

# Standards, Quality and Improvement Plan

## *Bun-sgoil Taobh na Pàirce*



Standards and Quality Report for session: 2016 - 2017

Improvement Plan for session: 2017 - 2018

## **Context Of The School**

Bun-sgoil Taobh na Pàirce, Edinburgh's first Gaelic medium primary school, is situated in Leith. The catchment is wide, and learners come from a range of backgrounds. We have a wealth of multilingual families. Most come with little or no Gaelic and so a key task from nursery onwards is to develop Gaelic language skills, using the immersion approach. An increasing number of learners are now starting in P1 without having attended Gaelic nursery. Since opening in 2013, progress has been made in taking forward our vision for 'a Gaelic learning environment of the highest quality'. The roll has grown steadily over the four sessions, with the school now bottom heavy, with 79 pupils enrolled for P1 in August '17.

An ongoing challenge is to recruit enough Gaelic-speaking teachers each session. This has resulted in English speaking teachers teaching for at least some of the time in classes 4-7, and the HT and DHT taking on higher teaching commitments. This approach will continue into session 2017-18.

Attainment is good across all stages. However, we have a changing demograph, with higher numbers of our learners living in poverty than before. There is poverty related attainment gap and steps to address this are planned for session 2017-18

**School Priority 1: Raising Attainment** Across all stages, throughout the school, including the nursery class, children will experience increased enjoyment in reading, particularly in Gaelic but also in English (from c4-7). Children will enjoy higher levels of attainment in Gaelic reading. Across all stages, throughout the school, the improvements achieved last session in achievement and attainment for numeracy and maths will continue. Children will have increased and better opportunities to learn and embed their knowledge of L3 (French or Spanish), and to demonstrate this in the wider community.

NIF Priority

**Improvement in attainment, particularly in literacy and numeracy**

NIF Driver

**HGIOS4/HGIOELC QIs/Identified Themes**

- QIs 1.3: Leadership of Change
- 2.2. Curriculum
- 2.3. Learning, teaching and assessment
- 2.. Family Learning
- 3.2. Raising attainment and achievement

**Progress and impact:**

Baseline and summative data ( over a 6 month period), measuring levels of enjoyment for reading in Gaelic, shows little change in levels of enjoyment. Parental survey indicates that 'Bookbug' and 'Read, Write Count' have made significant impact on children's interest in reading. However 'First Minister's Reading Challenge' had less impact. On reflection, it would have been better to have collected data on reading in English and Gaelic together. There has been no significant change in attainment in reading across the whole school, but attainment at c3 is a concern. There has been little change in attainment in maths and numeracy. There have been increased opportunities for learning Spanish, in P5 and P7, and also for younger learners. This learning has been shared regularly with parents and wider school. The next step will be to improve French provision.

**Next Steps:**

- Pilot updated reading programme; complete Gaelic stories online resource
- Refresh immersion approach; focus for all staff; PSAs with Gaelic language remit for c1: Gaelic SfL teacher appointed
- Introduce a more play-based approach to early literacy, in C1
- Focus on teaching of and moderation of writing, in all classes, Gaelic and English
- Develop specialist maths teacher approach; train new EY staff in SEAL approach
- Further develop our Spanish language programme, introduce a robust French language programme in P7 and P5

**School Priority 2: Closing the Gap:** To become more aware and informed about gaps in attainment across the school and to take steps to close these gaps.

NIF Priority

**Closing the attainment gap between the most and least disadvantaged children and young people.**

NIF Driver

**HGIOS4/HGIOELC QIs/Identified Themes**

QIs 1.1. Self evaluation for self-improvement

2.4. Personalised support

2.5. Family learning

3.1. Ensuring wellbeing, equality and inclusion

3.2. Increasing creativity and employability

**Progress and impact:**

Through our online tracking system and regular attainment meetings, along with S.I.M.D. data, there is a higher level of awareness amongst staff as to where the gaps are. This has shown that a significant minority of learners are not on track and that we are not currently closing the gap. Children with gaps in Gaelic language competence were timetabled for regular small group sessions for oral language practice and development this session. These were delivered over two terms. Feedback from class teachers indicated that these sessions had a significant positive impact on oral language competency. This data was also used to identify best use of PSAs in class, and to identify pupils for nurture type groups, such as cooking.

