

Summarised inspection findings

Bun-sgoil Loch Carrainn

Lochcarron Primary School

The Highland Council

25 March 2025

Key contextual information

Bun-sgoil Loch Carrainn - Lochcarron Primary School is a non-denominational school serving the village and surrounding areas of Lochcarron in Wester Ross. Lochcarron Primary School offers learning through English and Gàidhlig (Gaelic). There are currently 44 children on the school roll. There are 14 children in Gàidhlig Medium Education and 30 children in English Medium Education. There are 14 children in the English Medium nursery with children ranging from two, to those not yet attending primary school on the roll. In January 2025, almost half of children attending have a recorded additional support need. Attendance is currently above the national average. The school is partnered with Auchtertyre Primary School. The acting headteacher leads both schools and has been in post in Bun-sgoil Loch Carrainn-Lochcarron Primary School since August 2024. She is supported by a principal teacher one day a fortnight.

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

- The recently appointed acting headteacher has a clear vision for taking forward improvement across the school. Staff, children and parents recently reviewed and refreshed the school's vision, values and aims. The school's vision is 'Learning together to improve our future and the future of our world – Ag ionnsachadh còmhla gus ar n-àm ri teachd agus ar saoghal a leasachadh'. Staff work to strengthen children's understanding of the school values of being 'Kind, Brave and showing Respect – Sàbhailte, Fallain, Urramach'. They present certificates at assembly to children who exemplify these values in their words and actions. This is helping children to develop a growing understanding of what these values mean in practice. Moving forward, staff should strengthen the measures used to identify progress towards achieving the vision and values. While aspects of the values are evident in daily practice such as 'kindness' and 'respect', work towards aspects of the vision 'learning together' need to be strengthened.
- The staff team, led by the acting headteacher, are working well together to develop a culture where improvement in Gàidhlig is valued. They display the school's vision and values in Gàidhlig in the main areas of the school. Staff support children to engage in a range of external activities that promote the use of Gàidhlig. For example, children have developed their skills in Gàidhlig media through participating in 'FilmG' activities. Staff recognise the importance of broadening these experiences for children. This should help enhance outcomes for bilingualism and increase opportunities for all children to develop their use of Gàidhlig.
- The acting headteacher and teachers engage positively with the professional review and development process. This provides teachers with ongoing opportunities to reflect on their practice and identify and engage in personal and professional learning. Through this process teachers reflect well on their development needs. This includes developing teachers' professional learning in Gàidhlig Medium Education. Teachers should strengthen networks with

other teachers of Gàidhlig Medium Education in neighbouring schools. This will help provide useful opportunities for teachers to share effective practice. As planned the acting headteacher now needs to work with all staff to align their development priorities more closely with school improvement aims. This should support a targeted approach to professional learning and enhance staff capacity to take forward change and improvement across the school. The acting headteacher needs to ensure that all staff members engage in this helpful professional learning, including pupil support assistants.

