



STANDARDS AND QUALITY REPORT 2025-26

AITHISG INBHEAN IS CÀILEACHD

MACDIARMID PRIMARY SCHOOL AND NURSERY

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%



RESPECT

ACHIEVEMENT

KINDNESS

CREATIVITY

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
95.42%

Average Class Size
12

Meeting PE Target
Target Met

Pupil Numbers (inc nursery)
24 (+ 9 nursery)

Teacher Numbers
2

Pupil Teacher Ratio
12:1

2025/26 Proportions of pupils achieving Curriculum for Excellence Levels (P1, P4, P7 combined):

Reading

Writing

**Listening and
talking**

Numeracy

All

All

All

All

Macdiarmid Primary School and Nursery is a rural setting in the North West of Skye, situated 6 miles from the main town of Portree.

There are 24 children attending the school and 9 children in nursery, ranging from N3 – P7. There is a P1-3 class and a P4-7 class. There is a separate nursery.

The headteacher has overall leadership responsibility Macdiarmid Primary School and Nursery and Edinbane 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 their individual targets.

RESPECT

ACHIEVEMENT

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Overall children are making the following progress:

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

We have had no exclusions this year.

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

Our Vision

Our children, parents, staff team and community partners work together to ensure that all our learners reach their full potential in a happy, positive and purposeful learning environment. We place our values at the centre of everything that we do.

Our Values:

- Respect
- Achievement
- Creativity
- Kindness

Our Aims:

To help our pupils to become Successful Learners, Effective Contributors, Confident Individuals and Responsible Citizens we will:

- Provide interesting, fun and inclusive learning experiences through well organised, high-quality teaching
- Create safe, inclusive, nurturing and stimulating learning environments, where the attainment and wider achievements of all are celebrated
- Work in partnership with parents, other agencies and community partners to provide an enriched curriculum for all learners
- Through promotion of our values, support children to understand their rights and develop skills for learning, life and work.

RESPECT

ACHIEVEMENT

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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: Embedding Vision, Aims & Values

School Improvement Plan Priority 1

Summary of progress	Next steps
✓ We have made very good progress in this area. ✓ A positive culture, based on our values, is promoted and demonstrated by all in our school community. Pupils and staff are proud of our values, which are central to our approach to continuous improvement. ✓ Shared values, vision and aims, which have been co-created by a range of stakeholders in our school community, contribute to an environment that supports equity, achievement and positive outcomes for all children and young people. ✓ Almost all children can discuss our school values, giving examples of what our values look like in our settings. ✓ Members of the wider school community are encouraged to share their experiences in relation to how school values are promoted and displayed through various mediums. These include pupil, parent and visitor surveys, questionnaires and school/nursery open days. ✓ Pupil Council have developed questionnaires, seeking feedback on how well we promote our values and how these are experienced by and demonstrated to visitors. ✓ Our school values are promoted and celebrated at weekly assemblies, with certificates and rewards linked to our values being awarded to pupils	- As we develop our approaches to self-evaluation for self-improvement, supported by the use of HGIOS4 and HGIOURS, we will continue to place our values at the centre of school improvement. - Through the work of our pupil groups, we will seek further opportunities to demonstrate our school VVA with a wider range of stakeholders, with a focus on working with community partners. - With our pupils leading the learning, we will strive to ensure that our vision and aims are clearly understood in terms that are accessible to learners at all levels of the school. - Continue to provide pupils and staff with opportunities to demonstrate and celebrate our school values, through our curriculum and wider achievement activities both in school and in the wider community.

RESPECT

ACHIEVEMENT

KINDNESS

CREATIVITY

✓ Monthly assemblies linked to Rights of the Month have been successful in highlighting links between our school values and Children's Rights. ✓ Displays with the shared language of our values are evident throughout the school. These are used to promote positive interactions and restorative conversations between pupils and staff ✓ All pupils belong to houses and can earn house points for displaying behaviours linked to school values. ✓ All pupils belong to one of our three school leadership groups, each with its own set of aims, linked to our school VVA.	
Impact • All members of the school community have a clear understanding of the vision, aims and values of our setting. Children and our staff team are increasingly able to make links between our VVA and UNCRC articles. This supports all stakeholder to be a part of a learning community that prioritises a rights-based approach to education. • A positive culture, based on our values, is promoted and demonstrated by all in our school community. Pupils exemplify, and are proud of, our values. • Pupils are increasingly confident in their roles in leadership groups and in pupil voice activities. • Lessons and planning are underpinned by opportunities to reinforce school values. Pupils lead learning that is linked to the school values, through the work of the Pupil Groups: Eco Group, Pupil Council and Reading Leaders. • Wider Achievements are celebrated extensively, with links to school values being highlighted and promoted consistently, through the use of wall displays, achievement assemblies and continuous digital profiling.	

