

Summarised inspection findings

Kilmuir Primary School

Bun-sgoil Chille Mhoire

The Highland Council

2 May 2023

Key contextual information

Kilmuir Primary School and Nursery Class - Bun-sgoil Chille Mhoire and Sgoil Àraich is situated in the north end of The Isle of Skye. The school serves the areas of Kilmuir and the Uig community. Kilmuir Primary School - Bun-sgoil Chille Mhoire provides learning through the mediums of English and Gaelic. A majority of children learn through the medium of Gaelic. Nineteen children currently attend the school. There are no children at P1 and P2 in the English medium class.

The headteacher also leads another school, Bun-sgoil Stafainn and Sgoil Àraich. She has been in post for two years. The school should have one full-time equivalent (FTE) teacher in the class for EME and 1.5 FTE teachers in the class for GME. The school has had challenges recruiting and retaining staff across the school in recent years. There is currently one FTE teacher in the GME class. Gaelic speaking support staff are currently providing additional support within the GME class.

The number of children in EME is very small. In GME, the number of children at each stage varies and is relatively small. Overall statements have been throughout this report to ensure individuals are not identified.

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 headteacher has been in post for two years. She has brought much needed stability to the school. Parents, staff and children value her calm, caring and professional approach. Parents and staff talk positively about the impact she has had on the school. They have trust and confidence in her ability to continue to lead and improve further the work of the school. The headteacher is a specialist teacher of Gaelic, and parents value her strong understanding of Gaelic Education. The headteacher has a clear vision for Bun-sgoil Chille Mhoire and has a strong understanding of the school's improvement journey.
- The school has experienced significant staffing challenges across both the English and Gaelic classes. This has had a negative impact on outcomes for learners. Since taking up post, the headteacher has addressed most of the challenges in a solution focused way. She has been creative with staffing and has prioritised continuity of learning for children. For example, she has worked with the local authority so that temporary teachers were assisted in moving to The Isle of Skye to ensure children in the class for GME have retained high levels of fluency through immersion teaching. The headteacher has worked with the local authority to put plans in place to recruit suitably qualified teachers of GME. They should take forward these plans at pace to provide stability to the GME teaching staff team.
- The headteacher recently led the school community in a review of the school vision, values and aims. She gathered views through online questionnaires and in school workshops. All stakeholders believe their views are represented well in the refreshed vision 'ag ionnsachadh

còmhla ann càirdeas agus coimhearsnachd', 'learning together in friendship and community', and the values, cruthachalachd, coibhneas, uallach agus daingneachd - creativity, kindness, responsibility and determination. Children are proud of the display they helped to create with examples of the values in action. The headteacher articulates well the strong tradition for Gaelic language and culture within the local area. She now needs to ensure Gaelic language and culture is an even stronger driver in the strategic leadership of the school. All staff should now use the refreshed vision and values to take forward change and improvement across the school. This should support them to ensure the vision and values become a reality for the school community.

- The headteacher has taken initial steps to introduce effective approaches to self-evaluating the work of the school. This has been particularly successful in the sgoil-àraich. She has carried out a range of audits within the school, including approaches to wellbeing and GME, based on 'The Advice on Gaelic Education'. The headteacher worked effectively with staff to embed nurturing approaches across the school. Staff engaged in professional learning and were ably supported by the headteacher to implement changes to their practice. This has impacted positively on children's experiences and their relationships with their peers.
- The headteacher has gathered a range of self-evaluation evidence on what is working well and what needs to improve across the school. She now needs to use this evidence more effectively with staff to identify appropriate improvement priorities with clear actions, timescales and measures of accountability. It will be important for staff to closely monitor the impact of changes to ensure they lead to improved outcomes for learners.
- Overall, teachers are developing an understanding of their role in evaluating the work of the school and supporting improvements. They are proud of the progress they have made in improving relationships and embedding nurturing approaches. Moving forward, it will now be important to strengthen further approaches to planning and implementing improvements. Staff need to work together as a team and focus on improving approaches to planning high-quality immersion, learning and teaching for all learners. This needs to be a key driver in improving children's learning experiences and ensuring every child achieves their full potential through Gaelic and English.
- Staff have engaged in professional learning linked to the school improvement plan. This has had a focus on approaches to nurture and teaching writing. There are positive signs of progress in these areas. The headteacher and staff should now build on this positive start and engage in professional learning to improve further approaches to learning, teaching and assessment.
- The headteacher has established a quality assurance calendar. This is at the very early stages of supporting teachers to improve further their practice. The headteacher now needs to work with staff to ensure they have a clear understanding of the purpose and value of quality assurance activities. In particular, the headteacher should ensure approaches to monitoring the quality of teachers' long-term planning and learners' experiences are robust. The headteacher and staff should ensure records of professional dialogue are kept in order to identify clearly strengths and next steps.
- All staff engage in professional review and development meetings. The headteacher should continue to support all teachers to regularly reflect on their practice. This should include the use of the relevant General Teaching Council of Scotland professional standards. Teachers should use the standards, including the specific references to Gaelic Education, to identify appropriate targets and professional learning to support their continuous development.

