



Standards and Quality Report 2024 - 2025

Bowmore Primary School
Bun-sgoil Bhogha Mòr



Context of the school

Bowmore Primary School is a non-denominational and co-educational school providing Gaelic Medium Education (GME) from 3-12.

Bowmore is the only Primary School in the Mid Argyll, Kintyre and The Islands (MAKI) Cluster with GME provision.

The School Roll for Session 2024/25 was 90, made up of 65 pupils in English Medium P1-P7 and 25 pupils in GME G1-G7.

There are 3 classes in English medium: P1-3, P4/5 and P6/7.

In GME there are 2 classes; G1-3 (this is the total immersion phase) and G4-7 (immersion phase)

The F.T.E. (full time equivalent) teaching compliment for the school session was 7.01FTE (4.26FTE – in English and 2.75 FTE in GME).

Bowmore has a shared Headship with Port Ellen Primary School.

There are 2 nurseries within the school, English ELC with 15 children and Sgoil-àraich with 14.

Our refreshed Vision , Values and Aims , done in consultation with parents, pupils and staff consists of the following ;

Our Mission Statement

Aspire to Succeed – Streap gu Soireabhachas

Our School Values - based on our ACE model ;

- ***Ambition – Àrd-amas***
- ***Creativity - Cruthachas***
- ***Equity – Cothromas***

Our aims- these link very closely to the values .

Whole School

1. *To provide our children with the opportunity to develop knowledge, skills and attributes in preparation for a future we don't yet know.*
2. *To nurture an ethos of respect, tolerance and responsibility.*
3. *To foster a passion for life-long learning, recognising EVERY learner's potential.*

Gaelic Specific

4. *To establish an ethos where learners are confident and proud to speak and use Gaelic across a range of contexts*
5. *To celebrate and enjoy Gaelic language and culture as part of our school and wider community*

Bowmore Primary is situated in the centre of Islay where Gaelic Culture is part of the children's heritage. The main industries on Islay are; Whisky Distilling, Farming, Fishing and Tourism. Access to the island is by ferry or plane.

Being an island school within a strong local community rightly influences our place-based learning curriculum design.

Being an island school, the lack of availability of resources can be a challenge. However, we benefit from a strong local community and we work closely and innovatively with a range of partners and third sector agencies to develop learning across the 4 contexts and deliver curriculum entitlements for all.

Bowmore Primary School SIMD profile is between deciles 5 - 7 (Q3, and Q4).

Next Steps:

PEDAGOGY

From a teacher survey see below – Spotlight Assessments will be a focus going forward.

5 respondents (50%) answered spotlight assessment for this question.



The Wordle shows clearly that class teachers would like to focus on Spotlight Assessments.

Pedagogy areas of focus

Building on the strong foundations established this year, next session we will continue to deepen our pedagogical practice in three key areas.

1. Spotlight Assessments - linked to QI 2.3

Teachers will implement short, focused assessment tasks designed to check understanding of specific skills or concepts. These will be planned at key points in learning and used formatively to guide next steps in teaching, provide timely feedback and support pupil reflection and evaluation.

Impact on Learners

Learners will gain greater clarity about what success looks like, receive feedback that supports their next steps and have more opportunities to reflect on and articulate their learning.

2. Oracy- Cognitive Skill Development – Linked to QI 3.2

Having made strong progress in developing the physical skill of Oracy, teachers identified a need to focus on the cognitive dimension- having pupils to organise and express their thinking clearly, justify opinions and engage in exploratory talk across the curriculum.

Impact on Learners

Learners will develop confidence and skill in expressing complex ideas, engaging in structured talk and applying reasoning across the curriculum – particularly in literacy, numeracy and IDL.

3. Collaborative Inquiry and professional Learning through Reading Groups.

To further enhance teacher efficacy, we have invested in a range of high-quality professional reading materials. Staff will engage in reading groups focused on key areas of pedagogy aligned with our School Priorities. This will support deeper professional dialogue, informed experimentation in classrooms and ongoing improvement in practice at an individual and collective level.

Impact on Learners

Learners will benefit from more consistent research- informed teaching strategies that are better matched to their needs. As teachers refine their practice, pupils will experience more engaging, responsive and purposeful learning.

Review of SIP | Priority 2

Attainment

Progress and Impact:

Target 1-

By May 25 pupils in almost all P2,3,5,6 will improve mathematical reasoning and number sense skills

GL Data June 25 – Overall Score Comparison Table 1

YEAR	MATHS SAS	OVERALL ST	NUMBER MONEY MEASURE	SHAPE POSITION MOVEMENT	INFORMATION HANDLING	FLUENCY FACTS AND PROCEDURES	FLUENCY CONCEPTUAL UNDERSTANDING	PROBLEM SOLVING	MATHEMATICAL REASONING
2019	88	4							
2021	105	6	66	75	85	77	74	46	68
2022	107	6	68	63	80	75	76	56	65
2023	104	6	64	70	73	77	73	60	57
2024	103	5	59	69	71	74	68	49	59
2025	105	6	60	59	74	63	66	58	57

Our target was to improve Number, Fluency and Mathematical reasoning by 6 PP. While the overall SAS score has shown slight improvement, we did not realise the target set out and will need to maintain a focus on number fluency for next session.

Developing learners' problem-solving skills remains a key priority for the school. Staff have engaged positively with the NRICH problem solving approach and have begun to develop a shared understanding of effective strategies for teaching problem solving. Progress in fully embedding this work across all stages was impacted by staffing changes and competing priorities throughout the session. All teachers are developing confidence and expertise in this area through professional learning and collaboration. With focused professional development planned for next session, the school is well placed to achieve greater consistency and improved outcomes in problem solving.

GL Data June 25 – Comparison Table 2 and 3 for;

class P2 in 2024, now P3 2025

class P5 2024, now class P6 2025

Problem Solving			Mathematical Reasoning		
2024	2025		2024	2025	
P2	P3		P2	P3	
100	100		80	76	
33	67		64	40	
33	67		79	71	
6	67		36	38	
0	67		71	78	
67	67		71	52	
33	80		29	100	
100	100		79	40	
40	100		95	80	

Problem solving			mathe reasoning		
2024	2025		2024	2025	
P5	P6		P5	P6	
80	33		53	15	
80	50		67	44	
0	43		67	50	
33	50		40	30	
33	50		13	48	
33	87		73	64	
33	50		80	48	
33	50		43	72	
33	50		67	30	
33	50		80	68	
67	50		90	44	

Given the decline in mathematical reasoning in P3 and in P6 from June 2024 to June 2025 implemented targeted intervention and curriculum adjustment to plug gaps in conceptual understanding and the application of reasoning strategies will be actioned – see next steps.

The now P3 cohort has shown a marked improvement in problem solving attainment compared to their P2 results last session. This improvement is closely linked to responsive planning and targeted support. The class teachers identified and addressed the gaps from last year's data. The class teacher implemented strategies such as visualising, pattern recognition, use of concrete materials and created time for learners to verbalise their reasoning. The strategies used to support improvement will be shared across all stages.

Target 2-

GL Data collated in May 25 will show learners in the numeracy target group will achieve a SAS score of 95 or above.

