

# Standards and Quality Report

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2021/22



**Bun-sgoil Ghàidhlig Inbhir Nis**  
HIGHLAND COUNCIL | ADD ESTABLISHMENT ADDRESSES

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

BSGI is a stand alone Gaelic medium primary school, opened in 2007. There is no catchment area. Pupils who attend BSGI are from a mix of areas such as the local community, surrounding city area and rural areas of Inverness.

Most pupils will attend Inverness Royal Academy, where they can continue their GM education, in a selection of subjects

The average school attendance is 91%, and there have been no pupil exclusions since 2019.

- BSGI is a wrap-around Childcare provider with breakfast club and afterschool club available through the medium of Gaelic for all pupils.

- BSGI Nursery offers flexible core hours for parents. Quality Assurance of the provision and operational management is run by the SMT, with DHT remit including Nursery management time of 0.4 FTE. The most recent Care inspection (March 2022) found the service to have 'adequate' gradings, all recommendations have been addressed and a plan is in place to continue with improvements next session

- The sgoil-àraich, Primary 1 and Primary 1/2 classes are situated in the annexe, named RTI (Roinn na tràth ìrean). Next session two Primary 1 classes will be situated in the RTI building.

### Our School/Cluster/ASG Vision, Values and Aims

Vision –

- To encourage our pupils as Gaisgich Òg na Gàidhlig / Gaelic Ambassadors who are proud to be bi-lingual learners through the medium of Gaelic.

Values –

- Coibhneas, Dòchas, Spòrs, Deònach (Kindness/hope/Fun/willing)
- Create A school community where everybody is valued and we engage with our wider community
- Create A climate of positive behaviour and respect for all

Aims –

- Create a climate of Gaelic Language & Culture
- Ensure our curriculum enables all learners to fulfil the purposes of

**Coibhneas (Kindness)  
Spòrs (Fun)**

**Dòchas (Hope)  
Deònach (Willing)**



Confident Individuals, Successful Learners, Responsible Citizens, Effective Contributors

- motivate children through stimulating learning experiences, celebrating achievements and personal successes

The Vision, Values and Aims were last reviewed in October 2021 when a new school song was created by pupils and introduced to whole school. Characters depicting the four capacities of CfE as stated in our vision were created by pupil focus group and are now embedded across the school. These have also been shared with parent council and the wider school community.

### Pupil Voice: what is working well in our school?

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

*Rights based curriculum – right of the week introduced each week*

*Class committees (RRS, Pupil Council, Digital, Eco, Learning through Play, Learning through Song) conducted whole school assemblies*

*Buddy system – Primary and Primary 1 pupils join together weekly*

*Equality and Diversity pupil focus group*

*Bullying surveys with upper school*

*Question of the week*

*Talk for Writing*

*Outdoor Learning*

*Bullying survey – 91% of pupils agreed/strongly agreed that the school encourages pupils to have positive mental health and well-being. No one disagreed with this*

### Pupil Voice: what changes would you like to see made?

Our children and young people identified the following changes they would like to see and the difference these changes could make.

*Increase opportunities for talking about bullying issues and how they can be resolved – revisit restorative practice model*

*Lunchtime clubs – SMT to be on rota*

*Playground equipment – to be expanded with pupil ideas*

*Pupil quiet areas to be designated for each class*

*Reading – more factual books, books in different languages, increased choice of books (Gaelic)*

*Numeracy – more active learning of Maths, fractions identified as area of difficulty*

### 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: Health and Wellbeing

**Primary focus:** Curriculum and assessment

**Year of Project:** 2

**Purpose:** *Improved Health and Wellbeing for learners requiring support, sustained positive health and wellbeing for all learners*

**Progress and impact:**

Every class has completed well being wheels in term 1 and 4. Bullying survey showed 67% have never been bullied, 27% sometimes.

