



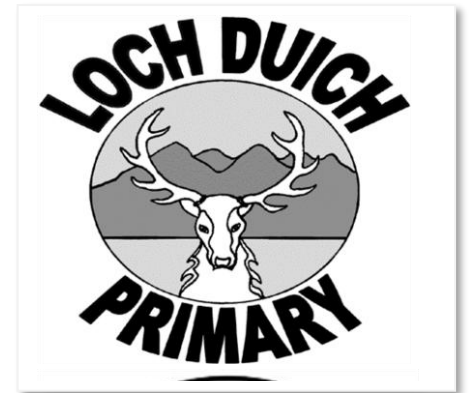
STANDARDS AND QUALITY REPORT 2025-26

AITHISG INBHEAN IS CÀILEACHD

LOCH DUICH 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%



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
96%

Average Class Size
7

Meeting PE Target
Target Met

Pupil Numbers
7

Teacher Numbers
1.2

Pupil Teacher Ratio
1:7

Loch Duich Primary School is located in a rural, coastal setting serving the local community around Loch Duich, Kintail and Cluanie, in the wider Skye and Lochalsh area.

There are currently 7 children attending the school, ranging from P3-P7. Pupils are taught together in a single multi-stage class.

The headteacher has overall leadership responsibility for Glenelg Primary School and Loch Duich Primary School. The headteacher is supported by a principal teacher. Staff and children from both 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 very good. Children achieve appropriate CfE levels in literacy and numeracy and, across the school, a few children are exceeding nationally expected levels. All children who face barriers to learning are making very good progress towards meeting their individual targets.

Overall children are making the following progress:

Reading

Writing

**Listening and
talking**

Numeracy

Be Ready, Respectful and Safe

Very good progress

Very good progress

Very good progress

Very good progress

We have had no exclusions this year.

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

Our curriculum rationale sets out the most important aspects of our curriculum and highlights our approach to building the curriculum, so that everyone knows why, how and what we are trying to achieve.

Loch Duich Primary School Vision, Values and Aims

Our Overall Vision: (our 'why')

To provide experiences that nurture a sense of wonder, open-mindedness and challenge for learning and in life.

Our Values: (how)

Being Ready – ready for school, punctual, prepared with resources.

Being Respectful – mindful of others, kind, building up each other, rights respecting, being fair.

Being Safe – protected, risk considered, careful with each other, knowledgeable.

Our Aims: (what)

Using our unique context for learning: we live in a rural, coastal area with interesting heritage sites and places of natural beauty. Pupils will use these unique spaces, interactions and experiences available to them.

Supporting our community: our community and school are mutually supportive, pupils benefit from the experiences of supporting and working for their wider community.

Building knowledge, understanding and skills: learning through literacy and numeracy and allowing development of understanding in wider concepts.

Promoting wellbeing: giving pupils skills and knowledge to look after themselves in positive ways and developing understanding and sharing of their rights.

Our Curriculum is built around the four contexts of learning:

(1) Working to build the ethos of the life of the school as a community,

(2) Learning through curricular subjects with a key focus on literacy, numeracy and health & wellbeing;

Be Ready, Respectful and Safe

- (3) Providing opportunities for personal achievement,
- (4) Developing skills through interdisciplinary learning.

Our vision, values and aims personalise our approach to Getting It Right For Every Child, where we aim for children to be Safe, Healthy, Achieving, Nurtured, Active, Responsible, Respected and Included (SHANARRI), and to become Confident Individuals, Effective Contributors, Responsible Individuals and Successful Learners.

Written in collaboration with our school community Oct 2022

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.

