Summarised inspection findings

Sgoil Bhàgh a' Chaisteil / Castlebay Community School

Comhairle nan Eilean Siar

27 August 2019

School name: **Sgoil Bhàgh a' Chaisteil**
Council: **Comhairle nan Eilean Siar**
SEED number: **6203132**
Roll (Sep 2017):   **155**

Attendance is generally below the national average (the school's attendance rate is 89.8% compared to the national average of 91.2%). There have not been any exclusions over the last five years, according to school data.
In February 2018, 10.7% of pupils were registered for free school meals.
In September 2017, no pupils attending the school live in the 20% most deprived datazones in Scotland.
In September 2017 the school reported that 20% of pupils had additional support needs (ASN).

Key contextual information

Sgoil Bhàgh a' Chaisteil is an all-through school serving the island of Barra. It is a Gaelic status school providing Gaelic and English Medium Education (GME and EME). At the time of inspection, there were 130 children and young people on the school roll. In both the nursery and at the primary stages, the majority of children and young people learn through the medium of Gaelic. The projected school roll shows that this is soon to be the case at the secondary stages. Children and young people have access to the wider school campus including the public library, swimming pool and gym hall. The school has undergone a period of staff change in recent years which has slowed the pace of development across the school. The headteacher has been in post for just over a year in her substantive role. There are two depute headteachers, one of whom is in an acting capacity and the other who has also been recently appointed. There are a number of acting principal teachers (PTs), all of whom are relatively new in post.

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

- Staff have a good understanding of the social, economic and cultural context of Sgoil Bhàgh a' Chaisteil. They now need to consider the implications of this understanding for improving their practice in learning and teaching, as a Gaelic status school and their approaches to promoting equality and diversity. The headteacher recognises the need to refresh the school vision, values and aims, which have been in place for a number of years, to take account of important aspects of the school's current context. She has started to initiate change and lead improvements that take account of the current school context. The headteacher is keen to ensure that GME is well embedded within the life and work of the school. In so doing, she should ensure that they are reflective of Sgoil Bhàgh a' Chaisteil's unique context, while meeting national expectations. A useful start has been made in drafting a policy that begins to articulate what it means to be a Gaelic status school. Staff should now explore in depth how the social, economic, language and cultural aspects of the school community should inform their strategic direction for GME and EME. This, along with an up-to-date knowledge of policy and practice, should be the basis of co-creating meaningful and relevant vision, values and aims.

- A good start has been made in engaging all staff in agreeing priorities for school improvement. Staff across the school have commented positively on the clear focus for the school's work and the increased opportunities for them to become involved through discussion. Senior leaders should continue to gather the views of stakeholders, including children and young people. This will support a shared understanding and agreement on the direction of the school in moving forward. Through this wider engagement in planning for improvement, the school can continue to build on the developing culture of collaboration. There is scope to improve the use of shared analysis of trends and evidence from self-evaluation in informing planning for improvement. There is also a recognition that planned outcomes or 'SMART primary drivers' could be more focused on aspects that result in measurable improvements in the quality of learning provision and continue to increase learner's successes and achievements.

- The school's improvement plan (SIP), 2018-2019 identifies priorities which are important for children in Gaelic Education. The plan for 2017-2018 had the development of Gaelic Education as a priority. Some of the impact of this was to increase the proportion of the curriculum available to S1. The next stage is to build progression in these subjects throughout the broad general education (BGE) into the senior phase. Given the Gaelic status of the school, there should be continuous strategic planning for both Gaelic Medium and Learner Education in the SIP, based on bespoke self-evaluation.

- Staff in both GME and EME are able to talk about effective change and improvement. One of their commendable successes is the increase in uptake for GME at primary stages, which will soon be reflected in the roll at the secondary stages. Staff appreciate that this requires them to deliver more of the secondary curriculum through the medium of Gaelic.

■ The absence of a substantive headteacher and depute headteacher in the primary for a period of time has had an impact on the pace of improvement and the rate of progress within the school. However, the newly established leadership team are beginning to provide clear strategic direction. Systems are now being established to allow the school to move forward with a more ambitious programme of school improvement.

■ The headteacher has been in post for just over a year and is now providing effective leadership in driving improvement across the school. Her open approach is resulting in trusting relationships and a climate where staff feel supported to initiate change. She is supported by two depute headteachers, both of whom are relatively new in post. Together, the team are effective communicators both within the school and the wider community. They are building supportive relationships with staff. Collectively, the leadership team have introduced a series of changes such as a programme of quality assurance including learning observations, jotter sampling and professional dialogue with staff. They have introduced approaches to monitoring and tracking progress and involved children and young people in evaluating their own wellbeing. The recent improvement work is at an early stage and the impact of improvement is not yet measurable. The leadership team now require to support staff in taking forward the necessary changes and challenge where further improvements are required. Senior leaders would benefit from using information from planned observations to identify aspects of improvement. This should support a greater focus on a shared understanding of standards and pedagogy, as well as identifying areas of good practice, which could be shared across the school. It is important that the school's improvement agenda reflects the all-through nature of the school and that evidence from self-evaluation activities is more systematic and measurable. In addition, it would be helpful for departments to develop improvement plans based on their self-evaluation evidence, including analysis of attainment.

