# SCHOOL STANDARDS AND QUALITY REPORT 2018/19

## Standards and Quality Report

**School:  Bun-sgoil Ghàidhlig Inbhir Nis**

**Head Teacher: Lena Walker**

**Date submitted: 08/07/2019**

## Context of the school:

1.  BSGI has no catchment area.  Pupils who attend BSGI are from a mix of areas such as the local community, surrounding city area and rural areas of Inverness.

2. Most pupils will attend Inverness Royal Academy, where they can continue their GM education.

3. Staffing changes- The SMT team of BSGI has not had continuity for a few years. Over this session, BSGI SMT has Lena Walker as Acting Head Teacher, Ashley Bartlett as Acting Depute Head Teacher (current substantive Depute HT on secondment to a Gaelic Unit), Michelle Nicholson as substantive part time Principal Teacher. During this session, Michelle Nicholson (0.8) took a year maternity leave with Alison MacLeod, Class teacher, promoted to Acting Principal Teacher, also part time. Ashley Bartlett also took maternity leave in December 2018 at which point, Alison MacLeod undertook Acting Depute Head Teacher post to June 2019 on a 0.8 contact. There was no Principal teacher during this 6 month period and PT management time allowance was allocated to the DHT.

4. BSGI is a wrap- around Childcare provider with breakfast club and afterschool available through the medium of Gaelic for all pupils.  This service was run by an onsite Childcare manager, from August to March of this session. The post was not filled for term 4 during which time the DHT undertook responsibilities with 5 hours Senior Early Years Practitioner allocated to Tracy MacKintosh.

5. BSGI Sgoil-àraich offers flexible core hours for parents.  Quality Assurance of the provision and operational management is run by the DHT and Childcare manager (up to and including March 2019). A recent Care inspection (Jan 2019) found the service to have 'Very good' for Quality of Care and Support and 'Good' for Quality of Environment. The sgoil-àraich is due to move provision to an annexe provision near the main campus of BSGI due to the increasing school role of BSGI.

**School Vision, Values and Aims:**

Vision –

• To encourage our pupils as Gaisgich Òg na Gàidhlig / Gaelic Ambassadors who are proud to be bi-lingual learners through the medium of Gaelic.

Values –

• Coibhneas, Dòchas, Spòrs, Deònach (Kindness/hope/Fun/diligence)

• Create A school community where everybody is valued and we engage with our wider community

• Create A climate of positive behaviour and respect for all

Aims –

• Create a climate of Gaelic Language & Culture

• Ensure our curriculum enables all learners to fulfil the purposes of

Confident Individuals, Successful Learners, Responsible Citizens, Effective Contributers

• motivate children through stimulating learning experiences, celebrating achievements and personal successes

Reviewed May 2019

**Summary of Standards and Quality Report/School Improvement Plan engagement process:**

| Participants | Engagement details |
|---|---|
| **Teachers and other staff, including ELC staff** | *See WTA calendar & Self Evaluation calendar, ELC every Wed & see self evaluation calendar.* |
| **Parents** | Monthly parent council meetings – see minutes |
| **Pupils** | **Pupil voice audit with SMT term 2 and term 4**<br>**Monthly 'Over and Above' Hot chocolate club** |
| **Volunteers working in school (such as parents taking after-school activities, 3rd sector engagement etc.)** | **Curriculum Rationale shared with all partners. Questionnaire sent to all partners term 3.** |
| **Other partners** | **Termly meeting with GIRFEC partners** |
| **Associated Schools Group** | *Monthly meeting with ASG*<br>*Term 3 & 4 meeting with School Improvement Family* |

**Review of School Improvement Work against the National Improvement Framework Priorities**

**What have we done to close the attainment gap?** PEF project – PEF funded PSA's

**Impact and data**

PEF funding has been allocated to improve Gaelic language acquisition and fluency.  A PSA works with targeted groups to improve understanding and oral ability and confidence to ensure equity for all pupils should a need be identified and help them engage in their learning. PSA have also targeted Early Years P1 and P2 supporting teachers with play based learning and modelling Gàidhlig language to enhance the immersion experience.

Phonological Awareness Trackers are used to track attainment and impact.

A PEF PSA was trained in nurture in Sept 2018. This ensured a more holistic support of children who have been identified for support.  The nurture group will immerse the children in a setting where their targets will be based on social and emotional needs while exposing them to a social language immersion setting context. Emotional Check in, enhanced soft starts, nurture breaks, snack breaks to support elaborated timetables were timetabled for targeted pupils. This was to ensure a positive experience for pupils and ensure wellbeing was being met.

