



STANDARDS AND QUALITY REPORT 2025-26

AITHISG INBHEAN IS CÀILEACHD

ARISAIG 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%



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Dleastanas • Spèis • Seasmhachd • Cruthachailachd • Furachas • Co-fhaireachdainn

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
89.9%

Average Class Size
14

Meeting PE Target
Target Met

Pupil Numbers (inc nursery)
28 (+8 Nursery)

Teacher Numbers
3

Pupil Teacher Ratio
10

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

There are 28 children attending the school and 8 children in nursery, ranging from N3 - P7. P1 – 3 and P4-7 are taught together in a multi-stage classes and there is a separate nursery for 3 and 4 year olds.

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

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Overall, attainment across the school in literacy and English, and numeracy and mathematics, is very 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.

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 very good. Children achieve appropriate CfE levels in literacy and numeracy and, across the school, a few children are exceeding nationally expected levels. 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

Together, we learn, grow and shine.
Còmhla, bidh sinn ag ionnsachadh, a' fàs agus a' deàrrsadh.

Across Mallaig 3–18 Schools, our shared values of Responsibility, Respect, Resilience, Creativity, Curiosity and Compassion underpin all aspects of school life. They shape our relationships, guide our learning and help us create inclusive, nurturing communities where every child and young

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person can thrive. 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 and welcoming environment that promotes a strong sense of belonging, community and respect for the rights of every child.
- To strive for academic excellence by providing high-quality learning and teaching and setting high expectations for all learners.
- To encourage creativity, curiosity, critical thinking and a sense of responsibility towards the environment and the wider world.
- To foster an appreciation of cultural diversity, global citizenship and respect for the rights, views and experiences of others.
- To promote healthy lifestyle choices, including an understanding of how to maintain positive physical and mental wellbeing.
- To promote positive relationships and behaviour, underpinned by our school values of Responsibility, Respect, Resilience, Creativity, Curiosity and Compassion.
- To empower children and young people to participate meaningfully in decisions that affect them and to make a positive contribution to their school and wider 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: Raising Attainment Literacy- Writing focus.

School Improvement Plan Priority 1

Summary of progress	Next steps	Stakeholder Views
Evaluation: Good progress was made in this area.	The next stage of development will focus on embedding a progressive whole-school writing framework, increasing opportunities for regular	While progress has been positive, staff recognise the need to further strengthen consistency in the delivery of interventions and literacy

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Good progress was made in improving attainment in literacy, particularly in writing. There has been a clear focus on raising attainment, staff implemented a range of evidence-informed approaches including baseline assessment, targeted interventions, protected literacy time, moderation activities and the development of sentence-level writing skills. These actions have contributed to greater consistency in learning and teaching and a stronger focus on learner progress across the school. The school's work demonstrates positive progress against the National Improvement Framework drivers of Curriculum and Assessment, Teacher Professionalism and Performance Information. Writing rubrics have strengthened assessment practices and supported more reliable professional judgements, while moderation activities have increased staff confidence and consistency in evaluating learners' work. Consistent approaches to spelling and writing expectations have helped establish a clearer progression pathway for learners across stages. Targeted interventions are beginning to have a positive impact on attainment and achievement. Staff report improved learner engagement and progress, with a strong emphasis on sentence construction and the application of writing skills across a range of contexts. The use of Talk for Writing has supported the development of vocabulary, oral language and writing confidence, providing learners with structured opportunities to rehearse and improve their communication skills. These approaches are helping to build stronger foundations for literacy and support greater equity in outcomes for learners.	writing across the curriculum and continuing to use assessment information to target support and raise attainment for all learners. Senior leaders and identified teaching staff will participate in the National Improving Writing Programme to further develop evidence-informed approaches to writing and strengthen leadership of literacy across the school. Increase opportunities for moderation within the school, across the cluster and with partner schools beyond the cluster to strengthen professional judgement, improve consistency in assessment and share effective practice. Continue to develop a progressive whole-school approach to writing, ensuring learners experience regular opportunities to write across a range of contexts and curricular areas. Use attainment and assessment data to evaluate the impact of interventions more rigorously and target support where it will have	programmes, particularly where staffing pressures impact upon planned support.
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Collaboration amongst staff has been a key strength. Professional dialogue, moderation and shared approaches to literacy development have supported greater consistency in practice and strengthened collective responsibility for improving outcomes. Support staff have also played an important role in delivering interventions and supporting learner engagement, ensuring that targeted support is available for those who require it most. Overall, the school's actions are contributing to improved outcomes for learners and reducing barriers to achievement. While progress has been positive, staff recognise the need to further strengthen consistency in the delivery of interventions and literacy programmes, particularly where staffing pressures impact upon planned support.	the greatest impact on learner outcomes.	
Impact		
Teachers developed greater confidence and consistency in the teaching and assessment of writing through engagement with professional learning, collaborative planning and moderation activities. Moderation opportunities strengthened professional dialogue and improved confidence in making professional judgements about learner progress and achievement. Learners benefited from a more coherent and progressive approach to writing, with clearer expectations and more consistent learning experiences across stages. This contributed to improved engagement in writing, increased confidence as writers and stronger attainment in key aspects of literacy. These approaches helped reduce barriers to learning and supported more equitable outcomes for children and young people.		

