shown a significant positive impact on pupils' emotional, social, and academic development. These targeted programs support children with additional needs by fostering secure relationships, emotional regulation, and self-confidence. Pupils are identified from SEEMIS (attendance/FSM/ASN/SIMD band/CCF) and from collaborative discussions with SLT/CTs. Pupils participating in intervention groups often demonstrate improved behaviour, increased engagement in learning, and stronger peer relationships. Teachers also report better classroom dynamics and reduced disruptions. By creating a safe and structured environment, nurture interventions address barriers to learning early, promoting long-term resilience and well-being. Overall, these interventions contribute to a more equitable, inclusive and supportive school culture, enhancing outcomes for both individuals and the wider school community.

The intervention programme demonstrates a positive impact on attendance, wellbeing and inclusion across the school.

CSW worker supports attendance overview, Play and Social Group, Emotional Check in sessions, Social Skills Group, Bucket Time, Friendship Group Sessions, Cookery Club with pupils and parents, Breakfast Club, Youth Club for all ages, and Gardening Club.

Strengths

- Attendance improved for most pupils receiving targeted parental engagement.
- High participation from FSM and ASN pupils.
- Strong family engagement through Cookery Club.
- Wide range of universal and targeted supports available.
- Opportunities for social development, emotional regulation and positive peer interaction.

Areas for Development

- Continue intensive attendance support for pupils below 50%.
- Track attendance outcomes for pupils attending multiple interventions.
- Measure wellbeing and engagement outcomes through pupil voice surveys.
- Expand family-learning opportunities based on the success of Cookery Club.
- Monitor progression from targeted interventions into universal clubs and activities.

Conclusion

The combination of attendance monitoring, parental engagement, nurture-based interventions and extracurricular opportunities has contributed to improved attendance and increased engagement for the majority of targeted pupils. Attendance rose from **67.8% to 70.5%**, with **13 of 17 pupils showing improvement**, while wider wellbeing interventions provided significant support for FSM and ASN learners, strengthening inclusion, resilience and school connectedness.

Wider achievements

Coileanaidhean nas fharsainghe

Shinty teams across the school from P1 to P7 playing and representing Lundavra in local and national competitions. P6 - P7 UHI development league and School of the Year Youth Development trophy
Chanter/Brass/Drumming sessions throughout the year.

