



STANDARDS AND QUALITY REPORT 2025-26

AITHISG INBHEAN IS CÀILEACHD

Auchtertyre Primary School and 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 93.3%	Average Class Size 16.5	Meeting PE Target Target Met
Pupil Numbers (inc nursery) 35 (6 nursery)	Teacher Numbers 4	Pupil Teacher Ratio 10.6

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

Reading	Writing	Listening and talking	Numeracy
Most	Most	Almost all	Most

We have had no exclusions this year.

Auchtertyre Primary is in a rural, coastal setting serving the local communities of Balmacara, Achmore, Auchtertyre, Sallachy and Dornie in the Lochalsh area.

There are 35 children attending the school and 8 children in nursery, ranging from N3 - P7. P1-3 and 4-7 are taught together in a two multi-stage classes and there is a separate nursery for 3- and 4-year-olds.

The headteacher has overall leadership responsibility for Auchtertyre Primary School and Lochcarron Primary School The headteacher is supported by a principal teacher. **Staff and children from both schools work together regularly.**

Ready, Respectful and Safe

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:

Reading	Writing	Listening and talking	Numeracy
Good progress	Good progress	Very good progress	Good progress

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

Ready, Respectful and Safe

Vision: Improving learning for the future with everyone Ready, Respectful and Safe.

Values: We value our children having opportunities to learn, play, investigate and explore in a healthy outdoor environment with close ties to nature.

We value all children having equal opportunities.

We value our children's voices being heard.

We value parent and wider community involvement with the school.

We value good examples of behaviour and being respectful and responsible.

We value a healthy eating policy and opportunity for active lifestyles and sporting challenge and achievement.

Aims: that all pupils, parent and staff team alike –

Promote health, wellbeing and happiness throughout our school community by supporting equal opportunities and inclusion but also by ensuring all feel welcome, safe and valued as individuals by all being kind, embracing diversity and encouraging excellent behaviour.

Embrace new learning and teaching ideas, continuously updating our knowledge, skills and confidence so that we are 'developing the young workforce' and preparing for life beyond our school.

Value everyone's opinions and seize some of the regular opportunities for citizenship and decision making through programmes of work, pupil council engagement, eco-committee work, Rights Respecting School activities, charity events and a range of enterprise and environmental projects.

Help each and every one learn to celebrate their achievements, recognise individual successes, develop resilience and promote self-esteem and ambition so to realise their full potential.

Deliver an innovative, engaging, stimulating and challenging curriculum both indoors and outdoors, ensuring all needs are met hence raising attainment.

Reviewed in consultation with Young Leaders of Learning in March 2026 as part of creating our positive relationships and behaviour policy

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: Develop and embed a more strategic approach to improving learning teaching and assessment – Focus on Pedagogy, differentiation and school values		
School Improvement Plan Priority 1		
Summary of progress	Next steps	Stakeholder Views
In school ✓ Teachers engage in both formal and informal professional dialogue to support effectively their continuous improvement. ✓ They have developed their practice well following purposeful professional learning through the Simon Breakspear Teaching Sprint Approach and Bruce Robertsons – Power up your Pedagogy. ✓ Embedded collegiate planning using the 4 contexts of learning ensures breadth and balance across the curriculum for all pupils. ✓ Lesson Planning / delivery/ evaluation over the past 4 terms have focused on Discussion, Feedback, Plenary Review, and Expectations, Behaviour & Relationships. Learners benefit from high quality learning experiences which are planned and reviewed through collegiate working and professional discussion. This ensures consistent moderation of the planning / learning & teaching / review process at school level and beyond. ✓ The fully embedded twice termly support and challenge meetings (which includes measuring impact of interventions) ensures that needs of all learners are met, including those who require challenge. ✓ Most teachers use differentiated tasks appropriately to provide learning at the right level for most children. ✓ Most teachers give clear instructions and in the majority of lessons, teachers link learning well to prior learning. ✓ The fully embedded planning and review process built into the teaching sprint approach ensures that the variety of experiences offer children sufficiently progressive learning opportunities, however there is now a need to further improve learning and teaching through offering opportunities for depth. ✓ Good progress has been made in this area	Continue to use the “Teaching Sprint” approach as a vehicle to move school improvement forward. Research based teaching and pedagogy – Designing for Depth in the classroom - a framework for purposeful differentiation. All teachers should build upon using open ended questions and differentiation which fosters depth more often to support all children to think more deeply about their learning.	Learners Auchtertyre is good at: • Auchtertyre does well teaching us spelling. • Mrs Fraser is letting us write a story about Eilean Donan Castle. I’m learning a lot of new punctuation. • P.E – we all support each other. • Maths is fun. • Helping people learn in class. • Reading because it brings us more knowledge We would like Auchtertyre school to • Add more good things to learn • Doing more group activities • More art learning in class • More science – I like learning about water Feedback from family and partners What is working well? • Staff are supportive and patient • Teaching responsibility – teaching well • Extra support staff plus systems in place for meeting extra needs • As parents we think the school is really good at providing lots of different experiences and the teaching of literacy.

