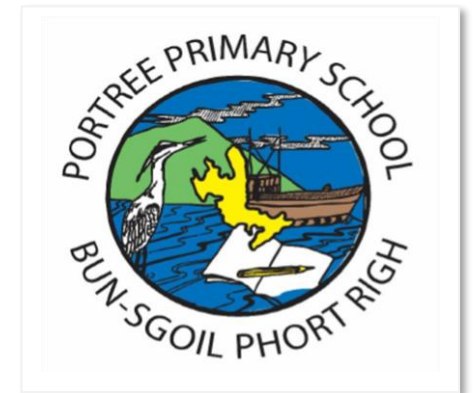




STANDARDS AND QUALITY REPORT 2025-26

AITHISG INBHEAN IS CÀILEACHD

Portree Primary School



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%

Positive – Proud – Safe

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%			Average Class Size 21.5			Meeting PE Target Target Met		
Pupil Numbers 129			Teacher Numbers 6 Classes (7 teachers)			Pupil Teacher Ratio 21.5		
N3	N4	P1 93.7%	P2 93.3%	P3 93.1%	P4 92.1%	P5 91.8%	P6 91.7%	P7 86.4%
SIMD Q1 ¹ 0%		SIMD Q2 0%	SIMD Q2 23%	SIMD Q3 73.%	SIMD Q4 4%		Unknown XX%	
ASN ² 38.6%		No ASN 61.4%	FSM ³ 18.2%	No FSM %81.8	EAL ⁴ XX%		No EAL XX%	

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

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

Reading	Writing	Listening and talking	Numeracy
Majority	Majority	Almost all	Majority

We have had no exclusions this year.

Portree Primary School is in a semi - rural setting serving the local community of Portree and Braes on the Isle of Skye

There are 129 children attending the 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.

Overall children are making the following progress:

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

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

Our School Vision is 'Rooted in Skye, Ready for the World'

Our School Values are 'Positive, Proud and Safe'

Our School aims are;

Community Engagement

We will work in partnership with families, local organisations, and the wider island community to create meaningful learning experiences that strengthen our shared sense of belonging.

Celebration of Island Culture and Heritage

We will honour and preserve our island's unique culture, language, traditions, and history, embedding them throughout school life so that every child grows with pride in where they come from.

Learning in the Outdoors

We will make the most of our exceptional natural environment by promoting outdoor learning that builds confidence, curiosity, resilience, and respect for the land and sea that surround us.

Inclusion and Embracing Differences

We will celebrate diversity, ensuring that all children feel valued, included, and respected. We will foster understanding, empathy, and kindness so that our differences strengthen us as a community.

Achievement for All

We will support every child to achieve their full potential through high-quality teaching, high expectations, and a rich, stimulating curriculum that builds skills for life.

Celebrating Success

We will recognise and celebrate achievement in all its forms—academic, creative, personal, and social—ensuring every child experiences success and feels proud of their progress.

Positive and Caring Relationships

We will nurture warm, trusting relationships across the school, built on respect, compassion, and open communication, creating a safe and supportive environment for learning and growth.

Pupil Voice and Leadership

We will place children at the heart of decision-making by actively listening to their views, promoting leadership opportunities, and empowering them to shape their school community.

