

Summarised inspection findings

Bun-sgoil Bhun Easain - Bunessan Primary School

Argyll and Bute Council

23 September 2025

Key contextual information

School name	Bun-sgoil Bhun Easain – Buessan Primary School
Council:	Argyll and Bute Council
SEED number:	8101523
Roll (2025):	26 (13 in Gàidhlig - Gaelic Medium Education and 13 in English Medium Education.)

Bun-sgoil Bhun Easain – Buessan Primary School is a rural and remote school. It offers Gàidhlig and English Medium Education. Gàidhlig Medium Education was established in 2019. Children in English Medium learn Gaelic (Learners) as their first additional language.

The headteacher has been in post since January 2023, having held the post on an acting capacity from October 2022. Until very recently, he was also acting headteacher for a nearby primary school. The headteacher is the only promoted post in the bun-sgoil. He is also the nursery manager. The headteacher has a teaching commitment of 0.4 full-time equivalent. He provides cover for teachers' non-contact class time.

In 2022/23, there were no cases of exclusion.

All children reside in Scottish Index of Multiple Deprivation six.

Unless otherwise stated, the text below applies to both Gàidhlig and English Medium Education,

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

- Across the bun-sgoil, the headteacher provides effective strategic leadership to Bun-sgoil Bhun Easain. He fosters a culture of respect and collaboration. Staff, parents and the wider community engage actively with the bun-sgoil in contributing a shared vision for improvement. The headteacher is leading change and improvement effectively across the bun-sgoil. The staff team provide consistent and effective support, which is leading to a cohesive leadership approach. For a six-month period, an acting principal teacher held leadership responsibilities, while maintaining a teaching role. This resulted in a focus on creating policies for Gàidhlig Medium Education. These policies are beginning to clarify expectations on how aspects of quality total immersion will be achieved at the bun-sgoil. The headteacher and the staff team are respected by the school community. They have increased the community's involvement, interest and confidence in the bun-sgoil.
- Since taking up post, the headteacher has brought a fresh, evaluative perspective to the established vision, values and aims of the bun-sgoil. He links these to the purpose of what children learn in the bun-sgoil and beyond. This has strengthened coherence and relevance

in children's experiences. The headteacher creates and uses networks very well to support his small, rural bun-sgoil and staff in collaborating on practice, resources and professional advice. The bun-sgoil's values are evident in daily interactions, with children articulating them confidently. Children demonstrate ownership of the vision: 'Creating confident learners in a caring and creative community - A' cruthachadh luchd-ionnsachaidh misneachail ann an coimhearsnachd coibhneil agus chruthachail.' To sustain continuous improvement, the headteacher should ensure the bun-sgoil's aims remain specific and actionable, guiding long-term improvement.

- The staff team has a strong understanding of the socio-economic needs of the local community. They have an informed understanding of the challenges faced by families. The staff team has made significant progress in taking forward parents' request to begin a Gàidhlig Medium provision. They are increasing the number of speakers of Gàidhlig. The staff team and partners are also leading on children in English Medium learning Gàidhlig as an additional language – Gaelic (Learners).
- The headteacher and staff team identify a few key priorities to take forward annually. Staff are implementing successfully a national programme for improving children's writing. They are also taking forward well play and an inquiry-based approach to improving children's skills in solving problems. In doing so, staff use specific approaches to self-evaluation for improvement well. They collect and use data to show how they are raising children's attainment. The headteacher has increased the thoroughness of analysing data on attainment and progress. He has put in place strategies to help children make better progress. The staff team are also taking forward points of action set by local authority officers following an evaluation of the bun-sgoil's practice.
- The headteacher ensures that improvement priorities are correctly based on what needs to improve. All teachers should engage more with 'How good is our school?' 4th edition to evaluate the work of the bun-sgoil. This should be articulated further to the context for Gàidhlig using the 'Advice on Gaelic Education' and other evaluative reports. This, along with the more thorough use of a quality assurance calendar, would continue to give an ongoing programme of areas for improvement matched to national expectations. Teachers use professional learning well to reflect on and improve their practice.
- The bun-sgoil's strategic planning for improvement shows impact towards the council's Gàidhlig Language Plan in a few areas. Currently, the staff team is evidencing progress towards equal respect for Gàidhlig, prioritising Gàidhlig, increased support for Gaelic (Learners) and with children taking part in cultural activities. The headteacher should review all proposed bun-sgoil improvement priorities with the Gàidhlig Language Plan. This would integrate Gàidhlig in improvement priorities and keep the approach for Gàidhlig in line with other national and local priorities. The headteacher should continue to work with parents and children in embedding further Gàidhlig in formal matters of the bun-sgoil, such as policies, logos and communications.
- The headteacher visits classes to observe, evaluate, discuss practice and suggest next steps with teachers. The headteacher teaches, which is a way of retaining an ongoing focus on evaluating learning, teaching and assessment. Teachers are reflective and strive for high standards. Their focus is having a direct and positive impact on improving learning, teaching and assessment across the bun-sgoil. As a result, children's outcomes for wellbeing and attainment show sustained improvements. The staff team have created a learning and teaching policy and a strategy to observe children's learning. The staff team should continue to develop the learning and teaching policy to reflect further their context and how it interacts with Gàidhlig immersion.

