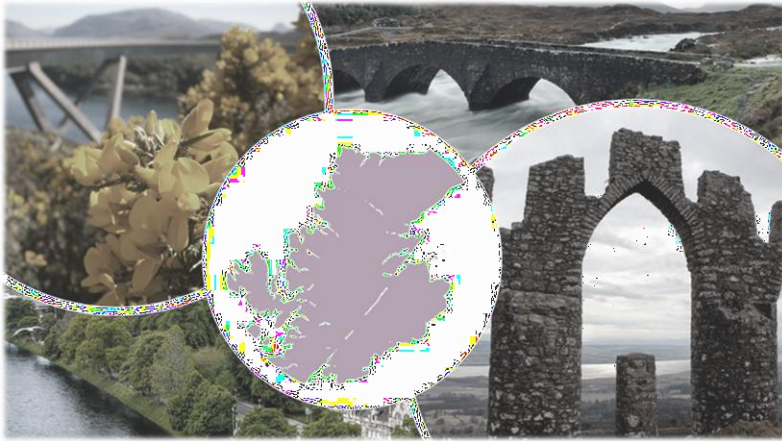




STANDARDS AND QUALITY REPORT 2025-26

AITHISG INBHEAN IS CÀILEACHD

Broadford Primary School

Bun Sgoil an Àth Leathainn

PRIMARY and ELC



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%

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School Profile

Pròifil na Sgoile

The following information can be found on [Parentzone Scotland](https://parentzone.scot.nhs.uk/). 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
90%

Average Class Size
15.25

Meeting PE Target
Target Met

Pupil Numbers (inc nursery)
58 (+27nursery)

Teacher Numbers
5

Pupil Teacher Ratio
11.2

N3
15%

N4
15%

P1
10.6%

P2
7%

P3
12.9%

P4
11.7%

P5
14%

P6
7%

P7
4.7%

SIMD Q1¹
N/A%

SIMD Q2
42%

SIMD Q3
42%

SIMD Q4
N/A%

SIMD Q5
N/A%

Unknown
15%

ASN²
30.6%

No ASN
69.4%

FSM³
10%

No FSM
90%

EAL⁴
3.5%

No EAL
96.5%

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

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

Reading	Writing	Listening and talking	Numeracy
Most	Majority	Most	Most

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

Gaelic reading	Gaelic writing	Gaelic listening and talking
Most	Most	Most

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 roll 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:

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Reading	Writing	Listening and talking	Numeracy
Good progress	Good progress	Very good progress	Satisfactory progress

Gaelic Medium (delete if not relevant):

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

We have had no exclusions this year.

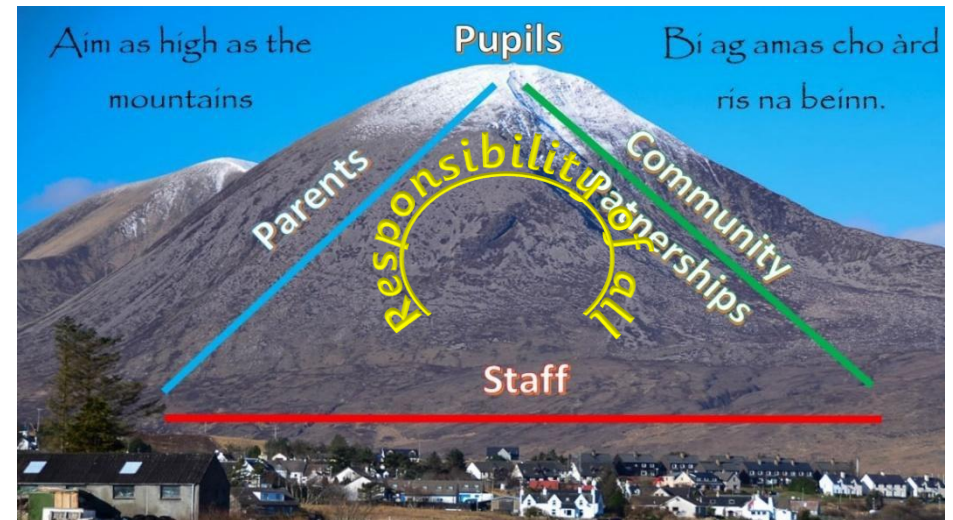
School vision, values and aims

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 or learners, and by working in close partnership with parents, pupils and other agencies.

