

Summarised inspection findings

Sandbank Primary School and Nursery Class

Argyll and Bute Council

23 June 2020

Key contextual information

Sandbank Primary School is located in the village of Sandbank, just outside the town of Dunoon. The school provides English Medium Education (EME) and Gaelic Medium Education (GME) drawing an increasing number of children from the catchment area and beyond. There are 69 children in EME, organised into four classes and 46 children in GME, organised into three classes. The headteacher has been in post for two years. He is the seventh headteacher in ten years.

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 has developed successfully a supportive, collegiate culture with a strong focus on developing high quality relationships. Staff, children, parents and partners all recognise and value the positive impact he has on school ethos. The headteacher shows strong commitment to working with all involved in school life to make necessary improvements. Within one month of joining the school, he invited parents to meet with him individually to share their views. Combined with those of children and staff, he used their opinions to identify effectively key school improvement priorities.
- As a result of this active collaboration, he led effectively a review of the school's vision, values and aims. He has ensured that all involved in school life were included meaningfully in this important work. As a result, the new vision, values and aims are already becoming embedded. Children identify confidently what the values mean to them. He ensures that the values of ambition, respect, responsibility, honesty, kindness and happiness are central to the school's work. The headteacher's approach to consulting widely ensures that everyone involved has ownership of the values. The school community highlights this development as an important step in uniting all aspects of school provision.
- Parents emphasise the positive impact of the headteacher's approaches to improving children's emotional wellbeing. Across the school, staff know children and families well and understand their individual needs. They place high importance on supporting children's social and emotional needs. Parents and staff speak very positively about the introduction of play therapy which is supporting effectively children's wellbeing. Staff feel empowered to support children manage their emotions as a result of working alongside the therapist. Individual children feel empowered increasingly to self-regulate their feelings. All staff make increasing use of the outdoor environment as a context for learning.
- Staff and parents report that the headteacher provides stability, purpose and direction. He has taken, necessary, prompt action in key areas. He worked collaboratively with teachers to identify and adopt curriculum pathways for all curriculum areas. With the aim of gathering information about children's progress in learning, he introduced standardised assessments for literacy, numeracy and health and wellbeing (HWB). The headteacher engaged promptly in

activities to quality assure elements of the school's work. He should continue to do this regularly and with rigour in order to raise expectations.

- The headteacher gathers an effective range of information to inform improvement priorities. He makes constructive use of information generated from the views of the school community. He now needs to extend this approach to self-evaluating and analysing the school's work to improve further the quality of learning, teaching, assessment and attainment.
- Previously, children and parents were unaware of the school's improvement agenda. The headteacher's introduction of school community groups has empowered children, staff and parents to begin playing a lead role in school improvement. All children work alongside staff and parents, on one of the eight groups which focus on an aspect of school improvement. Parents highlight the positive impact the groups have on their sense of being valued and active partners in the school community. Teachers and support staff appreciate the headteacher giving them the opportunity to take the initiative and lead. Children enjoy working as part of a team with other people.
- All staff are involved in the change process. Their personal and professional learning targets link well to school improvement. The headteacher should ensure he monitors carefully the focus and impact of staff's planned individual and collective professional learning. It is important that this has a positive impact and is a key feature of driving forward success.
- The headteacher has guided carefully the pace of change to ensure changes are sustainable. He has built up strong relationships and earned staff's trust. He now needs to increase the pace of change to ensure desired, positive outcomes for children.