- Teachers plan to engage in professional review and development meetings with the headteacher. They reflect continually on practice and how they make improvements to learners' outcomes. Teachers identify areas to lead and work on across the bun-sgoil to help them fulfil professional standards.
- The bun-sgoil benefits significantly from the active Parent Council who work tirelessly to raise funds. They help to maintain and encourage the strong community links and provide enriching activities for children, such as trips. Parents appreciate how the headteacher shares important information on the bun-sgoil. Parents should be encouraged to engage further with the school improvement plan, including how Pupil Equity Funding (PEF) is used to close the poverty-related attainment gap.
- Children benefit from the very well-planned opportunities to work together, in and out of class. All children have opportunities to take on leadership roles. For example, they act as helpers in class, and are supportive buddies to younger peers. Children make decisions about their learning. The majority of children can identify aspects of their influence on bun-sgoil life. For example, the pupil council are involved in purchasing resources for their playground. All children's views are yet to be sought by the pupil council.

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 bun-sgoil, children experience a calm, caring and supportive culture where they learn through Gàidhlig and English. Staff are highly attuned to each child's emotional needs, fostering a nurturing environment. This reflects well the bun-sgoil values. As a result, children's behaviour is very positive and respectful. Children promote positive and respectful relationships through a caring, non-confrontational and supportive approach. They are polite and well-behaved. For children in Gàidhlig Medium Education, this culture enhances their total immersion in Gàidhlig.
- Across the bun-sgoil, teachers have a clear focus on learning being engaging and relevant. Children value the support they get from the staff team. They are independent, responsible, and adept at supporting their peers, particularly in multi-level learning settings. Children's confidence in using digital technology to access and process information is well-developed.
- Children and the staff team are proud of their Gàidhlig language, culture and island identity. Children's learning in Gàidhlig Medium Education is based on high-quality total immersion. This includes singing Gàidhlig language songs to progress fluency, drama and miming. Children in English medium also learn Gàidhlig. This is helping develop personal language and a sense of belonging to a community promoting Gàidhlig language and culture. All children take part in events like fèisean and the Mòd. Children in Gàidhlig Medium Education use Gàidhlig consistently in class independent of adults. They should now be encouraged to use Gàidhlig to socialise with their friends in English medium. Gàidhlig is visible and can be heard throughout the bun-sgoil.
- Across the bun-sgoil, children benefit from well-organised lessons. The staff team has high expectations of children's learning and achievements. They share clearly the purpose of learning with children. The staff team discuss with children how they will recognise their successes. They use effective questioning techniques to develop learners' understanding for almost all of the time. Staff should continue to build on this skilled practice to promote even further children's critical thinking.
- The staff team differentiate successfully learning within the multi-level classes to meet the needs of all learners. Children benefit from well-planned activities that allow choice and collaboration. Children discuss their learning confidently in paired and small group activities. Teachers plan meaningful experiences for children to apply their skills in different situations. They make effective use of the local area and partners to support and enhance children's curriculum. As a result, children are confident learners who ably relate their classroom learning to real-life experiences connected to their local community and culture. Teachers should monitor that small group activities challenge consistently all children, while affording skills in working with others.

