

Summarised inspection findings

Gairloch Primary School

The Highland Council

18 June 2019

Key contextual information

The acting headteacher has been in post since June 2017. She is acting headteacher for a cluster of three schools. The Highland Council is reviewing the management structure of their schools. They are as yet to finalise arrangements for Gairloch Primary School. There is a vacancy for the post of acting principal teacher. The school offers 3-12 provision through the medium of Gaelic and English. Following difficulties in recruiting staff, the nursery provision for Gaelic resumed in January 2018. The school roll in September 2017 was 71.

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.

- The acting headteacher is bringing a clearer sense of direction to the school. On commencing post, she took stock of how well the school has been implementing improvement and change over time. This showed strengths in the quality of education and areas needing to be developed. The acting headteacher is addressing some of these areas for improvement in the current session's school improvement plan (SIP). She is also putting in place arrangements for self-evaluation to be underpinning continuous improvement. The acting headteacher is hardworking and committed to achieving successful outcomes. She is increasing the pace of change of a school that has not, overtime been improving at a sufficiently brisk pace.
- The acting headteacher is working well with staff, children and parents to update the school's vision, values and aims. This consultation is also building relationships and helping staff recognise the school's headroom for improvement. Children are being supported to understand the values in assemblies. A next step is to develop their understanding in the four contexts for learning. The acting headteacher should now involve partners and the wider community in this consultation. Staff have a local knowledge of the school's context. They should now explore in depth how the social, economic, language and cultural aspects should inform their curriculum for Gaelic Medium Education (GME) and English medium Education (EME). This, along with an up-to-date knowledge of policy and practice, should be the basis of co-creating meaningful and relevant statements of the school's vision, values and aims.
- The current SIP has three priorities, for which there is emerging impact for raising attainment. For another priority, children are beginning to make more use of laptop technology. The priority for moderation, profiling and achievement of a level is at an early stage. From a previous SIP the acting headteacher, along with staff, have had impact in improving wellbeing to enhance children's readiness to learn and achieve success.
- The re-establishment of GME in the nursery has been welcomed by parents. The acting headteacher is clear that the school's strategic future planning will include a project on taking forward Gaelic. This should have a focus on Gaelic as a medium of learning, as well as Gaelic (Learners) as part of a 1+2 Approach to Languages. There is capacity for the numbers enrolled

in GME to be higher. This is an opportune time to engage with parents of those in GME, Comann na Pàrant and other relevant Gaelic partners to collaborate on taking this project forward. The acting headteacher has undertaken career-long professional learning (CLPL) in teaching Gaelic (Learners) as part of a 1+2 Approach to Languages. She recognises how this can be utilised in her role in leading a provision with two mediums of learning. It would be useful for her to access CLPL on leading a school with both GME and EME.

- The acting headteacher drives gathering evidence for the SIP and its construction. She recognises the value of increasing ownership and responsibility for the SIP with all stakeholders. For this, staff need to increase their understanding of self-evaluation frameworks, including the use of national Advice on Gaelic Education. This will enable staff to be more active participants in the leadership of change.
- Of late, staff are increasing their commitment to leading whole-school projects. They do require a clearer steer on how they take forward some projects and measure resultant impact.
- The school's evidence base has been supported by an evaluative visit, and ongoing support by the council's quality improvement team. This included the acting headteacher evaluating learning and teaching across the school with the quality improvement team. Since this, there is evidence of improvements in action points set for learning and teaching. The acting headteacher should now set up more regular opportunities to be giving staff feedback on their continued progress with improving pedagogy.
- The acting headteacher has rightly identified, and is taking action, on the need to have a better strategy for raising attainment in literacy and numeracy. She has improved the use and analysis of data from which interventions are set. There is now better tracking and monitoring of children's progress and attainment in literacy and numeracy. Tracking and monitoring now needs to be more robustly and systematically underpinned by reliable assessment. It would be advisable to set action points to support the school in raising attainment and measuring progress.
- The pace of change for the curriculum, including assessment and moderation, needs to be brisker. There is not enough impact on achieving the best possible outcomes for children. There are weaknesses in the long-term planning of the curriculum. The acting headteacher is beginning to look at curriculum design, with which more staff engagement is required. Staff need to be clearer on how they are covering key features of the curriculum progressively during a learners' journey. Staff are at early stage of implementing national programmes such as 'Developing the Young Workforce', and their use of 'Career Education Standard' for both GME and EME.
- Staff engage collaboratively with colleagues in the local authority and the regional improvement collaborative, The Northern Alliance. This has had a focus on literacy. Staff have also been supported with a range of CLPL. There is some impact from collaboration and engagement with CLPL. There is potential for more use of professional enquiry to promote a more outward-looking school, which is more aware of national expectations. It is now important that CLPL is closely aligned to the school's areas for improvement, including that for GME.
- Children have an opportunity to be members of the pupil council. They also influence improvement through leadership groups. Only a few are able to articulate how these opportunities afford them a say in improving the school. Parents' views have recently been elicited through the consultation on the vision, values and aims. There are regular updates on improvement at Parent Council meetings.

