

Summarised inspection findings

Bun-sgoil Lacasdail - Laxdale Primary School

Comhairle nan Eilean Siar

28 November 2023

Key contextual information

Bun-sgoil Lacasdail - Laxdale Primary School offers learning through Gàidhlig and English for children aged three to 12. The school's early learning and childcare provision, in Gaelic and English, is known as sgoil-àraich. There are currently 145 primary pupils on the school roll. There are 49 children in Gàidhlig Medium Education and 96 in English Medium Education. In C1, there are 10 children in Gàidhlig Medium Education and 12 in English Medium Education. (The school uses Gaelic to name classes in Gaelic Medium - *Clas* (C) is the equivalent of Primary (P)).

The school leadership team comprises a head of school, principal teacher and nursery manager. An executive headteacher oversees Bun-sgoil Lacasdail - Laxdale Primary School, as well as four other local primary schools.

The school established a nurture classroom in January 2022. This is known as Am Bàgh - The Bay.

1.3 Leadership of change

good

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

- The staff and children at Bun-sgoil Lacasdail – Laxdale Primary School and Sgoil Àraich create an inclusive ethos based on the school's embedded values. Children and staff show *cairdeas* (friendship), *ag obair còmhla* (teamwork), *coibhneas* (kindness), *spèis* (respect) and *co-rinneadh* (equity) towards each other. The school's values underpin very well the school's day-to-day operation.
- Staff have developed a shared vision and aims. The school has received external accreditation in areas such as sustainability, recognising children's rights and leadership in sports. Across the school, all staff and children should continue to work together on their shared understanding of the vision, values and aims and how they support the local and unique context of the island and Gàidhlig.
- The head of school has used self-evaluation very well over time to identify priorities for improvement. These approaches have impacted positively on improving children's relationships and behaviour, and in implementing the additional 1140 hours for Gàidhlig and English Medium Education. Children experience learning and teaching that is good. Staff have maintained a good standard of education over challenging times.
- The head of school uses quality assurance frameworks well to improve the outcomes and experiences for children in both English and Gàidhlig Medium. As planned, the head of school should continue using quality assurance frameworks, but with deeper use of the Advice on

Gaelic Education (2022), alongside Realising the Ambition (2020). This would assist in making even more bespoke links between self-evaluation and improvement planning to maintain well-paced change. It would also be useful to connect further strategic planning to the national Gaelic Language Plan and the council's Gaelic Language Plan. This would help staff see how their well-informed change, and collective responsibility, supports national planning for Gàidhlig.

- The head of school works well with the executive headteacher on having appropriate quality assurance arrangements in place. Following the pandemic, the head of school recognised the need to establish more effective quality assurance arrangements. These have been captured on a quality assurance calendar, with key self-evaluation activities. The head of school and executive headteacher should continue using this information strategically to improve the school in a coordinated way.
- All teaching staff, and some support staff, take on leadership roles across the school. These are connected to the strategic planning of the school. Staff maintain the school's external accreditation for a range of awards, as well as looking at the implications of policy changes.
- The head of school supports staff with professional review and development. Staff feel supported and empowered to lead school improvements. Senior leaders should continue to ensure that professional learning supports staff in taking forward priorities for improvement across the whole establishment. This should include professional learning on Gàidhlig, immersion and digital approaches.
- The head of school and staff have a clear understanding of the rural, social and economic context in which children and families live. The head of school and staff identified a need to provide targeted interventions for children with gaps in their learning as a result of the pandemic. This includes those most affected by poverty. The head of school should continue to increase the staffing available at the early stages. This is to close gaps in a few children's fluency from not benefitting from as much total immersion as usual due to the pandemic.
- Pupil Equity Funding (PEF) is used well to employ additional staffing to work directly with all children needing to accelerate their progress with learning and wellbeing. Staff are efficient in taking forward their remits. The comhairle manages some of PEF to enable all schools, despite size and rurality, to access staffing. The impact of the funding is evaluated as part of the annual cycle of improvement planning. It is making a positive difference. The head of school should continue working with staff to monitor how well all children's attainment is being raised. Teachers should continue being clear on how gaps are reducing and set clearer action points on attainment and progress.
- The head of school and staff know their families well and support them very well in achieving equity. Families are involved in planning for improvement. The head of school should continue building on these strengths by increasing further parents' role in improvement planning.
- Children choose from a range of responsible leadership roles within the school. The older children have a remit for planning activities for their peers. Children have created their own version of the school's vision, values and aims and improvement plan. Staff and children could capture their aim for Gàidhlig in a way that helps recognise children's responsibility in developing as fluent and confident speakers of Gàidhlig. Children should know how and why they make an important contribution to sustaining the Gàidhlig language as life-long learners and contributors to Gàidhlig.

