

Summarised inspection findings

Bun-Sgoil Chondobhrait - Condorrat Primary School

North Lanarkshire Council

2 June 2026

Key contextual information

Bun-sgoil Chondobhrait – Condorrat Primary School offers English and Gàidhlig – Gaelic Medium Education. It is a designated bun-sgoil for Gàidhlig Medium Education located in Condorrat, Cumbernauld. The bun-sgoil – primary serves the entire North Lanarkshire Council area for Gàidhlig. It receives placing requests from neighbouring education authorities, such as Falkirk Council. The English Medium stream serves the local catchment area adjacent to the bun-sgoil. Children in English Medium learn Gàidhlig as an additional language. Bun-sgoil Chondobhrait – Condorrat Primary School has two early learning and childcare playrooms. One playroom is for children who learn through Gàidhlig and the other English.

The headteacher has been in post for 17 years. She is supported by a deputy headteacher (DHT), whose remit is specific to Gàidhlig Medium Education. The post of DHT had only recently been vacated on a temporary basis at the time of the inspection.

The senior leadership team currently comprises a headteacher, a principal teacher for English Medium and two interim principal teachers for Gàidhlig Medium Education. The principal teachers have a teaching remit for a day a week. The headteacher has responsibility for the sgoil-àraich – nursery, supported by a principal lead in the early years.

At the time of inspection, the bun-sgoil roll was 210 children across 11 classes. Six classes are assigned to Gàidhlig Medium and five to English Medium. The headteacher reports that in September 2024, approximately a third of children required additional support with their learning. A minority of children are entitled to a free school meal.

Children reside across all Scottish Index of Multiple Deprivation (SIMD) quintiles, with about a quarter of children in each quintile.

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	

■ For English and Gàidhlig Medium Education, the headteacher provides values-led leadership that embeds a caring and nurturing culture. This creates strong conditions for sustaining improvement. The headteacher works well with principal teachers and, as a team, they collectively contribute clearly to school improvement. The local authority should continue to work with the headteacher to safeguard and fill the post of deputy headteacher for Gàidhlig Medium Education, despite current ongoing staffing difficulties.

- The headteacher reviewed the embedded values and vision with all children, parents and staff in 2023. This ensured that the values and vision remain relevant to children's education. Almost all children consistently live these values across the bun-sgoil. The headteacher and staff give the values a high profile in whole-school events and in classrooms. Children talk about the values as integral to their learning, and use these to make decisions and choices. Senior leaders should continue to align the bun-sgoil aims to the significance of their local and national context, and all children's needs. The bun-sgoil's dedicated Gàidhlig status and immersion now need to be part of the aims and the curriculum rationale. This will raise the profile of Gàidhlig and make it an attractive option for learning.
- In Gàidhlig and English Medium Education, the headteacher aligns the annual improvement plan well to local and national priorities in raising attainment in literacy and numeracy. Senior leaders use data gathered through self-evaluation activities effectively to identify relevant key priorities for improving most children's attainment. They also prioritise improving learning and teaching through enhancing aspects of the curriculum. In 2024-2025, for one year only, senior leaders and staff collaborated well with other schools in the associated secondary cluster. They focused on improving all children's attendance and outcomes for care-experienced children. This strengthened early identification of barriers and informed earlier interventions. As a future priority, senior leaders and staff should ensure the curriculum is mapped over defined timescales so that progression frameworks are available in all subjects.
- Almost all teachers engage very well, individually and collaboratively, in taking forward areas of improvement and projects. The improvement plan generally sets accurate short- and long-term targets. Senior leaders should set targets to be more consistently specific and measurable. This would enable staff a sharper remit for taking forward leadership at all levels. Senior leaders should also ensure that the expected standard for each improvement plan priority is clear.
- Senior leaders plan strategically by having a three-year forward look to improve outcomes for children. This maintains an important focus on meeting outcomes towards the national improvement framework, planning for equity and the United Nations Convention on the Rights of the Child (UNCRC). Senior leaders' strategic planning should be more outward looking, taking greater account of national priorities. Examples of this include implementing new legislation for Gàidhlig, developing further the curriculum and play pedagogy. The pace of implementing change needs to be brisker, so these priorities support the strategic direction of the bun-sgoil.
- All staff have a clear understanding of the social, economic and cultural context of the bun-sgoil. Senior leaders have developed a clear plan to show how Pupil Equity Funding (PEF) is used. They have prioritised funding for a full range of PEF interventions. Senior leaders should actively seek the views of staff, children and parents to help identify future priorities for the use of PEF. The staff team need to continue monitoring that interventions are having maximum impact on closing gaps in children's attainment, notably those in Gàidhlig Medium Education.
- In English and Gàidhlig Medium Education, senior leaders use a range of valuable activities for monitoring and reviewing the work of the bun-sgoil across the year. Senior leaders and teachers monitor learning, teaching and standards of children's work. They should be clear on setting action points across these evaluative activities. These actions need to be followed

