



STANDARDS AND QUALITY REPORT 2025-26

AITHISG INBHEAN IS CÀILEACHD

Ardgour Primary School

PRIMARY/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 91.89%	Average Class Size 9.5	Meeting PE Target Target Met
Pupil Numbers (inc nursery) 19 (+ 8 nursery)	Teacher Numbers 1.5	Pupil Teacher Ratio 1:13

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

Reading	Writing	Listening and talking	Numeracy
Almost all	Almost all	Almost all	Majority

Ardgour Primary School is located in a rural, coastal setting serving the local community of Ardgour and Kingairloch on the Ardnamurchan Peninsula.

There are 19 children attending the school and 8 children in nursery, ranging from N2 - P7. P1 - 7 are taught together as a multi-composite five days per week, with a team-teaching model in place Monday-Wednesday, and a single teacher on Thursday and Friday. There is a separate nursery for 2, 3 and 4 year olds.

The headteacher has overall leadership responsibility for Ardgour Primary School and Lochaline Primary School. 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 good. Children achieve appropriate CfE levels in literacy and numeracy and, across the school, a few children are exceeding nationally expected levels. Most children who face barriers to learning are making good progress towards meeting their individual targets.

Overall children are making the following progress:

Friendship, Respect, Fairness, Fun, Leadership

Reading	Writing	Listening and talking	Numeracy
Good progress	Good progress	Good progress	Satisfactory progress

We have had no exclusions this year.

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

Values chosen by the pupils and approved by their parents:

Friendship, Respect, Fairness, Fun, Leadership.

Vision:

Motivated Pupils, Enabled Staff, Involved Parents.

Aims:

Ardgour will be a safe school where we can grow and learn because we feel wanted, excited about learning and we have a say in the school.

Learners will be confident and ask lots of questions. They will manage their feelings, be fit and get on well with every kind of person. This will help them enjoy life and reach their goals.

Parents/carers and staff will work closely together to help children learn.

We will work well with local groups because we can learn so much from our community.

We will all value differences in people in our community and our world.

Everybody will succeed in their learning and will CELEBRATE achievement.

We will respect the buildings and belongings of our school and community and take care of our changing world.

We will keep learning and keep getting better so our learning/school is the best it can be.

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: Moderation and assessment- Moderation collaborative		
School Improvement Plan Priority 1		
Summary of progress	Next steps	Stakeholder Views
✓ At June 2026, data and feedback demonstrated that all staff are growing in confidence in using the tools to support moderation and inform learning and teaching.	Co-ordination of ASG moderation events to become more of a shared responsibility of the ASG, rather than lying with one individual as it largely has over the last couple of years.	

Friendship, Respect, Fairness, Fun, Leadership

✓ Following NSA and SOFA assessments in November 25, combined with other formal and informal assessments (including PM Benchmarks and numeracy diagnostics) throughout the year, all staff have analysed resulting data and used it to inform teaching and put in place interventions for children not on track. ✓ Regular attainment meetings throughout the year and subsequent entry of school tracking data are demonstrating increasingly accurate judgements in overall Literacy and Numeracy across the school. ✓ At end of session all teachers report greater confidence in making ACEL judgements.	Continue to reinforce positive practices from previous sessions. Seek ideas from stakeholders regarding future development and areas for improvement.	
Impact		
Moderation events have been successfully embedded and will continue in session 2026/27. Input for moderation will be drawn from the Highland moderation collaborative. These events will continue to include early years staff. All staff across the ASG will be consulted on moderation progress to date and how they feel these could be improved and made more useful and contribute to greater consistency. Ardgour Primary will also join with a wider group of small, rural schools (outwith ASG) for moderation events in next session.		

School Priority 2: Improvement of outdoor education and outdoor learning spaces		
School Improvement Plan Priority 2		
Summary of progress	Next steps	Stakeholder Views
✓ Students are beginning to show increased engagement in learning in a variety of environments and spaces. There remains significant progress to be made, which will form part of a long-term improvement project. ✓ Staff report increased confidence when delivering outdoor learning. Input from external providers has helped staff feel confident to identify and deliver outdoor learning opportunities. ✓ Increased satisfaction is reported among wider school community of how outdoor learning is delivered at Ardgour PS and ELC.	✓ Continue to develop the old nursery garden, with the long term goal (within 3 years) of turning it into both a sensory garden area, and an area for growing fruit and vegetables. ✓ Engage with community in developing other outdoor spaces in the school, including tarmac playground	

Impact		
Further training for staff has increased confidence in delivering outdoor learning. We have begun to update and improve resources to help with delivering rewarding outdoor experiences. We have also begun to engage with the local Hopscotch charity group and make use of their resources and facilities. Children have been given increased opportunities to experience outdoor learning and access to more resources both within the school setting and beyond. This has included welcoming UHI students and staff to the school to deliver outdoor learning experiences (numeracy focused) Progress to date is satisfying, but there is much more that we would like to do and we will continue to focus on these areas.		

