

Summarised inspection findings

Bun-sgoil Inbhir Pheofharain - Dingwall Primary School

The Highland Council

22 August 2023

Key contextual information

Dingwall Primary School is the largest primary school in The Highland Council. The school offers Gaelic and English Medium Education and serves the town of Dingwall and the surrounding area. The senior leadership team comprises an acting headteacher, an acting depute headteacher, three principal teachers and one acting principal teacher. The acting headteacher has been in post since August 2022. She joined the school as a principal teacher in August 2021 and undertook the post as acting depute headteacher in February 2022. Currently, the acting deputy headteacher is seconded from another school in the local authority.

The current primary school roll is 440 children. This includes 80 children in Gaelic Medium Education classes. There are 63 children in the school nursery class. The school also provides provision for children who are deaf.

Half of the school's roll resides in Scottish Index of Multiple Deprivation (SIMD) three to six. Attendance is in line with the national average.

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

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

- Children speak positively about their school and their friendships. They are welcoming and greet adults in Gaelic confidently in all areas of the school. Across the school children speak very highly of their headteacher and depute headteacher and the positive difference they have made to the ethos of the school. Senior leaders and staff consult children on how they can improve the school. As a result, children feel valued.
- Staff create a welcoming, positive, and nurturing environment for children. Children and staff refer to the school pillars of pride, positivity, participation, perseverance and playfulness naturally as part of the ethos and life of the school. The school has achieved the UNICEF UK Rights Respecting Schools Bronze Award. The emphasis on Global Goals is evident throughout the school. Children are developing well as confident and responsible citizens as a result of this work.
- Overall, the majority of children are engaged, motivated and cooperate well during their lessons. However, a few children take too long to settle to their tasks and do not concentrate well. The needs of a few children are not always met well when learning and teaching is directed at the whole class. In a few classes children's learning is motivating, meaningful and

differentiated. This needs to be more consistent across the school. It would also help to address the examples of low-level behaviours which disrupt learning.

- Children use laptops well in class to reinforce their learning and complete tasks. Children are confident in using this technology. The school have rightly identified incorporating digital technology as an area for continuing improvement to further enhance learning and teaching.
- Teachers know children well and are working hard to promote wellbeing for all. Teachers use an agreed framework to share the purposes of learning with children. They discuss with children how they know they will be successful. Children are ready to take more responsibility for co-constructing success criteria with their teachers and in leading their own learning.
- The quality of teaching across the school is not yet consistent or of a high quality for all children. Teachers are engaging well with senior leaders to improve learning and teaching through professional learning and collaboration. They should continue to work closely with senior leaders to identify and share high quality teaching across the school. This will ensure that that learning is brisk and appropriately challenging consistently across all classes and meet the needs of all children. In doing so children will be enabled to progress at a faster pace.
- In a few classes, children are becoming confident in providing helpful feedback for each other. Most teachers provide verbal and written feedback to children to help them improve their writing. Teachers need to provide children with greater consistency in the quality of feedback they receive. Children across the school have personal targets designed to help them understand how to improve their own learning and achievement. These are not yet underpinning the learning in class. A few children are unclear about their targets, how they will be reviewed and the difference they are making to their understanding of themselves as learners. Teachers share children's experiences and progress regularly through an online platform. This is shared with parents who are encouraged to respond with their own contributions.
- Teachers and learning assistants provide a range of well-planned targeted interventions across the school to support children to improve their progress. Children benefit from the nurturing relationships these opportunities provide. At times, the arrangements for these interventions interrupt learning in the classroom. Senior leaders and teachers should now consider how they can ensure these interventions support children to learn more effectively.
- Teachers at P1 and P2 are beginning to develop meaningful playful pedagogy. They have made thoughtful changes to learning spaces to offer children personalisation and choice. Teachers should now deepen their focus on the balance of intentional and child directed learning through play through using for example, national guidance 'Realising the Ambition: Being me 2020'. This will help them plan spaces, experiences and interactions which provide greater challenge and build more effectively on children's prior learning.
- Children use the established garden school to develop skills for learning, life and work. Teachers should now develop further their plans for outdoor learning to enhance learning and teaching. In doing so, utilise the rich learning contexts the school's outdoor environment provides.
- Across the school children are provided with opportunities to participate in rich learning experiences within the local community, for example, coaches from Ross County Football Club support children's learning in health and wellbeing. Senior leaders and staff work effectively with their partners to enrich children's learning. For example, they worked with the community on the whole school approach to learning about 'Our Dingwall'.

