

Summarised inspection findings

Àrd-sgoil MhicNeacail - The Nicolson Institute

Comhairle nan Eilean Siar

16 January 2024

Key contextual information

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| School Name | Àrd-sgoil MhicNeacail -The Nicolson Institute |
| Council: | Comhairle nan Eilean Siar |
| SEED number: | 6233139 |
| Roll: | 1026 |

Attendance is generally in line with the national average.

Exclusions are generally in line with the national average. There has been a significant decrease in exclusions since 2020/21.

In September 2022 8.93% of pupils were registered for free school meals.

In September 2022 0% of pupils lived in 20% most deprived datazones in Scotland. All young people lived in Scottish Index of Multiple Deprivation (SIMD) 3-6, with most young people living in SIMD 5/6.

In September 2022 the school reported that 42.2% of pupils had additional support needs.

Àrd-sgoil MhicNeacail -The Nicolson Institute - is a secondary school, with a local authority run enhanced provision. It provides continuity for Gaelic Medium and Learner Education for all of the associated primary schools. The school roll is 1026 pupils. The headteacher has been in post for one year and one new deputy headteacher has recently joined the Senior Management Team.

There is significant staff absence in the enhanced provision.

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

- In most lessons, there are positive relationships and interactions between staff and young people. A majority of young people are motivated and eager to learn. They participate well during class discussions, and group and individual work.
- Young people engage fully when they are provided with rich contexts for learning. These include when young people work collaboratively with others, use digital technology, or lead aspects of their learning. Young people would benefit from more opportunities to work in these ways. In a majority of lessons, activities are overly teacher led which results in young people being passive and a few learners losing motivation. The majority of teachers need to increase the pace of learning and ensure time in lessons is used purposefully throughout. A majority of young people require greater challenge in their learning. Too often, young people complete tasks such as copying texts or completing worksheets. Teachers should continue to develop a range of relevant tasks and activities to support young people's progress and learning.
- In most lessons, teachers provide clear and effective explanations and instructions. A majority of teachers make appropriate links to previous learning. Most teachers are extending the use of learning intentions and success criteria to help young people understand the purpose of learning and what successful learning looks like. Teachers need to ensure that the purpose of learning is more explicit for young people. They should place emphasis on learning outcomes rather than the completion of tasks. All teachers should ensure they reference the success criteria during and at the end of learning to help young people evaluate their success.
- In a few lessons, staff use digital technology well to engage and support young people with their learning. A majority of teachers use digital platforms to share resources to support revision and the completion of work. Staff need to extend and develop the use of digital technology to enhance learner's experiences across the school.
- Most teachers demonstrate some awareness of the needs of young people who require additional support with their learning. They check in regularly with young people during lessons to offer additional advice and support. Teachers need to consider fully how they plan and provide learning activities that take better account of the needs of all young people. Senior leaders and support for learning staff should improve the information provided to teachers to help them plan learning. This should include individual strategies and targets identified to support young people's progress.
- Young people would like further opportunities to be actively involved in their learning. This will help to motivate and engage them. Young people should have a greater say in what and how they learn. Teachers should gather feedback regularly on young people's experiences of learning, teaching and assessment to inform their planning better.