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 1: Raising attainment in Numeracy		
School Improvement Plan Priority 1 - To raise attainment in numeracy across the school by embedding numeracy training and ensuring a consistent approach to mental agility and basic facts instruction. Also to support learners with persistent numeracy difficulties/maths anxiety.		
Summary of progress	Next steps	Stakeholder Views
✓ Portree has been chosen as a pilot school to use the Education Scotland Self-Evaluation tool. We have focussed on themes around pedagogy, planning and assessment and resources. ✓ HT learning visits to classes have focused on numeracy and QI's 2.3 and 3.2. This has been beneficial as a new HT in the school. ✓ All staff have worked to identify areas for development using the Education Scotland Self-Evaluation Tool. ✓ New mental agility boxes have been created to support teachers in their resourcing of mental maths. This has also been a positive initiative to allow the PEF PSA to carry out interventions with some pupils. ✓ The basic facts progressions have been updated in line with the benchmarks to support staff in their judgement of a level. ✓ Targeted support has been given to key groups and PEF pupils using a dedicated PEF teacher and a PEF PSA. ✓ Staff have visited other schools in the area to see what good practise is taking place.	✓ Raising attainment in numeracy will continue to be a priority for the school. The school will continue to prioritise high quality mental agility and numeracy lessons, focussing on improving numeracy planning, increasing parental engagement and providing increased pace and challenge. ✓ Teaching staff have fed back that they would benefit from further training, including Numeracy Sprinkles, when	Most parents have enjoyed being able to attend the open sessions, with a focus on numeracy, although some parents found this quite overwhelming. There needs to be more work done to support parents with their understanding of how numeracy is taught across the stages. Parents indicated that they would like more home guidance in their surveys. Parents feel that the quality of maths and numeracy teaching at the school was either 'good' or 'excellent'. Most parents felt that they knew their child's level in maths but a few were not sure.

✓ Staff have observed each other and shared resources and examples of good practise. ✓ Parent, Pupil and Staff views were collected and collated. ✓ Parental engagement sessions had a numeracy focus. ✓ Strategies which have been successful in engaging children and young people, staff, parents and the wider community are highlighted. ✓ A pupil working group has been set up to ensure that pupil voice is heard across the school.	the Pedagogy teacher role is filled. ✓ Numeracy will be part of our SIP next session, with a greater focus on the planning and assessment and moderation of maths. ✓ Work needs to be continued when looking at numeracy moderation across our ASG.	The majority of pupils feel that they enjoy maths and numeracy in school and most pupils say that know what to do if they need help in maths and numeracy. Pupils in the numeracy working group identified that they sometimes struggled with mental maths.
Impact		
✓ Staff discussion has helped to create a very targeted action plan that we will implement in the next school session. Staff have a very clear understanding of the actions that will take place next year, including a new planning format. ✓ Staff have begun to share ideas, and resources to support learners across the school with the introduction of numeracy boxes for each level and stage. ✓ The updated basic facts planners are now in line with the benchmarks and will ensure that gaps in number knowledge are identified quickly and pupils are supported effectively. ✓ All parent respondents to survey felt that this priority was worthwhile and should continue. ✓ Parental engagement sessions were well attended, and feedback was positive with regards to information being shared as to how to support learners at home.		

School Priority 2: Vision, Values and Aims

School Improvement Plan Priority 2 - Updating the Schools Vision, Values and Aims with a view to update the school's Relationships and Behaviour Policy

Summary of progress	Next steps	Stakeholder Views
✓ HT used a readiness checklist to assess readiness for change. (Pestle and SWOT analysis). This was used as a basis for setting the pace of change and gain momentum. ✓ HT Gathered data – e.g. SIMD, exclusions, HWB tracking and monitoring, attendance, Impact of individual interventions, existing MHWB and RRS survey data. This gave an overall picture of the school and wider community context. ✓ HT Conducted baseline evaluation of current practice using staff and parent and parent surveys and pupil focus groups (RRS and Pupil Voice Committee). This provided an overview of the culture within the school. ✓ HT Looked at research evidence in the BISSR Report and at the Policy guidance documents produced by Education Scotland. This will be	✓ Our next task in this is to move towards the creation of a new relationships and behaviour policy. This is an important next step now that we have engaged in the process of updating our vision, values and aims. ✓ Ensure the aims of the policy are understood and shared by all staff, pupils, parents/ carers and the wider community including partner agencies. Continue to develop a communication/ information sharing strategy. ✓ Update whole staff, pupils, Parent Council on progress using a wide variety of communication channels. ✓ Implement revised policy, monitor consistency of application, and evaluate impact using various forms of data and learner voice.	Staff feel that this journey has moved along well, with the main aims of the plan priorities having been met. Staff are keen for these refreshed Vision, Values and Aims to be launched properly at the end of June. Staff are very aware of the work still do be completed on our relationships and behaviour policy. At the beginning of this journey, parents identified that they felt that they did not know the values or have connection to them. They also identified that they would like to see them more in newsletters and communications. Pupils have said during pupil voice sessions, that they feel proud of their new values. They have said that their school is kind and they like coming to school.

