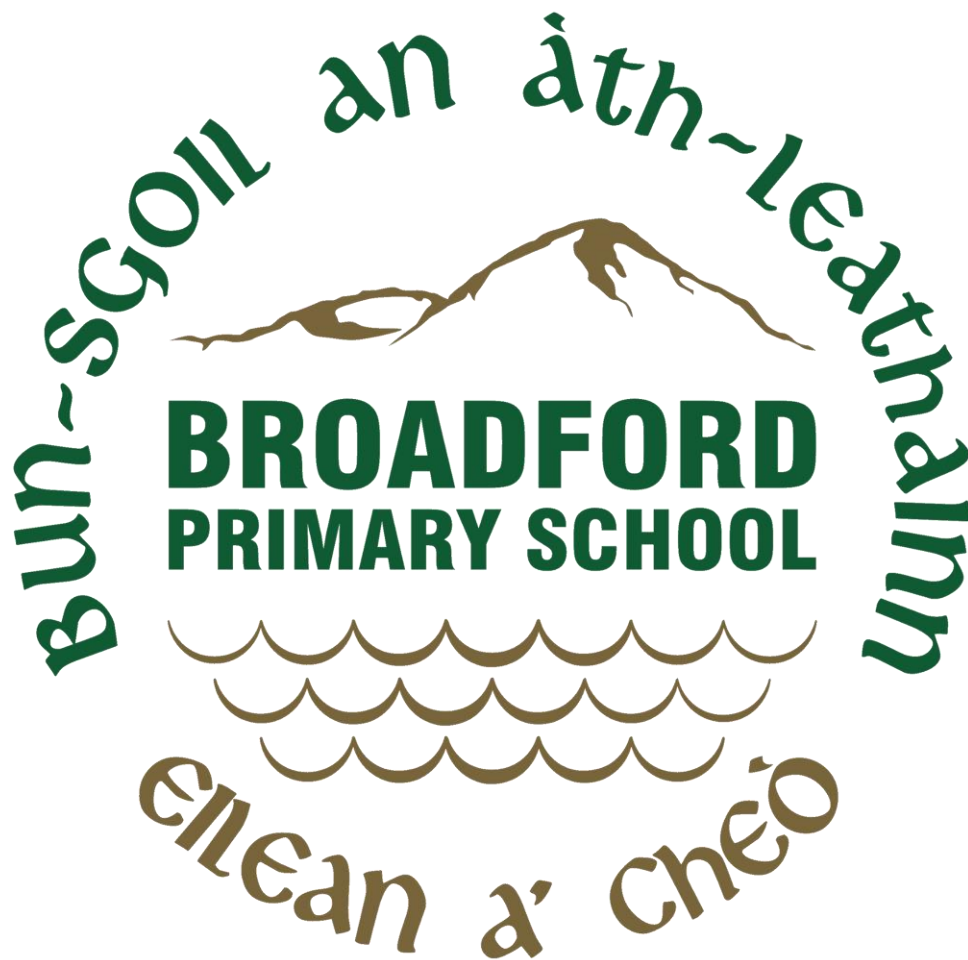


# Standards and Quality

2021/22



**Broadford Primary School and Nursery**

HIGHLAND COUNCIL | LIME PARK, BROADFORD, ISLE OF SKYE, IV49 9AG

This report is provided to families and partners to identify our achievements this session. The next steps in our improvement journey are also outlined.

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.

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 in order to shape our improvement journey.

When we develop our improvement projects we use key questions at planned review times throughout the session in order to know how well we are progressing towards achieving these positive outcomes and changes.

## Our School

Broadford Primary School has both Gaelic and English Medium Education covering a large and mixed catchment from Sconser in the north to Ashaig in the east, including the townships of Torrin, Heaste, and Breakish. As well as the community of Broadford with a number of estates comprising mainly social housing, there are a number of isolated rural communities.

The current school role is 97, including children in Nursery and Broadford is a growing community both in terms of new housing being built and in terms of a number of regeneration projects being put in place by the Community Council, which the school are also actively engaged with.

