

Summarised inspection findings

Salen Primary School – Bun-sgoil an t-Sàilein

Argyll and Bute Council

17 June 2025

Key contextual information

Salen Primary School and Pre-Five Unit – Bun-sgoil An t-Sàilein and Sgoil-Àraich – is situated on the east coast of the Isle of Mull. The school serves the village of Salen and the surrounding areas and is part of the Tobermory High School's cluster of schools. Salen Primary School – Bun-sgoil An t-Sàilein provides learning through the mediums of English and Gàidhlig.

The established headteacher has been in post for 18 years. She has the support of two principal teachers in leading the school.

Currently, the school has a roll of 63 children organised across two multi-composite classes offering Gàidhlig Medium Education and two multi-composite classes offering English Medium Education. Just over half of children learn through the medium of Gàidhlig. The school reports that the majority of children across the school have additional support needs. In February 2024, zero children at P6 and P7 were registered for free school meals. The majority of children live in decile six and a minority live in decile 7 of the Scottish Index of Multiple Deprivation.

1.3 Leadership of change

satisfactory

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

- Children are friendly, welcoming and enthusiastic. They are keen to share their experiences with visitors and are proud of their school. All staff work very well together as a team. They have a strong understanding of the school's socio-economic context and the challenges facing children and families. They use Pupil Equity Funding (PEF) to support improvements in children's literacy and numeracy. The headteacher should continue to work with local authority colleagues to improve her use of data. She needs to consider how PEF can be used more effectively to close poverty-related gaps in learning. In doing so, she should consult more with the school community to identify how these funds are spent.
- The headteacher and staff created the school's vision, values and aims in consultation with parents and children in 2020. The values of supportive – brosnachail, appreciative – mothachail, language rich – beartas chanain, eòlas – knowledge, nurturing environment – àrainneachd choibhneil, potential – comas and spèis – respect, reflect the nurturing and inclusive ethos across the school. The headteacher rightly recognises the importance of reviewing and streamlining these values. In doing so, she should work with staff and parents to ensure that the values are relevant to all children and fully reflect the unique context of the school. The pupil council, supported by the headteacher, are leading a consultation with all stakeholders. This work is supporting all children to understand how new pupil friendly values will link to their work on children's rights.
- The school's Gàidhlig provision, immersion and learning of Gaelic needs to be more strategically placed in the vision and aims of the school. Senior leaders and staff need to use

self-evaluation frameworks more robustly to know what to improve. They should use the Advice on Gaelic Education to inform and review their policy for Gàidhlig and immersion.

- Staff are developing a progression framework for Gàidhlig as a key priority within the school improvement plan. This should provide a pathway to improve children's skills in language learning from sgoil-àraich to P7. They should now create a progressive curriculum for Gaelic (Learners). This will support learners to build on previous skills.
- Middle leaders who are fluent speakers of Gàidhlig have a range of roles and responsibilities that contribute to Gàidhlig Medium Education within the school. They work collegially to create resources to support literacy and Gàidhlig and share these with other Gàidhlig Medium schools. Staff should continue networking with other teachers of Gàidhlig Medium Education across and outwith the island. This should support them further to plan and implement improvement in Gàidhlig specific experiences.
- The headteacher and staff recognised post COVID that children's emotional wellbeing and resilience had been negatively impacted. As a result, staff refreshed aspects of the health and wellbeing curriculum to support children to form positive relationships, build resilience and develop empathy with their peers. Teachers introduced wellbeing wheels in both English and Gàidhlig to support children's emotional language development. Children are more able to describe and discuss their emotions as a result, and their mental wellbeing and relationships have been impacted positively.
- The headteacher has created a quality assurance calendar. This outlines the range of approaches used to evaluate the quality of learning and teaching and the impact on children's learning experiences. Local authority staff have undertaken visits to classrooms and reviewed self-evaluation documentation. They provided clear, written feedback highlighting what is working well and areas for staff to develop further. The headteacher should now build on this to work with staff to develop further approaches to quality assurance. In doing so, she should have a clear focus on improving learning and teaching and raising attainment.
- All teachers are included in the evaluation of school improvement activity. They discuss aspects of How good is our school? 4th edition in this process. The headteacher, following self-evaluation activities, should now formalise these processes to ensure that she analyses information more effectively to direct school improvement. This should support her to identify key areas for improvement more effectively. The headteacher should collate and share whole school overviews of self-evaluation activity with staff to highlight identified strengths and areas for development. This should help staff to have a shared and agreed understanding of expectations which lead to improved outcomes for children.
- The headteacher surveys the opinions of staff, parents, partners and children well to identify areas for improvement. She should now consider how she can better ensure that the impact of feedback is shared with all stakeholders.
- The headteacher supports teachers well to engage meaningfully with annual staff professional reviews. She responds positively to their professional interests and supports them to undertake development priorities linked to these areas. The headteacher ensures that professional reviews and staff development plans are linked to school improvement priorities. These plans are supporting teachers in their development of leadership skills and capacities in line with General Teaching Council for Scotland standards. As a next step, the headteacher should now support staff to measure the effectiveness of professional learning on enhancing their practice and improving outcomes for children.