- Some staff in English Medium Education make it an important priority to speak Gàidhlig to all children to show equal respect to the language. This is assisting in creating a Gàidhlig ethos across the school. The school's policy and approach should recognise how immersion is a key driver in all of the school's work, life and work and everyday written communication.
- The head of school should improve strategic approaches to Gaelic Learner Education. This should maximise opportunities for all children to learn Gaelic to meet statutory guidance. A few staff use their skills well to teach Gaelic as an additional language. This is not yet consistent and progressive across all stages.

2.3 Learning, teaching and assessment

good

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

- Bun-sgoil Lacasdail - Laxdale Primary School has a positive and welcoming ethos. Children in Gàidhlig and English Medium Education are very respectful and kind towards each other. They enjoy welcoming visitors into their school. Across stages, there has been significant progress in developing positive relationships. This has resulted in creating nurturing learning environments in which children feel safe, respected and engage well in learning. The head of school and staff value the Gàidhlig language, culture and heritage of the local school community.
- Across the school, staff demonstrate a clear commitment to improving children's experiences. This has been reinforced by an ongoing focus on children's rights and the school values. The school motto 'Ma chreideas tu, coileanaidh tu' - 'If you can believe, you can achieve', together with school values are referred to regularly to support learning and engagement.
- Across the school, children share their views and contribute with confidence in a range of activities. They play an active role in improving school ethos. This is through leadership roles and taking part in accredited awards. All children's engagement and motivation has been strengthened. Children are very proud of their school. They recognise their positive experiences as learners. Older children benefit from additional responsibilities to lead learning as part of their remits as 'Laxdale Leaders' or 'Busy Bees'. For almost all children, this has been effective in improving confidence, teamwork and communication skills.
- Teachers are skilled in using a range of immersion approaches delivered in high-quality fluency. They give a positive focus to grammar, idiom and local dialect. Teachers integrate music, culture, performing arts, drama and language to develop children's strong sense of identity with Gàidhlig. Staff should continue capturing their strategy for immersion and Gaelic (Learners) in their draft policy for Gàidhlig.
- In all lessons, teachers explain the purpose of learning effectively. They support children well to understand how they can be successful. A few teachers co-construct success criteria with the children and refer to these throughout lessons. This is supporting children to review and develop their work.
- In all writing lessons, children have class targets. Feedback is very closely linked to these and to shared success criteria. In the majority of classes, children are developing self- and peer-assessment skills regularly. They set their own targets for learning. Children know what they need to do to improve. Staff should extend this good practice more consistently to other areas of the curriculum. This should increase the impact of high-quality feedback.
- Children benefit from learning in a range of ways, for example, through direct teaching or group learning activities. In almost all lessons, there is appropriate support and challenge, for

example, using questioning to extend responses or through differentiated resources. Support staff skilfully provide additional support, or challenge to learners as required. As a result of these effective approaches, almost all children engage well with their learning. Children work independently, in pairs and in groups while successfully creating a purposeful classroom culture.

