

STANDARDS AND QUALITY REPORT 2025-26

AITHISG INBHEAN IS CÀILEACHD



Introduction: Local and National Context

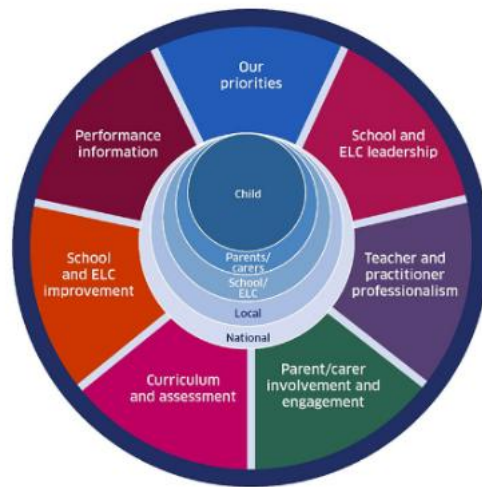
Ro-ràdh: Co-theacsa Ionadail agus Nàiseanta

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



The key priorities outlined in the National Improvement Framework are:

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.

- 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

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.

- **Improvement in attainment**, particularly in literacy and numeracy.

Self-evaluation

To support self-evaluation, quality indicators from the national evaluative framework How Good Is Our School?4 are referenced.

Links to these sources (and others referenced) can be found here:

[National Improvement Framework Improvement Plan](#)

[HGIOS? 4 and HGIOELC](#)

[Health and Social Care Standards](#)

[National Gaelic Language Plan](#)

In this report the following words are used to describe the numbers and proportions used:

<u>All</u>	<u>Almost all</u>	<u>Most</u>	<u>Majority</u>	<u>Less than half</u>	<u>Few</u>
<u>100%</u>	<u>91% - 99%</u>	<u>76% - 90%</u>	<u>51% - 75%</u>	<u>16% - 50%</u>	<u>Up to 15%</u>

We are pleased to present our Standards and Quality Report for Session 2025-26. This report forms part of our quality improvement framework and 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 our practice. 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

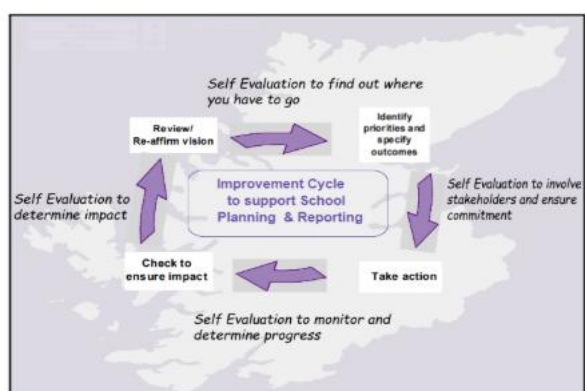
We focus on the impact on outcomes for learners. Our self-evaluation processes triangulate information, data, people's views and observation of practice to measure impact and inform planning for improvement.

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 nòigridh daonnan a' faicinn na Gàidhealtachd mar dhachaigh.

Sylvie Sinclair

Head Teacher

Keiss Primary School & Nursery

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

95.75

Average Class Size

12

Meeting PE Target

Target Met

Pupil Numbers

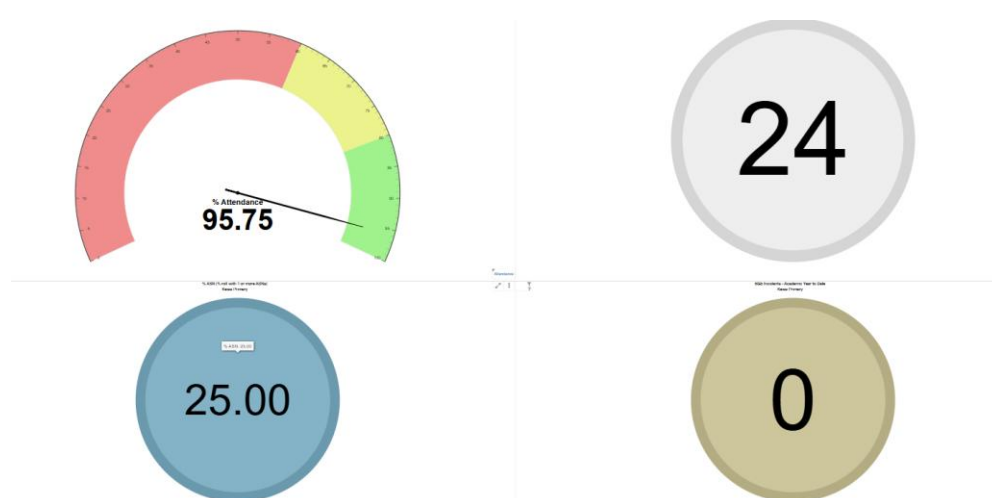
24

Teacher Numbers

2

Pupil Teacher Ratio

12/1



2025/26 Proportions of pupils achieving Curriculum for Excellence Levels (P1, P4, P7 combined):

Reading	Writing	Listening and talking	Numeracy
Most	Majority	Almost all	Most

Keiss Primary School is located in a rural setting serving the local communities of Lyth, Slickly, Freswick, Miltown, Auckengill, Alterwall, Sortat, Lyth, Ruthers of Howe, Howe, Mireland, Nybster and Keiss on the east coast of Caithness county in Scotland's Highland Council area.