In P3 90% of the target group achieved a SAS score of 95 or over

In P5 73% of the target group achieved a SAS score of 95 or over

In P6 64% of the target group achieved a SAS score of 95 or over

This data shows that small group focus used to target specific numeracy skills and tailor support in line with pupil needs impacted positively on the target group. There is a need to continue to provide targeted support, refine assessment informed teaching and ensuring consistency in approaches to numeracy interventions across the school.

Target 3-

Monitoring of P&A / ACCEL data will show a 5% increase in the number of pupils achieving or exceeding expected levels in numeracy

Bowmore

AREA	2025		
	%ABOVE AVERAGE	% AVERAGE	% BELOW AVERAGE
NUMERACY	91%	7%	2%
READING	87%	11%	2%
WRITING	66%	27%	7%

Table 4 SNSA Data 2025

BOWMORE COMPARISON OF SCORES OVER TIME SNSA %

YEAR	NUMERACY		
	ABOVE AVERAGE	AVERAGE	BELOW AVERAGE
2025	91	7	2
2024	66	28	6
2023	43	50	7
2022	75	25	0
2021	29	67	5
2019	56	38	6
	READING		
	ABOVE AVERAGE	AVERAGE	BELOW AVERAGE
2025	87	11	2
2024	71	23	6
2023	79	21	0
2022	79	21	0
2021	52	38	10
2019	50	38	3
	WRITING		
	ABOVE AVERAGE	AVERAGE	BELOW AVERAGE
2025	66	27	7
2024	43	43	14
2023	71	29	0
2022	39	61	0
2021	21	71	7
2019	26	68	5

Table 5 SNSA Data Comparison over Time

SNSA Data for session 24/25 is a positive picture. In numeracy there is an increase of 25PP of pupils performing above average.

In reading there is an increase of 16PP performing above average.

In reading and numeracy, continued use of progressive frameworks and early interventions has supported secure developments in core skills

In writing an increase of 23PP in pupils performing above average and notably a decrease of 7PP in pupils performing below average. This improvement aligns with a wider adoption of the CYPIC Writing Model, which has supported staff in delivering more structured, explicit instruction and regular opportunities for extended writing.

While these outcomes are highly positive, we

continue to triangulate data with class assessments, data analysis dialogue to ensure that all learners are supported and challenged.

YEAR	ENGLISH SAS	OVERALL ST	SPELLING %
2019	93	4.1	
2021	100	5	51
2022	105	6	56
2023	105	6	54
2024	101	5	46
2025	102	5	47

Table 6 – Comparison of spelling

Data from 2025 GL spelling assessments showed inconsistency in P2,3,5,6 spelling attainment and data over time indicates that there is a need to raise attainment in spelling skills.

Next Steps:

Problem Solving

QI 2.3 Learning, Teaching and Assessment

QI 3.2 Raising Attainment and Achievement

- Develop and implement a whole school progression framework for problem solving with shared strategies and expectations – refer to Counting on Excellence Framework
- Reintroduce structured use of nrnch programme / resource to build depth and challenge
- Revise strategies such as bar modelling, Think Aloud
- Track and moderate problem-solving attainment in November and May to monitor consistency and progress.

Consistency in Pedagogy for Mathematical Reasoning

QI 2.3

QI 1.2 Leadership for Learning

- Facilitate joint planning and moderation (stage partners) focused on progression in mathematical reasoning
- Share effective practice internally (e.g. diagnostic approaches used in P6) to develop staff capacity
- Use peer observations and learning walks to support reflection and consistency in pedagogy
- Rigorous use of SEAL and Number Talks from ELC to P7

Raising SAS scores in P2,3,5,6 (GL Maths Assessment)

QI 3.2

QI 2.4 Personalised support

- Continued targeted, responsive interventions aligned with areas of difficulty identified in GL assessments
- Monitor progress through 1:1 data analysis dialogue and refine interventions
- Ensure classroom differentiation meets learner needs based on robust diagnostic information.
- Using the CYPIC Model to increase fluency, facts and procedures

Early Phonics

QI 2.3

QI 2.5 Family Learning

- Embed our new evidence-based phonics programme across early level (Floppy's Phonics)
- Use formative assessment to track individual progress in phoneme recognition and blending
- Stage partners to moderate phonics pedagogy and intervention techniques
- Enhance home school links through parental guidance material and phonics 'packs'

Spelling

QI 2.2 Curriculum

QI 3.2

- Implement Nelson Spelling from P3 – P7
- Develop a whole – school progression framework for spelling that dovetails and builds from Early phonics and supports consistency
- Embed regular, strategy-based spelling instruction across stages
- Use diagnostic assessments to target gaps and tailor instruction
- Promote application of accurate spelling through extended writing, proof reading and self-assessment.

Review of SIP | Priority 3

Curriculum

Progress and Impact:

Target 1- Literacy Strategy

By April 25, there will be a complete literacy strategy in consultation with all class teachers. There will be a standardised approach to teaching across all 3 literacy organisers and class teachers will be confident to implement strategies to target support.

We achieved our target of co-creating a literacy strategy – see link below

The development process has had a positive impact: staff confidence has increased through joint planning and moderation activities and there is a stronger shared understanding of what high-quality literacy teaching and assessment looks like across stages.

This is important in our context where staff changes can disrupt continuity. The strategy provides a clear framework for new or returning staff, supporting smoother transitions and a more consistent experience for learners

The strategy will be implemented fully from August 2025. We will use professional enquiry, tracking data, learning visits and pupil voice to review and amend the strategy as needed ensuring it remains responsive, practical and rooted in our learners' needs.

Target 2 – IDL

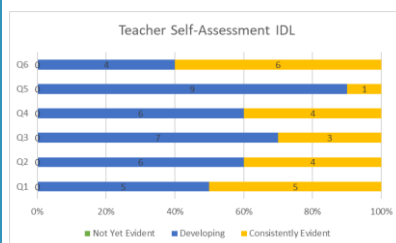
Within the school session, teachers IDL Planning will demonstrate the application of valid skills from across the curriculum

Within the school session, teachers IDL Planning will demonstrate breadth, depth and challenge in planned experiences for all learners.

In August, Class Teachers collaborated with stage partners to co-create year to view IDL planning. The focus was on, ensuring breadth, relevance and the application of skills across learning. The planning process itself promoted professional dialogue around progression, contexts for learning and opportunities for deeper connections across the curriculum.

Teacher Self- Assessment Graph based on 6 Questions:

1. How clearly are the intended learning outcomes from different curricular areas integrated and made explicit to learners during your IDL?
2. In what ways does your IDL context provide real-life relevance and authenticity to learners?
3. How do you ensure depth, challenge, and progression within the IDL experience, rather than just coverage of multiple subjects?
4. What opportunities do learners have to influence the direction or content of your IDL projects?
5. How do you assess and evidence learning across the different curricular areas within your IDL?
6. How has collaboration (with other staff, learners, or the wider community) enhanced the quality and impact of your IDL work?



Self-evaluation data shows a positive shift in staff confidence in planning and delivering IDL. The majority of staff now identify their practice as either developing or consistently evident, with no responses indicating 'not yet evident'.