2.3 Learning, teaching and assessment

satisfactory

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

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

- Almost all children and staff embrace the schools' refreshed vision, values and aims. This impacts positively on children's learning experiences. Positive relationships between staff and children reflect the school's commitment to nurturing respectful, responsible, happy, kind and honest children.
- All children and staff, with support from parents, volunteers and partners contribute to school community groups. Through their involvement in these groups, the majority of children develop skills that help prepare them for the world of work. Children highlight the benefit of working with peers across all stages. They work well with each other and learn to understand better each other's points of view.
- Staff value the views and opinions of children which influence improvements to school life. For example, the eco group has influenced improvements in the playground and gardening areas. Most children are motivated to learn and listen well to staff, volunteers and each other. Most children cooperate well with each other when learning.
- Staff recognise and celebrate children's achievements within school and in the wider community at weekly assemblies. The headteacher invites parents to nominate their child for an award relating to one of the school values. Parents value highly this involvement and appreciate the opportunity to reinforce the values out with school. Children are proud of having their values-based achievements celebrated in this way. Children lead, with increasing confidence, assemblies throughout the school year on themes such as Rights Respecting Schools. All children enjoy sharing their learning with parents and other people in the school.
- In most classes, teachers' explanations and instructions are clear. Children are confident in asking for help and support if needed. Teachers share consistently the purpose of learning. When doing this, almost all teachers should focus more on skills, knowledge and understanding rather than tasks. In a few classes, teachers use effectively skilled questioning and discussion to ensure they challenge and support children in their learning. A few teachers discuss the relevance of learning and skills children develop.
- In a minority of lessons, teachers provide helpful feedback to support children's understanding of success and next steps. Across the school, almost all children need more support to recognise their strengths and to identify their next steps in learning. Teachers need to ensure that feedback helps children to identify what they need to do to improve. Teachers should engage children more in discussing their work to help children know themselves as learners and be clear about the progress they are making. Overall, the quality of teachers' written feedback is not yet of a consistently high quality.

- Most children use effectively, and on a regular basis, digital technologies across most areas of the curriculum. Teachers have increased the use of digital technologies in response to children's views. They should ensure they use a progressive skills programme to develop children's digital skills and give them increasing opportunities and challenge to apply their skills independently. They should support children to make choices about the use of appropriate technology to match best the learning activity.
- Children experience learning through a range of relevant contexts including learning outdoors. In a majority of lessons, teachers choose contexts that meaningfully engage children. These children benefit from well-structured, interesting learning activities. For example, older children contributed to a community project aiming to attract visitors and boost the economy of the Dunoon area. Teachers should continue to expand their use of the surrounding area to enhance further children's experiences.
- Teachers use a range of standardised assessments to inform their judgements about children's progress and to plan what they do next. They have not yet aligned sufficiently assessment to Curriculum for Excellence (CfE) standards and expectations. Teachers are beginning to use National Benchmarks to support their assessment of children's learning in numeracy and literacy. The headteacher and teachers should continue to develop an agreed school approach to assessment. The headteacher should work collegiately with teachers to strengthen their understanding of standards through regular, planned moderation activity. He should continue to support teachers to develop clear expectations for all children, in order to raise their attainment, without relying heavily on standardised assessments. Teachers should assess children's ability to apply learning more often to improve the quality of their professional judgement of progress and achievement of CfE levels.
- Teachers are at an early stage of using data effectively to track and monitor children's progress. They have started to record individual children's progress in attainment in literacy, numeracy and HWB. They should relate evaluations of children's progress in learning to National Benchmarks. The headteacher meets with teachers twice a session to monitor children's progress in learning. He should meet more regularly with teachers to help ensure that children progress. He needs to work collegiately with teachers to improve and develop further and their use of data to enable tracking of particular groups and cohorts of children in order to identify more accurately gaps in attainment and take action.

