

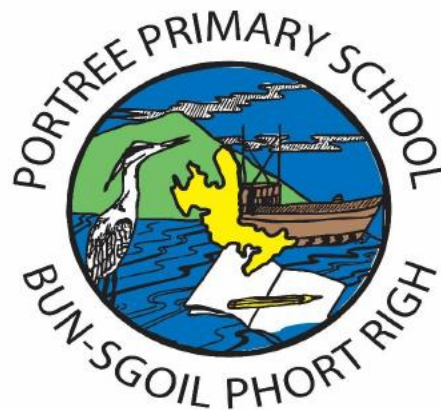


# STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

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**2024-2025**

## **Portree Primary School**



*Determination, Kindness, Friendship, Respect and Enjoyment*

# Introduction: Local and National Context

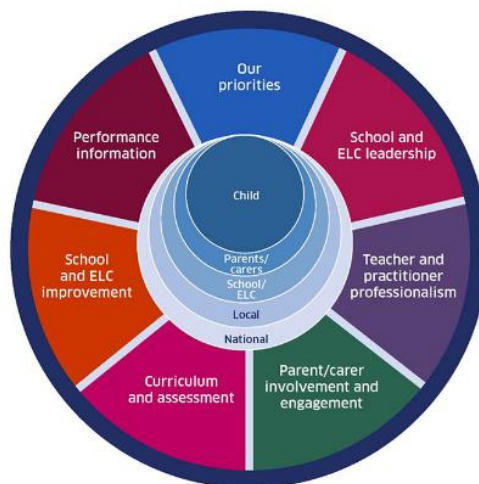
## Ro-ràdh: Co-theacsa Ionadail agus Nàiseanta

This Standards and Quality Report is influenced by both Highland and national priorities. These can be summarised as follows:

### Highland Priorities



### National Improvement Framework Priorities



#### Entitlement, Excellence & Equity:

We will raise attainment and achievement for all, especially for children and young people from disadvantaged circumstances, including rural deprivation. We will focus relentlessly on improving standards and the quality of learning and teaching, to ensure that entitlement, equity and excellence are delivered across the system.

#### Empowerment & Leadership:

We will develop leadership skills at all levels of the system, for now and the future, building a culture of empowerment and professional capital.

#### Relationships:

We will maximise health and wellbeing for all children and young people, to give them the best possible start in life. We will ensure every child and young person feels part of the community they live in.

#### Opportunity:

We will maximise opportunities for our children and young people, and for the wider Highland community and its visitors, through the provision of high-quality services.

The key priorities outlined in the National Improvement Framework are:

- Placing the **human rights and needs of every child** and young person at the centre of education
- Improvement in children and young people's **health and wellbeing**
- **Closing the attainment gap** between the most and least disadvantaged children and young people
- Improvement in skills and **sustained, positive school-leaver destinations** for all young people
- **Improvement in attainment**, particularly in literacy and numeracy.

#### Self-evaluation

To support self-evaluation, quality indicators from the national evaluative framework *How Good Is Our School?*<sup>4</sup> are referenced.

Links to these sources (and others referenced) can be found here:

[National Improvement Framework Improvement Plan](#)  
[HGIOS? 4](#) and [HGIOELC](#)  
[Health and Social Care Standards](#)  
[National Gaelic Language Plan](#)

In this report the following words are used to describe the numbers and proportions used:

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

We are pleased to present our Standards and Quality Report for Session 2024-25. This report provides important information regarding our school's progress to date and our next steps in school improvement.

**Self-evaluation for self-improvement** is at the heart of what we do. We continue to develop our practice in making robust use of evidence as a basis for judgements regarding the impact of our work on our learners. All staff understand that self-evaluation is an integral aspect of our approach to continuous improvement through addressing the 3 key questions:

- How well are we doing?
- How do we know?
- What are we going to do now?

Throughout the year we continuously evaluate what we do and how it makes a difference to our learners. We want to know what is working well for our school community and what needs further improvement. We inform decision making and actions through a continuous process of looking inwards, outwards and forwards.

