

Summarised inspection findings

Acadamaidh Bhràghad Albainn – Breadalbane Academy

Perth and Kinross Council

5 May 2026

Key contextual information

School name: Acadamaidh Bhràghad Albainn – Breadalbane Academy
Council: Perth and Kinross Council
SEED number: 5349834
Roll (Sep 2024): 605 children and young people

Acadamaidh Bhràghad Albainn – Breadalbane Academy is an all-through school for children and young people aged between two and 18. It is located in Aberfeldy, in Highland Perthshire. The school's catchment area covers a very large and predominantly rural area. The school hosts two specialist provisions, for primary and secondary, known as the Inclusion and Support Provision (ISP). There is Gàidhlig Medium Education provision for the sgoil-àraich – nursery, primary and secondary stages. Each year, approximately thirty young people join the school in S5 from Pitlochry High School, which educates young people up to S4. The school roll has decreased over the last few years.

Attendance is generally in line with national levels, although it decreased in 2024/25. Exclusions are lower than national averages and are declining. The number of young people who leave school before S6 is above the national average and has increased over the past few sessions.

Almost all young people reside in Scottish Index of Multiple Deprivation (SIMD) zones six to eight, with 11% of children in P6-7 and 6% of young people in the secondary receiving free school meals. In 2024, 26% of children in the primary and 48% of young people in the secondary were recorded as having an additional support need. This is similar to national levels.

The school leadership team (SLT) consists of a headteacher, three depute headteachers and a business manager. Most of the SLT have been appointed on a permanent basis within the past two sessions. The headteacher has been in post since August 2024.

1.3 Leadership of change

good

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

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

- The headteacher and senior leaders reviewed recently the school values, with input from the school community. This has led to the renewed and shared values of 'belonging, believing, aspiring and achieving' which are prominent and well-understood across the school. Children, young people and staff embody these values very well in interactions across the school community.
- The headteacher provides motivational leadership and is very well respected across the school community. The headteacher maintains very high expectations of herself, staff and learners. This is supporting a renewed optimism across the school. Importantly, the headteacher has made significant progress in developing staff collaboration and leadership at all levels, to unify the school's identity as one all-through campus. The headteacher is supported very well by a highly motivated, strong team of senior leaders. Together they provide strong strategic direction and very effective leadership to staff. They manage the pace of change very well. Staff welcome the clear focus on improvement and understand their role in driving forward positive change for learners.
- Senior leaders have engaged and supported effectively middle leaders and teachers across the primary and secondary stages, in refocusing the school's approaches to improvement planning and self-evaluation. Staff ensure individual stage or departmental improvement plans are aligned to whole school priorities. Plans are clear and well-focused on the actions required to impact positively on learners' outcomes. As a next step, senior leaders should ensure all departmental plans at the secondary stage include clearly measurable actions and expected outcomes. Middle leaders should add specific details about their plans to raise attainment. Senior and middle leaders use a range of well-judged quality assurance and robust self-evaluation activities to evaluate their progress. This is emerging as strong practice across the secondary school. Senior leaders monitor very well the progress of plans through regular support and challenge conversations with teachers. This includes reviewing the impact of the allocation of the Pupil Equity Fund. These approaches have been well-embedded in a manageable way.
- Almost all teachers appreciate the renewed, collegiate approach to planning for improvement. This is energising teachers who increasingly see themselves as agents of change. A majority of teachers lead whole school improvements. This is beginning to affect positive change and improvement. This includes, for example, staff developing more consistent, high-quality learning experiences for children and young people, including opportunities to achieve beyond

the classroom. A minority of teachers lead successfully the development of moderation networks across schools in the local authority. This work is strengthening teachers' confidence in applying national standards and expectations in planning learning, teaching and assessment.

- Most children and young people benefit from a wealth of leadership opportunities with many roles closely linked to achieving school improvement priorities. Most young people in the senior phase lead on a significant amount of initiatives that contribute both to whole-school projects and improvement, as well as developing skills and confidence in their younger peers. This includes, for example, a few young people who led the successful development of impactful mental health awareness initiatives. A few children across the primary stages undertake high-profile house captain roles. They lead various inter-house competitions, pupil surveys and consultations. They also lead the work of various groups and committees, some of which have led to nationally accredited recognition. Children and young people at all stages are involved meaningfully in one of the school's focused 'ethos and life' working groups. These groups are developing successfully the school's approaches to initiatives such as improving outdoor learning and promoting awareness to protecting the environment. Senior leaders and teachers should consider how all children and young people access more active and impactful leadership roles at all stages across P1 to S3.
- Senior leaders are embedding a strong culture of collaboration and professional learning across the whole school. This is a strength of the work of the school. Staff demonstrate an active commitment to improving their own practice through high-quality and continuous professional learning in line with national standards and expectations. All teachers engage in relevant professional learning activities that contribute to achieving departmental and whole-school improvement priorities. Senior leaders use evidence carefully from focused and regular lesson observations to inform a relevant and well-considered programme of professional learning. Through their robust quality assurance processes, senior leaders can demonstrate the impact of professional learning in developing a greater consistency of high-quality learning and teaching in classes.
- Senior leaders demonstrate a thorough understanding of the social and economic context of the school community. They use this knowledge to inform the strategy for Developing the Young Workforce (DYW). This strategy has been reviewed recently to align with local and national priorities. Staff who lead DYW are collaborating effectively with partners and teachers across almost all departments at the secondary stage to strengthen engagement and broaden learning opportunities. These are primarily across the hospitality and rural sectors, to reflect the local context. These opportunities support young people well in developing their skills for learning, life and work. Senior leaders have a clear overview of the wide range of DYW activities mapped across S1-S6. These are informed and influenced appropriately by data from Skills Development Scotland and Labour Market Intelligence.

2.3 Learning, teaching and assessment

good

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

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

- Across the school, positive, caring relationships are evident among staff, children, and young people. Learners' interactions with each other, staff, and visitors consistently reflect the school's values. Children and young people learn in a calm and purposeful environment. They are proud of their school.
- Almost all children and young people behave and participate well in lessons. On a few occasions, a few children and young people lose focus and engage in low-level, off-task behaviour. Almost all staff deal sensitively and effectively with any instances of dysregulated or challenging behaviour. They have adopted a range of wellbeing approaches that support children and young people well. These minimise any impact to other children and young people and the learning environment. Staff use their well-developed knowledge of learners to support them thoughtfully, when required, through child-centred approaches.
- Most teachers provide helpful starter activities to focus children and young people in learning. They share routinely the purpose and success measures of learning. They use plenaries well to review progress with learning. A few teachers support children and young people to co-create their success criteria meaningfully. This empowers children and young people to take increased ownership over their progress in learning.
- Across the school, almost all teachers provide clear and detailed instructions that help children and young people to understand how to complete successfully their tasks. Almost all teachers use questioning well to check for understanding and to clarify teaching points. In a minority of lessons, teachers extend these questioning techniques to support and challenge children's and young people's thinking.
- Senior leaders and staff have worked well together to improve the quality of learning and teaching across the school. They should continue to identify and spread widely the highly effective practice evident in a minority of stages and subject areas across the school. This includes, for example, ensuring the purpose of learning and expectations for success align with the knowledge and skills being developed, as well as ensuring questioning leads to the development of higher order thinking skills.
- Almost all teachers use interactive boards effectively to introduce lessons, model learning and record children's and young people's contributions. In a few lessons in the primary, teachers use technology effectively to support children who face barriers to their learning. This includes,

for example, text-to-speech on laptops to help children with specific literacy difficulties. As a next step, in primary, senior leaders and teachers need to develop further their approaches to digital technology to ensure children have access to more creative digital learning approaches. In the secondary, almost all teachers use digital platforms effectively to support revision and valuable online assessment activities. Almost all teachers use digital technology effectively to enhance and support young people's learning.