Attainment discussions highlighted progress of wellbeing indicators and appropriate support in place for low scoring

Coibhneas (Kindness)  
Spòrs (Fun)

Dòchas (Hope)  
Deònach (Willing)



Emotionworks cogs used across the school for identified children on a needs basis  
 Class teachers have reported improved self-regulation which has resulted in fewer playground incidents  
 All classes involved in whole school competition for new school song  
 Final song chosen and embedded in school, and shared with parents  
 Pupil friendly values and aims have been created by pupil focus group, incorporating 4 characters

**Next steps:**  
 PT has evaluated profiling and has created tracking system to measure progress of wellbeing scores next session  
 Continue use of emotionworks cogs for identified  
 Ensure new returning staff are trained in all new initiatives  
 Create pupil version of rationale along with pupils  
 Repeat bullying survey at end of session

### Improvement Project 2:

**Primary focus:** Curriculum and assessment

**Year of Project:** 2

**Purpose:** Higher pupil engagement and participation in writing lessons  
 Increased attainment in writing  
 Teacher confidence increased in the delivery and planning of Talk for Writing lesson  
 Increased attainment in Gaelic oral language acquisition in Nursery and early years

**Progress and impact:**

Increase in attainment since last session – majority of children were performing with age and stage expectations  
 Pupils and teachers more engaged with writing  
 Consistent approach across the school for the teaching and assessing of writing  
 Gaelic oral language framework evaluated and used as assessment tool in some classes  
 Gaps identified and measures in place to improve attainment  
 All staff trained in Talk for Writing and strategies embedded across P1-7  
 Nursery to Primary 1 oral language assessment to be carried forward – clearer understanding of where children are at beginning Primary 1 so that interventions can be put in place  
 PEF interventions have improved phonics attainment with identified children  
 Gaelic ambassadors introduced in each class and lanyard awarded weekly

**Next steps:**

Moderation events planned for Gaelic medium and work across the ASG  
 Continue to discuss oral language framework and levelling of oral language competency expected at each level across the school  
 Ensure new teacher accesses training for TfW  
 Increase Nursery involvement through use of storytelling approaches and working collaboratively with Primary 1 practitioners  
 Nursery to Primary 1 oral language assessment to be carried forward

### Improvement Project 3:

**Primary focus:** Curriculum and assessment

**Year of Project:** 2

**Purpose:**

use outdoor environment to engage in their learning  
 Promote positive relationships and wellbeing  
 Promote innovation and creativity in the use of natural materials in literacy and numeracy learning



Play pedagogy principles increasing engagement in early level

**Progress and impact:**

Increased engagement of children in literacy and numeracy learning, both in Primary 1 play pedagogical approach and in using Outdoor environment in school grounds for Numeracy and Literacy lessons. This has led to increased pupil enjoyment and choice in learning and also increase in majority of Primary 1 attainment

Across the week opportunities are identified to take learning outdoors  
Outdoor loose parts area has begun to develop – 'bus' created with loose parts, welly wall and new shed purchased for storage

Pupil survey to be carried forward to next session

Outdoor learning padlet created

ELC outdoor area extensively improved and developed in line with Care inspectorate report

**Next steps:**

Pupil survey to be carried forward to next session

Outdoor loose parts area to be developed further – all classes to be involved

**GME Project:**

**Primary focus:** Curriculum and assessment

**Year of Project:** 1

**Purpose:** *Improved Gaelic language attainment*

**Progress and impact:**

See above plan

Identified as development area on return from lockdown

**Next steps:**

Continue to embed use of Gaelic language framework and use as an ongoing assessment tool to identify next steps

**Evaluation of Progress**

We believe we have made the following progress this session:

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



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

**Theme 1** Good  
**Our relationships**

**Theme 2** Good  
**Our learning and teaching**

**Theme 3** Good  
**Our school and community**

**Theme 4** Good  
**Our health and wellbeing**

**Theme 5** Good  
**Our successes and achievements**

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 website <https://sites.google.com/invernessroyalacademy.org.uk/bsginbhirnis/dachaigh-home> or by contacting the school office.

