



STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2024-2025

Arisaig Primary School



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Introduction: Local and National Context

Ro-ràdh: Co-theacsa Ionadail agus Nàiseanta

This Standards and Quality Report is influenced by both Highland and national priorities. These can be summarised as follows:

Highland Priorities



National Improvement Framework Priorities



Entitlement, Excellence & Equity:

We will raise attainment and achievement for all, especially for children and young people from disadvantaged circumstances, including rural deprivation. We will focus relentlessly on improving standards and the quality of learning and teaching, to ensure that entitlement, equity and excellence are delivered across the system.

Empowerment & Leadership:

We will develop leadership skills at all levels of the system, for now and the future, building a culture of empowerment and professional capital.

Relationships:

We will maximise health and wellbeing for all children and young people, to give them the best possible start in life. We will ensure every child and young person feels part of the community they live in.

Opportunity:

We will maximise opportunities for our children and young people, and for the wider Highland community and its visitors, through the provision of high-quality services.

The key priorities outlined in the National Improvement Framework are:

- Placing the **human rights and needs of every child** and young person at the centre of education
- Improvement in children and young people's **health and wellbeing**
- **Closing the attainment gap** between the most and least disadvantaged children and young people
- Improvement in skills and **sustained, positive school-leaver destinations** for all young people
- **Improvement in attainment**, particularly in literacy and numeracy.

Self-evaluation

To support self-evaluation, quality indicators from the national evaluative framework *How Good Is Our School?*⁴ are referenced.

Links to these sources (and others referenced) can be found here:

[National Improvement Framework Improvement Plan](#)
[HGIOS? 4](#) and [HGIOELC](#)
[Health and Social Care Standards](#)
[National Gaelic Language Plan](#)

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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We are pleased to present our Standards and Quality Report for Session 2024-25. This report provides important information regarding our school's progress to date and our next steps in school improvement.

Self-evaluation for self-improvement is at the heart of what we do. We continue to develop our practice in making robust use of evidence as a basis for judgements regarding the impact of our work on our learners. All staff understand that self-evaluation is an integral aspect of our approach to continuous improvement through addressing the 3 key questions:

- How well are we doing?
- How do we know?
- What are we going to do now?

Throughout the year we continuously evaluate what we do and how it makes a difference to our learners. We want to know what is working well for our school community and what needs further improvement. We inform decision making and actions through a continuous process of looking inwards, outwards and forwards.

Looking inwards - starts with those working with our children and young people

We focus on the impact on outcomes for learners. Our self-evaluation processes triangulate information, data, people's views and observation of practice to measure impact and inform planning for improvement.

Looking outwards - learning from others

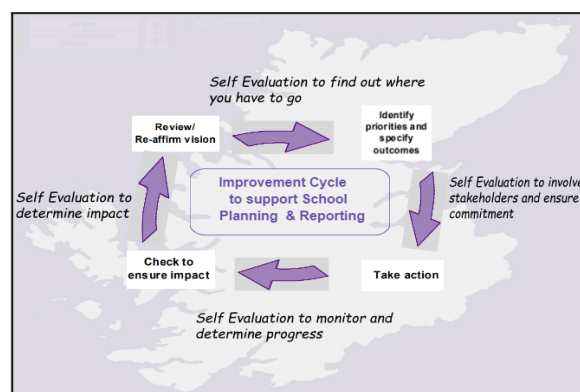
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

Looking forwards - creating a vision and planning for implementation

Through leadership at all levels, we anticipate challenges and explore creative solutions. This helps us to create an aspirational vision for our school which shapes our actions and provides a focus for improvement.

Our children and young people are actively consulted and involved in this process. We also give staff, parents/carers, and other partners the opportunity to participate in discussions and activities to shape our improvement journey.

When we develop our improvement plan, we use key questions at scheduled review times throughout the session to know how well we are progressing towards achieving these positive outcomes and changes.



Together we are working hard to ensure the Highlands is the best place for children and young people to grow up safely, learn, develop and achieve.

With positive experiences, our children and young people will always see the Highlands as home.