- Children in P1 have regular opportunities to learn through play. Staff have focused on improving this area of work and teachers engaged with national research and guidance well. They introduced a motivating range of new play resources and created inviting environments for children to learn creatively. As planned, senior leaders and staff should continue to develop their use of high-quality observations of play. This should support staff to identify opportunities for further child-led activities.
- Across the school, almost all staff are confident in their use of summative assessment. Senior leaders and teachers use this information well to identify children who require support and to predict those who will meet national expectations. A minority of staff make effective use of formative assessment strategies. There are opportunities for children and young people to self- and peer- assess their work. This is not yet consistent across the school. There are a few highly effective examples of teachers using formative assessment information skilfully to adjust planning routinely for individuals, groups and classes. This is supporting children and young people to progress better in their learning. Senior leaders and teachers should now consider ways to strengthen their approaches to assessment. Staff need to develop a clear, shared understanding about the principles, purposes and aims of assessment.
- Across the school, almost all staff undertake a range of moderation activities which strengthens their understanding of Curriculum for Excellence (CfE) levels. This is resulting in staff making accurate judgements of level of attainment. As planned, senior leaders and staff should further strengthen their use of moderation to inform the planning of learning and assessment.
- At the secondary stages, most young people in S4-6 benefit from individual learning conversations following assessments. As a result, most young people in S4-6 have a strong awareness of their target and working grades and know what they need to do to improve in their learning. Most young people in S1-3 know their current working level. Staff should develop this practice further for young people in S1-3 so that they receive detailed and specific feedback. This should result in young people being more aware of their progress through CfE levels and what they need to do to improve.
- All teachers in the primary plan effectively children's learning over different timescales using the experiences and outcomes of CfE. They use local authority progression pathways well for planning literacy and numeracy, and CfE experiences and outcomes with national Benchmarks for all other curricular areas. Teachers share with parents an outline of their planned learning for the term. This helps parents to understand better their child's learning journey.
- At the secondary stages, most departments have well-established approaches to planning courses and programmes, using national guidance and expectations. Teachers need to increase the range of assessment information they gather more effectively to inform

consistently the planning of learning. This needs to lead to young people experiencing learning activities planned at the right level of challenge, appropriate to their needs.

- Senior leaders have revised recently their whole school tracking and monitoring processes. Most staff are developing confidence in analysing data within class profiles and are engaging in professional dialogue with colleagues and senior leaders to use data to support learners more effectively. Staff in all departments in the secondary have internal tracking systems that support the whole school tracking system. They are beginning to use the data to inform a more consistent approach to assessment in classrooms. The data is being used well by senior and middle leaders to devise a more effective strategic overview of the progress being made by all young people. Young people in the senior phase benefit from a range of supports used by most class teachers, following tracking, to support them to achieve their target grades. Teachers should develop and embed these approaches for young people in the broad general education (BGE).

2.2 Curriculum: Learning pathways

- All teachers at the primary stages plan progressive pathways for literacy and numeracy. Teachers develop topics which link learning across subjects according to children's interests. While this allows for staff to adapt themes in response to children's ideas, there is a need for staff to develop a planned progression of learning across other subject areas. Children in the primary need to experience a more consistent breadth, depth and progression of learning across the curriculum.
- Teachers plan learning pathways at CfE third level for almost all young people in S1 and S2. By S3, most young people progress to aspects of CfE fourth level. A few young people, who require additional support with their learning, benefit from individualised learning pathways throughout S1-3. In almost all subjects, the curriculum in S3 is planned around the requirements of Scottish Credit and Qualifications Framework (SCQF) level 4 and National 4 and 5 qualifications.
- Young people in S4-6 experience clear progression pathways in most curricular areas. There is a substantial range of National Qualifications (NQ) available for all young people, including an impressive Advanced Higher offer. Staff are creative in how they use other schools and online provision to increase the pathways available to young people. Senior leaders are encouraging and supporting middle leaders to expand learning pathways for young people by widening their offer from greater use of the SCQF. Senior leaders and teachers should continue to keep the curriculum offer under review to ensure all young people make appropriate progress through the senior phase.
- Young people at the secondary stages also benefit from a well-considered offer of opportunities to achieve beyond the classroom. This includes, for example, the school of sport, the ethos period and the Breadalbane Guarantee, which is a universal achievement offer across all stages. Most young people are increasingly confident in outlining how these experiences are developing their skills, abilities and attributes. Through this offer, young people engage well with employers and develop important interview skills and a greater understanding of the workplace.
- Learners at all stages benefit from very well-planned support to help them at the various points of transition. These programmes offer children and young people a range of experiences, including a well-planned residential trip to support the move from primary to secondary. Staff offer a well-received enhanced transition for young people who require additional support. These activities support learners very well to develop their confidence and build early positive relationships with each other and their teachers. Staff are sharing effectively a wealth of pastoral information which is ensuring a continuity of provision to meet children's and young people's learning and wellbeing needs. As planned, senior leaders should now consider how to expand the quality of information shared across all curricular areas to ensure progression in learning between P7 and S1. Staff support young people well to make choices at points of transition and in preparation for leaving school. This includes helpful conversations with individual teachers and pupil support teachers after reporting periods, careers information evenings and support from the career service.

- Teachers in the primary are at the early stages of developing children's meta-skills across their learning. Senior leaders and teachers should now work together to implement fully their progressive skills framework so that children apply skills they are developing through the curriculum. In the secondary departments, staff should continue to develop the recently introduced whole school approach to developing meta-skills. A majority of young people talk confidently about the skills they are developing across the school. Staff should continue with their recently implemented approach to record and track the skills young people are developing. This has the potential to help identify any skills gaps and target young people who are not progressing as expected.
- All learners experience their full entitlement to physical education (PE) and religious and moral education (RME). Young people do not receive their full entitlement to modern language learning as part of the Language Learning in Scotland 1+2 approach. Senior leaders need to review the curriculum structure to ensure young people's entitlements to languages provision.
- Staff are at the early stages of refreshing a common approach to delivering literacy, numeracy, and health and wellbeing across the curriculum as a responsibility of all. Senior leaders recognise and have plans in place to develop further a consistent shared strategy to improve learners' literacy, numeracy, and health and wellbeing across the curriculum.
- Across the school, children and young people access the vibrant school library in a few classes and beyond the school day. The school librarian supports learning by collaborating with staff in English and supporting young people to develop their study skills. The primary curriculum is enhanced through collaboration with the librarian to access community resources, which include the local museum, as well as visits from authors.

