

Summarised inspection findings

Bun-sgoil an Àth Leathainn - Broadford Primary School

The Highland Council

21 January 2025

Key contextual information

Bun-sgoil an Àth Leathainn - Broadford Primary School is a non-denominational primary school serving the village of Broadford and the surrounding areas on the Isle of Skye. Bun-sgoil an Àth Leathainn - Broadford Primary School offers learning through Gàidhlig and English. There are currently 61 primary pupils on the school roll. There are 33 children in Gàidhlig (Gaelic) Medium Education and 28 in English Medium Education. The local authority is in the early design and planning stages of building a new school and community hub. The new school is planned to be in place by summer 2026. The headteacher has been in post for eight years.

Sgoil-àraich an Àth Leathainn - Broadford nursery class was inspected by the Care Inspectorate within the past 18 months, therefore, the local authority and headteacher had the option to include the sgoil-àraich as part of this inspection. We have agreed with the local authority and school that the sgoil-àraich is not part of this inspection. The findings set out below are for the bun-sgoil - primary school stages.

1.3 Leadership of change

good

This indicator focuses on collaborative leadership at all levels to develop a shared vision for change and improvement which is meaningful and relevant to the context of the school within its community. Planning for continuous improvement should be evidence-based and linked to effective self-evaluation. Senior leaders should ensure the need for change is well understood and that the pace of change is appropriate to ensure the desired positive impact for learners. The themes are:

- developing a shared vision, values and aims relevant to the school and its community
- strategic planning for continuous improvement
- implementing improvement and change

- The headteacher and staff have developed successfully a positive and inclusive ethos which permeates all aspects of life at Bun-sgoil an Àth Leathainn - Broadford Primary School. The headteacher and the whole-school community have recently reviewed and refreshed the school motto, values and aims to reflect the school's current context. During this time, the headteacher and staff facilitated a competition to refresh the school motto. This approach included fully the voice of all children, staff and parents. All staff work well to ensure the school's motto of "Bi ag amas cho àrd ris na beinn - Aim as High as the Mountains –is understood by all children. Children articulate well the agreed school values of 'Deiseil, Modhail, Làidir nam inntinn, sàbhailte - Ready, Respectful, Resilient and Safe' and talk positively about how these are encouraged across the school. All staff ensure children have the opportunity to earn awards such as the "Bi ag amas cho àrd ris na beinn - Aim as High as the Mountains' certificate where their achievements linked to school values are celebrated. As a result, almost all children are well behaved and demonstrate the school values well.
- The staff team, led by the headteacher, create a culture where taking forward continuous improvement for Gàidhlig is important. They should consider further how the vision, values and aims on community and Gàidhlig would support further bespoke change. This would prioritise their status as an immersion school and include outcomes for bilingualism and opportunities for all children to learn Gàidhlig.
- The headteacher has worked to provide greater strategic leadership and guides and manages the pace of change well. The headteacher has created successfully, positive and trusting relationships within the staff team. The school community appreciate opportunities provided by

the headteacher to seek their views. For example, parents can share their views on their children's education through attending classroom visits and the monthly parent café.

