

School Name **Bun-sgoil Taobh na Pàirce**

Standards and Quality Report

Context of the School

Ar Coimhearsnach Ionnsachaidh | Our Unique Learning Community

Bun-sgoil Taobh na Pàirce is located in the Bonnington area of Leith, in the North of Edinburgh. We are the only school in the City of Edinburgh Council to offer Gaelic-medium education, with a city-wide catchment area.

The School Vision | 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 | Luachdan na Sgoile:

Urram | Respect

Coibhneas | Kindness

Coimhearsnachd | Community

With our vision and values in mind, and in line with Statutory Guidance for Gaelic-medium education, we aim to provide Gaelic immersion from Early to Second level. We continue to make progress in the recruitment and retention of Gaelic-medium teaching staff to maintain the growth of GME in City of Edinburgh Council; this is supported through a 'grow your own approach' and the development of partnerships with GME ITE providers. We are supported in this strategic approach by Bethan Owen, Senior Development Officer for Languages 3-18, who has responsibility for GME. We continue to work creatively to ensure that immersion stages are prioritised for full immersion where possible, balanced against the health and wellbeing of the children and the needs of their age and stage. We continue to work very successfully in partnership with the University of Edinburgh to support GME students through their year-long placement, which has enabled us to work build positive relationships with the students.

Our curriculum rationale aims to embed Gaelic language, culture and heritage enabling breadth, challenge and application across the four contexts of learning whilst promoting equity, excellence and the best possible attainment for our learners.

This session Laura Stewart has remained Acting Headteacher and Sineag MacIntyre has continued as Acting Depute Headteacher. Karen Reid has provided continuity in her role as Depute Headteacher throughout the session. Staff have continued to work together to maintain a strong, committed, and positive team, with a desire to take our school forward in the best way we can.

Standard and Quality Report 2023-2024

What have we done?	How well are you doing? What's working well for your learners?	How do you know? What evidence do you have of positive impact on learners?	What are you going to do now? What are your improvement priorities in this area?	How would you evaluate this QI using the HGIOS?4/HGIOELC? six-point scale?
QI 1.3 Leadership of change (Developing a shared vision, values and aims relevant to the school and its community; Strategic planning for continuous improvement; Implementing improvement and change)				
<p><u>Developing a shared vision, values and aims relevant to the school and its community</u></p> <p>Continued to place a Gaelic language and cultural focus at the heart of our GME experience for pupils.</p> <p>Placed a strong focus on wellbeing and inclusion, this has been introduced across the school on the back of Place2Be being in school this session.</p> <p>Ensured our vision evolves through ongoing reflection and consultation with stakeholders across the school.</p> <p>In collaboration with stakeholders, all staff have ensured that our commitment to equity, equalities & inclusion and closing of the poverty-related attainment gap is evident in our shared vision and is fully understood, visible and embedded in our daily practice.</p>	<p><u>Developing a shared vision, values and aims relevant to the school and its community</u></p> <ul style="list-style-type: none"> Assemblies, rewards and weekly recognition for pupils linked to the school values. Our partnership links are strong within the community supporting and engaging families and providing opportunities for/to enable wider achievement for learners, both within the school day and through extra- curricular activities (e.g ASLS, The Yard, CnAG, Capital Gaelic, JGHS GME, Active Schools) SLT meet regularly with the Parent Council. SLT are reflective and responsive to needs and build on parental participation, encouraging 	<p><u>Developing a shared vision, values and aims relevant to the school and its community</u></p> <p>Staff have ownership of the vision, values and aims and are working towards embedding these across our wider community. All teachers consider themselves actively involved in the school's on-going self-evaluation.</p> <p>Almost all teachers feel they have opportunities to be involved in agreeing priorities for the school.</p> <p>Most pupils agree that the school listens to their views.</p> <p>Almost all pupils say they enjoy learning at this school.</p> <p>Most parents believes that the school gives them advice on how to support my child's learning at home.</p>	<p><u>Developing a shared vision, values and aims relevant to the school and its community</u></p> <p>Begin to embed cchildren's' rights so they are at the heart of everything we do via new Rights Respecting School group.</p> <p>Raise parent, pupil and staff engagement with Gaelic language and culture as part of HT's Strategic Change Initiative..</p> <p>Continue to engage with stakeholders to communicate and embed the school vision and values across our school community.</p> <p>Continue to develop opportunities for families, staff and pupils to engage with Gaelic language and culture, in the form of language classes and cultural events.</p> <p>Utilise our website to create a one stop shop for Gaelic events,</p>	<p style="text-align: center;">Good</p>

