Summarised inspection findings

Sgoil-Àraich Dhùn Bheagain

Dunvegan Primary School

The Highland Council

5 March 2024

Key contextual information

Sgoil-Àraich Dhùn Bheagain - Dunvegan Early Learning and Childcare is situated in Bun-sgoil Dhùn Bheagain - Dunvegan Primary School on the Isle of Skye. It provides early learning and childcare provision through the medium of Gàidhlig (Gaelic). It operates from 9 am to 3 pm every school day during term time.

The sgoil-àraich is registered for up to 20 children aged between two to those not yet attending school to attend at any given time. At the time of the inspection, 12 children aged three years or over were registered for the sgoil-àraich.

The headteacher for Bun-sgoil Dhùn Bheagain and Sgoil-Àraich - Dunvegan Primary School is the manager. She is also the headteacher of Carbost Primary School. Practitioners have access to weekly management support from a teacher of Gàidhlig Medium Education, with support also planned from an acting principal teacher. There is a vacant post in the sgoil-àraich, with another post recently filled. The sgoil-àraich is experiencing challenges recruiting fluent speakers of Gàidhlig.

2.3 Learning, teaching and assessment	satisfactory
This indicator focuses on ensuring high quality learning experience for young children. It highlights the importance of a very good understanding of child development and early learning pedagogy. Effective use is made of observation to inform future learning and identify the progress made. Children are involved in planning for their own learning. Together these ensure children's successes and achievements are maximised. The themes are: ■ learning and engagement ■ quality of interactions ■ effective use of assessment ■ planning, tracking and monitoring	

■ Children learn in a warm and nurturing environment, in which they enjoy total immersion play through Gàidhlig. Practitioners and children benefit from positive relationships. Children are happy, safe and secure as they play, both indoors and outdoors. They are motivated and concentrate well for extended periods. Practitioners provide a range of interesting ways for children to learn Gàidhlig. They should continue to provide children with activities that promote their fluency in Gàidhlig through adults' regular use of the language. Adults initiating activities, in which children hear and learn Gàidhlig, in a planned and progressive way, is important for total immersion.

■ Improved staffing within the sgoil-àraich is enabling practitioners to speak and model Gàidhlig more effectively. Practitioners use repetition and reinforcement consistently as they play and talk with children. On a few occasions, practitioners' use of commentary, songs and role-play could be more regular and effective to extend further children's learning of Gàidhlig. Children are increasingly confident in the sgoil-àraich. They are kind and respectful to each other and practitioners. Practitioners use routines well throughout the day, including snack and lunch, to encourage children to use the Gàidhlig they are learning in real-life situations. Children are responding successfully by using a few Gàidhlig words and phrases during these routines. All practitioners should continue to use 'The Advice on Gaelic Education' (2022) to strengthen further their approaches to total immersion play.

■ Practitioners observe children as they play and learn Gàidhlig. They use these observations well to help inform what they will plan next for children's learning. This is based on what children need to know and their interests. Practitioners involve children in meaningful planning using floorbooks. The floorbooks are beginning to be used to plan the Gàidhlig language children will learn. Practitioners record aspects of children's learning and progress well through photographs and comments on digital learning journals. They should continue to use digital learning journals to enable children to revisit and share their learning. Parents' engagement in their children's learning would be extended by sharing the exact Gàidhlig on which children focus in the sgoil-àraich.

■ Practitioners use stage-appropriate developmental overviews to record the progress children are making. These should be dated to show more clearly the pace of children's learning over time. Practitioners have introduced a Frèam Cànain, (a guide to progression in Gàidhlig) to record children's use of Gàidhlig across Curriculum for Excellence (CfE) early level. Practitioners should record what children are understanding when hearing Gàidhlig as part of total immersion. Practitioners recently introduced an effective way of checking progression in all areas of CfE early level. Practitioners should use this to identify what children need to learn next.