- Overtime, the strategic direction of the school, and the pace of change, is leading to satisfactory outcomes. The strategic leadership of the school would benefit from addressing the vacancy for headteacher and principal 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.

- Across the school, the overall quality of learning, teaching and assessment is satisfactory. There are examples of high-quality standards on which to build. Children are eager to be successful in their learning. It is now important to increase the effectiveness of assessment and focus on planning high-quality learning experiences for all children.
- Staff and children in EME and GME enjoy positive relationships. These establish a safe environment for children to learn. Children are happy, pleasant and motivated. They engage well with a range of learning activities when well-matched to information from assessment. At times, children are passive in their learning. For almost all of the time in pair and small group activities, children are responsible, reliable and determined in completing tasks. Children in GME are proud to be able to speak Gaelic and use it for their learning. They recognise the benefits the language brings in opening up opportunities for learning, life and work. They engage confidently and fluently in Gaelic conversation about their school and their learning. We have asked the acting headteacher to monitor the time children in GME are working within an English environment.
- The school currently has a 1.5 full-time allocation in GME. This provides stage teaching at P1 to P3 and P4 to P7 four mornings a week. P1 to P7 learn together for four afternoons a week. The latter provides challenges in delivering total immersion approaches to P1 to P3. Teachers were observed to have very strong fluency in Gaelic. They need to ensure total immersion until children are secure in Gaelic before developing reading and writing skills in English language. This also dictates when assessment of progress measures outcomes in Gaelic, and then in English. This includes their use of Scottish National Standardised Assessments (SNSAs) and how teacher professional judgements are made. Staff should review and embed further total immersion across the nursery into the primary stages through well-planned play and learning activities.
- Teachers, children and parents have been discussing what constitutes good learning and teaching in EME and GME. The next step is to develop a more strategic and fuller account of pedagogy. It would be well-judged to make more use of research findings and relate these to the school's own unique context for 3-12 learning through the medium of Gaelic and English. This would also set expectations of standards on which to base self-reflection, as well as formal observations. Regular feedback on learners' experiences should focus on ensuring that children maximise their successes and achievements. Staff should have a shared understanding of terminology used in pedagogy. For example, active learning in the best examples was cognitively challenging. Other times, it was about setting up activities for enjoyment with too little account of progression.
- Teachers of GME and EME share the purpose of learning with children. For most of the time, children know how to be successful. In GME across contexts, this could usefully entail how to

develop fluency. Teachers in EME and GME give clear explanations. At times, activities and contexts could facilitate deeper, more challenging and better-paced learning.

