



STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2023-2024



Kilmuir Primary School

Introduction: Local and National Context

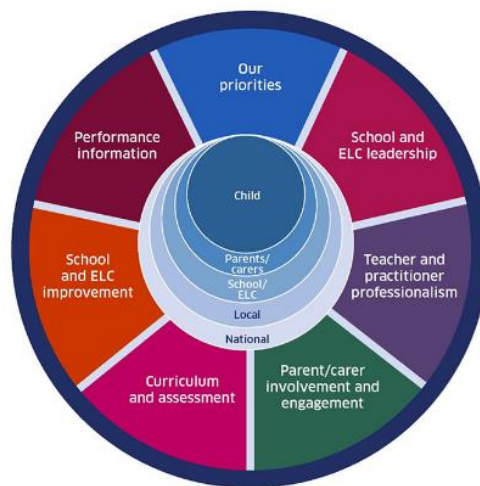
Ro-ràdh: Co-theacsa Ionadail agus Nàiseanta

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

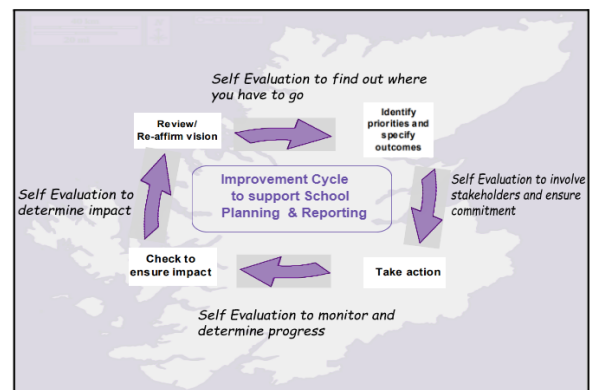
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

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.

C. MacFarlane
Head Teacher
Sgoil Stafainn

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
92.1%

Average Class Size
12.3

Meeting PE Target
Target Met

Pupil Numbers (inc nursery)
40 (+8 nursery)

Teacher Numbers
4

Pupil Teacher Ratio
9.9

2023/24 Proportions of pupils achieving Curriculum for Excellence Levels (P1, P4, P7 combined):

Reading

Almost all

Writing

Almost all

Listening and
talking

All

Numeracy

Almost all

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

Gaelic reading

All

Gaelic writing

All

Gaelic listening
and talking

All

We have had no exclusions this year.

Sgoil Stafainn is located in a rural setting serving the local community of Staffin on the Isle of Skye.

There are 38 children attending the school and 7 children in nursery, ranging from N3 - P7. In English Medium, P1 - 7 are taught together in a single multi-stage class, while Gaelic Medium have a P1-4 class and a P5-7 class. There is a separate nursery for 3 and 4 year olds.

The headteacher has overall leadership responsibility for Staffin Primary School and Kilmuir Primary School. 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 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 very good/ progress towards meeting their individual targets.

Overall children are making the following progress:

Reading

Good progress

Writing

Good progress

Listening and
talking

Good progress

Numeracy

Good progress

Gaelic Medium (delete if not relevant):

Gaelic reading

Good progress

Gaelic writing

Good progress

Gaelic listening
and talking

Very good progress

We have had no exclusions this year.

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile



Sgoil Stafainn – Staffin Primary School

Coinhearsnachd
Community

Cruthachalachd
Creativity

Càirdeas
Friendship

Fireantachd
Honesty



Our Aims

To do lots of fun activities in a Gaelic speaking environment.

To use and be part of our community.

To be the best we can be.

To learn together.



Amasan ar sgoil-àraich – Tha sinn airson:

Tòrr rudan spòrsail a dhèanamh ann an Gàidhlig.

Obrachadh còmhla ris agus a bhith mar phàirt den choimhearsnachd.

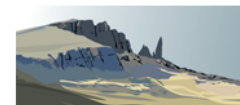
Dèanamh cho math 's a 's urrainn dhuinn.

Ionnsachadh còmhla.



Còmhla nì sinn uiread

Together we achieve



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:

Review Approaches to Planning

Purpose:

To review approaches to long-term planning for each curriculum area to ensure children experience progression, breadth and depth in their learning.

Progress:

- Staff are beginning to develop long-term planning for each curriculum area to ensure children experience progression, breadth and depth in their learning.
- Teachers use local authority's P1–P7 three-year curriculum map to plan learning and track progress across the broad general education in a majority of curricular areas. Teachers now ensure children experience two hours of quality physical education per week.
- The sgoil-àraich and the school work together to plan interesting activities for children across the curriculum. They have developed useful plans, so they reflect on the skills for life and work that children develop through projects.
- In sgoil-àraich practitioners observe children as they play. Practitioners record children's learning and progress in learning journals. Practitioners use floorbooks to plan learning using children's interests as a basis for themes to explore.

Impact:

- Staff ensure all children have appropriate levels of challenge to get the best out of these experiences.
- All staff have a greater knowledge and confidence in planning, supported by the use of the authority resources.
- Children can talk about what they are learning in school and sgoil-àraich with confidence.
- Children enjoy discussing their learning using their journals and use the floor books to share their learning story.
- Good progress was made in this area.

