



STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2024-2025



Bun-Sgoil Ghàidhlig Inbhir Nis



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%	Over 90%	75% - 90%	50% - 74%	15% - 49%	Up to 15%



We are pleased to present our Standards and Quality Report for Session 2024-25. 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.

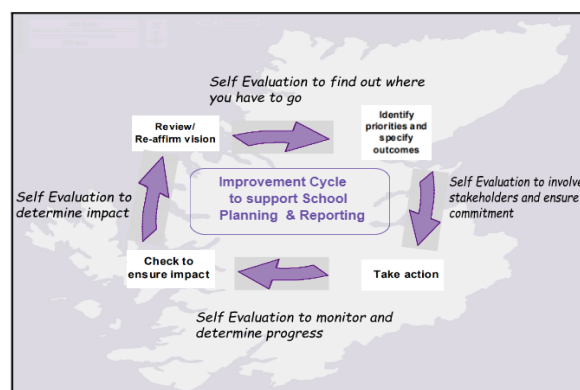
Our children and young people are actively consulted and involved in this process. We also give staff, parents/carers, and other partners the opportunity to participate in discussions and activities to shape our improvement journey.

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.

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.

Attendance 94.04%	Average Class Size 23.2	Meeting PE Target Target Met
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Pupil Numbers (inc nursery) 220 (+ 98 nursery)	Teacher Numbers 12	Pupil Teacher Ratio 18
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N3 31.25%	N4 69.75%	P1 12%	P2 19.6%	P3 12.9%	P4 12.9%	P5 15.8%	P6 13.9%	P7 12.9%
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SIMD Q1 ¹ 2.86%	SIMD Q2 15.71%	SIMD Q3 10.95%	SIMD Q4 49.05%	SIMD Q5 16.09%	Unknown XX%
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ASN ² 38%	No ASN 62%	FSM ³ 8.18%	No FSM 91.72%	EAL ⁴ 8.6%	No EAL 91.4%
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2023/24 Proportions of pupils achieving Curriculum for Excellence Levels (P1, P4, P7 combined):

Reading	Writing	Listening and talking	Numeracy
Most	Most	Most	Most

Gaelic Medium 2023/24 Proportions of pupils achieving Curriculum for Excellence Levels (C1, C4, C7 combined):

Gaelic reading	Gaelic writing	Gaelic listening and talking
Most	Most	Most

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

As the Highlands First purpose-built Gàidhlig School we strive to build our ethos, Vision, Values and aims with our language at the heart of it.



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 - Coimhneas/Kindness + Dòchas/Hope + Spòrs/Fun + Deònach/Willing



A school community where everyone is valued, and we engage with our wider community
A climate of positive behaviour and respect for all



Aims - Create a climate of Gaelic language and culture

- Ensure our curriculum enables all learners to fulfil the purposes of the Curriculum
- Confident Individuals, Successful Learners, Responsible Citizens and Effective Contributors
- Motivate children through stimulating learning experiences, celebrating achievements and personal successes



At BSGI, we've been on an exciting journey and have achieved UNCRC Gold accreditation, and it's truly transformed the way we work together as a school community. This journey has helped us create an environment where every child's rights are recognised, valued, and protected. We are also working towards our core award in Reading Schools.



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:

Numeracy and Literacy, dedicated to collecting, developing, and organising practical tools and resources to support assessment, intervention, and planning.

Purpose:

Working Groups; Numeracy and Literacy, dedicated to collecting, developing, and organising practical tools and resources to support assessment, intervention, and planning. These groups collaborated to share expertise, create new materials where needed, and ensure that all resources were easy to access and tailored to meet the needs of BSGI. Our goal was to build a comprehensive, high-quality assessments and reading resources that would help practitioners work more effectively and confidently.

Progress:

Throughout the year, staff have worked collaboratively in small groups to collate and develop a bank of GME (Gaelic Medium Education)

Impact:

The initiatives introduced have significantly enhanced both teaching and learning within the school. The completion of numeracy baseline



resources tailored to the needs of the school. These resources have been designed to enhance understanding of children's learning stages, as identified through last session's evaluations and GME resource surveys. In addition, staff have created targeted assessments across key learning areas, enabling systematic data analysis to inform planning, monitor progression, and implement timely interventions.