- The headteacher meets with support staff annually to discuss their work. She should now engage with support staff more formally. In doing so, she should agree priorities to develop further their professional skills and support school improvement.
- Children across the school benefit from a range of leadership opportunities. For example, representatives at all stages are members of the pupil council, the eco group, the rights respecting schools' steering group or the sports committee. Children in P6 and P7 lead lunchtime clubs for their peers across the school. Children talk positively about the contribution they make to the life of the school through these groups and lunchtime clubs. They are beginning to discuss the skills that they are developing through these opportunities. The headteacher and staff should now ensure all children have opportunities to develop their leadership skills.
- Children use both Gàidhlig and English during these leadership opportunities. This ensures a Gàidhlig ethos is visible for all pupils. It adds to children's experiences of Gàidhlig as a second language.

2.3 Learning, teaching and assessment

weak

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

- Children in Gàidhlig and English Medium Education are polite and respectful to adults and visitors to the school. In all classes, teachers create calm, purposeful learning environments. Across the school, most children say that they enjoy learning. The majority of children find their learning hard enough. Overall, most children engage well in their learning. A few need regular reminders to listen, stay on task and to not distract others. For example, a few children talk while others are talking and do not listen to adult instructions. Most teachers provide well-timed reminders and share expectations of behaviour to help children who require it. They use praise and positive reinforcement well which helps children have a clear understanding of how to be a good learner. Pupil support assistants assist individual children to listen and take part in class activities. The headteacher needs to work with all staff to develop a shared and consistent understanding of high expectations regarding behaviour. She recognises the need to develop nurturing approaches across the school to support children further to regulate their behaviour and manage their emotions. The headteacher should review with staff and children the school's positive relationships policy. In doing so, she needs to ensure that the policy reflects accurately the school's values and provides clear guidance for staff to ensure consistency of approach.
- Staff and almost all children enjoy positive relationships in learning experiences. Staff place a high level of importance on this. Staff are caring, nurturing and show compassion. As a result, most learners are well behaved, confident and feel included.
- In Gàidhlig Medium Education, staff use total immersion pedagogy and strategies very effectively across a range of contexts and learning experiences within the curriculum. Younger children use Gàidhlig with their peers at an age-appropriate level and are keen to use Gàidhlig in their teacher interactions. Children are supported sensitively to address corrections in their talk with teachers in line with the school policy on Gaelic language correction. Through their monitoring and tracking of fluency, teachers need to ensure that all children are continuing to use and improve their Gaelic language skills with fluency and confidence in the immersion phase.
- The school has been awarded accreditation for promoting their work on children's rights. Children are beginning to engage with the United Nations Convention on the Rights of the Child (UNCRC). Children learn about their rights during whole school assemblies and in class. A few older children are able to talk about a few rights. A more consistent approach is needed to ensure all children understand fully their needs and rights under the UNCRC. All staff should encourage children to see how rights affect their interactions with others. Staff value Gàidhlig language, culture and heritage of the local school community. Teachers integrate music and drama to develop well an identity with Gàidhlig. Children need to develop further their understanding of the value of Gàidhlig to their identity through their work on rights.

