

Summarised inspection findings

Bun-sgoil a' Phluic - Plockton Primary School

The Highland Council

21 January 2025

Key contextual information

Bun Sgoil a' Phluic - Plockton Primary School offers learning through the medium of Gàidhlig (Gaelic) and English. The school is in a rural area serving the local community of Plockton and surrounding area for English Medium Education. The school has a wider catchment area for Gàidhlig Medium including Plockton, Loch Duich, Auchtertyre, Kyle and Kyleakin Primary Schools.

The headteacher has overall leadership responsibility for Àrd-sgoil a' Phluic - Plockton High School and Bun-sgoil a' Phluic - Plockton Primary School. The headteacher is supported by a depute headteacher (Àrd-sgoil) and a depute headteacher (3 to 18). The depute headteacher for 3 to 18 has day to day responsibility for the bun-sgoil and is the nursery manager. Àrd-sgoil a' Phluic - Plockton High School specialises in traditional music through a dedicated provision, Sgoil Chiùil na Gàidhealtachd

The school roll is 52, with 14 children learning through the medium of English. Just under a half of children (42%) require additional support with their learning. Children in P1-7 English Medium are taught together in a single multi-stage class. There are two classes (C) for Gàidhlig Medium - C1-3 and C4-7. There was an ongoing vacancy at C4-7 in session 2023-24. A teacher of Gàidhlig Medium Education was not available. This resulted in cover arrangements being largely through the medium of English.

About half of the children at the bun-sgoil reside in Scottish Index of Deprivation (SIMD) seven. The remainder live in SIMD four to six.

In March 2024, the bun-sgoil relocated temporarily to a wing of Àrd-sgoil a' Phluic - Plockton High School. This was the location at which the bun-sgoil was inspected. The sgoil-àraich (nursery class) remains in its original location at Bun Sgoil a' Phluic - Plockton Primary School. The sgoil-àraich is an all Gàidhlig provision.

Bun Sgoil a' Phluic Sgoil-àraich - Plockton Primary School nursery class was inspected by the Care Inspectorate within the past 18 months. The local authority and headteacher had the option to include the sgoil-àraich 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 bun-sgoil stages.

1.3 Leadership of change

satisfactory

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

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

- Senior leaders create a caring atmosphere for taking forward continuous improvement. Children, parents/carers and staff have collaborated well to agree a shared vision, values and aims for the 3-18 provision. The newly refreshed vision, values and aims encourage positive relationships, with everyone encouraged to be the best version of themselves. Values and

aims are built on the bun-sgoil's unique context, particularly in their promotion of Gàidhlig and music, and valuing learning. Senior leaders ensure Gàidhlig's visibility in the direction of the school, key documents and signage. They also encourage high ambition and celebrate success.

- The staff team engage well, individually and collectively, in taking forward areas of improvement and projects. The improvement plan links well to local and national priorities, and The Highland Council's Gàidhlig Language Plan. The improvement plan sets accurate short-term priorities across the 5-12 provision. Senior leaders and staff should continue to create connections across the 3-18 provision to take forward relevant priorities collaboratively. Senior leaders use information from self-evaluation well to identify relevant key priorities for improvement. They ask parents/carers regularly about their views in surveys on aspects of the life and work of the bun-sgoil. Parents/carers and partners say the staff take their views into account when making improvements most of the time. The Parent Council should be more integral to planning for improvement. The staff team have correctly identified as priorities moderating and improving writing, sharing children's learning with parents and building a Gàidhlig and Gaelic (Learners) community around the bun-sgoil. They should more explicitly focus on raising attainment across English and Gàidhlig Medium Education, and Gaelic (Learners). Staff should plan with the community and partners their role in raising further children's fluency in Gàidhlig.
- The current improvement plan has priorities for one year. It is not clear when a few areas of national policy will be accelerated, for example improving the curriculum, increasing immersion from primary to secondary, raising attainment and using play-based pedagogy. Senior leaders need to ensure the pace of implementing change in these areas is brisker.
- Senior leaders have developed a clear plan for the use of Pupil Equity Funding (PEF). They actively seek the views of parents to help identify future priorities for the use of PEF. Senior leaders have prioritised funding to increase children's access to specialist support for learning. This is increasing the use of interventions to raise attainment in literacy and numeracy. As a team, staff need to continue to monitor the impact that interventions are having on accelerating children's progress.
- Senior leaders meet formally with teachers to evaluate and share how they are making progress towards priorities for continuous improvement. These meetings need to take place more often. Teachers and support staff take forward positive improvements across the bun-sgoil. This includes features of strong immersion. Termly, senior leaders and teachers discuss children's attainment and the needs of those who require additional support in their learning. Senior leaders maintain a constant focus on identifying and reducing gaps in attainment.
- Senior leaders use a range of activities for monitoring the successes of the bun-sgoil across the year. Teachers link quality assurance work regularly to national quality indicators in 'How good is our school? 4th edition', the Advice on Gaelic Education and inspection reports. The staff team should focus further on impact and next steps in using these documents. This deeper use of national quality improvement frameworks, and those for Gàidhlig, should inform further the policy for Gàidhlig and immersion. Staff have identified strong advocates for Gàidhlig in their community with whom they have started to plan their involvement in sustaining Gàidhlig in Wester Ross. This would provide an effective means of celebrating the bun-sgoil's successes in Gàidhlig and assist with promoting the language. Senior leaders and teachers should sharpen further the monitoring of learning, teaching and standards of children's work. This includes through observations of learning, wherever that may take place. The evaluative discussion on improvement should be clearer on progress made and connected to the strategic direction of the bun-sgoil.