There are 24 children attending the school and 15 children in nursery, ranging from N2 - P7. P1 - 7 are taught in two multi-stage classes and there is a separate nursery for 2, 3 and 4 year olds.

The Head Teacher has overall leadership responsibility for Bower and Keiss Primary School and Nursery. Staff and children from both schools work together regularly. Pupils at Keiss are taught into two composite classes. P1 to 4 taught by one teacher and 5 to 7 by a second teacher.

As the school roll comprises a small number of children, attainment and progress will be expressed in 'overall' statements, rather than specific year groups or Curriculum for Excellence levels. This is to ensure the identity of individuals is not disclosed.

Overall, attainment across the school in literacy and English and numeracy and mathematics is good. Children achieve appropriate CfE levels in literacy and numeracy and, across the school, a few children are exceeding nationally expected levels. Most 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	Very good progress	Good progress

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

Vision: Together we create, learn and achieve in a safe and nurturing environment where everyone can grow.

Values: At Keiss Primary School and Nursery, our values are:

- Kindness,
- Happiness,
- Respect,
- Healthy attitudes ,
- Include all

Aims: At Keiss Primary School and nursery, we want to support everyone to:

- Be kind and develop positive relationships with others
- Make healthy choices
- Develop skills for learning
- Realise and achieve their full potential

Set in consultation with pupils, staff and parents -October 2023

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: Streamlining & Improving Forward Plans

Purpose:

To develop a uniform forward planning format across the cluster to ensure consistency, continuity, and a shared understanding of expectations between both schools, while supporting effective collaboration among staff

Progression:

Look at how each school currently plans lessons and identify what's similar.

Work together to create one planning format that both schools will use for each subjects, with the same headings and language.

Offer training so all staff understand how to use the new format.

Check in regularly to get feedback from staff and make improvements to the format if needed.

1. Set up joint planning meetings where teachers from both schools can work together.

Use shared online spaces like Microsoft Teams or Google Drive to share plans and resources.

Give staff chances to visit each other's classrooms or co-teach lessons.

Create shared goals for the cluster to help everyone feel they're working towards the same aims.

2. Plan out what pupils should learn at each stage across the cluster.

Make sure the shared planning format matches national and local curriculum guidelines.

Impact:

This session, only the writing, talking and listening linked to writing , and maths planners were fully reviewed. A start was made on reading, but this has not yet been fully implemented, so no clear impact can be measured at this stage.

Talking and listening was more straightforward, as it was identified that most the Experiences and Outcomes (Es and Os) could be effectively integrated within the writing planners.

The process required significant time and professional discussion among staff to ensure the final plans met all agreed criteria and expectations.

1. All staff now use the agreed shared planning format across both schools.
Discussions indicate that all teachers feel planning is clearer and more efficient since the introduction of shared formats and joint training with Stephen Graham. Joint moderation has shown that all teachers agreed on standards across the cluster.
2. Across the year, all staff participated in joint planning meetings and learning walks across both schools. Shared online platforms were used consistently by most staff, with increased collaboration evident through a growing number of co-created planning documents. Lesson and planning audits showed that most teachers were using similar agreed teaching approaches.

Staff discussions indicated that all teachers felt communication and teamwork had improved, and all reported a clearer

