

# STANDARDS AND QUALITY REPORT

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2022/23



**MACDIARMID PRIMARY SCHOOL**  
HIGHLAND COUNCIL | SKEABOST BRIDGE, IV51 9PD

# Introduction: Local and National Context

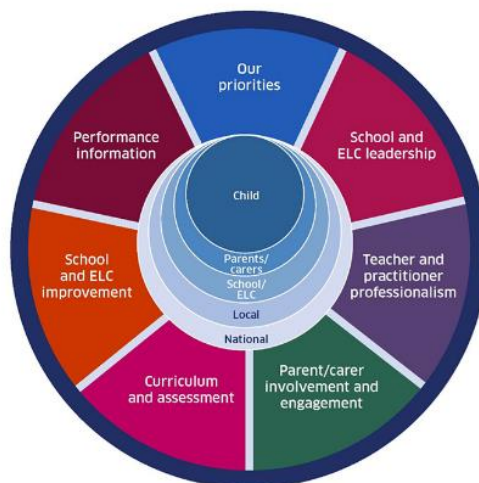
## Ro-ràdh: Co-theacsa Ionadail agus Nàiseanta

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**

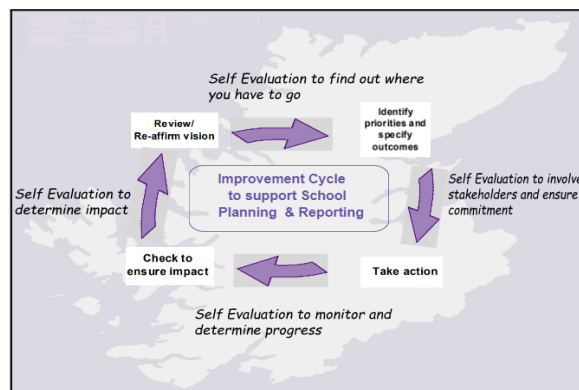
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

#### **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.**

*Fiona Goss  
Head Teacher  
Macdiarmid Primary School*

## School Profile

### Pròifil na Sgoile

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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**  
95.6%

**Average Class Size**  
12.5

**Meeting PE Target**  
Target Met

**Pupil Numbers**  
25

**Teacher Numbers**  
1 Full Time and 2 Part  
Time

**Pupil Teacher Ratio**  
12.5

Macdiarmid Primary School is a rural school located seven miles from Portree in the north west of Skye.

There are 25 children attending the school and 9 children in nursery, ranging from N2 - P7. The school comprises of a P2/3 class and a P4-7 class. There is a separate nursery for 2 to 5 year olds.

The headteacher has overall leadership responsibility for Macdiarmid Primary School, Edinbane Primary School and Knockbreck Primary School. The headteacher is supported by a principal teacher who is based at Macdiarmid Primary School. Staff and children from both schools work together regularly.

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 good. Children achieve appropriate CfE levels in literacy and numeracy and, across the school, a few children are exceeding nationally expected levels. Most children who face barriers to learning are making good progress towards meeting their individual targets.

Overall children are making the following progress:

**Reading**

Good progress

**Writing**

Satisfactory progress

**Listening and talking**

Good progress

**Numeracy**

Good progress

We have had no exclusions this year.

## School vision, values and aims

### Lèirsinn, luachan agus amasan na sgoile

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#### **Vision**

We strive to ensure our learners reach their full potential in a caring, happy and fun environment: Happy, Achieving, Team

#### **Values**

Respect, Empathy, Self-belief, Positivity, Effort, Creativity, Teamwork

#### **Aims**

1. Our children should enjoy their educational opportunities in a secure environment which promotes life-long learning, encourages creativity and ambition and allows each child to achieve their individual potential.
2. Provide learning and teaching experiences using the Curriculum for Excellence that will allow children to become responsible citizens, effective contributors, successful learners and confident individuals through the development of the curriculum principles.
3. Foster self-discipline, develop independence and responsible attitudes in children to raise their awareness of their role in the wider community, including promoting individual health, well-being and a positive attitude to recreation and leisure.
4. Provide a learning environment which is adaptable and relevant to the changing needs of the 21st century.
5. Foster a sense of identity and pride in the school and its environment.
6. Encourage and enhance parents' involvement in the partnership between home and school working together to develop links with the Parent Council as well as other agencies in the wider community.
7. Ensure that all children, parents and staff feel welcome, valued and respected as individuals by promoting an ethos of equal opportunities and inclusion for all.
8. Encourage and support all staff to engage in Continuing Professional Development by accessing staff training opportunities and operating as valued team members in the delivery of the National Priorities as well as local and authority led developments.

## 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:

#### Improve attainment in literacy and numeracy

##### Purpose:

We want to improve Numeracy and Literacy outcomes for all learners.

##### Progress:

- ✓ Staff have engaged in personal professional development such as Wraparound Spelling.
- ✓ Staff engage in professional dialogue to discuss approaches to teaching and learning to raise attainment.
- ✓ Literacy and numeracy resources have been organised to support teaching and learning.
- ✓ Structured numeracy schemes are being implemented to provide depth and progression in learning and teaching.