Feedback from staff suggests that our focus on structured, collaborative planning is building both capacity and shared understanding. There is also evidence of increased opportunities for skill transfer particularly in writing, digital literacy and science.

Moving Forward staff will be encouraged to build on this progress through moderation of IDL plans, the introduction of tracking Cross cutting themes, and sharing high quality assessments and effective practice.

Target 3

By March 25 class teachers will have implemented aspects of the newly created Science Progression Planner.

Following participation in the Curriculum Improvement Collaborative for Science (CIC), we made the professional decision to pause this work.

Through this National Forum, one of our PT attendees became aware of emerging changes linked to Scottish Curriculum reform, particularly the shift in emphasis towards outdoor learning, sustainability, pupil voice and IDL contexts. In light of this we chose not to proceed with developing a progression framework that may soon be misaligned with national expectations.

Progress was made among teachers with;

- **Moderation of science learning across stages**
- **Increased professional dialogue**
- **Improved Shared understanding of expectations**
- **Reinforcing staff confidence in delivering science through IDL approaches**

In the interim, science continues to be taught discretely and through IDL with an increasing emphasis on relevance.

Bowmore Primary School worked in partnership with Glasgow University to investigate native oysters in local waters. This whole school project integrated science with a strong sense of place and culture incorporating Gaelic Language and heritage. It provided an authentic and local relevant context for learning, while fostering curiosity, environmental awareness and cultural identity.

Moving forward we will continue to engage with national developments and further progress our STEM IDLs to include cross cutting themes and STEM outdoors relevant to our school context.

Next Steps:

QI 2.2 Curriculum

QI 3.1 Ensuring Wellbeing, Equality and Inclusion

Introduce Cross Cutting Themes (e.g. sustainability, digital literacy, equality) into long term planning to ensure coverage and coherence.

QI 2.3 Learning, Teaching and Assessment

QI 2.2

QI 1.1 Evaluation for Self-Improvement

Plan and deliver STEM-focused IDL across stages, with moderation alongside stage partners to ensure progression and consistency.

QI 2.2

QI 2.6 Transitions

QI 2.7 Partnerships

Embed outdoor STEM into Long term planning making best use of our local island context and environment.

QI 2.2

QI 1.3 Leadership of Change

Review and refine long-term STEM planning to ensure breadth, depth and relevance in line with curriculum design principles .

QI 2.2

QI 2.3

Our STEM is planned and delivered every term across all stages to maintain regular exposure in progression, scientific learning and skills development.

Review of SIP | Priority 4

Ethos

Progress and Impact:

Target 1 – Promoting Vision, Values and Aims

By August 25 all stakeholders will be familiar with the school's vision, values and aims.

This session a key development in promoting our school ethos, has been the co-creation and installation of a bespoke wall art display at Bowmore Primary School. This visual representation was designed collaboratively with staff and pupils, drawing curriculum rationale and the unique context of our island community. It aims to make our Vision, Values and Aims (VVA) more visible, meaningful and accessible to pupils, staff, families and visitors.

Although the display has only recently been installed, feedback from parents and carers at recent school events has been highly positive. Comments reflect how clearly the display illustrates our school's values in action and affirms the sense of identity, place and belonging it promotes.

While formal evaluation is at an early stage, feedback suggests that the display is already having an impact in reinforcing a shared understanding of our ethos. This will be further promoted and referenced at assemblies, during class discussion and induction for new staff and pupils.

Our next steps are highlighted on the Maintenance Agenda of the SIP.

Wall Art Display Bowmore Primary



Target 2 – Improving Attendance and reducing lateness

By June 25 overall attendance will have increased by 1.5%

Lateness will be reduced by 25% within the target group

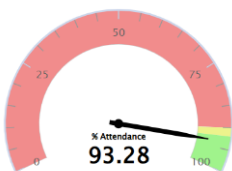
In session 2024/25 we prioritised improving pupil attendance with a target to raise average attendance by 1.5%. Through a targeted and relational approach, we achieved measurable progress ; attendance rose from just over 91% to 93.83% in English and from just over 89% to 93.28% in Gaelic Medium.

Attendance figures from Business Intelligence for Bowmore EM and GME

% Attendance - Academic Year to Date
Bowmore Primary School



% Attendance - Academic Year to Date
Bowmore Primary School Gaelic Unit



Key to success was proactive engagement with families through;

Termly personal reminders to parents/ carers of pupils whose attendance fell below 90%.

Communicating current attendance figures through Newsletters, at whole school and parent events.

Sending expression of thanks for cooperation to families whose attendance made significant improvement.

While we have not reached our stretch aim of 94.5%, the improvement in figures indicates that gentle, relational accountability paired with clear communication has had a positive impact.

The average occurrences of lateness in a target group of 12 pupils was 18% at the beginning of this session. With constant monitoring and reminding parents of the impact of lateness this fell to 13% so we surpassed our target of reducing lateness by 25%.

While we recognise the progress made, we also acknowledge the need to further embed a rights-based approach to attendance that empowers children and families to understand the importance of regular attendance in relation to article 28 – UNCRC.

The next steps will be on the Maintenance agenda of the SIP.

Target 3 – Leadership

Pupil Leadership

By June 25 all pupils in P4-7 will have led an aspect of citizenship.

This session we set out to ensure that all pupils from P4-7 would lead an aspect of action within one of our Change-maker groups – Reading Schools, Nurture, Eco Schools and Rights , Respecting Schools (RRSA- Silver Award)

This target was successfully achieved with every pupil taking on a meaningful role aligned to one of these Improvement Priorities.

Pupils led projects such as;

Promoting Community Involvement in Reading. The Reading group regularly sent articles to the local newspaper , The Illeach written in English and Gaelic to share the school's reading initiatives.

The group also collaborated with Islay Podcasters to share their favourite books. This was also done in English and Gaelic and also tied in with our Reading Schools Target:

Throughout the session there will be Increased engagement with a variety of community groups to promote reading

**LISTEN TO OUR
FIRST PODCAST**



This community engagement reached an older audience beyond the school community. The Reading group received positive feedback from reading volunteers and from the wider community.

Driving Forward our Eco Schools Work.

The group continued to campaign against litter, walking to school, planting and growing maintaining our green flag status.

Supporting the Wellbeing of peers through Nurture activities.

This included playground check-ins, monitoring healthy eating, highlighting citizenship and promoting kindness.

Championing Children's Rights and contributing to our Silver journey.

Increased pupil voice activities such as deciding on playground games, toys, budgeting. The group and their leader led us to achieving the RRSA Silver Award in June.

[Congratulations to all the pupils and adults of Bowmore Primary School, you are now officially recognised as a UNICEF UK Silver: Rights Aware school!](#)

In addition to their Change-Maker roles, pupils also led within their House groups as Captains and Vice Captains and several took on responsibility for running lunchtime sports groups, promoting inclusion and

physical wellbeing. These broader leadership opportunities supported the development of key skills such as communication, teamwork and empathy.

Feedback from Pupils indicates that most see themselves as active contributors to school improvement. Leadership is increasingly viewed as a collective responsibility but there is room for further improvement.