- Children engaged with the refresh of the vision, values and aims of the bun-sgoil. They have made clear decisions for setting up their temporary bun-sgoil and how the playground was designed. They are starting to be involved in reviewing peers' work in jotters. Children should now deepen their role as leaders of learning.
- Senior leaders support teachers well with relevant professional review and development. Teaching staff use protected time well to refresh their knowledge and skills around learning, teaching and assessment. Support staff use effectively specific training led by The Highland Council. Across the bun-sgoil, teachers demonstrate well the General Teaching Council for Scotland professional standards relating to Gàidhlig. Teachers' professional learning includes working towards masters' level learning. Other teachers undertake professional learning to support them to deliver the curriculum, such as designing high-quality assessments, profiling children's progress, teaching phonics and teaching Gaelic (Learners). Staff reach out to national organisations, including to network with other school-based leaders of Gàidhlig across Scotland. Teachers of Gàidhlig Medium Education network with colleagues in the associated school group, as well as the recently established West Highland Partnership. Senior leaders correctly recognise that future professional learning needs to continue enhancing and supporting children's learning, curriculum and raising attainment.
- Of late, senior leaders used recruitment processes more effectively to appoint teaching and support staff who are fluent speakers of Gàidhlig. There is a shared ambition in the school for developing Gàidhlig in the bun-sgoil. Previously, senior leaders sought solutions to vacancies with support from speakers of Gàidhlig in the community. A minority of young people at the àrd-sgoil gain learning towards vocational qualifications for childcare and teaching in Gàidhlig Medium Education through placements in the bun-sgoil. Senior leaders could also support their 3-18 strategy for 'launching' lifelong learning in Gàidhlig through leadership awards. All senior leaders and staff model to children their learning and fluent use of Gàidhlig. They use Gàidhlig in important aspects of the school, for example, in their teaching, at assemblies and for socialising. Senior leaders' and staff's leadership of Gàidhlig is impacting effectively. Both Gàidhlig Medium and Gaelic (Learners) is expanding.

