

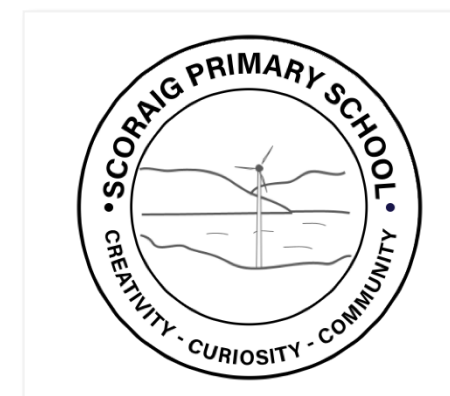


STANDARDS AND QUALITY REPORT 2025-26

AITHISG INBHEAN IS CÀILEACHD

SCORAIG PRIMARY SCHOOL & 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%

Growth Together Through Creativity, Curiosity and Community

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
94.07%

Average Class Size
8

Meeting PE Target
Target Met

Pupil Numbers (inc nursery)
8 (+2 nursery)

Teacher Numbers
1

Pupil Teacher Ratio
8:1

Scoraig Primary is located in a rural, coastal setting with no road access serving the local community of Scoraig on the Scoraig Peninsula between Loch Broom and Little Loch Broom. The entire community is off grid.

There are 8 children attending the school and 2 children in nursery, ranging from N4 – P7. P1 - 7 are taught together in a single multi-stage class and there is a separate nursery for 3 and 4 year olds.

The headteacher has overall leadership responsibility for Scoraig Primary School and ELC but also teaches the class three days a week. CCR & management cover is provided by another permanent member of staff and the school has one permanent early years practitioner covering the nursery.

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. 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

We have had no exclusions this year.

Growth Together Through Creativity, Curiosity and Community

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

Vision – Growth Together Through Creativity, Curiosity and Community

Values – Curiosity, Creativity, Community, Independence and Growth

Aims –

- To provide a welcoming environment where everyone feels happy, nurtured and valued.
- To provide opportunities for children to learn through experiences and play, exploring the world around them, learning to care for it and themselves.
- To support children to be creative and open-minded in their thinking

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: Continuous profiling and reporting		
School Improvement Plan Priority 1		
Summary of progress	Next steps	Stakeholder Views
We have made good progress within this priority. A clear, robust continuous profiling and reporting policy is now fully established, explicitly outlining expectations for 'Learning Profiles' and the reporting structure across Scoraig Primary School. All staff are highly aware of their responsibilities regarding continuous profiling, ensuring consistency across all classrooms. This framework serves as a key tool for communicating our local priorities and National Improvement Framework (NIF) drivers clearly and briefly. Crucially, the strategy has successfully enhanced engagement across the school community, creating a shared language for staff, children, and parents to collaborate on and discuss pupil learning journeys.	• Embed the profiling policy further to move from "most" children to "all/almost all" demonstrating independence in tracking their progress. • Carry out quality assurance against our continuous profiling and reporting policy • Continue to gather feedback from parents and staff to refine the reporting structure and maximize its accessibility. • Develop peer-moderation opportunities for staff to	The Profiling and Reporting workshop revealed that while individual parent priorities vary significantly, detailed teacher comments, particularly those outlining clear next steps, and insights into student effort are highly valued. Parents expressed a desire for more frequent and comprehensive reporting, including specific work examples and guidance for home support, alongside concerns about unessential information like level

	ensure consistency in profiling evidence across all stages.	descriptions. The workshop also highlighted interest in innovative reporting methods and interactive, content-rich profiling systems with integrated comments and notifications, although technical limitations must be considered.
Impact		
- The consistent implementation of the policy ensures all children receive equitable support in tracking their learning. - Most children have gained significant independence and ownership of their profiles; they can confidently identify and reflect upon their own learning progress. - Parents and families now have clearer insights into their child's day-to-day learning journey, leading to more meaningful, collaborative discussions at home and school		