- Most children work well in pairs and groups. They are respectful of each other. In most lessons, teachers' instructions and explanations are clear. In most lessons, teachers share the purpose of learning activities and how children will know if they have been successful. The quality and relevance of these statements is variable. The guidance offered to children is not always clear enough for them to understand fully what is expected of them. As a result, children have difficulty identifying if they have been successful in their learning.
- Most teachers use predominantly closed questioning techniques to establish children's knowledge and to help children make links with prior learning. Teachers should now develop further their questioning skills. This should help them use a wider range of questioning techniques effectively to deepen children's thinking skills.
- Most teachers provide verbal feedback, and a few provide written feedback to children about their work. This feedback is not yet of a consistent standard to help children know what they have done well, or how to improve. The headteacher should now develop teachers' use of high-quality feedback to help children progress better in their learning.
- Teachers set work at the correct level of difficulty for the majority of children. They now need to plan more consistently learning that provides appropriate support and challenge to match better children's needs. A minority of children require greater challenge in their learning. They would benefit from more opportunities to apply learning in different contexts. In most lessons, teachers need to increase the pace of learning to ensure children remain engaged and motivated. Across the school, teachers provide groups of children with learning targets in literacy and numeracy. Teachers should now involve children in drafting and reviewing their own individual learning targets. This should support children to understand better their individual progress.
- The headteacher and teachers should now work together and with local authority colleagues to establish a shared understanding of what high quality learning and teaching looks like. This should include focussed professional learning on the key features of effective practice, underpinned by research, professional reading and highly effective practice in other schools.
- In a minority of lessons, teachers use digital technology to support learning. For example, children research topics, access online learning materials and applications, and use word processing programmes to present their work. Teachers should now develop a pathway for digital skills that will enable children to build on prior learning progressively.
- Teachers are at the very initial stages of implementing a play-based approach to learning at the early level. They have attended professional learning sessions on play-based approaches to help develop an effective balance of teacher-directed, teacher initiated and child-initiated experiences. This is not yet evident in their practice. The headteacher, with the support of the local authority, needs to support teachers to use national guidance to inform their practice. Teachers should focus on reviewing their learning environment and developing their understanding of quality play experiences. In Gàidhlig Medium Education, this should focus on total immersion play with regular interactions from adult speakers of Gàidhlig to develop children's fluency. The headteacher and staff should consider developing approaches to children's learning across the whole early level.
- Children welcome opportunities to learn outdoors regularly. They are positive about their experiences of outdoor learning, as a meaningful way to support the community. Children talk confidently about trips in their local area and why learning about water safety is important in their school's community context. There is significant potential to develop children's outdoor learning skills further through the use of the school grounds and local area. Teachers at all

stages should now work together to develop a progressive framework for outdoor learning to ensure children build on their existing skills and prior learning.

- Staff implement an assessment calendar which outlines the standardised and summative assessments in literacy and numeracy to be administered at agreed times across the year. Teachers are at the initial stages of gathering and using robust assessment information alongside classwork, effectively. The headteacher should work with staff to develop further approaches to gathering high quality evidence of children's progress and attainment. Staff should ensure they plan a range of high quality assessments that allow children to demonstrate breadth, depth and application of learning.
- Teachers need to ensure that assessment approaches become an integral feature of all planned learning. In doing so, they should use national Benchmarks more effectively to measure children's progress across all areas of the curriculum. This should support teachers to plan learning across the curriculum to meet children's learning needs and abilities more consistently.
- Teachers plan learning over the medium and short-term using the experiences and outcomes of Curriculum for Excellence (CfE). Teachers' planning needs to take greater account of the different levels of challenge required to meet all children's needs effectively. Teachers use local authority progressive frameworks in literacy and numeracy to inform planned progression in learning. They are in the process of developing a progressive framework in health and wellbeing. Teachers should now develop progressive frameworks in all other curricular areas. This should ensure children experience progressive learning across the whole of CfE.
- Teachers have worked together within school and with colleagues across the cluster and wider island to moderate children's writing and numeracy. This is not yet ensuring that teachers' professional judgements are accurate and robust. Senior leaders now need to provide more moderation activities across the whole curriculum, including listening and talking in Gàidhlig. This should support teachers to develop greater confidence in their judgements of national standards of achievement across the whole curriculum.
- The headteacher meets with teachers three times per year to discuss children's progress and the effectiveness of teachers' planning. These meetings are not yet resulting in a consistently robust approach to planning children's learning across the school. The headteacher needs to monitor planning with teachers more rigorously. She should work with teachers to develop further a consistent approach to planning high quality learning across the school. She should ensure that children are effectively supported and challenged in their learning.
- During these planning meetings, the headteacher and teachers also discuss children's progress, with a focus on identifying children who are not on track. As a result, they identify appropriate interventions to support individual children. The headteacher and teachers discuss the progress individual children make as a result of targeted support. The headteacher needs to now support teachers to adapt learning activities and tasks to meet the needs of all children. She should support teachers to ensure appropriate pace and challenge within the classroom. The headteacher needs to agree with teachers clear actions they will take to support children to overcome barriers to learning.