The school motto is: Aim as High as the Mountains *Bi ag amas cho àrd ris na beinn.*

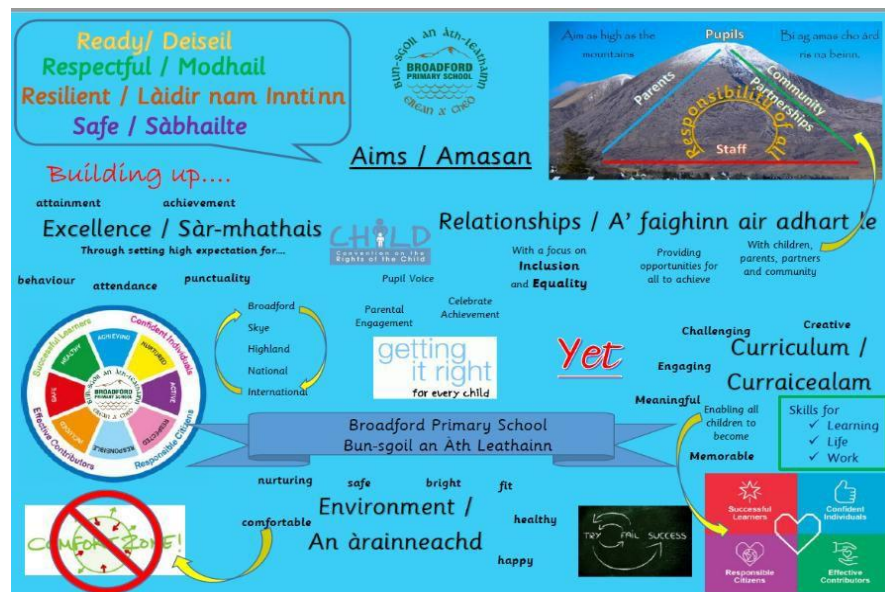
The staff and children have taken on the shared Values of always being:
 Ready -Deiseil
 Respectful-Modhail
 Resilient - Laidir nam inntinn
 Safe – Sàbhailte



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.



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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 1: 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		
School Improvement Plan Priority 1 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		
Summary of progress	Next steps	Stakeholder Views
✓ Satisfactory progress has been made in this priority area, with a clearer and more structured approach now in place to improve pupils' rapid recall, confidence and fluency and in basic numeracy facts. This work is supporting progress towards the NIF drivers of assessment, learning, teaching and leadership, whilst also strengthening our local priority to raise attainment in Mathematics. Overall evaluation ✓ The school has made good progress in embedding a more consistent and focused approach to numeracy fluency. ✓ There is now greater clarity, stronger staff knowledge and improved use of assessment to inform teaching. ✓ This is beginning to have a positive impact on pupils' confidence, recall and attainment in Mathematics. ✓ Satisfactory progress has been made in this area. A more structured whole-school approach is now in place to improve rapid recall of counting patterns, number bonds and times tables facts. Staff have improved their understanding of CfE levels and use diagnostic, SNSA and SOFA data more effectively to identify children's current attainment and next steps. Professional dialogue, staff training, pupil voice, learning walks and book scrutiny have all supported a stronger focus on numeracy fluency. Parents have also been better engaged through information sharing, helping to strengthen support at	We need to embed this consistently at all levels in school. We are still finding that when it comes to real life contexts and problem solving activities – particularly the kind of questions being assessed in SNSA assessments the children don't have the confidence, fluency and mathematical understanding to tackle the questions with the speed and confidence we would hope. We need to focus further on practical activities and especially on protecting time in the curriculum to focus on Number specifically We now need to upskill support staff in supporting with simple games and activities to help support number fluency	Pupil views • "I feel more confident now because we practise our number facts every day." P4 • "The games help me remember my number bonds quicker." P1 • "I can answer maths questions faster because I know more of my times tables." P7 Staff views • "We have a clearer understanding of which number facts pupils need to secure next." • "Professional dialogue has helped us share effective strategies and build confidence in teaching basic maths facts." Parents views • "The parent session gave us practical ways to help with number bonds and times tables."

