



# STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

**2024-2025**

## Carbost Primary School



We are a team! We are responsible! We are ambitious!

# 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**

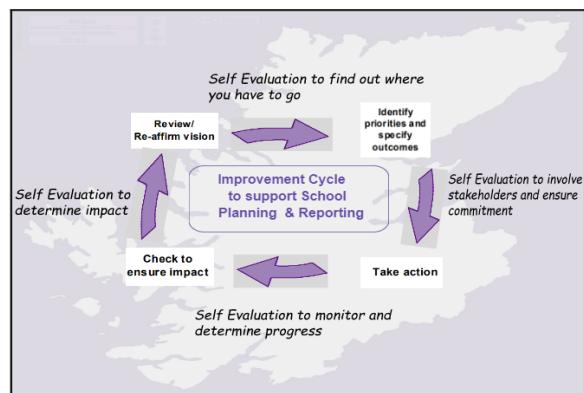
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

#### **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.**

*Sam Muir  
Head Teacher  
Carbost 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.

**Delete yellow instructions and what is not relevant to your context**

### All primary schools to include

**Attendance**  
**92.8%**

**Average Class Size**  
**8.5**

**Meeting PE Target**  
**Target Met**

**Pupil Numbers (inc nursery)**  
**17 (+7 nursery)**

**Teacher Numbers**  
**2**

**Pupil Teacher Ratio**  
**8.5**

We have had no exclusions this year.

Carbost Primary School is located in a rural, coastal setting serving Carbost, Portnalong and nearby glens and, currently, has a roll of 17 pupils and 8 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 51 pupils plus a Gaelic medium nursery with 11 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

Overall children are making the following progress:

**Reading**

**Writing**

**Listening and talking**

**Numeracy**

Good progress

Good progress

Good progress

Good progress

# School vision, values and aims

## Lèirsinn, luachan agus amasan na sgoile

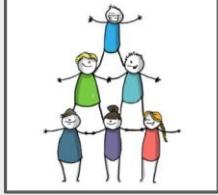
At Carbst Primary School we promote well-being and respect for all. Our vision is to develop pupils who are successful learners, confident individuals, responsible citizens, and effective contributors and to create a culture of ambition and achievement for all at the school.

### Carbst Primary Values

We are a team!

**CARBST PRIMARY SCHOOL VALUES**

**We are a Team!**



**What does that look like for pupils?**

- ★ We work together cooperatively
- ★ We are a good role model for each other
- ★ We help each other
- ★ We respect each other, our teachers and our work
- ★ We share ideas and listen to each other

**What does that look like for staff?**

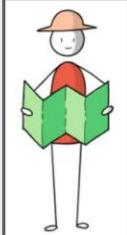
- ★ We provide an inclusive environment to learn
- ★ We plan opportunities for teamwork and cooperation
- ★ We model supportive and helpful behaviour
- ★ We value the thoughts and opinions of others
- ★ We give our pupils encouragement and guidance

**UNCRC: Articles 2,3,12,13,14,23,30**

We are responsible!

**CARBST PRIMARY SCHOOL VALUES**

**We are Responsible!**



**What does that look like for pupils?**

- ★ We are honest
- ★ We follow our class charter
- ★ We look after our school and equipment
- ★ We help in the community
- ★ We make decisions about our learning and the life of the school
- ★ We look after our local environment

**What does that look like for staff?**

- ★ We empower our pupils to make choices about their learning, the school and the community
- ★ We trust our pupils to carry out important roles
- ★ We provide opportunities for pupils to have a positive impact on our community and environment
- ★ We make sure our pupils learn important life skills

**UNCRC: Articles 3,6,12,13,15,24,29,31**

We are ambitious!