2.2 Curriculum: Learning pathways

- Teachers have access to local authority progression pathways in literacy and English, numeracy and mathematics. They also have access to a Gàidhlig literacy progression framework to deliver literacy learning through the medium of Gàidhlig. Staff have mapped out a grammar framework to develop this into children's literacy experiences. Teachers are developing a pathway to ensure children experience progressive learning in health and wellbeing. The headteacher needs to support teachers to make more effective use of existing progression pathways. Staff should now develop learning pathways for all other areas of the curriculum. These need to include a strategic approach to developing skills for learning, life and work. This should help to ensure that all children experience their entitlements to a broad and progressive curriculum.
- Teachers plan experiences and outcomes across a range of different subjects. Children are encouraged to offer suggestions on how and what they learn. This is supporting children to make connections across the curriculum.
- All children have access to two hours of high-quality physical education every week. They participate in blocks of swimming annually. All children learning through English Medium have the opportunity to learn Gaelic in line with the Scottish Government's 1 +2 modern language guidance. Older children learning through English Medium and Gàidhlig Medium learned Arabic for a block of time this session.
- The headteacher and staff understand the importance of the unique context of the school within an island community. Staff are proactive in developing a strong Gàidhlig ethos where the language is embraced and celebrated across the school. The headteacher and staff plan regular and varied activities for all pupils to ensure that Gàidhlig culture is celebrated and valued. This is strengthened by working with local partners and the community intergenerational activities during Seachdain na Gàidhlig. The community is invited to take part in activities such as the Mòd Cèilidh. This gives children opportunities to use Gàidhlig in different contexts outwith the school. They meet Gàidhlig speaking children from other schools at events such as Cuach na Cloinne. As a result, children are seeing a purpose for speaking Gàidhlig as they connect it to their environment and heritage. Staff should continue to develop children's understanding of their Gàidhlig identity in this way and support them to articulate what Gàidhlig means to them.
- Children have access to a limited range of books in classes to encourage reading for enjoyment. The headteacher should work with staff and children to make available a wider choice of appropriate reading materials for children in Gàidhlig and English. The children would welcome the return of the whole school library as a welcoming space to read and relax.

2.7 Partnerships: Impact on learners – parental engagement

- Staff have developed positive relationships with families and the wider community. As a result, most parents are comfortable in approaching the school with questions or suggestions. They recognise the school takes their views into account when making changes. Most parents feel that they receive helpful feedback about how their child is learning and developing.
- The Parent Council represents parents from both Gàidhlig and English Medium Education. The Parent Council receive useful updates from senior leaders and is very supportive of the school. Parent Council members regularly support school events and raise funds to supplement school resources and support staffs' ambition to reduce the cost of the school day. For example, they support parents with the cost of the P6/7 residential trip. Parent Council members were successful with a grant application to fund the purchase of therapy kits and emotion cushions to support children's wellbeing.