School Priority 2: Raising attainment in writing		
School Improvement Plan Priority 2		
Summary of progress	Next steps	Stakeholder Views
We have made very good progress within this priority. A new writing framework and pathway have been successfully established across the school, ensuring a clear and structured approach to the delivery of writing. Our strategic shift to a combination of dedicated weekly structured lessons alongside shorter, daily writing inputs has proved highly successful. This methodology aligns closely with our local priorities and National Improvement Framework (NIF) literacy drivers. The implementation has significantly enhanced engagement across the school community; staff feel highly confident in delivering the new approach, while parents have been actively informed of the new pathway and seen the results of the new approaches.	- Quality assure writing approach - Embed the new writing pathway into daily practice to ensure sustainability and continued attainment growth. - Introduce cross-school moderation opportunities for staff to ensure consistency in assessment and the sharing of best practices. - Further develop parental engagement by hosting workshops or sharing digital insights into the daily writing	<i>"There has been a significant shift in enjoyment for writing for my child since last year. He seems so much happier about it and openly expresses a desire to write now."</i> (Parent comment) <i>"It is clear that writing has improved for the children."</i> (Parent comment when looking at their child's writing jotter) <i>"It has been good to link the writing to other relevant elements of their lives. It makes it more meaningful for them"</i>

	inputs, helping families support the new framework at home.	(Parent comment when discussing writing progression during parent consultations)
Impact		
- All learners have shown measurable improvement in their writing, resulting in enhanced attainment outcomes across all stages and narrowing equity gaps. - Children have gained substantial confidence and express a genuine enjoyment of the new writing approach, leading to greater motivation and pride in their work. - Progression is now clearly evident across all levels, supported by a staff team that feels empowered and skilled in tracking and guiding pupils' writing journeys.		

School Priority 3: Develop school grounds to reflect location and incorporate outdoor learning		
School Improvement Plan Priority 2		
Summary of progress and impact	Next steps	Stakeholder Views
We have made satisfactory progress within this priority. While our unique locality and competing priorities mean implementation has taken longer than anticipated, significant groundwork has been established. We have successfully maximised our outdoor space, ensuring all learners are actively engaged in outdoor learning opportunities aligned with our local environment and National Improvement Framework (NIF) health and wellbeing drivers. Community and stakeholder engagement has been a major success; our awareness and fundraising event was exceptionally well supported by local residents. Draft plans for the playground development have	- Finalise the logistical arrangements and timelines for the playground development to overcome the specific geographical challenges of the site. - Secure and clear the identified funding stream to begin the initial phases of the physical playground transformation. - Carry this priority forward into next year's School Improvement Plan under a restructured heading to maintain momentum and see the physical development to completion.	

now been drawn up, a viable funding stream has been identified, and we are currently navigating the specific logistical challenges associated with our Scoraig location.		
Impact		
• All learners have benefited from regular, high-quality outdoor learning experiences, ensuring equitable access to nature-based education that promotes physical and mental wellbeing. • The project has successfully united the wider community, drawing on numerous stakeholder inputs and fostering strong local investment and pride in the school's physical environment. • The successful identification of funding and the creation of development plans mean the school is strategically positioned to progress the physical builds despite rural logistical hurdles.		

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

Funding for additional PSA hours has allowed targeted interventions for our “new to education” pupils to progress in identified areas.

- Focus on emerging Literacy & Phonological awareness:
 - Regular PSA input and teacher time has ensured the pupils have progressed within reading and writing. Although only entering formal schooling 2 years ago the children have made significant improvements, but support is still needed to close some of the attainment gaps in reading and writing.
 - The introduction of Toe-By-Toe has had a significant impact on the attainment and has allowed the pupils to progress significantly within the targeted interventions.
 - Using the literacy for all approach has helped identify challenges and track pupils' progress carefully.

For next session, we will utilise both PSA time and new resources through the Pupil Equity Fund to continuously improve literacy for target pupils.

Wider achievements

Coileanaidhean nas fharsainghe

This year has once again been exceptional in showcasing the diverse talents, creativity, and incredible dedication of our pupils both within and beyond the classroom. The skills and knowledge gained through our curriculum and personal pursuits have been powerfully utilised to enrich our local area. Through the continued embedding of our continuous profiling and reporting system, we have been able to meticulously track and proudly celebrate these wider achievements, ensuring that every child's unique success story is recognised and valued. Among the truly outstanding achievements celebrated this year, several stand out:

