



STANDARDS AND QUALITY REPORT 2025-26

AITHISG INBHEAN IS CÀILEACHD

Carbost Primary School & Nursery



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 a Team We are Responsible We are Ambitious

School Profile

Pròifil na Sgoile

The following information can be found on [Parentzone Scotland](#). It is important to remember that statistical data alone is not a measure of how well we are doing. All schools are unique. To understand how well we are doing it is important for us to look at a range of different data sources.

Attendance
93.2%

Average Class Size
8.5

Meeting PE Target
Target Met

Pupil Numbers (inc nursery)
17 (+5 nursery)

Teacher Numbers
3

Pupil Teacher Ratio
5

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

Reading

Majority

Writing

Majority

**Listening and
talking**

Almost all

Numeracy

Majority

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 5 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 54 pupils plus a Gaelic medium nursery with 8 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
Very good progress	Very good progress	Choose an item.	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.

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.

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Carbost Primary Values

It's a great day to be an eagle; soar and feel free.

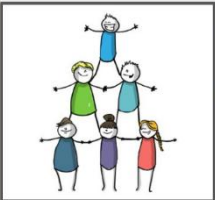
We are a team!



CARBOST 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

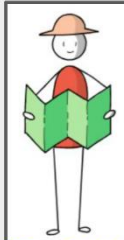
We are responsible!



CARBOST 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!



CARBOST 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

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: Raise attainment through reading		
School Improvement Plan Priority 1		
Summary of progress	Next steps	Stakeholder Views
Overall, significant progress has been made in this area with all pupils who do not experience barriers in literacy learning, achieving the national expected levels and beyond. ✓ Assessment and close tracking of reading attainment. ✓ Reading Schools Silver Accreditation achieved in April. Work towards accreditation included whole school, family and community events, the development of reading spaces, reading initiatives, projects and a range of visiting authors and storytellers. ✓ Big Cat reading scheme full implemented and extended to include first level readers. ✓ Reciprocal Reading approaches implemented in the upper class. ✓ North Lanarkshire Active Literacy, a synthetic phonics scheme using manipulatives, has been fully implemented in the lower stages. ✓ Practitioner skills and abilities in identifying, targeting and addressing barriers to reading were increased through staff deployment and professional development activity. ✓ A Reading Policy has been written for the cluster.	➤ Continue to track progress closely and plan for support and intervention as appropriate. ➤ Continue with reading School journey – work towards Gold accreditation ➤ NL Active Literacy training for staff as the school moves to a P1-7 class structure next session. ➤ Include the Reading Policy in the staff handbook and Induction Program.	<i>Scottish Booktrust – “Carbost Primary demolished Silver – what a great school”</i> Parent comments <i>My child loves writing poems and has learned different rhyming styles.</i> <i>**** has been really proud to be in the Reading leadership group and has enjoyed being a role model for the pupils in the school. I would say being involved in the group has brought him back to books over the past year and made him more proactive in wanting to read and build up his own book collection at home, which he does take a lot of pride in. I loved seeing him do the presentation with the other kids.</i> <i>I found the open afternoon fantastic. **** is so enthusiastic about reading and it's something we enjoy together mist nights.</i> <i>We really enjoyed learning from the children about all of the reading activities going on at school during the Parent Open Afternoon and it was lovely for **** to get a book bag from school (Fing was a particular favourite). She enjoys telling us what her friends are reading</i>

		and what she would like to read next, and we have been pleasantly surprised by how she has discovered new genres and authors recently as she has tended in the past to stick to what she knows, but is now brining home a much wider variety from the school library. Pupil comments <i>I like the new Reader of the Month Chair – it looks comfy</i> <i>My favourite day at school was Dot Day</i> <i>There is a good book selection now in school.</i> <i>Our new Big Cat books are fun and have lots of pictures in them</i> <i>Ms McCord knew that I found ERIC time hard so she said I could try Derek the Sheep. I really like reading funny stories about animals.</i> <i>I suggested at our Reading Group meeting that I would like some Dogman books in school. Ms McCord showed me some other ones and we bought some for the whole school to enjoy.</i> <i>Ms McCord told me that she bought Phoebe the Unicorn just for me. I am pleased.</i>
Impact		
➤ Children who were borderline to achieve CfE levels in reading achieved the expected levels for the age. ➤ Almost all pupils who experience barriers in learning to read, made good progress. ➤ All pupils are applying a wider range of reading skills across varying contexts. ➤ The newly improved library, extended selection of texts available and initiatives such as Reader of the Month has increased engagement in reading for all pupils. ➤ Beyond the Reading Leadership Group, all children benefit from the opportunities to guide and influence what they read, when and how. Their leadership and creative ideas are having a positive impact on the whole school community and overall learner engagement. ➤ The use of assistive technology means that fewer pupils are experiencing barriers in reading. ➤ Some pupils are now accessing and enjoying other areas of the curriculum with improved reading skills.		