■ The headteacher has played a key role in leading Developing the Young Workforce (DYW) priorities across the school and the work with key partners. There are clearly identified DYW remits and responsibilities at senior and middle leadership levels. This is supported by the work of the school's DYW Working Group. The SIP has identified improvement actions in relation to DYW priorities. However, plans for the implementation of the Career Education Standard (CES) and development of pupils' Career Management Skills (CMS) have yet to be fully developed. Arrangements do not yet support effective monitoring and tracking to assess implementation and impact of the CES.

■ Two PTs have been leading continuous improvement for Gaelic Education. PTs, along with staff, have a strong sense of responsibility for the survival and promotion of the language. They have made good use of the Advice on Gaelic Education to ascertain the expectations it requires for a Gaelic status school. All staff have been consulted on this, which has increased their understanding of their role for Gaelic. Children and young people were able to detail the impact of this. This included how staff have raised the profile of Gaelic in their classrooms, as well as at whole-school events such as assemblies.

■ In the improved culture of collegiality, leadership at all levels is a developing feature of school improvement. Staff at all levels are keen to take on responsibilities to help improve the school and PTs are leading working groups aligned to the SIP. All staff, both primary and secondary, are driving forward whole SIP priorities through working groups. Inspectors have asked staff to review the work of these groups to ensure that they are clear about the expected impact on children and young people's outcomes. Given the willingness and enthusiasm of staff, we have asked senior leaders to build on the leadership capacity of all staff by providing them with more opportunities. At the moment, leadership is largely confined to those in promoted posts. Providing a more coherent programme of professional learning for teachers would be a welcome step in building leadership capacity.

■ A number of staff have undertaken career-long professional learning (CLPL) to develop their fluency in the Gaelic language. There is an expectation in the school that those who can will speak Gaelic to children studying Gaelic. Progression should be provided in CLPL to assist with acquiring further fluency.

■ The headteacher has introduced a greater emphasis on seeking the views of children and young people. Recent evaluations of health and wellbeing across the school, a pupil homework survey and work from the pupil council highlight detail of how learner voice could help to shape school improvements. Staff should continue to involve children and young people in developing their roles as leaders of their learning and change agents for wider school improvement. Opportunities to develop children and young people's leadership through and for Gaelic should also be considered.

■ There are limited planned opportunities for collaborative discussion between staff across the school and the quality of learning and teaching is variable. Teachers would benefit from increased opportunities to work together to consider the implications of current policy and How Good is Our School? (fourth edition). This includes sharing good practice across the school, and greater collegiate working across stages. Staff at secondary stages benefit from subject network groups given that almost all subjects have a sole teacher.

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

■ Almost all children and young people in GME and EME are attentive and, when given the opportunity, work well as individuals, in pairs and in small groups. In a few lessons, children and young people are challenged appropriately with well-paced differentiated activities. In the senior classes they take responsibility for their own learning. Their independence is enhanced through, for example, the opportunity for self-study, virtual learning and participation in digital classes delivered across the Western Isles. However, too often, the adult directed teaching approaches lead to passive learning and a lack of engagement with universal tasks and activities that are not challenging enough.

■ In all primary classes for GME, learners use their Gaelic language with confidence and enjoyment, displaying a high level of grammatical accuracy and a wide vocabulary. This reflects the very high quality of the Gaelic that is being modelled. Across GME stages, the use of the wider Gaelic community to support and enhance Gaelic language experiences is a strength. Examples of this include culinary lessons and the link with St Brendan's Care Home. A group of children at the older stages of primary are involved in the 'CAB' project, a cross-authority project that aims to develop learners' fluency in Gaelic. This links schools through technology, using the Comhairle's digital platform, e-Sgoil. At the secondary stages, young people in GME have a laptop which has Gaelic-related programmes to support their acquisition of fluency and learning. Teachers should encourage young people to make more use of this technology, including when learning through the medium of English.

■ In most lessons in EME and GME, teachers share the purpose of the lesson and children and young people are clear about what is expected of them. Teachers routinely check for understanding and provide one-to-one support to ensure that young people have successfully undertaken activities and tasks. A few teachers use questioning well to encourage young people to think more deeply and to expand their answers or justify their thinking. This practice could be shared across the school so that children and young people are provided with more opportunities to extend their knowledge and deepen their learning by engaging in higher-order thinking. In GME, this should be carefully introduced so that Gaelic language input remains high.

■ Children at the primary stages in GME and EME value regular assemblies and the sense of community and good communication resulting from these. The pupil council provides opportunities for young people to contribute their views on aspects of school life. The pupil council has had an impact on recent changes such as the re-organisation of lunchtimes. There is a need to continue to develop learner participation to ensure the views of more children and young people are represented, including that bespoke to GME.

- In the BGE, teachers of GME and EME use a variety of approaches to assess learners progress. As planned, senior leaders and staff should continue to develop a more coherent whole-school approach to assessment. Staff are aware of the need to continue to develop holistic assessment judgements based on a range of evidence. Most teachers are becoming more aware of the National Benchmarks, with a few more confident in using them in their planning. More widespread use will help staff make more focussed assessment judgements about children and young people's progress. The school has correctly identified the need to develop further its approaches to moderation across the BGE. In this way, teachers will arrive at a shared understanding of standards and expectations. As part of planning learning, staff should build in opportunities to discuss and share their approaches to assessing progress. Discussions need to include whether the use of assessment is improving the learning and progress of children and young people. Such sharing and reflection will develop staff's common understanding of the outcomes and criteria for arriving at sound evaluations of progress.