- Building upon last year's fantastic performance in the Ullapool Inter-school Cross Country competition, our cross-country team achieved even greater heights this year. Competing against a strong field from across the region, our small team demonstrated remarkable grit and athleticism. Notably, our P4 entry secured a magnificent outright victory. Demonstrating the unwavering spirit of Scoraig, our P1 and P3 pupils courageously raced up a category against the P4 field, with both younger runners incredibly securing medals. This phenomenal collective effort speaks volumes about our pupils' determination, physical stamina, and mutual encouragement.
- Our calendar of pupil-led community events continues to be a cornerstone of Scoraig life, remaining exceptionally well-attended and engaging for the wider public. A particular highlight this year was our spectacular Christmas performance; '*Mr Scoraig's off-grid Christmas Calamity*'. Demonstrating incredible creative maturity, the pupils wrote and produced a highly anticipated sequel to a play they had performed two years ago. The children truly shined, performing with confidence for the entire community and receiving overwhelming praise for their stagecraft, continuity, and collaborative effort.
- In an outstanding display of citizenship and enterprise, our pupils and staff successfully spearheaded an awareness and fundraising event to support our upcoming playground development. The event served as a powerful platform for our children to articulate their vision for the school grounds, fostering deep investment and overwhelming support from local residents and stakeholders. This successful initiative highlighted not only our pupils' organisational and communication skills but also the profound community spirit that defines Scoraig.

These remarkable achievements underscore the holistic development fostered within our school, proving that our pupils consistently excel across sport, the creative arts, and community enterprise. We are incredibly proud of each pupil's unique contributions and look forward to continuing to nurture their talents and provide diverse, enriching opportunities for growth in the year ahead.

Comments from learners, families, stakeholders and staff

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

Learners:

Our annual Pupil Feedback Survey (May 2026) highlights a highly motivated, happy, and secure student body that feels deeply valued and actively involved in shaping their own learning journeys.

- **Engagement, Agency, and Ethos**

- Data: 100% of our pupils strongly agreed that they understand why their learning is important, and 100% agreed or strongly agreed that they get to be highly creative in their learning.
- Pupil Voices: Children value the unique, safe ecosystem of Scoraig Primary and the high levels of input they are granted: *“The adults in the school are funny and nice and they let us help deciding on what it is that we want to learn about.”* Another pupil maturely reflected, *“I feel it is a good school because it doesn’t have any of the usual problems a school in town would have... like bullying.”*

- **Impact on Attainment and Curriculum Areas**

- Data: The children are highly reflective of their own academic growth, explicitly linking school improvement priorities to their personal confidence.
- Pupil Voices: The impact of our specific focus on literacy was warmly championed: *“The way we do writing. I always want to write more, especially longer pieces,”* and *“everything is fun and especially the reading has helped me the most.”* The children also enjoy the challenge of high-quality, tailored instruction, with one child highlighting a standout moment: *“The day it was only me and [the teacher] and we did algebra for maths because it was really, really fun!!!”*

- **Enrichment, Community, and Wider Experiences**

- Data: Beyond core academics, wider curriculum experiences, residentials, and local events stood out as major pillars of success for the children.
- Pupil Voices: School trips and creative showcases were frequently mentioned as highlights: *“Mainly our school trips like the swimming, the pantomime at Eden Court, the rock climbing and my Lagganlia residential trip... we got to explore towns more.”* Our creative community ties were also celebrated: *“Mr Scoraig 2! Our school play. It was so much fun because everybody had a good time!”*

- **Future goals and next steps** (What we could do better) When asked how the school could improve next year, the children demonstrated an excellent growth mindset alongside some highly creative suggestions:

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- A desire from the children to continuously challenge themselves, stating we should *"set new goals and learn more,"* extend instructional time during swimming lessons, and *"have more sequels to our films."*
- A strong, enthusiastic student request to explore educational platforms like Minecraft within their learning contexts.
- Overall satisfaction remains incredibly high, encapsulated beautifully by one child who noted, *"I can't think of anything we can do better. I like school!"*

Parents/carers:

Our annual Parent Feedback Survey (May 2026) demonstrated exceptional levels of satisfaction and deep community investment in the school's vision and values.