School Priority 1:	
1. School Improvement Plan Priority 1 Build knowledge of the Curriculum Improvement Cycle – Towards an Evolved Technical Framework.	
Summary of progress	Next steps
In the linked Highland Priority “We will raise attainment and achievement for all” we have made very good progress. In the NIF priority of “placing the human rights and needs of every child and young person at the centre of education”, we have made very good progress. ✓ We achieved the Gold award of Rights Respecting Schools Award (RRSA), from Unicef, in September 2025. ✓ We supported and promoted Clean Water projects in Madagascar, by fundraising for the MacLean Brothers Pacific ocean row. ✓ We created a new relationships policy in line with national response guidelines, adopted by staff, pupils and parents in Nov 2025.	Continue to engage with further developments regarding the Curriculum Improvement Cycle(CIC) in our school and cluster school, our ASG and also nationally by: • Developing ways of using the new ‘Big Ideas’ of CIC • Moderating our work with other schools • Collegiately developing our understanding as a cluster of CIC and trialling the Know, Do and Understand framework with advice being issued. Update our Curriculum Rationale – as we see the changes of the CIC, we will be better placed to renew our own curriculum rationale. Continue to develop children’s understanding of their rights, of community support and promoting wellbeing.

Be Ready, Respectful and Safe

✓ Our commitment to reducing the cost of the school day was upheld by fundraising with the Parent Council to fully fund an outdoor trip to Raasay for all P7s; cost-free trips to Urquhart Castle, Eden Court pantomime and Stemovators Highland celebration of young engineers. Our National Improvement Framework (NIF) driver of “developing teacher and practitioner professionalism” targeted building knowledge of the new Curriculum Improvement Cycle by: ✓ Studying and developing understanding of the paper “Towards an Evolved Technical Framework” ✓ Completing Teaching Sprints enquiry projects to better understand aspects of our numeracy teaching ✓ Introducing numeracy developments to new staff e.g. Number Sprinkles ✓ Acting on advice from the Ed Scot paper ‘Enhancing the Quality of Maths Education’ ✓ Our ‘Goal Free’ numeracy project was shared with parents in an interactive maths activity, which all families attended and found beneficial. Very good progress was made in this area.	
Impact We are sharing our methods for teaching maths with families in an interactive way and will continue with this. • Our staff are better equipped to use new numeracy strategies in class. • With Goal Free numeracy, children have improved the quality of their questions and observations in mathematics and numeracy. • Our staff are well equipped to move on to the next phase of the Curriculum Improvement Cycle in the coming year. • Our school community better understand our relationships policy and the tenets of restorative practice. • Our school community are more able to comment on children’s rights and understand the principles of Unicef’s RRSA.	

School Priority 2:	
School Improvement Plan Priority 2: Moderating numeracy development within our local Plockton Associated School Group (ASG)	
Summary of progress	Next steps
In aspects of leadership of learning, and continuing to develop the curriculum and assessment, we aimed to embed the process towards raising children's attainment by having staff improve their 'Moderation Cycle.' This is a continuation of last years ASG moderation project but changing the focus to numeracy and pupil voice in planning cross-curricular learning. The collation of literacy examples will continue from last year. This work is prompted by Moderation Events, HMle visits within ASG, Benchmarks, Moderation Tool ✓ Teachers engaged in more moderation activities with colleagues from other schools across the ASG, comparing children's work, observing class teaching and professional discussion. This included, professional and collegiate discussion across schools, sampling children's work, creating floorbooks, and visiting classes in other schools to share practice and talk about the quality of teaching and learning. This supports teaching staff to develop further their understanding of national expectations across the curriculum. ✓ The teaching 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.	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. ✓ 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.

Glenelg and Loch Duich staff carried used a Moderation Audit Tool to assess and decide on next steps. ✓ In Loch Duich, 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 Loch Duich, staff provide frequent opportunities for children to make choices about what and how they learn in all aspects of school. Many IDL projects start from children's interests and choices. All children can give examples of when their voice is heard and know that they have the right to give their opinion about things that affect them. ✓ Very good progress has been made in this area.	
Impact	
The collegiate and professional learning activities undertaken through the ASG SIP project have broadened the range and quality of evidence used to inform planning for high-quality learning, teaching and assessment. They have also strengthened the moderation of children's work across the cluster. This has enabled school leaders to manage the pace of change effectively, ensuring that sufficient time is protected for both planning and implementation. Children are having growing confidence in sharing their views, being persuasive and arguing respectfully in a variety of contexts, e.g. hosting a debate. Data gathered through moderation activities, alongside high-quality assessments from Number Sprinkles and interdisciplinary learning (IDL), provides a more robust understanding of the impact of learning and teaching approaches on attainment and the acceleration of children's progress. The Number Sprinkles approach further supports children to develop a clearer understanding of their strengths in learning, as well as identifying their next steps for improvement.	