- The headteacher has recently introduced a range of groups to support children to lead change within their school. Children talk positively about the groups such as young leaders, school council and house captains. They articulate well changes that have been made as a result of their suggestions. They are particularly proud of their involvement in developing the school playground. All staff should continue to plan opportunities for children to influence and lead meaningful change within their school and local community.

2.3 Learning, teaching and assessment

weak

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

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

- Staff have created a calm, caring and nurturing ethos at Kilmuir Primary School - Bun-sgoil Chille Mhoire. They work well together to nurture positive and supportive relationships, reflecting the school's values. Staff are building on this by supporting children to develop an understanding of children's rights. As a result, children are kind and respectful to each other and to adults and visitors to the school. They support each other well within the multi-composite classes.
- Children experience highly effective approaches to total immersion within the Gaelic class. Pupil support staff, who speak Gaelic, work well alongside teachers to ensure a high-level of support. This approach is benefitting children in their learning through total immersion. As children play in the Bùth (shop) and outdoor garden, pupil support staff interact regularly in quality Gaelic with children. This enables children to develop their knowledge and skills in Gaelic language. As a result, children speak Gaelic independently to each other and to staff outwith classrooms and in the playground. This spoken Gaelic is for real-life purposes as part of their total immersion experiences. Children confidently use specialised vocabulary and dialogue across all areas of learning. Children, learning through the medium of Gaelic, are motivated and show a high level of engagement in their learning.
- Across the school, teachers have created calm and friendly learning spaces where most children are settled, motivated and ready to engage in learning. In GME at P1, children's pace of progress in speaking Gaelic is brisk. Teachers need to ensure that tasks and activities for reading and writing are better paced to acknowledge what children can already do. This will build on their strong nursery experiences. In English medium education, the tasks and activities that teachers plan need to be more challenging. Teachers need to ensure all children experience high-quality and appropriately challenging learning activities.
- Overall, there are important weaknesses in the quality of learning, teaching and assessment. There is an urgent need for prompt action to improve the experiences of a significant number of children. A few teachers need to review approaches to classroom organisation, including how teaching time is used to meet the needs of all learners. At times, learning is not planned for using local or national guidance, children do not receive their entitlement to their broad general education. As a result, they do not make appropriate progress in their learning. As a priority, the headteacher should work with the local authority and teachers to establish a shared understanding of high-quality learning and teaching, building on the areas of strength identified within this report.
- Most teachers, provide clear instructions and helpful explanations about the tasks children have to complete. A few teachers, share the purpose of the learning and how to be successful with children. Teachers ask questions to check children's understanding of tasks. They now need to develop approaches to questioning to support and challenge children's

thinking. Teachers provide written and oral feedback on the tasks children complete. However, this is not of consistently high enough quality across the school. Teachers should ensure all written feedback focuses on children's strengths and outlines what they need to do to improve.

