



STANDARDS AND QUALITY REPORT 2025-26

AITHISG INBHEAN IS CÀILEACHD

Muck Primary School / Bun-sgoil Eilean nam Muc



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%

Kind

Curious

Striving

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%

Average Class Size
5

Meeting PE Target
Target Met

Pupil Numbers (inc nursery)
5 Pupils

Teacher Numbers
1.0 FTE

Pupil Teacher Ratio
5 – 1

Muck Primary School is located in a rural island setting, serving the local community of the Isle of Muck. Our island is classed as very remote by the Scottish Government.

There are 5 children attending the school, ranging from P2 – P7. P2 - 7 are taught together in a single multi-stage class and there is a separate nursery for 3, 4 and some 5-year-olds. Our nursery has been inactive in session 25/26 and is expected to be inactive in 26/27.

Muck Primary School prides itself as a setting where the rights of all learners are respected and guaranteed.

The headteacher has overall leadership responsibility for Muck Primary School and also Eigg Primary School. The headteacher is supported by a principal teacher based on the Isle of Muck. Staff and children from both schools work together regularly.

We have had no exclusions this year.

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 is good and attainment in numeracy and mathematics is good. The majority of 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. Our school is providing significant targeted support to learners, to ensure that they can achieve their potential. Muck Primary School prides itself on achieving excellence and equity for all. All children at Muck Primary School receive sensitive and targeted support to achieve at the highest level possible.

Kind

Curious

Striving

Overall children are making the following progress:

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

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

Our Values are:

- **Kindness** – care for others, believe in ourselves, communicate calmly and clearly, show empathy
- **Curiosity** – be interested, ask questions, embrace difference
- **Striving** – work hard, stay focussed, enjoy a challenge, make helpful mistakes



Our **vision** is for our school and our community to create:

A happy, thriving environment where everyone feels nurtured, secure and included and is excited to achieve to the best of their ability.

Our aim is to:

Live by our values of **kindness**, **curiosity** and **striving** in everything that we do.

Be independent and enthusiastic, have our own ideas and opinions, and be excited and motivated by challenge, to be the best that we can be.

Contribute positively to life in our school, on our island and in our global community.

Respect ourselves and respect others: we are all different, we are all equal, we are all important.

Gain the skills for learning, life, and work that we need to thrive in our island and beyond.

Review of progress for session

Ath-sgrùdadh air adhartas airson an t-seisein

Kind

Curious

Striving

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: Raising and Sustaining Attainment – Literacy	
School Improvement Plan Priority 1	
Summary of progress	Next steps
✓ We continue to see a positive effect on attainment and engagement in literacy – with pupils receiving high quality targeted support, to ensure they are achieving at the highest possible level. ✓ Pupils have achieved a Scottish Book Trust Reading Schools Core Award – to foster a culture of reading for pleasure throughout the school and celebrate reading with our community. ✓ Moderation of writing is now embedded and taking place in larger groups – including with Ardnamurchan Area Schools and Raasay Primary School. ✓ Regularly scheduled Teacher enquiry is supporting high-quality learning and teaching – with a focus on effective questioning, rich discussion and feedback. ✓ Learners benefit from clear and consistent routines. Children write and undertake core reading every day and enjoy time to read for pleasure. Wraparound Phonics and Spelling, Talk for Writing, Picture News are well used and established – grounded in our Cluster Literacy Progression. ✓ A rich body of evidence helps to inform teacher judgements. This helps us to provide highly targeted learning support to the benefit of all.	• Engage with the National Improving Writing programme. • Continue to foster a school culture that celebrates reading, through engagement with the Reading Schools Award (Silver Level). • Continue to moderate literacy with Mallaig and Ardnamurchan Area Schools. • Continue to protect time for high quality teacher enquiry. • Evaluate our current assessment approaches and streamline where necessary. • Continue to plan for targeted high-quality pupil support. • Develop and strengthen our Emerging Literacy approaches and play pedagogy, in a multi-composite class context. • Evaluate our approaches as part of the Small Settings Network (Primary). • Engage with the Curricular Improvement Cycle.
Impact	
We have made good progress within this priority, and clear, consistent and effective approaches are in place for the teaching of literacy. Pupils are receiving high quality targeted support and individually are being supported to achieve their potential. Children	

Kind

Curious

Striving

are very positive about their own learning and engagement and enthusiasm is high. A rich body of evidence informs our approaches and judgements, and this is quality assured through more robust moderation procedures. A culture of reading for pleasure is helping to underpin attainment across all areas of literacy. Children are proud of their Reading Schools award, their library and progress.

