



# STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

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2024-2025

## Caol Primary School



Team Caol is **Ready, Safe** and **Respectful** to **Play, Learn** and **Grow Together**

# 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?*<sup>4</sup> 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**

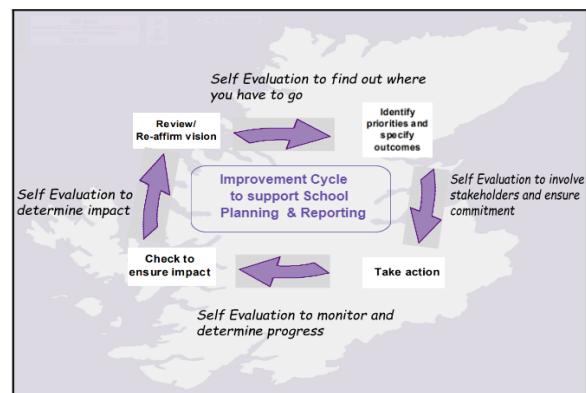
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

#### **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.

**Sharon MacDonald**  
Head Teacher  
Caol 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.

<b>Attendance</b> <b>91%</b>	<b>Average Class Size</b> <b>27</b>	<b>Meeting PE Target</b> <b>Target Met</b>
<b>Pupil Numbers (inc nursery)</b> <b>216 (+ 40 nursery)</b>	<b>Teacher Numbers</b> <b>11</b>	<b>Pupil Teacher Ratio</b> <b>19.8</b>
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<b>N3 (5%)</b>	<b>N4 (11.3%)</b>	<b>P1 13%</b>
<b>P2 9.7%</b>	<b>P3 13.4%</b>	<b>P4 9.3%</b>
<b>P5 14.8%</b>	<b>P6 21.8%</b>	<b>P7 18.1%</b>
<b>SIMD Q1<sup>1</sup> 0-10%</b>	<b>SIMD Q2 20-30%</b>	<b>SIMD Q3 70-80%</b>
<b>SIMD Q4 0-10%</b>	<b>SIMD Q5 0-10%</b>	<b>Unknown 0-10%</b>
<b>ASN<sup>2</sup> 50-60%</b>	<b>No ASN 40-50%</b>	<b>FSM<sup>3</sup> 20-30%</b>
<b>No FSM 70-80%</b>	<b>EAL<sup>4</sup> 0-10%</b>	<b>No EAL 90+%</b>

2024/25 Proportions of pupils achieving Curriculum for Excellence Levels (P1, P4, P7 combined):

<b>Reading</b>	<b>Writing</b>	<b>Listening and talking</b>	<b>Numeracy</b>
Most	Majority	Most	Most

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.

<sup>1</sup> SIMD – The Scottish Index of Multiple Deprivation (SIMD) is a relative measure of deprivation.

<sup>2</sup> ASN – Additional Support Needs

<sup>3</sup> FSM – Free school meal entitlement

<sup>4</sup> EAL – English as an additional language

# School vision, values and aims

## Lèirsinn, luachan agus amasan na sgoile

### Our Vision:

**Team Caol is Ready, Safe and Respectful to  
Play, Learn and Grow Together.**



We identified the following 8 values as those which are most important to us:

Fairness	Friendship	Honesty	Inclusion	Kindness	Learning	Responsibility	Teamwork
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In order to achieve this, we will continue to build upon our positive working relationships with parents. Pupils, families and staff share a sense of belonging and a firm commitment to the school and we now want to extend this to the wider community.

