



STANDARDS AND QUALITY REPORT 2025-26

AITHISG INBHEAN IS CÀILEACHD

Lochcarron Primary & ELC

Bun-sgoil & Sgoil-àraich Loch Carrann



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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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
95.3%

Average Class Size
14.3

Meeting PE Target
Target Met

Pupil Numbers (inc nursery)
43+13

Teacher Numbers
5

Pupil Teacher Ratio
8.8

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

Reading

Writing

**Listening and
talking**

Numeracy

Most

Most

Most

Most

Gaelic Medium 2024/25 Proportions of pupils achieving Curriculum for Excellence Levels (C1, P4, P7 combined):

Gaelic reading

Gaelic writing

**Gaelic listening
and talking**

Most

Majority

Majority

We have had no exclusions this year.

Bun-sgoil Loch Carrainn - Lochcarron Primary School is located in a rural, coastal setting serving the local community of Lochcarron in Wester Ross. Lochcarron Primary School offers learning through English and Gàidhlig (Gaelic). There are 43 children attending the school and 13 children in nursery, ranging from N3 - P7. There are 16 children in Gàidhlig Medium Education and 27 children in English Medium Education.

The headteacher has overall leadership responsibility for Lochcarron Primary School and Auchtertyre Primary School. She is supported by a principal teacher one day a fortnight. Staff and children from both schools work well together.

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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 satisfactory. Children achieve appropriate CfE levels in literacy and numeracy and, across the school, a few children are exceeding nationally expected levels. The majority of children who face barriers to learning are making satisfactory progress towards meeting their individual targets.

Overall children are making the following progress:

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

Gaelic Medium (delete if not relevant):

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

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

Vision: 'Learning together to improve our future and the future of our world'.

Values: Kind Brave Respectful

Aims: To be - Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible, Included (SHANARRI)

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: Learning, Teaching and Assessment

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School Improvement Plan Priority 1		
Summary of progress	Next steps	Stakeholder Views
✓ School staff show a high level of commitment to their own professional development and to leading improvement within school through the Teaching Sprint approach using Bruce Robertsons Power Up Your Pedagogy (First 4 strategies). ✓ Across the school and nursery, staff demonstrate a strong ethos of teamwork. Senior Management supports staff well to develop effective, consistent approaches to planning children's learning through the support and challenge approach to progression meetings. ✓ SMT protects time for collegiate and professional learning to plan for, carry out and evaluate effectively the positive impact of change on learners and the teachers' pedagogy. ✓ They evaluate the impact of learning on children's progress and attainment carefully through the support and challenge meeting process. This is helping teachers to ensure they identify children's next steps and build upon what children already know. ✓ This is also helping to meet the needs of almost all learners. ✓ As a result, teachers hold valid information about children's progress over time. This is helping them to track children's individual progress towards achieving Curriculum for Excellence (CfE) levels. The school is making good progress in this area. Nursery ✓ <i>Children's learning profiles, developmental overviews, wall displays and floor books provide evidence of progress the children are making over time. This has been enhanced by the improvements made to the more focused observation sheets which support the more personalised and effective planning of next steps for each individual child.</i> ✓ <i>EYPs show quality questioning techniques around language and numeracy which are being used to engage the children fully in their development.</i> The Nursery has made good progress in this area	School to continue with the "Teaching Sprint Approach" to develop, use and review High Quality Research based pedagogy. (Elements 5-8) This will link into the ASG Moderation and CIC language of learning Staff to become familiar with the terms Know, Do and Understand within an early years CIC context and apply to / within Realising the Ambition and the Cl/Ed Scott framework.	Parents / Carers and wider community - The teachers are all always most informative and answer all questions and queries with utmost tact and professionalism - Great to see targets, improvements and achievements - My child improving in every aspect of work at school - My child's confidence has really improved - My child is always supported in his learning Pupils I am most proud of - My English reading - All my achievements - My reading has come on - All the good things I do - My Gaelic speaking - My learning in science Staff – Teaching Sprint – learning Intention -Children were given goal free tasks in maths and then they came up with their own learning intentions. P1/2 drew what they had learned in picture form. This meant more to them instead of the teacher writing the Learning Intention. -when pupils prove they have met a criterion, they are no longer passively completing a task but actively thinking. -I saw increased independence and ownership. When pupils can prove their success, they take responsibility for their learning.
Impact		
Teachers and ELC staff are committed to providing the best learning experiences for children and are responsive to their needs and ensure that the purpose and the intended outcome of the lesson is shared.		

