



STANDARDS AND QUALITY REPORT 2025-26

AITHISG INBHEAN IS CÀILEACHD

GLENCOE 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%

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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
92.6%

Average Class Size
13

Meeting PE Target
Target Met

Pupil Numbers (inc nursery)
26

Teacher Numbers
3

Pupil Teacher Ratio
9

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

Reading

Almost all

Writing

Majority

**Listening and
talking**

Most

Numeracy

Majority

We have had no exclusions this year.

Glencoe Primary School is in a rural setting serving the community of Glencoe and Glen Etive. We are in South Lochaber covering an area from Loch Leven to Rannoch Moor and Loch Etive.

There are 25 children attending the school, ranging from P1 – 7. They are taught in two multi-composite classes.

The headteacher has overall leadership responsibility for Glencoe Primary School and St Bride's Primary School. The headteacher is supported by a principal teacher. Staff and children from both schools work together regularly.

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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 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

We have had no exclusions this year.

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

In Glencoe Primary School, we ensure that all children develop the attributes, knowledge and skills they need to thrive in life, learning and work. They will be able to demonstrate the four capacities (successful learners, confident individuals, effective contributors and responsible citizens) through the four contexts for learning (curriculum areas and subjects, interdisciplinary learning, ethos and life of the school and opportunities for personal achievement) and in a curriculum which reflects the seven principles of design (breadth, progression, depth, personalisation and choice, challenge and enjoyment, coherence and relevance). Our values are based around being safe, ready and respectful and we aim to work, learn and grow together. The vision, values and aims are currently under review and will be updated following consultation with children, families, staff and the community.

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: Revise Vision, Values & Aims and Curriculum Rationale		
School Improvement Plan Priority 1		
Summary of progress	Next steps	Stakeholder Views
Limited progress was made in this area during Session 2025–26. Following the transition from a quad cluster to a dual cluster, it was agreed that the review of the Vision, Values and Aims should be postponed ensuring the process accurately reflects the identity and priorities of the newly formed school community. While the planned refresh was not undertaken, this period of change provided an opportunity to reflect on existing practice and consider how a shared vision can support future school improvement and curriculum development. As a result, there is a clear commitment to undertake meaningful consultation with pupils, staff, parents and the wider community during Session 2026–27 to develop a refreshed Vision, Values and Aims and associated Curriculum	- Consult with pupils, staff, parents and partners to co-create refreshed Vision, Values and Aims. - Review and update the Curriculum Rationale using the Northern Alliance Curriculum Rationale Toolkit. - Develop staff understanding of the Curriculum Improvement Cycle to support curriculum design and self-evaluation.	

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Rationale that reflects the needs and aspirations of all stakeholders.	• Ensure the refreshed Vision, Values and Aims are embedded across all aspects of school life, learning and school improvement. • Strengthen family engagement through consultation activities and open afternoon events.	
Impact		
While the planned review was not completed during Session 2025–26, the transition to a dual cluster provided an opportunity to reflect on the identity and aspirations of the newly formed school community. This has created a stronger foundation for meaningful consultation and engagement with pupils, staff, parents and partners. As a result, the school is well placed to develop a refreshed Vision, Values and Aims and Curriculum Rationale that accurately reflects the needs and priorities of the school community moving forward.		

School Priority 2: Continue to develop pupils' social and emotional wellbeing curriculum		
School Improvement Plan Priority 2		
Summary of progress	Next steps	Stakeholder Views
Good progress was made in developing pupils' social and emotional wellbeing across the school. The Zones of Regulation programme has been further embedded across class and has provided a common language for staff and pupils to use for aiding self-regulation. Learner voice activities provided opportunities for pupils to share views on wellbeing and support. Staff participated in professional learning relating to wellbeing and emotional regulation, increasing confidence and consistency in supporting pupils' wellbeing needs. Wellbeing questionnaires and daily check ins were used to identify strengths and areas for targeted intervention. Learner voice activities and assemblies provided	• Continue to embed Zones of Regulation and ensure consistency across all stages. • Explore the Rights Respecting Schools Award programme as a framework for strengthening pupil voice, participation and wellbeing. • Further develop targeted wellbeing interventions for	Pupils have said that they feel comfortable talking to teachers and other trusted adults when they need support. Pupils have said that they know how to access wellbeing resources and strategies to support their emotional wellbeing.

opportunities for children and pupils to share their views on wellbeing and support, helping to inform school improvement. These actions contributed to the National Improvement Framework priority of improving children and young people's health and wellbeing and Highland Council's priority of ensuring wellbeing, equality and inclusion. Pupils demonstrated increased confidence in discussing their wellbeing and staff were better equipped to identify and respond to wellbeing needs.	identified pupils. • Use PASS and Boxall data to monitor progress and inform planning.	Pupils have said that they enjoy the Pupil Voice Groups and leading on activities in the school.
Impact		
• Pupils have shown increased confidence in discussing their feelings and emotions using a shared language to support self-awareness and self-regulation. • Pupils were more able to identify strategies to help them manage emotions and seek support when required. • Learner voice opportunities enabled pupils to feel listened to and valued, contributing to a positive and inclusive school ethos. • Staff confidence in identifying and responding to wellbeing needs increased, resulting in more timely and targeted support for individual pupils. • Wellbeing questionnaires and daily check-ins provided valuable information which informed interventions and strengthened staff understanding of pupils' wellbeing needs. • Positive relationships across the school were further strengthened, supporting an environment where children feel safe, included and supported.		

