

Bun-sgoil Taobh na Pàirce



Standards and Quality Report

Pupils	Male	Female	ASN	Care Experienced	SIMD Q1	SIMD Decile Average	Average Attendance
394	184	210	73	1	36	6.6	95.2

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 primary school in the City of Edinburgh Council to offer Gaelic-medium education. Our catchment area extends across Edinburgh city and the Lothians.

Overview: This year has been a transformative one for **Bun-sgoil Taobh na Pàirce**, marked by a commitment to enhancing the GME experience of all pupils while promoting Gaelic identity, culture and the use of the Gaelic language. Our focus on Gaelic language acquisition, cultural enrichment, and inclusive practices has underpinned our school vision.

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

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 was appointed permanently to the post of Head Teacher and Sineag MacIntyre was permanently appointed Depute Head Teacher. 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 the drive to deliver school improvement.

Standard and Quality Report 2024-25

School				
What have we done? (What work/action has been undertaken within the priorities from your improvement plan 24-25? eg professional learning, consultation with all stakeholders, implementation of planning, use of resources etc)	How well are you doing? What's working well for your learners? (Consider the full QI, self-evaluative statements against each theme)	How do you know? What evidence do you have of positive impact on learners? (What evidence do you have? Quantitative or qualitative data to support.)	What are you going to do now? What are your improvement priorities in this area? (Identify a few next steps linked directly to progress and impact for this area/priority)	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)				
Developing a shared vision, values and aims relevant to the school and its community				Very Good
A Gaelic First policy has been co-constructed with stakeholders and published to create a greater understanding of our moral purpose – Enabling this school to fulfil its vision and GME in Edinburgh to play its part in revitalising the Gaelic language in Scotland.	Clear Strategic vision for the school via Gaelic First Policy, all Assemblies, and pupil groups run in Gaelic. Our leadership team has effectively fostered a collaborative culture among staff, families and our wider Gaelic partners, ensuring that all members of the community are committed to the	Pupil, parent and Staff surveys and a Gaelic Engagement Survey for parents. All teachers consider themselves actively involved in the school's on-going self-evaluation. Almost all teachers feel like a valued member of the school community. Almost all teachers say	<u>Key</u> school comms will go out in Gaelic first with the English translation underneath. Continue to run Gaelic Cafes and pupil lead Gaelic lessons for parents.	

<p>We undertook a whole school strategic change initiative to raise the engagement of staff, pupils, and families in the Gaelic language and culture.</p> <p>Pupil-led engagement events for parents have run monthly, including a monthly Gaelic Café and termly pupil-led Gaelic lessons for parents.</p> <p>January Inservice – Non-Gaelic speaking staff attended a Gaelic Language Essentials for school session</p> <p>Parent Focus groups were undertaken to construct/collate the information needed for parents to</p>	<p>school's vision.</p> <p>Staff have ownership of the vision, values and aims and are working towards embedding these across our wider community.</p> <p>Across the school we have created more opportunities for shared Gaelic learning experiences with families</p> <p>Record attendance at our C1 Open Morning in November jointly hosted with JGHS GME Staff.</p> <p>Record C1 intake for new session 2025/26. Many new parents in their C1 interviews have cited this input as a key factor in them choosing GME for their children.</p>	<p>the Gaelic First Policy has helped our school improvement journey</p> <p>Almost all teachers feel that the school's vision and values underpins their work.</p> <p>Almost all parents are satisfied with our school.</p> <p>The majority of parents think the Gaelic First Policy has led to school improvement.</p> <p>Almost all parents feel encouraged to be involved in the work of the Parent Council and/or parental events.</p> <p>March 2025 - PSA Health and wellbeing survey, resultant ongoing work to support and develop PSA Team's wellbeing and Gaelic Language</p>		
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<p>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.</p> <p>Common phrases, with phonic pronunciations, displayed in the school's foyer will support the communal use of Gaelic and raise the visibility and accessibility of the language.</p>				
Strategic planning for continuous improvement				
<p>October Inservice – Teachers at the second level joined GME teachers at JGHS to moderate</p>	<p>SLT meet weekly with staff in their various teams, teachers, PSAs and SfL.</p> <p>Our learner</p>	<p>Almost all parents think the school is well-led and well-managed. Almost all teachers think the school is well-led and well-managed.</p>	<p>Staff given further opportunities to develop their Gaelic Language skills.</p> <p>Cultural Inclusivity</p>	

<p>writing.</p> <p>We continued to develop rich cultural and curriculum experiences in Gaelic for our pupils across C1-7. Working with our Gaelic partners, nationwide to help us to provide or extend the provision in school. E.g C7-S3 Jobs Fair in September, HES visit to New Lanark in January, Seachdain na Ghàidhlig.</p> <p>Continued to develop House systems and events and communicate these clearly with stakeholders to help us drive forward our school vision and values.</p>	<p>conversations most recently discussed GME from the learners' point of view.</p> <p>Improved communication and working more effectively with our Gaelic partners, particularly Capital Gaelic has ensured pupils have benefitted from a wide range of cultural experiences.</p> <p>Securing Bòrd na Gàidhlig funding has meant we were able to extend and develop the range of activities we offered pupils during Seachdain na Ghàidhlig.</p> <p>All teachers demonstrate a commitment to and reflection of the GTCS standards (Teaching staff) through their practice, continuous professional development and PRD.</p>	<p>99% of our pupils know which school house they are in.</p> <p>Almost all teachers feel appropriately supported by the school to undertake their role.</p> <p>Almost all teachers say they receive appropriate support for planning, preparation and assessment</p> <p>Almost all teachers feel they have opportunities to be involved in agreeing priorities for the school and that they are actively involved in school self-evaluation</p>	<p>Celebrate Gaelic Culture: Foster a strong sense of identity and pride in Gaelic culture through events, festivals, and cultural education.</p>	
Implementing improvement and change				

<p>Fluent Gaelic speakers have taught the total immersion phase, or as close as we can get, across C1-3.</p> <p>A programme of professional development was delivered by Sabhal Mòr Ostaig focused on Gaelic language and immersion strategies has empowered our teachers to develop and deliver high-quality Gaelic instruction. The PI was structured around Dylan William's Teacher Learning communities</p>	<p>Gaelic Language acquisition across C1 has improved.</p> <p>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.</p> <p>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.</p> <p>Engaged with the Cluster Improvement Plan and training opportunities for Teachers and PSAs.</p> <p>All staff are actively encouraged to lead</p>	<p>Almost all teachers feel encouraged to learn and share practice with colleagues from other schools.</p> <p>Almost all teachers feel they are supported to engage in professional learning.</p> <p>Almost all teachers feel their professional learning enables me to reflect on and improve my practice</p> <p>Almost all teachers feel they have regular opportunities to undertake leadership roles</p>	<p>Continue to develop Professional learning opportunities with our GME colleagues in the High School and our wider Learning Community colleagues.</p> <p>Continue to Involve learners, parents/carers, and the wider community in the ongoing review of the school improvement plan, ensuring that it remains responsive to the evolving needs of the school community.</p>	
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	<p>improvement work and take on Leadership roles. Opportunities to shadow SLT are offered.</p> <p>SLT meet weekly with staff in their various teams, teachers, PSAs and SfL.</p> <p>Annual PRDs and review meetings</p>			
QI 2.3 Learning, teaching and assessment (Learning and engagement; Quality of teaching; Effective use of assessment; Planning, tracking and monitoring)				
Learning and engagement				Good
<p>A robust calendar of quality assurance activities is driving up consistency and improvement in learning and teaching across the school.</p> <p>Empowered learning practices have been embedded in classrooms across second level enabling benefits such as enhanced engagement, personalised learning,</p>	<p>Staff Self Evaluation of 2.3 has improved from being on the cusp last May 2024 to very good at the May Inservice review.</p> <p>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 provide opportunities for all learners to progress in their</p>	<p>Our students have shown notable progress in Gaelic fluency, with many participating in regional and national Gaelic competitions and events.</p> <p>The school has received positive feedback from external agencies regarding our commitment to fostering a bilingual environment.</p> <p>Almost all of our pupils enjoy learning at our school.</p>	<p>To develop a school wide a Gaelic-specific scale of participation/engagement to help us to target pupils and families in need of support.</p> <p>We aim to implement a more structured recognition system for student achievements in both Gaelic language proficiency and cultural engagement.</p> <p>More generally better track wider achievement.</p>	