cascaded during the 2026/2027 session. ✓ HT facilitated workshops with pupils, staff and families to explore what they value in their school community. This promoted greater parental engagement with most families engaging in discussions around school values. ✓ HT Formed a working group with representatives from each stakeholder group to draft new vision, values and aims. This allowed for a broad range of views to be collected. ✓ Staff were supported to engage in professional development connected to trauma informed classrooms, Rights Respecting schools' values and looking at existing policies within the ASG and across other settings as well as examples from Education Scotland. This allowed for greater depth in staff discussion. ✓ SHANARRI assemblies were delivered throughout term 3. Most pupils are now able to discuss each indicator.	✓ Follow up on whole staff training by providing more detailed, needs led training as required. ✓ Continue to provide opportunities for staff to observe other staff members' lessons. Highlight and share innovative practice. ✓ Use action research or other evaluative measures to ensure that changes have had an impact and make changes where necessary. ✓ Create a working group to discuss the results of the parental engagement survey and to work with the pupil voice committee to talk about the proposed relationships and behaviour policy.	
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✓ Rights Across the World Assemblies have been delivered in term 4 with a focus on UNCRC Articles and Sustainable Goals for Global Development. Values were discussed here too. Most pupils can now discuss several key UNCRC articles and relate to their own experiences ✓ Training has taken place as a whole staff in approaches/supports for Trauma informed classrooms. Some staff have indicated that they would like to undertake further PRD in this area.		
Impact		
✓ School has increased capacity to take approach forward and embed. Most staff have engaged well in the process of creating a new VVA for the school and promoting this as agreed. ✓ Support and advice from Trauma Informed Classrooms and Educational Psychologist has been given and some staff have been observed to use techniques discussed in training. ✓ Most staff have carried out wellbeing wheel evaluations and are ready to compare them, drawing out key themes. This will be carried out again next session so that we can compare findings. ✓ Class charters have been introduced, as has the Rights Group. This work has meant that there has been an increased understanding of several key UNCRC articles and most children can make links between articles and their lived experiences. ✓ Silver Action plan for RRS accreditation has been completed. Further work needs to be done to ensure that all stakeholders are kept up to date. ✓ Almost all pupils across classes are much more aware of the SHANARRI wellbeing indicators and can discuss where they are in respect of these.		

School Priority 3: Health & Wellbeing and Learning for Sustainability

School Improvement Plan Priority 2 - 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.

Summary of progress and impact	Next steps	Stakeholder Views
✓ Working group established to review current RSHP programme. This has been revisited both at CAT sessions and at the In-service day in May. This has meant that staff now have a clearer idea of our next steps. ✓ Parents of P5-7 children were invited to view and discuss our current resources in May. ✓ Pupil Eco activities have been taking place throughout the session, with staff taking part in the 'Big Spring Clean', Earth Day, School tidy up days and engagement with many partners to clean up the school grounds. ✓ Links have been made with community groups such as the Portree and Braes community trust, The Lochalsh and Skye Housing Association, Jans and many other contributors ✓ A group of pupils have been given the opportunity to take part in outdoor	✓ New approach to RSHP to be rolled out from May 2027. ✓ Parent consultation on this approach, including which resources are used to support teaching to take place late on in session 2025-26. Further opportunities need to be offered as the new planners are finalised. A small number of staff are going to continue to finalise the planning documentation for RHSP for the 2027/2028 session after staff have spent time considering current practise. ✓ The Love Outdoors consultation will be used to further develop a plan for Outdoor Learning across the school. All staff are ready to move forward with a more consistent approach to outdoor learning	Staff feel that there is still a great deal of work to be done on this priority. Staff want to engage further in discussion about current gaps in health and wellbeing. They wish to further link their health and wellbeing sessions to the UNCRC articles and merge the RHSP progressions together with Health and Wellbeing. Pupils have identified a growing awareness of the SHANARRI indicators. Pupils have shared that they feel like they have taken part in more opportunities outside. The Outdoor Therapy group have shared positively their experiences