- There is scope for teacher professional judgements to be based on a stronger range of assessment, supported by the National Benchmarks. Teachers use standardised assessments to gauge progress and put interventions in place. In GME, staff are implementing Measaidhean Coitcheann Nàiseanta Gàidhlig (MCNG – standardised assessments for GME). Teachers of EME and GME are building their expertise in designing key assessment tasks to ensure a range of approach. A brisker pace of moderation, to support the national collection of Curriculum for Excellence data, would be helpful.
- Children confidently use laptop technology. This includes for researching the internet and completing homework. Some children have roles as digital leaders. Teachers are using some technology to support their teaching. They should continue to increase the range of ways digital technology is used for learning, teaching and assessment.
- The acting headteacher can clearly articulate children’s progress in literacy and numeracy, and what is being done to improve their attainment. Teachers should continue to develop their skills in analysing and using data for targeted interventions. Tracking and monitoring attainment meetings are at an early stage of implementation. The outcomes of these meetings need to be considered more in planning for increased expectations of children’s progress across the whole school. This then would give children more specific feedback on how to improve their learning.

2.2 Curriculum: Learning pathways

- The curriculum for GME and EME has interesting aspects. It is responsive to children's interests, as well as local and national priorities, and seasonal events. The school is increasing the range of partners that contribute to children's learning through English. The pace of change for developing the curriculum, including assessment and moderation, has improved but can be brisker. The curriculum now needs to be joined up and connected, within and across contexts of learning. Only some teachers record coverage of experiences and outcomes.
- Across the school, the long-term planning of the curriculum needs to show how learning is organised throughout the whole year. To address this, the acting headteacher has started to develop a curriculum design. This needs to be taken forward in consultation with staff.
- Children in EME and GME learn through interdisciplinary learning. It is not clear how teachers achieve balance between interdisciplinary and discrete subject learning. Cross-cutting themes such as sustainability, creativity and enterprise should be more robustly integrated within planning of the curriculum. There is not yet enough of a focus on developing skills for learning, life and work, including digital technology. Staff should consider this when developing curricular pathways.
- Staff aim to use the council's progression frameworks across curricular areas. There is still scope for the curriculum to lead to improved outcomes in raising attainment. The curriculum for literacy should be reviewed given the range of interventions that are in place. Children's progress in literacy and Gàidhlig should now be defined as a 3-12 pathway which links to the planned learning at the secondary stages.
- As the school continues to develop their curriculum rationale, they should consider immersion as being a key driver in their GME pathways and how this may influence learning in EME classes. The school should also continue to take account of Gaelic as part of the local and national context. Staff should develop a policy on their use of immersion across their provision, linking to transitions to secondary. This policy should be monitored regularly to ensure that the maximum of children's learning is through Gaelic. More work needs to be done on achieving an inclusive ethos in which GME and EME co-exist, without diluting standards in GME. Gaelic partners, Gaelic organisations and the community could be enhancing further GME, both within and beyond the classroom.
- There is scope for learning through play, in the medium of Gaelic and English, to be better planned to ensure more challenge and depth and to raise attainment. This should be based on having stronger curricular transitions from nursery to P1.
- Some learning takes place outdoors. The school is well situated to develop further depth in outdoor learning.
- Children are learning French/German and Gaelic (Learners) as part of a 1+2 Approach to Languages. Teachers are encouraging some use of these languages in other areas of the curriculum. The school community needs to have a better understanding of the place of Gaelic (Learners) in Curriculum for Excellence.

2.7 Partnerships: Impact on learners – parental engagement

- Staff have provided very useful parental workshops to support raising attainment in literacy and numeracy. This includes the reading of bedtime stories. Parents choosing GME for their children are invited to engage in focused learning activities in finger gym and handwriting. A pop-up café is organised by the older children in GME to showcase their achievements in singing and playing musical instruments. Parents were offered an information session on GME at the time of the re-opening of the nursery. It would be helpful to have annual GME promotion opportunities. The school should evaluate the impact of parental workshops in terms of children's progress in literacy and numeracy.
- Parents expressed a wish to be more involved in developing the school. This includes in practical ways to offer support. Staff value how parents raise funds to reduce the cost of the school day.
- Staff are very committed to attending the meetings of the Parent Council. With the support of the local authority, the Parent Council should maximise further collaborations in continuing to develop strong home/school partnerships.
- Parents welcome the use of social media, newsletters and the school website to keep them well informed of the life and work of the school.
- The school has developed partnerships to include High Life Highland, Active schools, the local churches and a number of health professionals. Almost all partners who met with the inspection team describe a welcoming school. The acting headteacher is very keen to enhance partners' role in the developing the curriculum. In particular, this work should be linked to the Career Education Standard.
- The school's handbook does not detail GME.

