



# STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2024-2025

## Bun-sgoil Ghàidhlig Loch Abar



Colbheas  
Kindness

Urram  
Respect

Cuideachail  
Helpful

Dicheallach  
Diligence

Spòrs  
Fun

# Introduction: Local and National Context

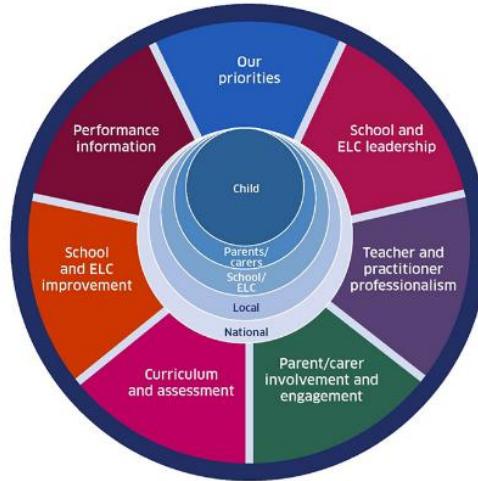
## Ro-ràdh: Co-theacsa ionadail agus Nàiseanta

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?*<sup>4</sup> 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 91%   | 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 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 what we do. 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**

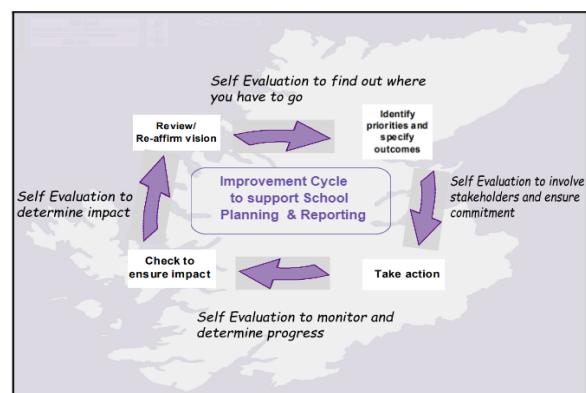
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

#### **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

## Pròfil 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.

|  |  |   |
|--|--|---|
| <b>Attendance</b><br><b>94.4%</b>                              | <b>Average Class Size</b><br><b>21.6</b> | <b>Meeting PE Target</b><br><b>Target Met</b> |
| <b>Pupil Numbers (inc nursery)</b><br><b>151 (+50 nursery)</b> | <b>Teacher Numbers</b><br><b>8</b>       | <b>Pupil Teacher Ratio</b><br><b>18.2</b>     |
| <hr/>  |  |   |
| <b>N3</b><br><b>11.9%</b>                                      | <b>N4</b><br><b>12.9%</b>                | <b>P1</b><br><b>9.9%</b>                      |
| <b>P2</b><br><b>9.9%</b>                                       | <b>P3</b><br><b>9.9%</b>                 | <b>P4</b><br><b>10.4%</b>                     |
| <b>P5</b><br><b>10.9%</b>                                      | <b>P6</b><br><b>13.4%</b>                | <b>P7</b><br><b>9.9%</b>                      |
| <b>SIMD Q1<sup>1</sup></b><br><b>0-10%</b>                     | <b>SIMD Q2</b><br><b>10-20%</b>          | <b>SIMD Q3</b><br><b>50-60%</b>               |
| <b>SIMD Q4</b><br><b>10-20%</b>                                | <b>SIMD Q5</b><br><b>0-10%</b>           | <b>Unknown</b><br><b>0-10%</b>                |
| <b>ASN<sup>2</sup></b><br><b>0-10%</b>                         | <b>No ASN</b><br><b>90+%</b>             | <b>FSM<sup>3</sup></b><br><b>0-10%</b>        |
| <b>No FSM</b><br><b>90+%</b>                                   | <b>EAL<sup>4</sup></b><br><b>0-10%</b>   | <b>No EAL</b><br><b>90+%</b>                  |

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

|                |                |                              |                 |
|----------------|----------------|------------------------------|-----------------|
| <b>Reading</b> | <b>Writing</b> | <b>Listening and talking</b> | <b>Numeracy</b> |
| Almost all     | Most           | All                          | Most            |

**Gaelic Medium** 2024/25 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> |
| Almost all            | Most                  | Almost all                          |

