Taobh na Pairce Primary School

Supported Self-Evaluation 16 and 17 January 2024

To support the school's self-evaluation, a team of council officers, a Head Teacher and a Deputy Head Teacher visited the school on 16 and 17 January 2024. The team consisted of four Quality Improvement Education Officers, the Senior Development Officer (Gaelic Medium Education), Gaelic Medium Education Early Years Development Officer, an Additionl Support for Learning Service Leader, a Gaelic speaking Primary Head Teacher from Highland Council and the Deputy Head Teacher with Gaelic Medium education responsibility at James Gillespie's High School.

The team visited seven classes and a Support for Learning group. The team also led focus groups with a range of stakeholders, pupils discussing health and wellbeing, numeracy and literacy including learning in Gaelic, parents and carers, partners and staff. The team also met with House Captains.

School Context

School: Taobh na Pairce Primary		**Learning Community:** James Gillespie's High School			
Roll	398	**Care Experienced %:**		0 %	
SIMD 1 and 2%:	9.7%	**EAL %:**		12.6%	
Scrutiny Grades		**QI 1.3**	**QI 2.3**	**QI 3.1**	**QI 3.2**
HMIE Nursery		-	-	-	-
Nursery Standards & Quality Report 2023		**Good**	**Good**	**Good**	**Good**
Care Inspection Evaluations Date of last Inspection: 20 June 2019		**Very Good**	-	-	**Very Good**
HMIE Primary		-	-	-	-
School Standards & Quality Report 2023		**Good**	**Good**	**Very Good**	**Good**

Inclusion Data

No of Pupils with ASN	No of EAL Pupils	No of Care Experienced Pupils	No of Young Carer Pupils	No of Complex Needs	Attendance below 85%	No of Exclusions 22-23	No of Exclusions 23-24	No of Flexible Timetables
147	29	5	12	0	27%	2	0	1

ACEL Data June 2023

Gaelic

Reading			Writing			Listening and Talking			Numeracy		
P1	P4	P7	P1	P4	P7	P1	P4	P7	P1	P4	P7
83%	79%	98%	84%	69%	82%	86%	77%	100%	83%	79%	85%

Stretch Aims 2023-24

Q1			Q5			Literacy			Numeracy		
Total	Lit Q1	Num Q1	Total	Lit Q5	Num Q5	Q1	Q5	Gap	Q1	Q5	Gap
18	8	4	49	42	43	44.4%	85.7%	41.3%	22.2%	87.8%	65.5%

Focus Tool – Achievement of Second Level in English

Comparator Schools	Reading	Writing	Listening & Talking	Numeracy
Bun-sgoil Taobh na Pàirce	98% (39)	82% (33)	100% (40)	85% (34)
The Royal High Primary School	73% (22)	67% (20)	73% (22)	73% (22)
Oxgangs Primary School	91% (40)	89% (39)	89% (39)	89% (39)
Parsons Green Primary School	82% (42)	76% (39)	90% (46)	76% (39)
Duddingston Primary School	80% (47)	75% (44)	80% (47)	85% (50)
Trinity Primary School	79% (76)	66% (63)	82% (79)	79% (76)

Strengths

Early Years and Childcare

Senior Leadership have a clear understanding of the strengths and professional development needs of the staff team, following the recent staff changes.

Children are confident in making choices in their play and have access to a range of learning experiences both indoors and outdoors. Most children engage well with nursery experiences and can sustain an interest for extended periods of time.

There are opportunities for parents to engage with the life of Sgoil-àraich and to support their child's learning. This included a recent Gaelic engagement session to support families' engagement with Gaelic.

Senior Leadership meet with each practitioner to review evidence of children's progress and to identify next steps and strategies to support progression. This analysis is supporting practitioners to identify how to develop interactions, experiences, and spaces to support children's progress.

School

Effective self-evaluation informs decision making and school improvement priorities. [redacted], and senior leaders, use data effectively to effect change and manage the pace of progress with identified priorities.

Pupil voice is valued and developing within the school, with newly established House and Pupil Council systems that are providing pupils with more leadership opportunities.

Pupils are very proud of their school, their language and the unique community they are part of. The House system is increasing pupils' sense of identity.

