

# Summarised inspection findings

**Sgoil an t-Òib - Leverhulme Memorial Primary School**

Comhairle nan Eilean Siar

19 August 2025

## Key contextual information

School name: Sgoil an t-Òib – Leverhulme Memorial Primary School  
Council: Comhairle nan Eilean Siar  
SEED number: 6203736  
Roll (2024): 15 (10 in Gàidhlig Medium Education)

Sgoil an t-Òib has Gàidhlig - Gaelic status, offering Gàidhlig Learner and Medium Education. The sgoil-àraich operates a Gaelic First Policy, with all children being immersed in Gàidhlig. The education authority's strategy is that all children enrol in Gàidhlig Medium Education at the bun-sgoil - primary. Parents, if they wish, may request that their children enrol in English Medium Education at P1.

The acting Head of School – Ceannard has been in post for just over two years. She is also the nursery manager. The acting Head of School has a teaching commitment of 0.5 full-time equivalent. She provides cover for teachers' non-class contact time. The post of Head of School is the only promoted post in Sgoil an t-Òib.

Over time, recruiting and retaining staffing in the sgoil-àraich has been very challenging. In April 2025, the sgoil-àraich was staffed to offer 1140 hours of immersion for the first time in three years. During the interruption to sgoil-àraich, the staff team in the sgoil worked flexibly to provide cover in the sgoil-àraich.

In 2022/23, there were no cases of exclusion.

All children reside in Scottish Index of Multiple Deprivation (SIMD) five.

### 1.3 Leadership of change

**very 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

- Children, staff and parents were involved in reviewing the sgoil - school vision, values and aims in 2023-24. The sgoil values of earbsa - trust, urram - respect, rèite - harmony, coibhneas - kindness and coimhearsnachd - community are displayed prominently throughout the sgoil and playground. All children can talk confidently about the purpose of values. The vision, values and aims of the sgoil reflect the place the sgoil has in its local community. Gaelic language, traditions and culture are encompassed within statements.

- The staff team have a very strong understanding of the social, language and economic context of the local community. They ensure that Gàidhlig is prioritised for children's curriculum in both Gàidhlig Medium Education and Gaelic (Learners). The staff team build strong links with the local community to connect children's learning and sense of belonging to the island. Staff prioritise having partners who speak Gàidhlig fluently working with children. This helps children understand the relevance of Gàidhlig in their community. This promotes children's knowledge

and understanding in their Scottish culture, history and language, while promoting intergenerational interaction. As a result, there is a strong Gàidhlig culture in the sgoil where the language is valued by all children.

- The acting Head of School is leading the staff team very effectively. Her leadership is increasing the pace of change across the sgoil and ensuring that improvement is embedding in practice. The acting Head of School is highly respected by staff, parents and children. She leads successfully with clear direction. The acting Head of School focuses on solutions in challenging situations. The staff team lead projects very effectively, both individually and as a team together. They look out for each other and value how their strong professional relationships and collaboration increases outcomes for children.
- The acting Head of School ensures improvement priorities are correctly based on a range of self-evaluation activities. All teachers engage successfully with 'How good is our school?' 4th edition to evaluate the work of the sgoil. This work is articulated further to the context of the sgoil using 'The Advice on Gaelic Education'. Teachers consult effectively with all parents and children about what is working well and what they think needs to improve. The staff team are clear on the strengths and development needs of the sgoil and community. They use effectively the data from self-evaluation to establish appropriate priorities for improvement. The acting Head of School, staff and children regularly review progress towards meeting key areas for improvement across the sgoil. Children and staff can articulate the impact of improvement activity on attainment in writing. All staff feel appropriately supported by the acting Head of School to improve the sgoil. All teachers believe they are supported to engage in professional learning that enables them to reflect on and improve their practice.
- The sgoil's strategic planning for improvement shows impact towards the Comhairle's Gaelic Language Plan. Currently, Sgoil an t-Òib's successes in improving children's fluency in Gàidhlig, equal respect for Gàidhlig, prioritising Gàidhlig, increased support for Gaelic (Learners) and cultural activities demonstrates positive outcomes towards the Gaelic Language Plan. The acting Head of School should ensure that the sgoil's planning links explicitly to comhairle's plan.
- The acting Head of School visits classes to observe, evaluate, discuss practice with teachers and suggest next steps. The acting Head of School worked with a peer headteacher to take forward a number of very relevant quality assurance activities. Teachers welcome the feedback they receive and act on it. This has a direct and positive impact on improving learning, teaching and assessment across the sgoil. As a result, children's outcomes for wellbeing and attainment show sustained improvements.
- All teachers engage regularly in professional review and development meetings with the acting Head of School. Together, they reflect honestly on their individual targets from the previous year, and identify and discuss their progress. They link their reflections closely to the General Teaching Council for Scotland professional standards. This approach helps them to identify effectively new targets which supports sustained improvement. Teachers identify areas to lead and work on across the sgoil to help them fulfil successfully their current personal targets. Staff are continually reflecting on practice and how they make improvements for learners' benefit. They engage in professional reading and research to refresh and update their knowledge and skills. The impact of this is evident across the sgoil, particularly in staff's approaches to supporting children with specific learning needs.
- The acting Head of School has encouraged leadership at all levels. This has led to a climate of very strong collegiality across the staff team. All teachers have leadership roles within the sgoil. These include leading committees on children's rights and protecting the environment. Teachers identified a need to learn from other sgoiltean - schools to continually refine and

