



STANDARDS AND QUALITY REPORT 2025-26

AITHISG INBHEAN IS CÀILEACHD

Plockton Primary School – Bun Sgoil a’ Phluic

Sgoil Àraich a’ Phluic – Plockton GM 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%

*Tha sinn coibhneil, spèiseil, treun agus dicheallach.
We are kind, respectful, resilient and hard-working.*

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
95.8%

Average Class Size
13.7

Meeting PE Target
Target Met

Pupil Numbers (inc nursery)
41 (+16 nursery)

Teacher Numbers
4

Pupil Teacher Ratio
9.5

Plockton Primary School/Bun Sgoil a' Phluic is located in a rural, coastal setting serving the local community of Plockton and surrounding area (English Medium) and the wider communities covering catchment areas for Plockton, Loch Duich, Auchtertyre, Kyle and Kyleakin Primary Schools for Gaelic Medium.

There are 41 children attending the school and 15 children in nursery, ranging from age 2 - P7. P1 - 7 English Medium are taught together in a single multi-stage class and there are two Gaelic Medium Classes, currently GM1-3 and GM4-7. There is a separate Gaelic Medium Nursery for 2-4 year olds.

The Head Teacher has overall leadership responsibility for Plockton High School and Plockton Primary School/Bun Sgoil a' Phluic. The Head Teacher is supported by a Depute Head Teacher (High School) and a Depute Head Teacher (3-18) who is also the Nursery Manager and has day to day responsibility for the Primary School.

In March 2024 the Primary School was temporarily relocated to a wing of Plockton High School and the Gaelic Nursery remains in the original Primary School building.

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. Almost all children who face barriers to learning are making good progress towards meeting their individual targets.

*Tha sinn coibhneil, spèiseil, treun agus dìcheallach.
We are kind, respectful, resilient and hard-working.*

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	Good progress	Good progress

We have had no exclusions this year.

Tha sinn coibhneil, spèiseil, treun agus dìcheallach.
We are kind, respectful, resilient and hard-working.

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

During Session 23/24 parents, pupils and staff were consulted on a refresh of the Vision, Values and Aims for Plockton Primary School/Bun Sgoil a' Phluic, and Sgoil Àraich a' Phluic to create a new Vision, Values and Aims for the 3-18 Campus.

Vision

Our learning community encourages enthusiasm and enjoyment of learning. We recognise the unique place Gaelic and Music have and strive to be a learning community where:

- we value learning, ourselves and each other
- we have an ethos of high expectations and ambition
- we have pride in ourselves and our learning community

Values

We are:

Kind: we use our words and actions to help others.

Respectful: of ourselves and of others. We treat others as they want to be treated.

Resilient: we keep going when faced with challenges and ask for help.

Hard-working: we try our best and take responsibility for our actions.

Aims

To achieve our vision our aims are to:

Encourage and support everyone to be the best version of themselves and achieve all that they can.

Celebrate our successes.

Encourage and support engagement in our local languages, culture and community.

Foster an ethos where we look after each other.

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](#).

*Tha sinn coibhneil, spèiseil, treun agus dìcheallach.
We are kind, respectful, resilient and hard-working.*

School Priority 1: Sharing Our Learning

School Improvement Plan Priority 1

Summary of progress	Next steps
Good progress was made in developing approaches to profiling and sharing learning across the school. CLPL sessions over last session and further discussion this session supported staff developing an understanding of effective profiling and reporting and our agreed processes, resulting in consistent approaches across classes. Children are beginning to become more involved in contributing to their online learning profiles and were supported to reflect on their learning and identify next steps. In a survey, most parents agreed that they receive helpful, regular feedback about how their child is learning and developing from informal feedback, reports and learning profiles. Parents reported increased satisfaction with Snapshot Reports via a survey, reflected in a higher average usefulness score and a greater proportion of responses at the highest rating level. Increased participation in the survey also suggests that these positive views are shared across a broader group of parents. Parents responded very positively to our first Sharing the Learning Event in place of one Parent Contact Appointment. All parents agreed that their child was confident telling them about their learning interests, strengths and areas for improvement (relevant to their age and stage), almost all parents agreed that they felt more informed about their child's learning after the event and almost all parents agreed that the event was a suitable alternative to one Parent Contact appointment in the year. Pupil focus groups and observed lessons demonstrated that the majority of children were increasingly confident discussing their learning, strengths and achievements.	• Further develop learner voice and ownership within profiling and reporting processes. • Continue to refine digital profiling approaches to ensure consistency and progression across stages. • Continue to develop opportunities for children to lead aspects of profiling and sharing learning with families. • Provide more opportunities for families to learn with their children
Impact	
Children developed increased ownership of their learning and greater confidence in discussing progress and achievements. Staff confidence in profiling and reporting improved and more consistent approaches were embedded across the school. Improved learner dialogue and reflection supported children's engagement and motivation. Snapshots of learning provided families with a clearer understanding of children's progress and achievements across the curriculum. Sharing learning events strengthened communication between home and school and provided valuable opportunities for dialogue around learning.	

