

STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2022/23



Bun-sgoil Ghàidhlig Loch Abar

HIGHLAND COUNCIL | ARDGOUR ROAD, CAOL, FORT WILLIAM, PH33 7JE

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%

Coibhneas
Kindness

Urram
Respect

Cuideachail
Helpful

Dìcheallach
Diligence

Spòrs
Fun

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 daonnan a' faicinn na Gàidhealtachd mar dhachaigh.

Marissa Melville
Head Teacher
Bun-sgoil Ghàidhlig Loch Abar

School Profile

Pròifil na Sgoile

The following information can be found on [Parentzone Scotland](#). 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.

Attendance 95.37%	Average Class Size 22.2	Meeting PE Target Target Met
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Pupil Numbers (nc nursery) 133 (+37 nursery)	Teacher Numbers 6	Pupil Teacher Ratio 22:1
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N3 11.2%	N4 10.6%	P1 11.8%	P2 12.4%	P3 12.9%	P4 15.9%	P5 11.8%	P6 8.8%	P7 4.7%
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SIMD Q1¹ 3.76%	SIMD Q2 15.79%	SIMD Q3 54.89%	SIMD Q4 14.29%	SIMD Q5 14.29%	Unknown 3.76%
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ASN² 11.28%	No ASN 88.72%	FSM³ 4.5%	No FSM 95.5%	EAL⁴ 0.6%	No EAL 99.4%
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2022/23 Proportions of pupils achieving Curriculum for Excellence Levels (P1, P4, P7 combined):

Reading	Writing	Listening and talking	Numeracy
All	All	All	Almost all

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

Gaelic reading	Gaelic writing	Gaelic listening and talking
Most	Most	Almost all

We have had no exclusions this year.

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

² ASN – Additional Support Needs

³ FSM – Free school meal entitlement

⁴ EAL – English as an additional language

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

Ar n-òigridh ag ionnsachadh aig cridhe ar cànan, ar cultair agus ar coimhearsnachd.
Our young people learning at the heart of our language, culture and community.

Values

Coibhneas	<i>Kindness</i>
Urram	<i>Respect</i>
Cuideachail	<i>Helpful</i>
Dìcheallach	<i>Diligence</i>
Spòrs	<i>Fun</i>

Aims

- To promote, enhance, celebrate and immerse our children in Gaelic language and culture.
- To enable all children to develop their capacities as successful learners, confident individuals, responsible citizens and effective contributors focusing on closing the attainment gap between the most and least disadvantaged children.
- To encourage social skills, co-operation and tolerance for the beliefs and views of others.
- 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 with our partners to develop the life and ethos of our school and community.
- To provide an excellent Early Years Curriculum and ensure our children have active and fun learning experiences.
- To ensure that all the staff have opportunities for continuing professional development.
- To actively promote health and well-being through the curriculum and whole school ethos

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:

Supporting Health and Wellbeing

Purpose:

To develop a shared understanding of wellbeing and build positive, supportive relationships across the school.

Progress:

- ✓ The school values have been reviewed and revised. They are visible around the school and on school correspondence and paperwork. A competition was held to compose a school song around the values. The winning song has been adopted and is sung by all pupils at weekly whole-school assemblies. One value is

Impact:

- ✓ All pupils, staff and partners are familiar with the school values.
- ✓ Pupils and staff have a sense of ownership of the values and always strive to fulfil them.
- ✓ Pupils can speak about the wellbeing indicators and relate them to school activities and their own personal progress.

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- chosen as a focus each week with pupil certificates awarded in relation to it.
- ✓ Staff and pupils have worked to embed an understanding of the Wellbeing Indicators across the school. All are familiar with the emoji characters representing the indicators and these are visible across the school. ELC staff use these in floorbooks and planning.
 - ✓ Pupil Equity Funding was used to employ a Pupil Support Assistant. She worked with identified pupils in small groups to develop conversation skills, provided Nurture Group support and provided one-to-one pupil support with class work.
 - ✓ Pupils were introduced to the United Nations Convention for the Rights of the Child (UNCRC). The P1 class led a whole-school assembly to tell the other pupils about the UNCRC.
 - ✓ Targeted support has been put in place to support pupils with needs in identified areas (nurture support, playground supervision to ensure pupils are safe and included). There are significantly fewer reports of issues between pupils at breaktimes as a result.
 - ✓ Talking and Listening skills in identified pupils have shown some improvement, all are more confident and will now willingly converse with others in Gaelic.
 - ✓ Pupils working in Nurture Groups have enjoyed the opportunity to have allocated quiet time with an adult to support them. We are currently working with identified pupils to create a dedicated Nurture Room.
 - ✓ One-to-one support has been very effective in supporting attainment. One pupil within the identified group was significantly more successful in national assessments which were carried out in the Nurture space than one completed in a classroom.
 - ✓ All pupils and staff are familiar with the UNCRC. We will build on this next session and work towards a Rights Respecting Schools Award.
 - ✓ Good progress was made in this area which will be used to inform improvement priorities for next session.