improve practice. Staff share readily their learning. They are exceptionally supportive of each other when implementing change and improvements. This is impacting very positively on children's experiences.

- All staff place high importance on children's views. Children talk positively about their meaningful contributions to the life of the school through their committees. Children's voice is listened to and acted upon. The children are involved in making decisions about their sgoil trip. They asked the Parent Council to fund an overnight experience for all children. Children are proud of their contribution to the local community. They lead 'Armchair Athletics' with the senior citizens in the nearby care home. They work closely with the community council to organise and participate in the annual community events, such as the bonfire night and Christmas concerts. As a result, children see themselves as effective agents of change who can make a difference in their sgoil and community.
- The acting Head of School and staff know the needs of the community very well. They use Pupil Equity Funding (PEF) to fund additional staffing through an Education Attainment Apprentice (EAA) to support children with their wellbeing and learning. Moving forward, the acting Head of School should more fully involve parents and children in agreeing how PEF should be used.

## 2.3 Learning, teaching and assessment

very 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

- Children experience a warm, nurturing and welcoming culture as a basis for their learning and total immersion. The calm and inclusive learning atmosphere is enhanced further through a rights-based approach. This reflects well the sgoil values. Children and staff are proud of their language, culture and identity as a community of speakers of Gàidhlig. As a result, children's behaviour is very positive and respectful.
- Children's learning in Gàidhlig Medium Education is based on high-quality total immersion. Children are motivated through a wide range of meaningful learning activities. Partners actively impact on protecting children's total immersion through their commitment to deliver learning through Gàidhlig. Teachers use a progressive plan to structure the teaching of Gaelic (Learners). Children in Gaelic (Learners) also have daily routines in Gàidhlig and are invited to participate in Gàidhlig opportunities such as the drama performance, Dìleab - Heritage and the Mòd. All children's learning of Gàidhlig enhances the culture for Gàidhlig and provides opportunities for children to socialise in Gàidhlig out with the classroom. Gàidhlig is visible and can be heard throughout the sgoil. Children's work is displayed very well in all areas of the sgoil. Children make important decisions on what and how their work is displayed.
- Teachers are very well organised for lessons. They encourage children to be independent in their learning. Teachers know children very well as individuals. They have high expectations of children's learning and achievements. In all classes, children are engaged and motivated to learn. Teachers share clearly the purpose of learning with children. They discuss with children how they will recognise their successes. Teachers use highly effective questioning techniques to develop learners' understanding for almost all of the time. Teachers should continue to build on this skilled practice to promote even further children's critical thinking.
- Teachers ensure learning is differentiated within the multi-level classes to meet the needs of all learners. Children have choice in their learning through embedded well-planned activities. They are encouraged to lead their own learning. For example, children lead warm-up activities in physical education (PE) and lead an art lesson where they share a particular skill. Children discuss their learning confidently with partners or in small groups. Teachers plan meaningful experiences for the children to apply their skills in different contexts. They make very effective use of the local area and partners to support and enhance children's curriculum. As a result, children are confident learners who ably relate their classroom learning to real-life experiences connected to their local community and culture.
- Staff plan purposeful learning for children in the outdoors. All children benefit from well-planned experiences in the extensive grounds, garden and local area. Children are learning very specialist ways of how to protect and sustain their environment. For example, children link with scientists investigating climate change across the globe. Children work with the scientists to use limpets for measuring sea temperature change. This learning with partners deepens

