

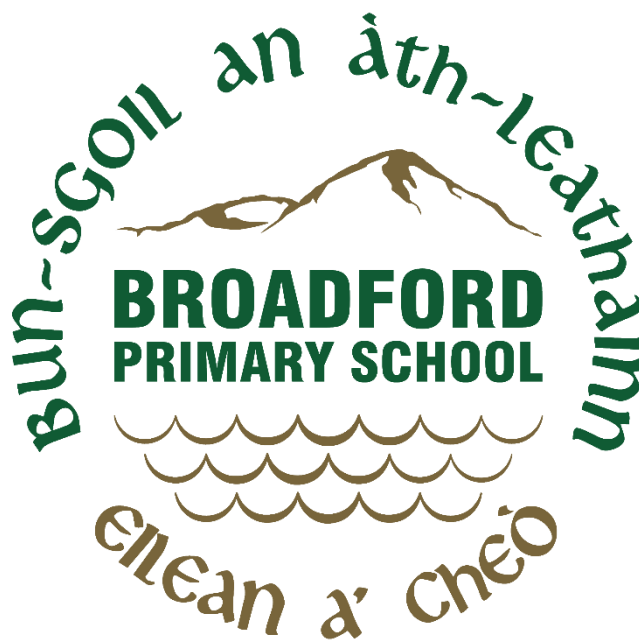


STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

Broadford Primary School

Bun Sgoil an Ath Leathainn

2023-2024



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 90%	75% - 90%	50% - 74%	15% - 49%	Up to 15%

We are pleased to present our Standards and Quality Report for Session 2023-24. This report forms part of our quality improvement framework and 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 our practice. 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

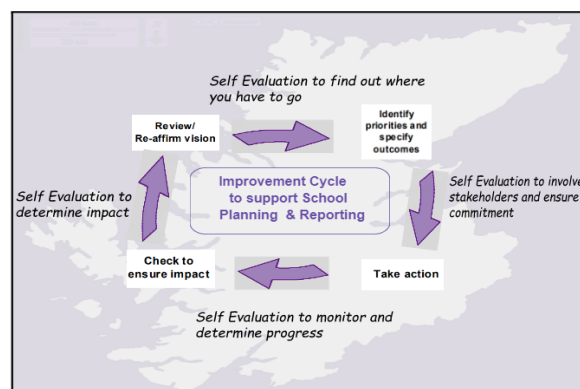
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

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.

Stephen Atkins
Head Teacher
Broadford Primary School

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 89%	Average Class Size 17.8	Meeting PE Target Target Met
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Pupil Numbers (inc nursery) 71 (and 18 Nursery)	Teacher Numbers 6	Pupil Teacher Ratio 12.6
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N3 16.9%	N4 8.5%	P1 12.7%	P2 12.7%	P3 16.9%	P4 12.7%	P5 8.5%	P6 16.9%	P7 19.7%
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SIMD Q1¹ 0-10%	SIMD Q2 40-50%	SIMD Q2 40-50%	SIMD Q3 0-10%	SIMD Q5 0-10%	Unknown 0-10%
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ASN² 40-50%	No ASN 50-60%	FSM³ 60-70%	No FSM 30-40%	EAL⁴ 0-10%	No EAL 90+%
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2023/24 Proportions of pupils achieving Curriculum for Excellence Levels (P1, P4, P7 combined):

Reading	Writing	Listening and talking	Numeracy
Most	Most	Most	Most

Gaelic Medium 2023/24 Proportions of pupils achieving Curriculum for Excellence Levels (C1, C4, C7 combined):

Gaelic reading	Gaelic writing	Gaelic listening and talking
Most	Most	Most

Exclusions

We have had no exclusions this year.

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

² ASN – Additional Support Needs

³ FSM – Free school meal entitlement

⁴ EAL – English as an additional language

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

This school aims to provide for the diversity of individual needs, which exists within any family or organisation, so that every pupil is afforded both opportunity and support in developing their capacities to optimum effect. We aim to achieve these goals by providing a warm, nurturing and stimulating learning environment which meets the needs of all or learners, and by working in close partnership with parents, pupils and other agencies.