SHANARRI wheels for all pupils were introduced in profiling to track indicators.

**What have we done to raise attainment, particularly in Literacy and Numeracy?**
Relevant Improvement Priority title:
- **A structured approach to Teaching Spelling (Wraparound Spelling)**
- **Moving Towards Continuous Profiling and Reporting**

**Impact and data**
Literacy – Wrap around Spelling training for all staff.  Policy introduced and peer moderation activities to allow sharing of good ideas.  Measurement tool – Blackwell spelling introduced to track pupil attainment in spelling.

Writing moderation – Collegiate time allocated for all  staff to review pupils and quality assure benchmarking.

Reading – Read to Dogs project lead by Class Teacher as Professional Enquiry project to enhance reader confidence.

Literacy and Numeracy – ASG event 'Bring what is Real' for an outward look at moderation.

Gàidhlig Literacy – Writing examples collated and shared with other Gaelic Medium units in Highland to invite comments on moderation.

Numeracy Audit of 2.3 – evidence gathered – lesson observation, jotters, pupil voice and next steps shared with teachers

Interim Attainment gathered in Nov and June where all pupils are tracked and attainment meetings held with SMT.

Intervention Plan Template for teachers who request PSA support to help raise attainment to provide evidence of tracking and impact.

All pupils are able to explain growth mindset and learning pit philosophy as part of discussions during profiling, learning conversations and assemblies. Parents have commented on how they are aware of the impact of this on the children's learning.

**What have we done to improve children and young people's health and wellbeing?**
**Relevant Improvement Priority title/ school project:**

- **"Create a progressive Health and Wellbeing Framework with a focus on developing a 'Literacy of Growth Mindet' "**

**Impact and data**

Whole School focus on Growth Mind-set philosophy linked to target setting in profiling. Learning Pit embedded in class room learning conversations.

SHANARRI wheel introduced as part of profiling. Pupils focus learning conversation's on targets. Teachers track pupils with significant gaps and communicate with parents, PEF PSA's or ASN/SMT as required.

Partnerships with Birchwood Highland (mental Health Charity) who lead workshops for pupils. Mental Health nurse leading assemblies with 'Decider Skills' focus for pupils to link with SHANARRI wheel.

**What have we done to improve employability skills and help our children and young people achieve sustained, positive school leaver destinations?**
**Relevant Improvement Priority title/ school project:**

- **"Create a progressive Health and Wellbeing Framework with a focus on developing a 'Literacy of Growth Mindet' "**
- **"Moving Towards Continuous Profiling and Reporting at BSGI"**

**Impact and data**

INSET day Sept to create a BSGI framework for Developing Young Workforce as part of our curriculum rationale development.

Community Café theme celebrating Gàidhlig introduced, with P7 teacher leading with pupils and all pupils invited to participate if requested. Parent voice and community voice audited by P7 pupils during the café events.

Open partnership with former BSGI pupils, welcomed back to work with pupils as part of their High School award certification volunteer hours.

Partners who work with the school such as BBC invited to hold question and answer sessions.

School trips to enhance community experiences and see workplace environments.

**Our overall evaluation of the school's capacity for continuous improvement:**

> **\* We are confident in our capacity for continuous improvement ☒**
> **\* We have some concerns about our capacity for continuous improvement ☐**

**Comment:**

# QI 1.3
# Leadership of change

**Themes (*HGIOS?4*)**
- Developing a shared vision, values and aims relevant to the school and its community
- Strategic planning for continuous improvement
- Implementing improvement and change

**Themes (*HGIOELC?*)**
- Developing a shared vision, values and aims relevant to the ELC setting and its community
- Strategic planning for continuous improvement
- Implementing improvement and change

## Question 1
### How are we doing? What's working well for our learners? What are the features of effective practice in our school/ELC setting?

(a) (i) Embedded VVA's. Increased partner awareness of our VVA by introducing partnership contracts to ensure pupil experience is enhanced. Regularly discussed as part of assembly targets. Linked to ELC provision. Super hero theme is now across profiling, school song, wow moments and part of pupil dialogue when discussing our values.
(ii) Curriculum Rationale has been agreed by school community.

(b) Pupil voice audited in a more consistent approach using 'Gaelic Ambassador' club to discuss school improvement targets with pupils.

( c ) Working with ASG and Gaelic Medium schools for outward looking moderation activities. A self-evaluation calendar introduced in both school and ELC to allow for strategic self-evaluation. Within the local Gaelic Medium community, Nairn teachers were also involved in wraparound spelling and best practice discussed.