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

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>   |
| Dicheallach | <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:

### Ensuring Wellbeing, Equality and Inclusion

#### **Purpose:**

We recognised a growing need for nurture assistance, particularly among students within our Pupil Equity Fund (PEF) target category. The support implemented during the previous session proved to be highly beneficial for many pupils. Our aim was to sustain this effort and further embed nurture principles throughout the school. Following our pursuit of a Bronze Rights Respecting Schools Award, we continued to integrate the UN Convention on the Rights of the Child (UNCRC) into our curriculum while striving for a Silver award. Due to the school building extension, we planned to enhance our outdoor space to promote student health and wellbeing along with our Eco Schools initiatives. Additionally, to foster an inclusive ethos, we planned to strengthen partnerships with parents and guardians through community initiatives and Family Learning activities.

#### **Progress:**

- ✓ We utilised the GMWP Profile Tracker to gather pupils' views and feelings in relation to the school environment.

#### **Impact:**

- ✓ Use of the GMWP Profile Tracker helped us enhance individual support strategies and improve the overall school environment. Pupils

Coibhneas  
*Kindness*

Urram  
*Respect*

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*Helpful*

Dicheallach  
*Diligence*

Spòrs  
*Fun*

- ✓ Identified pupils received targeted nurture support from an experienced ASN teacher to boost their learning and emotional well-being.
- ✓ Pupil support staff sourced funding to develop a sensory space within the GP Room and attached courtyard.
- ✓ Regular RRSA Steering Group meetings were held, prioritising actions as outlined in the Action Plan for Silver, which was completed following the Bronze accreditation.
- ✓ The Eco Schools Committee effectively led the development of the outdoor area, resulting in an enriched learning environment.
- ✓ Increased pupil participation in leadership activities was noted through lunchtime clubs.
- ✓ Committees were established to ensure the inclusion of all pupils, including Rights Respecting Schools, Eco Schools, Pupil Council, Gaelic Committee, Digital Leaders, Health Promoting Committee, and Inclusion and Equalities Committee.
- ✓ All Pupil Support Assistants and most teaching staff are currently undertaking Level 1 Makaton training to enhance communication.
- ✓ Additionally, all Sgoil-àraich, Out of School Care, and support staff have completed De-escalation training to better support our pupils.

in P6 and P7 worked alongside the Head Teacher to explore areas that didn't score highly, discussing potential issues or changes that could enhance their school experience.

- ✓ We monitored the effectiveness of our nurture programme through regular feedback from pupils, parents, and teachers. This ongoing conversation helps us refine our approach to meet the changing needs of all the children involved.
- ✓ Development of the sensory space is aimed at facilitating a play-based, sensory approach to learning. This area provides a supportive environment for pupils needing time outside their classrooms, facilitating learning through a play-based, sensory approach that caters to individual needs and enhances overall well-being.
- ✓ The Rights Respecting Schools Award (RRSA) Steering Group is currently working on actions outlined in our Action Plan for Silver. We're hopeful about achieving this award in the next session, as it demonstrates our commitment to building an ethos of respect and responsibility in line with our school values.
- ✓ The Eco Schools Committee has successfully led the development of the outdoor area, creating an enriched learning environment that encourages creativity and exploration. They are also working towards renewing our Green Flag next session, highlighting our dedication to sustainability and environmental awareness.
- ✓ We've seen an increase in pupil participation in leadership activities through lunchtime clubs, with P7 students taking the initiative to gather information on attendance and leadership roles. This not only encourages responsibility but also promotes teamwork. We plan to build on these opportunities next session by tracking them as part of the LHS Skills Framework to be introduced.
- ✓ We established various committees to ensure all pupils feel included. These groups provide meaningful chances for every pupil to engage in initiatives and contribute to school

improvement, enhancing their sense of belonging.

- ✓ Makaton training will boost communication within our community. This will improve inclusion for our pupils with communication challenges, as we aim to expand its use across all classes, creating a more supportive environment for every learner.
- ✓ De-escalation training has significantly enhanced staff confidence in managing incidents, enabling them to identify and mitigate potential triggers, thereby fostering a more supportive environment for all pupils.
- ✓ Good progress was made in this area.