• Learning, Teaching, and Leadership

- Data: 100% of parents agreed or strongly agreed that their child experiences creative, engaging, and real-life learning that encourages curiosity and independence. Furthermore, 100% visible see our vision, *'Growth Through Creativity, Curiosity and Community'*, in action.
- Parent Voices: *"The way in which we are all invited to contribute to the school... shows an understanding that contemporary leadership is not wedded to hierarchy but instead we collectively create learning cultures together."* Another parent noted, *"The vision is clearly present throughout the school setting and in the approach that the school is taking."*

• Health, Wellbeing, and Tailored Support

- Data: 100% of parents agreed or strongly agreed that their child feels safe, happy, and included, and that the school promotes positive relationships.
- Parent Voices: *"Because of the size, every child gets very tailored inputs and support."* Parents highly praise our daily emotional check-ins: *"The atmosphere is so relaxed and welcoming. [Check-ins] give the children a chance to raise their emotional awareness and it demonstrates how important we agree their feelings are."*

• Partnership and Community Engagement

- Data: 100% of parents agreed or strongly agreed that communication is effective, they have opportunities to be involved, and community links enrich their child's learning.
- Parent Voices: *"He loves the end of term community events. It is so fantastic to see the children sharing their learning with such confidence... it is a real celebration of the joy of learning in community."*

• Areas for Development (What we can do better) While parents overwhelmingly told us to *"keep doing everything you already do,"* constructive feedback highlighted two distinct areas for action:

- A desire from a parent for less screen time during the school week.

- Some frustration regarding the physical school building (specifically the flooring and toilet areas) and the lack of response from Highland Council's estates team.

Community members:

Our annual Community Feedback Survey (May 2026) reflects a deeply rooted, vibrant relationship between the school and the wider Scoraig community, with local residents viewing the school as an essential and positive hub.

- **Community Engagement, Ethos, and Values**

- Data: 100% of community members agreed or strongly agreed that the school plays an active role in the community, keeps them well-informed, and delivers meaningful, enjoyable events. Additionally, 100% feel the school maintains a deeply respectful ethos that celebrates the local area.
- Community Voices: Residents describe Scoraig Primary as *"remote, small, special, friendly and fun,"* with one noting it is a *"small and vibrant primary school... very much part of the community."*

- **Learning Context, Confidence, and Pupil Presence**

- Data: 100% of respondents agreed or strongly agreed that the school connects learning to the real world and that the children appear confident when sharing their achievements.
- Community Voices: When interacting with pupils, community members note they are *"polite, interesting and able to hold conversations with adults."* Their ownership of learning shines through at public events: *"Their confidence at sharing what they have learnt and the obvious delight they feel that we are so thrilled to engage... shows they clearly enjoyed and understood what they had learned."*

- **Vision and Values in Action**

- Data: Feedback regarding our core vision ('*Growth Together Through Creativity, Curiosity and Community*') was overwhelmingly positive.
- Community Voices: One resident observed, *"I feel like so many members of our community either go into school or have the children visit their homes and places of work that we genuinely are growing together through our actions."* Another praised the focus on inquiry: *"I especially value the emphasis placed on curiosity. Kids are often made to lose their natural curiosity by being bored in conventional schools, sadly!"*

- **Leadership and Citizenship**

- Data: 90% of respondents agreed or strongly agreed that the school contributes to the local area and that children display leadership and responsibility (with 10% neutral).

Growth Together Through Creativity, Curiosity and Community

- Community Voices: Residents highlighted moving examples of peer-leadership and social responsibility in action: *"At Halloween, watching the older children guide the younger ones and organising the fairest way to share sweets."* Another noted how pupils took the initiative to clean up historical fly-tipping near the schoolgrounds, *"formulating an apology to the community even though they, themselves weren't responsible."*

- **Future Opportunities and Next Steps**

The community is exceptionally eager to sustain and deepen this partnership, with 60% explicitly stating they want to be involved in the future and 40% open to it (0% saying no). Suggestions for strengthening our ties included:

- A brilliant community suggestion to consider bringing the *"very important child voice to our community meetings and collective decision-making."*
- Several residents noted the school already leads the way excellently, suggesting that the onus should now be on the wider community to seek out active ways to support the school setting.

Stakeholder:

Our annual Stakeholder Feedback Survey (May 2026) evaluates our work with a diverse network of external contributors, including High Life Highland, Fèis Rois, Ullapool Medical Practice, Lagganlia Outdoor Education, and local environmental and visual artists.

