

Summarised inspection findings

Sgoil Shiaboist

Comhairle nan Eilean Siar

18 August 2026

Key contextual information

Sgoil Shiaboist is a non-denominational school in the rural village of Siabost (Shawbost) on the west side of the Isle of Lewis. The sgoil (school) offers learning through the medium of Gàidhlig and English. All children in English Medium study Gaelic (Learners) as their first additional language. The education authority's 'Gàidhlig First' policy is that all children enrol in Gàidhlig Medium Education at sgoil-àraich into the primary stages, unless parents request otherwise. Sgoil-àraich Shiaboist is situated within the grounds of Sgoil Shiaboist. Within the sgoil-àraich, all children are immersed in Gàidhlig as part of the authority's 'Gàidhlig First' policy.

The headteacher has been in post since 2013. An executive headteacher supports Sgoil Shiaboist as part of the strategic structure of the local authority. The headteacher is the only promoted post holder. She is the registered Nursery Manager with the Care Inspectorate and has responsibility for the sgoil-àraich. She is also the headteacher of a nearby sgoil and sgoil-àraich.

At the time of the inspection the sgoil roll was 43 children. These children were organised across four classes, two for Gàidhlig Medium and two for Gaelic Learners. There are eight children registered for the sgoil-àraich. At the time of the inspection, 44% of children were recorded by the sgoil as requiring additional support with their learning.

Across the sgoil, almost all children reside in decile 5 of the Scottish Index of Multiple Deprivation. The rest of the children live in decile 4. There are a few children registered for free school meals.

1.3 Leadership of change

good

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

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

- The well-established headteacher is a strong ambassador for Gàidhlig language and culture. Staff support and drive a Gàidhlig culture in the sgoil and are passionate about the language. The headteacher and staff have a strong understanding of the sgoil's socio-economic context. They have developed strong community links to promote Gàidhlig language, traditions and culture. Gàidhlig is seen and heard throughout the sgoil. As a result, there is a strong Gàidhlig culture in the sgoil where all children value the language.
- The headteacher and staff meaningfully engaged their whole sgoil community to revise their vision and values. The vision of 'Ag obair, ag èisteachd 'sa 'g ionnsachadh còmhla' (working, listening and talking together) is embedded throughout the sgoil. The sgoil has recently reviewed its values, refining them from eight to four meaningful ones that children understand, refer to, and use consistently in their daily behaviour. Children talk confidently about how the values of urram (respect), earbsa (trust), onaireach (honesty) and càirdeas (kindness) support

them in their learning and relationships. Staff and children refer to these in classes and at assemblies. Building on this, the headteacher should now review and streamline the sgoil aims to ensure that they are relevant to the sgoil context. She should ensure that Gàidhlig is fully embedded within them and that they are firmly grounded in evidence from self-evaluation. This will help ensure that the aims are purposeful and drive meaningful, sustained improvement across the sgoil.