Le eòlasan deimhinneach, bidh ar cloinn is ar n-òigridh daonnan a' faicinn na Gàidhealtachd mar dhachaigh.

Pamela Watt

Head Teacher - Arisaig Primary

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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
90.7%

Average Class Size
11

Meeting PE Target
Target Met

Pupil Numbers (inc nursery)
35

Teacher Numbers
2

Pupil Teacher Ratio
9.2

Arisaig Primary is located in a rural, coastal setting, serving the communities of Arisaig, Roshven, Back of Keppoch, and the surrounding area.

There are currently 24 children attending the primary school and 11 children enrolled in the nursery, ranging in age from N3 to P7. Children in P1 to 3 and P4-7 are taught together in as multi-stage classes, while nursery provision is offered in a separate setting for 2-4 year olds. This year the P1-3 class had 9 children and the P4-7 class, 15.

The Head Teacher has overall leadership responsibility for Arisaig Primary and Inverie, Lady Lovat and Mallaig Primaries and Mallaig High School, as part of a shared headship arrangement. The Head Teacher is supported by a Depute Head Teacher and a Principal Teacher. Staff and children from all our schools regularly collaborate on shared projects and learning opportunities, helping to strengthen the sense of a wider school community.

Due to the small roll, in order to protect pupil anonymity, attainment and progress are reported using overall statements rather than being broken down by individual year groups or Curriculum for Excellence levels,.

Attainment and Achievement

Overall, attainment across the school in literacy and English, and numeracy and mathematics, is good. Most children are achieving expected CfE levels in literacy and numeracy, and a few are working beyond national expectations.

All children who face barriers to learning are making good progress towards their individual targets. Staff know the children very well and plan effectively to meet their needs, making good use of available assessment information to track and support progress.

Overall children are making the following progress:

Reading

Good progress

Writing

Good progress

**Listening and
talking**

Good progress

Numeracy

Good progress

We have had no exclusions this year.

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School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

At Arisaig Primary, we strive to nurture confident, caring, and curious children who achieve their full potential in a supportive and inclusive environment. We are committed to high-quality learning and teaching, encouraging creativity, critical thinking, and a strong sense of responsibility — to ourselves, our community, and our planet.

Guided by our core values of Responsibility, Respect, Resilience, Creativity, Curiosity, and Compassion, we promote positive behaviour, healthy lifestyles, and respect for cultural diversity, preparing our learners to thrive in a changing world.

Our aims are:

- To ensure our children achieve their physical, emotional, social and intellectual potential, through a supportive, inclusive welcoming environment, one which promotes a strong sense of community.
- To strive for academic excellence by providing high standards of teaching and setting high expectations for all our learner.
- To encourage creativity and critical thinking skills and a sense of responsibility to the environment.
- To foster an appreciation of cultural diversity and global awareness.
- To promote healthy lifestyle choices, including an awareness of how to maintain mental health.
- To promote positive behaviour, as underpinned by our school values.

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

Raising Attainment in Numeracy

Purpose:

Improving numeracy remains a core priority to ensure that all learners at Mallaig 3–18 Schools acquire the essential skills needed for everyday life, lifelong learning, and employment. Numeracy is a foundational element of equity in education, and improving attainment in this area directly supports national and local strategic aims.

Progress:

Our work at Arisaig Primary aligns closely with the priorities of the National Improvement Framework, particularly in raising attainment and closing the attainment gap. Some staff have engaged in high-quality CLPL, including training in the Highland Numeracy Progression, leading to a better understanding and application of the Highland Numeracy Framework in daily practice. This has enhanced our ability to plan effectively for progression and to identify next steps in learning.

Impact:

Staff engagement with the Highland Numeracy Progression has led to improved confidence and consistency in planning for progression in numeracy. Children are benefitting from more targeted teaching and timely interventions. The increased understanding of the Highland Numeracy Framework has strengthened professional dialogue during termly tracking meetings, resulting in more accurate identification of pupils requiring support or challenge. National Standardised Assessment data is being used more effectively to inform next steps, and pupils' progress is more closely monitored. As

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National Standardised Assessments were completed by all eligible classes, and the data, alongside other assessment evidence, informs our robust tracking and monitoring processes. Termly tracking meetings with the Senior Management Team support early identification of children who would benefit from additional support or further challenge. Appropriate interventions are then planned and implemented. This systematic approach ensures our vision—to nurture confident, caring, and curious children—is matched with consistently high expectations and support for all learners to achieve their full potential.