- Across both mediums, children set targets in literacy, numeracy and health and wellbeing every term. Children know that targets can help them to reflect on next steps in learning and achieve success. However, a few children are not aware of their own learning targets. All teachers should continue to support all children to have a clear understanding of their own specific targets to enable them to reflect on their progress and identify their next steps in learning. Teachers should also help children develop a greater awareness and better understanding of the relevance of what they are learning, for example, by linking their learning to real-life contexts and the world of work.
- All children benefit from having their own dedicated digital device for learning. In a majority of lessons, teachers make good use of digital technologies, such as laptops and interactive whiteboards, to support children's learning. Children use online search engines to research famous scientists and create interesting presentations. They access online games to consolidate recent learning in literacy and numeracy. Teachers should continue to develop approaches to using technology across the curriculum to enhance children's experiences.
- Teachers, supported by partners, make good use of the school grounds and the local environment during outdoor learning. Children's environmental, geographical, and historical knowledge of their community is developing well through outdoor learning. Children enjoyed celebrating the unique history of houses in Skye through an interesting community project. The headteacher is working with partners and community members to support the school in developing further approaches to outdoor learning in the local area.
- Younger children in the class for Gaelic consolidate learning through play in exciting, relevant and generous spaces. This provides good progression in play from the sgoil-àraich. The pupil support assistants in Gaelic demonstrate a strong leadership of learning through play. Children in the Gaelic class benefit from an additional adult in the room. This increases children's opportunities to use and hear high-quality interactions on a regular basis during play. Teachers should increase their joint working with practitioners in the nursery to develop further their knowledge and understanding of effective play pedagogy for total immersion. In taking this forward, they should focus on how they use interactions, experiences and spaces well to create meaningful and motivating play experiences for children in the English medium class.
- The headteacher and teachers have produced an overview of which aspects of learning should be assessed and when across the school year. This includes assessments in phonics and standardised assessments for literacy and numeracy. Assessment is not yet an integral part of planned learning and teaching. The headteacher needs to continue to extend approaches to assessment to ensure that all teachers can better support children to demonstrate progress, particularly in literacy and numeracy. Staff should now work together to ensure results from assessments directly inform planning. This should ensure all children, including those who require additional challenge, make appropriate progress through Curriculum for Excellence (CfE) levels.
- The headteacher plans to increase opportunities for teachers to work together, and with staff from other schools. This will be helpful as teachers work to improve standards of learning, teaching and assessment. The headteacher should take this work forward at pace to support all teachers to develop a stronger understanding of progress within CfE levels. This will enable teachers to learn with and from each other and strengthen the validity and reliability of their professional judgements of children's progress.

- Teachers are developing their use of National Benchmarks to support their professional judgements about children's achievement of a level. As staff increase their understanding of achievement of a level, the data they gather will become more accurate. Staff use tracking information to plan interventions to remove barriers to learning for individuals. At present the documentation provided for these children does not show how well they are making progress towards achieving their targets. The headteacher and staff need to set specific targets to outline how children's progress and attainment will be accelerated. There is scope for this group of children to make more consistent and quicker progress in their learning.
- The headteacher checks children's progress on the school's digital tracking format. She uses the analysis of data to identify children that are not on track and plan interventions for those who require support with their learning. Teachers now also need to use this tracking information to inform their planning.

2.2 Curriculum: Learning pathways

- Teachers in the Gaelic class use a range of progression pathways to plan learning in literacy and Gàidhlig and numeracy and mathematics. All teachers should plan learning across the curriculum using progressive learning pathways. They need to ensure they support all learners to build more progressively on prior learning.
- Teachers have made a positive start to developing a comprehensive progression pathway in literacy and Gàidhlig. At an appropriate stage of fluency in listening and talking, children should be encouraged to use the stimulus for listening and talking from which to write. As a next step, they should work with staff at Portree High School to ensure the literacy and Gàidhlig curriculum is appropriately progressive as children move from P7 to S1.
- Teachers delivering learning at the total immersion stage make effective use of the additional staffing and spaces. This enables younger children to develop their early fluency in Gaelic language, while older children engage in their literacy and English learning in the classroom.
- Teachers are at the early stages of planning interdisciplinary learning. A few teachers plan interesting activities for children. For example, children used data from the new weather station in mathematics activities and wrote reports about their findings. Teachers should build on this positive start, ensuring there is a clear focus on the skills children will develop across the curricular areas.
- Children across the school enjoy learning outdoors. They created a 'pocket garden' growing a range of plants and vegetables. Older children enjoy sailing lessons. This is helping them to develop skills in assessing and managing risk. Children are developing skills in problem solving and communication as they work together. As planned, staff should continue to develop approaches to outdoor learning with their identified partner.
- Children across the school do not yet access two-hours of quality physical education (PE) each week. Senior leaders should review current timetables to ensure all children experience two-hours of quality PE each week.