**CARBST PRIMARY SCHOOL VALUES**

**We are Ambitious!**



**What does that look like for pupils?**

- ★ We are focused
- ★ We are resilient
- ★ We try our best at all times
- ★ We set targets for ourselves and aim to achieve them
- ★ We work hard in class
- ★ We listen and pay attention

**What does that look like for staff?**

- ★ We work hard to achieve better outcomes for pupils
- ★ We promote a culture of positive encouragement
- ★ We celebrate achievements
- ★ We are a goal driven school and always seek to improve
- ★ We support and challenge our pupils
- ★ We provide high quality learning for all pupils

**UNCRC: Articles 3,6,28,29**

We are a team! We are responsible! We are ambitious!

## **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:

### Improving numeracy at first and second level.

#### Purpose:

This project was developed in response to dips in attainment in Numeracy across Highland.

#### Progress:

- ✓ Baseline assessment data was gathered via SOFA/SNSA/MCNG and Highland Numeracy Diagnostic Assessments.
- ✓ Highland Council's newly refreshed numeracy framework was introduced and embedded in planning and tracking practice.
- ✓ All teaching staff engaged in professional development on how to use the new numeracy frameworks to inform planning and tracking of pupil progress.
- ✓ All teaching staff tracked and monitored numeracy progress throughout the academic year using the schools tracking and monitoring system.
- ✓ Targeted short term interventions were put in place for individuals not on track at any point through the academic year.
- ✓ A comparative study of numeracy assessment data was carried out in May.

#### Impact:

- ✓ All pupils who do not have additional support needs are achieving the expected levels in numeracy with just less than half of pupils attaining higher than the national average for their age.
- ✓ All pupils with additional support needs have made significant progress with individual targets.
- ✓ Teaching staff have successfully implemented a strategy for the reinforcement of numeracy skills through the wider curriculum.
- ✓ Teaching staff have utilised well the opportunities for mixed ability and partner work presented by the P1-6 multi-composite classroom.

*"Overall, good progress was made in this area. Teaching staff feel that the gaps in numeracy skills are closing, and pupils are engaging well. With continued momentum, pupils are expected to continue making good progress."*

#### Next steps:

All teaching staff across the Carbst and Dunvegan Cluster will use Highland Council's 'Number Sprinkles' to inform planning for numeracy learning for multi-composite classes across the 2025/26 session. This will facilitate collegiate planning and moderation of learning. The school's Annual Assessment Calendar will outline when to carry out diagnostic assessments in line with the Number Sprinkles' annual overview.

School Priority:

## Moderation Collaborative

### Purpose:

Carbst and Dunvegan Cluster was part of the Central Moderation Program this session. Cluster teaching staff completed the Assessment and Moderation Self-evaluation Toolkit in the May in-set day – the results provided direction for our improvement project. Our moderation and assessment activities carried out in session 2023/24 had positive impact on teacher judgements and expectations – we were keen to continue the momentum.

### Progress:

- ✓ Management and teaching staff engaged in collegiate self-evaluation of our assessment and moderation processes – priorities for improvement were identified.
- ✓ Our School Assessment Calendar was updated.
- ✓ A three-year collegiate moderation activity calendar was put in place to ensure coverage across curricular areas and practices.
- ✓ Management and teaching staff engaged in professional development in relation to the Learning, Teaching and Assessment Cycle – focusing on placing the child at the centre.
- ✓ Tools to support moderation were put in place: Writing rubrics, tools and end of year targets for literacy and numeracy and planning for High Quality Assessment Tasks.
- ✓ Teaching staff moderated assessment and use of moderation in school, IDL planning, numeracy and professional judgements of attainment levels.
- ✓ The head teacher met with other moderation leads and QAMSOs from across Highland on three occasions to evaluate and review practice.

### Next steps:

Management and teaching staff will update our Assessment and Moderation Evaluation Toolkit, review and evaluate our progress, and use the tool to determine our next steps in improving assessment and moderation across the cluster and beyond.

Increased moderation activity across the ASG.