understanding, enables skills to be applied in meaningful contexts and is very motivating for children.

- Currently, there are no children at P1. Teachers integrate a few play activities into children's learning in both Gàidhlig Medium and Gaelic (Learners). They should continue to plan this as a pathway to promote creativity. Children select the context for the role play area of their classroom termly. This develops, and is personalised to children's interests, as time progresses. Teachers deploy active learning activities in such skills as spelling. Staff have identified that they will be developing this area further next session when there are children in P1. They should continue to engage with guidance on play, the Gaidhlig Medium way, to support them to create a clear approach to play pedagogy. Importantly, the staff team should continue discussing how they achieve ample interaction with children in play within a multi-stage class.
- Staff use digital technology well to support learning in classes. Children routinely use technology for their learning. Children confidently share their learning with parents through a digital platform. This is leading to a shared understanding of the learning and progress children make in sgoil. Older children are encouraged to be independent in their learning using auditory and visual reading books with comprehension activities. Staff seek out further technologies from out with the sgoil to enhance learning, such as the use of programmable robots. Children and staff use videos to record their work, including to share with parents and partners. Children have very successfully used technology to record the history of their sgoil and its community. Children are proud of their many showcases available digitally.
- The acting Head of School and teachers work closely together to plan a consistent approach to assessment throughout the sgoil. All teachers use effectively a variety of formative and high-quality summative assessments to measure progress, inform planning and identify any barriers to learning. They moderate children's work within the sgoil to support their professional judgements. The staff team have moderated with a headteacher from another sgoil. They now need to continue moderating locally and nationally, to develop further their shared understanding of national standards across the curriculum. Teachers should also use existing, rich talking activities to evidence and moderate more thoroughly through Gàidhlig and English medium.
- All teachers provide children with clear verbal and written feedback. Children self- and peer-assess against the aims of learning episodes. Teachers adjust plans for learning and assessment to meet children's learning needs consistently. This is contributing to children's extremely high levels of engagement in learning. Staff should continue to develop further these approaches to support children to become more independent in identifying their next steps and setting individual learning targets. This has potential to help children develop an even greater understanding of themselves as learners.
- Teachers plan effectively for breadth in learning over a range of timescales using a range of progression pathways. As planned, staff should implement the new authority progression pathways to ensure further consistency in learning, teaching and assessment.
- Teachers meet regularly with the acting Head of School to track and monitor progress across the curriculum. This allows staff to identify quickly children who require additional support in their learning. Children benefit from appropriate universal and targeted supports as and when required.