through to ensure that progress is being made, with all activities connecting to the strategic direction of the bun-sgoil.

- Teachers link quality assurance work well to How good is our school? 4th edition. Positively, interim principal teachers are increasing staff's use of national benchmarking resources specific to Gàidhlig. These include education inspection findings and the Advice on Gaelic Education, 2022. This has provided a much-needed focus on Gàidhlig, which principal teachers should follow through to having a school improvement priority focusing on Gàidhlig. Senior leaders should now refresh their policy for Gàidhlig. In doing so, staff should capitalise on national and local policy, while consulting stakeholders for Gàidhlig. Children use age-appropriate national quality indicators, while giving their views through improvement groups and other strategies.
- For Gàidhlig and English Medium Education, senior leaders meet regularly with teachers to evaluate and share how effectively they are making progress towards raising attainment and meeting improvement priorities. Teachers embed consistently many improvements across the bun-sgoil. This includes features of improving children's writing and numeracy. Staff are also involved in improvement groups and teams. Teachers' and children's efforts are increasingly recognised through external accreditation, such as a national award for their use of digital technology. Improvement groups would benefit from having clearer remits, linked to setting and monitoring action points from a range of evaluative activities. This would guide staff better in taking forward change. More support staff should be involved in sharing their views on bun-sgoil improvement.
- Teachers and support staff engage in annual professional review and development meetings with senior leaders. Staff identify professional and personal learning targets. Senior leaders should continue promoting teachers' professional learning and enquiry linked to priorities. Teachers need to ensure that their professional learning is helping them to be outward and forward looking in taking forward change.
- All children are consulted on how the bun-sgoil should be improved. They engage regularly in 'thinking circles' with their peers, from which they strengthen their skills in prioritising what is most important. In this way, children learn about democracy. Children lead a range of committees, ranging from promoting sustainability to wellbeing through sports. They organise lunch time clubs for their peers to enhance their experiences in the bun-sgoil. Recently, teachers established an improvement group for children to focus on promoting Gàidhlig language and culture within the bun-sgoil. Senior leaders should continue increasing the younger children's meaningful leadership responsibilities.
- In English and Gàidhlig Medium Education, the headteacher keeps the Parent Council well advised of improvements and seeks their views. The Parent Council is clear of how staff act on their views. A majority of parents are confident that their views lead to changes. Senior leaders should continue to clarify how parents' views result in change.

