

Ar n-òigridh ag ionnsachadh aig cridhe ar cànan, ar cultair agus ar coimhearsnachd.



# STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2023-2024

## Bun-sgoil Ghàidhlig Loch Abar



Coibhneas  
Kindness

Urram  
Respect

Cuideachail  
Helpful

Dìcheallach  
Diligence

Spòrs  
Fun

# Introduction: Local and National Context

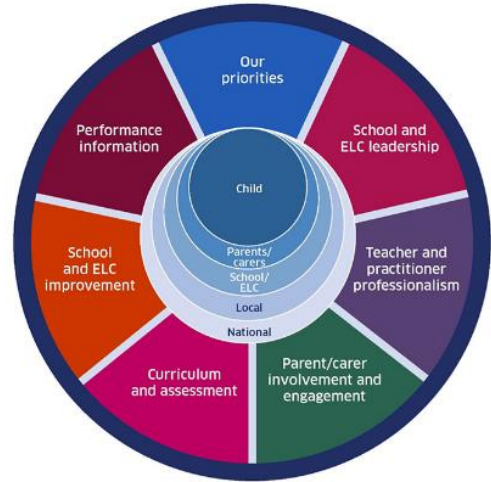
## Ro-ràdh: Co-theacsa Ionadail agus Nàiseanta

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?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%

Coibhneas  
Kindness

Urram  
Respect

Cuideachail  
Helpful

Dìcheallach  
Diligence

Spòrs  
Fun

We are pleased to present our Standards and Quality Report for Session 2023-24. This report forms part of our quality improvement framework and provides important information regarding our school's progress to date and our next steps in school improvement.

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

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

Throughout the year we continuously evaluate what we do and how it makes a difference to our learners. We want to know what is working well for our school community and what needs further improvement. We inform decision making and actions through a continuous process of looking inwards, outwards and forwards.

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

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

#### Looking outwards - learning from others

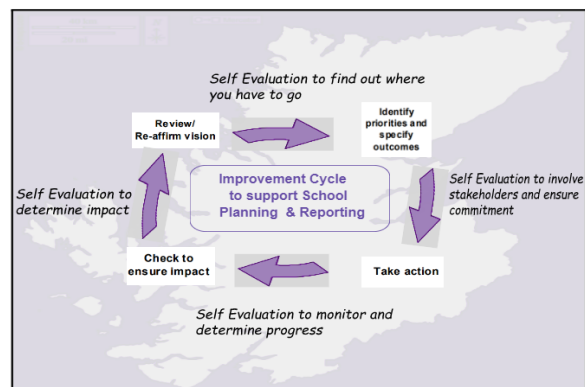
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

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

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

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

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



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

With positive experiences, our children and young people will always see the Highlands as home. Le eòlasan deimhinneach, bidh ar cloinn is ar n-òigridh daonna a' faicinn na Gàidhealtachd mar dhachaigh.

Marissa Melville  
Head Teacher  
Bun-sgoil Ghàidhlig Loch Abar

## School Profile

### Pròifil na Sgoile

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

<b>Attendance</b> 95.4%	<b>Average Class Size</b> 21	<b>Meeting PE Target</b> Target Met						
<b>Pupil Numbers (inc nursery)</b> 147 (+48 nursery)	<b>Teacher Numbers</b> 9	<b>Pupil Teacher Ratio</b> 16.2						
<b>N3</b> 13.3%	<b>N4</b> 11.3%	<b>P1</b> 11.3%	<b>P2</b> 10.3%	<b>P3</b> 10.8%	<b>P4</b> 11.3%	<b>P5</b> 13.8%	<b>P6</b> 10.3%	<b>P7</b> 7.7%
<b>SIMD Q1<sup>1</sup></b> 0-10%	<b>SIMD Q2</b> 10-20%	<b>SIMD Q3</b> 50-60%	<b>SIMD Q4</b> 10-20%	<b>SIMD Q5</b> 0-10%	<b>Unknown</b> 0-10%			
<b>ASN<sup>2</sup></b> 0-10%	<b>No ASN</b> 90+%	<b>FSM<sup>3</sup></b> 70-80%	<b>No FSM</b> 20-30%	<b>EAL<sup>4</sup></b> 0-10%	<b>No EAL</b> 90+%			

2023/24 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>
All	Most	All	Majority

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

<b>Gaelic reading</b>	<b>Gaelic writing</b>	<b>Gaelic listening and talking</b>
Most	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>
Dìcheallach	<i>Diligence</i>
Spòrs	<i>Fun</i>

#### Aims

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

## Review of progress for session

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

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

School Priority:

***Ensuring Wellbeing, Equality and Inclusion***

#### **Purpose:**

To ensure that all pupils receive the support they need and to embed an ethos of inclusion, participation and positive relationships across the school by effectively using all resources available.

