

Summarised inspection findings

Sgoil an Tairbeirt - Sir E Scott School

Comhairle nan Eilean Siar

19 August 2025

Key contextual information

School name	Sgoil an Tairbeirt - Sir E Scott School
Council:	Comhairle nan Eilean Siar
SEED number:	6204139
Roll (2025):	188

Sgoil an Tairbeirt has Gàidhlig - Gaelic status, offering Gàidhlig Learner and Medium Education. The sgoil is a campus provision delivering 3-18 education and community services. Sgoil an Tairbeirt is also the associated secondary for Sgoil an t-Òib – Leverhulme Memorial School.

The headteacher has been in post for just over two years. The headteacher is supported by two deputy headteachers and five principal teachers.

Over time, recruiting and retaining staffing has been challenging. There are current staffing vacancies for French, Gàidhlig and technician support.

In 2022/23, attendance is generally above the national average (bun-sgoil - primary – 94.8% and àrd-sgoil - secondary – 92.3%).

In September 2023, there were no exclusions.

In September 2023, 9% of young people at the àrd-sgoil were registered for free school meals.

In September 2023, 14% of children at P6-7 were registered for free school meals.

In September 2023, no pupils lived in 20% most deprived data zones in Scotland.

In September 2023, the school reported that 32% of young people had additional support needs at the àrd-sgoil. At bun-sgoil, 24% of children had additional support needs.

Sgoil-àraich an Tairbeirt nursery class was inspected by the Care Inspectorate within the past 18 months. Therefore, the local authority and headteacher had the option whether to include the sgoil-àraich as part of this inspection. We have agreed with the local authority and sgoil that the sgoil-àraich is not part of this inspection. The findings set out below are for the primary and secondary school stages.

1.3 Leadership of change

weak

This indicator focuses on collaborative leadership at all levels to develop a shared vision for change and improvement which is meaningful and relevant to the context of the school within its community. Planning for continuous improvement should be evidence-based and linked to effective self-evaluation. Senior leaders should ensure the need for change is well understood and that the pace of change is appropriate to ensure the desired positive impact for learners. The themes are:

- developing a shared vision, values and aims relevant to the school and its community
- strategic planning for continuous improvement
- implementing improvement and change

- Across the sgoil, senior leaders have recently led a review of the vision, values and aims. In doing so, senior leaders consulted children and young people, parents and staff. Senior leaders should ensure that the new vision, values and aims take full account of the national, sgoil and Gàidhlig identity. This should recognise the importance of Gàidhlig to the community. The sgoil community should continue to use the revised vision, values and aims to lead change and improvement for Gàidhlig. Senior leaders should ensure all stakeholders understand how values and aims link to expectations and the direction of the sgoil. Staff should embed the vision, values and aims in all aspects of their work.
- Sgoil an Tairbeirt has recently undergone a local authority review. This identified a significant number of key priorities. The headteacher has created an action plan to take forward the improvement priorities. This action plan is additional to the school improvement plan. The action plan includes targets to improve approaches to learning, teaching and assessment, support for learning, establishing effective approaches to quality assurance and improving approaches to tracking and monitoring children and young people's progress. Senior leaders are at the very early stages of taking forward these priorities. Senior leaders now need to take a stronger strategic lead to effect positive change at pace. The sgoil will continue to require a high level of support to make necessary improvements.
- The sgoil improvement plan has resulted in some positive impact for Gaelic (Learners) at the bun-sgoil. Teachers have developed a programme of work for Gaelic (Learners). They are beginning to teach Gaelic (Learners) at the bun-sgoil. Senior leaders and staff need to maintain a brisk pace of change that focuses on outcomes. The sgoil needs further support and resources from the local authority to extend further Gàidhlig Medium and Learner Education. This should strengthen the strategic links with the sgoil's improvement plan and the Comhairle's Gaelic Language Plan. The staff team should use national quality improvement frameworks, with more specialist resources such as the Advice on Gaelic Education, to deepen self-evaluation for improvement. This should result in increasing further the numbers leaving Sgoil an Tairbeirt with qualifications to use Gàidhlig for life, further learning and work.
- There have been a number of changes to the leadership and staff team over the last few years. These changes, as well as staff absence, have impacted on the pace of change for improvement. The headteacher has been in post for just over two years. He has fostered very positive relationships across the sgoil community and has a visible presence across the campus. He is compassionate and approachable. He recognises that he now needs to direct his focus to provide stronger strategic leadership, along with other senior leaders. There is a need to improve communication at all levels, to share regular and timely information across the sgoil community.