After extensive consultation with staff, pupils, parents and the community we have a shared purpose which we have translated into our current school aims:

**The aims** of Caol Primary School are to:

1. *Ensure that school is a safe, happy place where all members are proud to be part of the team; everyone has fun, is kind and respectful towards each other.*
2. *Continue to evaluate and improve our curriculum, teaching, learning and resources using our Curriculum Plan and School Improvement Plan.*
3. *Promote Learning for Sustainability through Health Promotion, Eco-Schools, Rights Respecting Schools, Global Citizenship and Outdoor Learning.*
4. *Involve children actively in lessons and employ a variety of strategies which promote the framework of skills we have in place for Learning, Life, Work and Social Skills.*
5. *Continue to implement A Curriculum for Excellence striving for excellence in what we say, write, do and make.*
6. *Raise attainment by enabling our learners to be reflective and successful while we recognise and celebrate achievements in and out of school.*

Right	C	hoices
Fun	A	ctivities
Many	O	pportunities
Everyone	L	earning

We value the partnership between school, parents and community partners and the part it plays in realising our vision. This statement therefore applies to everyone who has a role to play in the provision of education in our school.

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# 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:

#### 1. PACE – Pedagogy, Attainment, Curriculum and Ethos

##### Purpose:

We aim to provide a consistent approach to the teaching of literacy and numeracy across the school, through identified key resources, pedagogies and clear expectations for teachers and support staff in order to raise attainment in literacy and numeracy.

**NIF Priority:** Improvement in attainment, particularly in literacy and numeracy

##### Progress:

We have made good progress in this area.

##### Phonics

- ✓ Almost all staff (teaching and support staff) have completed Essential Letters and Sounds training.
- ✓ All P1-3 classes are utilising the ELS Phonics Programme and resources to ensure phonics lessons are consistently structured and there is a clear progression across P1-3.
- ✓ There is time to practise and consolidate learning.
- ✓ Pupil and teacher confidence in teaching/learning phonics is high.

##### Impact:

We have made good progress in this area.

##### Phonics

- ✓ The impact of Essential Letters and Sounds training has ensured a shared understanding of pedagogies and a consistent approach to the teaching of phonics.
- ✓ P1-3 teachers report an increased confidence in their teaching of phonics.
- ✓ Pupils' gaps in learning are identified and assessments are in place to ensure any learning difficulties are addressed through interventions (Keep Up Groups).
- ✓ Data from P1 and P2 classes shows a significant improvement in attainment in the recognition and recall of graphemes and the ability to read/write Harder to Read and Spell Words.

##### Reading

- ✓ All P1-4 classes are utilising Big Cat Decodable readers to support the teaching and assessment of reading.
- ✓ All P1-3 classes are utilising the Big Cat Programme and resources to ensure reading lessons are consistently structured to include Tools for Reading and Comprehension. There is a clear progression across P1-3 with time to practise and consolidate learning and develop vocabulary using fiction and non-fiction texts.
- ✓ Reading benchmark trackers are in use to track pupil progress and identify gaps.
- ✓ P4-7 teachers report that pupils have access to a wide range of texts for reading in class and through fortnightly library visits.

##### Reading

- ✓ There is a consistent approach to the teaching of reading across our P1-4 classes utilising pedagogies for decoding from ELS.
- ✓ Learner engagement is high as is pupils' motivation to read for enjoyment.
- ✓ Big Cat and ELS work well together to consolidate learning and practise key skills.
- ✓ Reading benchmark trackers inform pupil progress for Progress and Achievement and indicate when interventions are needed.
- ✓ Pupils enjoy reading and regularly select books to read for pleasure in class and through fortnightly visits to the community library.
- ✓ Our Reading Policy ensures a consistent approach to the teaching of reading.

- ✓ P4-7 pupils have identified reading 'This Week Junior' magazines as motivating, engaging and relevant non-fiction texts.
- ✓ Structured reading and phonics interventions work well to support pupil progress when there is a reading difficulty.

### **Handwriting**

- ✓ All classes (P1-7) have engaged with the updated Nelson Handwriting Programme for discrete handwriting lessons.
- ✓ We have all the resources we need to teach handwriting in an accessible, consistent and engaging way.

### **Quality Improvement in Writing**

- ✓ All teaching staff participated in CAT sessions linked to Quality Improvement to introduce non-negotiables and the Change Bundle.
- ✓ All classes have time 3 sessions per week for short, quality writing time.
- ✓ Pupil choice in writing is improving motivation and engagement. Tools including Pobble and Literacy Shed stimulate learners' ideas.

