



STANDARDS AND QUALITY REPORT 2025-26

AITHISG INBHEAN IS CÀILEACHD

Lairg 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%

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RESPECT LEARNING – work hard, achieve goals, determined mindset, try our best at everything we do

School Profile

Pròifil na Sgoile

The following information can be found on [Parentzone Scotland](https://www.parentzone.scot.nhs.uk/). 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%

Average Class Size

18.3

Meeting PE Target

Target Met

Pupil Numbers (inc nursery)

53 (+14 nursery)

Teacher Numbers

4

Pupil Teacher Ratio

13.4

N3

11.9%

N4

9%

P1

7.5%

P2

11.9%

P3

13.4%

P4

10.4%

P5

10.4%

P6

13.4%

P7

11.9%

SIMD Q1¹

0-10%

SIMD Q2

0-10%

SIMD Q2

0-10%

SIMD Q3

90+%

SIMD Q5

0-10%

Unknown

0-10%

ASN²

40-50%

No ASN

50-60%

FSM³

30-40%

No FSM

60-70%

EAL⁴

0-10%

No EAL

90+%

¹ SIMD – The Scottish Index of Multiple Deprivation (SIMD) is a relative measure of deprivation.

² ASN – Additional Support Needs

³ FSM – Free school meal entitlement

⁴ EAL – English as an additional language

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

Reading	Writing	Listening and talking	Numeracy
Almost all	Most	Almost all	Almost all

We have had no exclusions this year.

Overall children are making the following progress:

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

We have had no exclusions this year.

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School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

OUR SCHOOL VISION:

At Lairg School, pupils, staff, parents/carers, and community partners work together to:

- create respectful and responsible pupils
- provide learning experiences that helps us achieve

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OUR SCHOOL AIMS:

We aim for all children to:

- Become resilient
- Have the courage to keep trying
- Become valued members of our school, our community and our world
- Know that we are all important, unique and equal
- Be included and nurturing
- Be kind, supportive and helpful

SCHOOL VALUES:

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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: Improving Writing Attainment 2025/26

National Improving Writing Programme 2025/26 - Cohort 5: This project was originally developed in the response to dips in attainment in Writing.

Summary of progress	Next steps
✓ Very good progress was made in improving the quality and consistency of learning, teaching and assessment in writing. ✓ All staff engaged fully with the National Improving Writing Programme and implemented agreed approaches consistently across the school. ✓ There is now a shared understanding of effective writing pedagogy, including explicit teaching of writing skills through the Tools for Writing, clear learning intentions and well-defined success criteria. ✓ Writing lessons are better structured and more purposeful. ✓ Teachers have increased the frequency and length of writing opportunities, with clear modelling and focused teaching aligned to identified aims. ✓ Assessment practices have strengthened through the use of baseline assessments, ongoing formative assessment and moderation	2.3 Learning, teaching and assessment ✓ Further embed the agreed whole school writing approaches to ensure high-quality, consistent practice in all classes, with a continued focus on explicit teaching, modelling and purposeful feedback. ✓ Strengthen the use of formative assessment by developing more consistent approaches to feedback that help learners independently identify and act on their next steps in writing. ✓ Build on moderation practice by widening opportunities for professional dialogue within the cluster to sharpen shared expectations of standards and progression in writing across levels. ✓ Develop learner autonomy further by increasing opportunities for children to create success criteria and evaluate the quality of their own and others' writing.

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activities, resulting in increased confidence and consistency in professional judgement. ✓ Learners are increasingly engaged and motivated in writing. Most children can articulate their learning intentions, success criteria and next steps, and use feedback to improve their work. ✓ Learning conversations and pupil voice indicate that children feel more confident and view themselves positively as writers. ✓ Very good progress was made in raising attainment and securing improved outcomes in writing for learners across the school. ✓ Assessment evidence shows that most children are achieving appropriate Curriculum for Excellence levels in writing, with improvements evident at P1, P4 and P7. Tracking and monitoring processes demonstrate clearer progression over time for individual learners. ✓ Targeted support and timely interventions have had a positive impact, particularly for learners facing barriers to learning. ✓ School data indicates that the attainment gap between least and most deprived learners has narrowed. ✓ Learners' writing demonstrates increased use of complex sentence structures, improved punctuation and richer vocabulary across a range of contexts. ✓ Children are more confident and resilient writers who take pride in their work and show greater independence.	3.2 Raising attainment and achievement / Securing children's progress ✓ Use attainment and progress data more strategically to identify learners who are almost meeting expected levels and plan targeted, timely interventions to accelerate progress. ✓ Continue to track individual and group progress closely to ensure sustained improvement and to further reduce any remaining attainment gap between identified groups of learners. ✓ Extend opportunities for learners to apply writing skills across the curriculum to ensure skills are transferred and embedded in a wide range of meaningful contexts. ✓ Maintain a strong focus on pupil voice to ensure learners continue to feel confident, motivated and proud of their achievements as writers.
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- | | |
|---|--|
| ✓ Overall, the actions taken have led to measurable improvements in attainment, strengthened learner confidence and more secure progress in writing for all learners. | |
|---|--|

