

# STANDARDS AND QUALITY REPORT

2022-23



**Canisbay Primary School and ELC**

HIGHLAND COUNCIL – CANISBAY, BY WICK, CAITHNESS KW1 4YH

# Introduction: Local and National Context

## Ro-ràdh: Co-theacsa Ionadail agus Nàiseanta

This Standards and Quality Report is influenced by both Highland and national priorities. These can be summarised as follows:

### Highland Priorities



### National Improvement Framework Priorities



#### **Entitlement, Excellence & Equity:**

We will raise attainment and achievement for all, especially for children and young people from disadvantaged circumstances, including rural deprivation. We will focus relentlessly on improving standards and the quality of learning and teaching, to ensure that entitlement, equity and excellence are delivered across the system.

#### **Empowerment & Leadership:**

We will develop leadership skills at all levels of the system, for now and the future, building a culture of empowerment and professional capital.

#### **Relationships:**

We will maximise health and wellbeing for all children and young people, to give them the best possible start in life. We will ensure every child and young person feels part of the community they live in.

#### **Opportunity:**

We will maximise opportunities for our children and young people, and for the wider Highland community and its visitors, through the provision of high-quality services.

The key priorities outlined in the National Improvement Framework are:

- Placing the **human rights and needs of every child** and young person at the centre of education
- Improvement in children and young people's **health and wellbeing**
- **Closing the attainment gap** between the most and least disadvantaged children and young people
- Improvement in skills and **sustained, positive school-leaver destinations** for all young people
- **Improvement in attainment**, particularly in literacy and numeracy.

#### **Self-evaluation**

To support self-evaluation, quality indicators from the national evaluative framework How Good Is Our School?4 are referenced.

Links to these sources (and others referenced) can be found here:

- [National Improvement Framework Improvement Plan](#)
- [HGIOS? 4](#) and [HGIOELC](#)
- [Health and Social Care Standards](#)
- [National Gaelic Language Plan](#)

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% | 91% - 99%  | 76% - 90% | 51% - 75% | 16% - 50%      | Up to 15% |

We are pleased to present our Standards and Quality Report for Session 2022-23. This report forms part of our quality improvement framework and 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 our practice. 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

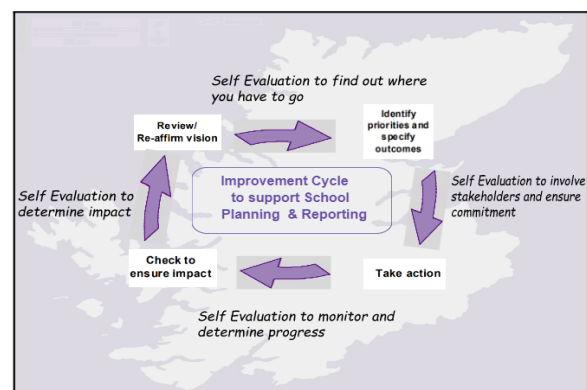
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

#### 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 daonna a' faicinn na Gàidhealtachd mar dhachaigh.

Rhona Moodie  
Head Teacher  
Canisbay Primary School

## 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  
94.5%

Average Class Size  
17

Meeting PE Target  
Target Met

Pupil Numbers  
34

Teacher Numbers  
3

Pupil Teacher Ratio  
12.4

Canisbay Primary School is located in a rural, coastal setting serving the local community of Canisbay and surrounding area.

There are 34 children attending the school and 14 children in nursery, ranging from N3 - P7. Pupils are taught in two composite classes. There is a separate Early Learning Centre (ELC).

The headteacher has overall leadership responsibility for Canisbay Primary School and Castletown Primary School. Staff and children from both schools sometimes work together.

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 very good. Children achieve appropriate CfE levels in literacy and numeracy across the school. Most 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.

