



STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2024-2025

CANISBAY PRIMARY SCHOOL



Introduction: Local and National Context

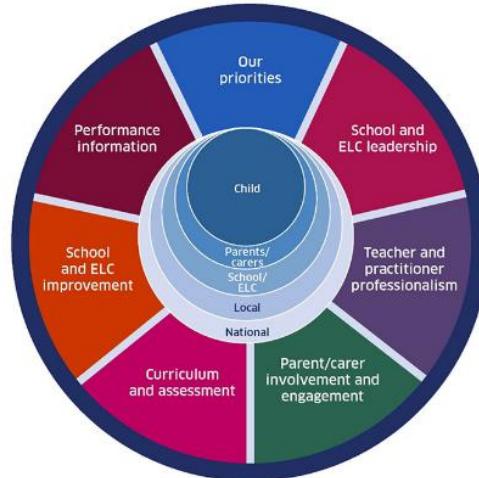
Ro-ràdh: Co-theacsa ionadail agus Nàiseanta

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%	Over 91%	75% - 90%	50% - 74%	15% - 49%	Up to 15%

We are pleased to present our Standards and Quality Report for Session 2024-25. 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

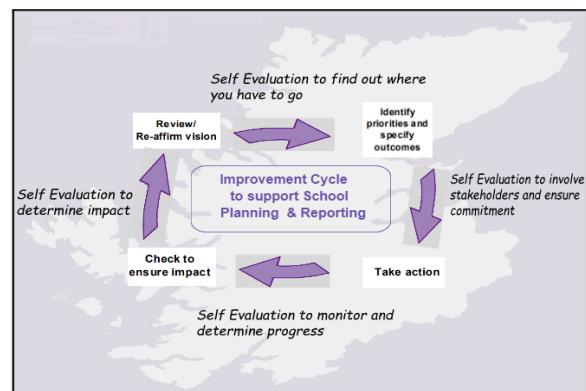
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

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.

Rhona Moodie
Head Teacher
Canisbay Primary School

School Profile

Pròfil 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
90.2%

Average Class Size
17

Meeting PE Target
Target Met

Pupil Numbers
34

Teacher Numbers
3

Pupil Teacher Ratio
12.6

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 13 children in nursery, ranging from N3 - P7. Pupils are taught in two composite classes. There is a separate nursery.

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 good. Children achieve appropriate CfE levels in literacy and numeracy across the school. The majority of 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: Assessment and Moderation – Moderation Collaborative

Purpose:

We had chosen to be part of the Central Moderation Programme to further develop consistency across the school/ASG and to give confidence in robustly assessing Achievement of a Level. Staff have also expressed that they would like to know the recommended assessment tools.

Progress:

Content:

- ✓ Unfortunately, it was clear very quickly that this programme was not going to give us what we needed so we arranged to do our own work in this area.

Impact:

- ✓ We focussed on our new ASG moderation programme that we had developed with the Collaborative Lead Officer for 24/25
- ✓ This plan enabled us to focus on reading, writing, numeracy and high quality assessments across one session, which was very beneficial to staff
- ✓ Assessment tools were also shared and discussed as part of the sessions
- ✓ It continued our ability to work with stage partners across the ASG focussing on Achievement of a Level at P1, 4 and P7 and also deciding if children were on target within a level at the appropriate times for P2, 3, 5, 6.
- ✓ We also evaluated each moderation session to inform the ASG moderation plan for next session

Next steps:

The plan for next session follows a similar programme although some dates have been moved and we no longer feel we need the first session based on High Quality Assessments. We will continue to put teachers into stage groups and keep the continuity of these groups as this was very beneficial for moderation and continuity.

School Priority: Rights Respecting Schools – working towards Silver

Purpose:

As this was a national priority and part of the NIF(National Improvement Framework) and HSCS (Health and Social Care Standards), we agreed that placing the human rights and needs of every child and young person at the centre of education would be a key driver for school improvement.