- The headteacher is currently working with senior leaders to review and re-define remits. This is an important step to maximise the impact of the senior leadership roles. The headteacher recognises the need to strengthen senior leaders' strategic focus and minimise time spent on operational matters. Senior leaders need to protect time to meet routinely as a senior leadership team. They will require this dedicated time to plan, lead and monitor the impact of necessary changes, new initiatives and developments. Middle leaders help play a key role in leading and supporting improvement within their areas of responsibility. They are keen to play a greater role in improving the sgoil.
- A number of staff are keen to take on leadership roles. A few staff have developed a P7–S1 transition programme that enables children to move on to S1 successfully. Not all staff have a full understanding of the key areas requiring immediate attention in the sgoil. Senior leaders are in the process of re-introducing working groups. Senior leaders should guide these groups to secure maximum impact and sustain improvements. Senior leaders should ensure staff undertake regular professional reviews and development to support their own development and support sgoil improvement.
- Senior leaders have made connections with other sgoiltean - schools on the island to identify and share good practice. Teachers in the bun-sgoil welcome opportunities to work together to implement new approaches to teaching writing. This is having a very positive impact on the quality of children's written work. A few teachers have made positive links to share good practice in the teaching of Gàidhlig. The headteacher encourages staff to be more outward looking. This is helping support improvement in the sgoil. A few teachers in àrd-sgoil are authority network moderation leads. This enables them to share key information with colleagues about national standards to help raise attainment.
- The staff team for Gàidhlig engage very effectively and passionately in taking forward improvements. More collegiate time should be available for Gàidhlig staff to meet and lead projects. The work of principal teachers should have a clear link to the strategic leadership of Gàidhlig within Sgoil an Tairbeirt.
- The headteacher and senior leaders have updated the sgoil's quality assurance calendar. Activities include learning walks and classroom observations. The sgoil's approaches to self-evaluation are not yet resulting in sufficient necessary improvements. Senior leaders need to strengthen approaches to self-evaluation to accurately reflect on the work of the sgoil. This will be crucial to measure effectively how well priorities are being taken forward. As part of this, senior leaders should develop further all stakeholders' involvement in self-evaluation. A minority of children and young people do not believe the sgoil seeks or listens to their views.
- Senior leaders support staff in making better use of a learning and teaching evaluation resource to enhance consistency. Both senior and middle leaders use this resource during quality assurance activities, gathering data to inform targeted professional learning. For example, this session teachers have participated in professional learning with a focus on improving pedagogy. There is evidence of positive approaches to the use of questioning, for example. This is not a consistent feature of practice across Sgoil an Tairbeirt. To strengthen consistency, senior and middle leaders should provide clearer direction and guidance to support staff in fully implementing change. This will also be essential for the successful implementation of the new learning and teaching policy. A few teachers in the secondary source their own professional learning. This is impacting positively on young people's learning experiences and progress.
- Across the sgoil, children and young people have opportunities to undertake leadership roles to effect positive change. For example, young people take on roles as sgoil captains and as

members of the pupil council. In the bun-sgoil, children are afforded opportunities to represent their peers on pupil committees, such as the promoting children's rights and eco committees. Positively, children and young people have opportunities to lead and deliver a range of lunchtime clubs that they identify. As a result, children and young people develop important leadership skills and capacities.

- Senior leaders work well with Skills Development Scotland (SDS) careers staff. They recently hosted a very successful event about careers to promote the use of the online resource, My World of Work. This event focused on the use of drones and engaged young people in a motivating 'hands on' experience. The leadership team and staff should ensure that matters such as careers advice, are well suited to the needs of the young people.

2.3 Learning, teaching and assessment

satisfactory

This indicator focuses on ensuring high-quality learning experiences for all children and young people. It highlights the importance of highly skilled staff who work with children, young people and others to ensure learning is motivating and meaningful. Effective use of assessment by staff and learners ensures children and young people maximise their successes and achievements. The themes are:

- learning and engagement
- quality of teaching
- effective use of assessment
- planning, tracking and monitoring

- Overall, children and young people benefit from positive relationships in classrooms. Children and young people's interactions with staff support the positive culture of the sgoil. For those in Gàidhlig Medium Education, the staff team, children and young people's very positive relationships are a strong basis for immersion. Young people are respectful and have a sense of belonging to the community for Gàidhlig at Sgoil an Tairbeirt. Young people should re-establish the café – 'cafaidh cairdeis' - through which they promoted Gàidhlig. This would help young people continue planning ways they use 'cafaidh cairdeis' to socialise in Gàidhlig and make language links with the community.
- Children and young people access learning environments, both indoors and outdoors, that are calm and very well organised. Children and young people enjoy taking their learning outdoors. Staff should develop further regular and planned opportunities to maximise the rich local environment. Staff and children across the sgoil are taking early steps to develop work on children's rights. They should be more aware of their rights as indigenous speakers of Gàidhlig. In the bun-sgoil, all teachers have worked with children and young people to create a class charter. The majority of children and young people across the sgoil engage well in their learning. Staff's next step is to ensure consistently high-quality engagement from learners in all lessons.
- Almost all children and young people understand the very high expectations of behaviour throughout the sgoil. This provides a caring and supportive environment for learners to participate well in lessons. Most teachers across the sgoil share the purpose of lessons. Most children and young people know what is expected of them to achieve success. In a few classes, children and young people co-construct with teachers how to be successful in their learning. The majority of children and young people are clear about what and why they are learning. However, children and young people need to have quality teaching approaches to meaningfully involve them in their learning.
- Children and young people's learning in Gàidhlig Medium Education is based on total immersion. Staff in bun-sgoil and àrd-sgoil prioritise learning through Gàidhlig. At bun-sgoil, teachers' non-contact time is covered through Gàidhlig, to protect children's immersion. Teachers in bun-sgoil are beginning to use a more structured way of teaching Gaelic (Learners). Specialist staff teach lessons in Gaelic (Learners) and teachers integrate language into daily routines. Children in English and Gàidhlig Medium have shared learning spaces, in which there should be higher expectations that all children use some Gàidhlig, including to socialise. A few children in Gaelic (Learners) classes need better progression in their language learning to recognise that they use Gàidhlig at home and have been to an all Gàidhlig sgoil-àraich. Children's progress should be monitored and tracked as being on a pathway to fluency. Staff should ensure they have reliable evidence to make professional judgements on Curriculum for Excellence (CfE) levels for both Gaelic (Learners) and Gàidhlig.

