



STANDARDS AND QUALITY REPORT 2025-26

AITHISG INBHEAN IS CÀILEACHD

Caol Primary School

PRIMARY/ELC



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%



Caol Primary is a caring and inspiring place with high expectations for all, where everyone is **safe**, **respectful** and **ready** to learn, grow and achieve their ambitions in learning and for the future.



School Profile

Pròifil na Sgoile

The following information can be found on [Parentzone Scotland](https://parentzone.scot.nhs.uk/). 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
91.8%

Average Class Size
24.2

Meeting PE Target
Target Met

Pupil Numbers (inc nursery)
194 (+ nursery)

Teacher Numbers
11

Pupil Teacher Ratio
18

N3 21	N4 16	P1 13.4%	P2 14.9%	P3 9.3%	P4 13.4%	P5 9.3%	P6 15.5%	P7 24.2%
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SIMD Q1¹ 0-10%	SIMD Q2 20-30%	SIMD Q3 70-80%	SIMD Q4 0-10%	SIMD Q5 0-10%	Unknown 0-10%
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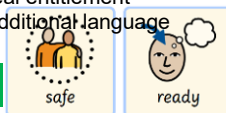
ASN² 50-60%	No ASN 40-50%	FSM³ 40-50%	No FSM 50-60%	EAL⁴ 0-10%	No EAL 90+%
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¹ SIMD – The Scottish Index of Multiple Deprivation (SIMD) is a relative measure of deprivation.

² ASN – Additional Support Needs

³ FSM – Free school meal entitlement

⁴ EAL – English as an additional language



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

Reading	Writing	Listening and talking	Numeracy
Majority	Majority	Most	Majority

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.



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School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile



safe



ready



respectful



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Caring



Ambitious



Open



Learning

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: Develop PACE – Pedagogy, Attainment, Curriculum and Ethos		
School Improvement Plan Priority 1		
Summary of progress	Next steps	Stakeholder Views
1. Curriculum Rationale, Vision, Values and Aims - We have made very good progress in this area through engaging all stakeholders in reviewing our vision, values, aims and curriculum rationale to produce a refreshed version which is current, relevant and meaningful. - Capturing the voices of pupils, staff, families and partners through surveys, exit tickets, consultation, developmentally appropriate learning activities and focus groups has ensured engagement was high and all voices were heard. - Our 'Curriculum Rationale on a Page' is a visual reminder of our vision, values and aims and regular assemblies and daily announcements ensures our values are a focus in learning and teaching. - We have a shared vision of raising aspirations for our learners and make connections to real-life during learning experiences and community visits.	1. Curriculum and Ethos - Continue to review our vision, values and aims in line with the refreshed curriculum through Curriculum Improvement Cycle professional learning. - Review our methods for capturing pupil and parent voice when literacy difficulties are a barrier. - Share curriculum development work with families with a focus on Literacy and Numeracy initially.	"Staff, parents and pupils have worked together to update our school's vision, values and aims. Using the acronym Caol has helped to succinct these effectively." – Teacher Feedback from families and pupils identified the need to reduce the number of values so they were easier to remember they refer to. Almost all families felt the previous 8 values were important, so we identified four key values which encapsulate the previous 8 values. Family feedback using stickers was unanimous in expressing that the updated Curriculum Rationale reflected our vision, values and aims as a school community.



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2. Pedagogies – ELS Phonics/Spelling, Mastery Approach in Maths

- We have made very good progress by ensuring all teaching staff are trained and confident delivering ELS phonics and spelling lessons using a consistent approach. Termly assessments show that our children are making very good progress with targeted pupils benefitting from timely interventions from our PEF-funded Literacy PSA.
- Almost all teachers feel confident using the Concrete-Pictorial-Abstract Mastery approach. A few have requested opportunities for professional learning in this area and supplementary maths resources for teaching and learning for further consolidation and practice.
- Most support staff feel familiar with ways to support Literacy and Numeracy when working with children. A few have requested further training particularly to support children with complex additional support needs.