Progress:

Staff and pupil questionnaires completed
Reviewed action plan to agree required actions
Staff planned for engagement with Right of the Month and activities around this to highlight the chosen right. This also included sharing with families.
All classes drew up a class charter.
Rights Respecting Schools group set up
ELC staff engaged with activities focussing on children's rights
Celebrated World Children's Day
Started review of Positive Behaviour Policy
Family engagement at open sessions

Impact:

- ✓ Our work around Rights Respecting Schools is having a positive impact as seen through questionnaires and engagement with the Rights Respecting Schools group
- ✓ Children are able to discuss and understand their rights
- ✓ The development of class charters and playground charter have been positive and children have been very engaged.
- ✓ Activities based around rights have taken place with clear aims and to promote engagement with different rights and to initiate more conversation with peers, staff and with families. These included World Children's Day with Castletown Primary, Toilet Twinning fundraiser, Rights of the Month, Needs and Wants activity with families at our open sessions, etc.
- ✓ The RRS approach is having a positive effect in most of aspects of our school and we will continue to develop change.

Next steps:

We will continue on the journey towards Silver Status.
We will progress our engagement with parents on developments so far.

Progress and impact of Pupil Equity Fund Adhartas agus buaidh Maoin Cothromas Sgoilearan

PEF was used to support progress in literacy and numeracy.

For literacy targets 7/11 targets were partially or fully met.

For numeracy targets 3/5 targets were partially or fully met.

56% of pupil targets indicated good or better progress.

For the following year we will identify interventions to directly target the exact issues brought up by assessment. Assessment will also be done more regularly during the year.

Wider achievements Coileanaidhean nas fharsainge

- Bikeability is made available to children to achieve before leaving primary 7
- Outdoor Learning Residential Trip available to P7 pupils (not taken up this year)
- Sport's Day
- Anne Mowat Memorial Cup for the Winning House Team for Sport's Day and Heptathlon
- Canisbay Heptathlon events where children aim to beat their previous distance or time and also challenge themselves to beat the record set for their year group. We had multiple record breakers this year.
- Overall heptathlon 1st, 2nd and 3rd place awarded for lower primary and upper primary.
- Junior and Senior Sporting Champions awarded at the end of year assembly

- Rural Sports P4-7 pupils participate in 2 sports against other schools
- Highland Games competition across Wick ASG rural schools
- Good Citizenship Cup awarded to a P7 pupil
- Garry Macleod Memorial Shield awarded for Good Sportsmanship
- Leadership Awards for P5-7 children with Active Schools Coordinator
- Setting up and leading games for the children in Stay and Play
- Fundraising achievement for Toilet Twinning
- Buddying commitment and success
- Celebrating children's own achievements through Together Times
- School Awards given during Together Times
- Pupil Council committee membership
- Rights Respecting School group membership

They also experienced:

- Caithness Science Festival sessions and workshops for P1-7 and ELC on Critter Keepers, K-Nex, Planetarium, Body Vision Exhibits
- Lyth Arts Centre show for P1-3 and ELC 'Too Many Penguins'
- Educational visits: P5-7 STEM Newton Room – Robotics and Mathematics
- Supporting Charities: Poppy Scotland, Toilet Twinning
- Kodaly Singing Sessions for P1-3
- Feis Rois Traditional Music Sessions for P4-7
- Information sessions with community members/parents – Ambulance/Paramedics, Island of Stroma talk
- Swimming Sessions for P4-7
- Performing in the School Christmas Concert
- STEM workshop in school – Fermentation process
- John O'Groats Mill visit along with the Countryside Rangers
- Wick Voices presentation about preserving history
- Outing to Nucleus Archive Centre and Wick Heritage Museum
- Blue Butterfly workshop
- Presentation from KLICS for Young Carers
- Assemblies with Rob Petersen
- World Children's Day in Castletown Primary
- Rights Respecting School themed active workshop with Andy McKechnie
- Orca Watch presentation
- Storytelling visit in association with Sidh Chailleann Art Team
- Aigas Nature Days workshops
- Safe, Strong and Free workshops in ELC
- Childsmile in ELC
- Outing to Castletown Playpark and Castle of Mey Animal Centre
- Welcomed families into school for our Open afternoon
- 50th birthday party

Comments from learners, families, stakeholders and staff Beachdan bho luchd-ionnsachaidh, teaghlaichean, luchd-ùidhe is luchd-obrach

Quotes from 2023 and 2024

'Thanks to a wonderful teacher...'

