



STANDARDS AND QUALITY REPORT 2025-26

AITHISG INBHEAN IS CÀILEACHD

EDINBANE PRIMARY SCHOOL

All	Almost all	Most	Majority	Less than half	Few
100%	Over 91%	75% - 90%	50% - 74%	15% - 49%	Up to 15%



RESPECT

ACHIEVEMENT

KINDNESS

CREATIVITY

School Profile

Pròifil na Sgoile

The following information can be found on [Parentzone Scotland](#). It is important to remember that statistical data alone is not a measure of how well we are doing. All schools are unique. To understand how well we are doing it is important for us to look at a range of different data sources.

Attendance
95.04%

Average Class Size
8

Meeting PE Target
Target Met

Pupil Numbers
8

Teacher Numbers
1

Pupil Teacher Ratio
8:1

2025/26 Proportions of pupils achieving Curriculum for Excellence Levels (P1, P4, P7 combined):

As literacy and numeracy data is only reported for P4 and 7 pupils, providing percentages for attainment may make groups of pupils identifiable. Children in P4 and 7 are working within appropriate CfE levels in literacy and numeracy and are making steady progress in their learning. All children who face barriers to learning are making good progress towards their individual targets.

Reading

Satisfactory
Progress

Writing

Satisfactory
Progress

Listening and
talking

Good progress

Numeracy

Good progress

Edinbane Primary is a rural setting in the North West of Skye, situated 14 miles from the main town of Portree.

There are 8 children in the school, ranging from P2 – P7. There is a single multi-composite class.

The headteacher has overall leadership responsibility Macdiarmid Primary School and Nursery and Edinbane Primary School. The headteacher is supported by a principal teacher. Staff and children from both schools work together regularly.

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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 are working within appropriate CfE levels in literacy and numeracy and are making steady progress in their learning. All children who face barriers to learning are making good progress towards their individual targets.

Overall children are making the following progress:

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

We have had no exclusions this year.

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

Our Vision

Our children, parents, staff team and community partners work together to ensure that all our learners reach their full potential in a happy, positive and purposeful learning environment. We place our values at the centre of everything that we do.

Our Values:

- Respect
- Achievement
- Creativity
- Kindness

Our Aims:

To help our pupils to become Successful Learners, Effective Contributors, Confident Individuals and Responsible Citizens we will:

- Provide interesting, fun and inclusive learning experiences through well organised, high-quality teaching
- Create safe, inclusive, nurturing and stimulating learning environments, where the attainment and wider achievements of all are celebrated
- Work in partnership with parents, other agencies and community partners to provide an enriched curriculum for all learners
- Through promotion of our values, support children to understand their rights and develop skills for learning, life and work.

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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: Embedding Vision, Aims & Values

School Improvement Plan Priority 1

Summary of progress	Next steps
✓ We have made very good progress in this area. ✓ A positive culture, based on our values, is promoted and demonstrated by all in our school community. Pupils and staff are proud of our values, which are central to our approach to continuous improvement. ✓ Shared values, vision and aims, which have been co-created by a range of stakeholders in our school community, contribute to an environment that supports equity, achievement and positive outcomes for all children and young people. ✓ Almost all children can discuss our school values, giving examples of what our values look like in our settings. ✓ Members of the wider school community are encouraged to share their experiences in relation to how school values are promoted and displayed through various mediums. These include pupil, parent and visitor surveys, questionnaires and school/nursery open days. ✓ Our school values are promoted and celebrated at weekly assemblies, with certificates and rewards linked to our values being awarded to pupils ✓ Monthly inputs linked to Rights of the Month have been successful in highlighting links between our school values and Children's Rights.	- As we develop our approaches to self-evaluation for self-improvement, supported by the use of HGIOS4 and HGIOURS, we will continue to place our values at the centre of school improvement. - Through the work of our pupil groups, we will seek further opportunities to demonstrate our school VVA with a wider range of stakeholders, with a focus on working with community partners. - With our pupils leading the learning, we will strive to ensure that our vision and aims are clearly understood in terms that are accessible to learners at all levels of the school. - Continue to provide pupils and staff with opportunities to demonstrate and celebrate our school values, through our curriculum and wider achievement activities both in school and in the wider community.

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✓ Displays with the shared language of our values are evident throughout the school. These are used to promote positive interactions and restorative conversations between pupils and staff. ✓ All pupils belong to houses and can earn house points for displaying behaviours linked to school values.	
Impact	
• All members of the school community have a clear understanding of the vision, aims and values of our setting. Children and our staff team are increasingly able to make links between our VVA and UNCRC articles. This supports all stakeholder to be a part of a learning community that prioritises a rights-based approach to education. • A positive culture, based on our values, is promoted and demonstrated by all in our school community. Pupils exemplify, and are proud of, our values. • Pupils are increasingly confident in their roles in leadership groups and in pupil voice activities. • Lessons and planning are underpinned by opportunities to reinforce school values. • Wider Achievements are celebrated extensively, with links to school values being highlighted and promoted consistently, through the use of wall displays, achievement assemblies and continuous digital profiling.	