## 2.2 Curriculum: Learning pathways

- The acting Head of School and staff have developed learning pathways to take account of the Gàidhlig and rural context of the sgoil. Teachers use progression pathways from a variety of different sources for all curricular areas. They will use new progression pathways in all curricular areas in the new session. These new pathways will support teachers to plan learning and assessment in a more consistent way, along with sgoiltean across the local authority. Staff should continue to engage in specialised professional learning in using these new progression pathways to continue to improve children's attainment.
- Teachers have devised a strong, effective and evolving policy for total immersion. This is based on research and finds solutions as new issues arise. This includes researching and developing strategies to meet children's individual learning and development areas. Teachers maintain an up-to-date knowledge of how technology supports children with additional support needs to access Gàidhlig. At the beginning of each term, children are totally immersed in Gàidhlig to increase children's fluency and lay important foundations for using Gàidhlig to deliver the curriculum. The acting Head of School should ensure that total immersion, and learning Gàidhlig as a second language, is part of the curriculum high-level map.
- Children in Gaelic (Learners) learn Gàidhlig from P1 as a first additional language. Gàidhlig is a feature throughout the sgoil and promoted by all children and adults. The older children learn French. Teachers are using a progressive plan to structure the teaching of Gaelic (Learners) and French. Children enhance their skills in Gaelic (Learners) through using languages in daily routines.
- Teachers in Gàidhlig Medium use additional local authority pathways for development of Gàidhlig language skills. Children in the Gaelic Medium have full time immersion during their time in class. There is a strong emphasis on the Gàidhlig culture and language. Children benefit from staging Christmas shows and exhibitions for the community, mainly through Gàidhlig. This is strategically managed by the staff team to meet outcomes for immersion and engagement. Children in Gaelic (Learners) engage with Gàidhlig events to provide purposeful opportunities for their use of Gàidhlig, while staff monitor that immersion is not diluted.
- The local authority should ensure that staff are supported with the translation of teaching and learning resources to free up time for important matters of ongoing sgoil improvement.
- All children receive their full entitlement to two hours high-quality PE each week. This is planned effectively and progressively with children engaging in learning with enjoyment and enthusiasm. Due to the small numbers in the sgoil, the acting Head of School and staff focus carefully on planning aspects such as team games. Children do some sports with a nearby sgoil. Children in Gaelic Learner and Medium Education join together for a minimum number of team games. Thereafter, the programme of learning is planned to protect total immersion. The acting Head of School should continue explaining this approach to parents. The older children receive a termly block of swimming annually. This helps overtake an important aspect of keeping safe on an island.
- All children follow a programme of religious and moral education at all stages of the sgoil. All children engage well in developing their knowledge and understanding of Christianity and world religions, alongside developing their own beliefs and values.
- The sgoil library provides children with opportunities to develop their reading for enjoyment and reading skills in English. Children borrow books to read in class and to take home. Class

libraries have a range of books. Children in Gaelic Medium class have a range of books written in Gàidhlig.

- To improve children's learning in the digital world, there is a need to develop planned progression in digital skills for learners across the sgoil. This is important going forward to support communication and learning in a rural and island context.



## 2.7 Partnerships: Impact on learners – parental engagement

- Parents appreciate the established positive relationships across Sgoil an t-Òib. The staff team author a bilingual newsletter and use social media to keep parents well advised of children's successes. Practitioners use a digital platform to record children's experiences. The Parent Council have their own communication strategy. Parents are appreciative of the quality of communication and engagement that they receive from the sgoil.
- Parents appreciate practitioners' commitment to Gàidhlig and education. Sgoil an t-Òib is based in an area of significance for Gàidhlig. The acting Head of School and staff team are clear of their role in taking forward local and education authority planning for Gàidhlig language and culture. Many parents are native speakers of the language and assist the sgoil very well in taking forward duties for the language and culture. They use Gàidhlig in their communication with the sgoil, and should continue to do so with their children. Parents are concerned that a longstanding vacancy for a singing tutor of Gàidhlig will impact on the curriculum, attainment and fluency. This includes children taking part in the local and national mòd. The local authority should continue to support the sgoil in resolving this issue. The acting Head of School should seek ongoing support from national and Gàidhlig organisations for such issues.
- Parents access a range of resources on the benefits of Gàidhlig Medium Education. These are displayed at the reception area. The staff team have collated resources on line.
- Children are very visible in the community. They exemplify very well that Gàidhlig happens beyond sgoil in the community. The staff team have an effective strategy to encourage partners' use of Gàidhlig to support total immersion.