*Tha sinn coibhneil, spèiseil, treun agus dìcheallach.
We are kind, respectful, resilient and hard-working.*

School Priority 2: Ensuring quality observations and planning of learning in ELC (GME)

School Improvement Plan Priority 2

Summary of progress	Next steps
Good progress was made in improving the quality and consistency of observations and planning within the ELC. Staff revisited guidance and engaged in professional learning focused on responsive and intentional planning. This supported greater confidence in observing, recording and responding to children's learning. A more consistent approach to observations and planning was developed across the ELC. Key worker observations increasingly informed responsive planning and staff became more confident in identifying significant learning and planning appropriate next steps. Intentional planning approaches are beginning to strengthen to ensure greater breadth and balance across the curriculum. Children's voice and involvement in planning continued to develop through the use of floor books and responsive planning discussions. Learners were increasingly able to contribute ideas and interests which informed the learning environment and planned experiences. Quality assurance activities demonstrated improvements in the consistency and quality of observations. Staff showed increased confidence in using observations to inform both responsive and intentional planning. Within the Gaelic Medium environment, children benefited from rich, play-based immersion experiences which supported language development across the curriculum. Observations and planning increasingly reflected children's	• Continue to embed high-quality responsive and intentional planning approaches across the ELC. • Further develop child-led learning and learner voice within planning processes. • Strengthen progression pathways and tracking of learning within the Gaelic Medium environment. • Continue to develop high-quality Gaelic immersion experiences through rich play-based learning opportunities.

*Tha sinn coibhneil, spèiseil, treun agus dìcheallach.
We are kind, respectful, resilient and hard-working.*

interests and individual learning journeys, resulting in high levels of engagement, participation and wellbeing. Most children demonstrated increased understanding and use of Gaelic vocabulary and language through everyday play and learning experiences.	
Impact	
Staff confidence and consistency in observation and planning improved across the ELC. Planning became increasingly responsive to children's interests and developmental need. Children demonstrated increased engagement with and ownership of their learning. Quality assurance activities evidenced improvements in the consistency and quality of observations and planning documentation.	

School Improvement 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
✓ 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 and staff across the ASG 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	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.

*Tha sinn coibhneil, spèiseil, treun agus dìcheallach.
We are kind, respectful, resilient and hard-working.*

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. ✓ 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.	
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

Overall, identified learners made significant progress in Literacy in English or Gaelic, as appropriate.

The children receiving support have made good progress across Literacy, as evidence by tracking meetings, jotters and Scottish National Assessments and other assessment data. A few children made very good progress.

The children report increased confidence in learning, and that they feel they have benefited from the individual and group support.

Feedback from parents has been very positive, they appreciate the work of the PEF/SFL teacher and tell us that they can see where the interventions are helping their children and improving their skills and confidence. (Parent comments at Parent Contact, Parent Council and other opportunities).

*Tha sinn coibhneil, spèiseil, treun agus dicheallach.
We are kind, respectful, resilient and hard-working.*

Wider achievements

Coileanaidhean nas fharsainghe

In Session 25/26 the children, again, took action in a number of areas and raise money for charities that they identified as important. They organised a Gaelic Coffee Morning where people could take part in Game Show activities to learn Gaelic and could use their Gaelic in a social situation. The Pupil Council organised several fundraisers and the children raised several hundred pounds for Scottish Charity Air Ambulance, Archie Foundation and Munlochy Animal Aid.

All P1-P7 children took part in the local Lochalsh Mòd in October, with several individual children and groups winning medals. Children in P3/4 GME took part in a Shinty Festival celebrating 40 years of Gaelic Medium Education, and GMP4-7 took part in Cuach na Cloinne GME Football Tournament, they used their Gaelic effectively with many other children from local and Highland GME schools.

All of the children took part in Seachdain na Gàidhlig and enjoyed a Cèilidh, Gàidhlig Sports, creating Games for the Feasgar Cofaidh and music and singing throughout the week. The children in English Medium and GM4-7 enjoyed thought provoking plays performed through SEALL and GM1-3 and Sgoil Àraich took part in a Drama and Workshop provided by Fèisgoil. The children in Sgoil Àraich and Primary worked hard to put on a Pantomime, in Gaelic, in December, which was enjoyed by many.

All of the children have worked effectively this year with the wider community and in outdoor learning to improve the school's outdoor space and take part in regular outdoor learning activities covering all areas of the curriculum. The children in P1-P7 have been working with local artists to create a mural with local significance to improve the look of the school building for everyone.

Comments from learners, families, stakeholders and staff

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

"We feel kept in the loop and staff know our children well."

"Sharing the Learning event was particularly useful as the pieces of work were chosen by my child."

"Snapshots are good and informative."

"My Snapshots help my parents understand my strengths in learning."

"...great to see my child's work and she was excited to share her school life"

"The [sharing the learning] event was lovely. It was really good to have the time to look at the work without it being rushed."

"Sharing my learning helps plan my next steps like developing my ideas into a story."

*Tha sinn coibhneil, spèiseil, treun agus dìcheallach.
We are kind, respectful, resilient and hard-working.*

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

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

Developing a Whole School Approach to Metacognition, Use Focussed Working Approaches so Pupils Benefit from Consistent, Sustainable, High Quality Classroom Experiences, Continuing to Develop our Gaelic Community.

*Tha sinn coibhneil, spèiseil, treun agus dìcheallach.
We are kind, respectful, resilient and hard-working.*

Planning ahead

A' planadh air adhart

1. Developing a Whole School Approach to Metacognition (Primary)
2. Enhancing Learning and Teaching through Effective and Sustainable Working Approaches
3. Continuing to Develop our Gaelic Community (Primary and ELC)
4. Developing Gaelic Language Acquisition in ELC Through the Use of Gaelic Trackers

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](#) or by contacting the school office.

*Tha sinn coibhneil, spèiseil, treun agus dìcheallach.
We are kind, respectful, resilient and hard-working.*