

Standards and Quality Report

2021/22



Bun-sgoil Shlèite

HIGHLAND COUNCIL | KILBEAG, ISLE OF SKYE, IV44 8RF

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 progressing towards achieving these positive outcomes and changes.

Our School

Bun-sgoil Shlèite is a designated Gaelic school with an English medium class. As such, Gaelic enjoys a high profile in the life and work of the school and all children are encouraged to use Gaelic, whether they are learning through immersion in Gaelic medium classes or as a Gaelic learner in our English medium class.

Since November, we have been short 1.0FTE GM Teacher, which has meant that all of our Gaelic Medium classes have had part of their week taught through English. The most significant impact has been in P6/7G, with only 2 days per week taught through the medium of Gaelic. This has had an impact on Gaelic language skills, the Gaelic ethos of the school, progress and attainment. We are still recovering from the effects of Covid and lockdowns, which had a particularly detrimental effect of Gaelic Language skills amongst learners with no Gaelic in the home. We have seen a drop in attainment in writing particularly amongst GM learners.

We enjoy excellent links with partners such as Fèisean nan Gàidheal and Tobar an Dualchais who provide opportunities which enhance learning across the school and have hosted a number of successful projects over this session. We have an active Parent Council who support the school in fundraising and supporting us to realise the vision, values and aims of the school. This year we refreshed our Vision and Values in partnership with all stakeholders and will develop our Aims next session.

In December Early Years provision moved into a new purpose built building on the site. The new building has been transformative in supporting a high quality experience for our youngest learners. We are continuing to develop the learning spaces, including the outdoors. In February, Fàs Mòr, a local childcare provider, moved staff and 2 year old learners into our Sgoil-Àraich due to their building being unexpectedly and suddenly out of use. This was a huge challenge for our service, but supporting Fàs Mòr and our local families was of utmost importance to us.

We are fortunate to have extensive grounds which are used to provide outdoor learning experiences for all school pupils and our Sgoil àraich/ Nursery. Our focus on outdoor learning has resulted in a considerable increase in lessons outdoors. This session our school community came together to make improvements to our Early Years Woodland area. We use the environment beyond our school grounds regularly, the shoreline below the school is a particularly valuable resource.

Our P1-7 attendance is 91% for this session. We had significant disruption this session due to Covid outbreaks which had an impact on all aspects of school life, but particularly attendance of pupils and staff. We have had no exclusions this session.

Our School Vision, Values and Aims

This session we refreshed our Vision and Values in fully consultation with our school community. The Vision and Values were launched in June. We plan to develop our Aims in the new session and embed the Vision, Values and Aims into all aspects of school life next session.

**A' toirt taic dha chèile gus ar
dìcheall a dhèanamh**



**Supporting each other to achieve
our best**

Coimhearsnachd | Community



Coimhneas | Kindness



Cruthachalachd | Creativity



Cultar | Culture



Pupil Voice: what is working well in our school?

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

Highlights from feedback from Classes:

- 'We are kind to each other'
- 'We look after each other'
- 'We are good at working together'
- 'Our teachers are nice and they help us'
- 'My teacher know me well and helps me learn.'
- 'Our lessons are fun'
- 'Children are respectful to their teachers'
- 'We have chances to go out on trips.'
- 'We have a fun playground with lots of trees and grass'
- 'I love learning outdoors'
- 'We get to play.'
- 'The music lessons we had were really good.'

Coimhneas, Cultar, Coimhearsnachd, Cruthachalachd
Kindness, Culture, Community, Creativity

- 'We get delicious food for lunch. I love School dinners.'

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.

- Children expressed a desire for more afterschool clubs/extra-curricular activities
- Children expressed that they thought our Sports Facilities; in particular the MUGA and pitch, could be improved. They thought this would improve their playtimes and PE lessons as well as giving them somewhere good to play sport after school and at the weekends.
- Children expressed that although they recognise that they are learning outdoors more than they were, we need to keep developing this and make sure that all classes get to go outside regularly and we do all sorts of learning outside.
- Children enjoyed Health Week and would like to more fun events to take place in the school

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: Curriculum and assessment

Year of Project: 1

Purpose:

Recovery of learning, teaching and assessment

- Develop and adopt consistent planning and tracking in Numeracy and Literacy
- Introduce and begin to use RSHP across the school to deliver outcomes of H&W Curriculum
- Build upon digital skills developed last session to increase engagement and interest across the curriculum
- Develop Play Pedagogy in P1/2 and beyond if capacity allows
- Develop staff knowledge and confidence in Outdoor learning to ensure an increase in quality and frequency of outdoor learning.
- Develop outdoor areas to support play and outdoor learning

Early Years

- ELC to create a high-quality learning environment in new premises

Progress and impact: Very good progress overall was made in this area

Develop and adopt consistent planning and tracking in Numeracy and Literacy

Progress

- Literacy planners embedded in planning, tracking and assessment across the school
- Numeracy planners/trackers were developed by working group through consultation with all staff. They are finished and ready to use from August 22.