2.2 Curriculum: Learning pathways

- Teachers are developing their use of progression pathways adopted since the headteacher took up post. All pathways are based on CfE experiences and outcomes. The headteacher and teachers need to better align the pathways to National Benchmarks. All pathways should appropriately support planning for and assessment of learning. They should review pathways to ensure these build on children's prior learning and all children have appropriate progression. There are important gaps in children's learning in literacy and numeracy. The headteacher should work with staff to enhance the curricular pathways through developing the young workforce. Teachers should aim to use the illustrative statements within Career Education Standard (3-18) to work with all partners to support a progressive and inclusive approach to career education.
- The curriculum rationale, established in consultation with children, parents, staff and partners is beginning to shape curriculum delivery. Teachers are beginning to take a more cohesive approach to delivering the curriculum across the four contexts for learning. Children experience learning through the life of the school during focus weeks for health, anti-bullying and STEM. A few partners, including parents, work with children to enhance the curriculum and their learning experiences. The majority of children are beginning to develop their skills in real and relevant learning contexts such as the recent work on The Dunoon Project. Children working at second level, applied their skills to design and create models of a visitors' centre. This is an example of children working successfully with community partners to deepen their learning. The school should continue to increase ways of working with partners to increase the relevance of children's learning and to develop skills for life and work.
- Teachers use an interdisciplinary approach to deliver aspects of the curriculum. They should continue to develop further their approach to making natural, relevant and meaningful links across all areas of the curriculum. Children are capable of being involved in this development and having more opportunity to contribute to planning. Teachers need to plan better for children to learn and develop their skills through appropriate play contexts which provide more challenge at the early and first levels.
- Children are developing their skills well in French as part of the 1+2 Approach to Languages. Teachers work collaboratively with the associated secondary school to plan and deliver relevant experiences for children to develop their skills in French. This includes developing children's skills in listening, talking and writing activities to ensure further progress. Teachers could further improve children's learning in languages by introducing Gaelic as part of the school approach.
- There is a HWB progression pathway in place. Teachers should use the HWB progression pathway better to plan coherent, progressive learning experiences and ensure there are no gaps in children's learning. Their HWB plans should reflect the school's unique context and provide increased experiences and challenges for children when outdoors.
- Teachers need to develop approaches to religious and moral education (RME) to support more fully children's understanding of diversity, equality and awareness of global issues. They should ensure that the curriculum offers sufficient, explicit opportunities for children to develop greater awareness of diversity and discrimination. They should provide these experiences in a planned and progressive way across the four contexts of children's learning.

2.7 Partnerships: Impact on learners – parental engagement

- Led effectively by the headteacher, the school continues to develop strong partnerships with parents and the wider community. Almost all parents feel valued and supported to be involved in the life of the school. The headteacher, together with staff enables parents and families to contribute effectively to the life of the school. Many parents willingly offer their time and expertise to enhance children's experiences. For example, a graphic designer worked with children to create graphic images of their values superheroes.
- Positive relationships ensure that almost all parents feel comfortable approaching the school with questions, suggestions or a concern. It was at parents' suggestion that a review of children's homework was undertaken. Parents speak enthusiastically about opportunities the headteacher gives them to influence areas for improvement. They work in partnership with staff and children on aspects of school improvement such as HWB and Rights Respecting Schools Groups. This collaboration enhances children's experiences and is increasing parents' knowledge of the school's areas for improvement.
- The active Parent Council and Comann nam Pàrant work well together to support the life and work of the school. The headteacher meets regularly with them to discuss school improvements and to gather their views.

2.1 Safeguarding

- The school submitted self-evaluation information related to child protection and safeguarding. Inspectors discussed this information with relevant staff and, where appropriate, children. In addition, inspectors examined a sample of safeguarding documentation. Areas for development have been agreed with the school and the education authority.