'Very impressed with how my child has progressed this year, and the quality of the teaching and support!'

'Our child loves school and enjoys learning'

'We are so pleased that our child has had a great first week at Canisbay! Thank you to yourself and the staff at Canisbay for making transition for them as smooth as possible.'

'Our child has come on so much with their spelling, reading, writing and maths since joining Canisbay Primary.'

'Thank you for believing in our child'

'The class were delightful. A credit to you and the school – helpful, polite, enthusiastic and capable. I was impressed how they worked together and their ability with times tables, fractions and decimals.' Jun 23

'The class were working really well together and very engaged in what they were doing. It's lovely to see such a positive attitude towards maths challenges.' Sep 23

'It was a joy to visit Canisbay and I was struck by how engaged with the issue, the children were.'

Quotes from 24/25

'What a lovely well-behaved group they were for their visit' May 25

'The children were all so well behaved' May 25

Children shared that their trip to the Nucleus Archive Centre and Wick Heritage Museum was great. May 25

Mrs Starbuck shared such a lovely message about the Rural Sports and Highland Games event. 'Our pupils were an absolute credit to our school today. They behaved so well, played well in their teams, showed excellent sportsmanship and were very respectful and graceful winners.'

Comments from reports Jun 25

'Thank you for believing in her!'

'We are so pleased with our child's progress'

'Our child enjoys school and always tries hard! She loves learning and we are glad to hear our child is doing so well'

'It is lovely to read such nice comments. Our child has come on so much this year.'

Comments from Learner Profiles 24/25

'So proud of how much hard work or child has put into the task'

'It's great to see our child begin to enjoy writing letters to others'

'We are very proud how you kept trying and enjoyed the outcome. You are enjoying your class, which is lovely.'

'Well done. You were able to tell me everything you did and had learned. You were so enthusiastic and had clearly really enjoyed it.'

'Our child enjoys Feis Rois. We talk about it regularly. It's lovely to hear you liked "Simon Says (in Gaelic)". I like that you have learned through music. I know you're sad it is over.'

'Great job on your suncatcher. We put it in our window and it will go up every year now for Halloween.'

'Our child is enjoying maths more which is great to see. She works super hard.'

Other comments

Parent thanked us very much for helping their child with a particular issue and said it had made a huge difference to their child (Feb 25).

At the school's 50th open morning a parent commented on how her child has achieved and where she is in life (University, travelling the world, doing languages, etc) and thanked the teacher for the good foundations of learning she had in her class. She said that when she needs a pick-me-up, she regularly looks at a comment written, from the teacher to her, about believing in herself and that she can achieve anything in life.

'Thank you for letting me know about this issue and for looking out for my child.'

Parent shared that it makes such a difference for her child with his learning because the teacher is so understanding and supportive towards them with regards to their difficulties. She appreciated that on occasion when needed there have been appropriate allowances made to help. It was also noted that subtle adjustments in class help to support them.

Pupil Questionnaire Results June 25

(Selection of questions from Rights Respecting Schools questionnaire, 30 children surveyed from P1-7)

97% of children said they learnt or sometimes learn about rights in school.

97% of children said they enjoy or sometimes enjoy being at school

97% of children said they feel safe or sometimes feel safe in school

100% of children said they do like or sometimes like the way adults treat them in school

97% of children said they felt that other pupils in their class are or sometimes are kind and helpful

100% of children said that if they felt safe they could, or sometimes could, tell an adult in school

100% of children said that teacher listen, or sometimes listen, to them

77% of children said that school listens to their ideas, or sometimes listens to their ideas, for how to do things better

83% of children said that they know, or sometimes, know what they need to do to make progress in class

87% of children said they know they can do things, or sometimes do things, to help their local community

77% of children said they know they can do things, or sometimes do things, to help others around the world

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	Good	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

Rights Respecting Schools – working towards Silver Award

Planning approaches and assessment

Raising Attainment (Local Authority action)

Planning ahead A' planadh air adhart

Full details of the school's 2025/26 improvement priorities and actions will be detailed on the school improvement plan, which can be accessed on our website <https://canisbayprimary.wordpress.com/> or by contacting the school office. This will be available after September 2025.