- Almost all teachers use praise to motivate learners. A majority of teachers use questioning well to check for young people's understanding. However, most teachers need to improve the use of open questioning to encourage young people to think more deeply about their learning.
- In the senior phase, most young people have an awareness of their target and working grades. They can identify steps they need to take to progress in their learning. A few teachers have developed effective approaches to learner conversations in the senior phase. These approaches should be shared widely to improve practice across the school. Developing the use of learner conversations in the broad general education (BGE) will support young people to understand their progress in their learning.
- In a majority of lessons, teachers provide regular whole-class feedback rather than feedback directed to individual learners. Most young people would like more individual feedback to help them to reflect on their ongoing progress and development needs.
- A majority of teachers use a range of assessment strategies to check learners' understanding. Teachers should ensure that assessment evidence informs subsequent planning so that young people can build on their prior learning more effectively. In a few departments, young people engage in well-considered peer and self-assessment activities. These include young people in the senior phase using Scottish Qualification Authority (SQA) assessment criteria to mark their peers' responses to model questions. This helps young people develop their understanding of expected national standards.
- Teachers are developing their confidence when making assessment judgements in the BGE. In a majority of departments, staff engage in some moderation activities with colleagues. Most staff require further professional learning relating to the moderation cycle and how it can be used to inform planning for learning, teaching and assessment. Teachers would benefit from increased opportunities for moderation with colleagues from local primary schools.
- Across the school, departments use different approaches to effectively monitor and track the progress of young people. Teachers and middle leaders use information gathered to encourage young people to access additional revision materials or to attend supported study. Senior leaders have recently introduced a whole school monitoring and tracking system. This system has the potential to significantly improve the tracking of individuals and cohorts. This will ensure young people who are off track receive timely interventions. Senior leaders should clearly define the roles and responsibilities of all staff in providing these interventions.
- Senior leaders and teachers are at an early stage of developing a shared understanding of the features of high-quality learning, teaching and assessment within Àrd-sgoil MhicNeacail - The Nicolson Institute. It is important they continue this work to improve the consistency and quality of learners' experiences across the school. In so doing, they should take account of how they can contribute to promoting Gaelic Medium and immersion experiences. Staff should recognise the important contribution young people, and the wider school community, can play in this work. Staff should be supported to access high-quality professional learning focusing on improving the quality of teaching.

2.1 Safeguarding and child protection

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

3.2 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

Attainment in literacy and numeracy

BGE

- In literacy, almost all young people achieve third Curriculum for Excellence (CfE) level and most achieve fourth CfE level by the end of S3. Over the last five years there has been a positive improvement in the percentage of young people achieving fourth CfE level in literacy. An additional weekly literacy period supports this improvement.
- In numeracy, almost all young people achieve third CfE level, and the majority achieve fourth CfE level by the end of S3. Over the last five years there have been improvements in the percentage of young people achieving third and fourth CfE levels by the end of S3. Staff should continue to make further use of fourth level experiences and outcomes to increase the challenge in young people's learning and progress.
- Senior leaders should develop a strategic approach to improve literacy and numeracy as a responsibility of all across the school. This will help young people develop their literacy and numeracy skills in different contexts and support stronger attainment.

Literacy (leavers)

- Almost all young people left school with literacy at Scottish Credit and Qualifications Framework (SCQF) level 4 or better between 2017/18 and 2020/21. Most young people left with literacy at SCQF level 5 or better between 2017/18 and 2021/22. The school have sustained high levels of performance at SCQF level 4 and level 5 with the exception of 2021/22 where the school performed significantly much lower than the VC. The majority of young people left with SCQF level 6 literacy, which was in line with the VC.
- Senior leaders noted that a minority of young people did not re-engage following the periods of school closure during the pandemic. This affected their attainment negatively. The new monitoring and tracking system has the potential to support senior leaders in identifying young people at risk of not achieving.

Numeracy (leavers)

- Most young people left school with numeracy at SCQF level 4 in 2021/22. This is significantly lower than the VC. The majority of young people achieved SCQF level 5 or better in numeracy between 2017/18 to 2021/22 with performance being significantly lower or much lower than the VC in two of the past five years. A minority of young people achieve SCQF level 6 by the time they leave school. This is in line with the VC. Staff have widened the curricular offer at SCQF levels 4 and 5 appropriately to improve young people's progress in numeracy and meet the learning needs of some young people.