PT has made excellent headway digitalising assessment / tracking and monitoring.

a result, attainment in numeracy is improving, and learners are increasingly confident in applying their numeracy skills across the curriculum.

The digitalisation of assessment and tracking systems has significantly improved the efficiency and accuracy of monitoring pupil progress. Staff can now access and update data in real time, allowing for more responsive planning and timely interventions. Patterns and gaps in learning are more easily identified, enabling staff to tailor support and challenge with greater precision. This has strengthened professional dialogue during tracking meetings and improved consistency in assessment judgements. As a result, children's progress is more closely monitored, and attainment is more effectively supported across the school.

Improving attainment in numeracy will continue to be a priority across our schools.

Next steps:

- Embed regular opportunities for staff to engage in moderation of numeracy to support consistency and shared expectations across levels.
- We've identified two high quality resources aimed at supporting numeracy and intend to introduce from August. We will schedule professional learning opportunities for our teachers. Continue to embed basic facts and raise attainment – share good practice across the cluster.
- Highland wide moderation activity in numeracy. Establish the use of digital resources such as White Rose Maths and MathsBot to enhance planning, teaching, and pupil engagement in numeracy.
- Embed HNP Basic facts assessments and edit to match benchmarks and realistic expectations across all levels.
- Ensure all staff are familiar with the administration of HNP assessments: ensure staff receive relevant training as identified and required.
- Continue to develop / share tracking systems to ensure they reflect both children's depth of understanding and their progress over time.

School Priority: 2

Improving our Assessment for Learning

Purpose:

Improve staff understanding of assessment frameworks and moderation techniques. Authority evaluation identified a need for greater consistency across schools, in terms of our own self-evaluation. We recognised there needs to be greater consistency across our cluster and that moderation activities and scrutinising data are an excellent opportunity to share good practice and raise attainment. Improving Assessment for Learning practices supports several key **National Improvement Framework (NIF)** priorities:

Improvement in attainment, particularly in literacy and numeracy

AifL helps identify gaps and strengths in learning, allowing for timely interventions and tailored support that raises attainment.

Assessment for Learning also aligns strongly with several Education Scotland Quality Indicators, including

2.3 Learning, Teaching and Assessment

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AiFL strengthens the quality of learning and teaching by ensuring learners understand success criteria, receive timely feedback, and are actively involved in assessing their own progress. Staff use assessment information more effectively to plan next steps in learning.

Progress:

Moderation is now a regular collegiate activity. We use national/regional exemplars and stage moderation to clarify expectations. Engaged in professional dialogue about what “achieved a level” looks like.

Some progress has been made towards using rich tasks which integrate a range of skills and assessments.

Very good progress has been made towards digitalising assessments, tracking and monitoring.

Impact:

Increased confidence and consistency in teacher judgements.
Improved reliability of assessment information used for tracking and reporting.
Greater professional collaboration and collective responsibility for standards.
Staff feel supported and professionally challenged.
Assessment decisions are more valid and equitable.
Leads to improved learning, teaching and curriculum design.
Through rich tasks, learners experience a range of opportunities to demonstrate skills and understanding.
Rich tasks can encourage pupil choice and can be linked to real life.
Learners experience coherence and progression in their learning.
Clearer picture of attainment trends and gaps across the school. Numeracy diagnostics are now much clearer to see class and individual pupil progress at a glance and can be shared quickly and efficiently.