- All staff work collaboratively, very well. They embrace enthusiastically their role in supporting continuous improvement. Most staff members have undertaken practitioner enquiry to test and try new ideas linked to school improvement. For example, staff have trialled developing children's life skills through a targeted programme of activities. This has resulted in improvements in positive interactions in the playground for individuals and groups of children. All teaching staff take on leadership roles across the school. These are connected to the strategic planning of school improvement and support children's leadership skills through 'Choosing Champions' pupil voice groups. Staff maintain the school's accreditation of external awards, for example the Sports Scotland Award. As planned, they should now extend this positive approach across other achievements.
- The head teacher supports teachers with professional review and development. Teaching staff have protected time to reflect on and refresh their knowledge and skills around learning, teaching and assessment. Staff feel empowered to lead school improvements. Across the bun-sgoil, teachers demonstrate well the General Teaching Council for Scotland professional standards relating to Gàidhlig. Staff in Gàidhlig Medium Education completed a qualification in translating to Gàidhlig. They should continue networking with other teachers of Gàidhlig Medium Education on the island. This should be supported with continued protected time for Gàidhlig in the working time agreement. The headteacher should ensure that professional learning supports all staff in taking forward priorities for improvement across the whole establishment. This should include providing professional review and development opportunities for support staff. The headteacher correctly recognises that future professional learning should include developing staff confidence in the use of digital technology to enhance and support children's learning.
- In consultation with the Parent Council, the headteacher and staff have developed a school improvement plan which sets out clearly the priorities across the year. These priorities are identified from self-evaluation activities and reflection on school attainment and wellbeing data. Staff use the school's self-evaluation and evidence well to identify relevant and important next steps. They identify accurately what success should look like and outline how to achieve it. Staff are focusing on improving approaches to learning and teaching, raising attainment in reading and writing and in mental health and wellbeing. The improvement plan has specific measurable outcomes and timescales. As a result, staff have a shared understanding of what needs to be achieved and by when. As planned, senior leaders should seek to involve wider stakeholders, including parents and partners more in planning for improvement and evaluating the impact of change. This should include both formal and informal opportunities to strengthen stakeholder engagement.
- The headteacher works well with staff and children to monitor carefully the impact of school improvement work. For example, the headteacher and staff engage in learning conversations with children to gather their views on learning and school improvement. Staff use well the information from these activities to identify clearly the impact of school improvement work and to adapt plans to maximise impact. As planned, staff should continue to develop opportunities to identify, celebrate and share the improvement journey of the school. For example, sharing more regularly the 'what went well, even better if' approach contained in the standards and quality report for different areas of school improvement. This will help make changes, successes and improvement more explicit to children, parents and partners.
- The headteacher and staff's leadership of Gàidhlig Medium Education is resulting in increased pupil enrolments. The headteacher and staff are passionate in driving improvements for children learning Gàidhlig. The headteacher and staff are positive language role models for

children. The headteacher has used immersion experiences in the school to be a learner of Gàidhlig. He uses Gàidhlig in important aspects of the school, for example assemblies, teaching and for socialising. This helps children to value speaking Gàidhlig and appreciate how it is integrated into many aspects of life and work in the school.

- The headteacher has developed a useful calendar of activities which help evaluate the work of the school. This sets out clearly tasks that are undertaken each term. These include reviewing children's progress at termly meetings. The headteacher should now strengthen these activities by linking them directly to the quality indicators and features of highly effective practice in *How good is our school?* 4th edition (HGIOS4) and the *Advice on Gaelic Education*. The headteacher should review evidence of children's learning and how well this relates to teachers' forward planning. This will help promote further effective self-evaluation to achieve greater self-improvement.
- Children engage enthusiastically, in a range of leadership roles within classes and across the school. The 'Choosing Champions' for example, identified key changes and improvements made during the academic session. This was through the work of pupil engagement and leadership groups. The Gàidhlig Champions take forward improvements for Gàidhlig. For example, they plan Seachdain na Gàidhlig (World Gaelic Week). 'Choosing Champions' have surveyed children across the school to identify the positive impact of the work of these groups. The head teacher shared the findings of this quality assurance activity, led by children, with the school community through the school's Standards and Quality report. This is helping children recognise the impact of their work and the contribution they make to improving their school community.
- The headteacher and staff have a very good understanding of the school's social and economic context. The headteacher has a strategic plan for Pupil Equity Funding (PEF) to target support for individuals and groups of learners affected by barriers to their learning. Appropriate planning for PEF is in place but impact has been limited due to restricted availability of staff. PEF also supports children's attendance, wellbeing needs and wider achievement experiences. The headteacher should discuss with parents, staff and pupils the use and impact of additional funding plans. This will allow the school community to share their thoughts and ideas on how funding could have maximum impact.
- The headteacher is now benefitting from having access to a supply teacher available to the associated school group. This has improved a period of challenges in staffing for Gàidhlig Medium Education. Staff have a range of roles and responsibilities to contribute very well to Gàidhlig. Staff in English Medium take forward priorities for Gaelic (Learners) and cultural connections. This helps provide purposeful learning opportunities for children in English Medium to learn Gàidhlig.