P4 - P5 Football Team

P6 – P7 Football Team

P5 – P7 Netball Team

Youth Club P1 – P3

Youth Club P4 – P7

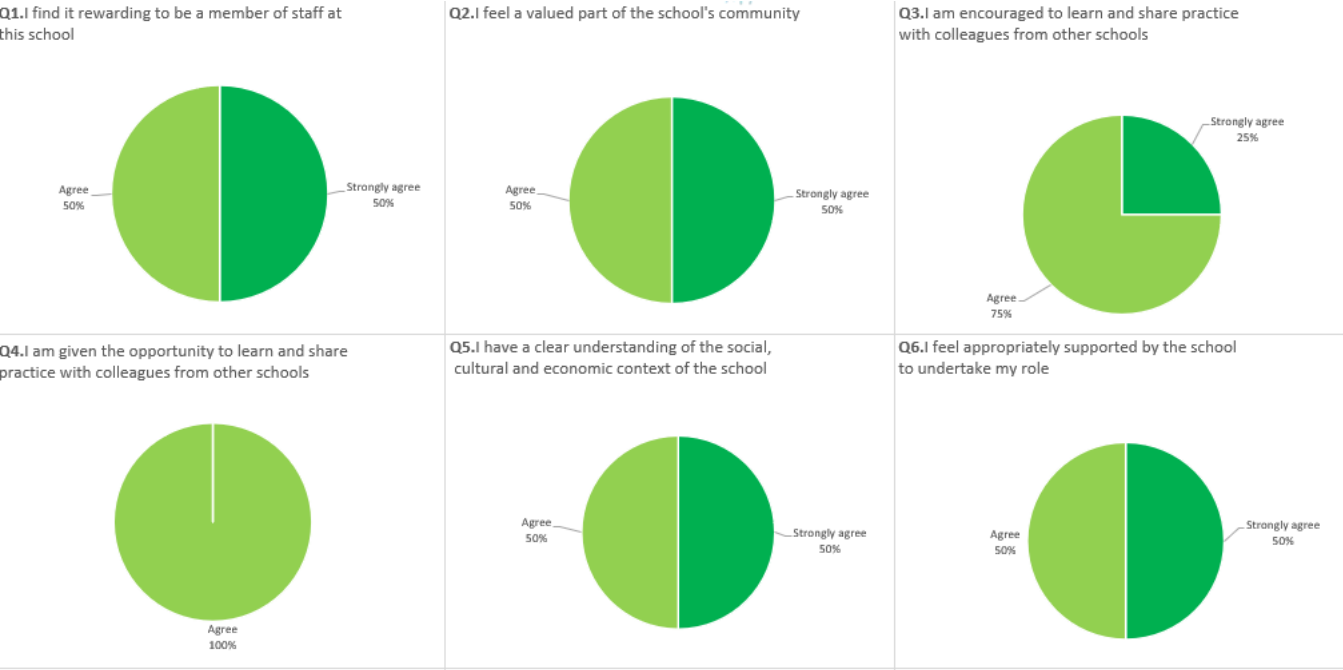
Breakfast Club

Christmas Craft Fayre
Summer Fete
School Prize Bingo
Christmas Performance
Burns Celebration
Hallowe'en Disco
Spring Disco
School Fun Day and Picnic
Sponsored Walk – Cow Hill
School Ceilidh
P7 Mod choir
Pupil Voice – New Playground Markings
Upper Achintore Regeneration Group – Cow Hill Project
Cooking Club
Swimming Gala
Local Art competitions
Rugby tournament
Lochaber High School transition events
Invernevis visits
Town Library visits
Vintage Cafe
Community Café
P5 Christmas Panto to Inverness
P4 Landmark Trip
P6 Glencoe Outdoor Centre
P1-P3 Class outings to the local area
Raising Children with Confidence
Gardening Club

Comments from learners, families, stakeholders and staff

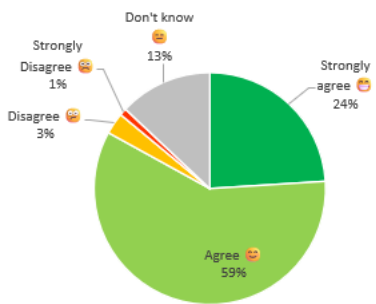
Beachdan bho luchd-ionnsachaidh, teaghlaidhean, luchd-ùidhe is luchd-obrach

Snapshot from Teacher Survey

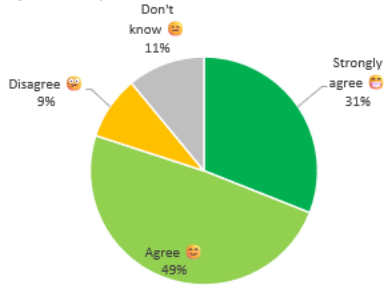


Snapshot from Pupil Survey

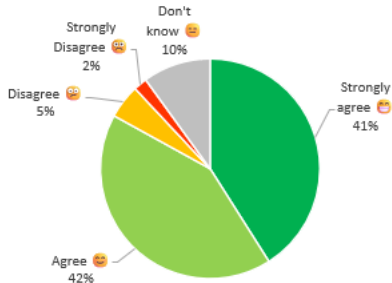
Q1.I feel safe when I am at school



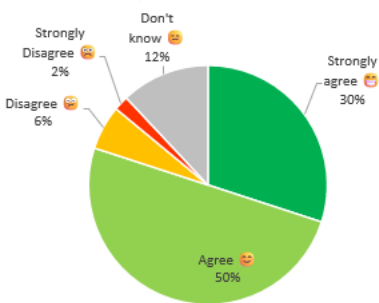
Q2.My school helps me to feel safe



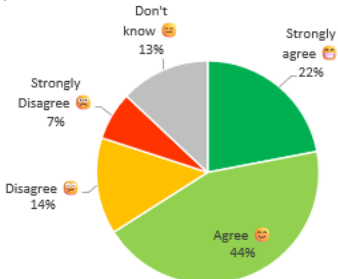
Q3.I have someone in my school I can speak to if I am upset or worried about something



