

Standards and Quality Report

2021/22



Bun-sgoil Ghàidhlig Phort Rìgh
RATHAN AN T-SRUTHAIN, PORT RÌGH, IV51 9EG

01478614770

This report is provided to families and partners to identify our achievements this session. The next steps in our improvement journey are also outlined.

Throughout the year we continuously evaluate what we do and how it makes a difference to our learners. We want to know what is working well for our school community and what needs further improvement.

Our children and young people are actively consulted and involved in this process. We also give staff, parents/carers, and other partners the opportunity to participate in discussions and activities in order to shape our improvement journey.

When we develop our improvement projects we use key questions at planned review times throughout the session in order to know how well we are progressing towards achieving these positive outcomes and changes.

Our School

Bun-sgoil Ghàidhlig Phort Rìgh is a non-denominational stand-alone Gaelic Medium school which opened in April 2018 and is part of the ASG of Portree High School. The catchment area of BSGP includes the catchment areas of Portree, McDiarmid and Carbost primaries and serves a mix of rural and small towns and communities. Pupils come from a wide variety of backgrounds, including some local authority built developments, private housing and crofting townships. There are low levels of unemployment, although many parents are employed in seasonal work. Our school roll at present consists of 160 primary aged pupils and 52 Sgoil-Àraich pupils. The school roll is expected to rise to 164 pupils next session. 17% of our pupils are entitled to free school meals. 4 % of our pupils use English as an additional language. The majority of our children come from homes where English is the main language spoken. The school provides a very caring and supportive environment for all learners. Our ethos promotes equality and inclusion. A positive climate of respect and trust based on our agreed school rules is promoted by all involved in the ethos and life of Bun-sgoil Ghàidhlig Phort Rìgh as a community. All learners contribute to the life and work of the school. All learners are community members; they are encouraged to play an active part in putting school community values into practice.

We are working towards ensuring all our pupils, parents and staff participate responsibly in decision making. The classroom promotes equal opportunities and fairness by encouraging every child to develop the four capacities. There are high standards and expectations of behaviour based on our school codes and negotiated class rules.

There are 7 classes (C1, C2, C2/3, C3/4, C4/5, C5/6, and C7).

Our vision and aims are created by staff and pupils and have been shared with the parents and wider school community. As a school community we have worked together to embed and develop our visions and values and to create our own unique identity as a school community this session. The school has a committed Parent Council who supports the school

Looking ahead to the coming year staff feel more positive about being able to continue to work collaboratively on improvements that were recommended during visits by the Care Inspectorate and Education Scotland. The Care Inspectorate had made no recommendations or requirements but had suggested that we could look at the outdoor space in Sgoil-Araich and also improving opportunities for independence at lunchtimes. <https://www.careinspectorate.com/index.php/care-services?detail=CS2006136422>

Our School Vision, Values and Aims

Our school vision is encompassed by our Gaelic saying, 'Ni clachan beaga tric càrn mòr uaireigin'

The literal translation is, 'little stones often will build a mighty càrn eventually'.

This embodies who we are as a school community – every person, activity, subject, event, community link is an essential part of our càrn and without each individual stone, our càrn will not be so strong and enduring.

We aim to create a secure, happy and friendly environment where our learners are encouraged to develop academically, socially, emotionally and creatively to the best of their ability through the medium of Gaelic

Pupil Voice: what is working well in our school and what changes would they like to see made?

Our children and young people identified the following strengths for our school this session and identified the following changes:

GUTH NAN SGOILEAR

Ar smaointinn roimhe...

Thuit sibh...

Rinn sinn...