School Priority 2: Improve Attainment in Literacy (Writing)

School Improvement Plan Priority 2

Summary of progress	Next steps
✓ We have made very good progress in this area. ✓ All teachers are now trained in the Stephen Graham Approach to Writing and a period of familiarisation and innovation has taken place. ✓ Teachers make good use of assessment to support planning for individuals and groups. ✓ Staff and pupil voice indicates an increase in writing for enjoyment. ✓ Most learners make good use of learning intentions and success criteria ✓ There has been an increase in the number of times per week that children are writing, across the curriculum and for a range of purposes. ✓ Almost all learners achieved the expected ACEL level in writing	- Embed SG approach to writing across our settings, utilising cyclical planners to ensure progression, depth and coherence. - Robust quality assurance and tracking, including moderation across cluster/ASG. - Develop links to whole school emergent literacy strategies, with a focus on links between approaches in ELC & school. - Regular self-evaluation of progress, successes and development needs across all levels, contributing to a culture of collaboration and continuous improvement. (HGIOS & HGIOURS)

Impact

- A coherent, structured approach to the teaching, learning and assessment of writing is evident across the school.
- Cyclical planners have been adapted for use from August 2026, to ensure coverage of a range of text types on a rolling basis. This will support moderation activities across the school cluster and ASG.
- Displays in all classrooms support the teaching and learning of writing using the Stephen Graham approach.
- Pupils report increased levels of writing for enjoyment.
- A majority of learners confidently talk about learning intentions, success criteria and next steps. Pupils are developing confidence in peer assessment and self-assessment.
- Increased attainment in writing evidenced in tracking and monitoring systems.

School Priority 3: Develop and Embed Approaches to Assessment & Tracking

School Improvement Plan Priority 2

Summary of progress and impact	Next steps
✓ We have made good progress within this priority. ✓ Staff continue to report increased confidence in using tracking and monitoring systems to support planning, teaching and assessment. ✓ ACEL predictions for almost all learners have been accurate and reflected in end of year reporting. ✓ Staff confidently utilise the Progress and Achievement Tool for data input, at agreed intervals throughout the year. ✓ Data input coincides with ACEL/tracking meetings. ✓ Tracking in literacy and numeracy demonstrates good progress for almost all learners. ✓ Interventions and child plans are in place to support learners with additional support needs as required.	- We will continue to embed approaches to the tracking of literacy and numeracy, using these to support effective planning, teaching, learning and assessment. - As a next step we aim develop our approaches to the tracking of the wider curriculum and wider achievements. - As we begin to develop our understanding of the impact of the curriculum improvement cycle, we will ensure that our approaches to tracking and monitoring align with future needs, ensuring consistency across our school, cluster and ASG.

Impact

- All staff have a clear understanding of the core tools that are used to support assessment and tracking throughout the year and make effective use of these.
- Timely, relevant data is available to support professional judgements at regular periods throughout the session.
- Consistent approaches to assessment and tracking support staff to use data to plan next steps, with consideration given to interventions to support additional needs and to provide further challenge as required.
- The staff team have identified strengths in tracking of literacy and numeracy and will now progress with developing tracking across the wider curriculum, linked to the curriculum improvement cycle.

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

Our School does not receive a PEF allocation

Wider achievements

Coileanaidhean nas fharsainghe

Throughout the year, we work in partnership with parents, other agencies and community partners to provide an enriched curriculum for all learners.

