

**EDINBURGH LEARNS FOR LIFE**  
**STANDARDS & QUALITY REPORTING**  
**SCHOOL RENEWAL PLANNING 2021-22**



How Good is our School?

### Context of the School:

The Taobh na Pairce community continues to make good progress on its journey towards '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'.

The number of Gaelic speakers in the staff team continues to grow, and the strategy of supporting staff to take forward their professional learning in Gaelic language continues to be effective. We are still however unable to offer a full immersion experience for all our learners and so use our Gaelic staff resource as effectively and creatively as we can, prioritising full immersion at the nursery to c3 stages.

For our setting, ensuring progress in Gaelic language during COVID 19 lockdown has been particularly challenging. With most families having little or no Gaelic language at home, the school has had to work creatively to maintain engagement and progress in this area. Staff have had the additional burden of translating home learning resources, and the impact of COVID 19 on musical learning opportunities has been challenging.

This session has seen some changes to the Senior Leadership Team and this will continue into the new session, when a new head teacher will take up their post. Despite these changes, there has been a high level of continuity in the team and this will support a smooth transition.

In terms of pupil support, we have had another year with only minimum support from Psychological Services, due to long term absence and subsequent staff shortages.

This is a time of change for Gaelic Medium Education in the city of Edinburgh, as plans progress for a new GME secondary provision, and most likely the creation of two new primary GME units. There is some division amongst parents over these plans, and some feelings of uncertainty amongst parents and learners as to what the future holds.

### 1.3 Leadership of Change

- Developing a shared vision, values & aims relevant to the school and its community
- Strategic planning for continuous improvement
- Implementing improvement and change

*Developing a shared vision, values & aims relevant to the school and its community*

#### What we have done:

- The school leadership team and staff are committed to ensuring they achieve the best for all learners, in line with our school vision. Priorities for improvement were identified and well planned, prioritising appropriately. There is clear understanding amongst staff and parents of the renewal priorities identified. A next step is to improve the understanding of the priorities is to develop learners' understanding.
- Renewal planning also identified a refreshed curriculum rationale, relevant to COVID-19 adaption and renewal as a priority. An initial consultation was carried out which

informed aspects of our renewal plan, however, due to other priorities, the curriculum rationale was not refreshed. A blended strategy was created which met the requirements identified by stakeholders but this strategy was not used due to January 2021 full home learning taking place.

**The impact:**

- All five working groups have made good progress with their priorities, as evidenced in data collected in May.
- Next steps for session 2021-22 have been clearly identified.

*Strategic planning for continuous improvement*

**What we have done:**

- School Working Time Agreement prioritises collegiate time to take forward whole school priorities, and time for teachers to meet in teams and pairs to engage in professional dialogue.
- PRD sessions have included conversations around the GTCS Standards, and a focus on pedagogic practice, with a view to identifying training needs for next session (The Edinburgh Charter).

**The impact:**

- Staff are engaged in and committed to planning for and securing improvement around our school priorities.
- Individual staff members are more aware of individual needs and are ready to engage with the Edinburgh Charter offer.

*Implementing improvement and change*

**What we have done:**

- The leadership team has successfully built up a culture of empowerment for staff to take ownership of leadership of change and improvement. All staff are involved in the process of change and have been evaluating the impact of improvements. This is resulting in improved outcomes for learners. All staff have been involved in a working party this session linked to our renewal priorities. All staff were involved in the collaborative planning of the change actions for each area of renewal and analysed data to plan for these improvements. All staff have had an opportunity to take on a leadership role and have shown commitment to taking this forward.
- Senior leaders and staff across the school engage in professional learning for leadership; examples include SLT member on leadership training course and four staff members have been involved in Gaelic language courses, including one at degree level.
- Three probationers achieved the Standard for Full Registration this session, two of them following the alternative route. All have been supported by the school through mentoring.