therapy. Funding has been secured from the 'Bairns Hoose'. ✓ Love Outdoors have completed a consultation with the school and we have been offered the chance to receive a 5-year detailed Outdoor Learning Plan (funding is an issue – fundraising will need to be completed). ✓ Rights Across the World Assemblies have been delivered in term 4 with a focus on UNCRC Articles and Sustainable Goals for Global Development. Values were discussed here too.		of the activities that have been provided. Staff and Parents have identified that they would be interested in purchasing the 'Love Outdoors' programme for next session.
Impact		
✓ The 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. Links to the UNCRC articles are to be more explicit throughout the Health and Wellbeing planning. This work will continue as a small part of the Health and Wellbeing SIP priorities next session. ✓ Eco action has taken place throughout the session, with most pupils involved in some way. ✓ Some progress has been made when embedding learning for sustainability, but this will need to be revisited in next year's School Improvement Plan. ✓ The Nature Walk and Nature Gardens are being restored. There have been a lot more lessons and learning outside.		

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 4 days per week of PSA time in term 4, due to issues with filling a vacant post. Focused learning activities in literacy, numeracy and Health & Wellbeing have had a positive impact on learners. The evaluation exercise completed in March 2025 showed that clear progress in each identified are 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 3 and has helped support their mental health and wellbeing. Using the SHANARRI Wellbeing Wheel, it has been noted that the pupils, who have engaged with this programme, have benefited from this programme.

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, which was identified as a need on the 2024-2025 SIP.

Primary 2/3 Emotion Works	Baseline assessment: Glasgow's Motivation and Wellbeing Profile Baseline results: In September, the children as a group scored the lowest on affiliation (included) and autonomy (expressing yourself). It was clear from their self-assessment and working with them that both autonomy sections (sharing/getting own way; expressing yourself/hiding) were areas in which they needed support, and so Emotion Works was chosen as a first step to make them more aware of their emotions and responses to those emotions so that they could then work on expressing the more specific aspects of the 'autonomy' indicators.					We worked through the five cogs using a variety of real-life examples and examples from picture books that we read together. All 6 pupils could identify the emotion word and talk about the trigger that caused the emotion. They were all able to identify the behaviour and discuss whether it was an acceptable response to the emotion word or not. They could think of alternative behaviours that the children in the stories could have chosen. They all really enjoyed talking about the regulation strategies that they liked to use. All struggled with discussing the body sensations (red cog).	
	Name	Agency	Agency	Affiliation	Affiliation		Autonomy
		09/25	12/25	09/25	12/25		09/25
	MC	30	32	22	26		22
	RL	30	37	9	32		17
	JD	33	37	32	26		26
	FC	40	34	40	38		40

AM	14	17	19	16	34
EM	28	40	24	39	28
Name	Autonomy 12/25	Autonomy 2 09/25	Autonomy 2 12/25	Safe 09/25	Safe 12/25
MC	27	33	22	27	32
RL	28	18	25	20	32
JD	31	30	35	29	32
FC	31	34	25	40	31
AM	26	5	21	22	39
EM	40	14	34	30	40
Target: Work through the 5 cogs of Emotion Works using picture books Data: Completed work on the five cogs. Evidence in their PEF HWB jotters in Room 1. Target: Improve self-evaluation scores in Autonomy 1 and Autonomy 2 Data: The results in the two identified 'autonomy' groups both improved from September to December. Autonomy 1 (sharing/getting own way) improved from 165 to 183 and Autonomy 2 (expressing yourself/hiding) improved from 134 to 162. There is still a lot of work to be done within these two indicators, especially with respect to some of the questions such as 'I can wait until it is my turn', 'people listen to me in school' and 'I would complain if I felt picked on by anyone in school'. Their self-evaluation also revealed that the 'affiliation' (nurtured) requires some input as well.					
Further work required to <u>consolidate</u> this learning. We discussed sharing, getting your own way, feeling valued by others, needing attention from adults, and expressing yourself as an individual through the books that we read and then analysed through the lens of the cogs. The pupils identified with the story characters and were really good at putting themselves in others' shoes to see things from another point of view.					

