

STANDARDS AND QUALITY REPORT

2022/23



Bun-sgoil Shlèite

HIGHLAND COUNCIL | TEANGUE, SLEAT, ISLE OF SKYE IV44 8RF

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 daonna a' faicinn na Gàidhealtachd mar dhachaigh.

Name

Katie Wight

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 94.6%		Average Class Size 15		Meeting PE Target Target Met							
Pupil Numbers 58 (+ 17 Early Years)		Teacher Numbers 4		Pupil Teacher Ratio 1:15							
N3 5%	N4 17%	P1 3%	P2 15%	P3 12%	P4 12%	P5 8%	P6 13%	P7 15%			
SIMD Q1¹ 0%		SIMD Q2 3%		SIMD Q3 97%		SIMD Q4 0%		SIMD Q5 0%		Unknown 0%	
ASN² 12%		No ASN 88%		FSM³ 0%		No FSM 100%		EAL⁴ 1%		No EAL 99%	

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

Reading	Writing	Listening and talking	Numeracy
Most	Majority	Most	Majority

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

Gaelic reading	Gaelic writing	Gaelic listening and talking
Majority	Majority	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


School vision, values and aims


Lèirsinn, luachan agus amasan na sgoile


A' toirt taic dha chèile gus ar d'icheall a dhèanamh




Supporting each other to achieve our best

Coimhearsnachd | Community 

Coimhneas | Kindness 

Cruthachalachd | Creativity 

Cultar | Culture 

Our aims are currently being developed

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:

Raising attainment of Writing (Year 1 project)

Purpose:

We aim to deliver high-quality teaching and learning writing experiences with attainment being raised at all stages.

This priority is in response to a drop in attainment in writing across the school after disrupted learning from Covid the last 2 sessions.

- Improve attainment in writing across the the school through high quality teaching
- Improve Gaelic fluency (vocabulary, grammar, structures, idiom) amongst GM learners
- Early Years/P1-2: enhancing writing within play pedagogy
- To strengthen understanding of planning, learning, teaching and assessment to support the moderation process and strengthen teacher professional judgement
- Develop inclusive pedagogy and approaches to support the progress of all learners in writing
- Develop use of digital tools to enhance writing experiences to support progress and improve motivation
- Target P7 group to take part in weekly writing intervention (10 weeks PEF)
- Develop Writing Policy for use going forward

Progress:

- ✓ All teaching and Early Years staff attended Talk for Writing Training
- ✓ All teaching staff attended Highland Council Literacy for All training
- ✓ Shared drive of Talk for Writing resources created and organised for all to access

Impact:

- ✓ Observations through learning visits show greater consistency and effective practice in the teaching of writing across the school
- ✓ Pupil and teacher feedback shows increased enjoyment, motivation and

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- ✓ Parent Workshop to share Talk for Writing Approach
 - ✓ Pie Corbett Reading Spine purchased
 - ✓ P7 writing intervention group ran in Term 1 and Term 3 (PEF)
 - ✓ Dyslexia Awareness assembly held
 - ✓ Inclusive approaches and interventions to support literacy difficulties shared with staff and stored in shared drive for all to access
 - ✓ Early Years undertook audit of literacy opportunities within provision and enhanced literacy opportunities in all play areas
- confidence amongst learners particularly reluctant writers.
 - ✓ Jotter monitoring shows improvement in pace, grammar and vocabulary at 1st and 2nd level.
 - ✓ Jotter monitoring and lesson observations show an improvement in effective feedback
 - ✓ Increased confidence amongst most learners in oral storytelling
 - ✓ At Early Level observations show that enhanced literacy resources in play provision are increasing engagement and improving pre-writing skills
 - ✓ Care Inspectorate feedback of Early Years called literacy provision 'excellent'.
 - ✓ Progress in this area is very good

Next steps:

