

STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2022/23



Portree Primary School
HIGHLAND COUNCIL | BLAVEN ROAD, PORTREE IV519PH

Introduction: Local and National Context

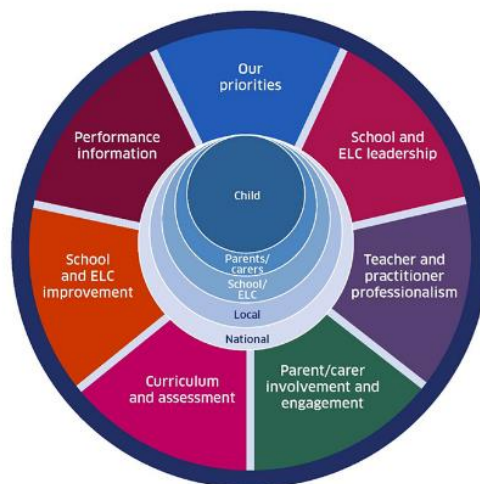
Ro-ràdh: Co-theacsa Ionadail agus Nàiseanta

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 2022-2023. 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.

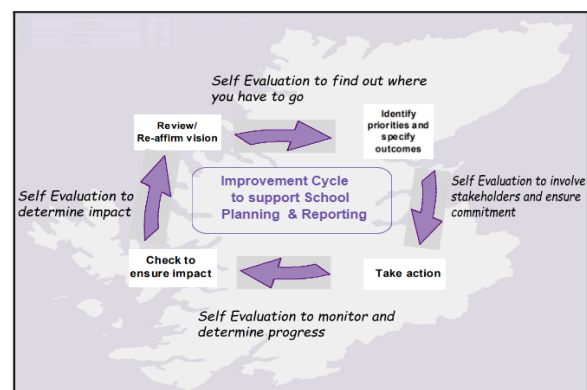
When we develop our improvement plan, we use key questions at scheduled review times throughout the session to know how well we are progressing towards achieving these positive outcomes and changes.

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.

*Sara Matheson
Head Teacher
Portree Primary 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 92.43%	Average Class Size 20	Meeting PE Target Target Met
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Pupil Numbers 142	Teacher Numbers 7 FTE + 0.6 ASNT	Pupil Teacher Ratio 20.1
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	P1 11%	P2 11%	P3 13%	P4 18%	P5 13%	P6 23%	P7 12%
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SIMD Q1¹ 0.7%	SIMD Q2 0.7%	SIMD Q2 22.54%	SIMD Q3 74.65%	SIMD Q5 1.41%	Unknown XX%
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ASN² 34%	No ASN 66%	FSM³ 6%	No FSM 94%	EAL⁴ 6%	No EAL 94%
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2021/22 Proportions of pupils achieving Curriculum for Excellence Levels (P1, P4, P7 combined):

Reading	Writing	Listening and talking	Numeracy
Majority	Majority	Majority	Majority

We have had no exclusions this year.

Portree Primary School is located in a rural setting serving the local community of Portree on the Isle of Skye.

There are 142 children attending the school in P1-7. P1 - 7 are taught together in a single classes.

The headteacher has overall leadership responsibility for Portree Primary School. The headteacher is supported by a principal teacher.

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.

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

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. Almost all children who face barriers to learning are making very good progress towards meeting their individual targets.

Overall children are making the following progress:

Reading	Writing	Listening and talking	Numeracy
Good progress	Good progress	Good progress	Good progress

We have had no exclusions this year.

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

Portree Primary School values Respect, Determination, Kindness, Enjoyment and Friendship

Our Vision is Achievement For All

AIMS OF PORTREE PRIMARY SCHOOL

- 1) To have a school that:
 - Provides excellent learning and teaching
 - Celebrates pupils' successes
 - Involves parents and the community
 - Has a positive, inclusive ethos.
- 2) Encourages pupils to be confident individuals, successful learners, responsible citizens and effective contributors
- 3) Encourages pupils to do their best and behave well
- 4) Carries out assessment and reports and gives feedback to pupils and parents
- 5) Pupils, staff, parents and the community are proud of
- 6) Has a safe, stimulating environment where pupils learn skills for learning, life and work
- 7) Has good relationships with other schools and the local community.
- 8) Provides learning that is relevant to both local and wider contexts and an ever changing society

Objectives

All pupils should know that they have a responsibility to ensure

- That learning is the priority
- They show respect, courtesy and consideration towards all members of the school community
- They are honest and co-operative with others
- They follow the rules and procedures of the school.