- Senior leaders identified assessing children's learning as a focus for development. They are providing well-planned coaching and professional learning for teachers. As a result, teachers are improving the quality of assessment tasks children engage in. This is helping them to have a more accurate understanding of how well children are progressing. Teachers are beginning to work together more effectively to plan and moderate assessment tasks. The 'Our Dingwall' whole school interdisciplinary (IDL) project facilitated a focus on improving learning, teaching and assessment amongst staff. Teachers are making more confident use of National Benchmarks to ensure a clearer understanding of what children should be able to do at each stage across the school. The leadership team have planned opportunities for teachers to build their confidence of the standard expected through moderation with colleagues in their associated school group.
- Teachers use a range of curricular progressive pathways, based on national guidance, to plan learning across the curriculum. As planned, they should take a stronger focus on planning skills across the curriculum. Overall, teachers need to plan more effectively for groups and individuals to ensure appropriate pace and challenge.
- Senior leaders have introduced a new tracking system which is comprehensive and is starting to provide a more accurate overview of children's progress over time. Senior leaders have clear plans in place to improve planning, tracking and monitoring. Building on the positive start to more rigorous attainment meetings, the leadership team should continue to support teachers to have a clearer understanding how data can be used effectively to raise attainment across the school.

2.1 Safeguarding and child protection

- 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.

3.2 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

Attainment in literacy and numeracy

- Children's attainment in literacy and English, numeracy and mathematics across the school is satisfactory. Across the school a few children are making good progress. Across all levels, a significant number of children have the capacity to make better progress and achieve more. Most children, who require additional support with their learning, are making appropriate progress towards their targets.

Attainment in literacy and English

- Literacy is a focus for improvement across the school. Led by the headteacher, work is ongoing to identify all of the factors which are leading to the variable attainment across classes.

Listening and talking

- A few children in each class do not listen respectfully to their peers when they are working together on tasks or when their teacher is talking to the class. At early level, the majority of children are learning to listen attentively for information. They use appropriate vocabulary and expression to talk confidently and enthusiastically about what they are doing during their play. At first level, the majority of children listen well to instructions from their teachers. A few children need to listen more attentively to help them learn independently. They know the skills of listening and talking but do not apply them consistently. At second level, the majority of children respond confidently when discussing their ideas and giving their opinions. They can talk about experiences of speaking to an audience and identify the skills they used. Children would benefit from further experience in developing their listening and talking skills by taking an increasing role in leading their own learning.

Reading

- Across the school, the majority of children describe a genuine interest in books. With support, they can talk about the types of books they enjoy and the authors they prefer. Children need to gain more confidence in talking about their own preferences, author style and the reasons why they enjoy particular genres.
- At early level, most children read with increasing confidence. They use their developing knowledge of sounds and blends to help them read unfamiliar words. A majority of children are ready for more challenge, and a few would be able to progress at a faster pace. At first level the majority of children are improving their reading skills. They use the text to find information about characters and make predictions about outcomes and events. Children are not yet confident in discussing literal and inferential questions at a deeper level. At times, a few children find it challenging to read with their peers and become distracted. At second level, children are becoming more confident in reading aloud and recognise why this skill is

important. The majority of children read fluently with increasing expression. They are less confident in answering literal, inferential and evaluative questions. However, the majority of children can do this with support. Children can use their reading skills well across the curriculum to research and select information they need for their tasks.

- Children benefit from two school libraries which include books in English and Gaelic. They have good access to books and the school has improved their book stock and reading resources. At present, children do not take books home to read for pleasure. They use allocated time for reading in class to enjoy books of their choice. Classes visit the public library in Dingwall during the school year.

Writing

- At early level, the majority of children can form letters accurately and are learning to spell common words correctly. They enjoy practising these skills through their play. Children are improving the consistency with which they remember to use capital letters and full stops. A few children are ready to write independently and need to do this more often. At first level, most children write independently for a range of interesting purposes. The majority of children are learning to apply the correct spelling and punctuation. Children are improving the range of vocabulary they use and how they join sentences to make their writing more interesting. At second level, the majority of children write for a range of purposes and include a range of grammar techniques to engage the reader. They are improving how they develop characterisation. A few children do not yet understand how to use grammar techniques correctly. Children are gaining increasing confidence to edit and redraft their writing using agreed success criteria. Children at first and second level children do not write at length regularly enough. They are not yet experienced in constructing extended pieces of work for a range of genre taking account of their improvement targets.