#### **Looking inwards - starts with those working with our children and young people**

We focus on the impact on outcomes for learners. Our self-evaluation processes triangulate information, data, people's views and observation of practice to measure impact and inform planning for improvement.

#### **Looking outwards - learning from others**

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

#### **Looking forwards - creating a vision and planning for implementation**

Through leadership at all levels, we anticipate challenges and explore creative solutions. This helps us to create an aspirational vision for our school which shapes our actions and provides a focus for improvement.

Our children and young people are actively consulted and involved in this process. We also give staff, parents/carers, and other partners the opportunity to participate in discussions and activities to shape our improvement journey.

When we develop our improvement plan, we use key questions at scheduled review times throughout the session to know how well we are progressing towards achieving these positive outcomes and changes.



Together we are working hard to ensure the Highlands is the best place for children and young people to grow up safely, learn, develop and achieve.

With positive experiences, our children and young people will always see the Highlands as home.

Le eòlasan deimhinneach, bidh ar cloinn is ar n-òigridh daonnan a' faicinn na Gàidhealtachd mar dhachaigh.

David MacLean  
Head Teacher  
Portree Primary School

## School Profile

### Pròifil na Sgoile

The following information can be found on [Parentzone Scotland](https://www.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.

<b>Attendance</b> <b>91.2%</b>	<b>Average Class Size</b> <b>21.5</b>	<b>Meeting PE Target</b> <b>Target Met</b>
<b>Pupil Numbers</b> <b>132</b>	<b>Teacher Numbers</b> <b>7.2 FTE (Including 0.6 ASNT and 0.6 CCR)</b>	<b>Pupil Teacher Ratio</b> <b>17.4</b>

<b>N3</b> <b>n/a</b>	<b>N4</b> <b>n/a</b>	<b>P1</b> <b>17.1%</b>	<b>P2</b> <b>6.2%</b>	<b>P3</b> <b>11.6%</b>	<b>P4</b> <b>14%</b>	<b>P5</b> <b>14%</b>	<b>P6</b> <b>21.7%</b>	<b>P7</b> <b>15.5%</b>
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<b>SIMD Q1<sup>1</sup></b> <b>0-10%</b>	<b>SIMD Q2</b> <b>20-30%</b>	<b>SIMD Q3</b> <b>70-80%</b>	<b>SIMD Q4</b> <b>0-10%</b>	<b>SIMD Q5</b> <b>0-10%</b>	<b>Unknown</b> <b>0-10%</b>
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<b>ASN<sup>2</sup></b> <b>20-30%</b>	<b>No ASN</b> <b>70-80%</b>	<b>FSM<sup>3</sup></b> <b>10-20%</b>	<b>No FSM</b> <b>80-90%</b>	<b>EAL<sup>4</sup></b> <b>0-10%</b>	<b>No EAL</b> <b>90+%</b>
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2024/25 Proportions of pupils achieving Curriculum for Excellence Levels (P1, P4, P7 combined):

<b>Reading</b>	<b>Writing</b>	<b>Listening and talking</b>	<b>Numeracy</b>
Majority	Majority	Most	Majority

Portree Primary School is located in a rural setting serving the local community of Portree and Braes on the Isle of Skye. There are 132 children attending the school across 6 classes.

The headteacher has overall leadership responsibility for Portree Primary School and a teaching commitment of 1.5 days per week. The headteacher is supported by a principal teacher.

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. Most children who face barriers to learning are making good progress towards meeting their individual targets.

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

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

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

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

Overall children are making the following progress:

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

We have had no exclusions this year.