2.3 Learning, teaching and assessment

good

This indicator focuses on ensuring high-quality learning experiences for all children and young people. It highlights the importance of highly-skilled staff who work with children, young people and others to ensure learning is motivating and meaningful. Effective use of assessment by staff and learners ensures children and young people maximise their successes and achievements. The themes are:

- learning and engagement
- quality of teaching
- effective use of assessment
- planning, tracking and monitoring

- Across the school there is a caring, positive and nurturing ethos which reflects well the school's vision and values. All staff demonstrate a strong knowledge and understanding of children, their families and the school context. All staff work very well together to create an environment for learning Gàidhlig. They work collaboratively to achieve a culture of inclusion, based on shared values. Gàidhlig is increasingly visible in the shared spaces within the school. Almost all children behave well across the school. This is reflected in the strong positive relationships between all staff and children. Children are respectful and enjoy being in school.
- The headteacher and staff work effectively to ensure that Gàidhlig culture is celebrated and valued. This is strengthened by the work with the community with local partners and Gàidhlig role models. As a result, children are seeing a purpose for speaking Gàidhlig as they connect it to their environment and heritage. Children in Gàidhlig Medium Education are not yet familiar with specific rights connected to indigenous languages and the Gàidhlig vocabulary associated with rights.
- Staff have established 'Choosing Champions'. This has helped to develop children's independence and provide opportunities for them to lead learning and wider aspects of school life. Children have opportunities to develop a range of skills through groups and committees such as Gàidhlig, eco and sports groups. The headteacher and staff work with a variety of local partners who contribute to and enhance these experiences. Staff should now take a more strategic approach to pupil leadership activities and the role of partners. This should ensure learning opportunities are more relevant and coherent. Staff should map out planned knowledge and skills to be developed, the contexts for learning and how partners can enhance further children's learning experiences. This should allow the school to build on its vision further, make learning more meaningful and help children understand better the skills they are developing.
- Early and first level teachers, in both Gàidhlig and English Medium Education, are introducing elements of play into children's learning experiences. For example, children learn life skills through a role play hospital and develop fine motor skills through lacing and threading activities. Teachers should engage further with national guidance and professional research to enable them to continue to progress their practice and ensure all learning through play is meaningful. This will promote an effective balance of child-led and adult-led play activities. The environment and spaces should be developed further to encourage independence and exploration, at the same time consolidating and extending planned curriculum learning. In Gàidhlig Medium Education, teachers are already developing children's language through modelling and well-timed interactions. This should be further built upon by planning identified target language for each play area where children can further develop their acquisition of Gàidhlig.

- In Gàidhlig Medium Education, staff use total immersion pedagogy and strategies very effectively. They are very fluent in their use of specialist vocabulary. This is a strong feature of practice. They devote much needed time to developing children's oral fluency. Children see corrections to written and oral language as helping their learning and teachers support children sensitively to address corrections. Pupil support assistants help children develop the Gaelic language very effectively. Children's own independent skills in knowing how and where to access support is developing well. Teachers are reflective and keen to improve their practice. They provide substantial support and advise student teachers on placements in their bun-sgoil. It would be useful to have an immersion policy, including for shared spaces in the school and wherever learning takes place. This would enhance consistency of the approach to learning Gàidhlig, across the school.
- Across the school, lessons are well organised, and instructions are clear. All classes use steps to success well. In the best examples, this helps to provide the right level of challenge in children's learning. Teachers use digital applications successfully to allow children to practise skills and support and extend their learning. A few learners are passive and require more opportunities to apply their skills and learning in a variety of contexts. This will help ensure there is appropriate challenge. Opportunities for collaborative learning and leadership in the classroom should also help promote engagement and enjoyment.
- Teachers provide effective oral feedback during lessons which helps support children's learning. There is effective written feedback in writing which is directly related to the children's steps for success. This helps children understand better the progress they are making in their learning. Children successfully self-assess their written work. Teachers should now apply the same thorough approach to maths feedback and ensure that it is helpful in informing children of their next steps in learning.
- The school is at the early stages of developing profiling through learning websites. Children in Gàidhlig Medium Education are being supported well to create measurable and attainable targets in literacy and maths. Staff should continue to develop profiling and learner conversations. This will help encourage children to identify their next steps in learning and increase their awareness of the skills they are developing across the curriculum. A next step in Gàidhlig Medium Education would be to include targets for grammar and vocabulary.
- The headteacher and teachers use well a range of summative assessment across the year. This includes assessments on how children blend sounds to read words and the national standardised assessments for Scotland. This is beginning to support teachers' judgements of a Curriculum for Excellence (CfE) level and identify accurately the next steps in children's learning. Teachers should now develop their skills further in using data to inform their planning to help ensure appropriate pace and challenge in children's learning.
- Across the school, teachers understand the need to plan learning at the right level of challenge for children in multi-stage classes. They need to develop further their use of high-quality assessments and use data gathered to inform teachers' planning. Staff should link these assessments to the national Benchmarks. This should help teachers understand better, how well children apply knowledge and skills from across the curriculum to complete tasks and solve problems.
- Staff engage well in moderation both with peers and colleagues from across the associated schools' group. This has helped to develop teacher confidence in assessing writing. Staff should now develop approaches to moderation across all curricular areas and ensure approaches reflect all aspects of the moderation cycle. Teachers in Gàidhlig Medium Education are missing opportunities to moderate and assess listening and talking as an

important feature of immersion. They should work closely with staff at the secondary stages to support the continuity of immersion in the secondary curriculum. Teachers should develop further progression pathways to support consistency in teachers' planning and a shared understanding of children's progress in their learning.