- Children engage in purposeful outdoor learning using the bun-sgoil's extensive grounds, local beach, forest and community spaces. Children work with specialists in nature to plan walking trails and create bilingual signage. This learning with partners deepens understanding of their classroom experiences. Children are very motivated from applying skills in relevant contexts. Children have real-life experiences in which to use Gàidhlig, while connecting the language to learning for sustainability. Recently, children performed a song in Gàidhlig for royal family members visiting their island.
- Currently, there are no children at P1 in English Medium. Children have a few play situations in which to develop skills in literacy, numeracy and connected to the topic they are learning. Children in Gàidhlig Medium have daily time to play. Younger children play at times throughout the day as part of planned multi-level approaches. They benefit from an additional adult in the room, for some of the time. This ensures regular high-quality interactions to develop fluency and immersion. The staff team should continue to engage with the 'Advice on Gaelic Education' to achieve ample interaction with children in play within a multi-stage class, the Gàidhlig Medium way. Staff team members should monitor that play is increasing children's fluency and learning outcomes.
- Across the bun-sgoil, the staff team use digital technology well to support learning in classes. Children engage with stimulating video content for writing. They routinely use technology to read digital texts, research and assist with Gàidhlig language learning. Children use online dictionaries to extend their vocabulary and support their spelling. The staff team confidently share learning with parents through a digital platform. This is leading to a shared understanding of the learning and progress children make in the curriculum. Older children use informative animations to share their learning in French with Oban High School as a transition project. The staff team should now develop a more progressive approach to developing children's knowledge and skills in digital literacy.
- The staff team use effectively a variety of formative and summative assessments to measure progress, inform planning and address barriers to learning. They are at an early stage of planning a range of high-quality assessments connected to project work. Teachers moderate children's work in writing and numeracy within and beyond the bun-sgoil to support their professional judgements. They now need to continue moderating locally and nationally, to develop further their shared understanding of national standards across the curriculum. The staff team is planning the use of new approaches to developing children's skills in listening and talking. Staff should plan assessment and moderation as part of these new approaches.
- The staff team provide children with clear verbal and written feedback. They need to review how well their feedback raises children's attainment. Children self- and peer-assess against the aims of learning episodes. The staff team adjust plans for learning and assessment to meet more consistently children's learning needs. Teachers should continue focusing on profiling to help children develop an even greater understanding of themselves as learners.
- The staff team plan effectively for breadth in learning over a range of timescales using new progression pathways in literacy and numeracy. Other areas of learning are mainly resource-based. Teachers should continue using progressive pathways to give greater clarity on how well children achieve important features of the curriculum.
- The headteacher is improving how children's progress is checked and monitored in literacy and numeracy. Children's progress in acquiring accuracy in Gàidhlig grammar and phonics is checked. This allows staff to quickly identify children who require additional support in their learning. Children benefit from appropriate universal and targeted supports as and when required. The staff team should continue to check progress across all areas of the curriculum.