- Throughout the session, P4-7 pupils have attended STEM workshops delivered by Generation Science and Science Skills Academy, both onsite and offsite.
- SSE have delivered a STEM workshop for P3-7.
- P7s attended a ASG STEM event, hosted by SSE at Portree High School.
- P7 pupils have completed Bikeability Level 1 and Level 2 training
- P5-7 pupils have attended inter-school basketball and hockey festivals.
- P5-7 took part in the annual ASG cross country running event, winning the Small Schools Trophy for Macdiarmid Primary School.
- P5-7 took part in the annual ASG Scottish Country Dancing Festival
- 3 of our pupils receive weekly piping/chanter lessons; 5 of our pupils participate in weekly strings lessons; 2 of our pupils receive music tuition in whistle and recorder.
- Traditional music tuition is provided in partnership with the Youth Music Initiative. This session the focus was in gaelic singing.
- SkyeDance have delivered an 8 week block of dance lessons for all pupils.
- Highlife Highland supported one of their Young Leaders to deliver a block of dance lessons for all pupils in P1-7.
- All pupils have attended 3 x week-long blocks of swimming lessons this session.
- All pupils in ELC and school participated in our Christmas Concert which was performed for the wider school community.
- Our school is visited by the library van every 3 weeks.
- Classes have visited the local library to develop links as part of our Reading Schools journey.
- Several pupils take part in the Summer Reading Challenge set by the local library every summer.
- P1-3 visited the local archives centre to learn more about our local environment and community.
- We hosted the local archivist for a workshop centred around the Angus Og cartoon series.
- Our children participate in fundraising events throughout the year, including Children in Need, Comic Relief and nominated local charities
- Pupils help to organise and participate in seasonal events and parties (i.e. Hallowe'en Disco, Christmas Party, End of Term Disco)
- Several pupils from P2-7 are part of the North End Shinty Team and are regular finalists in local shinty competitions; pupils regularly represent North End Shinty and Skye Shinty Academy at national competitions.
- Several pupils from P2-7 are part of the North Skye Football Team.

RESPECT

ACHIEVEMENT

KINDNESS

CREATIVITY

- Several of our pupils run the Skye Half Marathon Fun Run Event annually.
- One of our P7 pupils took part in the community pantomime; the remainder of our pupils enjoyed their role as audience members during a school trip.
- Various, outside of school our pupils attend Lego Club, Computer Coding Club, Rainbows/ Brownies, Tartan Tots, SkyeDance, Skye Shinty Academy, HighLife Football, Kickboxing, Boys Brigade, Drama Clubs and private music lessons.
- Three pupils in our ELC class attend ballet lessons.
- Throughout the year we have participated in cross cluster events including assemblies, celebration events (i.e.Christmas Party, Summer Picnic), workshops (Generation Science, Highlife Archives Comic Project etc), reading events (World Book Day, Author Visits etc.)
- Collaborative learning visits and events take place throughout the year, in partnership with our sister school, Edinbane Primary.
- Pupils are members of cross-cluster 'House Groups' – The Otters, The Stags and The Eagles. Pupils are awarded house points for a range of reasons including displaying our school values, extra effort, special achievements and good citizenship.
- All pupils are members of one of our three pupil voice groups: Eco Group, Reading Leaders or Pupil Council.
- Our Parent Council run after school clubs, including craft and games club and gardening club.

Our staff team are very familiar with the extra-curricular activities that each of our pupils attend. We know the children well and enquire after their progress and achievements. Achievements are celebrated at weekly assemblies and termly cluster assemblies. They are recorded on our Wider Achievements Wall and on individual digital profiles. A member of our pupil support team has leadership responsibility for this. We work with parents to ensure that personal achievements are discussed in school and celebrated at weekly assemblies and end of term events and prizegivings. Children are encouraged to share their achievements from within and out with school. We seek to promote opportunities for all children to have access to extra-curricular activities.

Our staff, pupils and parents work together to foster a culture that celebrates the achievements of all. We recognise the impact that these positive experiences have on the health and wellbeing of our learners and the wider community.

Comments from learners, families, stakeholders and staff

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

Stakeholders

'Since my child started nursery, they have really come out of their shell. They are a lot more confident and their creative skills have really improved.' - Parent

'Thank you to staff for taking time to get to know the kids individually. Great little nursery indeed.' - Parent

'I am very grateful that X is happy and thriving at Macdiarmid Nursery. I feel that they are so well looked after by not only all the staff at Macdiarmid but the older children in the school too, which a credit to all the staff. X runs in the door every morning to see his nursery carers and we've learned a lot from them on how X is developing. Overall we couldn't be happier with Macdiarmid nursery' - Parent

'A great nursery – the staff care and look after the children so well and the children are a close-knit group of friends who care and respect each other.' - Parent

'Macdiarmid school and staff have gone over and above in the last few months for my child.' - Parent

'We highly value all aspects of school life for our children at Macdiarmid. The kids are excited about school and have the most wonderful things to say when they return home. The staff are fantastic at creating a safe, fun learning environment for the children. The building offers diverse learning environments with great outdoor spaces for children to both play and learn in.' - Parent