Primary 4	Baseline assessment: Skills Development Scotland Meta-skills	The pupils were all very engaged in their learning. They	PEF Staff
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Science Experiences and Outcomes: SCN 1-09a, SCN 2-09a (interdisciplinary electricity project)	Baseline results:								all improved at waiting their turn to hear other people's ideas, at asking questions and trying to work out the answers themselves, at identifying problems and describing ways to solve those problems. Their ability to connect their learning, display their learning in different ways and then use their knowledge to solve the problems that they encountered in building circuits and models was great to witness. With regards to the curriculum, the achieved the following first level benchmark: Builds simple circuits containing bulbs, switches, bells and batteries. They also achieved the following second level benchmarks: Draws circuit diagrams using appropriate symbols to denote a bulb, switch, motor, bell, buzzer, wires, cell and a battery; - Describes how components in a circuit transfer energy into different forms.
	Sensemaking (self-evaluation)								
		JL	QB	FM	FS	RM	LB	EF	
	I can organise and clearly explain info in different ways	Always	Always	Sometimes	Always	Sometimes	Abs.	Abs.	
	I try different ways to solve a problem or find the best solution	Most of the time	Most of the time	Always	Sometimes	Always	Abs.	Abs.	
I can identify when there is a problem and explain it	Always	Never	Sometimes	Sometimes	Always	Abs.	Abs.		
I can combine different subjects to create	Always	Always	Sometimes	Always	Never	Abs.	Abs.		

	new ideas									
	I share and explain my ideas and opinions	Always	Sometimes	Sometimes	Always	Always	Abs.	Abs.		
Curiosity (self-evaluation)										
		JL	QB	FM	FS	RM	LB	EF		
	I enjoy starting new tasks and activities	Always	Always	Most of the time	Sometimes	Always	Abs.	Abs.		
	I enjoy learning about new and unfamiliar things	Most of the time	Always	Sometimes	Always	Always	Abs.	Abs.		
	I ask questions to find out how things work	Most of the time	Always	Always	Always	Always	Abs.	Abs.		
	I listen to other	Sometimes	Sometimes	Always	Sometimes	Never	Abs.	Abs.		

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	peoples' ideas and combine them with my own to make new ways of doing things									
	I like to find information from different places and sources	Most of the time	Always	Always	Always	Never	Abs.	Abs.		
Target: Through science learning, improve curiosity and sense-making skills Data: Sensemaking (self-evaluation)										
		JL	QB	FM	FS	RM	LB	EF		
	I can organise and clearly explain info in different ways	Always	Always	Most of the time	Always	Sometimes	Most of the time	Always		

	I try different ways to solve a problem or find the best solution	Most of the time	Always	Most of the time	Always	Always	Sometimes	Always		
	I can identify when there is a problem and explain it	Always	Always	Always	Always	Always	Most of the time	Most of the time		
	I can combine different subjects to create new ideas	Always	Always	Always	Always	Never	Always	Always		
	I share and explain my ideas and opinions	Always	Sometimes	Sometimes	Always	Always	Sometimes	Most of the time		
	Curiosity (self-evaluation)									
	JL	QB	FM	FS	RM	LB	EF			

	I enjoy starting new tasks and activities	Always	Always	Always	Always	Always	Most of the time	Most of the time			
	I enjoy learning about new and unfamiliar things	Always	Most of the time	Sometimes	Always	Most of the time	Always	Most of the time			
	I ask questions to find out how things work	Always	Never	Always	Always	Always	Always	Most of the time			
	I listen to other peoples' ideas and combine them with my own to make new ways of doing things	Always	Always	Sometimes	Always	Never	Most of the time	Most of the time			
	I like to find information from	Most of the time	Most of the time	Always	Always	Sometimes	Most of the time	Never			

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different places and sources							
Teacher assessment: The pupils were all very engaged in their learning. They all improved at waiting their turn to hear other people's ideas, at asking questions and trying to work out the answers themselves, at identifying problems and describing ways to solve those problems. They certainly exercised their curiosity and sense-making skills through all of the activities and showed a real enthusiasm for learning and a resilience when they encountered problems. Target: Describe electrical circuits, combine electrical components to make a circuit, draw simple circuits using the correct symbols, build a simple model. Data: All evidence and work from the pupils can be found in their PEF Science jotters in Room 1. Some of the evidence includes: an electricity poster, a narrative story about 'Ellie the Electron', circuits drawn with the correct symbols, a diagram explaining how electricity is made/distributed, a photo of their model houses all lit up by their circuits, a reading comprehension exercise.							