Impact

- ✓ The actions taken to improve writing attainment have had a significant and positive impact on learning, teaching and outcomes for learners across the school.
- ✓ There is greater consistency in the quality of writing experiences for all children. Teachers demonstrate increased confidence and shared understanding in planning, teaching and assessing writing, resulting in clearer expectations and more coherent progression across stages.
- ✓ Moderation activities have strengthened professional judgement and supported more accurate assessment of achievement of a level.
- ✓ Learners are more motivated, confident and engaged as writers. Most children can explain what they are learning, understand how success is measured and describe their next steps. Feedback is used more effectively to improve work, and learners increasingly take pride in the quality of their writing.
- ✓ Attainment data and evidence from learners' work show improved outcomes in writing, with most children achieving appropriate Curriculum for Excellence levels at P1, P4 and P7. Tracking demonstrates improved progress over time for individual learners, and targeted support has contributed to a narrowing of the attainment gap for those facing barriers to learning.
- ✓ Overall, improvements in teaching practice, learner engagement and assessment have led to more secure progress, stronger attainment and greater equity in writing outcomes for all learners.

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School Priority 2: Digital Profiling

We currently have been working on engaging pupils and parents in the use of our pupil profiles on Seesaw, but these can be hard to navigate. Parents and pupils are disengaging with the whole process of their learning journey through this medium. We want to show progression in our profiles and engage or parents more whilst celebrating wider achievement. We have established profiles in P1-7 but want to extend this to our ELC.

Summary of progress

- ✓ Good progress was made in developing more effective, meaningful profiling across the school.
- ✓ Agreed approaches to learner profiles were reviewed, refined and implemented consistently across stages, resulting in clearer, more purposeful profiles that better reflect learners' progress, achievement and next steps.
- ✓ Staff engaged collaboratively in moderation and professional dialogue to strengthen shared understanding of high-quality profiling.
- ✓ As a result, profiles now show improved evidence of progression over time, with clearer links to Curriculum for Excellence, skills development and wider achievement.
- ✓ Profiles are more manageable for staff and more accessible for learners and families.
- ✓ Learners are increasingly involved in profiling their own learning.
- ✓ Most children can talk confidently about their achievements, learning experiences and next steps, and take greater pride and ownership in their profiles.

Next steps

2.2 Curriculum

- ✓ Further strengthen the quality of profiles by ensuring evidence clearly reflects breadth, depth and progression across the curriculum, with stronger links between learning experiences, skills development and Curriculum for Excellence outcomes.
- ✓ Increase opportunities for learners to demonstrate and record their learning across a wider range of curricular contexts.

2.4 Personalised support

- ✓ Develop more consistent use of profiling to support personalised learning by clearly identifying individual strengths, next steps and support strategies within learner profiles.
- ✓ Use profiling evidence more systematically during planning and review meetings to inform targeted support and ensure continuity of learning, particularly at points of transition.
- ✓ Provide a holistic picture of achievement.

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- ✓ This has supported the development of reflection skills and learner agency.
- ✓ Parental engagement has strengthened through clearer communication and improved accessibility of profiles.
- ✓ Parents and carers report a better understanding of their child's learning, progress and achievements, including wider achievements beyond the classroom.

- ✓ Overall, improvements to profiling have enhanced learner voice, strengthened partnerships with families and provided a clearer picture of individual progression and achievement across the school.

Across Primary and ELC, staff consistently identified:

Strengths

- ✓ Profiles contain rich evidence and a wide range of learning experiences.
- ✓ Pupil voice is present and strongest where audio, photos or co-created reflections are used.
- ✓ Wider achievement is developing, particularly in ELC.
- ✓ Staff value moderation and peer discussion as a way to improve quality and consistency.

2.7 Partnerships

- ✓ Build on improved parental engagement by further involving families in learning conversations linked to profiles, ensuring parents and carers actively contribute to celebrating progress and agreeing next steps.
- ✓ Strengthen partnerships with learners by increasing opportunities for pupil-led profiling and reflective dialogue, supporting greater ownership of learning.