Provide examples of well-planned lessons or topics for staff to use as models. Use the same planning format to help ensure learning flows smoothly from one year to the next. Share pupil progress and important information during transitions (e.g. from P7 to S1, Plan similar themes or topics across the schools when possible. Run joint events or learning projects for pupils across the cluster. 3. Set aside time in staff meetings or in-service days to talk about teaching and planning. Use planning templates to guide conversations about how to teach lessons, support different learners, and assess progress. 4. Use the same documents and expectations across both schools to make things easier for staff Help pupils by ensuring they see the same language, routines, and curriculum wherever they go. Share useful information about pupils' needs or learning support with receiving staff. 5. Include assessment and reporting in the shared planning format so it all links together. Agree on key times during the year when assessments should take place and what kind of evidence to collect. Hold joint moderation sessions to make sure everyone has the same understanding of achievement levels. Use the same language and format for writing reports across schools.	understanding of shared cluster expectations for learners. 3. Planning audits showed that most children progressed across stages following the introduction of shared planning expectations. Staff confidence in understanding curriculum standards increased, with most reporting they felt more secure in applying national and local guidance. Moderation sessions showed that all teachers agree when assessing writing. This was supported by shared sentence and story expectations, which led to more consistent and reliable writing assessments across the cluster. 4. All staff used a shared planning format across the cluster, resulting in consistency in planning audits. Planning together allowed all teachers to become familiar with all learners in their own schools and some across both schools, improving understanding of pupils' needs, strengths, and learning progress. Moderation and tracking showed improved continuity in learning, not now at the moment as implementation is at very beginning but we have high hope that the attainment will improve in the next session. with increased attainment in writing (ACEL :57% in 24-25 and 64% in 25-26) in numeracy (ACEL:57% in 24-25 and 67% in 25-26) across stages .Staff discussions indicated that most felt collaboration and teamwork had improved, while pupil engagement surveys showed most children enjoy shared topics and learning experiences. 5. Staff meetings and in-service days were used for planning discussions on 6 occasions throughout the year, with all staff using shared planning templates. Planning audits showed consistency across classes, supporting a more consistent approach to teaching and learning. Staff discussions indicated that most felt planning had improved their ability to meet learner needs, and most reported increased
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		confidence in collaborative planning and assessment. 6. All staff used updated planners and agreed expectations across both schools, with planning audits showing consistency. Staff discussions indicated that all staff felt processes were clearer and easier to follow. Discussions with pupils showed that experiencing consistent routines and language across settings, supported confidence and security for most children. Most staff feel well informed about incoming learners, leading to smoother transitions and more targeted support. All planning documents now include linked assessment and reporting elements. Moderation sessions showed all teachers agree in achievement levels, supporting fairer and more consistent assessment.
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Next Steps:

- Teachers agreed at the end of 25-26 session on the types of writing to be assessed and have now set clear assessment points to improve consistency in tracking pupil progress. This will be used in session 26-27.
- Organise more surveys for pupils and staff to complete in order to gather clearer evidence of impact and inform future improvements.
- Time will be included in next session's Working Time Agreement to continue developing planners for other curricular areas.
- Add Reading Es and Os into writing planners.

School Priority 2: Improve attainment with focus on writing

Purpose:

To further embed the Talk for Writing approach alongside the Stephen Graham writing initiative in order to build on initial improvements in writing, strengthen consistency in teaching, and continue to raise attainment in writing across the school.

Progression

Impact

1. Organise regular training sessions on Stephen Graham strategies. Give staff time to plan lessons together and share ideas. Allow staff to visit each other's classrooms to see the approach in action. Provide support and guidance for staff who need extra help. Encourage staff to reflect on what's working well and what could be improved. 2. Devise writing checklists or success criteria so pupils know what good writing looks like. Collect and look at samples of pupils' writing regularly to check progress. Identify pupils who need extra help and give them targeted support. Celebrate pupils' writing through displays or writing showcases. Give pupils regular feedback to help them improve their work. Assess learner progress, ensuring teachers assign appropriate level 3. Create a school-wide writing plan so all classes follow a similar structure. Use shared language and expectations about writing across all year groups. Review writing plans and pupil progress regularly at staff meetings. Make sure school leader is involved in checking how writing is taught and how well pupils are doing.	2. Writing checklists and success criteria have helped pupils understand expectations, with around 22% more pupils than last session showing improved writing quality in assessed tasks. Regular review of writing has allowed staff to track progress more closely and identify that 14% of pupils in writing needing support earlier, leading to more specific targeted interventions across classes. Writing displays and showcases have boosted engagement, with most pupils showing increased pride and motivation in their writing. Regular feedback has helped pupils make clearer improvements, with over 80% showing better next-step responses in their work. Ongoing assessment has supported more accurate teacher judgements, with all teachers assigning appropriate levels across the school. 3. Using a whole-school writing plan has improved consistency in writing lessons across all classes, with planning audits showing around 90% consistency across the school. Shared language and expectations have helped pupils understand writing tasks better, with most pupils showing improved confidence in writing activities. Regular staff discussions about writing plans and pupil progress have helped all staff identify support needs more quickly, leading to earlier interventions for targeted pupils. Leadership monitoring of writing and attainment has helped maintain a strong focus on improvement, with most teachers making
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Ask pupils for feedback on their writing experiences and use it to make improvements.	consistent judgements and using appropriate strategies to deliver effective writing experiences. Pupil feedback has helped improve writing approaches, with most pupils reporting they enjoy writing more and feel more confident in their work.
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Next steps:

Continue to embed our writing approach and ensure planners are followed more consistently across all classes.