Ready, Respectful and Safe

In Nursery ✓ The introduction of the new Cf/EMf framework has supported staff in developing a better understanding of expectations. This in turn will support staff in providing higher quality play and learning experiences in accordance with the framework. ✓ Good intentional and responsive planning continues to make learning experiences meaningful and relevant for all children. ✓ Staff are using Early Years progression and benchmarks to support and inform observations (using the new templates introduced this session), this in turn effectively informs intentional and responsive planning and better meets all children's needs ✓ Practitioners use national guidance to deliver curricular pathways which include exciting, play experiences particularly outdoors for children. They take particularly good account of children's interests when developing these to help ensure positive outcomes for children. Practitioners consider carefully how they develop children's skills in curiosity and inquiry and recognise the principle of choice. ✓ Good progress has been made in this area and will continue to be developed.	Nursery Due to a change of staffing this session and next session - Initial training and working towards SVQ qualification will be the main focus for the next session's SIP planning	• Phonics and Maths is of very high quality which is evident through my child's progress and homework. • My child is thriving. He is able to come home and articulate what he has learnt in class and is already able to format this into different topics. • He really responds well to structure and clear instructions which his teachers were aware of and have adapted the class to meet a range of needs. To improve Auchtertyre could: • More communication about how my child is progressing and any areas we can work on at home. • Receiving more information on learning support your child is receiving. • To challenge them more in their areas of strength although I appreciate this is hard in a multi composite class with many groups •
Impact Over the last 3 years a deepened, shared understanding of what effective learning and teaching looks like has been embedded across the school and nursery. This has positively impacted pupils' achievement and attainment, the impact evidenced through learner's statements, floor books, assessment data and wider achievement opportunities.		

School Priority 2: Ensure broad and balanced curriculum coverage which provides progressive, age-appropriate skills teaching to all pupils - Focus on 3 yr. IDL overview and planning structures to support and enable staff to plan succinctly & clearly while raising the profile of positive behaviour /relationships		
School Improvement Plan Priority 2		
Summary of progress	Next steps	Stakeholder Views
✓ Staff explore the school values of Ready, respectful and safe with children frequently and meaningfully during assemblies and in class discussions. ✓ These values are understood well by all children. Staff and children demonstrate the values very well in their interactions with each other. ✓ As a result, there is a calm, purposeful and happy ethos across the school. Children are very well-behaved and respond very well in lessons ✓ All teachers facilitate pupil leadership groups to help to make impactful changes across the school. The Young Leaders of learning have through their leadership developed a child friendly positive behaviour and relationships policy ✓ Focus Groups use questionnaires to seek the views of parents and children to inform changes to improve the school. As a result of this, RRS group have created a safe space through a friendship bench along with reminders of who children can talk to feel safe in school. They also organised a safe Halloween party which was not scary for all children. The Eco Group organised an Eco Christmas Crafts enterprise day and over the year developed the Poly Tunnel. ✓ Most teachers plan well across different timescales in almost all areas of the curriculum using a blend of authority and school progression planners. These planners provide clear progression and guidance for teachers to plan learning for children. This is helping children to build progressively on prior learning as they move through the school. ✓ The Collegiate planning using the 4 Capacities and 4 Contexts of learning ensures breadth and progression to suit pupil learning needs within the school context. ✓ The Parent Council is very supportive of the school. Parent members raise funds to support staffs' ambition to reduce the cost of the school day. For example, they work with the school to ensure that all trips are substantially subsidised or free of charge to all pupils. Most parents feel they are kept informed about the work of the Parent Council. This is supporting parents' engagement with their children's learning. Nursery ✓ Children are developing important skills well in literacy, numeracy and health and wellbeing through curricular experiences which are well matched to almost all	To present the policy to parents and the wider school community Create an easily accessible and understood parent and child friendly Curriculum Rationale on PowerPoint – led by Young Leaders of learning. RRS – are looking to develop Skill Day Friday with a focus on SHANARRI The Eco group would like to become a Pupil Council because they have better freedom of choice. They would like to be enterprising and fundraise for a national organisation and a longer water hose for their polytunnel. Embed IDL House days for High Quality Assessment Opportunities	Auchtertyre is good at: • Helping us with our emotions and handling them well. • Making sure nobody is left alone. If you are hurt, someone will help you. • Talking about things • Making sure everyone is included We would like Auchtertyre school to: • Less noise and more silence. • Not making you sit with someone who makes you laugh, shout or scream less. • If the children would only whisper in class and chat outside at break. Feedback from family and partners What is working well? • The children have formed really good bonds with each other and with regards to their peers and the younger children. • The teachers do a great job of teaching, encouraging and supporting my child through his school life. • I don't have any complaints. My child really enjoys doing group work which wasn't possible in her last school. • Safeguarding • Looking after the children • My children feel happy and safe going to school. • We've only had one full term at the school, but it's gone really nicely. We've been really impressed with the overall experience and he really enjoys it.