<p>We will work together as a school community to develop, promote and sustain an aspirational vision for our curriculum. The curriculum will have a clear vision and rationale shaped by the shared values of the school and its community – the Taobh na Pàirce experience, with Gaelic language development at its core.</p> <p>Engage parents in Gaelic language learning.</p> <p>Develop staff Gaelic language at the appropriate level for them.</p> <p><u>Strategic planning for continuous improvement</u></p> <p>We have created conditions where staff (<i>and learners</i>) feel confident, listened to and collectively responsible for change.</p> <p>Provided and protected time for professional dialogue, collegiate learning and self-evaluation.</p>	<p>families to voice their opinions in relation to developing the school community and involvement with learning and teaching – inagural Gaelic Engagement Evening for Families</p> <ul style="list-style-type: none"> • Gaelic Language classes for parents have run this session. • Gaelic language classes for staff have run this session. <p><u>Strategic planning for continuous improvement</u></p> <ul style="list-style-type: none"> • Our learner conversations most recently discussed GME from the learners’ point of view. • PL delivered by SLT has involved opportunities for self evaluation and discussion. • Teacher led Better Relationships Policy ensuring restorative approaches are embedded across the school. • Majority of staff demonstrate a commitment to and reflection of the GTCS standards (Teaching staff) 	<p>All teachers believe that the school’s vision and values underpins their work.</p> <p>Almost all parents feel encouraged to be involved in the work of the Parent Council and/or parental events.</p> <p><u>Strategic planning for continuous improvement</u></p> <p>The January SSE found that effective self-evaluation informs decision making and school improvement priorities. The Acting Head Teacher, and senior leaders, use data effectively to effect change and manage the pace of progress with identified priorities.</p> <p>All teachers feel that they are a valued part of the school’s community.</p> <p>Most teachers feel they have regular opportunities to undertake leadership roles.</p>	<p>classes and resources for home learning.</p> <p>Gaelic language audit feedback to be taken forward for staff PL next session.</p> <p><u>Strategic planning for continuous improvement</u></p> <p>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.</p> <p>Use the PRD process to encourage staff to develop their professional learning in line with the development needs of the school where teachers are happy to do this.</p>	
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<p><u>Implementing improvement and change</u> All staff have a clear understanding of the school's strengths and areas for improvement and are involved in continuous self-evaluation.</p>	<p>through their practice, continuous professional development and PRD.</p> <p><u>Implementing improvement and change</u></p> <ul style="list-style-type: none"> • All staff are included in HGIOS 4 self evaluation and SIP progress to keep team focussed on our journey. • PL takes inwards approach and celebrating our good practice, staff are encouraged to share expertise and knowledge. • Shared classroom experience for teaching staff highlights development needs and strengths in the team, informing areas of improvement and needs for consistency such as formative assessment. • Engaged with the Cluster Improvement Plan and training opportunities for Teachers and PSAs. • All staff are actively encouraged to lead improvement work and take on Leadership roles. 	<p>Most learners believe the school is helping them to become confident. Most learners feel that the school listens to them.</p> <p>Almost all learners believe staff help them to understand how they are progressing with their school work.</p> <p>All teachers feel they are supported to engage in professional learning.</p> <p>Almost all teachers feel their professional learning enables them to reflect on and improve their practice.</p> <p><u>Implementing improvement and change</u></p> <ul style="list-style-type: none"> • Staff engaged in the formulation of our School Improvement plan and our WTA • All staff participated in the self evaluation work of the school – May Inservice. • All teachers engaged with peer visits. • Almost all teachers attended the CLPL days. • Principal teachers engaged with and attended the “Big Share” 	<p>Fully embed our Better Relationships Policy to empower teachers and pupils to resolve conflict.</p> <p>Take forward the development points from the Audit Toolkit for Gaelic immersion and creating a positive Gaelic ethos.</p> <p>Engage with tertiary education partners to provide high quality PL for staff.</p>	
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	<p>Opportunities to shadow SLT are offered.</p> <ul style="list-style-type: none"> • PSAs timetabled to provide 1:1 support and or targetted interventions such as sensory circuits, talk & move groups. • SLT meet weekly with staff in their various teams, teachers, PSAs and Sfl. • Annual PRDs and review meetings undertaken with staff. 	<p>cluster digital focus in May.</p> <ul style="list-style-type: none"> • Sfl teachers attend PSA Meetings and lead training sessions to support with targeted interventions for pupils. • Regular PSA, Staff, Sfl and SLT meetings take place. • Staff PRD is ongoing throughout the year. 	<p>Continue to have regular and robust quality assurance via our calendar events and processes.</p> <p>Prioritise school wide communications to provide transparency for staff, parents and pupils.</p>	
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QI 2.3 Learning, teaching and assessment (Learning and engagement; Quality of teaching; Effective use of assessment; Planning, tracking and monitoring)

