## Standards and Quality Report

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**School/ELC Setting:   Bun-sgoil Ghàidhlig Loch Abar**

**Head Teacher: Kieran MacInnes**

**Date submitted: 24.06.22**

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## Context of the school:

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Bun Sgoil Ghàidhlig Loch Abar (Lochaber Gaelic Primary School) is situated 3 miles west of Fort William in the village of Caol.  Children from across the Lochaber area attend our school.  The current roll of the school for next session is 135 pupils in our primary and 39 pupils in our Sgoil-àraich (Nursery) – this represents significant growth in our Primary since our opening in 2015. A two class extension was finished in 2022 to accommodate this growth.   We are a non-denominational school.  BSGLA is a Gaelic primary school.  Children are fully immersed in the Gaelic language until P4 where children then begin to learn English.  By P7, children are educated with a model of 50% Gaelic and 50% English in reading / writing, with Gaelic being used as the language of instruction.  Children also learn French as a 3rd language.  We also offer flexible childcare to nursery aged children as well as offer out of school care to primary aged children.  We continue to offer 1140 hours in our nursery.

This year we have received £115508 of PEF funding, this includes a £2033 carry forward fro mlast session. The majority of this money will be spent on a PSA to support with Gaelic literacy and Health and Wellbeing.

We have had a significant increase in staffing in our school and out of school care service with three teachers and an out of school care auxiliary recently having been appointed.

7% of our school population are currently in receipt of FSM.
1 child at BSGLA has English as an additional language.
6 children are identified as having ASN (level 3 or 4).

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## School Vision, Values and Aims:

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Our vision at Bun-Sgoil Ghàidhlig Loch Abar is to ensure that our youngsters learn at the very heart of our <u>language</u>, our <u>culture</u> and our <u>community</u>.  Our values are underlined within this statement.

• To create a secure, happy and friendly environment where our learners are valued and encouraged to develop academically, socially, emotionally and creatively to the best of their ability in and beyond the classroom.
• To promote, enhance, celebrate and immerse our children in Gaelic language and culture.
• To support our children to reach their full potential and be inspired to learn.
• To embed digital technology at the heart of our learning and teaching.
• To ensure our children take care of their environment and become responsible caring citizens.
• To work in partnership with our partners to develop the life and ethos of our school and community.

**Summary of Standards and Quality Report/School Improvement Plan engagement process:**

The process of engaging with the whole school community when we are developing our Standards and Quality Report and School Improvement Plan involves seeking the views of a wide range of people. Usually, we would discuss these documents with, for example:

- Teachers, Early Learning and Childcare (ELC) staff and other school staff
- Parents of children in the school and Early Learning and Childcare setting
- Pupils
- Partners that work with and support the school
- Other schools with which we link.

Session , like session 22/23, has been extremely unusual with more limited opportunities for in-person engagement and consistent staffing difficulties.  This has affected the way we would be normally engage with our school/ELC community about our Standards and Quality Report and School Improvement Plan, and we have had to put most of that activity on hold for this session, as we did last session.  As a result, we will be developing our documents with less consultation than is usually the case.  We hope to be able to return to fuller consultation in session 22/23.

**Our overall evaluation of the school's capacity for continuous improvement (including ELC setting:**

**Our capacity for continuous improvement, like that of every school/ELC setting in the country, has been affected by the periods of remote learning and other disruption caused by the Covid-19 situation.  This has restricted our ability to complete planned improvements and to evaluate the effectiveness of changes we have made.**

**Review of School Improvement Work against the National Improvement Framework Priorities**

**What we have done to close the attainment gap, to raise attainment, to improve health and wellbeing and to improve employability skills:**

In the past year we have mainly worked on improvement projects designed to help us to sustain learning in the context of the pandemic.  Our School Improvement Plan for session 21/22 contains details of what we planned to do.  We used various resources such as the Pupil Equity Fund to support attainment, health and wellbeing and to try to ensure the highest quality of learning and teaching.