2.2 Curriculum: Learning pathways

- Across the bun-sgoil, teachers' planning is structured appropriately around progressive learning pathways in literacy and Gàidhlig, literacy and English and numeracy and mathematics. Staff have created a three-year teaching cycle of themes and contexts to ensure comprehensive coverage of experiences and outcomes across curriculum areas. The staff team is beginning to use these three-year curriculum cycles for project-based learning. They should engage in further moderation to ensure greater consistency on progression, coherence and the development of skills.
- The staff team use a programme to support social and emotional learning specific to the bun-sgoil's context. Children are developing very well essential skills for managing their behaviour, understanding their emotions and working effectively with others.
- The staff team has embedded outdoor learning well, with all children experiencing this regularly. Staff have established strong partnerships with external agencies and organisations to support this work. The staff team use the local environment, including the nearby community garden to enhance children's learning. Children engage enthusiastically in outdoor activities.
- Children in the English Medium learn Gaelic (Learners) as their first additional language. The staff team deliver this. For periods of time, a tutor from Argyll and Bute Council enhances children's learning through topics, singing and cultural activities. Children take part in Seachdain na Gàidhlig – World Gaelic Week. Children learn French from P4 to P7. Children in Gàidhlig Medium Education learn French as their second additional language. Their progress in doing so should be monitored to ensure they are meeting the outcomes for bilingualism through Gàidhlig Medium Education.
- Across the bun-sgoil, all children receive two hours of high-quality physical education (PE) weekly. There is no sports hall in the bun-sgoil. Children use the village area for PE during the winter and the bun-sgoil grounds in the summer. The staff team adjust learning plans well around environmental factors, demonstrating adaptability in curriculum delivery.
- Children benefit from regular visits from the community library to the bun-sgoil. This enables children to explore a variety of texts and promote a love of reading. Children develop an awareness of the library's role in their local community. The staff team should continue to increase children's use of the library going forward and the availability of texts in Gàidhlig.
- Children benefit from structured activities to support their transitions from the pre-five unit to P1 and P7 to secondary school. Children are supported with leaving home, travel and living in a hostel during the school week.
- The information in the handbook on the curriculum needs updating. In doing this, the language and content should reflect that Curriculum for Excellence (CfE) is the totality of children's learning experiences. Gàidhlig Medium Education needs to be included in the handbook to reflect its integral role in the curriculum.

2.7 Partnerships: Impact on learners – parental engagement

- The Parent Council and the wider parent group provide strong support for the bun-sgoil. All parents are encouraged to be involved in the bun-sgoil. The staff team offer parents a useful list of ways through which they can contribute to the bun-sgoil. Parents' contributions are highly valued by the staff team.
- Parents support Gàidhlig Medium Education very well. They participate actively in events with their younger children to share stories and singing songs in Gàidhlig. The staff team promote local opportunities for families to develop fluency in Gàidhlig. Children share 'Abairt na Seachdain – The Weekly Gaelic Phrase' within the community. This is extending the use of Gàidhlig beyond the bun-sgoil.
- Across the bun-sgoil, the staff team should continue to engage all parents in meaningful consultation, ensuring they gather views on what is working well in the bun-sgoil and what could be improved. Parents have clear suggestions on how this could be progressed.
- Parents have concerns about transitions. The local authority should continue to support parents with their children's transitions to secondary.

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

- Across the bun-sgoil, the staff team foster consistently positive, caring and respectful relationships with children. These demonstrate the bun-sgoil values, with kindness and respect in every interaction. This is evident in all classes and more consistently in the playground. This strong sense of community ensures all members of the bun-sgoil feel valued. Staff use their knowledge of the context of the bun-sgoil and families to support children very effectively. All classes start the day with an emotional check in, allowing staff to identify and address concerns. As a result, all children feel safe in the bun-sgoil. Most children trust that adults will listen to their worries. The bun-sgoil values are reflected clearly in children's behaviour and interactions.
- Children understand clearly the importance of their wellbeing. Almost all children feel that the staff teach them to have a healthy lifestyle. For example, staff are helping children to make informed choices about nutrition. They engage in regular physical exercise and a wide range of clubs and sporting activities. From P3, children take part in an annual block of swimming lessons. Children learn about how to keep safe around water, with the support of partners. As a result of this effective partnership working, children develop a strong understanding of water safety. They improve their gross motor skills, resilience and teamwork.
- The staff team use rights-based assessments to measure outcomes in children's wellbeing. Children should use the wellbeing indicators to review and assess their own health and wellbeing during the year. This would give staff a meaningful way of monitoring and tracking children's wellbeing regularly. Children would have a wider range of information to draw on in making choices to support their wellbeing.
- Children are increasing their understanding of their rights, and the need to respect the rights of others. This is from the focus on United Nations Charter for the Rights of the Child (UNCRC). Children have a better understanding of how to be inclusive and respectful, as a result. Children choose UNCRC articles that are relevant to their learning across the curriculum. To honour the linguistic diversity of the learning environment, they display UNCRC articles bilingually. As a result, children recognise that this respects the languages through which children learn. All children have a clear understanding of how rights and responsibilities apply to real life.
- Children recognise that their health and wellbeing curriculum helps supports a healthy lifestyle. The headteacher has strategically reviewed the curriculum and identified how high-level experiences and outcomes are taken forward. Children link PE lessons and sports to keeping fit. Children feel equipped to navigate peer-related challenges from being playground leaders. They trust staff to provide guidance when necessary. All children say either they have never experienced bullying or the bun-sgoil deals well with bullying. The headteacher should continue

developing the approach to health and wellbeing by being clear on progression, high-quality assessments and pedagogy.

