



STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2024-2025

Lybster Primary School and ELC



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?*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:

All	Almost all	Most	Majority	Less than half	Few
100%	Over 90%	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 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

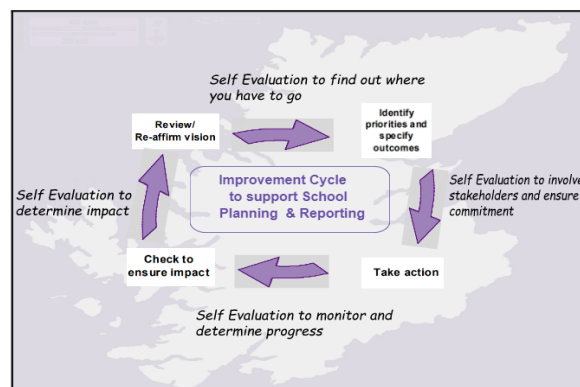
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

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 n-òigridh daonnan a' faicinn na Gàidhealtachd mar dhachaigh.

Denise Walsh
Head Teacher
Lybster Primary School and ELC

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 93.25%	Average Class Size 20	Meeting PE Target Target Met
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Pupil Numbers (inc nursery) 60 (+15 nursery)	Teacher Numbers 3	Pupil Teacher Ratio 20:1
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N5 – 55.6%

N3 16.6%	N4 27.7%	P1 10.5%	P2 10.5%	P3 19.5%	P4 9%	P5 16.5%	P6 10.5%	P7 24%
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SIMD Q1¹ 0-10%	SIMD Q2 90+%	SIMD Q2 0-10%	SIMD Q3 0.10%	SIMD Q5 0-10%	Unknown 0-10%
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ASN² 30-40%	No ASN 60-70%	FSM³ 70-80%	No FSM 20-30%	EAL⁴ 0-10%	No EAL 90+%
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2023/24 Proportions of pupils achieving Curriculum for Excellence Levels (P1, P4, P7 combined):

Reading	Writing	Listening and talking	Numeracy
Most	Most	Most	Majority

We have had no exclusions this year.

Lybster Primary and ELC is located in a rural, costal setting, serving the local community of Lybster, Latheron, Latheronwheel and Clyth, on the east coast of Caithness.

There are 60 children attending the school and 15 children in nursery, ranging from N3 to N5 and P1 to P7. P1-2, P3-4 and P5-6-7 are taught in 3 multi-stage classes and there is a separate nursery for 2, 3 and 4 year olds.

The headteacher has overall leadership responsibility for Lybster Primary School and ELC and Dunbeath Primary School and ELC. The Head Teacher is supported by an Acting Principal Teacher. Staff and children from both schools work together regularly.

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

² ASN – Additional Support Needs

³ FSM – Free school meal entitlement

⁴ EAL – English as an additional language

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 satisfactory. Children achieve appropriate CfE levels in literacy and numeracy and, across the school. 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
Satisfactory progress	Satisfactory progress	Satisfactory progress	Satisfactory progress

We have had no exclusions this year.

School vision, values and aims

At the heart of our community
Is where our school sits constantly.
With friends and family gathered around
We reach for the stars, with feet on the ground!

Everyone's welcome, no one's alone,
Our knowledge and skills we're eager to hone.
We'll encourage each other with kind words on our lips,
Like the light in the harbour safely calling the ships!

LIVE, LEARN, LOVE LIFE

LYBSTER PRIMARY

The small school with a BIG heart!

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:

To develop a consistent approach to teaching and learning across the school.

Purpose:

Live, Learn, Love Life

As a result of quality assurance activities (such as direct lesson observations, learning walks and monitoring planning), we have identified that there are inconsistencies in a number of aspects of teaching and learning across the school. Internal school data also identifies inconsistencies in rates of progress in different classes, implying approaches to teaching and learning are more effective in some classes than others.

Progress:

Impact:

Content:

- | | |
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| <ul style="list-style-type: none"> • Share 'Teaching and Learning Policy' with all stakeholder groups. Teachers to implement guide in their day to day practice. • As a whole staff, carry out self-evaluation for aspects of teaching and learning in order to help us identify 'where we are now' and 'where we would like to be'. • Teaching staff engage in activities which develop practice in aspects of teaching and learning including planning, learning intentions, success criteria, explanations, instructions, questioning, feedback, pace, support, challenge and plenaries. • Teacher's PDR plans need to be completed and reviewed to evidence individual progress and commitment to this priority for improvement. • Carry out quality assurance activities to measure the implementation of agreed framework for teaching and learning. • Explore with learners how they are involved in shaping teaching and learning and how opportunities for this have increased. • Refresh appropriate aspects of our Curriculum Rationale which might be influenced by changes in approaches to teaching and learning. • Feedback successes and challenges to stakeholders and publish FINAL guide for teaching learning. | <ul style="list-style-type: none"> • Approaches to all aspects of teaching and learning (including, planning, lesson structure and assessment) are consistent across the school. • Learners will be more involved in leading and shaping their learning. • Quality Assurance activities will evidence consistency. • Learner feedback will evidence involvement in shaping learning |
|--|---|

Next steps:

- Staff embed the new approaches, planning, tracking and assessments and portfolios.
- Continue to ensure all children can reach their full potential.

