



STANDARDS AND QUALITY REPORT 2025-26

AITHISG INBHEAN IS CÀILEACHD

Bun-Sgoil Ghàidhlig Inbhir Nis

PRIMARY/ELC

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 91%	75% - 90%	50% - 74%	15% - 49%	Up to 15%



School Profile

Pròifil na Sgoile

The following information can be found on [Parentzone Scotland](https://parentzone.scotland.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
95.8%

Average Class Size
25.6

Meeting PE Target
Target Met

Pupil Numbers (inc nursery)
232 (+98 nursery)

Teacher Numbers
12

Pupil Teacher Ratio
18.7

N3
XX%

N4
XX%

P1
17.4%

P2
18.7%

P3
9.1%

P4
17%

P5
12.2%

P6
12.2%

P7
13.5%

SIMD Q1¹
10%

SIMD Q2
10 - 20%

SIMD Q3
10 - 20%

SIMD Q4
50 - 60%

SIMD Q5
10 - 20%

Unknown
XX%

ASN²
20 - 30%

No ASN
70 - 80%

FSM³
10 - 20%

No FSM
70 - 80%

EAL⁴
0%

No EAL
100%

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



2024/25 Proportions of pupils achieving Curriculum for Excellence Levels (P1, P4, P7 combined):

Reading	Writing	Listening and talking	Numeracy
Most	Most	Most	Most

2024/25 Proportions of pupils achieving Curriculum for Excellence Levels (C1, P4, P7 combined):

Gaelic reading	Gaelic writing	Gaelic listening and talking
Most	Most	Most

Overall children are making the following progress:

Reading	Writing	Listening and talking	Numeracy
Very good progress	Very good progress	Very good progress	Very good progress

Gaelic Medium:

Gaelic reading	Gaelic writing	Gaelic listening and talking
Very good progress	Very good progress	Very good progress

We have had 1 exclusion this year.



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 were also given the 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 1: Listening and talking – creation of planners for explicit instruction of vocabulary	
School Improvement Plan Priority 1	
Summary of progress	Next steps
This year, Bun-Sgoil Ghàidhlig Inbhir Nis has been working hard to help our pupils grow their Gaelic vocabulary. We want every child to feel brave and fluent when using the language; whether they are chatting with friends, reading a book, or writing a story. What we are doing in school Our teachers are focusing on making Gaelic come alive. Instead of just learning lists of words, children are using new vocabulary in real-life, meaningful ways. We are making sure that every classroom offers exciting and consistent chances for pupils to practice their skills. Our goals for your children By focusing on these "word skills," we expect to see: • Increased Confidence: Children feeling more motivated and proud of their Gaelic. • Stronger Results: Better progress in both general Literacy and Gàidhlig. • Community Connections: Stronger links between the school, home, and the wider Gaelic-speaking community.	Shaping the "BSGI Experience": Our Next Steps Over the last three years, we've built a fantastic foundation at Bun-Sgoil Ghàidhlig Inbhir Nis. Now, we are ready for the next step: creating a shared vision of what a perfect lesson looks like at our school; what we're calling the "BSGI experience framework." What does this mean for your child? Our goal is to make sure that no matter which classroom your child is in, they are getting the best possible Education. We are focusing on: • Consistent Excellence: Making sure every lesson has the right pace, the right level of challenge, and plenty of high-quality Gaelic interaction. • Immersive Language: Using specific ways to teach new vocabulary and ensuring Gaelic is at the heart of everything we do. • A Smooth Journey: By having a shared "BSGI framework," we ensure that as your child moves from one year to the next, their learning experience feels connected and steady. How are we doing this? Our staff will be:
Impact	
Our Learners' Progress The children are using a much wider range of Gaelic words when they are chatting, reading, and writing. It is great to hear them using new vocabulary so naturally during class discussions and seeing it used in their written work. Because they feel more capable, we've noticed the pupils are much more excited and engaged, especially during their Gaelic and Literacy lessons. Teaching and Learning Our staff have been working closely together to make sure that the way we teach new words is consistent from Primary 1 right through to Primary 7. By sharing ideas and taking part in training, our teachers feel even more confident in planning lessons that help the children's language skills grow year after year.	