School Priority 2: Raising and Sustaining Attainment – Numeracy

School Improvement Plan Priority 1

Summary of progress

- ✓ We are continuing to see a positive impact on attainment in numeracy.
- ✓ Teacher enquiry has led to a structured teaching model in maths – focused on high-quality whole class teaching and modelling, followed by individual / small group tasks and support. Learners experience, consistent, high-quality and equitable teaching – supported by high-quality CPD.
- ✓ We have begun to moderate numeracy within our School cluster using established numeracy rubrics.
- ✓ A Cluster maths progression is in place. Learning experience consistent high-quality resources using the White Rose Maths Programme and other resources.
- ✓ Pupils have experienced maths in a rich variety of contexts – including outdoor challenges and orienteering, during cooking, beach cleans, community data handling and more.
- ✓ Children experience a numeracy rich environment.

Next steps

- Trial High-ceiling Low-threshold tasks with learners and assess the impact.
- Continue to adapt White Rose Maths resources for a P1-7 context.
- Continue to learn in rich and exciting contexts, involving our community and partners.
- Engage with the Curricular Improvement Cycle.
- Develop our active learning and play based approaches.
- Evaluate our current assessment approaches and streamline where necessary.
- Evaluate our approaches as part of the Small Settings Network (Primary).
- Trial the moderation of numeracy within a larger group.
- Involving our community in a maths rich enterprise project – island shop etc.
- Continue to develop a numeracy rich environment – with a particular focus on our outdoor spaces.

Impact

We have made good progress within this priority. We have made creative use of material and staffing resources to allow children to learn in rich and exciting contexts and clear progress is evident. We have begun to moderate learner evidence and experiences in

Kind

Curious

Striving

numeracy and have a clear path to developing this further. Learning and teaching is high quality, as evidenced by observations of learning and we are confident in our capacity to strengthen further.

School Priority 3: Ensuring the highest possible levels of Health and Wellbeing

School Improvement Plan Priority 1

Summary of progress	Next steps
✓ Pupils have a strong and developing sense of their rights and are increasingly able to advocate for their own rights and the rights of others. ✓ We benefit greatly from our unique location and community. Any risks associated with rural access issues (such as reduced transition, smaller social groups etc.) are being addressed in a pro-active and positive way. ✓ Outdoor learning experiences are increasingly rich, and learning takes place outdoors regularly – benefiting all. ✓ Pupil voice and leadership are driving important change. ✓ Pupils have been able to build friendships and engage in social events and sport in larger groups. ✓ Our school values of kind, curious and striving are embedded in all aspects of teaching and learning.	• Continue to embed Growth Mindset principles and the use of the Zones of Regulation. • Continue to make rights meaningful, understandable and tangible for the children – continuing our progress towards the next level of the RRSA award. • Continue to provide opportunities for children to socialise in larger groups and provide experiences that wouldn't be routinely available in our island. • Continue to develop outdoor spaces for learning.

Impact

We have made good progress in this area. Pupils are aware that they have rights and that these cannot be taken away. Pupils have been able to advocate for their own rights and the rights of others. We have provided exciting opportunities through two residential visits and further additional sport and social events through day trips. Children are supported to sustain friendships with neighbouring islands – enhancing the transition experience for those who will attend Mallaig High School and Hostel. Pupil voice is at the heart of the daily life of the school – reflected in child led planning and the successful project work undertaken by all pupils.

Progress and impact of Pupil Equity Fund

Kind

Curious

Striving

Adhartas agus buaidh Maoin Cothromas Sgoilearan

Our Pupil Equity Funding has supported the purchase of resources to support learning through play across our school cluster and to provide opportunities for Muck Primary School children to access a variety of activities in larger social groups – with their friends from Eigg, Rum and Duror Primaries. Many of these activities would not routinely be available in the islands. This has been led by our Rural Access Risk Assessment.