Children have continued to benefit from high-quality total immersion experiences, fostering a rich language environment. As a result, pupils are demonstrating increased confidence in their Gàidhlig language skills. Ongoing work in resource development and targeted assessment is contributing to the raising of attainment in both Gàidhlig fluency and vocabulary, supporting our overarching aim of improving outcomes for all learners in the GME setting.

assessments for each level has provided teachers with a clear starting point for instruction, allowing for more targeted teaching and earlier identification of gaps in understanding. The development of a continuous bank of short-burst assessments has offered regular opportunities for formative assessment, enabling staff to monitor progress closely and adjust teaching strategies responsively to meet learner needs.

The creation of a resource bank in key curricular areas, including supports such as common words lists, has improved consistency and quality of classroom practice. Staff now have ready access to high-quality materials that support differentiated and effective learning experiences across all levels.

Teacher judgments have become more robust and reliable, with clearer alignment between TMR, ACEL, and SEEMIS data. This consistency has been evident during attainment meetings, where discussions are now more focused, data-informed, and action-driven. As a result, staff are increasingly confident in making attainment predictions, basing their decisions firmly on a body of gathered evidence rather than anecdotal observation.

Ultimately, these developments have led to more accurate tracking of individual school's attainment data. This improved accuracy not only supports ongoing improvement planning but also ensures that learners' achievements are recognised and celebrated more effectively, promoting a culture of high expectations and continuous improvement across the school.

Next steps:

- **Enhance Learner Vocabulary:**
Develop learners' breadth and depth of Gaelic vocabulary across talking, reading, and writing, ensuring regular opportunities for application in meaningful contexts.
- **Strengthen Teaching Practice:**
Embed consistent, context-rich vocabulary instruction across all stages through high-quality learning, teaching, and assessment approaches.
- **Raise Attainment and Engagement:**
Increase learner engagement, confidence, and attainment in Literacy and Gàidhlig through progressive and motivating learning experiences.
- **Build Community Partnerships:**
Strengthen partnerships with parents, carers, and the wider Gaelic-speaking community to support language development and celebrate Gaelic culture.



- **Develop Staff Capacity:**

Enhance staff knowledge and skills in planning, delivering, and assessing effective vocabulary instruction through targeted professional learning.

School Priority:

Immersion – targeted oral language through intentional and responsive planning

Purpose:

The purpose of this action plan was to ensure that children continue to experience high-quality total immersion in Gàidhlig, fostering greater confidence in their language skills. By focusing on raising the attainment of pupils' Gàidhlig fluency and vocabulary, we aim to promote linguistic growth and development. Our planning will align with key language milestones, guided by the Advice on Gàidhlig Medium, to ensure a structured and progressive approach to language learning. Additionally, by enhancing staff understanding of this guidance, we aim to inform and refine teaching practices, further supporting the achievement of language proficiency in our students.

Progress:

The development of language skills continues to be a key focus within our Early Learning and Childcare (ELC) setting. Evidence of progress is consistently documented through various means, including floor books and individual profiles, which track the skills being promoted and developed over time.

Staff remain dedicated to fostering language development through play, ensuring this is reflected in the floor books, planning, and pupil voice. Furthermore, the use of the Oral Language tracker has been integrated to provide more detailed insights into individual language progress.

In addition, there has been a strengthened focus on incorporating Gàidhlig language skills into ELC profiles. This is supported by a clear link to our broader curriculum, ensuring that language development is encouraged and enriched in both English and Gàidhlig.

The Policy for immersion in ELC continues to be adhered to, with staff consistently implementing strategies outlined in the policy. Evidence of this commitment is captured through regular reviews and reflections in floor books and planning, ensuring that language development remains at the forefront of our practice.

Impact:

The intentional focus on promoting Gàidhlig within the Early Learning Centre (ELC) significantly enhanced the language development of all children. By targeting specific groups and using responsive, well-structured activities, staff created a learning environment that actively encouraged language acquisition. This provided children with opportunities to develop their language skills, whether they were fluent speakers or beginners. Staff ensured that children who were already fluent in Gàidhlig were given opportunities to deepen their understanding and expand their vocabulary, furthering their linguistic growth.

