



STANDARDS AND QUALITY REPORT 2025-26

AITHISG INBHEAN IS CÀILEACHD

INVERIE PRIMARY 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
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100%	Over 91%	75% - 90%	50% - 74%	15% - 49%	Up to 15%
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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

91.5%

Average Class Size

8

Meeting PE Target Target Met

Pupil Numbers (inc nursery)

10

Teacher Numbers

2

Pupil Teacher Ratio

4.7

Inverie Primary School is located in a rural, coastal setting serving the local community of Inverie and the Knoydart Peninsula, on the Northern coast of Loch Nevis.

There are 8 children attending the school and 2 children in nursery, ranging from N3 - P7. P1 - 7 are taught together in a single multi-stage class and there is separate nursery accommodation, within the school building for 3 and 4 year olds.

The headteacher has overall leadership responsibility for Inverie Primary School, Arisaig, Lady Lovat and Mallaig Primary Schools. The headteacher is supported by a principal teacher and Depute Head Teacher. Staff and children across all our clustered 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. All children who face barriers to learning are making very good progress towards meeting their individual targets.

Overall children are making the following progress:

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

We have had no exclusions this year.

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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 person can thrive. Our values of Responsibility, Respect, Resilience, Creativity, Curiosity and Compassion reflect the unique character of our school and community, guiding how we learn, work together and prepare for life both within and beyond the Knoydart peninsula.

Our aims:

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, enabling them to achieve success both within our community and beyond.

To encourage creativity, curiosity, critical thinking and a spirit of adventure through learning experiences that make the most of the unique natural environment and rich heritage of the Knoydart peninsula.

To foster an appreciation of cultural diversity, global citizenship and respect for the rights, views and experiences of others, whilst developing a strong understanding of our local community and its place within the wider world.

To promote healthy lifestyle choices, resilience and wellbeing through active learning, outdoor experiences and an understanding of how to maintain positive physical and mental health.

To develop a sense of responsibility for the environment, encouraging children to become active stewards of the unique landscapes, wildlife and natural resources that surround them.

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, community and environment.

To develop confident, independent and resilient learners who are well prepared for transition to secondary education and life beyond Inverie, whilst remaining proud of their community and heritage.

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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 Literacy	
School Improvement Plan Priority 1	
Summary of progress	Next steps
Good progress was made in improving attainment in literacy, particularly in writing. Staff maintained a strong focus on identifying learning needs through assessment, implementing targeted interventions and providing regular protected literacy sessions. Consistent opportunities for literacy learning, alongside the use of approaches such as Talk for Writing and Colourful Semantics, supported learners to develop greater confidence and accuracy in their writing. PT introduced a detailed tracking system. The school made positive progress against the National Improvement Framework drivers of Curriculum and Assessment, Teacher Professionalism and Performance Information. Staff used assessment information to identify gaps in learning and adapt support accordingly, while professional dialogue around writing helped to strengthen consistency in expectations and approaches across the cluster. Learners benefited from regular literacy sessions and a structured focus on sentence-level development. The use of Talk for Writing supported learners to develop vocabulary, oral language and writing skills, while Colourful Semantics helped children improve	Staff recognised the need to further strengthen moderation opportunities and ensure a progressive overview of writing genres to support continuity and progression in learning. Re-establish Talk for Writing during Terms 1 and 3 to ensure a consistent whole-school approach to writing development. Increase opportunities for moderation within and beyond the cluster, particularly at Early, First and Second Level, to strengthen professional judgement and consistency in assessment. Develop a progressive overview of writing genres to ensure learners experience a broad range of writing opportunities and clear progression across stages. Continue to use assessment information to identify learning needs and target support effectively. Engage with the National Improving Writing Programme and share emerging practice across the cluster to further strengthen learning and teaching in writing.

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sentence structure and communication. As a result, learners demonstrated increasing confidence in their writing and greater engagement in literacy activities. Overall, the school's actions contributed to improved learner engagement and progress in writing.	
Impact	
Teachers developed greater confidence in supporting writing through the use of evidence-informed approaches and collaborative professional dialogue. Learners experienced regular, structured opportunities to develop their literacy skills and demonstrated increased confidence in applying writing techniques across a range of contexts. The focus on writing supported improvements in communication skills and helped establish stronger foundations for future learning.	