- Teachers plan well over different time scales. This includes using a yearly overview as well as termly and weekly plans to deliver teaching and learning. Teachers use progression frameworks to plan across the curriculum. These progression frameworks help provide a consistency of approach to planning teaching, learning and assessment. Teachers track spelling, grammar and reading progress in forward plans. The headteacher and staff should review planning approaches to reflect better the four contexts for learning and the CfE design principles. This will support teachers to plan more effectively and help children develop further the knowledge skills and attributes they need to succeed in life, learning and work. The headteacher should track children's progress in Gaelic (Learners) as an important feature of learning.
- Learners have been involved in choosing contexts for learning and areas of interest such as extreme weather. Teachers need to develop this effective approach as a regular activity for termly planning. This should give children ownership of their learning and promote further engagement. Teachers and children need to explore prior learning more fully through planning conversations. This should help teachers target learning more effectively to the needs of all children.
- The headteacher meets with staff on a termly basis to discuss children's attainment against progression frameworks. They use assessment and attainment data well to evaluate the effectiveness of interventions to improve outcomes of all learners. The headteacher and staff set stretch targets for each child's learning. They need to review these targets regularly to ensure they remain ambitious and achievable for children.

2.2 Curriculum: Learning pathways

- The headteacher and staff's strategic leadership of pathways should continue to give clarity on progression and coherence for children's learning. Staff understand the importance of connecting data and evidence to inform what children learn next. Staff recognise the bun-sgoil's uniqueness, what they want children to learn and how they will work together to achieve this. They would benefit from having a more equitable access to partners developing the curriculum for Gàidhlig Medium Education. Staff link learning well across the curriculum to children's local context in their community. This includes learning about aspects of the human body through visiting the local hospital and meeting staff.
- Teachers are increasing their use of curriculum frameworks across all subject areas. They should develop frameworks further, to include enough detail to support their planning effectively. For example, by including CfE experiences and outcomes and national Benchmarks within frameworks. Teachers track children's progress through CfE experiences and outcomes across the year. They now need to track children's progress through CfE experiences and outcomes year on year. This will help teachers provide greater breadth and progression in children's learning opportunities.
- Teachers plan contexts for learning that relate to Gàidhlig language, culture, heritage and learning for sustainability. Recently, teachers and children have worked with a range of partners to look at the meaning of local Gàidhlig placenames. Partners included Gàidhlig community learning and development, Portree Archive Centre and Ainmean Àite na h-Alba. Staff have developed local intergenerational links, including to An Acarsaid residential home. Children have opportunities to be successful in personal achievements through the medium of Gàidhlig. They do very well in national and local Mòds. All children across the bun-sgoil sing songs in Gàidhlig. They play shinty and take part in football competitions (Cuach na Cloinne). Staff should continue to connect their curriculum for Gàidhlig to the local community, outdoor learning and learning for sustainability. This will help children contribute well to their local community, increase their physical fitness and provide purposeful real-life contexts to apply their knowledge and skills in the Gàidhlig language.
- Children in English Medium Education learn Gàidhlig from P1 to 7 and French in P5 to 7 progressively. The headteacher recognises the need to develop a more consistent approach to the teaching of languages. He should ensure children experience their full entitlement to modern languages in line with statutory guidance. Staff should maximise opportunities for increasing Gàidhlig immersion in shared areas of the school.
- Staff provide opportunities for physical activity through clubs and partnership work. This includes basketball and badminton. All children receive their full entitlement to two hours high-quality physical education each week. This is developing their skills successfully across a range of sporting contexts.
- All children in P4 to 7 have the opportunity to work with a music specialist, including through the medium of Gàidhlig. All P4 to 7 children learn traditional songs on the tin whistle. A few children extend these opportunities in instrumental lessons. This includes learning the chanter, drumming and the fiddle. This is contributing well to children's wider opportunities to develop music skills and love of traditional Scottish music.
- Across the school, staff have established positive partnerships with local organisations and parents. These partners make valuable contributions to children's wider achievements. Children across the school value having opportunities for participation in activities linked to the

school's unique context. This is supporting them to have a stronger understanding of local history, culture and the arts. Recently, children have begun to engage in a partnership with the school's Parent Council and plan to produce a book about the local area. This book will include information about interesting local walks and traditional recipes. Staff should encourage Gàidhlig partners and speakers to support the school further to promote and encourage children's Gàidhlig learning.