<p><u>Learning and Engagement</u></p> <ul style="list-style-type: none"> • Staff have provided effective, pace support and challenge for all learners. • Pathway supports are in place in the classroom to 	<p><u>Learning and Engagement</u></p> <ul style="list-style-type: none"> • Attainment meetings evidence that all staff have a good understanding of the needs of the learners in their class and interventions are targeted to support and 	<p><u>Learning and Engagement</u></p> <ul style="list-style-type: none"> • All teachers believe that children and young people are provided with experiences which meet their learning needs. • Pathway One support checklists embedded across the school. 	<p><u>Learning and Engagement</u></p> <p>Develop a Gaelic first language and culture policy through collaboration with stakeholders to create a greater understanding of our purpose.</p>	<p>Good</p>
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<p>support all learners in reaching their potential.</p> <ul style="list-style-type: none"> Learners are identified for targeted interventions in Literacy, Numeracy & Wellbeing. Summative and formative assessment data is used to inform teacher judgement on learner progress. All teachers are able to identify barriers to engagement and provide targeted interventions to support learners to progress in their learning. Our Gaelic speaking Pupil Support Assistants are trained to deliver targeted interventions in literacy and numeracy. Small group and individual targeted support have resulted in improved progress and increased engagement for targeted learners. <p><u>Quality of Teaching and Learning</u></p> <ul style="list-style-type: none"> All teaching staff have participated in Digital Learning PLs to build capacity in the use of digital devices for teaching, Learning and assessment. Our Good Practice in Gaelic Immersion Policy was revisited and refreshed by 	<p>provide opportunities for all learners to progress in their learning.</p> <ul style="list-style-type: none"> Almost all teachers think they use information including data effectively to identify and reduce inequalities in children and young people's outcomes. Quality Assurance calendar for session 2023-2024 was adhered to. Planning and Attainment meetings are planned for each term to support professional dialogue between all staff supporting learner progress and wellbeing. We need to use the limited number of Gaelic speaking PSAs in the most effective way that we can. Targeted interventions for pupils with ASN, and low SIMD deciles have been a priority. <p><u>Quality of Teaching and Learning</u></p> <ul style="list-style-type: none"> Staff feedback shows increased confidence in 	<ul style="list-style-type: none"> Summative and formative assessment data is used to inform teacher judgement on learner progress. Termly Tracking and Attainment meetings, monitor and track learner progress and attainment. Planning and Attainment meetings include, HT/DHT, CT, PSA and SfL to share key information and to develop an effective team around the learner. Our Gaelic speaking Pupil Support Assistants delivered targeted interventions in literacy and numeracy. Small group and individual targeted support have resulted in improved progress and increased engagement for targeted learners. <p>C5 attainment in Gaelic Listening & Talking increased by 3% where interventions were being delivered by a Gaelic speaking PSA and there was an almost fulltime Gaelic speaking teacher</p> <p><u>Quality of Teaching and Learning</u></p>	<p>Create more opportunities for shared Gaelic learning experiences across home and school.</p> <p><u>Quality of Teaching and Learning</u></p> <ul style="list-style-type: none"> Use PI 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. 	
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<p>staff to support consistency in the best immersive practice.</p> <ul style="list-style-type: none"> All teaching staff have participated on Professional Learning opportunities regarding AiFL, differentiation, dyslexia and literacy difficulties to ensure that we are doing the basics well. All Staff have participated in peer classroom observations to demonstrate good practice and to observe in an area they think they need to develop. <p><u>Effective use of assessment</u></p> <ul style="list-style-type: none"> Teachers engaged with a whole school data session at the August Inservice. They planned collaboratively across year groups and stages to identify and support learners in need. Teachers engaged with PL on holistic assessment delivered by our QIEO on the August Inservice days. 	<p>using digital devices for teaching, learning and assessment.</p> <ul style="list-style-type: none"> Gaelic speaking staff enjoyed the opportunity to meet and share good practice in Gaelic immersion at a Professional Learning session on the October and May Inservice Days Most staff are using differentiation, AifL, and inclusive practice well to improve our universal offer to pupils. Almost all staff feel appropriately supported by the school to undertake their role. <p><u>Effective use of assessment</u></p> <ul style="list-style-type: none"> All teaching staff were positive about the opportunity to engage with data for their pupils and almost all reported that they used holistic data well to inform planning and 	<ul style="list-style-type: none"> The SSE (January 2024) found that teaching staff implement Pathway One supports prior to referring pupils to Pupil Support. Strategies implemented as a result of the checklists are reviewed with pupils at the end of each session and throughout the session by the Pupil Support Teacher. This information is collated and shared with teaching staff. SSE feedback recorded that Almost all pupils are keen and engaged in their learning. In all lessons, relationships between staff and pupils are positive. Teaching staff know pupils well. SSE feedback saw an increase in pupil leadership of learning across the two visits in January and May from less than half to almost all. <p><u>Effective use of assessment</u></p> <ul style="list-style-type: none"> SSE noted an increase in the use of AifL strategies being used by teachers. 	<p><u>Planning, Tracking and Monitoring</u></p> <ul style="list-style-type: none"> Begin to implement the new CEC Pupil Tracking System. 	
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<ul style="list-style-type: none"> The PL delivered on AiFL strategies in November demonstrated how staff can use digital technology to assist with formative assessment interactively <p><u>Planning, Tracking and Monitoring</u></p> <ul style="list-style-type: none"> We continue to review our tracking systems to monitor and record learner progress. All teachers plan collaboratively with colleagues, time has been allocated in our WTA to support this. Sharepoint is used and shared to ensure that all teachers have the resources they need for planning. 	<p>assessment for their pupils.</p> <ul style="list-style-type: none"> Staff continue to collaboratively plan and implement holistic assessments for pupils Staff feedback positively regarding the AiFL PL and are keen to take forward some of the digital strategies mentioned. <p><u>Planning, Tracking and Monitoring</u></p> <ul style="list-style-type: none"> All staff use data for their pupils to inform next steps in learning. Cohorts of pupils have been identified to ensure gaps in learning are being addressed through the planning and delivery of appropriate interventions. We adjusted our trackers this year to more clearly identify SIMD pupils and those care experienced on FSM or who are young carers. Staff have reported finding the clarity helpful in planning interventions and supports. 	<ul style="list-style-type: none"> Holistic assessments being collaboratively planned across stages. <p><u>Planning, Tracking and Monitoring</u></p> <ul style="list-style-type: none"> We have begun to engage with the new CEC Pupil Tracking System. 		
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	<ul style="list-style-type: none"> • All staff are well versed and very positive about the benefits of planning collaboratively. • Most teachers plan digitally and share resources across their teams. This has proved to be especially helpful in instances of teacher absence. 			
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QI 3.1 Ensuring wellbeing, equality and inclusion (Wellbeing; Fulfilment of statutory duties; Inclusion and equality)

