



STANDARDS AND QUALITY REPORT 2025-26

AITHISG INBHEAN IS CÀILEACHD

Lochaline Primary School and ELC

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
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
95.58%

Average Class Size
12

Meeting PE Target
Target Met

Pupil Numbers (inc nursery)
12 (+ 8 nursery)

Teacher Numbers
1

Pupil Teacher Ratio
12:1

Lochaline Primary School and Nursery is located in a rural, coastal setting serving the local community of Morvern on the Ardnamurchan peninsula.

There are 12 children attending the school and 8 children in nursery, ranging from N2 - P7. P1 - 7 are taught together in a single multi-stage class and there is a separate nursery for 2, 3 and 4 year olds. There is a newly established P1-7 Gaelic Medium class which currently has P1&2 children only.

The headteacher has overall leadership responsibility for Ardgour Primary School and Lochaline 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 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

Good progress

Writing

Good progress

**Listening and
talking**

Good progress

Numeracy

Good progress

Wisdom, Justice, Compassion, Integrity

Gaelic Medium (delete if not relevant):

Gaelic reading	Gaelic writing	Gaelic listening and talking
Good progress	Good progress	Good progress

We have had no exclusions this year.

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

Values chosen by the pupils and approved by their parents:

Wisdom, Justice, Compassion, Integrity

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Vision:

Happy and motivated pupils able to engage successfully with others and out with the school

Staff who feel valued in all they do and say

Parents who experience inclusion in their child's education

Aims:

To provide a safe and secure environment which will motivate and arouse curiosity and foster an enjoyment in learning.

To help every pupil develop their full potential through the Curriculum for Excellence programme.

To present the curriculum programme in a manner both interesting and differentiating.

To create an ethos of achievement throughout the school and to encourage all children to aspire to greater achievement by helping them to develop confidence, self-esteem, ambition, and the discipline required for these goals.

To enhance professionalism of staff through teamwork, personal and staff development.

To continue our partnership with parents, to build upon it and to continue to work with parents to support the education of their children.

To continue to foster a positive attitude and respect towards our school, each other, and the wider community.

To ensure equal opportunities for all.

To nurture the esteem with which the community views the school and to continue to involve the wider community in the school programme whenever such opportunities arise or can be created.

Subscribe to the ideals of the Health Promoting School by encouraging children and parents to become involved in making informed decisions about their Social, Emotional and Physical Health.

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: Assessment and Moderation – Moderation Collaborative		
School Improvement Plan Priority 1		
Summary of progress	Next steps	Stakeholder Views
✓ At June 2026, data and feedback demonstrated that all staff are growing in confidence in using the tools to support moderation and inform learning and teaching. ✓ Following NSA and SOFA assessments in November 25, combined with other formal and informal assessments (including PM Benchmarks and numeracy diagnostics) throughout the year, all staff have analysed resulting data and used it to inform teaching and put in place interventions for children not on track. ✓ Regular attainment meetings throughout the year and subsequent entry of school tracking data are demonstrating increasingly accurate judgements in overall Literacy and Numeracy across the school. ✓ At end of session all teachers report greater confidence in making ACEL judgements.	➤ Co-ordination of ASG moderation events to become more of a shared responsibility of the ASG, rather than lying with one individual as it largely has over the last couple of years. ➤ Continue to reinforce positive practices from previous sessions. ➤ Seek ideas from stakeholders regarding future development and areas for improvement.	
Impact		
Moderation events have been successfully embedded and will continue in session 2026/27. Input for moderation will be drawn from the Highland moderation collaborative. These events will continue to include early years staff. All staff across the ASG will be consulted on moderation progress to date and how they feel these could be improved and made more useful and contribute to greater consistency. Ardgour Primary will also join with a wider group of small, rural schools (outwith ASG) for moderation events in next session.		