2.7 Partnerships: Impact on learners – parental engagement

- Parents value the headteacher's strong leadership and drive to progress school improvement. There are positive and respectful relationships between the headteacher, senior leaders and parents, including the Parent Council. They appreciate and support the vision of bringing together all areas of the school campus as one, all-through school.
- The Parent Council includes a few parents of children across the primary and secondary stages as well as a group of parents who speak Gàdhlig. Parent Council members are actively seeking new and creative ways to welcome greater numbers of parents to be involved in the work of the parent council. For example, they are exploring the viability and effectiveness of holding virtual parent council meetings to boost participation from more parents.
- Overall, parents speak positively about communications from staff to inform them of events taking place, as well as important updates. A minority of parents note that they would like to receive clearer and more regular information about their child's progress in their learning.
- Senior leaders consult with parents and the parent council regarding aspects of school improvement work and policy development. For example, parents appreciated the recent consultation of the reviewed policy on young people's access to and use of mobile phones. Moving forward, parents would value increased opportunities to learn together with their child and guidance on how to support their child's learning at home.

2.1 Safeguarding

- The school submitted self-evaluation information related to child protection and safeguarding. Inspectors discussed this information with relevant staff and, where appropriate, children and young people. In addition, inspectors examined a sample of safeguarding documentation. Areas for development have been agreed with the school and the education authority that need to be addressed as a matter for urgency.
- Following the inspection the education authority, working with the school, have taken forward areas for improvement in safeguarding which required urgent action. HM Inspectors have reviewed information relating to these areas for improvement. HM Inspectors are satisfied with the response taken by the education authority and do not require any further information.

3.1 Ensuring wellbeing, equality and inclusion

good

This indicator focuses on the impact of the school's approach to wellbeing which underpins children's 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 wellbeing of children and young people is supported by positive relationships with their peers and staff. Most children and young people have trusted adults with whom they are confident to share any concerns. Young people are confident these staff will take effective action to support them. Positive relationships across the school are strengthened by well-planned opportunities for children in the upper primary and young people in secondary to work together in improvement groups. Most children and young people are very active by taking part in a wide range of sporting and recreational activities which develops a sense of community and belonging. This contributes to a calm and friendly learning environment and helps most learners to feel safe, well known and supported.
- Senior leaders involved staff, parents and their associated primary schools to develop more effective policies and approaches to promote positive relationships, strong attendance, and anti-bullying. This has clarified for staff the centrality of relationships and restorative approaches in supporting children and young people. Staff benefited from relevant and helpful professional learning which strengthened their approaches to ensuring children and young people are treated fairly and with respect. This has resulted in most children and young people feeling respected within a highly-inclusive school culture. Staff should continue to support all children and young people to understand better the school's response to bullying.
- Most children and young people take part in a wide range of valued activities that support their wellbeing. These include sporting and outdoor activities relevant to the local context, health promoting committees, clubs and volunteering programmes. Children and young people, with staff and partners, are leading activities that contribute to greater awareness of healthy lifestyle choices, how to support mental wellbeing and how to reduce inequality. These activities, along with the effective, recently developed and progressive 3-18 PE curriculum, help most learners to develop an understanding of how to maintain positive health and how this impacts on their wellbeing.
- Senior leaders, pupil support staff in the secondary and teachers at the primary stages are increasing their use of data to understand and support the wellbeing of children and young people. Staff use a range of approaches, including regular wellbeing surveys, to gather information about children's and young people's wellbeing. Senior leaders and pupil support staff analyse this data systemically and respond very well to any child or young person sharing concerns in relation to their safety or belonging. These approaches are improving

young people's knowledge of the range of supports available to help them to maintain their wellbeing.

- Children and young people in the primary and secondary departments have a general understanding of how to improve their wellbeing. As planned, senior and middle leaders should now develop a strategic approach to planning for progressive learning about health and wellbeing across the curriculum. This should include the planned review of the personal and social education curriculum, with learner involvement. Senior and middle leaders should take greater account of the local context, relevance, and emerging wellbeing issues in the school when planning these changes. This programme of learning should support children and young people to understand in more depth how to understand and support their own wellbeing.
- Staff across the school are developing an increasingly strong understanding of their statutory responsibilities in relation to Getting it Right for Every Child (GIRFEC). Staff communicate very effectively at all levels to ensure that information is shared to support the wellbeing and learning of children and young people. Staff know children and young people very well and have a strong understanding of challenges that may impact on individuals. Almost all staff are increasingly confident in responding to emerging issues through professional learning and regular opportunities to discuss practice and individual learners. This is impacting very positively on children and young people, who receive high-quality support, when required.
- Almost all staff are improving how they meet the needs of individual learners through universal supports. This includes reviewing the accessibility of learning environments and ensuring all learners have access to a range of resources. This is supporting increasing numbers of children and young people who encounter challenges in their learning to engage in classroom activities. These approaches are helping children and young people to develop their independence in supporting their own learning and are reducing perceived stigma related to accessing support. Pupil support staff monitor closely the impact of interventions to support learning. This is helping to ensure children and young people engaging in these interventions are making appropriate progress in learning.
- Staff work well together to plan targeted support for identified children and young people through a staged intervention framework. Children, young people, parents and relevant partners are involved positively in developing and reviewing plans. This is leading to targeted support and interventions, including relevant partner involvement, which is supporting improved outcomes for individuals. This is particularly strong for groups of children and young people facing significant challenges as a result of their circumstances. This support is helping effectively the children and young people receiving targeted support to engage in learning, meet identified outcomes and make effective progress. Senior leaders should now ensure planning remains focussed on achieving outcomes to address a few identified and unmet needs. Staff should engage in regular reviews to ensure children and young people are making sufficient progress towards their targets. This needs to support staff to monitor closely the progress of children and young people with identified needs.
- All children and young people who are care experienced are considered for a coordinated support plan, in line with national guidance. Young carers are also supported thoughtfully and carefully with staff responsive to their needs.

- 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, children, and young people. In addition, the HNI examined documentation relating to the effectiveness of whole school approaches to improving the health and wellbeing of children and young people through food in school. Minor areas for improvement have been agreed with the school and the school meals provider.
- Staff have undertaken a range of successful professional learning to develop inclusive practice. This is helping children and young people to be included in classrooms and across whole school activities. A few groups of children and young people lead activities to promote inclusion and equality across the school. This includes the equalities group and a few young people leading through the Mentors in Violence Prevention programme. These approaches are beginning to impact on children's and young people's understanding of all aspects of equality. Young people in the secondary identified the need to tackle the use of discriminatory language by a few peers. Senior leaders and pupil support staff in the secondary stage are at the early stages of developing approaches to improve learners' awareness of diversity and protected characteristics. Children and young people would benefit from learning in a more well-planned and progressive way about protected characteristics and inclusion.
- Children and young people demonstrate a desire to understand more about diversity, responsible citizenship. Senior and middle leaders should now develop a strategic approach to the progressive planning of learning about children's rights, equalities and inclusion across all areas of the curriculum. As planned, senior leaders and staff should take forward their development of progressive, planned learning in RME from P1 to S6 to support this. This should support children and young people to recognise and celebrate difference and to challenge discrimination.