<p><u>Wellbeing</u></p> <p><u>Fulfilment of statutory duties</u> All staff comply with their statutory duties regarding wellbeing and there are effective processes across the school.</p> <ul style="list-style-type: none"> • Place2Be have been school a day and a half a week running, Place2Talk sessions for pupils via self referral and targeted therapeutic sessions for individual pupils dealing with domestic violence, bereavement, change and loss. • We hosted an Art Psychotherapy student two days a week from Queen Margaret University 	<p><u>Wellbeing</u></p> <ul style="list-style-type: none"> • We have a Positive Behaviour policy which encourages the use of restorative approaches to develop positive relationships and behaviour. This is used by all staff. • Staff mental health and wellbeing is a priority within our school. Most staff members feel comfortable in approaching SLT and are aware of how to access appropriate supports. • Shared ethos of respect being embedded across school using our refreshed school values of respect, kindness and community. • Our values and our vision are being driven by the launch of 	<p><u>Wellbeing</u></p> <ul style="list-style-type: none"> • 93% of children reported that they enjoy learning at our school. • Almost all pupils feel safe at school. • 81% of pupils either agreed or strongly agreed that they are a valued member of the school. • Almost all pupils attended workshops run by Young carers to help raise awareness. • A Young Carers group runs weekly in school. • All staff have participated in Young carers training this session. 	<p><u>Wellbeing</u></p> <ul style="list-style-type: none"> • Continue to work with Place2Be and other partner agencies to improve HWB outcomes for pupils. • Work collaboratively with stakeholders to refresh our bullying policy. • Continue to develop House systems and events and communicate these clearly with stakeholders to help us drive forward our school vision and values. 	<p>Good</p>
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<p>providing support for pupils with ASN.</p> <ul style="list-style-type: none"> James Gillespie’s Counselling Service have been with us a morning a week across two terms to provide counselling and support for targeted C7 pupils. <p><u>Inclusion and Equalities</u> Universal and Targeted interventions are in place to address potential barriers to learning for individuals.</p>	<p>our new School House system.</p> <ul style="list-style-type: none"> High staff morale and levels of support and care for each other noticed by visitors (including supply teachers) and professionals to the school. Visitors comment on learners’ good manners. Most of the staff team are close, know each other very well and are supportive to each other. Teachers use the Circle document and Up, Up and Away to support classroom environment and individuals. Nurture Groups run across the week for targeted children. <p><u>Inclusion and Equalities</u></p> <ul style="list-style-type: none"> We take account of appropriate legislation, and this is reflected in our practice. We make reasonable adjustments 	<ul style="list-style-type: none"> All staff have participated in bereavement training run by St Columba’s Hospice. SSE feedback observed that there are strong working relationships across the school. Staff work well as a team and are committed to making a difference to pupils in their care. All teachers reported finding it fulfilling to be a member of staff at this school. Individual difference and cultures are respected and celebrated and in the rare instances where they have not been we have engaged with Police Scotland to provide workshops for classes. The ASL service recently delivered training to early Years Staff on Up Up and Away in C! As we felt strongly this was a post covid training need. <p><u>Inclusion and Equalities</u></p>	<p><u>Inclusion and Equalities</u></p> <ul style="list-style-type: none"> Establish an equalities group to take forward our work on Rights Respecting Schools. 	
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	<p>for staff and pupils. Our BM recently attended training on how to support staff with ASD in the workplace.</p> <ul style="list-style-type: none"> • Clear expectations of professional conduct shared at start of session. • Pathway one and two supports identify children who require additional support. Pathway one checklist on display in every classroom. • Transition Passports in use and easy to access for visiting teachers. Refreshed annually by SfL staff in collaboration with pupils and families. • Outdoor learning opportunities are provided weekly. • Daily Mile undertaken by all classes. • Each class has a Pupil Council rep and a dedicated time in class to discuss what's going well and any difficulties that the class or 	<ul style="list-style-type: none"> • Senior leaders work well with their partners to provide both universal and targeted support for learners. This includes Forest School, James Gillespie's Learning Community Counselling service, Comunn na Gàidhlig, Young Carers and Art Psychology. Partner agencies spoke very positively of the collaborative work and communication between the school and between the different partner agencies to co-ordinate supports for individuals. (SSE feedback) <p>There are appropriate approaches to ensure learners' social needs are recognised and supported e.g.</p> <ul style="list-style-type: none"> • Buddy Systems are in place. • Social Skills groups. • Enhanced Transition groups are used effectively to support transitions C7 into S1. • Fine motor groups – P1, led by PSAs. • Talk and move groups run by PSAs and SfL staff. • Tip group run by SfL teacher for pupils with ASN and communication difficulties. 		
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	<p>individuals are experiencing.</p> <ul style="list-style-type: none"> • Pupil Council and JRSOs meet regularly to capture pupil voice and to provide leadership opportunities for pupils. <p>Targeted support</p> <ul style="list-style-type: none"> • Clothing grant and foodbank referrals • Gaelic Book Council provided Gaelic books for SIMD pupils at Christmas • ASL Forest Schools • Support for residential trips/ class trips • Counselling or therapy <p>Universal support:</p> <ul style="list-style-type: none"> • ASN Coffee Mornings • Re – loved clothing/uniform available • Free trips for all. <p>Support for Learning (Universal)</p> <ul style="list-style-type: none"> • Dyslexia training to all staff • ASD training delivered earlier this year. • Promoting Positive Relationships training delivered to all staff. <p>Support for Learning (Targeted)</p> <ul style="list-style-type: none"> • Child Planning meetings 	<ul style="list-style-type: none"> • Hotlisting of phonic by dedicated SfL PSA weekly. • Speech and language OT group • Gaelic speaking PSA tp support Gaelic interventions – Gaelic code cracker – Fuaimean Feumail. • E-sgoil lessons for targeted group of SIMD children and also lessons for well able children. Summer Term – 12 targeted sessions involving SIMD and not on track pupils for Gaelic Listening and Talking. • Transition teachers (Gaelic and English) and Gaelic Closing the gap teacher supporting literacy and numeracy at C7 C7 English reading attainment increased by 3%, C7 maths attainment increased by 2% C7 Gaelic reading attainment increased by 9% • Almost all teachers using national data to support teacher judgement and reporting to parents. 		
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	<ul style="list-style-type: none"> • Assessment of Needs • Liaison with partners • Social skills groups • Nurture group • TIP group • Sensory circuits • Read, Write, Inc / Fresh Start intervention groups • Literacy and Dyslexia programme run by trained PSA. • Toe by Toe, 2+1 intervention 			
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QI 3.2 Raising attainment and achievement (Attainment in literacy and numeracy; Attainment over time; Overall quality of learners' achievement; Equity for all learners)