3.2 Raising attainment and achievement / Securing children's progress

- ✓ Make stronger use of profiling information alongside attainment data to track progress over time and identify learners who require additional challenge or support.
- ✓ Ensure profiling consistently captures wider achievement and skills development, enabling all learners—particularly those facing barriers—to have their progress and successes recognised and valued.

Barriers to be visited.

- ✓ Progression over time is not yet consistently clear.
- ✓ Profiles vary in structure and quality across stages.
- ✓ Parental engagement is low and inconsistent, with barriers linked to navigation, digital access, confidence and language.
- ✓ Profiling is viewed as only partially manageable without protected time and clearer expectations.

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Impact

Pupils

Improvements to profiling have increased pupil engagement, confidence and ownership of learning.

Learners are more actively involved in contributing to their profiles through photographs, voice recordings, written reflections and co-created content. As a result, most pupils can talk more confidently about what they are learning, what they have achieved and what they need to do next.

Profiles now provide richer evidence of learning experiences and wider achievement, helping pupils see themselves as successful across a range of curricular areas and contexts. This has supported increased motivation and pride in learning, particularly where pupils are given opportunities to lead reflections or celebrate achievements.

Greater clarity in profiling has begun to support continuity and progression in learning. Where next steps are shared and revisited, pupils demonstrate improved independence and understanding of their learning journey, supporting smoother transitions between stages and settings.

Staff

Profiling improvements have strengthened staff confidence and professional dialogue around progression, assessment and achievement.

Moderation activities and shared review of profiles have improved consistency in expectations across stages and supported a clearer, shared understanding of what effective profiling looks like.

Staff report that improved structure and clearer purpose within profiles have helped them plan learning more effectively and identify next steps for individual learners.

Profiling is increasingly used as a tool to inform personalised support, rather than as a standalone record of activity.

Although workload remains a consideration, staff identify that clearer expectations, streamlined approaches and protected time have begun to improve the manageability of profiling. Collaborative approaches and shared ownership have reduced duplication and increased confidence in professional judgement.

Overall, profiling developments have enhanced learner voice, strengthened assessment practice and supported staff to work more collaboratively to secure progress and achievement for all learners.

Parents

Improvements to profiling have increased parents' and carers' understanding of their child's learning, progress and achievements. Profiles now provide a clearer picture of what children are learning, how they are progressing over time and the skills they are developing across the curriculum, including wider achievement.

Parents and carers are better informed about next steps in learning through more focused and purposeful profile entries. This has supported more meaningful conversations between home and school about learning, progress and how families can support their child.

Where engagement is evident, parents report feeling more connected to their child's learning and more confident celebrating achievements beyond attainment, particularly in areas such as skills development, wellbeing and wider successes. Improved accessibility and clarity of profiles have begun to reduce barriers for some families, making engagement more manageable and relevant.

Overall, developments in profiling have strengthened communication and partnership with parents and carers by providing clearer, more meaningful information about learning and achievement. This has contributed to increased trust, shared understanding and a stronger sense of involvement in children's learning journeys.

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Targeted PEF PSA support focusing on phonological awareness and emergent literacy led to strong gains in sound knowledge, with 100% of targeted pupils performing above the norm. By April, 33% of P1/2 FSM pupils achieved full scores in phonological awareness, and 50% were above the norm in SOFA reading assessments. While early word recognition and tricky word acquisition remained areas for development, this has provided a clear focus for next steps and staff training, demonstrating effective use of data to refine practice.

PEF intervention at P3–5 has been particularly successful. 100% of FSM pupils achieved First Level reading by the end of P4, with the majority performing at or above national norms across SNSA, SOFA, and YARC assessments. Teacher judgement indicated that 50% of pupils were beyond expected levels, reflecting both improved attainment and increased learner confidence and engagement. Targeted resources, including dyslexia-friendly materials and interest-based texts, supported sustained progress.

At P6–7, the impact of PEF-funded support is very strong. 100% of FSM pupils achieved Second Level reading by the end of P7, with all pupils performing within or above the norm in SOFA assessments and 100% above the norm in YARC comprehension. This demonstrates that sustained, well-targeted PEF intervention can effectively close the attainment gap and support long-term equity of outcomes.

Across the school:

- Attainment gaps between FSM and non-FSM pupils in reading have significantly reduced or been eliminated.
- Targeted pupils show improved confidence, engagement, and enjoyment of reading.
- Robust use of assessment data has ensured interventions are responsive and evidence based.
- PEF spending is clearly aligned to need, with strong linkage between intervention, measurement, and impact.

Overall, Pupil Equity Funding has enabled Lairg Primary School to deliver equitable, targeted support that raises attainment and supports all learners to achieve their potential, particularly those most affected by poverty.