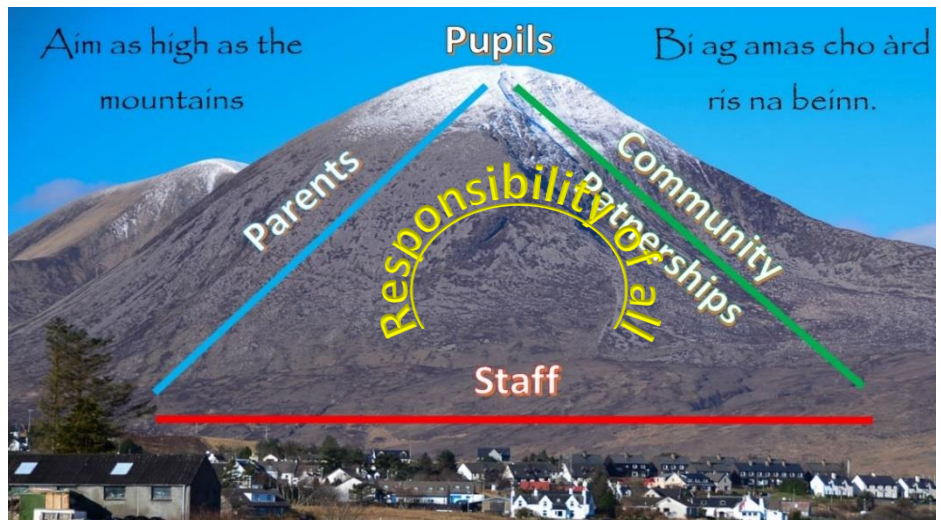
The school motto is:

Aim as High as the Mountains
Bi ag amas cho àrd ris na beinn.

The staff and children have taken on the shared Values of always being:

- Ready -Deiseil
- Respectful-Modhail
- Resilient - Laidir nam inntinn
- Safe – Sàbhailte

Our Nursery and Sgoil àraich pupils are encouraged to be part of our school community through extended transition activities, lunchtimes and assemblies. Likewise staff in Nursery share discussion with teaching staff and other colleagues regarding our Vision Values and Aims.



Our refreshed Curriculum Rationale highlights some of the areas of focus.

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 Writing across Portree ASG through collaboration over Pedagogy and Moderation

Purpose:

Writing ACEL data shows lower percentages than Reading, Talking and Listening and Numeracy. Writing data as an ASG is lower than Highland and National.

Progress:

Content:

- ✓ All teaching staff took part in moderation activities across the ASG. All teachers have also moderated 'in house'
- ✓ Most teachers have attended the first 5 Stephen Graham Writing sessions
- ✓ HT has trialled using the systematic teaching approach with one class.
- ✓ All teachers have been observed teaching and almost all had good practice to share.

Impact:

- ✓ Moderation activities have confirmed that almost all our level judgements in Writing are accurate across Early, First and Second level
- ✓ A trial has shown that children write at a higher level more quickly to allow for further uplevelling using this approach.
- ✓ Good practice has been shared across staff and further opportunities identified.
- ✓ Good progress was made in this area.

Next steps: Embed the approach we have started having training on and use it across the school to give children opportunities to write regularly with a specific framework.

School Priority:

To use performing arts to increase self-confidence and establish further community partnerships

Purpose:

Following Covid, and the consequent recovery curriculum focus, it became clear opportunities for performing arts had been very limited for up to 3 years.

Progress:

Content:

- ✓ Every child had access to high quality opportunities both in being an audience and performing
- ✓ Almost all children increased their confidence in performing and speaking in front of others.
- ✓ We developed more community partnerships as a result

Impact:

- ✓ All children made good progress in Listening and Talking
- ✓ Almost all children reflected very positively on performances especially Peter Pan
- ✓ The number of community partnerships we have increased.
- ✓ Opportunities for regular activities in house teams ongoing have been identified.
- ✓ Very good progress was made in this area.

Next steps: To continue to find both routine opportunities for performance and other arts related activities as well as significant big events bringing the community together.

School Priority:

To support children and staff mental health with Change, Loss, bereavement and long term illness

Purpose:

Over the session 2022-23 we had a number of significant events which impacted on the school. This included significant change and loss in the school population with children leaving unexpectedly, and bereavement with different members of the close school community.

