



STANDARDS AND QUALITY REPORT 2025-26

AITHISG INBHEAN IS CÀILEACHD

Ardnamurchan 2-18 Campus (Strontian Primary)

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%



Ambition – Community – Individuality - Resilience

Dear Stakeholder,

Standards and Quality Report – Ardnamurchan High School

We are pleased to present our Standards and Quality Report for Session 2025-26. This report provides important information regarding our school's progress to date and our next steps in school improvement.

Self-evaluation for self-improvement is at the heart of what we do. We continue to develop our practice in making robust use of evidence as a basis for judgements regarding the impact of our work on our learners. All staff understand that self-evaluation is an integral aspect of our approach to continuous improvement through addressing the 3 key questions:

- **How well are we doing?**
- **How do we know?**
- **What are we going to do now?**

Throughout the year we continuously evaluate what we do and how it makes a difference to our learners. We want to know what is working well for our school community and what needs further improvement. We inform decision making and actions through a continuous process of looking inwards, outwards and forwards.

Looking inwards - starts with those working with our children and young people

We focus on the impact on outcomes for learners. Our self-evaluation processes triangulate information, data, people's views and observation of practice to measure impact and inform planning for improvement.

Looking outwards - learning from others

Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

Looking forwards - creating a vision and planning for implementation

Through leadership at all levels, we anticipate challenges and explore creative solutions. This helps us to create an aspirational vision for our school which shapes our actions and provides a focus for improvement.

Our children and young people are actively consulted and involved in this process. We also give staff, parents/carers, and other partners the opportunity to participate in discussions and activities to shape our improvement journey.

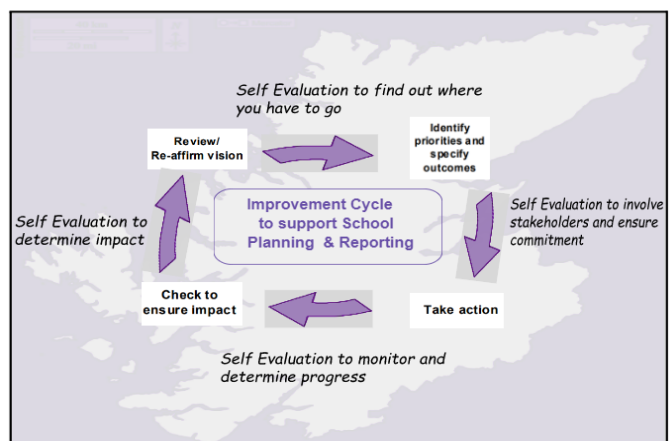
When we develop our improvement plan, we use key questions at scheduled review times throughout the session to know how well we are progressing towards achieving these positive outcomes and changes.

Together we are working hard to ensure the Highlands is the best place for children and young people to grow up safely, learn, develop and achieve.

With positive experiences, our children and young people will always see the Highlands as home.

Le eòlasan deimhinneach, bidh ar cloinn is ar n-òigridh daonnan a' faicinn na Gàidhealtachd mar dhachaigh.

GREG S SCOTT
Head Teacher | Ceannar



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
90.7%

Average Class Size
9

Meeting PE Target
Target Met

Pupil Numbers (inc nursery)
28

Teacher Numbers
2

Pupil Teacher Ratio
8.6

Strontian Primary School, within Ardnamurchan 2-18 Campus is located in a rural setting serving the local community of Strontian on the Ardnamurchan peninsula.

There are 18 children attending the school and 10 children in nursery, ranging from N2 - P7. We have separate infant (P1-3) and junior (P4-7) classes and there is a separate nursery for 2-4 year olds.

The headteacher has overall leadership responsibility for Ardnamurchan 2-18 campus, comprising Strontian Primary School and ELC alongside Ardnamurchan High School. The headteacher is supported by a campus depute head teacher, with the primary directly supported by a principal teacher. Staff and children from both schools work together regularly and facilities are shared to facilitate PE/sport activities, access to library and assembly hall. Additionally, primary children on occasion make use of the specialist facilities for practical subjects within the secondary 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. Most children who face barriers to learning are making good progress towards meeting their individual targets.

Overall children are making the following progress:

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

The small number of exclusions that occur in schools may lead to individual pupils being identified, therefore this data is not contained in this report. If you have any questions about exclusions, you should contact us directly.

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

Vision

As a Gaelic-embracing community, we work together to create local opportunities that challenge, nurture and empower all children and young people to achieve. We equip them with the skills and attributes needed to thrive in the twenty-first century.

Values

Our values underpin all aspects of school life and are evident in our relationships, learning and wider achievements:

- **Ambition** – striving for excellence and challenging limits
- **Community** – creating a safe, supported and thriving environment for all
- **Individuality** – nurturing, embracing and celebrating uniqueness
- **Resilience** – recognising that persistence and effort are key to success

Aims

We aim to:

- Deliver a broad and high-quality curriculum that motivates and engages all learners
- Encourage and strengthen pupil voice to create an inclusive and effective learning environment
- Develop resilience, responsibility and independence through a focus on growth mindset and problem-solving
- Ensure all learners are supported to achieve and reach their full potential

Our Ethos

At Ardnamurchan we are **ABLE: Achieving, Believing, Learning and Engaged**

This shared understanding supports our focus on high-quality learning, inclusion and positive outcomes for all.

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

Pupil received one to one session to support reading fluency and improve independent writing. Data confirms that our interventions have supported reducing attainment gaps within literacy and previously identified.