Target 3 contd

By the end of this school session all teachers will have led on an aspect of the SIP.

All teaching staff took leadership responsibility for a clearly defined area of the school improvement plan this session, achieving our target for distributed leadership. Staff demonstrated a strong understanding of their priorities, gathered purposeful evidence and tracked their progress effectively against agreed targets. This indicates increasing confidence in leading improvement and engaging with self-evaluation in line with HGIOS 4 Q11.2 Leadership of Learning and 1.3 Leadership of Change.

A key strength was the collaborative ethos shown within and beyond the school. Staff worked collegiately across stages and also with colleagues from Port Ellen Primary School, particularly in relation to shared improvement priorities such as the Reading Schools journey. This supported professional dialogue, reduced workload and created shared ownership of success.

Staff leadership directly contributed to.

- **Achieving RRSA Silver Award**
- **Maintaining Green Flag Status – Eco Schools**
- **Leading ELC Improvement across three settings.**
- **Advancing Pedagogy through preparation for professional reading groups linked to Power Up Your Pedagogy**
- **Creating a literacy strategy**
- **Towards Creating a Gaelic Language rich environment in the two classes and sgoil-araich**
- **Co-ordinating a successful Care Inspection in our shared school.**

This growing culture of confident, collaborative leadership is a strength of both schools and is contributing to sustainable improvement.

Target 4

By June 25 all stakeholders will have an increased understanding of how the nurture principles support children's wellbeing

While the OCTNE Gold Award has not yet been achieved, the school has made strong and sustained progress in embedding nurturing principles across the school community. This work continues to have a positive impact on ethos, relationships and wellbeing and reflects the school's deep commitment to inclusion and children's rights (Q1 3.1).

This session staff successfully consolidated understanding of almost all of the 6 nurture principles through collegiate discussion, classroom practice and pupil support strategies. These principles are increasingly evident in daily routines, relationships and learning environments. One nurture principle remains to be fully explored and embedded, and this will form the basis of our next phase of development.

A key outstanding element is the finalisation of our Relationships policy which is currently under review. This aligns closely with next session's priority to reduce behaviour incidents and adopt a consistent, relational approach across classrooms and the playground.

Although the final Gold submission is still to be made, the school is well positioned to complete this process with integrity, ensuring that the award reflects lived practice rather than compliance.

Next Steps:

Maintenance Agenda – Embedding our VVA

QI 3.1 Ensuring wellbeing, equality and inclusion

Aligning pupil achievement awards more explicitly with our core values of Ambition, Creativity and Equity at celebration assemblies.

Introducing Value themed rewards (e.g. pencils, pens etc with key VVA words or symbols) to promote visibility and reinforce positive recognition linked to our ethos

These will strengthen a shared understanding of what our values look like in action and ensure they are meaningfully integrated into our ethos and culture.

Maintenance Agenda – Continuing to Increase attendance and reduce lateness

QI 3.1

UNCRC – Article 28 – Right to Education

Continue HT measures as highlighted above

Develop pupil voice opportunities to explore the importance of regular attendance through a rights based lens linking to Article 28 through Changemaker Group Campaign. This would involve highlighting Article 28 through a child friendly action to share with the school community.

Continue to share the impact of lateness with parents.

Strengthen leadership at all levels by embedding a culture of shared responsibility for improvement across pupil and staff.

QI 2.1

QI 2.3,

QI 2.4

QI 3.1

UNCRC – Article 12 – Right to be heard, Article 28 Right to education and Article 29 – Goals of education.

Pupil Leadership

Will be deepened through structured roles in Changemaker groups, House Leadership, peer support, and digital wellbeing campaigns. Learners will lead and evaluate aspects of school improvement, contributing directly to our OCTNE Gold Award and rights-based Ethos

Behaviour and Relationships will be improved by embedding a consistent, relational and inclusive approach across the school as highlighted in our Relationship Policy. Staff will re-establish shared expectations, promote positive recognition and proactively support de-escalation strategies. Pupil Voice will be used to improve playground experiences and promote respectful peer relationships

These actions will contribute to a thriving school community where leadership is purposeful and visible, behaviour supports wellbeing and learning and everyone – pupils and staff alike is empowered to make a meaningful contribution.

Embed Digital wellbeing across the curriculum by establishing a pupil-led Digital Citizens group to promote healthy, safe and balanced technology use through peer campaigns, class mini lessons and family engagement approaches.

Staff Leadership – Distributed Leadership / OCTNE Gold

Will be developed through distributed leadership opportunities, with all staff taking ownership of an aspect of school improvement, leading or co-leading CLPL or championing aspects of the school curriculum. Staff will be supported to engage in Middle Leadership roles and leadership pathways including Aspiring to Headship or equivalent professional learning programmes.

Fully explore and embed the final nurture principle

Complete the OCTNE Gold Award Submission

Use the OCTNE Framework

Establish a systematic and collegiate approach for staff to share progress on improvement targets throughout the year.

Build this into the Working Time Agreement (WTA) to allow for regular updates, reflection and professional dialogue within improvement time.

Continue to promote cross-school collaboration particularly with Port Ellen, to build leadership capacity and reduce duplication of effort across shared priorities.

Support staff to produce evidence portfolios for their improvement work with clear links to school targets, HGIOS 4 and professional learning.

Aim to finalise the Silver Reading School Award – **Maintenance Agenda**

Review of SIP | ELC Priority

Improved Communication Skills

Progress and Impact:

Target

Improved communication skills to underpin all areas of their learning

What we Did – English ELC

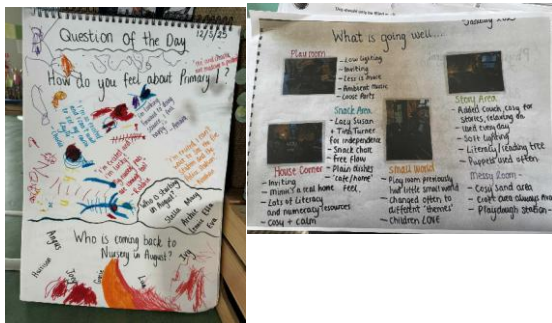
Staff reviewed and adapted the physical environment to rationalise and organise resources, creating a calmer more purposeful space that supports free flow play and emotional regulation.

Emotion Works visuals were introduced and displayed to enhance children's ability to recognise and communicate feelings.

Staff increased the quality and frequency of adult-child interactions, using responsive strategies such as emotional check-ins, question of the day and consistent modelling of positive communication.

We enhanced communication development through supportive approaches including Makaton, Book Bug Sessions (also involving families), Helicopter stories and floorbook planning to amplify pupil voice. The Care inspectorate SIMOA elephant was introduced to promote safety awareness through storytelling and imaginative play.

Staff engaged in targeted CLPL including Book Bug, All Behaviour is Communication, Pedagogy Pathways and a designated Communication Champion role was implemented to sustain and lead improvement



Photos showing evidence of Floor Book planning for the environment

Book Bug sessions

Question of the day evidence

Impact

Children are showing increased confidence in expressing their needs, emotions and ideas, with more frequent and purposeful verbal and non-verbal communication observed across the setting.