<p>accessibility, and flexibility.</p> <p>Gaelic-speaking secondary pupils at the High School collaborated with pupils from the primary school to produce a video for parents to help them understand the nature of the GME school experience for pupils and the part that parents can play in supporting their child through it. This information will be ready for sharing at the city-wide open day for P1 prospective parents in November 2024.</p>	<p>learning.</p>	<p>Almost all teachers report that children and young people are engaged in their learning.</p> <p>All teachers believe that children and young people are provided with experiences which meet their learning needs.</p> <p>Pathway One support checklists embedded across the school.</p> <p>Summative and formative assessment data is used to inform teacher judgement on learner progress.</p> <p>Termly Tracking and Attainment meetings, monitor and track learner progress and attainment.</p> <p>Planning and Attainment meetings include, HT/DHT, CT, PSA and SfL to share key information and to develop an effective</p>		
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		team around the learner.		
Quality of teaching				
<p>Used 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.</p> <p>Used shared classroom experience to develop our understanding and help us to evaluate how effective our learning and teaching is. 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</p>	<p>SLT, and peer lesson observations have taken place and feedback given</p> <p>January Inservice - whole staff evaluation of SCE data May Inservice – Review learning from the lesson observation data and co-construct a</p> <p>Almost all staff are using differentiation, AifL, and inclusive practice well to improve our universal offer to pupils.</p> <p>Planning and Attainment meetings are planned for each term to support professional dialogue between all staff supporting learner progress and wellbeing.</p> <p>PSAs timetabled to provide 1:1 support and</p>	<p>Almost all of our parents are happy with the quality of teaching in the school.</p>	<p>Continue to develop our shared classroom experience opportunities across the school and the Learning Community CL SIP</p> <p>TnaP Lesson Essentials guide for teaching staff to be rolled out with staff from August 2025..</p> <p>Continue to develop the consistency of planning across the school.</p>	

<p>interventions to support learners to progress in their learning.</p> <p>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>	<p>or targeted interventions such as sensory circuits, talk & move group</p>			
Effective use of assessment				
<p>Staff have provided effective, pace support and challenge for all learners.</p> <p>Pathway supports are in place in the classroom to support all learners in reaching their potential.</p>	<p>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 assessment for their pupils.</p> <p>Almost all teachers think they use</p>	<p>Almost all teachers report they have a clear understanding of the social, cultural and economic context of the school.</p> <p>Almost all teachers say they give children and young people regular feedback which helps them to progress.</p>	<p>Continue to develop staff understanding of the new Language of Assessment required for Pupil Tracking.</p> <p>Continue to development staff use and understanding of Pupil Tracking</p> <p>Aim to develop more robust strategies for</p>	

<p>Learners are identified for targeted interventions in Literacy, Numeracy & Wellbeing.</p> <p>We have continued to develop the data literacy of staff via the Pupil Tracking Data Tool 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>information including data effectively to identify and reduce inequalities in children and young people's outcomes.</p> <p>Quality Assurance calendar for session 2023-2024 was adhered to.</p> <p>Planning and Attainment meetings are scheduled for each term to facilitate professional dialogue among all staff supporting learner progress and wellbeing.</p> <p>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>		<p>measuring the impact of our Gaelic language teaching on pupil outcomes via Lesson Study.</p>	
Planning, tracking and monitoring				
To track and monitor progress with Stretch	Almost all teachers say the school has effective	Almost all teachers believe their	Increase support for C4-6 in Gaelic literacy to help	

Aims and plan interventions to reduce the poverty related attainment gap	<p>strategies to support children and young people with their learning, including those requiring additional support.</p> <p>All staff are well versed and very positive about the benefits of planning collaboratively.</p> <p>Most teachers plan digitally and share resources across their teams. This has proved to be especially helpful in instances of teacher absence.</p>	<p>professional learning enables them to reflect on and improve on their practice</p> <p>All teachers have engaged with the new CEC Pupil Tracking System. But are having limited success as data continues to go missing.</p>	<p>improve attainment in Literacy and Numeracy.</p> <p>Revert to old school tracking system as a back up for missing Pupil Tracking Data. Manage teacher workload around this,</p>	
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QI 3.1 Ensuring wellbeing, equality and inclusion (Wellbeing; Fulfilment of statutory duties; Inclusion and equality)

Wellbeing				Good
<p>All staff comply with their statutory duties regarding wellbeing and there are effective processes across the school.</p> <p>Place2Be have been school a day and a half a week running, Place2Talk sessions for pupils via self</p>	<p>We have a revised Positive Behaviour policy which encourages the use of restorative approaches to develop positive relationships and behaviour. This is used by all staff.</p> <p>Staff mental health and wellbeing is a priority</p>	<p>Place 2 Be termly reports</p> <p>Almost all of our children feel safe and respected.</p> <p>Parent/carers value approaches in place to support pupil wellbeing and feel well informed regarding strategies</p>	<p>Continue to work with other partner agencies to improve HWB outcomes for pupils, in the absence of Place 2 Be which we can no longer afford.</p> <p>Work collaboratively with stakeholders to refresh our bullying policy.</p> <p>Embark on Respect Me</p>	

<p>referral and targetted therapeutic sessions for individual pupils dealing with domestic violence, bereavement, change and loss.</p> <p>We hosted an Art Psychotherapy student two days a week from Queen Margaret University providing support for pupils with ASN. James Gillespie's Counselling Service have been with us a morning a week across two terms to provide counselling and support for targetted C7 pupils.</p> <p>Pupil Equity Funding: Targeted to improving outcomes and attendance for SIMD 1+2 pupils. (SLT + SfL from August) Trialling using Groupcall for monthly attendance stats to parents</p>	<p>within our school. Most staff members feel comfortable in approaching SLT and are aware of how to access appropriate supports.</p> <p>Shared ethos of respect being embedded across school using our refreshed school values of respect</p> <p>Teachers use the Circle document and Up, Up and Away to support classroom environment and individuals.</p> <p>Nurture Groups run across the week for targeted children.</p> <p>We are engaging with the new Education Wellbeing Service to support with persistent attendance below 95%.</p>	<p>which are used.</p> <p>Almost all of our parents consider that our school supports their child's emotional wellbeing.</p> <p>Almost all of our pupils report being happy at our school.</p>	<p>training for all staff on Inservice Days.</p>	
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Fulfilment of statutory duties				
<p>Predictions about pupils' attainment levels, submitted in November and March, have been used as a valid source of assessment information to plan for all children and young people with gaps in literacy and numeracy skills.</p>	<p>We are adjusting to using the new language of assessment required for Pupil Tracking.</p> <p>We are continuing to develop our understanding and use of Pupil Tracking. Almost all teachers report that they use information including data effectively to identify and reduce inequalities in children and young people's outcomes</p>	<p>ACEL Data successfully entered and uplifted.</p>	<p>Develop our use and understanding of Pupil Tracking Data Tool to continue to target effective interventions for vulnerable pupils.</p>	
Inclusion and equality				
<p>Universal and Targeted interventions are in place to address potential barriers to learning for individuals.</p> <p>There are appropriate approaches to ensure learners' social needs are recognised and supported e.g. Buddy Systems are in place.</p>	<p>We take account of appropriate legislation, and this is reflected in our practice. We make reasonable adjustments for staff and pupils.</p> <p>Pathway one and two supports identify children who require additional support. Pathway one checklist on display in every classroom.</p> <p>Transition Passports in</p>	<p>Senior leaders work well with their partners to provide both universal and targeted support for learners. This includes James Gillespie's Learning Community Counselling service, Comunn na Gàidhlig, Youn Carers and Art Psychology. Partner agencies spoke very positively of the collaborative work and communication between the school and between</p>	<p>Our Equalities qualities group will continue to take forward our work on Rights Respecting Schools.</p>	