- In a majority of lessons across the sgoil, teachers' explanations and instructions are clear. Most teachers ask questions to help young people make links with prior learning. Teachers have identified the need to continue developing approaches to higher quality questioning. From this, young people should deepen their thinking, promote challenge and curiosity and be engaged more fully in their learning. Across Sgoil an Tairbeirt, less than half of lessons provide sufficient pace and challenge. Senior leaders should support teachers to ensure that learning is set appropriately at different levels to meet the needs of all learners. Teachers should build on existing strong practice to enable consistent approaches.
- At àrd-sgoil, young people have access to one-to-one devices. Young people use these regularly to support and enhance learning, including learning at home. Children in Gàidhlig Medium Education in the upper bun-sgoil also have devices. These are used well to extend children's learning. A minority of learners have limited opportunities to use digital approaches to support or extend their learning. Across the sgoil, teachers should now work together to identify ways to use technology to enrich further learning across the curriculum for all learners.
- At the early stages of bun-sgoil, teachers have taken steps to introduce learning through play. Children are motivated to learn through their independent play. Building on this, staff should ensure that children play daily. Senior leaders and teachers should now engage with national practice guidance and professional learning, to develop further their understanding of quality play pedagogy and experiences. Moving forward, it will be important for staff to review the balance of teacher-directed, teacher-initiated and child-initiated experiences. This should help ensure all children experience the right level of challenge in their learning. Children in Gàidhlig Medium Education should continue to learn through total immersion play that has regular adult interactions and dialogue through Gàidhlig.
- In the senior phase, teachers use a variety of assessment strategies, including tests and course work, to plan effectively. In the bun-sgoil, most children regularly use self-assessment, linked to success criteria outlined at the beginning of lessons. A few children take part in peer assessments. This helps children to reflect on their learning. Teachers should now strengthen assessment approaches to ensure consistency across the broad general education (BGE).
- Almost all teachers provide feedback in different ways. In àrd-sgoil, most young people are aware of the levels at which they work across the curriculum. In the senior phase, almost all young people are aware of their working and aspirational grades. Young people have regular and meaningful learner conversations with teachers. They are clear about what they need to do to improve. Teachers in bun-sgoil, and throughout S1 to S3, should have learning conversations with children and young people to impact on progress. Learners should receive consistent high-quality feedback to assist them identify next steps in their learning.
- Parents receive one or two reports on their children's progress a year. Senior leaders should continue to ensure that all parents receive consistent high-quality feedback on their child's progress.
- Across the sgoil, most teachers are in the early stages of re-engaging in moderation activities in the BGE that were paused due to the pandemic. Teachers should re-establish effective collaborative working across the sgoil to agree on shared expectations and standards for achieving CfE levels in literacy and numeracy. This will significantly enhance progression, increase challenge, and raise expectations in learning for young people throughout the BGE. Senior leaders have identified the need to improve the rigour and reliability of teachers' professional judgements across the BGE. A few teachers undertake duties with the Scottish Qualifications Authority (SQA). This supports those teachers to develop their knowledge of senior phase qualifications, assessment, moderation and networks across Scotland. Teachers

involved in SQA should continue sharing this professional learning with colleagues at Sgoil an Tairbeirt. In the senior phase, all staff have established partnerships to moderate their planning and assessments to ensure a clear understanding of standards.

- Senior leaders and teachers gather assessment data. They should develop further consistent and coherent tracking and monitoring procedures to ensure an accurate overview and effective use of data across the sgoil. Teachers should more consistently identify learners who are not on track and plan interventions to address gaps in learners' attainment. Senior leaders should now strengthen processes to ensure that all supports and interventions are appropriate and reviewed. This is necessary to raise attainment and improve progress for all learners.

2.2 Curriculum: Learning pathways

- Teachers at the bun-sgoil are beginning to use the newly introduced progression pathways to plan learning in literacy and numeracy through the medium of Gàidhlig and English. These pathways are beginning to support teachers to plan learning activities and identify opportunities to assess progress.
- Teachers would benefit from well-planned, progressive frameworks across all curricular areas, covering bun-sgoil and àrd-sgoil. Teachers' professional learning should be prioritised to ensure a consistent understanding of pathways across bun-sgoil and àrd-sgoil.
- Children in the bun-sgoil benefit from regular visits to the Harris Community library. Young people at àrd-sgoil should make more use of this valuable resource. Children in the bun-sgoil also use a variety of digital apps to develop their reading skills. Staff are introducing an opportunity for 'young librarians' to support the library's management. This aims to promote learners' greater use of the library and to create a culture of reading.
- Most bun-sgoil classes use the outdoor environment for learning routinely. Teachers should continue to develop a skills pathway to ensure outdoor learning is planned well, coherent and more embedded in children's learning experiences.
- All children in the bun-sgoil have two planned physical education (PE) lessons per week. Staff should now review PE timetabling arrangements to ensure that the children receive their full entitlement to two hours of high-quality PE a week.
- Teachers in Gàidhlig Medium Education use additional local authority pathways for developing Gàidhlig language skills. Children in Gàidhlig Medium have full time immersion in Gàidhlig language during their time in class. Teachers plan a strong emphasis on the Gàidhlig culture and language. This is enhanced by children and young people's involvement and success in national and local Mòd events and, most recently, FilmG. Young people build skills in debating through Deasbad na Sgoile before progressing to Deasbad Nàiseanta. This signals to children the importance of their education through Gàidhlig. As a result, children are ambassadors promoting Gàidhlig.
- As young people move to àrd-sgoil, there is little opportunity for them to continue immersive Gàidhlig pathways. Young people can continue with Gàidhlig and a short course in media in S1-2. There are three Foundation Apprenticeships through the medium of Gàidhlig that young people at the senior phase can select.
- Children learn Gaelic (Learners) from P1 as a first additional language. This leads to qualifications in the senior phase. Gàidhlig is a feature throughout the sgoil, and promoted by all children and adults. All children at CFE second level learn French.
- At the àrd-sgoil, teachers are at early stages of developing literacy, numeracy and health and wellbeing as a responsibility of all.
- Young people are required to make subject choices at the end of S2, S4 and S5. Recently, the sgoil reviewed its approach to choosing subjects in S3. Young people select seven courses to study across S3 and S4. They do not have an option to begin a new subject in S4. A few young people find subject choices too restrictive. Guidance staff, alongside inputs from Skills Development Scotland, support young people well to make informed decisions. All young people are registered with the online resource, My World of Work. However, the majority of

young people do not use this platform effectively to support their career pathway. Moving forward, senior leaders should evaluate and enhance the curriculum and use of My World of Work to better support young people's decision-making.

