

Standards and Quality Report

2021/22



Carboist Primary School

HIGHLAND COUNCIL | ISLE OF SKYE, IV47 8SR

This report is provided to families and partners to identify our achievements this session. The next steps in our improvement journey are also outlined.

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.

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 in order to shape our improvement journey.

When we develop our improvement projects we use key questions at planned review times throughout the session in order to know how well we progressing towards achieving these positive outcomes and changes.

Our School

Carbost Primary is a rural school which serves the area of Carbost, Portnalong, Glenbrittle and Eyenort.

Currently we have a role of 26 in P2-7 and 5 children attend our Early Years setting. The School has two classes this year, P2/3 and P5-7 and two full-time Class Teachers. One class teacher has been on maternity leave since February and several different class teachers have fulfilled the role from February until June. The classes are very well supported by two CCR Teachers who both work extremely well alongside the class teachers. We have 10 hours of PSA support.

The School is very well supported by the members of the community, i.e., parents, local organisations and businesses. This is exemplified by the fact we have been granted donations from North Talisker and Minginish Hall.

Our outdoor area is well used learning environment with a Willow Walk, pond, outdoor classroom, Treasure Trail and sports pitch. Our School Gardening Club keep the garden tidy with lots of plants, flowers and herbs. In addition, the Early Years enjoy being outdoors in their natural outdoor environment.

Our Parent Council are extremely pro-active and support the school in a variety of ways. They work in collaboration with the school and contribute greatly to the positive ethos.

We currently have no children on Free School Meal entitlement, no LAC or ESL pupils.

In December, a new Head Teacher was appointed following a period of 11 months as Acting Head Teacher.

The school was closed for two weeks in November due to a Covid-19 outbreak for staff and families.

In January, the Head Teacher assumed responsibility for Dunvegan Primary School.

Throughout the session, all three schools faced staffing challenges due to Covid-19 outbreaks and isolation guidelines. In March, our cluster School, Struan Primary was mothballed, and staff and pupils now attend Carbost Primary. Carbost Primary was clustered with Dunvegan Primary School in May. There is a total of 84 children in the Carbost and Dunvegan cluster.

The impact of two extended school closures, plus a further closure, remains evident. Despite a comprehensive recovery curriculum, around 25% of our pupils are behind national

average in learning. Carefully planned interventions are in place to get our pupils back on track.

A small amount of PEF funding was awarded which was allocated for play-based learning resources and PSA hours.

Our School Vision, Values and Aims

To enable our pupils to become **successful learners** by:

Ensuring that all children receive appropriate levels of attainment in line with Curriculum for Excellence and creating an ethos of achievement and celebration.

Ensuring the curriculum is accessible to all as an equal opportunities school.

To encourage **responsible citizens** by:

Developing, in children, respect for the school environment and the wider world, fostering positive qualities towards citizenship.

Ensuring that the school is a safe, healthy, secure and welcoming environment for all pupils, staff, parents, community and visitors.

Creating an atmosphere where children co-operate with each other and have the confidence to become **independent learners** with a positive attitude towards their self-esteem, confidence, learning programmes and development.

Equipping children with the social skills necessary to develop positive relationships and the ability to work cooperatively with each other.

To empower **effective contributors** by:

Creating a partnership with parents and across the Associated Schools Group; to value the community contribution to the life of the school and to the education of the pupils.

Providing opportunities for staff for continuing professional development including staff development and review.

Pupil Voice: what is working well in our school?

Our children and young people identified the following strengths for our school this session:

Using the **How Good is OUR School** as a framework for reflection, the pupils of Carbost Primary reached the following conclusions:

OUR Relationships:

Everyone gets on really well. All the pupils are supportive of each other and help each other to do their best. Having Squads with Squad Leaders really makes you work as a team. No one gets bullied and no one fights or is mean.

The pupils are fond of their teachers and feel like they can ask any adult in the school for help. "We look after each other."

OUR Learning and teaching:

The older pupils said that they feel suitably challenged and supported. There is a broad range of learning experiences on offer, and they have lots of fun while they are learning. Targets setting motivates them to try hard. The younger pupils said that they have a lot of fun but work really hard too. They like working with friends.