- Children learn about other world religions as part of their religious and moral education curriculum. This includes learning about Hinduism, Judaism and Islam. This is helping children develop their understanding of the world, their own values and their capacity for moral judgment.
- The school library provides children with opportunities to develop their reading skills and to develop a love of reading. Children visit the library regularly and borrow books for reading for enjoyment within their classrooms. Staff plan to review and audit books within classroom and school libraries. This will help ensure that books available to children are relevant, engaging and of interest to them.
- Across the school, teachers recognise the importance of linking learning to the world of work. This is enhancing the curriculum and providing children with opportunities to develop skills for learning, life, and work. For example, during the school's career fair, parents from a wide variety of occupations attended the school. They provided talks and presentations to children on how knowledge and skills are developed and applied in the workplace. The staff team should continue to develop a coherent approach to children's skills development. This should help to build further children's confidence, independence and self-esteem.

2.7 Partnerships: Impact on learners – parental engagement

- Staff have positive relationships with almost all parents. This is built on the welcoming approach taken by staff and the headteacher. Staff use weekly newsletters and digital platforms well to share information with parents. In person events such as parents' evenings and parent partnership afternoons are well-attended and enable parents who attend to understand better their child's progress. Parents appreciate that staff respond quickly when concerns are raised and that they will maintain contact until the issue is fully resolved.
- The headteacher is working with parents to grow the Parent Council. This is following almost all members leaving as their children moved to secondary school. The new Parent Council is fairly representative of the parent body. The Parent Council continue to fundraise to reduce barriers to participation and promote access to performing arts activities and school trips. Parent Council representatives are included in meetings about the development of a new school building. As the Parent Council becomes more established, the headteacher should review how the group can better contribute to school improvement planning.
- The headteacher, staff and the Parent Council are proactive in trying to engage more parents in the life of the school. They should continue with approaches to develop a local Comann nam Pàrant (Gaelic Parents' Organisation) for their school. A recent survey by the Parent Council aims to understand the barriers to parents' participation and increase awareness of how parents can become involved in school life. As the new Parent Council settle into their roles, they should work with staff to improve further communication and partnership with all parents, to support children's learning.
- Staff signpost live homework support to parents successfully, to ensure they are more able to support their child's learning at home.

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

- There is a strong sense of community across the school. Staff and children are proud of their school and their achievements. The headteacher and staff track wellbeing using a wellbeing monitoring profile twice a year. These surveys enable them to know children very well. They meet the needs of pupils successfully through a variety of interventions. This includes working closely with parents, a life-skills group and providing opportunities for children to reflect on their emotions. Staff and children in house teams created wellbeing characters to help contextualise the wellbeing indicators for younger children. Children reflect on their wellbeing profiles and make suggestions, which are acted on by the school. As a result of these interventions, almost all children feel safe. Almost all children behave well and are polite and helpful. There is an ethos of mutual trust and respect throughout the school.
- The headteacher has supported all staff and children very well in dealing positively with trauma and supporting additional support needs. The headteacher has provided relevant and useful professional learning for all staff, such as training in trauma informed practice and practical strategies that staff can use to help children reflect on their emotions. Support staff use this knowledge and understanding of trauma and behaviour skilfully to support children's engagement both in class and in the playground. As a result, children are more engaged, and pupil interactions are positive.
- Children feel confident to speak to all staff in the school when they have concerns. Children use well a 'thought box' to post their worries, improvement ideas and suggestions. This helps ensure they have a discrete and confidential method of communication. Staff monitor the 'thought box' and pick up and act on any concerns shared.
- The head teacher and staff track the impact of barriers to all children's learning, engagement and wellbeing. They consider carefully the cost of the school day. They have calculated the hidden cost of activities linked to learning and have addressed this through a variety of approaches to ensure there are no children at risk of missing out. For example, the headteacher and staff, where needed, offset the cost of residential trips and opportunities for children's wider achievements. This is achieved through fund raising and the use of Pupil Equity Funding (PEF). This promotes children's wellbeing and ensures that all children are included.
- Staff have a good understanding of their responsibilities and statutory duties relating to wellbeing, equality and inclusion. This understanding supports senior leaders to ensure interventions are in place for children who have additional needs. Skilled pupil support assistants support children well in classes and in small group settings including in Gàidhlig Medium Education. The headteacher should now review the balance of supporting children

with additional support needs in and out with the classroom setting. This will help ensure that children are not missing out on key learning when being supported out with the classroom.