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School Priority 2: Securing progress through wider achievement opportunities.		
School Improvement Plan Priority 2		
Summary of progress	Next steps	Stakeholder Views
✓ Pupil views were collated and considered in the planning of a program of wider achievement opportunities. ✓ An audit of current wider achievement opportunities was carried out at the start of the project using the 4 Contexts for Learning as a framework. ✓ Silver Rights Respecting Schools Accreditation in November with children's rights embedded into school policy and practice. ✓ Ocean School sessions were planned for the younger class in terms 1 and 4 to include conservation work, marine and coastline biodiversity, marine eco-systems, water sports, water confidence, survival skills and teamwork. ✓ Upper primary pupils engaged in a 6 week program of outdoor learning to include, off-grid living, orienteering, den building, risk assessment, fire building, building using tools and scrap materials. ✓ The Junior Duke program of life skills was rolled out for all pupils. ✓ Upper primary pupils engaged in a year-long sustainable farming unit to include crofting skills, land management techniques, moving/handling/feeding	➤ Develop a refreshed Curriculum Rationale which embeds Learning for Sustainability and wider achievement progressive pathways driven by our key Drivers – We are our heritage / We are community / We are Scotland's future. ➤ Continue our Right Respecting journey and work towards Gold accreditation.	Jr Duke teacher comments <i>It's been positive for pupil / teacher relationships. Develops independence, organisational and leadership skills. Younger children more engaged – Joy! Finding huge success – enthusiasm and self-reflection. Some view it as homework leading to disengagement.</i> Wider achievement opportunities - teacher comments <i>Children are learning skills for life. Leadership from pupils and pupil choice is strong and motivating. The learning is very in-depth.</i> Wider achievement opportunities – parent comments <i>Loved Ocean School! Outdoor learning, Ocean School, survival skills, adventure – amazing! Paddleboarding has been exciting and definitely made school fun for them again. My child developed an interest in cooking! (what foods are good for you). Paddleboarding, canoeing and chanter are new interests my child has developed as a result of learning this year. His chanter feedback has helped him become more confident and want to carry on.</i> Rights Respecting Schools teacher comments

livestock, lambing, shearing and rural business development. ✓ A program of STEM workshops was planned in line with IDL for upper and lower classes. ✓ Weekly Gardening Club for all pupils. ✓ Pupils participated in a range of enterprise projects across the year – Soap Making business, Profit challenge at Spring Fair, Young Leaders, Wildlife Projects, Hedgehog Ambassadors.		<i>Since becoming a Rights Respecting School, the children are far more aware of their rights and what the UNCRC is for. They can answer questions on the particular articles and link them to their learning. They have enjoyed thinking about other people around the world, but also about their rights in school, and on a local level. The RRS projects have helped initiate learning on equality and diversity. The children in my class have benefited from learning about AI and Children's Rights using a pack from The Children's Parliament. Our School Values are clearly linked to our rights and our Head Teacher promotes these during Assembly time. All in all, we are working as a team at Carbst Primary to integrate rights into all the learning across the curriculum.</i> <i>Rosie McCord, P5-7 teacher</i> <i>I feel that Ruby has become more aware of her rights as well as her responsibilities, both at home and as a part of society as a whole. I've noticed her taking more interest in the news, and the world beyond our lives, particularly where other children are concerned. She is becoming more able to articulate her thoughts clearly, as well as remembering to take the time to hear the views of others, which has really helped in solving conflicts both at home and school, and has strengthened her sense of belonging at Carbst Primary School.</i> <i>Ruby's mum, Kara (PSA)</i> <i>I'm seeing immediate impact from the RRS work being done this term, in that the pupils are confidently using language around rights across the curriculum. The primary ones were particularly strong in answering and asking questions (unprompted) during anti-bullying week with points about Rights (eg "it's not nice if someone bullies you because you have the right to relax and if they are making you sad they are taking that right away", and "does that mean if someone doesn't want to come to school they miss their right to education because of bullying?")</i> <i>When we spoke about natural disasters in other countries they were enthusiastic and forthcoming with ideas about how children's rights may be impacted, and discussed how we might help. This will form part of our HQAT in the coming weeks.</i> <i>Amy MacNab, P1-3 teacher</i>
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Impact	
➤ All pupils feel that their thoughts and views are listened to and acted upon. ➤ A wider range of partnerships including local environmental groups (Seawilding and Marine Conservation Society), businesses (Ace Target Sports, North Skye Adventures, Balgowan Farm, Waternish Farm and The Three Chimneys) and community members (Skye Ghillie, North Talisker and Agricultural Consultant, Jeanette Sutherland) has extended and enriched our curriculum and learning. ➤ Almost all pupils have grown in confidence by learning new skills and developing new interests. ➤ Engagement in learning has increased for all pupils, particularly pupils who are not transitioning to high school and will continue to develop these skills as part of their curriculum at Carbost Primary School. ➤ Pupils leading learning and shaping their curriculum resulted in increased learner engagement, particularly the upper primary sustainable farming IDL. Additionally, strong links across the curriculum helped pupils understand the relevance of developing core learning skills. ➤ All pupils have gained a range of skills for future learning, life and work. ➤ A strong rights-based ethos has positively impacted relationships within the school and beyond. ➤ Our pupils are developing as global citizens as they engage in activism to protect our planet and act to help others around the globe access their rights.	