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home. Overall, these actions are raising the profile of numeracy across the school and beginning to improve confidence, fluency and attainment for learners.		• “It is helpful to know exactly what my child is working on next in maths.” • “I can see that maths is being practised more regularly and that has improved confidence.” • “The school’s approach has made it easier for us to support learning at home.”
Impact		
Impact on pupils ✓ Pupils are showing increasing confidence in counting patterns, number bonds and times tables facts. ✓ Diagnostic assessments, together with SNSA and SOFA data, have helped staff identify current levels of attainment more accurately and target support more effectively. ✓ Pupil interviews, book scrutiny and learning walks indicate that children are becoming more aware of the importance of numeracy fluency in their day-to-day learning. ✓ Regular review of progress through KAT meetings and attainment discussions is helping to identify gaps earlier and respond more quickly. Impact on staff ✓ Staff have developed a more secure understanding of CfE levels and a clearer picture of children’s current attainment through diagnostic assessment. ✓ Professional dialogue across the school has increased, with staff discussing what numeracy activities have worked well, sharing effective practice and identifying next steps. ✓ A staff working group has helped to focus attention on numeracy recall, ensuring a more consistent approach across classes. ✓ Training for all staff, including support staff, has strengthened confidence in using simple maths strategies and games to support learning in class. ✓ The appointment of a specific PSA to lead and manage Basic Maths Facts has helped to provide consistency and profile across the school. Impact on the school community ✓ The profile of numeracy has been raised across the school through a more consistent whole-school focus on basic maths facts. ✓ Parents now have a clearer understanding of their child’s current level and next steps, helping them to support learning at home more effectively. ✓ The parent information session on Basic Maths Facts has improved home-school partnership and provided practical ways for families to support counting, number bonds and times tables. ✓ Support staff are increasingly well equipped to reinforce numeracy through short, focused interventions and in-class support.		

School Priority 2: 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 Improvement Plan Priority 2

Summary of progress	Next steps	Stakeholder Views
Good progress has been made in fully embedding a school-wide writing framework informed by Stephen Graham pedagogy. This work is closely aligned to the NIF drivers, particularly assessment, learning, teaching and leadership, and supports the local priority of improving attainment in writing, with a clear focus on equity for historically lower achievers. Engagement strategies which have worked well • Whole-staff inservice training has provided a shared starting point and common language for the approach. • Staff meetings and working group sessions have supported ongoing reflection, implementation and refinement. • Parent information sessions, including the planned parent café, are helping families understand the approach and how they can support writing at home. • The regular cycle of attainment meetings, moderation and curriculum mapping has ensured that the work remains visible, purposeful and strategically led. • Staff have responded well to opportunities for discussion, reflection and peer moderation, which has helped to build confidence and consistency. Overall evaluation • The school has made good progress in developing a more explicit and sustainable writing programme. • This work is beginning to improve attainment in writing, strengthen staff confidence and support more equitable outcomes for all learners.	• The framework is increasingly embedded, but the next stage is to ensure progression across the school is fully secure and that pupils move successfully from using taught structures to applying them independently and creatively.	Pupil views • “I find writing easier now because we are shown the steps first and then we practise them together.” • “The writing frames and examples help me understand how to improve my own writing.” Staff views • “The explicit teaching approach has given staff a clearer structure for modelling writing and supporting pupils more consistently.” • “We are seeing improved confidence, particularly among pupils who previously found independent writing more challenging.” Parent views • “My child is much more confident about writing at home because they now know how to get started.” • “It is helpful to understand the school’s approach to writing, as it gives us practical ways to support learning at home.”
Impact		
Impact on attainment and equity		

