



STANDARDS AND QUALITY REPORT 2025-26

AITHISG INBHEAN IS CÀILEACHD

LADY LOVAT PRIMARY



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%

Responsibility • Respect • Resilience • Creativity • Curiosity • Compassion
Dleastanas • Spèis • Seasmhachd • Cruthachaileachd • 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
92.8%

Average Class Size
12

Meeting PE Target
Target Met

Pupil Numbers (inc nursery)
12

Teacher Numbers
2

Pupil Teacher Ratio
7.5

Lady Lovat Primary School is located in the village of Morar, a remote coastal community in the Highlands of Scotland- overlooking the Morar estuary toward the Small Isles of Rum and Eigg. Morar is nestled between Loch Morar (the deepest loch in the British Isles) and the famous Silver Sands of Morar.

The school serves a small, rural population and offers an education closely linked to its stunning natural surroundings. There are 14 children attending the school . P2 - 7 are taught together in a single multi-stage class.

As part of a shared headship arrangement, the Head Teacher has overall leadership responsibility for Lady Lovat Primary, Arisaig, Inverie, and Mallaig Primaries and Mallaig High School. 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.

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.

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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 good progress towards meeting their individual targets.

Overall children are making the following progress:

Reading	Writing	Listening and talking	Numeracy
Very good progress	Good progress	Good progress	Very 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 person can thrive

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.
- 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 in Literacy

School Improvement Plan Priority 1

Summary of progress	Next steps
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Good progress was made in improving attainment in literacy, particularly in writing. Staff maintained a strong focus on assessment, targeted interventions and protected literacy sessions, ensuring support was matched to learner needs. The school made positive progress against the National Improvement Framework drivers of Curriculum and Assessment, Teacher Professionalism and Performance Information. Structured approaches such as Sentence Shed and Talk for Writing supported the development of writing skills, while regular assessment and intervention planning helped staff identify and address gaps in learning.	Develop an annual overview for Talk for Writing and writing genres. Increase moderation opportunities across stage partners. Further develop staff understanding of Colourful Semantics. Continue to use assessment information to identify and address gaps in attainment. Create increased opportunities for learners to apply writing skills through outdoor learning, local studies and real-life contexts. Engage with the National Improving Writing Programme and share emerging practice across the cluster to further strengthen learning and teaching in writing.
Impact Learners benefited from consistent literacy experiences and demonstrated increased confidence and engagement in writing activities. Teachers developed greater confidence in planning progressive writing experiences and using assessment information to target support effectively. Learners benefited from regular opportunities to develop literacy skills and apply them in meaningful contexts. Increased confidence in writing and communication supported progress across the curriculum, including through outdoor and interdisciplinary learning experiences.	

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, Gaelic culture and learner engagement with Scotland's linguistic heritage.	Further develop approaches to tracking and monitoring progress in L3 Gaelic.

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The school continued to develop Gaelic learning through weekly Gaelic lessons, participation in Seachdain na Gàidhlig online learning, cluster Gaelic events and opportunities for learners to engage in singing, performance and Mòd-related activities. These experiences provided meaningful contexts for language use and helped raise the profile of Gaelic across the school community. The school made positive progress against the National Improvement Framework drivers of Curriculum and Assessment, Teacher Professionalism and School Leadership. Learners benefited from planned progression in Gaelic language learning, while staff continued to develop approaches to tracking attainment in L3 Gaelic and promoting learner confidence and motivation. Participation in cluster activities strengthened collaboration and provided valuable opportunities for learners to use Gaelic beyond the classroom and engage with a wider Gaelic-speaking community. Opportunities to participate in choir activities, Mòd events and Gaelic cultural experiences provided additional challenge and enrichment for learners, supporting confidence, performance skills and cultural awareness. The school's commitment to Gaelic language and culture helped foster positive attitudes towards language learning and strengthened learners' understanding of Gaelic as an important part of Scotland's heritage and identity.	Strengthen progression pathways across Gaelic and wider language learning. Continue participation in cluster Gaelic events, Seachdain na Gàidhlig and Mòd opportunities. Increase opportunities for learners to use Gaelic in authentic and meaningful contexts across the curriculum. Further develop learner voice to evaluate confidence, motivation and engagement in Gaelic learning. Explore opportunities to link Gaelic learning more explicitly to local heritage, outdoor learning and community experiences.
Impact	