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Celebrating Enrichment and Community Engagement at Our School

Our pupils have thoroughly enjoyed the wide range of opportunities provided by the East Sutherland Schools Sports Association (ESSSA) and our dedicated Active Schools Coordinator. Through competitions, training sessions, and festivals, students have built strong friendships and positive relationships across the cluster and associated school group. These activities not only promote physical health and wellbeing but also support smoother transitions to Golspie High School. As a result, our pupils' approach new situations with increased confidence.

Sporting Activities Include:

- Cross Country
- Swimming
- Scottish Dancing
- Football
- Basketball
- Badminton
- Bench Ball
- Rugby

We are fortunate to benefit from the support of numerous volunteers who work closely with our pupils. Their efforts have significantly enhanced students' self-esteem by fostering a growth mindset and encouraging confidence in a variety of settings. These volunteers also help pupils develop essential social skills and strengthen their connections within the community, promoting independence and self-awareness.

With the support of our Active Schools Coordinator and the Lairg Learning Centre, we have expanded our extracurricular offerings across the cluster. These include:

Cluster-Wide Clubs:

- Football
- Scottish Dancing

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- Fishing
- Badminton
- Fitness
- Basketball
- Rugby
- Curling
- Outdoor Learning
- Tennis
- Fun Dancing
- Lunchtime Games
- Bench Ball

STEM and Creative Learning

Our pupils have benefited from engaging STEM education through the Newton Room in Dingwall, which offers curriculum-based, hands-on learning experiences. For example, during a health sector module, pupils assumed the roles of healthcare professionals, conducting experiments and learning real-world medical techniques.

Another highlight was the Generation Science workshop, Electric Explorers, Electric Explorers is an interactive workshop that explores electricity; what it is and how it is produced. The class go on a journey as Electric Scientists to discover how we can produce electricity from the movement of our bodies.

Learning Lab – with visit from Glasgow Science Centre. This fully funded access to Learning Lab included a day visit to our school

Music, Culture, and Language

We proudly hosted Kodály music education sessions, which emphasise creativity, collaboration, and cultural expression for early years and lower primary pupils.

Additionally, Fèis workshops offered P1–7 pupils the chance to explore traditional music and Gaelic language in a fun and engaging environment.

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Literacy and Health Initiatives

We participate in Bookbug, Scotland's early years literacy programme, with regular visits from our local librarian, Sanna, who leads story and song sessions. Our Childsmile programme, delivered in partnership with Lisa in our ELC, ensures daily supervised toothbrushing and promotes lifelong oral health habits.

P7

This term, our pupils have shown fantastic initiative, teamwork and determination by organising a successful community quiz to raise money for their leavers' hoodies. The idea was led by the children themselves, who took responsibility for planning the event, advertising it within the community, creating quiz rounds and helping on the night.

The quiz brought together families, friends and members of the wider community, creating a fun and welcoming atmosphere for everyone involved. Thanks to the pupils' hard work and the generosity of those who attended, a fantastic amount was raised, helping to fund a special keepsake hoodie to mark the children's time at school.

We are extremely proud of the pupils for demonstrating such strong leadership, organisational skills and community spirit. Events like this help children develop confidence, responsibility and a real sense of achievement, while strengthening links between the school and our community

Community and Enrichment Activities

Thanks to fundraising efforts by the Lairg Gala Week Committee and Parent Council, all pupils enjoyed a winter trip. ELC children visited the Bonar Bridge Hub, while P1-7 attended Snow White. Pupils also raised funds for a trip to Landmark Forest Adventure Park, participating in a sponsored walk around Ferry Croft woods to help cover costs. We collaborate with Lairg District Community Initiative (LDCI) to contribute articles to their community magazine, keeping residents informed about school events and achievements. Our pupils also took part in the Lairg Crofters' Show, entering baking, art, and craft competitions in the Industrial Tent categories.

Awards and Pupil Leadership

We are proud to have achieved the Sport Scotland Silver Award, which recognises schools that place pupils at the heart of planning and delivering extracurricular sport. We are now working towards achieving Gold.

Every pupil is part of a working group, giving them a voice in school decisions and contributing to our Rights Respecting School goals. These groups include:

- Eco Committee – From squirrel feeding to composting, they lead our environmental efforts.

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- Pupil Council – Ensures every pupil’s voice is heard on school matters.
- Junior Road Safety Officers (JRSO) – Promote road safety through fun competitions.
- Digital Leaders – Partnered with Lairg Learning Centre to deliver online safety lessons.
- Sports Leaders – Organised Sports Relief activities and Sports Day for the entire cluster.