Teachers/ support staff will

- Teach effectively without disruption.
- Address the needs of all pupils.
- Make positive contact with parents.
- Act as positive role models.
- Develop personally and professionally.

Parents will

- Feel confident that their children are growing personally, socially and academically.
- Know that their children will receive support when they need it.
- Feel welcome in school to discuss their children's progress in a positive atmosphere.

All members of the school community are expected to contribute positively to the wider community by:

- Promoting a positive image of the school
- Respecting members of the wider community and their property

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](#).

Understanding and Improving Assessment and Moderation Strategies in Learning, Teaching and Assessment

Purpose:

This project was developed in response to dips in attainment in both Literacy and Numeracy across Highland. There is a variation in confidence across schools in using the Benchmarks. QI 2.2, 2.3, 2.4, 3.1, 3.2 and 3.3

Progress:

Termly attainment meetings have been introduced to track pupil progress against Highland and National data

Senior Management have engaged with Collaborative Lead Officers to support attainment conversations

Staff have taken part in writing moderation activities to confirm judgement of attainment levels

Pupils and staff revisited what learning looks like at Portree Primary school

What Learning Looks Like at PPS was used for monitoring visits and feedback by Senior Management and peer visits

Jotters, Profiles and Planning have been sampled by Senior Management

Parents, staff and pupils were involved in the review of our current profiling process

Teaching staff have been involved in initial training for national assessments which will take place at all stages next session

Impact:

Good progress has been made in this area. Termly attainment meetings have allowed for detailed discussions about all pupils and an opportunity to highlight particular issues. This enabled detailed conversations to be had with Collaborative Lead and Director of Education around attainment

As a school, we are feeling more confident in our assessments of writing and look forward now to opportunities to work on this within our Associated Schools Group

After useful discussions, the pupil voice committee lead on What Learning Looks Like at Portree Primary School, their discussions with class achieved 100% agreement on our teaching and learning policy and also highlighted areas for improvement. This became the basis for classroom visits which featured pupil voice. Pupils were confident in engaging in these discussions around their learning and able to articulate the learning policy well.

Monitoring visits showed that the learners are well supported, pupils engaged well, children understood the intentions of their learning and feedback was used effectively to support next

steps. All teachers model effective approaches to learning

Sampling of class work has shown consistency in practice, has offered opportunities for sharing good practice and has identified areas of focus
Input from parents, pupils and staff has enabled us to refine our profiling process in order that work completed in jotters etc. can be highlighted more effectively and the input required by parents and staff is now more proportionate

Staff have been involved in training for new SOFA assessments, while this has not yet been applicable, it will allow staff to deliver these to pupils and engage effectively with the results

Next steps:

Moderation at ASG level is a focus of next year's School Improvement Plan to increase confidence in judgement of attainment levels to ensure consistency for all pupils heading to Portree High School. Moderation of other areas of literacy will be a focus in future.

Highland Council Frameworks in literacy and numeracy will form the basis for our planning next session. As part of our School Improvement Plan, consistent tracking and use of benchmarks will ensure our expectation and attainment data is comparable to other schools in our area, in Highland and Nationally.

Guidance is expected in 2023 for national profiling expectations towards a digital profiling model. Our current, refined process will continue until there is a firm plan in place for change

National assessments will be used at all stages next session to confirm teacher judgement and to inform planning. Assessment will take place at the start of the year to inform judgement and later in the year to confirm progress

Enhancing community/family partnerships, DYW and local business partnerships, community partnerships

Purpose:

This project has been developed to embed a 3 year strategy for increasing parental and family engagement, develop an understanding of how parental engagement can positively impact pupil attainment and build sustainable relationships with the parent community and beyond. We will rebuild our skills/ DYW, business and community partnerships to pre-Covid levels and involve our stakeholders in developing these partnerships further. QI 2.2, 2.3, 2.7 and 3.1

Progress:

Parents have been involved in consultation through surveys and discussion around general school improvement and around profiling.

An active approach has been taken to increase our offer of learning experiences involving the wider community, both inviting the wider community in and taking pupils out

We have continued to find ways of regular and effective communication with parents and the wider

Impact:

Very good progress has been made in this area
All pupils have had increased opportunities to engage with the wider community through learning activities across curricular areas. This has increased pupil and parental engagement and provided opportunities for personal achievements and success as well as broadening interests of all pupils.

community through weekly updates on our website and through the use of the schools Facebook Page

Further opportunities for Parental Engagement through visits, events and information sessions on composite classes and digital safety have been offered this term.

Sharing school events and learning experiences on social media has provided a platform to share these positive experiences with parents and the wider community.