Staff developed greater confidence in delivering Gaelic learning through access to shared resources, cluster collaboration and professional dialogue. Learners demonstrated enthusiasm for Gaelic learning and increased confidence in participating in Gaelic activities, performances and cultural events. Opportunities to engage with Gaelic language and culture through weekly lessons, cluster events and Seachdain na Gàidhlig helped strengthen learners' cultural awareness, communication skills and sense of connection to Scotland's linguistic heritage. Participation in choir and Mòd activities also provided opportunities for challenge, achievement and wider success. Through learning linked to local culture, landscape and heritage, learners developed a deeper understanding of the importance of Gaelic language and culture within Morar and the wider West Highland community.

School Priority 3: Add title

School Improvement Plan Priority 2

Summary of progress and impact	Next steps
Very good progress was made in promoting positive relationships, inclusion and children's rights across the school community. The school successfully achieved Rights Respecting Schools Bronze accreditation and strengthened its commitment to children's rights through professional learning, learner participation and whole-school approaches to wellbeing and inclusion. Rights-based approaches became increasingly visible across school life, while staff developed greater confidence in supporting wellbeing through relationship-centred approaches. Staff engaged in training relating to restorative approaches, solution-oriented practice and	Progress towards Rights Respecting Schools Silver accreditation, ensuring children's rights are embedded across learning, relationships and school decision-making. Implement the CIRCLE Inclusive Classroom Resource and use the CIRCLE Inclusive Classroom Scale (CICS) to identify and remove barriers to participation and achievement. Develop class and school charters with learners, explicitly linking expectations, relationships and behaviour to UNCRC articles. Continue to develop staff understanding of restorative approaches, solution-oriented practice and trauma-informed responses through ongoing professional learning. Review and embed the cluster Promoting Positive Relationships and Anti-Bullying Policy, ensuring consistency of language and practice across the school. Strengthen pupil voice by consulting learners on what helps them feel safe, included and ready to learn, using this feedback to inform school improvement.

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LEANS, helping to develop a shared understanding of positive relationships, regulation and inclusive practice. These actions contributed to a positive and nurturing ethos where children felt valued, respected and included. The school made positive progress against the National Improvement Framework drivers of School Leadership, Teacher Professionalism and Parental Engagement.	Revisit and reinforce LEANS themes to further promote understanding of neurodiversity, inclusion, friendship and fairness. Continue to strengthen parental engagement through regular communication and updates on Rights Respecting Schools, inclusion and wellbeing priorities. Build on Lady Lovat's strengths in outdoor learning by providing regular opportunities for learners to develop inclusion, responsibility, wellbeing and a sense of belonging through learning in the local environment and wider community.
Impact Staff developed greater confidence in using restorative approaches and rights-based practice to support positive relationships and wellbeing. Learners demonstrated an increasing understanding of their rights and responsibilities and benefited from a learning environment that promoted respect, inclusion and belonging. Participation in LEANS learning supported greater awareness of diversity and inclusion, while the school's focus on positive behaviour and natural consequences helped reinforce a culture of responsibility and mutual respect. These approaches contributed to a calm, supportive and inclusive school environment.	

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

Pupil Equity Funding was used strategically to improve inclusion, wellbeing and attainment through targeted resources, practical numeracy materials, imaginative play opportunities and investment in outdoor learning. Funding supported the development of learning environments that enabled pupils to engage more successfully with learning and provided opportunities for learners to develop confidence, independence and resilience. Particular emphasis was placed on improving access to learning through sensory resources, practical numeracy equipment and outdoor learning experiences.