3. Curriculum Pathways

- We have made good progress to develop consistency in providing a broad, balanced curriculum for our learners. This session, we have improved our science curriculum by auditing our science resources and reviewing our planners to ensure consistency and progression of learning experiences across the school using the local authority pathway. Local authority planners are used to reduce teacher workload. Local partners have been identified and links added to curriculum folders, so all teachers are aware of local support/visitors/places to visit. We have also reviewed our RME curriculum to ensure there is a balance of Christianity, Other World Religions and Beliefs and Values.
- We work well with community partners to enhance our curriculum and have themed days/weeks with a curriculum focus e.g. STEM week, Health and Wellbeing Week so all pupils are included in visits from local partners.

2. Pedagogies

- Access further training on a mastery approach to teaching numeracy and maths.
- Purchase more concrete materials to support learning in numeracy and maths.
- Purchase Leckie and Leckie resources aligned to Benchmarks to supplement our current maths resources.
- Signpost and provide time for professional learning for support staff.

3. Curriculum Pathways

- Development of our Outdoor Environment with provocations and loose parts (in a safe and accessible way compliant with insurance regulations) so pupils can be creative outdoors.
- Implement and evaluate our Outdoor Learning policy and progression. Continue to develop play across the school with a focus on outdoor provision and managing outdoor resources to comply with health and safety regulations.

Pupils' views have been captured via the Highland Council Wellbeing Survey. Feedback demonstrates almost all our children feel safe (96%), healthy (97%), achieving (96%), nurtured (93%), active (93%), respected (92%), responsible (96%) and included (92%). Strengths identified by pupils include positive relationships between pupils and staff, support for positive mental health and wellbeing, feeling supported by staff when needed and having equal opportunities and choices available to everyone.

Feedback from parents indicated that more emphasis should be on local historical contexts like The Jacobites and Highland Clearances. We have updated our Historical contexts to do so.

Feedback from community partners, staff and pupils was overwhelmingly positive demonstrating the value of working together to provide motivating and engaging learning experiences using our local environment and community partners.



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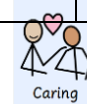
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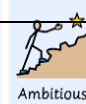
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- Curriculum folders have been developed this year so there is greater clarity about curriculum coverage and teachers have easy access to the information they need for planning learning experiences, reducing workload where possible. 4. Attainment - Almost all pupils have made consistent progress in their learning as evidenced through tracking data with improvements most apparent in phonological awareness. - Pupils who are Borderline in Reading are targeted for intervention work (phonics) supported by our PEF-funded Literacy PSA. - Pupils who experience barriers to learning are supported through differentiated work, concrete materials, visual supports, PSA support, pastoral support and targeted support as recorded in action plans within Child's Plans. - Given the high level of pupils with additional support for learning needs, we provide personalised support through the child's plan process to assess and meet individual needs. Action plans are reviewed throughout the year to ensure they are relevant and reflect current needs and priorities. Consultations with ASN teachers supports teaching staff to reflect on their practice and problem-solve how best to support when resources are finite. - Our PEF-funded CSW supports pupils on a referral basis who experience social, emotional, behavioural and/or mental health challenges. Some teachers are incorporating movement, regulation and sensory breaks into their daily timetable to increase pupil participation and engagement.	- Systematic audit of current curriculum planners and resources, engagement with Curriculum Improvement Cycle professional learning and a review of each curricular area to ensure planning, teaching and assessment is up to date and relevant to our learners and local context. 4. Attainment - Increase staff who are trained to use Quality Improvement in Writing methods. - Continue to utilise PEF funding for a Literacy PSA as this intervention has resulted in progress for all targeted learners. - As a whole school, engage in CIRCLE training to evaluate the inclusiveness of our practice. - Quality assurance methods for Reading, Writing and Numeracy	"Interventions have worked well for borderline pupils. We have had lots of P and A time and looked at lots of data, but I feel like we should continue to look at how we reflect on and use data to inform directed teaching." Teacher Continuous Reporting feedback from families has commented on pupil progress with all parents (who responded) being happy about their child's progress. 100% of pupils surveyed commented positively about the impact of CSW support.
Impact Updated Curriculum Rationale including relevant and meaningful vision, values and aims involving all stakeholders.		