School Priority 2: Strengthening Gaelic Language Learning Across the 3–18 Cluster	
School Improvement Plan Priority 2	
Summary of progress	Next steps
Good progress was made in promoting Gaelic language learning and developing learners' awareness of Gaelic language and culture. Learners participated in weekly Gaelic lessons and engaged in national initiatives such as Seachdain na Gàidhlig, providing meaningful opportunities to develop language skills and cultural understanding. The school made positive progress against the National Improvement Framework drivers of Curriculum and Assessment, Teacher Professionalism and School Leadership through the use of Gaelic progression pathways, ongoing tracking of L3 Gaelic attainment and a continued commitment to promoting Gaelic as an	Continue to refine and embed the L3 Gaelic tracking system to support progression and attainment. Increase opportunities for learners to use Gaelic in meaningful and authentic contexts across the curriculum. Strengthen links between Gaelic learning, local heritage and the unique context of the Knoydart peninsula. Develop staff confidence and capacity through collaboration with cluster colleagues and Gaelic professional learning opportunities.

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integral part of school life. These approaches supported learner engagement, increased exposure to Gaelic language and culture and strengthened learners' confidence in participating in Gaelic learning experiences.	Continue to promote Gaelic language and culture through school events, national initiatives and partnership working
Impact	
Staff developed greater confidence in delivering Gaelic learning through access to shared resources, progression frameworks and collaborative planning. Learners benefited from regular exposure to Gaelic language and culture, demonstrating positive attitudes towards language learning and increased confidence in using Gaelic in familiar contexts. Participation in national Gaelic initiatives helped strengthen cultural awareness and foster a greater appreciation of Scotland's linguistic heritage.	

School Priority 3: Promoting Positive Behaviour

School Improvement Plan Priority 2

Summary of progress and impact	Next steps
Good progress was made in promoting positive relationships, inclusion and children's rights across the school community.	Achieve Rights Respecting Schools Bronze accreditation and continue progress towards Silver accreditation, ensuring children's rights are embedded across all aspects of school life.
Staff engaged in professional learning relating to restorative approaches and successfully implemented the LEANS programme, helping to strengthen understanding of inclusion, wellbeing and positive relationships.	Establish class and school charters linked explicitly to UNCRC articles and use these to inform relationships, behaviour and decision-making.
Progress was also made in the school's Rights Respecting Schools journey, with training	Implement the CIRCLE Inclusive Classroom Resource, using the CIRCLE Inclusive Classroom Scale to identify and remove barriers to learning and participation.
	Ensure all staff engage in professional learning relating to restorative approaches, solution-oriented practice and trauma-informed responses to promote consistency of language and practice across the school.

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completed and preparations underway for Bronze accreditation. The school made positive progress against the National Improvement Framework drivers of School Leadership, Teacher Professionalism and Parental Engagement through the development of a shared understanding of rights-based practice, relationship-centred approaches and inclusive learning environments. These actions contributed to a positive school ethos where learners felt valued, supported and included.	Implement the cluster Promoting Positive Relationships and Anti-Bullying Policy, ensuring a shared understanding of expectations, rights and responsibilities. Continue to develop learner voice through regular consultation on what helps children feel safe, included and ready to learn, adapting provision accordingly. Strengthen parental engagement through regular communication and updates on Rights Respecting Schools and inclusive practice. Build on LEANS learning to further promote understanding of neurodiversity, inclusion and positive relationships. Participate in cluster-wide assemblies and collaborative activities that celebrate children's rights, inclusion and belonging. Continue to use outdoor and community-based learning opportunities to strengthen learners' sense of inclusion, pride in their local community and understanding of how their environment supports learning.
Impact Staff developed greater confidence in using restorative approaches and inclusive practices to support positive relationships and wellbeing. Learners benefited from a nurturing and supportive environment that promoted respect, inclusion and belonging. Participation in LEANS activities helped children develop a greater understanding of diversity and inclusion, while the school's focus on children's rights strengthened learners' awareness of their rights and responsibilities within the school community. These approaches contributed to positive relationships, improved wellbeing and increased learner engagement.	