Cohorts

- At S4, almost all young people achieve SCQF level 4 or better in literacy. This is in line with the VC in 2022/23 but significantly lower than the VC in 2020/21 and 2021/22. Most young people achieve SCQF level 5 or better in literacy, which is significantly higher than the VC in 2022/23. By S5, based on the S4 roll, most young people achieve SCQF level 5 or better in literacy, which is in line with the VC for 2022/23 but is significantly lower than the VC in 2021/22. Just under half of young people attain level 6 in literacy, which is in line with the VC. By S6, based on the S4 roll, the majority of young people attain SCQF level 6, which is in line with the VC.
- At S4, performance in numeracy has improved at SCQF level 4 and 5 between 2018/19 to 2021/22. By S5, based on the S4 roll, just over half of young people attain numeracy at SCQF level 5 or better. This is significantly lower than the VC in 2019/20 to 2022/23. Attainment at SCQF level 6 is in line with the VC, with a minority attaining at this level. By S6, based on the S4 roll, the majority of young people attain numeracy at SCQF level 5. This is in line with the VC except for 2022/23 which is significantly lower than the VC. A minority of young people achieve SCQF level 6 numeracy, in line with the VC.

Attainment over time

BGE

- In 2022/23, by the end of S3, a minority of young people achieved third CfE level in all of their curricular areas.
- Senior leaders do not yet have a reliable overview of young people's subject CfE levels to show their progress over time. The new tracking system has the potential to support all staff's awareness of young people's progress and attainment over time. Senior leaders should continue to work closely with middle leaders and teachers to share best practice in using data to support learners' progress.

Senior phase

Improving attainment for all

Leavers

- The attainment of young people leaving school between 2017/18 to 2021/22, using average complementary tariff points is generally in line with the VC for the lowest attaining 20%, middle attaining 60% and highest 20%.

Cohorts

- In S4, by S5 (based on the S4 roll) and by S6 (based on the S4 roll) the attainment of the middle attaining 60% and the highest attaining 20% of young people is generally in line with the VC. There is no consistent pattern of improvement for the lowest attaining 20% of young people at S4, by S5 and by S6.

Breadth and Depth

- At S4, most young people achieve five or more awards at SCQF level 4 or better. The school has sustained these high standards over the last five years from 2018/19 to 2022/23. At SCQF level 5C or better, a minority of young people achieved five or more awards over the same five-year period which is in line with the VC. There is no consistent improvement in young people achieving top quality passes at A grade.
- By S5, with the exception of 2022/23, a majority of young people achieve five or more awards at SCQF level 5C or better which has been in line with the VC. There is no consistent

improvement in young people achieving top quality passes at SCQF level 5. A majority of young people achieve one or more awards at SCQF level 6C and a minority achieve three or more at SCQF level 6C from 2018//19 to 2022/23. At SCQF level 6A, a minority of young people achieve one or more awards. This is in line with the VC.

- By S6, a minority of young people achieve five or more qualifications at SCQF level 6C. A few young people achieve one or more qualification at SCQF level 7C and 7A. These are all in line with the VC.
- A range of SCQF awards provide relevant employability pathways for young people. For example, qualifications in construction, engineering systems and maritime studies support attainment and contribute to almost all young people attaining a positive destination.
- Senior leaders recognise the need to work closely with middle leaders and teachers to develop a strategy to raise attainment. This should focus on improving the quality of passes at Level 5 and Level 6, increasing presentation levels in some subject areas, and raising attainment for the lowest attaining 20% of young people.

Overall quality of learners' achievement

- Young people in the BGE value having their achievements celebrated through awards and prizegiving events. A few departments celebrate the successes of young people well by displaying their work and achievements. Young people and their parents appreciate when teachers send out praise cards. A few young people in the BGE are developing their leadership skills through youth awards.
- Young people in S2 develop important skills through participation in elective options, both in school and at college. Some of these examples include Trade Construction, Fashion & Jewellery Design and Forensics and Duais Iain Muir (John Muir Award). Young people speak positively about these electives and understand that they help them to explore their interests and acquire skills such as teamwork, communication and enterprising skills. Staff should consider opportunities for young people to gain accreditation where possible through these course programmes. These electives have the potential to support young people to recognise and develop their skills more effectively.
- Young people benefit from a range of clubs, mainly relating to sports and expressive arts. These have a positive impact on young people's wellbeing. Young people demonstrate that they are responsible citizens through supporting the local community in fundraising, charity work, designing artwork for the local care home and contributing behind the scenes to the Hebridean Celtic Music Festival. A few young people are participating in the Duke of Edinburgh award scheme. They are developing key skills in leadership, teamwork and problem-solving. Positively, many young people are progressing through the award.
- Staff should continue with their plans for young people to volunteer and develop leadership skills, particularly in the BGE. Senior leaders need to ensure they track the achievements and participation of young people in and out of the school. This will ensure all young people are included and active within their school community. This will also develop young people's and staff's understanding of skills progression.

