

STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2022/23



Bun-sgoil Ghàidhlig Phort Rìgh

HIGHLAND COUNCIL | STRUAN ROAD, PORTREE, ISLE OF SKYE, IV51
9EG

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.

Flòraidh Guidi

Bun-sgoil Ghàidhlig Phort Rìgh

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 97.9%	Average Class Size 22.9	Meeting PE Target Target Met
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Pupil Numbers 160	Teacher Numbers 9	Pupil Teacher Ratio 18.4
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P1 12.5%	P2 18.1%	P3 16.3%	P4 15%	P5 12.5%	P6 10%	P7 15.6%
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SIMD Q1¹ 0-10%	SIMD Q2 20-30%	SIMD Q3 70-80%	SIMD Q5 0-10%	Unknown 0-10%
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ASN² 20-30%	No ASN 70-80%	FSM³ 70-80%	No FSM 20-30%	EAL⁴ 0-10%	No EAL 90+%
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2021/22 Proportions of pupils achieving Curriculum for Excellence Levels (P1, P4, P7 combined):

Reading	Writing	Listening and talking	Numeracy
Most	Most	Most	Most

Gaelic Medium 2021/22 Proportions of pupils achieving Curriculum for Excellence Levels (C1, P4, P7 combined):

Gaelic reading	Gaelic writing	Gaelic listening and talking
Most	Most	Most

We have had no exclusions this year.

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

Bun-sgoil Ghàidhlig Phort Rìgh is located in a rural, coastal setting serving the ASG of Portree High School and the communities and small towns that surround the catchment areas of local community of Portree, Mcdiarmid and Carbost on the Isle of Skye.

There are 161 children attending the school and 56 children in nursery, ranging from N3 - P7. There are seven classes (C1, C2, C2/3, C3/4, C45, C5/6 and C7) and there is a Sgoil-Àraich for 3 and 4 year olds.

The headteacher has overall leadership responsibility for Bun-sgoil Ghàidhlig Phort Rìgh. The headteacher is supported by a Depute Head Teacher.

We have had no exclusions this year.

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

Our school vision is encompassed by our Gaelic saying, 'Ni clachan beaga tric càrn mòr uaireigin'

The literal translation is, 'little stones often will build a mighty càrn eventually'.

This embodies who we are as a school community – every person, activity, subject, event, community link is an essential part of our càrn and without each individual stone, our càrn will not be so strong and enduring.

We aim to create a secure, happy and friendly environment where our learners are encouraged to develop academically, socially, emotionally and creatively to the best of their ability through the medium of Gaelic

Review of progress for session

Cànan, Càirdeas, Cultar, Coimhearsnachd

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:

Oral Gaelic Language through Reading and Song

Purpose:

To provide a wide range of opportunities where pupils, parents and staff can communicate more effectively through the medium of Gaelic.

Progress:

- *The school reached out to the community and sourced comfy sofas and furniture to create two warm, inviting areas to encourage pupils to read.
- *We provided a borrowing box of Gaelic books at our front reception to encourage parents to take books home to read with their child.
- *Pupils in classes 1-3 each day have a story, song and rhyme.
- *Pupils in P4-7 that they can take home and they have daily singing in class.
- *whole school approach to error correction. Correct grammatical points taught in class.
- *New reading assessments have been created by staff working collegiately.
- *Thoir dhomh còig gach là – whole school agreement. Listen to text, words, letter and spelling, writing, reading by myself or with others and song, rhyme, saying.

Impact:

- ✓ In oral Language assessments, 81% of our pupils achieved 65% or more.
- ✓ 85% of pupils in C1-3 felt that they took part in a song, story and rhyme each day.
- ✓ 97% of pupils in C1-3 felt that they had opportunities to visit a school library and take books home.
- ✓ 83% of pupils in C1-3 felt that they had time each day to read.
- ✓ 100% of pupils in C1-7 felt that they had opportunities to sing at Cruinneachadh together.
- ✓ 96% of pupils in C4-7 felt that they could borrow books from a library in school that they could take home to read.
- ✓ 95% of pupils in C4-7 felt that they had time each day to read.

Next steps:

- **Moderation of Reading assessments created this year.**
- **Piloting of Giglets Reading assessments as a progressive means of assessment using their platform.**
- **Whole ASG project on Writing, we are focussing on Reading for Writing.**
- **All staff engaging with Literacy for All training in session 23-24.**

School Priority:

Health and Wellbeing

Purpose:

To provide our pupils with experiences and activities that promote a positive impact on their Health and Wellbeing through the medium of Gaelic

Progress:

- *Pupils sing daily in all classes.
- *Gaelic Music lessons through PEF funding from Angus MacKenzie. Pupils learned about song and can all play whistle and ukulele. This allowed them to use their Gaelic in contexts within and outwith school.