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

- Across the bun-sgoil, children feel safe. Children have adapted very well to the temporary accommodation for their learning. Staff work collaboratively to ensure a positive atmosphere and learning environment. Staff value children's views and opinions, and how these contribute to the ethos, life and work of the bun-sgoil. Children respond well to the newly refreshed values. These are: 'Tha sinn coibhneil, spèiseil, treun agus dìcheallach - we are kind, respectful, resilient and hard-working'.
- Staff and children enjoy positive relationships in learning experiences. Staff place a high level of importance on this. Staff are caring, nurturing and show compassion. As a result, almost all learners are well behaved, confident and feel included. All children created a class charter where they set out their expectations for a calm and purposeful learning environment. On a few occasions, children should be reminded more often of these charters to increase their responsibility in maintaining a calm environment. Senior leaders use United Nations Conventions on the Rights of the Child articles when planning learning and improvement. Children should increase further their awareness of children's rights, including those related to indigenous languages.
- Across the bun-sgoil, children experience learning in a range of contexts. These include a Halloween science, technology, engineering and mathematics day, and Seachdain na Gàidhlig – World Gaelic Day. Children learn with secondary-specific subject teachers and a few Gàidhlig organisations occasionally. Staff plan to extend their work on outdoor learning, while in temporary accommodation. Most children engage with their learning for almost all the time. On a few occasions, teachers should be more explicit in their use of strategies to re-engage children in their learning. Children are consistently motivated when their learning relates to real-life and global matters.
- In Gàidhlig Medium Education, staff use very fluent Gàidhlig language in their teaching. They maintain very successfully their fluency in specialist vocabulary. All staff are reflective and use the Advice on Gaelic Education to evaluate and reflect on their immersion practice. They use immersion pedagogy and strategies effectively. Staff and children celebrate and promote Gàidhlig language and culture. Staff devote much needed time to developing children's oral fluency in Gàidhlig and reducing gaps in children's vocabulary and grammar. Teachers should work closely with practitioners in the sgoil-àraich to check that current gaps in grammar and vocabulary inform future younger children's total immersion approaches. Pupil support assistants very effectively help children develop the Gàidhlig language. It would be useful to extend further the immersion policy to include shared spaces in and beyond the bun-sgoil.
- Across the bun-sgoil, staff consistently share learning aims with children and how they will be successful in their learning. For almost all their learning, children share confidently the purpose of learning. In a few cases, a minority of children require support to explain their learning.

Teachers' explanations and instructions are clear. Almost all children understand what is required of them in tasks. Teachers should continue to discuss with children what they will be learning from completing tasks. Staff should ensure that learning aims are referred to and revisited throughout and at the end of the lessons.

- Staff interact well and regularly with children. They support all children through whole-class and smaller teaching inputs. In classes for English Medium, staff plan and integrate Gàidhlig in daily routines, such as when they check how children are feeling. This contributes to the bun-sgoil's strong Gàidhlig atmosphere.
- Teachers use questions purposefully to assess progress and check for understanding. They should increase their use of questions to extend children's thinking skills. All teachers plan work that is matched to children's different strengths and next steps in learning. For most of the time, children are actively involved in their learning. For example, children work co-operatively individually, in pairs and small groups. A few children research independently areas of interest and curiosity. Children would benefit from having more choice and opportunities to make decisions about their learning.
- Children learn and work well with their peers of a range of ages across the bun-sgoil. Children are curious about what other children in their class are learning. At times, children would benefit from a brisker pace of learning. In the most effective practice, children are encouraged to complete learning activities more quickly, while still doing so effectively. At certain times of the day, moving from one task to another and routines take too long. As a result, children can be too passive in their learning.
- Across the bun-sgoil, almost all children have their own digital tablet, with others sharing access to digital tablets. Children use their digital tablets for a few purposes. They use digital tablets at home to support their learning. Children reinforce their learning by using mathematical games and for accessing a range of texts as they read for enjoyment. Teachers should increase pace and challenge of learning, including by further use of technology. This would help children achieve their expected milestones more briskly. Teachers should set much higher expectations of the evidence children have in their jotters, or online. Importantly, this would enable teachers to have better quality evidence for professional judgements on children's Curriculum for Excellence (CfE) levels.
- Teachers use play pedagogy occasionally. They have reduced the focus on play to concentrate on other approaches. Senior leaders and staff should continue discussing and planning for purposeful, planned play with regular interactions to support children's learning and immersion. It would be helpful for teachers to observe practice in other schools at an appropriate time to improvement planning priorities.
- All staff access a useful learning and teaching policy. They refer to this in discussing what constitutes effective learning and teaching. This policy should be used more in self, peer and senior leaders' observations of learning. Senior leaders and staff should develop further the policy to include specific advice on planning Gaelic and immersion.
- Across the bun-sgoil, senior leaders and teachers use a calendar of assessments planned across the year. Teachers plan 'snapshots' of assessments in literacy, numeracy, health and wellbeing, and a few other curricular areas. Teachers use well a range of formative and summative assessments to assess children's progress and identify next steps in learning. Standardised assessments are used at each stage to inform and support teacher's professional judgement. Teachers are beginning to devise high-quality assessments but should make them more integral to curriculum planning. Senior leaders and teachers use assessment to support professional judgements on children's progress and levels of achievements, identify

gaps in progress and plan future learning. Teachers should continue to use information from assessment to increase further expectations of what children can achieve.