The calmer, well-organised environment has led to improved engagement, longer periods of sustained play and greater independence.

Staff have reported a deeper understanding of how to respond sensitively to children's cues and communication styles, resulting in more meaningful interactions and stronger attachments.

The use of Makaton and Emotion works has supported children in naming and regulating their emotions, while Helicopter stories and Floor book planning have increased opportunities for self-expression and agency.

Children with ASN are being supported more effectively through consistent, inclusive strategies and families have become more engaged through Book Bug sessions, Stay and Play and shared learning opportunities

Staff CLPL has strengthened confidence and consistency in practice, with the Communication Champion providing valuable leadership across the team.

Tracking Data showed 100% of 3 YO and 100% of 4 YO are on track in communication and language development. 90% of 4YO are demonstrating clear understanding of language and 30% are confidently using communication strategies with understanding and independence.

Sgoil-Àraich Progress

This Year the Gaelic Nursery made significant progress in supporting children's acquisition and use of Gaelic through intentional changes to the learning environment.

Talking tubs were introduced to provide rich, contextual Gaelic vocabulary across different areas of the playroom, enabling children to hear and use new words in meaningful play situations.

The outdoor area was significantly developed to support immersive Gaelic experiences in nature-based contexts, further embedding the language across the setting.

Daily Visual routines, weather charts and timetables supported children's understanding of Gaelic language linked to routines and structure.

Staff modelled high-quality Gaelic through peripatetic play and increased use of singing and rhyme time to develop listening and recall.

Corrective modelling and embedded Gaelic during free play, snack and lunch created natural, low-pressure opportunities for children to hear and experiment with the language.

A compliment of the day approach and praise for speaking Gaelic encouraged children to use the language with pride and confidence.

Topic based vocabulary with phonetic support was regularly shared with parents to extend learning into the home and promote a shared approach to language development.



Photos show children engaged in learning colours

Contextual learning 'aig a' bhuth'

Counting and construction activity

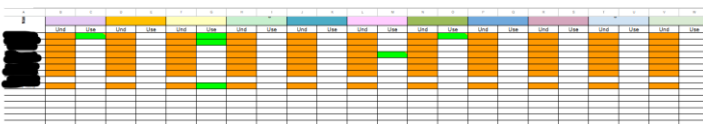
Impact

Children demonstrated increased understanding of daily Gaelic vocabulary and routines with more spontaneous use of words and phrases during play and interactions.

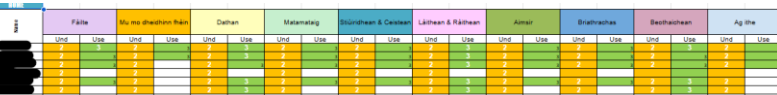
Staff observed greater participation and enthusiasm for Gaelic rhyme, song and story sessions and noted improved pronunciation and word retention among children.

Parent feedback indicated that children were beginning to use Gaelic at home, particularly greetings, names of food and animals.

The setting has successfully strengthened both comprehension and expressive use of Gaelic through rich, integrated experiences and supportive adult practice.



3 YO Tracking showing 89% of learners on track. 11% are split placement.



4 YO Tracking shows 100% understanding and increasing using Gaelic.

Next Steps: On Maintenance Agenda

English ELC

Continue to build on progress by embedding consistent use of communication supports across all routines and transitions, with a focus on increasing the number of children confidently using strategies with understanding.

Sgoil-Àraich

Aligned to Gaelic Early Years Guidance

Embed supported peer to peer Gaelic conversations during daily play and routines ensuring each child hears and uses language in meaningful context.

Staff to use 'scaffold peer talk' prompts in free play e.g. 'Càite a bheil...?', 'Dè Tha thu a' dèanamh?'

Introduce peer-buddy routines using thematic vocabulary tubs outdoors as well as indoors

Share short audio / video clips through Seesaw demonstrating correct pronunciation and language patterns.

Review of SIP | GME Priority

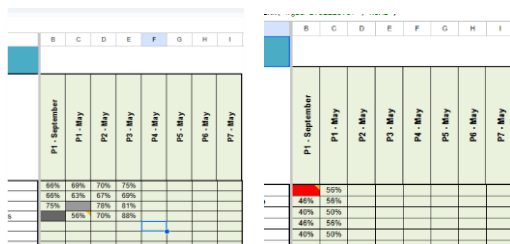
Develop Language and Communication

Progress and Impact:

Target 1

Developing a language and communication friendly environment that supports Gaelic language acquisition

Data from G1& 3 (Oral Communication)



In our G1-3 Total Immersion class, the class teacher developed a rich and interactive play environment, where children could use their Gaelic meaningfully and confidently across a range of learning contexts.

Daily opportunities for responsive and imaginative play, supported by sensitive correction helped reinforce vocabulary, sentence structure and conversational flow in a natural and encouraging way.

Pedagogical approaches were carefully selected to support immersion and acquisition, including responsive planning tailored to children's interests and a strong emphasis on relevance, coherence and personalisation and choice. Many Learning experiences were contextualised and linked with heritage and culture helping children to see Gaelic as a living, expressive language.

All children made progress in their Gaelic development in G1-3, and formative assessment showed improvements in confidence, fluency and the use of extended language in context.

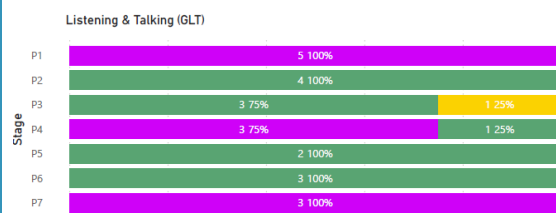
G1 Pupils demonstrated an average increase of 10% in oral language assessments across the year reflecting gains in vocabulary, comprehension and expressive skills.

In G3 75% children are attaining at expected levels in language and communication and children are increasingly using Gaelic in a range of learning and social contexts

Target 2

The children will increase communication and language skills and apply this across all areas of learning.

Latest ACCEL Data for G1-7



In G4-7 (Immersion phase) a more structured and progressive approach has been implemented. The CT has carefully planned to ensure appropriate challenge and depth while maintaining opportunities for personalisation and choice.

There was a focus this session on improving Oracy skills to underpin improvements in all aspects of learning in GME

All children in G4-7 are on track in Gaelic Talking and Listening

Across the Gaelic Medium Classes, staff model high-quality Gaelic creating a strong immersive environment. Learners are increasingly confident in sustaining conversations using extended language and applying new vocabulary in varied contexts.

