



# STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

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2023-2024

## Bun Sgoil Shleite



# 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.

Miss H Loughlin  
Head Teacher  
Bun Sgoil Shleite

## 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.

**Delete yellow instructions and what is not relevant to your context.**

**All primary schools to include.**

**Attendance**  
94%

**Average Class Size**  
18.7

**Meeting PE Target**  
Target Met

**Pupil Numbers (inc nursery)**  
53 (+15 nursery)

**Teacher Numbers**  
5

**Pupil Teacher Ratio**  
10.3

**For schools with a roll below 50 (in place the of detail above/please edit as you wish):**

Bun Sgoil Shleite Primary School is located on the Isle of Skye. The schools catchment area caters for children from the entire Sleat peninsula, incorporating Drumfearn, Tarskavaig, Ord, Duisdale, Isle Ornsay, Toravaig, Teangue, Kilmore, Armadale and Aird.

There are 44 children attending Gaelic Medium and 9 pupils attending English medium. There are 15 children in nursery. The school ranges from N3 - P7. P1 – 7 in English medium are taught together in a single multi-stage class and Gaelic medium pupils are taught in two classes of mixed stages. These are primary 1 – 4 and primary 4 – 7. There is a separate nursery for 3 and 4 year olds.

The headteacher has overall leadership responsibility for Bun Sgoil Shleite Primary School. Primary School The headteacher is supported by a principal teacher and children from both English and Gaelic medium have many opportunities to work together.

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. The majority of children who face barriers to learning are making satisfactory progress towards meeting their individual targets.

Overall children are making the following progress:

**Reading**

Good progress

**Writing**

Good progress

**Listening and talking**

Very good progress

**Numeracy**

Good progress

Gaelic Medium (delete if not relevant):

**Gaelic reading**

Good progress

**Gaelic writing**

Very good progress

**Gaelic listening and talking**

Good progress

We have had no exclusions this year.

## School vision, values and aims.

### Lèirsinn, luachan agus amasan na sgoile

A' toirt taic dha chèile gus ar  
dìcheall a dhèanamh



Supporting each other to achieve  
our best

### Vision

Coimhearsnachd | Community



Coimhneas | Kindness



Cruthachalachd | Creativity



Cultar | Culture



### Values

### Aims

- We embrace our status as a Gaelic school with an English medium unit to enhance the experiences of all pupils through the promotion of Gaelic language and culture.
- We create a secure, welcoming and happy environment where all achievement is celebrated. We create a sense of community spirit in our school, helping children to grow and learn in a supportive and inclusive environment.
- We support children to develop respect for the school and wider environment, fostering positive attitudes to learning for sustainability and global citizenship.

### 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

Coimhneas | Kindness cultar | culture cruthachdaileachd | creativity coimhearsnachd | community

## Purpose:

This was an ASG focus and the rationale behind this change was due to the combined data for ACEL across the ASG.

## Progress:

- All teaching staff attended an ASG event on moderation of writing.
- Through regular attainment meetings intervention groups have been identified and support put in place.
- All teaching staff attended talk for writing training.
- All teaching staff attended all of the literacy for all sessions.
- Invest in and train staff in Fresh Start as a writing intervention for P5-7

## Impact:

- Very good progress was made within teachers' confidence and accuracy when moderating children's writing. Teachers were reassured after the event that they are accurate when levelling children's writing. Very good progress was made through the use of talk for writing and teachers were regularly using the hot task to moderate and assess a child's piece of writing. Children have been very engaged in this process, this is clear through classroom observations, children's pride in their writing and their excitement to show their work. Many Parents have also commented how pleased they are at how much more their child is writing – this was commented at parents evening and opening mornings.
- Regular collaboration through termly attainment meetings has ensured interventions have been monitored and have been consistent across the whole school. Some teachers have reported accelerated learner progress in reading and writing in most recent attainment meetings and some pupils who were borderline have achieved the expected level for their age and stage. However, a few who were set to achieve, did not quite achieve although there are explanations behind these.
- Observations through learning visits show greater consistency in the effective teaching of writing. All teachers report that there is improved learner engagement and accelerated learner progress in writing – evidenced through the whole school tracker and SNSA and MCNG data. Improvement in writing is also evident in children's jotters. Staff now need support in using the new model of gathering evidence for literacy difficulties.
- Collaboration with staff, pupils and ASN show that more training and greater consistency throughout the school is required. Progress has been satisfactory as we have invested in fresh start as an intervention for primary 5- 7.

Progress has been severely impacted by large class sizes and low staff numbers to carry out the interventions on a regular enough basis to make and measure impact.

### Next steps:

- Fully embed fresh start as an approach to teaching English phonics in EM and GM classes to ensure there is a progression and collegiate approach to teaching phonics.
- Use fresh start to support the teaching of spelling.
- Develop a whole school progression for phonics and spelling for consistency and continuity across the school.
- Continue using talk for writing across GM and EM.
- Develop a whole school literacy policy to outline how many reading, writing, grammar, spelling and handwriting lessons there should be in a week and what resources should be used at each stage.