- School data shows that overall Literacy attainment is improving, but writing has continued to lag behind reading and listening and talking.
- Through the introduction of a more explicit, structured pedagogy for writing, pupils are beginning to gain the crucial knowledge and confidence needed to write more successfully.
- The approach is having a particularly positive impact for pupils who do not read widely for pleasure and who previously lacked the background knowledge and structures to write independently.
- Evidence from writing moderation and the writing competition 2026 showed that a significantly higher percentage of children wrote more confidently when explicit teaching was used.
- As the approach has been rolled out staff have noted improving confidence, quality and independence in pupils' writing

Impact on teaching and professional practice

- Staff now have greater awareness of the importance of explicit teaching of writing skills, including modelling, shared practice and progression from supported structures towards more creative, purposeful writing.
- Training and professional dialogue have improved staff understanding of the approach and supported more consistent implementation across classes.
- Curriculum planning is becoming more purposeful, with increasing attention given to writing across the curriculum so that children have more frequent and meaningful opportunities to write.
- Termly attainment meetings and moderation activities are supporting stronger professional judgement and greater consistency in CfE level judgements.

Impact of monitoring and moderation

- Regular use of CfE, SNSA, SOFA and teacher assessment is helping staff track progress more accurately and identify next steps.
- Moderation within school, with partner schools and through cluster/ASG activity has strengthened shared understanding of standards in writing.
- There is now greater confidence in discussing evidence and making level judgements following moderation, which is improving consistency and reliability in assessment.

School Priority 3: 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.

Summary of progress and impact	Next steps	Stakeholder Views
Some progress has been made in reviewing and refreshing our Vision, Values and Aims, with a stronger focus now on Gaelic distinctiveness, community identity and the opportunities presented by the new school build. This work is supporting progress towards the NIF drivers of leadership of change, self-evaluation for self-improvement and parental engagement, whilst also strengthening our local priorities around community connection and school identity. Overall evaluation • Some progress has been made in refreshing the school's Vision, Values and Aims. • The process has been inclusive, reflective and future-focused, with strong engagement from staff, pupils, parents and the wider community. • The school is now in a stronger position to move forward understanding the current challenges, and beginning to develop a clearer identity, greater Gaelic distinctiveness and starting to create more of a shared vision for the new school.	This Improvement priority will continue and grow as the new school continues to be developed and decisions need to be made about the new building, the Gaelic distinctiveness of the building within the community and the opportunities a new school building in the heart of our community presents.	Pupils • "I enjoyed taking part in Seachdain na Gàidhlig because it helped me learn more Gaelic in a fun way." • "I feel proud of our school and our Gaelic work." • "I liked being involved in the film G nominated film because it showed our learning to a wider audience." • "The Gaelic tree artwork is exciting because we are creating something special together." Staff • "Pupil engagement was strong, with many children showing enthusiasm and confidence throughout the activities." • "The developing Gaelic tree artwork is a creative and meaningful way to celebrate key Gaelic vocabulary and identity." Parents and carers • "It has been wonderful to see my child excited about Gaelic learning and taking part in the school's events." • "The Seachdain na Gàidhlig activities gave families a positive insight into the value of Gaelic in school." • "We are very proud that the school has been recognised

		through the film G nominated work.” Wider community / partners • “The school’s engagement events have helped strengthen links between Gaelic learning and the wider community.” • “I enjoyed coming into school for the Gaelic community café and hope they continue in the future.
Impact		
Impact on school vision and culture • Our current Vision, Values and Aims, including the school motto, have now been reviewed and are being adapted to better reflect the school’s evolving identity. • In discussion with HMle, it was identified that there was scope to build greater Gaelic distinctiveness into our motto and wider school culture. • Staff, parents and pupils have all contributed to the conversation, helping to ensure that the refreshed values reflect the views of the wider school community. • This work is helping to create a clearer and more future-focused sense of direction as the school prepares for the move to a new building. Impact on Gaelic distinctiveness • Gaelic now features more prominently in discussions about the school’s identity, values and aspirations. • The emerging Vision, Values and Aims are helping children, staff and parents to understand and value our Gaelic distinctiveness more clearly. • The Gaelic distinctiveness working group has supported thoughtful review and development of the motto and values, ensuring they are more representative of the school community and ethos. Impact on engagement and community links • There has been a stronger focus on working more closely with families and the wider community. • Parent café sessions, consultations and surveys have created useful opportunities for parental voice to shape the direction of the school. • Pupil voice discussions through house teams have helped children contribute meaningfully to the review process. • Community events and engagement activities are helping to raise the profile of the school locally and strengthen relationships with families, partners and stakeholders. • Sharing regular information about the new school build, including newsletters, site visits and local updates, has helped families feel involved in the school’s future. Impact on leadership and planning for the future • Staff professional dialogue and the SWOT analysis have supported a more strategic approach to school development. • A list of partners and stakeholders has been drawn up and consulted, ensuring a broad and inclusive approach to improvement.		