2.1 Safeguarding

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

3.1 Ensuring wellbeing, equality and inclusion

satisfactory

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

- Across the school, there is an inclusive and welcoming ethos. Children are proud of their school and show respect for adults and visitors. Most children say the school helps them to become confident and that they enjoy learning.
- Staff have built caring and trusting relationships with children, which underpins almost all interactions. Most children show care and respect for one another in positive classroom and playground interactions. They are developing well an awareness and understanding that all children are unique and may need different levels of help from the adults around them. The headteacher has rightly recognised that an important next step is for staff to develop nurturing approaches across the school. This should support children further to regulate their behaviour and manage their emotions.
- Children are developing a clear understanding of their wellbeing. They are beginning to be able to discuss the different wellbeing indicators. Almost all children feel that staff teach them to have a healthy lifestyle. For example, staff are helping children to make healthy eating choices and access regular physical exercise. Staff have developed strong relationships with partners to support children's understanding of aspects of health and wellbeing. For example, children benefit from being active through a range of physical activities provided by partners. They participate in a block of swimming lessons annually. Children learn about how to keep safe around water with the support of the Royal National Lifeboat Institute and the Coastguard. As a result of this effective partnership working, children understand the importance of safety around water. They are developing their gross motor skills, building resilience and developing teamwork skills well.
- Teachers have introduced developmentally appropriate tools to allow children to evaluate their wellbeing in English and Gàidhlig. The headteacher recognises the importance of ensuring these tools are used regularly to allow teachers to track and monitor children's wellbeing more effectively. Almost all children agree that they can speak to an adult in school should they feel worried or upset. As a result, most children feel safe, and almost all agree that school staff help to keep them safe.
- The majority of children feel that they are treated with respect by their peers and most feel other children behave well. A few children and parents feel bullying is not always dealt with well. The headteacher should work with staff, parents and children to review the positive behaviour policy. In doing so, she should ensure there is a clear and shared understanding across the school community about what constitutes bullying and how it should be addressed.
- As a result of regular training and guidance, all staff understand and apply the statutory requirements and codes of practice in relation to child protection. The headteacher has developed clear systems to support child protection procedures and keep children safe. She

should ensure that all staff follow local authority guidance in relation to building security at all times to ensure children remain safe.

- Staff take account of the Statutory Guidance for Gaelic Education (2017). Teachers in Gàidhlig Medium Education team teach well to support children requiring additional support with their learning. They have created effective Gàidhlig language assessment resources which help to identify children who require additional support. Gàidhlig speaking support assistants deliver interventions, for example to support literacy difficulties in writing. This is ensuring positive outcomes for individual children.
- Staff have a good understanding of the range of children's needs within classes. They complete child's plans that highlight children's strengths and areas to develop, including strategies that may support learning. Where appropriate, the headteacher ensures partners support children in aspects of their learning and wellbeing. For example, teachers consult with partners to support children's language development. This is supporting well children's progress in their language skills development. Senior leaders now need to ensure that these plans include specific targets to support children's learning and wellbeing development. They need to ensure that children's individual targets are appropriate and include clear measures of success. These plans should be reviewed regularly with parents and partners to ensure their effectiveness. This should help enable staff to evidence clearly children's progress in relation to their targets and determine if interventions are leading to improved outcomes for children.
- There are well-established transition programmes in place which support children well as they move into P1 and from P7 on to secondary school. Children engage in school activities when in nursery which helps them to transition successfully to school. For example, nursery children are members of the Rights Respecting Steering Group and all nursery children attend the weekly whole school assembly. The headteacher links well with the cluster secondary school to support children as they move from P7 to S1. Where appropriate, children are offered the opportunity of an individualised enhanced transition programme. Children have opportunities to visit the secondary school for a range of events including transition days with their peers from other schools on the island. They participate in an online transition project in the final term. This helps to build children's confidence when transitioning to secondary school. Secondary Gàidhlig teachers visit the school to work with children to support transition. This allows children to develop positive relationships with secondary staff and gives them further information about what Gàidhlig experiences to expect in the secondary school.
- Older children are developing their understanding of diversity through, for example, the World of Arabic topic. Across the school, children learn about different faiths and religious festivals but do not yet have a consistent understanding of equality, inclusion or diversity. Staff should ensure children have increased opportunities to understand, promote and celebrate diversity. In doing so, they should ensure that children fully understand their place in the world as global citizens. This should help children to develop further their skills and understanding to tackle discrimination and intolerance.

3.2 Raising attainment and achievement

weak

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

Overall attainment in literacy and numeracy

- The number of children at each stage varies and is relatively small. Overall statements have been made about attainment and progress to ensure individual children are not identified.
- Most children requiring additional support with their learning are making satisfactory progress towards their individual targets. A minority of children across the school are capable of making greater progress and require more challenge in their learning.

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

- Overall, the majority of children's attainment in literacy and Gàidhlig and in English as appropriate to immersion in Gàidhlig Medium, is satisfactory. Teachers' professional judgements of attainment of a level in writing are not yet robust. The majority of children's attainment in writing is lower than reported.

Listening and talking

- At the total immersion stage, most children show their understanding by successfully following instructions. Most older children, listen to and understand instructions in classes. Younger children are using Gàidhlig at a stage appropriate to their development. A few older children are not engaging consistently with Gàidhlig when responding to the ideas of others within their groups. Older children are applying their understanding of grammar when using irregular verbs during talking and listening games.