## School vision, values and aims

### Lèirsinn, luachan agus amasan na sgoile

Vision – Learning together to be the best we can be (staff, pupils, parents and the community)

Values – Respect Inclusion Challenge Safety  
Responsibility Independence Confidence Aspiration

Aims –

- Encourage a sense of belonging, pride and responsibility within the school and to have opportunities to make contributions.

- Provide an inclusive learning environment in which all children feel motivated, successful, valued and supported.
- Ensure individual needs are recognised and met and children have their personal achievements celebrated.
- Enable all children to become confident individuals by providing relevant opportunities and responsibilities within the school setting.
- Welcome and encourage partnerships with parents and the wider community to support children's learning.
- Present opportunities to access global citizenship activities to develop an understanding of different beliefs and cultures in Scotland and beyond.
- Promote the health and wellbeing of everyone in the school community.
- Ensure equal opportunities for all and uphold racial equality.
- Value the contribution that all staff make to the school by involving everyone in evaluations and solution finding for future improvements.
- Ensure children have the opportunities to direct their own learning and to engage in self-evaluation.
- Develop awareness and a sense of responsibility for environmental issues locally and globally (2016)

## 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:

Health and Wellbeing Curriculum

#### Purpose:

Our provisions for RSHP needed to be updated to reflect local and national developments in this important area of the HWB curriculum. We wanted to make sure we had a progression for HWB that was consistent across the school.

#### Progress:

1. We developed a full programme of work to be used throughout the school and ELC ensuring we covered key aspects of health and wellbeing.
2. We provide daily access to sharing feelings to support children in identifying, discussing and managing their emotions in ELC and school.
3. We have made sure that our curriculum for Health and Wellbeing is flexible enough to be responsive to the needs of children.
4. Explore and utilise new resources for Health, in particular for Relationships and Sexual Health and embed into the programme of work.
5. Counselling services are accessed for individual children.

#### Impact:

1. There is a consistent curriculum for all pupils across the school which promotes good health and well being.
2. Pupils with any particular needs can share these so that they can be supported to be ready for learning.
3. We can respond in a more timely way to pupil, group or community needs.
4. We have a clear and consistent approach to the teaching of RSHP.
5. Individual pupils with identified needs have access to a professional counsellor.

#### Next steps:

- Embedding pupil understanding of children's rights (through RRSA).
- Continue to embed and develop our wider HWB curriculum.

### **Purpose:**

We wanted to make sure that assessment and attainment were high on our school agenda and to develop approaches that were in line with local and national expectations.

### **Progress:**

1. Ensured approaches to completing assessment and using the data to identify priorities was embedded in practice
2. Ensured regular conversations continue to be held and recorded.
3. Ensured the above was embedded into practice to discuss continued progress of pupils and what can be actioned to help improve attainment. Children enabled to make appropriate progress and reduce their attainment gap with support – evidence shown.
4. Learning conversations continue to be held regularly
5. Engagement from families for identified support in learning targets
6. ELC – 100% of children are secure or emerging in all aspects of understanding and expression in 4 year old development overviews
7. EYP discussion is happening with colleagues in other settings (where learners have blended placements) and these are reflected in the development overviews and Care Plans

### **Impact:**

1. An agreed schedule means that we identify pupils who are at risk of falling behind.
2. This means assessment and attainment are kept on the agenda.
3. We can identify strategies for individuals or groups to help accelerate progress.
4. Pupils can contribute to their own assessment regularly.
5. Parents/Carers of identified individuals are aware of their children's achievements and next steps and how they can help.
6. This will impact on children being ready for P1 and improve attainment
7. All adults working with specific learners who have blended placements are able to access information.

**Next steps:** Continue to embed the processes we have developed.

School Priority:

## Understanding and Improving Assessment and Moderation Strategies in Learning, Teaching and Assessment

### Purpose:

We needed to make sure our assessments were as secure as they could be and engaging in moderation was part of this process.