- The school is now better placed to plan confidently for the future and to ensure that the values and identity of the current school are reflected in the new setting.

This work is helping to build a shared understanding of what the school stands for and what it wants to become

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

Pupil Equity Funding has been used effectively to support pupils with children identified as eligible with through the allocation of an ASN teacher to work with individuals on their personal milestones and barriers to learning. This targeted approach has helped to remove obstacles, strengthen engagement, and support pupils to make clear progress in line with their individual needs.

Impact

- Personalised support has enabled pupils to work towards their own milestones at an appropriate pace.
- Barriers to learning have been identified and addressed more quickly.
- Improved engagement and confidence have been observed through one-to-one or small-group intervention.
- Positive outcomes show that the provision has been successful in supporting progress and inclusion.

Wider achievements

Coileanaidhean nas fharsainghe

Film G shortlisted in 'Drama' category from over 100 entries

Locally recognised school show 'The Wizards of Ness'

Thriving house team activities across sports, public speaking, music, art and quiz.

New school Turf-cutting ceremony, welcoming councillors and MSP, with pupil, staff and parent engagement and interview with BBC ALBA and Radio Skye.

Skye School Cross Country placings.

Cuach na cloinne local area finalists, ending second place on 'goal difference.

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

Successful community engagement with new school design and development project.

Increased leadership opportunities through Young Leaders

Head teacher spotlight session with all Highland Primary HTs sharing previously highlighted good practice.

Recognition for successful Seachdain na Gàidhlig activities.

Iomain Cholmcille

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Newly developed links with Shinty development officer.

Placings in Scottish Mathematical challenge including one 'Gold'

New regular Gaelic café event started.

Link with 'An Acarsaid' Residential Care home – designing signage and regular visits.

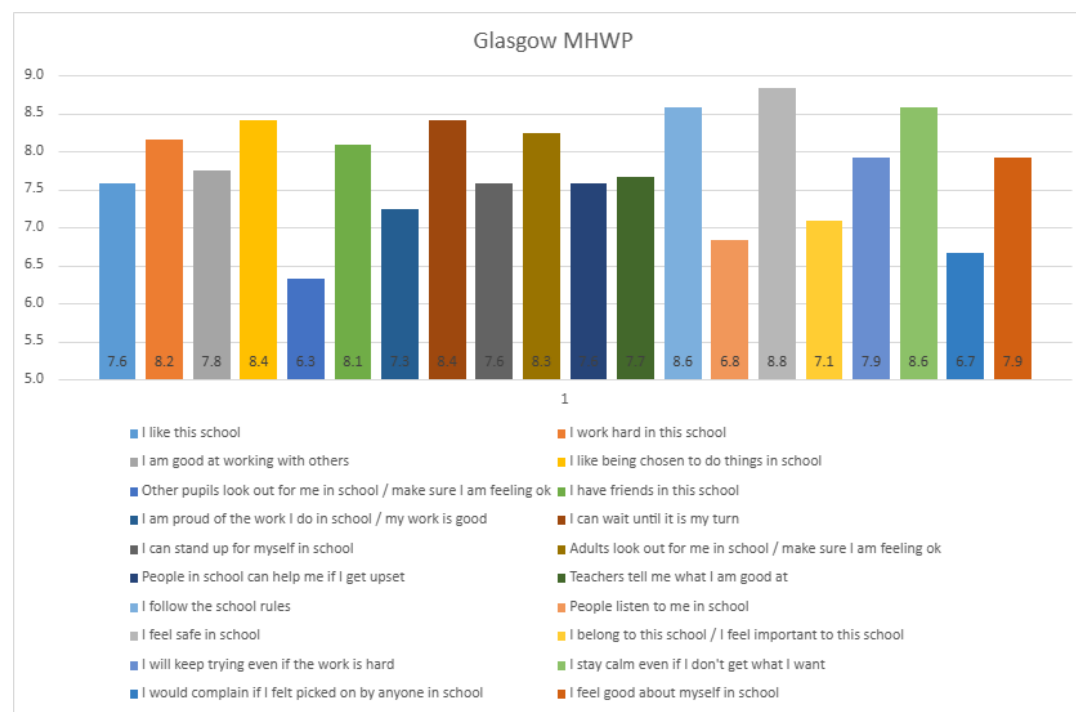
Comments from learners, families, stakeholders and staff