- Staff engage annually in child protection training using professional development materials provided by the local authority. In addition, staff have targeted training on recognising and responding to child protection concerns from a local authority trainer every three years. As a result, all staff have a clear knowledge and understanding of how to apply the school's procedures relating to child protection and safeguarding.
- Staff plan for children who require additional support using child's plans. They are completed in partnership with families and partners. Children's views are included in shaping these plans. The headteacher and staff should ensure that targets are specific and measurable. This will help staff know how much and how well children are learning and progressing.
- A minority of children feel school staff do not deal well with bullying. Senior leaders need to work with children, staff and families to establish a clear and shared understanding of bullying concerns. This should support all children to feel respected and valued.
- Children have opportunities to lead work to promote equality and inclusion. The wellbeing 'Choosing Champions' group have raised awareness across the school of the cost of the school day. They highlight how this could be a barrier for children to experience the full breadth of the curriculum. For example, they identified the cost for each child to attend a Christmas pantomime and have led fund-raising activities to offset this cost. This approach has helped raise awareness and understanding of children's right to an education and how children can work together to promote these rights. The headteacher and staff need to promote children's rights more widely across the school. This should support children further, to feel empowered, engaged and involved in their education.
- The headteacher identifies and supports children facing barriers to their learning, such as young carers and those who benefit from additional support in their learning. Staff ensure that identified children receive appropriate interventions. For example, children have been supported with opportunities to engage in personal achievement activities such as swimming and baking. These interventions are planned and monitored effectively and have resulted in improved outcomes for children such as improved attendance, better engagement and focused pastoral support.
- Children have developed a strong understanding of inclusion, equality and diversity. This is a central part of the community identity of Bun-sgoil an Àth Leathainn - Broadford Primary School. There is a strong Gàidhlig ethos where the Gàidhlig language is valued both by learners in Gàidhlig and English Medium Education. Children celebrate both languages, feel valued and this helps encourage positive attitudes to language learning across the school. Staff use positive role models for Gàidhlig speaking in school by inviting Gàidhlig speakers of diverse ages and backgrounds to speak to children. This promotes children's interest in Scottish culture, history, language and promotes intergenerational interaction. Staff and children celebrate and value Scottish Gàidhlig culture through song and the arts both in school and by attending community cultural festivals such as the local and national Mòd. Staff, children and parents celebrate diversity through regular school-based events and activities. For example, they mark and celebrate Autism Awareness, Jeans for Genes and Downs Syndrome awareness month. This helps children to understand, value and celebrate diversity and challenge discrimination. As planned, the headteacher and staff should review the range and content of books in the school library to ensure that they reflect diverse backgrounds. This will help all children feel more included, engaged and involved and develop further an understanding of their roles and responsibilities as global citizens.

- Staff are making good progress in implementing the Statutory Guidance on Gaelic Education, 2017. They promote Gàidhlig very well. The headteacher and staff show some progress towards each statutory aspect listed for Gàidhlig Education.

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

- At the time of the inspection, the school roll comprised of small cohorts of children at each stage. Because of this profile, attainment and progress will be expressed in 'overall' statements, rather than for specific year groups or Curriculum for Excellence levels.

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

- Children's attainment in literacy and Gàidhlig and literacy and English is good by the end of P7. Children make good progress, but this has been impacted by long gaps when teaching through the medium of Gàidhlig was not available. This was because of challenges in recruitment of staff. There are elements around the first level of literacy and Gàidhlig that are satisfactory. Most children in P7 are on track to achieve CfE second level in literacy and English.

