



STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2023-2024



Bun-Sgoil Ghàidhlig Inbhir Nis



Introduction: Local and National Context

Ro-ràdh: Co-theacsa Ionadail agus Nàiseanta

This Standards and Quality Report is influenced by both Highland and national priorities. These can be summarised as follows:

Highland Priorities



National Improvement Framework Priorities



Entitlement, Excellence & Equity:

We will raise attainment and achievement for all, especially for children and young people from disadvantaged circumstances, including rural deprivation. We will focus relentlessly on improving standards and the quality of learning and teaching, to ensure that entitlement, equity and excellence are delivered across the system.

Empowerment & Leadership:

We will develop leadership skills at all levels of the system, for now and the future, building a culture of empowerment and professional capital.

Relationships:

We will maximise health and wellbeing for all children and young people, to give them the best possible start in life. We will ensure every child and young person feels part of the community they live in.

Opportunity:

We will maximise opportunities for our children and young people, and for the wider Highland community and its visitors, through the provision of high-quality services.

The key priorities outlined in the National Improvement Framework are:

- Placing the **human rights and needs of every child** and young person at the centre of education
- Improvement in children and young people's **health and wellbeing**
- **Closing the attainment gap** between the most and least disadvantaged children and young people
- Improvement in skills and **sustained, positive school-leaver destinations** for all young people
- **Improvement in attainment**, particularly in literacy and numeracy.

Self-evaluation

To support self-evaluation, quality indicators from the national evaluative framework How Good Is Our School?4 are referenced.

Links to these sources (and others referenced) can be found here:

- [National Improvement Framework Improvement Plan](#)
- [HGIOS? 4](#) and [HGIOELC](#)
- [Health and Social Care Standards](#)
- [National Gaelic Language Plan](#)

In this report the following words are used to describe the numbers and proportions used:

All	Almost all	Most	Majority	Less than half	Few
100%	Over 90%	75% - 90%	50% - 74%	15% - 49%	Up to 15%



We are pleased to present our Standards and Quality Report for Session 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 daonnan a' faicinn na Gàidhealtachd mar dhachaigh.

Kyle Eaglesfield

Head Teacher

Bun-Sgoil Ghàidhlig Inbhir Nis

School Profile

Pròifil na Sgoile

The following information can be found on [Parentzone Scotland](#). 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 95.05%	Average Class Size 23.2	Meeting PE Target Target Met
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Pupil Numbers (inc nursery) 210 (+ 80 nursery)	Teacher Numbers 13	Pupil Teacher Ratio 18
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N3 31.25%	N4 69.75%	P1 13%	P2 13.8%	P3 14.2%	P4 14.3%	P5 14.8%	P6 14.7%	P7 15.1%
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SIMD Q1¹ 2.86%	SIMD Q2 15.71%	SIMD Q3 10.95%	SIMD Q4 49.05%	SIMD Q5 16.09%	Unknown XX%
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ASN² 38%	No ASN 62%	FSM³ 8.18%	No FSM 91.72%	EAL⁴ 8.6%	No EAL 91.4%
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2023/24 Proportions of pupils achieving Curriculum for Excellence Levels (P1, P4, P7 combined):

Reading	Writing	Listening and talking	Numeracy
Most	Most	Most	Most

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

Gaelic reading	Gaelic writing	Gaelic listening and talking
Most	Most	Most

We have had no exclusions this year.

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

² ASN – Additional Support Needs

³ FSM – Free school meal entitlement

⁴ EAL – English as an additional language



School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

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 -

- Coibhneas, Dòchas, Spòrs, Deònach (Kindness/hope/Fun/willing)
- Create A school community where everybody is valued, and we engage with our wider community
- Create A climate of positive behaviour and respect for all.

Aims -

- Create a climate of Gaelic Language & Culture
- Ensure our curriculum enables all learners to fulfil the purposes of
- Confident Individuals, Successful Learners, Responsible Citizens, Effective Contributors
- motivate children through stimulating learning experiences, celebrating achievements and personal successes.

The Vision, Values and Aims were last reviewed in October 2021 when a new school song was created by pupils and introduced to whole school. Characters depicting the four capacities of CfE as stated in our vision were created by pupil focus group and are now embedded across the school. These have also been shared with parent council and the wider school community.

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:

Analysis of Data to inform planning, progression, and intervention.