There are strong working relationships across the school. Staff work well as a team and are committed to making a difference to pupils in their care.

Effective partnership with parents is in place with regular communication, information about learning and strategies to support learning at home.

Almost all pupils are keen and engaged in their learning. In all lessons, relationships between staff and pupils are positive. Teaching staff know pupils well.

and school staff have worked hard to cultivate an environment in which Gaelic is valued. All pupils spoken to said learning Gaelic was what they liked best about their school as well as being part of a close-knit community.

Joint parent and pupil consultations allow parents the opportunity to gain an understanding of their child's progress and for pupils to have the opportunity to have a voice in their learning.

Positive relationships and a strong ethos of care and consideration for others. are clearly evident amongst pupils in their interactions with all adults in school.

Senior leaders work well with their partners to provide both universal and targeted support for learners. This includes Forest Schools, James Gillespie's Learning Community Counselling service, Comunn na Gàidhlig, Young Carers and Art Psychology. Partner agencies spoke very positively of the collaborative work and communication between the school and between the different partner agencies to co-ordinate supports for individual learners.

and senior leaders review the progress of all pupils effectively, including those with additional support needs. The Acting Head Teacher provided reliable and valid evidence to support this process.

has devised an Assessment Checklist that teaching staff implement prior to referring pupils for additional support with their learning. Strategies implemented as a result of the checklists are reviewed with pupils at the end of each session, and throughout the session, by the . This information is collated and shared with teaching staff to inform professional judgements about learners' progress.

Teaching staff provide both targeted interventions and a whole class Health and Wellbeing Resilience programme to support learners. This includes a range of Active Schools activities and Comunn na Gàidhlig Gaelic immersion sports opportunities.

has made a strong start to implementing, and driving forward, the vision for raising attainment and achievement. This strategy is data-driven with an analysis of trends over time.

Teaching staff offer pupils many wide-ranging opportunities for personal achievement. Individual achievement is displayed and celebrated at assemblies. Across the school, children experience a wide range of opportunities to develop confidence which enables them to develop further their personal interests. Pupils develop leadership skills through a wide range of responsibilities in the school.

Next Steps

Early Years and Childcare

Senior leaders should continue to develop plans which encourage and support practitioners to lead areas for improvement within the Early Years setting. They should ensure that this includes support for the team on how to demonstrate, and measure, the impact of their leadership roles.

Practitioners are aware that they need to develop their skills in observing, identifying and recording significant evidence of children's learning. This will help them make more accurate judgements about children's progress and build on their prior learning.

As identified, the Senior Leadership Team should plan further opportunities to develop parental engagement and involvement, supporting the Gaelic language learning of families.

Senior leaders should review how and where information on children's learning is collated to enable practitioners to analyse children's progress. Senior leaders should consider how children can be involved in reflecting on their learning.

School

[redacted] should continue to develop the voice of all pupils to enhance their contribution to school improvement planning.

In less than half of the lessons observed, learning was differentiated. Teaching staff should apply their professional learning about differentiation within their planning and teaching to ensure all pupils are challenged appropriately and their learning is at an appropriate pace. This should be implemented as a matter of priority.

The co-construction of success criteria with pupils would further develop their language of learning. Teaching staff should refer to, and reinforce, success criteria during lessons to further consolidate the purpose of learning. This will support the development of pupils' leading their learning.

As identified, senior leaders should develop a language acquisition tracker to track the level of proficiency in Gaelic language that parents have. This will enable school staff to further differentiate the support they provide. Further work should be undertaken with partners to develop parents' understanding of their role in developing their children's confidence and fluency in Gaelic language.

There is scope for senior leaders to establish the minimum expectation of Gaelic from all staff members within lessons, such as greetings and sharing written success criteria. Staff should work together to uphold these expectations and devise supports for all staff members to use.

Some pupils receive support through extraction from class. [redacted] should review these arrangements to ensure pupils who require additional support, in both literacy and numeracy, are included in all curricular activities.

Teaching staff should continue to embed children's rights across all aspects of their work to develop a shared understanding of wellbeing and children's rights in the community.

Senior Leaders should continue to develop well-planned and progressive opportunities to explore diversity and multi-faith issues, and to challenge racism and religious intolerance within the curriculum to ensure pupils are knowledgeable about equalities and inclusion.