**Next Steps:**

- Create a nurture class to run 4 mornings per week ( P.E.F)
- Continue with Gaelic language groups, with newly appointed Gaelic ASL teacher taking a leading role
- Work more closely with parents , using effective interventions

**School Priority 3:** Children's levels of health and wellbeing will improve.

NIF Priority

**Improvement in children and young people's health and wellbeing**

NIF Driver

**HGIOS4/HGIOELC QIs/Identified Themes**

QIs 1.2. Leadership of learning

2.2. Curriculum

2.3. Learning, teaching and assessment

3.1. Ensuring wellbeing, equality and inclusion

**Progress and impact:**

Building Resilience programme has been delivered throughout the session. Learners seem to be more aware of resilience and how they can manage this. However, no formal evaluation has been carried out to date. It is noted from Wellbeing survey that there are around 20 % of c3-7 learners who do not have good coping strategies. Emotion Talks is being used at times by PSAs, support for learning and class teachers when needed. Restorative Practice being used throughout school, including nurture-type groups in place and individual talk time.

PE programme in place and being used for all levels; termly focus for all school. CPD PE training delivered by development officer. All staff are delivering 2 hours of PE weekly and 'Daily Mile' approach is being used regularly in all classes.

Forest schools; P4, P6 and C1/2 have received a block of Forest School, and taster sessions delivered to other classes. Two teachers have been supported to complete Forest School training; Forest Kindergarten being delivered in nursery class each week.

Numbers of learners with ASD continues to rise ; staff are more aware of how best to support and children are more engaged and integrated into the classroom.( add parental feedback).

**Next Steps:**

- To progress with creating an inclusive learning environment
- To fully implement PE programme, and to maintain progress with regular outdoor experiences, including Daily Mile.
- Whole school focus on Nurture
- To progress with playground development

**School Priority 4:** Children will be clearer about how skills learned in school are linked with career pathways and world of work

NIF Priority

**Improvement in employability skills and sustained, positive school leaver destinations for all young people**

NIF Driver

**HGIOS4/HGIOELC QIs/Identified Themes**

2.7. Partnerships

3.3. Increasing creativity and employability

**Progress and impact:**

This priority has not been fully engaged with, and links have not been explicitly made.

**Next Steps:**

- Identify with staff the best way to highlight these links with our learners
- Technologies- staff training and engagement re. computational thinking
- Project planning- invite community members to talk to classes
- Integrating technology into numeracy /literacy
- One app approach,e.g. Book Creator, Explain Everything

**Self Evaluation 2016 – 2017**

	<b>Quality Indicator</b>	<b>School Self – Evaluation 2016 - 17</b>	<b>Inspection Evaluation (If during 2016-17)</b>
	What is our capacity for continuous improvement?		
1.3	Leadership Of Change	Good	
2.3	Learning, Teaching And Assessment	Good	
3.1	Ensuring Wellbeing, Equity And Inclusion	Good	
3.2	Raising Attainment And Achievement	Good	
	School's chosen QI	N/A	
	School's chosen QI	N/A	

## 2016 – 2020 School Self Evaluation/Plan for QI Engagement

QI		2016 - 2017	2017 – 2018	2018 – 2019	2019 – 2020	Comments
1.1	Self-Evaluation for Self-Improvement					
1.2	Leadership of Learning					
<b>1.3</b>	<b>Leadership of Change</b>	√	√	√	√	
1.4	Leadership and Management of Staff					
1.5	Management of Resources To Promote Equity					
	<b>Leadership And Management Overall</b>					
2.1	Safeguarding and Child Protection					
2.2	Curriculum					
<b>2.3</b>	<b>Learning, Teaching and Assessment</b>	√	√	√	√	
2.4	Personalised Support					
2.5	Family Learning					
2.6	Transitions					
2.7	Partnerships					
	<b>Learning Provision Overall</b>					
<b>3.1</b>	<b>Ensuring Wellbeing, Equality and Inclusion</b>	√	√	√	√	
<b>3.2</b>	<b>Raising Attainment and Achievement</b>	√	√	√	√	
3.3	Increasing Creativity and Employability					
	<b>Successes and Achievements Overall</b>					