Teacher assessment: The pupils were all very engaged in their learning. They all improved at waiting their turn to hear other people's ideas, at asking questions and trying to work out the answers themselves, at identifying problems and describing ways to solve those problems. They certainly exercised their curiosity and sense-making skills through all of the activities and showed a real enthusiasm for learning and a resilience when they encountered problems.

Primary 5 Numeracy – Enterprise Project	Baseline: 1st Level Numeracy and Mathematics: Money Test (Twinkl) Target: Achieve the following numeracy benchmarks – carry out money calculations involving the four operations; calculate profit and loss accurately; record amounts accurately in different ways using the correct notation; apply mental agility number skills to calculate the total spent in a shopping situation Data:						The pupils engaged positively in the project. They collaborated over research into different types of businesses, they made informed and justified decisions about what 'property' they wanted to rent for their business, they participated in 'market research' to price their products, they calculated their monthly and weekly costs (rent and staff) and were able to calculate profit for a week based on a sales sheet that they were given. They	PEF Staff	
		BM		BH		EM			
	Benchmark	21.09 2025	12.01 2026	21.09 2025	22.12 2025	21.09 2025			12.01 2026
	Carries out money calculations involving the four operations (second)								

Positive - Proud - Safe

	Calculates profit and loss accurately, for example, when working with a budget for an enterprise activity. (second)						became quite competitive in whose business would be the most profitable and engaged well when they received little target cards or surprise letters from 'the bank'. Their understanding of numeracy concepts related to business has vastly improved and they were using their mental agility to perform 3 operations (add, subtract, multiply) with relation to their revenue, costs and profit.	
	Records amounts accurately in different ways using the correct notation, for example, 149p = £1.49 and 7p = £0.07. (first)							
	Applies mental agility number skills to calculate the total spent in a shopping situation and is able to calculate change. (first)							
	Evidence – baseline test and the follow-up test can be found in PEF teacher's forward plan folder. Evidence of classwork can be found in their PEF numeracy jotters in Room 1. Target: Engage positively in an Enterprise Project Data: All evidence of their positive, productive and engaged participation can be found in their PEF Numeracy jotters in Room 1. All three pupils engaged well with the numeracy project – BM and EM.							

Wider achievements

Coileanaidhean nas fharsainghe

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

Parent and Community Engagement

- Most parents and families have fed back that they value weekly updates about what's been going on in the school.
- Most families have had lots of opportunities to visit the school including 'meet the teacher' and open afternoon/open mornings.
- Links with Radio Skye have improved
- Participation in 'Skye Week' events.
- Spring Clean days
- Links with local businesses
- RHSP resource session
- Transition activities
- Parental engagement has been promoted through the renewal of the School's Vision, Values and Aims

Extra-Curricular

- A wide variety of clubs led by young leaders have taken place in school including, dodgeball, shinty, art, dance, cookery club and many more.
- After school clubs such as shinty, Lego club, running club and computer club have been well attended.
- P1-3, and the P5-7 choir participation in local Mod.
- The Whole School trip on the Waverley for all classes was well received and fully funded by fundraising by a pupil and his family. The bus was provided free of charge by a local bus company.

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. The whole school have completed the SHANARRI wheel.
- Rights Around the World Assemblies, where children have learned about how Rights are upheld around the world.
- Weekly dance lessons from Skye Dance 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.
- Outdoor therapy sessions have begun for our PEF pupils and a few other key pupils. The funding was secured from 'Bairns Hoose' Charity.

Celebrating Success

- We continue to celebrate success through regular success assemblies and our Value Awards. Hot Chocolate with the Head Teacher, House rewards, House Meetings, Head Teacher certificates, sharing good news at assembly, Burns Day celebrations and 'Class of the Week' rewards.
- Success is shared with the school community in a weekly newsletter, and through our social media pages. Parental engagement sessions have a focus on sharing learning but also provide an opportunity to share successes. Parental engagement has been very good across all engagement opportunities.