School Priority 2: Gàidhlig, 1+2 Languages and Gaelic Medium Education		
School Improvement Plan Priority 2		
Summary of progress	Next steps	Stakeholder Views
Evaluation: Good progress was made in this area.	Further work is required to strengthen tracking of learner progress in Gaelic, expand	

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Good progress was made in promoting Gaelic language learning, Gaelic Medium Education (GME) and wider Gaelic cultural experiences across the school. Through a continued focus on Gaelic attainment, language progression and participation in cultural opportunities, learners benefited from a rich range of experiences that supported language development and strengthened their understanding of Gaelic language and culture. The school made positive progress against the National Improvement Framework drivers of Curriculum and Assessment, Teacher Professionalism and School Leadership. Staff continued to develop progressive approaches to language learning, including the use of Gaelic literacy and language progression frameworks and the introduction of structured French progression pathways. The use of Gaelic learning resources and collaboration with other Gaelic establishments supported consistency in learning experiences and strengthened curriculum delivery.	opportunities for staff professional learning and continue to build learner confidence and fluency through increased opportunities for language use in a range of contexts. Further develop approaches to tracking and monitoring progress in Gaelic language learning, including L3 attainment. Increase opportunities for learner voice to evaluate confidence, motivation and engagement in Gaelic. Extend professional learning opportunities for staff delivering Gaelic and 1+2 Languages. Strengthen collaboration and moderation with other Gaelic Medium and Gaelic learner settings. Continue to increase opportunities for learners to use Gaelic in authentic contexts through cultural, creative and community-based experiences.	
Impact		

Overall, the school's actions contributed to increased learner engagement with Gaelic language and culture and supported the continued promotion of Gaelic across the school community. Learners engaged enthusiastically in a range of Gaelic and cultural opportunities, including participation in cluster events and the local Mòd. These experiences increased learners' confidence in using Gaelic, strengthened their sense of cultural identity and promoted positive attitudes towards language learning.

The school benefited from staff expertise in both Gaelic and French languages, helping to support progression across the 1+2 Languages curriculum. Collaborative working and access to shared resources enhanced learning experiences and ensured learners had opportunities to engage with language learning in a variety of meaningful contexts. Opportunities to engage with the wider Gaelic community strengthened learners' sense of identity, belonging and cultural awareness while supporting progression in language skills.