- Staff are beginning to identify and agree school improvement plan (SIP) priorities through using a range of self-evaluation data to inform decision making. For example, they use information from the recently introduced support and challenge meetings to evaluate how much and how well children are learning and progressing. The current SIP sets out appropriate priorities which reflect local and national initiatives. The acting headteacher recognises the need to have clearer outcome statements, where progress towards achieving success can be measured accurately. This will provide staff with information about the impact of interventions on outcomes for children. The school is now at a stage to strengthen further the provision of Gàidhlig Medium and Gaelic (Learners) Education. Use of self-evaluation resources bespoke to Gàidhlig, such as 'The Advice on Gaelic Education' would support staff further in developing children's fluency through total immersion practice. They should ensure that Gàidhlig is included in important drivers of school strategy such as curriculum rationale and aims. They should continue to increase partnerships with speakers of Gàidhlig in the community, Gàidhlig groups, and other Gàidhlig Medium classes. This would provide children with more opportunities to use and develop their Gàidhlig.
- Children contribute increasingly to the leadership of change and school improvement through their involvement in leadership groups. For example, the pupil council have developed children's understanding of road safety across the school. They contributed ideas to increase safety measures in the community. Children are proud of the contribution they make to the life of the school. Consequently, most children feel that the school listens to their views and takes their views into account when making changes. Staff should now take forward their plans for children's leadership groups to meet more frequently to share their ideas and evaluate the impact of their work. This should help children understand that they are making an authentic contribution to school improvement and develop them further as effective contributors.
- The acting headteacher and staff recognise the importance of monitoring and evaluating the work of the school. They have introduced recently a useful quality assurance calendar. This outlines the activities the acting headteacher and staff undertake to evaluate the quality of the work of the school. This includes sampling children's work, visiting classes and providing feedback to teachers on the quality of teaching and learning. The acting headteacher now needs to build on this positive start and ensure that all quality assurance activities are carried out rigorously and robustly and that identified next steps lead to improved outcomes for children. This should include within the Gàidhlig Medium class, linking quality assurance activities directly to the 'Advice on Gaelic Education'.
- Staff across the school undertake a range of increasingly effective leadership roles. For example, staff have engaged in activities which promote and celebrate children's use of Gàidhlig. This includes children celebrating Scottish culture through poetry and song at the local and national Mòd. Pupil support staff have undertaken professional learning in order to provide helpful targeted support for children in literacy, numeracy and wellbeing. This distributed leadership is beginning to promote better teamwork, sustainability and increased engagement of staff in school improvement.
- The school benefits from a supportive Parent Council that takes an active interest in the school's work. Most parents feel encouraged to be involved in the work of the Parent Council

and almost all feel they are kept well informed about the Parent Council's activities. The acting headteacher consults the Parent Council on the intended use of Pupil Equity Funding (PEF) to support the raising of attainment in literacy and numeracy. PEF is currently being used to enhance staffing to enable an increased level of targeted support. As planned, the acting headteacher now needs to develop approaches to encourage parents and carers to be more active participants in agreeing and evaluating school improvement priorities including in relation to PEF. Staff can then use this information to compliment the self-evaluation information they currently use to enhance their decision making.

- The staff team demonstrate a positive understanding of the social, economic and cultural context of the school. They use this knowledge well to develop effective partnership working across the wider school community. Staff have developed positive relationships through projects which promote intergenerational work and provide authentic contexts to use Gàidhlig. For example, children celebrate 'Seachdain na Gàidhlig – World Gàidhlig Week' by creating a Gàidhlig café in the village hall for local residents and parents. This community involvement enriches children's learning experiences and supports the community to feel involved in the work of the school.

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

- Staff, children and parents have developed a welcoming and nurturing ethos across the school. This is conducive to learning through Gàidhlig and English. Children demonstrate kindness and care towards their peers. Most children are consistently well-behaved and engage positively in their learning. They are proud of their work and enjoy sharing what they are learning. The recently refreshed values of 'Kind, Brave and Respect – Sàbhailte, Fallain, Urramach' underpin the work of the school. They help children understand better how to promote and foster positive relationships. The values are celebrated effectively in class, during assemblies and on displays across the school.
- Children contribute increasingly to the life of the school and wider community through valuable leadership roles. Consequently, children increasingly play an active role in the school and are now more meaningfully engaged in decision making. For example, children contributed interesting ideas to repurpose an area of the playground to promote greater interaction among children. Staff should now provide greater opportunities for children to take a strong role in leading their own learning in class. This should include children in the Gàidhlig class supporting Gaelic (Learners). This will help children to become successful, independent learners.
- In the majority of lessons, teachers share the purpose of learning well by providing children with clear explanations and steps to success. This is helping children understand what they need to do to be successful. Teachers use questioning effectively to check children's understanding in the majority of lessons. In a minority of lessons, teachers use effective strategies to ensure all children are actively involved in thinking and providing answers. In these lessons, teachers ask questions which encourage children to analyse and evaluate information. This helps ensure that all children are engaged in thinking and extends their learning. Teachers should develop further this successful approach. Children in Gàidhlig Medium Education should experience these useful teaching and learning strategies through total immersion approaches consistently across the curriculum.
- Most children interact well with each other and are actively engaged in their learning. In the majority of lessons, teachers provide effective verbal feedback to children. This helps support children's learning during lessons. Teachers are developing positive approaches to providing children with written feedback on their work. As a result, children now understand better what they are doing well and how to improve. As a next step staff should support children to have a clearer understanding of their own specific targets to achieve success. This should help children build on what they have already learned, be clearer on their progress and improve further in their learning.
- Overall, staff provide learning activities which meet the needs of the majority of children in the multi-stage composite classes for both Gàidhlig and English Medium. Skilled support staff work