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Impact	
✓ The introduction of the new CI/HMle framework has supported staff in developing a better understanding of expectations. This in turn will support staff in providing higher quality play and learning experiences in accordance with the framework. ✓ Teachers plan for children's age and stage of development across each multistage class which provides opportunities for children to have choices about what and how they learn. Teachers follow a clear termly overview to support planning for the whole curriculum. The headteacher should continue to support teachers to develop a more strategic overview of long-term planning through the continued development of a child and parent friendly curriculum rationale.	

School Priority 3: Embed prompt and structured actions to raise children's attainment in literacy - Focus on Moderation and Assessment across ASG - Moderation of Numeracy and pupil voice for planning IDL		
School Improvement Plan Priority 3		
Summary of progress and impact	Next steps	Stakeholder Views
✓ Teachers engage more regularly with each other and colleagues from other schools across the ASG in moderation activities. This includes opportunities to moderate children's work across curriculum areas such as writing (from previous ASG focused improvement projects), numeracy and pupil voice in planning for IDL (Current project). This supports teachers to develop further their understanding of national expectations across the curriculum. ✓ The headteachers, principal teachers and 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. This included, professional and collegiate discussion across schools, sampling children's work, creating floor books, and visiting classes in other schools to share practice and talk about the quality of teaching and learning. 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. ✓ In Lochcarron children developed their questioning, reasoning, problem solving, creativity, critical thinking skills and understanding well across the range of Number Sprinkle	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.	Lochcarron Pupils – Number Sprinkles - The maths because they make your brain grow - Maths because it's fun to do - I like maths because it is hard - My improvement in Maths - I am proud of achieving the Silver Award in the Maths Challenge. - I would probably do drawings - I need to think more - I know I am successful when I got my sums right - The questions make me think IDL = Interdisciplinary learning - Looking at different things about Lochcarron over a year was good. - It is interesting to see how Lochcarron has changed. - I like planning out topics

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experiences. This was evidenced through the children's increased confidence in their spoken and written responses. ✓ In Lochcarron all staff provide opportunities for children to make choices about what and how they learn in IDL. Most children feel valued that their voice is heard. Staff should continue to develop a wider variety of strategies in other curricular areas to ensure that all children feel confident in sharing their views. ✓ Lochcarron - Good progress has been made in this area.		- Our voice is heard Parents / Carers and wider community - Staff always do so much to ensure our children have a good learning experience - I am grateful for the space, time and materials you provide for my child. Staff - I have felt more engaged in seeing how the children see their learning by questioning their thoughts and ideas. I can see where there are gaps and who can use the strategies, they have learnt to solve problems. - Number Sprinkles has encouraged me to think more dynamically about how I teach numeracy and it has encouraged me to include more class discussions. - It gave my pupils the means to visualise number strategies and develop their critical thinking skills.
Impact		
The collegiate and professional activities throughout the ASG SIP project increases the range of evidence used to plan for high quality learning, teaching and assessment experiences and the moderation of children's work. This enables school leaders to manage the pace of change appropriately by ensuring that time is protected for planning and implementation. The data collated from the moderation activities as well as the high-quality assessments of the number sprinkles and IDL informs more robustly how well learning and teaching approaches are raising attainment and accelerating children's progress. The number sprinkle approach also helps children to better understand their strengths in learning and what they need to do to improve		

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

PEF financed 4 hours per week PSA time. This has positively impacted progress in literacy, numeracy and emotional wellbeing for targeted pupils through targeted interventions.

Wider achievements

Coileanaidhean nas fharsainghe

Film G (Gaelic Medium Classes) – Nomination/awards
School Dinner Team – Highly Commended