Re-establishing our Community Café for all classes has provided real life opportunities to develop skills for life and work through effective partnerships with RadioSkye, Tongadale Hotel and a variety of local and international charities which they have supported.

Family Reading sessions and our P4 Problem Solving session, provide opportunities for parents to visit the school on a more regular basis and to experience learning alongside pupils.

We have re-established effective partnerships that post pandemic and pupils now benefit from involvement with a range of outside organisations; The creation of our community allotment and polytunnel have provided opportunities for learning about sustainability and again, opportunities to engage with the wider community

A range of extracurricular activities are now in offer in both sport and creative areas. This is allowing pupils opportunities to develop their skills and passion outside of the school building in a wider context. Again, opportunities for personal success and achievement have been made possible through this

A new initiative with RadioSkye's weekly Kid Expert programme has provide opportunities for pupils to share their range of knowledge with the wider community, again offering opportunities to acquire life skills and personal achievement

Next steps:

Work with new Parent Council member to develop their role within the school, ensuring that all families are represented in school developments.

Continue to develop and expand opportunities for learning in our wider community both through charitable work and skills based partnerships

In consultation with parents, build on opportunities for family learning through parental workshops, curricular drop in events etc

Increase number of parents volunteers with disclosures to volunteer in and out of school

Highlight our community allotment through our works toward Green Flag status, involving the wider school community wherever possible

Developing a Whole School Approach to Health & Wellbeing

Purpose:

This project has been developed in response to the impact of Covid 19 and to develop a Whole School Approach to Health & Wellbeing QI 1.4, 2.1,3.1 and 3.2

Staff were introduced to the NHS Wellbeing wheel to support staff wellbeing

Pupil voice and leadership opportunities have been provided at all class levels

Relationships, Sexual Health and Parenthood has been reviewed across the school with staff attending training in this area

Provide opportunities for pupils and staff to socialise together

Introduce Glasgow wellbeing profile to gather pupil views and track HWB

Breakfast provision has been introduced

Staff were introduced to the NHS Wellbeing Tool. This will require to be followed up to determine impact

All classes have benefitted from weekly Skyedance sessions to broaden our Health and Wellbeing curriculum. Pupils were able to showcase their learning by engaging in visits to seniors programmes within the village

All classes have been represented in Pupil Voice and Eco groups. Older pupils have had opportunities to take leadership roles with Buddies and Young Leaders. All of these opportunities have ensured pupil voice is heard to address improvement priorities and issues identified by pupils. Involvement in these groups has given pupils a chance to develop skills for life and work, to foster relationships across classes and to create a sense of responsibility and pride for pupils taking part.

Relationships, Sexual Health and Parenthood curriculum has changed considerably over recent years. Staff are undertaking Highland Council resource introductions currently to increase confidence in the delivery of this area and to ensure the coverage of all outcomes for all learners

The school timetable was revised this session to create shared breaktimes for pupils and staff. This has helped to build relationships across all age groups, offered opportunities for wider school initiative such as break time enterprise and Young Leaders while also providing informal opportunities to staff to share and support each other. This has also provide increased supervision at playtimes, leading to fewer behavioural incidents at these times

The Glasgow wellbeing profile is currently being gathered by pupils with a view to tracking Health and Wellbeing of pupils and identify areas for school improvement. The outcome of this is yet to be determined

Breakfast items are available to all pupils every day due to a generous community donation. Uptake on

this has been varied, however, there are pupils using this on a daily basis ensuring that all pupils have the offer of food at the start of the day to ensure they are able to get the most out of their school days

Next steps:

Ensure that Health and Wellbeing of the entire school community is focus of all what we do

Continue to explore opportunities to offer wider extra-curricular experiences for pupils

Integrate results of pupil health and wellbeing surveys into planning next steps

Expand opportunities for leadership for pupils and staff at all levels, drawing on the strengths that exist within the school

School staff will take part in development opportunities in regards to the teaching of revised Relationships, Sexual Health and Parenthood curriculum and resources. This will be taught from early level through to Primary 7, adapted to suit the needs of our learners and shared with parents as this area develops.

Progress and impact of Pupil Equity Fund **Adhartas agus buaidh Maoin Cothromas Sgoilearan**

Our Pupil Equity Fund initiatives this year took on a creative approach to active learning. The majority of this funding was spent on staffing which enabled us to take on a Teacher, 1 day per week and a Pupil Support Assistant, 2 days per week to deliver activity based learning to our PEF pupils from P1 to P7. These learning experiences were tracked and all pupils involved, showed significant improvements, particularly in the targeted areas of; engagement, responding to questions, speaking, listening actively, working collaboratively, working independently and maintaining focus. PEF funding was also used to support our work with ACE Academy, providing pupils with an outdoor learning experience which was also successful in the areas listed above.