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. (see below)

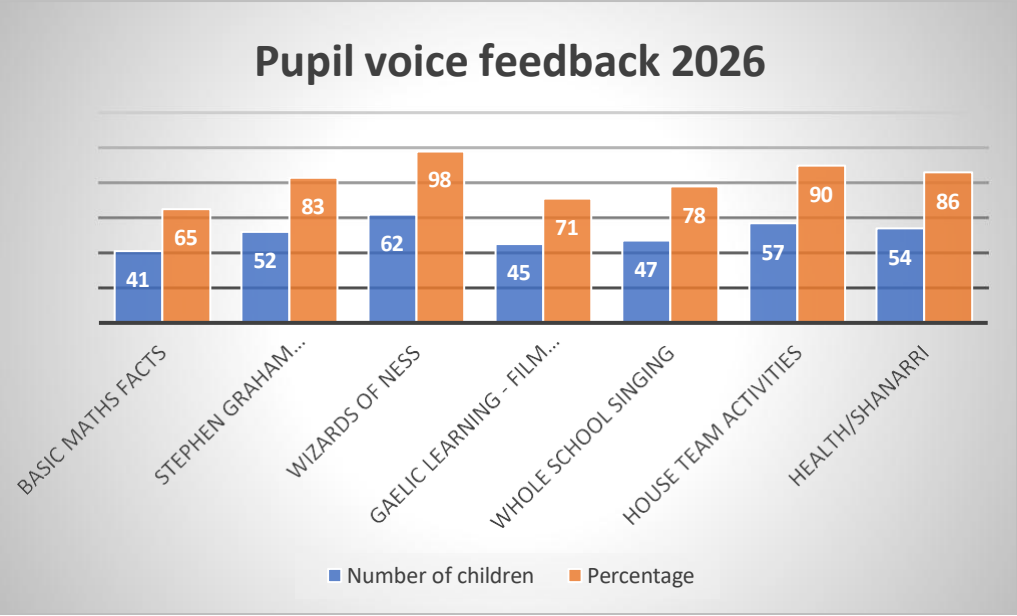
House team activities and pride in representing their house team remains high. We are delighted with how this has evolved and the children took these to make further suggestions surrounding other elements such as house team Mod. Children were overwhelmingly positive about the experience of putting on a Christmas show – The Wizards of Ness, leading onto the Gaelic class



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producing their adapted version for Film G. Children were less passionate about maths development, especially Basic Maths Facts, finding it frustrating, not moving on as quickly as they hoped.



Children noted that now they are more comfortable with the Stephen Graham approach and more used to the structures, they are becoming better more confident writers. There was also positivity surrounding Gaelic.

Through use of the Glasgow Mental Health and Wellbeing profile (above). It is clear children feel safe, supported by adults, and proud to belong to the school. Behaviour, routines and self-esteem appear to be strengths. The main areas for development are peer support, pupil voice and confidence in standing up for oneself. This may indicate that relationships with adults are strong, but that peer culture and opportunities for children to feel heard could be further developed.