Wider achievements

Coileanaidhean nas fharsainghe

- We have achieved the Core Level of the Scottish Book Trust Reading Schools Award
- We have made significant progress towards the Rights Respecting Schools Award – with assessment to take place in June 2026
- We continue to take forward actions from our Eco Plan – to retain our Green Flag which was re-awarded last session
- All children have made good progress towards the next level of their Join in Award Scheme – which celebrates wider achievement at school and at home.
- Children have developed their music skills through partnership with the Youth Music Initiative, Fèisean nan Gàidheal and Kodaly Music.
- Children have raised a significant sum for their chosen charities (Rwanda Action and Ewen's Room).
- Children have undertaken joint PE lessons with Eigg Primary school on several occasions.
- Children have enjoyed staff and child-led after-school clubs, including Sports Club and Curiosity Club.
- Children attended a joint-residential visit to Mallaig with Eigg and Rum Primary Schools to develop their swimming skills. They also visited Fort William to undertake a climbing session with Duror Primary and visited the local library in Fort William, with the Highland Heritage Ranger.
- Small Isles Week will bring children from Eigg, Muck, Rum and Duror together in Muck for a week of learning together. This will include STEM session with the Newton Room, a community Cèilidh, a beach clean and beach art and a shared sports day.
- All Primary Learners have visited Mallaig Hostel to experience hostel living and see their secondary age friends.
- Children have cooked a regular monthly hot meals and enjoyed sharing these together.
- Children took part in an area-wide design a Gaelic t-shirt competition.
- Children have created exciting school blogs to share with their community.
- Primary children have created and developed a personal website through Google Sites.
- Children held a wonderful community Christmas performance – attended by the whole island community.

Kind

Curious

Striving

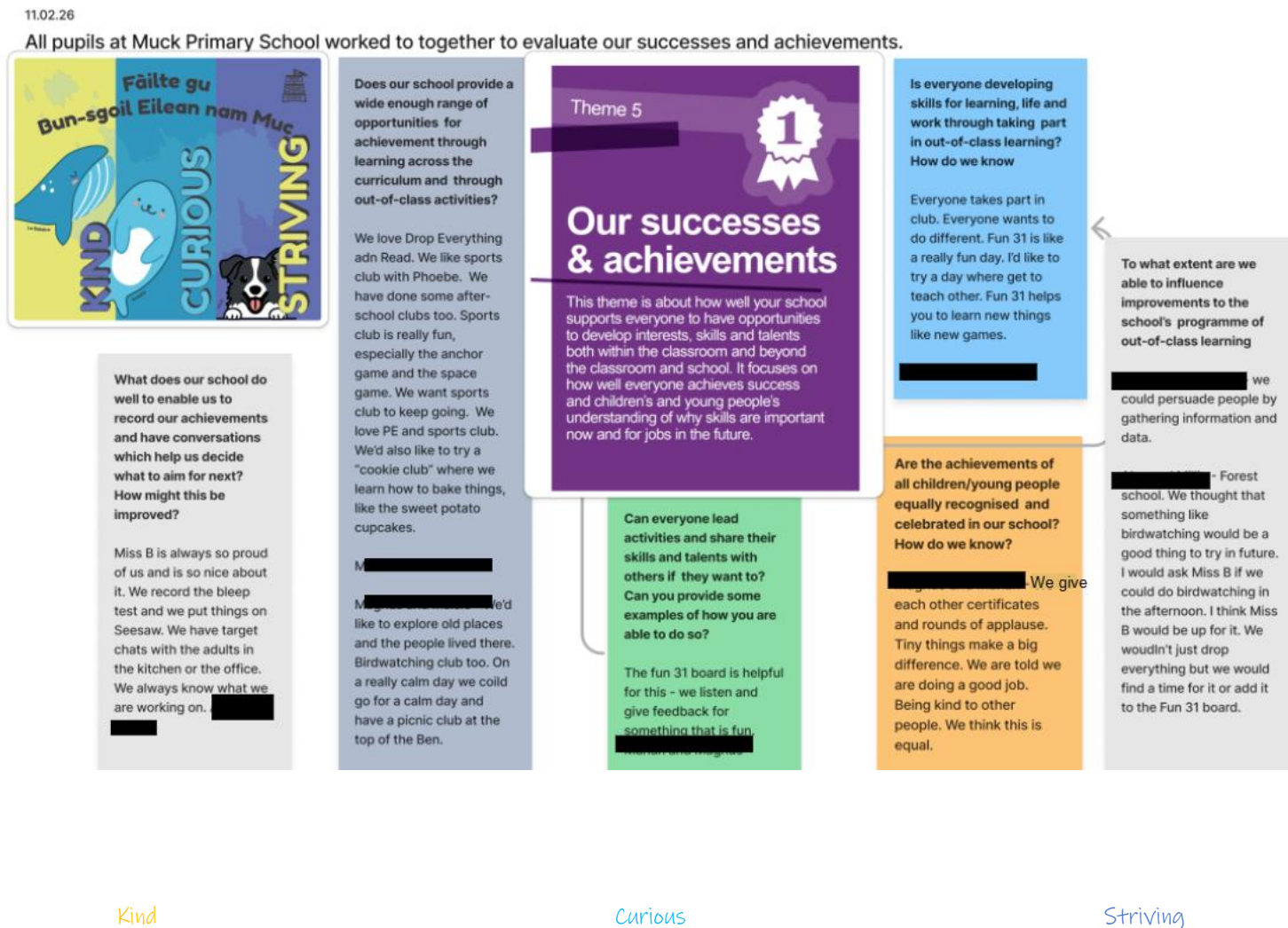
- Children entered the BBC 500 Words Competition
- Children enjoyed a livestock safety session with a local farmer.
- Children took part in an exciting Joe Wicks fundraising challenge and received a personal message from Joe, to thank them for their efforts.
- Muck Primary appeared on an episode of BBC Live.
- Our Highlife Highland Active Schools Co-ordinator has supported sports sessions on our island and is helping our senior pupils progress towards a leadership award.
- Muck Primary School is running a community World Cup fundraiser to support their chosen charities.
- We created a community reading for pleasure challenge and reached our target of 100 books.
- We have continued our monthly beach cleans and have cleared a significant volume of plastic from our shores.