- The headteacher has created an appropriate quality assurance calendar which outlines activities to monitor the effectiveness of the work of the sgoil. She implements these activities systematically across the year. At times, the headteacher collaborates well with peer headteachers to undertake these quality assurance activities which provides useful moderation opportunities. These activities include classroom observations, reviewing children's work and talking to groups of children about their learning. Staff are provided with clear, written feedback which highlights what is working well and areas for further development. In addition, she holds helpful termly discussions with teachers regarding children's attainment and progress. The headteacher uses this range of information well to inform learning and teaching improvements and professional learning.
- The headteacher and all staff work very well together. All staff contribute to evaluating the work of the sgoil using *How good is our school?* (4th edition). Additionally, staff in Gàidhlig Medium use 'The Advice on Gaelic Education' to reflect on progress specifically in Gàidhlig. The headteacher gathers the views of staff, parents, and children well to identify areas for improvement. She communicates the results of surveys to the sgoil community through assemblies and letters to parents. The headteacher and staff use the range of data, including this stakeholder feedback, to help them identify priorities for the school improvement plan (SIP) effectively.
- This session, the SIP focuses on improving attainment in mathematics and numeracy and meeting the needs of all children through inclusive practices. Additionally, there is a priority for the sgoil-àraich. The staff team engage well in taking forward the areas of improvements and projects. This session, the focus on mental maths strategies has led to children being more confident in selecting and justifying strategies when solving problems. The headteacher protects time for staff to work together on identified priorities and to engage in relevant professional learning. For example, the focus on inclusive practices has led to individual children being more settled and able to self-regulate within the classroom environment. The headteacher should now ensure that the improvement plan focuses on improved outcomes for children. The headteacher should now develop a sharper focus on raising attainment and identify clear, achievable steps to support this.
- The sgoil's strategic planning for improvement shows impact towards the Comhairle's Gàidhlig Language Plan. Staff are making good progress in improving children's fluency in Gàidhlig. A strong emphasis on equal respect for Gàidhlig, alongside a range of cultural activities, is contributing to positive outcomes in relation to the Gàidhlig Language Plan. The headteacher should ensure that the sgoil's planning links explicitly to Comhairle's plan.
- Teachers participate in relevant professional development and discuss this during their annual professional review meeting. They talk enthusiastically about their professional learning and its impact on their practice in areas such as diversity, inclusive practices and mental mathematics strategies. Staff work effectively with colleagues to share knowledge and learn from each other. This supports a culture of collaboration across the sgoil. Additionally, teachers work with

staff from other schools across the education authority to share practice. Staff are ready to further develop their own leadership skills and lead development priorities to drive whole school change and improvement.

- All children from P3–7 participate in working groups such as Rights Respecting group, pupil council and 360° safety group. Children prepare agendas, take minutes and allocate actions within their working groups. They share this information with other children through displays and assemblies. They talk confidently about the difference they are making. Children in P7 are part of 'Club 7' where they work with the headteacher on 'How good is OUR school?'. They undertake learning walks and identify areas for improvement. This results in written feedback to staff, which staff take on board and make changes. They enjoy contributing to the life of the sgoil and believe staff value their ideas and efforts. Staff should now introduce opportunities for younger children to be meaningfully involved in influencing and contributing to future improvements. The headteacher should monitor the impact that having such activities through English has on Gàidhlig and raising attainment.
- Staff have a clear understanding of the social, economic and cultural context of the sgoil. The headteacher uses Pupil Equity Funding (PEF) to fund additional staffing through an Education Attainment Worker (EAW) to support children with their wellbeing and learning. This is done in collaboration and supported with the local authority. The headteacher should strengthen the work with children, staff and parents to develop a clear plan for PEF to improve outcomes for children and close the poverty-related attainment gap.

2.3 Learning, teaching and assessment

good

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

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

- Across the sgoil staff create a warm, welcoming and nurturing environment which reflects the sgoil's values. All staff have positive relationships with children and their families. Children feel safe and know that their voices matter. Staff gather and value children's views and opinions and how these contribute to the ethos, life and work of the sgoil. They enjoy being part of the sgoil and are proud of the community.
- Almost all children are eager and motivated to learn. They speak positively about their learning and their experiences in the sgoil. They are very polite and welcoming to visitors to the sgoil. Almost all children work together effectively in pairs and groups and support each other well. They listen attentively during lessons and are respectful of the views of others. Support assistants are used effectively across the sgoil to support children's learning. They work well alongside teachers to provide targeted support, help maintain engagement and assist children to access learning activities. Their contributions are valued and help to promote a positive and inclusive learning environment. Staff are well supported by the support for learning teacher who provides relevant advice, practical strategies and ongoing professional guidance. Strong teamwork, inclusive approaches and targeted support ensure almost all children are settled and very well behaved.
- Children in both Gàidhlig Medium and Gàidhlig learners' classes demonstrate a very strong awareness of the importance of Gàidhlig. They identify Gàidhlig as part of their cultural heritage and confidently use it across a wide range of learning contexts. Across the Gàidhlig Medium classes, immersive language practices are a significant strength of the sgoil within its setting in a strong Gàidhlig speaking community. Children are fully immersed in Gàidhlig throughout the school day, supporting the natural and progressive development of their listening, talking, reading and writing skills. Staff consistently model very high standards of Gàidhlig language in all interactions, creating an extremely rich linguistic environment. Children are encouraged and supported to use Gàidhlig confidently in a wide range of contexts both inside and outside the classroom.
- Teachers plan learning experiences carefully so that children engage with high-quality Gàidhlig language in their learning and everyday class routines. They further strengthen immersion through songs, music, stories, games and through learning which links across areas of the curriculum. This is helping children to develop fluency and a deepening understanding of the language. As a result, children are confident communicators in Gàidhlig. They demonstrate a pride in their language and culture and understand the importance of respecting and celebrating linguistic diversity.