Wider achievements **Coileanaidhean nas fharsainghe**

The school have raised several thousand pounds this year through our many events to support local, national and international charities through taking part in celebration days (Red Nose Day, Young Carers Day, Children In Need etc and Community Café initiative.

The school now have a polytunnel in place and have secured an allotment at the new Community Allotment plot in Portree. This has been successful in providing a focus for outdoor learning and learning for sustainability. It provides opportunities to work within our wider community and will play a key role in our work towards Green Flag Status.

Our school have been well represented at various sporting events with great success, particularly in Cross Country and Triathlon events.

Pupils from our school have taken part in many musical and creative events over the course of the year, again with good success.

We have expanded our extra-curricular calendar to include Running Club, Singing Club, Instrumental Club, Coding Club and Shinty this session. Numbers returning to all of these activities, post covid, have been significant.

Our Primary 7 class hosted a Passion for Portree public speaking event, where they shared their views and ideas around improvements for our community with local politicians and representatives from Community Organisations.

We continue to recognise pupils achievements through our Value and Wow award systems and to celebrate these by sharing them through social media platforms

Comments from learners, families, stakeholders and staff

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

Comments from Parents;

I think Portree Primary is a great school, with good strong leadership, good values and really hard-working staff. Thank you

Both of my children enjoy going to school and I'm really pleased with the progress both have made. Staff are always helpful in answering any questions.

Comments from Learners;

We have been doing lots of growing the school garden and I love going to the polytunnel. We are going to get our Green Flag next year and grow vegetables for the canteen

I went to running club and singing club this year for the first time. It is fun to go and I have made new friends who aren't in my class

Our buddies help us in the playground and in our class. We love our buddies!

I like when our parents come into school for Open Afternoons. My favourite things to show are my jotters and my art work on the wall.

Knowing what my targets are in my work help me do better, as long as there aren't too many at a time.

Comments from Stakeholders;

I was very pleased to be invited to the Youth Speaks event. The pupils are a massive credit to you and the rest of your team up at the school. I was very impressed by the quality of presentation that all 3 groups gave. You could tell they'd really put a lot of thought into these issues. I thought all of the speakers were outstanding.

'A.C.E Academy has been working closely with Portree Primary School for approximately two years at the Bayfield Community Woodland in Portree, providing outdoor education to benefit the Students, the Woodland and the local Community. The whole process of working with Portree Primary has always been efficient and relaxed, in regards to organising blocks of lessons and their content and schedule in advance and also in the day to day of running of the sessions for the students.

Working with Portree Primary School has been a significant factor in the relative success of the A.C.E Academy project and hopefully the relationship will continue into the future. The staff, the kids the parents are all a credit to the area and make our job very easy. Thankyou Portree Primary School!

“Skyedance have had the absolute pleasure of providing weekly dance classes with the PPS pupils. These classes contain games, fitness and dance whilst working on key skills such as balance, co-ordination, memorisation, agility, timing/rhythm, group work and confidence. It has been great to see the confidence grow in the kids from week to week and involvement increase. Each class bring their own dynamics, personalities and fun.”

Radio Skye is delighted to be partnering with Portree Primary School, it gives students an opportunity to learn new skills in public speaking , broadcasting, editing and presenting in a real-life situation, giving them confidence and an opportunity to shine in a different learning setting. The school are a joy to work with and the students show real enthusiasm and talent

Comments from Staff;

Portree Primary is a wonderful place to work and learn. All the staff work extremely hard & the school should celebrate this more through increased showcasing of work/songs/artworks/sports etc on Facebook and in the Press!

PPS is a fabulous school to work in, with a great team with the children genuinely at the centre.

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	Choose an item.	Good	Choose an item.
QI 2.3 Learning, teaching and assessment	Choose an item.	Good	Choose an item.
QI 3.1 Wellbeing, equality and inclusion	Choose an item.	Good	Choose an item.
QI 3.2 Raising attainment and achievement/Securing children’s progress	Choose an item.	Good	Choose an item.

Our overall evaluation of our capacity for continuous improvement is:

We are confident in our capacity for continous improvement.

Key priorities for improvement planning Prìomhachasan airson planadh airson leasachadh

Our key priorities for next session are in the areas of Literacy, Moderation & Assessment and gaining our Green Flag Status. These are outlined in further detail in our School Improvement Plan.

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 <https://portreeprimaryschool.com> or by contacting the school office