- In most classes across the school, digital technology is used well to support learning. The school team make the very best use of the limited resources available to them. Children who require support to access the curriculum use digital devices successfully. In a few classes, teachers use technology effectively to develop children's computational thinking and creativity skills. Children have had valuable opportunities to apply their skills through creating animations and participating in an international competition. Children apply their digital skills with independence, for example, when creating podcasts for the school website. These podcasts are produced in Gàidhlig and English. The head of school has correctly identified the need to continue to develop children's digital skills, for which a greater access to devices would be required. This will enrich learning at all stages and across all areas of the curriculum.
- Teachers at the early level are beginning to develop approaches to play-based learning. In Gàidhlig Medium Education, this focuses on total immersion play. This is planned to overtake learning objectives and, for most of the time, develop children's fluency. Children's total immersion play would be improved further by regular interactions by fluent speakers of Gàidhlig. The head of school recognises that another adult in the class would achieve even better outcomes from total immersion play approaches. In English Medium Education, senior leaders and staff should continue to apply national guidance to evaluate the effectiveness of current approaches. Staff should consider how high-quality play can be best implemented to support learning and development, while offering an appropriate level of challenge. The environment should be developed further to provide children with richer, more relevant experiences. Children should be enabled to practise skills, explore the world around them, and develop knowledge and understanding in their own way.
- Progression frameworks are in place to support all teachers' planning. These provide an outline of how knowledge, understanding and skills are built over time. Teachers apply these to their long-term plans, which are clearly linked to the experiences and outcomes. Staff create a termly curriculum overview for families, with helpful information on how to support learning at home. Children have choice in their learning through their involvement at the planning stage. They suggest topics and themes of interest to them. In almost all lessons, teachers provide a range of interesting and varied activities. These are clearly informed by Curriculum for Excellence experiences and outcomes.
- Teachers across the school use a range of formative, summative and standardised methods to assess children's progress. The head of school recognises the need to review the range of assessments used and clarify this in an assessment strategy. This would include the strategic gathering of baseline information to enable more effective identification of development needs of individual learners and specific groups.
- The head of school has introduced more robust tracking meetings throughout the school session. These have been helpful in identifying and supporting children who are not on track with their learning, or who are performing beyond their expected levels.
- Teaching staff across the school have engaged in moderation of writing and numeracy within the school. Through this collaborative work, teachers have reviewed children's work together to develop a shared understanding of standards and expectations. Teaching staff should increase

moderation with colleagues from other schools. A focus on developing high-quality assessments would be a worthwhile next step to broaden the range of assessment.

2.2 Curriculum: Learning pathways

- The school's curriculum rationale was developed a number of years ago. It is underpinned by values, Gàidhlig, immersion, sustainability, wellbeing, children's rights, technology, creativity and performing arts. The rationale should be revisited to maintain what children and staff learnt about themselves, their island and the world from the pandemic. The curriculum provides equity of opportunity to maximise the successes and achievements of all children. Teachers should assist children in identifying how they are developing skills and capacities in a progressive way. This ensures children's readiness for post-school destinations and the world of work, including those related to Gàidhlig.
- Senior leaders should ensure that there is a strategic overview that shows that all key areas of the curriculum are taken forward. The curriculum should be reviewed regularly, including for immersion being maximised.
- Staff across the school take on new curriculum initiatives, for example national design competitions, science projects and schools air race challenge. Senior leaders now need to ascertain how these events may embed assessment and applied learning. The head of school has correctly identified the need to re-establish a way of monitoring and discussing with children the skills for learning, life and work that they develop.
- The school has established positive partnerships with local organisations and parents. They make valuable contributions to supporting children's wider achievements. Children across the school value having opportunities for participation, which are linked to their school's unique context. This is supporting them to develop a stronger understanding of local history, culture and the arts. Recently, children took part in a whole-school project on the ship, Metagama. This was in partnership with Dileab. They have participated successfully in local and national Mòd competitions.
- Children at the early stages would benefit from an increasing range of contexts in which to apply their writing skills. Mark-making and writing materials should be available throughout the classroom, as well as the designated writing areas.
- To promote reading, teachers should ensure books are available throughout the classroom. Within the library, there are books in both English and Gàidhlig. The display and accessibility of resources for Gaelic should be improved to ensure equal weighting of these.
- The comhairle is discussing with councillors the details of the relationships, sexual health and parenthood pathway. They should advance the implementation of this aspect of the curriculum.
- All children, from early level onwards, learn Gaelic. Children in P5 to P7 learn French. Gàidhlig language and culture are celebrated across all classes.