- In àrd-sgoil, young people are provided with opportunities to learn in different contexts. All young people in S3 and S6 undertake a week-long work placement. Additionally, young people gain accreditation through John Muir Award, Duke of Edinburgh's Awards, Saltire Award, Youth and Philanthropy Initiative, Mental Health and Wellbeing Award, and the Personal Achievement Award. Senior leaders should explore ways to expand further these opportunities and raise awareness of the skills young people are developing.
- In àrd-sgoil, young people receive the nationally recommended two periods of high-quality PE. Additionally, they receive personal social education (PSE) until the end of S4. However, religious moral education in S4 is limited.
- Staffing challenges can have an impact on the curricular offer. Senior leaders should have clear information of what young people can access online, including through e-Sgoil. In S6, young people have limited access to Advanced Higher courses. Senior leaders should continue to explore potential partnerships with other sgoiltean to facilitate online delivery. In doing so, they should ensure that teachers get regular opportunities to teach their specialisms at all levels of qualifications. Additionally, young people can attend free online evening classes with University of Highlands and Islands (UHI) to enhance further access to learning.
- In the senior phase, young people benefit from a varied range of certificated opportunities through the local college. This includes courses in criminology, psychology and two foundation apprenticeships. The latter is in creative digital media, and food and drink. While most of these courses are delivered online, the strong partnership with a local distillery supports the food and drink foundations apprenticeship. This adds valuable real-life work experience. Senior leaders should consider promoting further these opportunities to encourage young people's greater participation in a widening the curricular offer.
- To support transition to university, both parents and young people in S5-6 would benefit from increased links with Universities and Colleges Admissions Service (UCAS).

2.7 Partnerships: Impact on learners – parental engagement

- Most parents appreciate the positive relationships that have been established across the sgoil community. They appreciate staff's commitment to education. Young people's achievements are valued and routinely celebrated through newsletters and assemblies. The sgoil uses social media, local press and visual displays to celebrate success. Parents would benefit from a consistent but manageable communication strategy.
- Across the sgoil, most parents feel comfortable to contact the sgoil if they have any queries or concerns. Senior leaders should continue to ensure that all parents receive consistently high-quality feedback on their child's progress. They should continue making important information available online. Senior leaders should have a clear parental engagement strategy with more consultation sessions. This would assist in making timely information available before issues escalate to being more serious concerns.
- The Parent Council is establishing a more inclusive and representative approach of the sgoil community. They should discuss key functions of the sgoil, as relevant to the remit of the Parent Council.

2.1 Safeguarding

- The sgoil 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 sgoil and the education authority that need to be addressed as a matter for urgency.

3.1 Ensuring wellbeing, equality and inclusion

weak

This indicator focuses on the impact of the school's approach to wellbeing which underpins children and young people's ability to achieve success. It highlights the need for policies and practices to be well grounded in current legislation and a shared understanding of the value of every individual. A clear focus on ensuring wellbeing entitlements and protected characteristics supports all learners to maximise their successes and achievements. The themes are:

- wellbeing
- fulfilment of statutory duties
- inclusion and equality.

- Children, young people and staff enjoy positive and caring relationships. Almost all children and young people are respectful and polite. Most children and young people feel that the sgoil helps them to understand and respect others. Most children in bun-sgoil, and a majority of young people in àrd-sgoil, feel that staff treat them fairly and with respect. Most children in bun-sgoil, and a majority of young people in àrd-sgoil, feel that they have someone to whom to go to if they feel worried or upset. As a result of respectful relationships, and a range of supports such as quiet spaces and helpful approaches, most children and almost all young people at àrd-sgoil feel safe at Sgoil an Tairbeirt.
- A majority of children and young people feel the sgoil teaches them to lead a healthy lifestyle. Most feel there are opportunities to get regular exercise. This is supported through children and young people taking part in PE and a range of wider achievement activities. Children experience weekly lessons in health and wellbeing at bun-sgoil. This includes topics such as making good decisions. In àrd-sgoil, young people's learning supports them to understand the importance of healthy eating and diet. Staff assist learners well to understand their own mental wellbeing. Staff working with partners, such as counselling services and Action for Children strengthen young people's mental health. This ensures early intervention and prevention are in place for individual learners, as required. This is helping to raise awareness of the importance of mental health across Sgoil an Tairbeirt.
- Children and young people are beginning to recognise their own rights and those of others. They are now working together with staff to develop an approach to understanding and recognising children's rights. Senior leaders should, at pace, develop the PSE course. Young people should be involved in developing the course to ensure PSE that is relevant, informed by local issues and reflective of the rural nature of the community.
- Staff across the sgoil need to enhance their understanding of wellbeing indicators and how these support children and young people. Children in bun-sgoil use wellbeing wheels to evaluate their wellbeing. Staff use this information to support individuals where there is a concern. As a result, most children at the bun-sgoil understand their own wellbeing and how this links to their achievement. This practice is not taking place in S1-6. As a result, young people have a limited understanding of wellbeing. Senior leaders should now develop a consistent approach to wellbeing across the sgoil. This should help all staff effectively support children and young people to recognise how wellbeing can change, and importantly how to access help.
- Staff across the sgoil need to develop their awareness of statutory duties and guidance relating to wellbeing, equality and inclusion. This is to greatly improve outcomes for children and young people. Senior leaders do not consistently identify and record accurately all children and young