Adapt planning and teaching strategies where needed, particularly following any further training opportunities

School Priority 3: Outdoor Learning

Purpose: To further develop outdoor learning across the school by increasing staff confidence, skills, and consistency in delivering high-quality outdoor experiences that support engagement, wellbeing, and learning across the curriculum. This work aims to build on pupil interest and the positive impact outdoor learning has on motivation, real-life skill development, literacy, numeracy, and health and wellbeing, while continuing to strengthen this area identified through self-evaluation and school improvement planning.

• Progression	• Impact
1 Organise an audit of current staff practice and outdoor learning resources across the school to identify what is already in place and where further development or support is needed, and compare findings at the end of the year to identify improvements, increased consistency, and areas of further development. Organise regular training sessions and workshops on outdoor learning strategies. Develop and share detailed lesson plans and resources that staff can adapt. Set up mentoring or buddy systems for staff new to outdoor learning. (Not done as all teachers had previous knowledge of outdoor learning activities) Schedule time for collaborative planning focused on outdoor activities. Encourage reflective practice through feedback sessions and sharing successes	1. An audit was completed at the beginning of the year, but due to lack of time it has not yet been reviewed or updated. Training sessions were led by individual staff members who then shared their learning with the wider team. Ideas and resources were discussed between staff; All teachers were encouraged to continue to deliver outdoor learning and reported increased confidence after repeated practice. Observations carried out in Term 2 showed that all outdoor literacy and numeracy lessons used appropriate teaching strategies, with clear evidence of pupil enjoyment and successful engagement. Pupil feedback confirmed that all pupils enjoyed outdoor learning and would like more opportunities throughout the year, with increased engagement consistently observed across classes

2 Plan a variety of engaging, hands-on outdoor activities that connect to pupils' interests. Incorporate outdoor learning into the weekly timetable to build routine. Create opportunities for pupil choice and leadership in outdoor tasks. Use mindfulness and wellbeing activities outdoors to support calmness and focus. Regularly gather and act on pupil feedback to improve outdoor sessions. 3. Integrate literacy and numeracy targets into outdoor lessons, e.g., measuring, storytelling. Use real-world scenarios outdoors to apply classroom learning in practical ways. Track pupil progress related to outdoor learning tasks through assessments or observations. Provide resources and tools that link outdoor activities to health and wellbeing goals. Share examples of successful outdoor learning integration across subjects. 4. Design multisensory outdoor activities to engage different learning styles. Adapt outdoor lessons with support from specialist staff as needed. Use smaller group sessions outdoors for pupils needing extra attention. Encourage peer support and cooperative learning during outdoor activities. Monitor the impact of outdoor learning on individual pupil engagement and progress. 5. Revise outdoor learning policy and shared vision for the school. Create a timetable ensuring all classes access outdoor learning regularly Communicate the benefits and successes of outdoor learning with the whole school community.	2. Outdoor learning has been delivered weekly in both classes, with approximately 20 planned activities across the year linking to pupils' interests and curriculum areas. All pupils were actively engaged during outdoor sessions, with all the older children taking part in pupil-led or leadership tasks. Pupil feedback showed that most enjoyed outdoor learning, and staff made several improvements based on pupil suggestions, including increased mindfulness activities to support wellbeing. 3. Most pupils successfully applied literacy and numeracy skills in outdoor learning tasks, with some showing increased engagement compared to classroom learning. Observation data showed that most of pupils were able to transfer classroom skills to real-life outdoor contexts. Wellbeing measures indicated that most pupils experienced improved confidence and teamwork skills during outdoor activities. Staff discussions showed that most teachers felt sharing good practice had improved consistency and raised the overall quality of outdoor learning across the school. 4 All pupils were actively engaged in multisensory outdoor learning activities. The pupil with additional support needs showed improved participation and was able to access outdoor learning successfully following adaptations, such as shorter activity periods. Peer learning activities improved teamwork and confidence, with most of the pupils demonstrating increased confidence. 5. For the most part, the outdoor learning policy has clarified the approach to outdoor learning activities across the school. A structured timetable was not implemented across the whole school, as teachers planned outdoor learning within their own timetables based on the topics, concepts being taught, and pupil voice. Instead, a planning sheet was created for teachers to record their outdoor learning activities, which helped track provision and share practice across the school.
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School Priority: Recording of learning skills (Nursery)

To improve our planning and observation recording so that it consistently supports the breadth and depth of all children's learning, enabling us to track progress effectively and identify where additional support or challenge is needed.

Progression:

1. SDT was allocated to EYPs to support observation and assessment of children's learning and development. The effectiveness of this approach was inconsistent at times due to staff absences and varying parental drop-off times, which impacted the planned use of this time
2. Use observations and assessment data to identify individual strengths, interests, and next steps.
3. Record individual learning plans in a consistent format and ensure they are regularly updated
4. Families will be involved in setting learning goals where appropriate through a range of opportunities, including informal conversations during drop-off and collection times, parents' evenings, and Stay and Play sessions.
5. Set up monthly review meetings for staff to discuss individual children's progress.
6. A tracking system to guide discussions and ensure consistency is kept online and reviewed every term.
7. Identify children needing extra support or challenge and agree on targeted next steps.
8. Keep records of meeting outcomes to monitor follow-up actions.