## 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

very 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

- Across the sgoil, staff foster positive and respectful relationships with children. They demonstrate kindness and care in every interaction. This is evident in all classes and in the playground. This strong sense of community ensures all members feel valued. Staff use their knowledge of the context of the sgoil and families to support children effectively. All classes start the day with an emotional check in, allowing staff to identify and address concerns. As a result, all children feel safe and trust that adults will listen to their worries. The sgoil values are clearly reflected in children's behaviour and interactions.
- All children have a strong understanding of wellbeing. Children talk with confidence about each of the wellbeing indicators and their relevance to their lives. Staff monitor and track children's wellbeing regularly. They use this information effectively to respond to individual children's needs as they arise. Children assess their own health and wellbeing using the wellbeing indicators at several points across the year. Children relate and apply these to their learning experiences. For example, children discuss confidently how they influenced healthier snack choices, recognising their role in decision-making.
- Children's understanding of their rights, and the need to respect the rights of others, has been enhanced through the whole sgoil focus on United Nations Charter for the Rights of the Child. All children work with staff to develop class charters, reinforcing principles of inclusion and respect. As a result, all children have a clear understanding of their rights and responsibilities.
- Children recognise that their health and wellbeing curriculum helps supports a healthy lifestyle. They link PE lessons to building stamina and confidently articulate strategies for staying safe online. Children feel equipped to problem solve peer-related challenges, trusting staff to provide guidance when necessary. Relationships between children are caring and nurturing. All children say either they have never experienced bullying or the sgoil deals well with bullying.
- All children actively participate in committees. They have worked towards national accreditation in children's rights and protecting the environment. Children engage in self-evaluation using 'How good is OUR school?'. As a result, almost all children develop their teamwork, cooperation, leadership and communication skills well.
- Staff fully understand and fulfil their statutory responsibilities to ensure positive outcomes for children. They know children and families very well, including those who may require additional support. The acting Head of School and staff use the local authority staged intervention approaches very well to assess and support children. Teachers use effective individualised plans to set personalised targets to meet children's specific needs. Staff track children's progress carefully, ensuring interventions positively impact on learning. Moving forward, the acting Head of School should enhance further the inclusion of parent and child perspectives within plans, strengthening children's ownership of their targets.

- The acting Head of School and practitioners are successfully implementing a Gaelic First policy. This is creating conditions to support very well the Statutory Guidance on Gaelic Education, 2017. There is an emerging pattern of children continuing with Gàidhlig Medium Education as children move from sgoil-àraich to the bun-sgoil. The acting Head of School should continue refining class composition to take account of aspects of total immersion that work best with two adults in the room. Children in English Medium learn Gàidhlig as their first additional language. All children engage with Gaelic culture and music.
- All children learn about equality, diversity and world religions through the curriculum and assemblies. They connect anti-racism and gender equality to their learning about children's rights. Staff should continue to strengthen children's knowledge about equalities, diversity and inclusion through well-planned and progressive opportunities. For example, children should learn more about protected characteristics. This should empower children to recognise and challenge discrimination and intolerance when necessary.
- Teachers work effectively at all transition stages. They support children well as they come to sgoil from the sgoil-àraich or move on to àrd-sgoil. Teachers share a range of appropriate information well to ensure children's continuity of learning, wellbeing and progress. At P1, children benefit from regular opportunities within the sgoil, either in class or in the dining room. Staff from the sgoil have also worked in the sgoil-àraich providing children with the familiarity of known adults. Community Learning and Development (CLD) staff support the children moving to àrd-sgoil with regular individualised programmes tailored to their needs. Additionally, children participate in a residential experience with those who will be with them in S1. This enables children to form peer relationships before moving on to àrd-sgoil.

### 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

#### Attainment in literacy and numeracy

- The sgoil roll comprises of a small number of children across P2 to P7. As a result, attainment and progress will be expressed in overall statements, rather than for specific year groups or Curriculum for Excellence (CfE) levels.
- Overall, children make good progress in literacy and numeracy in both the classes for Gàidhlig Medium and Gaelic (Learners). They achieve appropriate CfE levels at key milestone stages. Across the sgoil, a few children would benefit from further challenge in their learning. This would ensure all children make the best possible progress in literacy and numeracy.