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

- All staff work together effectively to create and promote nurturing and respectful relationships with children. Staff know their learners well. In English and Gàidhlig Medium Education, children consistently model the bun-sgoil values of 'urram - respect, ag obair còmhla - teamwork, eanchainn - fosgailte - growth mindset, àrach - nurture, a' faireachadh sàbhailte - feeling safe and coimhearsnachd toilichte - a happy community'. These values are very effectively embedded within the positive culture of the bun-sgoil. Children are supported meaningfully in working towards the bun-sgoil's motto of 'Dream, Believe, Achieve - Bruadair, Creid, Coilean'.
- In Gàidhlig and English Medium Education, children and staff enjoy positive relationships. Staff show care and compassion in their interactions with children. This is based on a positive rights-based culture. Children talk clearly about their rights, those of others and why rights are important. Staff co-created class charters with children. These are underpinned by the UNCRC. As a result, almost all children across the bun-sgoil behave to a high standard. Almost all children are respectful to adults and each other.
- Staff sensitively and effectively engage and encourage a few children when they become less focused. They use agreed strategies and support to re-engage these children in their learning. A few children require additional support to manage their behaviour. Staff create individual plans for identified children. These plans set out the strategies for staff to follow, early signs and triggers of changes to behaviour and preventative strategies. As a result, children's behaviour is supported and managed well across the bun-sgoil.
- In Gàidhlig Medium Education, children are immersed in Gàidhlig for the majority of the time. Staff should increase this proportion of immersion to the maximum possible and in line with the Advice on Gaelic Education, 2022. Following holidays, children are totally immersed for a minimum of a week to rebuild their confidence and fluency in the language. Across classes, children are competent in using the language for learning, including specialist vocabulary. Teachers should raise expectations of all children achieving their potential.
- In English and Gàidhlig Medium Education, almost all teachers provide opportunities for children to work together in pairs and groups, or individually when appropriate. Most children engage and interact positively with each other when completing tasks and activities. Children respond well when given opportunities to lead and direct aspects of their learning. At times, teachers over direct lessons. When teachers have high expectations, children respond well and

make stronger progress. A minority of children can be off task too often, while remaining well behaved. Teachers should provide children with increased opportunities to lead their own learning and apply their skills in meaningful and relevant situations.

- In almost all lessons, teachers share the purpose of learning, how children demonstrate success and the skills they are developing through their learning. In a few lessons, teachers co-construct with children how they will be successful. Senior leaders should ensure that children's co-construction of how they will be successful is extended consistently across the whole school. This will help all children know how to be successful in their learning and ensure they demonstrate a good understanding of the purpose of their learning.
- The majority of lessons are well matched to children's abilities. In most lessons, teachers ensure that all available learning time is maximised through timely and well-managed transitions. Senior leaders should support a few teachers to ensure that all learning activities are suitably paced, appropriately differentiated and provide sufficient challenge. This will enable teachers to meet more effectively the varied needs of all learners.
- Almost all teachers make strong use of questioning to elicit information, check children's understanding and make links with prior learning. In a few lessons, teachers extend questioning techniques to challenge and support children's thinking. As a next step, teachers should use questioning more consistently to deepen children's learning and develop higher-order thinking skills.
- All teachers use digital technology well to support learning. For example, teachers use interactive boards to support whole-class lessons. Children access digital games to enhance their learning in literacy and numeracy through English, research information and create their own short films. This work is supported well by the pupil digital leaders and staff digital improvement group. Together, they are helping children and staff to develop further their digital skills. Teachers should continue to provide a range of rich learning situations to help children consolidate and extend their digital skills. In Gàidhlig Medium, children's use of digital games dilutes their immersion experiences.
- In Gàidhlig and English Medium Education, teachers are at the initial stages of implementing a play-based approach to learning. The headteacher and teachers should now engage further with national guidance and professional learning to inform future practice. In Gàidhlig Medium Education, teachers should use the Advice on Gaelic Education, 2022 and ensure regular interactions in Gàidhlig. In English and Gàidhlig Medium Education, this should inform a review of learning environments and the range of play experiences provided. As teachers develop play approaches further, they should use their observations more closely to inform planning.
- Going forward, senior leaders and staff should work together to develop a clear policy on what constitutes high-quality learning and teaching to assist with sustaining improvement. This should be written to reflect both Gàidhlig and English Medium Education.
- In English and Gàidhlig Medium Education, most teachers provide regular and impactful verbal feedback to support and encourage children's learning. In most classes, children are given opportunities to self- and peer-assess aspects of their work. As planned, teachers should develop more consistent approaches to written and verbal feedback across all areas of the

curriculum. This should be linked to planned learning and support children's understanding of their next steps in learning.