2.7 Partnerships: Impact on learners – parental engagement

- The headteacher is highly visible within the school and wider community. Parents value her open-door policy. They are confident in approaching the school in person to discuss their views and any concerns they may have. They believe the headteacher responds quickly to any issues or concerns raised.
- Parents value the important role the school has as part of the local, rural community. They are knowledgeable on GME and bilingualism. Parents appreciate the efforts made by staff and partners in supporting their children to become fluent speakers of the Gaelic language.
- Teachers use social media platforms regularly to provide parents with helpful information about the school. They also share opportunities for children and families within the local community. Teachers send updates home to parents to share successes that their child is having in school. Overall, parents are very satisfied with the ways in which the school supports them and updates them on the work of the school and their child's progress.
- Parents have raised concerns about the recruitment of staff and the impact this is having on the quality of children's experiences. They remain concerned about the turnover and inconsistency of staffing over the last few years. The headteacher and local authority should continue to update and inform parents on the steps they are taking to ensure continuity of learning for children.

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. At the time of the inspection, there were no identified areas for development.

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

- Staff have worked well to embed nurturing approaches across the school. This is supporting children to effectively manage their emotional wellbeing. Children talk confidently about approaches to resolving issues with their peers. They value the time taken by staff to explore situations, discuss reactions and feelings and to resolve issues. As a result, all children feel safe at school and most believe other children treat them fairly and with respect.
- A few children require additional support to manage their emotions. Teachers plan and deliver targeted nurture support to meet their needs. Children engage in one-to-one and small group support to explore strategies to help them deal with challenging situations. This is impacting positively on those individual children's experiences at school. They are increasing their time in the classroom learning with their peers.
- The headteacher identified an appropriate partner organisation to work with children to develop their playground. Children have created a range of areas allowing them to engage in physical, imaginative and creative play. They are very proud of their work and talk confidently about their improved play experiences. Commendably, the headteacher has allowed children to create areas allowing children to engage in risky play such as climbing. Children manage and assess risk well and have developed skills in teamwork and compromise through their play. Staff and children have seen a significant reduction in playground incidents following the changes.
- Children learn about the wellbeing indicators through the health and wellbeing curriculum. A majority of children talk about how the school is supporting them to improve their wellbeing. They believe they make healthier choices at lunchtime after creating posters about healthy eating. Children enjoy taking part in whole-school activities, such as building the outdoor pirate ship and cèilidh dancing. This makes them feel included in the wider school community. Older children value their responsibilities in the playground when they plan and lead games for younger children. Teachers should continue to help children reflect on their own wellbeing. Children could be more involved in identifying how to improve their wellbeing, for example, through setting targets in their learning journals.
- Most teachers plan health and wellbeing lessons with a focus on emotional wellbeing. The headteacher plans assemblies to explore other aspects of health and wellbeing such as internet safety and road safety. Moving forward, the headteacher needs to work with staff to ensure all children experience a broad and progressive health and wellbeing curriculum. In developing the curriculum, teachers should plan opportunities for children to explore diversity and discrimination. This should ensure children develop skills and knowledge across all aspect of their physical and mental health.

- The headteacher rightly identified a few children and families who required support to attend school more regularly. She has put in place appropriate supports and strategies to improve attendance. As a result, attendance for identified children is improving.
- The school's improvement work demonstrates that the statutory guidance in Gaelic Education is being used increasingly to improve the effectiveness of the Sgoil-Àraich and school's strategic planning for Gaelic Education. As a result, there is a very good understanding of total immersion and immersion approaches in Gaelic Medium. The headteacher should continue to work with the authority to ensure progress with permanent staffing for Gaelic Medium Education. She should also increase the pace of learning Gaelic as an additional language for those in English medium.
- The headteacher has an understanding of the barriers to learning children may face. She works well with the additional support for learning teacher to identify potential barriers and discuss interventions and strategies to help children overcome barriers to their learning. She is aware of the need to formalise approaches to identifying children who may require additional support with their learning. The headteacher needs to work with staff to develop a comprehensive approach to planning and monitoring additional support to ensure all children have access to appropriate supports and interventions. In taking this work forward, teachers should ensure all targets within children's support plans are clear and measurable. This will support staff to make accurate judgements about the progress children with additional support needs are making.
- A few children benefit from targeted support from other agencies. The school works well with a local youth counsellor and Young Carer's support worker to ensure children access the right support at the right time. Parents and children value this partnership work and talk positively about the impact it is having on their lives.
- All support assistants provide effective support for individual children and small groups in the class for Gaelic Medium Education. This is leading to children who require additional support with their fluency accessing their learning and making good progress.

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 number of children in EME is very small. In GME, the number of children at each stage varies and is relatively small. Overall statements have been made about attainment and progress to ensure individual children are not identified.