Reading

- Younger children are beginning to hear and say the different sounds made by letters. They enjoy reading aloud with their teacher and talking about their books. The majority of younger children identify accurately the key features of books. They read aloud with fluency and expression. They are able to recognise and name punctuation in texts. Most older children enjoy reading for personal enjoyment. They talk about books they are reading and distinguish between fiction and non-fiction texts. The majority of older children have a good understanding about language while talking with confidence about similes. Older pupils need to experience more challenging and age appropriate texts for reading.

Writing

- Almost all younger children are beginning to form lowercase letters legibly. They are beginning to use sounds to write common words. The majority of older children are writing using punctuation. They are using a range of tools for writing well to enhance their work. The majority of older children use adjectives and similes effectively. Children need to develop more effective presentation skills. The majority of older children spell words of increasing challenge accurately. Children would benefit from further experiences of writing across a range of real-life purposes.

Attainment in literacy and English in English Medium

- Overall, the majority of children's attainment in literacy and English in English Medium is satisfactory. Teacher's professional judgements of attainment of a level in reading and writing are not yet robust. The majority of children's attainment in reading and writing is lower than reported.
- Overall, the majority of children are making satisfactory progress in literacy and English. A minority of children are capable of achieving more.

Listening and talking

- The majority of younger children listen well to their teacher and peers. A minority of younger children require support to use appropriate body language and eye contact during conversations. As children develop, most take turns and contribute relevant information and ideas during group discussions appropriately according to their age and stage. A few children require support to share views during group tasks. Most older children express views effectively and listen respectfully to the opinions of others. They would benefit from further opportunities to communicate to a range of different audiences and purposes.

Reading

- The majority of younger children can recognise, say and write an increasing number of individual and blended sounds. They are developing their use of pictorial clues to retell familiar stories and predict what might happen next. Younger children are enthusiastic about reading and storytelling. Most older children know the difference between fiction and non-fiction texts. They answer simple questions about their reading book. Most older children show good understanding of grammar and punctuation to read aloud fluently and with expression. They discuss confidently key features of their reading books. Across the school, children would benefit from greater opportunities to read in class. They are not reading often enough in class. Younger children need to read aloud regularly with their teacher. Older children need to explore a wider range of texts to develop their understanding of author style and genre.

Writing

- The majority of younger children are learning to form letters correctly. They need further support in using capital letters and full stops accurately. Younger children now need to write independently more regularly and for a range of purposes, including in their play. As children develop, they demonstrate increasing understanding of sentence construction and can link ideas in sentences in age appropriate ways. Most older children make effective use of vocabulary choice to engage the reader. They are beginning to use a range of language techniques, for example, simile, and ellipses. Older children need to develop their skills in using punctuation accurately.

Gaelic (Learners) in English Medium

- Children are making positive progress with early level language for Gaelic (Learners). They share personal and school-related information. Children use Gàidhlig in routines, including checking in on how they feel. They celebrate the language in special events such as Seachdain na Gàidhlig – World Gaelic week. Children's progress in Gaelic (Learners) should be checked regularly so that children are accelerating their progress towards the second CfE level outcomes by the end of P7.

Numeracy and mathematics in Gàidhlig and English Medium

- Overall, the majority of children's attainment in numeracy and mathematics in Gàidhlig Medium and English Medium Education is satisfactory. Teachers' professional judgements of attainment at early level are not yet robust. Most children's attainment in numeracy and mathematics at early level is lower than reported.

Number, money and measure

- In Gàidhlig Medium Education, younger children count and understand number sequences up to 30. They add and subtract mentally up to 10. They identify 'how many' without having to count when looking at ten frames. Younger children understand and explain how money is used. They need to develop greater confidence in using coins to pay for items. Children are developing their skills in reading and representing time on analogue clocks. Most older children are reading, writing, ordering numbers to 1000 and start from any number in the sequence. They apply strategy for repeated addition and grouping. Almost all older children add and subtract to solve whole number problems using mental strategies. The majority of older children are applying their knowledge of decimals in number problems. Older children need to develop further their ability to apply Gaelic terminology accurately within numerical concepts. This is an important priority for improvement.
- In English Medium Education, the majority of younger children recognise and identify numbers to 30. They add to 10 with accuracy. They are less confident in subtracting numbers within 10. Children need further opportunities to develop their understanding of money. In particular, younger children are not confident in using coins to pay for items. Most older children count forward and backwards in 2s, 5s and 10s. They add and subtract multiples of 10 or 100 from whole numbers up to 1000. Older children apply knowledge of rounding to give an estimate to a calculation appropriate to the context. They would benefit from more regular opportunities to calculate simple percentages of a quantity using both decimals and fractions. Children need increased opportunities to apply their numeracy skills in real-life situations.