Equity for all learners

- Senior leaders are using Pupil Equity Fund (PEF) to support young people and families. However, senior leaders need to consider the strategic leadership of PEF to ensure

interventions are evaluated fully and their impact measured. Staff are not yet able to evidence the impact of PEF on the accelerated progress of young people living in poverty. An Equity Support Worker is supporting families and young people to address barriers to learning and to improve attendance.

- A recently introduced breakfast club is ensuring a few targeted young people are ready to learn. Staff show a good understanding of their responsibility in removing costs associated with school. Senior leaders ensure all young people can access activities beyond the school day, with any cost barrier removed.
- Partnership working with colleges and businesses is contributing to almost all young people moving to a positive destination. The school have maintained these high standards over the last five years from 2017/18 to 2021/22.

Other relevant evidence

- Senior leaders should continue to develop young people's opportunities to contribute their ideas to support their school to improve. Senior leaders and staff should offer young people a greater role in leading change. Staff should increase opportunities for children to adopt leadership roles, particularly relating to aspects of wellbeing, inclusion and equality.
- A significant strength of the school is the DYW strategy which is ensuring that young people add value to the range of achievements that they acquire as they progress through each stage. Partnerships with colleges and businesses support young people well. Teachers are fostering partnerships for learning through linking with businesses and workplaces on the island, such as Harris Distillery and Ishga.
- 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 young people. In addition, the HNI examined documentation relating to the effectiveness of whole school approaches to improving the health and wellbeing of young people through food in school. Areas for development have been agreed with the local authority school meals provider that need to be addressed as a matter of urgency and discussed with the school.

Context

The provision for Gàidhlig comprises Gàidhlig Medium and Learner Education. Two principal teachers have specific remits for Gàidhlig. One leads on the language aspects, with the other providing a proportion of the curriculum through Gaelic. A deputy headteacher has Gaelic on his remit. Gaelic (Learners) and Gàidhlig are available up to SCQF level seven. There are 13 subjects available through Gàidhlig for different lengths of time across the BGE. Two subjects (eachdraidh – history and nuadh eòlas – modern studies) are available to SCQF level five, in addition to Gàidhlig. An annual departmental audit encourages all teachers to teach in Gaelic Medium Education. Teachers make resources available online to support young people with absences.

