



STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2023-2024

Carbost Primary



Introduction: Local and National Context

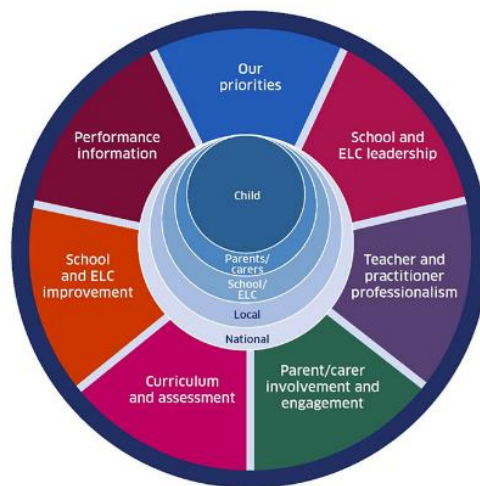
Ro-ràdh: Co-theacsa Ionadail agus Nàiseanta

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 2023-24. 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.

Sam Muir
Head Teacher
School

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
93.8%

Average Class Size
9.8

Meeting PE Target
Target Met

Pupil Numbers (inc nursery)
20 (+6 nursery)

Teacher Numbers
2

Pupil Teacher Ratio
11.9

Carbost Primary School is located in a rural, coastal setting serving Carbost, Portnalong and nearby glens and, currently, has a roll of 22 pupils and 6 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 47 pupils plus a Gaelic medium nursery with 17 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

We have had no exclusions this year.

Overall children are making the following progress:

Reading

Good progress

Writing

Good progress

Listening and talking

Good progress

Numeracy

Good progress

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

Carbost Primary Statement of Vision

At Carbost 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.

Carbost Primary Values

Enjoyment > Fairness > Respect > Ambition > Kindness > Responsibility > Teamwork > Hardwork

ENJOYMENT
FAIRNESS
RESPECT
AMBITION
KINDNESS
RESPONSIBILITY
TEAMWORK
HARD WORK

OUR AIMS

To enable Successful Learners by;

- Ensuring that all children achieve appropriate levels of attainment in line with Curriculum for Excellence and creating an ethos of achievement and celebration.
- Ensuring the curriculum is accessible to all as an equal opportunities school.

To encourage Responsible Citizens by;

- Developing, in children, respect for the school environment and the wider world and fostering positive qualities towards citizenship.
- Ensuring that the school is a safe, healthy, secure and welcoming environment for all pupils, staff, parents, community and visitors to the school.

To create Confident Individuals by:

- Creating an atmosphere where children co-operate with each other and have the confidence to become independent learners with a positive attitude towards their self-esteem, confidence learning programmes and development.
- Equipping children with the social skills necessary to develop positive relationships and the ability to work cooperatively with each other.

To empower Effective Contributors by:

- Creating a partnership with parents and across the associated school group; to value the community contribution to the life of the school and to the education of the pupils.
- Providing opportunities for staff for continuing professional development including staff development and review.

Review of progress for session

Ath-sgrùdadh air adhartas airson an t-seisein

These projects are linked to the vision and priorities for Scottish Education based on delivering excellence and equity. Parent/Carer information is available [here](#).

School Priority:

Improved approaches to learning and teaching

Purpose:

To raise overall attainment in core subjects by establishing coherence in learning and teaching approaches.

Some pupils were not achieving as expected. Inconsistency in staffing, planning, learning, teaching and assessment were negatively impacting pupil progress.

Progress:

Impact:

- ✓ A literacy and IDL curriculum map were introduced.
- ✓ Planning formats were agreed and implemented across the cluster.
- ✓ An Assessment and Parental Engagement Calendar was introduced.
- ✓ School staff engaged in professional development using the Sprint Model to examine and apply the features of high-quality teaching as outlined by Bruce Robertson.
- ✓ Collaboration with other small schools in North Skye was established.
- ✓ Our Curriculum was focused on developing fundamental knowledge and skills. Our teaching staff were clear on the priorities and were able to establish shared understandings of the school's overall vision for our learners this year.
- ✓ Planning is consistent, manageable, and informed by Highland Council's progression frameworks. Class teachers have reported that shared formats and curriculum maps facilitate collegiate working.
- ✓ A range of evidence is gathered to assess pupil progress at key points in the year.
- ✓ Lesson observations show high-quality teaching.
- ✓ School staff have benefitted from peer assessment and collaborative working with colleagues from other small schools.

'Overall, the impact of this improvement project on attainment has been good. The majority of pupils are attaining at the expected level and a few pupils across P1, P4 and P7 have exceeded this. Carbost Primary pupils are experiencing more consistent approaches to high quality learning that will facilitate further good progress.'

Next steps:

Design a curriculum rationale that incorporates the totality of Curriculum for Excellence, the 4 contexts for learning and the 7 principles of curriculum design. Continue with Sprints to complete all features of high-quality teaching and create our policy for learning, teaching and assessment at Dunvegan school.