### **Numeracy and Maths**

- ✓ We have trialled White Rose Maths as a scheme to introduce a Mastery Approach to teaching Numeracy and Maths with concrete-pictorial-abstract methods/scaffolds.
- ✓ Curriculum development time has been used to develop maths and numeracy planners to ensure learning experiences match CfE benchmarks.
- ✓ We have audited, decluttered and reorganised our Numeracy and Maths resources in Store 5 and Infant and Upper Breakout Spaces.

### **Next steps in 2025/2026:**

#### **Phonics**

1. All existing staff and new staff to complete ELS/refresher training and P3 staff to undertake the spelling training.
2. Conduct an audit of Phonics resources and ensure all classes have phonics resources linked to ELS progression and lessons.

- ✓ P6-7 teachers report that assessments indicate decoding, and comprehension skills are improving.
- ✓ Pupils who have difficulty reading tell us they like the structure and familiarity of a scheme for developing reading for fluency skills, locating information in the text and understanding.
- ✓ Attainment in P1 and P7 has improved in Reading.

### **Handwriting**

- ✓ Early feedback indicates that pupils are motivated and engaged by the new handwriting resources.
- ✓ The presentation of written work is improving.
- ✓ Classes using handwriting as a Soft Start report this is an effective use of time.

### **Quality Improvement in Writing**

- ✓ Pupils report that shorter bursts of writing are more enjoyable, and pupils are more motivated to write.
- ✓ Pupils who find writing a challenge due to dyslexia, are trained to use 'Talk to Text' and 'Read and Write' tools on the Chromebook.
- ✓ Pupils use of Tools for Writing is improving; we now need to work on transferring skills to all written work.
- ✓ We continue to see every child make progress in their writing.

### **Numeracy and Maths**

- ✓ Teachers were unanimous that this C-P-A approach has had a positive impact on learners' engagement, motivation, confidence and understanding in maths lessons.
- ✓ Not all WRM learning experiences are linked to the benchmarks, so we need to be mindful about this when planning experiences.
- ✓ Gaps in resourcing have been identified, and staff are familiar with the wide range of resources available in school and where they are located.
- ✓ Pupil progress across P1, P4, P7 has improved this session.

3. Review staff confidence with implementing Phonics Interventions for learners who find phonics challenging.

#### **Reading**

4. Moderate Reading Benchmark Trackers to ensure consistent use across the school.
5. Allocate time for teachers to familiarise themselves with Reading Intervention resources.
6. Purchase and store P7 only novels separately.
7. Purchase class sets of novels for P4-7 and identify whole class readers for each stage.
8. Update our P4-7 Reading Records with identified texts for each stage.
9. Develop and enhance questioning resources across P4-7.
10. Identify and trial suitable resources to replace Speedy Readers for the development of fluency.
11. Continue to provide relevant and up-to-date non-fiction texts.

#### **Handwriting**

12. Further embed the use of Nelson Handwriting across the whole school to improve fluency, speed and legibility of handwriting.
13. Develop Fine Motor learning and play experiences in every classroom for children to develop strength, pressure, coordination and directionality.
14. Update our Handwriting and Presentation Policy to ensure there is a clear progression and consistent approach and expectations across the school.

#### **Quality Improvement in Writing**

15. Training for all new staff and a refresh of the Writing Bundle at the start of each session.
16. Moderate Writing Benchmark Trackers to ensure consistent use across the school.

#### **Numeracy and Maths**

17. Complete planners for each stage linking to CfE Benchmarks.
18. Purchase resources to ensure all areas of Numeracy and Maths are appropriately resourced for concrete and pictorial materials.

#### **Other Curricular Areas**

19. Identify curriculum leads depending on teacher interests and areas of expertise. Allocate PT time for curriculum development across the year.
20. Audit of Science, Social Studies and Digital resources.
21. Review of Languages provision and impact on staff professional learning.
22. Engage our school community in a review of our Curriculum Rationale.