- Teachers increasingly take part in moderation activities across the bun-sgoil and associated school group. Recently, the West Highland Partnership enabled teachers of Gàidhlig Medium Education to collaborate on teacher professional judgements. Teachers have moderated children's skills in writing. Their next plan is to focus on numeracy and moderation of high-quality assessments. Teachers should moderate children's listening and talking skills as important to immersion.
- Practitioners plan with increasing impact for children's learning over different timescales. They are largely using local authority progression frameworks. These support staff to track learning and children's progress in literacy, numeracy and health and wellbeing. Teachers' greater consistency in planning will help the staff team plan clearly and more effectively for children's learning experiences and next steps. This will also support the recording and tracking of what children have learned, their next steps and the required planned interventions. Practitioners are at an early stage of using a new online platform to record children's personal learning targets.
- Senior leaders use a tracking system to monitor and track children's progress and attainment across the CfE levels in literacy and numeracy. This is through both Gàidhlig and English. Children's progress is tracked in health and wellbeing through wellbeing webs. Teachers tracking of physical education needs to be more explicit. Senior leaders and teachers' next steps are to track children's progress across all curricular areas.

2.2 Curriculum: Learning pathways

- Teachers use progressive learning pathways to deliver learning through the medium of Gàidhlig and English. Staff in Gàidhlig Medium Education follow immersion principles in prioritising children's skills in literacy and numeracy. Teachers are already starting to access aspects of this literacy and Gàidhlig pathway soon to be published by the local authority. They use a Gaelic language framework – Frèam Cànan to develop fluency in Gàidhlig. Across the bun-sgoil, teachers should continue to ensure that their use of language and literacy pathways has sufficient emphasis on phonics, spelling, reading skills and writing in detail for a full range of purposes. Teachers devise pathways that are clear of the link between fluency in listening, understanding and talking as important to developing other language skills and knowledge. They should use planned talking activities to assess listening and talking. Across English and Gàidhlig Medium Education, teachers have a yearly overview of numeracy and mathematics.
- Staff group together experiences and outcomes to plan interdisciplinary learning. These groupings make connections across the curriculum, including for equality and diversity. Teachers should be clearer in their use of curriculum areas and subject progression pathways to deliver discrete subject teaching as appropriate.
- Senior leaders should review how well learning pathways, and associated professional learning, are raising attainment and achievements, and developing skills and capacities. Senior leaders should continue to give clarity on progression and coherence, as well as increase their use of all design features of the curriculum. They should be clear on what learning pathways exist, ensure these are accessible in one place and used by teachers to plan children's learning. There are still progressive learning pathways to be developed, including for expressive arts and literacy and Gàidhlig.
- Children gain much from working with partners such as Active Schools and the COOL Trust (an interdenominational youth project working in schools and communities in Northwest Scotland). Children would benefit from having a more equitable access to partners supporting the curriculum for Gàidhlig Medium Education. Staff are planning to increase community partnership for which language buddies, intergenerational work, clubs, and music and song should be considered. This would increase the contexts in which children develop their Gàidhlig. Teachers should integrate into learning pathways more contexts that relate to Gàidhlig language, culture and heritage, learning for sustainability and national events for Gàidhlig Medium Education. This would customise the curriculum to Gàidhlig and local needs.
- Children study Gaelic (Learners) from P1-7 and French in P5-7. Teachers follow local authority pathways. Children should continue to use Gaelic (Learners) in shared spaces of the bun-sgoil to increase immersion.
- All children receive their full entitlement to two-hours high-quality physical education each week. For those in Gàidhlig Medium Education C4-7, half of this time is through immersion. In C1-3, physical education is delivered through total immersion.
- A few children have opportunities to work with music specialists. This includes learning the chanter, drumming and the fiddle. This is developing children's music skills and love of traditional Scottish music. Staff should continue making links with Sgoil Chiùil na Gàidhealtachd. This should assist in making connections between how singing can enhance fluency.

- All children have access to books in class libraries and online. They are happy with the range of texts that this affords them in English.

2.7 Partnerships: Impact on learners – parental engagement

- The Parent Council represents parents from both Gàidhlig and English Medium Education. The Parent Council receive useful updates from senior leaders. They fundraise to reduce barriers to participation and promote access to school trips. Parent Council representatives are included in meetings about the relocation of the bun-sgoil to the àrd-sgoil. Senior leaders should prioritise engaging the Parent Council in more strategic aspects of the bun-sgoil, such as school improvement planning.
- Parents share regularly their views using surveys. They are positive about many aspects of the bun-sgoil. Senior leaders worked with parents to review academic research on homework. From this, they created a Guide to Homework for Parents by Parents as part of a refreshed homework policy. Senior leaders need to be clearer with parents on how their relevant views shape the bun-sgoil's direction. Parents would like more information about their children's learning.
- Senior leaders' communications respect Gàidhlig by making it visible. Senior leaders share with parents very useful information about learning Gàidhlig, advice to support learning at home and Gàidhlig phrases.