Comments from learners, families, stakeholders and staff

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

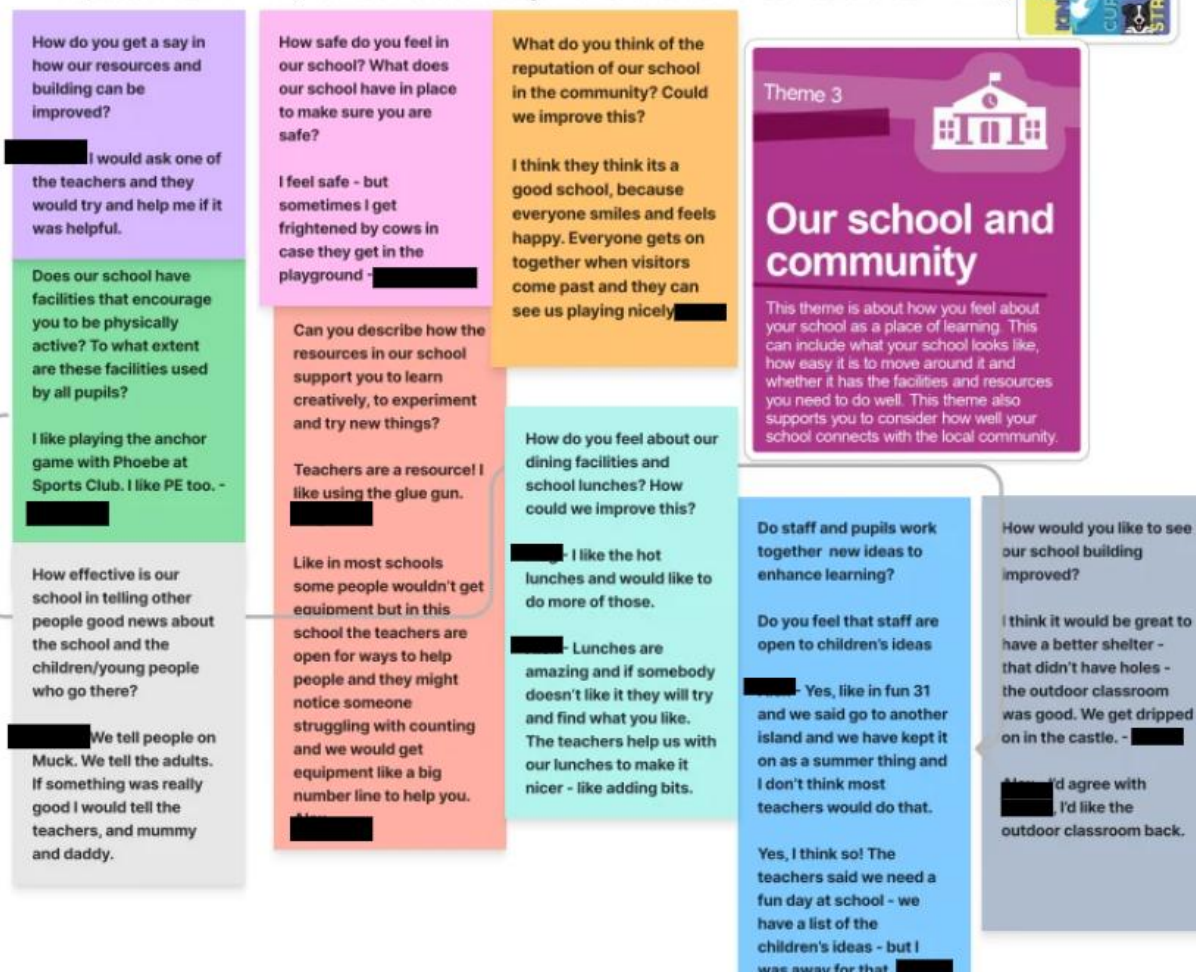
Our Learners

This year our pupils used the children friendly version of the HGIOS 4 Self-evaluation tool, to evaluate Theme 5 – Our Successes and Achievement and Theme 3 Our School and Community:



17.12.25

Pupils at Muck Primary School worked together to evaluate our school and community.



On top of our regular self-evaluation activities, we asked our learners the following questions:

What is your favourite thing about our school?

“We learn a lot and I like Gaelic. It's our language and its nice to know more of it.”

Kind

Curious

Striving

“We work hard to include everyone and when people make a mistake we say it is ok.”

“I like helping the environment and getting our Eco-schools flag and being able to raise money for charity.”

“I like how we write thank you letters to people and letters to keep in touch.”

“We are spoken to respectfully and we feel safe.”

“We are open to new ideas from everyone and we act on them.”

“Going on nice walks – we go to places that we have never been. It makes you feel happy.”

“I love how local our island is – I love that we get to go out and about and how active our school is.”

What do we do really well at Muck Primary School?

“We are great at striving – sometimes when something is hard, we strive – we don’t just give up – we just keep trying, or we might ask each other or the teacher for help.”

“We are creative. We recycle stuff and we keep it to make it into flowerpots. I think we are becoming more creative.”

“We are able to adapt to ideas. We adapt and negotiate”.

“We learn a lot and we like learning.”

Comments from Partners and Supporters

Colin MacEwen – Isle of Muck Farms