Working Together We are also delighted by the growing links between school, home, and our local Gaelic-speaking community. More families are getting involved with home learning, which is making a huge difference in how the children develop their language skills outside of the classroom. How We Know It's Working We keep a close eye on progress to make sure we are on the right track. We do this by: • Checking pupil work and observing how they use Gaelic in class. • Tracking vocabulary to see exactly how much the children are learning. • Listening to feedback from our parents and staff. What's Next? Overall, the school is making steady, positive progress. Our next steps are to keep this momentum going, ensuring that these high standards continue across every year group so that every child reaches their full potential.	• Working Together: Teachers will be observing one another, team-teaching, and sharing ideas to keep improving their skills. • Listening to Pupils: We will be talking to the children and looking at their progress data to make sure our "BSGI experience" is actually working for them. • Involving You: We want to work closely with our families and the wider Gaelic community. When we're all on the same page, it's much easier for your child to use their Gaelic skills confidently outside of school, too. The Bottom Line We want every child at BSGI to have a high-quality, immersive, and inspiring experience in every single lesson.
--	---

School Priority 1: Reading Schools	
School Improvement Plan Priority 1	
Summary of progress	Next steps
Bun-Sgoil Ghàidhlig Inbhir Nis has officially been awarded Core accreditation from the Reading Schools programme. This award celebrates all the hard work our pupils and staff have put into making reading a natural, fun, and everyday part of school life. What does this mean for our pupils? • Pupil Power: Our "Reading Leadership Group" makes sure that the children have a real say in how we promote books. They aren't just reading; they are leading the way and helping to plan our school events. • Gaelic at the Heart: We have prioritised getting more high-quality books and exciting new stories into the hands of our learners. We want every child to find a book that reflects their own interests. • Time to Relax: We have introduced "protected" time every day just for reading for pleasure. Whether it's listening to a story read aloud or curling up with a book, we're making sure the children have the space to get lost in a good story. • A Reading Community: From sharing book recommendations with friends to seeing staff get excited about their own favourite reads.	The next phase of development will focus on progressing towards Silver accreditation, with an emphasis on deepening pupil engagement and increasing learner leadership. This will include further empowering pupils to lead reading initiatives, support peers and influence whole-school decision-making around reading. The school will continue to broaden and refresh reading materials, with a particular focus on expanding the range of high-quality Gaelic texts to ensure relevance, challenge and enjoyment for all learners. Ongoing investment in diverse and inclusive resources will remain a priority.



Why it matters By creating a bright, inclusive environment where reading is visible everywhere, from the classrooms to the open area, we are seeing a real boost in confidence and fluency. Most importantly, our pupils are simply enjoying reading more! Looking Ahead: We've already seen a wonderful shift in how our children feel about books, and we are excited to keep building this reading community with you at home.	Staff will further embed high-quality reading approaches across the curriculum, ensuring that reading for pleasure and reading for learning are consistently linked. This will include strengthening opportunities for critical thinking, discussion and interdisciplinary learning through texts. A continued focus will be placed on family and community engagement, supporting parents and carers to play an active role in promoting reading at home. This will help to strengthen the reading culture beyond the classroom.
Impact Celebrating Our Growing Reading Culture We are thrilled to share that our journey toward becoming a Core Reading School is having a fantastic impact on our pupils. Reading isn't just a classroom task anymore—it's becoming a highlight of the day! More Confidence, More Fun Most of our pupils are telling us they feel much more positive about books. Whether at school or at home, children are choosing to pick up a book more often. We're also seeing them become "book experts" in the classroom—confidently sharing their opinions, giving recommendations to friends, and getting better at expressing their ideas out loud. Better Choices, Better Gaelic We've worked hard to fill our shelves with high-quality, exciting books, including a great variety of Gaelic texts. Because children now have more to choose from, they are finding stories that truly interest them and reflect who they are. This personal connection makes them much more motivated to read just for the joy of it. Skills for Life By reading and chatting about books every day, our learners are: • Building Fluency: Becoming smoother, faster readers. • Thinking Deeply: Understanding themes and connecting stories to the real world. • Finding Their Style: Learning which authors and genres they love most.	



Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

Summary of Work

Primary 1 language support worker; Early years support worker to support Gaelic language acquisition in the classroom through play and targeted support. The support worker will support groups of children in Gaelic through play, games, songs etc to enhance language acquisition. A development identified by HMIE in the 2023 inspection was to support children in the early years with Gaelic acquisition. Supporting children at the early level with Gaelic will ultimately set them up for better achievement through the school as we remove the barrier of language to their learning.

Progress and Impact:

Impact of short-term targets on pupils and attainment

The short-term targets for the Pupil Equity Fund-funded Primary 1 Gaelic Language Support Assistant have had a significant and measurable impact on pupils' confidence, engagement and attainment. By prioritising early Gaelic acquisition through play-based, targeted language support, the role has successfully reduced language as a barrier to learning at the earliest stage.

Pupils have demonstrated increased confidence in listening and speaking Gaelic, particularly those with limited or no prior exposure to the language. Regular small-group activities, songs, games and structured play have provided repeated opportunities for children to hear, practise and use key vocabulary and simple sentence structures in a low-pressure environment. As a result, pupils are more willing to respond orally, initiate communication in Gaelic and participate actively in class routines.