Purpose:

- ASG priority on implementing TMR last session – next step is to use the data to inform future planning and progression.
- Evidence that single curricular priorities are short lived and that developing a broader understanding that can be transferred across curricular areas will enhance learning and teaching longer term.
- Use numeracy as a vehicle to deliver this and continue to ensure progression and development of this progression, using the data to underpin planning and starting points

Progress:

- Staff have been able to make more informed decisions in predicting where a child is and will be in their learning by the end of the year. This means that teacher judgments are more consistent and robust.

Impact:

- Over across all areas of the curriculum staff are more confident in making a prediction about where a child is in their learning. This has meant that teachers can plan more efficiently in class to ensure children are working at the right pace and challenge.
- ✓ In reading we have reduced our prediction changes from term 2 to term 4 from 25% to less than 5%.
 - ✓ In writing we have reduced our prediction changes from term 2 to term 4 from 30% to less than 5%.



- ✓ In listening and talking we have reduced our prediction changes from term 2 to term 4 from 25% to less than 5%.
- ✓ In numeracy we have reduced our prediction changes from term 2 to term 4 from 25% to less than 1%.

Next steps:

- Last session BSGI focused on Analysis of Data to inform planning, progression and intervention using numeracy as a vehicle to focus on.
- It gave staff the confidence in having a better understanding of how to analyse assessment data that is entered into the TMR through continuous assessment.
- Staff are now more confident in analysing data to inform planning and next steps. - whereby teachers now plan with the data in mind i.e start progression of learning from gaps highlighted through assessment.
- Data analysis has given staff a more robust picture of where children are in their learning and therefore will allow them to judge ACEL more accurately.
- As a result of the work completed last year and in working with GME schools we will further develop resources to fully assess children in GME. Staff across BSGI and other networked schools are keen to work together and co-ordinate the development of resources to increase the standard of resources, and more efficiently develop GME in Highland - results obtained by GME survey 2024.

School Priority:

Immersion - targeted oral language through intentional and responsive planning

Purpose:

- The outcome of our recent inspection by Education Scotland has highlighted the need to focus further on immersion in the ELC through targeted oral language.
- In accordance with advice for Gàidhlig language - states the need for our young people to experience high-quality total immersion that will allow them to build a secure foundation in the language and level of fluency that will enable them to build on their progress across the curriculum. (AOGME - 7.1)

Progress:

Staff have targeted specific areas of oral language in the nursery through more structured play.

Impact:

- ✓ Children's fluency and use of Gàidhlig in the ELC has increased through adults interacting in a more structured way with the children,
- ✓ Through observations progress is being made in the amount of Gaelic that is being used by the children in the nursery.
- ✓ Staff are beginning to track language and use it to target groups for additional oral language support.

Next steps:

Having struggled to recruit staff throughout the year, this will be carried over into 2024 -2025.

School Priority:

Power up pedagogy

Purpose:

- Local Authority focus on pedagogy and what constitutes effective approaches to teaching and learning.
- ASG recognition that the subject specific nature has led to more short-term impacts. ASG agreement to focus on broader concepts which will positively impact upon all schools and all areas of the curriculum.

Progress:

- 3 ASG sessions and associated 3 sessions within individual schools.

Impact:



- Session delivered in individual schools to introduce concepts before ASG session 1 (engage with Crash Course in Learning)
 - ASG session 1; introduce approach, Spotlight assessment, collaborate.
 - Individual school session to follow content above. Outline given by those creating the session.
 - ASG session 2; review Spotlight assessment, introduce differentiation, collaborate)
 - Individual school session to follow content above. Outline given by those creating the session.
 - ASG session 3; review differentiation, next steps (staff vote within the session).
 - Individual school session to follow content above. Outline given by those creating the session.
- ✓ Staff have a shared understanding of selected features of pedagogy (differentiation and spotlight on assessment).
 - ✓ Increased level of staff confidence of selected features of pedagogy (differentiation and spotlight on assessment).
 - ✓ Improved approaches to teaching and learning.
 - ✓ Raising attainment across curriculum.
 - ✓ Engagement with professional reading and research.
 - ✓ Collaboration between staff and schools within the ASG.
 - ✓ Experiences of the learners are more appropriately challenging and better matched to their learning needs.