### Impact:

- ✓ Staff are engaging in high quality discussions around pupil attainment.
- ✓ Teacher judgments of attainment levels are based on shared understandings of attainment level guidance.
- ✓ Teaching staff can justify, and evidence judgements made about attainment levels.
- ✓ There are consistent approaches across the cluster to assessment and analysis of assessment data.
- ✓ As a result of collegiate moderation activity, teaching staff are driving decisions on improvements to planning and assessment.
- ✓ Expectations and standards are increasing across the cluster because of collegiate moderation activity.

*“Our assessment and moderation practices are good. Assessment is integral to our planning and teaching, and we use a range of assessments, which provide us with reliable evidence. We value collegiate moderation activity in ensuring good practice in this area.”*

**Purpose:**

Continuation of 2023/24 SIP project. Following a period of instability in staffing and leadership, which impacted pupil attainment, it was apparent that to ensure consistency and high standards regardless of changes to staffing, a blueprint for teaching and learning at Carbost and Dunvegan Cluster needed to be established.

**Progress:**

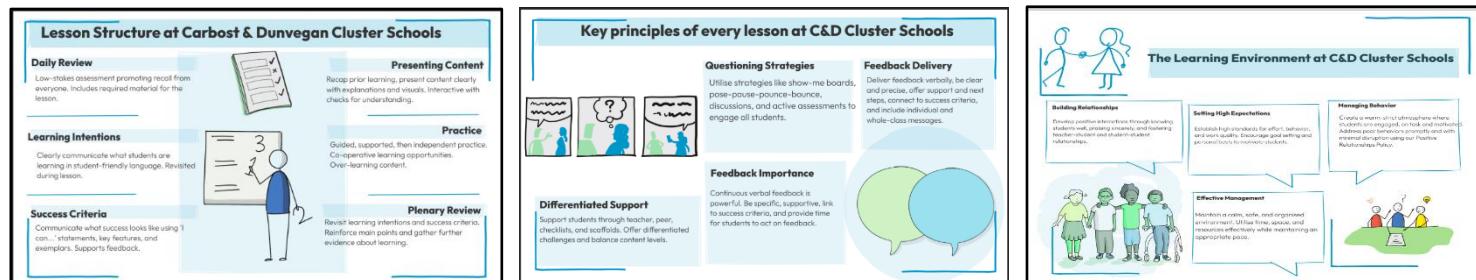
## Content:

- ✓ Teaching staff completed all Teaching Sprints to implement the 12 features of high-quality teaching in their lessons.
- ✓ Termly lesson observations were carried out followed by self-evaluation and feedback.
- ✓ Elements covered last session were further embedded into practice.
- ✓ Management and teaching staff collaborated with colleagues from similar context schools in North Skye to complete the Sprints.
- ✓ Teaching staff carried out learning walks to observe good practice in other classrooms.
- ✓ A Learning and Teaching Blueprint for Carbost and Dunvegan Cluster was created.

**Impact:**

- ✓ Lesson observations show consistently high-quality learning and teaching across the school.
- ✓ Almost all pupils have made progress in literacy and numeracy.
- ✓ Attainment levels in literacy and numeracy have increased for almost all pupils.
- ✓ A few pupils have made significant progress in literacy and numeracy.
- ✓ Assessment data shows that historical gaps in learning are decreasing.

*"We are satisfied that the substantial work carried out in relation to this priority resulted in consistent high-quality teaching and learning, and as a result, better outcomes for learners."*

**Next steps:**

Ensure that the above blueprint for learning and teaching at Carbost and Dunvegan Cluster acts as guidance for current and new staff. New staff should complete professional development in relation to this learning and teaching blueprint as part of induction. The blueprint will communicate to parents an expectation of teaching and learning for all pupils who are taught in our schools.

