

# 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. Our school values have been reviewed through consultation with learners, families and wider community. These new values, to be properly launched in August are - respect, kindness and community. Our vision remains **'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'**.

With our vision 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 support 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. For the first time ever, this session we have been able to place a Gaelic speaking teacher with all sixteen classes, with a team teach class at Primary 7 supported by an English-medium teacher. 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.

This session has been a time of change at Bun-sgoil Taobh na Pàirce, particularly within the school leadership team, with the appointment of a new Acting Headteacher in February of this year, Laura Stewart, after the departure of Iona Brown (Head Teacher) and a new Acting Depute Headteacher, Sìneag MacIntyre. Karen Reid has provided continuity in her role as Depute Headteacher throughout the session. The change in leadership at Bun-sgoil Taobh na Pàirce has taken place alongside a year of ongoing challenges with staffing, particularly in our Nursery, Office and PSA Teams. This has impacted on the smooth running of the school and our ability to develop our strategic planning. However, all staff have worked together to build a strong, **committed** and positive team, with a desire to take our school forward in the best way we can.

## Q1 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

### What have we done?

#### Themes

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

#### Vision, values and aims

- HT engaged with staff, parents and pupils in focus groups to evaluate and refresh our school values
- School self-evaluation surveys undertaken with pupils, parents and staff
- Three school values identified from feedback and shared with staff, children and children: respect, kindness and community
- Move to a school house system to embed our vision and values,

#### Pupil Voice

- Pupil Council back up and running fortnightly.

#### Better Learning, Better Relationships

- Stakeholders' views surveyed on current policy
- Behaviour policy created
- Focus groups with parents and pupils feedback on new policy
- Behaviour flowchart created and shared with staff at BL, BR PL

- Work completed to develop a restorative conversation video and leaflet
- School lines reinstated to promote better behaviour and reduce lost learning time incurred with soft start

**How well are we doing? What's working well for your learners?**

- The school leadership team, and all staff, are committed to achieving the best possible outcomes for children and families, in line with our school vision.
- A Gaelic speaking teacher in every class.
- An almost full time Gaelic speaking Support for Learning teacher in post.
- Pupil voice being represented.
- The behaviour policy provides clarity of procedures for pupils.

**How do we know? What evidence do you have of positive impact on learners?**

- Almost all of learners- agree or strongly agree they are a valued member of Bun-sgoil Taobh na Pàirce.
- Most pupils feel they are making good progress with their learning.

**What are we going to do now? What are your next improvement priorities in this area?**

- Arrange for guest speaker to present to parents on restorative practice, launch restorative practice materials.
- Rewrite the school bullying policy
- Launch school House system & new values

**How you would evaluate this QI using the HGIOS 4**

**Satisfactory**

**QI 2.3 Learning, Teaching and Assessment: Learning and Engagement, Quality of Teaching, Effective Use of Assessment, Planning Tracking and Monitoring – *Including evaluative comment on progress made with the Teachers' Charter***

**What have we done?**

❖ Learning and Engagement, including use of digital technologies

❖ Quality of Teaching

❖ Effective use of Assessment

❖ Planning, Tracking & Monitoring

### **Learning and Engagement**

- Launched the year with an IDL focus; Gaelic Language & Heritage – led by S Moore, PT Expressive Arts. The Song, Music & Drama – ceilidh topic engaged classes in shared learning, visiting each other in classrooms. Children led the learning and shared their work at a sharing Assembly.
- We secured funding to have a Lyceum Artist in Residence; this created opportunities for training teaching staff in the use of drama and re-invigorated the teaching of drama, music and song across the curriculum.
- Re-launched Seinn Còmhla with a Gaelic Music Specialist teacher funded by Capital Gaelic funding and shared with James Gillespie's High School, focusing on Gaelic song and tradition

### **Meeting Learners' Needs – Support and Challenge**

- August In-service – Edinburgh Learns Differentiation Event – all teaching staff attended.
- Refreshed plans for attainment meetings – QEIO attended year group meetings for whole stage meetings at C1, 4 and 7.

### **Digital Technologies**

- Digital Learning - carried out Digital Schools self-evaluation to identify priority actions for school digital strategy
- Created a Digital Policy for the school
- Shared iPads from SA to C5 as part of Empowered Learning project
- 1:1 iPads rolled out to C6 and 7 learners
- Whole school engagement with Digital Safety Day – February
- Delivered three PLS for staff on Scratch, coding and useful apps for Teaching and Learning and Assessment. Upskilled staff on ways to develop ICT across the curriculum.