Progress:

Content:

- ✓ All children were supported as appropriate, with some whole class discussion, group work and 1:1 discussion including counselling where appropriate
- ✓ Most children can use the feelings wheels to recognise and explain emotions in themselves and others.
- ✓ Relationships have been built with other agencies to provide support
- ✓ HT undertook Seasons for Growth training

Impact:

- ✓ Almost all children have an awareness and can use SHANARRI as a basis for discussion. In analysis we have found that children have increased scores in most areas.
- ✓ Almost all pupils have benefitted from discussion and open sharing of information and honest factual talks. They have participated in activities surrounding grief and memories.
- ✓ Good progress was made in this area.

Next steps: To use house team success as a way to extend and develop our Health and Wellbeing work further. Getting children working together across ages and stages and using roleplay with scenarios to explore and provide skills to children to cope with challenges.

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

PEF identified pupils have been well supported this year through specific targeted teaching using a teacher employed for the purpose.

In identifying the specific gaps for eligible pupils it was identified that mainly as a result of targeted intervention and specific teaching being missed for this group, the way to help close this gap for those pupils was to give targeted support. Pupils in this group have made good to very good progress and have started to close the attainment gaps.

We also had a pragmatic approach to ensuring one of our PEF eligible pupils could access activities mainly surrounding transition to high school. This successfully enabled them to participate and be fully prepared for high school, including attendance at a residential transition week.

One individual has needed much more targeted support, including planning a more comprehensive joined up approach due to language delay, hearing, English as an Additional Language etc. And extra PEF time was therefore diverted for this purpose.

Wider achievements

Coileanaidhean nas fharsainghe

Skye School Cross Country Champions and individual winners

Lochalsh and South Skye swimming champions

Local and national Mod winners, including second place in Oran Luaidh and Folk Group with mixed English and Gaelic performers.

Aim as high as the mountains

Bi ag amas cho àrd ris na beinn

Successful community engagement with new school design and development project.
 Two staff completed Gaelic translation courses
 Successful Care inspectorate report highlighted in local and national press.
 Recognition for successful Seachdain na Gaidhlig activities.

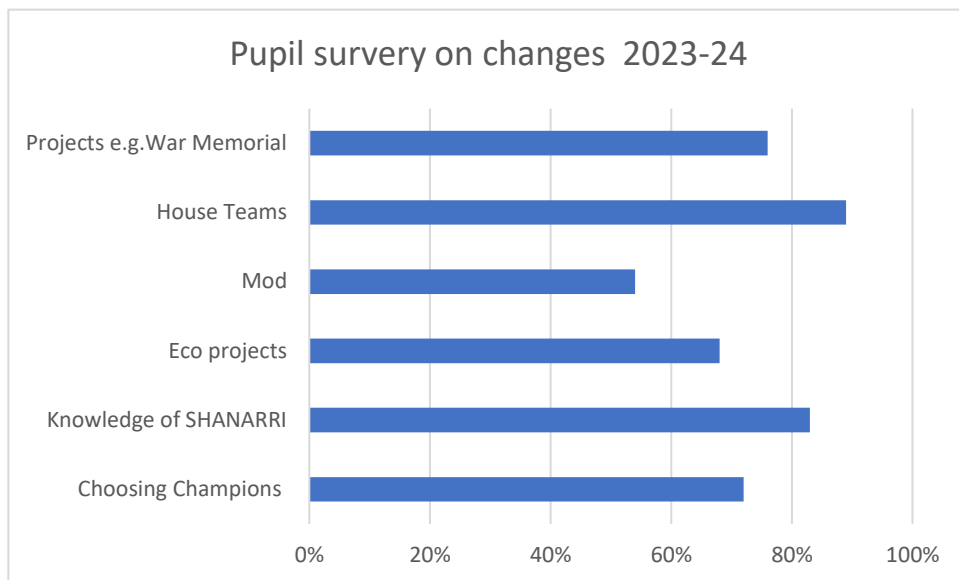
Comments from learners, families, stakeholders and staff

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

Pupils

In discussion with Pupil's through our evolving Choosing Champions groups, the children identified key changes and improvements made during the session. In identifying them, they then took a survey of their fellow students and these were our findings.

