



Standards and Quality Report (SQR)

Session 2025 to 2026

School or setting: **Glenlyon Primary School and Nursery**

Sector: **Education and Learning**

Date: **19th June 2026**

Headteacher: **Richard Brocklehurst**

1. Context of the school or setting

Glenlyon Primary School and Nursery is a small rural setting in Highland Perthshire at the heart of its community. Our school and nursery offer children a nurturing, inclusive and highly personalised learning experience shaped by strong relationships, outdoor learning, sustainability and children's rights.

Throughout session 2025-2026, we continued to work closely with families and partners to respond to local needs and to strengthen consistency in learning, wellbeing and communication across the setting.

2. Vision, values and aims

Our vision is for a confident, ambitious school and nursery where everyone can contribute and feel included. We aim to provide a vibrant, successful, safe, happy, healthy and sustainable environment where people are nurtured and supported. We want our children to develop the knowledge, skills and qualities they need to adapt, think critically and succeed in today's world through experiences across all areas of learning, interdisciplinary opportunities, the life and ethos of the setting, and personal achievement. We continue to shape our curriculum around the needs of our children, focusing on the big ideas, knowledge and skills they need at each stage of their learning to help them grow and thrive.

3. Attendance, attainment and achievement

Attendance in primary has risen to 95% and remains a key focus. Through strong relationships with families, nurturing approaches and support, we promote regular attendance. Monitoring processes help identify concerns early and respond quickly to barriers affecting individual children and families.

The majority of our pupils continue to achieve at or above expected levels in numeracy and literacy.

Data has been gathered through a variety of assessments and tracked across the year. This supports our evaluation of very good for the *Quality Indicator 3.2: Raising Attainment and Achievement*. This is reinforced by targeted interventions, structured approaches to learning and improving moderation.

Children continue to achieve well through outdoor learning, sustainability projects, creative learning, pupil leadership and community involvement. These experiences are helping learners develop confidence, independence, teamwork, communication and responsibility, while building a stronger understanding of themselves as capable learners and valued members of the community. In our nursery this year settling in new children and families has meant a focus on health, wellbeing and outdoor provision, spending more time creating or re-designing structures for the nursery to enjoy both in our garden space and our ever-evolving Forest School site.

4. Learning

Learning and teaching are improving through a stronger shared understanding of high-quality practice.

All children are engaged in learning across classroom, outdoor and play-based contexts, and staff are increasingly using creative approaches, digital tools and nurturing strategies to support progress.



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Tracking, moderation, observation and pupil voice show that learners are benefiting from greater consistency, clearer support and increased opportunities for independence and participation.

In nursery we have been developing our nurture and friendships, including mindfulness time and activities, building this in to our daily routines, learning how to be more caring and thoughtful towards each other and our environment. Listening and talking, an over-arching theme this year, has involved a strong focus on stories, in this year of reading, and developing descriptive language with all staff developing a consistent approach to planning, learning and assessment. We have visited other nurseries, enjoyed a selection of trips out and parent groups, run bookbug sessions and again joined with the primary for a selection of activities.

5. Leadership

Leadership at all levels is a strength of the setting. Staff are actively involved in professional learning, self-evaluation and improvement activity linked to our priorities this year of nurturing relationships, learning and teaching, and listening and talking. We have created a positive culture of collaboration, reflection and shared responsibility, resulting in increasing staff confidence, stronger professional dialogue and a clearer focus on changes that improve outcomes for learners.

6. Consultation process

Ongoing consultation with children, parents, staff and partners through surveys, learning conversations, tracking meetings, showcases, professional dialogue and community events informed this report. Feedback has helped us review our vision, evaluate progress, identify development areas and ensure that improvement priorities reflect the needs and strengths of our school and nursery community.

7. Overall evaluation of capacity for continuous improvement

We have a strong capacity for continuous improvement. Our self-evaluation is evidence-based, collaborative and focused on impact, and staff show a clear commitment to equity, inclusion and high-quality learning. The progress made this session, alongside our shared vision and strong relationships, places us in a very good position to build further improvement across the school and nursery.

1.3 Leadership of Change	Very Good
2.3 Learning, Teaching and Assessment	Very Good
3.1 Ensuring Wellbeing, Equity and Inclusion	Very Good
3.2 Raising Attainment and Achievement	Very Good

8. Improvement priorities for Session 2026 to 2027

Our priorities for session 2026 to 2027 are to continue embedding nurturing relationships as a whole-school approach with a focus on principle 4: Language as a vital tool; to strengthen our digital offer through staff development and pupil support as new systems are embedded; and to improve pupil's skills and awareness in listening and talking, with a particular focus on oracy in writing, across the setting. These priorities are informed by self-evaluation evidence and are designed to improve wellbeing, equity, attainment and learner participation.