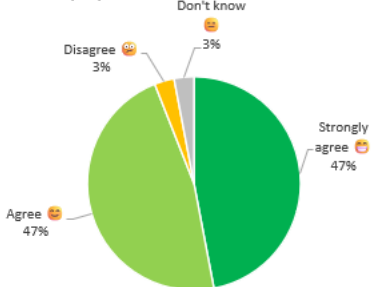
Q4.Staff treat me fairly and with respect



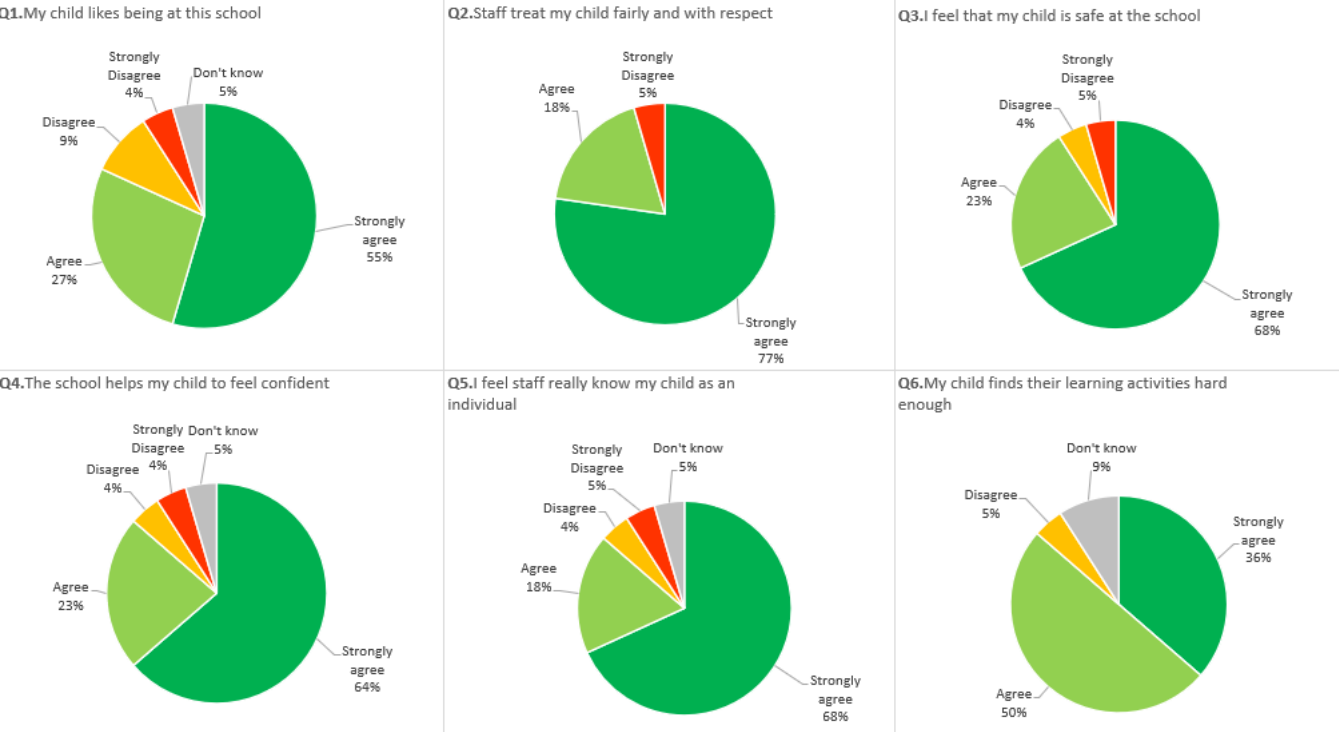
Q5.Other young people treat me fairly and with respect



Q6.My school helps me to understand and respect other people



Snapshot from Parent Survey



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

Our overall evaluation of our capacity for continuous improvement is:

Choose an item.

Key priorities for improvement planning

Prìomhachasan airson planadh airson leasachadh

CIRCLE Framework (ASG Project)

Literacy – focus on further developing reading and writing skills

Numeracy – Use of new TeeJay resources and the Highland Numeracy Framework, ensuring progression, challenge and support for all learners.

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