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 for taking forward as a matter of urgency.

3.1 Ensuring wellbeing, equality and inclusion

satisfactory

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

- wellbeing
- fulfilment of statutory duties
- inclusion and equality

- There is a nurturing ethos within the school, which supports the development of positive relationships. Children in EME and GME have happy and positive experiences at school. Almost all children believe that the school is helping them to become more confident. They feel that most staff encourage them to do their best. The school takes action to help children feel safe. This includes internet safety. Children have a strong sense of pride in their school and the surrounding community. Teachers are intuitive in responding well to the needs of the children.
- Children in GME and EME have been involved in reviewing the school's vision, values and aims. Having the school's vision statement, values and aims about Gaelic and in Gaelic would provide further prominence to the language in the school.
- Staff in GME and EME are beginning to use the council's health and wellbeing pathway. The school should, as planned, measure the impact of this work at their tracking meetings. This should ensure coverage of all health and wellbeing experiences and outcomes. Staff need to work with parents, partners and staff to agree a shared rationale for health and wellbeing that best meets the needs of its local community. This should reflect the school's vision, values and aims. Staff should now ensure children's prior learning and experiences are taken into account.
- Teachers are at an early stage of assisting children to be aware of their progress in health and wellbeing. They are developing their use of national wellbeing indicators. Children are beginning to understand how they can assess and reflect on the progress using the wellbeing web. Children in GME would benefit from having the wellbeing indicators and United Nation's Convention on the Rights of the Child displayed in Gaelic to help them acquire this vocabulary.
- All staff have received professional learning in how to help children to be more resilient. They are now delivering a programme to achieve this outcome. The forthcoming residential excursion for P6 and P7 will be an opportunity for children to apply what they are learning on resilience.
- The school has developed policies for promoting equality and diversity. The revised policy for promoting positive behaviour is clearly linked to United Nation's Convention on the Rights of the Child. On the whole, children feel respected by staff and peers and there are low levels of bullying.
- Overall, children have an awareness of, and can recognise, equality and feeling included. Whilst most children feel supported to achieve well in their learning this is variable from class to class. The promotion of diversity has included discussion on racism and the teaching of other world religions.

- Staff are yet to use the Guidance on Gaelic Education, 2017 to ascertain if they are meeting duties. The whole-school community should be clear on expectations for immersion.
- The school has effective procedures in place to identify the additional needs of children. Teaching staff welcome the newly introduced meetings with the acting headteacher to discuss the progress of their pupils. During these meetings, they identify children who have barriers to learning and consider the most effective approaches to meeting their learning needs. The school should now, as planned, review the format of these meetings to ensure a depth of dialogue. Pupil support assistants provide good support to children.
- Teachers ensure that SMART (specific, measurable, achievable, realistic and trackable) targets are in place for specific children. They are created in consultation with relevant personnel, and always with the involvement of each child and his/her parents. The progress of identifiable groups is monitored closely.
- The acting headteacher makes good use of Pupil Equity Funding (PEF) to provide targeted support. The school should ensure more rigour around measuring and analysing the impact of these interventions. The school should monitor and evaluate the impact of pace, challenge and differentiation to ensure that all children are included fully in all lessons. Learning should be well matched to children's needs and promote inclusion.
- Almost all adults working in the school have undertaken an annual update on child protection and safeguarding. As a priority, the acting headteacher should ensure that all new staff, volunteers and students are provided with training to ensure they are familiar with school policy. While the school adheres to the council's policy on child protection and safeguarding, the policy should be articulated to the context of the school. In doing so, this should include arrangements for when the acting headteacher is not in school as a cluster headteacher of two other schools.
- Attendance levels are in line with the national average. The school is proactive in dealing with any attendance issues which may arise.