2.1 Safeguarding

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

3.1 Ensuring wellbeing, equality and inclusion

good

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

- wellbeing
- fulfilment of statutory duties
- inclusion and equality

- Children experience positive nurturing and inclusive relationships. They are kind and considerate to each other and adults. These are important strengths to underpin children's learning through immersion. Senior leaders established a dedicated nurture room to enable children to benefit from planned nurturing and inclusive approaches. This has enabled staff to better meet the needs of all learners. Children attend this room on a short- and long-term basis.
- All children feel safe and have a trusted adult with whom to speak if they are upset or worried. Children demonstrate further their resilience as they cope with change within school life. They are confident to speak to staff if they have questions, comments or suggestions to improve outcomes. Staff facilitate this very well through their approachable and caring demeanour with children.
- Senior leaders have strategic approaches in place to support children's health and wellbeing. Staff make regular and impactful use of The Highland Council's Promoting Positive Relationships Framework. As a result, children are well behaved in class, the playground and as they move around the entire campus. Children and teachers have refreshed the vision, values and aims. Children recall how this helps them think of expectations of behaviour and conduct. Teachers and children developed class charters to agree and follow shared standards of behaviour in class. Children received bronze-level national accreditation to recognise how well they developed their knowledge and understanding of their rights at this first of a three- stage process.
- Children use wellbeing indicators often to assess how they feel. Children and staff use emotional checks regularly to ensure children are feeling positive about the day. Senior leaders and teachers use this information well to monitor and support children's wellbeing. Parents highlight senior leaders' prompt responses to issues they raise.
- Senior leaders and staff ensure that the health and wellbeing curriculum provides a clear pathway of learning where staff and children enjoy mutual care and support. Children's emotional health is improving. Children develop knowledge and skills from planned physical education. Children are confident as they play in a temporary, secure playground. They engage independently in more physical sport in community sport areas. Children take part in physical activity out with school. Staff should continue to discuss with children how taking part in a range of activities to support them lead a healthy lifestyle. Children have older peers who model leadership opportunities for them. A minority of children should be given more leadership opportunities.
- Overall, children cope well with change. Children feel confident about moving to secondary from being familiar with the accommodation and staff at Àrd-sgoil a' Phluic - Plockton High

School. Children have opportunities to work with peers from local primaries before they start secondary school. For example, children moving from P7 to S1 get to know each other from attending a residential trip to the island of Raasay. This helps them feel confident in moving to secondary school. Staff plan transition arrangements effectively also with staff in the sgoil-àraich. This is resulting in almost all children continuing with Gàidhlig Medium Education into C1.

- Staff have a good understanding of the actions they need to take to fulfil their statutory requirements. They plan learning to meet the needs of individual learners in Gàidhlig and English Medium Education. Children who require amendments to their learning have individual education plans that enhance their learning and development. Senior leaders have a useful overview of the individual needs of children across the school. They use this well to identify appropriate strategies to support individual children. Senior leaders track children's progress carefully but should more formally evaluate the impact of interventions. Children's targets for learning could be more specific to ensure children are making the best possible progress. Staff engage well with partners to support individual children's needs. These partners include educational psychology, health professionals and social services. Staff and partners review together the progress of all individuals and identify appropriate next steps.
- Staff attend relevant professional learning. They are using this to impact on supporting and meeting a range of individual needs. Children would benefit from maintaining a focus on using a range of strategies to support dyslexia. This should include children's use of assisted technology.
- Across the bun-sgoil, pupil support assistants assist individual and groups of children in their learning effectively. They lead interventions to reinforce and enhance learning as directed by the support for learning teacher and class teachers. Pupil support assistants speak and use Gàidhlig well to support and develop children's Gàidhlig language skills in class and playground settings.
- Senior leaders and staff are making positive progress with the statutory Guidance on Gaelic Education, 2017. There are positive outcomes for children from having a catchment area for Gàidhlig Medium Education set around the bun-sgoil. Teachers are flexible and increase children's access to learning Gàidhlig from out with the catchment area. All children have an opportunity to learn in Gàidhlig Medium Education, or Gaelic (Learners). Children access additional support for their learning. A few children's patterns of switching to learning in English Medium needs to be reviewed. Children have better experiences from the improved staffing for Gàidhlig Medium Education now in place.
- Teachers complete professional learning in equality and diversity. They use this to develop regularly children's knowledge and understanding of equalities and diversity through project-based learning. Senior leaders plan interesting religious observance across the year. The school community adopts very efficiently the local authority's Positive Relationships and Bullying Prevention Policy and Guidance. Children signal that messaging on preventing bullying is handled very well. Overall, children feel that their different languages and cultures, assist them to understand the dignity and worth of every individual, regardless of difference.