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

This year, our PEF has been used to purchase a new reading scheme and books for P1-3 pupils. Following extensive research, the decision was made to purchase Collins Big Cat books. Our Parent Council contributed to the purchase, which was made in term 3. A range of guided fiction and non-fiction reading books and phonetic readers were purchased as well as some teacher books. The follow-up activities are engaging and promote independent learning. Alongside the Big Cat reading books, we have purchased North Lanarkshire Active Literacy Program, which includes guidance and frameworks for the teaching of reading in the lower stages.

Full implementation of the reading scheme and Active Literacy Program is planned for term 1 of session 2025/26. Class teachers are currently preparing, planning and engaging with support materials and training.

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## Wider achievements Coileanaidhean nas fharsainge

Our Pupil Voice Groups - Reading Schools Leadership Group, Pupil Council/Rights Respecting and Hedgehog Ambassadors have been extremely active this session. They have driven change within the school and community and are working toward accreditation.

We celebrate a wide range of achievements at Carbst Primary. Our pupils are rewarded by our RRS Group for upholding school values. They receive a certificate and badge at assembly. Achievements at home are also celebrated with WOW certificates. Parents send WOW certificates into school and pupils are awarded Squad points. Pupils earn points for their Squads by upholding the school values in class and around the school. The winning Squad receives a treat at the end of each term. Star writers/artists/mathematicians etc are rewarded and their work displayed in the school.

Some of our pupils enjoyed success as part of the North Skye Shinty and Football Teams – their photos are displayed on the achievements wall outside the main office.

Our Gardening Club received an award from the Royal Horticultural Society for improving the local environment and biodiversity.

Our upper primary pupils took part in the Skye Schools cross country race, football, basketball and country dancing festivals.

Carbst Primary were accredited Bronze Award by Rights Respecting Schools and are working toward Silver Accreditation in September 2025.

We have enjoyed many opportunities to learn outside of the classroom in the local environment and beyond.

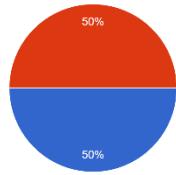
# Comments from learners, families, stakeholders and staff

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

Our recent parental feedback survey shows that parents are happy with the service provided at Carbstow Primary School, however some would like to see a different format to parental reporting and more opportunities for wider achievement.

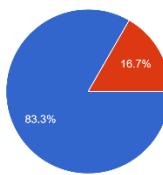
Our pupils said that they would like to learn more skills for life and work and are keen for more opportunities for wider achievement.

Do you feel that your child feels safe in school?  
6 responses



- Strongly agree
- Agree
- Disagree
- Strongly disagree
- Don't know

Do you feel your child is supported at school?  
6 responses



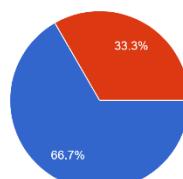
- Strongly agree
- Agree
- Disagree
- Strongly disagree
- Don't know

Do you feel that we treat your child as an individual?  
6 responses



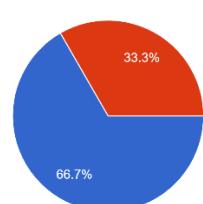
- Strongly agree
- Agree
- Disagree
- Strongly disagree
- Don't know

Do you feel your child's needs are met?  
6 responses



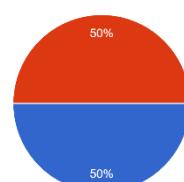
- Strongly agree
- Agree
- Disagree
- Strongly disagree
- Don't know

Do you feel your child is motivated to learn at school?  
6 responses



- Strongly agree
- Agree
- Disagree
- Strongly disagree
- Don't know

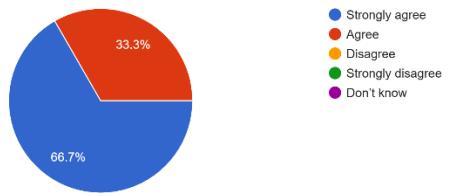
Do you feel your child gets a broad range of learning experiences and opportunities to learn in different ways?  
6 responses