- Children participate actively in making choices and contributing to collective choices. A few make important decisions in the pupil council to purchase playground resources. Children have worked towards national accreditation in children's rights and for sporting events. As a result, almost all children develop their teamwork, cooperation, leadership and communication skills well.
- The staff team fully understand and fulfil their statutory responsibilities to ensure positive outcomes for children. They know children and families who may require additional support. The headteacher uses the local authority staged intervention approaches to assess and support children. The headteacher has improved tracking of children's progress to show how well interventions are impacting positively on learning. Staff ensure that Religious Observance and children's rights legislation are embedded meaningfully in practice. They should ensure that islands and Gàidhlig legislation are fully met.
- The headteacher and staff are implementing successfully the Statutory Guidance on Gaelic Education, 2017. The first cohort of children, whose parents opted for Gàidhlig Medium Education, has moved to secondary school. There is an emerging pattern of children continuing with Gàidhlig Medium Education as children move from the pre-five unit to bun-sgoil. The headteacher should continue refining class arrangements to take account of aspects of total immersion that work best with two adults in the room. Children in English Medium learn Gàidhlig as their first additional language. All children engage well with Gàidhlig culture and music. The headteacher should continue to use pupil uptake data to plan strategically for Gàidhlig Medium Education. This should include closing the gap where total immersion is not available for the whole of the early level.
- All children engage meaningfully with equality and diversity through assemblies and learning that links subjects. A recent careers week focused on promoting gender equality and Gàidhlig. Children's awareness of social equity in the workplace was broadened, as a result. Children raise funds for those experiencing financial hardships. This reinforces their commitment to fairness and empathy. The staff team should continue to map where and how well equality and diversity is taken forward progressively in the curriculum. This should improve children's knowledge of the protected characteristics. Children should be empowered further to recognise and challenge discrimination and intolerance when necessary.
- Teachers work very effectively at all transition stages. They support children well as they come to P1 from the pre-five unit or move from home for secondary school. Teachers share a range of appropriate information well to ensure children's continuity of learning, wellbeing and progress. They should continue to strengthen children's independence in retaining a profile of learning at P7. The children who will be in new P1 next session, benefit from regular opportunities within the Gàidhlig Medium class. The staff team and children from the bun-sgoil have visited the pre-five unit to get to know children. The older children read stories to their friends in the pre-five unit. Children in P6 and P7 participate in a residential experience to prepare them for being away from home and staying in a hostel. Children make friends with peers from other remote areas, supporting social integration as they move to secondary school. The careers fair enhances children's awareness of local employment opportunities, fostering aspirations to return to the island post-secondary school. Staff work effectively with local businesses to fulfil duties, contributing to the sustainability of the island's economy.

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 bun-sgoil roll comprises a small number of children across English and Gàidhlig Medium Education. There are fewer than five children at each stage, with no children at some stages. As a result, attainment and progress will be expressed in overall statements, rather than for specific year groups or CfE levels.
- Overall, children make good progress in literacy and numeracy in both the classes for Gàidhlig and English Medium Education. They achieve appropriate CfE levels at key milestone stages.

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

Listening and Talking

- All children listen actively to the use of Gàidhlig in their learning through total immersion approaches. By the older stages, children gain confidence in speaking Gàidhlig to each other and adults in small group and paired activities. Children gain skills in addressing big audiences through staging shows for the community. The older children support younger children very well in play contexts to ensure regular interactions between them and their peers. The older children understand the importance of using Gàidhlig to support their and other's fluency. The younger children respond in communication with actions and English. Children's progress should be accelerated by maximising total immersion at the early level. Older children express well their sound ideas and opinions. They add to their range of specialist vocabulary through topic work and in curriculum areas. Children should develop debating skills in which they justify their challenge of others' views. Their fluency in Gàidhlig would be enhanced further by consistently answering questions in the same tense as asked.