## School vision, values and aims

### Lèirsinn, luachan agus amasan na sgoile

Portree Primary School values Respect, Determination, Kindness, Enjoyment and Friendship

Our Vision is Achievement For All

#### AIMS OF PORTREE PRIMARY SCHOOL

- 1) To have a school that:
  - Provides excellent learning and teaching
  - Celebrates pupils' successes
  - Involves parents and the community
  - Has a positive, inclusive ethos.
- 2) Encourages pupils to be confident individuals, successful learners, responsible citizens and effective contributors
- 3) Encourages pupils to do their best and behave well
- 4) Carries out assessment and reports and gives feedback to pupils and parents
- 5) Pupils, staff, parents and the community are proud of
- 6) Has a safe, stimulating environment where pupils learn skills for learning, life and work
- 7) Has good relationships with other schools and the local community.
- 8) Provides learning that is relevant to both local and wider contexts and an ever changing society

#### Objectives

All pupils should know that they have a responsibility to ensure

- That learning is the priority
- They show respect, courtesy and consideration towards all members of the school community
- They are honest and co-operative with others
- They follow the rules and procedures of the school.

#### Teachers/ support staff will

- Teach effectively without disruption.
- Address the needs of all pupils.
- Make positive contact with parents.
- Act as positive role models.
- Develop personally and professionally.

#### Parents will

- Feel confident that their children are growing personally, socially and academically.
- Know that their children will receive support when they need it.
- Feel welcome in school to discuss their children's progress in a positive atmosphere.



All members of the school community are expected to contribute positively to the wider community by:

- Promoting a positive image of the school
- Respecting members of the wider community and their property

## Review of progress for session

### Ath-sgrùdadh air adhartas airson an t-seisein

These projects are linked to the vision and priorities for Scottish Education based on delivering excellence and equity. Parent/Carer information is available [here](#).

School Priority:

#### Raising attainment in Literacy

##### Purpose:

To raise attainment in literacy across the school by embedding writing training and ensuring a consistent approach to phonics and spelling instruction. Also to support learners with persistent literacy difficulties/dyslexia.

##### Progress:

- ✓ Staff have received training on how to improve writing lessons and have been working on embedding this into their teaching.
- ✓ HT learning visits to classes have focused on literacy/writing.
- ✓ Staff have received training on how to identify and support pupils with dyslexia.
- ✓ A new phonics lesson planner has been created and shared with all teaching staff.
- ✓ A new spelling and dictation planner has been created and shared with all teaching staff.
- ✓ The school has purchased new phonic based reading scheme, for use primarily in P1-3.

##### Impact:

- ✓ Training has helped to support staff knowledge and confidence in writing, phonics and dyslexia.
- ✓ New planners and assessment tools have created a consistency of approach to phonic and spelling instruction. The new approach follows best practice, evidence based guidance.
- ✓ The new phonic based reading scheme ensures a solid foundation for all infant learners.
- ✓ All parent respondents to survey felt that this priority was worthwhile and should continue.
- ✓ Overall, very good progress has been made in this area.

##### Next steps:

Raising attainment in literacy will continue to be a priority for the school. The new approach to teaching and assessing phonics is now well developed and will be embedded into everyday practice in the coming years. The school will continue to prioritise high quality phonics lessons, supported by new reading resources.

Teaching staff have fed back that they would benefit from further support in assessing for dyslexia. We will work together with colleagues across the ASG and in the wider literacy development team to achieve this.

School Priority:

#### Assessment and moderation

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## Purpose:

Developing assessment and moderation practices to build teacher confidence in making judgements on pupil attainment.

## Progress:

### Content:

- ✓ Teaching staff have received training on how to use data on pupil progress to improve learning.
- ✓ Teaching staff meet regularly with Head Teacher to discuss pupil progress using data to support.
- ✓ All staff have used NSA and SOFA assessments with pupils, and have spent time exploring the data that has been gathered from these, so that this can be used to support learning.
- ✓ Staff have learned to use a new system called P&A to help track pupil progress.
- ✓ A new whole school assessment and moderation calendar has been created to tie in with Highland Council's Tracking and Monitoring Policy.
- ✓ Staff have explored some new resources for assessment and moderation, provided by Highland Council.
- ✓ We have updated some of our assessment processes - particular for literacy.

## Impact:

- ✓ Data has been used by teaching staff to help tailor teaching activities to support specific areas of need.
- ✓ Staff confidence in making CfE level judgements has increased, and staff use data to support their decisions.
- ✓ The P&A system was successfully used throughout the year, and has been used in end of year reporting to share progress with parents.
- ✓ Resources such as 'writing rubrics' are used more regularly by class teachers to support judgements.
- ✓ Overall, good progress has been made in this area.