closely with teachers to ensure that children who require additional support with their learning are well supported. Teachers now need to develop further learning activities that better meet the needs of all children. This should help to ensure increased levels of challenge and engagement. Children would benefit from having more choice and opportunities to make decisions about their learning.

- The acting headteacher and staff recognise the need to develop effective approaches to play-based learning for younger children. Teachers should now engage with professional learning and national practice guidance to inform the development of play-based approaches. Teachers should use this to inform the further development of the children's learning environment. The acting headteacher and staff should seek professional learning, to help them understand how staff interact with and observe children learning through play. Staff within the Gàidhlig Medium class should develop approaches that promote increased use of Gàidhlig during play activities. This should support the provision of high-quality learning experiences that are appropriate to meet children's stage of development and learning needs.
- All children have access to digital devices. These are used by a few children to support learning. For example, children in the Gàidhlig Medium class engage in online language support sessions through e-sgoil. Staff use devices and programmes well to support children with barriers to learning. Teachers should now broaden the range and use of technologies further to develop children's digital skills in a planned, progressive way.
- The acting headteacher has introduced a range of assessment approaches across the curriculum. The timing of assessments is linked to the recently introduced quality assurance calendar. Teachers use standardised assessments to help identify any needs or gaps in children's learning. High-quality assessment tasks linked to science are being developed. Literacy and numeracy assessment information is recorded on electronic trackers. Teachers' moderate assessments informally within the school. Teachers should now engage more regularly in moderation activities with colleagues from other schools, including those that offer Gàidhlig Medium Education. This will help teachers improve their professional judgement against national standards and expectations. Teachers should continue to use information from assessments to increase further expectations of what children can achieve.
- Teachers have access to a range of curriculum pathways to inform their planning, including those developed by the school and local authority. Teachers plan for children's age and stage of development across each multistage class in both Gàidhlig and English Medium. Teachers follow a clear termly overview to support planning for the whole curriculum. This includes links to skills for learning, life and work and children's rights. The acting headteacher should continue to support teachers to develop a more strategic overview of long-term planning. This should provide more opportunities for children to have choices about what and how they learn.
- The acting headteacher and staff have recently introduced local authority tracking, monitoring and reporting procedures. They track children's progress termly in numeracy and literacy in English and Gàidhlig. They are at the early stages of tracking other curricular areas. The acting headteacher has recently introduced useful support and challenge meetings with teachers. This is helping staff to monitor the pace and progress of individual learners. Staff work closely with support for learning staff. All children now have a learning profile, which shares examples of learning across the curriculum. Where children require additional support with their learning, interventions and resources are now identified and implemented. Staff now need to be clear about the aims of these interventions. This should help them measure effectively the impact on children's progress.