- Teachers use a range of formative, summative and standardised assessments. This supports teachers to gather evidence of children's progress in literacy, numeracy, and health and wellbeing. Staff should strengthen their assessment approaches to ensure it is used more effectively to inform their planning of learning.
- All teachers engage in moderation activities with colleagues in the bun-sgoil and across the associated school cluster. They value the opportunity to share practice with colleagues from other schools to improve the quality of learning and teaching. Teachers should continue to engage in regular high-quality moderation activities, both within and beyond the bun-sgoil. This should support teachers to develop further their knowledge of national standards. Teachers should moderate listening and talking as important features of communication and immersion.
- Teachers plan children's learning across a range of timescales. They use local authority progression pathways for literacy, numeracy, and health and wellbeing. This helps to ensure that children build on prior learning in these areas. Staff share a helpful overview of learning with parents each term.
- Senior leaders and teachers meet three times a year. They use assessment information to help them identify gaps in children's learning and plan appropriate support. They track progress in literacy, numeracy and health and wellbeing. Senior leaders and staff should continue using data effectively to look for patterns and gaps to improve further outcomes for children.

2.2 Curriculum: Learning pathways

- In Gàidhlig and English Medium Education, senior leaders plan children's learning across the four contexts of the curriculum. Teachers use local authority-created progression pathways in literacy and Gàidhlig and English, numeracy and mathematics. These are based on CfE experiences and outcomes, a skills programme and national Benchmarks to ensure progression. Staff are next planning to produce a learning progression pathway for Expressive Arts. For all other curricular areas and subjects, staff should develop progressive learning pathways. Senior leaders should identify the consistent features that all teachers' planning of pathways should include. This should involve planning for assessments and the use of the curriculum design principles.
- In Gàidhlig Medium Education, children learn through total immersion in the medium of Gàidhlig in P1-3, and immersion in P4-7. This impacts positively on the majority of children's fluency as they extend their specialist language, idiom and vocabulary. Children's language accuracy is starting to be supported by a grammar framework. Teachers' next step is to have a clear focus on teaching specialist vocabulary across the curriculum. Staff should continue to review that the maximum immersion time is used to address gaps in children's vocabulary.
- Children in English Medium Education do Gaelic (Learners) as their first additional language as part of the 1 + 2 Approach to Languages. This is not yet planned to enable children to achieve the second level by the time they leave bun-sgoil. Children from P5, in both English and Gàidhlig Medium, also gain experience of French, Spanish and German as short programmes of learning. All children can opt to participate in cultural and performance events such as the local and national Mòd. Children have regular lessons in singing Gàidhlig and can choose to be part of a Gàidhlig choir. Staff should continue to embed progressive local, national and cultural events as part of children's learning.
- In English and Gàidhlig Medium Education, staff develop children's learning to make links across subjects. Staff group experiences and outcomes. This has a themed approach, which should continue to build on local and national contexts. Staff should continue to plan the purpose and intended learning of community days and how well these develop children's fluency in Gàidhlig.
- In Gàidhlig and English Medium Education, all children receive their entitlement to two hours of high-quality physical education (PE) weekly. Children do one hour of PE in the outdoors. Staff should develop a consistent programme for further learning in the outdoors. For children in Gàidhlig Medium Education, one hour of PE is delivered in English. Senior leaders should continue to plan all of children's PE to be through the medium of Gàidhlig.
- In English and Gàidhlig Medium Education, almost all children in P7 transition to Greenfaulds High School. This is the designated secondary school for Gàidhlig in North Lanarkshire Council. All children should be encouraged to continue with Gàidhlig at all transition points. Senior leaders should continue promoting Gàidhlig to increase the numbers learning Gàidhlig. There is capacity within existing resources and accommodation for a higher total roll in Gàidhlig Medium Education. Positively, children in English Medium Education continue with Gaelic (Learners) at Greenfaulds High School.