Through close collaboration with Senior Leadership Team (SLT), staff ensured that both indoor and outdoor environments were rich in opportunities to support language and vocabulary extension. The implementation of total immersion guidance further enhanced this process, creating an environment where Gàidhlig was spoken consistently and fluently by adults, providing both a model and active support for children.

The impact of this approach was seen in increased fluency and use of Gàidhlig among the children. By encouraging imaginative thinking and building vocabulary through continuous adult interaction, children gained confidence in using the language in various contexts. Additionally, staff worked to create a language tracking system to document and monitor each child's language development over time. This tracker helped ensure that all language milestones were achieved, providing a clear pathway for each child's language progression.



Next steps:

- Review and analyse Evidence Collected
- Reflect on and Adjust Planning:
- Provide Targeted Support:
- Professional Development for Staff:
- Implement Immersion Strategies in Practice:
- Ongoing Assessment and Monitoring:
- Engage Families in Language Development:
- Evaluate Impact:
- Share Good Practice:

School Priority:

Power up pedagogy

Purpose:

This school improvement action was driven by a commitment to enhancing teaching and learning through a collaborative and evidence-informed approach. At its core, the plan aimed to foster a shared understanding among staff of selected pedagogical practices, drawing on the strengths and expertise of teachers within the Associated Schools Group (ASG). By prioritising professional dialogue, collaboration, and reflection, the plan supported staff in building confidence to implement effective teaching strategies that led to improved learner outcomes.

Staff engaged with educational research and professional reading to deepen their understanding of high-impact practices and applied these insights to refine their approaches to teaching and learning.

Collaboration across schools within the ASG served as a key mechanism for sharing successful practices, promoting consistency, and developing leadership capacity at all levels.

As a result, learners experienced more appropriately challenging and differentiated learning opportunities, better aligned to their individual needs. The plan contributed to raising attainment across the curriculum by empowering educators to lead, learn, and grow together—ensuring every learner benefited from high-quality, responsive, and forward-thinking pedagogy.

Progress:

This year, we've been working hard to improve learning and teaching across our school and our wider school community (ASG – Associated Schools Group). At the start of the year, all staff completed a questionnaire to help us understand what we were doing well and where we could improve. We repeated the questionnaire at the end of the year to see what progress had been made.

Teachers and school leaders also took part in sharing good practice sessions and this helped us gather useful feedback and see what's working well in our classrooms.

Impact:

We looked closely at data about how children are achieving (using tools like SOFA, NSA, MCNG, and ACEL) so we could focus our efforts where they were most needed.

Thanks to all of this, we now have a clearer picture of our strengths and where we can continue to grow—helping us give every child the best possible experience at school.

Staff across different schools worked more closely together, sharing ideas and supporting each other. This helped us all improve and stay up to date with best practices.

Next steps:

- Continue Staff Collaboration
 - We'll concentrate next year on strengthening the links between staff in our school and other GME schools, encouraging more shared learning and support across schools.
- Focus on Learning and Teaching specifically Listening and Talking.
- Track Progress Closely



- Pupil Voice at the Heart
- Celebrate and Share Success
 - We'll share good practice across the school and with other GME schools.

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

The Impact of Early Years Support Worker in Gaelic Language Acquisition:

1. **Language Acquisition Through Play:** The support worker plays a critical role in creating an atmosphere where Gaelic is heard, used, and reinforced in everyday activities. This informal learning supports both comprehension and production of the language, promoting fluency in a manner that aligns with how children naturally acquire their first language. In Gaelic Medium Education, using Gaelic in play-based activities such as games, songs, and role-playing can help children absorb the language in a natural and non-pressured environment.
2. **Targeted Support for Gaelic:** A key component of the early years support worker's role is providing targeted language support. This could involve small group activities where language concepts are reinforced, encouraging peer-to-peer interaction in Gaelic. This allows the children to practice and learn together, reinforcing vocabulary and syntax, which can help to increase confidence in using the language. The support worker also identifies individual children's needs, offering additional guidance to those who may need extra assistance with pronunciation, sentence structure, or understanding Gaelic culture.
3. **Addressing Barriers to Learning:** The Education Scotland 2023 inspection report identified the need for enhanced support for Gaelic language acquisition at the early years level. This suggestion reflects a broader recognition that language can be a significant barrier to a child's academic success, especially when they are learning in a language that is not their primary spoken language at home. Providing targeted support in Gaelic from the outset removes this barrier by embedding the language into their everyday learning experiences. It ensures that children are not left behind due to language challenges, which could otherwise affect their ability to access the wider curriculum.

