

# Bun-Sgoil Ghàidhlig Inbhir Nis



SESSION 2023-24

**Bun-sgoil Ghàidhlig Inbhir Nis**

HIGHLAND COUNCIL | SIR WALTER SCOTT DRIVE, INVERNESS, IV2 6BA



# Introduction: Local and National Context

## Ro-ràdh: Co-theacsa Ionadail agus Nàiseanta

This Standards and Quality Report is influenced by both Highland and national priorities. These can be summarised as follows:

### Highland Priorities



### National Improvement Framework Priorities



#### Entitlement, Excellence & Equity:

We will raise attainment and achievement for all, especially for children and young people from disadvantaged circumstances, including rural deprivation. We will focus relentlessly on improving standards and the quality of learning and teaching, to ensure that entitlement, equity and excellence are delivered across the system.

#### Empowerment & Leadership:

We will develop leadership skills at all levels of the system, for now and the future, building a culture of empowerment and professional capital.

#### Relationships:

We will maximise health and wellbeing for all children and young people, to give them the best possible start in life. We will ensure every child and young person feels part of the community they live in.

#### Opportunity:

We will maximise opportunities for our children and young people, and for the wider Highland community and its visitors, through the provision of high-quality services.

The key priorities outlined in the National Improvement Framework are:

- Placing the **human rights and needs of every child** and young person at the centre of education
- Improvement in children and young people's **health and wellbeing**
- **Closing the attainment gap** between the most and least disadvantaged children and young people
- Improvement in skills and **sustained, positive school-leaver destinations** for all young people
- **Improvement in attainment**, particularly in literacy and numeracy.

#### Self-evaluation

To support self-evaluation, quality indicators from the national evaluative framework *How Good Is Our School?* 4 are referenced.

Links to these sources (and others referenced) can be found here:

- [National Improvement Framework Improvement Plan](#)
- [HGIOS? 4](#) and [HGIOELC](#)
- [Health and Social Care Standards](#)
- [National Gaelic Language Plan](#)

In this report the following words are used to describe the numbers and proportions used:

All	Almost all	Most	Majority	Less than half	Few
100%	91% - 99%	76% - 90%	51% - 75%	16% - 50%	Up to 15%



We are pleased to present our Standards and Quality Report for Session 2022-23. This report forms part of our quality improvement framework and provides important information regarding our school's progress to date and our next steps in school improvement.

**Self-Evaluation for Self-Improvement** is at the heart of our practice. We continue to develop our practice in making robust use of evidence as a basis for judgements regarding the impact of our work on our learners. All staff understand that self-evaluation is an integral aspect of our approach to continuous improvement through addressing the 3 key questions:

- How well are we doing?
- How do we know?
- What are we going to do now?

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. We inform decision making and actions through a continuous process of looking inwards, outwards and forwards.

#### Looking inwards - starts with those working with our children and young people

We focus on the impact on outcomes for learners. Our self-evaluation processes triangulate information, data, people's views and observation of practice to measure impact and inform planning for improvement.

#### Looking outwards - learning from others

Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

#### Looking forwards - creating a vision and planning for implementation

Through leadership at all levels, we anticipate challenges and explore creative solutions. This helps us to create an aspirational vision for our school which shapes our actions and provides a focus for 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 to shape our improvement journey.

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



Together we are working hard to ensure the Highlands is the best place for children and young people to grow up safely, learn, develop and achieve.

With positive experiences, our children and young people will always see the Highlands as home.

Le eòlasan deimhinneach, bidh ar cloinn is ar n-òigridh daonna a' faicinn na Gàidhealtachd mar dhachaigh.

Kyle Eaglesfield

Head Teacher

Bun-sgoil Ghàidhlig Inbhir Nis



# School Profile

## Pròifil na Sgoile

The following information can be found on [Parentzone Scotland](https://www.parentzone.scot.nhs.uk/). It is important to remember that statistical data alone is not a measure of how well we are doing. All schools are unique. To understand how well we are doing it is important for us to look at a range of different data sources.

<b>Attendance</b> 94.31%			<b>Average Class Size</b> 24.4			<b>Meeting PE Target</b> Target Met		
<b>Pupil Numbers</b> 220			<b>Teacher Numbers</b> 13			<b>Pupil Teacher Ratio</b> 16.9		
<b>N3</b> XX%	<b>N4</b> XX%	<b>P1</b> 19.09%	<b>P2</b> 13.18%	<b>P3</b> 12.27%	<b>P4</b> 17.27%	<b>P5</b> 13.1%	<b>P6</b> 13.63%	<b>P7</b> 14.54%
<b>SIMD Q1<sup>1</sup></b> 0.45%		<b>SIMD Q2</b> 0.45%		<b>SIMD Q2</b> 0.45%		<b>SIMD Q4</b> 1.8%		<b>SIMD Q5</b> 3.1%
<b>Unknown</b> 5.45%								
<b>ASN<sup>2</sup></b> 14.55%		<b>No ASN</b> 85.45%		<b>FSM<sup>3</sup></b> 8.18%		<b>No FSM</b> 91.72%		<b>EAL<sup>4</sup></b> 0%
								<b>No EAL</b> 100%

