



STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2024-2025



RESPECT ACHIEVEMENT KINDNESS CREATIVITY

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 daonna a' faicinn na Gàidhealtachd mar dhachaigh.

Roisin Cameron
Head Teacher
Edinbane & Macdiarmid Cluster

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
91.3%

Average Class Size
12

Meeting PE Target
Target Met

Pupil Numbers (inc nursery)
24 (+ 9 nursery)

Teacher Numbers
2

Pupil Teacher Ratio
12:1

Macdiarmid Primary School is a rural school in the North West of Skye, situated 6 miles from the main town of Portree.

There are 24 children attending the school and 9 children in nursery, ranging from N3 - P7. There is a P1-4 class and a P5-7 class. There is a separate nursery.

The headteacher has overall leadership responsibility for 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.

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 progress towards meeting their individual targets.

Overall children are making the following progress:

Reading

Good progress

Writing

Satisfactory progress

**Listening and
talking**

Good progress

Numeracy

Good progress

We have had no exclusions this year.

School vision, values and aims

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Lèirsinn, luachan agus amasan na sgoile

Our Vision

Our children, parents, staff team and community partners work together to ensure 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 learners 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.

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:

Developing Our Vision, Values & Aims

Purpose: To refresh our school vision, aims and values, with a focus on ensuring that all members of our school community are involved in this process.

Progress:

Content:

- ✓ Across our cluster we have consulted with children, parents and the wider community to gather views on our school vision, values and aims.
- ✓ As a result of consultation, we have renewed our vision, values and aims.
- ✓ Children can articulate the school values and explain what they look like in practice, in and beyond our schools.

Impact:

- ✓ Children have had the opportunity to express what is important to them; they have ownership of the school values. They recognise that pupil voice is valued and that pupils can effect change in our school.
- ✓ Pupils and staff have a shared understanding of what we strive to achieve in our schools.
- ✓ We are beginning to embed our values. Staff and pupils are developing a shared understanding of what these values looks like in our schools; we are developing a shared language around this.

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- ✓ Good progress has been made in this area.

Next steps: By working with children, parents and partners, to promote and embed our values in all aspects of school life, we strive to achieve the vision and aims of our schools. The context of our school and pupil voice are central to this.

School Priority:

Improve Approaches to Assessment & Tracking

Purpose:

Through self-evaluation, our staff team identified the need for a more consistent approach to assessment and tracking across the cluster. Improved approaches in this area will support planning, teaching & learning, thus ensuring that the needs of all learners are met.

Progress:

- ✓ Planning, assessment and tracking tools have been identified, developed and standardised across the cluster, to support planning, teaching, learning and assessment.
- ✓ Practitioners have a clear understanding of the tools that are used to support tracking and assessment throughout the year.
- ✓ Practitioners use Progress and Achievement tools on an ongoing basis, reflecting on pupil progress and identify areas for support and challenge.
- ✓ Staff are supported to use standardised planning and progression documents, with due consideration to context.

Impact:

- ✓ Practitioners have a clear understanding of the tools that are used to support tracking and assessment throughout the year.
- ✓ Improved approaches to assessment and tracking support practitioners to identify gaps, next steps and areas where additional challenge is required.
- ✓ Supported by a range of robust data, staff have increased confidence and feel supported in their professional judgements.
- ✓ Good progress has been made in this area, specifically in literacy and numeracy.

Next steps: We will continue to work collaboratively to develop our approach to high quality assessment and tracking in literacy and numeracy. We are committed to further developing our approaches to assessment and tracking across the wider curriculum. We recognise the value of moderation across our cluster and wider ASG and aim to develop this as part of our continuous improvement.

School Priority:

Increase Attainment in Numeracy (through use of Highland Numeracy Action Plan)

Purpose:

Improved approaches to planning and teaching of numeracy, to support higher attainment in numeracy and closing of the attainment gap.

Progress:

- ✓ Practitioners have attended Highland Numeracy training led by subject specialists.
- ✓ Revised long and short-term planners for numeracy, following the Highland Numeracy approach, have been introduced across the cluster.

Impact:

- ✓ Practitioners have confidence in their approaches to teaching and assessment, using the Highland Numeracy Progressions.
- ✓ Assessment approaches support the identification of, and planning for, individual pupil needs.

- ✓ Progressive planners, clearly linked to benchmarks have been introduced across our cluster.
- ✓ Creative approaches to teaching and learning of numeracy are evident in our schools, supporting a range of pupil needs and abilities.
- ✓ Assessment informs planning and supports robust teacher judgements in relation to ACEL levels.
- ✓ Most pupils have achieved the expected level in numeracy.
- ✓ Appropriate interventions have been identified where additional support or challenge is required.
- ✓ Good progress has been made in this area.

Next steps: We will continue to embed approaches to teaching, learning and assessment, using Highland Numeracy Progressions and Highland Numeracy Planning approaches.

School Priority:

Increase Attainment in Literacy (Reading Schools)

Purpose:

As part of our plans to increase attainment in literacy, specifically in reading, we aim to develop a culture of reading for enjoyment. In order to support and focus our work in this area, we hope to achieve 'Reading Schools' accreditation.

Progress:

- ✓ Staff and pupils have developed a plan to achieve Reading Schools Accreditation.
- ✓ Pupils are actively involved on the ongoing development of reading spaces – indoors and outdoors.
- ✓ Children read daily – independently, with a partner or with a group.
- ✓ A Reading Leaders group has been developed as part of our Pupil Voice focus.