Numeracy and mathematics

- Most children at second level are making good progress from prior levels of learning in numeracy and mathematics. At early and first level, the majority could be making better progress in numeracy and mathematics. Children need to revisit previously taught concepts across the year to ensure they retain them over time.

Number, money and measure

- The majority of children working towards early level can identify and order numbers from 0–20. Children are developing their awareness well of how money is used. They can recognise and use a range of coins through play in their shop. Children can recognise o'clock when telling the time on an analogue clock face. Children would now benefit from additional focus on number sequences within the range 0-30 including identifying the number before, after and missing numbers in a sequence within 20. The majority of children working towards first level are confident in solving simple problems involving addition, subtraction, multiplication and division. They understand place value well and can demonstrate how to divide objects into quarters. A few children can calculate the total spend in shopping situations and calculate change. They are confident in simple money calculations, including budgeting and cost comparison, and can describe how credit and debit cards are used. Teachers should continue to provide opportunities for children to use their knowledge of everyday objects to provide reasonable estimates of length, height and capacity. Most children working towards second level can confidently demonstrate their knowledge of equivalent forms of common and decimal fractions. They can apply their knowledge of rounding to give an estimate to a calculation. Most children can use common units of measure and carry out calculations when solving problems. Children would benefit from revisiting learning opportunities more regularly to consolidate concepts within number and number processes. Across all levels, children now need further experience in applying their skills in a wider range of meaningful contexts across the curriculum.

Shape, position and movement

- Most children working towards early level can identify correctly two-dimensional shapes and a few can identify three-dimensional objects. The children would benefit from additional opportunities to identify, describe and create symmetrical pictures with one line of symmetry. Children who are on track to attain first level can identify and describe three-dimensional objects. They can explain a few of the properties of shapes. Most children know that a right angle is 90 degrees and can identify a right angle in common shapes. They would now benefit from more opportunities to recognise two-dimensional shapes and three-dimensional objects in different orientations and sizes. Most children who are on track to attain second level can describe the properties of different three-dimensional objects. They can identify the different types of angles, naming acute and obtuse angles. Further opportunities for exploration three-dimensional objects and two-dimensional shapes will develop pupil confidence in the use of specific vocabulary including radius, diameter and circumference.

Information handling

- Children working towards early and first level use simple data to create tally and bar charts. At second level children confidently collect data and display their findings appropriately using digital technology. They can convert data and use this information to create graphs. Children at first and second level should continue to extract key information from a variety of data sets and use digital technologies to display data including creating charts and diagrams.

Attainment over time

- The school's attainment data in recent years shows variability at all levels. Senior leaders have a clear understanding of attainment across the school. They are putting plans in place to address all areas of concern. This includes ensuring teachers having a clearer understanding of national standards. Teachers are improving how they assess children's progress and alongside senior leaders, are tracking children more effectively. A more robust approach to keeping a check on children's progress is ensuring that teachers and support assistants are able to put appropriate interventions in place. Teachers should continue to engage in moderation activities to further develop confidence in their professional judgements.

Overall quality of learner's achievements

- Staff celebrate children's achievements within and outwith school. They encourage parents to share their children's achievements from home regularly. Children are proud of their achievements and look forward to celebrating these through 'Proud moments' shared with parents, an on-line platform, social media, weekly newsletters, a canteen TV monitor, school displays and weekly assemblies. Teachers have begun to track these achievements. This helps them to identify which children are missing out so they can encourage participation in extra-curricular activities in school and the wider community. Teachers now need to support children to identify the skills they are developing through their achievements and how they could apply these skills across their learning in school and beyond.

Equity for all learners

- Senior leaders and teachers have begun to monitor the progress of individuals and groups of children. This includes those who require additional support, those who are care experienced, those to whom English is an additional language and children who face barriers to their learning and wellbeing due to their socio-economic circumstances. Senior leaders use additional Pupil Equity Funding (PEF) to provide dedicated support for individuals and groups of children. Senior leaders should continue to support teachers to use data to effectively identify the attainment gaps and monitor progress towards closing these gaps. This should help them to identify better the impact of interventions to raise attainment for all children, including those facing financial hardship.