- In the GME and EME primary stages, teachers are beginning to develop more confidence in interpreting and responding to attainment data. Regular tracking meetings between teachers and senior leaders have an increasing focus on children's progress and attainment. As agreed with senior leaders, there is a need to ensure that there is a consistent approach to planning learning, teaching and assessment. This will support better progression and continuity in learning and teaching as children progress through the school.

- Assessment in the senior phase is aligned with the requirements of National Qualifications. The assessment of young people's learning also includes recognition of their achievements through, for example, Duke of Edinburgh Awards. Many teachers are involved in the work of the SQA as markers and verifiers. They are building their confidence in assessment decisions and work well with colleagues across the Western Isles to share practice and confirm judgements.

- Senior leaders have developed a whole school monitoring and tracking spreadsheet that is used to generate more purposeful and effective dialogue about the progress of learners so that they can work with and support teachers to improve learning further. Given the size of the school, the headteacher and depute headteachers know the progress and attainment made by individual children and young people. The current monitoring and tracking system could be streamlined at secondary stages. There is scope for staff to use this information more extensively to support and challenge young people in learning conversations so that they are fully aware of their strengths and next steps in learning. This should assist children and young people in GME by giving them clear steps on how to improve their fluency in Gaelic.

2.2 Curriculum: Learning pathways

■ Senior leaders have rightly identified the need to refresh the curriculum rationale and overview. They should continue with this work to ensure all children receive their full entitlement within the BGE. Across the school, the rationale for GME should be developed further, particularly in respect of how fluency is developed in a language such as Gaelic. This, in particular, relates to all stakeholders having a deep understanding of total immersion approaches, the benefits of bilingualism and the use of technology for learning. A rationale also needs to be developed for children and young people in GLE having immersion experiences and learning in a range of contexts. All of this needs to be taken forward without diluting immersion experiences for those in GME.

Primary stages

■ Current curriculum programmes through the medium of English and Gaelic indicate some recognition of the central importance of literacy, numeracy and health and wellbeing, as foundations for children's learning pathways. Learning pathways are based on the experiences and outcomes of Curriculum for Excellence. Staff are using externally produced programmes of study as the basis for developing programmes and courses. The local authority and senior leaders are keen to ensure that staff themselves begin to develop their own progressive programmes and courses that better reflect their unique context and meet the needs of their children and young people. There is a recognition that the absence of leadership and the appointment of new teachers have slowed down progress in this area.

■ The school should work to develop further its approaches to interdisciplinary learning for GME and EME. Staff should develop a collegiate understanding of how to help children make natural, relevant and meaningful links across learning. This will promote the application of skills across various disciplines. Children need more opportunities to learn within discrete subject areas before they are confident to apply skills and knowledge within an interdisciplinary or unfamiliar context. The opportunity for children to influence planning in this area should be developed further to include continuous revision of all curricular areas with children.

■ Staff are beginning to explore ways in which outdoor learning can enhance planned and progressive learning experiences across the curriculum and for targeted groups of children. We have asked the school to develop an outdoor learning programme, which enables all children to learn through investigation, enquiry and problem solving. The school's development of science, technology, engineering and mathematics (STEM) activities across the school has the potential to be enhanced by these actions.

■ The school is meeting the national recommendation of two hours physical education each week for children at all stages.

■ Across the school, a range of activities has been developed to help pupils consider, and reflect on, the world of work (from nursery through to secondary). This is helping pupils make more informed choices about their future at various points through the course of their school learning journey, particularly in the transition from BGE to Senior Phase. These include careers events, opportunities within the Skills Development Scotland (SDS) universal and targeted offer and in personal and social education (PSE) sessions. For example, activities linked to apprenticeship week. Increasing use of the My World of Work web-resource is being made by staff and pupils in both secondary and primary contexts. For example, primary pupils have been making effective use of 'Animal Me' resources/activities to develop reflection on their self and strengths and how this links to occupational areas that interest them. However, pupils in GME would welcome the opportunity to access resources which

would allow them to undertake these activities fully in Gaelic. The impact of DYW is still to be realised through uptake for Gàidhlig in the senior phase.

■ Children in P7 are involved in an extended transition experience. For this, they spend a day a week at the secondary stages. While this helps children in GME with pastoral transitions, it does dilute their immersion experience as only a small proportion of the secondary curriculum is delivered through Gaelic. This should be monitored for impact on attainment through Gaelic by the end of P7.

Secondary stages

■ In the secondary stages, teachers plan for progression in the BGE using Curriculum for Excellence second and third level experiences and outcomes. Senior leaders have already started the process of reviewing arrangements to ensure that all young people receive their full entitlement to learn across all the experiences and outcomes up to the third and fourth levels. It is important that aspirations for all young people are high and take account of young people's learning needs and prior achievements.

■ Currently, young people study 16 subjects in S1 and S2 including studying French and German. In addition to the 16, they will chose Gaelic (Learners) or Gàidhlig. At the end of S2, they choose up to nine subjects in S3. Choices for the senior phase should not be limited by the design of the BGE for young people as they enter the senior phase in S4. Senior leaders are aware that their approaches to assessment and to tracking and monitoring young people's progress throughout the BGE are essential to informing these decisions.