Impact

- Helped teachers stay on track with planning and teaching and also coverage of the curriculum.
- Adding consistency
- Built familiarity of HNP and HLP amongst teachers
- Attainment in writing lower than expected across the school (P1, P4, P7)

Introduce and begin to use RSHP across the school to deliver outcomes of H&W Curriculum

Progress

- RHSP training completed by all staff
- Parent workshop with good attendance delivered in Nov 21
- Further information regarding RSHP shared with all parents through usual channels
- Books (English and Gaelic) to support RSHP bought and categorised in topics and are being used
- RSHP planners developed, shared with staff and are being used to plan learning P1-7

Impact

- H&W outcomes delivered in a consistent way across the school, building on prior knowledge
- Parents informed and empowered to support learning happening in the school
- Children engaged with content and show improved knowledge and understanding of topics.

Build upon digital skills developed last session to increase engagement and interest across the curriculum

Progress

- Google classroom being used more and consistently from P5-7 to deliver teaching and learning.
- Read & Write app training for teachers, PSAs, and target children and is being used to support writing
- Digital safety focus for P6/7 children delivered but more focus needed in this area.
- Capacity affected progress and parents still need to be involved and informed around digital safety.

Impact

- Children and staff more confident in use of Google Suite
- Children engaged in using Google Suite and motivated by its use

- Target children using Read&Write confidently, which has increased confidence and motivation to write.
- Develop Play Pedagogy in P1/2 and beyond if capacity allows

Develop Play Pedagogy in P1/2 and beyond if capacity allows

Progress

- Ethos of play pedagogy shared with P1/2 parents at the beginning of term
- EYPs supported with setting up play environment at beginning of session
- Resources purchased to support play; Clocks purchased with donation from Parent Council
- Teaching staff engaged with HC Play Network to support practice
- HT and PT supported other GM settings in establishing play pedagogy
- Beginning to adapt planning to reflect new pedagogy
- Play experiences built into P3-5.

Impact

- High-quality play experiences provided for children daily
- Learners transitioned to P1 from EY easily
- Learners engaged in play experiences and benefit from shorter more focused teacher input
- Gaelic fluency amongst P1/2 GM learners has not made expected progress this session; a number of factors could have contributed to this. Less formal teaching style means children are using English in their play, long-term impact from lockdowns when in Sgoil-Àraich, English Speaking teacher one day per week since November.
- P1 Attainment in literacy lower than last session (P1:

Develop staff knowledge and confidence in Outdoor learning to ensure an increase in quality and frequency of outdoor learning.

Develop outdoor areas to support play and outdoor learning

Progress

- Staff self-evaluated where they were as practitioners and as a school
- Live training not possible due to covid
- Teachers have begun online SAPSOE training
- HT and PT engaged with HC Outdoor Learning Network
- New resources bought with PEF have been organised into topics and have begun to be used outdoors.

Impact

- Social time/health and well-being has been very beneficial to all classes. Engagement is very good and inclusive to all.
- Staff confidence has increased in outdoor learning and delivery of the curriculum outdoors.
- Continue to use online training to develop and extend outdoor learning and skills

- Consultation with parents highlight this as an area of strength within the school
- Children across stages highlight this a strength of our school and one of their favourite things in their learning week.

ELC to create a high-quality learning environment in new premises

Progress

- Nursery and Sgoil-Àraich successfully transitioned to new building in December 21
- Staff engaging with Realising the Ambition/HGIOSELC, Care Inspectorate Qis to self-evaluate and plan next steps for the learning space
- Audit complete of resources, new high quality resources selected and purchased
- Children involved in planning and developing new learning spaces
- Early Years Woodland area developed/improved during school community work day
- Resources to enhance play outdoors purchased by EYs with donation from Community Council
- HT engaged in continuous work with estates to address snagging and Health and Safety within new building
- Fàs Mòr moved into the service in February with staff and 2yr olds. This had a significant impact on capacity of our service as well as bringing benefits.

Impact

- Children transitioned well to new environment
- Feedback from parents shows high satisfaction in learning environment
- Continuous self-evaluation against key documents have led to continuous adaptations and development of play space
- New building has made it possible to have free flow indoors/outdoors
- Improvements led to increased independence for children in accessing resources
- Improvement in independence, involvement and choice during snack time
- Some adaptations required to accommodate Fàs Mòr 2yr olds
- Woodland area significantly improved, used daily by EY and to support transition with P1.

Next steps:

Address poor attainment in writing across the school. Target through SIP.