### Key Areas For School Improvement

<p><b>NIF Priority 1 : Raising attainment</b>  <b>To raise attainment in literacy, maths and numeracy.</b>  <b>To introduce a more play centred approach in P1.</b>  <b>To raise attainment in French and Spanish.</b></p>	<p><b>QIs/Themes</b>  1.1 Analysis And Evaluation Of Intelligence And Data  1.2. Professional engagement and collegiate working  1.3. implementing improvement and change  2.3 Planning, Tracking And Monitoring  3.2 Attainment In Literacy And Numeracy</p>
--	---

Priority 1a	To raise attainment in literacy.	Overall Responsibility	D.H.T. (C. MacLeod)	
Outcomes	<p>There will be improved attainment and achievement, particularly in Gaelic reading and Gaelic writing.  All staff will have a shared understanding of the standard at all levels in writing.  New C.E.C. Literacy and maths trackers will be introduced and used to good effect in the nursery class.</p>			
Tasks	By Whom	Resources	Time	Impact/ Progress
Draft reading programme redrafted and piloted at all stages, shared and clarified with parents. English reading interventions extended	<ul style="list-style-type: none"> <li>working group and SLT</li> <li>all teachers</li> <li>L.Y. Support for Learning</li> </ul>	<ul style="list-style-type: none"> <li>'Meet the Teacher' evening</li> <li>Fresh Start/Read, Write Inc.</li> </ul>	<ul style="list-style-type: none"> <li>2.5 hrs redraft</li> <li>Planning meetings</li> <li>2.5 hrs 'Meet the Teacher'</li> </ul>	
Recordings of Gaelic stories completed and made available online to all families.	<ul style="list-style-type: none"> <li>identified staff member</li> <li>outside agency</li> </ul>	<ul style="list-style-type: none"> <li>funding in place</li> <li>Volunteers ( staff, pupils, parents, community)</li> </ul>	<ul style="list-style-type: none"> <li>tbc</li> </ul>	
Staff, parents and pupils reminded of philosophy	<ul style="list-style-type: none"> <li>H.T.</li> </ul>			

of the immersive approach and the benefits of multilingualism	<ul style="list-style-type: none"> <li>• School of Linguistics</li> <li>• Professional reading</li> </ul>	<ul style="list-style-type: none"> <li>• Fringe event with Antonella Sorache</li> <li>• School paper on the Immersion approach</li> <li>• Assembly ( Bilingualism Matters)</li> <li>• Buddy systems with focus on using Gaelic</li> <li>• Parent Event with input from 'Bilingualism Matters'</li> </ul>	<ul style="list-style-type: none"> <li>• 14/15 Aug. Training days</li> </ul>	
Gaelic SfL teacher focus on supporting learners at level 1 in order to raise attainment in Gaelic literacy	<ul style="list-style-type: none"> <li>• J.G. Support for Learning</li> </ul>	<ul style="list-style-type: none"> <li>• As required</li> <li>• Gaelic speaking PSAs</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly interventions throughout session</li> </ul>	
PSAs in c1 will have a specific language development remit.	<ul style="list-style-type: none"> <li>• K.W. Principal Teacher</li> </ul>	<ul style="list-style-type: none"> <li>• 2-3 P.S.As</li> </ul>	<ul style="list-style-type: none"> <li>• Daily</li> </ul>	
Approaches to teaching writing revisited ; good practice shared and writing moderation sessions a focus in school calendar.	<ul style="list-style-type: none"> <li>• All teachers</li> <li>• SLT</li> <li>• Poss. Expert input</li> </ul>	<ul style="list-style-type: none"> <li>• As required</li> </ul>	<ul style="list-style-type: none"> <li>• 3 P.L. sessions</li> <li>• Twice termly moderation sessions</li> </ul>	
New C.E.C. Literacy trackers will be introduced	<ul style="list-style-type: none"> <li>• Nursery teacher ( M.C.) with support from S.L.T.</li> </ul>	<ul style="list-style-type: none"> <li>• Early Years QIO</li> <li>• HGIOS ELCC</li> </ul>		

and <i>used to good effect</i> in the nursery class	<ul style="list-style-type: none"> <li>Nursery team</li> </ul>	<ul style="list-style-type: none"> <li>And as required</li> </ul>		
See also P1 development				