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

- The school gathers data from standardised assessment, summary of pupil progress and from interventions. This is for literacy and English and numeracy and mathematics. To raise attainment, teachers now need to make more effective use of data to track the progress of groups and individual children in their learning. More moderation activities would help teachers realise how attainment would be raised. The acting headteacher should ensure that evidence of progress in learning provides a basis for professional dialogue with staff. This should result in identifying appropriate next steps in learning for children. The school is at an early stage of tracking and monitoring attainment across curricular areas.
- Overall attainment in literacy and numeracy through English and Gaelic is satisfactory. The number of children in cohorts varies and is relatively small. Therefore, overall statements have been made about progression to ensure anonymity about individuals. According to the school's own data, attainment is variable. However, over the past year, there has been an improvement in the school's strategy to raise attainment. The introduction of council's progression frameworks, and a quality assurance calendar, assists teachers in gaining confidence in their professional judgements of achievement of a level. As a result of a targeted approach, children who face barriers to their learning are making satisfactory progress.

EME: Attainment in literacy and English

- There are some dips in children's attainment at the early and first level, with pace of progress improving again by P7. Children recognise the relevance of literacy as a skill for learning, life and work.

Listening and talking

- Children are clear and articulate in their oral communication. In almost all cases, they demonstrate grammatical accuracy. They are respectful in situations in which they are talking to an adult, to each other and in discussions. In most cases, the focus on vocabulary is extending children's range. At the first and second levels, children are good at taking their turn. At the early level, they would benefit from more situations in which they develop their imagination through role-play and retelling stories. By the second level, children could relay a number of contexts in which they developed their skills in talking. Across levels, children should more regularly be enabled to contribute their views, ideas, information and opinions through teachers using more open-ended questioning.

Reading and writing

- Children enjoy reading. They are able to discuss some aspects of the writer's craft. Some of the older children are able to articulate good reading habits which they have adopted. At the early level into the first, children are not sufficiently confident in decoding which is impacting on their fluency in reading. The school is putting interventions in place to address this. The school has a focus on improving comprehension. By the second level, children are able to define different reading skills.
- Across the school, spelling is not yet of a high enough standard. It is not always clear how children are supported in improving their spelling of common words out with their dedicated time for spelling.
- By P7, we noted some very good examples of children's writing. Children are given interesting stimuli to encourage them to be creative in their writing. They use criterion against which their writing will be assessed. This criterion should be further personalised to each child based on the individual feedback that they are receiving in their assessments. Children's own self-evaluation skills could also be encouraged in personalising criterion. There is scope to increase further the range of texts that children produce. Children are only able to recall a few occasions when they developed their skills in taking notes. Teachers are focusing on improving children's hand writing skills. For some children, pace of learning would be increased by developing handwriting in learning contexts rather than as a separate activity. Teachers need to have a more consistent approach to setting high expectations of children's presentation of work.

EME: Attainment in numeracy and mathematics

Number, money and measurement

- Overall attainment in number, money and measurement is satisfactory. A renewed focus on the development of oral and mental maths is having a positive impact. At the early level, most children are developing confidence in recognising and writing numbers. Children are able to write single figure numbers. There is a need to focus on the formation of number. Most children can order numbers and identify the previous or next number. At first level, most children are familiar with a range of strategies for adding. This includes doubling or near doubling, collaborate numbers and highest number first. Children are not confident in adding two-digit numbers. A few children are confident in times tables over five. Most children can tell the time using analogue and digital 12-hour clocks, but are not confident with 24-hour notation. At second level, the majority of children are confident with basic number operations involving two- and three-digit numbers. The majority are confident with times tables up to ten. They understand place value up to seven-figure numbers. Most children can calculate time intervals. They measure local journeys to develop their knowledge of the link between speed, time and distance. Across first and second levels, children carry out money calculations.