2.7 Partnerships: Impact on learners – parental engagement

- In Gàidhlig and English Medium Education, most parents are satisfied with the quality of teaching in the bun-sgoil and the way the bun-sgoil is led and managed. Parents are invited to a range of events, parents' evenings and open afternoons to ensure they are kept informed of their children's progress and experiences. They have access to useful online resources and newsletters to keep them advised of how they can support their children's learning. Parents have recently been offered lessons to learn Gàidhlig.
- The Parent Council has representation across Gàidhlig and English Medium. The headteacher provides the Parent Council with regular updates to assist them with informing change. The Parent Council supports the bun-sgoil well with wider issues, such as the fabric of the bun-sgoil. More parents would like to be involved in the Parent Council, including by receiving more communication from them, as appropriate. The local authority, senior leaders and parents should work together to address the decline in enrolments within Gàidhlig Medium Education.
- A few parents highlight the impact of dysregulated behaviour on their children's learning. Senior leaders should ensure that parents have up-to-date information on how the bun-sgoil supports positive relationships among all children.

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

- In Gàidhlig and English Medium Education, children's wellbeing is central to the work of the bun-sgoil. Staff and children enjoy very positive and caring relationships, which result in a calm, respectful ethos across the bun-sgoil. Children and staff use consistently the values in all their interactions. Senior leaders and staff know children well, allowing them to identify emerging needs promptly and respond appropriately. They increasingly provide professional learning to help staff's understanding of inclusive practice. Staff support a few children well to regulate their emotions when they find situations challenging. Individual children use quiet, calm areas confidently and appropriately throughout the bun-sgoil. Children self-regulate their emotions with a range of resources and strategies available within classrooms. Senior leaders should continue to develop and embed coherent approaches to supporting children's emotional regulation across the bun-sgoil.
- Senior leaders and teachers gather information about children's wellbeing through daily check-ins and the use of surveys. They use this information well to monitor wellbeing closely and respond promptly to emerging concerns. Where necessary, one-to-one interventions and follow-up discussions ensure that individual needs are met. This ensures children feel listened to, with their wellbeing and engagement in learning supported. Senior leaders have recently begun to track this information over time. They should identify whole-school patterns to inform targeted improvements to children's learning programmes. As a next step, senior leaders should consider sharing collated whole-school data with children. This would help develop children's understanding of the purpose of the wellbeing surveys and how the information is used to support their wellbeing.
- Children display a good understanding of the factors that contribute to wellbeing. For example, children understand that labelling playground equipment, with the total number of children who can use it safely, is contributing to general safety of the bun-sgoil. Children feel respected from their work on the UNCRC. Their work on committees helps them to develop responsibilities. Children value their 'thinking circles' to share their views and opinions.
- Almost all children engage in a range of physical activities, through class lessons and a wide variety of clubs at lunchtime or after class time. The club for learning to cycle supports older children to learn this skill to participate fully in activities week for P7. A few children have progressed to being 'mini-coaches' within this club, enhancing further their confidence in supporting others. Children experience a range of sports, including through staff's intentional planning for breadth of learning. To encourage families to apply new skills, staff have enabled

families to access the local golf club. Almost all children identify that the bun-sgoil helps them to lead a healthy lifestyle and provides opportunities for regular exercise.

