

The Highland Council

Agenda Item	6
Report No	SR/19/23

Committee: Skye and Raasay Area Committee

Date: 6/11/2023

Report Title: School Inspection Report –
Kilmuir Primary School and Nursery/ Bun-sgoil Chille Mhoire agus
Sgoil Àraich Chille Mhoire

Report By: Education and Learning Manager

1. Purpose/Executive Summary

1.1 This report provides details on Education Scotland's report of Kilmuir Primary School and Nursery Class that took place in February 2023. The Report was published in May 2023.

2. Recommendations

2.1 Members are asked to:

- i. Note the Report's findings in relation to the School.
- ii. Note the Report's findings in relation to the Nursery.

3. Implications

3.1 Resource none -

3.2 Legal - none

3.3 Community (Equality, Poverty, Rural and Island) - none

3.4 Climate Change / Carbon Clever - none

3.5 Risk - none

3.6 Health and Safety (risks arising from changes to plant, equipment, process, or people) – none

3.7 Gaelic – none

4. Inspection

4.1 The Inspection focussed on the following Quality Indicators for the School:

1.3 Leadership of Change

This indicator focuses on collaborative leadership at all levels to develop a shared vision for change and improvement which is meaningful and relevant to the context of the school within its community. Planning for continuous improvement should be evidence-based and linked to effective self-evaluation. Senior leaders should ensure the need for change is well understood and that the pace of change is appropriate to ensure the desired positive impact on learners.

2.3 Learning, teaching and assessment

This indicator focuses on ensuring high-quality learning experiences for all children and young people. It highlights the importance of highly-skilled staff who work with children, young people and others to ensure learning is motivating and meaningful. Effective use of assessment by staff and learners ensures children and young people maximise their successes and achievements.

3.1 Ensuring wellbeing, equality and inclusion

This indicator focuses on the impact of the school's approach to wellbeing which underpins children and young people's ability to achieve success. It highlights the need for policies and practices to be well grounded in current legislation and a shared understanding of the value of every individual. A clear focus on ensuring wellbeing entitlements and protected characteristics supports all learners to maximise their successes and achievements.

3.2 Raising attainment and achievement

This indicator focuses on the school's success in achieving the best possible outcomes for all learners. Success is measured in attainment across all areas of the curriculum and through the school's ability to demonstrate learners' achievements in relation to skills and attributes. Continuous improvement or sustained high standards over time is a key feature of this indicator.

For the Nursery the following QIs were used:

1.3 Leadership of change

This indicator focuses on working together at all levels to develop a shared vision for change and improvement which reflects the context of the setting within its community. Planning for continuous improvement change should be evidence-based and clearly linked to strong self-evaluation. Senior leaders should ensure that the pace of change is well judged and appropriate to have a positive impact on outcomes for children.

2.3 Learning, teaching and assessment

This indicator focuses on ensuring high quality learning experience for young children. It highlights the importance of a very good understanding of child development and early learning pedagogy. Effective use is made of observation to inform future learning and identify the progress made. Children are involved in planning for their own learning. Together these ensure children's successes and achievements are maximised

3.1 Ensuring wellbeing, equality and inclusion

This indicator reflects on the setting's approach to children's wellbeing which underpins their ability to achieve success. It highlights the need for policies and practices to be well grounded in current legislation and a shared understanding of the value of each individual. A clear focus on wellbeing entitlements and protected characteristics supports all children to be the best they can be and celebrates their successes and achievements.

3.2 Securing children's progress

This indicator relates to the development and learning of babies, toddlers and young children. It requires clear understanding of early learning and development and pedagogy. It reflects the integrated way young children learn and the importance of experiences and development happening on an individual basis within a supportive, nurturing and stimulating environment. High quality early learning and childcare contributes significantly to enhancing children's progress and achievement as they grow and learn. It can benefit all children by closing the attainment gap and ensuring equity for all. It is about the holistic nature of development and learning ensuring these foundations are secure in order to achieve future attainment success.