- Senior leaders and staff are sensitive to the increasing financial pressure on their families. They build strong relationships across the community and support children and families with discretion and sensitivity. The Family Centre initiative improves equity for children and families through developing strong community links. Staff and community partners provide open sessions as a tool to engage families and offer a wide range of further support. Families feel more comfortable in becoming involved in their children's learning and accessing a wide variety of community support. This includes sessions for PEEP, a baby bank, Women's Aid, Gaelic baby and toddler group and organisations to support mental health. Targeted initiatives have included clothing swaps, providing baby clothes and equipment and Christmas presents and meals which helps to support families under financial pressure.

(Contributes to school evaluations)

Bun-sgoil Inbhir Pheofharain - Dingwall Primary School has an established Gaelic Medium provision for children at the primary stages. It opened in 1993. There are four classes. All teaching and non-teaching staff are fluent speakers. The acting headteacher is the lead for Gaelic. She is supported well by a principal teacher. Teachers' non-contact time class cover is provided through Gaelic medium education.

This session, Gaelic (Learners) has been offered in P1-7 English Medium classes within the 1+2 languages provision. This is as the first additional language.

QI 2.3 Learning, teaching and assessment

- In all classes, learning and engagement is very good. Children enjoy positive relationships with school staff and each other. They are very friendly, courteous and articulate. Children support each other very well during lessons and interact respectfully with staff. Learning environments are calm and purposeful and as a result almost all children participate well in lessons. Almost all children are keen learners in Gaelic Medium Education. They are confident and contribute effectively to the life of the school. Older children develop leadership skills by taking on roles such as buddies, house captains and digital leaders. Staff and children in Gaelic Medium Education are very well aware of the benefits of Gaelic Education.
- Staff understand the importance of total immersion to Gaelic Medium Education. They use appropriate strategies to support children's developing fluency of the language. The principal teacher and staff use bespoke self-evaluation materials for the Gaelic sector, including 'The Advice on Gaelic Education (2022)' to review practice and inform the strategic planning of Gaelic Medium Education within the school. They are committed to improving outcomes for all learners. Staff have created a learning and teaching policy which identifies what constitutes effective learning, teaching and assessment in Gaelic Medium Education. Staff have considered how they can encourage all children to talk more consistently and unprompted in Gaelic with each other as they develop their fluency. They have implemented an oral Gaelic language programme to introduce, reinforce and consolidate Gàidhlig language structures, idioms and grammar. Staff's frequent and skilful interactions are in high quality Gaelic. As a result, children use Gaelic very well in a range of situations.
- Most children are developing their independence in their learning and stay on task well when working individually or in small groups. Children in P1-3 have increasing opportunities to learn through play. Staff have developed a play policy to develop further total immersion learning through play to support children's fluency in Gaelic. This is at the early stages of implementation.
- In all classes, staff explanations and instructions are clear. In most lessons, staff share the purpose of the learning and how to be successful with children. They 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. Whilst children are able to articulate their personal learning targets in literacy and numeracy, staff need to ensure greater consistency in their further use to assess how well children have learned.
- Staff have a clear understanding of the distinctive pedagogy related to Gaelic Medium Education. They plan lessons and tasks appropriately to provide differentiation, support and challenge for most children. Most children who require further support in their learning are

supported well in class and through targeted interventions. There are a few children who would benefit from additional targeted support and challenge in their learning.

- In all classes, digital devices are used for research, to enhance children's learning and develop skills across the curriculum. Staff make consistent use of an online platform to facilitate the sharing of learning between school and home. This is increasing parents' engagement with their children's learning and is helping them in pronouncing new sounds and vocabulary. In the majority of classes staff motivate children to use programmes to support their writing. The best practice in this should be shared to promote greater consistency. Children's participation in FilmG develops their skills in script writing, film making, editing and the relevance to the world of work.
- Staff are developing their skills in continuous assessment, with targeted interventions agreed as required. Teachers have reintroduced national standardised assessments for literacy and Gàidhlig (MCNG) following a two-year gap in their availability. The data is used diagnostically to identify areas of improvement and support professional judgements. Staff work together to create and moderate literacy assessments. They are making better use of National Benchmarks for Curriculum for Excellence to ensure a clearer understanding of what children should be able to do at each stage. This is a focus for improvement. Staff meet with senior leaders and across stages to moderate assessment decisions, agree interventions and ensure needs are being met and progress achieved. This practice should be developed further by establishing cross school links for moderation in Gaelic. Senior leaders should continue to embed attainment and tracking systems and review children's progress on a timely basis. They should ensure that targets, interventions and data are evaluated more regularly to evidence the impact on children's attainment and achievement.
- Across the school, children learn Gaelic (Learners) in line with the Scottish Government's 1+2 language policy and the Statutory Guidance on Gaelic Education, 2017. Gaelic is increasingly heard and visible beyond the classroom. As planned, staff should continue to embed Gaelic (Learners) within the curriculum for all children. They should capture their approaches to immersion and Gaelic (Learners) across all their policies, the curriculum rationale, vision, values and aims to support evaluating further their practice. All staff and children need to have a shared understanding of the rationale for Gaelic and recognise the place of Gaelic in the school community and, its relevance in future work opportunities.

