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| **School Information** | |
| **School/Establishment** | Bun-sgoil Taobh na Pàirce |
| **Head Teacher** | Laura Stewart (Acting) |
| **Link QIEO** | Marie Lyon |

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| **School Statement: Vision, Values & Aims, Curriculum Rationale** |
| **The School Vision I Lèirsinn na Sgoile**    ‘A learning environment of the highest quality, with Gaelic language and culture at its heart, where everyone works together to promote our values and to flourish’.    **School Values I Luachdan na Sgoile:**    Urram I Respect    Coibhneas I Kindness    Coimhearsnachd I Community |

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| **Three Year School Plan for Improvement** | | | |
| **Quality Indicator** | **2024-2025** | **2025-2026** | **2026-2027** |
| **1.3** | The Gaelic First ethos of our school will be evident to our wider community and have helped create a strong Gaelic identity.  The prioritisation of the total immersion phase will increase pupils’ fluency in Gaelic. | High quality professional learning opportunities will empower staff to deliver Gaelic immersion and to support the vision and Gaelic First ethos of the school.  Continue to develop rich cultural and curriculum experiences in Gaelic for our pupils across C1-7. | Parents will have a clearer understanding of how GME works, the crucial part they play in supporting their child's Gaelic fluency and access to clear information and resources about how to do this. |
| **2.3** | To increase support for P4-6 in Gaelic literacy and numeracy to help improve attainment.  To begin to narrow the poverty related attainment gap for SIMD 1 and 2 pupils in our school | To develop a school wide Gaelic specific scale of participation/engagement to help us to target pupils and families in need of support.  Embrace the ethical use of AI to help with Gaelic lesson planning and reducing teacher workload. | To track and monitor progress with Stretch Aims and plan interventions to reduce the poverty related attainment gap. |
| **3.1** | Begin to embed children’s’ rights so they are at the heart of everything we do via new Rights Respecting School group.  Fully embed our Better Relationships Policy to empower teachers and pupils to resolve conflict. |  |  |
| **3.2** | Use Pl at school and cluster level to develop staff understanding of Leadership of learning for pupils to embed co-construction of success criteria and pupil engagement.  Begin to implement the new CEC Pupil Tracking System to continue to gather Wider Achievement data and plan interventions and supports to encourage wider participation. |  |  |
| **Additional QIs** | 2.5/2.7  Working with our Gaelic partners to help us to provide or extend the provision in school.  ​Utilise our website to create a one stop shop for Gaelic events, classes and resources for home learning. |  |  |

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| **Improvement Priority 1** | |
| **Priority** | Raising staff, pupil, and parental engagement in Gaelic Language and Culture at Bun-sgoil Taobh na Pàirce |
| **Person(s) Responsible** | Laura Stewart |
| **Next Steps from Standards and Quality Report** | **​Using total immersion to promote and secure children’s confidence and progress in speaking Gaelic.**  ​Take forward the development points from the Audit Toolkit for Gaelic immersion and creating a positive Gaelic ethos.  ​Engage with tertiary education partners to provide high quality PL for staff.  Develop a Gaelic first language and culture policy through collaboration with stakeholders to create a greater understanding of our purpose.  Create more opportunities for shared Gaelic learning experiences across home and school.  Continue to develop rich cultural and curriculum experiences in Gaelic for our pupils across C1-7. Working with our Gaelic partners to help us to provide or extend the provision in school.  ​Utilise our website to create a one stop shop for Gaelic events, classes and resources for home learning.  Continue to develop House systems and events and communicate these clearly with stakeholders to help us drive forward our school vision and values. |

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| **HGIOS 4 QIs** | **NIF Priority** |
| **1.3 Leadership of Change**  1.1 Self-evaluation for self-improvement  1.2 Leadership of learning  2.5 Family learning  2.7 Partnerships | Improvement in attainment, particularly in Gaelic Literacy  Drivers   1. School and ELC leadership 2. Teacher and practitioner professionalism 3. Parental/carer involvement and engagement |