Wider achievements

Coileanaidhean nas fharsainghe

UNCRC Gold

At BSGI, we've been on an exciting journey towards achieving **UNCRC Gold accreditation**, and it's truly transformed the way we work together as a school community. This journey has helped us create an environment where **every child's rights are recognised, valued, and protected**. In April 2025, BSG was accredited with Gold focusing on the following areas.

✦ **STRAND A: Learning About Our Rights**

Everyone in our school – children, teachers, and staff – are learning about the **United Nations Convention on the Rights of the Child (UNCRC)**. By understanding these rights, we can work together to improve wellbeing, enhance our school, and contribute to a fairer, more sustainable world.

👉 **STRAND B: Living Our Rights Every Day**

At BSGI, we make sure that **rights are at the heart of everything we do**. Every decision and action in our school is based on respect, equality, and dignity. We're building a community where **everyone's voice**



matters, and both students and teachers are supported to learn and grow in a way that respects each other's rights.

STRAND C: Taking Action for Rights

We're not just learning about rights—we're putting them into action! Our children are empowered to **speak up, make a difference, and stand up for the rights of others**, both in our school and beyond. We also ensure that those responsible for upholding children's rights are held accountable.

Playground equipment

In December 2024, after chatting with the kids at school, we decided it was time to make our playground even more fun and exciting. With support from MEARS and our Parent Council, we were able to invest in some amazing new equipment. Together with the Pupil Council, we picked out the design and the equipment, and we even got the company to install everything in just a few weeks! The kids absolutely love it, and we're already looking forward to adding more exciting features in the years to come.

BSGI competes in 2024-2025.

It's been an incredible year for sport at BSGI, with our students proudly representing the school in a wide range of events and competitions – and achieving some truly amazing results!

Earlier in the year, our football teams competed in *Cuach na Cloinne*, and what a performance they gave! BSGI Team A were outstanding, going on to win the regional event. We're absolutely thrilled that would go on to represent us in the national finals in June 2025 – what an achievement!

Our girls also did us proud in the *McRobert Cup*, finishing in an impressive third place overall. Their dedication and team spirit were a joy to watch.

We've also had great success on the shinty pitch, with our players taking part in several events throughout the year. We're delighted to say that we've already brought home **two shinty trophies** – a huge congratulations to everyone involved!

Beyond school competitions, it's been so inspiring to see so many of our pupils taking part in sports and activities outside of school too. From local tournaments to regional events, our children have been showing off their skills, determination, and love for sport – and they've been absolutely amazing!

We couldn't be prouder of the enthusiasm, effort, and teamwork shown by all our young athletes this year.

Comments from learners, families, stakeholders and staff **Beachdan bho luchd-ionnsachaidh, teaghlaichean, luchd-ùidhe is luchd-obrach**

Across the course of the session, we have undertaken a range of different consultations, looking for feedback and actions for our way forward.

This was collated and shared with parents/carers in several different Newsletters and formats, a couple of examples being below:



21mh den Gearran 2025
Ceannard: Kyle Eaglesfield

Right Respecting Article of the week

JACNIC Article 30

I have a right to speak my own language and to follow my family's way of life.

Governments should make sure children can learn the language, religion, and culture of their family if it is different from those of most people in the country where they live.

Article 30 of the UNCRH makes it clear that children and young people who belong to a minority group have the right to share their culture, language and religion with other people in that group.

Minority groups include:

- ethnic minorities
- religious minorities
- linguistic minorities: people who use a language that's not the one most people use. That includes signed languages as well as spoken ones. Deaf sign language users are members of a linguistic minority.