Some reduction in staffing allocation and the impact of Covid-19 on staff absence has had a considerable impact on the current session. We had a slight reduction in ASN Teacher support and the lack of supply available in our area coupled with staff absence necessitated the head teacher covering a substantial amount of teaching in all the classes across the school. Our PSA allocation has been maintained. All of these factors have necessitated a number of changes, including a redesign of how we use ASN teacher time and how we put early intervention in place.

There are 2 Gaelic medium P1-3g / P4-7g, and 3 English medium classes P1-3e, P4/5e and P6-7e. Over the last year we have relocated the ASN provision to 'Molly's Room' – now allowing for sensory space, space for Life Skills, ASN Teacher – direct teaching space and have also managed to allow for an extra small office for small / 1:1 work. This new space has enhanced the provision mainly for 4 different children with Level 4 ASN with Autistic Spectrum Disorders and ADHD and other interventions, but has also allowed greater integration into the school due to the central location of the ASN space. We have had Makaton training for staff and have begun to use this across the school. We have fully embedded 1140 hours in both Nurseries and have developed new processes after self evaluation to take into account 'Realising the ambition'

Both our Pupil and Parent Councils are active in helping with the decision making processes across the school, including in summer 2022, meetings regarding our school improvement priorities which they engaged with. Children's Commissioner for Scotland, Bruce Adamson, commented on how strong the pupil voice was in school and with his experience of visiting other schools how empowered, safe and respected the children were.

9% of children have had Child Protection concerns raised for them during the session and we have 6 pupils on the Child Protection register. 4% are from a traveller background (we are working with one family to support improving attendance levels. 27% have ASN staged intervention level 2 or above – with 6% Level 3 and 6% Level 4.

The school prides itself on its nurturing ethos, and being proud of all our achievements, characterised by the motto 'Aim as high as the mountains' and children use the shared Values of being 'Ready, Resilient, Respectful and Safe. We also believe that whilst our education is provided in both English and Gaelic medium, we operate as a single school at all times, and operate as a bi-lingual community.

Visits from outside of school have been limited due to Covid, but when possible we had visits from the Collaborative Lead Officer for our area, who commented on the atmosphere of calm, focused learning as well as showing interest in our tracking document, supporting the understanding of our pupils. She also provided challenge and support in conversations regarding attainment. We also invited HMIE to attend school on a 'recovery visit' in May 2022. They spent two days discussing aspects of the school and speaking to pupils and staff leading to a very favourable report with some small suggestions for future development.

We had zero exclusions during the session and our attendance percentage rose from an average 94% to over 95%



## Our School Vision, Values and Aims

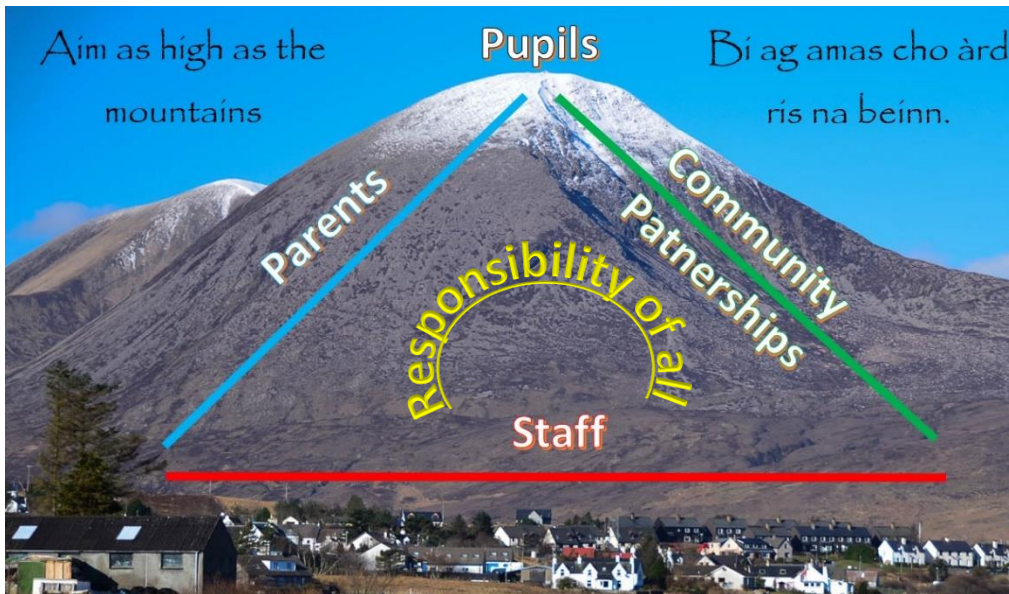
This school aims to provide for the diversity of individual needs, which exists within any family or organisation, so that every pupil is afforded both opportunity and support in developing their capacities to optimum effect. We aim to achieve these goals by providing a warm, nurturing and stimulating learning environment which meets the needs of all or learners, and by working in close partnership with parents, pupils and other agencies.