<p>Social Skills group Enhanced Transition groups are used effectively to support transitions C7 into S1.</p> <p>Fine motor groups – P1, led by PSAs.</p> <p>Talk and move groups run by PSAs and SfL staff.</p> <p>Tip group run by SfL teacher for pupils with ASN and communication difficulties.</p> <p>Hotlisting of phonic by dedicated SfL PSA weekly.</p> <p>Speech and language OT group</p> <p>E-sgoil lessons for targeted group of SIMD children and also lessons for well able children.</p> <p>Transition teachers (Gaelic and English) and Gaelic Closing the gap teacher supporting literacy and numeracy at C7</p> <p>Support for Learning</p>	<p>use and easy to access for visiting teachers. Refreshed annually by SfL staff in collaboration with pupils and families.</p> <p>Outdoor learning opportunities are provided weekly.</p> <p>Daily Mile undertaken by all classes.</p> <p>Each class has a Pupil Council rep and a dedicated time in class</p> <p>Almost all teachers report they are aware of and involved in the school's strategies for raising attainment for all.</p> <p>Cohorts of pupils have been identified to ensure gaps in learning are being addressed through the planning and delivery of appropriate interventions.</p> <p>We adjusted our trackers this year to more clearly identify</p>	<p>the different partner agencies to co-ordinate supports for individuals.</p>		
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<p>(Targeted) Child Planning meetings Assessment of Needs Liaison with partners Social skills groups Nurture group</p> <ul style="list-style-type: none"> • 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 	<p>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 to discuss what's going well and any difficulties that the class or individuals are experiencing.</p> <p>Pupil Council and JRSOs meet regularly to capture pupil voice and to provide leadership opportunities for pupils.</p> <p>Targeted support</p> <p>Clothing grant and foodbank referrals</p> <p>Gaelic Book Council provided Gaelic books for SIMD pupils at Christmas</p> <p>ASL Forest Schools</p> <p>Support for residential trips/ class trips</p> <p>Counselling or therapy</p>			
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	<p>Universal support:</p> <p>Re – loved clothing/uniform available</p> <p>Free trips for all.</p>			
QI 3.2 Raising attainment and achievement (Attainment in literacy and numeracy; Attainment over time; Overall quality of learners' achievement; Equity for all learners)				
Attainment in literacy and numeracy				Good
<p>Language Support - Immersive Language Programmes: Use Fream Canain to support language development, which can positively impact overall academic performance. (Teaching Team ongoing) Buddies, E-sgoil, refreshed fream canain in use, oral corrective feedback policy</p> <p>E-sgoil Misneachd sessions running in school for C2-4 as a targeted intervention Planning and Attainment meetings help to identify</p>	<p>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.</p> <p>Almost all staff have shared those learners being supported 1:1 and in small groups have made progress in their learning.</p> <p>Working with small groups enables staff to target interventions to meet the learning needs of children who require</p>	<p>Almost all of our parents think their child is making good progress with their attainment.</p> <p>Most pupils think they are making good progress with Gaelic reading, writing, and numeracy.</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</p>	<p>To increase support for C4-6 in Gaelic literacy and numeracy to help improve attainment.</p> <p>To continue to monitor the impact of planned interventions through termly Planning and Attainment meetings.</p> <p>To continue to have high expectations for all learners.</p> <p>To continue to buy in GL assessments to augment summative data available for pupils in C5 and C6.</p> <p>To find more consistent and sustainable ways of stretching able Gaelic</p>	

<p>individual children requiring support and to plan appropriate interventions.</p> <p>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.</p> <p>Predictions about pupils' attainment levels, submitted in November and March, have been used to support professional conversations about attainment and interventions in P1, P4 and P7.</p> <p>Planning appropriately to stretch and challenge learners working beyond the level in Gaelic literacy and</p>	<p>additional support, this support is evaluated at Planning and Attainment meetings to ensure it continues to meet the needs of the learner.</p> <p>Data analysis skills development – August Inservice - teachers to use MCNG data and GL assessments when considering gaps and planning for learning for Session 2025-26.</p>	<p>Most C4 are on track for Gaelic Listening and Talking. The majority of C4 learners are on track for Gaelic Reading.</p> <p>C7</p> <p>Almost all C7 are on track for Gaelic Listening and Talking.</p> <p>Most C7 learners are on track for Gaelic Reading.</p> <p>Almost all C7 learners are on track for Maths.</p> <p>Use of appropriate planners to provide stretch and challenge e.g third level for maths in C6 and C7.</p>	<p>learners</p> <p>All staff demonstrate confidence in making judgements about attainment levels.</p>	
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maths.				
Identify and plan personalised support and interventions as required for SIMD quintile 1 cohort				
Attainment over time				
We reviewed and updated our tracking system to ensure that data gathered builds a clear picture of learner attainment over time. National assessments were carried out earlier this session (March 2025) and used to inform teacher judgement of achievement of Second Level and to inform summative reports to parents.	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 Attainment meetings and the end-of-year survey.	Most learners continue to make appropriate progress in both literacy and numeracy over time.	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. To continue to review and adapt the information shared on our PT Data Tool to build a picture of both attainment and progress over time	
Overall quality of learners' achievement				
Pupil Council/ Guth Sgoilear: Encourage students to take on leadership roles, such as becoming	We use Active Schools opportunities to increase opportunity of experience for our pupils, who have had	We have developed a variety of community partnerships to provide wider achievement opportunities for all	Identification of individual learners who require targeted support for wider achievement, enabling tailored	

<p>rights ambassadors who promote and educate their peers about the UNCRC. (SLT, Pupil Council) Equalities, Pupil Voice organising House competitions, talent show, Christmas quiz, playground and toilet surveys, Sports Leaders, SnaG organisations, whole school involvement</p> <p>Pupil Leadership of Learning through planning, organisation and resourcing of monthly pupil-led events for parents.</p> <p>Learning Journals and the school newsletter helped us to be more aware of wider school achievement.</p> <p>We have targeted support to encourage wider participation in Active Schools, with</p>	<p>access to rugby, cricket, step dancing, dancing, football, volleyball swimming, cycling and parkour across the session.</p> <p>Community partnerships and staff have supported a wider range of clubs in session 2023-24 including shinty, gaelic football, choir and gymnastics.</p>	<p>learners including A Chance to Shine cricket initiative, Leith Rugby Club sessions and Hearts Joy of Moving programme.</p>	<p>interventions to be planned and implemented.</p> <p>Continue to gather Wider Achievement data and plan interventions and supports to encourage wider participation.</p> <p>To provide more clubs and activities that support the participation of children with ASN.</p> <p>To target young carers for sport and respite opportunities this session.</p>	
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a particular focus on disadvantaged pupils and pupils with ASN				
Equity for all learners				
<p>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.</p> <p>Pupil Equity Funding has provided enhanced learning support provision in the form of a Gaelic SfL teacher.</p> <p>All staff understand the impact of poverty on health, wellbeing, and attainment through engagement with data and knowledge of our school community.</p>	<p>Attendance is tracked monthly, and interventions planned and monitored.</p> <p>Learners who require additional support with their learning are making progress due to the targeted interventions that are in place.</p>	<p>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.</p>	<p>To develop a school wide Gaelic specific scale of participation/engagement to help us to target pupils and families in need of support.</p> <p>To continue to track and monitor attendance and work in partnership with families to increase attendance at school.</p> <p>To track and monitor progress with Stretch Aims and plan interventions to reduce the poverty related attainment gap.</p>	
QI 2.1 Safeguarding and Child Protection (Arrangements for safeguarding, including child protection; Arrangements to ensure wellbeing; National guidance and legislation)				
Arrangements for safeguarding, including child protection				Good
All staff participated	We have rigorous	Almost all of Parents	Compulsory CP training	