3.1 Ensuring wellbeing, equality and inclusion

good

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

- wellbeing
- fulfilment of statutory duties
- inclusion and equality

- The refreshed school values help support positive relationships between children and adults and amongst children and their peers. The headteacher and staff ensure that positive relationships are central to developing an effective whole school approach to wellbeing. Relationships across the school are founded on a climate of mutual respect within a strong sense of community. There is an effective focus on developing a caring, nurturing environment where children are respected and valued. Staff know children, their families and the community very well. Their knowledge of children and families is having a positive impact on wellbeing and inclusion for children.
- Through play therapy, individual children and groups of children learn effectively how to manage their emotions. They are developing resilience and an understanding of their emotional HWB. This is helping them to identify how to cope well with challenges and difficulties. Staff support children well to explore their feelings within the context of the outdoor environment. Staff are supportive and understanding of the emotional needs of children.
- All children are friendly and welcoming. Almost all say the school helps them to understand and respect others. They know the importance of leading healthy lifestyles. Almost all children recognise the benefits to their wellbeing of regular exercise provided in school. All children participate in two hours of quality physical education each week. They enjoy learning in the outdoor environment and recognise the positive impact this has on their sense of wellbeing. Almost all children feel comfortable sharing concerns with an adult in school who knows them well. They trust staff to listen and care for them. Almost all children feel safe in school and almost all parents report that their children are safe at school.
- Within each school community group, all children take responsibility for aspects of school life. They develop teamwork and organisational skills as a result. The headteacher uses assemblies well as a platform for each group to reflect and share their work with the school community. As a result, children gain confidence when talking to large groups and improve their communication skills. Most children share confidently the work of the community group they are a member of. A few children discuss knowledgeably the work of other community groups. A few demonstrate skill in making reasoned evaluations of the improvement work they are involved with. Older children, enjoy their responsibilities as house captains and buddies to younger children. They develop successfully their leadership skills in these roles.
- The school engages with a range of statutory requirements and codes of practice. The headteacher ensures religious observance takes place across the year when the school community comes together to focus appropriately on their values. He has introduced national anti-bullying guidance, to ensure all staff's knowledge and understanding is up-to-date. The headteacher recognises the need to improve formal record keeping of actions and subsequent outcomes in relation to attendance monitoring.

- All children use wellbeing wheels effectively to self-assess and increase understanding of their progress in HWB. Staff use this information effectively to identify children's needs and put appropriate interventions in place. The headteacher is beginning to establish effective procedures to identify children who have barriers to their learning and need additional support. Individualised educational programmes (IEPs) which teachers share with parents, are in place for those children requiring additional support. Class teachers identify and plan personalised targets for children which they share with relevant staff. The headteacher has recently introduced individual pupil support diaries to support dynamic planning for individual children's needs. Staff should make clearer links with children's IEPs to ensure appropriate short-term targets are set. Staff should also use diaries to evaluate the impact of targets and interventions on children's progress. The headteacher should expand this approach to include parents. Despite having arrangements for identifying children who need extra help, children are not always making expected progress.
- The headteacher and all staff encourage children to be tolerant and understanding of one another. A few children show some awareness of diversity. Children are not confident in their ability to recognise and challenge discrimination, should they become aware of it. Children need to develop their understanding of a range of others' beliefs, diversity, equality and awareness of global issues.

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

Overall attainment in literacy and numeracy

- Overall, children's attainment in literacy and English and numeracy and mathematics is satisfactory.
- The school's data on attainment levels for 2018/19 shows that by the end of P1, the majority of children achieved early level in literacy and English. All children at the end of P1 achieved early level in numeracy and mathematics. By the end of P4 the majority of children achieved first level literacy and English and numeracy and mathematics. By the end of P7, the majority of children achieved second level in literacy and English and numeracy and mathematics. Teachers' professional judgement is not yet sufficiently robust.

Literacy and English

- Overall, children's attainment in literacy is satisfactory.

Listening and talking

- Children's progress in listening and talking is satisfactory. Across the school, the majority listen well to each other, share suggestions and ideas, and respect those of others. However, most children working at early and first levels are not yet able to ask questions confidently or give simple instructions. By the end of second level, most children know their audience when engaging in conversations. They talk well about a range of aspects of their learning. A minority of children cannot yet ask and respond to inferential and evaluative questions to show understanding of spoken texts.