The school motto is: **Aim as High as the Mountains – Bi ag amas cho àrd ris na beinn.**

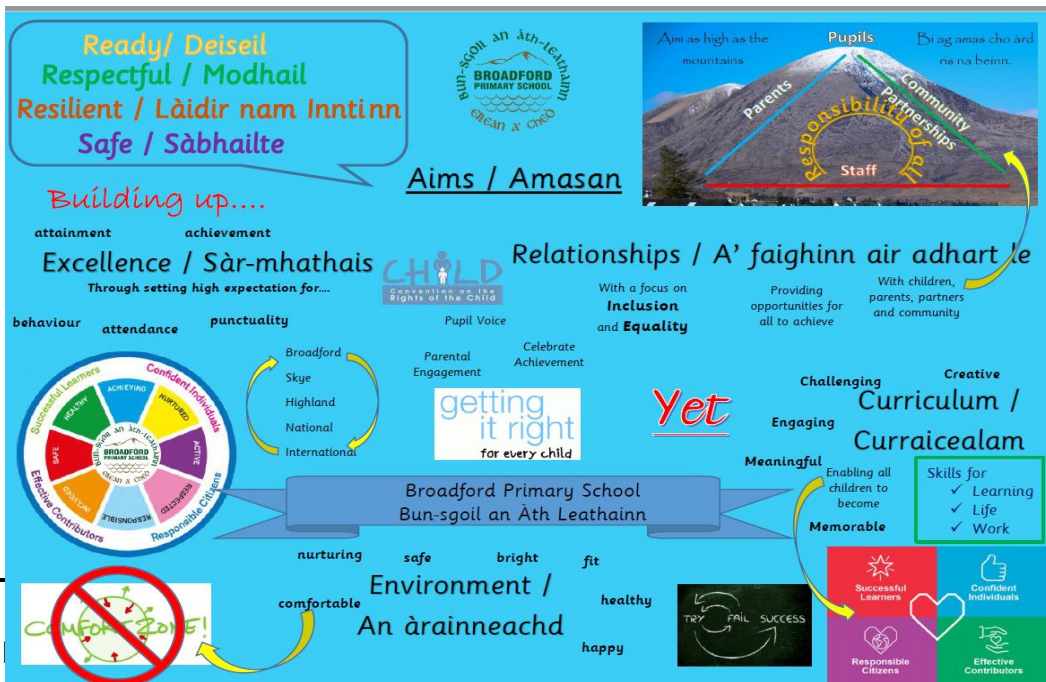
The staff and children have taken on the shared Values of always being:

Ready -Deiseal      Respectful-Modhail      Resilient - Laidir nam inntinn      Safe – Sàbhailte

Our Nursery and Sgoil àraich pupils are encouraged to be part of our school community through extended transition activities, lunchtimes and assemblies. Likewise staff share discussion with teaching staff and other colleagues regarding our Vision Values and Aims.



Taken from our refreshed curriculum rationale:



Aim as

sinn

## Pupil Voice: what is working well in our school?

Our children and young people identified the following strengths for our school this session:

### Pupils said...We did...

- ✓ 'We want to do something about plastic waste'

We set up an Eco-Committee with pupil representatives, members of staff and some local members of the community interested in environmental issues.

We made a change to disposable plastics at lunchtime, started a crisp packet recycling scheme and children made posters about saving energy in school.

Pupils on the Eco – committee commented on how more pupils are conscious of switching lights off.