2.7 Partnerships: Impact on learners – parental engagement

- Parents are very appreciative of the school and its successes. They feel communication between school and home is strong.
- Parent Council membership has grown in recent years. Parents respond well to more meetings taking place online. This has increased attendance at parental meetings. The head of school should ensure that the Parent Council has representation across the whole-school community.
- Parents contribute to the curriculum. Parents have influenced how the health and wellbeing programme will be delivered.
- Staff have hosted an event for parents and grandparents to promote their use of Gàidhlig with children. This is reported to be improving children's fluency. Staff should continue to organise family learning events of this nature.

2.1 Safeguarding

- The school submitted self-evaluation information 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.

3.1 Ensuring wellbeing, equality and inclusion

good

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

- Bun-sgoil Lacasdail - Laxdale Primary is an inclusive school. Senior leaders and staff recognise the importance of including all children in activities, experiences, and all aspects of school life. All staff are welcoming and caring. As a result of the school's approach to ensuring wellbeing, staff are improving outcomes for children and their families. All staff and partners feel valued and supported. Relationships across the school community are very positive and supportive. These are founded on a climate of mutual respect within a strong sense of community, shared values and high expectations. All staff and partners are proactive in promoting positive relationships in the classroom, playground and wider learning community. The school considers each child as an individual with their own needs, risks and rights.
- Staff established a nurture classroom (Am Bàgh - The Bay) in January 2022. In Am Bàgh, children are able to manage their emotions, while maintaining their learning. Children feel safe and report they can be themselves. They can describe the principles of nurture from being in Am Bàgh - The Bay.
- Children who experience challenges and barriers to their learning also benefit from Am Bàgh. Their learning is personalised to them. Children talk confidently about the purpose of activities with which they engage at Am Bàgh. They focus on routines, language communication, social and emotional skills. Teachers use this school-based intervention very well. This develops positive pupil relationships in a supportive environment. It supports children well to successfully build life skills, which they use with their wider peer group in class. As a result, most children believe others treat them fairly and with respect. Almost all children feel included in school.
- Staff across the school undertake professional learning to ensure a collective understanding of nurture principles. A nurturing, supportive culture is evident throughout the school. All staff model positive behaviour. They are calm and patient in their interactions with children. Staff work hard to improve and support all children's wellbeing. Children have a good awareness of their own and others' wellbeing. Children at the early stages are developing a good understanding of the wellbeing indicators. They know how these relate to their lives. Staff should continue to develop and strengthen children's progressive use of the wellbeing indicators across all aspects of the school's work. All parents and children in P3 to P7 are invited to complete questionnaires to evaluate wellbeing, based on the principles of Getting it right for every child. Senior leaders and teachers use this information to provide further support. All children across the school should now reflect consistently on their wellbeing and set individual termly targets for wellbeing.
- Almost all children across the school have a good understanding of their rights. Children are taking action to uphold the rights of children who may face disadvantage, locally and globally. They organise fundraising events. Children have a say in shaping their learning experiences and school life. The head of school and teachers make relevant links to children's rights across

learning, at assemblies and when working with partners. The whole school community is helping to embed a children's rights-based approach.