Next steps:

- Establish whole school moderation calendar
- Build in regular time for moderation across stages and with cluster partners.
- Ensure coverage of literacy, numeracy and interdisciplinary learning across the year.
- Develop and share Rich Assessment Tasks
- Co-create a bank of rich tasks that reflect breadth, challenge and application.
- Align these tasks clearly to benchmarks and levels.
- Deepen learner involvement
- Involve pupils in self- and peer-assessment routines consistently.
- Continue to strengthen/improve our use of assessment.
- Embed regular review meetings to analyse assessment data and plan next steps.
- Through developing teacher confidence, ensure we make the best use of SNSA and formative assessment evidence together to identify and respond to gaps.
- Revisit Assessment is For Learning Principles and embed in 3-18 Learning and Teaching Policy

School Priority: 3

Rights Respecting School (RRS)

Purpose:

Clearly communicate the school's commitment to embedding children's rights at the heart of its ethos, curriculum, and decision-making processes.

It outlines how rights-based education will be used to promote inclusion, wellbeing, respect, and active participation — ensuring all children feel valued, heard, and empowered within the school community.

The RRS approach supports several key **National Improvement Framework** (NIF) priorities, including:

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Improvement in children and young people's health and wellbeing

By promoting inclusion, respect, empathy, and positive relationships through a rights-based ethos, pupils feel safe, heard, and valued.

Improvement in attainment, particularly in literacy and numeracy

A culture of mutual respect and emotional security supports engagement and participation, enabling all children to thrive academically.

RRS work contributes directly to key **Education Scotland Quality Indicators**, particularly:

Ensuring Wellbeing, Equality and Inclusion

Embedding the UNCRC supports a shared understanding of wellbeing and equity. Children learn to value diversity, stand up for themselves and others, and take responsibility for their actions.

Progress:

The school has successfully achieved Right Respecting School (Bronze) Award

The whole school community (staff, pupils, parents) has been made aware of the school's commitment to RRS and the UNCRC.

A baseline audit was completed to evaluate current practice against the RRS standards.

A School Action Plan has been developed to outline how the school will implement children's rights across its work.

Children have started learning about the United Nations Convention on the Rights of the Child (UNCRC).

Impact:

Achieving the Bronze award has had a positive impact on our whole school community.

Children now have a growing awareness of their rights and the rights of others, and this is beginning to influence how they treat one another and participate in school life.

Staff are increasingly confident in using the language of rights in daily interactions, and there is a shared commitment to promoting fairness, respect, and inclusion.

The Rights Respecting Schools approach has strengthened relationships, encouraged pupil voice, and helped foster a more caring, values-driven ethos across our small school.

Next steps:

In order to achieve Silver Award:

- Ensure that children's rights are embedded across the curriculum, with clear links to the UNCRC in planning and learning experiences.
- Increase pupil participation and leadership, particularly through the RRS Steering Group and other decision-making processes.
- Further develop a rights-respecting school ethos, where rights language is visible and consistently used by staff and pupils.
- Strengthen parent and community engagement, ensuring they understand and support the school's RRS journey.
- Begin to gather evidence of impact, showing how a rights-based approach is improving relationships, inclusion, and wellbeing across the school.

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

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Pupil Equity Funding (PEF) is money provided by the Scottish Government to help schools close the poverty-related attainment gap. It allows us to provide extra support for children's learning and wellbeing, particularly those who may face barriers due to financial disadvantage.

At Arisaig Primary, we use PEF to fund things like targeted literacy and numeracy support, PSA time, and wellbeing activities, ensuring every child has the opportunity to achieve their full potential. PSA input continues to have a positive impact on learning and wellbeing across the school. Targeted support through paired reading has helped build fluency and confidence in younger readers, closing gaps in reading and spelling through structured, consistent intervention.

PSAs contribute meaningfully across all areas of the curriculum, offering in-class support that helps children engage more fully with their learning. In the early years, Emerging Literacy activities led by PSAs are strengthening foundational literacy skills. Support for writing focuses on helping children apply key tools for writing, such as structure and punctuation, leading to increased independence and quality in written work.

PSAs also play a crucial role in the playground, supporting social interaction, emotional regulation, and inclusion. Their consistent, nurturing presence contributes to the calm and supportive ethos that characterises Arisaig Primary.