people who have barriers to learning. Their progress is not sufficiently monitored or tracked. As a result, learners needs are not being met consistently. Senior leaders should use the staged intervention process more effectively to make sure barriers to learning are identified, appropriate interventions are planned and implemented to meet the needs of children and young people. Support plans should be in place that contain appropriately specific and measurable learning targets. Young people's and parents' views should inform these plans. Senior leaders should develop a strategic overview of all children and young people's learning and development needs. This should be used to track and measure the impact of interventions more effectively. Senior leaders need to support teachers to meet young people's additional support needs consistently in their classes. This will ensure all young people are receiving the right level of support and challenge across the curriculum so they can achieve greater success.

- Young people in Gàidhlig Medium Education have additional support in line with the sgoil's approaches. Specialist support staff effectively support needs through the medium of Gàidhlig. Staff should have more access to networks, advice and resources that support children and young people's needs in Gàidhlig Medium Education.
- Senior leaders need to improve approaches to tracking and monitoring care experienced children and young people's progress and outcomes. This includes ensuring young people who have care experience are routinely considered for a coordinated support plan. Young people should be asked for consent to share their care experienced status. The sgoil should also review its approach to supporting young carers.
- Attendance is above the national average. Senior leaders monitor and track attendance data regularly and use this information to identify children and young people requiring support. Learners with low rates of attendance need more support. Senior leaders should agree clear plans to support those with reduced or part-time attendance to re-engage with sgoil. Staff across the sgoil need to recognise their responsibility for accurately recording and supporting attendance. A next step is to develop a rigorous attendance policy that clearly outlines staff's roles and responsibilities. This will help maximise the attendance of all learners.
- Senior leaders have provided some professional learning to help staff understand aspects of inclusive practice. This has resulted in most staff demonstrating relational approaches when dealing with distressed behaviour. As a result, violent incidents are rare, and exclusions are well below the national average. Staff and learners would benefit from a clear, consistent approach to relationships and behaviour across the sgoil.
- Young people feel there is a lack of consistency in how bullying incidents are dealt with and the resulting support they receive. Senior leaders should, as planned, review their approaches to anti-bullying. Young people should be involved in this work. The P6-7 playground buddies are supporting a few younger children to positively work and play together. In àrd-sgoil, teachers should embed further the Mentors in Violence Programme to support positive peer relationships.
- Staff in a few areas of the sgoil help children and young people develop their knowledge and understanding of equality, diversity and multi-faith issues. This is increasing a minority of young people's awareness of different religions and cultures. A next step for senior leaders is to develop a strategic overview of where children and young people learn about equalities, diversity and protected characteristics across the curriculum. Senior leaders should be clear of the role of Gàidhlig in equalities, diversity and protected characteristics. This will support all learners to recognise and challenge discrimination and intolerance.

- Staff have a well-established transition process for young people, including those who require additional support. This involves the other associated bun-sgoil – Sgoil an t-Òib. Children come together as a larger cohort group. As a result, most young people feel supported well to move to àrd-sgoil. Staff should develop this into a more formal pastoral and curricular transition programme.
- The sgoil is making positive progress with implementing aspects of the statutory Guidance on Gaelic Education, particularly in the bun-sgoil. The language model where all young people in Sgoil an Tairbeirt learn Gàidhlig at the bun-sgoil promotes equality and inclusion in young people's access to the language. This helps inform a positive attitude to the Gàidhlig language. At the secondary stages, it has not been possible to sustain subjects being taught through the medium of Gàidhlig. The sgoil requires more strategic support from the local authority to staff and resource Gàidhlig Medium at the secondary stages.
- The sgoil submitted information relating to compliance with the revised Nutritional Regulations 2020 and key duties as required by The Schools (Health Promotion and Nutrition) (Scotland) Act 2007. The Health and Nutrition Inspector (HNI) discussed this information with relevant staff and children and young people. In addition, the HNI examined documentation relating to the effectiveness of whole sgoil approaches to improving the health and wellbeing of children and young people through food in sgoil. Several areas for improvement have been agreed with the sgoil and the sgoil meals provider.

3.2 Raising attainment and achievement

satisfactory

This indicator focuses on the school's success in achieving the best possible outcomes for all learners. Success is measured in attainment across all areas of the curriculum and through the school's ability to demonstrate learners' achievements in relation to skills and attributes. Continuous improvement or sustained high standards over time is a key feature of this indicator. The themes are:

- attainment in literacy and numeracy
- attainment over time
- overall quality of learners' achievement
- equity for all learners.

Bun-sgoil

Attainment in literacy and Gàidhlig and, as appropriate to immersion, literacy and English

- Children's attainment in literacy and Gàidhlig is good. At P1, all children are expected to achieve listening and talking, reading, writing. At P4, most children are expected to achieve first level in listening and talking, reading, writing. At P7, most children are on track to achieve writing, and all children are on track to achieve listening and talking and reading. Children make good progress as they move through the sgoil.

Listening and talking

- Younger children understand Gàidhlig used in total immersion for their learning. Across the upper stages, almost all children have high levels of fluency in a range of learning and social occasions. Children use Gàidhlig confidently in adult-led situations, and more independently in pairs and groups. They take turns appropriately. A few children need support to avoid using English vocabulary within their Gàidhlig communication. Most children recognise the importance of Gàidhlig to their island and their role in sustaining the language. They should develop further their debating skills.