#### Next steps:

- Continue working towards achieving the Silver Rights Respecting Schools Award to further integrate children's rights into the educational ethos and practices.
- Continue working towards our next Eco Schools Green Flag.
- Fully implement Lochaber High School's Skills Framework across all classes to enhance pupils' skill development and future aspirations.
- Conduct needs assessments, such as the Boxall Profile, to identify specific areas where pupils require additional nurture support.
- Develop and integrate a structured nurture programme that includes training for staff on nurture principles and building resilience.
- Establish a tailored Family Learning programme based on feedback from parents and carers, strengthening community connections and collaboration to ensure optimal outcomes for our pupils.

School Priority:

## Raise Attainment in Numeracy

#### Purpose:

MCNG data indicated a considerable proportion of pupils performing below the national average, with 27% of P4 and 33% of P7 students in the lowest two bands. Conversely, 23% of P4 and 13% of P7 had achieved at the highest band. Our goal was to implement targeted support and challenge to enhance overall attainment in these areas.

#### Progress:

✓ In our drive to improve attainment in numeracy, we set up targeted intervention programmes and used the Pupil Equity Fund (PEF) budget to bring in an extra teacher for 0.1FTE from January onwards. This teacher focused on providing small group support through active maths and maths recovery strategies. Additionally, they organised extension activities for our highest achieving pupils to encourage challenge and keep their interest high.

#### Impact:

- ✓ Targeted small-group sessions have had a positive effect on our higher achieving students, helping to create a culture of aspiration that encourages all pupils to aim high. After noticing a dip in the attainment of some of our more able pupils in mathematics last session, we're glad to report that this has been effectively addressed, with everyone now reaching expected levels. Moreover, those students performing below age and stage expectations

- ✓ Class teachers implemented Number Talks, Maths Recovery, and Number Sprinkles resources to enhance the structuring of their planning and to facilitate ongoing formative assessment in mathematics.
- ✓ The Maths Burst programme was rolled out in our P4 class to boost pupils' understanding of wider maths skills.
- ✓ Highland Numeracy Diagnostic Assessments informed our planning and helped us track progress through regular formative assessments, allowing teachers to implement strategies as needed.

have found these sessions engaging, resulting in a noticeable boost in their interest and confidence in mathematics.

- ✓ The implementation of Number Talks, Maths Recovery, and Number Sprinkles resources equipped educators to effectively structure planning and ongoing assessments, ensuring comprehensive teaching and appropriate support and challenge for all learners across the curricular area.
- ✓ C4 MATHSBURST data reveals significant gains: Mathematics scores increased from 46% to 74%, spatial awareness improved from 48% to 66%, and computational thinking rose from 50% to 80%. Overall, the project demonstrated remarkable effectiveness, with increases of 28%, 18%, and 30%, respectively, across the assessed competencies.
- ✓ The strong focus on skills development in mathematics, especially problem solving and mathematical language, comes from careful data analysis, which helps improve the overall quality of mathematics lessons across the school.
- ✓ The impact of our focus on raising attainment in maths is evident, with 79% of learners achieving the expected level, 11% exceeding it, and a total of 90% attaining age-appropriate levels.
- ✓ The 2023-2024 MCNG data revealed that 27% of P4 pupils and 33% of P7 pupils were performing in the lowest two bands, highlighting a significant challenge. In contrast, the 2024-2025 data shows considerable improvement, with 19% of P4 and 5% of P7 pupils now in these bands.
- ✓ Good progress was made in this area.

### Next steps:

- Continue evaluating the impact of the Maths Burst programme and explore the potential for similar initiatives across other curricular areas.
- Develop strategies aimed at maintaining and enhancing pupil engagement and motivation, especially for those identified as underperforming.

- Promote greater stakeholder engagement by actively involving parents and the community in discussions surrounding educational strategies and school improvement initiatives.
- Increase the formation of professional learning communities within the school to effectively share best practices and strategies, fostering a culture of continuous improvement among staff.
- Further refine assessment practices to continuously monitor and support pupil progress, particularly for those with additional support needs.
- Encourage Early Years staff to engage with the Early Years Series on the HLP shared drive, specifically focusing on outdoor mathematics and nature play to bolster learning in maths and numeracy at early levels.