Priority 1b	To raise attainment in numeracy and maths. <span style="float: right;">Overall responsibility: D.H.T (I..Brown)</span>
Outcomes	<p>Teachers c4-7 will employ a 'maths specialist' approach to the teaching of maths</p> <p>There will be improved attainment and achievement in maths and numeracy.</p> <p>New C.E.C. maths trackers will be introduced and used to good effect in the nursery class.</p>

Tasks	By Whom	Resources	Time	Impact/ Progress
New infant staff trained in SEAL approach; SEAL 'champion' in place to lead c1-3	<ul style="list-style-type: none"> <li>C.E.C. training</li> <li>Champion</li> </ul>	Additional resources may be required		

Specialist teacher approach employed c4-7		Additional resources may be required		
Regular assessments and evaluation of data used by all teachers and managers to identify needs and next steps	Maths teachers and S.L.T.			
New C.E.C. maths trackers will be introduced <i>and used to good effect</i> in the nursery class	<ul style="list-style-type: none"> <li>Nursery teacher ( M.C.) with support from S.L.T.</li> <li>Nursery team</li> </ul>	<ul style="list-style-type: none"> <li>Early Years QIO</li> <li>HGIOS ELCC</li> <li>And as required</li> </ul>		

<b>Priority 1c</b>	To introduce a play-centred approach in P1, with a focus on early literacy skills			<b>Overall Responsibility</b>	P.T. Early Years
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>In the play context, learners will develop the skills, concepts and knowledge underpinning early literacy</li> <li>Learners' levels of wellbeing will be good</li> </ul>				
<b>Tasks</b>	<b>By Whom</b>	<b>Resources</b>	<b>Time</b>	<b>Impact/ Progress</b>	
<ul style="list-style-type: none"> <li>Professional reading/input</li> <li>Visits to see existing good practice</li> </ul>	<ul style="list-style-type: none"> <li>P1 team</li> </ul>	<ul style="list-style-type: none"> <li>Professional texts ( Foundations of Literacy, Sue Palmer)</li> </ul>			

<ul style="list-style-type: none"> <li>• Discussions with colleagues re. Philosophy and good practice</li> <li>• Links made with sgoil-araich practice</li> </ul>		<ul style="list-style-type: none"> <li>• Furniture and other resources for delivery</li> </ul>		
<ul style="list-style-type: none"> <li>• P1 curriculum adapted to fit new approach</li> </ul>	<ul style="list-style-type: none"> <li>• P.T, ASL teacher</li> </ul>	<ul style="list-style-type: none"> <li>• As required</li> </ul>		
<ul style="list-style-type: none"> <li>• P1 classes re-located, rooms organised to reflect approach</li> </ul>	<ul style="list-style-type: none"> <li>• P.T. and P1 team</li> </ul>	<ul style="list-style-type: none"> <li>• As required</li> </ul>		
<ul style="list-style-type: none"> <li>• Data collected to show impact of new approach</li> </ul>	<ul style="list-style-type: none"> <li>• P.T. and P1 team</li> </ul>	<ul style="list-style-type: none"> <li>• As required</li> </ul>		

<b>Priority 1d</b>	To increase attainment and enjoyment in Spanish and French	<b>Overall Responsibility</b>	<b>H.T.</b>
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>• 1+2 programmes updated for French and Spanish</li> <li>• Immersion approach extended to French</li> </ul>		

--	--	--	--

Tasks	By Whom	Resources	Time	Impact/ Progress
Deliver Spanish language in c6, and French language in c5 and c7, with immersion approach.	<ul style="list-style-type: none"> <li>Native speaker teachers</li> </ul>	<ul style="list-style-type: none"> <li>as required</li> </ul>	<ul style="list-style-type: none"> <li>Timetabled weekly</li> </ul>	
Meet with 1+2 QIO to update French and Spanish programmes, with assessment	<ul style="list-style-type: none"> <li>HT, teachers, QIO</li> </ul>	<ul style="list-style-type: none"> <li>as required</li> </ul>		
Continue with Spanish club and introduce French club	<ul style="list-style-type: none"> <li>Spanish teacher</li> <li>Parent volunteer</li> </ul>	<ul style="list-style-type: none"> <li>as required</li> </ul>	<ul style="list-style-type: none"> <li>After school club, weekly</li> </ul>	

