



# STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

**2024-2025**

**Broadford Primary School  
Bun Sgoil an Àth Leathainn**



Aim as high as the mountains

Bi ag amas cho àrd ris na beinn

# 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?*<sup>4</sup> 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% | Over 91%   | 75% - 90% | 50% - 74% | 15% - 49%      | Up to 15% |

We are pleased to present our Standards and Quality Report for Session 2024-25. This report 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 what we do. 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**

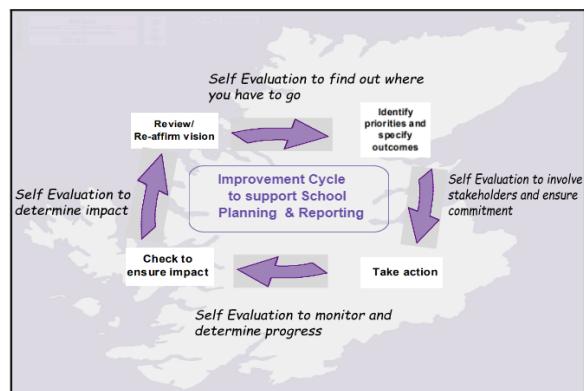
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

#### **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.**

Name  
Head Teacher  
School

# School Profile

## Pròfil 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.

|   |                                   |  |
|---|-----------------------------------|--|
| <b>Attendance</b><br>87%                              | <b>Average Class Size</b><br>15.3 | <b>Meeting PE Target</b><br>Target Met |
| <b>Pupil Numbers (inc nursery)</b><br>61 + 27 Nursery | <b>Teacher Numbers</b><br>5       | <b>Pupil Teacher Ratio</b><br>11.2     |

|           |           |            |             |             |             |            |            |             |
|-----------|-----------|------------|-------------|-------------|-------------|------------|------------|-------------|
| N3<br>XX% | N4<br>XX% | P1<br>9.8% | P2<br>16.4% | P3<br>14.8% | P4<br>21.3% | P5<br>9.8% | P6<br>N/A% | P7<br>21.3% |
|-----------|-----------|------------|-------------|-------------|-------------|------------|------------|-------------|

|                             |                |                            |                  |                         |                 |
|-----------------------------|----------------|----------------------------|------------------|-------------------------|-----------------|
| SIMD Q1 <sup>1</sup><br>10% | SIMD Q2<br>40% | SIMD Q2<br>40%             | SIMD Q3<br>0-10% | SIMD Q5<br>0-10%        | Unknown<br>N/A% |
| ASN <sup>2</sup><br>45%     | No ASN<br>55%  | FSM <sup>3</sup><br>10-20% | No FSM<br>80%    | EAL <sup>4</sup><br>10% | No EAL<br>90%   |

2024/25 Proportions of pupils achieving Curriculum for Excellence Levels (P1, P4, P7 combined):

|                |                |                              |                 |
|----------------|----------------|------------------------------|-----------------|
| <b>Reading</b> | <b>Writing</b> | <b>Listening and talking</b> | <b>Numeracy</b> |
| Most           | Most           | Most                         | Most            |

**Gaelic Medium** 2024/25 Proportions of pupils achieving Curriculum for Excellence Levels (C1, P4, P7 combined):

|                       |                       |                                     |
|-----------------------|-----------------------|-------------------------------------|
| <b>Gaelic reading</b> | <b>Gaelic writing</b> | <b>Gaelic listening and talking</b> |
| Most                  | Most                  | Most                                |

We have had no exclusions this year.

<sup>1</sup> SIMD – The Scottish Index of Multiple Deprivation (SIMD) is a relative measure of deprivation.

<sup>2</sup> ASN – Additional Support Needs

<sup>3</sup> FSM – Free school meal entitlement

<sup>4</sup> EAL – English as an additional language

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Broadford Primary School has both Gaelic and English Medium Education covering a large and mixed catchment on the Isle of Skye, from Sconser in the north to Ashaig in the east, including the townships of Torrin, Heaste, and Breakish. As well as the community of Broadford with a number of estates comprising mainly social housing, there are a number of isolated rural communities.

The current school role is 85, including children in Nursery and Broadford is a growing community both in terms of new housing being built and in terms of a number of regeneration projects being put in place by the Community Council, which the school are also actively engaged with. We are working with Highland Council and the local community to ensure a new building is in place for Broadford to comprise of a bilingual school, English and Gaelic Nurseries and facilities for the local community such as the local library and a games hall. The headteacher is a teaching headteacher with a day and a half of management time for the school.