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

In response to parent and pupil feedback, our Pupil Equity Fund (PEF) has been used to ensure equity for all pupils in securing progress and achievement across a wider range of contexts. It is difficult to provide after school and extra-curricular activity in a small rural school setting. Therefore, it was necessary to 'think outside of the box'. The small financial contribution we receive from PEF had big impact this year. We were able to enrol every pupil from P1 to P7 in the Junior Duke program. The progressive program consists of a range of challenges and life skills designed to build resilience, confidence and independence. Most of our younger pupils found it empowering and exciting while a few older pupils viewed it as extra homework and were reluctant to engage.

The majority of our PEF was used to pay for outdoor learning sessions at Ace Target Sports. Upper primary pupils learned about off-grid living, connecting with nature to survive in a sustainable way. Over a six week block in term 4, they built a base camp in the woods using recycled and scrap materials. They worked together to plan, problem solve and assess risk. They used saws, hammers and drills to build their camp. The children learned how to build and extinguish fires safely. The aim is for pupils to transfer the skills learned to our Scrapyard Play at school. Older pupils will lead and guide younger pupils as they continue to develop these skills through their play.

Wider achievements

Coileanaidhean nas fharsainghe

Securing wider achievement has been a priority for our school this year. We consulted with pupils on what types of wider achievement they would like to engage with. We supported their creative ideas as they were meaningful and relevant to them and the rural context within which we live and learn.

Lower primary pupils learned the following skills at Ocean School:

- Collecting, recording and analysing shoreline data – transect counts and dropping creels
- Supporting marine habitat restoration - native oyster spat
- Paddleboarding
- Canoeing – making rafts
- Building fires on the shore
- Den building on the shore

Upper primary pupils learned the following skills during the sustainable farming project:

- Land management strategies – crop rotation, soil rejuvenation
- Handling, moving and feeding livestock
- Lambing – scans, feeding, marking
- Shearing

Upper primary pupils learned the following skills at Ace Target Sports:

- Using tools and working with recycled and natural materials to build objects of choice.
- Den building
- Risk assessment
- Building fires
- How to use the land and its resources in a sustainable way

All pupils learn a host of skills as they help maintain the school garden.

- Creating habitats for wildlife.
- Shrub management
- Herb garden
- Growing vegetables in the Poly Grub

We join other school across Skye to participate in a range of sporting activities, including:

- Swimming lessons for all pupils
- Basketball festival
- Shinty tournaments
- Cross country race
- Football festival

Some of our pupils are learning to play chanter and one pupil is learning to play the cello with our string instructor.

All pupils across the school worked very hard to achieve Silver Rights respecting Schools accreditation and Silver Reading Schools Award. We are very proud of these achievements – our pupil leadership groups have successfully driven positive change within our school which has had significant impact.

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.

Comments from learners, families, stakeholders and staff

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

What are we doing well?	What would you like to see more of?	What could we improve?
<i>Extra-curricular activity – Ocean Schools</i> <i>Increasing child's confidence</i> <i>Informative Parent Afternoons!</i> <i>Learning about all the different topics and love their daily writing where they can talk about anything.</i> <i>Ocean School, Ace, outdoor learning, adventure, variety, reading</i> <i>Lots of outdoor and out of school activities – crofting, Ace and Ocean School</i> <i>EVERYTHING!</i>	<i>Activities with Dunvegan Primary</i> <i>Linking with other small schools</i> <i>Gaelic language and culture</i> <i>More Gardening Club, more PE</i>	<i>Treehouse in the Willow Walk</i> <i>NOTHING! Make school trousers compulsory as I've too many joggers to wash!</i> <i>Nothing – kids are happy – lovely school community</i>

Capacity for continuous improvement

Comas airson leasachadh leantainneach

Using indicators from 'How Good is our School 4' together with learner, parent, carer, partner and community feedback we believe we have made the following progress this session:

	ELC	PRIMARY
QI 1.3 Leadership of change	Good	Good
QI 2.3 Learning, teaching and assessment	Good	Good
QI 3.1 Wellbeing, equality and inclusion	Good	Good
QI 3.2 Raising attainment and achievement/Securing children's progress	Good	Good
Other QIs reviewed		

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

Develop practitioner skills and abilities in maths and numeracy through professional development programs and revised assessment processes.

Refresh our Curriculum Rationale to embed Learning for Sustainability.

We are a Team We are Responsible We are Ambitious

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 [School Improvement Plans | Carbost Primary School](#) or by contacting the school office.