Impact:

- Last session, our key priority was ensuring individual learning details and skills were accurately recorded. However, the Nursery faced a challenging period due to staff absences and inconsistent supply cover, which impacted our ability to fully meet several objectives outlined in our School Improvement Plan (SIP). Because these actions were only partially implemented, they need to be revisited and applied more consistently to achieve their intended impact. Consequently, we have decided to maintain the same priority moving into the new session.
1. The impact was limited, as SDT sessions were not carried out regularly. This meant that observations and assessments were not always completed consistently, making it more difficult to effectively track children's progress and plan appropriate next steps.
 2. Some staff found it difficult to record meaningful observations. Some observations focused more on describing what children were doing rather than identifying what they were learning. However, tracking was carried out by the Nursery teacher at the end of every term, and this allowed staff to plan appropriate next steps for individual children.
 3. Improved parental engagement and strengthened home-nursery partnerships. Parents have a clearer understanding of their child's progress and next steps, contributing to more consistent support for children's learning and development

9. Organise monthly or half-termly stay-and-play sessions where parents can engage with their child's learning. Use these opportunities to gather parent feedback and build stronger home–nursery partnerships. Share learning plans or observation summaries during meetings to keep parents informed. 10. Arrange visits to local nurseries or early years centres known for strong practice in planning and recording. 11. Set up a professional learning log for staff to reflect on what they observe and how it could be applied in your setting. 12 Create time during in-service or staff meetings for staff to share insights from their visits.	4. All families are aware of their child's progress. All parents feel valued as partners in their child's learning and are better able to contribute to and support their child's progress. 5. Due to the improvement priorities identified by the Care Inspectorate, staff meetings often had to focus on other key areas. As a result, the planned monthly review meetings were not always fully effective. However, the Nursery Teacher continued to have regular weekly discussions with staff about individual children's progress. These discussions were reflected in the tracking notes, although this was not always clearly evidenced in children's observation profiles. 6. The use of a simple tracking system helped provide more structure and consistency during discussions about children's progress. Staff were able to record and share information more clearly, which supported a more consistent approach to identifying next steps and monitoring children's learning and development. 7. As above. Form 1s and Child Plans have been initiated which strengthened multi-agency collaboration to better support learners with additional needs. 8. Keeping records of meeting outcomes were not kept by staff. 9. Because the number of Stay and Play sessions was increased to enable more parents to attend, participation was very high. Communication was strengthened and partnerships with parents improved, with parents becoming more informed and actively involved in supporting their child's development. Personal Care Plans were regularly updated, helping to ensure that individual needs continued to be identified and supported appropriately. 10. Visits to other settings did not take place; however, during training sessions, staff were able to discuss practice and share ideas with
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		colleagues from other settings. This provided useful insight and ideas for improvement, one of which was implemented and proved to be very successful in our setting. 11. Staff completed the sheet collaboratively, demonstrating that they had engaged in discussion prior to completing it. They also discussed their findings with the Nursery Teacher (NT). This helped build confidence, as staff recognised that they were already implementing some of the activities highlighted during the course. 12. Sharing insights allowed staff to learn from one another and to address any barriers or inconsistencies.
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Next steps:

- Ensure SDT sessions are used effectively and consistently followed through in practice.
- Provide staff with ongoing support and training to develop confidence and skill in writing and carrying out reflective observations.
- Arrange visits to other settings to support professional learning and sharing of good practice.
- Ensure all relevant strategies are consistently recorded and implemented within Personal Care Plans (PCPs).
- Develop and implement digital profiles in line with SIP 26–27 Priority 2.
- Progress the Action Plan arising from the Care Inspectorate inspection.

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan
By the end of the 25-26 session, children supported by the Pupil Equity Fund (PEF) achieved age and stage targets at rates of 57% in writing, 43% in reading, and 71% in numeracy. While some individuals are still working toward their age-expected levels, every single child made measurable progress within or across levels. We are confident that securing more consistent and regular PEF Pupil Assistant Support next session will accelerate this progress and further lift attainment.
Wider achievements
We promote achievement through a wide range of activities across the school and nursery. Children's successes are regularly celebrated at assemblies, so their achievements are recognised, shared, and valued. We also celebrate success from outside school, such as competitions, events, and awards, through assemblies, newsletters, and Seesaw.

At the centre of our school is a commitment to building strong, caring, and supportive relationships. We treat each other with kindness, honesty, respect, and inclusion, and these values guide everything we do. Children are encouraged to do their best and believe they can succeed both locally and nationally. We are proud of pupils who show confidence, responsibility, resilience, and a positive “can-do” attitude.