The school made positive progress against the National Improvement Framework drivers of Equity, Curriculum and Assessment, Teacher Professionalism and Inclusion and Wellbeing. Targeted interventions and resources supported learners in achieving individual literacy and numeracy targets, while practical and outdoor learning approaches increased engagement and participation across the curriculum. Learners

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benefited from opportunities to develop numeracy skills through concrete materials and real-life contexts, helping to strengthen understanding and confidence.

Wider achievements

Coileanaidhean nas fharsainghe

- Term 4 Swimming lessons
- Highland Hoolie art and writing competitions.
- Attended Highland Hoolie workshops at Mallaig Primary School
- Supported the Blythswood Boxes Charity (November 2025)
- Community Christmas Carol Event at Morar Train Station (December 2025)
- Participated in LEANS HWB programme
- P5-7 Basketball Tournament (October 2025)
- P5-7 Cross Country Event at Mains Farm Arisaig (September 2025)
- Lochaber Cross Country Event at Nevis Range, Fort William (October 2025)
- Glencoe Skiing Trip – Whole School (February 2026)
- Hallowe'en and Christmas Parties.
- Easter Egg hunt at Morar Cross and school.
- Peter Pan Pantomime – Whole School Performance & Filming (December 2025)
- Seachdain ne Gàidhlig (Gaelic Week) participated in daily online lessons, celebrating all things Gaelic.
- Entered Seachdain ne Gàidhlig Competition – Winner (P7 pupil)
- Wellbeing Heroes ~ Ewen's Room workshops.
- P4-7 YMI lessons
- World Book Day Celebrations
- Tag Rugby Tournaments – Local (April 2026) and Lochaber (May 2026)
- P7s Junior Leader Award through Mallaig Active Schools
- P5-7 Loch Insh Residential trip
- Cluster Sports Day (June 2026)
- Entered art competition for Lifeboat Gala Day (June 2026)
- Earned UNICEF's Bronze award for Right Respecting School

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- Earned Gardening Awards Level 2 (August 2025)
- Earned Gardening Awards Level 3 and 4 (June 2026)
- P5-7 Swimming Gala, Fort William (April 2026)
- P7 Newton Room, Caol (May 2026)
- Inverie/Knoydart School Trip – Whole School (May 2026) - Activities with Knoydart Foundation Ranger Service
- Silversands Trekking Centre School Trip – Whole School (May 2026)
- End of Term Celebrations School Trip – Whole School - The Nevis Centre & The Three Wise Monkeys (June 2026)
- Entry to National Book Token Competition – Winner (P7 pupil)
- P7 Inverie/Knoydart Transition Trip (June 2026)
- P7 transition events with Mallaig High School
- Successful fundraising events throughout the year

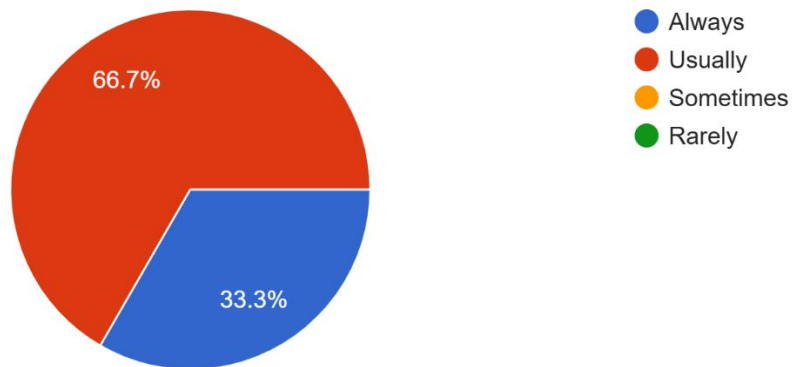
Comments from learners, families, stakeholders and staff

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

Older children completed a survey, this what it told us:

I enjoy learning at school.