Next steps:

- Staff have a shared understanding of selected features of pedagogy led by teachers within the ASG.
- Increased level of staff confidence of selected features of pedagogy focused on the strengths of teachers within the ASG and shared.
- Improved approaches to teaching and learning.
- Raising attainment across curriculum.
- Engagement with professional reading and research.
- Collaboration between staff and schools within the ASG.
- Experiences of the learners are more appropriately challenging and better matched to their learning needs.
- Teacher Leadership.

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

Through the body of PEF work completed with children in primary 4 there has been a clear increase in attainment for reading across the board while highlighting the increase in achievement made for children receiving targeted intervention. All children in primary 4 have made clear progress in reading this year. Children in primary 6 and 7 children on fluency and comprehension, staff worked with children focusing on Resilient Kids programme to aid social and emotional intelligence.

Increase the fluency and understanding - assessing against cum òrt for initial screening and impact screening at the end of term 3 - when rescreen the phonological / cum ort - +6 progress in both

Increase fluency and understanding of word recognition (phonological awareness) based on the assessment of the phonological awareness testing completed at the start of the term as baseline. when rescreen the phonological / cum ort - +6 progress in both

Wider achievements

Coileanaidhean nas fharsainghe

Across the course of the session, the BSGI team have shared several successes that we are all extremely proud off. We have tried to share our school's development and successes with everyone throughout the year via our weekly update and Google Classroom.

Our Parent Council have organised several extremely successful events - to raise money for the school but also to promote and establish ourselves as a hub of the local community. These have included film days, discos and our famous BSGI Gala.

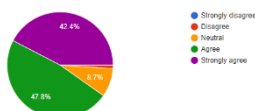
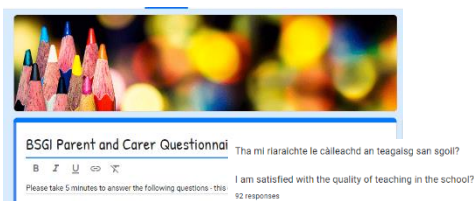
As a school, we have participated in sporting events including Interschools Cross Country, Interschools Athletics, the Baillie Cup, Shinty and Football Competitions. Our Primary 1 and Primary 2 class participated in the MOD along with our Choir and a number of children in individual events.



We celebrate achievements in our assemblies each week and share outside of school achievements on our wow walls in the our classrooms.

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

Across the course of the session, we have undertaken a range of different consultations, looking for feedback and actions for our way forward. This was collated and shared with parents/carers in a number of different Newsletters and formats, a couple of examples being below:



Open Afternoon

It was absolutely amazing to see so many parents attend our open afternoon all about literacy and assessment. I hope that the presentation at the start of the afternoon is the first step in getting a better understanding of how and what we assess in school. You will find lots more information at the following places.



Open afternoon

We had a hugely successful open afternoon yesterday. Thank you so much to everyone who came to our open afternoon, I hope it was useful and that the new focused approach was beneficial to everyone. As I mentioned in my presentation at the start feedback is crucial for us in order to be able to improve and develop the ways in which we do this. If you have not had a chance yet to provide feedback, please use the link below to leave your comments. It will only take you 5 minutes to complete but will give us so much in making these sessions better. Alternatively use the link: <https://forms.gle/wmFcpmEkZ2CwZDnA8> The next link is for the Highland Numeracy resources that parents can use at home, it has a huge amount of information on it and I would recommend you have a look <https://highlandnumeracylog.wordpress.com/parents-supporting-numeracy-at-home/>

Capacity for continuous improvement Comas airson leasachadh leantainneach

Using indicators from 'How Good is our School 4' together with learner, parent, carer, partner and community feedback we believe we have made the following progress this session:

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

Our overall evaluation of our capacity for continuous improvement is:

We are confident in our capacity for continuous improvement.

Key priorities for improvement planning Prìomhachasan airson planadh airson leasachadh

Working Groups for the collation and development of assessment, intervention, and planning resources



Community

Principle 1: Effective educational resources make positive connections with learners' knowledge, experience, and identity.

Curriculum

Principle 2: Effective educational resources build knowledge about what is required for achieving particular tasks.

Consistency

Principle 3: Effective educational resources support the use of assessment to enhance learning.

Planning ahead A' planadh air adhart

Full details of the school's 2024/25 improvement priorities and actions are detailed on the school improvement plan, which can be accessed on our website

<https://sites.google.com/invernessroyalacademy.org.uk/bsginbhimis/dachaigh-home> or by contacting the school office.