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. Almost all children who face barriers to learning are making 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 |

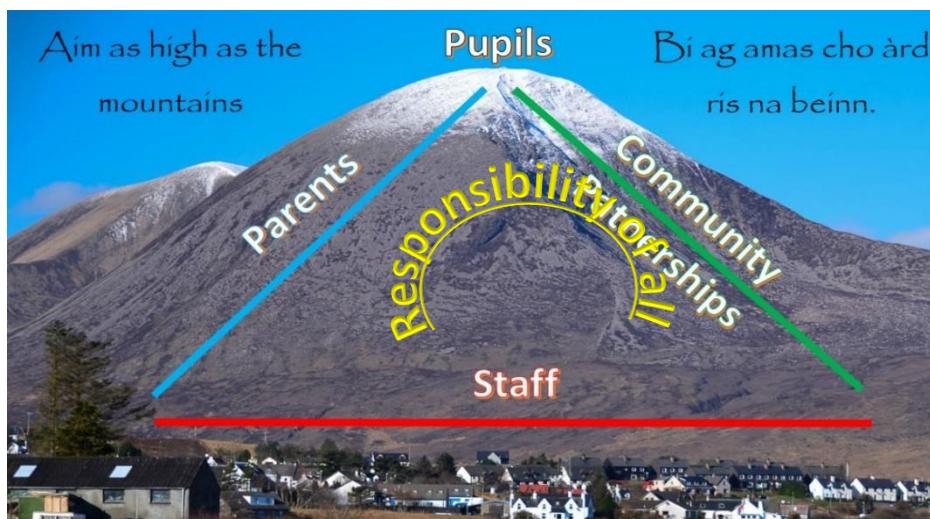
Gaelic Medium (delete if not relevant):

| Gaelic reading | Gaelic writing | Gaelic listening and talking |
|----------------|----------------|------------------------------|
| Good progress  | Good progress  | Good progress                |

## School vision, values and aims

### Lèirsinn, luachan agus amasan na sgoile

This school aims to provide for the diversity of individual needs, which exists within any family or organisation, so that every pupil is afforded both opportunity and support in developing their capacities to optimum effect. We aim to achieve these goals by providing a warm, nurturing and stimulating learning environment which meets the needs of all learners, and by working in close partnership with parents, pupils and other agencies.



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**The school motto is:**

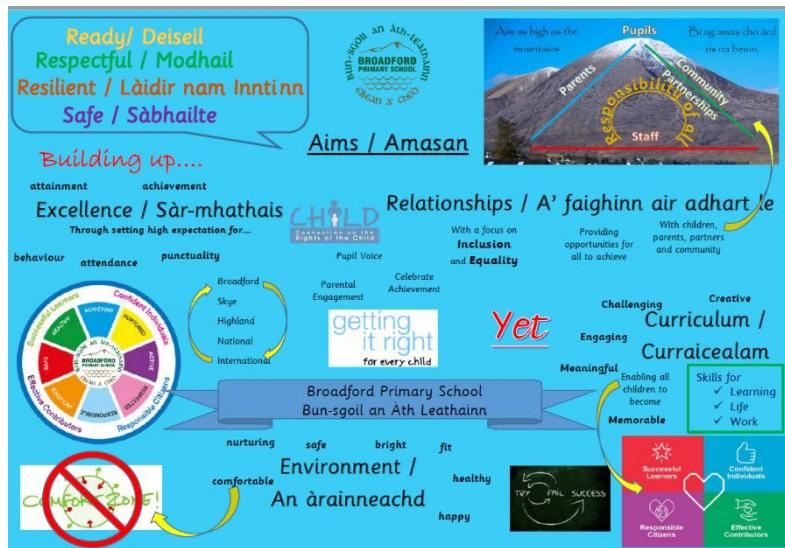
**Aim as High as the Mountains**

**Bi ag amas cho àrd ris na beinn.**

The staff and children have taken on the shared Values of always being:

Ready -Deiseil  
Respectful-Modhail

Resilient - Laidir nam inntinn  
Safe – Sàbhailte



Our Nursery and Sgoil àraich pupils are encouraged to be part of our school community through extended transition activities, lunchtimes and assemblies.

Likewise staff in Nursery share discussion with teaching staff and other colleagues regarding our Vision Values and Aims.

Our refreshed Curriculum Rationale highlights some of the areas of focus.

