



STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2023-2024

EDINBANE PRIMARY SCHOOL



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.

Roisin Cameron
Head Teacher
Edinbane & Macdiarmid Cluster

School Profile

Pròifil na Sgoile

The following information can be found on [Parentzone Scotland](#). It is important to remember that statistical data alone is not a measure of how well we are doing. All schools are unique. To understand how well we are doing it is important for us to look at a range of different data sources.

Attendance
91.2%

Average Class Size
10

Meeting PE Target
Target Met

Pupil Numbers (inc nursery)
10 (+2 nursery)

Teacher Numbers
1

Pupil Teacher Ratio
10:1

Edinbane Primary School is a rural school in the North West of Skye, situated 14 miles from the main town of Portree.

There are 10 children attending the school and 2 children in nursery, ranging from N3 - P7. P1 - 7 are taught together in a single multi-stage class and there is a separate nursery.

The headteacher has overall leadership responsibility for Edinbane Primary School and Nursery and Macdiarmid Primary School and Nursery. The headteacher is supported by a principal teacher. Staff and children from both schools work together regularly.

As the school roll comprises a small number of children, attainment and progress will be expressed in 'overall' statements, rather than specific year groups or Curriculum for Excellence levels. This is to ensure the identity of individuals is not disclosed.

Overall, attainment across the school in literacy and English and numeracy and mathematics is satisfactory. Children achieve appropriate CfE levels in literacy and numeracy. Most children who face barriers to learning are making progress towards meeting their individual targets.

Overall children are making the following progress:

Reading

Satisfactory progress

Writing

Satisfactory progress

Listening and talking

Good progress

Numeracy

Satisfactory progress

We have had no exclusions this year.

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

Our Vision

Our children, parents, staff and community partners will work together to create a happy, positive and purposeful learning environment for all.

Our Values

- Friendliness
- Respect
- Independence
- Kindness
- Gentleness
- Enjoyment

Our Aims

- **To help our learners to become Successful Learners, Effective Contributors, Confident Individuals and Responsible Citizens we will:**
 - Provide interesting, fun and inclusive learning experiences through well organised, high quality teaching.
 - Create a caring, welcoming, happy, bright and stimulating environment with a good atmosphere, where we celebrate everyone's attainment and achievements.
 - Work in co-operation with parents, other agencies and community partners to provide an enriched curriculum for all learners.
 - Work in co-operation with all stakeholders to make our school a place where helpfulness, happiness, humour, kindness, fun and laughs are all important.

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:

Develop the Vision, Values & Aims

Purpose:

To develop individual visions and aims for the school, with a shared set of values with our cluster schools.

Progress:

- ✓ We have been working closely with our cluster school and we are beginning to understand what makes us similar and unique, helping us to develop a foundation for shared values.
- ✓ Parents, carers and the wider community have been invited to contribute their views in relation to our school vision, aims and values; this will help inform next steps.
- ✓ There have been changes to leadership and staffing within the cluster at various points in the year. Our leadership, staff team and pupils are committed to completing the process of establishing our vision, aims and values.

Impact:

- ✓ Children are beginning to express what is important to them; all children are now members of pupil led groups and recognise that they can effect change in their school.
- ✓ The development of our eco group has helped to ensure that all pupils have an active role in school life and are becoming more confident sharing their vision, particularly in relation to sustainability.
- ✓ We have held open afternoons for our families and the wider community, highlighting the positive impact that our school has locally.
- ✓ Moderate progress was made in this area.

Next steps:

This process of developing our school vision, aims and values is ongoing and will be carried forward as an improvement priority for the 2024-25 session.

Purpose:

To ensure consistency of high quality teaching and learning.

Progress:

- ✓ Teachers feel supported to plan and deliver the curriculum responsively, in line with the needs of learners.
- ✓ Learning Intentions and success criteria are being used effectively in lessons.
- ✓ Co-teachers work closely to ensure a consistent approach to planning teaching and learning, with consideration for depth and breadth of the curriculum.
- ✓ Staff collaboration and communication is improving across the cluster

Impact:

- ✓ Creative and engaging lessons in the classroom and outdoors are having a positive impact on learner participation.
- ✓ Pupils recognise what they are learning and why and can explain this in their own words.
- ✓ Pupils can identify their own strengths and next steps, as evidenced by end of year Learner Statements.
- ✓ We are committed to making further progress in this area.

Next steps:

Continue to develop shared understanding of what makes high quality teaching & learning.
Work to develop a professional network for high quality peer observation, collaborative learning and professional dialogue (initially within cluster, then within ASG).

Purpose:

Continue to raise attainment in line with stretch aims

Progress:

- ✓ Due to staff changes, training identified for staff was partially completed.
- ✓ Progress and Attainment Tracking System has been introduced to teachers.
- ✓ Staff have identified the need to agree on what assessment tools we are using as a school and as a cluster.
- ✓ Through self-evaluation, staff have identified numeracy as a priority area for raising attainment.
- ✓ We have agreed that supporting a culture of reading for enjoyment is important to all pupils, parents and teachers.

Impact:

- ✓ Current staff have used self-evaluation to establish their own strengths and development needs.
- ✓ Improved tracking has helped to identify areas for timely intervention and further challenge for individual pupils.
- ✓ Staff are working together to best meet the needs of all.
- ✓ Highland Numeracy action plan has been identified as a tool for improvement in the 2024-25 session.
- ✓ Reading schools has been identified as a programme that we will take part in for 2024-25 session.
- ✓ Some progress was made in this area. We are committed to continuous improvement in this area.