Physical education is an important part of our curriculum. All pupils take part in two hours of PE each week, including PE lessons, swimming, Go Noodle, and Let's Dance activities. We also offered a football lunch club every fortnight, giving children extra opportunities to be active and work as a team. This session, we also ran an after-school Flower Arranging Club, which helped children develop creativity, fine motor skills, and an understanding of design and presentation.

Everyone in our school understands their role in keeping high standards, guided by our shared vision, values, and aims. We encourage teamwork and support through buddy systems, where older pupils help younger ones and work together in literacy and numeracy, such as through Reading Ambassadors.

We also celebrate many cultural and national events, including Burns Day and World Book Day. These events involve families and help strengthen links with the wider community.

We help children develop problem-solving, creativity, and thinking skills through STEM days. These often use materials kindly donated by the local community and help children explore, work together, and try new ideas.

Working with parents is very important to us. We build positive relationships and involve families in their child's learning. Through Curricular Activity Sessions, parents take part in literacy and numeracy activities with their children. We also use Seesaw to share learning regularly and encourage parents to give feedback, which we value and act on.

We are working towards achieving the Gold UNCRC Award, building on our Silver Award. Children's rights are part of everyday school life. Learning, routines, and

communication all reflect the United Nations Convention on the Rights of the Child (UNCRC). Pupils understand their rights and can talk about how these are respected in school.

Throughout the session, pupils have taken part in many fundraising and community activities. These include raising money for Macmillan Cancer Support, entering local competitions, and representing the school with pride. For Remembrance Day, we held a respectful service at the Keiss Memorial, where pupils reflected and paid tribute to those who have served.

Senior pupils also helped build a Goblin Car, giving them hands-on experience in design, engineering, problem-solving, and teamwork. Pupils also visited the Newton Room in Thurso, where they learned about aquaculture and took part in science experiments.

This session, pupils designed a mural that is now displayed at the front of the school. The mural has made the entrance area brighter and more welcoming and shows pupils' creativity and pride in their school.

In our school, everyone has a voice, especially children. We make sure pupils are listened to, respected, and involved in decisions. Children know their ideas are taken seriously and can lead to real change. Through pupil councils, class discussions, and feedback, children can see the positive impact they have on school life. This helps them feel confident, involved, and part of the school community.

Comments from learners, families, stakeholders and staff

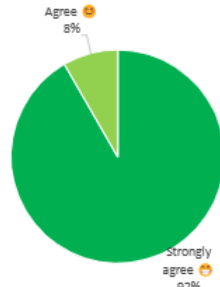
Beachdan bho luchd-ionnsachaidh, teaghlaichean, luchd-ùidhe is luchd-obrach

PARENTS

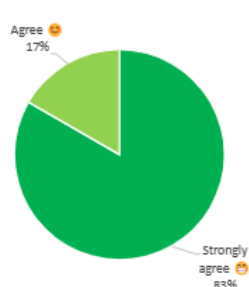


PUPILS

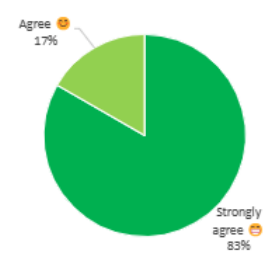
Q1.I feel safe when I am at school



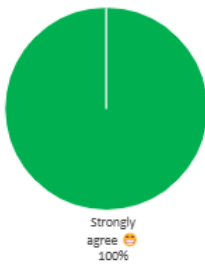
Q2.My school helps me to feel safe



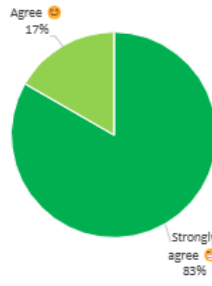
Q3.I have someone in my school I can speak to if I am upset or worried about something



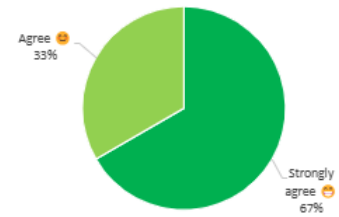
Q4.Staff treat me fairly and with respect



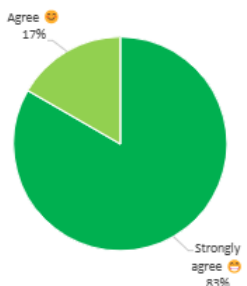
Q5.Other young people treat me fairly and with respect



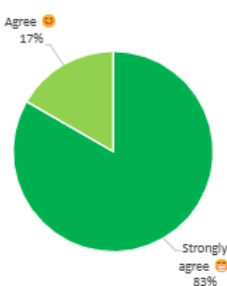
Q6.My school helps me to understand and respect other people