Reading

- Across the school, children's attainment in reading is good. Most read well and for different purposes. They recall accurately key facts from reading books and engage in relevant discussions. At early level, most children identify accurately key features of books, including titles, authors and illustrators. Most children working towards first level, are confident in selecting key information from a range of non-fiction texts. Across early and first level, almost all children need to improve their knowledge and understanding of the features of fiction and non-fiction texts. By the end of second level, most children are reading fluently from a wide range of texts. They have good knowledge and understanding of different genre, including non-fiction texts. A minority of children cannot yet respond confidently to evaluative questions to show understanding of texts.

Writing

- Children's attainment in writing is weak. At early level, the majority of children are starting to write with increasing confidence. Most are not yet writing independently in a sentence using a capital letter and a full stop. At first level, children's writing is limited to describing and sharing personal experiences. Almost all children are unable to create texts for different purposes.

They are unable to start sentences in a variety of ways. Children's knowledge of appropriate punctuation is limited due to a lack of experience writing for different purposes. By the end of second level, the majority of children write interesting and extended pieces of text for a range of purposes. Most children need to develop further writing skills to influence or persuade the reader. Across the school, not enough children make sufficient progress in writing.

Numeracy and mathematics (English Medium Education and Gaelic Medium Education)

- Overall attainment in numeracy and mathematics is satisfactory.

Number, money and measure

- At early level, most children count forwards and backwards and create sequences with numbers to 20. Most use practical objects or number lines to add within 20. Almost all children are not yet confidently discussing time, including before, after, o'clock, hour hand and minute hand. Most children at first level, count confidently forwards and backwards in 2s, 5s, 10s and 100s. The majority tell the time using the 12-hour and 24-hour clocks. Most are unable to explain the role of the numerator and denominator or to find fractions of whole numbers. By the end of second level, most children order numbers less than zero, locate them on a number line and explain contexts in which negative numbers are used. Most add and subtract decimals confidently using mental strategies and use their knowledge of equivalent forms of common fractions, decimal fractions and percentages to solve problems. Most children across the school are not yet confidently carrying out money calculations, making simple conversions between units of measurement, applying their knowledge of time or investigating the importance of numbers in learning, life and work.

Shape, position and movement

- At early level, most children name two-dimensional shapes such as, squares, rectangles, triangles and circles with confidence. Most children are less confident about naming three-dimensional objects. At first level, most children can discuss the properties of two-dimensional shapes. They are not yet using mathematical language correctly or with confidence to describe the properties of a range of common two-dimensional shapes and three-dimensional objects including side, face, vertex and angle. By the end of second level, almost all children use mathematical language confidently including acute, obtuse, straight and reflex to describe and classify a range of angles identified within shapes.

Information handling

- Across the school, all children are not yet confident working with information handling. There is no evidence of work in this area for this current session.

Attainment over time

- Since taking up post, the headteacher has started gathering information about children's attainment over time in literacy and numeracy. In two years, children's attainment in reading has steadily improved. Improvements in attainment in writing and in numeracy and mathematics are not yet evident.
- Overall, most children have gaps in their attainment, particularly in their knowledge and understanding in writing and numeracy and mathematics. A minority of children is capable of making better progress across literacy and numeracy.

Overall quality of learners' achievement

- Children achieve well in school and the wider community through their work in school community groups. All children are involved and are developing their decision-making skills. With adult support, they are beginning to lead aspects of their learning.

- At second level, almost all children are working towards achieving the Junior Award Scheme for Schools. Children are recognising and evidencing their own wider achievements, reflecting on their successes and planning their next steps for personal challenge. All of this is enabling children to develop a sense of ownership, citizenship and self-confidence.
- The headteacher is aware of the need to track all children's achievements, ensuring that children are aware of the skills they are gaining. This should include achievements both within and out with school. Staff are not yet able to identify clearly children not attending clubs or activities.

