



## Sgoil Stafainn and ELC

HIGHLAND COUNCIL | STAFFIN, ISLE OF SKYE, IV51 9JS

# 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

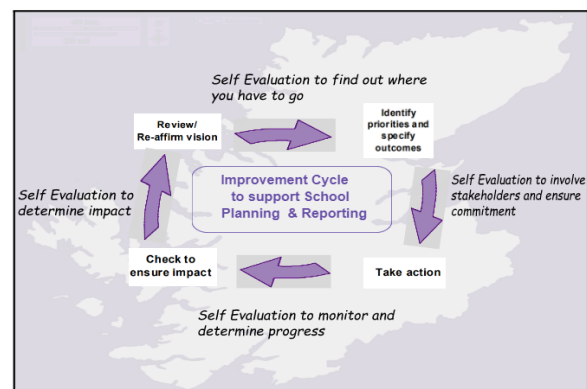
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

#### 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.

Mrs C MacFarlane  
Head Teacher  
Sgoil Stafainn

## 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**  
**95.7%**

**Average Class Size**  
**13**

**Meeting PE Target**  
**Target Met**

**Pupil Numbers**  
**39**

**Teacher Numbers**  
**3**

**Pupil Teacher Ratio**  
**10**

Sgoil Stafainn is located in a rural setting serving the local community of Staffin on the Isle of Skye.

There are 38 children attending the school and 7 children in nursery, ranging from N3 - P7. In English Medium, P1 - 7 are taught together in a single multi-stage class, while Gaelic Medium have a P1-4 class and a P5-7 class. There is a separate nursery for 3 and 4 year olds.

The headteacher has overall leadership responsibility for Staffin Primary School and Kilmuir 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 very good/ progress towards meeting their individual targets.

Overall children are making the following progress:

**Reading**

Good progress

**Writing**

Good progress

**Listening and talking**

Good progress

**Numeracy**

Good progress

Gaelic Medium (delete if not relevant):

**Gaelic reading**

Good progress

**Gaelic writing**

Good progress

**Gaelic listening and talking**

Good progress

We have had no exclusions this year.

# School vision, values and aims

## Lèirsinn, luachan agus amasan na sgoile



# Sgoil Stafainn – Staffin Primary School

**Coimhearsnachd**  
Community

**Cruthachalachd**  
Creativity

**Càirdeas**  
Friendship

**Fireantachd**  
Honesty



### Our Aims

To do lots of fun activities in a Gaelic speaking environment.

To use and be part of our community.

To be the best we can be.

To learn together.



### Amasan ar sgoil-àraich – Tha sinn airson:

Tòrr rudan spòrsail a dhèanamh ann an Gàidhlig.

Obrachadh còmhla ris agus a bhith mar phàirt den choimhearsnachd.

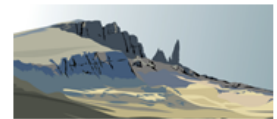
Dèanamh cho math 's a 's urrainn dhuinn.

Ionnsachadh còmhla.



### Còmhla nì sinn uiread

*Together we achieve*



## 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:

## Profiling

### Purpose:

We wanted pupils and parents to actively record all their successes. It is hoped that learners will be able to articulate where they are in their learning, who they are in their learning and where they are going next, sharing this with their peers, their families and staff within the school. It is also hoped that learners will be able to use the language of skills when reflecting on their learning.

### Progress:

- The school has a supportive culture and focus on developing positive relationships.
- All pupils are actively engaged in profiling their learning journey.

### Impact:

- Teachers and pupils work well together to set targets and make progress through learning.
- Profiling has been successful in engaging children and young people, staff and parents in setting targets for learning.

- In nursery, children are eager to share their MLJ folders.
- Children feel more involved in their learning.
- Good progress was made in this area.

#### Next steps:

- Continue to develop ways for pupils to be actively involved in their learning.
- Develop ways to track skills - Skills for Learning, Skills for Life and Skills for Work.
- Develop a way to track engagement in extra-curricular activities.