It is rewarding to be part of the pupil’s education, contributing to their education, and answering their questions. The school is a very much valued part of our island community and is attractive for young families moving to the island, so their children can benefit from an island education. The pupils were interested, well-mannered and asked good questions. The staff were welcoming and helpful.

Kind

Curious

Striving

Toby Fichtner-Irvine – Gallanach Lodge, Isle of Muck

We ask our guests to contribute to the school and raise donations to support the children in Muck. Our guests are very happy to support the school and love seeing the kids, for example, during Christmas carol singing.

Holly Graves – Teacher at Duror Primary

Muck Primary School is a welcoming, happy environment which the children clearly felt proud of and were excited to make new friends. Getting inspiration from another small school setting has been so valuable - e.g. the support you gave us when we were re-doing our Vision, Values and Aims.

Catherine Bapty – Kodaly Music Tutor

I enjoy having input from Muck pupils about what they would like to learn with me, and I find that this variety improves the diversity of repertoire which I use. I enjoy teaching the children on Muck as they are always willing to participate and try new things. I hope that my sessions have increased pupils' confidence in singing and reading music and have exposed them to music they would not otherwise have encountered. I also have attempted to link to students' interests and events happening in school, for example, teaching songs around class themes, pupils' requests, and teaching a song in Hungarian when the children were visited by Hungarian musicians. The pupils at Muck Primary School are engaged and the environment is warm. Pupils are individually targeted and supported.