■ The S4-S6 curriculum is planned as a senior phase, with young people having the opportunity to study for six courses leading to qualifications in S4. In S5 and S6 young people take a broad range of courses leading to qualifications. The school is committed to providing flexible bespoke senior phase pathways for young people based on their individual needs.

■ In S1 and S2 the increase in subjects available through Gaelic is welcomed. For this, S1 and S2 GME sometimes learn together. Subjects taught through the medium of Gaelic include history, PSE, Gàidhlig and religious moral education (RME). Beyond this, Gàidhlig is still the only subject available. Staff recognise that they have still to use Curriculum for Excellence to ensure that a sufficient proportion of learning, teaching and assessment is available through Gaelic. There are also too few, if any, young people continuing with Gàidhlig beyond the BGE. It is now very important, with the support of the local authority, that the school improves the uptake for Gaelic (Learners) and Gàidhlig in the senior phase. They should also consider how staffing, could support more subjects to be available through the BGE into the senior phase. Staff should continue to build pathways in which young people's learning in GME has recognition through NQs, awards, employment-based learning, college-based learning and third-sector training within the senior phase. The opportunities afforded by partners and e-Sgoil should be considered further. This is especially so given the school's Gaelic status and that more children are learning through Gaelic at the primary stages than through English. Soon at the secondary stages, more children will have been in GME at primary than EME.

■ Staff should strive to ensure that young people who do not continue with Gàidhlig, or a GME subject(s), maintain their fluency through involvement in whole-school events such as assembly, GME PSE, and other opportunities for wider achievement. We have asked staff to track, monitor and profile young people's achievements and attainment in Gàidhlig and Gaelic (Learners) as they progress through the school. This information will support young people's awareness of how they maintain their fluency both through in-and beyond-school opportunities. Young people should have more opportunities through the medium of Gaelic to

gain accreditation through the Duke of Edinburgh Award and Sports Leadership while enhancing their Gaelic language skills. This should be considered as a collaboration between teaching staff and partner agencies.

■ The school has worked effectively with key partners at both strategic and operational levels to extend the range of learning pathways available to senior phase pupils in EME, including career related qualifications. Partners include Lews Castle UHI, e-Sgoil, local employers and third sector organisations. The school has also introduced a range of work-related learning opportunities into the senior phase curriculum offer which are delivered by school staff such as Skills for Work courses in-house. A range of Foundation Apprenticeship opportunities were offered by the school for 2018-19 however there was no uptake. The school with support from the local authority should offer Foundation Apprenticeships through the medium of Gaelic.

■ Young people in the senior phase value the support from school staff in progressing to their preferred post-school destination. For example, bespoke adjustments are made to subject timetabling and work experience offered to young people when required.

■ Young people are actively supported and encouraged to participate in both short work experience 'taster' days and more extended work experience placements (full week in S4 and S6) plus bespoke arrangements where appropriate for young people with ASN. Almost all senior phase pupils had used these opportunities and found the experience beneficial both in terms of aiding decision making regarding career choice and in building employability skills. The S6 work experience for young people is undertaken off-island and pupils valued the additional experience of doing this away from home and living independently for the week. In addition, this arrangement also allows access to a greater range of work experience opportunities.

■ Good use is made of School Partnership Agreement (SPA) discussions with SDS staff to identify appropriate activities to deliver universal and targeted services. These are delivered according to pupils' needs and provide capacity building activities to support school staff in relation to CMS and CES developments. The SDS careers adviser makes effective contributions to events in the BGE. For example, in S3 to aid pupils make more informed decisions with regard to subject choices for transition to S4. However, this is still to impact on uptake in GME. The SPA and the services to support pupils takes full recognition of the school's context, with the approach to the delivery of one-to-one sessions and group work being adjusted appropriately. Activities negotiated through the SPA with SDS are contributing to SIP priorities. For example, the development of pupils' employability skills, and raising staff understanding of CMS, the CES and the resources available within My World of Work for both staff and pupils.

2.7 Partnerships: Impact on learners – parental engagement

See school choice QI.

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.

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

- The school is in the early stages of developing a shared understanding of wellbeing amongst all children and young people and staff. Early work has been undertaken with children and young people across the school who have self-reflected on the wellbeing indicators. There are helpful illustrations of rankings from one to ten that young people use to evaluate their wellbeing. These have been used to inform the discussions young people have with their guidance teacher. In time, as this develops, senior leaders have the potential to be better placed to demonstrate improved outcomes for children and young people more easily.

- Across the school, children and young people benefit from positive relationships with staff and their peers. It would be helpful for the school to review their new promoting positive behaviour policy to ensure it reflects the latest Scottish Government guidance. There is a positive climate in Sgoil Bhàigh a' Chaisteil reflected in very few behavioural referrals and no exclusions.

- Senior leaders have rightly identified the need to develop aspects of their health and wellbeing programme to ensure that it takes full account of the local context and better meet the needs of children and young people. Personal and Social Education (PSE) is not sufficiently broad or developed throughout the senior phase. Young people would welcome opportunities for continuing dialogue about sensitive aspects of equalities and sexual health education, and aspects such as economic budgeting that will prepare them for life beyond school.

