

STANDARDS AND QUALITY REPORT

2022/23



Carbois Primary School
HIGHLAND COUNCIL | ISLE OF SKYE IV47 8SR

Introduction: Local and National Context

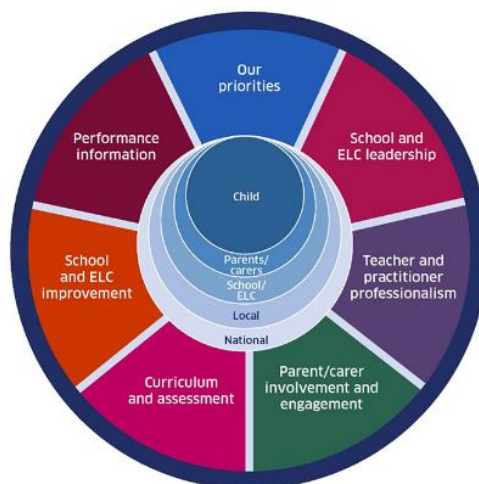
Ro-ràdh: Co-theacsa Ionadail agus Nàiseanta

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

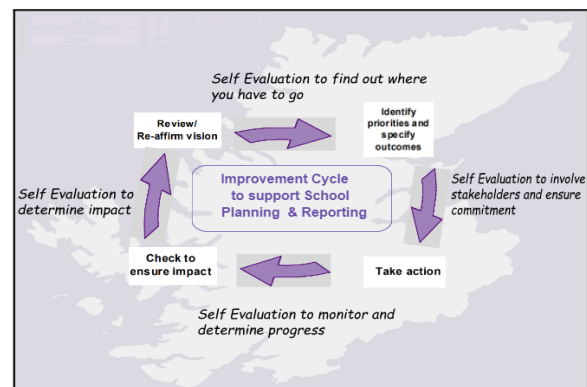
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

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 daonnan a' faicinn na Gàidhealtachd mar dhachaigh.

*Samantha Muir
Head Teacher
Carbost 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
97.7%

Average Class Size
11.5

Meeting PE Target
Target Met

Pupil Numbers
22

Teacher Numbers
2

Pupil Teacher Ratio
8.8

Carbost Primary School is located in a rural, coastal setting serving Carbost, Portnalong and nearby glens and, currently, has a roll of 22 pupils and 6 pupils in the Nursery.

The headteacher has overall leadership responsibility for Carbost Primary School. Carbost Primary School is clustered with Dunvegan Primary, a rural mixed medium school with two English medium classes, two Gaelic medium classes with a combined role of 47 pupils plus a Gaelic medium nursery with 17 children. Staff and children from both schools work together regularly.

As the school roll comprises a small number of children, attainment and progress are 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. All children who face barriers to learning are making good progress towards meeting their individual targets.

We have had no exclusions this year.

Reading

Good progress

Writing

Good progress

**Listening and
talking**

Good progress

Numeracy

Good progress

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

Carbost Primary Statement of Vision

At Carbost Primary School we promote well-being and respect for all. Our vision is to develop pupils who are successful learners, confident individuals, responsible citizens, and effective contributors and to create a culture of ambition and achievement for all at the school.

Carbost Primary Values

ENJOYMENT
FAIRNESS
RESPECT
AMBITION
KINDNESS
RESPONSIBILITY
TEAMWORK
HARD WORK

OUR AIMS

To enable Successful Learners by;

- Ensuring that all children achieve 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 and 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 to the school.

To create Confident Individuals by:

- 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 school 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.

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:

Improve attainment in literacy by developing a reading culture

Purpose:

Since returning from Covid-19 lockdowns, we have been highly focused on literacy, numeracy and H&WB. Our learners are happy in school and motivated to learn, but the impact of two extended school closures is evident with many pupils not on track in literacy, numeracy and maths. Targeting reading attitudes, habits and abilities will unlock learning and break down barriers across the curriculum.

Rationale:

The P5-7 class teacher led this project. She has 25 hours allocated to SIP development, of which she should set aside 10 hours for other SIP projects. Much of the work will develop and embed through her class learning and teaching. The class teacher leading this project is committed to completing this priority and to supporting other staff members to embed the principles of this project into their practice. The other class teacher understands that completion of this priority will lead to more meaningful experiences across the curriculum for all learners.

Progress:

- The vision for pupil empowerment through reading was established.
- The journey from registration to core level accreditation of Reading School achieved.
- Established a Reading Leadership Group (RLG) with staff and pupils.
- Whole-school Action Plan devised.
- The school environment was developed to promote and encourage reading.
- Resources were improved.
- Developed school curriculum to include focus on reading.
- Pupils engaged with IDL reading projects.
- Several reading events were organised by the RLG.