<p><u>Attainment in Literacy and Numeracy</u></p> <ul style="list-style-type: none"> • Planning and Attainment meetings help to identify individual children requiring support and to plan appropriate interventions. • Our Pupil Support Assistants work 1:1 and with small groups of children to provide support and targeted interventions to enable targetted learners to progress in their learning. • Predictions about pupils' attainment levels, submitted in November 	<p><u>Attainment in Literacy and Numeracy</u></p> <ul style="list-style-type: none"> • Almost all staff are aware of and involved in the school's strategies for raising attainment for all by supporting the national drive for equity and reduction in the poverty related attainment gap in literacy and numeracy. • Almost all staff have shared those learners being supported 1:1 and in small groups have made progress in their learning. 	<p><u>Attainment in Literacy and Numeracy</u></p> <p>C1 Almost all C1 learners are on track for Gaelic Listening and Talking. Most C1 learners are on track for Gaelic Reading. Most C1 learners are on track for Maths.</p> <p>C4 Most C4 are on track for Gaelic Listening and Talking. The majority of C4 learners are on track for Gaelic Reading. Most C4 learners are on track for Maths.</p> <p>C7</p>	<p><u>Attainment in Literacy and Numeracy</u></p> <ul style="list-style-type: none"> • To increase support for P4 in Gaelic literacy and numeracy to help improve attainment. • To continue to monitor the impact of planned interventions through termly Planning and Attainment meetings. • To continue to have high expectations for all learners. • Attainment meetings to include PSAs this session to obtain data from the 	<p>Good</p>
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<p>and March, have been used to support professional conversations about attainment and interventions in P1, P4 and P7.</p> <ul style="list-style-type: none"> • Planning appropriately to stretch and challenge learners working beyond the level in Gaelic literacy and maths. • Identify and plan personalised support and interventions as required for SIMD quintile 1 cohort 	<ul style="list-style-type: none"> • Working with small groups enables staff to target interventions to meet the learning needs of children who require additional support, this support is evaluated at Planning and Attainment meetings to ensure it continues to meet the needs of the learner. • Data analysis skills development – August Inservice - teachers to use MCNG data and GL assessments when considering gaps and planning for learning for Session 2022-23 	<p>Almost all C7 are on track for Gaelic Listening and Talking. Most C7 learners are on track for Gaelic Reading. Almost all C7 learners are on track for Maths.</p> <ul style="list-style-type: none"> • Use of appropriate planners to provide stretch and challenge e.g third level for maths in C6 and C7. 	<p>wider team around the child.</p> <ul style="list-style-type: none"> • To continue to buy in GL assessments to augment summative data available for pupils in C5 and C6. • To find more consistent and sustainable ways of stretching able Gaelic learners • All staff demonstrate confidence in making judgements about attainment levels. 	
<p><u>Attainment over time</u></p> <ul style="list-style-type: none"> • We have reviewed and updated our tracking system to ensure that data gathered builds a clear picture of learner attainment over time. • National assessments will be carried out earlier this session (March 2024) and used to inform teacher judgement of achievement of Second Level and to inform summative reports to parents. 	<p><u>Attainment over time</u></p> <ul style="list-style-type: none"> • All staff, especially less experienced staff, shared that they found the stage attainment meetings helpful in supporting their professional judgement. • Increased staff confidence in planning, assessing and making judgements about pupil progress, as reported in staff feedback from Planning and 	<p><u>Attainment over time</u></p> <ul style="list-style-type: none"> • Most learners continue to make appropriate progress in both literacy and numeracy over time. 	<p><u>Attainment over time</u></p> <ul style="list-style-type: none"> • To review the effectiveness of carrying out national assessments for P7, P4 and P1 earlier in the school year to make best use of this data to inform teacher judgment of achievement of a level. <p>To continue to review and adapt the information shared on our Attainment Tracker to build a picture of both attainment and progress over time</p>	<p><u>Overall quality of learner's achievements</u></p>