### **School Priority:**

#### **2. Improve Learner Participation and Leadership Opportunities**

##### **Purpose:**

We aim to provide our pupils with opportunities to develop leadership skills, knowledge and understanding of self-management, social intelligence and innovation (meta skills) in different contexts including mixed age play and outdoors play to influence change and improvement in our school community.

##### **NIF Priority:**

- Improvement in children and young people's health and wellbeing

##### **Progress:**

##### **Meta Skills**

- ✓ Pupils have all developed their knowledge and understanding of Meta Skills in a developmentally appropriate way through weekly Caol To Be Kind challenges.
- ✓ Pupils all participate in weekly mixed age play experiences with a focus on social skills and emotional intelligence and regulation.

##### **Impact:**

##### **Meta Skills**

- ✓ Pupils are using meta skills to reflect on their progress in learning and their ability to engage well with others.
- ✓ Pupils are developing their ability to make friends, communicate needs, share resources and resolve conflicts and the majority are transferring these skills to learning and play.

### **Pupil Voice and Participation**

- ✓ Pupil Voice has been encouraged through pupil self-evaluation tasks using HGIOURs, surveys, focus groups and presentations at weekly assemblies.
- ✓ Pupils are developing their knowledge and understanding of Childrens Rights (class charters, links to our school values) and Learning for Sustainability.
- ✓ We have an active Young Leaders of Learning Committee, Eco Committee and Rights Respecting Schools Committee.
- ✓ Pupils' ideas are sought for planning learning experiences and deciding on school issues to tackle e.g. Bullying came up in a pupil survey.

### **Pupil Voice and Participation**

- ✓ Young Leaders are confident to share their views and make decisions related to school improvement.
- ✓ Young Leaders led an assembly about Bullying following focus group discussions to raise awareness of issues and solutions to tackle them. They have ideas to take forward (Playground buddies – The Quad Squad) in the new session.
- ✓ Our Eco Committee are working towards our next Green Flag Award and promoted the Big Walk and Wheel initiative to promote active means of travel to and from school.
- ✓ Our Rights Respecters Committee have investigated Article 28 (Every child has the right to an education) and found that many children found it hard to focus. A poster for each class was created as a visual prompt to support everyone to minimise distractions while learning.

### **Outdoor Learning**

- ✓ All pupils/staff from P1-7 have experienced an outdoor learning day.
- ✓ P1-3 pupils work collaboratively to ensure pupils experience outdoor experiences/challenges weekly.
- ✓ Classes access the local area to enhance their learning and local area knowledge.
- ✓ Our children have planted fruit bearing trees with the Countryside Ranger and each class has a tree to look after and nurture.
- ✓ Our Greenfingers Gardening Group have planted seeds, vegetables, flowers and trees to enhance the school playground and develop their knowledge of plants and what they need.
- ✓ P7 and P6 continue to participate in adventure activities and work with UHI partners for an Outdoor Business Day.

### **Outdoor Learning**

- ✓ Pupils responded positively to outdoor sessions in our local area with targeted pupils developing fire building skills.
- ✓ Pupils enjoy frequenting our shore and Canal Parks, noting seasonal changes. Nursery children and P1 and P1/2 children have free access to the outdoors during their play sessions. This ensures they are active and have daily opportunities to be creative, innovative and imaginative in their play.
- ✓ Every child has the opportunity to garden during social skills time and support staff encourage gardening at break and lunchtimes. This is encouraging the children to look after and nurture our natural resources following a period of time when trees were being damaged.

### **Pupil Leadership**

- ✓ We have planned opportunities and training for our pupils to develop leadership skills: P7 Buddies and Responsibilities, P6 Nursery Buddies, P3 Infant Buddies, House Captains, Sports Captains and Vice Captains.
- ✓ Pupils have the opportunity to share ideas when planning their learning and can indicate how they learn best.

### **Pupil Leadership**

- ✓ All P6 and P7 pupils participated in leadership training through High Life Highland organised and run by our Active Schools Coordinator.
- ✓ Nursery and infants regularly make decisions to lead learning and access the resources they need with increasing independence.