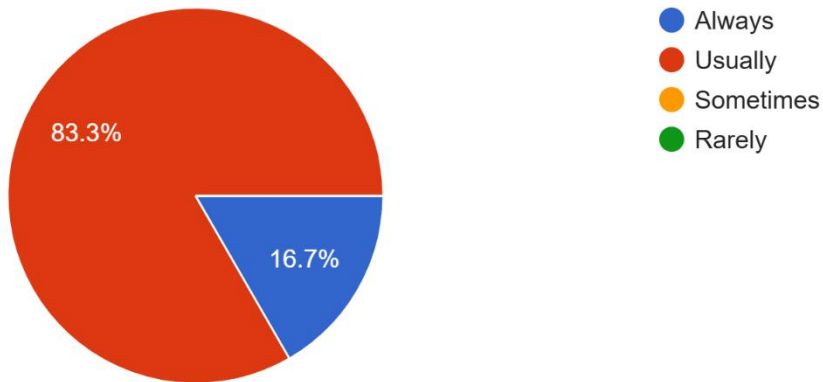
6 responses



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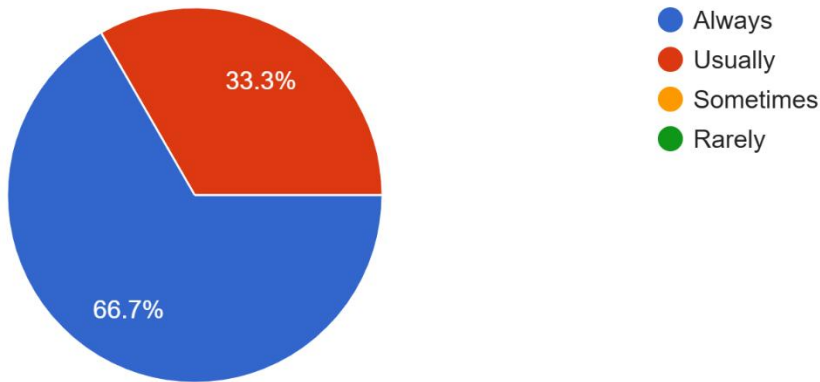
My work makes me think and challenges me to do my best.

6 responses



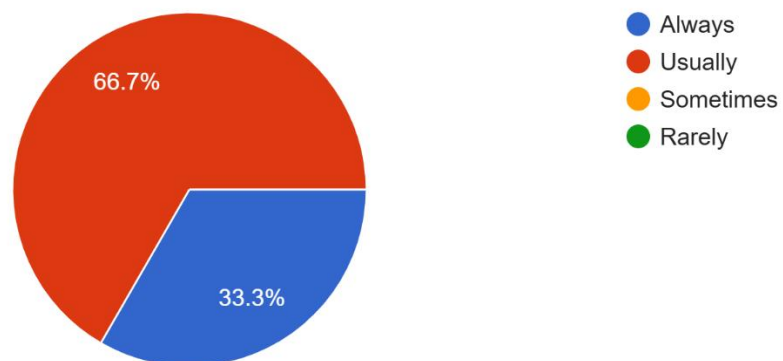
I get help when I need it.

6 responses



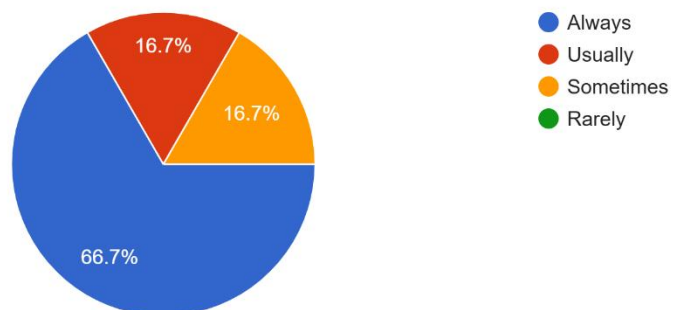
I have opportunities to help make decisions about school life.

6 responses



I enjoy learning outdoors and in the local community.