Next steps:

- To develop learning pathways that build on what children already know in all areas of the curriculum.
- Teachers should now take greater account of children's interests when planning learning to enable more choice.
- Develop ways to use digital technology more frequently in the sgoil-àraich.

School Priority:

Improve approaches to Learning & Teaching

Purpose:

Ensure all children experience consistently high-quality learning experiences across the curriculum.

Progress:

Impact:

- Staff have taken positive steps in improving learning, teaching and assessment approaches across the school.
- Teaching sprints based on Bruce Robertson's 'Power up your Pedagogy' used to develop an agreed approach, known as the 'lesson evaluation toolkit.'
- Staff have made positive progress to improve assessment approaches across the school. The headteacher has introduced a helpful assessment and parental engagement calendar.
- Practitioners use total immersion approaches effectively in sgoil-àraich. These include commentary, songs and role-play.
- All children experience high-quality learning across the curriculum.
- This is beginning to ensure a more consistent approach to the planning of learning.
- Staff's confidence and professional judgements in relation to children's achievement of Curriculum for Excellence (CfE) levels is developing .
- Children are curious, independent and confident while learning through total immersion play
- Satisfactory progress was made in this area.

Next steps:

- They should continue to build on this further to ensure consistency across the school.
- Staff should review the 'toolkit' to ensure it is bespoke to Gàidhlig Medium Education.
- Staff will continue to work together to ensure results from assessments directly inform planning.
- Child's Plan targets need to be more specific and measurable to ensure they are effective and lead to improved outcomes for children.
- Implement the Highland Council Numeracy Sprinkles and numeracy resources in sgoil-àraich and the school.

School Priority:

Continue to raise attainment

Purpose:

Continue to raise attainment in literacy and English, numeracy and mathematics and reading and writing in Gàidhlig.

Progress:

- Children's attainment in all areas has improved.
- Developed a system to track progress in Gaelic at early level in sgoil-àraich.

Impact:

- ✓ Most children achieved appropriate CfE levels in both mediums of learning. A majority of children were working beyond expected levels. A few could be achieving more.
- Very good progress was made in this area.

Next steps:

- Staff should ensure rigour in using data of attainment over time to inform interventions and to support further raised attainment.
- Practitioners make use of 'The Advice on Gaelic Education' to guide and review their approaches to total immersion across the sgoil-àraich and in the school.

School Priority:

Improve further approaches to self-evaluation

Purpose:

Improve further approaches to self-evaluation to build on the strengths of the school, identify and address areas of improvement. All staff should work effectively as a team to improve the work of the school

Progress:

- Self-evaluation is used to build on the strengths of the school and to identify and address areas for improvement.
- There is a strong culture of reflection within the nursery, using both Education Scotland and Care Inspectorate resources.

Impact:

- ✓ Teachers have worked as a team to develop a consistent understanding of what makes a good lesson and identify areas for development.
- ✓ Practitioners contribute their views to bring about further improvements in the sgoil-àraich.
- ✓ Very good progress was made in this area.

Next steps:

- To formally evaluate these plans with each other and evidence the impact they have on outcomes for children.
- Ensure that parents are consulted more routinely regarding school improvement initiatives

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

We used PEF funding to support pupils to attend swimming lessons and cover transport costs involved in attending high quality ASG PE events. Pupils' wellbeing have benefited from attending these events and our P7 pupils well supported in their transition to High School, due to these events.

Wider achievements Coileanaidhean nas fharsainghe

- The majority of pupils participated in the local Mòd.
- All pupils did dance with Ailsa MacInnes.
- A Team entered the Iomain Colum Chille shinty competition and the Gaelic Medium football competition.
- 4 x Pupils participate in string lessons, 8 x pupils – chanter/piping lessons, 5 x pupils drumming lessons.
- The Majority few of our pupils attended Feis Thronairnis
- All pupils attended swimming blocks in Portree
- All pupils attended sessions by Whitewave.
- Pupils attend out of school clubs – swimming/ active schools / guitar lessons

Comments from learners, families, stakeholders and staff

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

Parents

What works well in the school?

- Friendly, lots of fun, we love the outdoor activities, gardening, sports etc
- The kids feel safe and cared for.
- A very positive environment for children to be in

What we could do better

- Make learning fun, dynamic, risk taking, memorable, real and relevant.
- A wee bit less focus on curriculum and a wee bit more adventure
- Be more inclusive to help the development of Gaelic for all students

Partners

- I enjoy working with Sgoil Stafainn. The children are fantastic and work hard on our projects.
- It is always a pleasure to come into Sgoil Stafainn.

Pupils

- We would like more playground toys
- We would like to do outdoor learning more

Staff

- We are using self-evaluation to bring improvements to the school and working together well as a cluster.

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	Satisfactory
QI 2.3 Learning, teaching and assessment	Good	Satisfactory
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.

Key priorities for improvement planning

Prìomhachasan airson planadh airson leasachadh

- Participate in Moderation
- Continue to improve approaches to Learning & Teaching
- Raise attainment in Numeracy

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 www.sgoilstafainn.com or by contacting the school office.