<p><u>Overall quality of learner's achievements</u></p> <ul style="list-style-type: none"> • Learning Journals and the school newsletter helped us to be more aware of wider school achievement. • We have targeted support to encourage wider participation in Active Schools, with a particular focus on disadvantaged pupils and pupils with ASN. <p><u>Equity for all learners</u></p> <ul style="list-style-type: none"> • We have updated our data on attendance, and attainment. This has enabled us to target support for learners, such as the Homework club for SIMD and ASN pupils. • Pupil Equity Funding has provided enhanced learning support provision in the form of a Gaelic SFL teacher. • All staff understand the impact of poverty on health, wellbeing, and attainment through engagement with data and 	<p>Attainment meetings and the end-of-year survey.</p> <p><u>Overall quality of learner's achievements</u></p> <ul style="list-style-type: none"> • We use Active Schools opportunities to increase opportunity of experience for our pupils, who have had access to rugby, cricket, step dancing, dancing, football, volleyball swimming, cycling and parkour across the session. • Community partnerships and staff have supported a wider range of clubs in session 2023-24 including shinty, gaelic football, choir and gymnastics. <p><u>Equity for all learners</u></p> <ul style="list-style-type: none"> • Attendance is tracked monthly, and interventions planned and monitored. • Learners who require additional support with their learning are making progress due to the targeted interventions that are in place. 	<p><u>Overall quality of learner's achievements</u></p> <ul style="list-style-type: none"> • We have developed a variety of community partnerships to provide wider achievement opportunities for all learners including A Chance to Shine cricket initiative, Gold and Gray football coaching, Leith Rugby Club sessions and Hearts Joy of Moving programme. <p><u>Equity for all learners</u></p> <ul style="list-style-type: none"> • We are aware of the cost of the school day. Children do not pay for trips and activities during the school day and Active Schools support children to attend clubs and activities during the school day by providing funded places. 	<ul style="list-style-type: none"> • Continue to gather Wider Achievement data and plan interventions and supports to encourage wider participation. • To provide more clubs and activities that support the participation of children with ASN. • To target young carers for sport and respite opportunities this session. <p><u>Equity for all learners</u></p> <ul style="list-style-type: none"> • To develop a school wide Gaelic specific scale of participation/engagement to help us to target pupils and families in need of support. • To continue to track and monitor attendance and work in partnership with families to increase attendance at school. • To track and monitor progress with Stretch Aims and plan interventions to reduce the poverty related attainment gap. 	
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knowledge of our school community.				
QI 2.1 Safeguarding and Child Protection (Arrangements for safeguarding, including child protection; Arrangements to ensure wellbeing; National guidance and legislation)				
<p><u>Fulfilment of statutory duties</u> All staff comply with their statutory duties regarding safeguarding and child protection and there are effective processes across the school.</p>	<ul style="list-style-type: none"> • Full staff training in GIRFEC • Full staff training in Child Protection (October 2023) • Clear expectations of professional conduct shared at start of session. • All staff are familiar with, and confident in, reporting Welfare Concerns. • Identified, well trained, First Aiders in school. • Clear procedures for addressing accidents and unwell learners. Procedures were reviewed and revisited this session. • SLT and the Health & Safety Committee attended the Behaviours of Concern Training in November. • SLT and the Health & safety committee meet regularly. 	<ul style="list-style-type: none"> • Almost all pupils report feeling safe at school. • Most pupils feel they have someone in school they can speak to if they are upset or worried about something. • Almost all pupils feel school helps them to understand and respect other people. • Most pupils feel comfortable approaching staff with questions or suggestions. • The majority of children feel that the school deals well with bullying. • Almost all parents feel that feel staff really know their child as an individual. • Almost all parents think the school supports their child’s emotional wellbeing. • Almost all parents feel comfortable approaching the school with 	<ul style="list-style-type: none"> • Take forward the Behaviours of Concern Framework with whole staff. • Refresh and update our child protection training. • Ensure or reading keeping abids by CEC Guidance. 	<p>Good</p>