- Adopt Talk for Writing Approach
- Moderation
- PEF funded targeted intervention for identified learners
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Increase Gaelic Fluency, motivation and confidence amongst learners

- ensure staffing allows full immersion is provided if at all possible
- Songs and stories have helped and will be a good way to continue to build language and learn new vocabulary; build this into practice across the school and Early Years
- Continue to develop Play Pedagogy focusing on observations, recoding and planning for next steps in learning.
- Talk for Writing to support

Build upon progress made in Outdoor Learning

- Continue SAPSOE training for staff
- Build confidence in using OL to enhance learning beyond H&W and build into other areas of the curriculum
- Develop school Garden with support from Community

Early Years

- Develop Nursery/Sgoil-Àraich gardens
- Develop role-play
- Increase opportunities for Parental Engagement; open days, stay and play
- Develop use of Songs and Stories to support Gaelic Fluency and counteract less structured approaches impact on Gaelic (ie rolling snack, free flow, increase in free play)

Improvement Project 2:

Primary focus: Performance Information

Year of Project: 2

• **Purpose:**

Attainment in session 21/22 (focusing on identifying new or widened gaps caused by the Covid-19 situation)

- Use ongoing classroom assessments (eg KATs) and diagnostic assessments (INCAS, SNSA/MCNG data, ELC developmental overviews) to identify gaps in learning
- Termly attainment discussions between SMT and class teachers/EYPs

Progress and impact: Good progress was made in this area

Progress

- GL Assessments in reading and maths for all P5s/P6s administered in November 21
- SNSA for all EM P4s and EM and GM P7s in Literacy and Numeracy administered in November 21
- Whole School Tracking document developed and in use. Used at termly attainment meetings to record tracking. Includes attainment and assessment data.
- Attainment meetings termly
- Most classes using profiling and KATs effectively. One class not on track with this due to staffing difficulties. Staff finding management of profiling challenge.

Impact

- Data from standardised assessments used in attainment meetings to inform next steps
- Using tracking document to inform SIP

- Using information from attainment meetings to plan targeted interventions for pupils not on track. Interventions have moved target children on in their learning.
- ASNT supporting all teachers/PSAs to plan and deliver appropriate interventions.
- Parent survey shows 80% of parents who responded to survey think that they received helpful informative feedback. However only 50% felt that the information reached them at the right time, and understood how progress was assessed.
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Next steps:

- Writing identified as an area where attainment has dropped due to impact of Covid. Added to SIP.
- PEF funding allocated to P7 target group to address gap in writing attainment
- Begin using new MCNG assessments with GME pupils next session
- Move to online profiles (Seesaw) so that there is a continuous feed of information to parents about their children's progress.
- Use curriculum evenings and open mornings to show how we assess children's progress

Improvement Project 3:

Primary focus: School and ELC improvement

Year of Project: 2

Purpose: Recovery from Covid 19 Impact: Health and wellbeing

Embed Emotion Works as a whole school approach to improve emotional literacy and well-being (Primary & ELC)

Progress and impact:

- all staff engaged with online training
- Staff feel confident using skills and strategies around emotional literacy.
- Staff awareness raised in emotional well-being and literacy.
- Most children are more able to talking about their feelings, identify triggers and use strategies
Positive parental feedback s
- Delivery within classes was inconsistent. Staff and learners found the basic ethos very helpful, but too resource heavy. This was a particular issue as resources were not available in Gaelic .
- However the resources and concrete materials won't be useful.

Next steps:

- Continue to use Emotion Works strategies with specific children/groups to develop emotional literacy. Focus more on specific children and strategies - triggers, emotions and consequences.
- Explore Decider Skills, XX, school values,
- Pupil voice

GME Project:

Primary focus: School and ELC improvement

Year of Project: 1

Purpose:

Explore and adopt pedagogy which promotes and enhances Gaelic fluency amongst learners

Gaps in learning Gaelic Listening and Talking identified and targeted interventions/pedagogy planned for

Progress and impact: satisfactory progress was made in this area

Due to staffing pressures all of our GM classes had significant times in the week (3 days P6/7G, 1 day P1/2G, ½ day P3-5G) with an EM teacher. This has had significant impact on progress

- GM Teaching and EYs staff attended full day training session with Anne Thirkell from SMO, 'A' Leasachadh Cànan Gàidhlig nan Sgoilearan'
- EM staff attended Gaelic learners class delivered by SMO
- Shinty tournament and Cuach na Cloinne were good for upper stages in use of Gaelic.
- Gaelic cultural workshops (Fèis na Linne, Treòir, Tobar and Dualchais, YMI) delivered have supported GM and Gaelic learners in use of Gaelic.
- Gaisgeach na Gàidhlig award at assembly motivating GM and EM pupils to use/improve Gaelic
- Gaelic Learners are positive and keen to learn. Picking up new language at snack/lunch in early years.

Next steps:

- KATs to cover a language or Gaelic specific target/outcome.
- Gaelic songs and stories to be delivered and encouraged across the school: Weekly singing sessions, Kodaly, participation in Mòd, Talk 4 Writing to facilitate
- Invite Gaelic-speakers in the community to volunteer/share skills within the school on a regular basis; Book club/reading, storytelling sessions, skills connected to projects, careers, Gaelic playground games
- Use buddy system to support use of Gaelic in play

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 Good

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Kindness, Culture, Community, Creativity

3.2 Satisfactory
Raising attainment and achievement

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

Theme 1 Very good
Our relationships

Theme 2 Good
Our learning and teaching

Theme 3 Very good
Our school and community

Theme 4 Good
Our health and wellbeing

Theme 5 Good
Our successes and achievements

Our overall evaluation of our Bun-sgoil Shlèite 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://bunsgoilshleite.com/> or by contacting the school office.