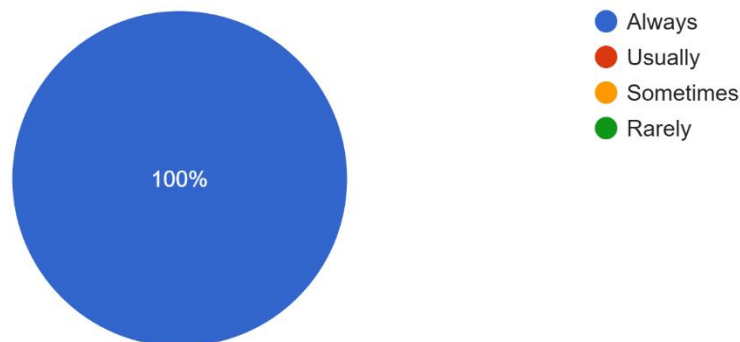
6 responses



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I understand our school values.

6 responses



What do you enjoy most about school?

I enjoy our school trips because everyone is included and that I have lots of time to do portraits of my classmates which is very enjoyable. Mrs Quinn is always encouraging and supportive with our ideas and interests!

Science, art, gardening and watching wildlife.

PE, Maths, History, Art, Science, and more.

Achieving something that not everyone did.

Doing art and exploring different art styles to find which one fits me.

Art and shows.

What is your stand out memory for this year?

My stand out memory for this year would be: Loch Inch which included skiing, ice-skating & curling, our wonderful visit to the Trekking Centre when we brushed the horses, the swimming gala (I got GOLD!) , Newton Room & being the runner -up to the national book token.

Skiing trip and Loch inch and panto

Our Garden! and (money)

Loch Insh and horses.

When Arien drew me and i got to keep it, giving/making Zoey's goodbye card.

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The swimming gala.

What would make the school better?

Perhaps make the school a calmer environment, some more potted plants around the den & classroom, maybe less posters?

Give more options for outside play.

More gardening and change gravel to grass and life cycles and make topics more fun.

Try to add more art and art supplies.

Our families strongly agreed that their children feel safe and that the school

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:

PRIMARY	
QI 1.3 Leadership of change	Good
QI 2.3 Learning, teaching and assessment	Good
QI 3.1 Wellbeing, equality and inclusion	Good
QI 3.2 Raising attainment and achievement/Securing children's progress	Good
Other QIs reviewed	

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Our overall evaluation of our capacity for continuous improvement is:

We are confident in our capacity for continuous improvement.

Key priorities for improvement planning

Prìomhachasan airson planadh airson leasachadh

Priority 1: Raising Attainment in Literacy

The school will continue to develop writing attainment through evidence-informed approaches, moderation and effective use of assessment information. Engagement with the National Improving Writing Programme, increased moderation opportunities and a clearer progression framework for writing will support consistency in expectations and improved learner outcomes.

Priority 2: Gàidhlig and Languages

The school will continue to strengthen Gaelic language learning through planned progression, participation in Gaelic cultural opportunities and increased opportunities for learners to use language in meaningful contexts. Tracking systems and learner voice will be used to support continuous improvement and evaluate impact.

Priority 3: Promoting Positive Relationships, Inclusion and Children's Rights

The school will continue its Rights Respecting Schools journey towards Silver accreditation whilst embedding restorative approaches, the CIRCLE Inclusive Classroom Resource and inclusive practices across the school. Staff will continue to develop approaches that promote wellbeing, belonging and positive relationships for all learners.

Curriculum Improvement Cycle

The Curriculum Improvement Cycle will underpin all improvement priorities by supporting staff to review progression, curriculum design and assessment. Particular emphasis will be placed on ensuring that learning reflects Lady Lovat's distinctive strengths in outdoor learning, community engagement and place-based education.

As part of this work, the school will:

- Review the curriculum rationale in partnership with learners, families and staff.
- Explore the emerging Know–Do–Understand model and its implications for planning and assessment.

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- Strengthen progression pathways in literacy, health and wellbeing and Gaelic.
- Further develop outdoor learning as a vehicle for delivering high-quality learning across the curriculum.
- Ensure children's rights, sustainability and learner voice are embedded within curriculum design.
- Continue to develop opportunities for learners to apply knowledge and skills through meaningful experiences within the local environment and community.

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.