School Priority 3: Promoting Positive Relationships

School Improvement Plan Priority 3

Summary of progress and impact	Next steps	Stakeholder Views
Very good progress was made in promoting positive relationships, children's rights and wellbeing across the school community. Through a strong focus on Rights Respecting Schools, restorative approaches and relationship-based practice, the school continued to develop an inclusive ethos where children feel valued, listened to and supported to thrive. The school made positive progress against the National Improvement Framework drivers of School Leadership, Teacher Professionalism and Parental Engagement.	Further work will focus on embedding this practice consistently across the school and progressing the school's Rights Respecting Schools journey. Continue the school's Rights Respecting Schools journey towards Silver accreditation, strengthening learner participation and ensuring children's rights remain central to school improvement activity. Embed the use of the CIRCLE Inclusive Classroom Resource across all classes to support inclusive practice and remove barriers to learning. Further develop staff understanding of restorative approaches, solution-oriented practice and trauma-	

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Staff worked collaboratively to embed rights-based approaches across the school, with assemblies, learning activities and school improvement work increasingly linked to children's rights. The development of a whole-school charter provided a shared framework for expectations, relationships and behaviour, helping to establish a common language across the school community. Learners were provided with a range of opportunities to express their views, contribute to school life and seek support when required.	informed responses through ongoing professional learning. Review and refresh policies relating to positive relationships, behaviour and anti-bullying to ensure consistency of language and practice across the cluster. Strengthen opportunities for pupil voice, ensuring learners play an active role in shaping approaches to wellbeing, inclusion and positive relationships. Continue to engage parents and carers through regular communication and updates on the school's rights-based and inclusive practice. Embed the successful use of LEANS and rights-based learning to further promote understanding of neurodiversity, inclusion and belonging across the school community.	
Impact Overall, the school's actions contributed to a positive, nurturing and inclusive culture where relationships are characterised by mutual respect and a strong commitment to children's rights. Learners reported feeling listened to and supported, while staff demonstrated an increasing confidence in applying rights-based and restorative approaches in their daily practice. Rights-based assemblies helped learners develop their understanding of rights and responsibilities, while safe reporting systems encouraged children to share concerns and seek help when needed. Across the school, children demonstrated increasing confidence in discussing wellbeing, relationships and their rights.		

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

Pupil Equity Funding was used to provide targeted Pupil Support Assistant support for identified learners and to enhance supervision and support during social times. This funding enabled the school to provide timely interventions in literacy and numeracy, support the delivery of Individualised Education Programmes (IEPs) and ensure that pupils requiring additional support received regular, focused input. PEF-funded support also contributed positively to health and wellbeing. Enhanced playground supervision enabled staff to provide early intervention, support positive friendships and help pupils regulate emotions before returning to class. As a result, children reported feeling safe, supported and included, contributing to a calm and positive ethos across the school.

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
- 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. Working towards Silver.
- Christmas plays performed by both classes.
- Seachdain ne Gàidhlig (Gaelic Week) attended cluster day, celebrating all things Gaelic.
- Loch Insh Residential trip
- Swimming lessons
- Ewen's Room workshops.
- Cluster sports day
- Entered Lochaber Junior Writing Competition

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- Rugby Tournament
- Outdoor / Forest School
- P7s Junior Leader Award
- P7 transition events with Mallaig High School
- Intergenerational Project- Ewan's Room.
- Entered art competition for Lifeboat Gala Day.
- World Book Day Celebrations
- Senior Citizens Christmas Lunch Concert.
- P4-7 YMI lessons and P1-3 Kodaly
- Participated in LEANS HWB.
- P7s Junior Leader Award through Mallaig Active
- Transitions – Switch class P7-S1. P3 to P4 and Nursery to P1.
- Highland Wildlife Park School Trip.
- Swimming Gala
- Participation in the Mod
- Cross Country Run
- Communication from the Westminster/Scottish Government.