Next Steps:**Building on Progress****HGIOS 3.2**

We plan to further develop and embed the Freumhan Cànan framework more fully across all stages to support progression, confidence and consistency in language learning. This will:

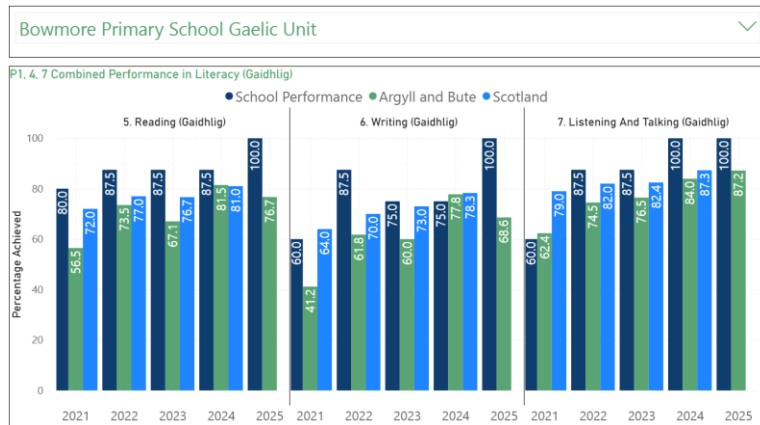
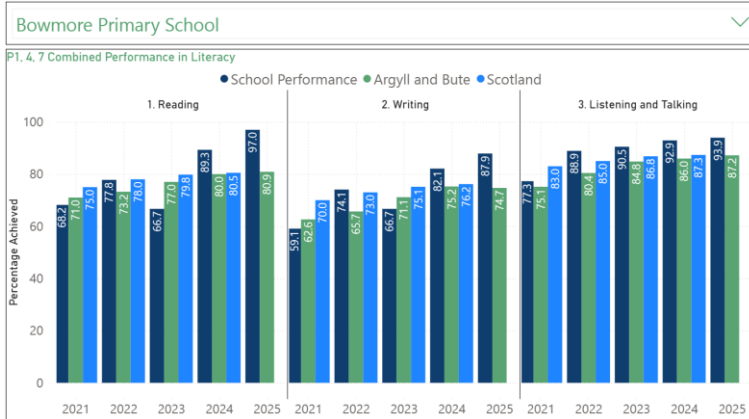
Provide a clear development pathway for talking, listening and writing in Gaelic

Support Learners to reflect on their progress and next steps

Strengthen shared expectations, continuity and assessment of language skills across the GME stream.

1.1 Attainment Data

Attainment of Literacy Curriculum for Excellence levels 2020/21, 2021/22, 2022/23, 2023/24 and 2024-2025 (teacher judgement – confirmed levels – 5-year trend).



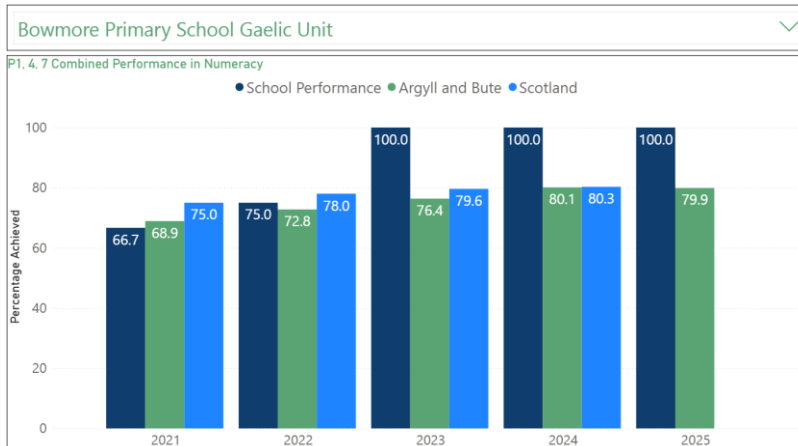
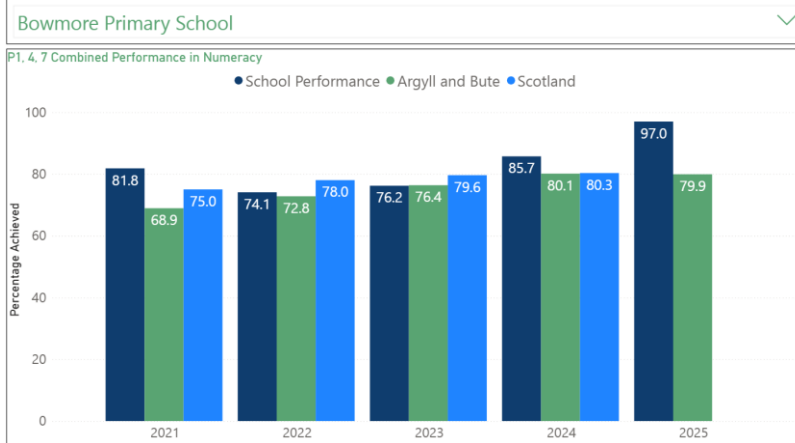
Please Note:

The above data (1.1 and 1.2) reports achievement of a level – P1/P4/P7 combined.

Due to the Covid 19 pandemic, there was no collection of ACCEL data by Scottish Government in 2020.

1.2 Attainment Data

Attainment of Numeracy Curriculum for Excellence levels 2020/21, 2021/22, 2022/23, 2023/24 and 2024-2025 (teacher judgement – confirmed levels – 5 year trend).



Please Note:

The above data (1.1 and 1.2) reports achievement of a level – P1/P4/P7 combined.

Due to the Covid 19 pandemic, there was no collection of ACCEL data by Scottish Government in 2020.

Wider achievements

At Bowmore school we believe that every child has unique strengths and talents and that learning happens in many different ways.

Living and learning on an island gives our children fantastic opportunities to be **creative** and connect with their local environment, history and community. This year they have taken part in outdoor learning adventures, community projects, music workshops, fundraising campaigns and **ambitious** personal challenges that have helped them grow in confidence and independence.

We aim to make sure all children feel included, valued and proud of what they achieve – whether it's trying something new, helping others or working towards a personal goal. We are proud of the way our learners support one another and rise to challenges, and we continue to build a school culture where wider achievement is recognised, shared and celebrated.

Here are just a few examples.

Inclusive Participation

Linked to; QI 3.1 & SHANARRI – Healthy, Included and Nurtured



1. Breakfast Club

2. Adapted Bikes for Bikeability



Feedback from Nurture Group

How has nurture group helped YOU specifically?
18 responses

- made me more confident
- Make friends
- Helped with friends and how I feel
- It made me happy
- It gave me a break
- Helped me be more kind
- positive about my self and my emotions
- Helped me think about my actions and my emotions as well

- All P5 children completed Bikeability, including children with ASN through adapted bikes, promoting inclusion and lifestyle.
- Nurture club supported social connection, emotional regulation and health for key groups.
- Free daily fruit and our weekly breakfast club ensured equitable access to nutrition and readiness to learn.

Leadership and Learner Voice

Linked to; QI 3.1, 2.2 & SHANARRI – Responsible, Respected and Included

Congratulations to all the pupils and adults of Bowmore Primary School, you are now officially recognised as a UNICEF UK Silver: Rights Aware school!

The RRSA Citizenship Group initiated and organised fundraising, charity events, developing leadership and helping to lead the school to Achieve the Silver Award.

Creativity and Ambition

Linked to: QI 2.2 & SHANARRI –Achieving, Respected, Responsible

All P6/7 learners engaged in Endeavour Project Learning selecting personal challenges and developing skills in perseverance, independence and creativity – all skills linked to Developing the Young Workforce

Some pupils pursued entrepreneurial and STEM related projects.