<p><b>NIF Priority 2 – Closing The Attainment Gap Between The Most And Least Disadvantaged Children</b></p>	<p><b>QIs/Themes</b></p> <ul style="list-style-type: none"> <li>1.1. self –evaluation for self-improvement</li> <li>1.3. implementing improvement and change</li> <li>2.5 Engaging Families In Learning</li> <li>2.4. targeted support</li> <li>3.2 Equity For All Learners</li> </ul>
---	--

	<b>3.2. Attainment over time</b>
--	----------------------------------

<b>Priority 2a:</b>	Reduce the attainment and achievement gap in each class	<b>Overall Responsibility</b>	HT, DHT	
<b>Outcomes:</b>	<p>All staff will be aware of what the attainment and achievement gap looks like for their class.</p> <p>Parents will be aware when their child is not on track and will work in partnership with school to close it.</p> <p>Progress will be made in closing the gap.</p>			
<b>Tasks</b>	<b>By Whom</b>	<b>Resources</b>	<b>Time</b>	<b>Impact/ Progress</b>
Staff and managers aware of gap in each class, progress and strategies discussed at attainment meetings.	<ul style="list-style-type: none"> <li>Teachers and SLT</li> </ul>	<ul style="list-style-type: none"> <li>School data</li> <li>Clerical assistant</li> </ul>		
Strategies for closing the gap are a focus for discussion at staff meetings throughout session	<ul style="list-style-type: none"> <li>Teachers and SLT</li> </ul>	<ul style="list-style-type: none"> <li>Education Scotland website and resources</li> <li>Professional reading</li> <li>Shared good practice</li> </ul>		
Staff engage in professional reading and dialogue	<ul style="list-style-type: none"> <li>Teachers and SLT</li> </ul>			
Communication system in place between home and school, for children not on track.	<ul style="list-style-type: none"> <li>Teachers and SLT</li> </ul>			

See also 'Raising attainment' priorities				
--	--	--	--	--

Priority 2b:	To create a nurture class for identified learners ( SIMD 1 / 2) who are not currently on track	Overall Responsibility	HT, and designated teacher
Outcomes:	Progress will be made with creating a nurturing learning environment Class will run four times a week Progress will be made in closing the attainment gap.		

Tasks	By Whom	Resources	Time	Impact/ Progress
key staff attend EC day training	Teacher ( S.C.) P.S.A. ( J.M) C.E.C. Psychological Services	Training days and resources	2 days	
Audits completed.	Teachers, PSA	As required		
Whole staff training in nurture approach	Psychological Services	Psychological Services	1 P.L. session	
Nurture classroom is set up and resourced	Teacher ( S.C.) P.S.A. ( J.M)	As required	Term 1	
Progress tracked and monitored.	Teacher ( S.C.) P.S.A. ( J.M) Psychological Services	As required	As required	

**NIF Priority 3  
Improvement In Children And Young People’s Health And Wellbeing**

**QIs/Themes**

- 1.2. Professional engagement and collegiate working
- 2.4. Targeted support
- 3.1. Wellbeing
- 31. Inclusion and equality
- 3.2. Equity for all learners

Priority 3a:	To progress with creating an inclusive learning environment	Overall Responsibility	ASL team	
Outcomes:	<ul style="list-style-type: none"> <li>• Staff informed and upskilled re. Supporting children with autism.</li> <li>• A quiet and calm environment is created and maintained throughout the school.</li> <li>• Circle Document and 'Up, up and away' are being used effectively in all classes.</li> <li>• Whole school involvement in Visual Support Project</li> <li>• Programme of events to support Equalities in place</li> </ul>			
Tasks	By Whom	Resources	Time	Impact/ Progress
Whole school training session delivered	<ul style="list-style-type: none"> <li>• Psychological Services</li> </ul>	<ul style="list-style-type: none"> <li>• Autism Toolkit <a href="http://www.autismtoolkit.co.uk">www.autismtoolkit.co.uk</a></li> <li>• C.E.C. training</li> </ul>	1 P.L. session ( 2 hrs)	
Procedures for moving around school, behaviour in lunch hall, assemblies and bus lines are agreed upon and applied by all, consistently.	<ul style="list-style-type: none"> <li>• All staff</li> <li>• S.L. T leading</li> <li>• Consultation with pupils</li> </ul>	<ul style="list-style-type: none"> <li>• 'Creating Calm Dining Rooms'</li> <li>• Other professional reading</li> <li>• Assemblies</li> <li>• Visuals</li> </ul>		