School Priority 2: Improve Attainment in Literacy (Writing)

School Improvement Plan Priority 2

Summary of progress	Next steps
✓ We have made very good progress in this area. ✓ All teachers are now trained in the Stephen Graham Approach to Writing and a period of familiarisation and innovation has taken place. ✓ Teachers make good use of assessment to support planning for individuals and groups. ✓ Staff and pupil voice indicates an increase in writing for enjoyment. ✓ Most learners make good use of learning intentions and success criteria ✓ There has been an increase in the number of times per week that children are writing, across the curriculum and for a range of purposes.	- Embed SG approach to writing across our settings, utilising cyclical planners to ensure progression, depth and coherence. - Robust quality assurance and tracking, including moderation across cluster/ASG. - Develop links to whole school emergent literacy strategies, with a focus on links between approaches in ELC & school. - Regular self-evaluation of progress, successes and development needs across all levels, contributing to a culture of collaboration and continuous improvement. (HGIOS & HGIOURS)

Impact

- A coherent, structured approach to the teaching, learning and assessment of writing is evident across the school.
- Cyclical planners have been adapted for use from August 2026, to ensure coverage of a range of text types on a rolling basis. This will support moderation activities across the school cluster and ASG.
- Displays in all classrooms support the teaching and learning of writing using the Stephen Graham approach.
- Pupils report increased levels of writing for enjoyment.
- A majority of learners confidently talk about learning intentions, success criteria and next steps. Pupils are developing confidence in peer assessment and self-assessment.
- Increased attainment in writing evidenced in tracking and monitoring systems.

School Priority 3: Develop and Embed Approaches to Assessment & Tracking

School Improvement Plan Priority 2

Summary of progress and impact	Next steps
✓ We have made good progress within this priority. ✓ Staff continue to report increased confidence in using tracking and monitoring systems to support planning, teaching and assessment. ✓ ACEL predictions for almost all learners have been accurate and reflected in end of year reporting. ✓ Staff confidently utilise the Progress and Achievement Tool for data input, at agreed intervals throughout the year. ✓ Data input coincides with ACEL/tracking meetings. ✓ Tracking in literacy and numeracy demonstrates steady progress for almost all learners. ✓ Interventions and child plans are in place to support learners with additional support needs as required.	- We will continue to embed approaches to the tracking of literacy and numeracy, using these to support effective planning, teaching, learning and assessment. - As a next step we aim develop our approaches to the tracking of the wider curriculum and wider achievements. - As we begin to develop our understanding of the impact of the curriculum improvement cycle, we will ensure that our approaches to tracking and monitoring align with future needs, ensuring consistency across our school, cluster and ASG.

Impact

- All staff have a clear understanding of the core tools that are used to support assessment and tracking throughout the year and make effective use of these.
- Timely, relevant data is available to support professional judgements at regular periods throughout the session.
- Consistent approaches to assessment and tracking support staff to use data to plan next steps, with consideration given to interventions to support additional needs and to provide further challenge as required.
- The staff team have identified strengths in tracking of literacy and numeracy and will now progress with developing tracking across the wider curriculum, linked to the curriculum improvement cycle.

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

PEF funding has been used to provide additional support from a Pupil Support Assistant. This has enabled us to provide literacy interventions and numeracy interventions. Interventions in both areas have led to increased pupil confidence, fluency and progress.

Wider achievements

Coileanaidhean nas fharsainghe

Throughout the year, we work in partnership with parents, other agencies and community partners to provide an enriched curriculum for all learners.

- Throughout the session, pupils have attended STEM workshops delivered by Generation Science and Science Skills Academy.
- P7s attended a ASG STEM event, hosted by SSE at Portree High School.
- P7 pupils have completed Bikeability Level 1 and Level 2 training
- P5-7 pupils have attended inter-school basketball and hockey festivals.
- P5-7 took part in the annual ASG cross country running event.
- P5-7 took part in the annual ASG Scottish Country Dancing Festival.
- 7 of our pupils receive music tuition in whistle and recorder.
- Traditional music tuition is provided in partnership with the Youth Music Initiative. This session the focus was in gaelic singing.
- All pupils have attended 3 x week-long blocks of swimming lessons this session.
- All pupils in ELC and school participated in our Christmas Concert which was performed for the wider school community.
- Our school is visited by the library van every 3 weeks.
- Classes have visited the local library to develop links as part of our Reading Schools journey.
- Some pupils take part in the Summer Reading Challenge set by the local library every summer.
- We hosted the local archivist for a workshop centred around the Angus Og cartoon series.
- Our children participate in fundraising events throughout the year, including Children in Need, Comic Relief and nominated local charities
- Pupils help to organise and participate in seasonal events and parties (i.e. Hallowe'en Disco, Christmas Party, End of Term Disco)
- Several of our pupils run or support community volunteer groups at the Skye Half Marathon Fun Run Event annually.
- Throughout the year we have participated in cross cluster events including assemblies, celebration events (i.e. Christmas Party, Summer Picnic), workshops (Generation Science, Highlife Archives Comic Project etc), reading events (World Book Day, Author Visits etc.)
- Collaborative learning visits and events take place throughout the year, in partnership with our sister school, Edinbane Primary.
- Pupils are members of cross-cluster 'House Groups' – The Otters, The Stags and The Eagles. Pupils are awarded house points for a range of reasons including displaying our school values, extra effort, special achievements and good citizenship.
- All pupils are members of our Pupil Council and Eco Committee