- Across the sgoil, almost all lessons are well planned and engaging. In most lessons, teachers use a range of effective learning and teaching approaches which motivate children and encourage active participation. At times, the pace of learning can be too slow, and tasks do not always provide sufficient challenge for all learners. Teachers need to ensure that learning activities are consistently well matched to children's needs and abilities and move at a sufficient pace. This should support children's engagement, deepen their learning and improve levels of attainment.
- In all classes, teachers share learning intentions and success criteria with children effectively. This supports children to understand the purpose of their learning and make relevant links to prior knowledge. Teachers should continue to develop this practice by ensuring that explanations and language are clear and accessible for all learners, without being over-directed. The headteacher should support staff to extend this further by enabling children to co-construct steps for success. This will help children to better understand how to be successful and strengthen ownership of their learning.
- In almost all lessons, teachers use effective questioning appropriately to check children's understanding. Plenary sessions provide valuable opportunities for children to reflect on their learning and identify their next steps. Teachers should now extend the use of higher-order questioning to deepen children's thinking and provide appropriate challenge in learning more consistently.
- Across the sgoil, children experience learning in a wide range of meaningful contexts. These include learning activities and tasks linked to themed science topics, children's rights, history, local events and celebrations linked to Gàidhlig language and culture. Within these projects, most teachers work together with children to understand what they already know and what they would like to learn. This supports children to have choice in a few areas of learning. Children are particularly motivated when learning is relevant to real-life situations and within their local community.
- Staff are beginning to develop play-based approaches to support children's learning, particularly in the early stages. Children engage positively in a range of play activities and benefit from opportunities to explore and interact with their environment. Staff should develop a clearer shared understanding of high-quality play pedagogy and ensure that play experiences are purposeful, appropriately challenging and linked more effectively to planned learning.
- Teachers use digital technology effectively across the sgoil to enhance children's learning experiences. In a few lessons teachers use technology effectively to support children who face barriers to their learning. For example, children use text-to-speech on laptops to help them overcome specific literacy difficulties. Children use a range of digital tools confidently and independently to support their learning.
- In almost all lessons, teachers use praise well and provide children with supportive verbal feedback. In a few lessons, teachers effectively link feedback to the intended learning and how children will be successful in their learning. Staff use written feedback effectively in literacy and numeracy jotters, and children are now beginning to act on this feedback. This helps children to understand further their next steps. Teachers draw on a range of assessment approaches to monitor children's progress and attainment in literacy and numeracy. They make informed professional judgements about Curriculum for Excellence (CfE) levels, supported by a range of

evidence, including formative, summative and standardised assessments. Teachers plan assessment as integral to planning for learning and teaching. Staff use collegiate time effectively to support moderation and share standards across stages, levels and partnerships schools. This is helping to support accurate teacher judgements. Teachers should continue to strengthen the use of high-quality assessment to ensure all children can apply and demonstrate their learning across the curriculum and in a wider range of contexts.