OUR School and community:

The school grounds are great. The children enjoy playing in the Willow Walk and on the climbing frame. They really like to the new play-based learning area in the school. The school use the local shoreline as an outdoor classroom. The school is an important part of the community and lots of different people and organisations work with us.

OUR Health and Well-being:

The pupils like being asked how they feel about things that happen in the school and like that they can make lots of decisions about the school. The Zones of Regulation helps pupils understand and regulate emotions. The sensory tools help them focus on learning. Daily exercise is an important part of the day and they feel it helps them do better in class. The younger class like having extra playtime.

OUR Successes and Achievements:

There are lots of opportunities to develop skills and learn new things. The pupils like that the teachers consult with them about what they would like to do. They like the achievement wall where we display our certificates.

"We have a board outside the classroom for Star Writers and Artist of the Week etc. This is nice so everyone can see who is doing well. Everyone always says well done and looks at it so it's really nice."

Overall, the pupils of Carbst Primary School are very positive about their school and demonstrate a real sense of pride and ownership. They are highly supportive of each other and appreciate the significance of their School Values.

Pupil Voice: what changes would you like to see made?

Our children and young people identified the following changes they would like to see and the difference these changes could make.

Using the **How Good is OUR School** as a framework for reflection, the pupils of Carbst Primary made the following recommendations:

OUR Relationships:

There were no recommendations for change or improvement in this area at this time.

OUR Learning and teaching:

Pupils agreed that they would like to develop confidence in speaking or reading to an audience. They said that perhaps more drama could help with this.

OUR School and community:

The children are looking forward to the Jam Tent arriving as they will be able to invite community members to the tent to enjoy music together. They would like to plan lots of community events.

OUR Health and Well-being:

The children agree that they would like some more tools in the sensory box.

OUR Successes and Achievements:

This is the area that our Pupil Council has decided to focus on. They are currently gathering data about the different types of activities and clubs available to our pupils. They will look at how we celebrate achievements and to what extent pupils reflect on their own achievements. They will evaluate the data and work with the pupil body to devise an action plan for improvement.

Our Improvement Journey Headlines Session 2021/22

These projects are linked to the vision and priorities for Scottish Education based on delivering excellence and equity. Parent/Carer information is available [here](#).

Improvement Project 1:

Primary focus: Curriculum and assessment

Year of Project: 1

Purpose: Recovery from Covid-19 School Closures

Progress and impact:

In line with National Improvement Framework, our recovery project focused on:

Health and Well-being

- Ensuring all learners feel happy, safe and valued in the school environment.
- Increasing motivation through learner empowerment.
- Providing more effective provision for learners with additional support needs.

Recovery of learning, teaching and assessment

- Increasing opportunities for creativity.
- Enhancing targeted support for gaps in learning.
- Improving learning environments to meet the needs of all learners.
- Evidencing a range of assessment approaches.

Attainment in session 21/22

- Employing higher quality tracking and monitoring systems.
- More effectively using data and analysis in identifying gaps in learning.

Linked to Highland Council's 4 Key Service Action Plan Priorities, through our project for recovery we aimed to:

- Raise attainment and achievement for all.
- Maximise health and wellbeing for all children and young people to give them the best possible start in life.
- Ensure the highest quality of learning and teaching for each and every learner.
- Develop leadership skills at all levels of the system for now and the future.

What has worked well?

Following collaborative reflection and deep evaluation of a range of data, our Health and Well-being plan was well executed, and the impact was invaluable for some learners, and beneficial for all. We implemented The Zones of Regulation Framework as a whole school approach to protecting and promoting positive mental health and well-being. Our pupils have increased emotional literacy, which in turn increases capacity to learn and contributes to a climate of empowerment, understanding, equity and tolerance.

The school environment was adapted to facilitate play-based approaches to learning. This provision has been instrumental in creating the right environment for pupils with additional support needs. ASN pupils have progressed well, benefitting from Individualised Educational Programs, targeted interventions and extra 1:1 support. Using Highland Council's Three Wave Approach to Intervention and Challenge has allowed us to target and monitor the impact of interventions.