Wider achievements

Coileanaidhean nas fharsainghe

- Term 1 and Term 4 Swimming lessons
- Highland Hoolie art and writing competitions.
- Attended Highland Hoolie workshops at MPS
- P7s attended Science Workshop at MPS
- Participated in LEANS HWB programme
- P7 basketball tournament
- P7 Cross Country
- Online weekly Taekwon Do lessons and in-person grading session. All pupils have either a yellow tag belt or a yellow belt.
- Hallowe'en and Christmas Parties.
- P4-7 class, cluster trip to the Highland Cinema
- Christmas Tree collection with Knoydart Forest Trust
- Christmas Show (Nursery-P7) – Santa's on Strike
- P7 Outward Bound with Mallaig Active Schools
- Seachdain ne Gàidhlig (Gaelic Week) participated in daily online lessons, celebrating all things Gaelic.
- Wellbeing Heroes ~ Ewen's Room workshops.

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- P4-7 YMI lessons with Gaelic Song with P1-7
- Kodaly lessons online with one in-person visit from tutor
- World Book Day – dress up as a character from a book
- Viking theme day – dress up as Vikings and celebrate end of Viking topic
- Nursery – P7 Toothbrushing Programme
- Tag Rugby Tournaments – Local and Lochaber
- Outdoor Learning
- P7s Junior Leader Award through Mallaig Active Schools
- P5-7 Loch Insh Residential trip
- Cluster Sports Day
- Entered art competition for Lifeboat Gala Day
- Activities with Knoydart Foundation Ranger Service
- Transition programme for Nursery – Primary children
- Transition programme for Primary – Secondary children
- Earned UNICEF's Bronze award for Right Respecting School
- French Exchange with a school in France – working on a story book together.

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P7 Cluster transition day in Inverie

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Comments from learners, families, stakeholders and staff

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

Younger children say that they enjoy coming to school, they have friends and feel safe. They report that, when they need it, adults help them a lot.

Older children report feeling safe in school, they enjoy learning in Inverie Primary, say that their teachers explain things clearly, the work usually makes them think and challenges them to do their best- the teacher tells them what they need to do to improve and encourages them to be independent.

The children are proud of their achievements. This year the older children have said they enjoy being with their friends, science and PE, and really enjoy their school work. Stand out memories have been Tag Rugby, residential trip to Loch Insh, taking part in the Christmas play and sports day. More outdoor learning and, other than voting, better pupil voice would make the school better.

- Our wider school partners have strongly agreed that:
- The school is welcoming and values our contribution.
- Communication between the school and our organisation is effective.
- School staff are approachable and responsive.
- Our partnership contributes positively to children's and young people's learning.
- Partnership activities help develop learners' skills for learning, life and work.
- Children and young people are respectful, welcoming and keen to participate.
- I would recommend working with Mallaig 3–18 Schools to other organisations.

We work well to organise swimming lessons which are vital for our young people. We communicate well with staff in order to provide the best lessons we can for each child and at a time that suits the school. The teachers are very good at keeping us updated and this helps us plan.

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

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

Key Priorities for Session 2026–27

Prìomhachasan airson planadh airson leasachadh

The school will continue to focus on the following improvement priorities:

Raising Attainment in Literacy

- Review progression in literacy through the emerging KDU model.
- Strengthen curriculum pathways in writing and communication.
- Ensure literacy learning is rooted in meaningful contexts including outdoor learning, local heritage and community engagement.
- Develop family engagement

Strengthening Gaelic

- Review progression in Gaelic language learning and cultural understanding.
- Strengthen opportunities for learners to use Gaelic in authentic contexts.
- Ensure language learning reflects the linguistic and cultural heritage of the local community.

Promoting Positive Relationships, Inclusion and Children's Rights

- Ensure children's rights, wellbeing and inclusion are embedded within curriculum design rather than delivered as stand-alone initiatives.
- Use the CIRCLE resource and Rights Respecting Schools framework to remove barriers to participation and achievement.
- Strengthen learner voice in curriculum planning and evaluation.

Alongside these priorities, the school will engage with Scotland's Curriculum Improvement Cycle (CIC) and emerging Know–Do–Understand (KDU) Model. This work will support our learning community (families, children, staff, wider partners) to review curriculum design, strengthen progression and ensure that learning reflects both national expectations and the unique context of Inverie and the Knoydart peninsula.

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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.

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