Rev Matthew Ross – North West Lochaber Church of Scotland

Muck Primary is an excellent school, with engaged, happy and polite children and superb staff. Many thanks to the children and to the staff. My visit to the school was a highlight of my visit to Muck.

Deirdre Beck – Depute Head Teacher (Primary), Mallaig 3-18 Schools Cluster

I have found it beneficial collaborating with staff both in person and online and providing support and sharing resources together. I look forward to being able to visit in person.

Nick Sedgewick – The Newton Room

Thank you for your continued encouragement and support of our Highland-wide project seeking to inspire and educate pupils in a variety of STEM-focussed career pathways, leading towards skilled jobs based in the Highlands and islands.

Kind

Curious

Striving

Andrew McCallum – Head Teacher, Rum Primary School

I have thoroughly enjoyed working in partnership with Eigg and Muck Primary Schools. The collaboration across the Small Isles has been incredibly supportive and has had a direct positive impact on provision at Rum Primary. It has strengthened what we are able to offer our pupils, both socially and academically, and has provided valuable opportunities for professional dialogue and shared practice between staff. It is a partnership that is genuinely valued and makes a real difference. My impressions of Eigg and Muck Primary School have been exceptionally positive. There is a very warm, welcoming ethos, and it is clear that relationships across the school are strong and nurturing. Pupils are engaged, confident, and clearly enjoy their learning. There is a real sense of purpose in everything the school does, with leadership that is both thoughtful and responsive to the unique context of small island education. The schools are very well organised, and there is a genuine commitment to collaboration, which really stands out.

Karen Calder – Manager, Mallaig Leisure Centre

We have worked with both Eigg and Muck to provide swimming lessons to the children. The schools helped us by ensuring the children were organised and made aware of what the plans were and what was expected to ensure the lessons went to plan and that both our teachers and the children got the maximum they could from each lesson. The children are very polite, happy and enthusiastic and eager to learn. The teachers are very encouraging and engaging with the children.

Pamela MacDonald – Mallaig Area Active Schools Co-ordinator with Highlife Highland

I enjoy coming over to the Island schools. The staff encouragement helps me achieve my role as an Active Schools Coordinator for the Mallaig cluster schools. Muck Primary is a very well run, welcoming and encouraging school.

Karen MacDonald – Residence Officer, Mallaig High School Hostel

We work with the Island Schools to ensure a smooth transition into High School and Hostel life. These visits to the mainland are invaluable for the children. The island children and staff are always very polite and kind when visiting.

Our Parents and Families

Due to the size of our school, we do not routinely include individual comments from parents in this yearly report.

Every year, we use Education Scotland materials to survey our parents, children and staff. Full anonymised responses are available on request. The findings of this survey increased our confidence further that our approaches are leading to the best possible outcomes for learners and families.

Kind

Curious

Striving

Our Staff

Due to the size of our staff team, we cannot offer detailed comments without identifying individual members of staff. Staff were surveyed using Education Scotland materials, Rights Respecting Schools materials and using in-house materials related to our school improvement planning. Areas for development identified in these surveys often reflected our school improvement priorities – expanding moderation approaches etc.

Surveys commented on our calm and safe environment and inquiry-lead learning culture. Staff also commented very favourably on our Reading Schools approaches and literacy focus on diary writing, which has led to notable progress in skills and learning. It was noted that Muck Primary School having such high expectations of learning is key to helping children to achieve more.

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

Our school have also self-evaluated using QI 2.2 – Curriculum and QI 2.7 Partnerships – evaluating both as Good.

Our overall evaluation of our capacity for continuous improvement is:

We are confident in our capacity for continuous improvement.

Kind

Curious

Striving

Key priorities for improvement planning

Prìomhachasan airson planadh airson leasachadh

In an effort to secure effective and timely, but appropriately paced improvements, we designed a 3-year improvement cycle, based on learner needs.

Next year, will be the third year of this 3-year plan, and will focus on evaluating, strengthening, consolidating and embedding our approaches.

Our improvement priorities continue to be:

1. Raising and Sustaining Attainment in Literacy
2. Raising and Sustaining Attainment in Numeracy
3. Ensuring the Highest Possible Standard of Health and Wellbeing

Planning ahead

A' planadh air adhart

Full details of the school's improvement priorities and actions are detailed on the school improvement plan, which can be accessed on our [website](#) or by contacting the school office.