Shape, position and movement

- In Gàidhlig Medium Education, younger children have quick recall of two-dimensional shapes. They describe accurately the properties of shapes. Most younger children are confident with pattern and predicting what comes next. They accurately describe the position and direction of sequences. Most older children recognise and explain the properties of right angles. The majority calculate the area of squares, rectangles and right-angled triangles in centimetre squares. Children are not secure in their understanding of diameter, radius and circumference of circles.
- In English Medium Education, the majority of younger children recognise, describe and sort two-dimensional shapes and three-dimensional objects. Most older children name and identify an increasing range of two-dimensional shapes and three-dimensional objects. They are not yet confident at using mathematical language to describe their properties. Most older children describe a range of angles accurately, including obtuse and acute angles. They are less confident in calculating the size of other angles when given the value of a reflex angle.

Information handling

- In Gàidhlig Medium Education, younger children apply their counting skills to ask and answer questions, and make relevant choices based on data. Most older children talk about the use of tally marks to carry out a simple survey. They gather data and display information accurately in bar and line graphs.
- In English Medium Education, the majority of younger children sort items according to set criteria. They are developing well their ability to interpret simple charts to find out information. Most older children answer questions to extract key information from data sets including charts and graphs. They collect, organise, display, and interpret data accurately. As children progress, they collate information and create simple graphs in age appropriate ways. In particular, older children have developed their skills in using digital technology to create a range of graphs very effectively.

Attainment over time

- Over time, children's attendance is consistently in line with the national average. Currently, children's attendance across the school is 91.2%. Across all stages, 19% of children have an absence of 10% or more. Children's absence is mostly because of illness or term-time holidays. For a few children, absence is because of significant illness. The headteacher monitors closely the absence and lateness of individual children. She is proactive in understanding the reasons behind children's individual absences. She works effectively in partnership with parents and carers to support most families to improve attendance rates for individual children. The headteacher should review approaches to supporting improvements in individual children's attendance with partners more regularly. This should ensure interventions are effective. There are no children attending school on a part-time basis.
- The headteacher monitors regularly individual children's progress in literacy, numeracy, and health and wellbeing over time. This data is not yet robust and does not provide a reliable picture of children's attainment over time. The headteacher needs to develop robust tracking and monitoring of attainment over time to enable the analysis of data for groups and cohorts of children to identify trends. This analysis should support her to measure the impact of school improvement initiatives and interventions more effectively.

Overall quality of learners' achievements

- Children's achievements both in and out of school are valued and celebrated at assemblies and through an online platform. The headteacher tracks children's achievement in these activities to ensure equity of opportunity. Children should now be supported to describe and reflect on the skills they are developing as a result of participating in these activities.
- All children in P6 and P7 attend a residential centre where they participate in team sports and adventures. They improve their teamwork, build trust and develop their resilience skills. Children participate in school performances, demonstrating a variety of skills and knowledge, for parents and families. This is supporting them well to develop confidence.

Equity for all learners

- The headteacher and staff are aware of the socio-economic context of their school community. They use PEF universally to develop interventions in literacy and numeracy. These interventions are impacting well on targeted children's attainment. For example, small group and individual work in literacy and numeracy is supporting children well to close gaps in learning. The headteacher should now target these funds more closely to children who experience barriers to their learning as a result of socio-economic circumstances. This should help staff to increase the pace of closing the poverty-related attainment gap.
- The headteacher and staff are mindful of the need to minimise the cost of the school day. They work effectively with the Parent Council to raise funds and access grant awards to ensure that trips are subsidised for families where appropriate. They organise Christmas jumper swaps and offer a school uniform exchange. These approaches are helping to ensure that no child misses out as a result of socio-economic barriers.

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.