Equity for all learners

- The staff have a clear understanding of the socio-economic background of all children and seek to provide appropriate interventions to address individual children's needs. For example, appropriate clothing and footwear is available for physical education which enables children to continue to achieve and attain in this area of their learning. The majority of the school's Pupil Equity Fund (PEF) has been spent on play therapy. Children are improving and applying their skills in self-regulation and resilience well as a result of play therapy. Together with staff, the headteacher needs to ensure that the use of PEF is more focused on raising the attainment for those children who need to make better progress and close any related attainment gap.

School Empowerment

■ Parental and community engagement and pupil participation

- Since taking up post two years ago, the headteacher has been developing approaches to empowering children and parents across the establishment. The way he has developed the review of the school's vision, values and aims, highlights his commitment to empowering the school community. The resulting vision, values and aims are leading to a culture of improving outcomes for children.
- Parents and children across the school and early learning and childcare centres have appropriate opportunities to participate meaningfully in the life and work of the school. They talk enthusiastically about opportunities they have to contribute, such as various groups. In each group staff, parents and children work collaboratively on an aspect of school improvement. The headteacher invites all parents to identify improvement priorities. Staff, parents and children are confident that the head teacher listens to them and considers their views. As a result, they have a shared sense of ownership in relation to planning for improvement.
- The headteacher continues to explore ways to empower further parents and partners. He has plans to involve them more in contributing to children's learning experiences to capitalise on the school's unique context. For example, sharing expertise in forestry, fishing, marine engineering, tourism and outdoor related activities to enrich the curriculum in relation to skills for learning, life and work. A next step would be to involve parents and partners in developing and evaluating the school curriculum alongside children and staff.

Context

Sandbank Primary School has an established Gaelic Medium Unit for children at the primary stages. There are three classes. In 2018, a total immersion sgoil araich (nursery) was opened. All staff are fluent speakers, with a few staff developing their fluency.

Leadership of change

- The headteacher is showing a strong commitment to developing Gaelic Medium Education (GME). He has dealt with negativity to Gaelic. He is working very well with parents, Comann nam Pàrant and the Parent Council in consulting them on change and improvement. He shows further commitment by learning Gaelic, along with a few staff. This enables the headteacher to use his acquiring Gaelic in the daily business of the school. Former pupils are giving back to their school by working within GME at Sandbank Primary School. Young people now studying GME at Dunoon Grammar School assist with learning and support as leadership opportunities. The headteacher and staff have a developing understanding of Gaelic within the local context of Dunoon, as well as nationally. They should continue to access professional learning to enable them to take forward the leadership of GME.
- The headteacher and staff use bespoke self-evaluation materials for the Gaelic sector, including The Advice on Gaelic Education to review practice and inform the strategic planning of the school. In line with that for the whole school, headteacher and staff have identified appropriate school improvement projects. Going forward, the headteacher and staff should continue to engage with national advice to identify priorities for improvements. These should capture the distinctive approaches to GME. An initial focus needs to be raising attainment further and embedding the free 1140 hours in the sgoil àraich. This also entails having a strong place for Gaelic in the English medium curriculum as a context for learning.
- Staff are involved in leading change and improvement. The school's strategic planning should continue to make connections with those delivering the 3-18 GME, families and the community. The headteacher has appointed recently a principal teacher on a temporary basis. This remit includes supporting the headteacher with the specialist elements of GME. It is important to ensure that the appointee accesses professional learning to support them in this new role, including visiting practice in other GME settings.
- The headteacher should continue to look at ways of giving teachers feedback which is specific to GME to support further improvements.
- Children have an opportunity to be members of the pupil council and community groups. This gives children in GME an opportunity to participate in improving the school.

Learning, teaching and assessment

- Staff and children enjoy positive relationships. Almost all children are confident, keen learners of GME. They contribute effectively to the life of the school. Teachers recognise the importance of immersion to GME. The headteacher has identified ways in which they could enhance the total immersion stage, which should now be advanced. Staff should also consider how they can encourage all children to talk more consistently and unprompted in Gaelic. It would be useful to include immersion in all discussions on what constitutes effective learning, teaching and assessment across the school.
- Almost all children engage well in their learning. A few children need a higher level of challenge. Most children are developing their independence in their learning and stay on task well when working individually or in small groups. Children at early level need more learning in

play contexts where there are high-quality, regular interactions and commentary through Gaelic.