Comments from learners, families, stakeholders and staff

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

Our P1-3 class



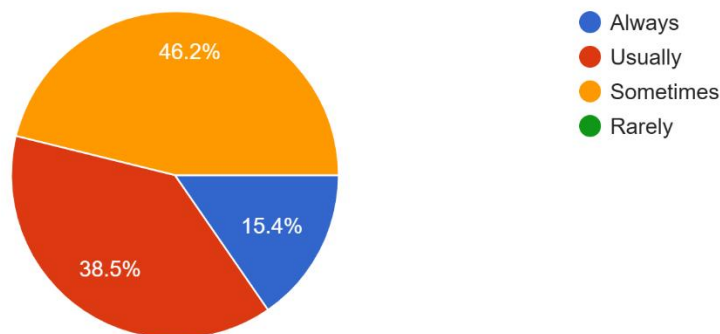
Our favourite things about school are: doing art; playtime; helping people; eating; reading; playing with our friends; the teachers; assembly; the classroom; PE; singing; practising songs; craft activities; drawing; learning stories; reading books; hard maths; story creating; science; breaktimes; having friends; working on the computer; playing “would you rather”; planting; balloon phonics.

Most of our P1-3 class said they enjoyed coming to school- a lot! Likewise they feel safe, they have friends to play with and that adults helped them when they needed it. They get to share their ideas and are proud of their school!

Our older children reported that they enjoyed school trips, seeing their friends, swimming lessons, and art. Going on a residential trip to Loch Insh was the standout memory for most of the children. Learners identified – better playground equipment, better lunches and more swimming.

I enjoy learning at school.

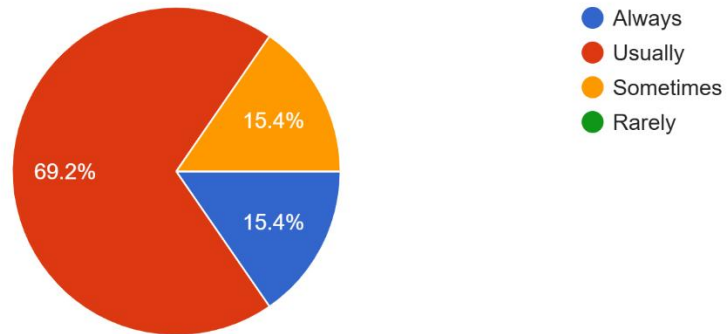
13 responses



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My work makes me think and challenges me to do my best.

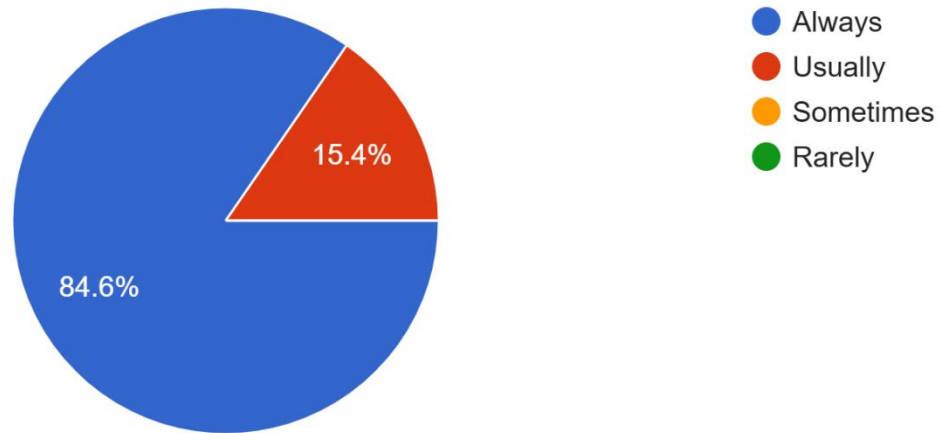
13 responses



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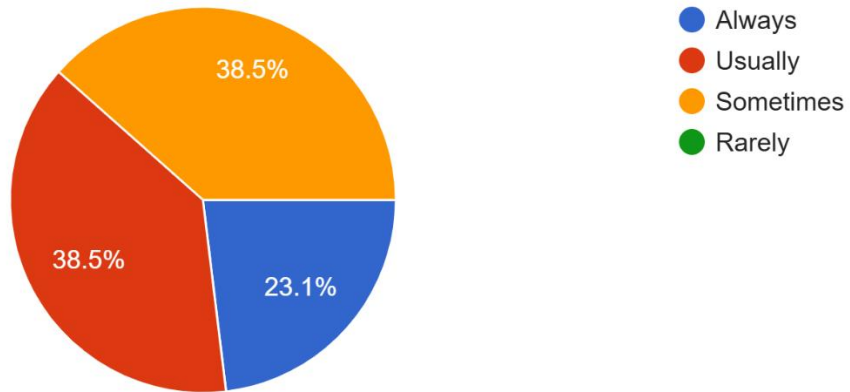
I get help when I need it.