[redacted] should develop a system that tracks wider achievements. This will enable teaching staff to use wider achievements information in their planning to enable pupils to lead learning.

The evidence gathered over both days is presented in this Supported Self-Evaluation Report. This outlines the findings of the visit and next steps for each of the four key quality indicators from How Good is Our ELC/School? (version four) and the additional quality indicators, QI 2.1 Safeguarding and Child Protection and QI 2.4 Personal Support.

Early Years and Childcare
HGIOELC – QI 1.3 Leadership of change

Strengths
The Sgoil-àraich team contributed to the refresh of the vision and values for the whole school.

Senior Leadership have a clear understanding of the strengths and professional development needs of the staff team, following recent staff changes.

All staff have leadership roles which will give them opportunities to take forward improvements and develop their own practice.

Staff have engaged in self-evaluation leading to an action plan to improve the lunch routine. This is starting to lead to improved opportunities for learning for children.

Gaelic speaking staff have undertaken professional learning to improve their understanding of Gaelic Immersion practice. As a result key vocabulary is being identified on the "intentional plan for learning" to support children's Gaelic language development.

Next Steps
Senior Leaders should work closely with the Sgoil-àraich practitioners to develop a shared understanding of what the vision and values are and to ensure they are demonstrated in their practice. Practitioners should support children to become familiar with the values and how they relate to their nursery experience.

Senior Leaders should continue to adjust the quality assurance and self-evaluation activities to support the team to develop their understanding of self-evaluation.

Senior leaders to continue to develop the plan to encourage and support practitioners to lead areas for improvement within the setting. Senior Leaders should ensure that this includes support for the team in how to demonstrate and measure the impact of their leadership roles.

HGIOELC – QI 2.3 Learning, Teaching and Assessment
Strengths
Children are confident in making choices in their play and have access to a range of learning experiences both indoors and outdoors. Most children engage well with nursery experiences and can sustain an interest for extended periods of time.

Practitioners provide an early years curriculum based firmly on play.

Practitioners are at an early stage of introducing a new planning format to support planning for focused learning in a more systematic way.

Practitioners are engaging with the City of Edinburgh Council (CEC) Curriculum, Experiences and Spaces document to improve the breadth, depth and challenge for children.

Almost all interactions were warm and caring. Children were settled and appeared happy whilst at Sgoil-àraich.

Next Steps

As identified, practitioners now need to develop a shared understanding of pedagogy. This is a core part of putting into daily practice what the curriculum rationale states in Sgoil-àraich.

Practitioners should continue to use the CEC Curriculum, Experiences and Spaces document to enrich learning opportunities from observations of the children and analysis of their needs. They should ensure that the experiences provided are at the appropriate level of challenge for children and that this includes a focus on increasing the interests of children when learning outdoors.

Practitioners should continue to develop routines ,and the flow of the day, to ensure practitioners can focus on interactions to support learning and wellbeing.

Practitioners are aware that they need to develop their skills in observing, identifying, and recording significant evidence of children's learning. This will help them make more accurate judgements about children's progress and build on their prior learning.

As identified, practitioners should develop their confidence and skills in both responsive and intentional planning. This should include increasing the observations related to responsive planning and ensuring that the intentional plan enables learning across the breadth of the curriculum.

Practitioners should support and encourage children to be more respectful of the resources within the playroom.

HGIOELC – QI 3.1 Ensuring Wellbeing Equality and Inclusion

Strengths

Practitioners work with parents when children start nursery to create a personal plan. An updated personal planning format has been introduced this session to support practitioners to plan for and ensure positive outcomes for children.

Additional support plans and child planning meetings are in place to support children where appropriate.

There are opportunities for parents to engage with the life of Sgoil-àraich and support their children's learning. This included a recent Gaelic engagement session.

Practitioners are aware of the wellbeing indicators and have identified how these relate to children's experiences in Sgoil-àraich.

Next Steps

As planned, senior leaders should quality assure and review learners' personal plans to ensure that information is being collected and used consistently to inform strategies to support positive outcomes for children. Senior leaders should ensure there are robust systems in place to review information and strategies with parents and carers.