2.2 Curriculum: Learning pathways

- Staff use a range of progression pathways to plan children's learning for all curricular areas. These pathways help support teachers to plan learning and teaching which builds on what children already know. Staff plan children's learning using long, medium- and short-term plans. Staff now need to enhance approaches to planning learning which links across subjects. This should help children apply their skills and knowledge in a range of contexts and develop further critical thinking and problem-solving skills.
- Staff link learning well to children's local context and community. This includes learning about their local area. For example, children learn about the seashore, community art projects and the production of tartan as a context for learning. Teachers are at the early stages of consulting children when planning contexts for learning. A next step is for teachers to develop further how they use the local environment and the rich learning potential it provides.
- Staff have worked closely with the University of the Highlands and Islands to enhance children's understanding of science, technology, engineering and mathematics. This is helping to develop children's skills in critical thinking, problem solving and creativity.
- Children are developing their skills well across the range of experiences and sports provided in school. Staff provide further opportunities for physical activity through clubs and partnership work across the local community. The acting headteacher and staff should ensure that all children receive consistently their full entitlement of two hours high-quality physical education each week.
- Children in English Medium Education learn Gàidhlig from P1 to P7 and French in P5 to P7. There is a pathway planned for children's language learning with the associated secondary for both languages. Staff should continue to work with partners to use, celebrate and promote the use of Gàidhlig immersion in a range of contexts across the life of the school.
- All children have the opportunity to work with a music specialist, including through the medium of Gàidhlig. A few children extend these opportunities in instrumental lessons. This includes learning the chanter and drumming. Children across the school participate in school shows that promote the use of Gàidhlig and the performing arts. This is developing children's music skills and love of music, including traditional Scottish music.
- Across the school, staff have established highly effective working relationships with a range of partners. These partners make valuable contributions and effective support to children's wider achievements. For example, there are effective partnerships in place to help support children's learning and wellbeing. This is providing children with a stronger understanding of their local community, their culture, how to keep healthy and develop positive attitudes to conserving the environment.
- Across the school, teachers recognise the importance of linking learning to the world of work. This is enhancing the curriculum and providing children with opportunities to develop skills for learning, life, and work. For example, staff have developed positive links with a local weavers' business. This enhances children's understanding of weaving, the retail business, tourism and Scottish heritage. The staff team should continue to develop a coherent approach to children's skills development. This should help to build further children's confidence, independence and self-esteem.

2.7 Partnerships: Impact on learners – parental engagement

- Parents and carers greatly appreciate the ways that staff are working with children to reflect school values in all aspects of school life. Almost all parents say their child likes being at school and that staff treat their child fairly and with respect. Almost all parents would recommend the school to other parents.
- Almost all parents feel comfortable approaching the school with questions, suggestions or concerns and they feel listened to and valued. They welcome the regular opportunities to find out about their child's learning through an online platform. Parents appreciate the opportunities to be involved in homework tasks with their child. Parents welcome the increasing opportunities for Gàidhlig to be taught from nursery to P7 across all classes.
- The Parent Council welcomes the support they receive from parents and community partners. They work with the school staff to organise well attended fundraising activities and community events. Families of P7 children value the transition opportunity provided through a residential trip with their associated schools' group.

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

satisfactory

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

- Staff across the school are nurturing, caring and respectful. As a result, almost all children feel safe and are confident to speak to an adult if they need support. There is a welcoming inclusive atmosphere throughout the school. Children are proud to be part of the school community and build friendships through having 'talking buddies'. They benefit from a range of activities to promote their wellbeing. This includes emotional check-ins and discussions on how to deal with feelings. They contribute well to class charters and reflect on what it means to be unique and resilient. Most children manage their emotions successfully as a result of the supports available to them.
- Children are beginning to develop an understanding of the wellbeing indicators: safe, healthy, active, nurtured, achieve, respected, responsible and included, which form their school aims. Children evaluate their wellbeing through using the wellbeing indicators. This helps teachers to identify effectively any areas where children may require additional support with their wellbeing. Staff are beginning to use this information to inform their planning for children's learning. As a next step, the acting headteacher and staff should maintain a strategic overview of all children's wellbeing. This should help staff further understand trends and patterns over time and inform future planning. Almost all children recognise that in school, they learn how to lead a healthy lifestyle. They enjoy opportunities for regular exercise and activities out with school. For example, through clubs such as drama, basketball and gymnastics. These opportunities help promote children's confidence and motivation. A few children are sports ambassadors and help support learning in physical education lessons.
- Staff use helpful local authority guidance to support children's health and wellbeing. For example, The Highland Council's positive relationships and bullying prevention policy. Staff recently reviewed the school's positive behaviour and anti-bullying policy with parents, children and staff. This guidance along with classroom charters help children to think about expectations of behaviour and conduct. This is enhancing children's understanding of positive behaviour and how best to show respect to others in class and in the playground. The acting headteacher awards certificates to individual children at assemblies for being kind, brave, confident and successful.
- Children are beginning to develop their understanding of their rights through focused discussions during school assemblies. This is helping children to reflect on how rights relate to them. The pupil-led Rights Respecting Schools group is beginning to gather evidence for a national rights respecting award. This group have created a song to help children understand better their rights. As planned, staff should raise the profile of Gàidhlig across the school. This will help ensure that children receive their right and full entitlement to access education which respects their Gàidhlig cultural identity and language.