Reading

- At the early stages, children are beginning to recognise simple phonics. They enjoy listening to stories and singing songs. Most children in Clas 4, (Primary) C4 identify links between phonics and spelling. They have a sound understanding of the different alphabets in both Gàidhlig and English. Children share ideas about the writer's use of punctuation in a story. They make and justify simple predictions about characters and plot.
- By C7, most children are keen readers. Children have favourite authors in English. They read regularly at home as well as in sgoil. Children are able to talk about a few features of a good book. They read fluently in English, with increasing expression. Children read with less expression in Gàidhlig and are more hesitant in reading. They should continue to develop further skills in analysing texts.

Writing

- In C1, children are beginning to write a sentence independently in Gàidhlig using appropriate punctuation. In C4, children write for a variety of purposes, such as instructions on how to brush their teeth. Children are more motivated to write from a recent writing intervention. By C7, most children's writing is fluent. They write a range of personal experiences, instructions and across learning. Children view real-life purpose to writing by working with the community to produce a recipe book. They are also confident in writing in English for a variety of purposes. In Gàidhlig, children know how to use a range of verbs. Children's range of vocabulary in English is good. Children know how to use a variety of punctuation accurately.

Numeracy and mathematics through the medium of Gàidhlig

- Overall, most children make good progress across numeracy and mathematics through the medium of Gàidhlig. Most children are on track to achieve their expected level in CfE. Children make good progress from prior levels of learning in numeracy and mathematics. They use mathematical terminology fluently.

Number, money and measure

- At first level, most children use place value accurately for numbers up to 1000. Children round numbers to the nearest 10 and 100. Most children confidently use times tables and identify the links between multiplication and division. Children know the units of measure required for weight, length and volume. They are less confident in fractions. Most children at second level confidently use place value for numbers up to one million. Children round numbers to nearest 100, 1000 and to two decimal places. They use both 12-hour and 24-hour time accurately and calculate durations. Children are less confident in using money within a context, for example working out pay from an hourly rate.

Shape, position and movement

- At first level, children name 2D shapes and 3D objects accurately. They describe the features of these such as faces, edges and corners. Children are less confident in identifying lines of symmetry. At second level, most children accurately identify and describe a range of angles. They described the faces, vertices and edges of 3D objects and relate them to everyday items. Children are less skilled in their ability to calculate area and perimeter.

Information handling

- At first level, children use Venn diagrams to categorise items. Most children extract key information and answer questions from bar graphs. At second level, most children use language of probability confidently to describe the likelihood of events happening. Children should now be given opportunities to use digital technology to develop further their data handling skills.

Attainment in literacy and English and numeracy and mathematics in English Medium

- Overall, children are making satisfactory progress in literacy and English. A few children are making very good progress in literacy and English. At early and first level, most children are on track to achieve national standards in literacy and numeracy. A few children are exceeding national expectations. At early and first level, most children are on track to achieve in listening and talking, reading, writing and numeracy. At second level, there is a decline in attainment with the majority on track to achieve in listening and talking, reading, writing and numeracy. Across second level, children are capable of making better progress in literacy and numeracy.

Listening and talking

- Across the bun-sgoil, a majority of children listen well and follow instructions. At early and first levels, almost all children listen respectfully to their peers and teachers. Children confidently share their ideas in discussions. At second level, children are keen to discuss familiar topics. The majority of children listen well to the ideas of others during small group discussions. They describe a few of the features required when making oral presentations. Children should present more often to an audience and read aloud in class.

Reading

- At early and first levels, children read familiar texts confidently. Older children increasingly read with appropriate expressions. They use their knowledge of punctuation to do this well. A few children use different strategies to decode new vocabulary. Most children identify the difference between fiction and non-fiction texts. At first level, most children read with increasing confidence and expression. At second level, a majority of children answer literal questions. Children are less confident answering inferential questions. They identify their favourite authors

and justify their choices. Older children should read aloud more often and improve their skills in reading comprehension.

Writing

- At early and first levels, children's presentation of written work is of a consistently high standard. At first level, children write for a range of purposes. Children share confidently their positive attitudes to writing as a result of new teaching approaches. At early level, children form letters with increasing confidence. Children at first level use increasingly ambitious vocabulary and punctuation. At second level, children write letters for information as part of their topic work. The majority of children use paragraphs and a range of punctuation. Older children need more regular opportunities to write for a range of purposes.

Numeracy and mathematics in English Medium

- Overall, children make satisfactory progress in numeracy and mathematics. A few children at first and second levels exceed national expectations. Older children have gaps in their learning. Staff now need to take prompt action to address these gaps. Staff should ensure older children regularly revisit and revise prior learning in numeracy and mathematics.

Number, money and measure

- At first level, most children have a good understanding of place value. Children round numbers to 10 and 100. Most children use different strategies to add and subtract beyond 10. The majority of children are becoming more confident in the two-, five- and ten-times table. At second level, the majority of children show an understanding of place value. A minority of children are not yet confident in division. Across second level, children would benefit from more opportunities to learn and practise their times tables. A few children know equivalent fractions, decimals and percentages. They use formula to calculate area and perimeter.

Shape, position and movement

- At first level, most children recognise and name basic two-dimensional (2D) shapes and three-dimensional (3D) objects. At second level, a minority of children identify a range of 3D objects. The majority of children identify and measure a range of angles.

Information handling

- Across the sgoil, a few children describe different ways to display information. They use tally marks to record information and create bar graphs. Children need more consolidation in data handling.