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Star Pupil Awards based on 4 Capacities and school values
 Basketball tournaments
 Taking part in Newton Science Room – Salmon and Aquaculture
 The Inverness Mòd – solos and group performances
 Transition Week
 ASG P7 Raasay residential trip
 Shinty Competitions
 Easter Ross Badminton Tournament winners
 Scottish Schools Badminton Tournament in Glasgow,
 The GM class held a Gaelic Cafe to raise funds for their trip to Edinburgh.
 The GM P5-7 took part in the annual Gaelic residential trip to Edinburgh run by Comann nam Pàrant
 The P1-4s took part in the sports festival at Plockton High School.
 Stirling Wellbeing Profile – Questionnaire – Talking Buddies.
 House Captain Speeches
 Local History / Art / Music project – Howard Doris Centre
 YMI - Fèis Rois Sessions
 Spors Gaidhlig – 2 sessions
 Gaelic Drama Session
 SOFAs and NSA
 Halloween Dress-up Day Competition and activities
 Basketball P6 & P7 at PHS
 ASG Number Sprinkles Moderation
 Suzanne Parsons (Librarian) delivers summer reading challenge awards and prizes.
 ‘COOL’ Assemblies (Christian youth work project).
 Christmas Concert
 School Focus Committee Sessions
 UNRC RRSA Silver Award
 P5 Sailing
 P4-7 ASG Athletics + School Sports Day
 Football (P5 - P7) at PHS
 Cross-Country (P6/P7) at PHS
 Two pupils in English Medium P5-7 (EM) entered in Scottish Maths Challenge (Aberdeen University), one achieving Silver and another achieved bronze award
 Chanter and Pipe Band Drumming Lessons
Plockton & District Horticultural and Arts & Crafts Society’s Spring Show 2026 Competition

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Comments from learners, families, stakeholders and staff

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

Parents and Carers

What one thing do you feel Lochcarron Primary/Nursery does well?

- Tries really hard to do their best by all the children
- Community engagement
- Helps build a strong values and ethics base
- Looking after a mixed group of children
- Including outdoor learning
- Communicates
- Teachers support my child in learning and emotional wellbeing and have a very good understanding of my child and how best to communicate with him.
- My child is achieving their fullest potential in school.

What one thing could we do to improve Lochcarron Nursery / Primary?

- Improved outdoor facilities
- More newsletters
- Extend the values beyond school life - particularly on the bus.
- Overall, more communication with family's
- Keep on top of playground picking on. And the use of bad language from older children.

What one thing could we do at Lochcarron to better support your child's learning and achievement in school?

- Have an all-weather pitch or better all season resources
- I think you have it right
- Nothing comes to mind just now
- Possibly more sports and science opportunities
- Don't know, as I don't know what they do day to day
- Continue to use diverse teaching approaches
- Incorporate more outside learning.

Pupils

Name one thing that is good about Lochcarron Primary and why.

- There are lots of nice people
- My friends because:

They are nice, they make me happy, I like all my friends, because they respect me, they like doing things I like.

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- seeing my friends x5
- My teachers x 5
- The teachers because they help me learn
- The teachers because they encourage us
- Lochcarron school is kind and when we are sad, we can talk to teachers.
- Lochcarron school is good because I have lots of friends and I can talk to Mrs MacIennan
- Coming to play with my friends and learning
- Sport x4
- Food at lunchtime x 6
- School dinner
- The park is good because you can play in it
- Football it brings me happiness
- Football pitch x2
- Playing cars because we're playing with mud and cool cars
- It's good that we have the park because it's somewhere where you can play and it has climbing frames and everything to do there
- I think the break is really good and why you might ask is because you explore a lot and I like my friends
- I like my break times
- Playing because you get to play different things like in the tent and with cars
- It is fun because there is the mud kitchen to play with
- The people in it x2
- I get treated good at my school
- hand witing

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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	Satisfactory
QI 2.3 Learning, teaching and assessment	Good	Satisfactory
QI 3.1 Wellbeing, equality and inclusion	Good	Satisfactory
QI 3.2 Raising attainment and achievement/Securing children's progress	Good	Good
Other QIs reviewed		
QI 2.2 – Satisfactory – ongoing review of Rationale		
QI 2.7 – Satisfactory - partnerships		
QI 1.1 – Satisfactory - Focus groups and pupil voice in IDL - leadership		

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

Prìomhachasan airson planadh airson leasachadh

1. **Develop and embed a more strategic approach to improving learning teaching and assessment – Focus on Pedagogy,**
2. Ensure broad and balanced curriculum coverage which provides progressive, age-appropriate skills teaching to all pupils. Focus on reviewing and updating our Curriculum Rationale
3. Embed prompt and structured actions to raise children's attainment in numeracy - Focus on Moderation and High-Quality Assessment across ASG building on Problem solving, depth of learning and mental maths

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 [Lochcarron Primary School Website](#) or by contacting the school office.