## 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 in writing through consistent pedagogical approaches and understood through moderation.**

**Purpose:**

In analysing trends in our school data over recent years, although there is a gradually improving trend in most areas, Writing still falls behind reading and Listening and Talking which in turn impacts the overall judgements for those achieving all Literacy.

Through lesson observation and looking at books with children and in professional dialogue. It has become clearer that those who read and experience a literacy rich environment have a good ability in writing, whereas others, even with some reading support still develop writing skills slowly.

We have identified that a more explicit pedagogical method of teaching writing, coupled with more opportunities for writing, especially functionally across the curriculum will give these children more opportunities for success. This is based on some training by Stephen Graham in a similar approach and a trial in one class during the summer term 2024, showing that a much higher percentage of children write more confidently after explicit teaching.

**Progress:**

**Content:**

- ✓ All staff attended further Stephen Graham training
- ✓ Staff collegiate planning sessions to refine our approaches

**Impact:**

- ✓ In pupil dialogue, more children are showing positive responses to writing, saying they find it easier to know what to write about.
- ✓ Data is showing more children are attaining Early and First level. This is not extending to

- ✓ School writing competition using specific approach
- ✓ Moderation activities including joining West Area Gaelic medium moderation
- ✓ second level yet as the process needs time to embed.
- ✓ Staff can see how even though this is the beginning, and children and staff are still learning the formats, it will become embedded and they see the clear benefit for pedagogy
- ✓ Good progress was made in this area to continue building on.

**Next steps:** To fully embed a writing framework using Stephen Graham pedagogy which develops skills for writing leading to raised attainment in writing particularly for historically lower achievers.

**School Priority:**

**Ensuring children are upskilled in strategies to support their own and others mental health and wellbeing.**

Please detail the information/data which has prompted this work:

Through analysis of the Glasgow Motivation and Wellbeing Profile (GMWP) See scores from all children in school averaged below.

The scores are generally high and in most places show a rising trend to previous year. In analysis and discussion with parent council, staff and pupils in Choosing Champions group it has been discussed that children need more strategies for practically dealing with specific situations. This builds on the work of previous years.

After a year of further tragic events in school, and dealing with these as best as possible at the time we now felt it was important to begin to equip the children with further skills and strategies, working together and supporting each other to develop.

**Progress:**

Content:

- ✓ Further specific HWB house team activities
- ✓ Extended P7 transition Resilient Kids sessions
- ✓ Whole school 'health' activities developed further
- ✓ Shanri awareness activites broadened and children completed SHANARRI and Glasgow Wellbeing assessments

**Impact:**

- ✓ Children have strategies for dealing with mental health and wellbeing challenges and have been seen using these.
- ✓ Specific children are attending more as a result, in one case from 0% to 85%
- ✓ A model of in class strategies, option mapping with HT, one to one support including soft start, Counselling and CSW support are all building a pathway for children to provide support at different levels.
- ✓ Good progress was made in this area

**Next steps:** Make our pathway for support more consistent and explicit. Track where children are on the pathway and providing the right support at the right time.

**School Priority:**

**Raising attainment in reading particularly fluency and reading for information**

**Purpose:**

In pupil discussion groups, and with reference to both staff conversations and discussions with parents, regarding Reading . Children are showing good phonological understanding seen in tracking but not having the fluency in order to succeed across the curriculum.

**Progress:**

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**Impact:**

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#### Content:

- ✓ Read/Write training for PSAs and teachers
- ✓ ASNT Literacy for all training and cascading
- ✓ Literacy for all observations undertaken with target children
- ✓ Literacy for all assessments begun
- ✓ More opportunities for reading within the curriculum.

- ✓ Using Read/Write speech recording software and Key assessment tasks we have identified that almost all pupils have increased in fluency and speed as well as comprehension.
- ✓ Some children read for enjoyment more
- ✓ Children enjoy reading buddies in both GM and EM
- ✓ Children are using the Read/Write software as a tool for support not seeing it as an embarrassing thing to use
- ✓ Children with dyslexia and early identified possible literacy barriers and being caught early with strategies for all
- ✓ Good progress was made in this area

**Next steps: All classes to use Read/Write software more. In P1-3 to identify preferences in reading screen shades etc and in using it so older pupils can use it as a tool.**

**Increase awareness and celebrate diversity through understanding aspects such as dyslexia and what we can practically do to help**

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

PEF identified pupils have been well supported this year through specific targeted teaching using a teacher employed for the purpose. This has been consistent and targeted well.