- ✓ 'We want to stay safe but also reconnect with our friends.'

We have made planning for a cautious but positive return from Covid lockdown a priority. We have gradually reintroduced things such as House Teams - meeting and voting outdoors, and coming together for a [Charity walk](#). We are gradually getting more children playing together at break and lunchtime. We held a house team quiz, public speaking competition, Shinty tournament, cross country and football tournament. Pupil Council said it made the House competition more real and relevant and gave more children chance to compete.

- ✓ After completing a [SHANARRI](#) Self assessment wheel we analysed that a particular group of children said they were not 'Safe'. We spoke to them and they said 'At lunchtime sometimes there is not an adult outside for us to go to.'

We found that there was a 10 minute gap in staffing which we could immediately rectify so the children had an adult on hand during breaktimes for the younger children.

In a further survey, all pupils in school scored themselves as 8 or above out of 10 for feeling safe.

- ✓ 'We want the chance to work together safely with others across the school after lockdown.'

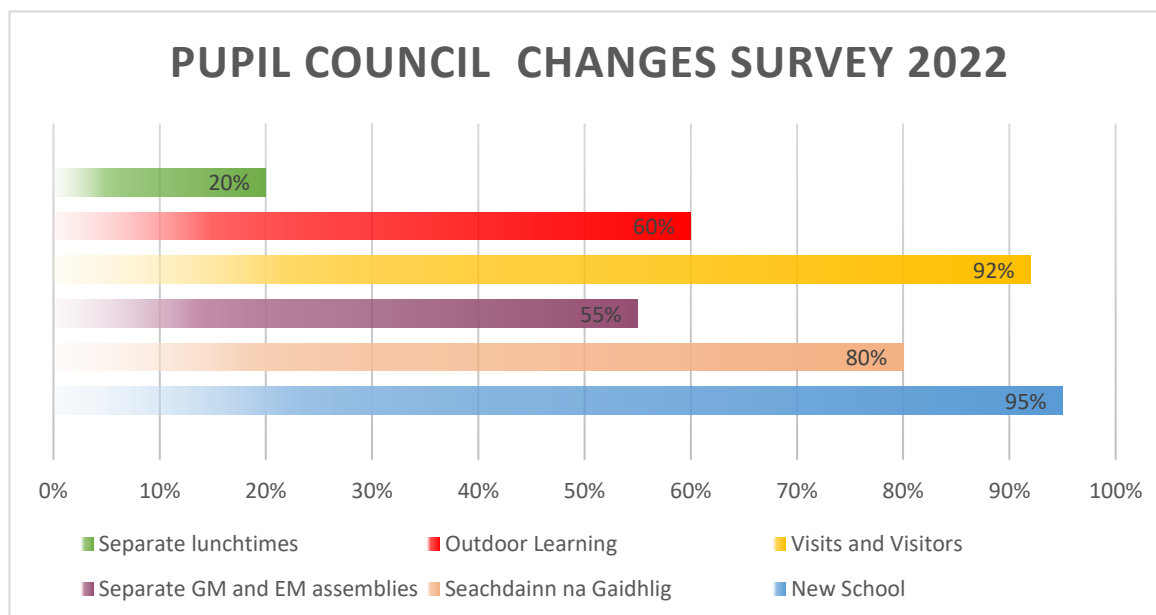
We introduced book buddies for reading across different classes including Nursery in both Gaelic and English, as well as putting groups together for different house team activities and 'Seachdain na Gaidhlig'

- ✓ We want to get back to working with the community.

We held a 'my world of work week' in May 2022 where we invited parents and other local stakeholders to join us for a careers fair. We took the pupil council to the grand unveiling of our artwork for Broadford hospital and have spent time putting together a time capsule. Nursery enjoyed a trip to the Growers hub.

## Pupil Voice: what changes would you like to see made?

Our children and young people identified the following changes they would like to see and the difference these changes could make.



The Pupil Council discussed different bits of school for the future. We talked a lot about what we missed that we used to be able to do and about some of the things we have enjoyed doing and want to do more of. We then went back to our classes and had a vote which we have put into a table to show what people wanted most.