- All children gain an understanding of physical, mental, social and emotional wellbeing from the health and wellbeing curriculum. This is helping children to understand the importance of healthy eating and staying safe online. Staff follow national advice and guidance effectively to support children to learn about relationships, sexual health and parenthood. As a result, children develop knowledge and skills in all aspects of health and wellbeing.
- Senior leaders and staff understand their responsibilities and statutory duties relating to child protection, wellbeing, equality and inclusion. They use the local authority staged intervention approach effectively to identify children's needs. Senior leaders and staff meet regularly with parents and partners to create plans for children who require additional support. This ensures a partnership approach and allows staff to share strategies between home and bun-sgoil. Staff deliver a range of one to one and small group interventions effectively. This includes using outside agencies for counselling and family support funded through PEF. Most children who require additional support in their learning make good progress. Senior leaders and staff now need to track and monitor further the effectiveness of all interventions. This should identify those interventions that support children well and ensure that children make the best possible progress from their individual starting point.
- Most children identify a trusted adult with whom to speak about their worries or concerns. The majority of children feel safe in bun-sgoil. A few children feel that the bun-sgoil does not deal well with bullying. Senior leaders follow national and local guidance to manage and record incidents of bullying. They should now work with children, staff and families to develop a shared understanding of bullying and how concerns are addressed. This should help all children feel more confident about what to do should they experience or witness bullying.
- Senior leaders and staff understand their responsibilities and statutory duties towards Gàidhlig, particularly The Statutory Guidance on Gaelic Education, 2017. Children only learn through immersion in Gàidhlig for the majority of the time. This can be reduced by staffing challenges at times. Staff who are keen to learn Gàidhlig should be supported to make accelerated progress to provide further opportunities for total immersion. All children benefit from taking part in Gàidhlig language and cultural events. Across English and Gàidhlig mediums, children receive singing lessons in Gàidhlig from a specialist tutor. This supports further the bun-sgoil's culture for Gàidhlig. Senior leaders and staff should continue to enhance the profile for Gàidhlig, particularly for transitions and enrolments. Senior leaders should consider how Gàidhlig can be used more at whole-school events, including by children to increase children's immersion and encourage further opportunities for Gaelic (Learners).
- Teachers share important information when children move from stage to stage, and from nursery to primary. For the transition from primary to secondary, there are effective transition arrangements in place. Children who require additional support benefit from enhanced transitions that include increased visits and supports. Senior leaders and staff should build on this positive practice to develop further the transition across the early level to ensure all children settle well in their new learning environment.
- Children are developing their awareness, understanding and appreciation of different religious beliefs and cultures. They increase their understanding of inclusion and differences at

assemblies. Senior leaders have recently identified reading texts to help children explore equality, inclusion and diversity. Staff should continue developing children's knowledge about equalities, diversity and inclusion through well-planned and progressive opportunities. For example, children should learn more about protected characteristics. This should empower children to recognise and challenge discrimination and intolerance when necessary. Senior leaders should ensure that planning for equalities uses Gàidhlig-specific legislation.

3.2 Raising attainment and achievement

good

This indicator focuses on the school's success in achieving the best possible outcomes for all learners. Success is measured in attainment across all areas of the curriculum and through the school's ability to demonstrate learners' achievements in relation to skills and attributes. Continuous improvement or sustained high standards over time is a key feature of this indicator. The themes are:

- attainment in literacy and numeracy
- attainment over time
- overall quality of learners' achievement
- equity for all learners

Attainment in literacy and numeracy

- Most children generally attain age-appropriate levels in national CfE levels in literacy and the majority in numeracy. The exception to this is numeracy by P7 and literacy and Gàidhlig by P4, with the majority of children attaining age-appropriate CfE levels. Overall attainment in literacy and numeracy, through Gàidhlig and English is good. Almost all children, who require additional support with their learning, make good progress in literacy and numeracy.

Attainment in literacy and Gàidhlig, and where appropriate English

Listening and talking

- At early level, almost all children develop a strong understanding of Gàidhlig. They listen and respond well to questions. Children share personal details and recount what they have been learning. Children respond well in unrehearsed situations, using specialist vocabulary for different learning situations. At first level, most children have a suitable understanding of Gàidhlig. Children use too many English words as they communicate within class activities through Gàidhlig. At second level, most children justify their views clearly. They build well on the responses of others when debating topical issues. Teachers should support children improve a few areas of grammar.