- Staff engaged in 2 learning community moderation activities focusing on Literacy/Numeracy or Literacy/Numeracy across learning
- Moderation of ICT resources at Cluster CAT. Staff engaged in workshops.

**How well are we doing? What's working well for your learners?**

- All learners engaged with the expressive arts project at the start of the year.
- All pupils participated in the planning and creation of our whole school Lyceum led expressive arts project.
- All pupils attended Seinn Còmhla with a Gaelic Music Specialist teacher
- Teachers were upskilled to provide high quality differentiated lessons for pupils.
- Whole stage attainment meetings enabled teachers to discuss and moderate CfE levels across years groups providing consistency across pupils' achievements of a level.
- All pupils experienced increased opportunities to access the digital curriculum.
- All pupils were upskilled in keeping themselves safe online.
- Staff were upskilled in the use of digital technology to provide engaging opportunities for learners across the school

**How do we know? What evidence do you have of positive impact on learners?**

- Most teachers have report increased confidence in pupils' use of Gaelic.
- Almost all children enjoy learning in Gaelic most of the time.
- Increased confidence in the children's performance skills - *"When I think of children who struggled to come into the classroom at the start of the year, now volunteering to sing solos at the talent show and Mod, it makes me feel very proud."*
- Fourteen out of nineteen teachers who attended the differentiation training felt it had medium or high impact on their planning for learning and teaching.
- 100% of teachers found the whole stage attainment meeting helpful in moderating the achievement of a level.

**What are we going to do now? What are your next improvement priorities in this area?**

- Use the format of the shared ceilidh project for our new mini topic next session.
- Engage in Cluster Improvement plan to further explore differentiation through the Teacher's Charter.

- Provide further opportunities to embed understanding of Gaelic language, culture and heritage.
- Try to obtain our Digital School award - Bronze Level
- ICT Co-ordinator to work on a bank of resources to support digital technology planning C1-7
- August Inservice create, share and implement a whole school high quality assessment strategy and training - QEIO

How you would evaluate this QI using the HGIOS 4 | **Good**

**QI 3.1 Ensuring Wellbeing, Equality and Inclusion: Wellbeing, Fulfilment of Statutory Duties, Inclusion and Equality – *Including Leadership for Equity and The Promise***

**What have we done?**

Themes

❖ Wellbeing

❖ Fulfilment of Statutory Duties

❖ Inclusion and Equality

- Launched and reviewed implementation of newly refreshed Bun-sgoil Taobh na Pàirce Positive Relationships and Behaviour Policy
- Responded to increase in childhood obesity levels; by increasing the daily physical activity of pupils e.g. further engagement and uptake with Active Schools, healthy eating approach negated birthday cakes, cereal bars for snack etc
- Staff member attended PEPAS conference in May aimed at redeveloping meaningful PEPAS links to take forward into the new session.
- Working in partnership with community sports clubs - Leith Rugby club, Spartans FC amongst others.
- Gold & Gray onside coaching programme engaged dysregulated, SIMD and not on track learners
- Nurture/PEF group engaged in JAZZ programme.
- Relunched our Parent Gardening group to improve the aesthetic of the playground and engage struggling learners.
- Good News Newsletter embedded
- Social Committee embedded - termly events for staff support collegiality and morale.

- Continued engagement with Young Carers to support CE/children with care responsibilities. New Rep appointed, training attended as well as a visit to another Primary School exhibiting great practice.
- Engaged Place2Be to support whole school mental health

**How well are we doing? What's working well for your learners?**

- All pupils engaged in Active Schools events, through taster workshops, blocks of coaching, lunchtime or weekend clubs and one-off events such as Games at the Hub.
- Opportunities for pupils to engage in physical activities have increased across the school.
- Many pupils have had the opportunity to attend swimming, Bikeability and School camp.
- Gold & Gray football coaching of SIMD and not on track pupils has been enjoyed by pupils.
- Every child was gifted a seed starter kit to grow their own seedling at home.

**How do we know? What evidence do you have of positive impact on learners?**

- Almost all staff felt supported in their role Session 2022-23
- Almost all teachers described the participation of their learners in their classroom generally as good or excellent.
- Less damage to plants in the playground as the pupils have felt encouraged to plant and grow for themselves.
- 240 pupils surveyed were happy at Bun-sgoil Taobh na Pàirce.
- Almost all pupils think the adults in school listen to them and pay attention to what they say.
- Most pupils feel they have at least one adult in school who I can speak to if they are worried about something.
- Most pupils agree or strongly agree that they feel confident enough to ask for help and support in my learning.