<p>in their annual CP update in August. We have reviewed our sign in procedures for all visitors.</p>	<p>processes for ensuring information is shared as appropriate, revisited and that all stakeholders have the required understanding to ensure all young people are safe.</p> <p>All staff are aware of safeguarding policies and procedures. They understand how to escalate any concerns.</p>	<p>agree that their child is safe at school.</p> <p>Most of our Parents think our school deals well with bullying.</p>	<p>now every 2 years for staff.</p> <p>Ensure everyone's training is kept within date.</p> <p>We will review our safeguarding procedures in line with CEC updated guidance and update all staff on any changes.</p> <p>We will review our safeguarding record keeping systems to ensure they follow the updated CEC guidance.</p>	
<p>Arrangements to ensure wellbeing</p>				
<p>We have reviewed our wellbeing being concerns for patterns and where relevant made adjustments in our curriculum.</p>	<p>Place 2Be reports have helped us to spot patterns and raise awareness of school wide concerns.</p> <p>Almost all pupils believe their health and wellbeing is good.</p> <p>Most pupils in school have an adult that they feel comfortable to speak to if they are worried about</p>	<p>Annual Pupil survey results</p>	<p>Continue to use data from wellbeing concerns and through the HWB curriculum to identify trends and patterns that need to be addressed.</p>	

	something.			
National guidance and legislation				
Pupil and Staff's understanding of UNCRC developed using Education Scotland Training on the August Inservice Day. Undertaken in Gaelic and English.	<p>Every class developed their own UNCRC Class Charter.</p> <p>The Equalities are planning for achievement of Bronze level accreditation</p> <p>Our record keeping for all safeguarding issues follows CEC guidance.</p>	<p>Almost all pupils report feeling safe at school.</p> <p>Most pupils feel they have someone in school they can speak to if they are upset or worried about something.</p> <p>Almost all pupils feel school helps them to understand and respect other people.</p> <p>Most pupils feel comfortable approaching staff with questions or suggestions.</p> <p>The majority of children feel that the school deals well with bullying.</p> <p>Almost all parents feel that staff really know their child as an individual.</p> <p>Almost all parents think the school supports their child's emotional</p>	<p>Update our procedures for reporting incidents of bullying and discrimination following feedback from the annual pupil and parent surveys. This will be revisited in assemblies and by Pupil Equality Class Reps.</p> <p>All staff to undertake Respect Me Training on Inservice Days.</p>	

		<p>wellbeing.</p> <p>Almost all parents feel comfortable approaching the school with questions, suggestions and/ or a problem.</p>		
QI 2.2 Curriculum: Theme 3 Learning pathways				
<p>Met with stakeholders to plan opportunities for wider achievement in Gaelic and to support with immersion, especially around key transitions. (SLT Ongoing) HT consultation meeting with twenty Gaelic stakeholder agencies including Feis workshop C7, TRACS C4 & C7, Scottish Poetry Library, Club CnaG, Capital Gaelic at the NMS performance, New Lanark visit, Jobs Fayre, Gaelic Book Council, Giglets, Twinkl Club CnaG running weekly in school for</p>	<p>Learners are engaged and motivated, with clear pathways that allow them to build on prior learning and develop new skills. A wide range of learning experiences are available, supporting learners in developing resilience, creativity, and critical thinking. Learners have access to appropriate support and resources, ensuring that they can fully participate and succeed in their chosen learning pathways.</p> <p>•Strong partnerships with external organisations and community partners enhance the curriculum and provide meaningful,</p>	<p>95% of parents believe our school helps their children to become more confident.</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 achieved</p>	<p>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.</p> <p>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</p> <p>Gaelic engagement by individual learners will be tracked termly by key workers using Leuven's scale.</p>	<p><i>Good</i></p>

<p>C7 Link with other Gaelic schools to share resources for learning and teaching. (Partnered with Bun-sgoil Ghàidhlig Phort Rìgh from August onwards) Live Assembly, Pen pals and a school visit during Seachdain Ghàidhlig Dhùn Èideann (April 2025)</p>	<p>real-life learning opportunities.</p>	<p>our Green Flag in collaboration with stakeholders.</p>		
Q1 2.7 Partnerships: Theme 3 Impact on learners (parental engagement only)				
<p>Utilised our website to create a one stop shop for Gaelic events, classes and resources for home learning.</p> <p>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</p>	<p>Most of our parents believe the school supports them to develop their child's learning at home.</p> <p>Most of our parents agree that the school organises activities where they can learn together with their child.</p> <p>Almost all parents feel comfortable approaching the school with an issue or a question.</p>	<p>We communicate with our families and partners through;</p> <p>Weekly Newsletters.</p> <p>Monthly Nursery newsletters</p> <p>Robust Nursery – P1 and P7 transition programme / meetings</p> <p>Enhanced enrolment as appropriate</p> <p>EAL</p>	<p>Areas for Development:</p> <p>Continued engagement with community stakeholders will enhance parental involvement in school activities, further strengthening our Gaelic community ties</p> <p>Continue to develop our school website as a resource for parents.</p> <p>Continue to raise awareness of our Gaelic First Policy.</p>	<p>Very Good</p>

<p>day for P1 prospective parents. JGHS and Capital Gaelic to support pupils</p> <p>Promotion of the Cleachdi initiative through lanyards and badges identifying Gaelic speakers and creating a Gaelic space within the school, using staff and pupils as the leading resource, e.g., regular lessons and a cafe run by pupils, guided by teachers, for parents.</p> <p>Gaelic Language Ambassadors group made up of Gaelic parents their on Gaelic Learning journey met monthly with HT to develop and plan ways to support parents</p> <p>A phonics input for C1 parents at Meet the Teacher in early September was</p>	<p>Most of our parents say they engage with Gaelic daily or weekly at home.</p> <p>The majority of our parents say they are aware of our Gaelic Language Ambassadors.</p> <p>The majority of parents report the Gaelic Cafes as helpful in promoting Gaelic within the school.</p> <p>Most of our parents reported finding the pupil led Gaelic lessons helpful in promoting Gaelic.</p> <p>Almost half of our parents attended a Gaelic Café this session.</p> <p>Almost all teachers think that the school's arrangements for engaging parents in their child's learning are effective.</p>	<p>Dates for key events set at start of year and shared via whole school calendar.</p> <p>Daily contact with class teachers at end of day, where possible.</p> <p>HT visible/available at start and/or end of most school days in the playground.</p> <p>“Open door” policy – teachers and Head Teacher available for appointments with parents at short notice.</p> <p>ParentPay used by % of parents for effective cash handling, reduces admin time and saves parents time too.</p> <p>Parent Mail accessed by almost all parents.</p> <p>FORMS used for parent, staff surveys.</p> <p>Support provided for parents who cannot access digital</p>	<p>Engage with families where no Learning Journal activity has taken place in 4 weeks.</p> <p>Adopt a more consistent approach to Leaning Journal posts across the whole school to manage parent expectations and staff workload.</p> <p>Continue to develop our whole school approach to Gaelic Week 2025.</p>	
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<p>delivered providing early intervention for parents to support their child's Gaelic literacy skills.</p> <p>Secured Bòrd na Gàidhlig funding secured to develop and run Gaelic classes for Parents</p>		<p>technologies provided.</p> <p>Translations provided for EAL families</p>		
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ELC/Nursery Class (if applicable)				
<p>What have we done? (What work/action has been undertaken within the priorities from your improvement plan 24-25? eg professional learning, consultation with all stakeholders, implementation of planning, use of resources etc)</p>	<p>How well are you doing? What's working well for your learners? (Consider the full QI, self-evaluative statements against each theme)</p>	<p>How do you know? What evidence do you have of positive impact on learners? (What evidence do you have? Quantitative or qualitative data to support.)</p>	<p>What are you going to do now? What are your improvement priorities in this area? (Identify a few next steps linked directly to progress and impact for this area/priority)</p>	<p>How would you evaluate this QI using the HGIOELC six-point scale? (Use the drop-down menu to select your evaluation)</p>
<p>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> <p>Consider Care Inspectorate: How good is our Leadership, Management and Staffing?</p>				