School Priority:

## Self-evaluation

### Purpose:

In light of the Care Inspectorate report highlighting the necessity for enhanced focus within Early Learning and Childcare, and ongoing staffing challenges impacting self-evaluation data, we are committed to strengthening our evaluation processes while gathering reliable information.

### Progress:

- ✓ We introduced staff activities incorporating HGIOS/HGIOELC examples and challenge questions, along with The Advice on Gaelic Education and the Participation Planning Tool.
- ✓ Pupil activities were conducted using HGIOURS to enhance learner engagement.
- ✓ A vacant post and high levels of staff absence due to unexpected events in the first half of the academic year made it challenging to meet the timescales as set out in Assessment and Moderation calendars. However, by the conclusion of the academic session, we successfully completed all scheduled activities within the Assessment Calendar and most within the Moderation Calendar (there were fewer class observation opportunities than originally planned).
- ✓ Progress was made in improving Teaching and Learning through a blended approach of GAPE (Guided Approach to Pedagogical Enquiry), Teaching Sprints, and Bruce Robertson's 'Power Up Your Pedagogy.'
- ✓ We engaged in joint planning and assessment activities by collaboratively sharing insights on High Quality Assessments and Talk for Writing plans.

### Impact:

- ✓ Evidence gathered from our self-evaluation activities provided a clear focus for whole school initiatives, most notably in our celebrations for Seachdain na Gàidhlig, which actively engaged our entire school community. This initiative also supported the development of pupil committees, which created invaluable opportunities for pupils to express their voices and contribute to school improvement.
- ✓ Pupil engagement was enhanced through activities aligned with the How Good is OUR School (HGIOURS) framework. P6 and P7 pupils actively contributed to discussions on questionnaire feedback, while the Pupil Council identified key areas for proactive involvement, demonstrating a commitment to empowering students and encouraging them to take ownership of their learning.
- ✓ By the conclusion of the academic session, we successfully completed all scheduled activities within the Assessment Calendar and most within the Moderation Calendar, despite having fewer class observation opportunities than initially planned. This enabled us to gather robust assessment evidence to support individual pupils and inform our ongoing efforts to raise attainment. Staff also reflected on their practices and observed effective strategies in other classes to promote continuous pedagogical improvement and better outcomes for all learners.

- ✓ Progress on enhancing Teaching and Learning was also somewhat impeded due to early-year staffing pressures. Nevertheless, significant advancements were made in the latter part of the year, particularly in high-quality questioning strategies. Staff undertook peer observations to share best practices and reflect on their own teaching practice.
- ✓ Joint planning and assessment initiatives focusing on High-Quality Assessments and Talk for Writing were also successfully implemented, enabling staff to gain confidence in these areas while collaboratively reducing individual workload. The supportive environment fostered productive partnerships that enhanced teaching effectiveness and learning outcomes.
- ✓ Satisfactory progress was made in this area.

#### Next steps:

- Engage in regular staff activities utilising HGIOS/HGIOELC examples, incorporating challenge questions, while referencing the Advice on Gaelic Education and effectively using the Participation Planning Tool.
- Develop pupil committees further, ensuring they provide robust platforms for pupil voice and meaningful involvement in school improvement initiatives.
- Use HGIOURS to facilitate pupil activities that empower students to express their opinions and take an active role in enhancing our school environment.
- Follow the timescales outlined in the Assessment and Moderation calendars to ensure effective progression and accountability.
- Focus on improving teaching and learning through a pedagogical enquiry approach, while promoting regular opportunities for staff to observe and share effective practice within classrooms.
- Further joint planning and assessment activities centred around High-Quality Assessments and teacher plans, alongside moderation activities within our school and with other Gaelic Medium institutions.

## Progress and impact of Pupil Equity Fund Adhartas agus buaidh Maoin Cothromas Sgoilearan

This academic year, we have used Pupil Equity Fund (PEF) funding to employ a teacher at 0.2 FTE since January, focused on supporting both the lowest and highest-attaining pupils in mathematics. This targeted initiative addresses achievement gaps while enriching learning experiences.

Pupil feedback indicates a strong enjoyment in engaging with mathematics through practical activities in small groups, fostering discussion and exploration. As a result, pupils have shown increased confidence and a greater willingness to attempt challenging concepts.

To enhance this initiative, we have allocated further resources from our school budget to acquire materials tailored for these groups. A dedicated learning space has also been established in a spare classroom to maximise engagement and minimise distractions.