- Sgoil staff plan effectively for children's learning over different timescales using local authority progression frameworks. These pathways support staff to track learning and children's progress across the curriculum. Staff increasingly use assessment information and data to identify strengths and gaps in children's learning. Teachers use this to inform their planning for whole class, targeted groups, and individual children. The headteacher should refine the sgoil's tracking system to more clearly record and analyse children's progress. This should capture progress for those not yet meeting national standards, but who are developing their knowledge and skills. This should also include clearer tracking for those children who are exceeding expectations.
- Teachers identify children requiring additional support and are developing their approach to planning targeted interventions. This is supporting children's increased engagement and learning. Staff should continue to improve how they evaluate and evidence the impact of interventions to better inform future planning and ensure all children make the best possible progress. The headteacher, in conjunction with teaching staff, should now ensure that the deployment of support assistants is more clearly focused and planned to maximise impact on children's progress and attainment. This should include a sharper focus on specific learning outcomes and clearer evaluation of the impact of support provided through analysing assessment data.

2.2 Curriculum: Learning pathways

- Teachers use newly introduced local authority progression pathways well to plan learning and progress for literacy, numeracy and mathematics. Teachers use the curriculum design principles in their planning as they deliver successfully through immersion in Gàidhlig. Children have access to texts in the library that consolidates well key aspects of their curriculum, for example Gàidhlig and diversity. Staff should continue developing further this new planning model to ensure children experience a coherent curriculum that allows for appropriate breadth, depth and progression. This would help more children to achieve their full potential.
- Teachers plan for all other curricular areas through the four contexts of learning, making increasing use of local authority pathways. This model of planning is beginning to incorporate opportunities to use children's voice and to make links through learning across a range of curriculum areas. Teachers plan a rolling programme of themes in which experiences and outcomes are grouped to make connections across subjects. They need to ensure that the themes used with younger children are conducive to learning in total immersion. For example, teachers should have an initial focus on developing personal, everyday and functional language to support communication. Additionally, it would be beneficial to look at how progressive Gàidhlig, immersion and bilingualism as cross cutting themes help children to continue having a deep sense of purpose for Gàidhlig Medium and Learner Education. Children receive specialist teaching in art and music. This results in positive outcomes, some of which link to learning in the community such as the intergenerational project, Clann 'n là 'n dè. Children's fluency and skills are enriched by this partnership working with the group.
- All children experience their entitlement to religious moral education and two hours of high-quality physical education (PE) each week. Teachers work effectively at all transition stages. They support children well as they come to sgoil from the sgoil-àraich or move on to àrd-sgoil. Teachers share a range of appropriate information well to ensure children's continuity of learning, wellbeing and progress. Children at the older stages work with Comunn na Gàidhlig and peers in neighbouring schools to achieve a John Muir Award. Additionally, this supports the development of peer relationships and helping to ease the transition to the àrd-sgoil. Teachers should now develop a coherent programme for outdoor learning that develops children's skills progressively across all stages.
- All children learn Gàidhlig and French progressively as they move through the sgoil. All children enjoy the culture of Gàidhlig language by attending events such as the Mòd. Additionally, they participate in competitions, such as in making short films and 'cur a mach an loidhne' (precenting, leading psalm singing). Teachers should now include these events as part of the curriculum overview as important features of children's learning. Children in English Medium Education learn Mandarin. In English Medium Education, children use Gàidhlig daily, as well as benefiting from weekly lessons. This links well to children's focus on equality and diversity.
- Teachers and children have recently introduced a focus on meta-skills. The older children are starting to illustrate skills they are developing in journals. Most children are starting to consider these within their learning and identify a few skills they are developing. Staff should now consider further, how children can be supported to demonstrate and develop these skills in purposeful, planned learning activities across the curriculum. This should support children to use meta-skills more effectively in their learning.

2.7 Partnerships: Impact on learners – parental engagement

- Almost all parents report that their child enjoys being at Sgoil Shiaboist and most parents feel their child makes good progress. Staff know the children and families well, and most parents feel that staff know their child as an individual. Parents would now appreciate further opportunities for them to learn together with their child. This will strengthen further shared approaches to learning and support progress in learning. Most parents feel the sgoil is well-led and managed.
- The majority of parents feel they are kept well informed by the work of the Parent Council. Almost all families are represented on the Parent Council or on the fundraising group. Parents value the wide range of community links that work with the sgoil. This collaborative work between the sgoil, parents and the community has been very successful in funding additional experiences for children. As a result, children are able to access trips and activities at a heavily subsidised cost or for free. This contributes to the strong sense of community and supports the sgoil's values very well.