Reading

- At early level, most children read well from their assigned books. Children read aloud confidently and with expression the texts they create. At first and second levels, most children enjoy reading novels in English. Children are confident in describing why texts appeal to them. They read fluently in English but are yet to have the same level of fluency in Gàidhlig. Children should revise and build on their knowledge of phonics to help with decoding words.

Writing

- Across levels, children's writing is improving but remains a priority. At early level, most children make good progress with early writing skills. At first level, a majority of children use a range of verbs to begin their sentences. Children are beginning to use accurately a few points of punctuation. At second level, a majority of children recall events that are important to them. They use a range of ways to make their writing more enticing to the reader. As a next step, teachers should support children to continue developing their writing skills through writing in an increased range of genres.

Attainment in numeracy and mathematics through the medium of Gàidhlig

- Overall, most children at early and first level make good progress across numeracy and mathematics through the medium of Gàidhlig. At the second level, the majority of children make good progress. They use mathematical terminology fluently in Gàidhlig.

Number, money and measure

- At early level, most children add and subtract within 10. They double numbers to 10. They were less confident in grouping items to share equally. At first level, most children are confident in addition of three-digit numbers. They round numbers confidently to the nearest 10 or 100. Children would benefit from further revision in subtracting three-digit numbers. They select money correctly to pay for items. Children were not yet confident in giving change from £10. At second level, the majority of children confidently use place value for numbers up to one million. Children round numbers to the nearest 100 and 1000. They would benefit from further work on rounding to the nearest decimal place.

Shape, position and movement

- At early level, most children identify a line of symmetry accurately. They were less confident in naming 3D objects. At first level, most describe the features of objects, such as faces, edges and corners. Most children name a right angle but are not yet confident in identifying these in the environment. A majority of children at second level identify accurately the radius and diameter. As a next step, children should identify and describe a range of angles.

Information handling

- At early level, most children interpret a simple pictograph. Children should create their own graphs. At first level, most children present data in a range of ways. At second level, the majority of children use the language of probability to describe the likelihood of events happening. Children at both first and second levels should use digital technology to develop further their data handling skills.

Attainment in literacy and English in English Medium

Listening and talking

- Most children make good progress in listening and talking. At early level, most children listen well to stories. Most children contribute well to discussions and answer questions appropriately. At first and second levels, most children communicate responsibly and interact well with adults. Children participate effectively in group discussions. They discuss texts and talk confidently about them. At second level, children debate well issues of importance to them.

Reading

- Across the bun-sgoil, most children read well. At early level, the majority of children make appropriate progress in reading. A few children exceed their expected level. Most children identify initial letter sounds. At first and second levels, most children make good progress in reading. Children identify why they enjoy different texts. They work out the meaning of new vocabulary. At second level, most children read texts aloud with expression. Children identify features of an appealing text. They respond quickly to inferential and evaluative questions.

Writing

- At early level, the majority of children form letters correctly. A minority of children are beginning to write sentences. The pace of writing could be quicker and more regular. At first level, children should develop skills in editing their writing. At second level, most children make appropriate progress in writing. Children use a few examples of more complex figurative language. In a minority of cases, children should be encouraged to present work with higher expectations and develop linked script.

Numeracy and mathematics in English Medium Education

- Most children in P1 and P4 are making good progress in numeracy and mathematics. The majority of children in P7 are making good progress.

Number, money and measure

- At early level, most children work well with numbers to 20. They develop skills in adding and subtracting within 10. They identify the number before, after and in-between. Children should now apply their number, money and measure skills in real-life situations. At first level, most children accurately round numbers to the nearest 10 and 100. Most children tell the time using 12-hour clocks. They recognise the link with 24-hour notation. Children should develop further knowledge of money. At second level, the majority of children demonstrate confidence when comparing fractions, decimals and percentages. Children identify a variety of methods for payment. They should engage in range of problem-solving contexts.