Mor a dh'ionnsaiches spoilearan

Arainneachd na spoile/goireason

Clubaichean

Am-cluiche/dinnearan

Adach-Sgoile

The display board features several sections with photos and text. Key sections include:

- Ar smaointinn roimhe...** (Thoughts before...)
- Thuit sibh...** (You fell...)
- Rinn sinn...** (We did...)
- Mor a dh'ionnsaiches spoilearan** (We learned a lot of things)
- Arainneachd na spoile/goireason** (Range of things/activities)
- Clubaichean** (Clubs)
- Am-cluiche/dinnearan** (Events/dinners)
- Adach-Sgoile** (School activities)

 The board also includes a calendar for the month of 29th and several handwritten notes in Gaelic and English, such as 'The Sire ga bhith a' hilleadh an t-àite seo' and 'The Sire will be looking at this area'.

Our Improvement Journey Headlines Session 2021/22

These projects are linked to the vision and priorities for Scottish Education based on delivering excellence and equity. Parent/Carer information is available [here](#).

Improvement Project 1:

Primary focus: School and ELC improvement

Year of Project: 2

Purpose: *Recovery from Covid-19 Impact – Health and Wellbeing*

Progress and impact:

*All classes began session 21/22 learning about Safety as whole school topic. We continued to plan for H & WB using agreed whole school plans. All pupils benefitted from discussing how they kept safe in various aspects of their lives, including during pandemic.

*We allowed pupils time for breaks involving movement and thinking and lots of opportunity for Outdoor learning and play throughout the school. Pupils were asked to dress appropriately for being outdoors frequently.

*Lots of opportunities for discussion on what they enjoyed about school and what they liked to do more of. Staff were very aware of need to ensure pupils feel happy and safe at all times.

*Google Classrooms were up and running at the start of term and all pupils, staff and parents felt confident about using them.

*Music lessons through PEF funding from Angus Mackenzie. Pupils learned about songs, percussion and dry instruments so that children and young people are able to use Gaelic and English in a full range of contexts within and outwith school.

*The impact from the intervention in H and WB are as follows – All pupils in P4-P7 can play four tunes on at least one musical instrument as a class and perform to their peers. Some have performed at local Mod playing whistle tunes taught during these sessions. Children participated as a group and class teacher noted that pupils exhibited positive attitudes during these sessions. 100% of pupils in P4-7 reported that they enjoyed the lessons and that they liked playing a musical instrument.

*In a survey to parents, 93% of parents felt that we supported pupils very well within Health and wellbeing, outdoor learning, play, safety, Health, playing musical instruments, being active, being sociable and supporting parents and pupils in the use of Google classroom.

Next steps:

In a survey carried out with parents, 86% of parents felt that we should continue to focus on the same or similar priorities as we did in year 2021/22. In the same survey, 11.6% of parents thought that we should have a greater focus on literacy and 2.3% felt we should have a greater focus on Eco/Sustainability. When asked if parents felt that our proposal to work towards being a Rights Respecting School should be included within our next set of Improvements 86% said yes.

Improvement Project 2:

Primary focus: Curriculum and assessment

Year of Project: 2

Purpose: *Recovery from Covid-19 impact – recovery of learning, teaching and assessment.*

Progress and impact:

*Highland Council Recovery Curriculum – Literacy, Numeracy and HWB

*Consolidate the use of Key Assessment Tasks from P1 to P7

*Continue the use of diagnostic assessments and tracking.

*Implement Error Correction Policy in Gaelic and Targeted Gaelic Language Policy. To ensure that children and young people feel equally confident in the use of both Gaelic and English.

*Google classroom used to support lessons

*Consistent approaches to numeracy

*Familiarisation of all staff with Numicon.(PEF funding)

*Regular Outdoor Learning opportunities planned

*Implementing a Play Pedagogy for P1/2 classes.

*The impact from the intervention in oral language are as follows - All classes were issued the assessment for their stage. Last year we used the stage below.. Pupils were assessed in September and June. As a staff we agreed that our target in oral language development would be 70%. Over 85% of pupils exceeded this score in P2-7. Over 78% of children improved their score from the previous assessment.

* The impact from the interventions in numeracy are as follows – Every year group within the school had an improvement in the % of children achieving the correct level for their stage of between 9–57%.

*The impact from the intervention in spelling/phonics are as follows – 100% of pupils involved made progress.

