

Broadford Primary School and ELC

HIGHLAND COUNCIL

LIME PARK, BROADFORD, ISLE OF SKYE, IV49 9AG

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%	91% - 99%	76% - 90%	51% - 75%	16% - 50%	Up to 15%

We are pleased to present our Standards and Quality Report for Session 2022-23. 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.

Stephen Atkins
Head Teacher
Broadford Primary School

School Profile

Pròifil na Sgoile

The following information can be found on [Parentzone Scotland](https://www.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 89%	Average Class Size 16.8	Meeting PE Target Target Met
Pupil Numbers incl Nursery 97	Teacher Numbers 8	Pupil Teacher Ratio 10.4

For schools with a roll exceeding 50

N3 XX%	N4 XX%	P1 11.9%	P2 14.3%	P3 13.1%	P4 8.3%	P5 14.3%	P6 17.9%	P7 20.2%
SIMD Q1¹ 0-10%	SIMD Q2 50-60%%	SIMD Q2 40-50%%	SIMD Q3 0-10%	SIMD Q5 0-10%	Unknown 0-10%			
ASN² 50-60%	No ASN 50-60%	FSM³ 60-70%	No FSM 30-40%	EAL⁴ 0-10%	No EAL 90+%			

2022/23 Proportions of pupils achieving Curriculum for Excellence Levels (P1, P4, P7 combined):

Reading	Writing	Listening and talking	Numeracy
Majority	Majority	Most	Most

Gaelic Medium 2022/23 Proportions of pupils achieving Curriculum for Excellence Levels (C1, P4, P7 combined):

Gaelic reading	Gaelic writing	Gaelic listening and talking
Most	Majority	Most

We have had no exclusions this year

Broadford Primary School is located in a rural, coastal setting in South Skye. We have 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.

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

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

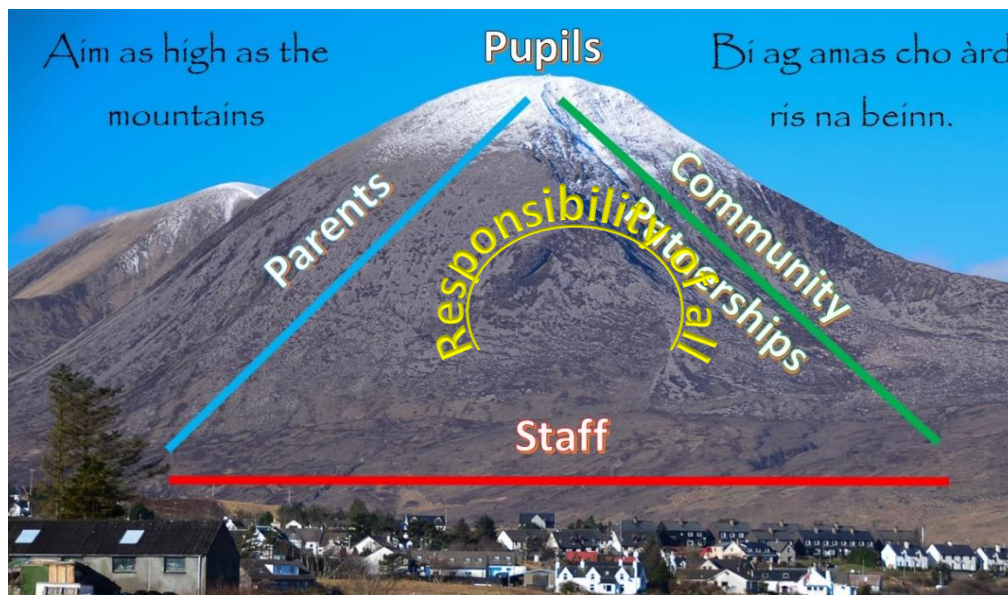
This school aims to provide for the diversity of individual needs, which exists within any family or organisation, so that every pupil is afforded both opportunity and support in developing their capacities to optimum effect. We aim to achieve these goals by providing a warm, nurturing and stimulating 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 -Deiseil 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 high as the mountains

Bi ag amas cho àrd ris na beinn

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 increase attainment in Writing with a focus on real life writing stimuli

Purpose:

In response to analysing our attainment data, we have found that children are not progressing through writing benchmarks and expectations as quickly as we would like. It is clear from research that enabling children to be able to write in a range of styles has an impact across the curriculum the more pupils see writing as a transferable skill rather than in isolation.