4.2 Grades

The School was graded **satisfactory** for 1.3

The School was graded **weak** for 2.3

The School was graded **satisfactory** for 3.1

The School was graded **satisfactory** for 3.2

The Nursery was graded **good** for 1.3

The Nursery was graded **good** for 2.3

The Nursery was graded **good** for 3.1

The Nursery was graded **good** for 3.2

5. Areas of Strength

5.1 The inspection team found the following strengths in the school's work.

- Effective approaches to nurture and wellbeing across Kilmuir Primary School and Nursery Class - Bun-sgoil Chille Mhoire agus Sgoil-Àraich. Children are happy and

settled at nursery and school. They experience positive relationships with adults and other children.

- Approaches to total immersion in the sgoil-àraich and Gaelic Medium class. Children demonstrate high levels of confidence and fluency during their time in class and in social situations.

- The strong teamwork in the sgoil-àraich. The headteacher and early years practitioners work together effectively to identify what is working well and how to improve practice. This is leading to all children in the sgoil-àraich experiencing high-quality play experiences and fluency in Gaelic.

6. Areas for Improvement

The following areas for improvement were identified and discussed with the headteacher and a representative from The Highland Council.

- 6.1
- As a priority, review approaches to long-term planning for each curriculum area to ensure children experience progression, breadth and depth in their learning.
 - Improve further approaches to learning and teaching. Ensure all children experience consistently high-quality learning experiences across the curriculum.
 - Continue to raise attainment in literacy and English, numeracy and mathematics and reading and writing in Gàidhlig
 - Improve further approaches to self-evaluation to build on the strengths of the school, identify and address areas of improvement. All staff should work effectively as a team to improve the work of the school. They should do this with a strong focus on improving outcomes for all learners.

7. Practice worth sharing more widely

School

The headteacher has a strategic approach to deploying very effectively pupil support staff to support children's fluency, total immersion, and early language and literacy skills. Pupil support staff are fluent speakers of Gaelic. They have a clear understanding of their role to develop Gaelic language. The headteacher leads professional learning for Pupil support staff using "The Advice on Gaelic Education", 2022. She provides effective support and clear guidance to the Pupil support staff to bring about further improvements. As a result, children have strong fluency and are confident in total immersion play, which is planned across the curriculum. As children move from sgoil-àraich to P1 they understand Gaelic very well. They speak Gaelic as the language of learning across all contexts from about Christmas of C1. The Pupil support staff work across the early and first level, both in the sgoil-àraich and at the primary stages. Importantly, the pupil support staff's approach enable total immersion in a multi-stage class. They lead opportunities for children to hear and use Gaelic in exciting and relevant spaces as part of planned learning, while also responding to children's interests and needs. The Pupil support staff model high-quality Gaelic to children and engage in regular, quality interactions with children. They provide highly effective commentaries and songs in Gaelic, while building phrases through prompting, rephrasing and acting. This includes while learning outdoors and in role-play. As a result, children in Gaelic Medium Education are supported very well to make very good progress in their listening and talking. The pupil support staff have sustained children's progress and attainment at times of staff vacancies.

Nursery

Staff are making good progress in taking forward the 'Statutory Guidance on Gaelic Education, (2017)' by providing 1140 hours of learning and play through total immersion. Children are making good progress with their fluency in Gaelic, supported well by a committed team of part-time practitioners. All staff are making a strong contribution to increasing the use of Gaelic through their regular interaction with children and the range of language rich approaches they provide both indoors and outdoors. A few practitioners work across nursery and primary stages. This ensures smooth transitions and allows for clearer progression within children's learning at early level. Effective teamwork and collaboration among staff provide consistent high-quality learning experiences for children within the sgoil-àraich. Their clear focus on self-evaluation also supports continuous improvement. There are plans to extend further monitoring approaches across the cluster.

8. Next Steps

The Inspectors felt that the school needs additional support and more time to make the necessary improvements and will return to make a further inspection of the School within one year of the publication of the letter.

Designation: Area Education and Learning Manager

Date: 27/10/2023

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Background Papers: Education Scotland Summarised Inspection Findings for Acharacle Primary School and Nursery. Education Scotland Inspection Report for Acharacle Primary School and Nursery.

Appendices: None