- The wellbeing of children and young people in GME and EME is enhanced through the individual support they receive from members of staff. Most have someone who they can talk to if they are worried or have any concerns about anything. A review of pupil support structures and the role of the key adult would be beneficial to ensure continuity of support for a young person throughout all stages of school. The recently introduced mentoring programme in the senior phase is providing young people with regular conversations with their mentor. The school has been responsive to the local needs of the community and placed an emphasis on mental health and wellbeing. The 'Blues' project is one example cited by young people as having a positive impact on their confidence and mental health.

- Across the school, children and young people have a good understanding of being 'active' and can identify and access opportunities for sport and outdoor learning within their local community. As they move through the school, their understanding of what makes them healthy is developing well. Subjects such as biology and culinary studies are supporting young people's understanding of healthy food choices. Children and young people feel proud of their school and community. The work of the school in raising awareness of environmental issues, encouraging and supporting children and young people to make a difference and get involved is extensive. For example, a recent film, Made by the Sea, was produced to highlight marine pollution and the impact on the seas, shores, fish and birds.

- In recent years, there has been a gradual deterioration in pupil attendance in school. The rate of both authorised and unauthorised absence has been increasing. The proportion of absence due to family holidays not agreed by the school during term time is the most significant factor in the rise in unauthorised absence. Both parents and young people would benefit from understanding the impact that poor attendance can have on young people's outcomes. School interventions to address attendance issues require to be monitored and evaluated in a more robust and rigorous manner.

- A staged intervention model is in place for children and young people in GME and EME requiring additional support in their learning. There are effective support plans in place with meaningful targets that are monitored and evaluated at primary stages. The school should build on this positive work by extending this to secondary stages, including termly consultations. Senior leaders recognise that there is significant scope for teachers to better meet the learning needs of children and young people requiring additional support. 'Team around the child' meetings with representation from external agencies provide coherent and integrated support to identified children and young people.

- The school is meeting the duties of the Schools (Health Promotion and Nutrition) (Scotland) Act 2007 to ensure access to drinking water, promote the school meal service and to protect the identity of those entitled to a free school meal. The information provided by the catering service demonstrates that further work is required to fully meet all legislative requirements.

- Staff are taking forward actions to take account of the latest statutory requirements for Gaelic Education. We have asked staff to continue to identify ways in which they can meet statutory requirements for Gaelic. For this, an important priority is to empower the staff and the local authority to address the low uptake for Gàidhlig in the senior phase, and substantially increase the proportion of a progressive curriculum available through Gaelic throughout the secondary stages.

- Senior leaders are aware of the need to promote learning about equality and inclusion across the school. They recognise that further professional learning is required to secure a deeper understanding of the legislative framework in relation to this. An early start has been made to exploring LGBT issues in the senior phase. It will be important for teachers to review and develop further the curriculum to ensure experiences and practice reflect the world in which young people will live and work.

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

Primary stages
Attainment in literacy and numeracy in GME and EME

■ It is important to note that every cohort in this school is fewer than ten children; therefore, the statements about progress which have been made ensure the anonymity of individuals.

■ Overall, children's attainment in literacy and Gàidhlig, English language and literacy and in mathematics and numeracy is good. In order to raise attainment in literacy and numeracy teachers should continue to engage in a structured programme of moderation activities. Further use of recently introduced pathways in literacy and numeracy will bring better progression and consistency to expectations across the school.

Attainment in literacy and English

■ Across the school, children's attainment in literacy and English language is good. Most children are making good progress in reading, writing, listening and talking.

Reading

■ At the early stages, children can read aloud familiar texts with attention to simple punctuation. They can identify the cover, title, author and illustrator of a book and know the difference between fiction and non-fiction. They can hear and say blends made by a combination of letters. At the middle stages, most children can read aloud a familiar piece of text, adding expression and can show understanding. They are motivated to read for enjoyment and can explain why they liked particular authors and genres. Across the upper stages, most children can recognise techniques used to influence the reader, such as emotive language. They can read fluently and with understanding and expression. They regularly select texts for enjoyment or to find information for a specific purpose. The school is aware of the need to help children achieve more depth of understanding by developing further their higher-order reading skills.

Writing

■ Across the school children write for a variety of purposes. Children at the early stages write regularly for a variety of purposes in imaginary and real life contexts across their learning. They are developing skills in the use of simple punctuation to structure their writing. As they progress in their learning, almost all children develop skills in using a range of punctuation and structures to organise their writing. In the middle stages, almost all children write independently for a range of purposes. They can link sentences well and use appropriate punctuation. Most children can write imaginatively and creatively by writing stories and poems with recognisable features. In the upper stages, most children can create texts for a range of purposes and audiences, selecting appropriate genre. They are using more ambitious language and are able to write to influence, explore issues and express opinions. Teachers

should continue to engage in a structured programme of moderation activities to ensure progression in writing across all levels.

Listening and talking
- Across the school relationships amongst children and with staff are very positive which leads to effective communications and discussions both formally and informally. At the early stages, children listen well to their teacher, follow instructions, and are able to answer simple questions to communicate their own ideas. At the middle stages, almost all children can contribute ideas and opinions well and are increasingly able to respond to non-verbal cues. Most older children can select and listen to spoken texts to find information for a specific purpose. They listen well to each other, share their ideas and build on each other's contributions. The school should now ensure that there is a robust approach to the progressive development of skills in listening and talking across the school.

Literacy and Gàidhlig, and as appropriate through English
Primary stages
- The school's own data for the last two sessions shows that most children are achieving expected levels in numeracy and maths, and literacy through Gaelic and English at the primary stages. The school's tracking and monitoring should be clearer on whether children and young people are meeting the outcomes of bilingualism.