School Priority:

Improve writing

Purpose:

To raise attainment in writing by establishing collegiate approaches to teaching and the moderation of writing across the Portree High School Associated Schools Group (ASG).

Attainment in writing was low at some stages and engagement practices across the ASG were not consistent and collaborative.

Progress:

- ✓ ASG Headteachers worked collaboratively to agree on overall aims, writing trackers and a cycle of moderation exercises.
- ✓ All teaching and management staff across the ASG engaged in a moderation of writing exercise – supported by Collaborative Lead Officers (CLOs) and the Quality Assessment and Moderation Support Officer (QAMSO)
- ✓ A bank of moderation resources was created and made accessible to all practitioners.
- ✓ All school staff engaged in professional development – Stephen Graham approach to writing – 5 x 1.5 hour sessions.
- ✓ A range of moderation exercises and learning walks across our cluster schools.

Impact:

- ✓ Increased use of benchmarks and moderated examples to determine the level of writing and to inform planning of writing.
- ✓ Writing trackers and writing assessment tools help identify and target gaps in learning, which directly impact attainment.
- ✓ A triangulation of writing data is complete (teacher judgement, national assessment, formative assessment of learning evidenced in class) making our data more reliable. This facilitates high quality data dialogue between school staff and appropriate school planning.
- ✓ All pupils are making good progress in writing in line with peers across the ASG and comparative to the National average.

‘Overall, considerable progress has been made in establishing the good practices that positively impact writing attainment. Staff and pupils are benefitting from collegiate approaches to learning, teaching and assessment of writing.’

Next steps:

To extend and further embed good practices by engaging in the National Writing Program which focuses on tools for writing and compliments professional development carried out this year. Our calendar of moderation exercises for next session will be well established and include a wide range of contexts.

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

This year the majority of our Pupil Equity Fund (PEF) was used to purchase play-based learning resources for the P1-4 class. This has provided our pupils with the opportunity to learn through play, exercise personalisation and choice, and follow their own interests. Play-based learning has been beneficial for all pupils but particularly beneficial for younger pupils who use role-play within real life contexts to help them make sense of the world around them and progress through foundational and early developmental milestones.

A portion of our PEF was used to pay for the Stephen Graham Writing professional development training for staff. The structure of this writing approach has seen more children in lower primary experiencing success in writing.

Wider achievements

Coileanaidhean nas fharsainghe

Overall, it has been a successful year for all pupils. Our pupils' hard work is celebrated on our Amazing Work display and WOW boards outside classrooms. 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.

Our pupils are active members of our community. This year we hosted a fantastic Christmas Community Jamboree where local musicians came along to take part. We also hosted a Community Strupag where pupils and community members looked at old documents and photos related to the history of the school.

Our school was accredited with a Reading School Award and a Bronze Rights Respecting Schools Award.

Our Pupil Council, Eco Committee and Rights respecting Schools Group meet regularly to make decisions and improvements to the life of our school.

Our P5-7 pupils participated in the ASG cross country race and a basketball festival. All pupils enjoyed swim lessons at the Fingal Centre.

Our pupils can take part in chanter or strings tuition. One of our pupils played the chanter in the local MOD.

All pupils take part in weekly Gardening Club and Outdoor Learning.

Comments from learners, families, stakeholders and staff

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

Carbost Primary learners are proud of their school. They have a strong sense of belonging and feel that their views and opinions are valued in terms of their own learning and the wider aspects of the school.

A recent parent feedback survey revealed that almost all parents strongly agree that we provide our pupils with high quality learning experiences in a safe and nurturing environment. Our parents are highly supportive and involved in the life of the school. The school plays an important role within our community.

Staff feel that our Improvement Plan for session 2023/24 has inspired their teaching. They have benefitted from collaborative working across the cluster and beyond and feel that they are developing shared approaches and understandings. They agree that this level of collaboration achieves greater equity for our learners. Our school staff are motivated to take on leadership roles within the school and further drive improvement.

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

Our overall evaluation of our capacity for continuous improvement is:

We are confident in our capacity for continuous improvement.

Our School Improvement Plan for this session has been highly strategic and effective in building the capacity for raised attainment. Our improvement planning moving forward builds on this good work.

Key priorities for improvement planning

Prìomhachasan airson planadh airson leasachadh

Continue and extend the current Improved Approaches to Learning and Teaching project to include a curriculum refresh, further development of writing skills and a robust calendar of moderation and data analysis activities.

Development of numeracy and mathematics through revised planning and resources.

Planning ahead

A' planadh air adhart

Full details of the school's 2024/25 improvement priorities and actions are detailed on the school improvement plan, which can be accessed on our website <https://carbostprimary.wordpress.com/> or by contacting the school office.