



# STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

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**2023-2024**

**Lybster Primary School and ELC**



# Introduction: Local and National Context

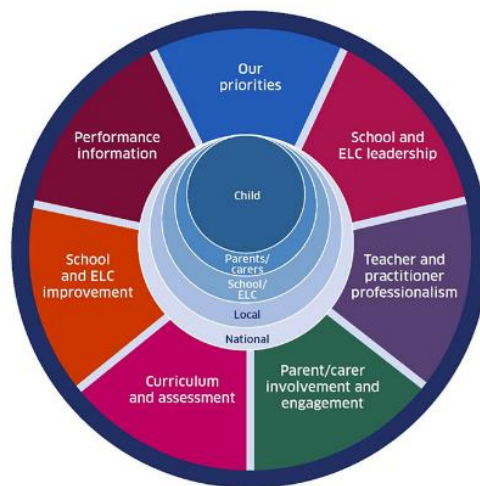
## Ro-ràdh: Co-theacsa Ionadail agus Nàiseanta

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 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.

Denise Walsh  
Head Teacher  
Lybster Primary School and ELC

# 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.

<b>Attendance</b> 92.25%	<b>Average Class Size</b> 21.3	<b>Meeting PE Target</b> Target Met
<b>Pupil Numbers (inc nursery)</b> 64 (+16 nursery)	<b>Teacher Numbers</b> 3.5	<b>Pupil Teacher Ratio</b> 18.3

**N5 – 55.6%**

<b>N3</b> 16.6%	<b>N4</b> 27.7%	<b>P1</b> 10.5%	<b>P2</b> 10.5%	<b>P3</b> 19.5%	<b>P4</b> 9%	<b>P5</b> 16.5%	<b>P6</b> 10.5%	<b>P7</b> 24%
<b>SIMD Q1<sup>1</sup></b> 0-10%	<b>SIMD Q2</b> 90+%	<b>SIMD Q2</b> 0-10%	<b>SIMD Q3</b> 0.10%	<b>SIMD Q5</b> 0-10%	<b>Unknown</b> 0-10%			
<b>ASN<sup>2</sup></b> 30-40%	<b>No ASN</b> 60-70%	<b>FSM<sup>3</sup></b> 70-80%	<b>No FSM</b> 20-30%	<b>EAL<sup>4</sup></b> 0-10%	<b>No EAL</b> 90+%			

2023/24 Proportions of pupils achieving Curriculum for Excellence Levels (P1, P4, P7 combined):

<b>Reading</b>	<b>Writing</b>	<b>Listening and talking</b>	<b>Numeracy</b>
Majority	Majority	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 67 children attending the school and 18 children in nursery, ranging from N3 to N5 and P1 to P7. P1-3, P3-5 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.

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

<sup>2</sup> ASN – Additional Support Needs

<sup>3</sup> FSM – Free school meal entitlement

<sup>4</sup> 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:

<b>Reading</b>	<b>Writing</b>	<b>Listening and talking</b>	<b>Numeracy</b>
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:

Embedding High Quality Teaching and Learning  
Embedding 'Reading Schools' across the school

Purpose:

Live, Learn, Love Life

Whilst performance data indicates that our attainment is improving, we want to make further impact on the progress of children across the curriculum by reviewing the quality of our teaching and learning to make sure we are consistent in effective approaches.

Pupil engagement with books and reading more generally is not as frequent as we would like.

### **Progress:**

#### Content:

- ✓ Succeeded in raising the profile of reading across the school.
- ✓ Progress towards Gold accreditation with Scottish Books Trust (including involvement of families)
- ✓ Lead colleague taken part in training to develop her skillset
- ✓ More suitable resources were purchased (through DSM and PEF)
- ✓ Book Bug programme launched to encourage reading at home
- ✓ More purposeful and regular use of the Mobile Library
- ✓ Staff and older pupils modelling reading more regularly

### **Impact:**

- ✓ More children are reading more regularly and more confidently for themselves and for an audience
- ✓ The percent of pupils predicted to achieve expected level for reading in P1,4,7 combined has increased meaning that most learners now achieve expected level in reading
- ✓ Teachers view that the increased abilities in reading has also impacted on pupil writing
- ✓ Improved abilities in reading has allowed pupils to access other areas of the curriculum more confidently
- ✓ Pupils are able to engage in conversations about reading more confidently

### **Next steps:**

- Continue to embed approaches
- Complete Scottish Books Trust accreditation for Gold
- Continue to restock library with a focus on equalities and diversity

### **School Priority:**

Robust provision for Health and Well-being

### **Purpose:**

Evidence that we base our approach to HWB is anecdotal rather than concrete and statistical. More robust information will allow us to be more focussed and effective in our provision.

A significant number of pupils at our school are not ready for learning because of a variety of factors that affect their health and well-being. This affects their ability to focus and so make progress in their learning.

### **Progress:**

#### Content:

- ✓ Identified pupils who needed to develop social skills and planned purposeful activities such as baking and gardening (funded through PEF)
- ✓ Embedded 'Mile a Day'
- ✓ Soft start/reflection time given to focus classes
- ✓ Friendship groups established
- ✓ Peedie Yoga embedded
- ✓ Christmas concert with parents in attendance
- ✓ HLH rural sports competitions – with other rural schools

### **Impact:**

- ✓ Fewer incidents of extreme behaviours during the school day
- ✓ Pupils are more focused in learning and this is reflected in the increased numbers of pupils in P1,4,7 predicted to achieve expected levels in reading, writing and numeracy for their age and stage.
- ✓ Positive connections with the parents
- ✓ Parent Council funding all the children's trips
- ✓

### Next steps:

- Achieve Rights Respecting Schools Silver
- Develop a more consistent approach to gathering pupil views and reviewing to provision to meet needs
- Reading Schools Award Gold

## Progress and impact of Pupil Equity Fund Adhartas agus buaidh Maoin Cothromas Sgoilearan

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The main focus for PEF has been reading and health and well-being. 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

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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 in cinema treat 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.

Christmas Concert with Parents invited – connecting more with parents

Reading Schools Award

HLH Rural Sports competition & Highland Games

Parent Council has secured funding for school trips

The school has signed up to RRS now heading for Silver

P5,6,7's had the opportunity to visit the Newton Rooms

Northlands glass - all children visited

Sports day events.

Ceilidh organised by the Parent Council with the local community

Caithness Klics presentation

Links and activities with Caithness Community Connections

Local church outwith Friday club

Services in local church

## Comments from learners, families, stakeholders and staff Beachdan bho luchd-ionnsachaidh, teaghlaichean, luchd-ùidhe is luchd-obrach

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Thank you for everything you and the staff have done over the last 15 years for all my children.

Thank you for being the best headteacher. I have loved the 3 years at Lybster primary so much. I am quite sad to go but I am really looking forward to high school.

Thank you for all your support this year.

Thank you so much for being so supportive.

A big heartfelt thank you for helping all 3 of my youngsters safely navigate Primary school. It feels like the end of an era for me! Many thanks for everything.

A very big thank you for everything! \_\_\_ continues to love going to school, thanks to you all.

## 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
<b>QI 1.3</b> Leadership of change	Satisfactory	Satisfactory
<b>QI 2.3</b> Learning, teaching and assessment	Satisfactory	Satisfactory
<b>QI 3.1</b> Wellbeing, equality and inclusion	Satisfactory	Satisfactory
<b>QI 3.2</b> 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

- Consistently High Quality Teaching and Learning to impact on attainment across all areas.
- Developing a more robust approach to gathering information and developing appropriate provision with regard to pupil HWB

## 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 or by contacting the school office.