Impact:

- Reluctant readers are reading for pleasure daily.
- Reading attainment across the whole school has improved.
- Reading attitudes are notably positive; Pupils value reading.
- Increased parental engagement through themed reading activities and events.

Overall, considerable progress has been made in building capacities for improvement through reflective practices. Carbost Primary School is in a good position for further improvement in session 2023/24.

Next steps: To further improve attainment in literacy by extending our collegiate and reflective practices to include our cluster school, the ASG and the wider community.

Purpose:

To identify areas of good practice and areas for development, moderate planning and assessment within classes and measure impact of changes.

Progress:

- Seesaw was introduced as an online profiling and tracking tool.
- Literacy and Numeracy Continuums have been rolled out to track progress for individual pupils throughout their primary school journey.
- Two attainment meetings with the Head Teacher and individual class teachers took place to track progress and plan for intervention, support or challenge.
- High Quality Assessment Tasks form part of a bigger picture of pupil attainment.
- Collegiate meetings to analyse school attainment data took place.

Impact:

- Seesaw provides high quality evidence of learning. Parents enjoy regular snapshots of learning which facilitates discussion and links with home. Seesaw is the preferred method of home and school communication. The platform must be further embedded in practice to be an effective tracking tool.
- Continuums ensure learners are progressing through the required skills, knowledge and understanding. It has aided smooth transition between stages offering continuity and progression in learning.
- Several pupils were identified as being behind the expected levels in their learning through attainment meetings. Targeted supports were put in place and the majority are making appropriate progress towards being back on track. A few pupils have been identified as having persistent barriers to learning requiring Child's Plan staged intervention.
- Assessment processes, in-school moderation tasks and evaluations has highlighted the need for significant considerations of the curriculum to ensure better progression and continuity.

In terms of the intended outcomes, the project did not develop as expected. However, the activities conducted proved to be imperative in guiding the school's priorities for session 2023/24.

Next steps: A refreshed and revised curriculum for Carbost and Dunvegan Primary cluster with a plan to create progressive curriculum pathways that will see increased attainment across core subjects.

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

Our small Pupil Equity Fund provided the P1-4 class with role play equipment. This equipment has enhanced play-based learning experiences.

Wider achievements

Coileanaidhean nas fharsainghe

All pupils participated in two weeks of swimming lessons.

Weekly after school club provided the children with opportunities to participate in:

Shinty

Kindness, Hard work, Sharing, Respect, Honesty, Happiness, Friendship

Multi-sports
 Running club
 Lego club
 Keyboard club
 Golf
 Rock climbing wall

Some of our pupils took part in the Primary Indoor Shinty Tournament with Northwest Shinty Club
 A few of our pupils take part in chanter lessons.
 Our older pupils meet with other pupils from around Skye to take part in cross country running, Sailing, basketball festival and country dancing.

Comments from learners, families, stakeholders and staff

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

Pupils are proud of their progress this session. They enjoyed telling parents about their achievements in pupil-led conferences.

Staff feel that pupils are engaging well with the support strategies put in place. Overall, pupils are active participants in their learning journey.

Some parents feel that more management time is required for the school.

Pupils in the school have a strong sense of pupil voice. They feel valued and enjoy contributing to the life of the school.

Pupils feel happy, safe and secure at Carbost Primary School.

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	SECONDARY
QI 1.3 Leadership of change	Good	Good	Choose an item.
QI 2.3 Learning, teaching and assessment	Good	Good	Choose an item.
QI 3.1 Wellbeing, equality and inclusion	Very good	Very good	Choose an item.
QI 3.2 Raising attainment and achievement/Securing children's progress	Good	Good	Choose an item.

Our overall evaluation of our capacity for continuous improvement is:

We are confident in our capacity for continuous improvement.

Kindness, Hard work, Sharing, Respect, Honesty, Happiness, Friendship

Our Improvement Plan for this session was designed to align Carbost Primary with its newly clustered school, Dunvegan Primary. Next session, the cluster anticipate effective collegiate practices that will enhance and improve outcomes for learners.

Key priorities for improvement planning

Prìomhachasan airson planadh airson leasachadh

Raise attainment by revising our curriculum, quality assurances, assessment processes and the tracking and monitoring of progress.

Raise attainment by improving writing.

Continue to foster positive relationships, mental health, and well-being.

Extend collegiate approaches to planning and moderation of learning across the cluster and ASG.

Planning ahead

A' planadh air adhart

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://carbostprimary.wordpress.com/> or by contacting the school office