Next steps:

- Use the Glasgow Motivation and Wellbeing Profile to accurately track pupil wellbeing in upper years.
- Use the Boxall Profile to ensure nurture needs are met.
- Work towards a Rights Respecting Schools Award.
- Develop a dedicated Nurture Room containing a range of supporting resources.

School Priority:

Raise attainment in Literacy

Purpose:

To raise attainment in literacy, particularly in writing and in Gaelic fluency.

Progress:

- ✓ Staff have been trained in the Talk for Writing approach and this has been implemented across all classes.
- ✓ Pupil Equity Funded targeted support has been put in place for identified pupils to increase fluency and confidence in spoken Gaelic.
- ✓ A Corrections Policy has been developed and shared across all classes and the ELC.

Impact:

- ✓ The Talk for Writing approach has been successfully embedded across all classes. Pupils enjoy writing activities and retell known stories and share their own ones. This has led to increased confidence in talking and listening in Gaelic across all age groups.
- ✓ Staff have begun to work together to plan and moderate writing across classes.

- ✓ Teachers have robust evidence of each learner's writing journey which is used to inform next steps, lesson planning and focus areas.
- ✓ Most Early Level pupils can tell (or retell) a complete story using Gaelic only. All First and Second Level pupils can do this with fluency.
- ✓ Data from national assessments shows that 35% of P1 pupils are in the highest two bands for literacy, 39% of P4 pupils are in the highest two band for writing and 50% of P7 pupils are in the highest two bands for writing. Ongoing class teacher assessments support this data.
- ✓ Confidence in speaking and listening in Gaelic has increased in pupils within the PEF target group. All are more confident to converse with other pupils and adults within the school in Gaelic. All have been confident enough to perform in front of an audience and some have participated in Conversation competitions at the local Mòd.
- ✓ There is increased consistency in the correction of Gaelic vocabulary and grammar across primary classes. Pupils are beginning to support each other in correcting vocabulary or grammatical errors.
- ✓ Good progress has been made in this area.

Next steps:

- Continue to implement Talk for Writing techniques across the school.
- Increased opportunities for staff to plan and moderate writing together.
- Moderation of writing carried out with other Gaelic Medium settings to ensure judgements are robust.
- Ensure the Corrections Policy is fully implemented in the ELC.

School Priority:

Self-evaluation

Purpose:

A Care Inspectorate report on our Early Years' Setting highlighted the need for improvement in self-evaluation. Following discussion, we felt that this was reflected across the school.

Progress:

- ✓ All school staff worked together to collate a Three Yearly Quality Indicator Self-evaluation Cycle.
- ✓ Self-evaluation activities are carried out at every staff meeting (school and ELC).
- ✓ An accurate Assessment and Moderation Calendar has been developed for use in the ELC. The school Assessment and Moderation Calendar is being reviewed.

Impact:

- ✓ All staff were involved in creating the programme which provides a shared focus for discussion and improvement activities across the school and ELC. Priorities are relevant and staff feel a sense of ownership of them which has resulted in increased enthusiasm and drive to move school improvement forward.
- ✓ Staff have begun to engage with HGIOS 4 Activity Starters at regular staff meetings.

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- ✓ Parent and staff questionnaires have been issued in the ELC.
- ✓ Pupils have been involved in school evaluation by sharing their views on: *What is good? What is not good? What we would like to have in school. What we would like to have in the playground. What we would like to do in school.*
- ✓ Assessment and moderation activities are carried out in a timely manner. All staff are aware of the evidence to be gathered and when it is to be gathered.
- ✓ Parent views have been used to inform planning in the ELC.
- ✓ Staff views have been discussed at meetings and they are working collaboratively to implement changes and ideas they have identified.
- ✓ Pupil views have been collated and used to inform priorities for next year's School Improvement Plan (anti-bullying policy, road safety, Eco-schools).
- ✓ Adequate progress has been made in this area. Considerable work has been carried out to inform Improvement Priorities for next session.

Next steps:

Fully develop and implement Assessment and Moderation Calendars.

Regular engagement with HGIOS 4 Activity Starters.

Ensure robust baseline data is collated at the beginning of the session and compared with data gathered later in the session to support or inform actions.

Involve pupils in self-evaluation activities using HGIOURS.

Involve parents and partners in school improvement activities and self-evaluation.

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

Pupil Equity Funding was used for most of the session to employ a Pupil Support Assistant. Her remit was to work with pupils to increase fluency and confidence in Gaelic, provide nurture support for identified individuals/groups and to support pupils with literacy and numeracy in class to raise attainment. Funds not used for this reason have been used to create a dedicated Nurture Room within the school.

