

9 June 2026

Dear Parent/Carer

In October 2023, HM Inspectors published a letter on Sgoil Ùige – Uig Primary School. The letter sets out a number of areas for improvement, which we agreed with the Sgoil Ùige and Comhairle nan Eilean Siar. We subsequently returned to Sgoil Ùige to look at how it had continued to improve its work, and published other letters in September 2024 and April 2025. Recently, as you may know, we visited Sgoil Ùige again. During our visit, we talked to children and worked closely with the headteacher and staff. We heard from the headteacher, the executive headteacher who is responsible for a cluster of schools, and other staff about the steps Sgoil Ùige has taken to improve. We looked at particular areas that had been identified in the original inspection. As a result, we were able to find out about the progress Sgoil Ùige has made and how well this is supporting children's learning and achievements. This letter sets out what we found.

Increase the leadership and pace of improving key areas impacting on learning and attainment, based on robust self-evaluation arrangements. A range of stakeholders, including the staff team, parents and children should have lead roles for taking forward improvements in the school.

There has been strong, steady progress with this area for improvement since the last further inspection. The headteacher has strengthened the strategic leadership of Sgoil Ùige. She has created a positive, supportive climate for improvement. She works closely with staff, parents and children to create trusting and reassuring relationships. Staff now have very well-structured processes for evaluating their work. The headteacher has a strong professional knowledge of the local area and what is important to those living in the community. The headteacher uses this knowledge to produce an accurate plan for improving the sgoil. Staff collaborate well to improve learning and teaching, and should continue to do so. Children's learning experiences are improving. Teachers are making better use of assessment and targeted support to help children progress in their learning.

Parents, children and the wider community play an active role in shaping improvements across the sgoil. Children contribute confidently through various leadership groups. Parents are involved more regularly through clear communication and a recent family learning event. Children's learning is now better planned, including for children requiring additional support with their learning. Partners are invited at an early stage of planning to suggest how they may contribute to children's learning.

Develop and use a policy for total immersion education to strengthen children's progress and fluency in Gàidhlig. This should increase the quality and entirety of total immersion across all areas of children's learning.

The headteacher and staff have made strong progress with this area for improvement. The headteacher, working with the executive headteacher, has produced a high-quality policy to guide staff, parents and children in delivering Gàidhlig. This is being updated to reflect new legislation. Staff should continue using this policy, with national Advice on Gaelic Education and national inspection reports, to keep strengthening immersion and Gaelic (Learners) provision.

Across the sgoil, children benefit from hearing staff speak very fluent Gàidhlig. This helps make total immersion a natural part of daily learning. Children are very confident in using Gàidhlig in class and around the sgoil. They initiate independently conversations in Gàidhlig with their friends and staff. Younger children build well on the strong start they receive in the sgoil-àraich. The headteacher promotes Gàidhlig strongly in all communication.

Children continue to work with partners and the community to learn about local heritage, language and culture. The community is very supportive of their sgoil. At the time of the further inspection, after-school immersion clubs ran by Comunn na Gàidhlig (CNAG) were not taking place. Children's experiences would be enriched further by reinstating these clubs so that children hear and use Gàidhlig beyond the classroom.

The headteacher and staff have increased their targeted planning to promote children's individual learning of Gàidhlig. They continue to support children to start immersion later to ensure that children moving to Sgoil Ùige do not miss out on learning Gàidhlig. The headteacher and staff help children studying Gaelic (Learners) make positive progress. Gaelic (Learners) is taught well through lessons and by children hearing Gàidhlig from being in an immersion environment. In Gàidhlig and English Medium Education, children help make decisions about Gàidhlig through Comataidh Gàidhlig. Displays across the sgoil celebrate better children's learning and the importance of the Gàidhlig language.

Continue to develop the curriculum to be clear on the progress that children make as they move from stage to stage at Sgoil Ùige. Teachers should have well-defined approaches to developing reading and writing, in Gàidhlig and English, health and wellbeing and Gaelic (Learners).

The headteacher and staff have made positive progress in improving the curriculum and learning across the sgoil. Teachers are beginning to use better guidance to plan children's learning in all subjects, including literacy in English and Gàidhlig, and numeracy. Lessons are increasingly well-matched to children's learning needs. Staff now receive regular, helpful feedback from the headteacher to support high-quality teaching. Going forward, the headteacher should ensure that teachers identify a sufficient range of learning across all areas of the curriculum over the session.

Children benefit from improved approaches to listening, talking, reading and writing in Gàidhlig and English. Staff also use a progression pathway and policy for wellbeing. Children assisted in developing the policy. This is helping children understand how to stay healthy and feel safe in Sgoil Ùige.

Outdoor learning continues to be a key part of the curriculum. This is now more purposeful with activities planned around the local area and, as much as possible, through Gàidhlig. Children are becoming more knowledgeable about sustaining their local environment. They learn about and use Gàidhlig in the environment, and as appropriate English, in real-life situations while learning outdoors.

Raise children's attainment in all aspects of learning and make better use of information from assessment, professional dialogue and tracking meetings.

The headteacher and staff are making positive progress with this area for improvement, with potential for continued improvement. Across Gàidhlig and English Medium Education, children are making steady progress in their learning and attainment. Teachers explain learning clearly and provide activities that are well-matched to children's needs. Children now have regular conversations with teachers to help them understand what they do well and what they need to work on next. Parents can also see their child's progress through an online platform.

Children who need extra help with their learning have clear plans in place, with parents fully involved in reviewing these plans. The executive headteacher should continue working with parents to clarify how a coherent approach is taken to support children who require additional support with their learning. This should have a particular focus on supporting children as they move from stage to stage, particularly into secondary. The headteacher has strengthened how teachers check children's progress and attainment. Teachers meet regularly with the headteacher to review assessment information. This is helping staff plan learning more effectively and identify where children need more challenge.

Children make much improved progress in numeracy, mathematics, listening, talking reading and writing. Younger children show greater confidence with early number skills, and older children are developing their understanding of more challenging mathematical ideas. Children are reading more confidently and improving their writing across different types of tasks. As a next step, teachers should embed assessment practices across all curricular areas.

What happens next?

The sgoil has made good progress since the original inspection. We are confident that the sgoil has the capacity to continue to improve and so we will make no more visits in connection with this inspection. Comhairle nan Eilean Siar will inform parents about the sgoil's progress as part of its arrangements for reporting on the quality of its schools.

Joan C. Esson
HM Inspector

On behalf of His Majesty's Chief Inspector of Education in Scotland.