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- Positive ethos with a focus on raising aspirations and ensuring our children have a purposeful, nurturing learning environment and positive, nurturing relationships with staff.
- A broad and balanced curriculum which is progressive, coherent and relevant.
- A clear focus on developing skills of literacy, numeracy, health and wellbeing and emotional literacy.
- Confident staff who develop their teaching skills through meaningful CLPL.
- Pupils who are making progress in their learning and are supported if they experience any barriers to learning.
- Targeted interventions to support reading and writing.
- Emotional support for pupils to develop a positive self esteem and an understanding of their own and others' emotions.
- See also SSES 2.2. Curriculum.

School Priority 2: Improve Learner Participation, Engagement & Wellbeing		
School Improvement Plan Priority 2		
Summary of progress	Next steps	Stakeholder Views
• <u>Develop Play Policy and Fun in 31 Sessions</u> • A Play Policy was introduced to ensure all classes accessed opportunities to play. • Most teachers promote children's rights and wellbeing through class meetings/discussions, charters and lessons. We have identified the need to use the language of children's rights in our practice, policy and curriculum pathways consistently to raise further awareness. We have a Rights Respecting Schools committee who have identified Right 31 as a current focus. This has led us to develop whole school Fun in 31 afternoons on Fridays to promote play, meta-skills, personal achievement and leading of learning. • Pupils identified the need to develop play across the school to develop a shared and consistent understanding of play-based learning and fundamental right of all children. Teachers have considered their learning environments to ensure there is continuous provision in all Nursery-P3 classes and P4-7 have access to well-organised, open-ended resources to be creative in their play. A Play Policy has been developed and introduced to promote play across the school.	<u>Play Approaches</u> • Further develop our understanding of play pedagogy and incorporate outdoor provision and managing outdoor resources to comply with health and safety regulations. • Explicit teaching about UNCRC and wellbeing indicators linked to our vision, values and aims through HWB, RME and IDL lessons. Incorporate reference to UNCRC and wellbeing indicators in our curriculum rationale and pathways.	• Pupil feedback regarding Fun in 31 and staff feedback relating to our Play Policy has been positive. Classroom environments are more neutral with open-ended resources to encourage creativity. • Feedback from staff and children tells us that outdoor learning is an area to develop further.



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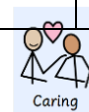
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• <u>Capture Pupil Voice Through Pupil Committees</u> • Pupils have identified skills they would like to learn through our weekly Fun in 31 sessions (e.g. knitting, biking, dance, drama, digital skills, etc) and they have flexibility to choose a “club” to attend for 4-week blocks. • Pupil Voice has been encouraged through pupil self-evaluation tasks using HGIOURs, surveys, focus groups and presentations at weekly assemblies. • Our Young Leaders of Learning meet weekly and are active in promoting projects they are working on – curriculum, bullying and playground games. • Our Rights Respecting Schools Committee organised a Christmas Cheer gift bag for community members. • Limited progress with committees. <u>Promote “Service” by embedding Leadership Pathways</u> • P6 and P7 children have had opportunities to take on leadership roles through year in various ways e.g. the buddying programme, quad squad, house captains and vice captains, digital leaders, eco committee, rights respecting committee, fundraising events. • Every class has engaged in an Enterprise project with a few classes raising money for charities the children have chosen e.g. Children In Need, Fairtrade, The Leanne Fund – Cystic Fibrosis. • Staff have supported children with co-regulation and readiness for learning using TGMC digital backpack tools offering planned movement, focus and calm breaks. Most of our pupils demonstrate an awareness of emotional literacy and are able to access support independently. A few of our children require significant support. • Pupils and staff have considered what our value of ‘Caring’ looks like, sounds like and feels like.	<u>Pupil Voice</u> • Timetable meetings and cover for teachers to facilitate RRS committee and Eco Committee. • Further develop play experiences in middle and upper stages with the creation of creativity trays. • Using the CIRLCE environment audit, develop classroom spaces to be more inclusive places to learn and play. • Purchase open-ended play resources by consulting with pupils. <u>Leadership</u> • Clarify leadership pathways further so all stakeholders are familiar with the purpose and skills associated with roles and responsibilities. • Monitor forward plans to ensure ‘Caring’ and ‘Service’ are a feature of our curriculum. • Continue to support pupils to regulate their emotions and consideration of others through CIRCLE framework, nurturing approaches, CSW support and pastoral support.	• “The play policy has been shared with staff. Some classrooms are well equipped to provide a play-based learning environment for pupils. Room 4, the bubble room and the GP room are shared spaces which have been organised to help to provide a play-based learning environment for smaller groups of children which has been successful. Fun in 31 sessions are facilitated by staff to provide a play learning experience which is informed by the pupil's voices.” Teacher • “Our class benefits from consistent support from our upper school pupils who provide guidance, support and leadership across our school. Excellent role models, who use their initiative to support others.” Teacher • Surveys show that behaviour is an area to develop further as a few staff disagree that our young people are well-behaved. • Feedback from staff highlighted that next year’s school improvement should prioritise ASN and inclusion alongside the continued development of the Curriculum Improvement Cycle,
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		building on existing strengths and good practice.
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Impact