# QI 1.3
# Leadership of change

**Themes (*HGIOS?4*)**
- Developing a shared vision, values and aims relevant to the school and its community
- Strategic planning for continuous improvement
- Implementing improvement and change

**Themes (*HGIOELC?*)**
- Developing a shared vision, values and aims relevant to the ELC setting and its community
- Strategic planning for continuous improvement
- Implementing improvement and change

**Question 1**
**How are we doing? What's working well for our learners? What are the features of effective practice in our school and ELC setting?**

**Developing a shared vision, values and aims relevant to the school and its community:**
- ✓ All stakeholders take ownership of our inspirational vision, values and aims within our school community, which we review and revisit. Continued engagement with stakeholders to spite Covid challenges.
- ✓ All staff strive to share educational values and professional standards.
- ✓ Our SIP is shared with all stakeholders.
- ✓ Staff are aware of the context of the school socially, economically and culturally and use this to help reflect on our vision, values and aims.

**Strategic planning for continuous improvement:**
- ✓ Staff have high expectations of all learners.
- ✓ Staff are involved in school improvement planning process.
- ✓ Professional dialogue continues to inform steps to success.
- ✓ Analysis of data informs direction of change within literacy, numeracy and health & wellbeing.
- ✓ Stakeholder surveys and conversations help to shape improvement.
- ✓ Parental involvement with the introduction of outdoor learning/play in Early Years setting/P1.
- ✓ Leaders keep staff informed of changes and key information.

**Implementing improvement and change:**
- ✓ Staff are engaged with CPD opportunities to inspire creativity, innovation and enquiry.
- ✓ Staff utilise PDRs to reflect and continually develop.
- ✓ All stakeholders are aware of the programme for monitoring.
- ✓ HT gives clear direction to ensure that the pace of change is appropriate and sustainable for the improvement agenda.
- ✓ Early Years setting regularly involve learners to evaluate changes and the impact this has on their learning.

**Question 2**
**How do we know?  What evidence do we have of positive impact on our learners?**

**Developing a shared vision, values and aims relevant to the school and its community:**
- ✓ Our vision, values and aims are visible across our school community.
- ✓ GTCS standards are embedded at all levels.
- ✓ Clear understanding by all stakeholders of the social, economic and cultural context of the school. Continued promotion of Gaelic culture with whole community.

- ✓ Pupil voice is evident from our school committees.
- ✓ Parent council meet regularly striving to deliver our vision, values and aims.

**Strategic planning for continuous improvement:**
- ✓ School Improvement Plan
- ✓ Pupil trackers showing RAG rating, pupil equity resourcing and pupil progress.
- ✓ Staff are leaders in learning within and out with the classroom.
- ✓ Staff lead various aspects of the curriculum and share with others.
- ✓ Sampling of evidence and learning conversations help to plan for improvement.
- ✓ Minutes of meetings
- ✓ Outdoor space development including new polytunnel
- ✓ Regular meetings with staff to keep them up to date with key information.

**Implementing improvement and change:**
- ✓ Staff very reflective and open to change.
- ✓ All stakeholder feedback is used to deliver change.
- ✓ Engagement with outside bodies such as E-sgoil and Comunn na Gàidhlig to drive improvement in our school.

**Question 3**
**What could we do now?  What actions would move us forward?**

- Committees further developed to allow all staff opportunities to lead
- Further joint working between Primary and ELC
- Increased consultation with stakeholders and community partners
- Establishment of SMT team with PT and HT once recruited.

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| **Our current evaluation of this QI using the *How good is our school? (4th edition)* six-point scale** | good |
| **Our current evaluation of this QI using the *How good is our early learning and childcare?* six-point scale** | good |

## QI 2.3
## Learning, teaching and assessment

**Themes (*HGIOS?4*)**
- Learning and engagement
- Quality of teaching
- Effective use of assessment
- Planning, tracking and monitoring

**Themes (*HGIOELC?*)**
- Learning and engagement
- Quality of interactions
- Effective use of assessment
- Planning, tracking and monitoring

**Question 1**
**How are we doing? What's working well for our learners? What are the features of effective practice in our school and ELC setting?**

**Learning and engagement:**
- ✓ Learning environment is positive and nurturing placing a positive ethos on high quality learning.
- ✓ Learning experiences are motivating using real life contexts and developing skills for life, learning and work.
- ✓ Gaelic is at the heart of every learners' experience.
- ✓ Pupil achievements are celebrated in and out of school leading to them being aware of the skills they are learning for life, learning and work.
- ✓ Learners take on a wide range of leadership roles.
- ✓ Our pupils are developing their knowledge of rights linked with SHANARRI.
- ✓ Digital technologies are well used to support learning in all classes.
- ✓ Children confidently share their learning using mediums such as Class Dojo and assemblies.
- ✓ Child lead learning through a range of strategies including spontaneous planning to develop current interests and demonstrate engagement across a range of curricular areas.