Our P7 girls and the GME 6/7 class represented the school at the first ever Argyll and Bute STEMovator event in Oban where they showcased their design for an Eco House.

The Girls group achieved Runner up prize for their project.

Endeavour Fair – bilingual examples

**Pupil –Led Community Impact**

Linked to: QI 3.1 & SHANARRI –Achieving, Included and Respected

Photos show Seashore related (IDL) products made to sell at the May Fair, Participation in the Mòd and children performing the school Pantomime



One example of excellent Community Impact is the Pupils and ELC fundraising efforts to bring the raise money for the school. The children raised over £1700 by creating and selling crafts – linked to IDL and selling waffles.

Cultural and Arts Enrichment

Linked to: QI 2.2 & SHANARRI – Achieving, Healthy and Included



Pupils from the wind band travelled off island to take part in music workshops with the Army supporting confidence, cultural capital and collaboration

P4/5 Pupils participated in the YMI drumming programme building rhythm, co-ordination and musicality in a fun, inclusive environment. The pupils also organised parent workshops promoting parental engagement.

Commented [MM1]:

Celebrating Wider Achievement

Linked to; QI 3.1 & SHANARRI – Included, Respected and Nurtured

Photos show one of our dancers, a karate attendee the P6/7 Islay and Jura outward bound trip to Lochgoilhead and Port Ellen Juniors Football Team (Island wide)



Children's out of school achievements (e.g. football, swimming, dancing, Karate) are tracked and shared via Seesaw encouraging home-school partnerships.

Successes are celebrated through assemblies, school newsletters, public facing events and in the leach , fostering pride and a positive culture of achievement.

Impact

Cross cutting impact across QI 3.1 & SHANARRI – All indicators evident.

Increased learner confidence, motivation and engagement in personal and collective achievement.

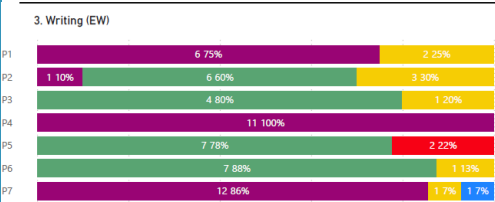
Improved participation and wellbeing among targeted groups through inclusive and supportive provision
Enhanced sense of ownership and learner agency with pupils increasingly shaping their learning and making meaningful contributions to their community.

Pupil Equity Funding £11025

Progress and Impact:

Literacy

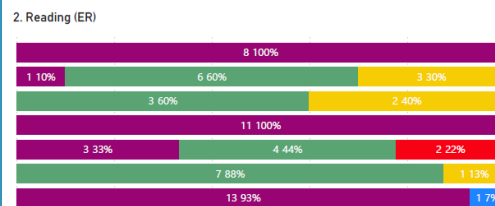
Writing (QI 2.3, 3.2)



80% of Staff participated in the CYPIC Writing Programme leading to improved pedagogy and raised attainment in writing for targeted learners

Data shows that in all classes; writing has significantly improved across the school with only a small group requiring intervention.

Reading (QI 3.1, 3.2)



Listening Books enabled children with literacy barriers including dyslexia, could access and enjoy texts more independently. This supported inclusion and engagement in reading across stages.

We increased the range of phonic readers targeted at a group of learners at risk of not achieving expected reading outcomes. This led to more frequent independent reading and improved fluency and confidence in the target group.

Data shows that in almost all classes; children are on track. The current P3 class will require further interventions.

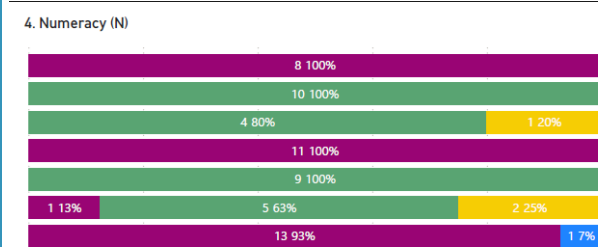
Numeracy

Staff CLPL (QI 2.3, 3.2)

Staff participated in Count on Us training. This helped increase the focus on number fluency and flexibility in classroom practice. Each class has a bank of associated Blueprint resources to support fluency and reasoning.

Increased Number / Maths Resources (QI 1.5, 3.2)

Maths and Numeracy support resources such as Numeracy Ninjas, Number Talks, Power of 2/ Plus 1 / Fraction Talks, and concrete material were extended and used in all classes. This resulted in measureable improvements in attainment at P1,4,7 especially in mental maths and calculation strategies. There was also observed learner engagement in most classes. Some classes, however, still require targeted support to secure sustained improvement.



Numeracy Data shows a very positive picture across the school evidencing interventions and priorities are improving outcomes for all learners

Wellbeing and Inclusion (QI 3.1, 1.5)

Emotion Works resources supported targeted nurture and class wide emotional literacy, improving pupil emotional awareness, however, further interventions need to be prioritised to reduce behaviour incidences and increase tolerance and respect. This is a target going forward.

The provision of free fruit daily for all learners to promote healthy eating and readiness to learn continued in session 24-25. This model is no longer financially sustainable.

A focus on Pedagogy to Improve Teaching and Learning

Bruce Robertson's Power Up Your Pedagogy was purchased for each class teacher. We revised our classroom observation format, placing a greater emphasis on the conditions for learning and equitable participation. This supported reflection and collaborative professional learning across the school.

Pupil Equity Funding was used strategically to support the key drivers of attainment, wellbeing and inclusion, with positive progress noted in writing attainment, engagement in reading, numeracy confidence and emotional literacy. The focus on professional learning, inclusive resources and targeted intervention has built capacity and contributed to measurable gains for learners affected by poverty.

We will continue to focus on:

Embedding consistent numeracy pedagogy across all classes.

Evaluating and refining targeted supports using data and learner voice

Sustaining equity focused health and wellbeing supports in cost-effective ways

Extending the impact of professional learning through collaborative enquiry

Sustain writer attainment through 100% staff being CYPIC trained, implementing an early level phonics progression pathway, implement a more robust approach to spelling by purchasing a new resource for each child from P3 – P7 .