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

Primary stages

- Overall, children's attainment in literacy and numeracy is good. At P1 and P4 most children achieve expected CfE levels in literacy and numeracy. At P7, the majority of children achieve expected levels in literacy and numeracy.
- Across the school a few children are working beyond national expectations in numeracy and literacy. A few children are capable of achieving more at all stages.
- Most children who require additional support for their learning are making good progress towards their individual learning targets.

Listening and Talking

- Across the primary stages, most children demonstrate effective listening and talking skills during class and group discussions. At early level, almost all children interact appropriately during play. Most children listen well to stories and enjoy discussing them. At first level, most children apply techniques such as eye contact and appropriate body language when engaging with others. At second level, most children show respect for the views of others and offer their own viewpoint in response. Children would benefit from presenting for a range of purposes and to engage in debates, to further develop their listening and talking skills.

Reading

- At early level, most children recognise and read initial sounds, blends and words. They retell familiar stories in different ways, including through drama and drawing. Most children would benefit from further discussion using picture clues, to predict, and enhance their understanding of the text. Most children at first level read with increasing confidence and fluency. Children recognise the difference between fiction and non-fiction texts but are less confident discussing features of non-fiction texts such as contents, headings, and index. Most children at second level describe different genres in reading and give examples of preferred texts with a clear rationale. They use skimming and scanning skills well to highlight and identify important information during research activities and understand the purpose of summarising.

Writing

- Staff recently developed an effective whole school approach to teaching writing. Senior leaders should review this new approach to ensure impact on learners' progress.
- At early level, most children form letters correctly. They use their knowledge of initial sounds, and common words to attempt a simple sentence. Children should have opportunities to develop their skills independently to enable them to see themselves as writers. At first level, children use openers and a range of vocabulary to make their writing more interesting. They are beginning to use paragraphs to organise their writing. At second level, children use sophisticated language, including metaphors and similes to engage the reader. Children would benefit from further opportunities to write more extended pieces of writing. Across second level, teachers need to provide children with regular opportunities to write. Children's presentation of their work is inconsistent across the primary.

Numeracy and mathematics

- Overall, most children make good progress from prior levels of attainment in numeracy and mathematics.

Number, money and measure

- Most children at early level count to and identify numbers before, after and between 1 to 20. They add numbers within 10 with accuracy. They would benefit from developing their knowledge of time and money. Most children at first level add two-digit numbers accurately and round confidently to the nearest 10 or 100. They are less confident with subtraction and would benefit from more practise using multiplication facts to solve simple division problems. Most children at second level use knowledge of equivalent forms of fractions, decimal fractions and percentages. They read and record time in 12- and 24-hour notation and convert between the two. They are less confident multiplying and rounding decimals.

Shape, position and movement

- Most children at early level identify two-dimensional (2D) shapes and three-dimensional (3D) objects. They use simple positional language correctly. They are less confident in identifying a line of symmetry. Most children at first level accurately describe the properties of 2D shapes. They are less confident in identifying the properties of 3D objects. Most children at second level accurately identify a range of angles. They identify and illustrate symmetry on a range of 2D shapes. At second level, children would benefit from increased opportunities to revisit prior learning such as how to calculate areas and perimeters.

Information handling

- Most children at early level sort items by colour, shape or size. They would benefit from opportunities to interpret simple information from a graph. Most children at first level name and identify different charts and graphs. Most children at second level use the language of probability appropriately to describe the likelihood of events happening. At both first and second level, children would benefit from using digital technologies to develop further their data handling skills.

Secondary stages

S1-3

- Between 2021/22 and 2023/24, almost all young people achieved CfE third level in literacy and numeracy by the end of S3. This has fallen to most young people achieving this level in literacy

and numeracy in 2024/25. However, there is notable added value and progress in young people's attainment by S3 from P7 levels. Between 2021/22 and 2024/25, a majority of young people achieved CfE fourth level in literacy and numeracy by the end of S3. Performance in literacy and numeracy attainment is generally similar to local and national averages.

- Staff who lead improvements in literacy and numeracy are using a greater range of data more effectively to identify decreases in attainment. They have developed plans and are addressing gaps in young people's literacy and numeracy through targeted interventions. This includes the allocation of additional time in the curriculum and to ensure young people develop and consolidate their literacy and numeracy skills.

Senior phase

Leavers

- Between 2020/21 and 2023/24, most young people left school with SCQF level 5 or better in literacy, in line with the Virtual Comparator (VC). Performance at this level is stable. A majority of young people achieved SCQF level 6 or better in literacy in 2023/24. This has been in line with the VC in 2022/23 and 2023/24, having been significantly much lower than the VC in the preceding two sessions. Between 2019/20 and 2023/24, generally a majority of young people left school with SCQF level 5 or better and a minority left with SCQF level 6 in numeracy. This is in line with the VC between 2021/22 and 2023/24, however, performance at SCQF level 6 for both literacy and numeracy declines over this period.
- Young people who require additional support with their learning left school with levels of literacy qualifications at SCQF level 5 and for literacy and numeracy at SCQF level 6, similar to comparators and national levels.

Cohorts

- At S4, between 2022/23 and 2024/25, most young people achieved SCQF level 5 or better in literacy. With the exception of 2022/23 when this dipped to a minority, a majority achieved this level in numeracy between 2020/21 and 2024/25. Performance for both literacy and numeracy is generally in line with the VC.
- By S5, and by S6, as a percentage of the S4 roll, a majority of young people achieved SCQF level 6 or better in literacy, with a minority of young people achieving this level in numeracy between 2020/21 and 2024/25, generally in line with the VC. The exception is the S5 cohort in 2023/24 where performance dipped to being a minority of young people achieving this level in literacy and a few in numeracy. By S6, this decrease continued and performance was generally significantly much lower than the VC in 2024/25.
- Senior leaders and staff who lead on developing literacy and numeracy recognise that, although generally in line with the VC, attainment at SCQF level 6 shows declines on previous years' attainment for young people leaving school and for cohorts in S5 and S6. Staff have identified and are addressing the reasons for decreases in young people's attainment. They should continue with a positive start on increasing pathways and support for a greater number of learners to be presented for and to achieve successfully at SCQF level 6.

National Qualifications

- Young people's presentation levels in NQs in English and mathematics at National 5 are generally in line with national levels. The pass rate for English is in line with national levels and below for mathematics. Staff offer young people the opportunity to study applications of

mathematics at National 5 level alongside National 5 Mathematics. Entries have increased from 2023 until 2025, where they are notably above national levels. The pass rate is similar to national levels, although the pass rate has fallen over this time period. Presentations at Higher level for both subjects are below national levels. The pass rate for mathematics is generally below and for English, above national levels.