- In all classes, teachers provide clear explanations to help children understand the purpose of the lesson or task. Teachers and children should explain further what successful learning looks like for each lesson to help children to understand fully the skills they are developing, and take ownership of improving their learning and fluency.
- In all classes, children make good use of digital devices for a range of purposes, to support their learning. Children carry out research-based tasks, access online games, use programmes to support their writing and create short films. Children make good use of voice technology to help them in pronouncing new vocabulary.
- Assessment is not yet fully integral to how teachers plan learning and teaching. Children are building their skills in self- and peer-assessment. Teachers use a range of standardised assessments, designed for learning through Gaelic and English. These are assisting in measuring children's progress. Teachers need to make more effective and consistent use of formative assessment approaches across the school. The headteacher and staff should develop and implement a strategic assessment strategy. This should clearly detail ongoing and periodic assessment approaches, which take full account of how children learn in GME.
- Teachers do not yet support children to reflect on their learning using learning logs. Children can identify targets on which they want to work. It would be useful to have a systematic approach to the use of learning logs as part of regular learning conversations. Teachers give children helpful oral feedback on their learning. They should focus on having a consistent, meaningful approach to written feedback so that children know what to do next to improve.
- Teachers are building their knowledge of National Benchmarks to support their understanding of achievement of CfE levels. Staff should ensure they have a planned approach to moderation.
- Teachers are beginning to use the recently introduced progression pathways to help support their planning in a majority of curricular areas. They need to have a full suite of progression pathways to which to refer. They should use these pathways, along with information from assessment to match learning and teaching more to the needs of individuals.

Learning Pathways

- The headteacher and staff have developed a rationale for immersion, which they base on national advice. This rationale recognises immersion as a driver in the curriculum through which all of children's learning is organised. The school is now in a good place with full-time staff, and staff undertaking professional learning, to strive for higher quality immersion. It would also be good for the curriculum through English to have a focus on the place of Gaelic in society, with children having more opportunities to learn Gaelic language, culture and heritage. An outcome of the curriculum should be all children being clear on the benefits of bilingualism, GME and how this can support children's economic futures.
- Staff should continue to develop a comprehensive progression pathway in literacy and Gàidhlig which includes all CfE levels and links to the curriculum at Dunoon Grammar School. This should also be clear on the development of phonics, firstly in Gaelic and then from P3/4 in English, or when they begin the immersion phase. Staff should give this high priority.

- Staff should adapt other progression pathways to suit the distinctive approaches to GME. These should ensure coverage of experiences and outcomes and correlate closely with National Benchmarks to meet children’s needs. They should build on prior learning and abilities; be aspirational and place assessment at the heart of learning and teaching.
- Teachers should be clear about how knowledge, understanding, skills and fluency should be built over time. Teachers should use effectively information from tracking progress in learning, to plan learning for groups and individuals to take account of their needs, and raise attainment and achievement for all.
- In EME, there is potential for children to learn Gaelic (Learners) as part of a 1+2 Approach to Languages.

2.7 Partnerships: Impact on learners – parental engagement

- Parents of GME show a very strong commitment to the school, the Parent Council, Comann nam Pàrant and to supporting their children’s education through Gaelic. Parents support the school in obtaining funding to support children. They are enthusiastic in supporting opportunities that the school offers to promote GME and for them to learn Gaelic as part of adult education.