## Next steps:

Moderation and assessment will continue to be a priority in the school. Work on embedding a data-driven approach into everyday practice will continue.

Staff have indicated that they would value more opportunities to meet with colleagues in the Associated Schools Group (ASG) for moderation activities.

## School Priority:

### Health & Wellbeing and Learning for Sustainability

## Purpose:

To develop a new Relationships Sexual Health and Parenthood (RSHP) programme so that learning in this area takes place throughout P1-7, and so that parents and families are informed of what this will look like. Also to improve our whole school approach to eco activities.

## Progress:

### Content:

- ✓ Working group established to review current RSHP programme
- ✓ Parents of P5-7 children were invited to view and discuss our current resources.

## Impact:

- ✓ Working Group have identified ways in which RSHP can be successfully embedded into our Health & Wellbeing curriculum next session. A plan for this is now in place.
- ✓ Eco action has taken place throughout the session, with most pupils involved in some way.

- ✓ Pupil Eco group has been in place all session, with regular meetings taking place.
- ✓ Eco-schools action plan is in place, good progress has been made towards targets of reducing litter and waste.

- Some pupils have enjoyed taking on leadership responsibilities as an eco rep for their class.
- ✓ Some progress has been made in this area, but this will need to be revisited in next year's School Improvement Plan.

### Next steps:

New approach to RSHP to be rolled out from August 2025. Parent consultation on this approach, including which resources are used to support teaching to take place early on in session 2025-26. This aspect of Health & Wellbeing will be rolled over into next session's School Improvement Plan.

Eco action across the school will continue, with a view to achieving green flag status at some point in the future.

## Progress and impact of Pupil Equity Fund

### Adhartas agus buaidh Maoin Cothromas Sgoilearan

The majority of our Pupil Equity Fund (PEF) this year was spent on staffing. We have consistently had 1 day per week of teacher time, and have had 1.5 days per week of PSA time which has been less consistent due to other needs across the school. Focused learning activities in literacy, numeracy and Health & Wellbeing have had a positive impact on learners. The evaluation exercise completed in June 2025 showed that clear progress in each identified area of need was made by most pupils involved in the PEF groups.

A portion of our PEF budget was spent on training a member of staff to be able to deliver the Headstrong CHANGE programme. This has been delivered to 5 pupils in Term 4 and has helped support their mental health and wellbeing. It is anticipated that this programme will continue to be available to pupils in 2025-26.

A relatively small portion of our PEF budget was spent on purchasing new phonic based reading resources, which have helped support our improvement priority of developing literacy.

## Wider achievements

### Coileanaidhean nas fharsainghe

We are proud of all of the wider achievements our school has had success with. For example:

#### Parent and Community Engagement

- Community Café events run by P4-7 classes have had a high turnout, and have raised money for charities such as Alzheimer's Scotland.
- Parents and families have fed back that they value weekly updates about what's been going on in the school.
- Families have had lots of opportunities to visit the school including 'meet the teacher' and open afternoon/open mornings.
- Links with Radio Skye via the 'Kid Experts' programme and advertisements for Community Café.
- Participation in 'Skye Week' events.

#### Extra Curricular

- A wide variety of clubs led by young leaders have taken place in school including, dodgeball, shinty, art, dance, and many more.
- After school clubs such as shinty and computer club have been well attended.
- P1-3 participation in local Mod.

*Determination, Kindness, Friendship, Respect and Enjoyment*



- School trips for all classes were well received.

### Health & wellbeing

- Regular SHANARRI assemblies. Pupils have developed a greater understanding of the wellbeing indicators and are now much more confident to talk about these.
- Weekly dance lessons from Skyedance have been very popular amongst pupils.
- Weekly swimming lessons have developed pupil confidence in the water.
- Start of new CHANGE programme to support learners in P5-7 with their mental health.