School Priority 2: Improvement of outdoor education and outdoor learning spaces		
School Improvement Plan Priority 2		
Summary of progress	Next steps	Stakeholder Views
✓ Students are beginning to show increased engagement in learning in a variety of environments and spaces. There remains significant progress to be made, which will form part of a long-term improvement project. ✓ Staff report increased confidence when delivering outdoor learning. Input from external providers has helped staff feel confident to identify and deliver outdoor learning opportunities. ✓ Increased satisfaction is reported among wider school community of how outdoor learning is delivered at Ardgour PS and ELC.	✓ Continue to develop the butterfly garden, with the long term goal of transforming it into an active learning space / outdoor classroom. ✓ Engage with community in developing other outdoor spaces in the school, including installation of new playground equipment with developer contribution from MCDC.	
Impact		
Significant progress is being made in development of the school's outdoor spaces with new equipment in place or in the pipeline. Staff have taken advantage of the opportunities for planting and horticulture and continue to develop and promote these. Further training for staff has increased confidence in delivering outdoor learning. We have begun to update and improve resources to help with delivering rewarding outdoor experiences. Children have been given increased opportunities to experience outdoor learning and access to more resources both within the school setting and beyond. Progress to date is good, but there is much more that we would like to do and we will continue to focus on these areas.		

School Priority 3: Raising attainment for all learners with particular focus on literacy.	
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School Improvement Plan Priority 3		
Summary of progress and impact	Next steps	Stakeholder Views
✓ Progress in this area has been good, with all learners achieving level in both English and Gaelic medium ✓ Children are showing increasing confidence in literacy and are able to articulate their strengths and areas for development, and are aware of their next steps and learning goals. ✓ At end of session 2025/26 students were demonstrating increased levels of attainment in core subjects of literacy and numeracy, in both GM and EM. Interventions are in place for those children identified as having greater literacy learning needs. ✓ At end of session 2025/26, staff report increased confidence in assessing progress in core areas through professional learning and collaboration with cluster school and wider ASG. Throughout the session staff have used consistent strategies and assessments informed by Highland Literacy, which has led to increased confidence in making ACEL judgements. ✓ Feedback obtained at end of session 2025/26 demonstrates that families show increased engagement in supporting reading and writing at home, with greater understanding of literacy progression and how to support at home.	✓ Consolidate progress in session 2026/27. ✓ Continue to seek out professional learning opportunities. Retain particular focus on those children who are borderline, and where it is felt that interventions may be necessary in the future.	
Impact		

Students report positive attitude toward literacy in the classroom and demonstrate good levels of engagement and progress in classroom observation and assessment data. Staff report increasing levels on confidence and knowledge in assessment of literacy needs and delivering effective literacy teaching, particularly within the context of a multi-composite setting. Formal assessment results indicate positive progress in writing throughout the session, particularly with target children.	
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School Priority 4: Establishment of GME in school and nursery		
School Improvement Plan Priority 4		
Summary of progress and impact	Next steps	Stakeholder Views
✓ By end of session 2025/26 learners had experienced high-quality GME. This is supported by positive ACEL judgements and SNSA/SOFA data. Children are working towards fluency in Gaelic appropriate to their level and accessing a broad, relevant curriculum fully through Gaelic when teachers are available. Full time teaching staff are in place for next session. ✓ There has been strong collaboration throughout session 2025/26 with other GME schools to develop Gaelic resources and planning. These links will continue throughout the coming years. ✓ There has been strong engagement with parents and families through session 2025/26 reflecting the life and growth of the Gaelic class. Parents and families demonstrate a	✓ Consolidate progress and continue to establish good practice, in consultation with Acharacle GM staff and GM expertise available throughout the HC and beyond. ✓ Focus on development of Gaelic language and learning opportunities both with the school and ELC and within the wider ASG.	

growing understanding of the benefits of bilingualism and support of language development at home.		
Impact		
Although full immersion has not been possible due to staffing constraints, children have been able to benefit from Gaelic teaching during session 2025/26. They have had formal teaching at the school from peninsula-based GM teachers and supply teachers from further afield, have visited Acharacle on a regular basis for teaching and learning there, as well as input from other sources (volunteers, Feis, online learning). The impact of this is evident in their achievement levels which are on a par with their peers experiencing full immersion.		