Celebrating Together

We regularly join Rosehall School to celebrate national events such as World Book Day, Comic Relief, and Children in Need. These events foster peer interaction and community spirit through themed activities and dress-up days. Thanks to a generous donation from our Parent Council, pupils in P3–7 received six swimming lessons at the Golspie pool, significantly boosting their water confidence.

John Muir Award

Over recent weeks, our P5–P7 pupils have been taking part in the John Muir Award, an environmental award that helps children connect with, enjoy and care for wild places. The children have been discovering and exploring local outdoor areas, learning about wildlife and habitats, and discussing why these places are important to our community. They have also taken part in conservation activities, such as caring for our environment and thinking about how small actions can make a big difference.

As part of the award, pupils are encouraged to share their learning with others, building confidence, teamwork and leadership skills. The John Muir Award links closely with our learning across the curriculum and supports wellbeing, outdoor learning and sustainability. We are very proud of the pupils’ enthusiasm, curiosity and responsible attitudes as they work towards completing their award. Finally, we are excited to continue working with our Parent Council on fundraising efforts for a new school playpark, with events ranging from community clean-ups to ceilidhs and raffles.

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Comments from learners, families, stakeholders and staff

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

Teaching Staff

Feedback from staff at Lairg Primary shows that it is a very positive and supportive place for children to learn. Staff feel proud to work in the school and speak highly of the caring, respectful relationships between adults and children. They describe children as well behaved, engaged in their learning and encouraged to treat others fairly and kindly. Staff feel well supported by school leadership and work together closely to make sure children's needs are met, including those who require extra help. There are strong opportunities for staff to learn from one another and improve their teaching, which helps ensure high-quality learning experiences for all pupils. Staff have also identified ways to continue improving, such as strengthening learning profiles and offering more chances for parents to be involved in their child's learning. Overall, the feedback reflects a happy, inclusive school community with a clear focus on supporting every child to do their best.

Partners

Feedback from partners who work closely with Lairg Primary shows very strong and positive relationships that support children and families well. Partners describe the school as welcoming, caring and flexible, with staff who communicate clearly and work effectively alongside other services to meet children's needs. There is shared confidence in the school's safeguarding procedures and a clear understanding of roles and responsibilities when working together. Partners feel their contributions are valued and that information is shared appropriately to support children's wellbeing, learning and progress. Several partners highlighted the nurturing, trauma-informed approach taken by staff and the positive experiences shared by children, particularly those who need additional support. Overall, partnership working at Lairg Primary is viewed as a real strength and plays an important role in supporting positive outcomes for all learners.

Support Staff

Support staff feedback shows that Lairg Primary is a positive and caring place to work and learn. Staff feel part of the school community and describe respectful, kind relationships between adults and children as a clear strength. They report that children are well behaved, treated fairly and supported to show respect to others. Support staff feel confident about safeguarding procedures and know how to keep children safe, which helps create a calm and secure learning environment. Staff also feel that the school is well led and that teamwork and communication across the school help everyone work together to support children's learning and wellbeing. Overall, support staff feedback reflects a happy, inclusive school where adults work closely together to help every child feel safe, supported and ready to learn.

Parents/Carers

Overall, responses to the 2026 Lairg Primary School survey show a very high level of parental satisfaction with the school. Most parents strongly agree that their children are happy, feel safe, are treated with respect and are well known as individuals by staff. There is strong confidence in the quality of teaching, leadership and management, and parents overwhelmingly feel that their children are making good progress and are supported both academically and emotionally. Lairg Primary is

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widely valued for its small, friendly community, committed staff and inclusive ethos, with families highlighting happiness, wellbeing and reaching potential as key priorities for their children. While feedback is extremely positive overall, responses also highlight opportunities to strengthen communication and parental engagement in some areas.

Pupils

Children at Lairg Primary share largely positive views about their school and their experiences of learning. Most pupils say they feel safe in school and know who to speak to if they are worried or need help, showing that strong, trusted relationships are in place. Children feel that staff are kind, fair and respectful, and that adults encourage them to do their best and help them understand how to improve their work. Many pupils enjoy their learning and the range of activities available, including opportunities to be active and take part in learning beyond the classroom. Pupils also value being asked for their opinions and having their views listened to. Some children have shared ideas about what could make school even better, such as more time for play, which the school will consider as part of ongoing improvement. Overall, pupil feedback shows that Lairg Primary is a caring and supportive place where children feel listened to, encouraged and supported to learn.

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

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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

SIP 1- Pupil Voice/Leadership

SIP 2- Reading for Enjoyment, Reading Schools

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 by contacting the school office.

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