In identifying the specific gaps for eligible pupils it was identified that mainly as a result of targeted intervention and specific teaching being missed for this group, the way to help close this gap for those pupils was to give targeted support. Pupils in this group have made good to very good progress and have started to close the attainment gaps.

We also had a pragmatic approach to ensuring our PEF eligible pupils needs were well met. This has transpired in us recognising the need for more gross motor skill development for two pupils and purchasing trikes and indoor 'curling' kits to provide activities to enhance these skills.

One individual has needed much more targeted support, including planning a more comprehensive joined up approach due to language delay, hearing, English as an Additional Language etc. And extra PEF time was therefore diverted for this purpose. This has also included transition activities for this child

## Wider achievements Coileanaidhean nas fharsainge

Successful HMIe inspection highlighting good practice

Thriving house team activities

Skye School Cross Country individual success

Local and national Mod winners, all pupils attending the local mòd were 'placed' including pupils from English and Gaelic medium

Cuach na cloinne – Skye champions and national finalists

Successful community engagement with new school design and development project.

BBC Alba programme interviewing pupils in P4-7g

Film G shortlisting for 'People's choice'

Recognition for successful Seachdain na Gàidhlig activities.

Iomain Cholmcille – 3<sup>rd</sup> place  
 Placings in Scottish Mathematical challenge including one 'Gold'

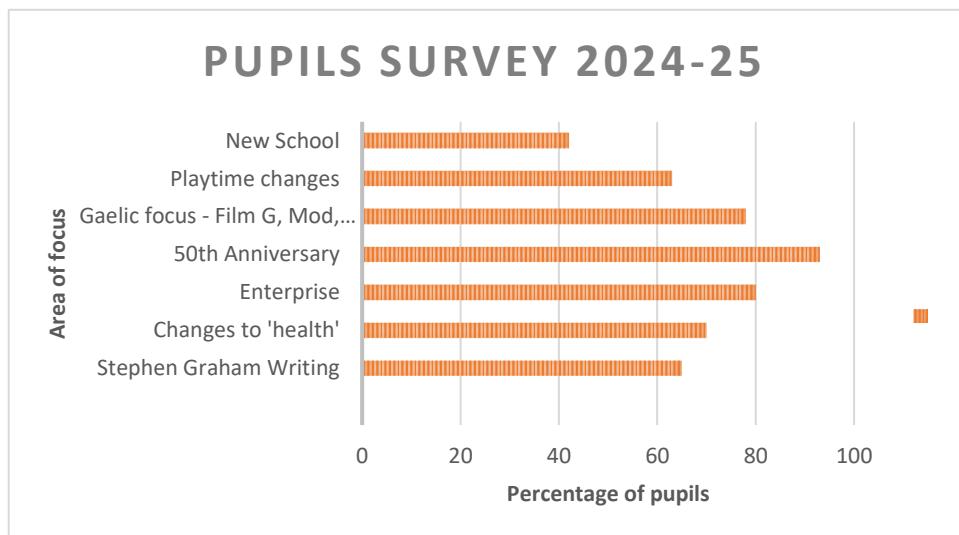
## Comments from learners, families, stakeholders and staff Beachdan bho luchd-ionnsachaidh, teaghlaichean, luchd-ùidhe is luchd-obrach

### Pupils

In discussion with Pupil's through our evolving Choosing Champions groups, the children identified key changes and improvements made during the session. In identifying them, they then took a survey of their fellow students and these were our findings.

We worked a lot more on developing further house team activities this year and developed real house team pride. We are delighted with how this has evolved and the children took these to make further suggestions surrounding other elements such as house team Mod. Children were enthusiastic about their 50<sup>th</sup> Anniversary museum archive project and the celebrations we had.

Although the survey returned lower percentage regarding the new school, in discussion this was found to be based on the fact it hasn't started yet



### Parents and carers

| WWW (What went well)   | EBI (Even better if)   |
|--|--|
| 50 <sup>th</sup> Anniversary project<br>School visible in press with many positive successes<br>Gaelic opportunities – Tournaments, Mod, Film G etc<br>Transition to high school including Raasay trip<br>Transition Nursery to P1<br>Chance to see the new school designs – walk through and be involved in decisions re uniform<br>Parent Council stronger and more active again<br>HT teaching all the classes – knowing the children<br>ASN – knowledge and understanding of staff is very high<br>Caring nurturing focus of staff is clear<br>Sports Day was better | Some individual pupils struggling with mental health and well being and school attendance.<br>Change and adapt homework<br>Staffing in Sgoil Araich<br>Reports are not enough anymore so more time through the year.<br>HT too much time teaching because of cover |