Progress:

Content:

- ✓ All staff attended Talk4Writing Training
- ✓ All staff engaged in moderation activities
- ✓ All staff pupils and some partners extended writing opportunities with real life stimuli for Broadford Writing Competition
- ✓ We found opportunities for publishing and sharing writing meaningfully

Impact:

- ✓ This has increased both engagement in writing and increased attainment across the school.
- ✓ Staff are much clearer about making level judgements and developing the writing process with Talk4writing.
- ✓ Pupils and parents spoke enthusiastically about the writing stimuli and competition with over 95% children entering.
- ✓ Good progress was made in this area especially at P7 ACEL

Next steps:

To focus and extend the writing development to a whole ASG approach especially with regards to making accurate level judgements and moderating across levels.

School Priority:

To deepen pupil understanding of SHANARRI from Nursery to P7

Purpose:

After HMIe Recovery Visit, one area highlighted was that children could know and use the common language of SHANARRI more to discuss and share their own Health and Wellbeing. It is clear health and wellbeing is a key area as we continue to recover from Covid, and SHANARRI is a good common language to base this around.

Progress:

Content:

- ✓ House Teams developed SHANARRI characters
- ✓ Puppets and whole school interactive display created
- ✓ Focus for Choosing Champions

Impact:

- ✓ Children discuss and use Wellbeing indicators regularly and across the curriculum
- ✓ Puppets and interactive highly visible display helps it to be referred to regularly especially in values based assemblies.

- ✓ Wellbeing wheels (P1-3) and Glasgow Wellbeing Indicator questions (P4-7) completed and analysed
- ✓ Choosing Champions helps to raise the profile and becomes a whole school leadership focus for the pupils.
- ✓ Very good progress was made in this area

Next steps:

To continue to use and analyse the results of Glasgow Wellbeing questions to spot patterns and trends and to support children with talking about and addressing their own wellbeing

School Priority:

To use performing arts to increase self confidence and to reestablish community partnerships

Purpose:

In discussion with stakeholders, specifically in discussion with Pupil Council and Parent Council it was highlighted that Covid and the resultant recovery period have impacted on the opportunities for both partnership working and various arts based projects. They expressed a desire to return to these areas in order to give children these vital skills and opportunities as well as reengaging with partners.

Progress:

Content:

- ✓ All classes performed successfully in different ways at Parent Cafe
- ✓ House Team Youth Speaks well received
- ✓ Film G winning entry
- ✓ Mod success EM and GM in Gaelic
- ✓ Pupils leading on Broadford's Got talent

Impact:

- ✓ More children have experienced performing and watching a professional performance
- ✓ Children have shown depth and quality in their skills
- ✓ National and local recognition starts a culture and high expectation
- ✓ Empowering pupil voice and parent voice has led to these changes
- ✓ Not as profound as we had hoped due to disruption in learning between January and Easter,
- ✓ Satisfactory progress – a very good start but a decision had to be taken for over attainment levels therefore continuation required.

Next steps:

Continue focus especially with working with the community and the quality end result of a large scale show.

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

PEF identified pupils have been well supported this year through specific targeted teaching using a teacher employed for the purpose.

In identifying the specific gaps for eligible pupils it was identified that mainly as a result of targeted intervention and specific teaching being missed for this group, the way to help close this gap for those pupils was to give targeted support. Pupils in this group have made good to very good progress and have started to close the attainment gaps.

One individual has needed much more targeted support, including planning a more comprehensive joined up approach due to language delay, hearing, English as an Additional Language etc. And extra PEF time was therefore diverted for this purpose.