A review of the MCNG/SOFA data highlights positive outcomes. In C5, the percentage of pupils attaining below expected levels decreased from 27% in 2023/24 to 5% in 2024/25. In C6, this figure fell from 56% to 41%, and in C7, there are currently no pupils in the lowest bands, despite an increase in below expected attainment from 10% to 30%. These improvements underscore the effectiveness of our targeted support and the crucial role of PEF funding in enhancing mathematical outcomes for our pupils.

The allocation of Pupil Equity Funding (PEF) also facilitated the employment of an experienced Additional Support Needs (ASN) teacher, who provided weekly targeted Nurture support for identified pupils. This initiative encompassed individual coaching and discussion sessions, alongside small group activities. The pupils involved reported a positive experience, successfully developing their resilience and self-regulation skills. Furthermore, both class teachers and management found the guidance and expertise of the ASN teacher to be invaluable. This collaborative approach significantly enhanced the ability of staff to adapt and respond effectively to the evolving needs of the pupils within this group.

To improve our pupils' well-being and learning experience, we also used Pupil Equity Fund (PEF) resources to provide extra Pupil Support Assistant hours. This decision aimed to ensure better supervision during lunchtime, a period that can sometimes feel overwhelming for some students. By offering support during these less-structured times, we worked to manage emotional challenges that could affect pupils' focus in class. The presence of these PSAs created a more secure and welcoming environment, helping pupils feel settled and ready to engage in their learning throughout the school day.

## **Wider achievements**

### **Coileanaidhean nas fharsainge**

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- Fortnightly Achievement Assemblies focussed on good work, Gaelic language and our school values.
- All pupils participated in group performances at the local Mòd, many also won prizes in solo competitions
- P4-7 shinty team won the lomain na h-Òige Loch Abar is Latharna Cupa Ath Tharracail and were also awarded the cup for Duais na Gàidhlig at the same tournament.
- The P4-7 shinty team were also triumphant winners of An Cupa Ard nam Murchan.
- Several pupils participated in and won prizes at the Lochaber Music Festival Piping competition.
- Active Schools: Basketball Tournament (P7 transition), Badminton Tournament, Inter-schools Sports, Rugby Festival, Football Tournaments, Shinty Tournaments.
- Eco-schools – working towards maintaining the current Green Flag and renewing this status next session.
- Rights Respecting Schools Bronze Award.
- Projects carried out with the West Highland Museum and the University of St Andrews.
- Alzheimer Scotland Ceilidhs.
- Level 3 RHS School Gardening Award.
- Participation in the Big Schools Birdwatch.
- P7 Enterprise to raise money for their residential trip.
- Charity fundraisers (school sponsored walk, sgoil-àraich teddy toddle, pupil stalls at Ceilidh Dance and at School Fete, individual pupil challenges completed outside school)
- Christmas Show
- Seachdain na Gàidhlig- week-long celebration involving all members of our school community (Gaelic Quiz, Ceilidh dance, concert, dress-up day, competitions, etc).
- Youth Scotland Hi5 Awards – current P5 and P6 pupils have achieved these.
- The P4-7 football team won the Comunn na Gàidhlig Duais Astar Cuach na Cloinne, Earr a Ghàidheal agus Loch Abar and participated in the national finals in Inverness.
- Our swimming team won the overall trophy at the Lochaber Primary Schools' Swimming Gala.

- Highland dancers have won many medals and trophies over the year at local and national events and these successes are celebrated in school. These pupils were triumphant winners of our school Talent Show.
- P7 were involved in a Workforce for the Future project led by Julie Riddock (Community Learning and Engagement Officer)

## Comments from learners, families, stakeholders and staff

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

#### Learners:

- *When I grow up, I'm going to work in your nursery because I love it. Or the canteen.*
- *I've learnt lots of Gaelic songs this year.*
- *I've learnt to sit and listen this year.*
- *The quiet room is so great, the loud room hurts my ears.*
- *I like the emotion cushion.*
- *The school trip to Eden Court was good. We don't normally get to go to the theatre with the whole school.*
- *I like our new classroom, it's better than our old classroom because it had leaky windows and the temperature in the new room is much better.*
- *I enjoyed learning about Ice Matters and when we got to pick an animal to research and write about.*
- *I really enjoyed the residential, we did so much and everything was super fun.*
- *I really enjoyed the Rugby Tournament and the Cross Country when I got third.*