- Embed Talk for Writing approaches at all stages and ensure new staff are fully trained
- Continue to collect resources, particularly GM, to use in Talk 4 Writing
- Create Writing policy
- Create Reading Spine for GM reading to ensure progression and quality texts at each stage
- All teaching staff to gain confidence in using Literacy for All document to address literacy difficulties and to support the identification of Dyslexia
- Improve teacher judgement regarding achievement of a level by partaking in inhouse and ASG moderation events on a termly basis
- Identify and use a consistent phonics progression for P1-3 (GM)
- Review English phonics for P1-3EM pupils and P4-5 GM pupils. Invest in further Phonics based readers.
- Phonics workshops for P1 parents at start of the session
- Invest in and train staff to use 'Fresh Start' as an intervention programme for P5-7 pupils with literacy difficulties
- Identify and introduce an oral language progression for EY – P7 (GM)
- Engage in training to improve the teaching of spelling
- Adopt and begin to use new Highland Literacy Progressions and tracking

School Priority:

To support and improve the health and wellbeing of learners

Purpose:

To support learners and the school community in building resilience and promoting a sense of community.

Progress:

- ✓ All staff attended Nurture awareness training delivered by psychological services
- ✓ Bespoke Bereavement and Trauma awareness training attended by all staff by Victim Support Scotland and Archies Foundation
- ✓ Excellent links made with partners to support Health and Well-being of groups and individuals

Impact:

- ✓ Staff have increased awareness of available partners and their roles who support the health and well-being of learners
- ✓ Staff feel aware confident in trauma-aware practice and supporting with bereavement
- ✓ Increased opportunities for pupil leadership has increased confidence and sense of responsibility amongst learners (reading buddies, Fàs Mòr and Sgoil-Àraich helpers)

- ✓ Health & Wellbeing pupil committee established and have begun planning Health and Well-being room
- ✓ Fàs Mòr has resumed full service on school site
- ✓ Full calendar of community events re-established
- ✓ All classes led a charity/awareness event
- ✓ Sense of community enhanced amongst pupils, staff families
- ✓ All classes regularly using outdoor space
- ✓ Very good attendance and feedback by parents to school events
- ✓ Confidence amongst most staff in nurture principals and approaches
- ✓ Healthy week was huge success and had excellent feedback from parents and pupils
- ✓ Progress in this area is very good

Next steps:

- Use Glasgow Motivation and Wellbeing profile to measure and evidence progress
- Complete establishment of Health and Well-being room in partnership with learners
- Train staff and use decider skills to support children develop skills to recognise their own thoughts, feelings and behaviours, enabling them to monitor and manage their own emotions and mental health. Share with parents and encourage use in the home where appropriate.
- Early Years; recruit additional member of staff to ensure best possible care
- Familiarise pupils, families and staff with *Positive Relationships and Bullying Prevention Policy and Guidance* to ensure instances of bullying are dealt with in a consistent way and support our community to treat each other with respect and tolerance
- Train P6/7 pupils to be peer mediators and support pupils to sort out their disagreements. These disputes can range from unkind behaviour to disagreements in the playground.
- Diversity and equity awareness for staff, pupils and families to promote understanding, tolerance and respect of everyone in our community.

School Priority:

Develop fluency and promote connection with Gaelic oral traditions

Purpose:

- To develop fluency amongst GM learners using Gaelic Learners using storytelling as a vehicle
- Develop an awareness and appreciation of Gaelic storytelling traditions amongst learners, families and staff
- Storytelling skills and approaches developed amongst learners and staff across the school including Early Years
- Establish regular singing within the Gaelic tradition for all learners
- Engage with the local community to share stories and songs

Progress:

- ✓ Film Making Project P6/7 Term 3 in partnership with local Gaelic Speaking film professionals and Screen Scotland
- ✓ Whole school 'Stories week' took place which made links with local tradition bearers and cultural organisations
- ✓ All classes participated in the local Mòd
- ✓ Weekly whole school singing sessions
- ✓ Early Years developed storytelling opportunities within provision. Purchased resources (story sacks) to support.
- ✓ Early Years hosted a stories, songs and rhymes session for parents and carers

Impact:

- ✓ Most learners are able to tell stories with increased confidence
- ✓ Most learners have a collection of songs they are familiar with and able to sing
- ✓ High engagement in Local Mòd. Excellent feedback from pupils and parents.
- ✓ High parental engagement with events that share learning
- ✓ Film making project let learners experience using Gaelic in another environment. Almost all learners found this motivating.
- ✓ Stories week and film project made links with Gaelic speaking partners/community members