Quality Indicator	How are we doing?	How do we know? (Evidence)	School Self-Evaluation (1-6) *
1.1 Self-Evaluation for Self-improvement	<p>There is a strong and improving culture of self-evaluation across the school and the ELCs.</p> <p>Staff work collaboratively to reflect on practice using a range of evidence to inform improvement priorities and track impact. Professional dialogue, data analysis and focused CLPL have driven improvements in key areas including Literacy, Numeracy and communication. Termly tracking and professional learning conversations inform timely, targeted interventions for identified pupils, particularly in writing, early reading and number sense.</p> <p>This year staff engaged in a meaningful professional discussion about behaviour and relationships which form the basis of one of next steps.</p> <p>Staff routinely engage in evaluative activities using HGIOS 4, Power up Your Pedagogy and key frameworks (e.g. Reading Schools, RRSA, OCTNE).</p> <p>Evidence is triangulated – quantitative, qualitative and stakeholder voice (surveys, questionnaires etc)</p> <p>In ELC changes to the physical environment, adult interactions and the use of visual supports</p>	<p>Robust tracking and data analysis in literacy and numeracy.</p> <p>Attainment 1:1 meetings and targeted support plans</p> <p>Evaluation wheels for key Qis</p> <p>Self-Evaluation frameworks (Reading Schools, RRSA, NRICH, OCTNE)</p> <p>Seesaw Learning Journals</p> <p>ELC Communication data</p> <p>Pupil Leadership Groups (Changemaker Groups and House Leaders, Sports Leaders)</p> <p>Systematic and Routine Collegiate Reflection.</p> <p>Triangulated data ensures judgements are robust balanced and credible</p>	4- Good

	<p>have led to improved outcomes in communication.</p> <p>Staff use self-evaluation tools such as Realising the Ambition and HGIOELC.</p> <p>There is a whole school culture of improvement which is in response to self-evaluation in the day to day of the school.</p> <p>There is a strong ethos of empowerment where staff lead and evaluate change confidently. Pupils lead improvement groups and track progress with adults.</p> <p>Staff have begun to engage in enquiry and professional reading such as Power up Your pedagogy and use this to inform both self-evaluation and improvement planning.</p> <p>Moderation and use of data continue to progress</p>		
<p>1.3 Leadership of Change</p> <p>This QI also focusses on the following aspects of empowerment:</p> <ul style="list-style-type: none"> • curriculum. • improvement activities. • parental and community engagement; and • pupil participation. 	<p>There is a strong and growing culture of shared leadership and collaboration across our school and ELC. Senior Leaders provide clear strategic direction, rooted in our school values, national guidance and local priorities.</p> <p>Staff are increasingly confident in leading change, engaging with research and reflecting on practice through collegiate dialogue, enquiry and self-evaluation.</p> <p>Our Improvement planning is well paced and ambitious with measurable outcomes that are tracked over time.</p>	<p>Staff Leadership of aspects of curriculum and SIP priorities.</p> <p>3 Year Curriculum plan co-designed with staff and community input.</p> <p>Pupil led groups such as the Changemaker groups, Gaelic ambassadors and sports leaders</p> <p>Implementation of Power up Your Pedagogy (PUYP) to build a shared understanding of effective teaching and change.</p>	<p>4- Good</p>

	<p>We are able to demonstrate the effectiveness of leadership at all levels and our capacity to embed sustainable, child centred improvement. This is underpinned by a clear Vision, distributive leadership and the meaningful use of evidence to inform change.</p> <p>Staff have taken ownership of key developments such as Reading Schools, RRSA, Makaton, Gaelic Support and OCTNE– all of which reflect high quality leadership of learning.</p> <p>Pupil leadership continues to grow in areas of the improvement plan such as RRSA, Reading, Gaelic and Eco Schools.</p> <p>Leadership is supported by clear systems for monitoring, reviewing and adjusting practice to meet learners' needs.</p>		
2.3 Learning, teaching and assessment	<p>Across the school and ELC learning experiences are inclusive, and improving</p> <p>Staff know the learners well and are committed to improving outcomes through responsive pedagogy, quality interactions and a focus on emotional wellbeing. Play and Learning is strong in ELC and in some classes.</p> <p>Staff are developing a shared language around pedagogy through our work with PUYP which is beginning to influence classroom practice and professional dialogue. Learners benefit from increasingly purposeful contexts for learning</p>	<p>Learning Walks and Floor book evidence in ELC and Early Level</p> <p>Staff are using PUYP to shape pedagogy</p> <p>Reading Schools Silver Status; pupil engagement in reading for pleasure</p> <p>Communication rich learning environments using visuals and Makaton (not consistent)</p> <p>Use of A&B tracking tools for Literacy and Numeracy</p> <p>Moderation across all levels</p>	4 – Good

	<p>including our growing emphasis on Rights-based learning.</p> <p>Reading and Writing have been key areas of focus, with improvements in pupil engagement, choice and targeted interventions.</p> <p>In numeracy diagnostic use of assessments is improving and staff use data to inform next steps in a more targeted way.</p> <p>Pupil Voice is becoming a stronger feature of learning, supported by approaches such as floor book planning, the NAR approach and pupil led groups.</p> <p>Digital technologies are used meaningfully to enhance learning, and staff are developing consistency in using learning intentions and success criteria, though this remains an area of continued focus.</p> <p>Assessment is used regularly to inform planning and target support particularly in literacy and numeracy.</p> <p>Staff refer to the assessment calendar into their Year planning. This needs to be more consistent</p> <p>We are working to further strengthen consistency and rigour in moderation and professional judgement especially in numeracy and across all three literacy organisers.</p>	<p>CYPIC Model used in most classes for writing – to be expanded and used to support number fluency.</p> <p>Implementation of the Assessment Year planner</p> <p>Termly feedback and evaluations of IDL</p> <p>Targeted interventions in literacy and numeracy</p>	
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3.1 Ensuring wellbeing, equality and inclusion

The school and ELC have an inclusive ethos where we are continuing to ensure relationships are positive respectful and nurturing.

Our commitment to children's rights, emotional wellbeing and equity is embedded in daily practice, supported by a range of universal and targeted approaches.

Staff deployment affirms the strength of our inclusive and child centred practice.

This year we made improving communication and inclusion a key priority, particularly in our ELC through embedding Makaton, Emotion Works and Visual supports. These have enhanced children's ability to express themselves and participate fully in the life of both settings.

Gaelic parents are supported with key words and phonetics for topic-based work

Across the school, work on our Rights and OCTNE has begun to embed values of empathy, fairness and respect with pupil voice increasingly evident in the life and leadership of the school.

Behaviour approaches are inconsistent in classes and there is a need for a robust and collegiate plan to address this.

Makaton Roll out, Visual schedules, Emotion Works and communication data.

Embed RRSA Silver Action plan

SHANARRI Wellbeing tracking and staged intervention documentation

Targeted interventions through in house IEPs

Pupil surveys and learning conversations

4 – Good

3.2 Raising attainment and achievement

Across the school and ELC, attainment is being carefully tracked and is improving through focused interventions, targeted support and increasingly relevant and engaging learning contexts.

In literacy, staff have prioritised early reading, writing development and pupil engagement through strategies such as reading for pleasure, pupil writing targets and parental involvement e.g. Bookbug

In numeracy assessment data is used to plan targeted support and staff are developing a more diagnostic approach to understanding pupil gaps.

Wider Achievement is celebrated and supported across the school and ELC through Rights Group, Reading Leaders, Gaelic Ambassadors, HWB Leaders and Eco Group)

Data and professional judgement show that most children are making appropriate progress in literacy and numeracy.

Attainment is tracked and interventions are targeted and reviewed.

Staff are developing confidence to use the refreshed benchmarks to support robust professional judgement although further work is needed to ensure consistency in progression in numeracy and literacy.

Termly Tracking data analysis meetings for numeracy and literacy

Reading Schools evidence and writing support strategies (CYPIC)

Pupil-led initiatives

Moderation across all levels

Floor book and observation evidence

Wider Achievement is logged on Seesaw and there is a celebration system for recognition.

4- Good