Practitioners should ensure that strategies to support each child are updated in their personal plans following child planning meetings. Senior Leaders should review systems in place to ensure all staff are clear about strategies and actions from child planning meetings.

As identified, senior leaders should engage with parents to co-construct further opportunities to develop parental engagement and involvement and support the Gaelic language development of families.

As planned, practitioners should focus on supporting children to understand the wellbeing indicators and what they look like in their everyday life. Practitioners should locate the wellbeing indicators display to child level in order that this can be used interactively with children.

HGIOELC – QI 3.2 Securing Children's Progress

Strengths

There are processes in place to collect and analyse evidence of children's progress. Senior Leaders meet with each practitioner to review evidence of children's progress and to identify next steps and strategies to support progression. This analysis is supporting practitioners to identify how to develop interactions, experiences, and spaces to support children's progress.

A new display focuses on children's achievements to ensure these are identified and celebrated.

Next Steps

Practitioners should review how and where information on children's learning is collated to enable them to analyse progress. They should consider how children can be more involved in reflecting on their learning.

Practitioners should continue to have professional discussions as part of the system to capture and monitor children's progress. This will support staff to identify significant learning as well as next steps.

Practitioners should carry out self-evaluation observations of practice to assess how effectively strategies to support children are being implemented.

Practitioners should ensure that they continue to develop ways to recognise, capture and celebrate children's individual achievements with them. This should include opportunities for children to reflect on their learning.

Validation of Sgoil-àraich Standards & Quality Report 2022-23 gradings	QI 1.3 Good	QI 2.3 Good	QI 3.1 Good	QI 3.2 Good
Senior Leaders agreed with the evidence gathered by the review team of an evaluation of "satisfactory" for 1.3 Leadership of Change. There is a clear plan of support in place to ensure this evaluation will be "good" by the end of this session.				

Findings of the School Visit: Strengths and Next Steps

QI 1.3 Leadership of Change

Findings

Staff, pupils and parents reviewed the school's vision, values and aims during Session 2022-2023. A newly introduced House system with four Houses, Barra, Harris, Uist and Lewis, is being used to embed the school values and to establish leadership roles for pupils. Recent House activities, such as creating logos and mascots, are developing a sense of belonging for pupils and an increasing pride in their school. Pupils are enthusiastic and keen to participate in House events.

The Lyceum Theatre worked with all classes to deliver a "Journey to the Scottish Islands" project in August 2023. This enhanced pupils' knowledge of the House islands and the islands each class has been named after.

Pupil leadership roles are being developed in consultation with pupils. The Pupil Council, made up of seventeen class representatives, meets weekly to discuss what is going well/not going well in school.

[redacted] has refreshed the school's curriculum rationale and this has been shared with parents.

[redacted] makes full use of a range of data and information to understand the social, economic, and cultural context of the school's community. Data is scrutinised and accessible to teaching staff and partners. Teaching staff make effective use of data including supporting transitions. This will ensure continuity of learning and delivery of interventions for individuals and targeted cohorts.

Of the twenty-five teaching staff, including Senior Leaders, fourteen staff members are fluent in Gaelic. A Gaelic language audit has recently been completed by all staff. Data produced has been used to provide differentiated professional learning in Gaelic and supports such as a "buddy for beginners."

[redacted] has introduced operational and strategic meetings for Senior Leaders. The Quality Assurance Calendar is providing transparency of approach and clearly defining expectations of staff in developing consistency of practice.

All staff members are given the opportunity to lead aspects of school improvement. All teaching staff have leadership responsibilities and roles. This has included creating a reading skills progression. Professional Learning sessions are planned with teaching staff and delivered by Senior Leaders and teaching staff. Professional Learning is linked to staff Professional Review and Development. Staff are supported to engage in courses that support school priorities including learning Gaelic where needed. Teaching staff have attended Gaelic- Fream Canan, a moderation session with Gaelic Medium partners.

Emerging practice and next steps from Senior Leaders' participation in shared classroom experiences were used as the focus during recent peer observations. Teaching staff are aware of each other's strengths and work together to support each other to improve their practice.

School partners feel welcomed, well informed and part of the school community. Partners feel supported by the [redacted] to meet the needs of the pupils they are working with.