- Staff plan a health and wellbeing programme over a three-year cycle. This provides a clear pathway for children's learning in health and wellbeing. Children engage in a range of activities which helps to promote their skills and knowledge in how to keep healthy. For example, children develop useful skills through a framework that helps them to understand better their emotions. A few children access targeted support through a drawing and talking programme to enhance their resilience. Staff should continue to discuss with children how taking part in a range of activities is supporting them to lead a healthy lifestyle. This should help enhance their understanding of wellbeing.
- Staff understand well their roles and responsibilities in relation to statutory requirements. They plan learning to meet the needs of individual learners in English and Gàidhlig Medium Education. The acting headteacher and staff are developing approaches for identifying and providing support for children who may require additional support for their learning. These approaches are beginning to result in children accessing timely additional support for literacy and numeracy. Children who require additional support in their learning have helpful plans in place. Children's targets within plans should now be reviewed to ensure that they are specific, measurable and timebound. This will support staff to evaluate the impact of interventions on children's progress more effectively.
- Across the school, support staff work well with individuals, pairs and groups of children to support their learning. This includes support to develop children's Gàidhlig language skills in class. Support staff collaborate with teachers to plan children's learning and teachers value the input support staff provide for learners. As a result of interventions, children who receive support make appropriate progress.
- Staff are beginning to use the statutory Guidance on Gaelic Education, 2017. There is a catchment area set around the school for Gàidhlig Medium Education. All children have an opportunity to learn in Gàidhlig Medium or learn Gaelic (Learners) as an additional language. The number of children learning in Gàidhlig Medium is increasing. Going forward, staff should take further steps towards integrating Gàidhlig more widely to enhance the school immersion environment. For example, staff should increase the visibility of Gàidhlig within the school and on the school's website. This helps children and parents connect further with the language and culture. Additionally, it helps the education authority to meet its duties in promoting Gàidhlig.
- Children learn about world religions as part of the religious and moral education programme. Representatives from a local church organisation lead religious observance during visits to the school. Children learn about their role in helping others through supporting charities. They have opportunities to share their cultural background, traditions, national costume and culture. This develops children as effective contributors and global citizens. Staff should broaden these opportunities in order to enhance children's understanding of equality and diversity and the importance of tackling discrimination. This should include reviewing the range and content of books in class libraries to ensure they reflect different backgrounds.

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

- At the time of the inspection, the school roll comprised of small cohorts of children at each stage. Because of this profile, attainment and progress will be expressed in 'overall' statements, rather than for specific year groups or Curriculum for Excellence levels.

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

- Overall, children's attainment in literacy and Gàidhlig, and as relevant to immersion, in literacy and English is satisfactory. Children make satisfactory progress in reading and writing in two languages. Older children need to make more accelerated progress in order to achieve appropriate levels, by the end of P7, in talking Gàidhlig.

Listening and talking

- Younger children are developing their understanding and use Gàidhlig well as appropriate to their age of development. Children listen well during lessons and other learning activities. By P7, children are using Gàidhlig in conversations led by the teacher. Older children need to reduce their use of English in Gaelic communication in class by being fully immersed in Gàidhlig.

Reading

- Most children are making satisfactory progress in reading Gàidhlig, and from P4 in English. By P7, most read fluently in both languages. Younger children identify sounds made by letters and use their awareness of phonics to support them as they read. A few older children still rely on decoding to support their reading. Across the classes, children confidently discuss characters and can summarise a storyline. At first and second levels, children are not yet confident in describing features of fiction and non-fiction books. Improved library spaces would support children to have more regular access to a wide range of reading material to help develop a culture of reading for pleasure.