Attainment over time

- Staff track children's attainment at P1, P4 and P7 in literacy and numeracy. They do not yet have a clear picture of children's attainment at other stages of bun-sgoil, across the curriculum. Senior leaders have started implementing a new local authority tracking tool. As this develops, staff should have a clearer picture of children's attainment as they move through the sgoil and for different cohorts of children. Staff should develop further their understanding of achievement of a level to ensure their professional judgement of children's progress is accurate.
- The school's attainment data is not yet fully accurate. This leads to lack of clarity about children's current and most recent progress.
- Overall, children with additional support needs make some progress from prior levels. Senior leaders and teachers need to ensure that the planning, provision and evaluation of additional support for learning is more effective. This will enable staff to have a clearer picture of individual children's progress on which to plan next steps in learning.

Àrd-sgoil

- The number of young people in some courses is small. In such situations, HM Inspectors have not always used quantitative terms. Generic statements about attainment and progress are made over a five-year period, or similar. This ensures that no young person is identified.

Literacy and numeracy

- In 2023/24, teachers report that most young people attained CfE third level or better in literacy and numeracy by the end of S3. For the same period, the majority of young people attained CfE fourth level in literacy and English. Less than half of young people attained CfE fourth level in numeracy. Teachers should increase young people's meaningful learning in literacy and numeracy across the curriculum. Teachers discuss the evidence that demonstrates CfE levels. They should ensure that this CfE evidence is based on regular and thorough moderation of standards.
- In 2023/24, teachers report that all young people attained CfE fourth level in literacy and Gàidhlig. This is above the national average. Teachers do not have data on numeracy through the medium of Gàidhlig. Young people's good progress from bun-sgoil in numeracy through the medium of Gàidhlig is not sustained into S1 and S2. As a minimum, teachers and young people should maintain young people's specialist vocabulary. Teachers should encourage online learning and links with partners for Gàidhlig to maintain the specialist benefits of bilingualism.

Senior phase

- In 2022/23 and 2023/24, all young people leaving sgoil attained literacy through the medium of English. This was at Scottish Credit and Qualifications Framework (SCQF) level 4 or better. Staff should continue using interventions, so all young people leave sgoil with an award in numeracy.

Literacy (Leavers)

- Between 2019/20 and 2023/24 the sgoil was in line with the virtual comparator (VC) for literacy at SCQF level 5 or better for four out of five years. During these four years, most young people achieved literacy at SCQF level 5 or better. In 2021/22, attainment declined to be significantly much lower than the VC. Between 2019/20 and 2023/24, leavers' attainment in literacy at SCQF level 6 was in line with the VC but fluctuated too much. In 2022/23 and 2023/24, the majority of leavers attained literacy at SCQF level 6. In 2023/24, most leavers with an additional support need (ASN) attained literacy at SCQF level 5 or better.

Literacy (cohorts based on respective rolls)

- Attainment in literacy as young people move through the sgoil is largely in line with the VC. Staff should continue to improve attainment. In 2023/24, almost all young people in S4 attained SCQF level 5 or better in literacy. This improved from 2022/23 when the sgoil's attainment was significantly much lower than the VC. By S5 at SCQF level 6, attainment in literacy is consistently in line with the VC. In 2023/24, only a minority of young people attained SCQF level 6 in literacy. By S6, in three out of five years between 2019/20 and 2023/24, most young people generally attained SCQF level 6 in literacy.

English

- The percentage of young people in S4 presented for SCQF level 5 or better in English increased in 2024. All young people were presented at this level. Most young people achieved a pass at grade A to C. At SCQF level 6, young people's presentations have decreased. In 2024, the percentage of young people presented at SCQF level 6 was at its lowest for the five-year period from 2020 to 2024. All young people successfully attained SCQF level 6 English in four out of five years between 2020 and 2024. The sgoil needs to monitor that the

levels of young people's presentations in SCQF level 6 English are higher to close any gaps in attainment. Senior leaders should have higher expectations of young people's ability to demonstrate the benefits of Gàidhlig Medium Education through bilingualism.

Gàidhlig and Gaelic (Learners)

- Between 2020 and 2024, the percentage of young people presented for SCQF level 5 or better and SCQF level 6 is small. Young people attain very well at these levels. However, no young person has attained at SCQF level 7 in Gàidhlig since 2022.
- Between 2020 and 2024, the number of young people presented for SCQF level 5 or better, SCQF level 6 and SCQF 7 has been too low. Senior leaders should address this as a very high priority. Senior leaders should encourage all young people to leave sgoil with a qualification in literacy and Gàidhlig or, in some cases Gaelic (Learners).

Numeracy (Leavers)

- Between 2019/20 and 2023/24 at SCQF level 6, the sgoil's performance is in line with the VC. A minority of all leavers attained a numeracy award at SCQF level 6. This is also the case for young people with ASN for two out of the five years within this time period. Between 2022/23 and 2023/24, attainment in numeracy improved at SCQF level 5 or better, including for young people with ASN. Most leavers attained SCQF level 5 or better in numeracy. Over the five-year period, 2019/20 to 2023/24, at SCQF levels 3 to 5 or better, there is an inconsistent pattern of raising attainment. At times, the declines in attainment result in the Sgoil an Tairbeirt performing significantly much lower than the VC.

Numeracy (cohorts based on respective year roll)

- In three out of five years between 2019/20 and 2023/24 in S4, the sgoil is performing significantly much lower than the VC at SCQF level 3 and 4. In 2023/24, most young people in S4 attained SCQF level 5 or better in numeracy. By S5 and S6 between 2019/20 and 2023/24, the sgoil performed in line with the VC at SCQF level 6. Generally, a minority of young people attained at SCQF level 6. Senior leaders should ensure that their strategic planning for improvement is making thorough use of attainment data to plan short- and long-term priorities to raise attainment.