#### Families:

- *I enjoyed learning some new Gaelic words and doing Gaelic with the kids. (Seachdain na Gàidhlig)*
- *I enjoyed the questions and the refreshments; it was fun to get pupils involved. (Seachdain na Gàidhlig)*
- *Thank you so much, lovely to be involved in celebrating Gaelic culture. (Seachdain na Gàidhlig)*
- *Great having the children using their language to teach their own families.*
- *Families could be involved more by communicating as much as possible with them so they feel part of the school and school community.*
- *I would like there to be after-school clubs targeted to families.*
- *As a parent of a child with additional challenges, the school have always had great communication with me. They are supportive to both my child and to me. They have continually provided strategies and opportunities to help my child to self-regulate.*
- *My child has come a long way from the child crying who refused to come in- thanks to all.*
- *We know how difficult and challenging times are at the moment, but we wanted to show our appreciation and support you all as a team. Our children love sgoil-àraich and with the right resources and our collective efforts/support, brighter days are ahead. (Group of nursery parents following a poor Care Inspection)*
- *I just wanted to thank you for (meeting me) today, puts my mind at ease and given the big hugs you are getting I know my child is happy.*

#### Stakeholders:

- *Bha e na thlachd a' toirt 20 chlann bho C7 aig Bun-Sgoil Ghàidhlig Loch Abar gu Seachdain Dhùn Èideann seachdain sa chaidh. Làithean a bhios iad a' cuimhneachadh gu bràth! 😊*  
*It was such a pleasure to take 20 P7s from Bun Sgoil Ghàidhlig Loch Abar to Edinburgh last week for two nights as part of Seachdain Dhùn Èideann, run by Comann nam Pàrant. Special memories they'll hold on to for a long time! 😊 (CnaG Development Officer)*

- A fabulous intergenerational event to celebrate Gaelic Week this year. The P5 class and their teachers put in a tremendous amount of effort to learn songs, poems and tunes on their chosen instruments. The residents were enjoying the experience, and even more when the young people headed round the room to personally interact with them. I think it's fair to say that everyone enjoyed the cake!! (P5 visit to Mossspark Care Home)
- Our residents had a wonderful afternoon with the children. And we are all very touched that the children took time to make such beautiful handmade cards, and for the beautiful basket of flowers which all our residents, staff and visitors will enjoy. (Mossspark Care Worker)
- A massive tapadh leibh to the P7 children of Bun-Sgoil Ghàidhlig Loch Abar who took part in our Workforce for the Future project in partnership with Museums Galleries Scotland!! (Community Learning and Engagement Officer)
- The school are very inclusive in festivals, tournaments and opportunities in the local area. The children are enthusiastic, hard-working and show great sportsmanship at all events they attend. It's a joy to come in and work with them during term time. Pupils also showed encouraging leadership skills during recent young leader activities. (Active Schools Co-ordinator)

Staff:

- Since returning from a challenging time due to ill health, I feel the support from our team has helped my recovery more than they know. The support from senior management has not only allowed me to return to work, and do so with minimal issues, but also supported my confidence and wellbeing. I really appreciate and value the support which was above and beyond anything required.
- The sgoil-àraich staff have taken recent inspections on board and work together as a team. We communicate effectively and are actively involved in improving our setting to provide the best possible experience for the children.
- With no SEYP, staff have really stepped up to take on leadership roles in different areas of the sgoil-àraich setting.
- I very much enjoy being part of this vibrant, forward-thinking, well-led school and appreciate all the help and support I'm given from all members of staff. I enjoy hearing both staff and children communicating with each other in Gaelic and feel my own knowledge of the language is increasing.

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

Our overall evaluation of our capacity for continuous improvement is:

We are confident in our capacity for continuous improvement.

Colbheas  
Kindness

Urram  
Respect

Cuideachail  
Helpful

Dicheallach  
Diligence

Spòrs  
Fun

# Key priorities for improvement planning

## Prìomhachasan airson planadh airson leasachadh

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

## Planning ahead

### A' planadh air adhart

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Full details of the school's 2025/26 improvement priorities and actions are detailed on the school improvement plan, which can be accessed by contacting the school office.