



STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2024-2025

Bun Sgoil Shlèite & Sgoil Àraich



Introduction: Local and National Context

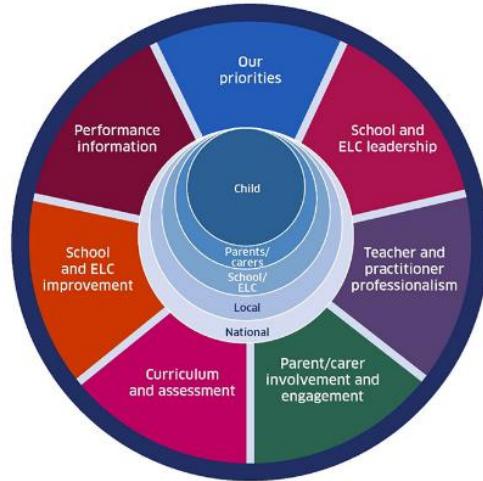
Ro-ràdh: Co-theacsa Ionadail agus Nàiseanta

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% | 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

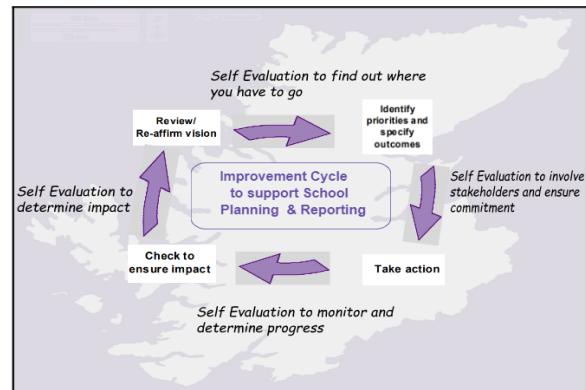
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

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.

Kenneth Nicolson
Head Teacher
Bun Sgoil Shlèite & Sgoil Àraich

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.

| | | |
|---|--|---|
| Attendance 94.5% | Average Class Size 13 | Meeting PE Target Target Met |
| Pupil Numbers (inc nursery) 53 +17 nursery | Teacher Numbers 5 | Pupil Teacher Ratio 13:1 |
| <hr/> | | |
| N3 50% | N4 50% | P1 9.43% |
| P2 13.21% | P3 3.7% | P4 18.87% |
| P5 13.21% | P6 11.32% | P7 7.5% |
| SIMD Q1¹ 0-10% | SIMD Q2 0-10% | SIMD Q3 90+% |
| SIMD Q4 0-10% | SIMD Q5 0-10% | Unknown XX% |
| ASN² 26% | No ASN 74% | FSM³ 2% |
| No FSM 98% | EAL⁴ 0% | No EAL XX% |

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

| | | | |
|----------------|----------------|------------------------------|-----------------|
| Reading | Writing | Listening and talking | Numeracy |
| Most | Majority | Most | Majority |

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

| | | |
|-----------------------|-----------------------|-------------------------------------|
| Gaelic reading | Gaelic writing | Gaelic listening and talking |
| Majority | Majority | Majority |

We have had no exclusions this year.

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

Bun Sgoil Shlèilte is located in a rural, coastal setting serving the local community of Sleat in the Isle of Skye. Sleat has a catchment area from the entire Sleat peninsula, incorporating Drumfearn, Tarskavaig, Ord, Duisdale, Isle of Ornsay, Toravaig, Teangue, Kilmore, Armadale and Aird.

There are 53 children attending the school and 17 children in nursery, ranging from N3 - P7. There are 41 children in the Gaelic Medium and 12 in the English Medium. Gaelic Medium pupils are taught in three classes of mixed stages; P1-2, P3-4 and P5-7. The P1 - 7 English Medium are taught together in a single multi-stage class and there is a separate nursery for 3 and 4 year olds.

The headteacher has overall leadership responsibility for Bun Sgoil Shlèite and has a teaching commitment. The headteacher is supported by a principal teacher. Staff and children from both the Gaelic Medium and English Medium 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. All children who face barriers to learning are making satisfactory progress towards meeting their individual targets.

Overall children are making the following progress:

| Reading | Writing | Listening and talking | Numeracy |
|---------------|-----------------------|-----------------------|---------------|
| Good progress | Satisfactory progress | Good progress | Good progress |

Gaelic Medium (delete if not relevant):

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

We have had no exclusions this year.

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

Vision: 'Supporting each other to achieve our best'.

Values: Community, Culture, Kindness, Creativity

Aims: We embrace our status as a Gaelic school with an English medium to enhance the experiences of all pupils through the promotion of Gaelic language and culture.

We create a secure, welcoming and happy environment where all achievement is celebrated. We create a community where children grow and learn in a supportive and inclusive environment.