QI 3.2 Raising attainment and achievement

Attainment in literacy and Gàidhlig

- Overall, most children are making good progress in literacy and Gàidhlig and in their use of Gaelic across the curriculum. At early and first level, there are a minority of children making very good progress. A few children at second level could be making better progress. Staff track children's attainment in literacy and Gàidhlig, literacy and English and numeracy and mathematics. A Gaelic oral language programme is used effectively to plan learning and to extend fluency in Gaelic. This is impacting positively on children's confidence and is reducing children's use of English vocabulary within their oral communication in Gaelic. As identified by the school, staff should continue to develop bespoke progression pathways for Gaelic. They should gain more knowledge and experience of the moderation cycle and continue to engage with diagnostic information provided by both formative and standardised assessments.

Listening and talking

- Across levels, children are developing very good fluency and are increasingly confident in using Gaelic. They use Gaelic in a range of contexts, including adult-led situations, and when working in pairs and groups and in out of class activities. Children are good at expressing their ideas and preferences. They listen well to others and take turns. Their oral Gaelic skills have been recognised by an award for the exceptional use of Gaelic on and off the pitch during a recent Shinty tournament. At the second level, a few children need support in improving a few points of grammatical accuracy, and the vocabulary they use in English within Gaelic communication. Senior leaders should ensure that the grouping of older children for numeracy is not diluting immersion when alternative delivery models are available.

Reading

- Children's levels of attainment in reading and writing dropped during the COVID-19 pandemic, but targeted interventions and the wide range of strategies staff have implemented are reducing identified gaps. Staff have introduced new approaches to the teaching of writing. This is helping children to write successfully within a range of genres using an increasing range of Gaelic vocabulary and idiom. Staff should, as they have identified, increase the pace of learning at second level to ensure children are more secure in Gaelic reading and writing.
- Children enjoy reading in both Gaelic and English. At the early and first levels, most children are developing well their skills in reading. They read fluently and with expression. At second level children understand the difference between fiction and non-fiction and can share their author preferences. Children at second level would benefit from more regular routines for developing their reading skills in both languages.

Writing

- Children's good progress in writing at the early and first levels should be extended into the second level. By the end of early level, a number of children are writing independently. They are able to use capital letters and full stops. At the first level, children are correctly using a range of verbs, including irregular. They punctuate their work according to level. All children have increased opportunities to apply their writing skills across the curriculum.

Numeracy and mathematics

- Most children develop well their understanding of addition, subtraction, multiplication and division appropriate to their stage. Overall, children would benefit from further opportunities to apply their mathematical skills across other areas of the curriculum and within new contexts.

Number, money and measure

- At the early level, most children order and sequence numbers within 20. They can add and subtract numbers within 10. Children identify and create patterns with colours and shapes. At first level, most children demonstrate brisk mental agility appropriate for their stage. They round numbers to the nearest 10 and 100. They can tell the time using 12-hour clocks and recognise and continue simple number sequences. They would benefit from more practice working with money. At second level, the majority of children are confident in working with fractions. They can identify equivalent fractions and explain fractions of concrete materials. Most children who are on track to achieve second level solve simple equations and complete two step number problems. They have a good understanding of budgeting.

Shape, position and movement

- Children at the early level can identify two-dimensional shapes using Gaelic terminology. At first level, most children can describe the properties of simple two-dimensional shapes and three-dimensional objects. They recognise symmetrical pictures and designs. The majority of children at second level can identify a range of angles and describe these using Gaelic terminology. The majority of children can work out the diameter, radius and circumference of circles.