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

- The headteacher and staff know their children well and use this knowledge to support wellbeing effectively. Across the sgoil, almost all children demonstrate respectful behaviours. Staff support a few children well to regulate their emotions when they find situations challenging. Staff have reviewed their learning environments to ensure that the classrooms are not overly stimulating. They have created quiet areas within classrooms for children which they use as needed. These strategies are helping children to settle in class and feel included.
- Children talk with confidence about each of the wellbeing indicators and their relevance to their lives. They describe clearly how the adults in school nurture them by looking after them and how they include people who sit on the 'safe place bench' in the playground. Children's understanding of their rights, and the rights of others, has been enhanced by the work on United Nations Convention on the Rights of the Child (UNCRC). Children, across the sgoil, can identify their rights and discuss why they are important. The sgoil promotes children's access to UNCRC Article 30, concerning the use of indigenous languages, through the daily use of the Gàidhlig language across the life of the sgoil.
- The headteacher and teachers gather information about children's wellbeing through daily check-ins and the use of surveys. They use this information 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, supporting their wellbeing and engagement in learning. The headteacher shares the key themes with the children and identifies what they have been doing to address these concerns. As a result, most children say they have someone in the sgoil they can speak to if upset or worried. Staff are tracking children's progress in health and wellbeing. They should strengthen their use of this information to identify, record and evaluate the impact of supports on improving children's outcomes.
- Almost all children benefit from a health and wellbeing curriculum that supports them in leading a healthy lifestyle. Children understand and articulate the importance of healthy eating and how this contributes to their ability to learn. This understanding is developed further through children's engagement in growing produce at the local community development trust, which is then cooked in sgoil. Children in P6 are young leaders, and plan and deliver PE lessons to their peers. Children receive teaching blocks of swimming lessons which is an important skill for children within the island context. Most children take part in an increasingly wide range of activities. This includes lunchtime and after school clubs. Children speak positively about the range of activities they get to participate in such as bikeability, tchoukball and rowing. Most

children identify that the sgoil helps them to lead a healthy lifestyle and provides opportunities for regular exercise.

- All staff have engaged well in professional learning to support children's needs. They have participated in local authority training on adapting classroom environments and on de-escalation training. This has helped to create a consistent and caring approach to meeting needs and supporting children within the classrooms. These approaches are having a positive impact on the wellbeing and inclusion of children who need them. Children are more engaged in their learning and able to access more areas of the curriculum. The headteacher and staff should build on existing nurturing practice by further enhancing and embedding support for children across the sgoil. In particular, they should extend the effective approaches evident within nurturing class spaces to ensure that all learning environments consistently reflect nurturing principles. This will support greater consistency in meeting children's social, emotional and learning needs across the sgoil.
- Staff fully understand and fulfil their statutory responsibilities to ensure positive outcomes for children. All staff have up-to-date training relating to safeguarding and child protection. The headteacher ensures that all safeguarding procedures are in place and revised as required. She monitors this well as part of annual quality assurance activities. As a result, children's wellbeing needs are met well.
- Senior leaders and staff are addressing their statutory responsibilities towards Gàidhlig Medium Education. Children learn through high-quality total immersion in Gàidhlig. All children take part in Gàidhlig language and cultural events. Children from both Gàidhlig Medium and Gaelic (Learners) are proud of their involvement in the Mòd and FilmG. This promotes equality and inclusion in children's access to the language and helps to inform a positive attitude towards the Gàidhlig language.
- The sgoil submitted information relating to compliance with the revised Nutritional Regulations 2020 and key duties as required by The Schools (Health Promotion and Nutrition) (Scotland) Act 2007. The Health and Nutrition Inspector (HNI) discussed this information with relevant staff and children. In addition, the HNI examined documentation relating to the effectiveness of whole school approaches to improving the health and wellbeing of children through food in sgoil. Minor areas for improvement have been agreed with the school meals provider.
- The headteacher has created a useful overview for the whole sgoil to identify the needs of all children. Staff generate children's plans where they identify targets and actions. Currently, these do not always reflect clearly enough the steps and measures required to support children to achieve. Staff should now ensure targets are specific and measurable. This should help staff to ensure all children make appropriate progress in their learning and wellbeing. It should also support staff to better see which interventions are successfully improving outcomes for children. The headteacher should also ensure the inclusion of parent and child perspectives within plans. This will strengthen children's ownership of their targets.
- Staff and children have recently reviewed the sgoil's anti-bullying policy. They produced a child-friendly version of this policy which further develops their understanding of this issue. Most children have never experienced, or feel that the sgoil manages well, incidents of bullying.
- All children learn about world religions through their curriculum. Children participate in daily religious observance, with those in Gàidhlig Medium Education doing so in Gàidhlig. There are