#### **Progress:**

Placing the human rights and needs of every child and young person at the centre of education was central to our work towards Rights Respecting Schools status. The RRSA committee led a whole school assembly, have created an attractive wall

#### **Impact:**

All members of the school community have been made aware of the United Nations Convention for the Rights of the Child and the school's work towards gaining Rights Respecting Schools status. All pupils are aware

Coibhneas  
*Kindness*

Urram  
*Respect*

Cuideachail  
*Helpful*

Dìcheallach  
*Diligence*

Spòrs  
*Fun*

display, and made a video which was shared on school media. A Bronze Rights Respecting Schools Award has been applied for.

The Wellbeing Indicators have been embedded across the ELC, used in planning and as a scaffold for reporting to parents.

A Nurture Space was established with varied resources, including scheduled support for specific pupils throughout most of the session. However, consistency decreased in term 4 due to the PEF-funded Pupil Support Assistant transitioning to an Early Years Practitioner role within our nursery.

Safer routes to school:

- The pupils attending Out of School care joined the Junior Road Safety Officers scheme. They gathered data on routes around the school and raised awareness of road safety by making posters and leading a whole school assembly.
- Work was carried out with the Road Safety Team to identify hazards and possible solutions. Changes are to be made in the carpark and drop-off area to enable safe access to the school gate for cyclists. Unfortunately, changes in the staffing of the Team have delayed the implementation.

Lunchtime clubs have been held throughout the session to provide pupil leadership opportunities and build positive relationships.

Following work with senior pupils, a new Promoting Positive Relationships Policy was developed, discussed and implemented across the school.

of their rights and how they are embedded within our school ethos, curriculum and policies.

The Wellbeing Indicators have been successfully integrated throughout the Early Learning and Childcare (ELC). These indicators are utilised for strategic planning purposes and serve as a structure for communication with parents regarding their child's developmental progress, ensuring a holistic approach to education.

The provision of targeted support for identified pupils and groups through Pupil Equity Fund (PEF) funding has positively influenced our educational approach. The pupils most in need of support were able to discuss challenges they were facing and develop strategies to help them manage their emotions. This has helped them to work to the best of their ability in class.

The Junior Road Safety Officers' scheme provided leadership opportunities for our Out of School care pupils. Data gathering on school routes led to increased road safety awareness through poster creation and a school-wide assembly. Collaborating with the Road Safety Team identified issues and solutions, including pending safety improvements in the carpark and drop-off area for cyclist access.

Lunchtime clubs have offered pupils opportunities for leadership development and cultivated constructive interactions between pupils during breaktimes. This initiative has significantly contributed to enhancing pupil engagement and fostering a positive school community ethos.

This initiative has significantly enhanced the school's ethos of respect and cooperation, leading to a more inclusive and harmonious learning environment for all stakeholders.

Changes to staffing and long-term absence prevented successful implementation of Family Learning opportunities in the ELC. We continued to build links with the Croileagan (playgroup) and Pàrant is Paisde (parent and toddler) groups and this was very evident in the numbers of them who attended the Sgoil-àraich open morning.

Despite challenges, we strengthened relationships with Croileagan and Pàrant is Paisde groups, leading to increased attendance at the Sgoil-àraich open morning, demonstrating meaningful community engagement.

Again, staffing issues meant that all ELC staff have not yet received training on regulation and ACES/Trauma-informed Practice. All staff completed Child Protection: Recognition and Response Training.

All staff have successfully completed Child Protection: Recognition and Response Training, ensuring a foundation for safeguarding children within our educational setting.

Overall, good progress has been made in this area although staffing challenges have hindered progress in some areas.

### **Next steps:**

Achieve Silver rights Respecting Schools Award

Track lunchtime clubs to ensure all pupils have opportunities to be involved.