### Celebrating Success

- We continue to celebrate success through regular success assemblies and our Value Awards and WOW certificate system.
- Success is shared with the school community in weekly newsletter, and also through our social media pages.

## Comments from learners, families, stakeholders and staff

### Beachdan bho luchd-ionnsachaidh, teaghlachan, luchd-ùidhe is luchd-obrach

#### Comments from families on what we do well:

- *I feel Portree Primary School provides a nurturing and safe environment for pupils to learn and grow in confidence. I feel as a parent that I get plenty of opportunities to engage with the school and my child's learning and development. There seems to be lots of learning opportunities and visitors in school to engage the children and develop their learning. Communication is great through the weekly updates and I feel informed about what is happening within the school.*
- *The school leadership appears strong and has good communication with parents. It has a strong focus on links with the community. My child has settled in to the school well, and I believe much of this is due to the school's ethos and values.*
- *Nurturing and supportive environment . Teachers know students well. School environment is safe.*

#### Comments from families on what we could improve:

- *Address bullying in class and playground*
- *a focus on health and wellbeing that encompasses outdoor learning and play based learning would be beneficial as all of these areas are interconnected and collectively support children's overall development. Development of the playground could be considered, maybe less concrete areas and possibly incorporating more opportunities for loose parts play - this would also support outdoor learning, play based learning and children's health and wellbeing.*
- *having more teaching time focussed on children's numeracy and literacy is extremely important. My child has very much enjoyed science projects and making power point slides to evidence learning. This is a good use of technology and learning skills for future education. However, I would much rather my child had more use of paper and work books in school than on a Chrome book.*
- *More timely engagement with parents about school activities etc., often too short notice and some events are planned too close in succession which makes it difficult for working parents. More outdoor and work related learning. Provide breakfast clubs to support working parents. Provide better outdoor coverage in bad weather. Provide foreign language learning opportunities in order to*

*provide better job opportunities later on in life. The High School has started to teach French and German so this should also be provided at primary level.*

#### Comments from pupils on what we do well:

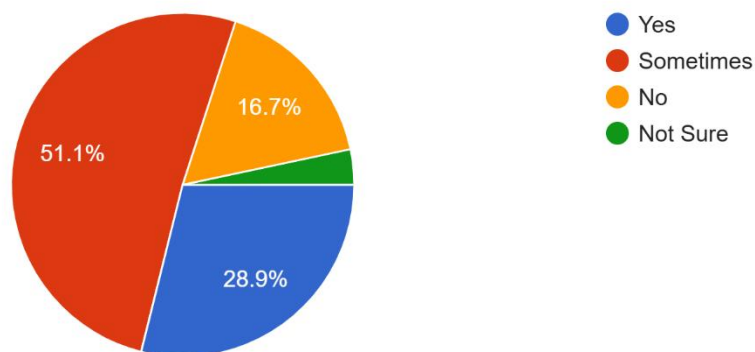
- *“Swimming lessons. We are lucky because not a lot schools get to do that.” ZM*
- *“I like the new play equipment. It is fun to play with.” RC*
- *“PSAs are kind.” BG*
- *“Skyedance lessons. Not many others get to do that. Other schools don’t have a dance studio.” KT*

#### Comments from pupils on what we could improve:

- *“Better food in the canteen and cleaner cutlery.” EF*
- *“Swings and things like that in the playground.”*
- *“More reading time”*