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

Our PEF funding for session 2025/26 has been used to improve our outdoor areas and to offer outdoor learning experiences. We are seeing positive changes in engagement among all children with the opportunities that are offered, with high levels of participation and community support for our various initiatives. The children are showing increased connections with their school and area and are benefitting from opportunities to collaborate and socialise with other children which is important given the remoteness of the school. In addition, PEF funding has been used to provide support for trips and excursions which have benefitted all learners and provided a range of valuable learning experiences.

Wider achievements

Coileanaidhean nas fharsainghe

Our students have participated in a wide range of activities and events outside of school. As in previous years there have been collaborative visits to Ardgour and vice versa, with children working together on projects. There is high engagement in the school with musical tuition offered. Our students will again be participating in individual and joint activities at the Ardnamurchan Mod. Younger children have taken part in Kodaly throughout the year. Older children have taken part in visits to the Newton Room in Fort William. All children have taken part in CAOLAS led learning experiences focused on biodiversity and coastal health. All children took part in cinema trips and visits to Acharacle for a professional pantomime performance. Children have been involved in fundraising for a variety of local and national causes. We have welcomed the Wellbeing Heroes to our school which has been valuable for children's Health and Wellbeing. Children worked with the RSPB to create an exhibition of paintings and photography from a day in the woods. They also worked with a local artist to create artworks at a workshop carried out in school.

Comments from learners, families, stakeholders and staff

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

Feedback from parents, caregivers and the wider community is positive overall, with emphasis placed on the friendly, inclusive and welcoming nature of the school, staff and pupils, and on the efforts put in to get Gaelic Medium learning established in the school. Parents value the outdoor spaces we are lucky to have and are keen to see the continued development of outdoor learning as a focus area.

Parent comments on what we are doing well include:

- The inclusive environment which is created by the school for all pupils is to be commended. The community involvement within the school is also a really positive aspect from music lessons to the allotments visits to the work done with the RSPB, it is really lovely for the community to feel part of the school too. The support we have received as parents asking for GME provision is hugely appreciated and the effort that the school has gone to to make sure pupils have had Gaelic experiences despite not having a full-time Gaelic teacher cannot be underestimated.
- Teaching staff, broad spectrum of learning opportunities, school environment being nice tidy and welcoming.
- We are delighted to be part of Lochaline school and cannot thank teachers enough for all the support over the last year trying to navigate through Gaelic days. The GM teacher has been such an asset and her experience in helping the children thrive has been fantastic to see; the progress they've made in her short time with them each week is incredible. We look forward to welcoming the new teacher and hope we can support her in anyway she needs going forward.
- The school is really thriving and our children are enjoying school.

Parents comments on areas for improvement/development include:

- School has maintained such a great line of communication with updates on progress, timetables and events happening, I hope this will continue as the new year progresses. The children seem to thrive in their outdoor learning experiences, this is something the school does really well but I feel there is always room to grow and incorporate this in new ways, especially since there will be 2 classes operating in the school now. The addition of 10 hours of Gaelic provision has been great in the ELC but I hope this would be expanded upon given the interest in Gaelic and how vital that first step in immersion can be for children starting out on their GME journey.
- Outdoor area currently condemned which will be helped with the money from local MCDC.
- A rough schedule of the week would be good to know PE days, when they might need to take in something for show & tell etc...
- I would like to see a few more events that involve the community. It is great the volunteers that come in but I think maybe some coffee mornings or inter-generational community gatherings would be really good for the school children and community as a whole. We noted that the butterfly garden is looking a little neglected recently - maybe a parent council work party could clear up some debris and make it a more friendly space again?
- Having consistency with teaching regimes, development of the outdoor area, playground security.

Capacity for continuous improvement

Comas airson leasachadh leantainneach

Wisdom, Justice, Compassion, Integrity

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	Good
QI 3.1 Wellbeing, equality and inclusion	Satisfactory	Good
QI 3.2 Raising attainment and achievement/Securing children's progress	Good	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

Gaelic Learning Development

Raising attainment in numeracy

Introduce and implement CIRCLE framework (ASG)

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 [Lochaline Primary School – Bun Sgoil Loch Alainn](#) or by contacting the school office.