While most of what Article 30 says is implied by other Articles of the UNCRH, it seems to make clear that the rights of minority children and young people should not be overlooked by people who think about how to put the Convention into practice. It applies to everyone in Scotland and not just its citizens – so refugees in the process of seeking asylum are covered by it in the same way as everyone else.

Cunntas Seachdainneach

Happy Friday Everyone!

Free School Meal Expansion

The Scottish Government have advised that from February universal free school meal provision applies to Primary 5 and Primary 7 pupils whose parents are in receipt of the Scottish Child Payment.

For Highland Council pupils this entitlement will start after the February break.

As per the existing universal provision in P1-P4, this entitlement will be for free school meals only and pupils will not be entitled to any holiday payments or a clothing grant.

Families already in receipt of income-based entitlement to free school meals will not need to reapply.

FAI Alba

In celebration of World Gaelic Week the Alba FA is holding a Community Showcase event in Inverness to engage with players and build connections from our Community Club programmes to the Alba National Team.

Dates for next week

- Monday - PE - Class 6
- Monday - Primary 5 swimming
- Tuesday - PE - Class 7 + Class 5
- Tuesday lunchtime Disney
- Football - Girls P2 + P3
- Thursday - Book swap
- Friday - coffee morning

Forest sessions:

- I enjoyed the story and seeing the children having fun building dens. Great to see them enjoying themselves outdoors.
- All very well organised, children really enjoyed it and were very engaged in activities.

Share a session feedback:

- Yes, it was great to see both of my children independently accessing materials, feeling happy and secure in such a stimulating environment.
- I got to see all the areas he spends his time in. He loves to be outdoors and I can see why. Great to see him so settled and comfortable in his surroundings.

Pupil voice on sgoil-araich:

- I like playing outside, going to the woods, seeing my friends
- Seeing my friends, playing in the home corner, snack time and learning the songs.

2. In school children and young people enjoy the rights enshrined in the United Nations Convention on the Rights of the Child.	The children identified how they enjoy their right to learn and speak their language at school, describing how, "We get to learn a lot about our language, and we get to use it." The RRSA Ambassadors described how they organised a gala day for World Children's Day to celebrate their right to play, sharing, "It was a mixture of everyone's ideas that we put together." The RRSA Lead described how, "We did a session with the children reviewing the school values and how rights link to these." The SEYP shared, "This year, the nursery has had a renewed push to be rights respecting. Now that it's more embedded in the nursery, the children are learning the language of rights before they even start in P1."
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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
QI 1.3 Leadership of change	Very good	Very good
QI 2.3 Learning, teaching and assessment	Good	Very good
QI 3.1 Wellbeing, equality and inclusion	Very good	Very good
QI 3.2 Raising attainment and achievement/Securing children's progress	Good	Very good




Our overall evaluation of our capacity for continuous improvement is: Very Good

We are confident in our capacity for continuous improvement.



Key priorities for improvement planning

Prìomhachasan airson planadh airson leasachadh

	<p><u>Curriculum</u></p> <p>The focus on developing a rich Gaelic vocabulary through talking, reading, and writing highlights the importance of a well-structured and progressive curriculum. By embedding context-rich vocabulary instruction into all areas of learning, the school ensures that literacy and Gàidhlig are central to the curriculum. This aligns with the goal of raising attainment and ensuring that learners can apply their Gaelic skills meaningfully across contexts.</p>
	<p><u>Consistency</u></p> <p>The plan emphasises consistency in teaching approaches—especially around vocabulary instruction. By having teachers at all levels use shared strategies and resources, learners benefit from a more coherent and predictable learning experience. This consistent approach also supports staff development, allowing them to plan, teach, and assess with greater confidence and alignment across the school.</p>
	<p><u>Community</u></p> <p>Stronger partnerships with parents and the Gaelic-speaking community will enrich learning and promote real-life language use. By involving the wider community, the school fosters a sense of shared responsibility and pride in Gaelic language development. These connections help to create a more immersive and culturally relevant environment for learners, reinforcing language learning beyond the classroom.</p>

Planning ahead

A' planadh air adhart

Full details of the school's 2024/25 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.