Ready, Respectful and Safe

children's needs. New staff after the summer will need to review and consider progression pathways to ensure children's curricular experiences take account of breadth and challenge in all curricular areas. ✓ Practitioners help children interact positively with each other. Practitioners adapt their vocabulary to support them to build positive relationships. A few children would benefit from increased opportunities to explore and identify their emotions. ✓ Staff's caring and respectful relationships with children are a strength. Children understand their own wellbeing needs as a result of staff's strong focus in this area. Practitioners role model language of wellbeing during everyday experiences. This results in most of children beginning to talk more confidently and learning about the wellbeing indicators.	✓ Due to a change of staffing after the summer – the key focus will be re-introducing: ✓ Realising the Ambition, ✓ The New CI/HMle Framework ✓ Pending qualification – SVQ Early years training	To improve Auchtertyre could: • Improve communication with parents and supporting children when they are having issues with other children • Longer period on subjects for better understanding. • More checking it to see if they understand the work that they have been given as they can struggle to ask for help • Perhaps a little clearer structure in terms of academic aims for the year / term. • Communication. Sometimes I feel like I really do not know what is going on at the school and I hear about matters of importance from other parents or pupils rather than from the school. Real time communication about school activities so that we can support children learning at home. • Provide regular homework that allows us as parents to know about what our child is learning about and help them to learn more. • I feel like my child is well supported at school. She likes the different work areas as sometimes she finds too much noise overwhelming so being able to go outside of the classroom when needed a huge help. • Perhaps have a little clearer structure in terms of academic aims for the year / term.
Impact Teachers have access to a range of curriculum pathways to inform their planning, including those developed by the school and local authority. Teachers plan for children's age and stage of development across each multistage class which provides opportunities for children to have choices about what and how they learn. Teachers follow a clear termly overview to support planning for the whole curriculum. The headteacher should continue to support teachers to develop a more strategic overview of long-term planning through the continued development of a child and parent friendly curriculum rationale. These leadership opportunities through the focus groups are supporting children's development of skills for learning, life and work.		

School Priority 3: Embed prompt and structured actions to raise children's attainment in literacy - Focus on Moderation and Assessment across ASG - Moderation of Numeracy and pupil voice for planning IDL		
School Improvement Plan Priority 3		
Summary of progress and impact	Next steps	Stakeholder Views
✓ Teachers engage more regularly with each other and colleagues from other schools across the ASG in moderation activities. This includes opportunities to moderate children's work across curriculum areas such as writing (from previous ASG focused improvement projects), numeracy and pupil voice in planning for IDL (Current project). This supports teachers to develop further their understanding of national expectations across the curriculum. ✓ The headteachers, principal teachers and staff recognise the importance of monitoring and evaluating the work of the ASG Moderation project. The plan for the project outlined the activities the headteachers and staff would undertake to evaluate the quality of the work of the schools. This included, professional and collegiate discussion across schools, sampling children's work, creating floor books, and visiting classes in other schools to share practice and talk about the quality of teaching and learning. Schools should continue to build upon this practice to ensure that identified next steps consistently continue to lead to improved outcomes for children across the ASG. ✓ In Auchtertyre children developed their questioning, reasoning, problem solving, creativity, critical thinking skills and understanding well across the range of Number Sprinkle experiences. This was evidenced through the children's increased confidence in their spoken and written responses. ✓ In Auchtertyre all staff provide opportunities for children to make choices about what and how they learn in IDL. Most children feel valued that their voice is heard. Staff should continue to develop a wider variety of strategies in other curricular areas to ensure that all children feel confident in sharing their views. ✓ Auchtertyre - Good progress has been made in this area.	Continue moderation of Numeracy and Pupil Voice in IDL. Numeracy – real life problem solving, application of numbers, multi-step problems, shared HQA across the ASG. Involve PHS Maths Dept. Managing this in multi-composite classes.	Auchtertyre Pupil Voice – Taken from Floor Books Number Sprinkles - I think I got better at thinking of what questions to ask - Asking questions and looking at the picture more carefully and making up theories about what is going on. - I got better at asking questions and solving problems. - I think I am now better at spotting clues and working out questions. Choice - We get options for group work, self-assessment and peer assessment. - We get to decide whether we do a report or imaginative writing - After visiting Eilean Donan Castle, we were able to choose how we planned what we would write. Pupil voice in IDL - I would like to learn why so many animals live in rain forests? - I would like to learn why trees are so tall in the rainforest? - We have been learning about the rain forest canopy and forest floor. There are 2 layers between. - How could we turn the classroom into a rainforest? - Forest flowers, big trees, Asian apes, red butted baboons and chameleons - In my focus group I help make important decisions. We discussed the big green fence. - In my focus group I helped to make the behaviour policy.