**Quality of teaching:**
- ✓ Staff know their learners well and ensure that they are fully supported and challenged effectively to meet their full potential.
- ✓ Staff use a range of tools and educational research to further enhance the quality of teaching.
- ✓ Our pupils can apply the skills they are learning to real life contexts.
- ✓ Pupils and staff use the local area as part of their learning environment.
- ✓ Monitoring includes sampling of evidence, profiling and moderation.
- ✓ Developing oral Gaelic skills through the use of Gaelic songs and rhymes.
- ✓ Personal CPD opportunities including staff training days, professional reading and Words Up training (Sgoil-àraich).
- ✓ Positive pupil/staff interaction to encourage imaginative play.

**Effective use of assessment:**
- ✓ Learning intentions and success criteria are evident in all classes. Learning mascot "Seonaidh" provides a framework for younger learners to access learning intentions and success criteria through Gaelic.
- ✓ A range of assessment strategies used to help support next steps in learning.
- ✓ AiFL strategies are embedded into learning within the classroom.
- ✓ Pupils are involved in target setting and next steps in their learning.
- ✓ Staff members are trained and part of a TLC to help build knowledge of key assessment tasks and moderate evidence.
- ✓ Parental involvement is evident from learning snapshots, conversations and yearly reports.
- ✓ SNSA, Snapshots used to determine next steps in learning
- ✓ Learning journeys and evaluation of children's feedback helps to shape next steps in learning

**Planning, tracking and monitoring:**

- ✓ Relevant planning documents and curriculum planning in place.
- ✓ Staff are very knowledge about their pupils progress and next steps.
- ✓ Development overviews used to identify gaps in learning at early level.
- ✓ A range of documents to support tracking and monitoring across the school are in place – discussed to support interventions and next steps.
- ✓ School staff use new HC grammar and oral Gaelic frameworks
- ✓ Systematic phonics approach being used across the school.

**Question 2**
**How do we know? What evidence do we have of positive impact on our learners?**

**Learning and engagement:**

- ✓ Mile a day.
- ✓ Class charters
- ✓ Committees
- ✓ Class Dojo
- ✓ Assemblies
- ✓ Facebook/Twitter
- ✓ Websites
- ✓ Range of feedback from – questionnaires (all stakeholders), oral feedback, pupil voice, committees etc.
- ✓ Differentiated planning
- ✓ Child's plans/IEP's
- ✓ Leadership roles – canteen duties, Gaelic helpers etc.
- ✓ Spontaneous planning based on current interest.
- ✓ Interactions between children recorded in learning journeys.
- ✓ Using leadership roles within Sgoil-àraich and school to further encourage children to develop responsibility and assessing risk i.e. daily helpers throughout Sgoil-àraich and the school this year, buddy system during transition, playground duties in upper stages.

**Quality of teaching:**

- ✓ Forward planning including pupil voice.
- ✓ Pupil comments during learning conversations and on learning snapshots.
- ✓ Parental involvement to support teaching
- ✓ Tracking, moderation - Writing, Maths (School) , learning conversations (School) and learning journals (Sgoil-àraich) ongoing, Class DoJo (Whole school) embedded throughout the school. Questioning and answering strategies  (Words Up)

**Effective use of assessment:**

- ✓ Differentiated learning snapshots shared throughout the year.
- ✓ Yearly reports.
- ✓ Peer assessment, oral feedback and self-assessment strategies.
- ✓ Learning conversations
- ✓ SPP Tracker/Whole School Tracking System
- ✓ Nursery development overviews
- ✓ Teacher assessment folders
- ✓ Emerging literacy
- ✓ Moderation, learning and evidence feedback.
- ✓ Benchmarks from Education Scotland.