well-established links with the church. This range of activities helps children to develop an understanding of all people's faiths and beliefs.

- Staff engagement in professional learning is strengthening their ability to review all aspects of the sgoil's provision to ensure equality and diversity. The range of reading resources has recently been extended to better reflect diversity. Through assemblies, children deepen their understanding of inclusion and difference, and they can explain how these relate to their own lives. They show increased awareness of the needs of others and a stronger understanding of inclusion. This supports them to explore and challenge a range of issues. Staff should continue with their focus on ensuring children have opportunities to understand, promote and celebrate all aspects of diversity. This should support children to develop further their skills and understanding to tackle discrimination and intolerance.

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

- The sgoil roll comprises of a small number of children across P1 to P7. As a result, attainment and progress will be expressed in overall statements, rather than for specific year groups or CfE levels.
- Overall, attainment is good. The majority of children achieve appropriate CfE levels at key milestone stages. There are children across all stages who are capable of achieving more. Almost all children with additional support needs make good progress over time.

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

- The majority of children make good progress. Most children in Gàidhlig Medium Education attain age-appropriate national standards in listening and talking. The majority of children attain age-appropriate levels in reading and writing. Children's attainment is similar in literacy and English, and literacy and Gàidhlig. This meets the national objective of equal competency in Gàidhlig and English by the end of P7. Teachers should continue to monitor approaches to ensure that they have the right balance in developing children's literacy through Gàidhlig and English as they move to the immersion stage. Children's acquired fluency enables them to use confidently Gàidhlig as the language in which to learn across the curriculum.

Listening and Talking

- Across classes, children are confident in talking to adults and in small groups. They take turns respectfully and interact in a timely way to sustain conversations. Children express their ideas, thoughts and feelings with fluency. Children are still to build their skills in debating more complex issues to offer opinions and build on the ideas of others. In these situations, through Gàidhlig, children have a few vocabulary areas in which they are not familiar with Gàidhlig specialist terminology. Children use Gàidhlig beyond the classroom which is enriching their fluency and use of the local dialect. Across levels, most children have a high level of accuracy in grammar, with a few areas to improve. Almost all older children sustain audience interest effectively as they perform through events such as the Mòd.

Reading

- The majority of younger children attempt to sound out and blend letters. They understand features of text such as title, author and the impact of illustrations. Most older children select and listen to texts and explain well their preferences through Gàidhlig and English. They have a clear understanding of the benefits of reading in two languages. Most children read with fluency, understanding and expression using appropriate pace and tone. They are not yet

sufficiently familiar with skills in summarising, skimming and scanning texts. They should be supported to develop their confidence in these areas.

Writing

- Younger children are beginning to write independently and punctuate short sentences correctly. They use capital letters and full stops accurately at the start and end of a sentence. The majority of the older children write in detail across a range of genres. They should now aim to achieve this standard when writing in other areas of the curriculum. Children use paragraphs well to separate thoughts and ideas. They use grammar and writing techniques to engage the reader. Children should practise further their spelling in Gàidhlig and write independently more often.