Wider achievements

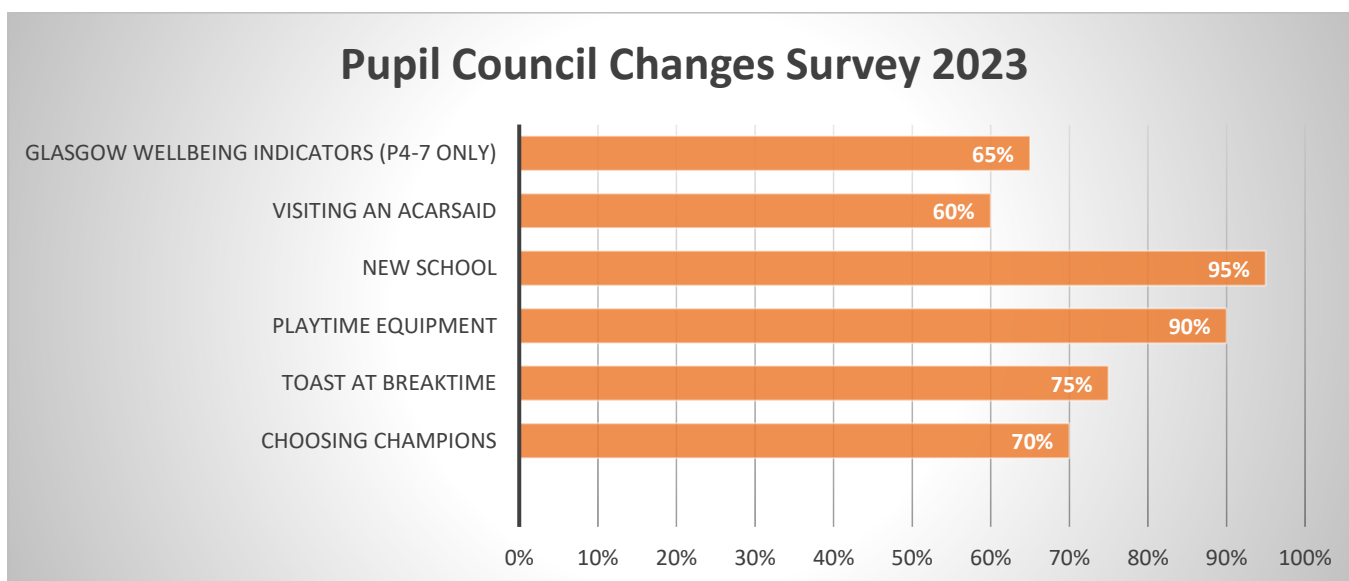
Coileanaidhean nas fharsainghe

Film G People's Choice Award Winners
Lochalsh and South Skye Swimming champions
Skye Cross Country Champions
Highland Council Staff Awards 'A safe and caring Highland' nominees
Commended for our handling of multiple bereavements and change in pupils' lives through session 2022-23
Multiple Local Mòd winners including Silver in Orain Luaidh with a mixed English and Gaelic Medium team
Excellent School and public engagement in New School Project Consultation

Comments from learners, families, stakeholders and staff

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

In discussion with Pupil Council they identified key changes and improvements made during the session. In identifying them, they then took a survey of their fellow students and these were our findings.



Parents:

Aim as high as the mountains

Bi ag amas cho àrd ris na beinn

During our Parent Café sessions in the summer term both using anonymous suggestions boxes put out at every parent engagement session and also using a specific discussion/mind map approach.

Feedback was generally positive, parents understanding and agreeing why we made decisions to postpone our more intense focus on performing arts due to the interruption of the core curriculum during the January – Easter period.

The feedback surrounding SHANARRI was very positive including comments regarding the house team activities, the character development, puppets and recent developments with Choosing Champions highlighting they are well used and relevant in the lives of the children.

The writing developments we have made were also commented on positively, especially our activities bringing writing to life with things like the writing competition. Parents talked about how good it was to see children enthused and excited to write going home talking about it.

Staff:

“Having focused on writing in a variety of different ways, including bringing it to life with more real life opportunities, whole staff Talk4writing training, and staff moderation exercises, we feel confident that children have made good progress in this area of Literacy. We want to focus on wider ASG moderation and sharing of good practice”

“We are confident that the school as a whole are using and understanding SHANARRI in a more meaningful and useful way, with children being able to talk about the various indicators with more understanding.

“We appreciated and understood the decision to postpone the main improvement actions around performing arts due to the learning disruption of term 3. The activities we have completed ‘Youth Speaks’, class talks and the Christmas show have all been impactful.

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	Satisfactory	Good
QI 3.1 Wellbeing, equality and inclusion	Good	Very good
QI 3.2 Raising attainment and achievement/Securing children’s progress	Satisfactory	Good

Our overall evaluation of our capacity for continuous improvement is:

We are confident in 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. We will continue to redouble our efforts in school to ensure each child reaches their full potential.

Key priorities for improvement planning

Prìomhachasan airson planadh airson leasachadh

Reflecting on the positives and barriers we have faced through the session 2022-23, It is clear that we need to continue to focus on Performing Arts as this was an area we could not devote the time we had wanted. This, especially after some early successes as well as parental feedback on the importance of this area

In discussion with the whole Portree ASG it is agreed that our school drive towards improvement in Writing is something we should develop and collaborate on further, therefore it is planned to have a join ASG Improvement plan for Writing.

Planning ahead

A' planadh air adhart

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.