The school community has a supportive Parent Council. [redacted] provides all families with regular updates. Parents spoken to said they were kept informed of their children's learning.

Eleven families speak Gaelic at home. To support learning at home for all families, the school provides a wide range of resources, such as Gaelic sound clouds for each reading book, to support learning in Gaelic. Parents have access to a live web link (Comunn na Gaidhlig) to support homework activities. Gaelic Engagement events for parents and provides information about community activities and events in Gaelic.

Strengths

Effective self-evaluation informs decision making and school improvement priorities. [redacted] and senior leaders use data effectively to affect change and manage its pace and priorities.

Pupil voice is valued and developing within the school, with newly established systems that are giving pupils more leadership opportunities.

Pupils are very proud of their school, their language and the unique community they are part of. The House system is increasing pupils' sense of identity.

There are strong working relationships across the school. Staff work well as a team and are committed to making a difference to pupils in their care.

Effective partnership with parents is in place with regular communication, information about learning and strategies to support learning at home.

Next Steps

[redacted] should continue to develop the voice of all pupils to enhance their contribution to school improvement planning.

[redacted] should develop links with other comparable schools to share and improve practice.

QI 2.3 Learning, Teaching and Assessment

Findings

The majority of teaching staff deliver lessons confidently and fluently through the medium of Gaelic at all times. Most pupils responded well in Gaelic. Pupils are encouraged to speak Gaelic.

Most lessons included a meaningful starter linked to prior learning. In all lessons learning intentions were shared with learners and in almost all lessons success criteria were used. Instructions were short and clear. In a few classes success criteria was co-constructed with learners.

Questioning used by teaching staff were appropriate to the pupils' level of understanding and capability. A range of questioning was evident in most classes, to elicit higher order thinking skills and to check pupils' understanding , which enabled teaching staff to provide appropriate support. In most lessons, learners were given the opportunities to answer questions in Gaelic. Teachers modelled how sentences could be up levelled and repeated key phrases to increase pupils' Gaelic vocabulary. Pupils were listened to, and their questions valued. Error correction was sensitively addressed with a focus on the correct use of Gaelic.

In less than half of the lessons observed, digital learning was used to support learning and teaching. A numeracy app was used effectively to support learning.

In the majority of classes observed, formative assessment strategies were used successfully to support teaching and learning. In the majority of classes pupils' self assessed their learning and in less than half of the lessons pupils were provided with the opportunity to peer assess learning. In the majority of classes, pupils were given the opportunity to reflect on their learning in plenaries and in mid- lesson learning stops. In most lessons pupils were given feedback that supported their learning and next steps.

Staff in Primary One are at the early stages of implementing play-based learning. They have created a shared space that enables them to observe, assess and extend pupil learning.

All teachers have engaged with the Teachers' Charter and are currently focusing on differentiation as part of the James Gillespie's Learning Community professional learning. In less than half of the lessons

observed, learning was differentiated. Tasks and activities should be differentiated more effectively to further increase pupil choice and ownership of their learning as a matter of priority.

Teaching staff work collaboratively to plan for pupils' learning using assessment data to inform their planning. Teaching staff plan high quality assessments following input from the school's Quality Improvement Education Officer in August 2023. Teaching staff use a variety of planned assessments, including the GL assessment from Primary Five upwards and NSSAs Measaidhean Coitcheann Naiseanta Gaidhlig to support their professional judgements.

Strengths
Almost all pupils were keen and engaged in their learning. In all lessons, relationships between staff and pupils were positive. Teaching staff know pupils well.

The purpose of learning is clear, learners understand the intention of learning. Instructions were clear and short. Lessons observed were well organised and resourced to meet the needs of the class.

and school staff have worked hard to cultivate an environment in which Gaelic is valued. All of the pupils spoken to said learning Gaelic was what they liked the best about their school as well as being part of a close-knit community.

Joint parent and pupil consultations allows parents the opportunity to gain an understanding of their child's progress and for pupils the opportunity to have a voice in their learning.

Next Steps
In less than half of the lessons observed, learning was differentiated. Teaching staff should apply their professional learning on differentiation to ensure all pupils are challenged appropriately and their work is of an appropriate pace. Teaching staff should plan learning in a variety of styles, enabling pupils to learn in pairs, groups as well as part of whole class teaching. This should be implemented as a matter of priority.