**Planning, tracking and monitoring:**

- ✓ Short, medium and long term planners in place.

- ✓ Learning snapshots.
- ✓ Three year rolling programme.
- ✓ Pupil tracker which includes data on RAG, PEF, SPP data, SNSA data, FSM data and teacher judgements – all reviewed on a termly basis as part of tracking with staff.
- ✓ ASN/Support Timetable.
- ✓ Forward planning folders.
- ✓ Monitoring feedback
- ✓ Systematic phonics approach embedded across the school.
- ✓ Monitor of learning journeys
- ✓ Developmental Overviews (Sgoil-àraich).
- ✓ Staff meetings to discuss child led plans
- ✓ Learning conversations and Individual Learning Journals (Sgoil-àraich)
- ✓ Professional input e.g. physiotherapist, diabetic nurse, eye specialist
- ✓ Child's Plan meetings and multi-agency meetings
- ✓ Form 1s across the whole school highlighting achievable targets and next steps
- ✓ PEF money to support identified pupils.

**Question 3**
**What could we do now?  What actions would move us forward?**

- Moderation activities undertaken within ASG and Gaelic Area Schools Group.
- Regular timetabled observations of good practice.
- Further develop knowledge and practice in relation to dialogic teaching and Talk for Writing approaches.

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| **Our current evaluation of this QI using the *How good is our school? (4th edition)* six-point scale – based on an incomplete analysis of our progress (because of the periods of remote learning).** | **good** |
| **Our current evaluation of this QI using the *How good is our early learning and childcare?* six-point scale – based on an incomplete analysis of our progress (because of the periods of remote learning).** | **good** |

## QI 3.1
## Ensuring wellbeing, equality and inclusion

**Themes (*HGIOS?4*)**
- Wellbeing
- Fulfilment of statutory duties
- Inclusion and equality

**Themes (*HGIOELC*)**
- Wellbeing
- Fulfilment of statutory duties
- Inclusion and equality

### Question 1
**How are we doing? What's working well for our learners? What are the features of effective practice in our school and ELC setting?**

- Usually in this section of the Standards and Quality Report we would be writing about what parts of our Improvement Plan have led to better outcomes for our learners. Because of the periods of remote learning it is difficult for us to do that. Here are some key features of our work that describe what we do well in "Ensuring wellbeing, equality and inclusion".

**Wellbeing:**
- ✓ We have a positive ethos which supports all our stakeholders' wellbeing.
- ✓ There is clear solution focused approach for child concerns.
- ✓ Procedures are in place for children with additional needs.
- ✓ Staff have good knowledge of the Highland Practice Model and GIRFEC.
- ✓ We work closely with other agencies.
- ✓ H&WB progression and SHANARRI are embedded across our school.
- ✓ Health & Safety and Child Protection – the responsibility of all.
- ✓ UNCRC shared with all with children's rights and promoted throughout the school community.
- ✓ Staff are approachable for all.

**Fulfilment of statutory duties:**
- ✓ We unsure that we comply and engage with all statutory duties.

**Inclusion and equality:**
- ✓ Inclusion is at the heart of our community with all stakeholders feeling supported and respected.
- ✓ IDL opportunities take account of children's rights, diversity, faith, racism and religious intolerances.
- ✓ PEF projects supporting equity for all.

### Question 2
**How do we know? What evidence do we have of positive impact on our learners?**

**Wellbeing:**
- ✓ Child's plans – timetabled and reviewed termly including tracking meetings with staff.
- ✓ Committees including Rights Respecting Committee.
- ✓ Forward plans/evaluations/next steps in learning
- ✓ Positive behaviour plan
- ✓ School layout and security systems.
- ✓ Pupil tracker
- ✓ Pastoral notes
- ✓ ASN support in classrooms
- ✓ Parental support within the classroom/outdoor learning.
- ✓ All staff have attended up to date child protection training.

**Fulfilment of statutory duties:**
- ✓ Evident through our learning conversations, focus groups, questionnaires and discussions.
- ✓ Continued focus on CPD.

**Inclusion and equality:**
- ✓ Pupil Tracker/PEF tracker
- ✓ IDL planners
- ✓ Committees/Houses
- ✓ All stakeholder feedback acted upon.