### **Next steps:**

1. Along with our ASG partners, continue to promote Meta skills/LHS Skills for learning to ensure a shared language of learning and pupils' ability to reflect on their progress using relevant success criteria.
2. Develop and implement our Play Policy across the curriculum in a manageable way.
3. Utilise our outdoors and community to enhance learning experiences and update our partners list.

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4. Continue to support pupils to recognise, understand, regulate their emotions and resolve conflicts respectfully.
5. Involve pupils in deciding the focus for Social Skills/Fun in 31 Time
6. Raise the profile of our Eco Committee and Rights Respecting Schools Committees through assembly and action plans. Continue to work towards the next award.
7. Young Leaders to update our What makes a good lesson/teacher/pupil? posters to ensure consistency of expectation and experiences in classrooms.
8. Engage families in play, STEM and outdoor challenges with their children, ensuring pupils have the opportunity to lead learning.

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

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1. **CSW Support** – *individualised support to deal with anxiety, bereavement, emotional regulation, and family issues.*  
This continues to be a positive and effective intervention for our pupils and families with individual sessions being offered to targeted pupils for periods of time as needed. We have been able to offer Family Nurture Sessions with Adult Learning partners this session which has been a supportive and informative experience for the parents involved. Attendance monitoring and family support is an ongoing focus with
2. **Nurture Support** – *targeted support to support pupils' readiness for learning with a focus on regulating emotions and the development & sustenance of positive relationships with peers.*  
Our Nurture provision changed during the session. Pupil feedback was favourable with 86% of pupils indicating their self-esteem was the same or better than it had been before attending nurture. 95% of pupils attending indicated that nurture sessions have helped them with understanding their emotions, solving problems and friendships.
3. **Nelson Handwriting and Essential Letters and Sounds** – a consistent approach to the teaching of phonics and handwriting across the school to ensure progression and attainment.  
Staff and pupils have responded favourably to the new phonics scheme and results indicate pupils' retention of phoneme/graphemes is much improved as is their ability to blend, word build and decode. The transference of skills is apparent in reading and writing sessions.  
We are in the early stages of adopting a whole school handwriting programme and early feedback indicates the impact is positive in improving legibility and fluency of handwriting.
4. **White Rose Maths** – White Rose Maths Subscription, Fluency Bee and Workbooks in use to support a mastery approach to teaching and learning. Staff report the use of a mastery approach has had a positive influence in pupils' understanding, confidence and ability to discuss and tackle problems using different strategies and approaches.
5. **Outdoor Life Skills** – Targeted pupils from P3-7 experienced outdoor sessions to develop life skills which they could then lead others in developing. Each class and class teacher then had an outdoor learning day with an instructor to develop an awareness of learning experiences outdoors.
6. **Community Learning and Life Skills** – Pupils with complex additional support needs attended weekly hydrotherapy sessions, Music As Therapy sessions, explored the local community through purposeful walks, shopping, taking the bus, visiting the library, attending Book Bug sessions, becoming familiar with the local environment and local community members.
7. **Beacon Support Family First** – several parents are trialling an online parent support resources which shares advice about common issues including emotional regulation, bedtime, reducing screen time,

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nurture. This resource also provides training for staff with a focus on classroom behaviours linked to underlying needs like trauma, autism, ADHD and attachment disorder.

## Wider achievements

### Coileanaidhean nas fharsainge

This session, we have increased our partnerships within the local community to ensure our children participate in local competitions, sporting events, outdoor learning opportunities and engage with local businesses and education establishments through:

#### Awards

- Our Eco Committee worked hard to achieve a Green Flag Award.

#### Sports

- After school clubs including football and shinty for P1-7 with the opportunity to play competitively in tournaments and competitions.
- Active Schools events including our local cross-country competition, basketball festival, badminton festival, rugby festival, inter-school sports and swimming gala.
- Swimming lessons for all P6 pupils.
- Hydrotherapy sessions for pupils with additional support needs.