We worked a lot more on developing further house team activities this year and developed real house team pride. We want to take this into the next session by utilising house teams to support each other, and share ideas to help Health and Wellbeing.



Parents and carers

WWW (What went well)	EBI (Even better if)
Peter Pan – a big range of positive comments see below Opportunities for children to attend the Mod Transition to high school including Raasay trip Transition Nursery to P1 Chance to see the new school designs Choosing Champions Regular parent partnerships Good Eco and Enterprise activities HT teaching all the classes – knowing the children ASN – knowledge and understanding of staff is very high	Sports Day – we didn't see it all. Staffing in P4-7g – no supply cover Parent Café – need more time in the classes HT too much time teaching because of cover

Peter Pan was wonderful! I really enjoyed the whole production. I know how much goes into all of it so I can appreciate the work that goes into making a production look that polished. Well done to you and all the staff who were involved.

We thoroughly enjoyed the panto. We thought it was so impressive and it was clearly such a big undertaking to do a whole school show. Everyone (the children and the staff) did Broadford Primary School proud.

Many thanks for putting on such a fantastic performance last night! We really enjoyed it and it's such a great experience for the children.

Congratulations to everyone involved in your recent production. It was a very slick performance, especially with the entire school being included. The actions and verbal delivery of the older pupils were excellent and the mass choir singing was a joy to listen to, especially with the jazzy swing to a few of the numbers.

Incredible Evening – 5 Stars!

What a fantastic performance from everyone. Very impressed!

Stakeholders

“It was great hearing all about the Memorial Project and what the children researched and presented. I hope you get the lights! – Comment left at November Coffee morning and bacon baps

“The children and staff , especially the Eco Champions have set the bar high for our local reduce, reuse, recycle projects!” comment from South Skye Waste Partnership regarding our Eco sale and reusable bags

“The Nursery boys and girls sung well and the Easter activities we did together were lovely! Dolan (aged 101) Care home resident.

“The children’s newspaper reports were informative and interesting and it is a credit to the school the high quality produced by children of all ages.

Keith – Editor at West Highland Free Press judging our school writing competition.

“The children in Choosing Champions have been enthusiastic and keen to join in and learn. It is great to see how children across the school in different ages and in English and Gaelic can work together and help support each other in their learning.” Crystal – Broadford Church of Scotland

We have further plans to enhance our relationships with stakeholders through Choosing Champions as the children have chosen a ‘Community Champions’ group for the next session.

Staff

We have been delighted with the successes that have stemmed from our performing arts focus. As well as a memorable production which the children excelled at with many fantastic performances, this had a galvanising effect not only in being a great audience at Eden Court, but also noting how well the children listen, participate and ask good questions at other times throughout the year. This is coupled with greater opportunities for Talking and Listening, especially in the performing arts fields, with Youth Speak, House team song competition, chance to speak in front of others and performing instruments and singing for a wide range of purposes. This, as well as using drama as a vehicle for learning. Which we hope to harness moving forward to help our Health and Well being work.

The writing focus we have had is showing good early signs and it has been good to start trialling and implementing what we have learned. It was gratifying seeing our work moderated along with the rest of the ASG and to see that our judgements are accurate and the level of writing our children produce is generally good. We need to continue the writing focus and fully embed the Stephen Graham approach in order to see further benefits.

After another incredibly tough year with further bereavement and further medical diagnoses to deal with as a school, we continue to be proud of our ability to be resilient, to continue to aim high and to ensure these adversities bring us together and make us more of a team and school family.

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	Satisfactory	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.

We pride ourselves on being a school with a culture of continual improvement. Clearly there are matters outwith our control which impact on our capacity. Staffing has been the biggest barrier to our capacity this session and I hope that with adequate staffing we will be able to focus as we would like.

Key priorities for improvement planning

Prìomhachasan airson planadh airson leasachadh

Our key priorities for next session are to fully embed a new writing approach across the school, to develop strategies and skills within the children to support their mental health and wellbeing, and to ensure children develop more fluency and confidence in their reading leading to better comprehension ability.

Planning ahead

A' planadh air adhart

Full details of the school's 2024/25 improvement priorities and actions are detailed on the school improvement plan, which can be accessed on our website [here](#) or by contacting the school office.