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| **Key Issue/Challenge  (why?)** | **What will solve the Issue/Challenge (what?)** | **Implementation Activities  (how, when and who?)** | **Outcomes  (what does success look like?)** | **Measurements (how will you know?)** |
| Gaelic is a critically endangered language. Gaelic Medium Education (Statutory Guidance on Gaelic Education, 2005) is recognised as the best way of achieving a sustainable future for the Gaelic language. TnaP is 97% Gaelic as another Language. (G.A.L)  Immersion Pedagogy - Total immersion leads to total fluency. Alternative models lead to the dilution of fluency and are as such non-compatible with the development of strong and sustained Gaelic Medium Education (Statutory Guidance on Gaelic Education, 2005). The total immersion phase of GME is P1-3. There is a strong correlation between total Gaelic immersion in P1-P3 and later pupil achievement.  School Ethos – Placing the status of Gaelic first within the school will ensure Gaelic is audible and visable and the responsibility of all, as denoted by Education Scotland in the Advice on Gaelic Education, updated 2022, and it will also help promote the benefits of bilingualism.  Professional Learning for Staff - is a crucial driver in this SCI and has two purposes; raising staff fluency through access to Gaelic language support and upskilling teachers in best practice in immersion pedagogy. Increasing teacher fluency and knowledge of immersion of immersion pedagogy will be vital in improving outcomes for pupils in this strategic change intiative..  Parental Engagement – is a strong predicator of pupil attainment. Parents are instrumental in supporting their child through GME. Parents needs clear information on how to support their child's fluency in Gaelic.  Stakeholder engagement – to provide learners with the cultural, enterprise, sport and musical opportunities needed to ensure the pupil experience of GME is equal to those of an EME pupil (Statutory Guidance on Gaelic Education, 2005).  Gaelic identity – building school identity and pride in Gaelic through learning about Gaelic language and culture is a critical piece of work in ensuring a sustainable future for Gaelic. | Co-construct a Gaelic First at Bun-sgoil Taobh na Pàirce language policy (Poileasaidh Gàidhlig an Toiseach) with stakeholders to help promote the use of Gaelic language across the school and detail a progressive C1 to P7 learning experience for GME pupils. This will provide a road map of how to move from our current position to delivering the best immersive experience that we can for pupils and in doing so achieve the school vision.  The three key strands of activity will focus on fluency, resourcing and engagement.  **Fluency** – developing the Gaelic language fluency of the school community in pupils, staff and parents by prioritising the total immersion phase P1-3, delivering high quality Gaelic specific and differentiated Professional Learning opportunities for staff and promoting the benefits of learning Gaelic alongside your child with parents, as well as scaffolding parents to help their child’s Gaelic literacy at home.  **Resourcing** – petition for Gaelic ICT supports to be made available to the school via empowered learning, start a dialogue with the Council regarding the importance of Gaelic teacher recruitment, link with other Gaelic schools to share resources for learning and teaching, embrace the ethical use of AI to help with lesson planning and reducing teacher workload.  **Engagement** – work more productively with our community stakeholders to support opportunities for immersion through access to cultural, musical, and sporting etc activities, provide clear information and outreach events for parents explaining how they can support their child's Gaelic literacy at home. Ultimately, use our website to provide a one stop online shop for Gaelic courses and events available in Edinburgh. | **Fluency**  Whole School self-evaluation of GME immersion at TnaP using Education Scotland Audit Toolkits. (By August 2024)  Prioritise the total immersion phase C1-3 by placing fluent Gaelic speakers here. (SLT by July 2024)  Plan high quality Gaelic specific Professional Learning opportunities for staff. (SLT by August 2024)  Promote the benefits of learning Gaelic alongside your child, create, collate and signpost resources for parents via SLWGs (SLT, all teachers – ongoing)  **Resourcing**  Petition for Gaelic ICT supports to be made available to the school via empowered learning (Digital Lead – ongoing but currently stalled)  Start a dialogue with the Council regarding the importance of Gaelic teacher recruitment and the challenges of delivering Gaelic immersion. (SLT Ongoing)  Link with other Gaelic schools to share resources for learning and teaching. (Partnered with Bun-sgoil Ghàidhlig Phort Rìgh from August onwards)  **Engagement**  Meet with stakeholders to plan opportunities for wider achievement in Gaelic and to support with immersion, especially around key transitions. (SLT Ongoing)  Plan and develop a programme of engagement events for parents to be led by pupils. (SLT and Teaching staff by August 2024)  Use our website to provide a one stop online shop for Gaelic courses and events available in Edinburgh. (Digital Lead, ongoing) | A Gaelic First policy will have been co-constructed with stakeholders and published.  Key school comms will go out in Gaelic first with the English translation underneath.  Fluent Gaelic speakers will be teaching the total immersion phase, or as close as we can get, across C1-3.  Our Gaelic partners will provide wider opportunities for immersion across each stage of the school to support immersion and enrich the pupils’ experiences.  Parent Focus groups will be undertaken to construct/collate the information needed for parents to support their child's Gaelic literacy. This information will be ready for sharing at the city-wide open day for P1 prospective parents. JGHS and Capital Gaelic to support pupils.  A programme of Gaelic PL for staff will have been planned and begun in partnership with Sabhal Mòr Ostaig.  Pupil led engagement events for parents will begin to run monthly, including a monthly Gaelic Café and termly pupil lead Gaelic lessons for parents)  Cultural Inclusivity  Celebrate Gaelic Culture: Foster a strong sense of identity and pride in Gaelic culture through events, festivals, and cultural education. | Baseline survey of staff's perception of the challenges of delivering Gaelic immersion at Bun-sgoil Taobh na Pàirce  Meet with CEC to begin open dialogue on the challenges of delivering Gaelic immersion, to identify the issues that we cannot change at school level and get clarity on the possibility of CEC solutions.  Survey parents regarding the challenges of supporting their child's Gaelic literacy.  Staff self-evaluation of current immersive practice (May Inservice), ahead of school improvement planning for next session.  Focus groups with staff, pupils and parents to unpick our challenges in achieving Gaelic immersion and find solutions to help deliver the school vision  Meeting with stakeholders to plan inputs for pupils and PL for staff.  Learner conversations to gauge the pupil experience of Gaelic learning – June and October.  PRD process in June gives opportunities for 1 to 1 conversation regarding Gaelic development needs of staff, progress with these etc.  Co-construct, launch and then evaluate Gaelic First policy with all stakeholders.  Use of visual evidence to capture changes in the school environment. |