Next steps:

Audit & streamline the range of tools being used to assess numeracy & literacy in our school and cluster. Attainment in numeracy identified as a priority for next session; adopt the authority Numeracy Action Plan for 2024 – 25 session.

Attainment in reading identified as a priority area; build a culture of reading for enjoyment through the introduction of 'Reading Schools' in 2024-25 session.

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

PEF funding has been used to provide 2.4 hours of additional support from a Pupil Support Assistant. This has enabled us to provide literacy interventions and numeracy interventions. Interventions in both areas have led to increased pupil confidence, fluency and progress.

PEF money has also been used to support the provision of specialised reading resources; the impact of this is that all children have equal access to resources, thus helping to close the attainment.

Wider achievements

Coileanaidhean nas fharsainghe

- All of our pupils are members of our school eco group, working to maintain our Green Flag.
- All of our pupils regularly engage in forest school activities.
- P4-6 pupils have attended STEM workshops delivered by Generation Science and Science Skills Academy.
- P5-6 pupils have attended inter-school basketball festival, hockey festival and swimming gala.
- Three of our pupils receive weekly musical tuition on a variety of instruments.
- All pupils have attended 2 blocks of swimming lessons this session.
- All pupils participated in our Christmas Play, which was performed for the wider school community.
- All pupils participated in after school gymnastics activities for a block of 8 weeks.
- P6 completed Bikeability levels 1 & 2.
- Pupils have taken part in two 'Art Days', designing and creating outdoor installations in the Community Garden.
- Pupils have taken part in school trips to a local beach and a learning visit to local business, Skye Skyns.
- We have hosted community open days and a community café.
- Pupils have planned and hosted an end of year disco for themselves and their peers from other schools.
- All pupils have participated in British Sign Language workshops.

We have a record of all extra-curricular activities that our pupils attend.

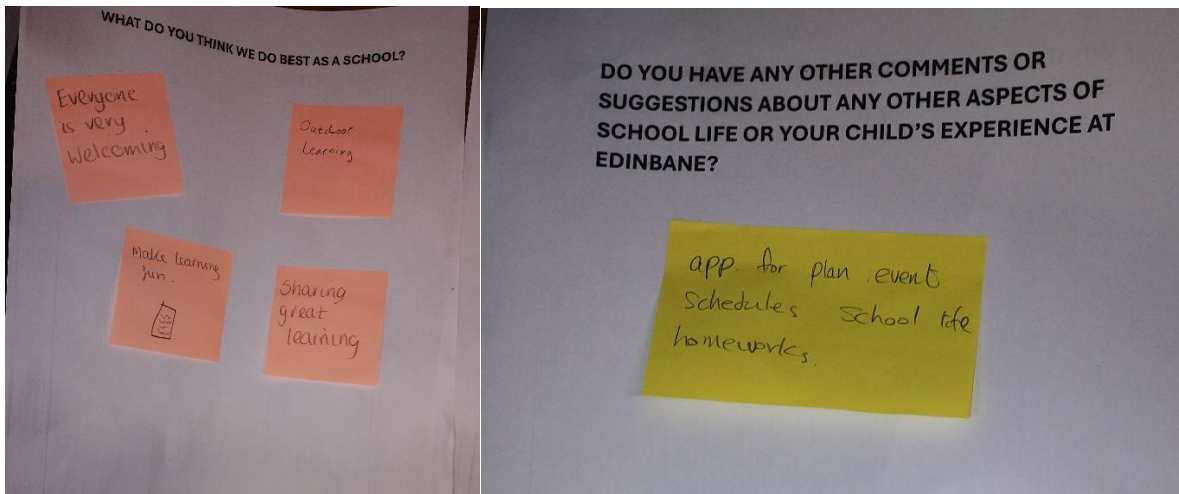
Children are proactively encouraged to share their achievements from within and outwith school.

We celebrate wider achievements at weekly Star of the Week assemblies and termly cluster assemblies.

We work together to foster a culture that celebrates the achievements of all within our school, recognising the impact that these positive experiences have on the health and wellbeing of our learners and the wider school community.

Comments from learners, families, stakeholders and staff

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



What do we do best?

- 'Make Learning Fun'.
- 'Sharing Great Learning'.
- 'Outside Learning'.
- 'Everyone is very welcoming'.

What could we do to make our school even better?

- 'More music'.
- '(Have/use an) app for planned events, schedules, school life and homework'.

Comments from parents & staff

'The pupils at Edinbane are among the most polite children I have ever met. They are so friendly, welcoming and kind'.

'We'd like to thank the teaching staff for the amazing job that they do, the children are lucky to have an amazing outdoor space and so many opportunities for such a small school.'

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	Satisfactory	Satisfactory
QI 2.3 Learning, teaching and assessment	Satisfactory	Satisfactory
QI 3.1 Wellbeing, equality and inclusion	Good	Good
QI 3.2 Raising attainment and achievement/Securing children's progress	Satisfactory	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

Develop Vision, Aims & Values

Work with all stakeholders to redefine our Vision, Aims & Values, in a child friendly format, ensuring that these can be easily accessed & understood by all of our pupils.

Assessment & Tracking

Audit & streamline the range of tools being used to assess numeracy & literacy in our school and cluster. Utilise the Progress & Achievement Tracking Tool to monitor pupil progress at regular intervals throughout the year.

Raise attainment in Numeracy & Literacy

Implement the authority Numeracy Action Plan for 2024 – 25 session.

Build a culture of reading for enjoyment through the introduction of 'Reading Schools' in 2024-25 session.

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](#) or by contacting the school office.