Writing

- By the end of P7, most children in the Gàidhlig class write for a range of purposes in two languages. They analyse texts and create their own in Gàidhlig, and from P4 in English. They use Scots vocabulary well within their own poetry. Children's spelling is improving with interventions. Children require more regular teaching of Gàidhlig grammar. Children would benefit from writing for a range of purposes in Gàidhlig more regularly.

Gaelic (Learners) in English Medium Education

- Children use greetings in Gàidhlig. They talk about the weather and sing at school performances. Children are yet to maximise opportunities to use Gàidhlig in shared spaces of the school. Staff should increase children's learning of Gaelic (Learners) to meet national expectations.

Attainment in literacy and English in English Medium Education

- Overall children's attainment in literacy and English Medium Education is satisfactory. Children are making satisfactory progress in literacy and English.

Listening and talking

- Younger children listen well to their teacher during lessons and can ask and answer questions to show understanding. This helps them to complete routine follow up tasks successfully. Younger children should continue to develop their skills in listening carefully to others' contributions and in taking turns to speak. Older children listen to and build respectfully on the contributions of their peers. The majority of older children are able to express their views and opinions well, providing reasons to support their answers. Children would benefit from further experience in developing and applying their listening and talking skills in a range of contexts and to a variety of different audiences.

Reading

- Younger children are beginning to apply their reading skills to blend sounds to create and read simple words. They recognise rhyming words and are building their reading skills by using picture clues to expand and predict what may happen next. They should continue to develop their knowledge of sight vocabulary to read familiar words in context. A few children are ready for more challenge and would be able to progress at a faster pace. The majority of older children read aloud with fluency and expression and decode unfamiliar words in context. Older children are developing their knowledge of different genres and explain their preferences for a particular author. They should strengthen their knowledge of skimming and scanning texts to locate key information and answer, literal, inferential and evaluative questions. Children would benefit from applying these skills in different contexts across the curriculum.

Writing

- Most younger children are learning to form letters legibly. They are beginning to write in simple sentences. They need to continue to develop their skills to write independently through daily practice and in imaginative play. Older children write for a range of purposes and are beginning to organise and separate their ideas in paragraphs. They need to build confidence using language specific to the genre that engages the reader. A few children need to be encouraged to read their work to check spelling and punctuation. Improving presentation and handwriting skills would help children write with greater pace and fluency. Across the school children would benefit from having opportunities to reflect and act on teachers' feedback in writing tasks.

Numeracy and mathematics

- Overall children's attainment in numeracy and Mathematics in Gàidhlig Medium and English Medium Education is satisfactory. Children are making satisfactory progress in numeracy and mathematics across the school. Children in Gàidhlig Medium Education are not yet confident in their use of Gàidhlig specialist terms for numeracy and mathematics.

Number, money and measure

- Younger children apply different strategies such as counting on or using a number line to add and subtract. They understand that numbers can be doubled and tell the time using half past, quarter past and quarter to using analogue clocks. Younger children are not yet confident in rounding numbers to the nearest 100 and working with equivalent fractions. Older children in English Medium Education compare costs and determine affordability within a given budget. They read and record time in both 12-hour and 24-hour notation and calculate accurately time durations. Children in Gàidhlig Medium Education are not yet confident in their use of digital time. Older children need to strengthen their knowledge of the relationship between fractions, percentages and decimals. They are not yet confident in calculating simple fractions of a given

quantity or simple algebraic equations. Across the school children should develop further their skills in solving a range of real-life problems, including use of units of measure.

Shape, position and movement

- Overall children identify accurately a range of two-dimensional shapes and three-dimensional objects. Younger children successfully sort three-dimensional objects using simple criteria including round, flat and curved. They identify accurately where shapes can be found in the environment. Younger children are not yet confident in using compass points and using language associated with angles to provide and follow directions. Older children identify lines of symmetry in a variety of two-dimensional shapes. They demonstrate an understanding of three-dimensional objects and their nets. Older children need to develop their skills in classifying a range of angles including acute, obtuse and reflex. They are not yet confident in using complementary and supplementary angles to calculate missing angles. Across the school children should continue to develop their knowledge and skills of shape, position and movement. Children in Gàidhlig Medium Education should revise regularly mathematical terminology in Gàidhlig.