Parents and carers

WWW (What went well)	EBI (Even better if)
Wizards of Ness (esp. in January) School visible in press with many positive successes Gaelic opportunities – Tournaments, Mod, Film G etc Christmas panto trip to Eden Court Transition Nursery to P1 Chance to see the new school designs – walk through and be involved in discussions Parent Council stronger and more active again HT teaching all the classes – knowing the children	Some individual pupils struggling with mental health and well being and school attendance. Change and adapt homework Staffing in Sgoil Araich Reports are not enough anymore so more time through the year. HT too much time teaching because of cover

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ASN – knowledge and understanding of staff is very high Caring nurturing focus of staff is clear Parent Café sessions including Gaelic café	
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“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.”

“It was fantastic! The script was brilliant and funny, with great local references and Gaelic in it. The songs and singing were great too, and it was lovely that the whole school were involved. The children were buzzing afterwards and thoroughly enjoyed being part of such a fun and well-organised show.”

“A heartfelt thank you to all the staff and pupils for a brilliant production and for giving the children such a great opportunity on stage. The Broadford kids looked comfortable, encouraged and happy to entertain the crowds – and they did!”

“It was truly a magical performance by all. A real joy to watch.”

Stakeholders

“Coming back after the Christmas holidays and putting on a show is not easy, but you truly were incredible – the singing, acting and production were at a real professional level. I have been to many school shows in many schools and that was by far the best I have seen.

Well done to all of the pupils and staff at Broadford Primary for aiming as high as the mountains (and beyond!). *Tha mi cho, cho pròiseil air an sgoil gu lèir.*”

“The standard of speeches was very high. The use of language which many of the teams showed, and the professionalism in which they delivered their speeches was a credit to the school. (Jamie – Radio Skye)

“Turas na Gàidhlig” is amazing. Its great to see the pupils using their Gaelic in such a creative manner and using their drama skills to great effect. Congratulations on the nomination.

“Thank you for coming into An Acarsaid to share your songs and artwork. It was great to see the residents and pupils chatting and sharing songs, especially in Gaelic.

Staff

This year has been a positive one for the school community. Staff have worked hard to support pupils' learning, wellbeing and progress, and there have been many successes to celebrate. What has gone well is the commitment shown by pupils, staff and families, alongside the strong relationships that help create a caring and supportive environment. There have also been good examples of teamwork, resilience and wider achievement across the school, with notable highlights including "The Wizards of Ness" in particularly trying circumstances with illness across the school, and coming back to put the show on in January, and our successful Film G nomination. We have notably had significant staff absence and indeed personal challenges for each of our teachers outside of school and the teamwork and resilience to ensure the consistency of teaching and learning has been notable.

Looking ahead, there are areas we can continue to improve. We would like to build further on pupil engagement, consistency and achievement, while continuing to strengthen communication and support for all learners. Staff remain committed to reflecting on practice, responding to pupils' needs and making the school even better next year. We are keen to strike the right balance between enhancements to the curriculum and ensuring enough time in the day to day curriculum to complete 'the basics' to do this we will have a more robust discussion about priorities and our yearly planning to ensure we are continuing to build in time to focus on important areas of the wider curriculum (shows, Mòd, sports) but in a manageable and sustainable way, not taking away from opportunities for Curriculum for Excellence attainment.

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	Good	Good
QI 2.3 Learning, teaching and assessment	Good	Good
QI 3.1 Wellbeing, equality and inclusion	Good	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.

Key priorities for improvement planning

Prìomhachasan airson planadh airson leasachadh

1. Improving maths fluency, especially in Number at Early and First Level, and in Real life application of number at Second level
2. To refresh the school's vision, values, and aims to reflect Gaelic distinctiveness, community engagement, and a forward-looking ethos

ASG Improvement Priority: To develop a clearer understanding of developments within the Curriculum Improvement Cycle and how this impacts our teaching and learning in Portree ASG

Planning ahead

A' planadh air adhart

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.