The co-construction of success criteria with pupils will develop their language of learning. Teaching staff should refer to#, and reinforce, success criteria during lessons to further consolidate language being taught. This will support the development of pupils leading their learning.

As identified, senior leaders should develop a language acquisition tracker to track the level of Gaelic that parents have. This will enable the school to further differentiate the support they provide. Further work should be undertaken, in partnership with partners, to develop parents' understanding of their role in developing their children's confidence and fluency in Gaelic language.

There is scope for the senior leaders and staff to establish the minimum expectation of Gaelic from all staff members within lessons, such as greetings and the language of classroom organisation and management. Staff should work together to agree expectations and devise supports for all staff members to use.

QI 2.4 Personalised Support
Findings

All teaching staff know learners as individuals. Teaching staff use assessment data to review class groups and interventions to plan next steps. Staff work closely together to identify and acknowledge

barriers to learning. [redacted] and senior leaders meet weekly to review pupil progress, update attainment data trackers and to discuss possible new referrals.

GIRFEC (Getting it Right for Every Child) folders and transition passports are in place across the school to support staff's understanding of learners' specific needs.

Targets specific to the individuals' learning needs are in place. These are built on prior learning and are regularly reviewed and evaluated.

Effective procedures are in place for transition planning. These involve key staff, learners, parents and relevant partner services and agencies.

Pupils have opportunities to discuss their learning with their class teachers. This is supporting learners to review their learning and plan for next steps.

The use of the CIRCLE document is embedded across the school. Visual timetables are in place in all classes.

All staff have recently engaged in Autism Spectrum Disorder (ASD) and Positive Relationships training.

Strengths

Positive relationships and a strong ethos of care and consideration for others are clearly evident amongst pupils in their interactions with all adults in school.

Senior leaders work well with school partners to provide both universal and targeted support for learners. This includes Forest School, James Gillespie's Learning Community Counselling service, Comunn na Gàidhlig, Young Carers and Art Psychology.

[redacted] and senior leaders review the progress of all pupils effectively, including those with additional support needs. Senior leaders can provide reliable and valid evidence to support this process.

[redacted] has devised a 'Pathway One' Universal Checklist that teaching staff implement prior to referring pupils to Pupil Support. Strategies implemented as a result of the checklists are reviewed with pupils at the end of each session and throughout the session by the Pupil Support Teacher. This information is collated and shared with teaching staff.

Next steps

Some pupils receive support through extraction from class. The school needs to review these arrangements to ensure pupils who require additional support in both literacy and numeracy continue to be included in all curricular activities.

QI 3.1 Ensuring Wellbeing, Equality, and Inclusion

Findings

[redacted] and staff have created a sense of belonging throughout the school. Pupils know and understand the Wellbeing Indicators. In the most recent pupil survey, 93% of pupils strongly agreed, or agreed, that their health and wellbeing was good. Interventions are put in place to support pupils who were identified as needing additional assistance. These include a Dyslexia Nurture Group and an Outdoor Learning Group.

Pupils feel safe in school and included. The Buddying system in place is valued by parents.

All staff and pupils celebrate diversity throughout the session in planned events. This includes Black History month, Neurodiversity week and recently ran workshops celebrating Black, Asian and Minority Ethnic in Gaelic Medium Education. The school participated in the launch of two rights respecting books. The Parent Council fund a Black, Asian and Minority Ethnic group for learners.

Staff and partners take due account of the legislative framework related to wellbeing, equality and inclusion. All staff have received GIRFEC and Child Protection training. Wellbeing concern forms are used effectively by all staff. A system for recording, actioning and storing wellbeing concerns is in place. This ensures that information is dealt with in a sensitive way.

The school is embedding the nurture principles across the school to support pupils' wellbeing.

Strengths

Teaching staff provide both targeted interventions and a whole class Health and Wellbeing Resilience programme to support learners. This includes a range of Active Schools activities and Comunn na Gàidhlig Gaelic immersion sports opportunities.

Senior leaders work closely with a wide range of partners to support wellbeing and pupil support. Partner agencies spoke very positively of the collaborative work and effective communication between the school and between the different partner agencies to co-ordinate supports for individuals.