Wider achievements

Coileanaidhean nas fharsainghe

Through Partnerships with Highlife Highland and Feis nan Garbh Chriochan pupils undertake a variety of music lessons in Fiddle, Accordion, Guitar, Violin, and Viola. Pupils participate in Gaelic singing and drama at Mod Aird Nam Murchan each year. P4-7 pupils received a block of Gaelic music and singing through Feis nan Gaidheal. All pupils participate in our Christmas show, this year it was a contemporary Pantomime.

Pupils have the opportunity play shinty with Ardnamurchan schools, through weekly sessions and representing our ASG in regional competition. Lochaber Rugby Club provides rugby lessons. P4-7 pupils take part in Lochaber wide inter-school competition for Tag Rugby and Cross Country. Pupils all receive a block of swimming lessons.

We have an active Eco-schools group ensuring pupils are responsible for the upkeep of the school grounds. Time is also spent investigating the seasons in our local environment. Pupils are also responsible for the maintenance of our polytunnel and growing vegetables.

We are a Gold Reading School, including regular visits from members of our community to share books they like and pupils have a weekly visit to Ardnamurchan Library.

We have close links with Ewen's Room, a local mental health charity. Pupils complete their WellBeing Heroes programme each year. We have fundraised for a local community group raising money for the village playgroup and help with Parent Council fundraising events/. Pupils also choose two national charities to support each year, this has been Macmillan Comic Relief.

Comments from learners, families, stakeholders and staff

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

Feedback gathered from learners, parents and staff provides a well-rounded and consistent picture of the strengths of the school, alongside clear areas for improvement which directly inform our improvement priorities.

Strengths identified across stakeholders

Across all groups, there is a strong consensus that:

- Relationships across the school are positive and supportive
- Staff are approachable, caring and committed to supporting learners
- The school has a strong sense of community and belonging, supported by its smaller size and rural context

Most learners report that they feel safe, have an adult they can talk to, and are treated with respect. This is supported by parental feedback, which highlights the school as a nurturing and inclusive environment.

Staff feedback similarly emphasises positive relationships and a shared commitment to supporting all learners.

Learning and teaching

Feedback across learners, parents and staff shows:

- Most learners are engaged in learning and feel supported by staff
- Parents are generally positive about the quality of teaching and support their child receives
- Staff demonstrate a strong commitment to improving learning and teaching

However, there is consistent evidence across stakeholders that:

- There is variability in the consistency of learning and teaching across classes
- Not all learners experience sufficient challenge or pace in learning
- Approaches to feedback and helping learners understand their progress are not yet consistent

Learners identified that the most effective teaching includes clear explanations, structured learning and opportunities to practise skills. Staff recognise the need to develop a more shared understanding of high-quality learning and teaching.

Wellbeing, inclusion and support

Most stakeholders agree that the school provides a supportive and inclusive environment, with strong pastoral care.

Learners report that:

- They generally feel safe and supported
- Staff help them understand how to respect others

Parents value the school's supportive ethos and the level of care shown to young people.

However, feedback across learners and parents indicates that:

- There is inconsistency in how behaviour and bullying concerns are addressed
- Some learners require more consistent and targeted support
- Communication with parents regarding support for individual learners could be strengthened

Staff feedback also reflects awareness of the need to further develop inclusive practice and consistency of support.

Learner voice and engagement

Most learners feel that their views are listened to.

However:

- A smaller proportion feel that their views are acted upon consistently
- Learners would like clearer feedback on how their contributions influence change

Parents also expressed a desire for:

- Greater clarity about school decisions
- Improved communication about learning and progress

This highlights the need to strengthen meaningful participation and communication across the school community.

Wider school experience

Learners and parents value:

- The strong sense of community
- Opportunities for sport, outdoor learning and wider achievement
- Positive relationships between staff and pupils

Learners highlighted additional areas for development, including:

- Increased opportunities for extra-curricular activities
- Improvements to aspects of the school environment (e.g. facilities and school food)
- Greater variety in learning approaches

Key triangulated themes

What is working well

- Strong relationships and supportive ethos
- Positive staff–pupil interactions
- Inclusive school community
- High levels of pastoral care

What needs to improve

- Consistency in learning and teaching
- Pace and challenge for all learners
- Use of feedback and understanding of progress
- Consistency in behaviour and support approaches
- Strength and visibility of pupil voice
- Communication with parents

Overall evaluation

Overall, stakeholder feedback indicates that Ardnamurchan 2–18 Campus provides a supportive, inclusive and relationship-centred learning environment, where young people feel valued and supported.

There is now a clear need to improve consistency in learning and teaching, strengthen the use of data and feedback, and ensure all learners experience high-quality support and challenge.

Capacity for continuous improvement

Comas airson leasachadh leantainneach

Using indicators from 'How Good is our School 4' together with learner, parent, carer, partner and community feedback we believe we have made the following progress this session:

	ELC	PRIMARY
QI 1.3 Leadership of change	Satisfactory	Satisfactory
QI 2.3 Learning, teaching and assessment	Satisfactory	Good
QI 3.1 Wellbeing, equality and inclusion	Good	Very 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 continuous improvement.

Key priorities for improvement planning

Prìomhachasan airson planadh airson leasachadh

Priority 1: Improving Consistency and Quality of Learning, Teaching and Assessment

Priority 2: Strengthening Tracking, Monitoring and Raising Attainment

Priority 3: Improving Curriculum Clarity and Parental Engagement

Priority 4: Improving Inclusion, Equality and Support for All Learners

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 www.strontoianprimary.com or by contacting the school office.