The targeted nature of the support has enabled early identification of pupils who require additional input with pronunciation, comprehension or expressive language. Timely intervention has prevented these early language gaps from widening, ensuring that children can access learning across curricular areas. This has led to improved engagement in classroom tasks, with pupils better able to understand instructions, contribute to discussions and demonstrate their learning.

As language confidence has increased, there has been a positive impact on attainment across the board. Pupils are achieving more consistently at Early Level, particularly in listening and talking, and are showing improved readiness for early literacy development in Gaelic. Teachers report that pupils supported by the language assistant are more settled, motivated and able to learn independently.

Overall, the short-term targets have directly contributed to raising attainment and reducing inequity, supporting the development identified by HMIE in the 2023 inspection. By strengthening Gaelic language acquisition at Primary 1, pupils are now better equipped to succeed as they progress through the school, ensuring sustained improvement over time.



Impact of the medium-term targets on attainment

By prioritising the development of secure foundations in Gaelic listening and speaking, pupils have become more confident communicators in the language. This increased confidence has led to greater participation in class activities, improved willingness to engage in peer-to-peer interaction, and a stronger ability to follow instructions and routines delivered through the medium of Gaelic. As a result, pupils are better able to access learning across all curricular areas.

The focus on targeted small-group and individual language support has been particularly effective in addressing early language gaps. Pupils who may have previously struggled with comprehension, vocabulary acquisition or sentence structure have benefited from consistent, tailored support. This has accelerated progress in Gaelic language acquisition and reduced the need for more intensive intervention at later stages.

Embedding Gaelic consistently through play-based learning and structured interaction has strengthened pupils' expressive language skills and supported early literacy development. Improved oral language has had a positive knock-on effect on phonological awareness, early reading readiness and the ability to demonstrate understanding in learning activities. This has contributed directly to improved attainment at Early Level.

Importantly, the medium-term targets have helped to reduce the attainment gap for pupils affected by socio-economic or linguistic barriers. By removing Gaelic as a barrier to learning, pupils are now more able to demonstrate their knowledge and skills, leading to improved attainment outcomes across the cohort.

Since the introduction of this PEF-funded post in 2023–2024, staff observations and attainment data indicate an increase in attainment across the board, with more pupils achieving expected early level outcomes. The targeted Gaelic support has ensured that progress is more equitable and sustainable, directly addressing the development identified by HMIE around early years Gaelic acquisition.

Overall, the medium-term targets have strengthened early intervention, improved language confidence and competence, and laid the groundwork for long-term attainment and achievement throughout the school.



Wider achievements

Coileanaidhean nas fharsainghe

Naidheachdan Sgoinneil: We are a Reading School!

Bun-Sgoil Ghàidhlig Inbhir Nis Awarded 'Reading Schools: Core' Accreditation

We are absolutely thrilled to share some wonderful news. After a year of hard work, creativity, and most importantly; lots of reading, BSGI has officially been awarded the Reading Schools: Core accreditation!

The accreditation process is rigorous, requiring us to submit a detailed evidence plan of our activities. We were delighted with the feedback from the awarding body, who praised our unique bilingual approach:

"It has been such a pleasure to review all of your fantastic evidence and to see how you have worked towards developing your reading culture through your bi-lingual Gaelic and English approach... You have such a range of fun and engaging activities across the school with some real stand-out areas."

The judges specifically highlighted:

- Our Nursery Engagement: Building the foundations of storytelling with our youngest learners.
- Parental Involvement: The way you, as families, have supported our book-related events and home reading.
- Innovative Use of Audio: Our use of audio devices to make stories accessible to all, helping to create an immersive reading environment.
- Staff Development: The judges noted how our staff's own attitudes and practices have evolved, with teachers modelling a love of reading every day.



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

3. To what extent do you feel your child is supported to lead their own learning and make choices?

Poor 1 2 3 4 5 Excellent

4. How satisfied are you with the opportunities your child has for outdoor play and learning?

Poor 1 2 3 4 5 Excellent

Quality of the Setting (Environment)

5. Is the nursery a welcoming, clean, and safe environment for your child?

☒ Always ☐ Usually ☐ Rarely

6. Do you feel the resources provided (indoors and outdoors) are high quality and promote curiosity?

Poor 1 2 3 4 5 Excellent

Quality of Leadership and Staffing

7. Do you and the staff approach and professional when discussing your child's progress?

☒ Yes ☐ No



Beachd Phàrant/ Parental Questionnaire

May 2026

Tapadh leise anean tighinn an-dìth. The sinn an dòchas gun chòrd an còrrom rìibh le a chosg corraibh ri o plàistean ann an Sgìol-àrach.