Shape, position and movement

- Overall attainment in shape, position and movement is good. At early level, most children can identify simple 2D shapes and 3D objects. At first level, the majority of children are confident in identifying the characteristics of 2D shapes. At second level, the majority of children are confident in explaining the appropriate qualities of 2D shapes and 3D objects. Most children lack confidence in talking about different angles using appropriate mathematical terminology. Children would benefit from more opportunities to develop and apply their mathematical knowledge in real-life contexts.
- Children at early level can collect and organise objects for a specific purpose to demonstrate their skills in handling information. Children at first level can collect and represent information using bar graphs. The majority could describe a limited range of graphs, and could explain

their uses and advantages. For example, they could recall the use of graphs in class surveys. However, across the school, teachers need to provide more experiences in a range of graphs and spreadsheets and how they could be used to analyse information. Across all stages, children would benefit from opportunities to extract information from a greater variety of data sets, including charts, diagrams and tables.

GME

- In GME, the majority of children are on track with listening and talking, reading and writing through the medium of Gaelic. Attainment in literacy and Gàidhlig, literacy and English language, and numeracy and mathematics is satisfactory. The collecting of Curriculum for Excellence data for GME is becoming more robust. In 2018, too many children did not achieve appropriate Curriculum for Excellence levels in writing. Teachers should continue to develop their approaches to assessment to ensure robust and reliable judgements about children's progress. Monitoring of attainment over time should give a clear indication of whether children in GME, by the end of P7, are evidencing the expected outcomes of bilingualism.

GME: Literacy and Gàidhlig, and as appropriate English

- At the early stages, children participate in brief daily listening and talking activities using pictures and stories. In this, they are learning Gaelic, developing their skills in taking turns and respecting the contributions of others. At the first level, most children are developing confidence and fluency in Gaelic. A continued focus on listening and talking, including the learning of sounds, repetition of phrases and familiar words would be helpful as a secure base for reading and writing. The older children understand the importance of Gaelic as a medium of delivery for their education. They are aware of the linguistic benefits of bilingualism. Most children in GME demonstrate a good level of confidence and fluency in speaking. They can express their views and opinions. They are developing a good level of grammatical accuracy and idioms, which is well supported by teachers.
- The younger children enjoy listening to stories. They identify and explain the purpose of a book's title and blurb. They can give some information about their reading books and engage in discussion about other stories. They use appropriate vocabulary to explain content, characters setting and predicting what may happen. Most children are reading with a reasonable level of fluency. Older children are able to talk about favourite books and authors, and recognise the importance of reading regularly. The older children would like to have an opportunity to read more novels. In turn, this would provide more opportunities to discuss the writer's craft and foster reading for enjoyment in Gaelic.
- At the early level, children would benefit from more opportunities to develop their knowledge and understanding of Gaelic through play and total immersion. This is especially so given that they have not experienced enough total immersion in nursery. Currently, children's writing skills are supported through modelling and scribing. Children could be encouraged to do more drawing and writing in connection with phonics and reading texts. Children working towards, and at the first level, are writing in Gaelic more freely. They are making good progress as they begin to write independently and at length. The older children's skills in writing Gaelic and English are good. They should now be encouraged to write in a wider range of genre. Children's work can be well presented but not consistently so. Most children are using accurate punctuation and effective use of paragraphs. A few children are not confident in their own spelling. Children have criterion against which writing is assessed. Teachers should continue to review and develop this criterion to ensure they better reflect expected level of challenge and to give feedback so that the children's own self-evaluation skills are improving.