Further develop JRSO scheme with the aim of securing safe walking and cycling routes in the vicinity of the school.

Review Anti-bullying and Equality Policies.  
Develop Family Learning in the ELC.

ELC staff training on ACES/Trauma-informed Practice.

### School Priority:

## ***Raise Attainment in Numeracy***

### **Purpose:**

To raise attainment in numeracy across the school by identifying learning needs and planning for targeted support where necessary.

### **Progress:**

Teaching staff revisited the Highland Numeracy Programme (HNP) during in-service training at the session's commencement and deliberated on its application across all classes. Staff also received training in the Number Sprinkles approach, this will be built on further next session.

### **Impact:**

These activities have helped foster consistent teaching practices and effective planning and assessment of numeracy throughout the school.

The Principal Teacher led a staff collegiate session on Number Talks and carried out follow-up support

This initiative has not only improved students' numerical proficiency but has also provided

sessions with our Probationer teachers. This approach is being used in all classes.

All teaching staff completed the HNP assessment [training modules](#) as part of in-service training. HNP diagnostic assessments have been used twice a year- at the beginning of the session to inform planning and towards the end to assess progress.

PEF funding facilitated the provision of a supply teacher to engage small pupil groups. These groups undertook extension work to challenge high-performing students or focused on reinforcing fundamental number concepts for those below the anticipated level of attainment.

valuable insights for teachers to make informed instructional decisions. We will further build on this next session.

This has facilitated robust assessment and strategic planning in numeracy, ensuring a high calibre of teaching and learning is consistently achieved. Targeted support has been promptly deployed where necessary, resulting in enhanced educational outcomes for all learners.

This input has led to increased confidence, improved skills, and also enhanced enjoyment of numeracy for the pupils involved.

Good progress has been made this session in laying the foundations for improved outcomes in numeracy and mathematics. Data indicates that students are still not meeting the expected standards in numeracy. Addressing this issue remains a key focus for the upcoming session.

### **Next steps:**

Gather pupil views on mathematics and numeracy at beginning and towards end of session (Google Form Questionnaire).

Develop planning and tracking of progress in maths and numeracy using Number Sprinkles formats.

Further embed Number Talks strategies across all classes.

Early Years' staff to engage with [Early Years Series](#) on HLP shared drive.

Outdoor maths- nature play to support learning in maths and numeracy at early level.

School Priority:

## **Self-evaluation**

### **Purpose:**

Following changes of management and staffing shortages, we recognised that there was a need for robust self-evaluation data.

### **Progress:**

Staff have begun to engage collectively with [HGIOS/ HGIOELC](#) examples and challenge questions and have carried out collegiate self-

### **Impact:**

Through this, we have started to compile strong self-evaluation evidence, pinpointing both strengths and areas for improvement.



evaluation focused on [The Advice on Gaelic Education](#).

Pupil activities using [HGIOURS](#) have been used to identify areas for targeted improvement and ensure pupil voice is integral to policy development.

Assessment and Moderation calendars for both school and Early Learning and Childcare settings were successfully executed according to the planned activities and specified timescales. Unfortunately, the activities scheduled in the ELC calendar could not be entirely fulfilled due to staffing constraints experienced throughout the session.

The Guided Approach to Pedagogy (GAPE) framework was used to plan and structure staff development in relation to improving teaching and learning. This session, we focused on Learning Intentions and Success Criteria and Effective Questioning. Staff also attended a training session led by Bruce Robertson, author of *The Teaching Delusion* trilogy and *Power Up Your Pedagogy: The Illustrated Handbook of Teaching*.

Joint planning and assessment activities were carried out with staff from other schools in the Lochaber High School ASG. The focus for these were 'High Quality Assessments' and 'Learning Intentions and Success Criteria.'

Moderation activities were conducted within the school where staff collaborated with peers teaching similar curricular levels.

These activities adeptly pinpointed shortcomings within our positive relationships policy, thus guaranteeing that the revised policy centred on pupil input. This approach facilitated a more inclusive and pupil-focused framework, enhancing our educational community's overall engagement and wellbeing.

This facilitated a systematic and well-coordinated approach to conducting rigorous assessments and moderation processes within the school. We are committed to implementing this across the ELC in the upcoming academic year.