Attainment in literacy and English

- Overall, the majority of children make good progress in literacy. A small minority of children are capable of a greater rate of progress. In literacy and English, most children achieve age-appropriate standards in listening and talking. The majority of children achieve age-appropriate standards in reading and writing.

Listening and talking

- Most younger children listen well to one another and use eye contact appropriately. They show respect for the views of others within groups. Older children describe the skills needed to present to a group, such as tone, pace of voice and eye contact. They enjoy presenting to their peers but would benefit from developing debating skills and applying these regularly.

Reading

- Younger children read simple sentences with confidence and expression. They read from left to right and use simple punctuation to support their fluency. They are less confident identifying their favourite books or authors. As children progress through the sgoil, the majority describe confidently the difference between fiction and non-fiction. They read fluently and with expression. Older children identify their favourite authors and books confidently and explain their reasons for their choice. They use skills such as skimming and scanning to find key information. Across both first and second levels, children would benefit from further work on asking and answering different types of questions such as literal, evaluative and inferential.

Writing

- Younger children write a simple sentence independently. They use their knowledge of letter sounds and blends well to attempt to write unfamiliar words. Older children spell common words accurately. They use their knowledge of grammar and connectives appropriately in their writing. They understand and use simple punctuation such as commas, exclamation marks and question marks. By the end of P7, children describe the features of different genres. They are not yet confident in using figurative language, such as personification, metaphors or alliteration, to engage their audience. Across the sgoil, children would benefit from greater opportunities to write with less teacher scaffolding to further develop writing independently.

Attainment in Gaelic (Learners)

- Across classes, children use Gàidhlig in daily routines. This usage is not yet progressive. Children exchange a few details of personal and everyday information. They sing in Gàidhlig and enjoy the culture associated with Gàidhlig. Children should be making more accelerated progress in learning Gàidhlig. Teachers should have increased expectations of children's fluency and aim for children to achieve the second curriculum level by the end of P7. This would

enable more speaking of Gàidhlig when children learn and socialise together. As an important next step, the headteacher and staff should also check children's progress in Gaelic (Learners) as part of attainment meetings and in celebrating successes.

Attainment in numeracy and mathematics in Gàidhlig Medium

- Overall, the majority of children make good progress in numeracy and mathematics. Older children would benefit from further opportunities to strengthen their understanding of Gàidhlig mathematical terminology within numeracy lessons to support their learning.

Number, money and measure

- Across the sgoil, children demonstrate confidence in working with number and apply a range of calculation strategies appropriate to their stage through the medium of Gàidhlig. Younger children in the Gàidhlig Medium classes work confidently with numbers, counting forwards and backwards accurately. They recognise and use the mathematical symbols for addition and subtraction. Older children show a secure understanding of place value and use this knowledge effectively in mental and written calculations. Most older children recall multiplication facts accurately and apply these well during problem-solving activities. Children use money confidently in practical situations and solve a range of word problems in Gàidhlig. As children progress through the sgoil, they are developing confidence in mental mathematics strategies. They would benefit from further support to improve the speed and accuracy of mental calculations.

Shape, position and movement

- Younger children accurately identify and describe a variety of two-dimensional shapes and three-dimensional objects. Older children name the properties of three-dimensional objects and identify these accurately within the sgoil environment.

Information handling

- Younger children apply their counting skills well to ask and answer questions and make informed choices based on the information they gather through the medium of Gàidhlig. Across the sgoil, children collect, organise and present data accurately using bar graphs and other simple data-handling approaches. Most children are developing confidence in interpreting information and discussing their findings using appropriate Gàidhlig terminology.

Attainment in numeracy and mathematics through the medium of English

- Overall, the majority of children make good progress in numeracy and mathematics.