Comments from learners, families, stakeholders and staff

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

Feedback from the School Self – Evaluation Survey

Parents feel that there is;

- Strong school ethos
- High confidence in staff and leadership
- Very positive parent perception overall
- Confidence in staff knowing children, their challenges and support needs
- Good feedback, communication and assessment
- Confidence when approaching school
- Good handling of bullying incidents

Staff feel that;

- It is rewarding working at Portree Primary School
- They feel valued and part of the school community
- They feel appropriately supported by the school to carry out their duties
- They feel actively involved in the schools' ongoing self-evaluation
- Planning is an area that they would like to look at
- Having a cohesive approach to relationships and behaviour management is important to them
- They would like to be given more opportunities to undertake quality CPD training

Pupils feel that;

- They are supported by staff
- They feel listened to
- That they would like more PSA support in classes to help with their learning
- They would like further opportunities to take part in pupil voice committee work
- They enjoy receiving recognition for their effort and behaviour

The wider community feel that;

- Pupils are polite and respectful
- Pupils conduct themselves very well within the community

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	Choose an item.	Good
QI 2.3 Learning, teaching and assessment	Choose an item.	Good
QI 3.1 Wellbeing, equality and inclusion	Choose an item.	Good
QI 3.2 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

Overview of school priorities 2026-2027

Establishment Improvement Priorities	Link to National and Local Priorities	Please detail the information / data which has prompted this work
Raising attainment and achievement in Numeracy & Mathematics.	☐ Closing the attainment gap between the most and least disadvantaged children and young people ☐ Improvement in attainment, particularly in literacy and numeracy ☐ Learning and Teaching	• Attainment data over the past five years shows numeracy performance below both national and Highland averages. • Data shows inconsistency in attainment from year-to-year. • Staff have been engaging with Education Scotland Numeracy self-evaluation materials and have identified key areas, which they feel could be developed. (planning, assessment, moderation and transitions). • The school is engaging with Education Scotland throughout this process. • HT is part of the Leading Change in Mathematics course
Creating a new relationships and behaviour policy	☐ 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 ☐ Health and wellbeing, including Relationships and Behaviour ☐ Parental Involvement and Engagement	• Work has been done to lay the foundations to create a new relationships and behaviour policy. • The new relationships and behaviour policy is now going to align fully with the new school values. • The new school values need to be further embedded throughout this session. • There is an opportunity to align school relationships and behaviour policy with <i>Rights Respecting Schools</i> framework. • After carrying out SHANNARI wellbeing wheels, it is evident that a few pupils do not feel safe or nurtured across some stages. A new relationships and behaviour

		policy offers the opportunity to engage with young people to create a policy that is fit for purpose and is informed by best practise. • A few parents have identified that they do not know what the current relationships and behaviour policy is. Carrying out this work would mean that all stakeholders will be involved in the creation and implementation of a new policy.
Supporting the Health & Wellbeing of all learners.	☐ 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 ☐ Health and wellbeing, including Relationships and Behaviour ☐ Parental Involvement and Engagement	• Pupil wellbeing surveys and staff observations indicate varying levels of emotional resilience and engagement across stages. • RSHP (Relationships, Sexual Health and Parenthood) curriculum requires full rollout and improved parental understanding, following on from work carried out through last year's SIP. • The planning format that is currently used, is not consistent in its application. Staff have identified that they would like an agreed planning format for Health and Wellbeing with links to the UNCRC Articles. • Parents have indicated that they would value a greater emphasis on outdoor learning. • Staff have indicated that outdoor and sustainability learning is an identified need across the school, with greater consistency.
ASG Improvement Priorities		
Moderation of numeracy	☐ Improvement in attainment, particularly in literacy and numeracy ☐ Data Analysis for Improvement	• It has been felt during ASG meetings and with school staff across the ASG that effective and impactful moderation would be appreciated.

		As we begin to engage with the CIC, it is important to have a collective understanding of ACEL data and a shared expectation of learners.
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Planning ahead

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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 at www.porttreeprimaryschool.com or by contacting the school office at Portree.primary@highland.gov.uk .