QI 3.1 Quality assurance and improvements are well led				
Developing a shared vision, values and aims relevant to the school and its community				<i>Insert QI Grade</i>
<p>Staff given opportunities to present to parents/carers at our sgoil-àraich information evening for new families to share their expertise and knowledge on key areas that they lead in in sgoil-àraich i.e. Forest Kindergarten and The Frobilian Approach</p>	<p>Sgoil na Coille (Forest Kindergarten) ran twice weekly in Pilrig Park for most of the session. Staff led sessions in Gaelic with the help of parent helpers. Learner engagement was high with all learners attending sessions and engaging enthusiastically each week in the outdoor learning sessions.</p>	<p>Staff and parent helpers reported high engagement with learners looking forward to sessions. Forest Floor book planning shows lots of positive responses from learners about the forest sessions. Staff reported that learners came back from sessions engaged and enthusiastic and took forward some of the learning from the forest in the playroom and nursery garden.</p> <p>Most parents fed back that their children looked forward to and enjoyed the forest sessions</p>	<p>Continue forest sessions next session ensuring a Gaelic speaker can lead learning for Forest Kindergarten.</p> <p>If we successfully recruit new EYPs – access Forest Kindergarten training for them so that they can also lead sessions.</p> <p>Revise Forest sessions for timetable to accommodate for particularly bad weather in winter months with alternative sessions in summer months</p>	<i>Good</i>
<p>All sgoil-àraich staff are following and engaging with our newly launched Gaelic First policy with non-Gaelic speakers making efforts to use</p>	<p>Non-Gaelic speaking staff report feeling that the new policy has improved their own Gaelic language journey as well as their</p>	<p>Staff responses to PL discussions and questionnaires show higher engagement in Gaelic across the staff</p>	<p>Ensure any new staff recruited are supported with their own Gaelic Language learning.</p> <p>Continue to seek funding</p>	

<p>basic Gaelic with learners and their families.</p> <p>Families have been offered opportunities to learn Gaelic together with events and classes that are geared towards helping parents/carers engage more with Gaelic language learning</p>	<p>daily engagement with families.</p> <p>Gaelic speaking staff feel that the Gaelic First policy underpins the vision of the sgoil-àraich and helps them take this forward during the challenging times they have been faced with a largely non-Gaelic speaking staff team.</p> <p>Many sgoil-àraich parent/carers have attended free beginners Gaelic classes run by a Gaelic teacher</p> <p>Sgoil-àraich learners were invited to be guest performers at a well-attended family event for Seachdain ne Gàidhlig by Ionaideann at JGHS.</p> <p>Sgoil-àraich learners performed at the Local</p>	<p>team.</p> <p>Staff reporting that families are now using more Gaelic with staff and their children at drop off and pick up times.</p> <p>High interest and attendance from sgoil-àraich families in free Gaelic classes</p> <p>Many sgoil-àraich families attended the Ionad Dhun-Eideann pop up event and were exposed to many Gaelic cultural activities during the session.</p> <p>High attendance at Local</p>	<p>for Gaelic classes for parents/carers during school hours.</p> <p>Look to extend the Gaelic engagement amongst sgoil-àraich families by running a Cafaidh Gaidhlig for nursery families and the whole school community.</p> <p>Funding secured from Bord na Gaidhlig to run further beginners and post beginners Gaelic lessons next session – these will be advertised with nursery families.</p> <p>Continue to foster strong links with Ionaideann and supporting their pop-up family events next session.</p> <p>Invite Sarah Scott Ionaideann Development Officer to the sgoil-àraich Information session in Oct to further develop</p>	
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	<p>Edinburgh Mod in May 25, with almost all families attending the event and engaging with this cultural Gaelic experience</p> <p>Monthly Seinn Comhla sessions have been very well attended by parents/carers who came along to learn the current Gaelic songs being learnt in Sgoil-àraich alongside their children</p> <p>Monthly Cluichamaid Comhla sessions also very well attended each month by parents /carers with a monthly focus on learning Gaelic in the session alongside their child.</p> <p>Sgoil-àraich staff have planned termly family engagement celebration events with a Gaelic learning focus i.e Mother's Day</p>	<p>Mod from sgoil-àraich families</p> <p>All sgoil-araich families have engaged in the Seinn Comhla sessions over the year with at least one parent carer for each learner attending at least one of the sessions.</p> <p>All sgoil-araich families have engaged in the Cluichamaid Comhla Stay and Play sessions over the year with at least one parent carer for each learner attending at least one of the sessions.</p> <p>All learners had a parent/carers attend the Mother's Day Tea Party and Sport's Day and</p>	<p>engagement and awareness of Gaelic events across the City with sgoil-àraich families.</p> <p>Sgoil-àraich staff to run Gaelic PEEP sessions as part of transition programme Sept – Dec 25</p> <p>Capital Gaelic Development Officer to be invited into Parent/Carer sessions (Oct 2025) to promote learning across the new families when they start in August.</p> <p>Continue to plan for seasonal celebrations and ask learners to plan the events calendar for next year</p> <p>Develop Gaelic Engagement Board in the Nursery cloakroom – updating with current Gaelic learning with phonetic and English translations and songs for parents/carers.</p>	
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	tea Party Father's Day Tea, Family Sports Day & Multicultural Picnic	gave staff very good feedback.		
Strategic planning for continuous improvement				
<p>Sgoil-àraich staff leadership roles have been reviewed and agreed</p> <p>Reinstated distributed leadership responsibilities across the staff team so that all permanent staff are leading in areas of the nursery</p> <p>Training and support available for non-Gaelic speaking sgoil-àraich staff</p> <p>Training and support available to help Gaelic speaking staff uplevel their own Gaelic skills and fluency.</p> <p>During Inservice training in January the non-Gaelic speaking staff in</p>	<p>All permanent staff have now been appointed with new leadership roles in the nursery.</p> <p>Staff photo board now has new staff responsibilities shared with parent/carers.</p> <p>Non- Gaelic speaking EYA attended weekly Gaelic classes run by TnaP teacher (funded by Bord na Gàidhlig).</p> <p>EYP attended Gaelic grammar course run by TnaP teacher in order to upskill her Gaelic Grammar and Gaelic writing skills.</p> <p>Non-Gaelic speaking EYA, supply EYP and PSA attended this</p>	<p>Staff taking responsibility for set curricular areas, play spaces etc and taking this forward in weekly planning and self-evaluation</p> <p>DHT and QIEO reviewing play areas and spaces using CEC Curriculum, Experiences & Spaces documents and feeding back to staff on areas of success and highlighting areas for improvement.</p> <p>Non – Gaelic speaking staff using daily phrases and basic Gaelic vocabulary with learners and their families.</p> <p>Gaelic speaking staff member reporting they are more confident in Gaelic writing and grammar as a result of</p>	<p>Review roles once new staff are recruited for the 3 EYP vacancies.</p> <p>Funding secured from Bord na Gàelic to continue staff Gaelic classes into next session.</p> <p>Continue to try to recruit Gaelic speaking staff to the 2 EYP vacancies</p> <p>Gaelic speaking Modern Apprentice due to start in August 25.</p>	