- Staff at the primary stages are at an early stage of tracking and monitoring attainment across curricular areas. To raise attainment further, teachers now need to make more effective use of data to track the progress of groups and individual children in their learning. Teachers should gain more knowledge and experience of the moderation cycle, and should continue to engage with diagnostic information provided by both formative and standardised assessments.

Listening and talking
- At the early level, children demonstrate a good understanding of Gaelic used through total immersion. They enjoy using Gaelic, particularly in songs. The current increased focus on poetry in preparation for the local Mòd is assisting with developing children's fluency. It would also be useful to have a regular focus on retelling of simple stories. At the first level, children use Gaelic confidently to express their ideas and preferences. A few need support in listening to others and in taking turns. Children at the second level have experience of using Gaelic language in a range of settings. This includes in drama productions, sports, school trips and, for many, at home. They have a clear understanding of the benefits of being a speaker of Gaelic, and can make links between their learning and Gaelic-related career options.

Reading
- Children enjoy reading in both Gaelic and English. Some of the older children at the primary stages are able to talk about their own reading preferences. At the early and first levels, children are reading with fluency and expression. While younger children are working at an appropriate level, children at the first and second levels should be working with a wider, more current and more challenging range of texts, including both fiction and non-fiction, in both languages. They would also benefit from having their say in selecting the texts that they read. Children and young people should be encouraged to make more frequent use of the library to foster their interest in reading more widely at home. When literacy and English is introduced in P4, there is a focus on phonics and spelling. While this gives learners confidence, teachers should build more on the transferable literacy skills from the total immersion in Gaelic.

Writing
- There are some very good examples of children's writing across the school. These encompass a range of genres. These include posters about autism, reports on World of Work week and some pieces of imaginative writing. While learners find feedback from teachers helpful, they

would benefit from a clearer picture of expectations and what success would look like. All classrooms have a range of displays in place to support writing and this, along with a systematic approach to teaching spelling, is supporting learners to write fluently and confidently. A shared correction code would be beneficial.

Attainment in numeracy in EME
- Across the school, children's attainment in numeracy and mathematics is good. Most children are making good progress. However, children across all levels could be challenged further in the application of learning through open-ended tasks. This will help children to revisit prior learning, and apply this in a range of contexts.

Number, money and measure
- Across the school, children show strength in number skills and are developing their understanding of addition, subtraction, multiplication and division appropriate to their stage. At the early stages, children count forwards and backwards within 30, with a few able to identify and recognise numbers to 100. They are developing confidence in solving simple missing number addition problems. At the middle stages, most children use their understanding of place value to perform calculations. They recognise a wide range of numbers and recall multiplication facts. At the upper stages, most children are developing confidence when working with fractions, decimals and percentages. They have good strategies for addition, subtraction, multiplication and division of whole numbers and decimal fractions. Across the school, children would benefit from a continued focus on mental calculation.

Shape, position and movement
- Children working at the early stages can recognise common 2D shapes and 3D objects. Across the middle stages, most children are able to identify and name a wide range of simple 2D shapes and 3D objects. They can describe the properties of these well. They can also recognise and create symmetrical pictures and designs. Most children at the upper stages are able to name a range of angles and use co-ordinates to describe the location of a point on a grid.

Information handling
- At the early stages, children can answer simple questions from charts, diagrams and tables to extract information. By the middle stages, most children can construct and display information in bar graph. At the upper stages, most children can gather information from bar graphs. From the range of inspection activities, there is scope for all children to apply their information handling skills across different contexts for learning to ensure depth, challenge and application.

Problem solving
- Across the school, children would benefit from more regular and varied problem-solving challenges. These challenges should continue to be developed to ensure children require to draw on the full range of problem solving strategies. Opportunities for pupils to work individually and co-operatively to show and talk through their thinking, will enhance their ability to identify the most efficient strategy for different types of tasks.

Numeracy and mathematics in GME
- Overall, attainment in numeracy and mathematics is very good. In most cases, lessons are differentiated appropriately to ensure that all learners are working at the right level. At the early level, children are gaining confidence in working with numbers up to 20. They can count backwards and identify numbers between. Some are beginning to explain strategies. When writing numbers, they are aware of the importance of having them the correct way round. They can identify common shapes and are beginning to note their properties. They have worked with tally charts and bar graphs and are beginning to understand how they can be used to display

information. At first and second level, children are using their times tables and are able to demonstrate a secure understanding of place value. They are interested in working with money and understand how this aspect of numeracy is important in many career pathways. Children at second level discussed how they would apply their knowledge about angles in a practical way within the workplace. A minority of children have opportunities to engage in problem-solving activities. This needs to be planned more carefully to ensure that all children have the necessary numeracy skills to be successful at these.

- Based on the curriculum at the time of inspection, teachers at the primary and secondary stages should plan together for transitions in medium of learning for numeracy and mathematics. This should not result in a dilution of the standards in the use of Gaelic for delivering the curriculum for mathematics at the primary stages. Children can be familiar with terminology for mathematics in Gaelic and English, while still maintaining Gaelic as the language of delivering numeracy and mathematics. Further reference should be made to the best practice identified in 'The Advice on Gaelic Education'.