QI 2.3 Learning, teaching and assessment

- Almost all young people are motivated and enthusiastic in their learning through the medium of Gàidhlig. They are clear of the purpose of most aspects of immersion and in learning Gàidhlig. Most young people are eager to initiate conversations in very fluent Gàidhlig. All young people should be encouraged to speak Gàidhlig independently with their peers in class, both for learning and to socialise. They should be clearer of their responsibility to create immersion experiences for their peers.
- Young people's learning is influenced positively by the school values of community, heritage and environment. Gàidhlig language could be more overt within the school's vision, values and aims. This would assist in ensuring that Gàidhlig is always considered in planning all young people's learning. Young people are raising their awareness of the United Nations Convention of the Rights of the Child. They should build their knowledge of rights relating to their indigenous language. Young people have gained the first stage of a three-level national recognition for their work on children's rights. They need to be clearer on how Gàidhlig contributes to this.
- Young people's learning takes place in a range of environments and with partners. Young people learn in the local area and community to build their knowledge and skills in history, music, culture, technology, employment and networking with speakers of Gaelic. Their work with Comunn na Gàidhlig leads to a few young people working towards a John Muir Award as an elective. This helps children to build their identity with their island and their language. There is potential for staff to increase children's learning in the outdoors on an ongoing basis, as well as through events and activities. Young people are keen for their immersion learning through excursions to resume following the pandemic.
- Young people at the senior phase are increasing their learning and leadership skills in supporting their peers. Teachers should continue to share practice in how young people are influencing how and what they learn. Young people would benefit from more choice in texts and tasks that they access when studying Gàidhlig as a language.
- Young people maximise learning through the medium of Gàidhlig in an increasing number of subjects. This is impacting positively on young people's specialist vocabulary and fluency. Teachers should develop a strategy for the use of digital technology to extend learning through Gaelic as an integral part of Gàidhlig Medium Education.
- Almost all teachers share with young people the purpose of learning and how to be successful. Teachers should increase young people's involvement in setting success criteria, both collectively and individually. Teachers use high-quality Gàidhlig and interaction to create strong

immersion experiences. In a few curricular areas young people's learning is challenging and enables higher-order thinking skills of all young people. In a few cases, planning in Gàidhlig should focus more clearly on pedagogy. In particular, increasing young people's dialogue and interaction in pair and small group activities to enable well-paced and challenging learning. In Gaelic (Learners), planning entails a range of learning and teaching approaches to engage young people in learning Gaelic as an additional language. Teachers should continue to prioritise increasing the numbers of young people learning Gaelic and receiving awards and qualifications.

- The majority of young people benefit from individualised verbal feedback from teachers. Where practice is effective, young people give peer feedback and suggest ways for their peers to improve their learning. Teachers should build further on consistency in written feedback across the school.
- Senior leaders have recently established discussions for tracking and monitoring young people's learning and progress over time. They need to examine more strategically the totality of young people's learning through Gàidhlig across all subjects and contexts in which young people learn. The recently introduced monitoring and tracking tool could generate helpful data on Gàidhlig to inform interventions and development of the curriculum. In the last year, senior leaders have deployed support for learning assistants effectively to support young people who are learning Gàidhlig and learning through the medium of Gàidhlig.
- Teachers collect data from a range of summative assessments. In Gàidhlig Medium, teachers are developing richer assessment tasks. All teachers are involved in peer moderation and verification. They network with other teachers in the local authority to make professional judgments on standards. Teachers should use the National Benchmarks to moderate assessment of young people's skills in listening and talking in the BGE.

QI 3.2 Attainment in literacy and numeracy

- Overall, young people attain very well in literacy through Gàidhlig in the BGE. Over the past two years, almost all have achieved the third level of CfE, with a majority achieving the fourth level of CfE.
- In 2023, across both Gàidhlig and English medium most young people achieved the third level of CfE in numeracy. The majority achieved the fourth level of CfE by the end of S3.
- In the last year, middle leaders have used tutor and personal social education time to ensure that almost all young people who are not studying Gàidhlig as a language receive a literacy award at SCQF level four. This enables almost all young people to leave school with a minimum of an award in literacy through the medium of Gàidhlig. Given young people's attainment by the end of the BGE, expectations should be raised so that more young people are presented at SCQF level five.
- Between 2019 and 2023, young people's attainment in National five and Higher Gàidhlig is in line with other schools nationally. Senior leaders should continue to ensure that the maximum number of young people continue with Gàidhlig throughout the BGE to SCQF levels five and six or above. Equal respect is one of the principles that the school has established in their policy for Gàidhlig. Senior leaders should ensure Gàidhlig has equal respect to English in curriculum options for those young people in Gàidhlig Medium Education.