Whole school trained in and engaged in Visual Support project	<ul style="list-style-type: none"> <li>• Psychological Services</li> <li>• A.S. L. teacher in lead role ( L.Y.)</li> <li>• All staff</li> </ul>	<ul style="list-style-type: none"> <li>• Signage</li> <li>• translations</li> </ul>	<ul style="list-style-type: none"> <li>• 2 hr training session 15 Aug</li> </ul>	
'Up, up and away' training for nursery staff; <i>staff engage with document in nursery setting</i>	<ul style="list-style-type: none"> <li>• Early Years Team</li> <li>• P.T. ( K.W.)</li> <li>• All Early Years staff</li> </ul>	'Up, up and Away'	tbc	
Refresher training re. Circle Document for all class teachers; resource used to create inclusive classroom environments	<ul style="list-style-type: none"> <li>• ASL teacher</li> <li>• All staff</li> </ul>	'Circle Document'	1 P.L. session ( 2 hrs)	
Equalities coordinator in place to take forward Equalities agenda in school and to <i>work with colleagues on programme of events</i>	<ul style="list-style-type: none"> <li>• Equalities coordinator (E.A.C.)</li> <li>• H.T.</li> <li>• Staff team</li> </ul>	As required		
See also priority 2a				

Priority 3b:	To fully implement PE programme, and to maintain progress with regular outdoor experiences, including Daily Mile.	Overall Responsibility	HT ( Anne MacPhail)
Outcomes:	Learners enjoy P.E. and outdoor experiences. Levels of fitness increase.		

Tasks	By Whom	Resources	Time	Impact/ Progress
Baseline fitness measured for all pupils	P.E. specialist ( A.C.)	<ul style="list-style-type: none"> <li>as required</li> </ul>	as required	
Weekly Forest School delivered to all c1s, throughout session. Programme in place for c2-7	<ul style="list-style-type: none"> <li>Class teacher, Forest Schools trained ( A.H.)</li> <li>Outside provider</li> <li>P.T. ( K.W.) to oversee</li> </ul>	as required  Funding for outside provider	<ul style="list-style-type: none"> <li>4 weekly sessions for c1</li> </ul>	
Additional activities introduced to curriculum: Parkour; Rugby	<ul style="list-style-type: none"> <li>Edinburgh Parkour</li> <li>Scottish Rugby</li> </ul>	<ul style="list-style-type: none"> <li>Funding for Parkour</li> </ul>		
P.E. champion in place to support all staff and work with P.E. specialist	<ul style="list-style-type: none"> <li>Champion to be identified</li> </ul>			



**NIF Priority 4 – Improvement In Employability Skills And Sustained, Positive School Leaver Destinations For All Young People**

**QIs/Themes**

1.2. Professional engagement and collegiate working

3.3. Digital literacy

3.3. Increasing employability skills

Priority 4a	Staff will begin to engage with new technologies Es and Os, and with progression framework .	Overall Responsibility	D.H.T. ( Christine MacLeod)	
Outcomes	<input type="text"/> Computer Science skills developed in staff ( computational thinking) Programme in place for all levels, delivered in context of maths and literacy Three apps used across all classes as learning and teaching tool			
Tasks	By Whom	Resources	Time	Impact/ Progress
Staff training delivered	tbc	as required	2 P.L. sessions ( 4 hrs)	

Apps to be used agreed upon, and training provided	DHT, in consultation with all staff	as required	as required	
Programme piloted and evaluated	DHT and all staff	as required	as required	

Priority 4b:	To make explicit links between in-school learning and career pathways/world of work	Overall Responsibility	D.H.T. ( Christine MacLeod)	
Outcomes	Children will be clearer about how skills learned in school are linked with career pathways and world of work			
<b>Tasks</b>	<b>By Whom</b>	<b>Resources</b>	<b>Time</b>	<b>Impact/ Progress</b>

Agreement across staff re. How best these links can be made and promoted	All staff	as required	as required	
Engagement in cluster priority	C7 pupils and staff	as required	as required	