		- I think my voice is heard throughout the school because of the questionnaires we made and answered. Staff - Children's enquiry has increased as has their sense of wonder. They ask more questions and seek more information. - This approach had a huge impact for relatively little effort. So, my view has now shifted to looking for simple approaches with massive impact – until we have more CCR time or have the capacity to allow more time. - Use of cooperative approaches works well - Use of number sprinkle as a flipped learning approach where the children engage in the learning before the lesson – the activity is then used as a springboard to the lesson. - Use of this low floor high ceiling approach for different curriculum areas
Impact		
The collegiate and professional activities throughout the ASG SIP project increases the range of evidence used to plan for high quality learning, teaching and assessment experiences and the moderation of children's work. This enables school leaders to manage the pace of change appropriately by ensuring that time is protected for planning and implementation. The data collated from the moderation activities as well as the high-quality assessments of the number sprinkles and IDL informs more robustly how well learning and teaching approaches are raising attainment and accelerating children's progress. The number sprinkle approach also helps children to better understand their strengths in learning and what they need to do to improve		

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

PEF financed 8 hours per week PSA time. This has positively impacted progress in literacy, numeracy and emotional wellbeing for targeted pupils through targeted interventions.

Wider achievements

Coileanaidhean nas fharsainghe

- Star Pupil Awards based on 4 Capacities and school values
- Taking part in Newton Science Room –Life-cycle of the Salmon – from sea to plate
- STEM learning visits from Lucy Downie
- P4-7 Plockton ASG Athletics winners
- Lochalsh MOD
- SSEN underwater pipe laying workshops.
- Rare animals visit.
- Sports Day
- Transition Week
- Raasay P7 transition residential
- Shinty Competitions
- The P1-3s took part in the sports festival at Plockton High School.
- Stirling Wellbeing Profile – Questionnaire – Talking Buddies.
- House Captain Speeches
- YMI - Fèis Rois Sessions
- Some pupils attended Feis an Eilean I Portree during Easter holidays.
- A number of children attend Cubs
- SOFAs and NSA
- School picnic lunch – Mad Hatters’ Tea Party
- Basketball P6 & P7 at PHS
- ASG Numeracy Moderation
- Local Library delivers summer reading challenge awards and prizes.
- Library Van visits school every 3 weeks
- ‘COOL’ Assemblies (Christian youth work project).
- Summer Holiday Club in Kyleakin and Inverinate.
- Christmas Concert
- School Focus Committee Sessions
- Football (P4 - P7) at PHS
- Cross-Country (P6/P7) at PHS
- Chanter and Pipe Band Drumming Lessons
- Fortnightly visits by Nursery to Aird Ferry
- Plockton & District Horticultural and Arts & Crafts Society’s Spring Show 2026 Competition
- LMPA

Ready, Respectful and Safe

Comments from learners, families, stakeholders and staff

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

Feedback from pupils:

What is working well in our school?

- Art because there are so many things that buzz around my head.
- Mrs Fraser is letting us write a story about Eilean Donan Castle. I'm learning a lot of new punctuation.
- P.E – we all support each other.
- Maths is fun.
- Helping people learn in class.
- Reading because it brings us more knowledge
- Keeping children safe because of the new fence.
- I feel that the new gates and fence make me feel even more safe.
- I like the new playground with the fencing.
- Its way better and the balls don't go over the fence.
- The fence makes better spaces to play in.
- Taking care of children.
- Keeping children safe because the adults are good at taking care of the children.
- Having toys to play with.
- I get to play.
- Lunch and snack time.
- Dodgeball
- Football at break time
- Break time and playing outside
- Free Play because it feels like home and I feel safe.