## 2. Promoting Positive Relationships within our School Community (Year 2 Health and Well-being Priority)

### Purpose:

- Pupil, parent and staff feedback expresses a need for a shared understanding about what bullying is and clearer systems to address incidents of bullying between pupils
- Provide more opportunities for pupils in EM and GM to work together.
- Continue developing positive relations with the wider community.
- Self-evaluation highlighted need to track and monitor pupil health and well-being

### Progress:

- All early years staff attended training on the Leuven Scale of Well-being. They have been involved in adopting a consistent observation and recording method using Leuven Scale of well-being to monitor pupils well-being and involvement
- All pupils have completed the resilient kids training. This has been a whole school approach throughout term 4. All children were split into their stages as follows:  
Primary 1 and 2 / Primary 3 and 4 / Primary 5 and 6 and Primary 7. Each group meets at the

### Impact:

- Good progress has been made so far, early years staff feel comfortable observing the children and have a good understanding of when and how often to observe. Progress has been limited due to the fact that we are still trying to adapt a format to use for the observation, once a clearer format is decided upon staff will then be able to engage parents. Staff feel to improve outcomes for the children it would be helpful to liaise with other settings who are using the Leuven scale to gain insight into how other settings have managed and recorded observations. There are no other settings within the area using the Leuven scale and there are limited resources available, and this has impacted the progress considerably.
- In most lessons pupils engage well, they are motivated and enjoy learning through the range of activities within the lesson. Learners are well supported throughout the lessons by close relationships with staff, well asked open and

same time each week with their designated teacher.

- A health and well-being group was set up and they worked together to design the room and buy resources.
- The Decider skills were introduced as a whole school approach through assemblies to support children develop skills to recognise their own thoughts, feelings and behaviours, enabling them to monitor and manage their own emotions and mental health. These were shared with parents and encouraged to use in the home where appropriate each week through a weekly newsletter.
- Parent Council Meetings have continued on a termly basis . There has been positive discussions on ways to promote equity and diversity within the school. With the initial focus on equity of EM and GM experience and promoting understanding between each streams needs/rights School, House groups were re-designed and set up. Pupils put forward ideas for house groups and these were closed questions and effective resources. Staff have worked really well collegiately to create a nurturing atmosphere within these lessons. Steps should now be taken for pupils to deepen their understanding of resilience through the Decider skills.
- Setting up a health and wellbeing group was successful in engaging pupils and promoting the health and wellbeing room. Children are very engaged within the room and have discussed how the resources within the room can help them when they are feeling they need a break. However little progress has been made and the impact on the children has been very little. This needs to be considered in staffing for next year as the fundamental reason for such little progress has been due to low staff numbers to enable children to access the room when they need to. A plan for how children can access the room safely when they need to need is to be put in place.
- Head teacher took part in training for the Decider skills and began introducing a skill a week through assemblies. Each week when the skill was in the weekly newsletter for parents. They engaged well and this was an effective way of engaging parents and keeping them informed. However, the Decider skills did not have positive outcomes for the children as they did not engage with the skills. Strategies have been put in place to support children engage within assemblies - they now sit in their house groups and each house group has a designated adult. Children now have older pupils and an adult to support them, so when re-introduced there should be more engagement. Teachers also used assembly for CCR time, so they were unable to fully embed the skills learnt. To improve progress and outcomes for children teaching staff need to be present within assemblies to then incorporate the skills being taught back in class.
- Very good progress has been made, meetings have been positive, and parents have voiced that they feel there has been equal opportunities for EM and GM pupils. For example, an English alternative for the Gaelic football tournament and an English Christmas film at the cinema was set up for those not able to attend the Gaelic activities. Alternatives have



presented in assembly. The children then voted and choose upon castles. The children house group mornings one Friday a month to work on activities together. They also come together on events like World Book Day, sports day, Halloween etc. They now sit together in their house groups for assembly. There are house group monitors who monitor and encourage positive behaviour and equality. There are also house point monitors who count the points each week.

- Staff and pupils worked collaboratively to develop a whole school behaviour policy to help develop Positive Relationships and prevent Bullying. The behaviour policy was shared with parents in a newsletter and in each newsletter, there is a reminder about the school's behaviour policy.
- Good progress has been made, staff feel they are clear on behaviour boundaries and expectations and the next steps to take. All staff are able to follow and enforce the traffic light system and staff have discussed how clear the system is. The majority of parents are supportive of the new system and the new system does mean there is regular contact with parents. Moving forward to have a bigger impact there needs to be more consistency with the policy throughout the school. The visual representative of traffic lights and having these around the school has been an effective strategy as pupils are very clear of the expectations.

#### **Next steps:**

- Find and begin using a format for observing pupils in the early years on the Leuven scale.
- Try to organise staffing so children can access the health and well being room when they need to and establish a name for the room. This can be the first job for the pupil council next session.
- Next session re-introduce the Decider skills through assemblies and ensure these are supported through health and well being lessons within the class.
- Continue implementing the whole school behaviour policy and ensure consistency across the school.