Attainment in literacy and numeracy

- Overall, children's attainment in literacy and English and numeracy and mathematics is satisfactory and attainment literacy and Gàidhlig is good. In June 2022, the school's Curriculum for Excellence (CfE) data shows that most children achieved appropriate CfE levels in both mediums of learning. A few children were working beyond expected levels but could be achieving more.

Attainment in literacy and Gàidhlig and literacy and English

- Overall, children are making satisfactory progress in literacy and Gàidhlig. Children make very good progress in listening and talking. Children who require support with their learning in literacy and Gàidhlig are making good progress. Across both mediums of learning, most children are making satisfactory progress in literacy and English. Children learning through the medium of English could be making much better progress.

Listening and talking

- Across the school, most children are articulate, they communicate clearly and audibly with others.
- In GME, most children are making very good progress in listening and talking. Their levels of fluency enable them to confidently access the curriculum through Gaelic. At the total immersion stage, children talk confidently in a variety of contexts and to their peers and adults. They develop their imagination through play and engage consistently with Gaelic when responding to questions and prompts. Across stages in GME, the focus on learning with community partners, along with staff's own high-quality Gaelic, is impacting positively on children's use of a range of vocabulary. At first and second levels, children build on the opinions and views of others during paired and group work. They are respectful and consistently use Gaelic when responding to each other. They speak confidently using a wide range of vocabulary and with good grammatical accuracy.
- In EME, most children are making satisfactory progress in listening and talking. By second level, children are eager to share their ideas and opinions during class and group discussions. However, younger children require adult support to take turns and listen to the ideas of others.

Reading

- Across the school, children speak enthusiastically about the range of books they read. They access a mobile library van, however they do not always choose suitably challenging texts.

Staff should develop the school library to raise the profile of reading for pleasure across all stages.

- In GME, most children are making satisfactory progress in reading Gaelic, and from Clas 4 reading in English. At the early level, children recognise the different sounds made by letters. They enjoy stories and talking about books. At first level, most children read fluently. They summarise the main points and predict the meaning of unfamiliar words using clues in the text. They are confident in explaining the author's use of punctuation. At second level, most are familiar with the features of fiction and non-fiction. They are becoming more confident in discussing techniques the author uses to influence the reader. A few children at the first and second levels need to develop further their higher order reading skills using text appropriate to their level of ability.
- In EME, most children are making satisfactory progress in reading. Children at first level are building their confidence in reading aloud. They use their knowledge of phonics to decode words appropriate to their stage of development. Children enjoy reading their library books, however they do not always select books at an appropriate level. Teachers should ensure children have access to a wider range of books with appropriate levels of vocabulary and structure. Older children need to develop confidence in answering increasingly complex questions about the books they are reading.

Writing

- In GME, most children are making satisfactory progress in writing in Gaelic. At the early level, teachers need to do more to support and encourage children to explore the purpose of writing. Children should be encouraged to write common words and use these in their play. Children working at first level write confidently about personal experiences. At second level, children write reports. For example, older children wrote reports on a local development. Children are not able to discuss the differing features of writing genres. Children at first and second levels would benefit from having more frequent opportunities to develop their writing skills at a level appropriate to their ability. Children's skills in spelling, punctuation and presentation have improved. Across GME, there is a need to provide children with increased opportunities to apply their writing skills across the curriculum.
- In EME, a majority of children are making satisfactory progress in writing. Children write for a range of purposes and have opportunities to apply their writing skills in other curricular areas. At first level, children vary their sentences, however they do not always use capital letters and full stops appropriately. By second level, children organise their writing in paragraphs and use an increasingly complex range of punctuation. Children's work is not always marked and feedback is inconsistent. This is limiting the progress children make with their writing.

Numeracy and mathematics

- Overall, across both mediums, the majority of the children are making satisfactory progress in numeracy and mathematics. Children require further opportunities to consolidate their understanding of number processes and revisit mathematical concepts regularly.

Number, money and measure

- Children at early level of GME identify ordinal numbers in real life contexts. They use one-to-one correspondence to count accurately within 20. They recognise and use coins to £2 in their learning and play. At first level, most children across GME and EME classes confidently round to the nearest 10 and 100. They count forward and back in twos and fives and convert pounds into pence and hours into minutes. At first and second levels across both mediums, most children demonstrate brisk mental agility appropriate for their stage. Children at second level estimate and have a good understanding of place value. They read and record time in both 12 hour and 24 hour notation and convert between the two. In the EME class, children are

not confident in identifying, using and converting units of measure appropriate to their stage of development. Children need increased opportunities to apply their learning in numeracy and mathematics across the curriculum.