The most popular choices were to continue to focus on the new school and for the children to be included in the ideas. Our school also like visits and getting visitors in to help us learn more.

We didn't like the idea of separating the classes at lunchtime still. We like that it is calm in the hall but it is nice to play with other children outside. The English Medium classes did not like the idea of separate assemblies but understood that it could be nice for the Gaelic pupils to have assemblies in their group sometimes.

We think that having visits and visitors in school more would help make our learning more real and we could see the point in it. We think that pupils spend time learning in school so they should help say what it should look like. We don't want a school which the grown ups think is good for us.

We have done a lot of outdoor learning and think that this should carry on but we don't need to focus on it as much.

We also enjoyed Seachdain na Gaidhlig and think it should happen more often to help us all understand and use Gaelic.



## Our Improvement Journey Headlines Session 2021/22

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

### Improvement Project 1: Recovery from Covid-19 School Closures

**Primary focus:** Performance Information

**Year of Project:** 2

**Purpose:** To support health and wellbeing, attainment and focus on teaching and learning responding to the impact of Covid-19

**Progress and impact:**

Content:

- ✓ The main focus of this was to focus on the key NIF priorities of improving children's health and wellbeing and also raise attainment in literacy and maths. Using a SHANARRI self assessment wheel children are more able and articulate in discussing their health and wellbeing. They also have strategies for supporting this and the focus group of pupils discussed Decider Skills as being a toolkit for them to use. All 8 areas of SHANARRI showed at least 1 point (out of 10) improvement on average across the school. The biggest average increases were in 'Safe': + 2.6', 'Included': +2.4 the least was 'Nurtured': + 1.3. In analysing literacy and maths attainment there was a positive increase both of achievement of a level compared to the previous year, but more importantly in Maths over 80% pupils made expected progress and 49% of the school made accelerated progress. In Literacy %73 made expected progress and 38% made accelerated progress.
- ✓ The actions we took, when taken together show a positive impact in improving excellence. One of the biggest factors in this is our continued focus on ethos in school and the drive in each class towards aiming high. Children are more aware of the high expectations we have of them and are much more clearly aware of their own learning through targets and sharing of e.g. 'what makes a second 2<sup>nd</sup> level writer' Less progress was made in progress towards equity. In analysing this the gap was larger than first thought and continued challenges have slowed progress we had targeted. Later in the year the impact was much greater as a result of hard work on developing relationships and improving attendance for target pupils.
- ✓ Decider skills continue to be successful and need to continue to be embedded especially with parents. The use of more house team activities and book buddies has been a real benefit to increasing collaboration with others with structured support. Involving the wider community in our 'World of Work week' and Seachdain na Gàidhlig' proved very successful. Using pupil Council and House Captains ensured greater pupil voice and leadership at all levels.
- ✓ Very good progress was made in the area of health and wellbeing, good progress made in levels of attainment

**Next steps:** Continue to support pupils with health and wellbeing challenges (use of SHANARRI) and to continue highlighting any gaps between learners to be addressed.

### Improvement Project 2: Learning conversations and profiling to support children and to focus on parental engagement.

**Primary focus:** Curriculum and assessment

**Year of Project:** 1

**Purpose:** To support all children in their learning through regular, consistent and accurate learning conversations and profiling including parental engagement in order to raise participation and attainment.

**Progress and impact:**

Content:

- ✓ This clearly links in to NIF driver for Parental engagement and participation – We have made good progress towards this with 92% of parents participating in online profiles, with 56% having more specific and regular engagement. This deeper engagement needs to be developed further. The local priority 'We will ensure the highest quality of learning and teaching for each and every learner' - The use of personal profiles, parents having more understanding of age-related expectations couple with the knowledge of 'latest and

best' work is helping to improve expectations and outcomes for all, whilst also feeding into our monitoring of high quality teaching and learning.