**Question 3**
**What could we do now?  What actions would move us forward?**

- Improve understanding of the principles of nurture – PEF money allocated for small group targeted support sessions with Health and Wellbeing and Social Skills.
- Target Rights Respecting Schools award.

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| **Our current evaluation of this QI using the *How good is our school? (4th edition)* six-point scale – based on an incomplete analysis of our progress (because of the periods of remote learning).** | **good** |
| **Our current evaluation of this QI using the *How good is our early learning and childcare?* six-point scale – based on an incomplete analysis of our progress (because of the periods of remote learning).** | **good** |

## QI 3.2
## Raising attainment and achievement/
## Ensuring children's progress

**Themes (HGIOS?4)**
- Attainment in literacy and numeracy
- Attainment over time
- Overall quality of learners' achievement
- Equity for all learners

**Themes (HGIOELC?)**
- Progress in communication, early language, mathematics, health and wellbeing
- Children's progress over time
- Overall quality of children's achievement
- Ensuring equity for all children

### Question 1
**How are we doing? What's working well for our learners? What are the features of effective practice in our school and ELC setting?**

- Usually in this section of the Standards and Quality Report we would be writing about what parts of our Improvement Plan have led to better outcomes for our learners. Because of the periods of remote learning it is difficult for us to do that. Here are some key features of our work that describe what we do well in "Raising attainment and achievement/ensuring children's progress".

**Attainment in literacy and numeracy:**
- ✓ Attainment of literacy and numeracy is central to improvement.
- ✓ Pupil tracking meetings support further differentiated support required in literacy/numeracy.
- ✓ Data is analysed and shared with staff to aid net steps in learning.
- ✓ Transition activities in place with Sgoil-àraich to C1 and C1 to C7.
- ✓ Wellbeing Wheel implemented throughout the school to ensure strong Health and Wellbeing focus.
- ✓ Staff ensure that skills are continuously developed to enable pupils to use own initiatives.
- ✓ Encourage community involvement to enhance real-life learning

**Attainment over time:**
- ✓ Almost all pupils are making progress across the curriculum.
- ✓ Pupil trackers are used to track progress across all curricular areas ensuring interventions are identified and put into place.
- ✓ Benchmarks are used by staff to support professional judgements.

**Overall quality of learners' achievement:**
- ✓ The seven design principles of planning are used successful within planning.
- ✓ Pupils are encouraged to reflect on their strengths and areas for development.
- ✓ Pupils have a sense of responsibility about the school environment and their local community.
- ✓ All pupils are members of a committee and participate in fortnightly committee meetings.
- ✓ Celebration of our pupils' success in and out of school is evident at assemblies, classroom displays, and social media.
- ✓ Transitions programmes between nursery and C1 as well as P7 and LHS.
- ✓ Children are allocated roles to promote responsibility.

**Equity for all learners:**
- ✓ SIMD and RAG looked at on a termly basis by staff to plan for interventions.
- ✓ PEF projects last year were successful in helping equity across the school community.
- ✓ We encourage all our children to build the skills they require to increase their opportunities for positive destinations.

**Question 2**
**How do we know?  What evidence do we have of positive impact on our learners?**

**Attainment in literacy and numeracy:**
- ✓ Analysing data including AfE, SPP, PEF and SNSA.
- ✓ Pupil Tracker
- ✓ Baseline assessments/targeted interventions
- ✓ Child's plans
- ✓ Learning snapshots/profiling
- ✓ Development overviews in nursery and profiling documents.
- ✓ SEEMIS attendance data
- ✓ Transition arrangements.
- ✓ Pupil's work/Learning Journeys
- ✓ Learning conversations/recalling events/mind-maps
- ✓ Pupil observations

**Attainment over time:**
- ✓ Pupil Tracker/Analysing data
- ✓ Benchmarks
- ✓ Interventions – ASN support, Child's Plans, IEP's.
- ✓ Overview developments
- ✓ Observing children develop skills using open-ended activities
- ✓ Recognising achievements and attainment via Class Dojo
- ✓ Sàr Sgoilear and Duais Ghàidhlig celebrated at weekly assemblies
- ✓ Extra-curricular achievements celebrated in each class

**Overall quality of learners' achievement:**
- ✓ Forward planning
- ✓ Range of competitions
- ✓ Committees
- ✓ Career Afternoon
- ✓ Digital Assemblies
- ✓ Learning conversations
- ✓ Learning snapshots/logs
- ✓ Parental involvement with outdoor learning area

**Question 3**
**What could we do now?  What actions would move us forward?**

- Develop approaches to profiling and ensure that pupil voice is better reflected.
- Deepen understanding of skills and use of Developing the Young Workforce guidance.
- Staff training - Talk for Writing and Dialogic Teaching.