Attainment over time

Primary Stages

- Senior leaders have implemented effective systems to track and monitor children's attainment over time. They analyse data well to consider patterns in children's progress. Data shows that most children maintain expected national standards of attainment as they progress from early to first level. However, there is a dip in literacy and numeracy at second level. Senior leaders should work with teachers to analyse assessment data and trends overtime more rigorously. Senior leaders should use this analysis to inform their raising attainment strategy. Teachers should use analysis of assessment data to inform planning for groups of children. This could increase pace and challenge in children's learning, particularly at second level.
- Staff plan a range of effective interventions for specific children to address barriers to learning. This is supporting well identified children's progress in literacy and numeracy. Senior leaders should now use consistent and clearly defined measures to evidence the impact of interventions on children's progress. This should support all staff to make informed evaluations about how well targeted approaches support the progress of identified children.

Secondary stages

- As the number of children and young people in each school year is small, care has been taken when interpreting and analysing data. This is specifically in relation to ensuring no individual is identified and that learners account for large percentages of the school roll in a few year groups.

S1-3

- Senior leaders introduced recently more robust systems to measure young people's attainment over time. Data from these systems demonstrate that in 2024/25, most young people achieved CfE third level or better by the end of S3 in most curricular areas. A minority of young people achieve CfE fourth level in a few curricular areas.
- Staff are using tracking systems more effectively to identify and address attainment gaps, including for those who face barriers to attaining well. They are also using this information to ensure more appropriate and aspirational coursing for young people. Senior and middle leaders should continue to embed these systems and use the data to measure the attainment of CfE levels of individuals and cohorts over time. They should also use this data to quality assure and strengthen the reliability of CfE judgements. Senior leaders acknowledge that increasing staff's confidence in making accurate judgements at CfE fourth level is an important next step. They should continue with plans to develop further moderation networks within and beyond the school.

Senior phase

Improving attainment for all

Leavers

- Between 2019/20 and 2023/24, the attainment of the lowest attaining 20%, the middle attaining 60% and the highest attaining 20% of young people, when using average complementary tariff scores, is generally in line with the VC. Senior leaders and staff are focusing this session on improving the attainment of the middle attaining 60% of young people, which has decreased from 2019/20 to 2023/24. The attainment of the highest attaining 20% of young people is also demonstrating a five-year pattern of decline, although this remains in line with the VC. The attainment of the highest attaining 20% of young people was previously significantly much higher than the VC between 2019/20 and 2021/22 and fell to being in line with the VC in 2022/23 and 2023/24.
- Generally, the attainment of leavers who require additional support with their learning fluctuates and is showing patterns of decline, particularly for the middle attaining 60% and highest attaining 20% of young people.

Cohorts

- At S4, the attainment of the lowest attaining 20%, middle attaining 60% and highest attaining 20% of young people is in line with the VC between 2020/21 and 2024/25, with the exception of 2022/23, when this dipped to being significantly lower than the VC. Generally, performance fluctuates with no consistent pattern of improvement.
- By S5, the attainment of the lowest attaining 20% of young people is in line with the VC. The attainment of the middle attaining 60% of young people is following a clear pattern of decline in line with the VC between 2020/21 and 2024/25. The attainment of the highest attaining 20% of young people was significantly lower than the VC in 2022/23 and 2023/24 and following a three-year pattern of improvement, has increased to being in line with the VC in 2024/25.
- By S6, the attainment of the lowest attaining 20% of young people was in line with the VC between 2020/21 and 2023/24. This has decreased in 2024/5 and is now significantly much lower than the VC. The attainment of the middle attaining 60% and highest attaining 20% of young people is in line with the VC in 2024/25, having previously been significantly higher or much higher than the VC for two or three years in the preceding four-year period. Performance of the middle attaining 60% of young people has been following a four-year pattern of decline and for the highest attaining 20% of young people, declining over the same five-year period.
- Senior leaders identified that attainment, particularly at SCQF level 6 and by S6, requires improvement. They have developed a comprehensive raising attainment strategy. This is beginning to clarify areas of focus and successful actions to improve attainment.

Breadth and depth

- Staff are broadening their curriculum offer beyond NQs and Skills for Work courses. This is resulting in young people achieving a greater breadth of qualifications in addition to their NQs, particularly at SCQF levels 4 and 5. For a few young people, this is increasing their routes to achieve qualifications at these levels, particularly by S5. The offer is carefully considered to take account of the local context and learners' needs. Senior leaders and staff should continue to consider the wider use of the SCQF as part of a coherent and progressive pathway to raise attainment for all young people.

- Between 2020/21 and 2024/5, a majority of young people at S4 achieved four or more awards at SCQF level 5C or better, with the exception of 2023/24 when it dipped to a minority. This has generally been in line with the VC. In 2023/24 and in 2024/25, the percentages of young people achieving at this level are increasing from the dip in performance in 2022/23, however, they have yet to return to previous strong levels. There are improvements in young people achieving top quality passes. In 2024/25, the percentage of young people achieving one or more qualifications at SCQF level 5A or better has increased and is now significantly higher than the VC. The percentages of young people achieving five or more qualifications at this level has increased in 2023/24 and 2024/25 from previous levels.
- By S5, a minority of young people achieved four or more courses at SCQF level 6C or better between 2020/21 and 2024/25, generally in line with the VC. Overall, performance at this level, particularly for one or more and two or more courses, shows declines on 2020/21 and 2021/22 levels. The percentage of young people achieving three or more to five or more awards has increased in the latest year of data, 2024/25, following a previous dip in attainment. Staff focused on supporting young people in S5 to achieve five or more awards at SCQF level 6C or better, as this was significantly lower than the VC in 2022/23 and in 2023/24. Staff's input includes, for example, an impactful mentoring programme for young people. As a result, this measure is showing a three-year pattern of improvement since 2022/23 and has recovered to being in line with the VC in 2024/25. This work has had an impact on improving performance at SCQF level 6A or better. In 2022/23 and 2023/24, this was generally significantly much lower than the VC. The percentages of young people achieving two or more to five or more awards at this level are showing clear patterns of improvement over the three years from 2022/23 and are now in line with the VC in 2024/25.
- Around 22% of the S5 roll enrol from a neighbouring P1-S4 school. Senior and middle leaders should track more closely the progress and achievement of this cohort to measure their progress from previously high levels of attainment.
- By S6, a minority of young people achieve five or more courses at SCQF level 6C or better with a few achieving five or more awards at SCQF level 6A or better. Between 2020/21 and 2024/25, this is in line with the VC, with the exception of young people who attained five or more courses at SCQF level 6C or better. Their attainment has fallen from being in line with the VC to being significantly lower than the VC in 2024/25. The percentages of young people achieving two or more to four or more qualifications at SCQF level 6C or better is generally declining between 2021/22 and 2024/25, although remaining in line with the VC. The percentage of young people achieving five or more qualifications at this level has fallen to being significantly lower than the VC in 2024/25. Young people benefit from a notable range of Advanced Higher level qualifications and as a result, performance at SCQF level 7C or better is strong with almost a third of young people achieving at least one qualification at this level. Performance has been in line with the VC since 2022/23 although it is decreasing on 2020/21 and 2021/22 levels.