**What are we going to do now? What are your next improvement priorities in this area?**

- Outdoor Learning – Playground Development Project, engage Parent Council to take this forward.
- Rights Respecting Schools Award – cluster wide approach.
- Through strategic planning of CLPL, build staff and school capacity to close poverty-related attainment and achievement gaps.

- Fulfilling our commitment to The Promise 'School improvement plans will value and recognise the needs of their care experienced pupils with robust tracking of attendance and attainment so that support can be given early: continue to work with Young Carers, train staff at August Inservice
- Introduce Seomar Seasgair to assist emotionally school refusing pupils and dysregulated children 08:40-09:10

How you would evaluate this QI using the HGIOS 4 | Good

**QI 3.2 Raising Attainment and Achievement Attainment in Literacy and Numeracy, Attainment over Time, Overall Quality of Learners' Achievement, Equity for All Learners - Including progress made on Stretch Aims**

**What have we done?**

Themes

- ❖ Attainment in Literacy and Numeracy
- ❖ Attainment over time
- ❖ Overall Quality of learners' achievement
- ❖ Equity for all learners

**LITERACY**

- Raised attainment in Gaelic writing in C7 by 25%
- All GME teaching staff attended a Professional Learning session to upskill them on Gaelic language development and use.
- Class teachers continued to embed Frèam Cànan to develop accurate use of Gaelic language – August to September whole school focus
- October in-service writing moderation – looked at approaches to teaching writing; sharing practice involving jotter moderation and class teachers reviewed writing opportunities and planned improvements.
- Gaelic Literacy specialist brought in to upskill staff on Gaelic grammar, vocabulary and idioms
- All teaching staff attended writing PL from Tollcross regarding feedback and the Tollcross writing strategy.
- Peer observations with writing as a focus for shared classroom practice.
- Introduced 'Sàr Sgrìobadair' across the school; class teachers to award fortnightly Gold Board to celebrate achievement C1-7
- Gave class teachers a small budget to purchase engaging writing resources for their classes

- Distributed James Clement's On the Write Track. Staff member cascaded training to teaching staff.
- May Inservice QEIO delivered a session on writing/achievement of a level.

### **NUMERACY**

- Maths PI on using concrete materials
- Renewed our subscriptions to Sum Dog and White Rose Maths.
- Continued to utilise our dedicated maths specialist to provide support and stretch groups. Targeting upper school learners not on track but also those in need of stretch.
- Continue to participate in the Scottish Maths Challenge.
- Led by Ross Gibson, Maths Development Officer, became the pilot school for the first CEC identification of dyscalculia.

### **TRANSITION**

- JGHS Cluster Transition teacher supporting not on track C7 pupils with both Literacy & Maths.
- Bought in Specialist Gaelic Literacy teacher to provide support not on track C7 pupils with Gaelic Literacy.

### **How well are we doing? What's working well for your learners?**

- High levels of participation in the Scottish Maths Challenge from C5-C7.
- Increased use of concrete materials in Numeracy lessons across the school.
- Translation of White Rose materials into Gaelic provide high quality lessons and resources for learners
- Parents and teachers report high levels of engagement at home and in school with SumDog.
- First positive identification of Dyscalculia in CEC boosted learner's self-esteem.
- Cluster Transition and Specialist Gaelic literacy teachers improved attainment across the board in C7.
- The majority of teachers felt a positive impact on their confidence in teaching maths and using concrete materials did the Maths CPD at the start of the session.

### **How do we know? What evidence do you have of positive impact on learners?**

- Two silver and one bronze award at the Scottish Maths Challenge
- Most children agree or strongly agree they are making good progress in Numeracy and Maths
- Maths attainment increased at C7 and C1.
- Literacy attainment improved from 74% to 80% across stages C1, 4 and 7.
- Most learners agree or strongly agree they are making good progress in Reading.
- Most learners agree or strongly agree they are making good progress in Writing.
- Almost all parents agree or strongly agree that they happy with the progress that my child is making in reading in Gaelic.
- Most parents agree or strongly agree that they happy with the progress that my child is making in writing in Gaelic.
- Most parents agree or strongly agree that they happy with the progress that my child is making in numeracy in Gaelic.

**What are we going to do now? What are your next improvement priorities in this area?**

- Identify and plan personalised support and interventions as required for SIMD quintile 1 cohort
- 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
- Staff to engage in school level moderation activities to support teachers’ professional judgements
- Engage in National Gaelic moderation – arrange moderation opportunity for all staff to work with colleagues across Scotland on the teaching of writing and sharing practice and engagement with benchmarks; twice yearly.