	<ul style="list-style-type: none"> • Fire drills are undertaken regualrly. 	<p>questions, suggestions and/ or a problem.</p>		
QI 2.2 Curriculum: Theme 3 Learning pathways				
<p>The curriculum provides flexible learning pathways which lead to raising attainment through meeting the needs and aspirations of all our learners.</p> <p>Learning pathways support children and young people to build on their prior learning and ensure appropriate progression for all learners.</p> <p>Learning pathways are based on the experiences and outcomes and design principles of progression, coherence, breadth, depth, personalisation and choice, challenge and enjoyment and relevance.</p> <p>We ensure children and young people have access to high-quality learning in all curriculum areas and through outdoor learning.</p> <p>All staff take responsibility for developing literacy, numeracy, health and wellbeing and digital literacy across the curriculum.</p>	<p>All stakeholders contribute to the rationale, design and ongoing development of the curriculum. Everyone understands what the school is trying to achieve through its curriculum.</p> <p>All staff and partners are ambitious and expect high levels of attainment and achievement for all learners.</p> <p>Learning for sustainability is embedded across our curriculum.</p> <p>Outdoor learning is a regular, progressive curriculum led experience for all learners.</p> <p>Our curriculum has a strong focus on developing the skills our young people need in the world of work.</p>	<p>Curriculum rationale refreshed in collaboration with stakeholders at start of session and shared with staff and parents.</p> <p>Stage attainment meetings gave staff an opportunity to moderation achievement of Literacy and numeracy across a level.</p> <p>Communities of Practice rep for Sustainability has launched the school's Eco Committee and we have begun to work towards our Green Flag in collaboration with stakeholders.</p> <p>All classes experienced regular outdoor learning sessions across the curriculum.</p> <p>Classes across the school experienced opportunities to engage with my world of work.</p>	<ul style="list-style-type: none"> • 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. • Staff will refamiliarise/familiarise themselves with the school Gaelic Language Progression pathways – Fream Canain and reintroduce that to the nursery planning to focus on Gaelic language skills • Gaelic engagement by individual learners will be tracked termly by key workers using Leuven's scale. • To develop our outdoor learning curriculum and to embed sustainability across the school. • Try to achieve our Green Flag Bronze award. 	<p>Good</p>