- Our children are given the opportunity in most classes to share their views to influence change.
- Almost all classes include pupil voice in their forward planning.
- Almost all pupils participate and are engaged in all aspects of learning. A few with additional support needs require support to engage and participate.
- Pupils appreciate the opportunity to develop skills of their choosing through Fun in 31 sessions.
- Our Play Policy is encouraging teachers to consider their approaches to learning and providing more opportunities to learn through play.
- Our Young Leaders have a positive impact on school improvement. Consideration is needed to ensure the Eco Committee and Rights Respecting Schools committee are supported with timetabled meetings and time for teachers' to facilitate.
- Feedback about our pupils from external partners is overwhelmingly positive – they are respectful and helpful in the main.
- Some pupils with additional support needs have emotional challenges which impact on behaviour. This requires further investigation and analysis.
- Our P6 and P7 pupils develop leadership skills which impact positively on our school ethos.
- Our children demonstrate their ability to care and serve others through their daily routines in school (silent walking, keeping classrooms tidy and well-organised, checking in on each other, peer support, supporting with jobs and responsibilities around the school without being asked).



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Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

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. Our CSW has also undertaken 'Raising Children With Confidence' sessions this year with a view to running family workshops next session.

2. **Literacy PSA** – *group and individual support to develop phonological awareness including Grapheme-Phoneme Correspondence, blending, segmenting and recognition of Harder to Read and Spell Words.*

This has been a very successful intervention with all targeted pupils making significant progress as demonstrated by termly assessments. Most children are becoming increasingly confident and fluent readers as a result.

3. **Numeracy/Maths Resources** – *supplement our maths curriculum with appropriate resources and concrete materials.*

Teachers appreciate having supplementary resources which reduce workload and support learners to develop their knowledge and understanding. This will be an ongoing development as we review our numeracy/maths curriculum.

4. **Outdoor Life Skills** – *teambuilding and outdoor skills for P3/4 and P4/5 classes*

Targeted pupils from P3-5 experienced outdoor sessions to develop life skills and team building skills including negotiation, offering creative solutions, following instructions, listening to others' ideas. Each class and class teacher had an outdoor learning day with an instructor to develop an awareness of learning experiences outdoors.

5. **Community Learning and Life Skills** – *accessing ASL support from community partners*

Targeted pupils with complex ASL needs accessed support within the local community through developmentally appropriate learning experiences which have had a positive impact on all pupils. All are now familiar with using local transport with supporting adults and are recognisable and popular figures in the local community. Accessing Book Bug sessions, hydrotherapy sessions, Attention Autism sessions, Movement sessions and Music Therapy sessions have been a positive experience for all.