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Our staff team are very familiar with the extra-curricular activities that each of our pupils attend. We know the children well and enquire after their progress and achievements. Achievements are celebrated at weekly assemblies and termly cluster assemblies. We work with parents to ensure that personal achievements are discussed in school and celebrated at weekly assemblies and end of term events and prizegiving. Children are encouraged to share their achievements from within and out with school. We seek to promote opportunities for all children to have access to extra-curricular activities.

Our staff, pupils and parents work together to foster a culture that celebrates the achievements of all. We recognise the impact that these positive experiences have on the health and wellbeing of our learners and the wider community.

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Comments from learners, families, stakeholders and staff

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

Stakeholders

'It is great to see the Edinbane children when they are out in the community taking part in events; they always have a big wave and a smile. They are a friendly and respectful group of children. They have previously enjoyed visits to the station and had great interactions with our officers, who were impressed by their enthusiasm and interesting questions.' - Sgt C, Police Scotland

"Edinbane Primary are always receptive to activities and opportunities for the pupils offered through Active Schools. Being a small rural school, the pupils are always keen to get involved in activities when they are offered, and staff are always accommodating to look at fitting in with their own timetable to ensure that pupils are included." – SR, HLH Active Schools

"There is a lovely atmosphere in the school. Felt accessible to the children's' different access needs which is super important and really brilliant to see so thoughtfully and successfully carried out' - E, Generation Science

'My favourite thing about our visit was how engaged and enthusiastic the whole class were' - C, STEM Workshop Facilitator

Pupil Voice

What do you like about our school?

- I like that you always make everyone feel welcome.
- That there is lots of space for us to play in.
- That you can play with lots of things, like Lego
- That everybody's so kind!
- I like our Viking topic!
- I like that we can always be ourselves here.
- I like maths!
- I like doing drama, like the Christmas play
- I like that we're creative
- I like that the school holds a lot of memories

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How do we show our values?

Creativity

- We make lovely pictures
- We express ourselves in art, drama, music, cooking, health and well-being, and free-writing

Respect

- We show visitors respect by listening and watching
- We don't interrupt
- We don't fiddle with things that aren't ours
- We respect each other by saying please and thank you

Achievement

- We work hard and do our best
- We tell others about our work
- We use Class Dojo

Kindness

- We help other people
- We share
- We don't push
- We don't touch other people without asking
- We think about other people's feelings and put ourselves into their shoes.

Are you enjoying the new approach to writing in school?

- I like writing in school because it is nice and peaceful.
- I like writing because you can tell stories with your writing
- I like doing free writing because you can write using different pens and stuff!
- I like doing news because you can tell each other your news from the weekend.
- I think the describing bubble helps us with our work.

How do we know we are doing well?

Mrs Watson marks our work

Mrs Watson helps us with our work

We get stickers and house points

We are doing our reading challenge

If we are using full stops and finger spaces

You feel it in your bones!

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How do we share learning at home?

Reading to family

I tell my family about my day

We use Class Dojo – we can take pictures and make videos to tell our parents.

We do parents' afternoon, parent council and prizegiving

Staff Voice

'The pupils and staff work together to create a special learning environment; it is a privilege to be part of it. Children have access to a range of excellent learning spaces, indoors and outdoors and the close-knit staff team work closely with parents to support the individual needs of the children. Staff know the unique talents and strengths of each of the children and capitalise on this by creating learning experiences that are context specific. The children have made significant progress in their learning in recent years, with initiatives including Reading Schools and the introduction of the Stephen Graham approach to writing supporting accelerated progress in reading and writing across all stages.'

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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.

With careful consideration of our context, working with a range of stakeholders, we have identified specific areas for improvement, as detailed in our 2026-27 school improvement plan. We are committed to working together across our settings and our cluster, to ensure continuous improvement that is responsive to the evolving needs of our learners. Continuous professional development and engagement with partners and professional bodies will play a central role in this.

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Key priorities for improvement planning

Prìomhachasan airson planadh airson leasachadh

Our key priorities for improvement planning are summarised below.

- Raising Attainment in Literacy
- High Quality Teaching and Learning
- Self Evaluation for Self Improvement
- Leadership of Change

Full details of our plans to support continuous improvement can be found in our School Cluster Improvement Plan 2026-27.

Planning ahead

A' planadh air adhart

Full details of the school's 2026/27 improvement priorities and actions are detailed on the school improvement plan, which can be accessed on our website or by contacting the school office.

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