QI 2.7 Partnerships: Theme 3 Impact on learners (parental engagement only)

<ul style="list-style-type: none"> • Learning Journals are used across the school to engage with families regarding their child’s learning. • Ran a Gaelic Engagement Evening for all parents with speakers and Gaelic partner workshops. Teacher led workshops to support parent’s understanding and ability to support Gaelic learning at home. • PT secured Bòrd na Gàidhlig funding and planned and organised a whole school approach to Gaelic Week, including a Gaelic Café and Pupil led lesson on Gaelic for parents. • An ASN Coffee Morning for parents was run monthly from January to June in conjunction with the ASL Service. 	<ul style="list-style-type: none"> • Gaelic Engagement Evening for Parents ran in November 2024. • Gaelic Engagement Evening attended by almost a quarter of families. • Gaelic Café and Pupil led lesson well attended by parents. • Parent focus group sessions have run to help consultation- for school improvement planning. • Learning Journals are used by parents to engage with their child’s learning. Parent log ins for the session 27 173, Parent contributions 4197, Parent comments 3684, Parent likes 14383. 	<p>We communicate with our families and partners through;</p> <ul style="list-style-type: none"> • Weekly Newsletters. • Monthly Nursery newsletters • Robust Nursery – P1 and P7 transition programme / meetings • Enhanced EAL enrolment as appropriate • Dates for key events set at start of year and shared via whole school calendar. • Daily contact with class teachers at end of day, where possible. • HT visible/available at start and/or end of most school days in the playground. • “Open door” policy – teachers and Head Teacher available for appointments with parents at short notice. • ParentPay used by % of parents for effective cash handling, reduces admin time and saves parents time too. 	<ul style="list-style-type: none"> • Engage with families where no Learning Journal activity has taken place in 4 weeks. • Adopt a more consistent approach to Learning Journal posts across the whole school to manage parent expectations and staff workload. • Run class led parent engagement events through out the year, eg. Gaelic Café and Gaelic language lessons for parents. • Continue to develop our whole school approach to Gaelic Week 2025. 	<p style="text-align: center;">Good</p>
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