Listening and talking

- Across all stages, children are confident in speaking Gàidhlig through a focus on expressive arts. In total immersion stages, children understand a range of Gàidhlig. Younger children respond in English as appropriate to their age of development. Children understand their responsibilities to speak Gàidhlig. They encourage each other to "Bruidhinn Gàidhlig – Speak Gàidhlig." They should be encouraged to socialise in Gàidhlig. Due to staffing issues, children are still not familiar with a few key vocabularies for their learning.
- Children are independent in using online dictionaries in extending their vocabulary. Children should continue to extend their skills to develop a wider range of vocabulary. By P7, children are generally clear, confident and engaging speakers of Gàidhlig. They express their views in debates in which they challenge others. Most older children sustain conversations in Gàidhlig when working more independently of the teacher, for example in group activities. A few children are developing skills in taking turns. A few children sing in Gàidhlig and show good recall of lyrics.

Reading

- Across stages, the majority of children read aloud fluently in Gàidhlig. During gaps in staffing, children developed their skills in reading English. They are now focusing on reading in Gàidhlig. Staff should ensure children have access to interventions in phonics to increase their confidence in reading Gàidhlig. Across stages, children share the purpose of a few key features of books, such as titles, illustrations and characters. Most older children explain good use of punctuation and a few authors' techniques in composing text. Older children are confident using reading strategies such as summarising, skimming and scanning. Children choose texts to read for enjoyment. These are largely in English due to restricted choices in Gàidhlig.

Writing

- Across stages, children's writing is improving. Younger children convey messages through drawings with increasing detail. They describe well their drawings. The majority of children need higher expectations of their handwriting and how they present their work. At the first CfE level, children use prompts well to construct a few sentences in Gàidhlig. Across stages children use appropriate punctuation. Older children write using a range of verbs, adjectives and correct pronouns. Children should be encouraged to write longer texts in more genres, while developing their creativity.

Gaelic (Learners) in English Medium Education

- Children use greetings in Gàidhlig. They talk about their feelings. They sing at assembly. Children are yet to maximise the opportunities to use Gàidhlig in shared spaces of the school.

Attainment in literacy and English in English Medium Education

- Overall children's attainment in literacy and English Medium Education is good. Children are making good progress in literacy and English. Children's writing skills need to be strengthened further across the school. A few children are able to attain more in writing.

Listening and talking

- Younger children listen well to their teacher during lessons. This helps them to complete follow up tasks and activities successfully. Most children listen well for instructions, for example following class routines. They listen and repeat enthusiastically the different sounds made by single letters and blends of letters. Younger children should continue to develop their skills in listening carefully to others' contributions and in taking turns to speak. Most older children are able to express their views and opinions well, providing reasons to support their answers. They build on the ideas of their peers successfully, asking questions to clarify points discussed. By P7, children engage in debates making arguments for and against topical issues. They are not yet confident in talking to a wide and diverse range of audiences.

Reading

- Most younger children apply their reading skills well to blend sounds to create and read simple words. They recognise rhyming words. Most younger children read common words with growing confidence. They should continue to develop their knowledge of sight vocabulary to read familiar words in context. Most older children read aloud with increasing fluency and expression. They know the difference between fiction and non-fiction books and provide reasons for choosing particular books to read for enjoyment. They scan and skim texts well to locate key information and answer both literal and inferential questions accurately. They need to continue to develop their understanding of techniques used to engage and influence the reader including the use of emotive language and metaphors.

Writing

- Most younger children are learning to form letters legibly. They write in simple sentences. Younger children illustrate their own stories and use their drawings well to help express their thoughts and ideas. They need to continue to develop their skills to write independently through imaginative play and real-life contexts. Older children write for a range of purposes, often linked to their interests. They organise and separate their ideas in paragraphs. They are growing in confidence in reviewing and correcting their writing to ensure it makes sense and meets its purpose. Children across the school would benefit from writing extended pieces of text more regularly.

Attainment in numeracy and Mathematics Gàidhlig Medium and English Medium Education

- Overall children's attainment in numeracy and Mathematics in Gàidhlig Medium and English Medium Education is satisfactory. Children are making satisfactory progress in numeracy and

mathematics across the school. Children in Gàidhlig Medium Education are confident in their use of most mathematical terminology in Gàidhlig.

Number, money and measure

- Younger children use quarter past, half past and quarter to tell the time successfully on a 12-hour clock. They transfer analogue times into digital times. Younger children are not yet confident in calculating change from small amounts of money such as £2.00. Older children can transfer 12-hour times into the 24-hour times. They should strengthen their skills in money, using larger amounts and apply this knowledge to working within budgets. Children need to improve their knowledge of times tables. This will support their skills in division, fractions, decimals and percentages. Older children know the months of the year in Gàidhlig and can use them in context. Children can identify accurately units of measure for length, height and weight. Older children convert successfully metres to centimetres. Older children need to develop further their skills in calculating two step problems.