##### Impact:

- ✓ SNSA and teacher assessment data shows that teachers are making confident judgements.
- ✓ All learners are benefitting from a structured, progressive framework for numeracy with teachers using the SHM maths scheme to plan quality learning and teaching.
- ✓ SNSA assessments for P4 and P7 were carried out early to ensure the assessment data was useful in planning targeted next steps for learners.
- ✓ Continuums used in literacy to track attainment and support teacher judgement.

##### Next steps:

- Develop robust tracking and monitoring systems for of literacy and numeracy.
- Establish a collegiate approach to tracking and monitoring of literacy across the ASG.
- Effective moderation practices to be implemented across the cluster and ASG.
- Familiarise staff with updated Highland Literacy Progression Framework.

School Priority:

#### Develop Cluster Vision, Values and Aims

##### Purpose:

Our staff and learners want to develop our Vision, Values and Aims as well as our relationships now that we have officially become a tri-cluster.

##### Progress:

- ✓ New Head Teacher appointed for the tri-cluster.
- ✓ Tri-cluster events and assemblies held
- ✓ Head Teacher has worked with pupils to begin to develop what makes each school unique to begin to write visions for each school. Pupil and parent voice included.
- ✓ Decision to have individual vision and aims with shared values (in consultation with pupils and staff) taken.

##### Impact:

- ✓ Students and staff are beginning to feel a sense of belonging to the cluster.
- ✓ Pupils are becoming more confident to share thoughts and opinions with the cluster during assemblies.
- ✓ Friendships being built across pupil groups.
- ✓ Parents are happy with the opportunities for children to socialise.

RESPECT, EFFORT, SELF-BELIEF, POSITIVITY, EMPATHY, CREATIVITY, TEAMWORK

### Next steps:

- Individual school visions to be finalised and shared.
- Staff, pupil and parent voice surveys to develop values and aims for the Tri-cluster.
- Value led assemblies to be carried out to continue to develop sense of belonging.
- Calendar of tri-cluster events created.
- Develop a “House” system across the tri-cluster.

### School Priority:

## Improve Pupil Voice and learning environments

### Purpose:

Our pupils want to improve their outdoor spaces and outdoor learning experiences.

### Progress:

- ✓ New school sign installed.
- ✓ Exterior walls painted
- ✓ Front door fixed and painted
- ✓ Parent Council funded outdoor paint and created areas to play in the playground
- ✓ Parent Council developing Harry’s Garden – dead trees removed, old washing lines removed, and decking will be installed.
- ✓ Polytunnel fixed and now plants are growing.
- ✓ New alarm systems installed.

### Impact:

- ✓ Children have pride in their outdoor spaces.
- ✓ Safety of the school building has improved.
- ✓ Children feel their opinions are valued.

### Next steps:

- Continue to develop the garden alongside the Parent Council to include an area for Forest School activities.
- Continue to include Pupil Voice sessions strategically in assemblies so all members of the tri-cluster feel valued.

## Progress and impact of Pupil Equity Fund

### Adhartas agus buaidh Maoin Cothromas Sgoilearan

While we did not receive a PEF allocation for this academic year, we had a small carry over which is being used towards staff training in order to improve our approach to the teaching of writing with the aim to improve our writing attainment.

## Wider achievements

### Coileanaidhean nas fharsainghe

Pupils participate in a variety of out of school clubs e.g. shinty, rugby, football and dancing  
2 pupils have string lessons and 3 pupils have chanter/bagpipe lessons  
2 pupils regularly compete for the North Skye Shinty team  
Pupils have taken part in the Feis and Mod.  
Pupils took part in various art competitions with the nursery having work displayed in the local newspaper.

## Comments from learners, families, stakeholders and staff

### Beachdan bho luchd-ionnsachaidh, teaghlachan, luchd-ùidhe is luchd-obrach

What makes our school special?

- BSL
- Small class sizes
- Sense of community
- Opportunities for children across ages to mix
- Communication with the school
- Camaraderie between children
- Amazing teachers and staff

Next steps:

- More opportunities to work with other schools across Skye
- More outdoor activities

## 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
<b>QI 1.3</b> Leadership of change	Satisfactory	Satisfactory	Choose an item.
<b>QI 2.3</b> Learning, teaching and assessment	Good	Good	Choose an item.
<b>QI 3.1</b> Wellbeing, equality and inclusion	Good	Good	Choose an item.
<b>QI 3.2</b> Raising attainment and achievement/Securing children's progress	Good	Good	Choose an item.

Our overall evaluation of our capacity for continuous improvement is:

RESPECT, EFFORT, SELF-BELIEF, POSITIVITY, EMPATHY, CREATIVITY, TEAMWORK



We are confident in our capacity for continuous improvement.

## Key priorities for improvement planning

### Prìomhachasan airson planadh airson leasachadh

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Improve attainment in literacy with a focus on writing.

Develop a collegiate approach to moderation

Continue to improve teaching and learning within multi-composite classes through sharing good practice and by powering up our pedagogy.

## Planning ahead

### A' planadh air adhart

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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 or by contacting the school office