2.1 Safeguarding and child protection

■ The school submitted self-evaluation information related to child protection and safeguarding. Inspectors discussed this information with relevant staff and, where appropriate, children. In addition, inspectors examined a sample of safeguarding documentation. Areas for development have been agreed with the school and the education authority.

3.2 Securing children's progress	**satisfactory**

This indicator relates to the development and learning of babies, toddlers and young children. It requires clear understanding of early learning and development and pedagogy. It reflects the integrated way young children learn and the importance of experiences and development happening on an individual basis within a supportive, nurturing and stimulating environment. High quality early learning and childcare contributes significantly to enhancing children's progress and achievement as they grow and learn. It can benefit all children by closing the attainment gap and ensuring equity for all. It is about the holistic nature of development and learning ensuring these foundations are secure in order to achieve future attainment success. The themes are:

■ progress in communication, early language, mathematics, and health and wellbeing
■ children's progress over time
■ overall quality of children's achievement
■ ensuring equity for all children

■ Overall, children are making satisfactory progress in early literacy, Gàidhlig language and communication. Most children are developing well their skills in listening. They benefit from sharing and having stories read aloud to them. Most children are beginning to understand the Gàidhlig used during routines. They ask for items of food and drink during snack. A few children use simple menus during café role-plays. Children should be encouraged to join in regularly with songs and rhymes in Gàidhlig. Children enjoy a range of mark-making experiences. These should now be extended across play contexts.

■ Children are making appropriate progress in numeracy and mathematics. They develop their Gàidhlig as they count in routines, such as setting the table for snack. Almost all children recognise the names of colours and match these correctly during activities. A few children identify and name basic shapes but most need to revisit these regularly. Children would benefit from hearing more measure language through total immersion play experiences.

■ Most children are making satisfactory progress in health and wellbeing. Children enjoy taking part in snack experiences. These develop their social skills, which enables them to begin to speak Gàidhlig for real and purposeful reasons. Children act as helpers as they set up and tidy things away. Children's independence and leadership skills should be developed further. Their hygiene skills are used while toothbrushing and hand washing. Children should be encouraged to be more independent in knowing when to wash their hands. They are developing well their physical skills and understanding of risk through being outside. Practitioners should talk to children about feelings to develop a greater understanding and use of the language of wellbeing in Gàidhlig. They should also explore further diversity and rights with children.

■ Children are beginning to make appropriate progress as a result of experiencing more total immersion. Practitioners record some aspects of children's progress within developmental overviews and early level frameworks. Practitioners should extend their use of digital learning journals more effectively, to show children's progress over time more clearly.

■ Practitioners praise children as they show kindness towards others. They should begin to capture and display children's achievements in a stage appropriate way. Most children recently joined in a community fundraising walk. Practitioners should build upon children's achievements from sgoil-àraich and home using their digital learning journals.

■ Staff know children and families well. Children with additional support needs make good progress because of the inclusive and supportive ethos in the sgoil-àraich. Practitioners are

aware of where support is required and put effective interventions in place where needed. They should continue to work closely with parents/carers where support may be required. Practitioners should provide regular engagement to help support parents/carers with their children's language learning in Gaelic.

Other relevant evidence

■ The sgoil-àraich is making positive progress with a few areas of the Statutory Guidance on Gaelic Education, (2017). The sgoil-àraich provides progression to Gàidhlig Medium Education at the primary stages. Practitioners are improving the quality of total immersion. They should increase the information on their website on how children can access Gàidhlig Medium Education, in line with the Statutory Guidance on Gaelic Education, (2017). Parents/carers are interested in services for wraparound care for their children.

Explanation of terms of quantity

The following standard Education Scotland terms of quantity are used in this report:

All	100%
Almost all	91%-99%
Most	75%-90%
Majority	50%-74%
Minority/less than half	15%-49%
A few	less than 15%

Other quantitative terms used in this report are to be understood as in common English usage.