Next Steps

Teaching staff should continue to embed children's rights across all aspects of their work to develop a shared understanding of wellbeing and the children's rights within the community.

Senior leaders should continue to develop well-planned and progressive opportunities to explore diversity and multi-faith issues, and to challenge racism and religious intolerance within the curriculum to ensure pupils are knowledgeable about equalities and inclusion.

QI 3.2 Raising Attainment and Achievement

Findings

Tracking and Attainment meetings are held either individually, or with stage partners, four times per session. These meetings focus on who is on track and those not on track and interventions to support individual pupils. The success of interventions being implemented and pupil progress is discussed. Interventions are adapted where necessary. Meetings held with stage partners enable staff to moderate professional judgements of achievement of levels.

In Gaelic Literacy and in Numeracy and Mathematics, most pupils have achieved the appropriate Curriculum for Excellence levels. Most pupils are making appropriate progress against national expectations with a few pupils exceeding the level at Primary Seven for Gaelic Listening and Talking, Writing and Reading in Numeracy at Primary Four and Primary Seven. Pupils from Primary Five to Seven participate in the Scottish Mathematical Council Mathematical Challenge and are currently on track to achieve six medals.

Overall, most pupils are making good progress from prior levels of attainment in numeracy and literacy. The school's data demonstrates improvements in attainment in reading, writing, listening and talking and numeracy over time. [redacted] demonstrated a sound awareness of how data should be used to improve progress for identified cohorts.

At the start of each session teaching staff scrutinise SIMD data to review the use of interventions in place and to create intervention groups for pupils.

Over time, most pupils are on track to achieve Listening and Talking in Gaelic.

Achievements, including successes outwith school are valued and celebrated. Pupils are offered a wide range of opportunities, for personal achievement that enables them to further develop personal interests. The school offers a wide range of clubs such as Choir, Gaelic, Chess, School Newspaper and Maths delivered by staff and partners. Pupils develop leadership skills through a wide range of responsibilities in the school, including Equalities, Eco Representatives, Junior Road Safety Officers and Waste Warriors. Pupils are given a range of experiences within the community through the partnerships established with parents and with Mòd, the John Muir Award, Pringle Mill, the Usher Hall, John Lewis, and Red Braes Park.

Staff utilise a range of data and information to understand the social, economic and cultural context of its local community and take account of this when planning learning, events and opportunities. The Acting Head Teacher tracks closely the progress and attainment of all pupils with potential barriers to their learning.

Strengths

[redacted] has made a strong start to implementing, and driving forward, the shared vision for raising attainment and achievement. This strategy is data-driven with an analysis of trends over time.

The school offer pupils many wide-ranging opportunities for personal achievement. Individual achievement is displayed and celebrated at assemblies. Across the school, children experience a wide range of opportunities to develop confidence, and this enables them to develop further their personal interests. Pupils develop leadership skills through a wide range of responsibilities in the school.

Next Steps

[redacted] should develop a system that tracks wider achievements that includes current plan to create a Health and Wellbeing tracker with the Active Schools Co-ordinator This will enable teaching staff to use wider achievements information in their planning to enable pupils to lead learning.

Validation of School Standards & Quality Report 2022-23 gradings	QI 1.3 Good	QI 2.3 Good	QI 3.1 Very Good	QI 3.2 Good
The review team did not agree with the Standards and Quality self-evaluation grades for Quality Indicator 2.3 and 3.1. An evaluation of satisfactory was found for Quality Indicator 2.3 as the school's strengths within each aspect of the quality indicator just outweighed the weaknesses. The school needs to take action to address areas of weakness by building on its strengths as a matter of priority. [redacted] acknowledged the strengths and next steps within Quality Indicator 2.3 and the actions required to obtain an evaluation of Good. For Quality Indicator 3.1 an evaluation of good was found as there are important strengths within the school's work yet there remains some aspects which require improvement. The strengths have a significantly positive impact on almost all pupils. The school will work with Quality Improvement team to support the implementation of the next steps identified as part of the Supported self-evaluation. An intensive level of support will be provided by				

the Quality improvement Service to ensure this is achieved. The Quality Improvement Service will review progress made during a further visit in April 2024.