the sgoil-àraich team attended a Gaelic Essentials in the classroom session to upskill their basic Gaelic language skills when working with learners.	session to improve their command of basic daily Gaelic vocabulary that they can use in the nursery environment.	attending the classes.		
Implementing improvement and change				
<p>New staff remits have been set up across the staff team, giving all staff key areas of responsibility in terms of managing, resourcing and continually improving learning areas across the nursery.</p> <p>Pupil- led engagement events run monthly to help engage families with Gaelic learning and develop an awareness of the learning taking part across the sgoil-àraich setting.</p>	<p>Staff managing, well considering the staffing pressures that they are under – the 1 permanent EYO and EYP staff and sharing the workload between them at present.</p> <p>Very high attendance at all these events has meant all families have engaged in Gaelic learning events alongside their children</p>	PRDs will permanent staff team and staff meeting are highlighting the considerable pressure that the staff are under to keep the nursery operating.	<p>Readvertise vacancies for 3x Gaelic speaking EYPs</p> <p>Advertise post for Early Year Principal Teacher (currently awaiting approval from CEC Workforce panel).</p> <p>Extend school Gaelic cafes to plan for a sgoil-araich run Cafaidh Gaidhlig next session</p> <p>Cotinue to plan forr Monthly Gaelic engagement sessions for Stay and Plays and Seinn Comhla sessions as well as seasonal celebration events with Gaelic learning focus.</p>	

QI 2.3 Learning, teaching and assessment (Learning and engagement; Quality of teaching; Effective use of assessment; Planning, tracking and monitoring)

Consider Care Inspectorate: How good is our Leadership, Management and Staffing?

: How good is our care, play and learning?

QIs: 1.3 Play and Learning and 2.2 High Quality Facilities

Learning and engagement				<i>Insert QI Grade</i> <i>Satisfactory</i>
<p>Calander of Quality Assurance activities in place to ensure consistency and improvement in learning and teaching across the sgòil-àraich.</p>	<p>Quality assurance and monitoring calander in place for EYO and DHT to monitor and observe learning experiences, review learning provision and monitor key documents such as Child's Plans and Learning Journals</p>	<p>Improved outcomes as a result of feedback from observations. Staff improving practice and learning experiences and learning provision as a result of feedback given in monitoring.</p>	<p>Invite Gaelic Early Years Development Officer into the setting to be more involved in the QA and monitoring process next session.</p>	
<p>Targeted interventions delivered by Gaelic speaking staff to support with literacy and numeracy as a result of findings during tracking meetings</p>	<p>3x yearly attainment meetings with key workers and SLT using CEC Capturing and Monitoring tracker for individual learners to track progress with DMLOs</p>	<p>Literacy outcomes have greatly improved improved from term 1- 3 with 70% of learners now on track and 30% of learners exceeding expectations with DMLOs for Communication and Language</p> <p>Numeracy outcomes have greatly improved</p>	<p>Appoint Early Years Principal Teacher who can support nursery team with consistency and improvement during the recent challenges faced by staffing</p> <p>Staff to focus s Professional learning on new CEC Communication and Literacy Guidance to ensure staff are consistently planning, observing and recording high quality learning in Gaelic literacy.</p> <p>Set up links with Leith</p>	

		<p>from term 1- 3 with 75% of learner on track with Thinking Skills and 25% of learners exceeding expectations with DMLOs for Thinking Skills</p>	<p>Library for termly visits next session</p> <p>Story telling focus next session to revisit work of Pie Corbett and Helicopter stories to retell traditional tales and familiar stories in Gaelic</p> <p>Secure funding for Gaelic storytellers and TV celebrities to come in to do storytelling sessions in Gaelic.</p>	
Quality of teaching				
<p>Gaelic speaking staff only to deliver large gather time/story etc</p> <p>Gaelic language group 3x weekly – learners have opportunity to be part of small group learning for targeted Gaelic language intervention</p>	<p>Gaelic understanding of learners is very good and tracked on Leuven's scale – almost all are meeting language targets</p>	<p>Gaelic language skills tracked for individual learners for their Gaelic engagement skills by key workers using Leuven's scale for engagement</p>	<p>Continue to try and recruit Gaelic speaking EYP for 3x EYP vacancies.</p> <p>Secure funding to repurpose nursery storage cupboard to a sensory room where key workers can work with small groups for targeted interventions</p>	

Effective use of assessment			
<p>Develop data literacy of sgoil-àraich staff to use tracking tool during capturing and monitoring meeting to identify cohorts of learners requiring targeted interventions</p> <p>Sgoil-àraich staff have an improved understanding of socio-economic and linguistic contexts of learners and use this in attainment meetings to plan for improved outcome for learners</p>	<p>Staff more confident to use trackers and using the language of assessment to track progress for learners</p> <p>3x yearly tracking meetings with SLT</p>		<p>SLT to update the CEC Capturing and Monitoring spreadsheet to make it more user friendly for staff to update without support</p>
Planning, tracking and assessment			
<p>New CEC planning formats in use for bi-weekly planning</p> <p>Planning board set up in cloakroom to share planned learning with parents/carers</p> <p>Fortnightly plans emailed to parents/carers</p>	<p>Staff all contributing to planning sessions</p> <p>Staff now planning for skills-based learning</p> <p>Parents and learners are involved in feeding into planned learning activities</p>	<p>Staff planning for skills-based learning</p> <p>Parents contributing to planning board occasionally</p> <p>Many parents using the Learning at home Journals to communicate learning and successes</p>	<p>Revisit training on floor book planning</p> <p>Ensure all new staff are familiar with new CEC planning formats and skills-based planning</p> <p>Continue to highlight planned learning in newsletters and Learning Journal updates</p>

<p>Parents encouraged to feed into planning with ideas and suggestions from home</p> <p>Parental contributions and home learning added to Learning Journals</p> <p>Sucesses and achievements from home shared on Achievement board – QR code set up for parents</p> <p>Staff planning with learners with bi-weekly planning sessions and floorbook planning</p> <p>Responsive planning in place and recorded to feed into intentional planning</p>		<p>from home</p> <p>Floor book planning Forest Kindergarten Floor Book planning</p>	<p>Revamp communication board for parents with daily updates on planned learning</p> <p>Revamp Gaelic language learning board to help parents learn key vocab and songs lined to current planning focus with English and phonetic language to support</p>	
<p>QI 3.1 Ensuring wellbeing, equality and inclusion (Wellbeing; Fulfilment of statutory duties; Inclusion and equality)</p> <p>Consider Care Inspectorate: How good is our Leadership, Management and Staffing: How good are we at ensuring the best possible outcomes for all our children?</p> <p>QIs: 1.1 Nurturing Care and Support and 4.3 Staff Deployment</p>				
Wellbeing				. <i>Insert QI Grade</i>