Attendance

- Senior leaders and pupil support staff monitor rigorously the attendance of children and young people. They plan carefully considered support through a range of interventions. This includes a successful outreach programme and a range of effective provisions by relevant partners. A few young people access learning through a part-time timetable. These are reviewed regularly with young people, parents and partners and adapted appropriately.

Positively, exclusions have reduced within the school from 2022/23 until 2024/25. Staff's sensitive support and their development of impactful targeted interventions are supporting children and young people to be included more effectively.

Overall quality of learners' achievement

- As a result of the school's strong approach to promoting achievement, children and young people develop important socialisation skills whilst gaining a range of relevant experiences. The Breadalbane Guarantee ensures that all young people benefit from a wide range of achievements including sports, outdoor learning, trips and cultural experiences. These include clubs, activities, trips, competitions and targeted programmes. Young people are developing organisational, communication and technical skills through these achievements. Learners across the school develop their global citizenship through leading and participating in community and whole school events such as Remembrance and Holocaust Memorial Day. Young people in the senior phase also take a leading role in planning and organising key school events, including Charities' Day, the Winter Ball, and activities linked to their Ethos Committees. These experiences strengthen learners' leadership, teamwork and confidence, while promoting a strong sense of belonging and pride in the school community. As a result, they are more confident and display improved self-esteem.
- A majority of children and young people participate in the extensive programme of lunchtime and after school sports clubs. They recognise that this helps them become more successful and they increasingly take responsibility for their learning. Young people talk positively about how these experiences build on their prior learning, giving them the confidence to try out new activities.
- Across the primary stages, children engage in meaningful opportunities to learn beyond the classroom. This includes, for example, through the popular dance club and a range of sports activities. Children's participation in clubs supports them well to develop their confidence, teamwork and communication skills. Children at all stages would benefit from more planned opportunities to contribute to the wider life of the school. This would help them to develop further their citizenship skills and effectively contribute to the whole school. Staff track children's achievements and participation in clubs and activities to gain an overview of all children's achievements and encourage their participation. Staff should now discuss and track the skills children are gaining from their achievements and link these to skills for learning, life and work. This should help children to make links between their achievements, learning and progress.
- Staff work effectively with a range of partners, adding value to their achievement offer. A majority of children and young people across the school take part in activities through the Active Schools programme. They are becoming more active, with a few gaining valuable leadership skills. Staff make very good use of the outdoor learning environment, collaborating well with external partners to deliver a rich programme of activities.
- Staff celebrate children's and young people's achievements effectively through annual awards ceremonies, displays, assemblies, newsletters, classroom recognition and house points. Children and young people value their achievements and are keen to share them with others. They recognise they are gaining life skills including working in a team, organising events and making decisions. The school's online platform for S1-S6 is starting to support young people record and recognise their achievements. Staff should continue to develop this approach and

seek a greater range of opportunities to recognise and accredit all young people's achievements.

Equity for all learners

- Staff use their well-developed knowledge of young people's circumstances to remove barriers to their wellbeing, attendance and engagement. Senior leaders and staff developed recently a cost of the school day plan. They support young people sensitively by providing resources and financial assistance to help families participate fully in the life of the school.
- Senior leaders use a local authority programme to identify young people who may face challenges as a result of their circumstances, taking account of rurality. Staff have also identified a few cohorts of young people who face significant barriers to attainment because of their individual circumstances. Staff track closely the progress of these groups and can demonstrate improved attainment. Staff also use their allocation of the Pupil Equity Fund (PEF) effectively to target successful interventions to improve literacy and numeracy for a few children and young people. They should build on this positive work by addressing attainment gaps with an identified cohort of a few young people who face socio-economic disadvantage and are not attaining as well as peers in similar circumstances.
- There are very few children or young people who reside in the most deprived data zones. When compared using average complementary tariff scores, the attainment of the majority of young people who left school, and who live in SIMD deciles five to seven is in line with the VC in 2022/23. The attainment of a minority of young people in SIMD decile 8 and 9 is significantly lower and much lower than the VC in 2022/23 and 2023/24.
- Staff and key partners monitor closely an identified group of young people at risk of not achieving a positive destination. They support them effectively through targeted interventions. Almost all or all young people progressed to a positive destination on leaving school between 2019/20 and 2023/24. Performance has been in line with the VC between 2020/21 and 2023/24. Individuals are identified to benefit from accessing a work placement in S4 and this offers a valuable insight into the workplace. This is helping the increasing percentage of young people progressing directly to employment when leaving school. This measure has increased steadily since 2019/20 and accounts for just under half of all leavers' destinations, substantially higher than the VC.

Context

The Intensive Support Provision (ISP) is located within Breadalbane Academy. It is a local authority special unit that supports children and young people with a range and complexity of language and communication needs. Children and young people are selected for placement at the ISP by the local authority transition panel. The current roll in the ISP is eleven children ranging from P2 through to S5. Children attend the Skye room; young people attend the Tay room. The Skye room contains four rooms. These rooms include a playroom, a sensory room, a quiet learning room and a kitchen. The Tay room is located in the secondary department. The headteacher assumes overall strategic and operational leadership for the ISP, supported by a deputy headteacher. A principal teacher is the designated lead for the ISP. The principal teacher was appointed in January 2025 and works across both primary and secondary. The Skye room has a teacher and two pupil support assistants (PSAs). The Tay room has a teacher and a PSA. The ISP provides support for children and young people from across Highland Perthshire.

Leadership of change

- Senior leaders and staff work well together to integrate further the school values into the work of the ISP. Following the recent appointments of the principal teacher and the seconded teacher in the Skye room, all staff are collaborating more regularly. They are beginning to establish a shared vision based on a clear understanding of children and young people's social, emotional and communication needs. This shared vision should lead to a well-integrated, all-through model with increasingly consistent approaches to providing an environment and curriculum that meets all learning needs.
- Senior and middle leaders have created well-considered planning and self-evaluation processes for the ISP. These processes align suitably with whole school procedures. Staff completed a detailed self-evaluation document which has appropriately informed the ISP's Quality Improvement Plan. The principal teacher has introduced effective approaches, including a collegiately-developed quality assurance calendar to increase collaboration between Skye and Tay rooms. While these strategic structures are a positive development, senior and middle leaders need to use the data that they are now gathering more effectively. They need to increase both support and challenge during self-evaluation processes. This should enable staff to reflect clearly on the impact of interventions on young people's progress.
- All staff have engaged in suitable activities to implement improvements to respond to the increasingly diverse needs of children and young people. A robust local authority programme has supported staff very well. This programme includes quality improvement visits, professional learning and opportunities to network and share practice with staff from similar provisions. As a result, staff are increasing their knowledge and gaining confidence from learning about authority-wide initiatives. This has supported improvements to planning learning and communicating with parents well. Staff should continue to build on their professional learning and share practice across the team and with partner schools. This needs to ensure an appropriate pace of change in adapting to the changing needs of learners across the provision.