**The impact:**

- Staff are committed to change which results in improvements for learners.
  - Our newly-appointed DHT ( Nov. 20) has had appropriate training experiences that will support her in fulfilling her remit.
  - The City of Edinburgh Council's *Grow Your Own* approach to developing GME staffing capacity continues successfully; two probationers have permanent posts in GME for the session ahead.
  - The school renewal plan takes account of our specific context as a Gaelic-medium primary school and our values as well as key national improvement framework
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priorities. The renewal plan identified projects as follows; Gaelic Language, Outdoor Learning, Equalities, Digital Learning and Closing the Gap. Consultation with the school community has helped to shape strategy and approaches planned, particularly around the digital learning renewal priority; The parental digital learning audit clearly identified opportunities for Gaelic language development as a priority should school closure or blended learning be required again; contact with class teachers and use of digital technologies to support learning through Gaelic were identified by parents completing the survey. Staff identified opportunities for listening and talking as a priority for supporting our learners should there be a need for this; blended learning plans were created by working parties, focusing on a blended model where Gaelic listening and talking activities would take place on 'in school' days; this plan was not required as a full closure took place. To support learners during school closure a planned programme of Listening and Talking, using small groups, took place, following school language progression framework. In May 2021, parents and carers were asked to respond to the following question; to what extent do you agree that the Gaelic language learning offer from Bun-sgoil Taobh na Pàirce was improved for the period of home learning in 2021, compared to the March 2020 home learning offer? 80% agreed/strongly agreed.

- Live interaction with learners also progressed from the use of pre-recorded lessons to a blend of pre-recorded and synchronous live learning for all children from C1-C7, focusing on Gaelic language development and health and wellbeing, and opportunities for social interaction between learners, as well as an opportunity to clarify any questions about the day's learning.

### **2.3 Learning, Teaching and Assessment**

- Learning and Engagement
- Quality of teaching
- Effective use of assessment
- Planning, tracking and monitoring

#### *Learning and Engagement*

##### **What we have done:**

- We have introduced a system of recognition and celebration across the school, in order to encourage all learners to use their Gaelic language as much as they can.
- During lockdown, we prioritised live Gaelic Talking and Listening sessions, in small groups, with all learners receiving two sessions a week, with a teacher or PSA.
- We established regular live check-in sessions during lock-down where staff gathered young people's views about how COVID-19 was impacting their learning.
- Our Pupil Council and newly-formed Equalities groups provided opportunities for all learners to engage with planning for whole school priorities. Views on Equalities were gathered from across the school.

##### **The impact:**

- Learners are more motivated to use their Gaelic, and there is a stronger culture of effort and support in place.
- Progress in Gaelic language was not disrupted as badly as in the first lockdown. PSA team became more aware of their important role in Gaelic language promotion, and their status amongst parents was raised.

(In May 2021, parents and carers were asked to respond to the following question; to what extent do you agree that the Gaelic language learning offer from Bun-sgoil Taobh na Pàirce was improved for the period of home learning in 2021, compared to the March 2020 home learning offer? 80% agreed/strongly agreed.

- Parents saw first hand how well their children were engaging with the language, including in comparison with their peers.
- Teachers were able to adapt plans for learning according to the feedback given and needs identified.
- A focus day on our School Community Religions was delivered in response to school survey findings, with support from parents.
- The School anti-bullying policy took full account of learners' views on effective approaches to preventing bullying behaviour.

#### *Quality of teaching*

##### **What we have done:**

- All teaching staff have engaged in CEC Digital learning training, equipping them with skills to deliver L T and A via a digital platform.
- Staff have worked collaboratively in year groups, to create bilingual materials for the delivery of home learning.
- Staff have engaged in training in language immersion pedagogy ( two PL sessions)
- Staff have been surveyed re. confidence and frequency of delivery of learning in an outdoor context; most experienced practitioners delivered a practical training session to staff and resources were purchased and collected.

##### **The impact:**

- All teaching staff were able to contribute to the delivery of blended learning, with the collaborative approach upskilling less confident practitioners.
- A more consistent pedagogical approach in the delivery of GME is in place, although the second lockdown led to a loss of momentum with this priority, and this will need to be consolidated next session.
- All teachers felt better equipped to use the outdoors as a context for learning.

#### *Effective use of assessment*

##### **What we have done:**

- We have continued to provide effective feedback to learners, including during lockdown and in personal learning planning.

- We have continued to use summative assessments to measure progress and to support teacher judgement.

**The Impact:**

- Most learners are clear about their next steps are in order to make progress.
- Teachers have a range of evidence to support them in planning effective learning.

*Planning, tracking and monitoring*

**What we have done**

- We have continued to plan weekly and termly, employing a strong collaborative approach at most stages.
- We have continued to use our tracking system to monitor and evaluate learners' progress and to ensure a focus on equity and success for all learners.

**The Impact:**

- The staff team successfully delivered an improved offer during lockdown, incorporating live Gaelic Talking and Listening sessions, recorded and live teaching, bilingual resources, hub provision, bespoke support.
- Staff are engaging with data for their pupils to inform next steps in learning and support effective transitions. This will ensure continuity and progression for all learners.
- Planning and delivery of well-considered interventions, led by the Support for Learning team, are in place and are having an impact.