<p>Parental engagement activities i.e. Monthly Stay and Play Session open to all families</p> <p>Seinn Comhla – monthly family singing sessions open to all families and all levels of Gaelic fluency</p> <p>Parents invited in to help celebrate festivals and culture with learners i.e. Eid and Diwali.</p> <p>Staff have planned for and deliver 9 Country of the Month focuses this session- each month focusing on learning about a different country with parents coming in to tell learners about their home countries through stories, songs, food tasting etc,</p> <p>Family engagement</p>	<p>Families have engaged well with our monthly Stay and Play and Seinn Comhla Gaelic singing sessions that have been hosted during the nursery day</p> <p>Parents have been happy to come in to raise awareness with learners about their family's culture and the festivals that are important to them</p> <p>Family engagement events have all been very well attended – families have fed back that they have enjoyed being part of their child's nursery day.</p> <p>9 separate Country of the Month focuses were held this session</p> <p>Multicultural Picnic planned for as end of term celebration (June</p>	<p>All families have attended at least one monthly Stay and Play session.</p> <p>All families have attended at least one monthly Seinn Comhla session.</p> <p>Parent has come in to talk to learners about Diwali</p> <p>Parent has come in to talk to learners about how their family celebrate Eid</p> <p>High engagement in all planned family engagement events has meant that all learners have had their parents come into nursery during the nursery day to partake in family learning,</p> <p>Learners are more knowledgeable about other cultures &</p>	<p>Plan for sgoil-araich to host a whole school Cafaith Gaelic for next session</p> <p>EYO and EYP to run Gaelic PEEP sessions for new families focused on Gaelic learning for all new families as a planned transition experience.</p> <p>Staff to continue to plan for nursery to attend Gaelic cultural events outwith the nursery day</p> <p>Parents to be invited in for story telling sessions in native language</p> <p>Plan to invite in Gaelic story tellers to enhance literacy focus next session</p>	<p><i>Satisfactory</i></p>
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<p>planned for families at our monthly parental events has to help helped families feel more involved in the nursery and allow parents/carers opportunities to learn Gaelic alongside their nursery child.</p> <p>All family's cultures celebrated at our Multicultural Summer Picnic inviting families to showcase foods from their country's/culture to share.</p> <p>Increased multicultural awareness and celebrate our diverse cultural make up with Country of the Month celebrations.</p> <p>Inviting speakers into nursery and celebrating a different culture /language and associated food and culture each month.</p>	25)	<p>languages with learning displayed on Country of the month display and floor books</p>		
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Fulfilment of statutory duties			
Inclusion and equality			
<p>Targeted interventions are in place to address potential barriers to learning for individuals.</p> <p>Common phrases, with phonic pronunciations of key leaning planned for at sgoil-àraich is displayed in the `nursery cloakroom to help I support the communal use of Gaelic and raise the visibility and accessibility of the language.</p> <p>Gaelic bedtime stories available in lending library for all learners to borrow with links to audio files on our YouTube channel.</p>	<p>Talking time intervention groups targeted to individuals requiring support with communication and language run by EYP</p> <p>Staff all trained in deaf awareness to support deaf learner</p> <p>Staff are supported by Teacher for the Deaf with providing high quality learning environment for deaf learner.</p> <p>Staff work with OT and SALT to adapt learning provision for learner with Down's Syndrome</p> <p>Staff working with early years ASL service at CEC to support learners with ASN needs</p>	<p>ASN team supporting staff in the setting</p> <p>OT supporting staff in the setting</p> <p>OT supporting staff in the setting</p> <p>Teacher for the Deaf supporting staff in the setting</p> <p>Professionals attending CPMs for learners with additional support needs</p>	<p>Transition Deaf learner to school and ensure all staff have Deaf awareness training</p> <p>Enhanced transitions for learners with ASN</p> <p>Revamp Gaelic board to focus on current planned learning so parents can pick up specific Gaelic songs and vocab</p> <p>Promote You Tube Channel with families and catalogue into sections for Gaelic songs/stories/games etc to make it more user friendly for families to navigate</p> <p>Continue to work with other professionals as necessary to support learners' specific needs</p>

	<p>Staff have referred to EDAN for support for learners and their families with ASN needs</p> <p>Gaelic lending Library is very well used and YouTube audio files being accessed by families to support Gaelic engagement at home.</p>			
<p>QI 3.2 Securing children's progress (Progress in communication, early language, mathematics, health and wellbeing; Children's progress over time; Overall quality of children's achievement; Ensuring equity for all children)</p> <p>Consider Care Inspectorate: How good is our Leadership, Management and Staffing?: How good are we at ensuring the best possible outcomes for all our children?</p> <p>QIs: 1.1 Nurturing Care and Support and 4.3 Staff Deployment</p>				
Progress in communication, early language, mathematics, health and wellbeing				<p><i>Insert QI Grade</i></p> <p><i>Satisfactory</i></p>
<p>New trackers in place to track all learners against individual termly progress with DMLOs</p> <p>DHT meeting with key workers to look at individual progress for each learner – focusing on areas of interest and next steps for development - progress in each area of DMLO</p>	<p>DMLOs are helping staff have a clearer picture of progression for learners in each area of learning.</p> <p>Trackers now a useful tool for staff to identify cohort patterns in learning.</p> <p>Trackers are filled in by key workers termly</p>	<p>Trackers show progression over the session for individual learners</p> <p>Trackers show areas where whole cohort focus is needed each term</p> <p>Gaelic fluency progression for language</p>	<p>Create Tracker for Learning Journal observations to start Sept 25.</p> <p>DHT to monitor Learning Journal observations termly and record on quality and increase in observations logged per learner.</p> <p>Gaelic Fream Canain to</p>	

<p>tracked on Sgoil-àraich trackers termly</p> <p>Child's Plans in place for all learners</p> <p>New planning formats in place to focus on language development skills in Gaelic</p> <p>Sgoil-araich staff using the Fream Canain language progression planners to ensure Gaelic language skills are planned for and progression of language skills is developed through nursery-based learning activities in weekly planning.</p> <p>Permanant staff have focused on upgrading all nursery areas and enhance the provision in each area using the new Checklist from CEC – focusing on providing opportunities to enhance Gaelic language skills linked to current</p>	<p>DHT meets with key workers for termly attainment meetings to identify learning progress and next steps linked to DMLOs for each learner. Capturing and Monitoring QA meetings with key workers has left key workers feeling empowered and valued for their contributions.</p> <p>Fream Canain progression pathways have been useful for staff new to GME to plan language progression in their language groups.</p> <p>The lunch service is much improved. Recent QA has shown it to be a calmer and less busy experience with learner's having a choice of when and where they eat</p>	<p>groups is now being planned for and recorded to help lead into tracking Gaelic engagement for individuals on Leuven's scale for each learner.</p> <p>Each key worker has been given areas of the nursery to evaluate and improve to enhance the provision in these areas to provide high quality learning experiences that enhance Gaelic language skills. Staff will use CEC checklist for areas when setting up each area.</p> <p>DHT QAs each of the learning areas and feeds back k to staff</p> <p>New lunch service routines are now in place and going well. Lunchtime is less noisy and busy and children</p>	<p>have a permanent section in planning to ensure Gaelic language progression across the year.</p> <p>Lunch service to continue to be monitored as part of self-evaluation process.</p> <p>Staff rotas need to be tweaked to ensure Gaelic speaking staff are available to sit with learners during lunch service and use as an opportunity for Gaelic language interactions.</p>	
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<p>planning</p> <p>Lunch service Quality Assured by DHT and staff have reviewed procedures in light of feedback – focus now on smaller groups to allow for rolling lunch so key workers spend quality time with learners to engage in Gaelic language learning.</p>	<p>(garden picnic table option now available in good weather).</p>	<p>have more choice on when to come for lunch.</p> <p>Children are more independent during lunch service and helping set up for lunches,</p> <p>Learners have more opportunity to engage in Gaelic conversation with staff during lunch service</p>		
Children's progress over time				
<p>Trackers are analysed after tracking and monitoring meetings termly to identify areas that made need more focus in planning</p> <p>Attainment meetings with key worker and SLT 3x a year</p>	<p>Small group intervention in place for learners as required i.e. Talking Time group</p>	<p>Progress for all learners in all DMLO areas from term 1- term 3</p> <p>100% of learners are on track with Communication skills in term 3</p> <p>100% of learners are on track for Thinking skills in term 3</p> <p>30% of learners are exceeding expected levels in Communication skills with DMLOs</p>		