GME: Numeracy and mathematics

- Overall, the majority of children are making satisfactory progress in numeracy. Teachers have started to discuss progress in numeracy with children themselves and set targets for improvement. These conversations need to be developed further to give children the skills and confidence to speak knowledgeably about their progress. The older children are able to describe aspects of mathematical terminology in Gaelic. Across the school, as appropriate to stage, the majority of children are able to carry out core numeracy tasks using addition, subtraction, multiplication and division. At the early level, children can count up to 30. They identify numbers in a regular dot pattern on a dice. They recognise zero and what it means. Children are mentally able to add and subtract, and double numbers within ten. They are able to recognise coins and their value. At first level, the majority of children can use their knowledge to estimate and round numbers up and down to the nearest ten and 100. The majority of children are gaining confidence in carrying out calculations with money. By second level, the majority of children demonstrate an understanding of place value. They are able to use different strategies to multiply and divide larger numbers. Children are able to calculate percentage discounts of prices. Teachers should give further consideration to challenging children in their learning.
- Across GME, the majority of children can recognise 2D shapes. At first level, the majority are able to recognise 2D shapes and 3D objects. At second level, the majority of children can describe the properties of these shapes and objects.
- As they progress through the school, children are developing their understanding of how to gather data and its representation. For example, by the end of first level, the majority of children can discuss how to use tally marks to gather information. They use this to create a bar graph. Children at second level are using data to create bar graphs, using laptop technology to create digital graphs. There is scope for children to have greater opportunities to gather and use a wider range of data.
- The older children have opportunities to engage in regular problem-solving activities related to the aspect of mathematics at the time. Online resources are used for daily challenges. Children are regularly answering word problems. Teachers should now develop a clear progression for teaching specific problem-solving strategies.

Overall quality of learners' achievement

- Recently, the school has increased the range and type of activities that allows children to achieve. This includes many activities within the local community, and sport and music. As a result of this work, parents are becoming more engaged in the life of the school. Staff work hard in addressing the barriers to participation that some children face. A few children take on leadership roles, leading lunchtime clubs and as digital leaders. Children's achievements are recognised and celebrated through social media, displays, awards and certificates at assemblies. The school now needs to ensure that children understand how these achievements help them develop skills for life, learning and work.

Equity for all learners

- Staff are aware of the social and economic context of their school community. PEF is used to provide professional wellbeing to support children's wellbeing, support a residential visit and buy in development officer time for emerging literacy. There are initial signs that these interventions are having a positive impact. The school recognises the importance of analysing data to demonstrate whether interventions are closing the attainment gap created as a result of socio-economic circumstances. The acting headteacher and staff need to interrogate further attainment data to identify gaps specific to particular stages.

Choice Q1 : Personalised support

- Universal Support
- Targeted support
- Removal of barriers

- Overall, children are benefitting from a safe and caring environment. All staff know the children and their families well. They are increasingly responsive to their needs. Recent professional learning opportunities in nurture and emotional wellbeing are beginning to have a positive impact. The school should now build on good practice to provide greater consistency in the approaches introduced. Teachers' planning should take more account of individuals to ensure that the needs of all children are met through greater challenge. Teachers now need to ensure that all children are aware of their targets across the curriculum. Teachers are leading on developing profiling, following guidance from The Highland Council. It is important that this work reflects the context of the school and engages all staff, building on audit processes.
- The acting headteacher adheres to statutory duties and codes of practice to ensure appropriate plans are in place. Children and parents' views are taken into account. The acting headteacher ensures she is available to all partner agencies. As a result, communication is effective, with issues addressed promptly. Commendably, the number of children receiving targeted support has reduced significantly. Targeted groups of children benefit from well-planned support for learning. Children are assessed, gaps in learning are identified and interventions introduced. The support for learning teacher provides very effective advice to teachers. This advice supports teachers in planning how to meet children's needs across all aspects of their learning. She provides focused support and evaluates the effectiveness of interventions regularly. It would be useful to continue to discuss with parents the role of universal and targeted support. This should ensure that the success of interventions is shared and celebrated. Pupil Support Assistants (PSAs) provide appropriately targeted support to children in EME. At this time, a PSA with skills and fluency in Gaelic is not available to support GME. PSAs work closely with teachers resulting in children making good progress. PSAs engage in professional learning. There is scope to include the PSAs, whenever possible, in professional learning for the curriculum. PSAs should be involved in the development of the school improvement priorities.
- PEF is being targeted appropriately. The acting headteacher scrutinises data relating to the progress of all children. There is now a need to streamline the procedure to engage staff more in the overall assessment of children. For this, they should be collating robust assessment evidence. Teachers are at an early stage of scrutinising data. The school should now ensure that formative assessment, based on National Benchmarks, is effective and used alongside standardised assessments.

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.