Information handling

- At the early level, children can sort objects by colour and shape. At first level, children can interpret bar graphs and tally charts to extract key facts. They apply their information-handling skills well across different contexts for learning to ensure depth, challenge and application. At second level, children can interpret information from graphs to draw conclusions about information.

Overall quality of learners' achievement

- Children actively participate in a wide range of opportunities for achievements. Staff and children are proud of their successes in their work in Gaelic and these are celebrated on a regular basis through social media platforms, school website, newsletters and school displays.
- Staff and pupils contribute to the work of promoting and celebrating Gaelic in the local community through a range of projects and initiatives including links with Wyvis House care home. Across stages in Gaelic Medium Education, the focus on intergenerational learning with the community and in the community, along with staff's own high-quality Gaelic, is impacting positively on children's use of a range of vocabulary and idiom. Initiatives, such as the Cafaidh Gàidhlig (Gaelic Cafe) led by staff and pupils, give children valuable real-life opportunities to apply their skills in Gaelic. This promotes Gaelic in the wider community and across generations.
- Partnerships with Croileagan Inbhir Pheotharain, Fèis Rois, Dingwall Academy, Gaelic speaking community members and FilmG are very valuable and productive. Children's participation in Seachdain na Gàidhlig developed their confidence and leadership skills. The staff and children commendably achieved a local authority prize for their varied programme of Gaelic activities during this focus week. Senior leaders are aware of how they might use existing partnerships to ensure a breadth in developing children's skills, capacities and attributes through Gaelic language learning within and beyond school. As planned, the school should continue to work with An Comunn Gaidhealach to set up Mòd Ionadail Inbhir Pheofharain.

Other relevant evidence

- The school submitted information relating to compliance with the revised Nutritional Regulations 2020 and key duties as required by The Schools (Health Promotion and Nutrition) (Scotland) Act 2007. The Health and Nutrition Inspector (HNI) discussed this information with relevant staff and children. In addition, the HNI examined documentation relating to the effectiveness of whole school approaches to improving the health and wellbeing of children through food in school. Areas for development have been agreed with the school and the school meals provider.
- The new senior leadership team have built quickly strong relationships across the school community which has supported their work in leading change and improvement this session. This improvement journey is strongly supported by pupils, staff, parents, partners and the wider community and is restoring a sense of pride in Dingwall Primary School.

Practice worth sharing more widely

Staff in Gaelic Medium Education have a very strong understanding of the principles of immersion and how it is taken forward. They have been instrumental in raising the profile of Gaelic language and culture in the school and wider community through effective partnerships and intergenerational links. The curriculum is developed to integrate a wide range of intergenerational activities which promote the greater use of Gaelic between generations. There is a strong focus on providing rich opportunities to develop vital communication skills needed to succeed in work and life. The focus on intergenerational learning with the community and in the community, along with staff's own high-quality Gaelic, is impacting positively on children's use of a range of vocabulary and idiom. Initiatives, such as the Cafaidh Gàidhlig (Gaelic Cafe) led by staff and pupils, give children valuable real-life opportunities to apply their skills in Gaelic. Children apply these skills in a variety of real-life contexts across the curriculum. Children demonstrate high levels of engagement and fluency during their time in class and in social situations as a result.

The children plan and host a monthly Cafaidh Gàidhlig (Gaelic Community Café). This involves children creating adverts, invitations and social media posts in Gaelic. They plan activities for the children and adults attending, for example, fine motor skill activities for children attending from the Croileagan (Gaelic playgroup) and board games and a Gaelic lending library for the adults. Children deliver a café service to their intergenerational customers. Hosting the café allows children to develop and apply their skills from across the curriculum. They plan the food to be provided, and during the afternoon undertake different roles. This includes taking orders using their data handling skills and meeting and greeting guests as they arrive. Children perform for their guests, for example, singing and Highland dancing. This helps children develop skills for learning, life and work and recognise achievement as successful learners, confident individuals, responsible citizens and effective contributors. By encouraging parents with very young children to attend the café this is helping them engage with the Gaelic language and support transition into Sgoil Àraich (nursery) and Sgoil (school). This is also promoting the benefits of Gaelic Medium Education and leading to an increase in enquiries regarding Sgoil Àraich (nursery) provision.

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.