### Progress:

1. All teachers attended Moderation training led by colleagues from Education Scotland.

### Impact:

1. Regrettably the training did not have the expected content or impact and our work in this area stalled.

**Next steps:** We need to work with colleagues across our ASG to accelerate work in this area.

School Priority:

## ELC Care Plans and Outdoor Development

### Purpose:

We needed to make sure our care plans were transferred on to new formats and met the expectation of the new Care Inspectorate guidance.

### Progress:

1. We were able to meet the targets that we set for developing the new Personal Care Plans
2. We have used the evaluation of the outside area in ELC to decide upon improvements required and prepare a funding application in order to replace large items in the ELC outdoor area and to make the desired improvements

### Impact:

1. All of these actions have been achieved and this means we are confident that our Care Plans are robust and help us to meet the needs of our children.
2. This is an ongoing action and has not yet had an impact on the children. When completed it will impact on a large part of the children's environment for play and learning, including extending opportunities for different experiences offered.

### Next steps:

- Ongoing monitoring of Care Plans and ensuring we take on board any additional guidance or changes

## Progress and impact of Pupil Equity Fund

### Adhartas agus buaidh Maoin Cothromas Sgoilearan

PEF was used to support progress in literacy and numeracy. 70% of pupils targeted made good or better progress towards their individual targets in either one or both of these areas of learning.

## Wider achievements

### Coileanaidhean nas fharsainghe

Pupils have gained awards or competed in:

- Bikeability – level 1 accreditation
- Sporting Competitions (Record Breakers)
- Rural Sport Competition – football, netball and hockey
- Awards for Citizenship, Good Sportsmanship, Junior and Senior Sports Awards

Also took part in:

- Community Project – Handmade Gifts of Kindness
- Caithness Science Festival sessions
- Lyth Arts Centre workshop and visit
- Educational visits (including Newton Room, Quoybrae Mart, Seashore trip)

- Supporting Charities (KLICS, Poppy Appeal)
- Coronation Celebration

## Comments from learners, families, stakeholders and staff

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

- 'Thank you for everything our child, they have had a hard year but it's been made easier with the support from the teacher and the school.' (P1-3 parent, June 22)
- 'We are really pleased how our child has settled in and how everyone has made them feel so welcome. We can see a change in their attitude towards school and that they enjoy going and seems more enthusiastic. They have started to enjoy subjects they never liked before.' (Parent, June 22)
- 'Our child's first year in Canisbay has been amazing. They have come on so well since starting....the teacher has been brilliant ...Canisbay is such a great school' (Parent, Jun 22)
- 'Canisbay is such a great school and I look forward seeing our child progress through the years.' (P1-3 parent, June 22)
- 'We found significant strengths in aspects of the care provided and these supported positive outcomes for children. The management team and staff promoted a shared vision for the nursery that reflected the needs of the children, families and wider community' (Care Inspectorate, June 22)
- 'I cannot praise the staff in the ELC enough' (ELC parent, June 22)
- 'I just want to say a big thank you to the school for today. Our child had a fantastic day and it was the best picnic they have ever had. Please pass on our thanks to everyone.' (Canisbay Family about the King's Coronation Celebrations, May 23)
- 'Our child has come on so much with their spelling, reading, writing and maths since joining Canisbay Primary' (Parent, June 23)

## 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 |
|--|-----------|---------|
| <b>QI 1.3</b><br>Leadership of change  | Good      | Good    |
| <b>QI 2.3</b><br>Learning, teaching and assessment                               | Good      | Good    |
| <b>QI 3.1</b><br>Wellbeing, equality and inclusion                               | Very good | Good    |
| <b>QI 3.2</b><br>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

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Provision and attainment in Literacy  
Further development of HWB curriculum.

### Planning ahead

### A' planadh air adhart

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Full details of the school's 2023/24 improvement priorities and actions are detailed on the school improvement plan, which can be accessed on our website <https://canisbayprimary.wordpress.com/> or by contacting the school office