We support children to develop respect for the school and wider environment, fostering positive attitudes to learning for sustainability and global citizenship.

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:

Literacy: Writing & Moderation

Purpose:

We identified a need for greater consistency in assessing writing across the school. Moderation of writing, using Highland benchmarks, was prioritised to ensure shared expectations and accurate judgments.

Progress:

- ✓ Staff engaged in whole-school and stage-level moderation sessions using the Highland Literacy Framework and benchmarks, establishing shared standards and consistent judgements.
- ✓ Baseline samples of writing were completed at the start of each term, and the Highland Literacy progression pathways were used in planning and assessment.
- ✓ Pupil writing samples were used during moderation to track progress over time and highlight strengths and next steps.
- ✓ Staff confidence increased as they moderated and provided feedback with a range of exemplars from each other's classes.

Impact:

- ✓ Moderation sessions, supported by the Highland Literacy framework and Highland Benchmarks, allowed staff to develop a clearer and more consistent understanding of writing standards across stages.
- ✓ Having a shared understanding of writing standards has increased teacher confidence in making judgements, while also strengthening planning and differentiation.
- ✓ Teachers are providing accurate and targeted feedback to pupils, directly linked to success criteria, which has improved the quality and independence of writing.
- ✓ The use of pupil writing samples has enhanced the evidence base for teacher professional judgement, enabling staff to collaborate and better identify strengths and next steps for learners.

Next steps:

- ✓ We will continue to embed regular moderation cycles across the school year to ensure consistency across stages.
- ✓ Staff will extend moderation beyond the school by engaging with other ASG schools and continue to develop shared expectations in teaching and assessing writing.
- ✓ We will broaden the range of evidence used, including digital and oral work, and develop pupil involvement through the use of exemplars and success criteria to support self- and peer-moderation.
- ✓ Tracking systems will be further refined to strengthen continuity from nursery to primary, and staff will continue professional learning in feedback strategies and discuss writing continuum to ensure consistency in pedagogy and assessment.
- ✓ Ensure that moderation outcomes are linked to planning where next steps identified through moderation directly inform class and group targets.

School Priority:

Numeracy: Highland Numeracy Framework

Purpose:

To improve consistency in numeracy teaching and assessment across classes.

Progress:

- ✓ All teachers are using the Highland Numeracy approach and Benchmarks for planning within classrooms.
- ✓ Highland Numeracy assessment tools are used more consistently in classrooms to support planning and inform next steps for all students.

Impact:

- ✓ Greater consistency in planning and assessment to show progression in learning.
- ✓ Staff confidence in identifying next steps has improved, and this has led to more targeted support and challenge for pupils, resulting in improved attainment.
- ✓ Professional dialogue around numeracy and the use of key assessment tasks shows children's progress in specific skills and knowledge.
- ✓ Pupils are increasingly engaged in active and practical tasks, developing confidence in explaining their mathematical thinking. The use of manipulatives and visual strategies is supporting deeper conceptual understanding, and pupils are becoming more able to articulate their strategies and identify what helps them to learn in maths.

Next steps:

- ✓ Continue to embed the Highland Numeracy Framework and assessments consistently throughout the year to track progress across the school, ensuring assessments are used consistently to track progression and inform planning.
- ✓ Staff will continue to develop their use of assessment data to identify gaps and strengths, using this to differentiate support and extend challenge where appropriate.
- ✓ Consistent collaboration will allow staff to share effective practice and refine their approaches. We will also seek to strengthen communication with parents around numeracy, sharing strategies and successes at 'Stop and Drop' mornings or parent workshops, so that learning can be reinforced at home.
- ✓ Ensure that the HNF strategies are used in cross-curricular areas and real-life problem-solving contexts are used so that learning is meaningful.
- ✓ Encourage pupils to set their own numeracy targets, reflect on strategies, and engage in peer/self-assessment.
- ✓ Continue strengthening links between nursery and primary tracking to ensure smoother transitions and earlier intervention.

School Priority:

Wellbeing, Engagement and Values

Purpose:

To celebrate achievement, foster collaboration, and build resilience and community across the school.

Progress:

Caoimhneas/Kindness Cultar/Culture Cruthachalachd/Creativity Coimhearsnachd/Community

Impact:

- ✓ Introduction of Value Awards to recognise pupils demonstrating school values.
- ✓ Wider achievements shared through the school newsletter.
- ✓ Development of house groups to strengthen teamwork and pupil voice.
- ✓ Develop student voice throughout the school with a Pupil Council so that pupils have a stronger voice in decision-making and provide opportunities for leadership across the school.
- ✓ Transition from Class Dojo to Seesaw for communication and student profiling.
- ✓ Pupils feel their achievements are recognised and valued.
- ✓ Stronger sense of community through house activities.
- ✓ Parents more informed and engaged via newsletters.
- ✓ Parents report improved communication and stronger links with classroom learning.
- ✓ Pupils are beginning to use Seesaw more independently to reflect on their learning.