School Priority 3: Improve attainment in Literacy		
School Improvement Plan Priority 2		
Summary of progress and impact	Next steps	Stakeholder Views
Moderate progress was made in improving attainment in literacy, with a particular focus on writing. Staff engaged with professional learning opportunities to develop their understanding of	• Visit classrooms and settings that have successfully implemented the National Improving Writing Programme to observe effective practice. • Complete the Literacy for All tracker for all P1–P3 pupils to support the monitoring of progress and	

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effective writing pedagogy, although not all planned training was completed by all staff. There has been an increased focus on the use of pupil-friendly writing rubrics across the school, enabling learners to better understand success criteria and identify their next steps in learning. Pupils are increasingly able to discuss their strengths and areas for improvement in writing, demonstrating greater ownership of their learning. These actions contributed to the National Improvement Framework priority of improving attainment in literacy and Highland Council's priority of raising attainment and achievement through improvements in learning, teaching and assessment.	the early identification of persistent literacy difficulties. • Develop and implement a consistent whole-school marking guide for writing to ensure greater consistency in feedback and learner expectations. • Engage in regular moderation of writing across the school to strengthen professional judgement and improve consistency in assessment. • Continue to develop staff confidence and consistency in the teaching and assessment of writing through professional dialogue and collaborative working. • Use moderation and attainment data to identify strengths, next steps and targeted interventions to further improve writing attainment.	
Impact		
Pupils demonstrate increased confidence in discussing the quality of their writing and identifying targets. The use of pupil-friendly rubrics has supported learners to self-assess their work, promoting greater independence and ownership of learning. Staff report increased consistency in discussing writing targets with pupils, supporting a clearer understanding of progression in writing across the school.		

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

Targeted 1:1 numeracy support focused on developing practical life skills, including the effective use of calculators to solve real-life mathematical problems. Learner demonstrated some increased confidence and engagement when approaching numeracy tasks and was able to apply strategies with support. Assessment and tracking information indicated slight but positive progress in identified areas of need, with pupil showing improved understanding and some improved confidence in using numeracy skills in everyday contexts.

Regular emotional check-ins, soft starts and targeted PSA support improved pupils' confidence, emotional awareness and resilience. Learners demonstrated increased ability to self-regulate, discuss their emotions appropriately and engage positively with peers. This contributed to improved wellbeing and readiness to learn.

Wider achievements

Coileanaidhean nas fharsainghe

Children develop the four capacities through opportunities to be involved in a range of activities. These include swimming, music tuition, cross country running, climbing, athletics, skiing, canoeing, paddleboarding and archery. Children compete at shinty, rugby and inter-school sports. Pupils perform for parents and community at our annual Christmas Show. Through planning and leading an Enterprise Day, pupils developed leadership, teamwork and enterprise skills, while taking responsibility for raising funds and contributing positively to the wider school community.

Comments from learners, families, stakeholders and staff

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

"The students are kind" P1 Pupil

"Our teachers are the best as they are kind and helpful; they teach us interesting stuff" P1-3 Pupils

"Laura makes lovely dinners" P2 Pupil

"Our school location is one in a million; Glencoe is lovely" P3 Pupil

"We go on school trips" P1 Pupil

"I like the displays around school. They are bright and beautiful" P1 Pupil

"I like the bike shelter area. I like that there is a spot to hang out in when it's raining, or shade when it's sunny" P7 Pupil

"I like the canteen. It's a nice place to eat and talk with my friends" P7 Pupil

"I like our new heaters. They keep us nice and warm compared to the old ones" P7 Pupil

"I like the pitch. It's a good open space and you can play football, capture the flag, rounders and other games there" P6 Pupil

"I like the balance trail because it is fun" P5 Pupil

"I like the nice teachers." P7 Pupil

"I like spelling because it's fun. The teachers and my classmates make it fun." P6 Pupil

"I like fun 31 because it's a good time to research things that you want to learn and learn skills and do things you can't always do at other times." P7 Pupil

"I like Fun 31 because you can do what you want. It's nice getting a break from the other kinds of work and getting to do what you want and be more interested" P5 Pupil

"I like writing because I get to use my imagination." P7 Pupil

"I like writing because it's fun thinking up ideas." P4 Pupil

"I like Maths Passports because of the challenge of getting around the world. It motivates me. I also like reading because I enjoy reading the books and watching a film about it after." P7 Pupil

Parents reported that they are happy with the school, praising both the staff and the learning environment. Feedback indicated a desire for increased communication about the work of the Parent Council.

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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	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.

Key priorities for improvement planning

Prìomhachasan airson planadh airson leasachadh

1. Revise Vision, Values & Aims and Curriculum Rationale
2. Developing a Consistent Whole-School Approach to Dyslexia Identification and Support

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3. Circle Framework

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://blogs.glowscotland.org.uk/hi/glencoeprimary/> or by contacting the school office.