Attainment over time in GME and EME

- Due to the small numbers of children at each stage within the school, data cannot define trends over time in attainment. However, based on teachers' judgements and data from school-based assessments, there is evidence that most children have made good progress over time in literacy and numeracy in recent years.

- Over the last six months the school has adopted a revised approach to tracking and monitoring. This provides a useful system to monitor children's progress. Senior leaders and class teachers meet regularly to consider most recent attainment information. They review children's progress and identify appropriate support strategies to support further improvement. In moving forward, greater rigour and more formal recording of next steps now need to be added to these meetings. This will help all staff focus further on the actions required to meet learners' needs.

Secondary

- The small school roll means that much care has to be taken when interpreting and analysing data and trends. In order not to identify any of the small number of young people taking qualifications, HM Inspectors have not used the usual qualitative terms.

Broad general education (BGE)

- In 2018, a greater proportion of young people achieve third curriculum level in listening and talking, writing and numeracy than in reading. There is evidence to indicate that some departments are underestimating young people's progress at fourth curriculum level. Staff should continue to work on moderation of achievement of a level in literacy and numeracy to ensure this information on attainment in the BGE is reliable. Care should be taken when comparing data across years, given that it is experimental, but there is evidence of the school under-reporting on curriculum for excellence data at fourth level.

- By the end of the BGE, young people in GME are successful in achieving the third level in literacy and Gàidhlig. Staff should now make more use of the fourth level outcomes. HM Inspectors noted some good examples of young people developing their fluency in talking. Young people are developing skills in making presentations and answering related questions. They develop their skills through debate at an Deasbad Nàiseanta and by producing films for the national competition, Film-G. However, too many young people are using English in their oral Gaelic communication. This is not helped by the lack of access to a secondary curriculum through Gaelic. There are some very good examples of young people's writing. While learners find feedback from teachers helpful, they would benefit from a clearer picture of expectations

and what success would look like. At secondary stages, expectations for handwriting and presentation need to be higher.

Attainment over time in GME and EME
Broad general education (BGE)

■ The headteacher has recently developed a new BGE S1 to S3 monitoring and tracking spreadsheet that has the potential to show progress over time collated at a whole school level. It will be important that the assessment evidence used to provide the data is reliable and valid. Teachers, alongside senior leaders, will have an important role to play in working together to benchmark and agree approaches to describing progress of learners in Castlebay. A consistent approach to using a universally agreed definition of progress within and across curriculum for excellence levels throughout the BGE has the potential to secure improved outcomes for all children and young people, including raising attainment.

Senior phase
Leavers

■ Young people are attaining well in literacy and numeracy by the time of leaving school including those being presented for Gàidhlig and Gaelic (Learners) at National 4 and 5.

As they move through the senior phase
Literacy and numeracy

■ A consistently high proportion of those in S4 achieve literacy and numeracy at SCQF level 4 or better. We have asked the school to ensure that young people are supported to achieve at SCQF level 5 across all their subjects as some young people start National 5 qualifications and are then not presented for the qualification. Over S5 and S6, more young people could be presented at Higher English and Maths. In addition, as monitoring and tracking systems develop, senior leaders will be in a better position to identify underperformance and put in place more effective early interventions.

Breadth and depth

■ At S4, young people presented for qualifications at SCQF level 3, 4 and 5 do well, with all young people presented gaining an award. Over S5 and S6, those young people presented for SCQF level 6 do well with almost all subjects having a pass rate above the national average. At SCQF level 7, young people attain well. In 2018, the percentage of passes at 'A' is at the highest of the past five years.

■ We have asked senior leaders to establish a school wide 'presentation' policy which makes clear processes for taking decisions about whether a young person will be presented for a course award at a particular SCQF level. Senior leaders recognise the need to develop a school-wide system for monitoring and tracking progress of all young people across their learning in the senior phase. They are keen to replicate the BGE spreadsheet for the senior phase.

Destinations

■ Over the past five years, all young people have entered a positive destination on leaving school. This is the result of effective partnership working and the support offered to young people by staff.

Attainment versus deprivation

■ All of the young people in the school reside in SIMD 5 and 6. Attainment over the past five years has generally been in line with national average.

Quality of achievements

■ There is an impressive range of after school clubs that children and young people are benefitting from, in particular sporting activities. The school has achieved national success in a number of areas such as Sports Scotland Award and Eco-Schools. Children demonstrate a very good understanding of the issues involved in each of these and are able to demonstrate the attributes of the four capacities of curriculum for excellence. Children and young people represent the school at national competitions such as Lego Robotics, World Pipe Band championships and Senior Maths Challenge. They achieved national success at the Royal Scottish Academy of Art and Architecture. Commendably, a number of young people participated in film making workshops and produced an 'archive film of the future'. Their successes are celebrated and showcased well online and through Sgoil Bhàgh a' Chaisteil / Achievement booklet and achievement award ceremonies. The headteacher recognises that the next step to recording and building on achievements is to track participation in out of class activities and to ensure that children and young people are supported to reflect on the skills of these achievements.

Equity for all learners

■ All children and young people reside in SIMD 5 and 6. The use of the Pupil Equity Fund to appoint two school 'Apprentices' (undertaking Graduate Apprenticeships in Childhood Practice) is helping young people in primary classes participate in achievement activities, including out-of-school hours activities. The headteacher has adopted the local authority's template for tracking change and measuring impact using key measures of attainment, attendance, engagement, inclusion and participation. There are early signs of improvements in attendance and engagement in learning for selected young people. Senior leaders and staff are aware of the need to monitor and gather robust evidence on interventions and the impact on outcomes for all children. They need to continue to ensure that their approaches to improving equity result in raised attainment for all learners.