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| **Evaluation (January, May)** |
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| **Improvement Priority 2** | |
| **Priority** | Closing the poverty related attainment gap |
| **Person(s) Responsible** | Laura Stewart |
| **Next Steps from Standards and Quality Report** | ​**Continue to enrich the data literacy of staff so they have an improved understanding of the socio-economic and linguistic context of the school and how this informs our vision for improved outcomes.**  Use Pl at school and cluster level to develop staff understanding of Leadership of learning for pupils to embed co-construction of success criteria and pupil engagement.  To increase support for C6/3/4 in Gaelic literacy to help improve attainment.  To track and monitor progress with Stretch Aims and plan interventions to reduce the poverty related attainment gap.  To develop a school wide Gaelic specific scale of participation/engagement to help us to target pupils and families in need of support. |

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| **HGIOS 4 QIs** | **NIF Priority** |
| **2.3 Learning, teaching and assessment**  2.2 Curriculum  2.4 Personalised support  2.5 Family learning | To improve outcomes for children and young people impacted by poverty, with a focus on tackling the poverty-related attainment gap.  Drivers   1. School and ELC improvement 2. Performance information 3. Curriculum and assessment |

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| **Key Issue/Challenge  (why?)** | **What will solve the Issue/Challenge (what?)** | **Implementation Activities  (how, when and who?)** | **Outcomes  (what does success look like?)** | **Measurements (how will you know?)** |
| **Socioeconomic Barriers**  **Parental Involvement: Families in poverty may have less time and resources to support their children's education due to work commitments and other stressors.**  **Language and Cultural Barriers**  **Bilingual Education: Students are learning in both Gaelic and English, which can be challenging, especially if they do not have strong support in either language at home.**  **Resource Availability: There may be a scarcity of high-quality educational materials and resources available in Gaelic, limiting exposure and reinforcement outside the classroom.**  **Teacher Proficiency: Teachers need to be proficient in Gaelic and skilled in teaching it effectively. A shortage of qualified Gaelic-speaking teachers can impact the quality of education.**  **Community and Social Factors**  **Community Support: The extent of community support for Gaelic medium education can vary, impacting students' motivation and the perceived value of their education.** | **Parental and Community Engagement:** Developing programs to involve parents and the community in the educational process, providing workshops and resources to support learning at home.  **Professional Development:** Offering continuous professional development for teachers to enhance their Gaelic language skills and teaching methodologies.  **Targeted Interventions:** Implementing targeted interventions for students who need additional support, | **High-Quality Teaching and Learning**  Professional Development: for teachers focusing on effective teaching strategies for bilingual education/Gaelic Immersion and understanding the unique needs of students from low-income backgrounds. (SLT by August)  Differentiated Instruction: Tailoring teaching methods to meet the diverse needs of students, ensuring that those who are struggling receive the necessary support. (SLT ongoing)  Language Support  Immersive Language Programs: Use Fream Canain to support language development, which can positively impact overall academic performance. (Teaching Team ongoing)  Parental Involvement: Encourage and support Gaelic language learning at home, providing resources and workshops for parents. (SLT, Teachers, Gaelic partners)  Early Years Education use of resources that focus on language development and foundational skill | High quality PL programme delivered for teachers focusing on Gaelic immersion and Dual Language Classrooms.  Data driven placement of PSAs and additional supports.  Embeded Pathway 1 supports and use of the CIRCLE document across the school.  Access to high quality support for learning.  Quality Assurance calendar in use  Regularly assess pupils to identify learning gaps early and provide targeted interventions.  Refreshed Fream Canain embedded across the school  E-sgoil  Misneachd for SIMD not on track pupils in C1-3  Less instances of unread learning Journal posts.  Parents feel confident they know how to support their child’s Gaelic literacy.  Use of the POLARR resource in Gaelic across C1 to assist early identification of literacy difficulties. | Monthly attendance data – ragged  Place2Be training,data and reports.  Attainment data and CfE predictions  Attainment Meetings – team around the class approach.  Whole stage attainment meetings for CfE predictions in March  Learner conversations, Young Carer and low decile pupils as a particular focus.  Data-Driven Decision Making  Track Progress: Use data to monitor student progress and identify those who need additional support.  Evaluate Interventions: Regularly evaluate the effectiveness of interventions and adjust strategies as needed.  Stakeholder Involvement  Regular Feedback: Gather feedback from students, parents, and teachers to continuously improve programs and initiatives. |

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| **Evaluation (January, May)** |
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| **Improvement Priority 3 (if applicable)** | |
| **Priority** | The whole learning community has a shared understanding of wellbeing and the children’s rights. |
| **Person(s) Responsible** | Laura Stewart |
| **Next Steps from Standards and Quality Report** | **Ensuring that pupils are able to make the most of their educational opportunities regardless of their background or financial circumstances and through promotion of attendance at school.**  **​**Begin to embed children’s’ rights so they are at the heart of everything we do via new Rights Respecting School group.  ​Fully embed our Better Relationships Policy to empower teachers and pupils to resolve conflict.  Use PL at school and cluster level to develop staff understanding of Leadership of learning for pupils to embed co-construction of success criteria and pupil engagement.  Begin to implement the new CEC Pupil Tracking System to continue to gather Wider Achievement data and plan interventions and supports to encourage wider participation.  Establish an equalities group to take forward our work on Rights Respecting Schools.  To target young carers for sport and respite opportunities this session.  Take forward the Behaviours of Concern Framework with whole staff. |