- Between 2019 and 2023, young people's attainment in nuadh-eòlas – modern studies and eachdraidh – history at National five is in line with other schools nationally. Senior leaders should plan progression into SCQF level six qualifications.
- Presentations for Gaelic (Learners) at National five in 2022 and 2023 have declined. Young people's attainment is strong. More young people should be presented for Gaelic (Learners) at National five and Higher. Young people should continue with Gaelic (Learners) throughout the BGE, with equal respect given to English within the curriculum and qualifications framework. Young people's attainment data in Gaelic (Learners) should be gathered and analysed at a strategic level. This should then be used to strengthen the curriculum offer and young people's outcomes.
- At a strategic level, senior leaders should have an overview of attainment through the medium of Gaelic in all subjects and contexts delivered in the curriculum. This data should be used to promote the successes of Gaelic Medium Education and bilingualism to all stakeholders. Young people should be presented for more qualifications and awards through the medium of Gàidhlig.

Overall quality of learners' achievement

- Young people are benefiting from participation in clubs, activities, and curriculum electives. Young people can talk about some of the skills and capacities they are developing, such as increased confidence and improved fluency. A few young people in S6 are developing their leadership skills very well through a range of volunteering at clubs, being buddies and through the newly established Comataidh Gàidhlig. Young people develop intergenerational learning and networking skills from their involvement in rich community projects. A helpful next step would be to develop a more strategic approach to leadership and achievement progression pathways, including further use of recognised or accredited awards for such opportunities at the Mòd, An Deasbad Nàiseanta and FilmG. Leadership opportunities across the broad general education could also be developed further.

Equity for all learners

- Young people benefit from recent developments in the library to increase equity in resources. For young people in Gàidhlig Medium Education, increasing breadth and depth in the curriculum is key to securing more equity.

Other relevant evidence

- Staff are making good progress with implementing the Statutory Guidance on Gàidhlig Education. They have collaborated well to develop learning across the four contexts of the curriculum. More teachers are required to support subject delivery in Gàidhlig Medium Education. Senior leaders should, in partnership with the local authority, provide more professional learning on immersion education and in learning Gàidhlig.
- Parents should have greater participation in shaping the development of Gàidhlig Learner and Medium Education.
- The school handbook and website should have clear details of the curriculum offer for Gàidhlig.

Context

The enhanced provision supports approximately 14 young people from S1-S6 with a wide range of additional support needs. All young people access some of their learning in two designated bases within the school. The majority of young people also access subjects in mainstream classes. The provision has undergone a significant number of changes in the past few months. These include changes in staffing and models of support for young people.

QI 2.3 Learning, teaching and assessment

- All young people benefit from positive interactions with teaching and support staff. All staff have a caring and nurturing approach. They know young people well and support them to feel safe.
- Young people's engagement in learning is variable across the enhanced provision. A few young people engage well in activities and achieve success. Others sustain their engagement for short periods of time. Young people attending mainstream classes also display variable levels of engagement. A few young people attend classes successfully for whole periods, while others attend for a short time or not at all. A few young people require communication systems to be in place to allow them to engage better in their learning. Teachers and support staff work well with young people to help them engage in lessons and activities. Senior leaders, in collaboration with staff, should carefully review the range of factors that are currently preventing engagement. These include the appropriateness of activities and decisions about when young people should attend mainstream classes.
- A number of issues such as staff absence in the enhanced provision and changes in the models of support across the school are impacting on the quality of learning and teaching. As a result, almost all lessons are not well planned and do not take appropriate account of the strengths and needs of young people. In most lessons, the expected learning or outcomes for young people are unclear. Almost all lessons lack challenge and there is too much time when no purposeful learning takes place. Senior leaders and staff need to improve the quality of teaching to ensure all lessons meet the individual needs and strengths of young people.
- For a few young people, support staff plan and deliver learning activities to young people. There are no systems in place for support staff to give feedback on how well young people have succeeded in their learning. As a result, young people do not always make progression in learning. A few young people participate in the same daily tasks for extended periods. Senior leaders and staff should review timetables for all young people to ensure they receive their entitlement to high quality learning and teaching.
- Senior leaders should review the deployment of teaching and support staff to ensure young people receive appropriate help in their learning. There is a need to improve the professional learning and training opportunities for all staff, including support, to ensure their skills match the needs of young people. Support staff identify that there is a need for them to develop skills and knowledge through further training. This will allow them to support young people to engage better in their learning.
- Assessment information about the needs of young people and the progress they are making is inconsistent. Individual education plans from previous years contain information as to the achievement of targets. However, it is unclear what assessment strategies are implemented and how information is used to plan future learning. There are no formal systems in place to assess or record how well young people are achieving in daily or weekly activities. This is