**3.1 Ensuring Wellbeing, Equity and Inclusion**

- Wellbeing
- Fulfilment of statutory duties
- Inclusion and equality

*Wellbeing*

**What we have done:**

- We have worked hard to promote positive relationships between home and school, particularly during lockdown, and particularly for families with additional needs and challenges, and have provided bespoke support, through the GIRFEC planning process, for a significant number of families.
- We prioritised places at the school hub for learners with additional needs, including challenging family circumstances.
- On return to in-school learning, PSAs were used to provide flexible and bespoke experiences for learners who struggled with the transition and the context.
- We instigated longer lunch breaks to improve wellbeing and to provide informal time with teachers.
- The Wellbeing working group focussed on staff wellbeing and maintaining a sense of community despite the COVID 19 restrictions.
- Staff were encouraged to take up the staff development/support sessions on offer - Wellbeing Month.

**Impact**

- All learners have managed the transition back into school successfully; with attendance levels high for almost all.
- Feedback from families using the hub was very positive, indicating that it had provided support and consistency.
- Staff absences have been very low.
- The strong staff team ethos has been maintained and new staff members have felt well-supported.

*Fulfilment of statutory duties***What we have done:**

- We have continued to comply and engage with statutory requirements and codes of practice in order to improve outcomes for our children
- We have used the GIRFEC planning process as a framework for this work

**Impact:**

- Appropriate supports are in place for almost all our learners

*Inclusion and Equality***What have we done:**

- We targeted the support from our Closing the Gap teacher in classes with the largest percentage of learners whose attainment in Literacy was not on track.
- Targeted support from the Closing the Gap teacher focused on increasing confidence and engagement in Gaelic literacy tasks with learners who were not on track.
- Looked after learners and learners with needs and challenging family circumstances were offered places in the school hub during the second school closure.
- All learners in the school hub received daily access to a teacher and PSA in order to ensure that they were able to access all the planned online learning.
- Digital learning approach used during lockdown was planned to support all learners. School iPads supplied to families without devices and technological support was available on a daily basis.
- Families were able to select the times for live sessions in order to help plan home learning around family circumstances.
- The pupil/staff equalities group helped ensure all learners were aware of equalities across the school.
- Nurture class teacher worked across clas 3 classes to support learners in SIMD 1 and 2 not on track.
- All teaching staff have completed the Council's training modules on Equalities and Senior leadership team members have attended the one day training session.
- We have worked closely with Young Carers Edinburgh to support identified learners.
- We have engaged with QIO for Looked After Children.

**Impact:**

- Despite lockdown challenges, attainment gap for Gaelic literacy has not grown.
  - Families of vulnerable learners felt well supported during lockdown.
  - All families had the opportunity to access and engage with online learning.
  - Staff's increased knowledge of The Equality Act has paved the way for changes to practice in the new session
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- PEF support at P3 has resulted in improvements in wellbeing, in Gaelic language skills and in self regulation, for most learners in the target group
- An increased number of learners have been identified as Young Carers and have been offered additional supports
- Senior staff are better equipped to support our looked-after learners.

### 3.2 Securing Children's Progress

- Attainment in literacy and numeracy
- Attainment over time
- Overall quality of learners' achievement
- Equity for all learners

#### *Attainment in Literacy & Numeracy*

##### **What we have done:**

- A whole school approach to raise learner's motivation and effort to use their Gaelic was launched across all stages.
- C1 teachers use learning journals as a tool for discussion about learning
- C2-7 teachers engage in learning conversations with pupils to discuss feedback with them to inform personal learning targets and achievements.
- All class teacher carried out well-considered interventions with groups of targeted learners to increase confidence and attainment in Gaelic literacy.
- During school closure we prioritised live Gaelic Talking and Listening sessions, in small groups. All learners received two Talking & Listening sessions a week, with a teacher or PSA.

##### **The impact:**

- As a result of the *Gaisgeach na Gaidhlig* and *Gaidhlig Ghasta* approaches most learners are inspired to use their Gaelic as much as possible
- Progress in Gaelic language was not disrupted as badly as in the first school closure.
- The majority of learners can use appropriate vocabulary to describe their strengths, achievements and next steps in learning in Literacy and Numeracy.
- Teachers were able to maintain language learning and planned target grammar and listening and talking lessons during school closures for both learners working at home and in the school hub.