2022/23 Proportions of pupils achieving Curriculum for Excellence Levels (P7):

<b>Reading</b>	<b>Writing</b>	<b>Listening and talking</b>	<b>Numeracy</b>
Most	Majority	Most	Majority

**Gaelic Medium** 2022/23 Proportions of pupils achieving Curriculum for Excellence Levels (C1, P4, P7 combined):

<b>Gaelic reading</b>	<b>Gaelic writing</b>	<b>Gaelic listening and talking</b>
Majority	Majority	Majority

We have had **no** exclusions this year.

<sup>1</sup> SIMD – The Scottish Index of Multiple Deprivation (SIMD) is a relative measure of deprivation.

<sup>2</sup> ASN – Additional Support Needs

<sup>3</sup> FSM – Free school meal entitlement

<sup>4</sup> EAL – English as an additional language



# School vision, values and aims

## Lèirsinn, luachan agus amasan na sgoile

### 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
- 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.

### Review of progress for session

#### Ath-sgrùdadh air adhartas airson an t-seisein

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

#### School Priority:

**Improve pupil engagement and attainment in reading.**

#### Purpose:

To refresh and enhance pedagogical approaches in the teaching of reading, increase pupil engagement, personalisation and choice and overall attainment in Reading

#### Progress:

Talk for Reading training attended by all teaching staff  
SMT monitoring of reading lessons – term 2 including feedback and next steps  
Self-evaluation carried out with pupil groups to gather views on reading

#### Impact:

- SMT engaged with roll-out of 'Literacy in a world for all' Dyslexia assessment
- In-house dyslexia assessments carried out
- Reading Policy updated at collegiate meeting
- School library set up and resourced with natural resources
- Reading materials discussed with view to updating and resourcing
- Parent volunteer list expanded and parent volunteers regularly engage with pupil reading groups in school and Nursery
- YouTube site set up by SEYP and resourced with electronic books for use by parents to support language acquisition



- World Book Day highlighted by whole school with all day focus on reading including author visits
- Reading High Quality assessment issued to all families term 3, focusing on reading skills
- School Improvement Plan progress reported on in each termly Newsletter

#### Next steps:

- Reading assessment to be agreed upon
- Additional Gaelic and English reading schemes to be researched and purchased
- Parent Council fundraising money (£1000) earmarked for Gaelic resources to be agreed – initial meeting suggested creating and publishing a book/book for children with support from known author(s). Possible other outsourcing of experiences
- Pupil questionnaire to be carried out to gather views – term 4
- Reading policy to be shared with pupils and parents – term 4

#### School Priority:

### Curriculum and Assessment – Numeracy and maths

#### Purpose:

To refresh and enhance pedagogical approaches in the teaching of Numeracy, increase pupil engagement and overall attainment in Numeracy, and enhance existing approaches to ensuring breadth and progression across all levels in Numeracy

#### Progress:

Through discussions with teaching staff, an identified need in the area of Numeracy was a whole school approach to curricular coverage of benchmarks across Early, First and second level. In addition, on evaluation of present assessments (Highland Numeracy diagnostic assessments) staff have identified fractions, decimals and percentages, number bonds, mental maths, concrete materials use as possible areas where we would benefit from refreshed pedagogical approaches and assessment techniques

#### Impact:

- Positive Impact on pupil engagement and attainment in Numeracy and Maths lessons
- Impact on Early level Numeracy outcomes – Nursery and Primary 1 – Onery includes early level Numeracy using principles of play pedagogy Increase in Learner Participation in self-evaluation of Numeracy
- Moderation activities at ASG and local level has resulted in staff having increased confidence in submitting ACEL judgements in Numeracy.
- ACEL is more clearly linked to both ongoing and standardised assessments but needs further work.
- Numeracy across learning event was attended by all for the first session but did not continue with the second session.

#### Next steps:

- ASG priority on implementing TMR last session – next step is to use the data to inform future planning and progression.
- Evidence that single curricular priorities are short lived and that developing a broader understanding that can be transferred across curricular areas will enhance learning and teaching longer term.
- Use numeracy as a vehicle to deliver this and continue to ensure progression and development of this progression, using the data to underpin planning and starting points.