Shape, position and movement

- At early and first levels, most children in GME identify two-dimensional shapes and three-dimensional objects appropriate to their stage. They describe features of these using Gaelic terminology. At second level, children need support to build on previous learning in relation to position and movement. Children in the EME class have insufficient opportunities to develop their understanding of shape, position and movement. As a result, they demonstrate only a basic knowledge of this area of learning.

Information handling

- At the early stages of GME, children identify information that may be found in familiar locations. They explore a range of ways of collecting and displaying data. Children at first level create bar graphs using simple labelling and scale. They need support to develop their ability to ask questions to extract key information. At second level, children interpret data from a range of sources. Teachers' planned use of digital technology would support children to further develop their learning of data handling. Children in the EME class have insufficient opportunities to develop their understanding of information handling. As a result, they demonstrate only a basic knowledge of this area of learning.

Attainment over time

- The headteacher is working with the local authority to develop effective ways to track attainment in literacy and Gàidhlig, literacy and English and numeracy and mathematics over time. This approach is at an early stage of development. The school is not yet in a strong enough position to share reliable data on children's progress over time.

Overall quality of learners' achievements

- Children's achievements are recognised and celebrated in weekly assemblies, newsletters, the local community newspaper, and online platforms. Older children are beginning to record their out-of-school achievements in their profiles.
- The school has a strong Gaelic culture. Children's strong fluency outcomes have resulted in successes at local and national competitions including the Mòd and Cupa Iomainn na h-Òige. Children develop their creativity and performance skills throughout the school year in expressive arts opportunities such as the school concert, Mòd Ionadail an Eilein Sgitheanaich and music tuition. At the upper stages, children progress their leadership skills and build their self-esteem through initiatives such as Young Leaders and outdoor centre sailing experiences.
- The school has achieved national success through their work on developing children's awareness of their rights. Children are also developing their awareness of global issues through initiatives such as the Blythswood Shoebox Appeal and other charity events. This is supporting them to develop well their organisational and team working skills.
- Staff have correctly identified that there is a need to track children's participation and achievements to ensure no child misses out. Building on this, teachers should now track progression in skills development and help children to reflect on the skills and attributes developed through their achievements.

Equity for all learners

- Staff know children and their families very well and are acutely aware of the social and economic context of the rural community. They seek and secure financial support from a range of sources and use this to reduce the cost of activities and resources.
- Staff have introduced inclusive initiatives such as morning snack, and they actively encourage and support parents to apply for available supports including food parcels. These approaches provide practical assistance to families and contribute to a strong sense of community within the school and across the village.
- The school is in receipt of Pupil Equity Funding (PEF) and staff have used this financial support to provide targeted and universal interventions in health and wellbeing, literacy and numeracy. Commendably, all children benefit from a block of swimming lessons and receive official accreditation for their progress. The headteacher now needs to demonstrate how staff are measuring the impact of these interventions. This would allow staff to evidence how well they are closing the attainment gap caused by children's socio-economic circumstances.

Practice worth sharing more widely

- The headteacher has a strategic approach to deploying very effectively pupil support staff to support children's fluency, total immersion, and early language and literacy skills. Pupil support staff are fluent speakers of Gaelic. They have a clear understanding of their role to develop Gaelic language. The headteacher leads professional learning for Pupil support staff using "The Advice on Gaelic Education", 2022. She provides effective support and clear guidance to the Pupil support staff to bring about further improvements. As a result, children have strong fluency and are confident in total immersion play, which is planned across the curriculum. As children move from sgoil-àraich to P1 they understand Gaelic very well. They speak Gaelic as the language of learning across all contexts from about Christmas of C1. The Pupil support staff work across the early and first level, both in the sgoil-àraich and at the primary stages. Importantly, the pupil support staff's approach enable total immersion in a multi-stage class. They lead opportunities for children to hear and use Gaelic in exciting and relevant spaces as part of planned learning, while also responding to children's interests and needs. The Pupil support staff model high-quality Gaelic to children and engage in regular, quality interactions with children. They provide highly effective commentaries and songs in Gaelic, while building phrases through prompting, rephrasing and acting. This includes while learning outdoors and in role-play. As a result, children in Gaelic Medium Education are supported very well to make very good progress in their listening and talking. The pupil support staff have sustained children's progress and attainment at times of staff vacancies.

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.