Fauch an turas beagan mheadhanaidh (Bua) ann a bhonaidh 'th' a tha thu a' tachadh. Thank you for coming to Share a Session. We hope you have enjoyed the opportunity to explore some activities with your child.

Please take a few moments to complete this during your visit. Once it is complete, please return to a member of staff.

Quality of Care, Play, and Learning

- How well do you feel the staff know your child as an individual?
 Poor 1 2 3 4 **5** Excellent
- How does your child find their play experiences challenging, fun, and relevant to their interests?
☒ Yes ☐ No ☐ Sometimes

Comment: _____

- To what extent do you feel your child is supported to lead their own learning and make choices?
 Poor 1 2 3 4 **5** Excellent
- How satisfied are you with the opportunities your child has for outdoor play and learning?
 Poor 1 2 3 4 **5** Excellent

Quality of the Setting (Environment)

- Is the nursery a welcoming, clean, and safe environment for your child?
☒ Always ☐ Usually ☐ Rarely
- Do you feel the resources provided (indoor and outdoors) are high quality and promote curiosity?
 Poor 1 2 3 4 **5** Excellent

Quality of Leadership and Staffing

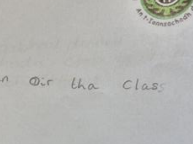
- Do you find the staff approachable and professional when discussing your child's progress?
☒ Yes ☐ No


 Smaoimh air rudan a thaislearan a' faighinn dualch no a bu toil leitha a dèanamh nas fheàrr.

1. Nàl obaidh cho nàshad aig am lòn air son ithe an biadh again air tha clasa
 a 4-7 a bighinn

2. Clasa 1 dèanar fo anmoch

3. A biadh a-muigh anns a t-uighe
 balach Sabaid muigh dèidhna ball-coise



“The Yoto Players have been a great tool to use to increase the exposure to Gaelic literature. The players mean that all children have access to Gaelic texts regardless of reading ability skills.”

“They have been great for developing pupils’ interest in Gaelic stories who might not usually pick up a book in Gaelic or who don’t yet have the skills to read independently.”

“Very effective - they are engaging, kids listen well and no screen/difficulties logging on as in Chromebooks, broadening oral language and making vocabulary stronger as hearing it from a variety of sources and accents.”

“The Yoto players have been useful during group work as pupils able to listen to the stories and then lead their own learning.”

“I have seen a huge increase of children asking, “Can I read, please?”. All children are engaged and enjoying the variation of audio books we have and are appreciating listening to a story (whether familiar to them or not) and are so much more invested.”



Comhairle na Sgoilear
Ionnsachadh

Smaoinich air rudan a tha sgoilearan a' faighinn duilich no a bu toil leotha a dèanamh nas fhearr.

1. Ag eisteach ris a' tidsear agus faodaidh sin a' fhoill bheagan help.
2. A' dèan rianach ann clas 1 agus clas 2.
3. Ag eisteach ris an tidsear ann an nàdarantig nàdar ann bidh i a' dèan rianach ann rudan.

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	Very 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	Very 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

BSGI School Improvement Action Points	Link to National and Local Priorities	Please detail the information / data which has prompted this work
Focus on developing a shared understanding of excellent practice; defined as the "BSGI experience."	Closing the attainment gap between the most and least disadvantaged children and young people	This priority focusses on improving learning and teaching at its core. Better use of data will ensure teaching meets learners' needs, while a strong focus on language will raise attainment across the curriculum. Collaborative working and shared resources will improve consistency. Bringing this together through the BSGI experience will embed a clear, high-quality model of practice across the school, leading to improved outcomes for all learners.
Tracking and monitoring of learning	Improvement in attainment, particularly in literacy and numeracy	This priority builds on the important work started last year, when we introduced tracking within the Sgoil-Araich. Over the past year, staff have been working hard to develop ways of monitoring children's progress and making sure learning experiences meet the needs of every child. This year, our focus will be on making sure these approaches are used consistently across the Sgoil-Araich. Staff will continue to build their confidence and shared understanding in using tracking to support children's learning and development.
ASG Improvement Priorities		
Curriculum Improvement	Teacher and practitioner professionalism School and ELC leadership	Changes to the curriculum will begin from August 2028 for children in the early years up to Third Level. Changes for Fourth Level and beyond will follow from August 2029. New National 4 and 5 qualifications will be introduced from 2031, with updated Higher and Advanced Higher qualifications from 2032. These changes will be brought in gradually to make the transition smooth and manageable for schools, pupils and families.

Planning ahead

A' planadh air adhart

Full details of the school's 2025/26 improvement priorities and actions are detailed on the school improvement plan, which can be accessed on our School App (My School App).