**Purpose:**

To improve Nursery environment and pedagogy to ensure play and nurture principles are embedded

**Progress:**

To ensure all children experience an environment welcoming and homely, the management and staff should review the layout of the environment. This should include, but is not limited to, providing cosy areas for the children to rest and relax.

To ensure all children can access well-resourced play areas and experiences, which support and extend children's learning, the management team and staff should review resources available. This should include, but is not limited to, children's access to high quality resources in the out of school club.

Create areas for downtime – cosy corners (indoors and outdoors). Too many tables/chairs – remove some. Rooms to be zoned. Improve the quality of home corners. Four focus areas have been identified and staff will be informed at training twilight (April 2022) of the requirements

Further training to be provided to support staff in fulfilling the objectives of RTA. SMT to assess understanding through monitoring of setting.

**Next steps:**

To support children's wellbeing, learning and development, the provider should ensure staff are supported to reflect upon their practice. This should include but is not limited to involving staff in the systematic review of their practice.

To support meaningful involvement in improving the service, the management team should create a shared vision for improvement planning. This should include, but is not limited to, developing creative and innovative approaches to consult with staff, children, and their families.

To support children's wellbeing and promote the continued development and improvement of the service, the management team should ensure that a routine and robust quality assurance system in place. This should include, but is not limited to, formal monitoring of the environment, children's experiences, and staff practice.

**Impact:**

Support information given to EYPs prior to Easter holidays to instruct of the expectations for the change. Time allowed at Inset (May) to begin making the physical changes. Staff begun collating resources/ loose parts materials and planning out their areas.

Changes begun in May and rooms zoned according to 4 area plan. Support worker working with the children to create independence and teach cooking preparation skills.

Outdoor area transformed to have quiet area, literacy, numeracy, physical play, digging area (children's choice), Wormery (children's choice), music/water wall to name a few.

Staff continually further developing the areas. Monitoring calendar set up and areas to be reviewed and feedback given.



## Progress and impact of Pupil Equity Fund

### Adhartas agus buaidh Maoin Cothromas Sgoilearan

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Our PEF plan for the 2022 – 2023 year was as followed.

- Medium impact Terms 1-3 due to recovery programme, also nurture focus.
- Term 4 recognisable impact with increase in phonics awareness and confidence in reading.
- Predicted ACEL levels in Primary 4 resulted in increases in term 4 actual levels achieved
- Primary 6 and 7 increase in confidence and fluency in reading and spelling.
- Wellbeing focus group in Primary 6 resulted in marked improvement in emotional regulation and social competency.

With a focus on reading and specifically comprehension support staff have been working with teachers to increase fluency and understanding of a text. Reading and comprehension rely on a combination of vocabulary, context and the interaction of words staff have worked with children in these areas. Through concentrating on this staff have been able to support children to vary and increase their vocabulary and fluency in Gàidhlig reading.

Throughout the course of the year, individual children in primary 1 and 2 being targeted with phonic support there has been an increase in results in May, all primary 1's has made progress in different areas of the phonological assessment, and this is clear through the assessments carried out. Most Primary 2 children have achieved all 12 areas or increased their score by December 2022.

Through the body of PEF work completed with children in primary 4 there has been a clear increase in attainment for reading across the board while highlighting the increase in achievement made for children receiving targeted intervention. All children in primary 4 have made clear progress in reading this year. Children in primary 6 and 7 children on fluency and comprehension, staff worked with children focusing on Resilient Kids programme to aid social and emotional intelligence. Spelling recovery and reading for fluency with 81% of children achieving second level in primary 7 and 100% of children working at second level in primary 6.

## Wider achievements

### Coileanaidhean nas fharsainghe

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Achievements and successes are celebrated in a variety of ways- Class dojo, dojo points, Craobh Soirbheachais, School TV, Twitter page, class Wow walls, Achievement Journeys in profiles and Cup na Gàidhlig, spotlight successes in assemblies. Weekly certificates are linked to the school values and the 4 capacities. BSGI pupils represent the school at several events such as the MOD, Music Festival, Shinty competitions, Football competitions, athletic events etc. Learning targets are discussed and evaluated during profiling.

Children contribute to life of the school and wider community through leadership roles. All pupils and staff in the school are members of a school committee. These committees are linked to E&Os and skills development. They are able to share feedback on their committees at assembly. All classes and most groups have led an assembly. All assemblies are linked to SHANARRI and the rights. The groups have worked within the local community such as JRSO raising awareness of Road Safety within our school carpark and walking to various locations near the school to check how long it takes to walk to school, Life Skills group have worked with ASDA on budgeting skills, ECO committee has run a number of sustainability projects such as litter picking, food waste campaigns and book/clothes/costume swaps & library committee is run by parents.