All identified pupils are now more confident to use Gaelic in conversation or in talking and listening activities. Two pupils from the target group competed in solo speaking competitions at our local Mòd and all pupils in the group have spoken in front of various audiences through the course of the session.

Nurture Group support has been introduced for identified pupils. They have enjoyed this time and are working with the Nurture Leader (PSA) to create a dedicated Nurture Room within the school.

Individual support with Literacy and Numeracy has been effective for identified pupils. One was significantly more successful in national assessments carried out away from the class in the nurture room (Bands 7 and 8) compared to one carried out with a small group in a classroom (Below Band 4). She requires no academic support when learning but benefitted from the emotional support of an adult with her.

Wider achievements

Coileanaidhean nas fharsainghe

- All pupils participated in group performances at the local Mòd, many also won prizes in solo competitions
- P4-7 shinty team won the Iomain na h-Òige Duais na Gàidhlig
- Several pupils won prizes at the Lochaber Music Festival

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- Active Schools: Basketball Tournament (P7 transition), Badminton Tournament, Inter-schools Sports, Rugby Festival, Football Tournaments, Shinty Tournaments.
- Eco-schools – working towards a Green Flag
- Projects carried out with the West Highland Museum and FilmG
- Alzheimer Scotland Ceilidhs
- P7 Enterprise to raise money for their residential trip
- Pupil Baking sale to raise funds for the Syria Earthquake Appeal
- Christmas Show
- School Ceilidh and ELC St Andrew's Day Ceilidh
- SCILT- Multilingual Approaches through Art Online Exhibition

Comments from learners, families, stakeholders and staff

Beachdan bho luchd-ionnsachaidh, teaghlaichean, luchd-ùidhe is luchd-obrach

Learners:

- *Is toil leam a bhith ag obair anns an polytunnel. I like working in the polytunnel.*
- *Tha mi math air na Chromebooks. I am good on the Chromebooks.*
- *Tha am buddy agam laghach. My buddy is nice.*
- *Bha an rugbaidh math, tha mi airson barrachd sgilean rugbaidh ionnsachadh. The rugby was good, I want to learn more rugby skills.*
- *Is toil leam a bhith a' coimhead air obair nan clasaichean eile air na ballachan, tha Clas 7 glè mhath air ealain! I like looking at the other classes' work on the walls, P7 are very good at art!*
- *I always want to go to Sgoil Àraich.*

Families:

- *The nursery staff are exceptional.*
- *The outdoor areas are great.*
- *There is lots of communication with parents through Dojo.*
- *It is good to see what the children are learning shared on Dojo so we can talk to them about it at home.*
- *I would like to see more messy play in nursery.*
- *Out of all the school I have been involved with, this one has been the best!*
- *We were advised by outside agencies that Sgoil-àraich BSGLA is the most nurturing setting in Lochaber.*
- *Reports were personalised and captured my children- it is evident that you know your children really well.*

Stakeholders:

- *I was impressed by how calm and welcoming the school was. Nicola, our librarian, was absolutely thrilled by the pupils as they were so engaging, enthusiastic, and kind. They did themselves proud and definitely represented the school in a positive way.*
- *I was utterly blown away by their art work. Oh my, they are good. Best of luck to them for the mods but I suspect that they'll be winners. What amazing talent they have – I'll be stealing them to do displays for my room!*
- *I was very proud of the BSGLA recorder group. They performed confidently in front of a capacity audience at the Lochaber Schools Wind Band concert and were amazing! Iona was the youngest performer there.*
- *I visited the nursery for the first time today and found that the staff were very friendly and welcoming. I found the atmosphere to be calm and caring.*
- *Staff were warm and approachable. Had some consultation with the Key Worker for the young person I was visiting with. Staff were very knowledgeable about the child and had a warm and caring relationship with them.*

Staff:

- *I'm very proud to be teaching at BSGLA. It's so rewarding to hear the children speak Gàidhlig and for me to be helping, in a small way, to keep the language alive.*
- *The staff are extremely proactive and work hard to take forward any new initiatives or ideas.*
- *The school has an open, inviting ethos. Staff, pupils and parents work well together and are clearly very proud of their school.*
- *I have enjoyed my time in BSGLA carrying out literacy assessments. Staff identified a need for outside support with this and we have been working to plan how to meet the needs of all the pupils.*

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	SECONDARY
QI 1.3 Leadership of change	Good	Good	Choose an item.
QI 2.3 Learning, teaching and assessment	Good	Very good	Choose an item.
QI 3.1 Wellbeing, equality and inclusion	Very good	Good	Choose an item.
QI 3.2 Raising attainment and achievement/Securing children's progress	Good	Good	Choose an item.

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

Ensuring wellbeing, equality and inclusion
Raising attainment in numeracy
Self-evaluation

Planning ahead

A' planadh air adhart

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 [ADD LINK](#) or by contacting the school office