Reading

- As appropriate to their age and stage, children read fluently in Gàidhlig, with the older children also reading in English. Children are increasing their fluency, pace and expression when reading Gàidhlig. Children describe a few reasons for why they enjoy reading books. Children are aware of how to summarise text. They are not often enough making notes from oral or written text. Children's next step is to be more analytic in describing appealing features of a text. Children at the younger stages are increasing their knowledge of sounds and patterns to read and understand words in Gàidhlig.

Writing

- Children's shorter pieces of writing in Gàidhlig are improving, with increased accuracy in grammar. They use a range of verbs to increase the ways sentences are started. Children enjoy a writing intervention, which helps them understand their successes in writing. Children are independent in knowing how to review their writing and that of others. Children are clear on the importance of writing from doing so for relevant purposes. For example, children were

involved in creating bilingual signs for a nature trail in the community. Children should now continue writing longer texts, focusing on spelling complex words accurately and handwriting, while strengthening their creative expression.

Attainment in literacy and English through the medium of English

- Overall, children's progress and attainment are good.

Listening and talking

- Overall, children make good progress in listening and talking. At first and second levels, children listen respectfully to one another to share ideas and opinions in groups led by adults. They are less likely to take their turn in speaking when children are leading the groups. Children should now develop more skills in discussing different views.

Reading

- Overall, children make good progress in reading. By the older stages, children read aloud with fluency. Children have a good understanding of punctuation and how it influences messages from texts. Most children are confident in the difference between fact and opinion. Children give a few reasons for selecting texts to read. They are familiar with predicting what happens in a story. Children should continue to develop skills in scanning, skimming and summarising texts.

Writing

- Children make good progress in writing. Children's confidence and enjoyment from writing is increasing their vocabulary and accuracy within a specified length of time to write. Children are ready for increasing the range of purposes for which they write across different areas of the curriculum. They should increase their skills in writing to persuade and with creative expression.

Gaelic (Learners) in English Medium Education

- Children make positive progress with early language for Gaelic (Learners). They share and ask questions about personal information, feelings and food. Children use Gàidhlig in a few routines. They celebrate the language and its culture in special events such as Seachdain na Gàidhlig – World Gaelic week, Mòd and a shinty competition. Children are still to be encouraged to use Gàidhlig in shared areas of the bun-sgoil to contribute to creating a culture for immersion for their friends in Gàidhlig Medium Education. Children's progress in Gaelic (Learners) should be checked regularly by staff, so that children are accelerating their progress in CfE second level outcomes by the end of P7.

Numeracy and mathematics in Gàidhlig and English Medium Education

- Overall, children's attainment in numeracy and mathematics in Gàidhlig Medium and English Medium Education is good. Most children are making good progress across the bun-sgoil with a few exceeding expected levels.

Number, money and measure

- In Gàidhlig and English Medium Education, most children are developing their understanding of addition, subtraction, multiplication and division appropriate to their stage. Children should continue to apply a range of strategies to problems, reinforcing their mathematical reasoning. At the early level in Gàidhlig Medium, most children are using the numbers 0-30 while measuring objects. Children compare the length and height of models they have constructed. At first level, most children measure accurately larger items using spans and centimetres. Older children apply their skills in real-life situations, such as measuring bun-sgoil uniform sizes and producing a map of Mull to scale. In English Medium, at first and second levels, children use and convert units of measurement successfully. Older children across the bun-sgoil learn effectively about budgets and financial education through enterprise. Younger

children are less confident in shopping scenarios and using change. Across both Gàidhlig and English Medium, children need to practise their understanding and application of time and duration.

Shape, position and movement

- In Gàidhlig and English Medium, most children at first and second level can identify a range of two-dimensional shapes and explain the properties of three-dimensional objects. Children name compass points and use directional language well. By P7, children in both mediums understand the terminology and application of angles. Children in Gàidhlig Medium Education need to revise mathematical vocabulary and phrases in Gàidhlig regularly. This would help to reduce their reliance and use of English while learning in mathematics.