Learning, teaching and assessment

- In the majority of lessons, children and young people are supported well to engage in planned learning. Staff are improving their approaches to delivering learning. As a result, children and young people are beginning to experience more active learning. In the majority of lessons, staff use the learning environment effectively to meet individual learning needs. The use of visual timetables, signed communication and well-established classroom routines support children to transition at key points in the school day. For example, middle leaders and staff in the Skye room have established strong morning routines to meet individual needs well. This approach is supporting children and young people to self-regulate and briskly engage in suitably differentiated learning tasks. In a few lessons, staff need to provide differentiated activities more closely matched to individual learning needs.
- All teachers use a range of appropriate assessment tools to track the progress that children and young people are making. Teachers and PSAs work well together to monitor children and young people's social and emotional development and their ability to interact in different situations. Teachers use CfE early level benchmarks to document how children and young people are progressing in planned learning. Staff use appropriate child plans to plan successfully to meet individual needs. Staff are gathering useful data on children and young people's learning journey. They now need to ensure that they are consistent in the use of these tools and their approaches to gathering high-quality evidence. Senior leaders and staff recognise the need to improving how planning processes are aligned. This should help to ensure that planned learning is increasingly meaningful and relevant for all individuals.

Ensuring wellbeing, equality and inclusion

- Children and young people who attend the ISP are included well in the life of the school and local community. Senior leaders and staff ensure that the learning environment is nurturing, caring and responsive to children's and young people's needs. In the Skye room, staff have undertaken valuable training which has enabled them to build very effective strategies to support dysregulation. They are using talking mats, visuals and collaborative planning approaches well to better meet learning, social and emotional needs. As a result, the number of recorded incidents of distressed or challenging behaviour have reduced significantly. A few young people who attend the Tay room participate in classes alongside their mainstream peers in, for example, music, art and PE. Across the Skye and Tay rooms, children and young people benefit from opportunities to extend their learning into the community. They participate in activities in local green spaces, cafes and shops. As a result, staff are supporting children and young people effectively to build resilience, communication and social skills in less familiar and less predictable contexts.
- All staff have a strong understanding of their responsibilities and statutory duties relating to meeting additional support needs. Staff very effectively identify and record children's and young people's needs in child's plans. These plans detail individual learning profiles, additional learning needs, interventions and targets. There are comprehensive risk assessment plans and personal evacuation plans which provide very detailed strategies to minimise risk and improve the safety of children, young people and staff. While there are currently no coordinated support plans, staff regularly consider if these are required at review meetings. Overall, senior leaders and staff have established strong processes to identifying individual needs.

Raising attainment and achievement

- Most children in the Skye room are making good progress in literacy in comparison to their prior levels of attainment. The majority of young people in the Tay room are making satisfactory progress. Children and young people are working towards their individual milestones within CfE early level. Children and young people at early level use a few words to communicate their thoughts and feelings. At early level, children and young people use, with support, pictures and objects to engage with others.
- Most children in the Skye room are making good progress in numeracy in comparison to their prior levels of attainment. The majority of young people in the Tay room are making satisfactory progress. Children and young people are working at their individual milestones and CfE early level. At these levels, children and young people participate in songs to develop and support their understanding of number. Children and young people at early level use counters to halve numbers up to 20 into equal parts.
- In the senior phase, the majority of young people are gaining a suitably wide range of National Qualifications at a level appropriate to their needs. Staff should continue to ensure that all young people experience progression or breadth as they move through the senior phase.
- All children in the ISP benefit from an environment where their success and achievements are celebrated. Children and young people experience valuable opportunities to achieve through trips to sporting and cultural events. For example, at sports days where they can take part and socialise alongside young people from other schools. Children and young people visit local historical sites where they can take part in activities to build their communication and practical skills. A few young people are gaining wider accreditation for their work in school, in the outdoors and in the local community. Staff should continue with current plans to develop further the ISP's wider achievement programme.

Gàidhlig Medium Education: Bun-sgoil agus Àrd-sgoil

Context

Acadamaidh Bhràghad Albainn – Breadalbane Academy offers 3-18 Gàidhlig – Gaelic Medium Education. Gaelic (Learners) is offered to children and young people from P2 to S1, with the option of doing qualifications in the senior phase. A team of specialist staff across the campus contribute to a range of aspects of Gàidhlig Medium Education. There is a long-standing teacher vacancy. The primary class was taught through the medium of English for a while due to staffing challenges.

Leadership of change

- Across 5-18, the headteacher is beginning to collaborate effectively with parents and partners to improve Gàidhlig Medium Education. The headteacher recognises that the numbers learning Gàidhlig, and through its medium, needs to increase across all stages. Parents and partners are highly supportive and proactive in improving the Gàidhlig provision. Senior leaders, working with the local authority, should develop a coherent strategic plan to shape and resource Gàidhlig Medium and Learner Education. These strategic plans should be articulated to Perth and Kinross Council's Gàidhlig Language Plan and be based on a vision and aims for Gàidhlig. Strategic planning, and associated implementation, should more clearly recognise Gàidhlig as a medium of learning rather than just an additional language. Acadamaidh Bhràghad Albainn would benefit from continued support from the local Authority regarding staffing stability.
- The school improvement plan process results in impact at departmental level for Gàidhlig. The staff team completed an audit using the 'Advice on Gaelic Education'. They should now use the results of this audit to set specific, measurable and time-bound priorities for improvement.
- Staff collaborate well with other teachers and communities to identify and share teaching and assessment practice. A number of these activities are led by a middle leader who has a local authority wide responsibility for Gàidhlig Medium Education. The school community and partners are highly enthusiastic about supporting the school. Senior leaders should continue to ensure that teachers have ongoing specialist support to guide their work within the school.

Learning, teaching and assessment

- At the bun-sgoil and àrd-sgoil, children and young people experience a welcoming, caring and nurturing environment that supports their wellbeing and immersion in Gàidhlig. Almost all children and young people are keen learners in Gàidhlig Medium Education. Children and young people who require support with their learning have specialist support. They articulate well how they access support, including through technology. Learners' targets should be more specific and measurable and more closely focused on supporting their progress in learning. Teachers should also have more thorough ways of recording children's and young people's progress in meeting targets.
- For almost all of the time, teachers use suitable strategies to support immersion. Teachers extend children's fluency in the language through speaking and modelling Gàidhlig. They should develop further immersion strategies to assist children's understanding without

reliance on direct translation. Children at the early stages, engage in play. In the most effective practice, an adult plays alongside the children to ensure that play is based in immersion. These approaches should be extended further to ensure play is consistently an immersive experience.

- Teachers have started to develop a 3-18 policy on Gàidhlig immersion. They should continue developing the detail of this policy, including to address new and emerging issues. This should include sustaining the higher numbers from sgoil-àraich. Staff engage with the school's policy on lesson observations and feedback. As a next step, the school's illustration of effective practice also needs to be clear on expectations for an immersion lesson.
- Children and young people learn in a range of contexts, including national events. Teachers plan for learning over different timescales across different areas of the curriculum. They are beginning to meet the needs of most children. All children's and young people's learning, wherever that learning takes place, needs to be consistently planned with clear outcomes.
- Teachers use appropriate assessment approaches in Gàidhlig. As learners move through stages, they have an increasing understanding of how they will be successful in their learning in Gàidhlig. Teachers should continue to moderate standards with colleagues to strengthen further their professional judgements.