#### School Priority:

### Pupil & Parental Involvement

#### Purpose:

Post Covid-19, we wanted pupils and parents to become actively involved in school development again through committees for pupils and family learning events for parents.

#### Progress:

- We have re-established committees and almost all pupils are involved in these.
- We held some family learning events including an open afternoon and an online internet safety information session, which almost all parents engaged with.
- We have an active Parent Council, that support the work of the school.

#### Impact:

- Children feel more involved in school development and have enjoyed leading initiatives.
- ✓ Parental feedback shows parents have valued getting back into school to see classes and learning.
- ✓ We have a strong partnership culture within the school, that enables pupils to participate in a wide range of activities.

- Good progress was made in this area.

#### Next steps:

- Continue to develop partnerships to support attainment in the school.
- Further develop the school house system.

#### School Priority:

### Gaelic Oral Skills

#### Purpose:

We worked with the HC Gaelic Team and partners to develop a Gaelic Plan to support families that may not have Gaelic at home.

#### Progress:

- Gaelic oral skills are being developed appropriately through real-life contexts

#### Impact:

- Staff ensure all children have appropriate levels of challenge to get the best out of these experiences.

such as participating in Spòrs Gàidhlig activities, after school clubs and attending Gaelic Medium Sports Festivals.

- The headteacher is providing a clear strategic lead and staff demonstrate a good understanding of their role in maximising Gaelic Medium attainment.
- We have developed a Gaelic Plan with partners and were granted funding to support our plan.
- Good progress was made in this area.

#### Next steps:

- Continue to support Gaelic language acquisition.
- Develop Gaelic Medium writing, so that it reflects pupils' oral competency.

## Progress and impact of Pupil Equity Fund

### Adhartas agus buaidh Maoin Cothromas Sgoilearan

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We used literacy and numeracy interventions to support target pupils and have seen most pupils improve in their assessments by at least 6 months.

We used PEF funding to support pupils to attend swimming lessons and cover transport costs involved in attending high quality ASG PE events. Pupils' wellbeing have benefited from attending these events and our P7 pupils well supported in their transition to High School, due to these events.

## Wider achievements

### Coileanaidhean nas fharsainghe

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- Almost all pupils participated in the local Mòd.
- The FilmG after school group won an award at the Awards ceremony in Glasgow
- All pupils entered the Coronation Art project.
- The Cluster Team won the Iomain Colum Chille shinty competition
- 3 x Pupils participate from string lessons, 7 x pupils - chanter lessons, 4 x pupils drumming lessons.
- The majority of pupils attended Feis Thronairnis
- All pupils attended swimming blocks in Portree
- All P4-7 pupils participated in Spòrs Gàidhlig sessions
- Pupils attend out of school clubs – swimming/ active schools / guitar lessons

## Comments from learners, families, stakeholders and staff

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

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#### Parents

- X has had a great time in Sgoil Stafainn and is well prepared for the High School.
- Communication is much better.
- There is a great range of experiences for pupils.
- It would be good to develop the outdoors more and maybe have an outdoor classroom.
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## Partners

- I enjoy working in Sgoil Stafainn, the pupils are always well behaved and respectful.
- The school is welcoming and pupils are always engaged in the activities.

## Pupils

- I enjoy school and we get to do lots of cool things like FilmG and paddleboarding.
- It would be good to do more house activities.
- We are all kind to each other.

## Staff

- We work together to improve outcomes for our learners. Sgoil Stafainn

## 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
<b>QI 1.3</b> Leadership of change	Good	Good
<b>QI 2.3</b> Learning, teaching and assessment	Good	Good
<b>QI 3.1</b> Wellbeing, equality and inclusion	Good	Good
<b>QI 3.2</b> 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.

## Key priorities for improvement planning Prìomhachasan airson planadh airson leasachadh

- Review approaches to Planning
- Improve approaches to Learning & Teaching
- Continue to raise attainment
- Improve further approaches to self-evaluation

## 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.sgoilstafainn.com](http://www.sgoilstafainn.com) or by contacting the school office