School Priority:

Improving attainment in literacy and numeracy

Purpose:

Internal school data indicates that attainment is not as strong as it could be

Progress:

Impact:

Live, Learn, Love Life

Content:

- Embedding approaches from Stephen Graham Writing training or NIWP.
- Make effective use of pupil progress meetings to ensure priority is on track - focus on progress and targeting individual pupils who need to accelerate.
- Moderation of reading, writing and numeracy outcomes across cluster and within ASG.
- Gather views of learners with regard to developments in the teaching of literacy and numeracy.
- Use tracking meetings to closely monitor the progress of pupils eligible for PEF.
- Teacher to engage in CPD focussed on strategies to improve the quality of teaching and accelerate attainment in literacy and numeracy.
- More pupils will achieve age related expectation in literacy and numeracy across the school.
- Teachers continue to confidently teach literacy and numeracy embedding new approaches introduced
- Moderation will consolidate teachers personal judgement
- Internal and external data.
- Staff evaluations of impact of CPD.

Next steps:

- Continue to embed approaches
- Will be rolling out NIWP across the whole school and Cluster from T1, 2025-26.

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

The main focus for PEF has been reading and comprehension. Activities funded through PEF have impacted positively on the number of pupils across the school who are predicted to achieve age related expectations. 69.45% made accelerated progress.

Wider achievements

Coileanaidhean nas fharsainghe

Performances, open afternoons, parent evenings and other events has been a real celebration for us this year.

Pupils have taken part in the Caithness Music Festival.

A STEM project 'Goblin Car' has allowed pupils to be involved in wider achievements competing with other schools.

Our Parent Council have been very active and have funded several activities for pupils such as Halloween parties, Christmas gifts for all and every child having the opportunity to take part in a trip outwith the school.

P7 pupils have taken part in a three-day residential visit with pupils from five other primary schools.

P6/7 have completed the Young Leaders programme.

P5/6/7 have all taken part in Bikeability

Christmas Concert with Parents invited – connecting more with parents and the local community

Reading Schools Gold Award

Silver Rights Respecting School award

HLH Rural Sports competition & Highland Games
P5,6,7's had the opportunity to visit the Newton Rooms
Sports day events.
Ceilidh organised by the Parent Council with the local community
Caithness Klics presentation and supporting some children
Links and activities with Caithness Community Connections
Local church outwith Friday club
Services in local church
Football training and matches with Cluster and a Town school
World Book Day
Science festival week
Pupil led assemblies
Father Simon
Reverend Heather
Eco club afterschool
Reading/Homework club after school
Storyteller
Fundraising and donation events to school and charities
Tidy up sessions in the school ground outwith the school day.

Comments from learners, families, stakeholders and staff

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

Children - Good because we have a lot of fun. Children are getting better learning. Teachers change the hard things to make it fun. Boring hard maths is made fun and hard
Visitors in - makes learning more fun like the Storyteller.
Assemblies better. With the children doing the assemblies it gave them confidence to speak.
All the teachers do the work appropriately for your ability.
We have got some good equipment – goals, skipping ropes, pens, pencils.
All the teachers are welcoming.
All the teachers keep people safe so no one gets hurt.
School performances are good fun. Everyone, even nursery was involved. Our families came to watch us.
If someone is struggling the teacher helps them.
Teachers teach us to be kind to each other – anti-bully and positive behaviour policies.
Asked what we wanted the PEF money to be spent on.
House Captains and P7 have to be role-models so the younger children know what to do.
Parents/Carers – Things that make our school special – integration of pupils of different ages; friendly, welcoming staff; friendships; values; supportive; safe; good communication; school productions; music lessons; Parent Council actively involved in the children's learning.
Parent/Carers describing children's experiences in school – life skills; friendships more confidence – for example at the Caithness music festival, child performing on their own as well as a class; a sense of belonging; supportive; children being involved in clubs; child now being challenged with their learning; inclusive; kind; respectful
Staff – capacity for continuous improvement with the continuity of staff will happen.
Feel we are becoming clearer of expectations.
Support each other.
Sharing of good practice.
Work well as a team supporting and leading development of the curriculum, profiles and the tracking overview.

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	Satisfactory	Satisfactory
QI 2.3 Learning, teaching and assessment	Satisfactory	Satisfactory
QI 3.1 Wellbeing, equality and inclusion	Satisfactory	Satisfactory
QI 3.2 Raising attainment and achievement/Securing children's progress	Satisfactory	Satisfactory

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

-
- Ensuring our Planning & Assessment, tracking & Portfolios align and are succinct.
 - Consistent High-Quality Teaching and Learning to impact on attainment.

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 or by contacting the school office.