What changes would you like to see made?

- A punching bag
- Snacks on the yellow table
- One free play in class
- More group games at playtime
- More PE
- Less Chatter x2
- I don't know. X2
- Nothing – school is already so good x 2
- Nothing – I like it as it is.
- More classrooms
- More Teacher

Feedback from family and partners:**What is working well in our school?**

- My child says school is really good at helping you.
- The reward with the fish scales has been positive.
- Learning through play
- The new fencing makes it feel like a proper school.
- It is so good knowing your child can't run straight out onto the road. What a difference the fencing has made.
- My child feels much safer now the fencing is in place.
- The fence makes the school a much safer place. It looks good.
- Fosters a strong community
- My child loves going to school and that (at her age) is paramount to me!
- My child says they love playing at school, and they are sad when it's the holidays as they miss school, I think this shows how super the school is and how safe and supported they feel
- Luckily my child has no complaints of bullying at Auchtertyre so I can't comment on how it is dealt with.

What changes would you like to see made?

- Also, the process / timescales for dyslexia assessment and feedback on when this is done or why it hasn't been done when concerns have been expressed. More transparency / better understanding of the processes needed.
- More collaboration and outdoor opportunities beyond play
- Staff attitude towards children could be more encouraging and less dismissive.
- Communication x2
- The newsletters are great, but we learn about activities months after they have happened. Open communication about school decisions and issues and actions, maybe parents can help school members on some occasions if given the opportunity.
- Parents do not necessarily understand how things work at school. It is hard to bridge that gap, but I feel like teachers may think that we understand how they operate and why better than we really do. We are not in the teaching world; we need to be told. We do not know what pressures or objectives on the curriculum you need to follow if you don't tell us. To you it is an everyday thing but to many of us it is totally new.
- It would be nice to see more regular updates on the app what children have been learning although I do appreciate different apps are easier to upload on and I AM not sure how time consuming this is for staff.
- Whilst doing foreign languages is great, I do not feel a particular affinity that it needs to be Gaelic, being non-Gaelic speaking myself. I am really pleased with my child's learning at present; it would also be great to have more information about how he is doing and the snapshots may help this.
- He is enjoying his reading, and I am grateful to have had the chance to borrow books from the library in the school to explore further. I do wonder whether it might be nice for kids to pick some other books to take home from the school library to read at home. We are fortunate that we own a lot of the Julia Donaldson ones to work through and Brodie is delighted to read to the family, but I do wonder whether other families get this opportunity.
- Could be more involved in charity fundays (comic relief/CIN) and national awareness days (world book days)
- Bullying and aggression at school should have important consequences for the aggressors.
- The fencing spoils the playground.
- Children can't play in on the tarmac now outside school hours.

What one thing could we do at Auchtertyre to better support your child's learning and achievement in school?

- Communicating how my child is progressing/any areas we can work on at home x 2
- More group activities outside to allow the class to continue to bond after being separated on the previous year.
- Nothing x2
- I have noticed our child is more capable than I was even aware and he has started reading more difficult words - trying to read signs, magazines and other bits of information. His writing has also improved, and he seems to be a keen learner which we are trying to support at home as he seems eager to do 'work' We are working with him to try to develop his reactions. He seems to do very well with the PSAs in his class.
- Feedback on where my child is at reasonable regular intervals throughout the year and responding to concerns that have been raised.
- I believe it's all going well.

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
Other QIs reviewed		
2.2 – Curriculum – Satisfactory		
1.1 / 1.2 Leadership Focus groups leading change Good		
2.7 Partnership Working – Good.		

Our overall evaluation of our capacity for continuous improvement is:

Ready, Respectful and Safe

We are confident in our capacity for continuous improvement.

Key priorities for improvement planning

Priomhachasan airson planadh airson leasachadh

- Develop and embed a more strategic approach to improving learning teaching and assessment – Focus on Pedagogy, designing for depth in the classroom, a framework for purposeful differentiation.

(2-year improvement project facilitated through the teaching sprint approach)

ELC – Change of staffing – due to retirement – Focus on new framework and Realising the Ambition

Planning ahead

A' planadh air adhart

Full details of the school's 2026/27 improvement priorities and actions are detailed on the school improvement plan, which can be accessed on our website [Auchtertyre Primary School Website](#) or by contacting the school office.