- Children connect the impact on their health and wellbeing from taking part regularly in sport and activity. This is an important feature of school life for children and staff, in addition to planning an annual sports week. Children and staff continue to maintain successful external accreditation for this work. Teachers work very well in partnership with Active Schools and other partners, including Action for Children, and Headstrong. Partners support the physical and mental wellbeing of children.
- Overall, senior leaders and staff meet well their statutory duties for wellbeing and inclusion. This includes for the additional support needs of children. All staff contribute to the safeguarding of children. They are confident about their role and responsibility for child protection. The updated positive behaviour and relationship policy is having a positive impact. Children have leadership roles in which they promote positive relations and behaviour.
- The school 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. In addition, the HNI examined documentation relating to the effectiveness of whole-school approaches to improving the health and wellbeing of children through food in school. Areas for development have been agreed with the school and the school meals provider.
- Children in Gàidhlig Medium Education gain good outcomes from staff taking account of the Statutory Guidance for Gaelic Education (2017). Teachers need continued guidance and access to agencies in supporting children with additional support needs in the context of Gàidhlig Medium Education. Children with literacy challenges should be supported to stay in Gàidhlig Medium Education, with appropriate strategies put in place. Staff should now increase further the outcomes for children doing Gaelic (Learners) in the curriculum.
- Children across the school who face barriers to their learning are well supported by senior leaders and staff working well together. Senior leaders communicate effectively with staff and families. The school has effective procedures in place to identify children who require additional support. Children with additional support needs have their needs met very well. They are supported by appropriate plans. Parents are involved in planning and reviewing their child's progress with clear and measurable targets. Children should now have a much stronger role in this process. Staff should develop an overview calendar to ensure regular review meetings, with action plans updated.
- Children are supported well to make progress in their learning through staff's effective partnership with specialist services and agencies. As a result, children facing additional challenges are supported well by various strategies and initiatives. This is increasing equity and improving attainment and achievement. Staff complete relevant training to understand learners' needs and to ensure a consistent approach. There is a strong focus on equity for all children and families. Senior leaders are very proactive in accessing and using equity funding.
- The head of school regularly monitors children's attendance at school and has clear processes in place to address attendance concerns. For a few children, low attendance levels have a negative impact on their progress in learning and attainment. Senior leaders and staff continue to work with children and families, and partners to improve children's attendance and reduce this barrier to learning.

- Children adhere to daily religious observance, with those in Gàidhlig Medium Education doing so in Gàidhlig. Senior leaders have well-established links with a range of faith partners. All children mark and celebrate a variety of occasions with the school community. This helps children to develop an understanding of all people's faiths and beliefs.
- Children across the school are increasing their awareness of equality and diversity through whole-school events, for example in celebrating International Women's Day and neurodiversity. The older children discuss topics around racism in sport, black history month and the slave trade. Children's learning on autism, attention deficit hyperactivity disorder and dyslexia is displayed around the school. Senior leaders should now ensure a strategic overview of how well equality and diversity are taken forward in the curriculum in a planned and progressive way. This will assist children be more knowledgeable and able to challenge discrimination and intolerance, as a necessary life skill.

3.2 Raising attainment and achievement

good

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

Attainment in literacy and Gàidhlig and English, as appropriate to Gàidhlig Medium Education

- Children's attainment in literacy and Gàidhlig is good. Most children are on track to achieve expected levels. Most children in P1, P4 and P7 are making good progress in listening and talking, reading and writing.

Listening and talking

- Most children are making good progress in literacy and Gàidhlig at the first and second levels. At the early stages, children could be making faster progress, particularly in talking Gàidhlig. Children's total immersion play needs to have more regular interactions to support children's fluency. Children would also benefit from more learning of set phrases from reading, singing and hearing rhymes, as well as other immersion approaches. At the first and second levels, almost all children are confident in talking Gàidhlig in whole-class, and small group activities. They should develop further their skills in debate. Children are heard using Gàidhlig independently out with the classroom. Most children recognise the importance of Gàidhlig to their island and their role in sustaining the language. Children should increase their knowledge of the economic and career benefits from Gàidhlig. A few children should be encouraged to avoid using English vocabulary within their Gàidhlig communication.