#### Attainment in literacy and Gàidhlig and, as appropriate to immersion, literacy and English Listening and Talking

- All children use Gàidhlig very well in their learning through total immersion approaches. This is both within and out with the classroom. Children gain confidence in speaking Gàidhlig and English to big audiences through staging shows for the community. They develop effective interview and research skills from engaging with the community to learn of their identity and heritage. Children express sound ideas and opinions. They use a range of specialist vocabulary across all areas of their learning. Children should develop debating skills in which they justify their challenge of others' views. Their fluency in Gàidhlig would be enhanced further by consistently answering questions in the same tense as asked.

#### Reading

- As appropriate to their age and stage, children read well and make regular use of the well-resourced library. Children would benefit from greater access to a range of texts in Gàidhlig and to enjoy its culture. Children increase their knowledge of sounds and patterns to read and understand words, including those that are less familiar in both Gàidhlig and English. This is as appropriate to total immersion advice. Children discuss a few reasons for enjoying reading books. They should continue to analyse and review books more thoroughly.

#### Writing

- Children's writing has improved and is of a high standard. They write daily as an intervention to increase length of texts and accuracy in grammar and punctuation. Children enjoy this writing intervention. They are independent in knowing how to review their writing and that of others. Children are clear on the importance of writing from doing so for relevant purposes. For example, all children across the sgoil wrote to their Member of Parliament to lobby them on protecting the local environment. They are continuing to track this communication to see how their views can influence future legislation. Children should now continue writing longer texts, focusing on spelling complex words accurately, while strengthening their creative expression.

## **Attainment in literacy and English through the medium of English**

- Overall, children's progress and attainment are good.

### **Listening and talking**

- Overall, children make good progress in listening and talking. At first and second levels, children listen respectfully to one another to share ideas and opinions. Children describe the skills needed to present to a group, such as tone, pace of voice and eye contact. They should now develop skills in debating.

### **Reading**

- Overall, children make good progress in reading. At first and second levels, children read aloud with fluency. They answer well a range of questions, such as literal, evaluative and inferential. Children are less confident in discussing reading for enjoyment and reasons why they would select texts. Most children at first and second levels are confident in the difference between fact and opinion. Children should develop further their understanding of authors' use of figurative language to engage readers.

### **Writing**

- Children make good progress in writing. At first and second levels, children describe positively how a new approach to writing is increasing their vocabulary. Children write for a variety of purposes across different areas of the curriculum. They describe the different features of genre. They are not yet confident in using figurative language for example, personification, metaphors and alliteration to engage their audience.

## **Gaelic (Learners) in English Medium**

- Children make positive progress with early language for Gaelic (Learners). They share personal and school-related information. Children develop their written skills from these oral contexts too. Children use Gàidhlig in routines. They celebrate the language and its culture in special events such as Seachdain na Gàidhlig – World Gaelic week, Mòd and drama, such as Dìleab. Children's progress in Gaelic (Learners) should be checked regularly by staff, so that children are accelerating their progress in the second CfE level outcomes by the end of P7.

## **Numeracy and mathematics through the medium of Gàidhlig and English, as appropriate to immersion**

- Overall, children make good progress across numeracy and mathematics. Children make good progress from prior levels of learning in numeracy and mathematics. Children in the Gàidhlig Medium class use Gàidhlig mathematical terminology fluently.

### **Number, money and measure**

- Children identify whole numbers before and after. They recall quickly the times table facts. A few children are less confident in addition and subtraction of three-digit numbers. Children demonstrate how to divide objects into fractions, such as a half and a quarter. They identify money to pay for items but need to be more confident in giving change from £10. Children round to the nearest 10, 100, 100 and 1000, and to two decimal places. They convert to fractions a given number. A few children are less confident in using percentages of a whole number.

### **Shape, position and movement**

- Children name two-dimensional shapes and three-dimensional objects accurately. They identify lines of symmetry within shapes. Children name compass points and give simple directions. Older children name correctly a range of angles and calculate confidently the area and perimeter of shapes.

## Information handling

- Children interpret bar graphs and pie charts. They describe their use to research clothing material as part of their microfibres project. Older children use correctly the language of probability. Their next step is to look at ratios.