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| **HGIOS 4 QIs** | **NIF Priority** |
| **3.1 Ensuring wellbeing, equality**  **and inclusion**  3.2 Raising attainment and achievement | All children and young people to be able to learn about health and wellbeing to ensure they acquire skills to live healthy, happy lives.  Drivers   1. Curriculum and assessment 2. School and ELC improvement 3. Performance information |

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| **Key Issue/Challenge  (why?)** | * **What will solve the Issue/Challenge (what?)** | **Implementation Activities  (how, when and who?)** | **Outcomes  (what does success look like?)** | **Measurements (how will you know?)** |
| **UNCRC + School Equalities Policy:** Need to embed children’s rights into the school’s equalities policy. Make a clear commitment to uphold the principles of the UNCRC.  **Physical and Mental Health:** Unaddressed health issues, both physical and mental, can significantly impact attendance and academic performance. Currently 7.7 % of pupils have attendance below 85%.  Cultural and Social Factors  **Language Barriers**: Students from non-native speaking backgrounds may struggle with language barriers that affect their learning and integration into the school environment. 40% of our SIMD 1 and 2 pupils have EAL.  **Support Systems**: Providing support systems such as counselling, Active Schools, and community engagement initiatives (e.g- via CnaG) can help improve attendance | **Training and Awareness**: Ensure that all staff, students, and parents understand the UNCRC. This can be done through UNICEF UK’s Rights Respecting Schools Award (RRSA) program, which offers guidance, lesson plans, and activities tailored to different age groups.  **Leadership Endorsement**: School leaders should actively promote and model rights-respecting behaviors via Assemblies. Positive School Climate: A culture of respect, inclusion, and empathy would be fostered among students and staff.  **Classroom Charters**: Develop class charters in collaboration with students that outline the rights and responsibilities within the classroom. Ensure these charters are prominently displayed.  **Gaelic Integration**: Incorporate the language and culture of Gaelic in promoting children’s rights, making sure that the rights are discussed and understood in the context of Gaelic traditions and values. Particularly the most relate rights to GME. | Integrate children’s rights into the curriculum across subjects. Use Gaelic language materials where possible to teach about rights. (All Teachers from August)  Pupil Equity Funding: Targetted to improving outcomes and attendence for SIMD 1+2 pupils. (SLT + SfL from August)  Leveraging technology to bridge gaps in educational resources and provide personalised learning opportunities via empowered learning and shared Ipads. (Teachers from August)  Place2Be: Provide access to counseling and mental health services within the school.  PEF pupils targetted for P2B, the Yard and any additional interevntions via Gaelic partners  (Ongoing PEF)  Pupil Council: Encourage students to take on leadership roles, such as becoming rights ambassadors who promote and educate their peers about the UNCRC. (SLT, Pupil Council) | Classrooms and common areas will be inclusive, fostering a sense of belonging for every student.  Pedagogy will be student-centered, encouraging active participation, critical thinking, and collaboration across the 4 capacities.  Lessons on children’s rights and responsibilities will be integrated into the curriculum, teaching students about their rights and how to advocate for themselves and others.  Students, teachers, and parents would be involved in school decision-making processes, promoting a sense of ownership and accountability.  Anti-Bullying Policies: Robust policies to prevent and address bullying and discrimination will be in place, ensuring a safe and respectful environment.  Policies will actively promote equity, ensuring all students have equal opportunities regardless of their background or circumstances.  The school will have accessible mental health services, via P2B to support students' emotional wellbeing.  Each SIMD 1+2 student will have access to personalised support based on their individual needs (Boxall Profile) | Place2Be training,data and reports.  Work towards achieving the Rights Respecting Schools Award from UNICEF UK, which recognizes schools that have successfully embedded the UNCRC principles.  Celebrate milestones and achievements in embedding children’s rights. This could include special events, certificates, and public recognition.  Sustainability  Regular feedback from students, parents, and staff would be used to improve school practices and policies. |

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| **Evaluation (January, May)** |
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