Reading

- Most children read fluently for understanding in both Gàidhlig and English as appropriate to their stage of immersion. They use expression, and appropriate pace and tone. Children at the first and second levels are aware of a few different types of text that they can access. Children can talk about a few features of the writer's craft. Some of their written reviews of books need more detail. By the second level, children understand the skills required to identify main ideas in text and produce a summary. Children would benefit from having more Gaelic texts to read for enjoyment available in the library.

Writing

- The majority of children at the early level are able to write a sentence independently. Children at first and second levels write independently, with increasing length in a range of contexts. They use a range of verbs, accurate punctuation and spelling. Children spell accurately most common words in Gàidhlig and English. Some of the learning approaches used do not enable children to finish pieces of writing.

Attainment in literacy and English in English Medium Education

- Overall children's attainment in literacy and English is good. Most children are on track to achieve expected levels. Most children in P1, P4 and P7 are making good progress in listening and talking, reading and writing.

Listening and talking

- Overall children are making good progress in listening and talking. The majority of children at early level take turns when listening and talking. They follow and give straightforward instructions. They enjoy listening to stories and participating in songs and rhymes. At first and second levels, most children listen and respond well to others. They ask and respond well to different types of questions. All learners have rich opportunities to apply listening and talking skills in a variety of contexts, for example during presentations, performances or sharing ideas in assembly huddles. Most children offer relevant and considered responses to group and class discussions and in new situations. A few children require support to share their views during class and group tasks.

Reading

- Overall children are making good progress in reading. All children enjoy accessing the school library each week, with most borrowing a book to take home. When selecting books, they can share their likes, dislikes and preferences. At early level, almost all children are developing well the ability to identify rhyme and sounds within spoken words. Almost all children can read aloud familiar texts and can use illustrations to support understanding. Most children can answer questions about events and ideas in the texts.
- At first and second level, most children can read fluently and with expression. At first level, children are beginning to understand features of fiction and non-fiction texts. When reading, most children can decode unknown words by applying their knowledge of patterns and blends. Most children at second level read with very good fluency, understanding and expression. They can apply a range of strategies to read and understand texts including skimming and scanning for information. Most children in P7 have well-developed skills in predicting, clarifying and summarising. They can identify confidently figurative language such as metaphors, similes and alliteration.

Writing

- Overall, children are making good progress in writing. At the early level, children could be making brisker progress in writing. Almost all children form letters legibly and use a pencil with increasing control.
- At first and second level, children write for a variety of purposes. At first level, most children spell common words correctly. They can use spelling strategies for unfamiliar words. Most children are able to use dictionary word books to check words of which they are unsure. A few children are beginning to organise their writing using paragraphs. At second level, children enjoy creating texts for a range of purposes. Most children can use a range of punctuation accurately. They can apply knowledge of spelling patterns to spell most words accurately. Children would benefit from increased opportunities to create extended texts. Children's presentation skills and handwriting should be improved.

Numeracy and mathematics through the medium of Gàidhlig and English

- Across the school, most children achieve expected attainment levels in numeracy and mathematics, with a few exceeding. Children are able to use a range of terminology in Gàidhlig to explain numeracy and mathematical process at their appropriate level. Almost all children are on track to attain expected Curriculum for Excellence levels in numeracy and mathematics. Children who have additional support needs make good progress in achieving personal targets. Children's attainment is improving.

Number, money and measure

- Across the school, children develop their understanding of addition, subtraction, multiplication and division appropriate to their stage. Children at early level can identify numbers to 20. They

can order numbers backwards and forwards within 30, and can count to 100. Most children can add and subtract within 20, with children who are exceeding showing brisk mental agility to recall facts. Children are less confident in telling the time.