*In a survey to parents, 86% of parents felt that we met the needs of their child(ren) very well with relation to support in reading, spelling, phonics, writing, number work, tables and other basic skills of literacy and numeracy.

Next steps:

In a survey carried out with parents, 86% of parents felt that we should continue to focus on the same or similar priorities as we did in year 2021/22. In the same survey, 11.6% of parents thought that we should have a greater focus on literacy and 2.3% felt we should have a greater focus on Eco/Sustainability. When asked if parents felt that our proposal to work towards being a Rights Respecting School should be included within our next set of Improvements 86% said yes.

Improvement Project 3:

Primary focus: Performance Information

Year of Project: 2

Purpose: *Recovery from Covid-19 impact – rAttainmnet in session 21/22 (focussing on identifying new or widening gaps caused by the Covid-19 situation)*

Progress and impact:

*All staff will use the Advice Document and Statutory Guidance Doc as a means of self-evaluation of their own practice and will use Implement Error Correction Policy in Gaelic and Targeted Gaelic Language Policy.

*All children in P1-P7 will complete baseline oral language assessments at the beginning and end of session. The 2021/22 session will begin pupils being assessed with same baseline assessment as they were in September 2019 due to ongoing gaps in learning.

*Identified pupils will receive PEF support in order to meet their needs.

*All children will experience high quality total immersion experience from SA to P7 initially through play based, experiential learning as per advice in Gaelic education 2015 document.

*All staff will engage with the new Implement Error Correction Policy in Gaelic and Targeted Gaelic Language Policy to ensure that children and young people feel equally confident in the use of both Gaelic and English.

*All pupils will have daily opportunities to extend their Gaelic vocabulary and correct grammatical errors through listening and taking part in song, games, rhyme, media, books, websites, audio files at a level that is appropriate to their level of development.

*Achievement of the success criteria above will be evidenced through pupil and teacher conversations and pupil's written work and by oral language assessments at the end of the session.

***Cluichidh sinn còmhla** – Sgoil-Araich and P1 to continue to use new resources developed by BSGI and BSGP to support oral Gaelic language acquisition.

*P1-7 – Innealan do Thidsearan agus Targaidean Sgoileir Teacher Tools and Pupil Targets (v1 June 2020).

*In a survey to parents, 90.7% of parents felt that we met the needs of their child(ren) very well with developing oral gaelic language skills through play or more structured lessons with a focus on correct grammatical content. This was done through games, rhyme, stories, reading and by having a focus on immersion at all stages.

Next steps:

In a survey carried out with parents, 86% of parents felt that we should continue to focus on the same or similar priorities as we did in year 2021/22. In the same survey, 11.6% of parents thought that we should have a greater focus on literacy and 2.3% felt we should have a greater focus on Eco/Sustainability.

When asked if parents felt that our proposal to work towards being a Rights Respecting School should be included within our next set of Improvements 86% said yes.

Evaluation of Progress

We believe we have made the following progress this session:

Quality Indicator	School self-evaluation
Leadership of Change	1.3 Good
Learning, teaching and assessment	2.3 Good
Ensuring wellbeing, equality and inclusion	3.1 Very good
Raising attainment and achievement	3.2 Very good

Our children and young people believe we have made the following progress this session:

Our relationships	Theme 1 Excellent
Our learning and teaching	Theme 2 Excellent
Our school and community	Theme 3 Excellent
Our health and wellbeing	Theme 4 Excellent
Our successes and achievements	Theme 5 Excellent

Our overall evaluation of our school's capacity for continuous improvement is:

We are confident in our capacity for continuous improvement.

Planning Ahead

Full details of the school's 2022/23 improvement priorities and actions are detailed on the school improvement plan, which can be accessed on our school Facebook

page Bun-sgoil Ghàidhlig Phort Rìgh or by contacting the school office. We will also be acting on the advice given by the Care inspectorate and Education Scotland following their very positive Recovery Visit.