## Attainment over time

- Attendance for 2023/2024 is in line with the national average. The acting Head of School tracks attendance closely and identifies promptly any dips. Staff use their strong relationships with families to discuss sensitively any issues. They support children as required. As a result, almost all children have attendance above 90% and are punctual for sgoil.
- The acting Head of School has a thorough system for tracking attainment. Teachers work closely to collate evidence to monitor children's good progress over time. This allows early identification of needs and demonstrates that when children face barriers to learning, they make progress in their targeted areas of support. The acting Head of School and staff should now develop approaches to gathering information on children's progress across all areas of the curriculum.

## Overall quality of learners' achievements

- Children develop valuable personal and academic skills through regular opportunities for achievement. Teachers track formally wider achievements across sgoil and home. These accomplishments are celebrated in assemblies, reinforcing a positive culture. Children receive local and national recognitions, including the Ocean Friendly Award, highlighting their environmental contributions.
- Children are beginning to identify the skills they develop across learning. As a result, children understand how different aspects of their learning connect to help them be confident, responsible, effective and successful. As a next step, staff should track how well children develop skills from personal achievements.
- Children develop skills and fluency from celebrating Gaelic language, music and culture. They participate in local and national Mòds, and the local authority performance, Dìleab - Heritage. Staff plan carefully to develop local skills, for example skills in repairing fishing nets. Children relate their learning to real-life skills. These include communication, public speaking, leadership and performing arts.

## Equity for all learners

- All staff understand well the context of their sgoil. Staff's effective action has reduced the cost of the school day. Staff check that family circumstances are not a barrier to children taking part and being included in learning. The Parent Council fully fund children receiving a daily free snack at break time. There are no costs for any trips.
- Staff use their knowledge of children's needs very well to deliver targeted interventions for individuals and small groups within literacy, numeracy, and health and wellbeing. Staff give children one-to-one time to support their learning. A few children attend group sessions with partner organisations, such as CLD. As a result, children are more confident about moving to a new stage of education. This session, Pupil Equity Funding (PEF) contributes to funding an EAA to work with the sgoil fortnightly. This adds to the small group interventions available to children. Children build confidence with their learning and feel more settled in class.



## Practice worth sharing more widely

Sgoil an t-Òib actively collaborates with partners to ensure children become engaged members of their community—both now and in the future. This partnership approach is a planned element of children's learning and development. Partners receive early notification of learning aims, allowing them to initiate engagement with the sgoil and enhance children's experiences. The staff team set high expectations for partners in their use of Gàidhlig with children. Should partners not be able to speak Gàidhlig, teachers work with partners during learning inputs and draw out specialist vocabulary, communication and provide translations.

- Staff work with a wide range of partners to ensure that children have regular opportunities to participate in sporting, cultural and social events. These include cèilidhs, Mòd events, golf and football.
- Children work with Gàidhlig organisations and different professionals to develop fluency. This includes through Comunn na Gàidhlig (CNAG) and CLD. CNAG provide a youth club for children to attend. CLD staff assist children to feel secure with moving to àrd-sgoil. There are numerous community groups and networks that speak Gàidhlig to children.
- Children are working in partnership with scientists, Marine Conservation Society, local fishermen and Borge Lodge estate on environmental projects. These projects help children understand how they can protect the environment and get employment in their local area. This project is very clearly linked to sustainable development goals.
- Children organise armchair athletics for the older citizens and engage with them in conversation. This is helping children to appreciate and respect the older generation, while sustaining local Gàidhlig dialect.
- Children have worked with former pupils and staff of Sgoil an t-Òib to archive the history of their sgoil through interviews, research and films. They also assisted with a highly successful exhibition that featured on BBC Alba.
- Local and traditional crafts people pass on local skills such as repairing fishing nets and using sewing skills to make products from locally produced tweed.
- A wide range of visitors ensure breadth and a global perspective to the curriculum through their sharing of experiences. These visitors include parliamentary members, scientists and the local workforce. Children's link with Members of Parliament is developing their knowledge of democracy.
- All children have regular high-quality outdoor learning, which is helping them to appreciate nature, understand their island landscape and learn how to grow flowers and vegetables.

## 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.