



REPORT BY HM INSPECTORS OF EDUCATION: LEVERHULME MEMORIAL SCHOOL–AUGUST 2025

Report by Chief Officer, Education and Children's Services

PURPOSE

- 1.1 The purpose of the Report is to inform the Comhairle of the outcome of the inspection of Sgoil an t-Òib - Leverhulme Memorial Primary School and Nursery Class by His Majesty's Inspectors from Education Scotland and the Care Inspectorate jointly.

EXECUTIVE SUMMARY

- 2.1 A team of inspectors from Education Scotland and the Care Inspectorate visited Sgoil an t-Òib - Leverhulme Memorial Primary School and Nursery Class in April 2025 for a full model inspection involving a five-day visit to the school and nursery.
- 2.2 Education Scotland and Care Inspectorate jointly published an inspection report in the form of a letter on 19 August 2025. The letter sets out:
- the school's key strengths and agreed areas for improvement.
 - evaluative judgements against quality indicators from Education Scotland for the school and Sgoil Àraich using their six-point scales.
 - signposting to the online summarised inspection findings (SIF) on Education Scotland's website, where further detail and recommendations are laid out.
- 2.3 Upon conclusion of the inspection, the newly appointed Headteacher and the Early Years Support Officer have commenced work with the staff of the school to develop and implement an action plan to address the agreed areas for improvement under the direction of the Head of Education.

RECOMMENDATIONS

3.1 It is recommended that the Comhairle:

- (a) note the findings of the inspection report, including key strengths and areas for development; and**
- (b) supports Sgoil an t-Òib - Leverhulme Memorial Primary School and the Sgoil Àraich to develop and implement an effective action plan which will address the areas for improvement within the HMI report.**

Contact Officer:	Mary Clare Ferguson, Head of Education
Appendix:	Sgoil an t-Òib / Leverhulme Memorial Inspection Letter
Background Papers:	How Good is Our School? 4th Edition (HGIOS4) How Good is Our Early Learning & Childcare? (HGIOELC)



IMPLICATIONS

4.1 The following implications are applicable in terms of the Report.

Resource Implications	Implications/None
Financial	There will be no financial implications to support delivery of the action plan.
Legal	None
Staffing	None
Assets and Property	Some external improvements at the Sgoil Àraich have been identified in the report.
Strategic Implications	Implications/None
Risk	None
Equalities/Child Rights	Applicable UNCRC Articles: 28 – A Right to Education 29 – Goals of Education Statutory Guidance on Gaelic Education (2017)
Corporate Strategy	Support Children, Families and Young People: - Raise ambition and attainment, in particular to address inequalities.
Environmental Impact	None
Consultation	None

BACKGROUND

- 5.1 In the model for inspection, where there is a joint inspection between Education Scotland and Care Inspectorate, they each evaluate the settings using their own scales and provide feedback on areas of strength and improvement. The report can also include notification of further inspection if that is deemed to be required.
- 5.2 Education Scotland evaluates the schools and settings against four key quality indicators using their national six-point scale as set out below:

6	Excellent	Outstanding – Sector leading
5	Very Good	The school has major strengths in this area
4	Good	The school has important strengths but there are some areas for improvement
3	Satisfactory	Strengths of the school just out-weigh weaknesses
2	Weak	The school has important weaknesses in this area
1	Unsatisfactory	There are major weaknesses in the work of the school which require immediate remedial action

- 5.3 The Care Inspectorate uses a slightly different six-point scale with minor variations in definitions when providing evaluations of Early Learning and Childcare settings, including when jointly inspecting with Education Scotland.

6	Excellent	Outstanding or Sector leading
5	Very Good	Major Strengths
4	Good	Important strengths, with some areas for improvement
3	Adequate	Strengths just out-weigh weaknesses
2	Weak	Important weaknesses – priority action required
1	Unsatisfactory	Major weaknesses – urgent remedial action required



DETAIL

6.1 The joint inspection report highlighted the following strengths of the school. Unless otherwise stated, these apply across the Sgoil Àraich and the school through the mediums of Gàidhlig and English:

- The acting Head of School leads very effectively with integrity, sensitivity and a strong focus on solutions. She is well supported by staff, who have the best interests of children at the forefront of their work. Staff take forward effectively projects to improve the school.
- In the Sgoil, the acting Head of School and staff make regular and well-judged use of self-evaluation, tailored to their situation. The staff team maintain a high standard of professional learning and research, particularly in immersion and effective teaching methods.
- In the soil and Sgoil-Àraich - nursery, children are enthusiastic and eager learners who benefit from high-quality experiences in a range of situations. These are led by the staff team, the community and partners. Children develop thorough real-life knowledge and skills that are local to their island and promote wellbeing and equality.
- In the Sgoil, children make effective progress in literacy, numeracy and health and wellbeing through the medium of Gàidhlig and English. They are greatly assisted by staff's clear explanations. In the Sgoil-Àraich, staff use high-quality interactions and Gàidhlig to support children's play.

6.2 The following areas for improvement were identified and discussed with the Acting Headteacher and the Head of Education:

- Develop processes in the Sgoil-Àraich to enable staff to know and act on their successes and next steps for improvement.
- Continue to re-establish full-time Sgoil-Àraich in line with national expectations of children developing fluency in Gàidhlig through total immersion.
- Continue to raise attainment and enhance children's skills in analysing texts and debating issues.
- Continue to develop assessment approaches to record children's progress across all areas of the curriculum.

6.3 Education Scotland quality indicators for Sgoil an t-Òib - Leverhulme Memorial Primary School primary classes were:

Leadership of change	very good
Learning, teaching and assessment	very good
Ensuring wellbeing, equality and inclusion	very good
Raising attainment and achievement	good

6.4 Education Scotland quality indicators for Sgoil Àraich classes were:

Leadership of change	satisfactory
Learning, teaching and assessment	good
Ensuring wellbeing, equality and inclusion	good
Raising attainment and achievement	satisfactory



6.5 The Care Inspectorate's evaluations for the early learning and childcare setting were:

Detailed evaluations	Evaluation
Key question 1: How good is our care, play and learning?	good
1.1 Nurturing care and support	good
1.3 Play and learning	good
Key question 2: How good is our setting?	good
2.2 Children experience high quality facilities	good
Key question 3: How good is our leadership?	adequate
3.1 Quality assurance and improvement are led well	adequate
Key question 4: How good is our staff team?	good
4.3 Staff deployment	good

6.6 In addition to the evaluations above, the Care Inspectorate made no requirements and identified one area for improvement as set out in the letter of findings.

6.7 With the support of Education and Children's Services department senior officers, the school and Sgoil Àraich has created an action plan that addresses the areas for improvement and other aspects for development outlined in the inspection process.

CONCLUSION

7.1 The Chief Education Officer and the Early Years Support Officer will continue to provide support and challenge to the school and Sgoil Àraich through regular school visits and monitoring of the action plan.