13 responses



I am proud of my achievements.

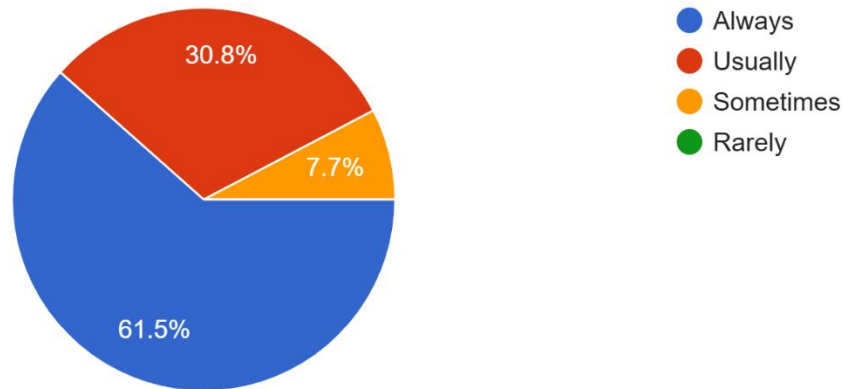
13 responses



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I have opportunities to help make decisions about school life.

13 responses



Our families said they strongly agree that their children feel safe; strongly agreed that the school keeps them well informed and feel comfortable about approaching the school with questions.

Improvements our parents would like to see:

There should be more music lessons available in Arisaig. The playground is not in good condition at the moment. Would like to see more integration between the schools.

Our partners strongly agreed that the school is welcoming and values their contribution; agreed/ strongly agreed that communication between the school and our organisation is effective and that the partnership contributed positively to the children's and young people's learning. All partners agreed/ strongly agreed that joint activities helped our learners develop skills for learning life and work.

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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	Satisfactory	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
Other QIs reviewed	Add comment	

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

Key Priorities for Session 2026–27

Priority 1: Raising Attainment in Literacy

Continue implementation of evidence-informed approaches to writing.
Engage in the National Improving Writing Programme.
Increase moderation opportunities within and beyond the cluster.
Further develop the use of attainment and assessment information to identify gaps and target support.
Strengthen progression in writing through a coherent whole-school framework.

NIF Drivers: Curriculum and Assessment; Teacher Professionalism; Performance Information.

Priority 2: Gàidhlig, 1+2 Languages and Gaelic Medium Education

Further develop progression pathways in Gaelic and modern languages.
Strengthen tracking of learner progress and confidence in Gaelic.
Increase opportunities for authentic language use through culture, community and partnership activities.
Continue to develop staff expertise through collaboration and professional learning.

NIF Drivers: Curriculum and Assessment; Teacher Professionalism; School Leadership.

Priority 3: Positive Relationships, Rights and Inclusion

Progress towards Silver Rights Respecting Schools accreditation.
Embed the CIRCLE Inclusive Classroom Resource.
Develop restorative, trauma-informed and solution-oriented approaches.
Strengthen pupil voice and learner participation.
Continue to build a culture of belonging, inclusion and wellbeing.

NIF Drivers: School Leadership; Teacher Professionalism; Parental Engagement.

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Curriculum Improvement Cycle (Cross-Cutting Priority)

Throughout session 2026–27, the school will engage with Scotland's Curriculum Improvement Cycle and the emerging Know–Do–Understand (KDU) model. This work will provide the framework through which the school reviews and strengthens curriculum design, progression, pedagogy and assessment across all improvement priorities.

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.