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Choice of QI: 2.7 Partnerships

This indicator aims to capture the school's success in developing and maintaining strong partnership approaches which improve outcomes for learners and continued self-improvement for the school and community. All partnerships are based on mutual trust and respect for the particular contribution each partner brings. Partnerships are integral to the way a highly effective school works:

- The development and promotion of partnerships
- Collaborative learning and improvement
- Impact on learners

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- Partner organisations including local businesses, Community Learning and Development and other organisations which work with the school are highly positive about the quality of their relationships with the headteacher and school staff. School staff are well respected by partners with the school being seen as an integral part and contributor to the life of the island community. The wide range of partnerships link support areas such as learning, transition, health and wellbeing and DYW.

- Partners respond well to requests from the school and they share a strong commitment to securing positive outcomes for young people in their community. They benefit from good communication at an informal level and a strong sense of community around the school. They know of each other's work through local informal networking and there are good examples of partners' priorities aligning to enhance provision within the community. Although school staff reflect with individual partners on their activities, collective analysis of progress overall is underdeveloped. Partners are not sufficiently well informed of specific school improvement planning priorities. Whilst they share a very positive ethos with the school, partner organisations and the school would benefit from developing a more clearly articulated set of shared priorities which would support a more systematic evaluation of provision and enhance further planning for improvement.

- Partners, pupils and parents are now becoming involved in the evaluation of DYW related activities to inform planning for future improvements. However, there is scope to improve the focus and effectiveness of evaluative approaches to inform future planning.

- Through its community and business links, the school is able to offer opportunities to pupils to develop their awareness of the world of work. Staff engage well with a broad range of employers, third sector organisations and the local college which is resulting in an increased range of opportunities for the school's young people across the BGE and senior phase. This provides access to a wide range of opportunities which build pupils' confidence, raises awareness of the world of work and develops skills for employability. For example, leadership skills for senior phase pupils or support for primary school homework clubs for both pupils in Gaelic and English medium.

- Almost all pupils value highly the range of volunteering and out-of-hours activities associated with the school and local community, and enjoy the activities in which they participate. A number of employer links are successful in supporting pupils to build their skills for employment through the provision of work placements, including placements directly linked to the school's own work-related programmes. Activities include targeting employers where visits to employers' premises, or employers' visits to school, allows these to be done in through the medium of Gaelic and English (e.g. CalMac, local farm, Cobhair Barraigh and Garadh Bàgh a Tuath). Achievements are recognised through formal certification whenever possible. A number of opportunities exist to enable pupils to continue with out-of-school activities through

the medium of Gaelic. For example, the Cuach na Cloinne football competition for P4-7 pupils in GME, which is supported by Commun na Gàidhlig. Fèis Bharraigh affords a range of musical, cultural and language activities for children and young people in GME and EME.

- At a whole school level, the impact of partnership working on the attainment and achievement of young people is not always systematically recorded and tracked. This limits the school's ability to ensure there is an appropriate blend of activities and all pupils engage in the opportunities provided. Improved tracking and monitoring will make it clear where value is added and where and how outcomes are improving for young people.

- School managers and SDS staff evaluate the SPA at planned intervals as set out in the agreement. Progress is being made towards achievement of service delivery targets for 2018/19. The school has worked effectively with SDS staff to improve the quality of their data input and its use to inform planning. For example, intended destinations/preferred route and preferred occupation of pupils. In addition, support from SDS staff is raising teachers' understanding of CMS, the CES and the resources available within MyWoW for both staff and pupils. Progress has yet to be made in establishing the MyWoW Ambassador programme. It would be useful to monitor the impact that the SPA is having on GME.

- Employers from key industry sectors, the local college and universities, and SDS make valuable contributions to careers events which have been effective in promoting the range of career pathways available to young people. Events such as DYW focussed activities (IDL and apprenticeship week) are also used as a means of raising parents and carers' awareness of both the range of employment opportunities and qualifications open to young people and the different pathways available for obtaining qualifications.

- Engagement with parents is an improving picture. The school is working hard to develop positive relationships with parents who are actively encouraged to be part of the school. Most parents report that their child enjoys being at school and that they feel treated fairly and with respect. Parents commented that the school is led well and most feel comfortable when approaching the school with ideas or suggestions. As a result of various music performances in the community, parents report that there a strong impact on how the school is perceived in the local community.

- Parents are kept up to date about school events through newsletters, social media and the parental engagement sessions. Parents and the wider community are very much part of the planning for, and success resulting from, events such as Dìnnear agus Dualchas. Parents welcome the transport and childcare offered during parental engagement events and parents' evenings. They recognise that communication has improved recently and welcome in particular regular updates by text message. They would value a wider range of information available on the school's recently developed website, but appreciate that this will take time.

- The Parent Council (PC) takes an active role in school life and supports a wide variety of events throughout the session. The PC is working to extend and widen the representation.

- A few parents would welcome further information of how they can support their child's learning at home. Senior leaders should continue to evaluate the approaches being used to involve parents in their children's learning. This should provide useful evidence to inform future work to increase further partnership working with parents.

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.