We devised a system for tracking pupil progress which was collated and evaluated in October, February and May. This data informed professional dialogue around the effectiveness of our learning and teaching provision and where support is required.

We have been successful in establishing an overall ethos of empowerment. Our pupils are happy, engaged and motivated to learn. Our Pupil Council has embraced opportunities to drive positive change and organise several exciting whole-school events.

The whole school, values-based reward system encourages our learners to work as a team across the school and support each other. By linking the reward system, the behaviour policy, the school values and the Zones of Regulation, our plan for improvement deeply penetrated the culture of the school.

The pupils at Carbst Primary School have enjoyed a broad range of innovative and creative learning experiences across the curriculum. Ocean School where the local shoreline becomes the classroom, John Muir Award which involved land management, animal handling and conservation, Robotics where pupils used coding skills to operate robots and guide spheros, participating in a Scottish Opera performance with pupils from other schools across Skye, creating masterpieces for a local Art Auction are some examples.

Next steps: Continue with approaches to ensure sustainability. Maintain momentum by engaging in frequent collaborative evaluation. Revise tracking system to provide same quality data but less workload. Implement Wave 2 interventions for pupils one level behind. Raise attainment and develop learning capacity across the curriculum by developing a reading culture.

Improvement Project 2:

Primary focus: School and ELC Leadership

Year of Project: 1

Purpose: Develop a reflective culture for improvement.

Progress and impact:

Our reflective culture for improvement project focused on:

Self-evaluation

- Increased analysis of qualitative and quantitative data.
- Greater collaboration in self-evaluation approaches.

Shared Leadership

- More effective use of partnerships in driving change.
- Increased opportunities for distributed leadership.

The National Improvement key drivers were school leadership, school performance and performance information with a view to:

- Raise attainment and achievement for all.
- Maximise health and wellbeing for all children and young people to give them the best possible start in life.
- Ensure the highest quality of learning and teaching for each and every learner.
- Develop leadership skills at all levels of the system for now and the future.

What worked well?

Staff at Carbst Primary share the same moral values – to improve the lives of young people in our care. With a shared understanding of the objectives – empowerment and equity

within an environment where all learners can thrive, staff engaged in collegiate self-evaluation deeply and frequently. Using How Good is our School, Leadership and Management quality indicators 1.1 Self-evaluation for Self-improvement and 1.3 Leadership of Change, staff developed a refreshed collegiate approach to self-evaluation and change for improvement. Every staff member looked at the needs across the whole school and worked together, utilising skills to meet the needs of all learners, not just those in their classes. With shared autonomy for all learners, class teachers formed literacy and numeracy support groups consisting of pupils from across the whole school.

Staff reflected in the impact of planned approaches and interventions on a daily basis and more formally in regular staff meetings. Consequently, barriers to learning and issues with project implementation were quickly identified and adapted accordingly, resulting in the success of our planned projects.

Despite high levels of turbulence to our school staffing and cluster structure during the session, staff managed to maintain their collegiate approach to evaluation and, subsequently their collaborative efforts in meeting individual needs of learners. Additionally, their reflective dialogues ensured a spotlight remained on our plans for improvement.

Overall, good progress has been made and solid foundations have been laid for a future culture of shared leadership and continued school improvement.

Next steps: To further develop processes for analysis of data. To focus self-evaluation for self-improvement sessions through the Working Time Agreement Calendar.

Evaluation of Progress

We believe we have made the following progress this session:

Quality Indicator	School self-evaluation
1.3 Leadership of Change	Good
2.3 Learning, teaching and assessment	Good
3.1 Ensuring wellbeing, equality and inclusion	Very good
3.2 Raising attainment and achievement	Good

Our children and young people believe we have made the following progress this session:

Theme 1 Our relationships	Very good
Theme 2	Very good

Our learning and teaching

Theme 3 Very good
Our school and community

Theme 4 Very good
Our health and wellbeing

Theme 5 Very good
Our successes and achievements

Our overall evaluation of our school's capacity for continuous improvement is:

We are confident in our capacity for continuous improvement.

Planning Ahead

Full details of the school's 2022/23 improvement priorities and actions are detailed on the school improvement plan, which can be accessed on our website www.carbostprimary.wordpress.com or by contacting the school office.