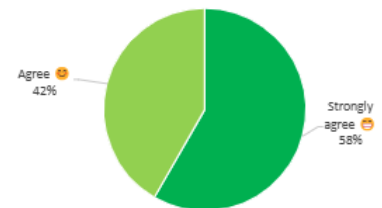
Q7.My school is helping me to become confident



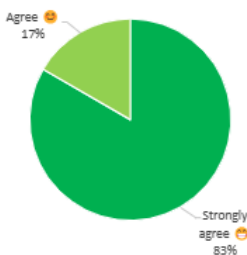
Q8.My school teaches me how to lead a healthy lifestyle



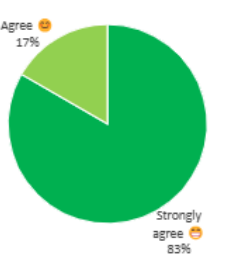
Q9.There are lots of chances at my school for me to get regular exercise



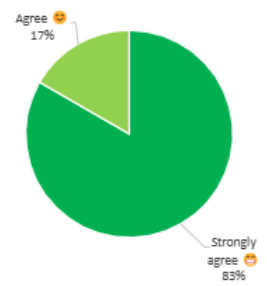
Q10.My school offers me the opportunity to take part in activities in school beyond the classroom



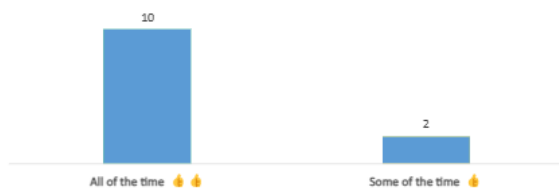
Q11.I have the opportunity to discuss my achievements outside of school with an adult in school that knows me well



Q12.My school listens to my views



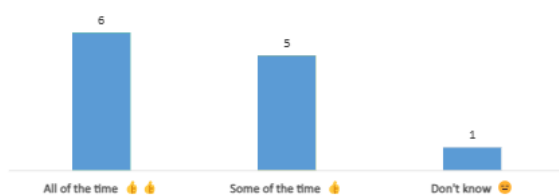
Q17.I have a say in what and how I learn



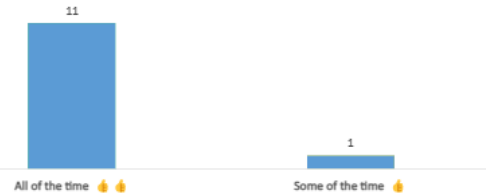
Q18.I enjoy learning at school



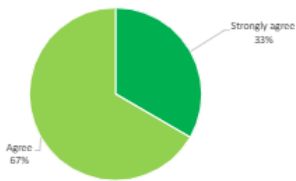
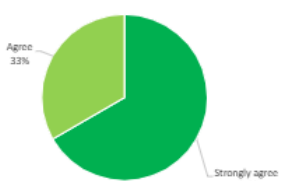
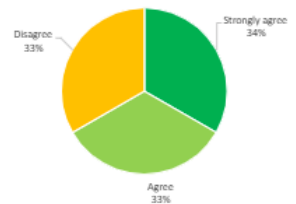
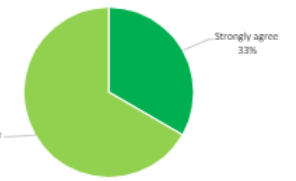
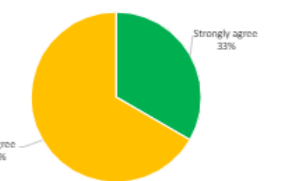
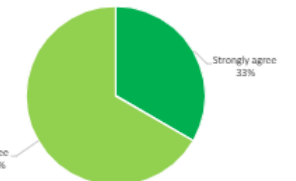
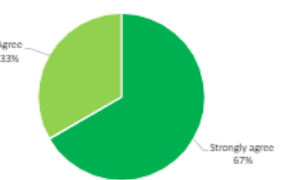
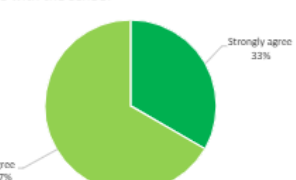
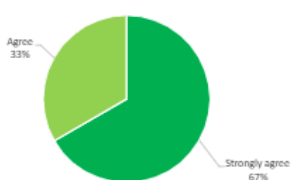
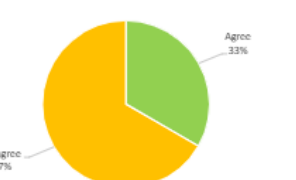
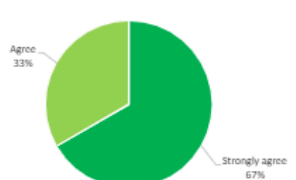
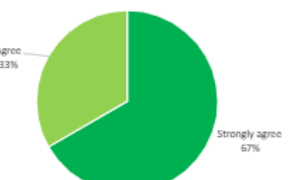
Q19.I feel that my work in school is hard enough