'It is great to see the Macdiarmid children when they are out in the community taking part in events; they always have a big wave and a smile. They are a friendly and respectful group of children. They have previously enjoyed visits to the station and had great interactions with our officers, who were impressed by their enthusiasm and interesting questions.' - Sgt C, Police Scotland

"Macdiarmid Primary are always receptive to activities and opportunities for the pupils offered through Active Schools. Being a small rural school, the pupils are always keen to get involved in activities when they are offered, and staff are always accommodating to look at fitting in with their own timetable to ensure that pupils are included." – SR, HLH Active Schools

"There is a lovely atmosphere in the school. Felt accessible to the children's different access needs which is super important and really brilliant to see so thoughtfully and successfully carried out' - E, Generation Science

'My favourite thing about our visit was how engaged and enthusiastic the whole class were' - C, STEM Workshop Facilitator

RESPECT

ACHIEVEMENT

KINDNESS

CREATIVITY

Pupil Voice

What do you like about our school?

- 'I like the playground and all my friends'
- 'I like that our school is small so you know everyone'
- 'I like our school library and all the books'
- 'I like all the different activities we do such as going outdoors and STEM workshops'
- 'I like playing with my friends'
- "I like coming to Macdiarmid School because it is a smaller school".

How do we show our values?

Achievement

- 'We can win star of the week'
- 'We get our photo on the achievements wall'
- 'We get mentioned in assembly'
- 'Our work gets put on the wall'

Creativity

- 'Our artwork is displayed in the classroom, corridors and hall'
- 'We get to solve problems and make models'
- 'We do lots of artwork about our topics'
- 'We build models and dens using different skills we have learnt'

Kindness

- 'Everyone is nice to each-other'
- 'People help'
- 'Letting people play games together'

Respect

- 'People say please and thank you'
- 'Everyone says hello'
- 'We are respectful to everyone even if they are not our best friends'
- 'We listen to each-other'

RESPECT

ACHIEVEMENT

KINDNESS

CREATIVITY

How do you know you are doing well/how do you share learning at home?

'You get a note and a sticker in your book'

'You get star reader or star of the week'

'We share our work from school and home on Class Dojo'

'Teachers tell us when we're doing well'

'We get a report at the end of the year'

'We get a photo on the achievement wall'

'I tell my mum what I'm doing in school'

'We mark our own work so we know what we have done well and what needs to be checked again'

Staff Voice

'It is great to be part of the team at Macdiarmid that constantly strives to do the best for our young learners. The children are involved in a wide range of activities in and out of school and are a lovely inclusive group of children who look out for each other and enjoy coming to school to be with their friends and to learn. They are enthusiastic about a wide range of learning opportunities and always try their best which inspires a creative and achieving learning environment.'

'It is always a pleasure visiting and teaching at Macdiarmid.'

'The pupils and staff work together to create a special learning environment; it is a privilege to be part of it. Attainment is strong and children have access to a range of wider achievement opportunities, which is incredibly important in our context. Children are encouraged to share all of their achievements from in school and beyond. I am incredibly proud to say I am part of Team Macdiarmid.'

'Lovely friendly staff and nice pupils. My favourite thing is seeing pupils making good progress.'

RESPECT

ACHIEVEMENT

KINDNESS

CREATIVITY

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

Our overall evaluation of our capacity for continuous improvement is:

We are confident in our capacity for continous improvement.

With careful consideration of our context, working with a range of stakeholders, we have identified specific areas for improvement, as detailed in our 2026-27 school improvement plan. We are committed to working together across our settings and our cluster, to ensure continuous improvement that is responsive to the evolving needs of our learners. Continuous professional development and engagement with partners and professional bodies will play a central role in this.

Key priorities for improvement planning

Prìomhachasan airson planadh airson leasachadh

Our key priorities for improvement planning are summarised below.

- Raising Attainment in Literacy
- High Quality Teaching and Learning
- Self Evaluation for Self Improvement
- Leadership of Change

Full details of our plans to support continuous improvement can be found in our School Cluster Improvement Plan 2026-27.

Planning ahead

A' planadh air adhart

Full details of the school's 2026/27 improvement priorities and actions are detailed on the school improvement plan, which can be accessed on our website or by contacting the school office.

RESPECT

ACHIEVEMENT

KINDNESS

CREATIVITY