Information handling

- At the early stages, children are able to sort objects by size and colour. Across the bun-sgoil, children gather information successfully and use tally marks, pictorial graphs and bar graphs to collate data. They make calculations and analyse data successfully. Children should continue to develop their information handling skills through the use of digital technology and real-life problems.

Attainment over time

- Children's attendance is improving in 2024/25 but remains below the national averages. This requires ongoing monitoring. The headteacher follows local authority's guidance on maximising attendance to improve outcomes. All children attend bun-sgoil for the recommended 25 hours a week. The headteacher is tracking a few children's attendance. As part of this process, the headteacher works with parents until attendance has improved. Current absences over 10% are attributed to family and medical reasons. The bun-sgoil's rural location, and the disruption to ferries to enable children to travel to the mainland, results in children being absent for a day for short appointments. There are a number of tourist-related work opportunities on Mull. Some parents take family holidays when the tourist season is quiet, which is out with bun-sgoil holiday time.
- The headteacher monitors regularly individual children's progress in literacy and numeracy over time. He discusses this data with teachers and the local authority. The data is increasingly robust. The headteacher should ensure that the current approaches to children writing shorter pieces of writing regularly is not restricting the range, length and level of creativity. This criterion is essential in making professional judgements on national standards in writing. The staff team should ensure listening and talking are moderated, particularly given their critical roles in immersion and language development. The headteacher should ensure thorough monitoring and tracking of progress over time in all curricular areas and subjects.

Overall quality of learners' achievements

- Children develop valuable personal and academic skills through their keen interest in taking part in regular opportunities for achievement. Teachers should formally track wider achievements across bun-sgoil and home. Children's accomplishments are celebrated in assemblies, reinforcing a positive culture. Children maintain a display board showing the range of their achievements. They connect readily their successes to contributing to values. Children receive local and national recognitions, including the Gold Sports Award for taking part in a range of sports and leisure events.
- Children are beginning to identify how learning in a range of situations supports them to develop confidence and demonstrate the bun-sgoil values. As a next step, teachers should track how well children take part in a range of opportunities and develop skills from personal achievements.

- Children develop skills and fluency from celebrating Gàidhlig language, music and culture. They participate in local Mòd, fèisean and shinty. Staff and parents plan carefully to develop local skills, for example in music, and connecting to the community with shows and the community càfè. Children are developing their skills in communication, public speaking, leadership and performing arts.

Equity for all learners

- The staff team understand very well the island context of their bun-sgoil. Staff's effective action has reduced the cost of the bun-sgoil day. Staff check that family circumstances are not a barrier to children taking part and being included in learning. This includes supporting families with transport, swimming lessons, residential trips and visits. Parents have identified a gap in music and have purchased instruments for the bun-sgoil.
- Staff use their knowledge of children's needs very well to deliver targeted interventions using PEF. While digital tablets have been purchased, the impact of this investment on accelerating progress has yet to be measured. Staff have measured the impact of how additional adult time increases interactions during immersion play. This is improving children's fluency in Gàidhlig and engagement during play.

Practice worth sharing more widely

Children at Bun-sgoil Bhun Easain – Buinessan Primary School experience learning that connects them to their island identity and what matters to them locally. They are proud of their island and its uniqueness.

Children are immersed in Gàidhlig language, culture and music. Those in English Medium Education learn the language as their first additional language. To help children identify with Gàidhlig, they worked with a university expert on Gàidhlig place names. Children created a wall display giving the Gàidhlig derivation of the places in which they reside. Children also worked with a partner to make bilingual signage for a nature trail, while sharpening their skills in grammar. This increased their sense of belonging to Gàidhlig and the island.

The staff team are aware of the additional challenges of attracting children back to the island when they leave for secondary school at the end of P7. They organised an innovative careers fair for children to develop their awareness of the career opportunities on the island. Local partners and businesses supported them very well, with children gaining an extensive knowledge of local employment opportunities. Children learnt of opportunities for apprenticeships where they can study and gain work experience on the island.

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.