### *Attainment over Time*

#### **What we have done:**

- All teaching staff have continued to monitor children's progress and recorded this termly on school attainment tracker
- Termly attainment meetings with SLT supported staff with making professional judgements, including identifying learners not on track.
- Good transition arrangements at the start and end of primary, and from class to class, are in place, ensuring continuous progress for most learners.
- All staff are engaging fully with data for their pupils to inform next steps in learning.

#### **The impact:**

- Data and professional dialogue have supported decisions around the allocation of key resources, particularly in order to support learners not on track.
- All learners were supported to make good progress, despite the difficult circumstances of the session.
- Transitions into c1-7 were successful, despite the considerable restrictions in place
- Assessment evidence has shown that the majority of pupils are on track to achieve their expected level in June 2021.
- Standardised tests helped confirm that most learners in the clas 1 cohort are on track for literacy and numeracy.

### *Overall quality of Learners' achievement*

#### **What we have done:**

- We have supported all learners to learn how to work from a digital platform, at home
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- We have worked within the confines of the COVID 19 epidemic to offer learners as many opportunities as possible to grow in confidence, exercise responsibility and contribute to the community
- Weekly assemblies provided opportunities to share successes and keep connected with other classes
- A staff member has worked with the Local Mod committee to maintain strong links between the local mod and the school
- We have worked in partnership with Active Schools to provide sporting opportunities for learners, as this became possible
- We have delivered a sports day for all learners, in line with COVID guidance, organised by c7 learners

### **The Impact:**

- All learners had the new experience of working digitally, growing in skills and confidence
- A number of pupils participated in the virtual Local Mod
- C6 and 7 pupils gained skills and confidence in cricket and rugby
- All learners enjoyed success at sports day, and worked virtually with peers across the whole school

### *Equity for all Learners*

#### **What we have done:**

- We targeted the support from our Closing the Gap teacher in classes with the largest percentage of learners in the lowest deciles whose attainment in Literacy was not on track.
  - We placed our nurture teacher across clas 3 classes to support learners in SIMD 1 and 2 not on track, and particularly those who would benefit from a very nurturing approach and experience
  - Looked after learners and learners with needs and challenging family circumstances were offered places in the school hub during the second school closure
  - All learners in the school hub received daily access to a teacher and PSA in order to ensure that they were able to access all the planned online learning
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- The pupil/staff Equalities group helped raise the profile of Equalities across the school
- Digital learning approach used during lockdown was planned to support all learners. School ipads were supplied to families without devices

**The Impact:**

- Almost all learners in the two cohorts supported by the Closing the Gap teacher gained confidence in oracy and understanding. Pupil engagement in the Gaelic literacy lessons with the closing the gap teacher also increased.
  - Vulnerable learners in C3 made good progress with Gaelic language and wellbeing
  - Hub cohort was very well supported; very positive feedback from families
  - The Equalities agenda has become a higher priority for the new session
  - The increased offer of live teaching sessions during the second school closure ensured almost all learners had access to high quality teaching input at times that best suited their families.
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## Equity and Best Value

### Pupil Equity Fund

Schools are asked to re-submit the Pupil Equity Fund Plan that they submitted at the start of the 2020/21 session, as part of their Standards & Quality Report. The impact/outcome column should be completed to reflect school evaluations of PEF spends throughout the session.

Quality Indicator Grades	School	Nursery	HMI/Care Inspectorate
Leadership of Change	5	5	
Learning, Teaching & Assessment	4	4	
Wellbeing, Equality & Inclusion	4	4	
Raising Attainment & Achievement	4	4	

MANAGEMENT OF RESOURCES TO PROMOTE EQUITY:  
PUPIL EQUITY FUNDING: PLAN 2020-21  
[INSERT SCHOOL NAME HERE]

The user guide to accompany this plan can be found by clicking [HERE](#)



PEF Allocation for School (2020-2021) 40,980

What is the issue or gap? Who does it affect? (to start a new paragraph in the same cell, hold down the 'alt' button and press return)	What is the intervention?	How will it be delivered?	How will we know it is working? (eg what is the intended measurable impact on one or more of the key areas of Attainment, Attendance, Inclusion, Participation, Engagement)	Estimated Costs (please enter numbers only)	Remaining PEF Balance (as long as you have entered your PEF total in cell G8 this column will automatically update with your remaining balance so you do not have to enter anything here)	Timeline for completion	Overseen by	Impact/Outcome (this column can be updated throughout the year as appropriate)
				4527	36,453	August 2021		
				687	35,766	March 2021		