**How you would evaluate this QI using the HGIOS 4**

**Good**

**QI 2.2 Curriculum: Theme 2 Learning Pathways**

**What have we done?**

Themes

- ❖ Rationale and Design of the Curriculum

❖ Development of the Curriculum

❖ Learning Pathways

❖ Skills for Learning, Life and Work

- All staff and partners are ambitious and expect high levels of attainment and achievement for all learners.
- Time is protected for professional learning and collegiate working to develop the curriculum and consider its impact on children and young people.
- There is a clear focus on developing skills of literacy, numeracy, health and wellbeing, creativity, digital and employability skills in a progressive way across the curriculum.
- We worked well with partners to ensure creative and innovative approaches to curriculum development are encouraged and support positive outcomes for learners.

**How well are we doing? What's working well for your learners?**

- Almost all teachers participated in fourteen Professional Learning sessions across the year, two cluster cats and five attainment meetings.
- The empowered learning project was rolled out across the school.
- We created an IDL tracker to keep topics fresh and pupil led.
- Flexible pathways and alternative timetables were created to help keep disregulated learners engaged.

**How do we know? What evidence do you have of positive impact on learners?**

- 100% of teachers felt their confidence in teaching writing increased this session.
- Maths attainment increased at C7 and C1.
- Literacy attainment improved from 74% to 80% across stages C1, 4 and 7.
- The majority of teachers felt the Digital Learning sessions they attended had increased their confidence in using technology to deliver the curriculum.
- Only 2 out of 224 children felt they were not making progress with their learning.

- The majority of teachers expressed that their confidence in teaching maths and using concrete materials increased after the Maths CPD at the start of the session.
- Almost all learners who engaged with ASL sessions and alternative pathways enjoyed their experiences.
- Almost all teachers report that they use data (assessment, attendance, pastoral, SIMD etc) somewhat or extremely well to inform planning and assessment experiences for their learners?

**What are we going to do now? What are your next improvement priorities in this area?**

- 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.
- Develop responsive planning in C1
- Introduce play in to C2
- Develop staff Gaelic language at the appropriate level for them.

**How you would evaluate this QI using the HGIOS 4**

**Good**

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

**What have we done?**

- **Assessment Reporting and Profiling**

**Reporting and Profiling**

- At the August In-service we introduced new reporting and profiling approaches for year following consultation Session 2021-22;
- Introduction of Learning Journals C2-7 in line with SA and C1
- Learning journals · PL x 1 · Time for familiarisation and implementation for class teachers at PL sessions.
- We reviewed our Learning Journal output mid-year and tweaked

- End of year self-evaluation with staff and parents regarding learning Journals

### **Engaging with Parents**

- Class Teacher met with pupils, staff and parents in focus groups to discuss current reporting and profiling. Shared results with the whole teaching staff on August Inservice.
- As a staff we planned a termly approach to reporting to parents via Learning Journals.
- PL session to review and refresh summative reporting format on the back of pupil, parent and teacher evaluations.
- May/June saw teaching staff implementing new summative report format.
- Regular termly meeting with the Parent Council and five Parent Council meetings.
- Parents surveyed on Meet the Teacher, Parent consultations to inform school approach next session.

### **How well are we doing? What's working well for your learners?**

- Pupils participated in Pupil focus groups.
- Pupils were involved in the creation of weekly class posts and individual class posts in Learning Journals.
- All pupils contributed a Learner comment to their final summative report for parents.
- Throughout the year pupils had the opportunity to participate in learner conversation groups within their class with their teacher and their peers.
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### **How do we know? What evidence do you have of positive impact on learners?**

- Almost all pupils report that their teacher provides them with regular feedback.,
- Most pupils would agree or strongly agree that they are given opportunities to reflect on their learning.
- Almost all pupils feel they have someone at home who talks to them about their learning in school.
- Almost all teachers have found using Learning Journals useful in reporting on their pupils' learning.
- The majority of teachers rated parental engagement with Learning Journals as average or good.

### **What are we going to do now? What are your next improvement priorities in this area?**

- Develop decision making processes which meaningfully include parents (and learners) in PEF planning, as part of the financial management of resources to support equity.
- Gather feedback from stakeholders on new summative report format and tweak accordingly.
- Engage parents in Gaelic language learning.
- Engage parents in Gaelic language learning.

**How you would evaluate this QI using the HGIOS 4**

**Good**