Shape, position and movement

- Overall, most children have a positive understanding of shape position and movement. Across the school, children successfully identify a range of two-dimensional (2D) shapes and three-dimensional (3D) objects. They identify accurately where shapes can be found in the environment. A few older children identify accurately the properties of prisms and pyramids. Across the school, children successfully use positional language to provide directions in both languages. Older children identify acute, obtuse and right angles. A few children identify the diameter and radius of a circle. Children across the school should continue to develop their knowledge and understanding of the properties of 2D shapes and 3D objects.

Information handling

- Children across the school successfully use tally marks, pictorial graphs and bar graphs to make calculations and analyse data. A few older children identify pie charts and work out simple percentages. Children should develop their information handling skills further through the use of digital technology, surveys and real-life problems.

Attainment over time

- The staff team track children's progress over time in literacy and numeracy through Gàidhlig and English. They are not yet tracking progress across other curricular areas. The school's attainment over time data shows that levels of children's attainment in literacy and numeracy have been variable over several years. In recent years, attainment data has become more robust. The staff team now gather and analyse a range of assessment data, including the use of standardised assessments. Teachers are making more effective use of national Benchmarks to assess and moderate children's writing. This is helping to ensure that the school's attainment data is increasingly accurate.
- Children who benefit from additional support for learning are making appropriate progress in literacy and numeracy in both Gàidhlig Medium and English Medium Education.
- The headteacher and staff recognise that there is a need to raise attainment further, particularly in writing and numeracy. Staff have taken productive measures to address this. For example, staff implemented a range of approaches to develop children's writing skills. These include providing children with opportunities to write regularly and to support them to self-assess, edit and review their written work. There are early signs of improvement in children's writing skills.

Overall quality of learners' achievements

- Children's achievements are recognised and celebrated very well at assemblies, in newsletters and the local press. Certificates are awarded to children based on the school motto "Aim as

High as the Mountains!" when they demonstrate the school values. This is helping to build children's self-confidence and understanding of what it means to be an effective contributor.

- Children contribute enthusiastically to the life of the school by being members of a variety of school leadership 'Choosing Champions' groups. These groups include Developing the Young Workforce, SHANARRI, Eco, Gàidhlig and Sports. Participation in these groups is helping children to be included, develop confidence and to exercise responsibility. Children are beginning to identify the skills they are developing through participation in these leadership groups. The school house system supports successfully participation in sports and team games. A few children participate in after school clubs. Children developed their skills in the performing arts very well through the recent whole school show. Children take part in a broad range of sporting, cultural, and language events in the local community. For example, 'Youth Speaks', 'Film G', the Mod, football and shinty. These wide-ranging opportunities help children enrich their language, build resilience and be successful learners.
- As a next step, staff should record and track children's achievements both in and out of the school, and link these to skills development. This will help children understand better the skills they are developing through engaging in these activities and ensure that no child is at risk of missing out.

Equity for all learners

- Over recent years, school attendance levels remain below local authority averages. Staff are vigilant in tracking the attendance of all children. They act promptly where individual children's attendance dips. Staff follow local authority guidance and provide helpful information for parents to help improve attendance levels. They put in place bespoke arrangements for specific individuals and groups of children where attendance levels are low. Staff work closely with parents to address the reasons for absence. This is leading to success for targeted groups of children. As a result, attendance is beginning to improve.
- The headteacher and staff have an in-depth understanding of the social, economic background of children and families. They are sensitive to the increasing financial pressure on children and their families. Staff are supporting families' wellbeing with discretion and sensitivity. For example, children and families have access to an up-cycled school uniform bank. The headteacher and staff use funding appropriately to offset the cost of trips and activities to ensure that all children are included.
- The headteacher and staff monitor closely the learning progress of individuals and groups of children. This includes those who may require additional support, such as those who are disadvantaged by poverty. They have prioritised well the use of PEF to support children's readiness to learn. For example, school staff target support for individuals and groups of children to engage better in their learning through a programme of life skills. As a result of these interventions, children are more engaged in their learning. Staff now need to use PEF tracking data more effectively to develop an overview of the impact of interventions on children's attainment. This will provide useful information to enhance strategic decision making and help measure the effectiveness of interventions in closing identified gaps in children's learning.

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.