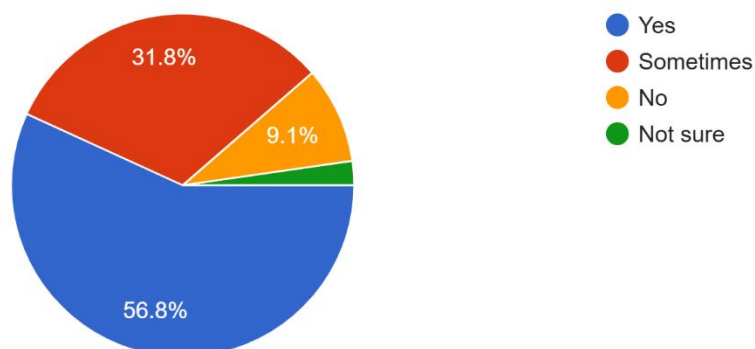
I enjoy being at school

90 responses



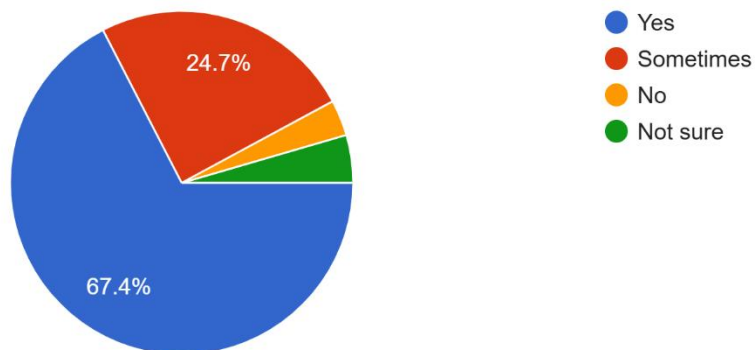
I feel safe at school

88 responses



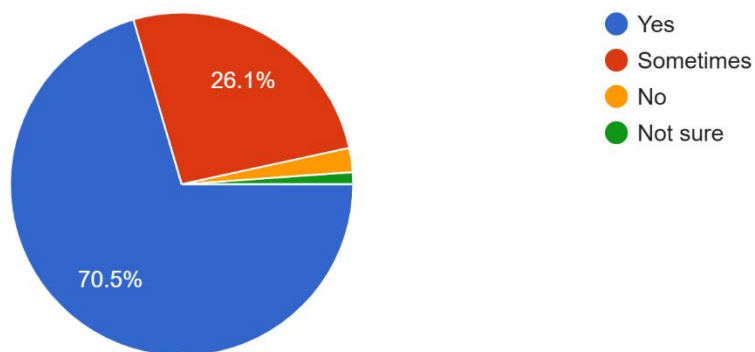
I like the way adults in the school treat me

89 responses



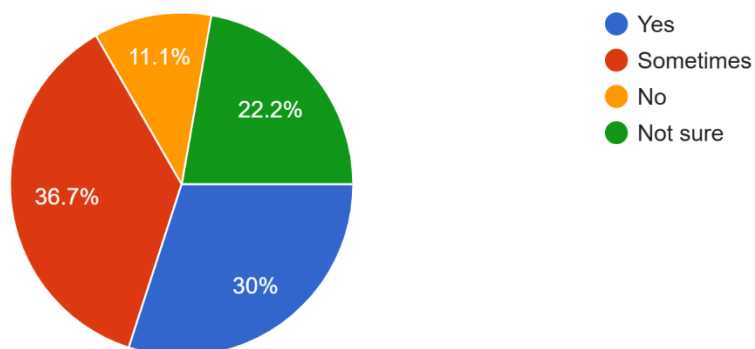
My teachers listen to me

88 responses



My school listens to my ideas for how to do things better

90 responses



**Capacity for continuous improvement**  
**Comas airson leasachadh leantainneach**

Determination, Kindness, Friendship, Respect and Enjoyment

Using indicators from 'How Good is our School 4' together with learner, parent, carer, partner and community feedback we believe we have made the following progress this session:

	ELC	PRIMARY
<b>QI 1.3</b> Leadership of change	Choose an item.	Good
<b>QI 2.3</b> Learning, teaching and assessment	Choose an item.	Good
<b>QI 3.1</b> Wellbeing, equality and inclusion	Choose an item.	Good
<b>QI 3.2</b> Raising attainment and achievement/Securing children's progress	Choose an item.	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

Based on feedback from staff, parents and pupils, our priorities for improvement next session shall be on the following areas:

1. Raising attainment in literacy and numeracy.
2. Health and Wellbeing with a focus on Mental Health and Outdoor learning.
3. Updating school Vision, Values and Aims, and embedding Rights Respecting Schools.

## 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 <https://portreeprimaryschool.com/our-school/school-improvement/> or by contacting the school office.