Information handling

- Across the school, children use successfully bar graphs, tally tables and pictorial graphs to present and analyse data. Younger children ask and answer questions to extract key information from a range of simple charts. A few older children within the English Medium class use pie charts and line graphs to present and analyse more complex data. Children should continue to develop their data handling skills through collecting, organising and displaying data accurately in a variety of purposeful contexts.

Attainment over time

- In recent years the school's attendance figures have been in line or above the national average. Staff follow the local authority policy for monitoring attendance. They highlight to families through regular newsletters the impact of non-attendance and late coming. Staff foster positive relationships with families of children who are facing challenges with attending school. This is encouraging greater collaboration which is helping to improve or maintain high levels of attendance.
- The school's attainment over time data shows that levels of children's attainment in literacy and numeracy have been variable over several years. Staff track children's progress over time in literacy and numeracy through Gàidhlig and English. They are at the early stages of tracking children's progress across other curricular areas. Recently, the acting headteacher and staff have developed approaches to ensure that attainment data is more robust in literacy and numeracy. The staff team now gather and analyse a range of assessment data. Teachers make more effective use of national Benchmarks and have established useful opportunities with colleagues from neighbouring schools to assess and moderate children's writing. This is helping to ensure that the school's attainment data is increasingly accurate. As a next step staff should moderate across all curricular areas including Gàidhlig. This should help ensure that teacher's professional judgements are robust and accurate across the curriculum.
- The acting headteacher and staff have identified correctly that raising attainment in children's learning is a key priority, particularly in writing and numeracy. Staff have taken positive steps to enhance attainment. For example, they have developed effective approaches to improve children's writing skills. These include providing children with an authentic purpose for writing and examples of high-quality texts to motivate and engage children in the writing process. This is resulting in early signs of improvement in children's writing skills.

- Children who benefit from additional support for learning make appropriate progress in literacy and numeracy in both Gàidhlig Medium and English Medium Education against their individual targets for learning.

Overall quality of learners' achievements

- Children's achievements within and outwith school are valued and celebrated through regular assemblies, wall displays and through an online platform. There is a strong emphasis on recognising children who demonstrate the school values. Children in P7 develop responsibility and leadership skills through their roles as house captains and vice captains. Most children take part in a variety of wider experiences outside school from sailing to drama. Children in the Gàidhlig class compete in local and national Mòd competitions. Children have represented the school in a range of competitions in shinty, badminton and athletics. They engage in a variety of class and whole school activities including school performances both in English and Gàidhlig. This is supporting well children's development of a range of skills and useful attributes.
- The acting headteacher has identified the need to develop a whole school overview of children's achievements. Once in place, this information should be used to support all children to achieve. This includes supporting children to understand and articulate how their achievements are helping them to develop skills for learning, life and work.

Equity for all learners

- Younger children from the Gàidhlig class visit the English nursery weekly with their class teacher for songs and stories. These visits support Gàidhlig language acquisition as children begin their journey in Gàidhlig Medium Education. The acting headteacher and staff should continue to provide planned transition activities in Gàidhlig. They should consider whether children would benefit from the introduction of Gaelic Medium Education at the nursery stages. This should help provide accelerated learning across early level.
- Staff have a strong understanding of the socio-economic context of the community and are aware of the challenges facing families. Staff, parents and partners work very well to mitigate the impact of the cost the school day on families. They provide financial support for the P7 residential excursion and a uniform swap shop. This support provides children with the resources required to participate fully in the life of the school.
- The acting headteacher has used PEF for additional staffing to provide nurture and additional support for learning for groups of children. This has helped children to maintain learning in their classes as they are supported well to regulate their emotions. Staff now need to measure and evaluate more effectively the impact of PEF interventions in closing identified gaps in children's attainment. This will help demonstrate which supports are having a positive impact on accelerating children's progress in learning.

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.