Next steps:

- Secure full compliment of Gaelic Medium staff (teachers and Early Years Staff)
- Identify and adopt oral language progression GM
- Create a Curriculum Rationale to embed links to Gaelic culture and opportunities to use Gaelic in diverse contexts. Identify and use partners that can support this work.
- Establish a network of local Gaelic speaking volunteers to enrich language experiences in school
- Embed singing as a daily activity at all stages in EM and GM

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

We spent out PEF allocation on teacher hours to run ten 2 hour sessions for P7s who were not on track in writing.

75% of children have increased spelling age by 6+ months

75% of children have increased CFE level by 2 stages

Most children have made significant improvements in spelling, pace, structure, vocabulary and punctuation.

All children able to use Chromebooks and spell check and Read Write app to support with writing tasks.

All pupils say that they enjoy writing more than they did prior to using Talk 4 Writing.

Wider achievements

Coileanaidhean nas fharsainghe

- School Website redeveloped
- New online pupil profiles have been developed and launched
- School Values developed last session are embedded and well known amongst the school community
- Personal Achievement is shared each term in line with our school values through our 'Values Prizes'

Comments from learners, families, stakeholders and staff

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

What our learners say about:

Our Learning and Teaching

- We are responsible by thinking for ourselves but we get help when we need it
- I got better at writing. Doing the maps and the actions helped me. Peter and the Dragon was the best.
- Sometimes older pupils help us learn new things
- Teachers are good at explaining
- You know to put up your hand if you need help – they always come to help. Teacher shows us how to work things out
- Doing the same thing in different ways helps me learn
- The film project was really fun. You could see a film in motion, zooming in on the camera, seeing behind the scenes of a movie
- I like writing. We learned about report writing, openers, quality of writing, using plans, different patterns, the power of 3 and adjectives

Our Relationships

- Tha daoine ag èisteachd rium *People listen to me*
- Tha sinn a'faighinn gu leòr taic nuair a tha rudan doirbh *We get enough help when things are hard for us*
- Tha na caraidean agam a'sealtainn spèis – tha sinn a'faighinn cothroman cluich còmhla *My firends show me respect – We have opportunities to play together*

Coimhneas | Kindness Cultar | Culture Cruthachdaileachd | Creativity Coimhearsnachd | Community

- Tha na luchd-obrach a'sealltainn spèis dha na sgoilearan *The staff show respect to the pupils*
- Ma bha trioblaid/dragh agam b'urrainn dhomh bruidhinn ri tidsear *If I had a worry or problem I can talk to my teacher*
- A space for time-outs would help when we're angry with someone.
- Tha sinn còir *We are kind*
- We can tell adults about things that worry us or things we feel are unsafe

Our Health and Wellbeing

- Teachers take time to sit and talk
- The staff help by talking to everyone if someone is being bullied
- Sometimes bullying keeps happening even after it is dealt with
- We can take a minute if we need it
- Friends are really supportive
- We learn in class about how to help ourselves feel better
- Going into the garden and being outside helps us feel better
- Visitors help us with things we find hard (School Nurse, CSW, Young Carers)

What our families say:

We are doing well:

- Happy safe space for children to learn
- Daoine a tharraing a-steach bhon choimhearsnachd, cothroman ciùil is seinn. *Bringing people in from the community, opportunities for music and singing*
- Helping children feel part of a strong community. Making each child feel important. The school has a lovely feel and it's clear that the teachers all care deeply about the children and their welfare. The school creates a strong sense of community amongst the children - all part of one big family! It also makes great use of external resources and skills, for example with music and art projects. The P6/7 film was amazing. School is also great at celebrating individual's successes.
- Communication is excellent and supporting children with additional needs exceptional. Lots of interesting learning methods and excursions.
- Nurturing environment. Happy kids.
- Early years staff are fantastic. The care, support and attention given is so much appreciated.
- The children are really integrated through the whole school and early years - there's a really lovely feeling of community, awareness and kindness.
- The atmosphere is caring and supportive and creative.