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| Our current evaluation of this QI using the *How good is our school? (4th edition)* six-point scale – based on an incomplete analysis of our progress (because of the periods of remote learning). | **good** |
| Our current evaluation of this QI using the *How good is our early learning and childcare?* six-point scale – based on an incomplete analysis of our progress (because of the periods of remote learning). | **good** |

**KEY THEME**
**from QI 2.2**
**Curriculum**

Theme 3 (*HGIOS?4*)
- Learning pathways

Theme 3 (*HGIOELC?*)
- Learning and development pathways

**Question 1**
**How are we doing? What's working well for our learners? What are the features of effective practice in our school and ELC setting?**

- ✓ Flexible learning pathways which meet the needs and aspirations of pupils and build on previous experiences.
- ✓ Progression planners (literacy and numeracy) to ensure consistency of coverage.
- ✓ Learning is based on the design principles with outcome bundling to create manageable progression.
- ✓ Pupils have opportunities throughout the year to develop their own interests and reflect on their next steps.
- ✓ High quality outdoor learning in early years and increasingly across our school.
- ✓ Staff develop literacy, numeracy and H&WB across the curriculum in a meaningful context.
- ✓ Sgoil-àraich planning based on children's own interests.
- ✓ Pupils have opportunity to develop own interest, plan own targets and reflect on learning.
- ✓ Staff meetings to review the curriculum focusing on current issues and opportunities.
- ✓ Staff training creates opportunities to review current practice and development
- ✓ Highland Council pathways –Numeracy and Literacy

**Question 2**
**How do we know? What evidence do we have of positive impact on our learners?**

- ✓ School planners and progression frameworks
- ✓ Termly overviews to show specific success criteria
- ✓ Learning snapshots
- ✓ IDL planning
- ✓ Partnerships
- ✓ Charity work
- ✓ Learning Journals

**Question 3**
**What could we do now? What actions would move us forward?**

- Codify curriculum documents used to ensure that planning process is simple and transparent for all staff.

| KEY THEME from QI 2.7 Partnerships | Theme 3 (*HGIOS?4*)<br>• Impact on learners (focus on parental engagement)<br><br>Theme 3 (*HGIOELC?*)<br>• Impact on children and families (focus on parental engagement) |
|---|---|

**Question 1**

**How are we doing? What's working well for our learners? What are the features of effective practice in our school and ELC setting?**

- ✓ Joint working with Parent Council to develop playground and provide breadth of experience for children.
- ✓ Extracurricular experiences through Comunn na Gàidhlig
- ✓ Funding for trips secured through Bòrd na Gàidhlig
- ✓ Work with local charitable bodies (Christmas card drive)
- ✓ Partnerships
- ✓ Learning communicated to parents through learning journeys, reports, parents evening, Class Dojo
- ✓ E-sgoil science activities
- ✓ Parents coming in to assist in class (when permitted) – Eco committee and Growth Mindset project
- ✓ Parents canvassing children's opinion to develop playground
- ✓ Work with HC Gaelic team to provide extra-curricular opportunities

**Question 2**

**How do we know? What evidence do we have of positive impact on our learners**

- ✓ Evaluations from children and parents
- ✓ Collegiate discussion with partners
- ✓ Parent Council views
- ✓ Developments on school site
- ✓ School committees

**Question 3**

**What could we do now? What actions would move us forward?**

- Continue to invite Gaelic speaking guests into school.
- Further engagement with Comann na Gàidhlig to provide language rich experiences for children.
- Support Parent Council to develop playground
- Establish register of local partners to ensure joint working is sustained