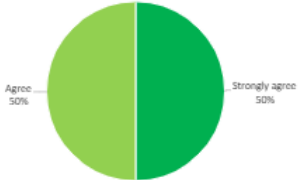
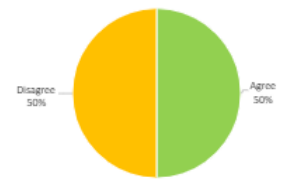
Q20.I know who to ask to get help if I find my work too hard



Partners

Q1.My service/organisation works in partnership with the school on a regular basis  Strongly agree 33% Agree 67%	Q2.We are aware of the school's procedures for reporting child protection and safeguarding concerns  Strongly agree 67% Agree 33%	Q3.My service/organisation has a clear understanding of the school's strategies for raising attainment for all  Strongly agree 34% Agree 33% Disagree 33%
Q5.There are effective arrangements for jointly delivering provision with the school  Strongly agree 33% Agree 67%	Q6.My service/organisation is involved in the school's self-evaluation of our joint work  Strongly agree 33% Disagree 67%	Q7.Roles and responsibilities are clearly defined within the partnership  Strongly agree 33% Agree 67%
Q10.The school provides my service/organisation with relevant information about the needs of children and young people  Strongly agree 67% Agree 33%	Q11.Arrangements are in place to support my service/organisation to share relevant information about the progress of children and young people with the school  Strongly agree 67% Agree 33%	Q12.The school values the contribution made by my service/organisation  Strongly agree 67% Agree 33%
Q14.There are opportunities to network, share practice and participate in joint training and development with the school  Agree 33% Disagree 67%	Q15.My service/organisation has a clear understanding of the social, cultural and economic context of the school  Strongly agree 67% Agree 33%	Q16.Overall, partnership working with the school works well  Strongly agree 67% Agree 33%

Staff

Q25.Collaborative working across the school is effective in taking forward improvement  Agree 100%	Q26.Children and young people are engaged in their learning  Agree 50% Strongly agree 50%	Q27.I give children and young people regular feedback which helps them to progress  Agree 50% Strongly agree 50%
Q28.Children and young people are provided with experiences which meet their learning needs  Agree 100%	Q29.Children and young people are involved in talking about and planning their learning  Agree 50% Strongly agree 50%	Q30.Children and young people are involved in setting their learning targets  Agree 50% Strongly agree 50%
Q19.Children and young people are well behaved  Agree 50% Strongly agree 50%	Q20.The school deals effectively with bullying  Disagree 50% Agree 50%	Q21.I am provided with feedback when I report an incident  Disagree 50% Agree 50%
Q1.I find it rewarding to be a member of staff at this school  Strongly agree 100%	Q2.I feel a valued part of the school's community  Agree 100%	Q3.I am encouraged to learn and share practice with colleagues from other schools  Agree 100%
Q4.I am given the opportunity to learn and share practice with colleagues from other schools  Strongly agree 100%	Q5.I have a clear understanding of the social, cultural and economic context of the school  Agree 100%	Q6.I feel appropriately supported by the school to undertake my role  Agree 100%

Staff

Q13.I understand how to apply the school's procedures relating to child protection and safeguarding



Strongly agree
100%

Q14.The school's vision and values underpins my work



Agree
100%

Q15.Staff treat all children and young people fairly and with respect



Strongly agree
100%

Q16.Colleagues treat each other with respect



Agree
100%

Q17.Children and young people are encouraged and supported to treat others with respect



Agree
100%

Q18.Children and young people are well behaved



Agree
100%

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	SECONDARY
QI 1.3 Leadership of change	Good	Good	Choose an item.
QI 2.3 Learning, teaching and assessment	Good	Good	Choose an item.
QI 3.1 Wellbeing, equality and inclusion	Good	Good	Choose an item.
QI 3.2 Raising attainment and achievement/Securing children's progress	Good	Good	Choose an item.

Our overall evaluation of our capacity for continuous improvement is:

We are confident in our capacity for continuous improvement.

Key priorities for improvement planning

Priomhachasan airson planadh airson leasachadh

- Develop a curriculum rationale, aligned with the new Curriculum Improvement Framework, which will focus on raising attainment in writing through continued implementation and improvement of our bespoke writing programme, improving reading attainment across all stages, improving numeracy attainment across all stages, and further developing outdoor learning to increase engagement and support learning across the curriculum.
- Continue to build teacher confidence in tracking and monitoring learner progress effectively.
- Ensure teachers have access to clear, consistent, and user-friendly planning formats across all areas of the curriculum.
- Develop digital pupil profiles to showcase pupils' achievements and track their learning journey over time, supporting clearer evidence of progress and attainment across the curriculum.

Planning ahead

A' planadh air adhart

Details of the school's improvement priorities and planned actions for 2026–27 will be outlined in the School Improvement Plan.