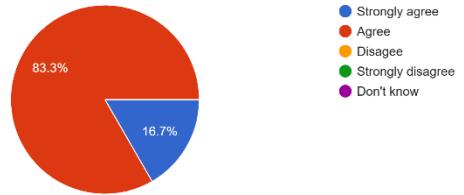
- Strongly agree
- Agree
- Disagree
- Strongly disagree
- Don't know

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Do you feel that we support your child to be an independent learner?  
6 responses



Do you feel that the school keeps you well informed of your child's progress?  
6 responses



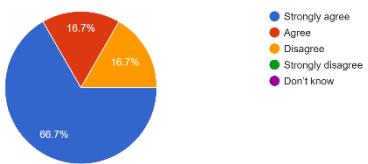
What could we do to make learning better for your child?

2 responses

Communication of topics so that I can further with things we do at home. He is not the best at communicating what he has been doing/learning.

Its a shame there is no longer Gaelic taught in school, even just an introduction to the language but am fully aware of the situation and lack of (visiting) teachers.

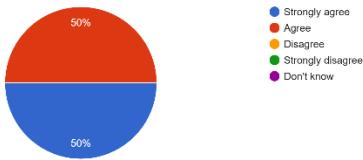
Do you feel that we have a safe, healthy, active, nurtured, achieving, respected, responsible and inclusive school?  
6 responses



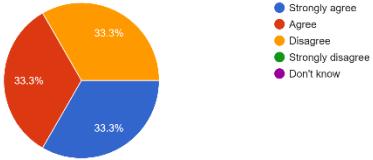
Do you feel that relationships are positive between you and the school?  
6 responses



Do you feel like you have a good understanding of the strengths and needs of the school?  
6 responses

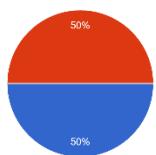


Do you feel that there are opportunities for wider achievement for your child?  
6 responses



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Do you think we celebrate successes and achievements of our pupils at Carbst Primary?  
6 responses



What things do you think works well in the school?

4 responses

Rewarding success and achievement. Outdoor learning.

Although the school has small numbers the children are all encouraged to mix well in activities in their different age groups. School trips are great

I think we've been very lucky in Carbst with the Teachers we have - its been a good run of consistency of late and the children are benefitting hugely from that. Due to diminishing roll numbers, they have dealt well with amalgamated classes.

Flexibility in mixed classes, children working with all age groups and different people

What things do you think we could do better?

6 responses

Linking with other small schools for activities. I do not know how feasible this is but often when we try Highlife activities in Portree it is the more confident kids who attend and this doesn't help with trying to broaden friendships for later years.

The bad weather dilemmas could be improved but I'm not sure how - I know its very difficult to call when we have bad weather (which can vary hugely from one end of the island to the other), and having to decide whether school is closed / late in opening is tricky for the Head Teacher.

I think formal meetings and child plans should be held face to face at the school. Communication is so much easier and better face to face.

Including the nursery in activities, days out and school trips. Nursery parents will do everything they can to support and supervise such activities or outings.

I already sent my response but I forgot to finish this question ... in terms of improving decisions about closing school due to bad weather ... in my opinion, school should be closed altogether rather than late openings - the HC should ensure roads are gritted to schools BEFORE buses are due to travel - this happened long ago and we rarely had a day off. There aren't enough lorry drivers but there aren't half the schools there were back then either.

One grumble I get are the midges. The kids are happy being outside and with the shed providing shelter, the rain doesn't bother them, but when the midges come out they have nowhere to hide.

I can put smidge on Michael before he goes to school but it doesn't last and I think it is a shame for them to have to keep putting it on while they are at school as well as messy, especially for the younger children. I think they should be allowed to go indoors if they would like to on days where they are rife.

## 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	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

Raise attainment across the curriculum through a focus on reading.  
Provide increased opportunities for wider achievement.

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