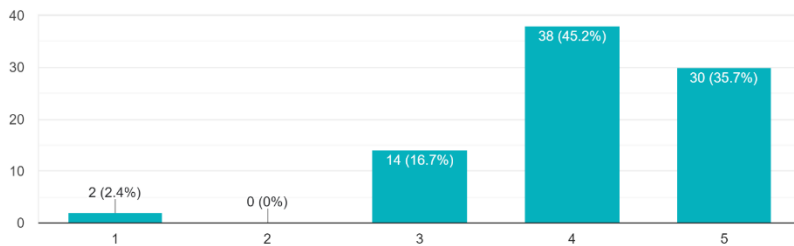
# Comments from learners, families, stakeholders and staff

## Beachdan bho luchd-ionnsachaidh, teaghaichean, luchd-ùidhe is luchd-obrach

As part of our well-being work in the school we have a yearly well-being survey that tracks response from children in primary 4-7 and is used to create an action plan in addressing areas within. The below highlights:

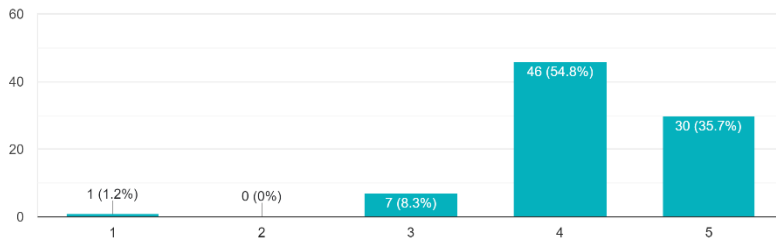
How 'achieving' do you feel in your school?

84 responses



How 'nurtured' do you feel in your school?

84 responses



In May we held an open afternoon and sought the views of our families after a fantastic afternoon.

- I liked seeing the children's classroom, for my son and daughter. It was useful seeing A interacting with the Chromebook; its not something he currently does at home (he just uses tablet) and I see he needs a bit of help from home and I will do that.
- My child was excited to show me his classroom and work. The chance to meet and chat to other children and parents. A chance to see and visualise the classroom.
- Spending time with mu child in the classroom was really fun. The task was fun and interactive. Seeing my child interacting so well with all school peers also enjoyable.
- Joining in with the learning about the runes.
- The e cho cnog L fhaicinn anns a' chlasrum agus an obair eile fhaicinn. Tha i cho moiteil seo a shealltainn dhomh.
- It was lovely to visit clas 2 today. It is good to see the work that the children have been talking about at home. Tapadh leibh.
- Fantastic to see O in her class today interacting with the class. Nice to see other parents and the teacher. Great to see what they are working on.
- I loved seeing my child in their school environment and being shown around. It was interesting seeing available equipment for learning and finding out what my child likes the most.
- Loved seeing the classroom and the children playing.



## Capacity for continuous improvement

### Comas airson leasachadh leantainneach

Using indicators from 'How Good is our School 4' together with learner, parent, carer, partner and community feedback we believe we have made the following progress this session:

	ELC	PRIMARY
<b>QI 1.3</b> Leadership of change	Very good	Very good
<b>QI 2.3</b> Learning, teaching and assessment	Good	Very good
<b>QI 3.1</b> Wellbeing, equality and inclusion	Very good	Very good
<b>QI 3.2</b> Raising attainment and achievement/Securing children's progress	Good	Very good

Our overall evaluation of our capacity for continuous improvement is:

We are confident in our capacity for continuous improvement.

## Key priorities for improvement planning

### Prìomhachasan airson planadh airson leasachadh

#### Analysis of Data to inform planning, progression, and intervention.

- ASG priority on implementing TMR last session – next step is to use the data to inform future planning and progression.
- Evidence that single curricular priorities are short lived and that developing a broader understanding that can be transferred across curricular areas will enhance learning and teaching longer term.
- Use numeracy as a vehicle to deliver this and continue to ensure progression and development of this progression, using the data to underpin planning and starting points.
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#### Immersion – targeted oral language through intentional and responsive planning

- The outcome of our recent inspection by Education Scotland has highlighted the need to focus further on immersion in the ELC through targeted oral language.
- In accordance with advice for Gàidhlig language – states the need for our young people to experience high-quality total immersion that will allow them to build a secure foundation in the language and level of fluency that will enable them to build on their progress across the curriculum. (AOGME – 7.1)

#### Power up pedagogy

- Local Authority focus on pedagogy and what constitutes effective approaches to teaching and learning.
- ASG recognition that the subject specific nature has led to more short-term impacts. ASG agreement to focus on broader concepts which will positively impact upon all schools and all areas of the curriculum.



## Planning ahead

### A' planadh air adhart

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Full details of the school's 2023/24 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