School Priority 3: Raising attainment for all learners with particular focus on numeracy		
School Improvement Plan Priority 2		
Summary of progress and impact	Next steps	Stakeholder Views
➤ Although improvements have been made in this second year of focus on numeracy and attainment has been good in many ways the school will retain a focus on raising attainment in numeracy for session 2026/27 as there are still school-wide concerns in this area. ➤ Learnings from numeracy development in session 2024/25 have been reinforced and expanded upon. ➤ During session 2025/26 some target children demonstrated increased levels of attainment in numeracy overall, while others made slower	➤ Increased focus on early intervention for children struggling with numeracy. All staff to engage with professional development and strategies for identifying children with persistent numeracy difficulties as early as possible. ➤ Continue to embed learnings from previous sessions and focus on ongoing professional development opportunities.	

progress. This data as well as EOY feedback has prompted retention of raising attainment in numeracy as a focus area for session 2026/27' ➤ At end of session 2025/26 staff report increased confidence in assessing numeracy needs of children and delivering effective, challenging and engaging learning experiences based on Highland Numeracy Framework. Continued engagement with Numeracy Self-evaluation Framework (Primary Cohort 2) in session 2026/27 will hopefully reinforce this.		
Impact		
Learnings taken from sessions and support provided from numeracy officer in session 2024/25 continue to be used and developed. Additional support provided by ASNT in assessment and intervention have been valuable in raising attainment for targeted learners. Although some target children have made encouraging improvements in numeracy in session 2025/26, others continue to struggle. Our focus will remain in this area for session 2026/27.		

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

Our PEF funding for session 2025/26 has been used to improve outcomes for target children by providing 1:1 PSA support for two hours per week. We are seeing good progress in both literacy and numeracy with some students and will continue to focus PEF funding on raising attainment for these target students in session 2026/27. Additional PEF funding has been used to improve the school environment for all students, with particular focus on those children from less advantaged backgrounds. This has had a positive impact on all students including target FSM pupils.

Wider achievements

Coileanaidhean nas fharsainghe

Our students have participated in a wide range of activities and events outside of school. There is high engagement in the school with musical tuition offered, including that delivered by YMI, and several students participate in dance and have shown their dance skills at local shows and competitions.

Former pupils have also offered dance sessions after school which have been well attended.

Our students are again participating in the Ardnamurchan Mod in both individual and collective categories.

All children including those with significant additional support needs, have taken part in swimming lessons and Hydrotherapy sessions.

Children have represented the school in athletics and swimming events, as well as badminton and rugby tournaments. The school won the local primary 6/7 Tag rugby tournament for the first time, with a team made up predominantly of girls and including several primary 4/5 age children.

Younger children have taken part in Kodaly throughout the year.

This year we have engaged with the local Hopscotch charity group who have offered their support and use of their premises for all students, including those with additional support needs.

All children, including those with additional support needs, took part in cinema trips and visits to Acharacle for a professional pantomime performance, trips to a local community member for a fun Halloween experience and trips to the local goat experience.

Children have been involved in fundraising for a variety of local and national causes, including Foodbank and the school itself with children actively contributing to a variety of events outside of school hours.

We have been fortunate to have regular visits from Pets as Therapy which has been of particular benefit to our children with additional support needs.

We have welcomed the Wellbeing Heroes to our school which has been valuable for children's Health and Wellbeing.

We also welcomed students and lecturer from UHI who provided several days of outdoor learning activities for all children.

Comments from learners, families, stakeholders and staff

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

Feedback from parents, caregivers and the wider community is positive overall, with emphasis placed on the friendly, inclusive and welcoming nature of the school, staff and pupils. Parents value the outdoor spaces we are lucky to have and are keen to see the continued development of outdoor learning as a focus area.

Parent comments on what we are doing well include:

- I don't think there is anything I'd particularly change about the school.
- I think the team teaching model has gone well this year and added stability to the classroom. My children have benefitted from a consistent range of teachers.

Parents comments on areas for improvement/development include:

- Targeted learning sessions for each age group so every year group feels they have had something aimed at them at some point in the year (or at very least in 2 year groups).
- I don't really have any suggestions other than to have a focus at the end of terms- yes something fun or less 'worky' but with purpose?
- Less colouring in activities.
- I feel a bit like difficulties went unnoticed when (my child) was in the lower end of school, (I think the support she has had these last couple of years has been great) and I would just caution that this is learnt from, and vigilance for struggling areas etc is kept an eye on- its easy to miss- presumably tricky with the teaching set up, and communication is key.

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	Satisfactory
QI 2.3 Learning, teaching and assessment	Very good	Good

Friendship, Respect, Fairness, Fun, Leadership

QI 3.1 Wellbeing, equality and inclusion	Very good	Very good
QI 3.2 Raising attainment and achievement/Securing children's progress	Good	Satisfactory

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

Gaelic Learning Development
Raising attainment in numeracy
Introduce and implement CIRCLE framework (ASG)

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 [Ardgour | Ardgour Primary School | Clovullin](#) or by contacting the school office.