### **3. Develop Curriculum Rationale**

#### **Purpose:**

- Self-evaluation shows a more consistent and focused approach to the curriculum aligned closely to our school vision and values would improve learner experience
- Parent and pupil surveys show a desire within the school community to ensure cultural, community and environmental opportunities are fully embraced
- Planning in areas outwith Literacy, Numeracy and Health and Well-being are not consistent across the school

### Progress:

- School values have been celebrated more through end of term celebration assemblies. At the end of each term a child from each class is awarded a value award. There are 4 awards so 4 children from each class are rewarded. The pupils who are awarded a value award have their parents invited into assembly in secret, so it is a surprise. Parents can attend the assembly and afterwards parents and children who got an award have a special cake and coffee morning. Groups of children worked with the HT on making videos about the school values and this was made into a short film about our values, and this became the focus of an assembly, and parents were invited into watch. Within the children's house groups, they spent a few mornings together making whole school displays for each school value.
- Pupil council has been established. Pupils wrote speeches and had a vote to choose the pupil council. Pupil council have organised new playground equipment, wrote rules for the new toilets with the pupils and helped organise fund raising events.

### Impact:

- Celebration assemblies have been a really effective strategy for pupils as they really feel their achievements are being celebrated. The pupils often ask the HT when the assembly is.
- Children working in their house groups on the displays for the values has been another really effective strategy as they regularly look at their display and discuss how proud they are of their work, even though this display has been up for a while.
- In assembly children can always name the 4 values and describe what they are / what they mean.
- Very good progress has been made in establishing the values of the school however there has not been any progress in establishing our aims and our vision.
- The wider community responded very well to the pupil council being set up.
- Setting up a pupil council has been a very effective strategy as the pupils are excited about putting forward their ideas for the school.
- To make more progress next session HT needs to have regular meetings with the pupil council.

### Next steps:

- Meet on a regular basis with the pupil council.
- Next session work with the pupil council to gather views for writing our vision and aims for the school.

## Progress and impact of Pupil Equity Fund Adhartas agus buaidh Maoin Cothromas Sgoilearan

Time and money was spent on reading resources for children struggling with phonics and reading. The children have been using a new scheme called Dandelion Launchers.

All children have made significant improvements in phonics knowledge, sight words, reading pace, reading accuracy and seeing themselves as a reader.

Within the target group of learners 60% of learners have increased by one CFE level. 1 pupil has increased from achieving early level to achieving first level and starting next session ready to start second level.

One pupil remained on the same level.

All pupils say they enjoy reading more than they did before they began using Dandelion Launchers. Most of them said they found reading easier.

## Wider achievements

### Coileanaidhean nas fharsainghe

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This year there has been a significant number of wider achievements that we have celebrated throughout the year. Wider achievements have been an effective way of engaging and communicating with parents. Parents have been sending in photographs of achievements for the school to share in assemblies, newsletters, and our good news board. We have celebrated a lot of Mod success, sports events such as shinty, football, cricket, and hockey. We have celebrated success with community events the school and parent council have organised community café's, community bake sale, a school tea towel, sponsored cycle , healthy week, skills week, and sports day. There are strong relationships between the community and the school, and they have worked well together to organise and run events to raise money for the Primary 6/7 Edinburgh trip and for the whole school trip.

## Comments from learners, families, stakeholders and staff

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

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Stakeholders feel it has been a very positive year and even though the school has been through changes there has been continuity for the pupils and families. Stakeholders feel communication has been effective and meetings have been really positive.

Comments from learners –

We really like sitting together in house groups for assembly.

I love that there is a prize for the group with the most points, I loved going to Mallaig swimming.

I am so excited to see what the next prize will be, and which house will win.

The values assemblies are so exciting – everyone goes in and looks for their parents.

I am so excited to use the new playground equipment.

Many learners commented on the good relationships they have with staff and how they feel supported by staff members.

A few children commented on how they like writing and they think their writing has improved, however a number of them said they wanted to work on their spelling and grammar.

A few children discussed maths and how they are confident with topic maths but are not as confident and need to work on number, times tables and division.

Families –

Families have commented how they really like the celebration assemblies and being invited into school and how they feel there has a lot of opportunities to come into school. Lots of parents have commented how happy they are with the new building work. Families have also commented on effective communication about what is happening in the school. Families are concerned over the large class sizes this year and are concerned about the potential idea of a year group being split for another year.

Staff feel happy and secure that although we have been through change there has been a consistency for everyone. Staff feel good progress has been made with writing, but they would like to work on developing children's tools for writing. All staff have commented how maths has been challenging this year as there are so many maths groups within the large composite classes, they would like training and support with planning maths next session. Staff are also excited about the new profile format as they feel this will be more manageable.

## Capacity for continuous improvement

### Comas airson leasachadh leantainneach

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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:

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

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- Raising attainment in numeracy
- Raising attainment in spelling
- Develop effective profiling.

## Planning ahead

### A' planadh air adhart

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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 or by contacting the school office.  
<https://sites.google.com/portreehigh.org.uk/bunsgoilshleite/home>