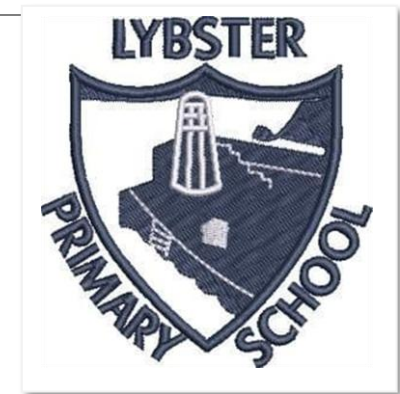




STANDARDS AND QUALITY REPORT 2025-26

AITHISG INBHEAN IS CÀILEACHD

Lybster PRIMARY/ELC



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

All	Almost all	Most	Majority	Less than half	Few
100%	Over 91%	75% - 90%	50% - 74%	15% - 49%	Up to 15%

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.

Use school overview dashboard to support completion: [School Overview Dashboard](#)

Delete yellow instructions and what is not relevant to your context

All primary schools to include

Attendance
92.4%

Average Class Size
21

Meeting PE Target
Target Met

Pupil Numbers (inc nursery)
63 (+ 20 nursery)

Teacher Numbers
3

Pupil Teacher Ratio
21:1

For schools with a roll exceeding 50

N3 4.82%	N4/5 19.23%	P1 6.02%	P2 9.64%	P3 10.84%	P4 10.84%	P5 14.46%	P6 15.66%	P7 12.05%
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SIMD Q1 ¹ 0-10%	SIMD Q2 90+%	SIMD Q2 0-10%	SIMD Q3 0-10%	SIMD Q5 0-10%	Unknown 0-10%
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ASN ² 30-40%	No ASN 60-70%	FSM ³ 50.79%	No FSM 50.79%	EAL ⁴ 3.17%	No EAL 96.83%
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¹ SIMD – The Scottish Index of Multiple Deprivation (SIMD) is a relative measure of deprivation.

² ASN – Additional Support Needs

³ FSM – Free school meal entitlement

⁴ EAL – English as an additional language

2024/25 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, Latherhonwheel and Clyth, on the east coast of Caithness.

There are 63 children attending the school and 20 children in nursery, ranging from N3 to N5 and P1 to P7. P1-2-3, P4-5 and P6-7 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.

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

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

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 1: National Improvement for Writing Program (NIWP) / ELC – mark making - writing	
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Live, learn, love life



School Improvement Plan Priority 1		
Summary of progress	Next steps	Stakeholder Views
• All staff attended NIWP training face-to face and online • Staff clearer on where children are and their next steps. • Teachers implementing the writing bundle. • Number of times learners are writing per week risen 3+. • Duration of writing activity (minutes). • Learner's writing portfolios show application of learning across the curriculum. • Run charts demonstrating individual learner gains (added value). • EYPs training on 'Words Up' – key messages particularly copy and add to extended vocabulary – staff more confident • Focus on mark making both indoors and outdoors – more visible – CI noted this	• Continue to embed writing approaches • Continue with moderation across cluster to ensure continuity • CPD on the new Curriculum ready for Aug 2027	
Impact		
• More pupils achieve age related expectation in writing across the school. • Teachers continue to confidently teach writing embedding new approaches introduced • Moderation consolidates teachers personal judgement • Internal and external data. • Staff evaluations of impact of CPD – can see the progression		

School Priority 2: Raising attainment across school		
School Improvement Plan Priority 2		
Summary of progress	Next steps	Stakeholder Views

• Embedding approaches from 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.	• Continue to embed approaches • Continue with moderation across cluster to ensure continuity • CPD on the new Curriculum ready for Aug 2027	
Impact		
• More pupils 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.		

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

The main focus for PEF has been inclusion and improved attainment in reading literacy skills. PSA support funded through PEF have impacted positively on the number of pupils across the school who have been able to access their own appropriate learning and achieve success in unstructured times.

Wider achievements

Coileanaidhean nas fharsainghe

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

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.

Parent Council have supported and funded the Santa Fun run and Colour run.

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

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.

Kodaly and Feis across school

Caithness Klics presentation and supporting some children

Links and activities with Caithness Community Connections

Local church outwith Friday club

Services in local church

World Book Day

Science festival week

Pupil led assemblies

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 at their 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.

All the teachers do the work appropriately for your ability.

We have got some good equipment – outside play equipment for break and lunch time.

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 – done a lot about behaviour this year.

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 – feel we have the 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
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QI 1.3 Leadership of change	Good	Satisfactory
QI 2.3 Learning, teaching and assessment	Good	Satisfactory
QI 3.1 Wellbeing, equality and inclusion	Good	Satisfactory
QI 3.2 Raising attainment and achievement/Securing children's progress	Good	Satisfactory
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

Priority 1 – Behaviour

Priority 2 – Learning & Teaching

Wick ASG Priority – Curriculum Improvement Cycle

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 [Lybster Primary | Welcome to our school website](#) or by contacting the school office.