Number, money and measure

- Younger children work confidently with numbers appropriate to their stage, counting forwards and backwards with accuracy. They complete simple addition and subtraction calculations and identify accurately the missing numbers in a given sequence. They compare objects by length using appropriate language such as longer and shorter. Younger children should be supported to apply their numeracy skills in a range of real-life and problem-solving contexts. Older children confidently use place value to write numbers accurately. They solve simple fraction problems. Across the sgoil, children undertake measuring activities and describe the correct units of measurement required. Older children would benefit from further work on the relationships between multiplication tables, percentages, fractions and decimals.

Shape, position and movement

- Most younger children accurately identify and describe a variety of two-dimensional shapes and three-dimensional objects. Older children name accurately the properties of three-dimensional objects and apply this knowledge effectively in different contexts including outdoor learning. Older children calculate the area of two-dimensional shapes and classify a range of angles.

Information handling

- Younger children use their counting skills effectively to ask and answer questions and make appropriate choices based on information gathered. Children collect, organise and present data accurately using bar graphs. Children should now continue to build on these skills by exploring and presenting data in a wider range of formats and using this across the curriculum.

Attainment over time

- The headteacher monitors attendance and late coming closely. She acts promptly when children's attendance dips below 90%, working closely with parents to understand the reasons for these dips. Staff use their strong knowledge of the families to discuss sensitively any issues. This is having a positive impact on improving attendance. Attendance is 95% and has been consistently above national average over previous sessions. There are no children on a part-time timetable.
- Due to the small numbers of children at each stage, attainment data over time is variable. Staff use a variety of literacy and numeracy assessments to evidence attainment. The headteacher has supported staff to develop their use of data. The headteacher and staff use information well to identify and deliver universal and targeted interventions. Overall, data shows that the majority of children make expected progress as they move through the school. There is a dip in attainment at first CfE level and this shows recovery as children progress through second level. Teachers and support staff provide a range of targeted interventions which have helped to raise children's attainment. These include, for example, a well-considered literacy intervention which improved children's writing in the older stages. Additionally, recent work on mental maths strategies has resulted in children knowing and using a greater range of strategies. The headteacher and staff should continue to raise attainment and increase the rate of progress for groups of children.

Overall quality of learners' achievements

- Staff celebrate children's successes both within and outwith the sgoil. Children are proud to share their achievements on displays within the sgoil, and the recognition they receive for class awards at assembly. They are rightly proud of their recognition for their work on children's rights. Older children achieve success and often achieve recognition or awards in Gàidhlig language through Dileab an t-Siorraidh and Cuach na Cloinne. Additionally the 'Oifgear Gàidhlig', one of the roles held by the P7 children, nominates a child for the Gàidhlig award. These develop children's confidence, fluency and sense of being important members of a Gàidhlig community.
- Children have a wide range of opportunities to develop skills for life, learning and work. They have opportunities to experience success both in the sgoil and through the highly effective partnerships with local community organisations. Staff collate information on all children's achievements, and this is supporting the sgoil to identify children who would benefit from participation in activities beyond the classroom. Personalised learning opportunities supported by the community allow children to achieve in activities beyond the classroom. Children are

contributing very well to the positive ethos in the sgoil, and all children are part of groups including singing, pupil council, internet safety, eco schools and the development of children's rights. These opportunities are developing children's skills of communication and responsibility. As a next step, staff should support children to identify and discuss the attributes and skills they develop through their achievements.

Equity for all learners

- Staff know children and families well. Staff collaborate effectively with partner agencies to ensure support is coordinated appropriately. They work sensitively and discreetly to ensure children and families benefit from a range of supports offered to them. They have considered the cost of the school day and offer support with items such as uniform and free clubs. This helps ensure financial constraints do not prevent any child from engaging in opportunities for learning and achievement.
- The sgoil receives a small amount of PEF which they contribute to funding an EAW to work with the sgoil weekly for a term. Staff have identified small group or individual interventions for this. These are supporting individual children to become more engaged in class. The headteacher and staff should now strengthen approaches to gathering data to evidence the impact on children's progress and attainment in literacy and numeracy. This information will support them to select the most effective interventions to narrow any attainment gaps and accelerate children's progress further.

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.