- ✓ Attainment in Maths, Literacy and pupils perception of themselves as learners (SHANARRI self assessment 'achieving') have all increased on average. In pupil focus group discussion regarding Learning conversations the pupils suggested they like the chance to say what they are good at, but also to identify that it helps to keep having chance to refocus on **how** they can continue to show their progress in specific areas and highlighting their successes. In order to support this equitably we need to work further on providing the right support to specific parents and pupils on how to engage in this appropriately.
- ✓ Use of Jamboard with pre-populated prompts and questions provided a useful basis for discussion and means we are all using a shared vocabulary for learning including ethos and recognising achievement. One class made particularly good progress and usage and we will use these children as 'Learning Leaders' to support other classes. Nursery showed particular strengths in sharing learning with parents and carers online using benchmarks and a newly developed 5 star system which supports our tracking and data analysis from an early stage.
- ✓ Good progress was made in this area but was hampered by the continuing impact of Covid meaning we could not include the face to face parental engagement sessions. Although we did engage online, we feel it will be much more impactful face to face starting in August 2022.

**Next steps: To further embed learning conversations format (Jamboard) as a regular part of personal target setting and reflection and to use the opportunity to get parents into school more to increase levels of engagement in profiling etc.**

**GME Project:** Raise awareness for using Gaelic more in our school community and in the wider Broadford community

**Primary focus:** School and ELC Leadership

**Year of Project:** 1

**Purpose:** Through analysis, Gaelic is seen as a language just for the classroom. We want pupils to understand it as a living language in our community

**Progress and impact:**

Content:

- ✓ This project has been focused on Education Scotland Gaelic Key message – ETHOS and also the Gaelic Initiative – promoting Gaelic and its use in the community. The pupil interviews and our observations both as staff and some parents highlighted that many pupils were very keen and are increasingly embedding Gaelic in the classroom but as soon as they leave this is not shared. We have begun to show how we value it as a whole school language and have surveyed the local community. There is still a way to go in supporting this further and the children have further ideas for this to
- ✓ The opportunities we had, especially during Seachdain na Gaidhlig really help promote excellence in the language, giving pupils opportunities to use it in meaningful conversations, hear it in assemblies more. We promoted 'Cleachd I' and encouraged usage and excellence with trophies and certificates. This has been much more of a 'level-playing field' for children from all backgrounds.
- ✓ More opportunities to play with language have been successful - using slogans for a tshirt competition and having Gaelic speaking visitors into school were all successful strategies as was having mixed age sessions for pupils from Sgoil àraich to P7 to play and work together with different teachers. We made sure to make this feel as 'real' as possible with making real t-shirts to display and holding a café for pupils to be able to use phrases learned. Positive press locally has highlighted this initiative and potential barrier locally and gives us a platform to build on.
- ✓ Good progress was made in this area and the foundations for further improvements are clear through GM staff meetings and parental engagement before spreading this locally.

**Next steps: Engage parents further in supporting and understanding their role in their children's learning in Gaelic (especially with such a small percentage of parents with Gaelic)**

## Evaluation of Progress

We believe we have made the following progress this session:

**Quality Indicator**

**School self-evaluation**

**1.3** Good

**Leadership of Change**

**2.3** Good  
**Learning, teaching and assessment**

**3.1** Very good  
**Ensuring wellbeing, equality and inclusion**

**3.2** Good  
**Raising attainment and achievement**

Our children and young people believe we have made the following progress this session:

**Theme 1** Very good  
**Our relationships**

**Theme 2** Very good  
**Our learning and teaching**

**Theme 3** Good  
**Our school and community**

**Theme 4** Excellent  
**Our health and wellbeing**

**Theme 5** Very good  
**Our successes and achievements** Very good

Our overall evaluation of our school's capacity for continuous improvement is:

**We have some concerns about our capacity for continuous improvement.**

*We are proud of the culture and ethos in school which embraces continuous improvement and finding solutions at all levels across the school. As is often the case external factors such as staffing levels and especially the need to focus staffing specifically based on the needs of the pupils in school means we might not always have the staff to provide specific and impactful interventions. Given the staff and a more settled year without the impact of Covid on staffing and face to face engagement with parents, we are confident of continuous improvement.*

**Planning Ahead**

Full details of the school's 2022/23 improvement priorities and actions are detailed on the school improvement plan, which can be accessed on our website <https://sites.google.com/portreehigh.org.uk/broadfordprimaryschool/home> or by contacting the school office.