Wider achievements

Coileanaidhean nas fharsainghe



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Awards

- Our choir and musicians achieved awards at the Lochaber Music Festival.
- P7 and P6 pupils worked to achieve Level 1 and Level 2 Bikeability Awards.

Sports

- After school clubs including football and shinty for P1-7 with the opportunity to play competitively in tournaments and competitions.
- After school netball sessions for P5-7 pupils with local friendly 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.
- 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.
- Primary 4 and 5 pupils won a competition with their artwork displayed at the new Pontoon toilets at the West End car park. They were invited to the official opening.

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 P4-5 pupils to develop an awareness of our local area and outdoor learning skills with Craig McDonald.
- 2 night/3-day residential experience at PGL Dalguise Outdoor Centre for our P7 residential.
- Room 13 art sessions for interested P5-7 pupils
- Kodaly Music sessions in P3, 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 Disco dash, Wear Yellow for Cystic Fibrosis Day, charity days organised by pupils and committee groups.
- Visits to and from local businesses and community partners during our annual Health Week.

Kindness, Care and Community

- CSW Support for children and families through Family Nurture sessions



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- Nurture Sessions with our ASNT and support staff
- Nurture support at break and lunchtimes from SMT and Support Staff
- Our discretionary fund has supported families with uniforms and trips.
- Our RRS committee 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.

Comments from learners, families, stakeholders and staff

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

Friendly, flexible and fun. The school really feels like a community that children and families can feel part of. Parent/Carer

Approachable staff who are willing to listen, help and put in place individual strategies for the child. Parent/Carer

Very nurturing environment, all staff really make an effort to know and work with each pupil as an individual. Very welcoming and responsive to parents/carers. Parent/Carer

It is a lovely school. It's fair, kind and respectful. Parent/Carer

I love how the whole school mix, lookout for each other and work so well together. Everyone is included equally. Parent/Carer

"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

"Thank you for taking the time to meet me today and give me a tour of your wonderful school. From the moment I entered I knew it was special place and each step along the tour cemented that view. You have built an incredibly inclusive school community where each and



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every member of staff are on board and living the values in their practice. The children were relaxed and at ease in their environment safe in the knowledge that their needs will be met in a calm, understated fashion because that is just what you do in Caol.” ECO Visit

Pupils’ views have been captured via the Highland Council Wellbeing Survey. Feedback demonstrates almost all our children feel safe (96%), healthy (97%), achieving (96%), nurtured (93%), active (93%), respected (92%), responsible (96%) and included (92%).

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	Very good	Very good
QI 3.2 Raising attainment and achievement/Securing children’s progress	Good	Good
Other QIs reviewed		QI 2,2 Curriculum

Our overall evaluation of our capacity for continuous improvement is:

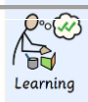
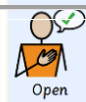
We are confident in our capacity for continuous improvement.

Key priorities for improvement planning

Prìomhachasan airson planadh airson leasachadh



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1. Develop Caol's PACE – Pedagogy, Attainment, Curriculum and Ethos

Self-evaluation from our 2025-2026 SIP has identified next steps to be taken forward in relation to the following:

Pedagogy – Play and Outdoor Learning

Attainment – Raising Attainment in Reading, Writing and Numeracy is an ongoing piece of work, Quality Improvement in Writing training for staff who have requested this. Termly attainment analysis and interventions.

Curriculum – Promote our Vision, Values and Aims. Engage with the Curriculum Improvement Cycle and consider next steps for our own context. Review our pathways for Technologies and Expressive Arts.

Ethos – Focus on Inclusion, Children's Rights, and opportunities for leadership and pupil voice via Pupil Committees.

2. CIRCLE Framework

Feedback from staff across the ASG and our own school self-evaluation indicates the need to develop our knowledge, skills and confidence in relation to Inclusive Practice to support an increasing number of learners with an increasingly wide range of additional support needs.

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 on 01397 703366 or caol.primary@highland.gov.uk



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