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

- ✓ The evaluation of the impact of the school's actions to improve excellence and equity, and to achieve positive outcomes for all children and young people, is clear and well evidenced.
 - ✓ The use of Pupil Equity Funding (PEF) enabled targeted small group work with a third-sector partner. This provision successfully developed pupils' technical, numeracy and presentation skills, alongside their ability to work collaboratively and solve problems. Pupils consistently reported that the sessions were engaging and enjoyable, highlighting the value of learning through practical, hands-on experiences. This work also led to older pupils representing their school at the Highland Celebration of STEM, where they competed in the 'Construct a Crane' competition.
 - ✓ Pupil Equity Funding also supported an additional two hours per week of Pupil Support Assistant (PSA) time. This was primarily focused on small group work to enhance literacy, numeracy skills. As a result, pupils involved demonstrated increased confidence and engagement. All participants reported that this support was valuable and worthwhile.
-

Wider achievements

Coileanaidhean nas fharsainghe

- ✓ Achieving the Gold Award in the Rights Respecting Schools Award (RRSA) was a significant highlight this year, reflecting sustained commitment and effort since 2019.
- ✓ Pupils proudly represented the school at the local Mòd in Plockton, performing in Gaelic singing and poetry events where they were placed first in all three events.
- ✓ Pupils engaged with a community and environmental issue of the possible reintroduction of lynx in Scotland. This included pupils researching, engaging with external partners to gather information to show their views and debate the issue.
- ✓ Pupils organised and hosted a successful craft fayre for the local community, creating and selling a range of items, including school calendars.
- ✓ Pupils showcased their talents in a well-attended Christmas concert, featuring a combination of drama and musical performances for the local community.

- ✓ Pupils actively participated in Anti-Bullying Week, NSPCC and Decider Skills, contributing to activities that promote respect, inclusion and positive relationships.
- ✓ Regular opportunities within the school week led to children being awarded with badges to mark their achievements in arts crafts and technology.
- ✓ The school attended the Eden Court pantomime, with costs partly funded by the local community, ensuring there was no financial burden for families.
- ✓ Pupils represented the school at the Highland Celebration of STEM, engaging in industry-led challenges and developing their understanding of the world of work.
- ✓ Primary 7 pupils participated in a Resilient Kids programme alongside peers from other schools, supporting wellbeing and transition to secondary.
- ✓ P6/7 pupils were all awarded with Junior Sports Leaders Award from a programme run by our local Active Schools co-ordinator, part of which was that each pupil led ten P.E. lessons for other pupils.
- ✓ Our Primary 7 pupil attended a residential outdoor adventure trip to Raasay with others from the ASG, building confidence, teamwork and independence.

Comments from learners, families, stakeholders and staff

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

All responses from learners, families, stakeholders and staff were positive in the majority.

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	Very good

Be Ready, Respectful and Safe

QI 2.3 Learning, teaching and assessment	Very good
QI 3.1 Wellbeing, equality and inclusion	Very good
QI 3.2 Raising attainment and achievement/Securing children's progress	Good

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

Development of the curriculum and aspects of learning, teaching and assessment, consulting with parents and improving pupil profiling.

Moderation of numeracy as ASG.

Develop play pedagogy across the Primary.

Planning ahead

A' planadh air adhart

Full details of the school's 2026/2027 improvement priorities and actions are detailed on the school improvement plan, which can be accessed by contacting the school office.