especially true for young people in the BGE. Staff are unclear as to who is responsible for assessing young people. Senior leaders and staff need to implement assessment approaches that identify the progress and needs of all young people.

- Planning approaches vary from pupil to pupil. Staff who work with pupils are unclear who is responsible for planning in areas such as literacy and numeracy. The majority of young people do not have a current IEP. The enhanced provision does not currently have a system for monitoring or tracking the progress and attainment of young people. Some staff have information about achievements in national qualifications for young people they work with. Senior Leaders and staff should implement consistent planning, tracking and monitoring approaches to ensure learning for all young people is planned and monitored in a cohesive way. Staff should use information to raise attainment and improve outcomes for young people.

QI 3.2 Raising attainment and achievement

- The enhanced provision does not have robust data about the progress, attainment and achievement of young people in literacy and numeracy at the BGE. Young people in the BGE are not making sufficient progress or attaining as well as they could be. Young people in the senior phase are attaining an appropriate level of National Qualifications at levels N1-N3. Young people in the senior phase need to attain more qualifications. All young people who left the school in 2022/23 moved to a positive destination such as the local college, supported work placements or day centres.

Literacy, English and communication.

- Almost all young people listen well to instructions. They respond appropriately and have a good understanding of what is being asked of them. Young people are engaging well with texts and stories. A few young people can identify different genres of writing. A few can read familiar words and sentences and can order words correctly to make sentences. Some young people write well for a specific purpose using technology. There is scope to build on the progress that young people are making in their reading and writing. With a more structured and individualised approach to literacy, young people could make much better progress. There is a need to ensure that all young people have an appropriate system in place to allow them to communicate. Staff should work in collaboration with partners to identify appropriate communication approaches for each pupil. Across the enhanced provision, young people would benefit from better use of digital technology.

Numeracy and mathematics

- A few young people can identify and order numbers to 20. A few use mathematical symbols appropriately for addition and subtraction. A few young people identify and use coins to make certain amounts. A few can recognise and describe accurately two-dimensional shapes. A significant number of young people could attain better in numeracy and mathematics. The lack of progressive planning, assessments, and robust tracking results in very limited accurate information about progress and what young people can do. This is hindering young people's progress in numeracy and mathematics.
- A few young people have achieved a Duke of Edinburgh Award. Young people in the enhanced provision need opportunities to achieve and develop skills, including life skills, through a wider range of contexts in school and across the community. Staff should support young people to be better involved in the life and work of the school.

Practice worth sharing more widely

The school has successfully designated a promoted post to taking forward Gàidhlig Medium Education across all aspects of the curriculum. Staff make good use of the Advice on Gaelic Education (2022) to evaluate their provision and set a strategic direction for the curriculum. Most teachers are flexible and teach in more than one subject, as well as take forward activities. This is gradually increasing the proportion of the curriculum available through Gàidhlig. There are 13 subjects available at some point in S1 to S3. For this, staff work together to support developing the curriculum. There are some opportunities for young people to deliver their knowledge, skills and understanding through projects. Young people also develop their skills through working with partners such as BBC Alba, Comann na Gàidhlig (CNAG), as well as local businesses. They develop their identity and sense of belonging to the island and Gaelic through working with the local community. Young people develop empathy for others through raising funds to help others. The young people at the senior stages are establishing themselves as Tosgairean – Ambassadors to create immersion opportunities for their younger peers.

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.