Shape, position and movement

- At early level, most children recognise and sort a range of two-dimensional (2D) shapes. They understand the language of position. At first level, most children name and classify a range of 2D shapes and three-dimensional (3D) objects. They are not yet confident in finding right angles in the environment and in well-known 2D shapes. At second level, the majority of children use mathematical language accurately to classify a range of angles identified within shapes and the environment. They describe 2D shapes and 3D objects using specific vocabulary. They should develop further their knowledge of the relationship between 3D objects and their nets.

Information handling

- At early level, most children sort items in a variety of different ways according to colour, shape and size. Most children develop skills in interpreting data. At first level, most children understand and interpret simple bar graphs, tally charts and extract key information successfully. At second level, the majority of children analyse and draw conclusions from a variety of sources, including pie charts and line graphs. At all stages, children should apply their data handling skills across different areas of the curriculum and through digital technology to support their learning.

Attainment over time

- The headteacher monitors and analyses children's attainment and progress in literacy and numeracy. She checks children's wellbeing using their self-assessment of national indicators. Senior leaders and staff use well information on progress to plan and deliver universal and targeted interventions. As children move through the bun-sgoil, their attainment varies and is not yet improving consistently. Teachers target numeracy and writing to raise attainment. As a result, children's engagement and progress is beginning to improve. All staff should continue to focus on sustaining improvements for all children. Recently, the local authority

has made available comprehensive data to support the bun-sgoil in looking at patterns in attainment over time.

- Over the last three years, the bun-sgoil's average attendance figure has been in line with the national average. At the time of the inspection, children's average attendance was 93.3%. Currently, a few children have attendance below 90%. Reasons for absence include term-time holidays, illness and refusing to attend school. In almost all cases, senior leaders work well with staff and partners to support children who show a pattern of absence. They plan and provide personalised support. Occasionally, senior leaders use part-time timetables to assist children who benefit from this temporary arrangement. However, there are a small number of children for whom a more accelerated approach is required to ensure children resume their full-time attendance.

Overall quality of learners' achievements

- The overall quality of children's achievements is an important strength. Almost all children develop skills and attributes through taking part in a wide range of activities beyond the classroom and bun-sgoil. Children's skills are developed further year-on-year and applied in new activities. Older children lead a wide range of clubs where they share their knowledge in areas of interest, while deepening their skills. Children develop a high standard of skills and knowledge from taking part in a programme of achievements for language and culture. This develops children's confidence, fluency and sense of being important members of a Gàidhlig community. Children also perform in Scots to commemorate the life of the poet, Robert Burns.
- Children's achievements are recognised in a wide range of ways. They contribute to the bun-sgoil achieving national accreditation. For example, children have achieved recognition for rights-based learning and digital skills.

Equity for all learners

- Senior leaders and staff have a good understanding of the socio-economic context of the bun-sgoil, and the needs of their children and families. They have devised a 'poverty proofing policy' based on the cost of the bun-sgoil day. Parents access a uniform bank and costume bank for events such as Halloween and Christmas celebrations. Families are supported by partners to access bicycles. They receive financial support at Christmas. Children are funded to attend trips.
- Senior leaders have developed clear plans for the use of PEF. Additional staffing and partners' support have been deployed to provide targeted interventions for literacy, numeracy and health and wellbeing. Senior leaders identify and measure well attainment gaps between different groups of children. This evidences how the bun-sgoil's approaches are helping to narrow the poverty-related attainment gap in literacy. Senior leaders identify that there is further work to do in this area. As a next step, bun-sgoil staff should track even more thoroughly the effectiveness of all targeted interventions being used with children. This will support them to identify which interventions are having the greatest impact in reducing the gap between different groups of children.

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 His Majesty’s Chief Inspector of Education in Scotland.