Staff critically reflected on their own teaching methods, collaboratively worked to enhance teaching and learning, implemented innovative pedagogical approaches, and conducted thorough self-assessment and inquiry. In all classes, there is a consistent use of high-quality learning intentions and success criteria. Effective questioning techniques are employed for teaching and assessment, enhancing the quality of instruction and aiding pupils in comprehending their tasks, rationale, and next steps.

The aim of these sessions was to enhance teaching standards and academic outcomes across the cluster by sharing good practice and giving teaching staff the opportunity for high-quality professional dialogue.

These activities were utilised to maintain uniformity in assessments and judgements. This process guaranteed a consistent approach to evaluating pupil levels and progress, leading to robust judgements of pupil progress.

We have made good progress in this area, empowering teaching staff to take ownership of their professional development. We have achieved greater uniformity in the standard of

teaching and learning and assessment of pupil progress across all classes.

### Next steps:

Further engage collectively with [HGIOS/ HGIOELC](#) examples and challenge questions and [The Advice on Gaelic Education](#) to inform comprehensive and robust self-evaluation data which measures successes and informs further development.

Further pupil activities using [HGIOURS](#) ensure pupil voice is integral to policy development and ongoing school improvement.

Ensure the ELC Assessment and Moderation calendar is fully implemented.

Continue to follow The Guided Approach to Pedagogy (GAPE) framework to plan and structure staff development in relation to improving teaching and learning.

Joint planning and assessment activities with staff from other Gaelic Medium schools/units.

Moderation activities with staff from other Gaelic Medium schools/units.

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

---

The utilisation of PEF funding to enhance Nurture provision has significantly impacted the achievement status of the targeted pupil group within our school. The allocation of resources for the Nurture Room and the employment of a dedicated Pupil Support Assistant (PSA) have yielded positive outcomes in fostering emotional regulation and enhancing emotional management skills among the pupils.

Despite the departure of the PSA mid-session, the redirection of funds towards engaging a supply teacher to provide small-group targeted support has proven effective. While our primary focus under the PEF plan had originally been on language development, the supply teacher's proficiency in numeracy support has addressed a crucial attainment gap in numeracy within the school, as highlighted by national assessments.

The tailored support provided by the supply teacher to pupils within the PEF target group, who were performing below national expectations or had exhibited decreased attainment levels in prior assessments, has resulted in heightened enthusiasm and confidence in numeracy-related tasks. The pupils have responded positively to the support received, showcasing improved engagement and proficiency in numeracy work.

The strategic reallocation of funds has not only facilitated the bridging of the attainment gap in numeracy but has also contributed significantly to the overall achievement status of the targeted pupil cohort.

## Wider achievements Coileanaidhean nas fharsainghe

---

In recognition of our commitment to fostering environmental stewardship and sustainability, we are proud to announce that our school has been awarded the prestigious Eco Schools Green Flag. Our pupils have demonstrated exceptional dedication to this cause through a multitude of initiatives, including raising awareness of environmental issues, enhancing the school grounds, creating impressive displays, and engaging in growing fruits, vegetables, and flowers.

Coibhneas  
*Kindness*

Urram  
*Respect*

Cuideachail  
*Helpful*

Dìcheallach  
*Diligence*

Spòrs  
*Fun*

Our pupils have also actively pursued Youth Achievement Awards in collaboration with our local High Life Highland Youth Worker. Notably, our current P4 cohort has successfully attained their awards by participating in a gardening enterprise project. Concurrently, the P5 pupils are diligently working towards their accolades by undertaking an enterprise venture centred on designing and marketing tea towels.

Furthermore, our school has actively participated in a collaborative local project alongside the West Highland Museum, predominantly involving pupils from P4 to P7. Throughout the academic year, the students have enjoyed diverse experiences, including engaging with museum personnel and a local geologist, completing numerous written and practical assignments, as well as embarking on enriching visits to the West Highland Museum and Cruachan Power Station. Noteworthy among these excursions was the educational trip to the Highland Folk Museum, attended by the entire student body. The culmination of the pupils' efforts will be encapsulated and showcased to the wider community through a collaborative effort between the museum and St Andrew's University.

We have been diligently working towards achieving a UNICEF Rights Respecting Schools Award. To this end, a dedicated committee has been established, spearheading extensive efforts to enhance awareness of Children's Rights and integrate them throughout the school ethos. We are on track to attain a Bronze Award imminently and are committed to advancing towards Silver status.