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

- At the time of the inspection, the school roll comprised small cohorts of children at each stage across both mediums of learning. As a result, children's attainment and progress is expressed in overall statements, rather than for specific year groups or CfE levels.

Attainment in literacy and Gaelic, and as appropriate English in Gàidhlig Medium Education

- Children's attainment in literacy and Gàidhlig and literacy and English is satisfactory by the end of P7. The majority of children are on track to achieve appropriate CfE levels in literacy and Gàidhlig in reading and writing by the end of June 2025. Most children are on track to achieve appropriate CfE levels in listening and talking. The majority of children in P4-7 are on track to achieve CfE second level in literacy and English.

Listening and talking

- Children are developing confidence in speaking Gàidhlig. In the total immersion stages, children understand a range of Gàidhlig. Younger children use Gàidhlig well as appropriate to their age of development. Across stages, children use Gàidhlig fluently in routines. Children should be encouraged to use Gàidhlig to socialise beyond the classroom. Older children use too much English in their conversations. Children should continue to extend their fluency by developing a wider range of vocabulary. By P7, children are largely using Gàidhlig in conversations led by the teacher. As their fluency develops further, they should be more independent in their use of Gàidhlig. For example, children should express their views in debates and challenge others' views. Younger children sing in Gàidhlig occasionally and show good recall of lyrics.

Reading

- Across stages, the majority of children read aloud fluently in Gàidhlig. Younger children are having a more thorough focus on phonics. During gaps in staffing, older children developed their skills in reading English. As a result, they are only now focusing on reading in Gàidhlig. Children should have sufficient interventions in phonics to continue increasing their confidence in reading Gàidhlig. Most children explain good use of punctuation and a few authors' techniques in composing text. Children talk about texts they read for enjoyment in English. These are largely in English due to restricted choices in Gàidhlig. Children are aware of a few ways that films can present different messages on their favourite books.

Writing

- Across stages, most children write well to give personal information. Younger children are quick in writing well-formed letters. The majority of older children need higher expectations of their handwriting. They should develop progressive skills in handwriting. By P7, children's written evidence has a range of verbs, tenses, adjectives and pronouns. Children use

appropriate punctuation. Their spelling needs improving. Children are now ready to write longer texts in more genres, while developing their creativity.

Attainment in literacy and English in English Medium

- Overall children's attainment in literacy and English in English Medium is satisfactory. Children make satisfactory progress in literacy and English. Children's writing needs to be developed further across the bun-sgoil.

Listening and talking

- Younger children listen well in whole class and paired activities for most of the time. During these times, children talk confidently to share and advance their learning. Children respect others' communications on most occasions. Most older children express their views and make simple justifications. Children should continue talking to a wide and diverse range of audiences.

Reading

- Younger children know the sounds that most letters make. Most older children read aloud fluently but should be encouraged to be more expressive. Older children know the difference between fiction and non-fiction books. Children detail well the reasons they choose books and authors' work to read for enjoyment. They understand the purpose of researching, summarising and scanning skills. Older children identify a few of authors' techniques to engage and influence the reader.

Writing

- Most younger children are learning to form letters legibly. Across stages, children convey clear personal messages. They organise and separate their ideas in paragraphs. Children use punctuation well. Children's spelling could be much more accurate. Most children are not yet writing for a wide enough range of purposes and enabled to be sufficiently creative. They should build their skills in presenting written information through well-developed handwriting and layout. Children are increasingly confident in reviewing their writing against standards to ensure it is accurate and meets purpose. Children across the bun-sgoil would benefit from promptly writing extended pieces of text regularly.