Impact:

- ✓ We are on track to achieve Reading Schools Accreditation in the early part of the 2025-26 session.
- ✓ We are beginning to develop a culture of reading for enjoyment; children see themselves as readers and are confidently accessing a wider range of reading materials across genres.
- ✓ Pupils are developing confidence in their reading skills and are sharing these with staff, peers and visitors to our school.
- ✓ Good progress has been made in this area.

Next steps: We are committed to our Reading Schools Accreditation journey and will continue to develop our Reading Schools plans on a rolling basis.

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

Our school does not receive a PEF allocation.

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, P4-7 pupils have attended STEM workshops delivered by Generation Science and Science Skills Academy, both onsite and offsite.
- 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
- 5 of our pupils receive weekly piping/chanter lessons; 4 of our pupils participate in weekly strings lessons; 4 of our pupils receive music tuition in whistle and recorder; 1 pupil receives weekly piano lessons.
- Traditional music tuition is provided in partnership with the Youth Music Initiative, this year providing whistle lessons for our P5-7 pupils.
- Lucky2BeHere delivered heart start training to P5-7 pupils.
- SkyeDance have delivered an 8 week block of dance lessons for all pupils.
- All pupils have attended 3 week long blocks of swimming lessons this session.
- All pupils participated in our Christmas Concert which was performed for the wider school community.
- Our school is visited by the library van every month
- Our children participate in fundraising events throughout the year, including Children in Need, Comic Relief and Mental Health Awareness Day
- Pupils help to organise and participate in seasonal events and parties (i.e. Hallowe'en Disco, Christmas Party, End of Term Disco)
- Several pupils from P3-7 are part of the North End Shinty Team and are regular finalists in local shinty competitions; two of our pupils regularly represent North End Shinty and Skye Shinty Academy at national competitions.
- Several pupils from P3-7 are part of the North Skye Football Team.
- Several of our pupils run the Skye Half Marathon Fun Run Event annually.
- Two pupils from P1-3 have participated in SkyeDance showcases.
- One of our P7 pupils took part in the community pantomime; the remainder of our pupils enjoyed their role as audience members during a school trip.
- Various, outside of school our pupils attend Lego Club, Computer Coding Club, Rainbows/Brownies, Tartan Tots, SkyeDance, Skye Shinty Academy, HighLife Football, Kickboxing, Skye Rugby/Tartan Touch, and private music lessons.
- All pupils participated in an educational visit to the Old Man of Storr, combining this with a sponsored walk and raising more than £1200 for school funds in the process. These funds were subsequently split between our newly formed pupil groups, giving children the opportunity to use their voices and become involved in school improvements.
- Our School have joined in with the Isle of Skye wide 'Team Otter' Beach Clean, helping to clean our islands beaches and waterways.
- 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.)
- 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 one of our three pupil voice groups: Eco Group, Reading Leaders or Pupil Council.
- Our Parent Council run after school clubs, including craft and games club and gardening club.

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

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weekly assemblies and termly cluster assemblies. They are recorded on our Wider Achievements Wall and on individual digital profiles. We work with parents to ensure that personal achievements are discussed in school. 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.

Comments from learners, families, stakeholders and staff

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

Stakeholders

“During the children’s visit, we were impressed by both their thirst for knowledge and insightful questioning. They were respectful, confident and polite. It was a pleasure to have them visit and we look forward to visiting you all at the school very soon.” – SC, Police Scotland

“Macdiarmid 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

Pupil Voice

“I like it at Macdiarmid because everyone is kind” – R, P2

“I get to play with all of my friends” – D, P1

“I like it at Macdiarmid because I get to be on North End Shinty Team” – Z, P4

“It is a fun, safe place you can learn and see your friends” – J, P4

“I like learning different skills” – A, P4

“Working and fun are combined at Macdiarmid” – J, P5

“We get activity breaks which helps you to do better on your work. We’ve got a great garden which I like playing in” – J, P7

“The teachers know us really well. They know what we like to do and what we’re good at. Fun 31 is about our right to play” – M, P7

“I found our topic work about other countries really interesting because I liked learning about Japan – we learnt about Japanese culture and even cooked our own Japanese food” – H, P7

Staff Voice

“It is great to be part of the team at Macdiarmid that constantly strives to do the best for our young learners. The children are involved in a wide range of activities in and out of school and are a lovely inclusive group of children who look out for each other and enjoy coming to school to be with their friends and to learn. They are enthusiastic about a wide range of learning opportunities and always try their best which inspires a creative and achieving learning environment.”

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"I am proud to be a part of Team Macdiarmid."

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

Embedding Our Vision, Values & Aims

Further to the development of our cluster vision, values & aims we will work across our school cluster to embed these values in teaching & learning and as core principles of our school culture.

High Quality Teaching & Learning (Raising Attainment in Writing)

Teaching staff team will access 'Stephen Graham Writing' training, to support us in adopting a consistent and progressive approach to the teaching of writing in our schools. We anticipate that this will support moderation of writing, as this approach is increasingly being used in our ASG.

We will take part in the National Improvement in Writing Programme, to further support our approaches to the teaching, assessment and moderation of writing in our schools.

Raising Attainment in Reading

We will continue with our Reading Schools journey, with a target of reaching Silver Level within a 2 year period.

Planning ahead

A' planadh air adhart

Full details of the school's 2025/26 improvement priorities and actions will be detailed on our school improvement plan, which will be available from the school office in the early part of the 2025-26 academic session.

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