Ensuring wellbeing, equality and inclusion

- Children enjoy learning within an inclusive environment, in which children get on well together. Children are increasing their use of the national wellbeing indicators. Teachers should continue to assist children in their long-term use of these.
- Children have appropriate support plans, with teachers encouraging the use of technology and specific strategies to support learning. Assistants support children and are keen to continue learning Gaelic, for which they need to be provided professional learning. Teachers should continue to increase the strategies they use to support dyslexia.
- Staff are making good progress in implementing the Statutory Guidance on Gaelic Education, 2017. In particular, they have increased the promotion of GME, with the result that the numbers in GME are increasing. The free 1140 hours are available through Gaelic. The headteacher and staff should continue to increase the visibility and audibility of Gaelic around the school.

Raising attainment and achievement

- As there are small numbers of children at each stage of the school, broad statements about progress have been made to ensure the anonymity of individual children.
- Children are making satisfactory progress in literacy and Gàidhlig and in their use of Gaelic across the curriculum. Teachers are starting to track children’s attainment to include literacy and Gàidhlig, literacy and English and numeracy and mathematics. They are not yet tracking and monitoring attainment robustly across curricular areas. Teachers retain assessment folders which are beginning to gather evidence towards achievement of CfE levels. Teachers need to be assisted in raising attainment and achievement by continuing to put in place progression pathways. They should also gain more knowledge and experience of the moderation cycle, and continue to engage with diagnostic information provided by both formative and standardised assessments.
- Across levels, children’s fluency enables them to access confidently the curriculum through Gaelic. They use Gaelic in a range of contexts, including adult-led situations, and when working in pairs and groups and in out of school activities. Teachers should put in place more strategies to reduce children’s use of English vocabulary within their oral communication in

Gaelic. This should include ways of supporting children's recall and acquisition of new vocabulary. Teachers organise a week-long immersion activity for children during the summer holidays. This is a very good example of supporting children's fluency in preparation for returning to school after the summer holidays. Children are good at talking in English, retelling stories, and expressing their ideas and preferences. They listen well to others and take turns. Older children are not familiar with debating their and other's views. Children report that a transition project on improving grammatical accuracy, led by staff at Dunoon Grammar School, is very useful.

- Children enjoy reading in both Gaelic and English. Most read fluently in both languages, as appropriate to their stage of immersion. Children need to be more aware of the different types of text that they can access. They should also be able to talk about more features of the writer's craft.
- Children need to have better and more regular routines for developing their writing skills in both languages, whilst cognisant of stages of immersion. At the early stages, children's new access to Gàidhlig immersion in sgoil àraich (nursery) will help raise attainment through time. At the early and first levels, teachers need to ensure that children are benefitting from sufficient, frequent interactions in Gaelic as they independently play and learn. The numbers enrolling in GME are increasing, for which arrangements for total immersion need to be constantly reviewed. By the end of P7, children should be writing with equal competence in English and Gaelic across a range of genres.
- The school can show historical data of CfE levels covering a number of years. As there are small numbers of pupils in individual year groups, it is difficult to draw overall trends in attainment. The school uses standardised and cognitive assessment data to identify areas of improvement. The headteacher is continuing to develop systems to track and monitor progress over time. He has whole-class overviews, in addition to child-specific information. The headteacher recognises the need to ensure teachers' evaluations link consistently to previously identified next steps to evidence more effectively children's progress over time.
- Children benefit from taking part in a wide range of opportunities for achievements, which are suitably celebrated. Children and staff are very proud of their successes at the local and national mòd. Partnerships with the staff and former pupils of GME now at Dunoon Grammar School are very valuable, productive and worthy of more strategic planning in pursuit of mutual impact. Children's participation in the Film-G competition developed a range of skills in technology, film making and Gaelic. The headteacher is aware of how they might use existing approaches to ensure a breadth in developing children's skills, capacities and attributes through the medium of Gaelic and English within and beyond school.
- All staff know and understand well children and families, and the socio-economic and cultural context of the local community. They strive to promote equity across learning for all children in an inclusive ethos. The Pupil Equity Fund has been used well to support in GME.

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.