Gaelic (Learners) in English Medium

- Children are making positive progress with early level language for Gaelic (Learners). They share personal and school-related information. Children use Gaelic in routines, including checking in on how they feel. They celebrate Gaelic in special events such as Seachdain na Gàidhlig – World Gaelic week. Children's progress in Gaelic (Learners) should be checked regularly so that children are accelerating their progress towards the second CfE level outcomes by the end of P7.

Numeracy and mathematics in Gàidhlig and English Medium

- Overall children's attainment in numeracy and mathematics is satisfactory. Children are making satisfactory progress in numeracy and mathematics.

Number, money and measure

- Almost all younger children recognise, sequence and order numbers to 20. Almost all younger children use pictorial drawings and practical objects to add numbers up to the value of 10. Most younger children use three-digit numbers accurately in figures and words. Most children talk about place value and talk about the nearest number to 10 and 100. Younger children identify the correct operation to undertake calculations. Some children are yet to transfer their skills to completing word problems using the correct calculations. Older children are confident in estimating and rounding numbers to the nearest 100,000. They round decimal fractions to the

nearest whole number up to two decimal places. Within numeracy, older children explain their learning, with support, through the medium of Gàidhlig. Children would benefit from further practise using Gàidhlig terminology in numeracy at second level.

- Across Gàidhlig and English Medium classes, children at first level tell the time using half past, quarter past and quarter to using analogue and digital 12-hour clocks. Most children record accurately time using am and pm. Most older children read the 12-hour clock and 24-hour notation, and calculate time durations bridging across several hours. Children would benefit from further practise in calculating time durations. Almost all children at first level identify simple fractions and find fractions of a number. Most older children use equivalent accurately forms of common fractions, decimal fractions and percentages and calculate simple fractions of a quantity.

Shape, position and movement

- Younger children name common two-dimensional-shapes. Older children recognise the properties of three-dimensional objects, including in the outdoor environment. Younger children measure, recognise and explain the properties of right angles. Older children calculate the area of a square, rectangle and right-angled triangles in centimetre squares. Most older children use protractors accurately to measure a range of angles, including acute, obtuse, reflex and straight angles.

Information handling

- Younger children apply their counting skills to ask and answer questions, and make relevant choices based on data. Most older children gather data and display information accurately in bar graphs. Children should continue to develop these skills and organise data in a wider range of ways appropriate to their age and stage.

Attainment over time

- Senior leaders monitor regularly individual children's progress in literacy, numeracy, and health and wellbeing over time. Senior leaders refer to five years of data when planning improvements in attainment. The reliability of data is improving, with further potential to be more robust. Children's attainment in Gàidhlig Medium is impacted negatively by challenges in recruiting teachers. In the last year, permanent teaching staffing is supporting raising attainment. Children are getting more consistent total immersion. Senior leaders take an individual-by-individual approach to checking attainment. Overall, the majority of children maintain satisfactory progress as they move through the bun-sgoil.
- Teachers and pupil support assistants provide a range of targeted interventions that raise individual children's attainment across CfE first and second levels. Children who need support with their learning are making good progress.

Overall quality of learners' achievements

- Children develop a few personal skills and interests by taking part in opportunities for personal achievements. Staff are beginning to collate information on children's achievements beyond the bun-sgoil. Children develop skills in singing and deepen their fluency by taking part in national Gaelic language and cultural events, such as the National Mòd. Children's wellbeing is supported effectively through sports and activities in the outdoors. As a next step, staff should develop a thorough approach to tracking the capacities and skills children develop from achievements. This should ensure that no child is missing out and that children's skills are being developed in a thorough way.

Equity for all learners

- Senior leaders and staff have an in-depth understanding of the social and economic background of children and families. They have a thorough approach to ensuring children's high attendance at school. They encourage parents to avoid taking children on holiday during term time. There are no exclusions.
- Senior leaders monitor closely children's progress in literacy and numeracy through the medium of Gàidhlig and English. They use PEF increasingly well to reduce gaps in children's attainment. This includes for children who need additional support with their learning and development. Children benefit from a range of interventions to accelerate their progress.
- Senior leaders review the cost of the school day and take supportive action as required. As part of their work on sustainability, they are normalising that school uniforms are shared and used again. Senior leaders raise the profile of grants and funding to support reducing costs. For school trips, senior leaders suggest a donation from parents rather than the full costs. Trips are subsidised from the bun-sgoil budget, as well as Parent Council funding.

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.