#### Performing

- Opportunities to sing in our choir and dance in our dance team, showcasing our talents by singing publicly at the Lunch Club and in assembly and performing at the annual local Dance Platform.
- Our choir performed with Kilmallie Singers in the world premiere of Yanomamo receiving positive praise and feedback from fellow performers and the audience.
- Nursery-P7 pupils all engaged in Drumfun sessions to develop rhythm and a love of participating.
- Performing at our annual Christmas Concert

#### Competitions

- Participation in local competitions including the Lochaber Music Festival, Dance Platform, sports tournaments for shinty, and football, the Lochaber Agricultural Show, the Lochaber Mountain Festival writing competition, Haggis House Art Competition and Inverlochy Primary School's Maths Bee competition.

#### Community Partners

- Transition events for P7s moving onto secondary school, our annual Move Up day and P1 Transition afternoons
- P6s and P7s attending Newton Room sessions.
- Outdoor learning sessions for P1-7 pupils to develop and awareness of local landscapes and local history with Craig McDonald.
- 2 night/3-day residential experience at Abernethy Nethybridge Outdoor Centre for our P7 residential.
- Room 13 art sessions for interested P5-7 pupils
- Kodaly Music sessions in PE, YMI Music Sessions in P5
- High Life Highland Music Instructors support children to showcase the skills that they're developing in music lessons with the school community (chanter, strings, woodwind, brass, drumming)
- Family Learning Sessions and Cooking sessions with Highlife Adult Learning Partners.
- Leadership sessions for P6 and P7 pupils delivered by Active Schools Coordinator and Highlife Highland staff
- P7 Outdoor Business Day organised by West Highland College Outdoor Adventure Students and Tutors
- Community cafés, fundraising events including Caol's Big Walk, charity days organised by pupils and committee groups.
- Visits to local businesses during our annual Money Week.

#### Kindness, Care and Community

- CSW Support for children and families through Family Nurture sessions

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- Nurture support at break and lunchtimes from SMT and Support Staff
- Our discretionary fund has supported families with uniforms, trips and snacks.
- Our Young Leaders led a spreading of Christmas Cheer Community event where families were asked to Nominate a Neighbour to receive a gift bag of treats and a positivity card.

Wider achievements are celebrated through monthly 'Celebrating Success' Assemblies, our social media pages, and newsletters.

## Comments from learners, families, stakeholders and staff

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

"In social skills we have learned to share, to make new friends, to be kind to others and try new things like making smoothies. Next year we would like to have the opportunity to play football, have golden time, do science experiments, play shinty and do more outdoor activities." (Pupil Voice Survey)

"The Caol Primary Choir children who took part in Yanomamo were fabulous! They were enthusiastic AND had lovely singing voices." (Kilmallie Singers Member)

"At last Friday's competition, other schools and coaches commented on the exemplary behaviour of the Caol teams. It's an absolute delight coaching Caol school at these events, I'm very proud of them." (Parent volunteer, After School Coach)

"As always, it has been a pleasure to cover classes at Caol Primary. You have a wonderful school, and Team Caol is second to none." – Supply Teacher

"I think that using the Maths mastery approach has been transformational in teaching maths and all pupils in my class gaining a deep understanding of mathematical concepts. Child enjoy and feel successful in maths. They are more confident and as a result more successful and resilient in their learning." (Teacher)

"Caol school makes new people feel welcome. Caol school is a team. Caol school is kind." (Pupil)

"I am delighted with my daughter's progress. She loves Caol Nursery, and I couldn't ask for better staff to guide her.' (ELC Parent)

'The care and support given, not just to my child, but also to me, has helped us both so much with transition to our new home, village and nursery. I cannot thank the staff enough; I am so grateful to you all.' (ELC Parent)

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

1. PACE – **P**edagogy, **A**ttainment, **C**urriculum and **E**thos – Continue to review our curriculum with a focus on Sciences, Social Studies, IDL and Languages. Continue to raise attainment through a consistent approach to the teaching of reading, writing, talking, listening, numeracy and maths. Update our Curriculum Rationale with a focus on community engagement.
2. Improve Learner Participation, Engagement and Leadership through the development of play, meta-skills and pupil choice.

## 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 <https://caolprimary.wordpress.com/> or by contacting the school office.