Impact:

- ✓ Pupils evaluated our School Improvement Plan and 100% of pupils in C1-7 felt that as a school we worked on improving opportunities for Gaelic singing very well, 100% of pupils in C4-7 took part in and enjoyed Gaelic Ukelele and

*Pupils are exposed to oral Gaelic targets and songs weekly.

*Whole school beginning to become familiar with Rights Respecting Schools and UNCRC.

*Gaelic after school activities have been available on Tuesday to Friday throughout year.

whistle lessons very much. All performed at least one tune.

- ✓ 100% of pupils in C1-7 felt that as a school we developed opportunities to listen to and to learn Gaelic of a high standard very well.
- ✓ 90% of pupils in C1-7 felt that we are learning about the Rights of the Child and UNCRC.
- ✓ 100% of pupils in C1-7 felt that there were very good opportunities to take part in Gaelic After School Activities.
- ✓ 60% of pupils attend one or more of the Gaelic after school activities.

Next steps:

- **Whole school engagement to continue with UNCRC and gain Bronze Award with Rights Respecting Schools.**
- **Continue C4-7 music lessons with Angus MacKenzie.**
- **Develop Gaelic after school opportunities for all pupils in C1-7**

School Priority:

Numeracy

Purpose:

To support our pupils in gaining increased confidence when working with number.

Progress:

- ✓ Highland Numeracy Progression is used in Sgoil-Àraich and throughout all classes to plan for learning in Numeracy.
- ✓ Additional support has been prioritised to those not attaining level in HNP Basic Facts assessment.
- ✓ Daily 30 min numeracy session in each class.

Impact:

- ✓ Pupils evaluated our school improvement plan and 97% felt that Numeracy skills have been strengthened by daily lessons very well.
- ✓ All staff engaging with HNP.
- ✓ 46% of pupils attained or exceeded in our Basic Facts HNP annual assessment in June 2023
- ✓ 77% of pupils in C1-7 have attained or exceeded in Numeracy in June 2023

Next steps:

- DHT to offer monthly drop in sessions to all parents from SA3 to C7 to help them support their child with Numeracy at home.
- Staff to implement Highland Numeracy Plan as sole planning tool for Numeracy in Session 2023-24.

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

Progress

- All pupils assessed in Oral Gaelic Language and HNP Basic Facts
- Weekly lesson from musician to help promote inclusion in music, oral Gaelic and HWB.
- Small group support in Numeracy following assessment
- Gaelic Music lessons from Gaelic speaking teacher from PHS.

Impact

Cànan, Càirdeas, Cultar, Coimhearsnachd

- 100% of pupils in C4-7 took part in and enjoyed Gaelic Ukelele and whistle lessons very much. All performed at least one tune.
- In oral Language assessments, 81% of our pupils achieved 65% or more.
- 100% of pupils in C1-7 felt that as a school we developed opportunities to listen to and to learn Gaelic of a high standard very well.
- 46% of pupils attained or exceeded in our Basic Facts HNP annual assessment in June 2023
- 77% of pupils in C1-7 have attained or exceeded in Numeracy in June 2023

Wider achievements

Coileanaidhean nas fharsainghe

- Celebrated out fifth year open in April.
- Had a visit from Kakatsitsi drummers in September.
- Sue Dalton, who had worked with us on Mary's Meals, came to collect all of the hats, gloves and scarves knitted by our school community for the Blythswood boxes.
- Rionnagan Beaga returned to our building in October. Clas 7 have been down singing with them regularly since then.
- We had a visit from RNLI in Gaelic to discuss water safety.
- Clas 6 completed Level 2 Bikeability and were assessed by Mrs Tindall.
- Over 20 pupils competed in the Colonel Jock Memorial Competition.
- Sgoil-Àraich filled 87 boxes for the Blythswood campaign.
- Our pupils were part of a platoon including pupils from PHS and PPS on Remembrance Sunday.
- We took part in fundraising for Children in Need and Red Nose day.
- C1-3 and C4-5 won the Indoor Shinty competitions.
- Pupils took part in the Highland Hockey Festival in Inverness in December.
- Fèisean nan Gàidhela called to see us with their Panto in December.
- We held a Christmas Jumper day and shared the proceeds between Highland Supports refugees and Save the Children.
- We held our very first whole school Christmas party for SA3-C7 due to school closures. It was a huge success.
- Classes attended a pop-up Newton room in January.
- Ruth Gordon gave us a Gaelic Shinty session in January.
- Lucky2BHere visited and gave C5/6 a CPR training session.
- We celebrated World Book day.
- Spòrs Gàidhlig called with Mapa Mòr Alba.
- C7 and a school in Dblin started writing to each other in Gaelic and Gaeilge.
- A C7 pupil won the Writing prize for a competition run by Urras an Eilein.
- Hey Duggee workshop with Sarah Ross, Portree Active Schools.
- Support with oral Gaelic throughout the year from Sine Gilleasbuig from CnaG.
- We held our first Open Afternoon since the pandemic, and the school was full of happy children and parents.
- Clas 5-7 visited Dynamic Earth's Planetarium.
- We bought a class set of scooters suitable for all ages.
- Pupils were members of Skye Youth Pipe Band who won Novice Juvenile B in the Scottish Schools Pipe Band competition.
- We held our own cross country and took part in the Skye schools one.
- We won the Skye heat of Cuach na Cloinne and came a respectable third in the National finals of the competition.
- Twenty pupils took part in the Lochalsh triathlon and a pupil in C7 won the individual event.
- Spòrs Gàidhlig visited us for four days. Pupils took part in Archery, Paddleboarding and Gorge walking.
- We have had an average of thirty pupils take part in Soccer 7 festivals throughout the year.
- C1-3 girls winners of the Dewar Cup in shinty.
- We walked 500 miles to raise funds for our own defibrillator.
- We helped to fill the planters in Portree Square for the second year in a row.
- Clas 7 took part in a project in conjunction with the Youth Academy of Scotland. The project is part of a campaign to help promote awareness of UNCRC and our pupils will be shown in the video explaining what articles are important to them from the charter.