- Children at first level can confidently round to the nearest 10 and 100, with two- and three-digit numbers. Children understand place value to hundreds. They can add and subtract with three digits. They explain their strategies. Children identify and explain fractions. They are confident in telling the time using analogue and digital clocks. Some children are less confident in applying estimation skills in measure.
- At second level, most children have a good understanding of the relationship of fractions, percentages and decimals. They are confident in telling the time using 24-hour notation and in working out time durations. Children can work out the duration of a journey based on knowledge of the link between speed, distance and time. Children are confident in solving simple algebraic equations with one variable. Some children are learning how to budget, spend money responsibly in shopping for food, paying bills for example. They compare costs and determine affordability within a given budget.

Shape, position and movement

- At early level, all children can confidently recognise, name and describe two-dimensional (2D) shapes confidently. At first level, all children can name and identify a range of 2D-shapes and three-dimensional (3D) objects. They can use mathematical language to describe the properties of a range of common 2D-shapes and 3D-objects. Children can identify lines of symmetry within objects in the environment. Children at second level can calculate the perimeter of a shape and have some knowledge of identifying angles. They are not yet confident in identifying the key features of a circle. Children would benefit from regularly revisiting mathematical concepts across the curriculum.

Information handling

- At the early level, children can sort items using straightforward pictographs. At the early and first level, children can use bar graphs appropriate to age and stage to show and interpret data. At second level, children use tally marks, simple graphs and pie charts to present and interpret information, using meaningful contexts, and in using digital technologies. Children should continue applying information-handling skills across different contexts of learning to ensure depth, challenge and application.

Attainment over time

- Over time children's attainment is good. It has improved in the last year, with headroom for further improvement. The head of school and staff check individual children's progress in numeracy, and literacy through Gàidhlig and English.
- The school's attainment overview gives predicted levels of attainment by the end of the session. Staff should raise their expectations for a few children to exceed expected levels. The head of school should improve the quality and analysis of data to raise further attainment. The head of school and staff need to set more specific targets to outline how children's progress and attainment will be accelerated. Staff are not yet at the stage of capturing progress across all curriculum areas.
- Staff should ensure equity for those learning Gaelic (Learners) by ensuring that children meet national expectations to complete the second curricular level by the end of P7. They should track children's progress in doing so and set targets to assist in meeting national standards to increase the speakers of Gàidhlig.

Overall quality of learners' achievements

- All teachers record participation in achievements. The head of school should now develop a strategic overview of children's achievements to impact on developing the curriculum and in closing gaps in children's skills. All children need to be assisted in recognising the skills and attributes they are developing as a result of valuable experiences.
- All children have a wide range of opportunities to develop the four capacities well across a range of contexts, both within and beyond school. Staff routinely recognise and celebrate children's achievements in a variety of ways.
- Most children have worthwhile opportunities to develop leadership skills. They can apply these in a range of activities such as House Captains, Eco Leaders, Infant Ambassadors and in the Sports Council. They are highly motivated and proud of their support for the school community. Almost all children talk confidently and enthusiastically about their contributions and the difference they make.

Equity for all learners

- A majority of children have improved their attainment as a result of support from PEF. Almost all children are engaging well with their work and making good progress.
- Staff have a broad definition of supporting those who experience different types of disadvantage. Some support continues over summer holidays. Comann na Gàidhlig's homework club is organised to support where parents are not fluent in Gàidhlig. This should be extended to avoid language gaps over school holidays.

Practice worth sharing more widely

Using achievements to support immersion

- Children have planned experiences and opportunities to develop their fluency and Gàidhlig language skills. Recently, children took part in a whole-school project on the Metagama, in partnership with Dìleab. This integrated music, culture, performing arts, drama and language to develop children's strong sense of identity with Gàidhlig. Teachers give a positive focus to grammar, idiom and local dialect. Further, children participate successfully in local and national Mòd competitions.
- Children in Gàidhlig and English Medium education use digital technology well to support learning. Digital devices are used successfully by children who require support to access the curriculum. Children across the school have had valuable opportunities to apply their skills through creating animations and participating in an international competition. Children apply their digital skills with independence, for example, when creating podcasts for the school website. These podcasts are produced in Gàidhlig and English.

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.