Curriculum: Learning pathways

- Young people learn through the medium of Gàidhlig from sgoil-àraich and/or P1 into àrd-sgoil. Pathways are based on immersion, with most planning for literacy and numeracy. Staff are at an early stage of planning grammar. Staff arrange interesting experiences for children, including outdoor learning, which should be planned as part of the totality of learning. Teachers should extend their planning of progression across all curricular areas to ensure coherence and continuity.
- In S1, Gàidhlig, elements of the PSE and RME are part of the curriculum offer. All young people at àrd-sgoil have daily registration with their peers in Gàidhlig Medium Education. Positively, this gives young people a daily opportunity to use Gàidhlig, albeit for a short time. As a next step, the total time allocated to Gàidhlig Medium Education should be extended to raise attainment and fluency, and ensure full coverage of the PSE and RME programme. Senior leaders should plan pathways so all young people in Gàidhlig Medium Education continue to study Gàidhlig at senior phase and attain related qualifications.
- Young people collaborate with staff at the secondary stages on an interesting transition project of their choice through Gàidhlig. These approaches need to be developed further at all transition points so more children and young people remain within Gàidhlig and leave with a qualification.
- All young people in S1 are working at CfE second level in Gaelic (Learners). There is no pathway for young people to study Gaelic (Learners) in S2. Most young people who resume Gaelic (Learners) in S3 are working at CfE third level. In S4-6, young people attained qualifications at SCQF levels 5 or better and SCQF level 6. The number of young people studying Gaelic (Learners) in S3-6 is currently too low.

- Partners and parents are very productive in providing wide-ranging curriculum to enable children, young people and their families to use Gàidhlig and learn about its culture.

Ensuring wellbeing, equality and inclusion

- Children and young people have improved outcomes from senior leaders making positive progress in implementing aspects of the ‘Statutory Guidance on Gàidhlig Education, 2017’. There is a passionate team of specialists in post, including additional support for learning staff. Staff benefit from the headteacher’s emerging leadership of Gàidhlig. She should continue to review how specialist middle leadership directs and guides the entire specialist 3-18 Gàidhlig programme. Currently this is fragmented.
- Senior leaders need to increase learners’ awareness of their rights as indigenous speakers of the language.

Raising attainment and achievement

- At the time of the inspection, the roll in Gàidhlig Medium Education comprised small cohorts of learners. As a result, attainment and progress is expressed in overall statements, rather than for specific year groups.
- Overall, at the bun-sgoil, children’s attainment in literacy and numeracy across Gàidhlig Medium Education is satisfactory. Across stages, a majority of children are on track to achieve expected CfE levels. However, there are important ways that attainment should be improved and be underpinned by thorough evidence. Children’s attainment is impacted by staffing challenges, for which the school requires more support from the local authority. Children have potential to attain better.

Attainment in literacy and Gàidhlig and, as appropriate to immersion, literacy and English

- Children make satisfactory progress in literacy and Gàidhlig. As appropriate to immersion, children make good progress in literacy and English.

Listening and talking

- Children listen attentively to each other and adults in their learning through total immersion approaches. A majority of children talk confidently in Gàidhlig with adults. In doing so, children use too many English words. Children should be supported to raise expectations of themselves for speaking high-quality Gàidhlig. Teachers should ensure that children continue to build grammatical accuracy. Children speak well in English in a range of situations.

Reading

- Children are still ensuring a suitable pace and more expression when reading in Gàidhlig. By P7, children read fluently in English, as appropriate to their age and stage. Older children describe well a few features of why they enjoy reading books. The older children should continue to strengthen their skills in scanning, skimming and summarising.

Writing

- Attainment in writing is too variable over time. By P7, children use a variety of verbs to start sentences in Gàidhlig, with improving grammatical accuracy. Across levels, children improve their correct use of punctuation. Children now need a more systematic approach to improve their writing for a broader range of genres and at greater length in both English and Gàidhlig.

This will help children develop plot, character, setting and persuasive techniques more effectively.

Numeracy and Mathematics

- Overall, most children at the bun-sgoil make satisfactory progress across numeracy and mathematics through the medium of Gàidhlig. Most children are on track to achieve their expected CfE level by the end of the session. They are making satisfactory progress from prior levels of learning in numeracy and mathematics. Teachers should support children to be more fluent in their use of Gàidhlig mathematical terminology. Attainment in numeracy is not available at àrd-sgoil.

Number, money and measure

- At early level, children added and subtracted confidently within 10. They know the number before and after. They would benefit from further work on money. At first level, children use place value accurately for numbers up to 1000. They round numbers to the nearest 10 and 100. Children identify simple fractions and would benefit from further work on equivalent fractions. Children at second level confidently order decimals accurately. They round numbers to the nearest 100 and 1000. They should revise subtraction of four-digit numbers. They use both 12-hour and 24-hour time accurately and can calculate durations. They are less confident in using money within a context, for example working out profit and loss.

Shape, position and movement

- At early and first level, children name two-dimensional shapes (2D) accurately. They are less confident in identifying three-dimensional (3D) objects. At second level, children accurately identify and describe a range of angles. They correctly identified 3D objects and relate them to everyday items. Children at second level are less skilled in their ability to identify lines of symmetry.

Information handling

- At early level, children continue simple patterns using shape or colour. They interpret simple charts. At first level, children extract key information and answer questions from bar graphs. They would benefit from learning about a range of graphs and charts. At second level, children use language of probability confidently to describe the likelihood of events happening. Children at both first and second level should now be given opportunities to use digital technology to develop further their data handling skills.

Gaelic (Learners) and culture

- At the bun-sgoil, children in English medium use a few phrases of Gàidhlig. Children's learning of Gàidhlig needs to be thorough. By S3, young people develop listening, talking reading and writing skills in more specialist areas such as tourism. Young people should continue developing their fluency in personal areas.
- Young people at the secondary stages, both in Gàidhlig Medium and Learner Education have a good understanding of Gàidhlig language and culture in their local community. This is on a historical and contemporary basis.

Attainment at the secondary stages for Gàidhlig Medium Education

- Over recent years, the number of young people presented for NQs has been small and is declining. Those presented for NQs do well. Senior leaders are at too early a stage of addressing why the number of young people studying Gàidhlig and Gaelic (Learners) in senior phase has declined. At pace, senior leaders should develop a strategy to grow the number of young people studying Gàidhlig and Gaelic (Learners) at senior phase.

Achievements across Acadamaidh Bhràghad Albainn

- Young people contributed successfully to Acadamaidh Bhràghad Albainn achieving Scottish Languages Employability Award at bronze level. They develop digital fluency skills by taking part in national events, such as Film G. Learners' skills in singing, music, culture and heritage are developed effectively through taking part in the local Mòd, as well as working with national groups, such as Fèisean nan Gàidheal.

Explanation of terms of quantity

The following standard HMIE 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.

On behalf of the Office of His Majesty’s Chief Inspector of Education in Scotland