- Pupils in C7 took part in Sailing taster sessions and also a Gaelic Boat trip to Raasay to learn about wildlife in the Islands.

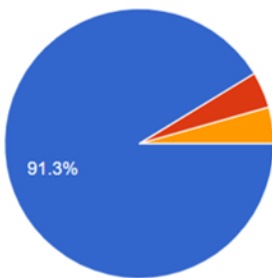
Comments from learners, families, stakeholders and staff

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



We asked Parents -

Priority 1 - Oral Gaelic language through reading and song - pupils in P1-3 had a daily song, story and rhyme. P4-7 pupils had access to class libraries and engaged in daily singing. Two library areas were set up in the upstairs areas to encourage children to read. How well do you think we did as a school to meet the needs of your child(ren) in this area.



- very well
- well
- adequately at times
- I do not think the school met the needs of my child(ren) in this area.

Priority 2 - Health and Wellbeing

Weekly music lessons with focus on developing the Gaelic Language and Health and Wellbeing.

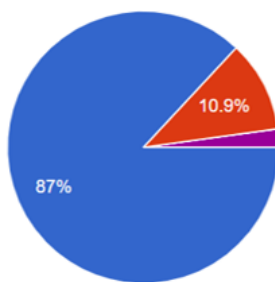
We worked with the Gaelic Community Learning and Development Officer to promote after school activities in Gaelic for our pupils.

We had a whole school weekly focus on one of the UNCR Articles. How well do you think we did as a school to meet the needs of your child(ren) in this area

snachd

Priority 3 - To support our pupils in gaining increased confidence when working with number.

Daily mental maths sessions for all children. Pupils were given extra weekly support sessions for those not attaining scores for their level. How well do you think the school worked to meet the needs of your child(ren) in this area



- very well
- well
- adequately at times
- I do not think the school met the needs of my child(ren) in this area.
- Not sure as in SA not sure he is at this level

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	SECONDARY
QI 1.3 Leadership of change	Good	Good	Choose an item.
QI 2.3 Learning, teaching and assessment	Good	Good	Choose an item.

QI 3.1 Wellbeing, equality and inclusion	Very good	Very good	Choose an item.
QI 3.2 Raising attainment and achievement/Securing children's progress	Good	Good	Choose an item.

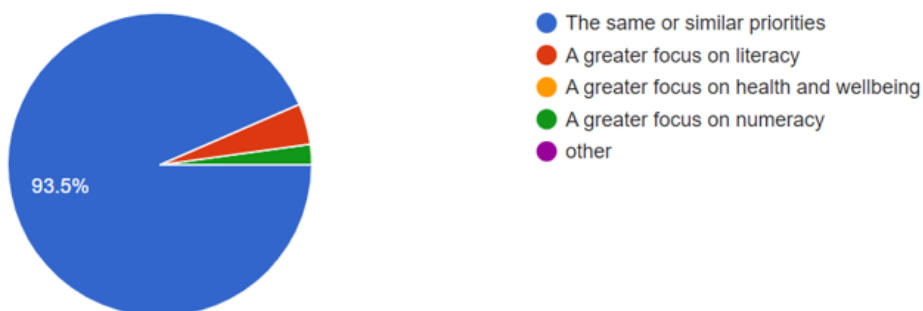
Our overall evaluation of our capacity for continuous improvement is:

We are confident in our capacity for continuous improvement.

Key priorities for improvement planning Prìomhachasan airson planadh airson leasachadh

We asked parents for their views –

As we begin to work on our School Development Plan for 2023-24, can you let us know what you think we should be focusing on as a school?



We have chosen the following priorities

- Continue to work on promoting oral Gaelic and HWB through Music.
- Numeracy
- ASG moderation of writing through reading
- UNCRC

Planning ahead A' planadh air adhart

Full details of the school's 2023/24 improvement priorities and actions are detailed on the school improvement plan, which can be accessed by contacting the school office.