Throughout the academic year, several pupils at our school have demonstrated outstanding achievements across a range of extracurricular activities. Some of our talented individuals showcased their skills by participating in solo and group performances at the prestigious Oban Mòd, where they excelled and garnered well-deserved prizes. Additionally, a commendable number of students clinched victories at the Lochaber Music Festival, showcasing their musical flair and dedication.

Moreover, our pupils actively engaged in various sporting events through the Active Schools programme, including Basketball Tournaments, Badminton Championships, Inter-school Sports competitions, Rugby Festivals, and Football Tournaments, further highlighting their enthusiasm for sports and teamwork. Furthermore, some students collaborated with the CnaG Development Worker in the engaging FilmG project, showcasing their creativity and technical skills.

Our school community also values giving back, with pupils participating in Alzheimer Scotland Ceilidhs, demonstrating empathy and social responsibility. The culmination of our achievements was the heartwarming Christmas Show, where all pupils came together to deliver memorable performances, bringing joy to all in attendance. Additionally, many students took the initiative in organising and displaying their talents at our annual talent show, further fostering a culture of creativity and collaboration within our school community.

## **Comments from learners, families, stakeholders and staff**

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

“My child is always very happy coming to school. Very pleased with how they are getting on academically and socially. My child has loved the partnership with the Fort William museum this year and enjoyed all the workshops. He comes home and talks about it lots and shares what he has learnt. His teacher has always been very supportive and appreciate all her hard work this year.”

“My child loves school. Very pleased with how she is doing academically. Socially she just loved her peer group. She talks very happily about school and always tells us all about her day enthusiastically. Have loved seeing all her class posts on dojo. She has loved her teacher too and am very grateful for all her hard work this year. Thank you.”

**Coibhneas**  
*Kindness*

**Urram**  
*Respect*

**Cuideachail**  
*Helpful*

**Dìcheallach**  
*Diligence*

**Spòrs**  
*Fun*

“To be really seen, validated and understood is paramount to children’s development and trust in talking to trusted adults who they approach to help them deal with the issues they feel are too big for them to cope with. The playground is a place which I feel could be monitored better with more staff or better trained staff available for the children. This would then also give staff their allocated time to eat and recharge their batteries and not have to deal with children’s issues when they feel unsupported by staff in the playground. Children are also in need of more equipment to play with and better facilities, the muga is in a state of disrepair and with boredom and unfair allocation of resources and equipment comes disgruntlement and arguments between each other.”

“A positive, gentle, understanding, support of each student and their personal interests is harvested within Mrs Melville’s class. An encouraging creative, outdoor learning ethos is welcomed and with added exploration of arts too, it makes for a class of happy pupils who feel able to express themselves and their interests and be genuinely listened to. Thank you, Mrs.Melville. x”

“Friend groups can be an issue at times.”

“I’ve always felt that my son has been in a nurturing and positive environment at BSGLA, I feel the school promotes kindness and respect for others.”

“My child has had one of his best years in the school, and seems to be so happy and in a learning space that really works for him. I answered ‘most of the time’ for the ‘respected’ question as the question included classmates- if it was just teacher I would have replied ‘all of the time!’”

“My child does seem to have struggled this year more than other years, hence my answers. I do think the school are v supportive of him though and I think that there are probably a few different factors at play for him this year that hopefully won’t be so prominent next year.”

“I am sorry to be leaving my post at the end of the session, this has been my favourite school to teach in and I’ve loved working with your pupils.”  
*Violin Tutor*

“This is a lovely school to visit. The pupils have such good manners, and they all say ‘Hello’ when they see me.”  
*Women’s Aid Worker*

“Playing with my friends and doing work and also loving my teachers are my favourite things to do in school.”

“The best thing that happened this year was sports day.”

“I need to do more work on reading. The best thing that happened this year was learning about new words.”

“The best thing that happened this year was lots of different things! I love school.”

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

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

We intend to build on work carried out in the current session. Next session's priorities will be:

*Ensuring Wellbeing, Equality and Inclusion*

*Raise Attainment in Numeracy*

*Self-Evaluation*

## 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 [BSGLA \(google.com\)](https://www.bspla.gov.uk) or by contacting the school office.