Wider achievements

Coileanaidhean nas fharsainghe

- Entered Highland Hoolie art and writing competitions.
- Trip to the Highland Hoolie Book Festival to meet several published authors.
- Highland Hoolie workshop for P4-7 class.
- Hallowe'en and Christmas Parties.
- P4-7 class, cluster trip to the Highland Cinema to see Moana.
- Performed Christmas Carols for senior citizens at their Christmas lunch.
- Enhanced transition programme for Nursery children
- Whole school participated in Right Respecting School programme and successfully earned UNICEF's Bronze award.
- Christmas plays performed by both classes in our beautiful, refurbished hall.
- P4-7 class, visit to local Coastguard Station.
- Seachdain ne Gàidhlig (Gaelic Week) attended cluster day, celebrating all things Gaelic.
- Visit to Newton Room in Fort William, learning about the digestive and respiratory system.
- Loch Insh Residential trip
- Swimming lessons
- Ewen's Room workshops.
- Bikeability programme
- Cluster sports day
- Competed (very successfully) in the local Mod.
- Entered (again successfully) in Lochaber Junior Writing Competition
- Rugby Tournament
- Outdoor / Forestry School
- P7s Junior Leader Award

Comments from learners, families, stakeholders and staff

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

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Most of the children felt listened to all of the time/most of the time. For P4-7 children, this fell to a majority when they were in the playground. Most children reported feeling safe to share their ideas in class. Most Most P4-7 children feel they were making progress all/most of the time and felt supported in their learning. A majority felt they knew what to do when they encounter a problem (this is something for us to work on). All our children reported that their teacher knows them.

P1-3 Best things about class: snack time 😊 get to see my friends 😊 teachers 😊 people are kind 😊 get to learn and draw 😊 how pretty the class is 😊

P4-7 Best things about class the teacher 😊 Chromebooks 😊 support for children PSAs 😊 my friends 😊 colouring in 😊 Ketchup and Pickle time 😊 we have the best teacher 😊 the people and Miss 😊

Class would be better (P1-3)... snack break was longer; snack time sooner; I can't think of anything.

They listened to the teacher more often; I'm not sure; we had soft start; having the wobbly bridge back

Class would be better (P4-7)... its as good as it is; ketchup and pickle; There was more PSA's available; Nothing; nothing on the chromebooks was blocked; we went on a cruise ship; I can't think of anything; if more of our work got put on the wall; less work because I get stressed over work; it was less loud; its good enough; we had less work because i get stressed over work

Parents Both girls have settled really well and progressed in their learning lots; My children confidence has come on so much this year. It's amazing to see. Everything went well. My child is very happy and progressing well in the nursery.

Staff I really enjoyed the extra responsibility this year. Have been trying new strategies and ways of teaching which have kept things fun and showing an impact. HT in school at points throughout the week. PTs in Arisaig.

Meeting Additional Support Needs – made very good headway with this, this year. However, we do need to plan for better inclusivity for sports day.

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	Weak	Good
QI 2.3 Learning, teaching and assessment	Satisfactory	Good
QI 3.1 Wellbeing, equality and inclusion	Satisfactory	Satisfactory
QI 3.2 Raising attainment and achievement/Securing children's progress	Satisfactory	Satisfactory

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

Raising Attainment in Literacy and Numeracy

Improve pupil progress through making best use of assessment and data to inform teaching.
Further develop high-quality learning and teaching in reading, writing, and numeracy.
Enhance professional dialogue and moderation within the school with cluster and ASG partners.

Promoting Positive Relations, Inclusion and Equity

Ensure targeted support for pupils impacted additional needs.
Develop staff confidence and capacity to meet the needs of neurodivergent learners.
Continue to build a nurturing approach across the school.

Empowering Pupil Voice and Participation

Strengthen opportunities for children to lead learning and influence change through pupil groups and decision-making forums.
Embed the UNCRC and rights-based approaches across the curriculum and school life.

Enhancing Outdoor and Interdisciplinary Learning

Maximise use of the local environment to enrich the curriculum and promote health and wellbeing.
Strengthen planning for progression in outdoor learning and real-life contexts, particularly in STEM and sustainability.

Promote Gaelic across the school,

Raise awareness about its cultural significance; strengthen ethos and visibility of Gaelic across the school, raise profile of Gaelic as our L3.

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 or by contacting the school office.