Mathematics

- Between 2020 and 2024, presentations for SCQF level 5 or better in mathematics are consistently above the national average. Most young people attained a pass at A to C grade in four out of five of these years. During that same time, the numbers of presentations for SCQF level 6 mathematics have been low. In four of these years, young people attained well.

Attainment over time

S1-3

- Senior leaders are not maximising and collating data for young people's attainment across S1-3 over time. Senior leaders need to have a systematic overview of attainment information to plan progression and raise attainment over time across S1-3. This data should be used to inform curriculum pathways, professional learning and quality assurance.

Senior Phase (complementary tariff scores)

- Between 2020/21 and 2023/24, the attainment of the lowest-attaining 20%, middle-attaining 60% and highest-attaining 20% of leavers is in line with the VC. In 2023/24, as young people on S4 move through the sgoil, based on the respective year, the attainment of the lowest 20% and middle 60% is significantly much higher than the VC. Senior leaders' next step is to sustain these patterns of improvement and raise attainment further.

Breadth and depth

- In 2023, the sgoil increased their subject offer in S4. The number of courses taken by young people in S6 needs to improve to raise attainment. Senior leaders should continue articulating their curriculum to employment opportunities in the area. This assists with meeting outcomes bespoke to island legislation and sustaining services in rural areas, such as education and Gàidhlig.
- At S4, young people's attainment improved in 2023/24 at SCQF level 5C and better, for two or more, to five or more qualifications. Almost all young people attained at this level for two or more qualifications. Most young people attained at this level for three or more, to five or more qualifications. Young people's attainment has improved to be significantly higher than the VC in 2023/24 at SCQF level 5A for one or more and two or more qualifications. Most young people attained at this level for this number of qualifications.
- By S5, the sgoil was in line with the VC between 2021/22 and 2023/24 at SCQF level 6A and 6C or better. During this time period, generally a minority of young people attained one of more to four or more qualifications at SCQF level 6C or better. Between 2021/22 and 2023/24, a minority of young people attained one or more qualifications at SCQF level 6A. The sgoil should continue to have high aspirations for all young people.
- By S6 between 2021/22 and 2023/24, at SCQF level 6C or better, and SCQF level 6A or better, the sgoil was in line with the VC. A minority of young people attained one or more to four or more qualifications at SCQF level 6A or better between 2021/22 and 2023/24. Between 2019/20 and 2023/24, a minority of young people by S6 attained one or more courses at SCQF level 7C or better.

Overall quality of learners' achievement

- Children and young people value taking part in a wide range of activities that celebrate Gaelic language, music and culture. Sgoil an Tairbeirt learners successfully sustain prizes and medals at local and national Mòd events. A few young people have enjoyed success in a national debating competition in Gàidhlig. As a result, young people gain confidence and develop a range of skills. These include communication, public speaking, leadership and performing arts.
- Children and young people benefit from close links with partners and community members to support Gaelic (Learners) and Gàidhlig. This is a key strength and includes shinty, Cupa Na Cloinne (football), FilmG, Fèis Eilean na Hearadh, Mòd na Hearadh and North Harris Trust. Young people take on leadership roles and participate actively in fundraising events to assist them attend competitions. This helps young people develop skills in budgeting, volunteering and coaching.
- Children and young people participate in, and gain awards and accreditation to support their wellbeing. All children at the older stages of bun-sgoil benefit from working towards a Dynamic Youth Award. Almost all young people in S1 have completed the John Muir Award through their participation in nature and outdoor activities. A few young people are working towards completion of the Bronze or Silver Duke of Edinburgh Awards. All young people in S3 participate in the Youth Philanthropy Initiative. A few young people are achieving notable achievements in sport and music. These young people enjoy these leadership roles and develop important skills for learning, life and work.
- Staff would benefit from continuing with plans to develop a comprehensive strategic overview of learners' achievements across the whole sgoil. They should develop clear processes, with partners, to record and recognise the collective impact of their achievement offer.

Equity for all learners

- Almost all children and young people reside in Scottish Index of Multiple Deprivation (SIMD) 5 and 6. A minority of young people reside in SIMD 5, for whom the sgoil has performed significantly lower than other sgoiltean in similar areas of Scotland. A majority of young people reside at SIMD 6. The sgoil has performed significantly much higher than for sgoiltean residing in similar areas of Scotland. Staff take forward other useful ways of measuring the impact of how well they are increasing equity in a rural area. Staff need to continue focusing on increasing equity for all learners.
- In 2023/24, almost all young people secured a positive initial destination. A majority of these young people went on to employment. This is the highest uptake for employment between 2019/20 and 2023/24. As young people move through the sgoil, there is not a consistent pattern of improving destinations. In 2023/24, following S6, based on the respective year group, young people's destinations are significantly much lower than the VC.
- While young people's attendance is above the national average, there are individuals for whom low attendance is a barrier to attainment. Staff should continue to work with partners to accelerate the progress of a few learners.
- Senior leaders and staff know children and young people well. They have made positive use of Pupil Equity Funding (PEF) to provide a range of interventions for identified learners. This supports children and young people's wellbeing and accelerates progress for identified children. As a result, a few children increase their total learning time in classes.
- Senior leaders and staff take good account of the cost of the day and take positive steps to minimise or remove costs for trips and events. Young people and staff offer a wide range of lunchtime clubs. This helps to increase access and participation levels for the many children and young people who travel to Sgoil an Tairbeirt by bus, and cannot therefore readily take part in after-school activities.

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.