"Thank you to you and the whole team for hard work you always put in to support my child. You know him so well and could not have done more"

“On behalf of the parent council, I wanted to acknowledge what a special team we have in the staff at Broadford. We realise we are very lucky and know that staff in all schools don’t necessarily go the extra mile like you do. Well done on the inspection – well deserved recognition”

“Once again, the show you put on the other night for the 50<sup>th</sup> anniversary was brilliant. Having so many pupils learning all the songs in both languages made it extra special and to have specially written songs for the occasion highlights the school ethos,”

“Thank you for supporting my child and giving them the opportunity to take part in Youth Speaks. Looking back and seeing how much they have developed and then seeing them on stage speaking in front of an audience felt almost surreal”

### **Stakeholders**

“I read something recently which said...do one thing each day that brings joy...The singing of the Broadford pupils on The Waverley was just that. It brought so much joy to make what was already a special trip even more magical. Thank you for the time and effort in preparing and entertaining us!”

“The organisers and many of the other teachers were delighted that Bun Sgoil an Àth Leathainn were the winners of the tournament. Not only did they show incredible skill and enthusiasm, their Gaelic was of a high standard, they supported each other well and were incredibly polite and showed a high level of sportsmanship with other teams. They are a credit to your school.”

“Seeing all the hardwork the children and staff have put in as been amazing. As an ex pupil here, I loved seeing the artefacts being explored and see the delight the children have taken in looking back at the history of the school.

“The standard of speeches was incredibly high. I am blown away by how they managed to capture their arguments, which they clearly felt strongly about, but did it in a balanced and fair manner , something which many adults would struggle with.

“It was great hearing all about the 50<sup>th</sup> Anniversary Project and what the children researched and presented. I went on the Finland trip at school and it brought back so many memories.”

“I was delighted to see the final Film G film Caogad ann an Coig and want to say how lovely the children were, respectfully asking questions and listening to me reminisce!”

“The children and staff , especially the Eco Champions have set the bar high for our local reduce, reuse, recycle projects!” comment from South Skye Waste Partnership regarding our Eco sale and reusable bags

“The Gaelic songs and poems we heard were beautiful. I could even join in with one from when I was younger! “Dolan (aged 102) Care home resident.

We have further plans to enhance our relationships with stakeholders through Choosing Champions as the children have chosen a ‘Community Champions’ group for the next session.

## Staff

We are justifiably proud and happy that our good work has been recognised and verified by external inspection. It shows we are on the correct path and allows us to refocus.

Although there have been times this year where staffing and different activities have made the curriculum feel slight disjointed, the children have continued to show our school values. We aim to refocus and have a stronger emphasis on protected core curriculum time and activities.

The 50<sup>th</sup> anniversary project was a highlight and allowed for rich curriculum in a real life and memorable context, and we look to use this as a basis for enriching the curriculum as the new school is being built starting at the start of session 2025-26

Our writing focus is progressing and we are now deeper into the embedding stage, seeing that with familiarity of the different texts children will begin to be able to show more creativity. It is hard when we are in the initial steps of teaching the texts to see the children being slightly de-skilled but we are confident that as time progresses we will be able to move from teaching texts to writing high quality texts using the skills the children already have.

We feel that the children are on the whole more resilient and skilled in dealing with a wide range of health and wellbeing challenges. We realise some children are still finding school and attendance challenging and we continue to support and understand this with the families. It is gratifying that at so many events both locally and further afield, our pupils are recognised and stand out as being polite, well mannered, and kind to others. This being noticed by the community, visiting members of staff, and Education Scotland is the icing on the cake!

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

Having engaged with HMIe during a full inspection in October we are confident with the journey of continuous improvement we are on and look forward to building on this with next steps identified both by Education Scotland colleagues and ourselves.

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

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**Focus on raising attainment in Maths through further developing rapid recall of Numeracy skills and seen in applying these skills to word problems with growing speed.**

**Fully embed a writing framework using Stephen Graham pedagogy which develops skills for writing leading to raised attainment in writing particularly for historically lower achievers.**

**To develop our school culture with refreshed vision, values and aims, to include more distinctive Gaelic elements and reflecting the community especially in the context of the new school project.**

## **Planning ahead** **A' planadh air adhart**

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Full details of the school's 2025/26 improvement priorities and actions are detailed on the school improvement plan, which can be accessed on [our website](#) or by contacting the school office.