- **Proactive Partnerships and Communication**

- Data: 100% of partners agreed or strongly agreed that the school is proactive in developing partnerships, communicates effectively, values their contribution, and ensures the collaboration directly benefits the children.
- Partner Voices: External providers noted excellent administrative support and targeted pre-trip collaboration: *"I was provided pre-trip information about the young person... along with the values and learning intentions of the school. This helped me to tailor the week's activities to suit the needs of the school."*

- **Impact on Learning, Creativity, and Transitions**

- Data: 100% of respondents agreed or strongly agreed that pupils were deeply engaged and interested, demonstrated curiosity and creativity, and could easily link experiences to real-life contexts.
- Partner Voices: Contributors noticed immediate impacts on resilience and confidence, particularly across different age groups. A music tutor shared a heartwarming observation of a P1 pupil: *"At the beginning of the day a small child in P1 wouldn't speak but by the end of the day she was laughing and calling out responses... determined to make chord shapes despite her tiny fingers."* Another outdoor provider highlighted crucial transition support: *"One of the week's aims was to build relationships with children from other schools they would be attending high school with... This was extremely successful and will definitely make the transition to high school a far better experience."*

- **School Culture, Ethos, and Inclusion**

- Data: 100% of partners strongly agreed that the school provides an exceptionally welcoming and inclusive environment, built on positive relationships between staff and children.
- Partner Voices: Visitors praised the unique, respectful, and nurturing ecosystem of the school: *"The school culture was clearly very positive and nurturing. There was a lovely relaxed atmosphere, yet clearly imbued with mutual respect... older children helped younger ones with tasks without being asked."* Another medical partner noted that the children were *"very willing to talk and share their thoughts and experiences with any adults—fantastic!"*

- **Leadership and Organisation**

- Data: 100% of respondents agreed or strongly agreed that the school is well organised and maintains a clear sense of purpose and direction.
- Partner Voices: Professionals remarked on the clear alignment between staff vision and pupil action: *"Caring and honest dialogue between pupils and staff; clear links between school and community."*
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- Strengthening Future Partnerships Commitment to the school is absolute, with 100% of stakeholders explicitly stating they wish to work with Scoraig Primary School again in the future. To build on this success, constructive suggestions for development included:
 - Acknowledging the school's remote context, partners noted telephone access can occasionally be tricky as teaching staff balance dual teaching and administrative roles.
 - A desire from partners to build in dedicated follow-up time after sessions to co-evaluate success, share ideas for student-led follow-up work, and further integrate curriculum paths.

General concluding remarks

The final, open-ended feedback from parents, community members, and external stakeholders underscores a deep sense of gratitude, mutual respect, and shared pride in Scoraig Primary School. The overarching consensus is that the school is currently flourishing under a dedicated, flexible, and highly supportive staff team.

- The school's role as a vital local hub was warmly celebrated, with one respondent offering a *"heartfelt thank you for being such a positive catalyst in the life of our community."* Another community member reflected the collective sentiment by stating, *"I think we are a very lucky community to have such a school. Long may it last."*

- External visitors and partners consistently highlighted the exceptional balance between well-being and academic focus. One partner remarked, *"The environment is relaxed, yet also focused on the tasks when we have visited,"* while a community member noted, *"I have the impression all the children love their school and teachers and they are such a good bunch together, staff and kids."*
- External specialists praised the school's welcoming culture and operational flexibility, which allows for deep, high-impact collaboration. Tutors noted that the ability to deliver multi-visit sessions and embed learning intentions was highly effective and rewarding, adding, *"I thoroughly enjoyed working with the students and would welcome opportunities to do so again."*
- This exceptionally positive feedback provides a strong mandate for the school as it moves into the next session. Partners and community members are already looking forward to upcoming collaborative initiatives demonstrating a partnership network that is active, forward-looking, and deeply committed to the school's success.

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	Very good	Very good
QI 3.2 Raising attainment and achievement/Securing children's progress	Good	Very good
Other QIs reviewed – QI 2.7	Good	Very good

Our overall evaluation of our capacity for continuous improvement is:

We are confident in our capacity for continuous improvement.

Scoraig Primary School & ELC are celebrating our successes and are able to identify our next steps which will support our setting to develop and grow.

Key priorities for improvement planning

Prìomhachasan airson planadh airson leasachadh

- Raising attainment in literacy
- Develop a Learning for Sustainability approach within our setting
- Raising awareness and building understanding of the Curriculum Improvement Cycle

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; [Scoraig Primary School & ELC Website](https://scoraigprimary.wordpress.com/) (https://scoraigprimary.wordpress.com/) or by contacting the school office.