Areas for Improvement

- More outside play and learning opportunities would be great.
- Apart from more staff, better links with the community. Perhaps a pool of regular volunteer community members who can read/share stories, play music, do art with the children
- Bhithinn gu math toilichte nam biodh tidsearan le Gàidhlig ann aig gach ìre, is gun teagamh is e seo an dragh as motha a th' orm mu dheidhinn foghlam mo phàiste is iad a' streap a-nis air ceann shuas na bun-sgoile.
- A' cumail orra a' leudachadh air ionnsachadh bunaiteach a thaobh àireamheachd & litearras. *Keep on developing basic skills in literacy and numeracy*
- Mixing between the English and Gaelic units. More mixed learning in such a small school would be beneficial I feel.
- You already do some work on this but perhaps more could be done to encourage caring, kindness and positive interactions between pupils and different classes.
- The condition of the English building and garden needs to be improved drastically

What our staff say:

Priority 1: Raising Attainment in Writing

- Newly invigorated my love of teaching writing. It felt like I was making a difference through my practice. Evident in the learners engagement, feedback from HT, and CT observations
- Included all learners; all able to produce a quality piece of writing. All eager to contribute during short burst writing
- Feel more confident teaching writing in a multi-composite class
- Have seen an improvement in vocabulary, length of writing, pace, attitude to writing and grammar.
- Children are proud of their writing and keen to share learning with parents
- Pupils who were reluctant to write are now keen and ask 'when are we writing?'
- Having a clear structure and process to follow has made it easier to plan teaching priorities and for children to have a better understanding of the writing process
- I feel my skills have been improved and I have more confidence in my literacy lessons.
- The children are full of ideas and enthusiasm in writing now – more than ever before
- I feel I have more of an awareness of where the children are due to the ongoing nature of assessing during lessons.
- Children choosing and requesting to read more in groups and individually
- Increased personal confidence in group storytelling

Priority 2: To support and improve the health and wellbeing of learners

- Increased awareness of which partners can support particular needs
- Increased community feeling with children of different age groups mixing more
- Health and Wellbeing of staff is really well looked after by HT
- Lots of events and links with the community helped me feel much more part of the school community and proud to work within this community
- Using the outdoor space – feel enabled and encouraged to talk learning outside. Many resources and feel we can teach many curricular areas outdoors including H&WB. Children get plenty of free play outdoors and the benefits can be seen in all areas.
- We are building our wider school community again through opportunities for parents to come into the school and making use of local partners (ie film project)
- Bereavement and trauma training was very helpful and bespoke to our school community
- We are confident in nurture principles and approaches
- Excellent ties with partner agencies

Priority 3: Develop fluency and promote connection with Gaelic oral traditions

- Lots of singing during assemblies. Almost all joining in with enthusiasm
- Stories week engaged learners and members of the community in Gaelic stories – lots of exciting activities and involvement from community members helped learners value stories
- Orally retelling stories has built confidence enabling the children to have a better idea of the Gaelic language structure
- Events and visitors over the last few months have captured the children's imaginations and made them think about their community as it is now and as it was in the past.
- Talk 4 Writing has helped improve confidence in talking in front of an audience – more children wanting to read out and share their stories.

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	Very good	Very good
QI 2.3 Learning, teaching and assessment	Very good	Very good
QI 3.1 Wellbeing, equality and inclusion	Very good	Very 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 capacity will be affected by our ability to recruit sufficient Gaelic Medium teaching staff next session. However, even with staff shortages and a major traumatic event at the beginning of the session we have made significant improvements, showing our resilience as a school community.

Additionally, our school will be undergoing major refurbishment during the first half of the academic session. Although this is a much needed and welcome development it is likely to cause some disruption.

Key priorities for improvement planning

Prìomhachasan airson planadh airson leasachadh

- Raising Attainment in Writing (Year 2 Project)
- Promoting Positive Relationships within our school community
- Development of a Curriculum Rationale that is based on and reflective of our values as a school community

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 on our website www.sites.google.com/portreehigh.org.uk/bun-sgoilshleite/home or by contacting the school office