Overall quality of children’s achievement			
<p>Learner's wider achievements celebrated and displayed on the sgoil-araich's achievement board</p> <p>QR code in place for families to share achievements out with nursery with staff quickly</p> <p>Encourage family engagement on Learning Journals to celebrate wider achievement</p>	<p>Achievement Board in place and contributed to regularly by families</p> <p>Family engagement on Learning Journals high with many families adding achievement and successes from home.</p>	<p>Most families are contributing to celebrating achievements either through Learning Journals, Achievement QR code and SHANNARI display board</p> <p>Family engagement on Learning Journals is high with many families adding achievements at home and home learning to profile to share with staff and other learners</p>	
Ensuring equity for all children			
<p>Staff explored ways to focus observations for key children to ensure more equity of observations across the curriculum for all learners</p>	<p>Staffing issues have meant that 1 group has been without their key worker for much of the year, meaning EYP and EYO have had to take on additional children and observations have been less frequent as a result.</p>	<p>Less frequent update on learning Journals</p> <p>Parent Feedback in questionnaire highlighted that Learning Journal updates are not at desired level</p>	<p>EYO to create tracking tool for Learning Journal to be in place from Sept 25.</p> <p>Tracking tool for observations on Learning Journals will focus staff on particular curricular areas and learners</p> <p>40 learners from Aug 25 to</p>

			be split in 2 groups with the 2 Gaelic speaking staff taking responsibility for language groups, capturing and monitoring and recording observations, and reporting to parents	
QI 2.1 Safeguarding and Child Protection (Arrangements for safeguarding, including child protection; Arrangements to ensure wellbeing; National guidance and legislation)				
Arrangements for safeguarding, including child protection				. Insert QI Grade
<p>During the August Inservice HT delivered the Child Protection update and the additional elements, trauma informed practice etc to all staff.</p> <p>All sgoil-àraich staff know that HT is the child protection manager for the school. Info also shared to all supply staff in supply info folder</p> <p>· Information on Child Protection Lead displayed in setting for</p>	<p>All staff are confident in how to report child protection concerns and are all kept up to date with their Child Protection training.</p> <p>All staff are aware of Child Protection procedures and protocols.</p> <p>Folder in Place for supply staff with all relevant information on Child Protection lead and Child Protection Policy.</p>	<p>Feedback from parent/carer questionnaires</p> <p>Feedback from staff questionnaires</p>	<p>Compulsory CP training now every 2 years for staff.</p> <p>Ensure everyone's training is kept within date.</p> <p>We will review our safeguarding procedures in line with CEC updated guidance and update all staff on any changes.</p> <p>We will review our safeguarding record keeping systems to ensure they follow the updated CEC guidance</p>	Good

<p>all service users.</p> <p>QR Code in place taking visitors to information on the child protection coordinator for the school/nursery.</p> <p>·DHT met with new sgoil-àraich staff to ensure all were clear on the relevant protocols and paperwork to fill in for different concern</p> <p>.</p>				
Arrangements to ensure wellbeing				
<p>DHT is pastoral lead for sgoil-àraich learners and logs all GIRFEC wellbeing concerns with HT and these are acted on and filed in individual Wellbeing files.</p> <p>Sgoil-àraich staff are equipped in filling in GIRFEC wellbeing concern forms</p>				

appropriately and know who they should any relevant pass concerns on to.				
National guidance and legislation				
All sgoil-àraich staff are up to date with their mandatory Level 2 Child Protection training. · HT delivered most recent Level 2 training to parent volunteers. · All SLT are kept up to date with their Level 4 Child Protection Training.			Continue to ensure that all staff have up to date Child Protection Training	
QI 2.2 Curriculum: Theme 3 Learning pathways				
2.				Insert QI Grade
QI 2.7 Partnerships: Theme 3 Impact on learners (parental engagement only)				
SLT is in regular meetings with Ann Paterson at Capital Gaelic on how to raise Gaelic Engagement for	Parental Engagement Survey shows that parents are keen to engage in Gaelic Language Learning	Gaelic Engagement survey Parent Survey High attendance and	Invite Capital Gaelic Officer to Sgoil-araich Information session for parents in Oct 25.	Insert QI Grade

<p>sgoil-araich families.</p> <p>DHT in regular communication with Sarah Scott, officer at Ionaaid Dhùn- Èideann and promote their Gaelic events in the school community.</p> <p>EYO is now PEEP trained and part of a wider PEEP network. EYP to complete PEEP training June 25</p> <p>Bord na Gàidhlig funding has allowed EYA to attend weekly Gaelic language learning classes at school.</p> <p>Bord na Gàidhlig funding has allowed teacher to run 2 lots of weekly Gaelic classes for interested parents/carers.</p> <p>Learners were able to</p>	<p>Events</p> <p>Sgoil-àraich families have had very good attendance at recent Galic Cultural Events in the City i.e. Mod Ionadail Dhùn-Èideann and Latha Mòr na Gàidhlig.</p> <p>EYO is keen to introduce Gaelic themed PEEP sessions for new families to increase engagement with Gaelic.</p> <p>EYA has increased confidence in using Gaelic vocabulary with learners in the setting.</p> <p>Transition sessions for Aug 2025 intake have been very well attended by new families</p>	<p>engagement from sgoil-araich families at Gaelic events across the city shows they are engaging with the language outwith nursery.</p> <p>Feedback from Transition sessions for new families has indicated that the sessions have been a supportive and positive experience for families before they start at sgoil-àraich.</p>	<p>Invite Ionaaid Dhun-Eideann Officer to sgoil-araich Information session for parents in Oct 25.</p> <p>EYO and EYP plan to run PEEP session Sept – Dec as part of the transition programme – encouraging new families to engage with Gaelic Learning based, weekly PEEP sessions.</p> <p>Non-Gaelic speaking EYA to be supported to continue to attend Gaelic Language classes.</p> <p>Work with CEC to train and Gaelic speaking Modern Apprentice next session.</p> <p>Continue to promote Gaelic language learning with families by running Gaelic beginners and post beginners language classes for parents and carers.</p>	
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<p>participate in the action song competition at Mòd Ionadail Dhùn-Èideann and many families attended this Gaelic cultural event as a result.</p> <p>DHT continues to advertise Gaelic events that are happening across the city to families.</p> <p>Families have had increased opportunities to visit the sgoil-àraich during the session with monthly Stay and Play sessions running as well as monthly Seinn Comhla (Gaelic Singing Together sessions).</p> <p>Families have had opportunities to participate in special events – Christmas Concert and Sports Day in Pilrig Park.</p>				
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<p>Staff promote monthly Cabadaich Comhla sessions for parents to meet up informally to use their Gaelic.</p> <p>Gaelic Engagement Event for Ionaid Dhu`n-Èideann was well attended by sgoil-àraich families as the learners were invited to perform at the event.</p> <p>Transition sessions for families starting at sgoil-àraich in Aug 25 were run weekly in the summer term by EYO.</p>				
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Date of last Care Inspection:		Evaluation- please indicate overall for each question
How good is our Care, Play and Learning?	5	3
How good is our Setting?	6	3
How good is our Leadership?	Not assessed	3
How good is our Staff Team?	5	3