Next steps:

- ✓ We will continue to prioritise the development of student voice by ensuring all pupils have an opportunity to contribute through committees or leadership groups. The Pupil Council will be further embedded, and pupil leadership roles will be expanded to ensure that all pupils play an active role in the running of their school.
- ✓ We will also seek to develop more systematic ways of recording and celebrating pupil leadership and achievements, strengthening both engagement and inclusion across the school community.

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

Pupil Equity Fund (PEF) money was allocated to support numeracy development across the school, with a focus on pupils requiring additional support and confidence-building in mathematics. The funding was used to purchase a wide range of tangible, hands-on resources designed to strengthen pupils' understanding of number and calculation. These included Numicon, counting beads, number lines, place value counters, dice, cubes and multi-link.

The use of these resources has had a positive impact across the school. Pupils who previously lacked confidence in maths are now more engaged, as the concrete materials make abstract concepts easier to understand. Pupils are developing greater confidence and accuracy in calculation, as well as improved problem-solving strategies. The resources have also supported differentiated teaching, allowing all pupils, particularly those at risk of not achieving expected levels, to access learning at an appropriate stage and make steady progress in key numeracy skills.

Wider achievements Coileanaidhean nas fharsainge

Star Pupil Awards based on 4 Capacities and school values
Science Skills Academy – Robotics and mathematics
Sports Day
The Portree Mòd – solo performances
Transition Week
Raasay Residential

Shinty Competitions
Cuach na Cloinne – GM students
Comann nam Pàrant – Bakesale
P1-4 sports festival at Plockton High School.
Pupil Council Speeches
YMI - Fèis Rois Sessions
Spòrs Gaidhlig – 2 sessions
Gaelic Drama Session
SOFAs and NSA
Halloween Dress-up Day Competition and activities
Basketball P6 & P7 at PHS
ASG Writing Moderation
'COOL' Assemblies (Christian youth work project).
Christmas Concert
Football (P5 - P7) at PHS
Cross-Country (P6/P7) at PHS
Pupil entered in Scottish Maths Challenge (Aberdeen University), achieving Bronze award
Chanter and Fiddle lessons
Christmas Fair

Comments from learners, families, stakeholders and staff

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

Most pupils reported that they enjoy learning at school, with the majority saying this happens *most of the time* or *always*. A strong number of pupils also shared that they feel proud of their learning. Almost all pupils indicated that they understand what they are learning and why, showing that learning intentions are being communicated clearly.

A very positive finding was that most pupils feel supported by their teachers, with the majority agreeing that their teacher always helps them to understand what to do next and when learning is difficult. Pupils particularly enjoy the variety of learning approaches used in class, including games, group work, and projects. They value opportunities for active and engaging learning.

Areas where pupils felt less consistent were in talking about how well they are doing and in their use of digital tools. Many pupils reported only *sometimes* having the chance to discuss their progress, and a significant group felt that digital tools are not used often to support their learning. This suggests scope to build more regular opportunities for feedback and to extend the purposeful use of digital technology across the curriculum.

Parents expressed high levels of satisfaction with the school. They reported that their children are happy coming to school and feel safe in the school environment. All parents agreed that they are happy with staff and feel that staff are responsive to the needs of their children. This reflects strong relationships and a positive school ethos, where families feel their voices are heard and valued.

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 | Satisfactory |
| QI 2.3 Learning, teaching and assessment | Good | Satisfactory |
| QI 3.1 Wellbeing, equality and inclusion | Good | Satisfactory |
| QI 3.2 Raising attainment and achievement/Securing children's progress | Good | Satisfactory |

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

- ✓ We will continue to embed the use of Seesaw and digital technology to provide pupils with more opportunities to record their learning, profile their achievements, and share progress with parents.
- ✓ Strengthening pupil voice will be a key priority, with the Pupil Council taking a more active role and pupils contributing through a range of committees, including Eco Committee, Rights Respecting Schools, Sports for All, Digital Dynamos, and Wellbeing Committee. This will ensure that pupils have genuine ownership and leadership in shaping initiatives across the school.
- ✓ In literacy, our focus will be on refining the writing continuum, ensuring breadth and depth across genres, and developing consistency in spelling approaches.
- ✓ We will also continue to improve our tracking systems, making better use of data to monitor progress and involving pupils more actively in self-assessment so that they are clear about their own next steps. This work will extend to Sgoil Àraich, where early learning will be fully included in the whole-school tracking system to support smoother transitions and progression.

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:
<https://sites.google.com/portreehigh.org.uk/bunsgoilshleite/home>