(d) PSA meetings introduced to focus on priorities and audit their voice.

(e) Whole school INSET sessions introduced.

(f) BSGI was signed of a continuously profiling school. Pupils and teachers have engaged successfully in this change and embedded the process as part of their learning and teaching.

(g) All staff have engaged in the Wraparound Spelling training. Most staff have embedded this approach to their teaching, with some integrating with key words approach. The majority of staff have engaged with practitioner enquiry projects.

(h) The profile of Health and Wellbeing was raised with all pupils as part of partnership working and profiling approach.

(i) Teachers undertook responsibilities for workshops, whole school events, working with parents as partners for after school curriculum events or nurture groups and participation in community events with pupils representing school to ensure whole school approach to improvement and change demonstrating commitment to our vision values and aims.

## Question 2
### How do we know? What evidence do we have of positive impact on our learners?

(a) (i) Pupils are confident when discussing Vision Values and Aims through the use of School song. Twitter engagement using the values and aims hashtags is high.
(ii)Curriculum Rationale is now embedding and becoming a feature of BSGI.

(b) Parents value the contribution of the 'Gaelic Ambassador Club' to the school's awarding of successes and achievements.
(c) Moderation activities built in to ASG calendar and Working Time Agreement. Self Evaluation calendar embedded. School continues to gather information for self improvement.
(d) Training in Autism Awareness, Equality & Diversity BSGI MODEL, First Aid and Wraparound Spelling for all PSAs

(e) All staff involved at INSET, agenda prepared and all involved in activities.
(f) Evidence tracked in pupil voice and profiling. Our profiling is of high quality and evidences impact of learner conversations and feedback on ensuring pupils are able to discuss own targets.
(g) Spelling Policy introduced. Blackwell spelling introduced to Assessment calendar.
(h) Mental Health Awareness day, partnership with Birchwood Highland who delivered toolkit lessons to P4-7, we have Mental Health Nurse lead assembly who introduced 'decider skills'. Introduced Wellbeing wheel tracker in Profiling and SHANARRI planning pathway in whole school planning.
(i) Teachers have lead on community partnerships with cafes, wider achievement after school groups, Read to Dogs project, ASN awareness development. Pupil groups - Pupil Council met for fundraising activities. Pupil Council engaged with HGIOS pupil version 2.3 and visited classes and discussed profiling.

**Question 3**
**What could we do now?  What actions would move us forward?**

(a) Make clearer links with Gaelic Ambassador Club, Vision Values and Aims and profiling.
(b) Continue to develop opportunities for pupil leadership and pupil voice.
(c) Practitioner Enquiry to impact on whole school agenda.
(d) Continue to embed partnerships for Health and Wellbeing awareness and introduce the SHANARRI gap planner in first and second level based on early level plan as a planning pathway and in profiling.
(e) Develop a more robust 'next steps' pathways for pupils in Numeracy through our Assessment Calendar to begin with to help them when target setting to ensure no superficial responses during learning conversations.
(f) Focus on numeracy diagnostics to help teachers understand and benchmark individual pupils levels/gaps with more confidence working with Numeracy development officer.
(g) Teacher engagment with SNSA / MCNG data as a whole school to inform next steps in curriculum planning.

| What is your current evaluation of this QI using the *How good is our school? (4th edition)* and *How good is our early learning and Childcare?* six-point scale? | good |
|---|---|

## QI 2.3
## Learning, teaching and assessment

**Themes (*HGIOS?4*)**
- Learning and engagement
- Quality of teaching
- Effective use of assessment
- Planning, tracking and monitoring

**Themes (*HGIOELC?*)**
- Learning and engagement
- Quality of interactions
- Effective use of assessment
- Planning, tracking and monitoring

**Question 1**
**How are we doing? What's working well for our learners? What are the features of effective practice in our school/ELC setting?**

a) Target setting is part of profiling at BSGI. This gives pupils responsibility for their learning. Almost all learners are engaged in their learning. Learner's experiences are well matched to their needs. Learning intentions and success criteria are embedded.

b) Key Assessment Tasks have been moderated and are progressive. KAT allows for planning for assessment to be embedded as part of learning. Successful introduction of 'SAY MAKE WRITE DO' assessment as part of KAT.

c) Moderation is both lead by SMT, teacher and pupils evaluating quality of teaching and learning activities as part of the aims of BSGI to have 'stimulating' learning environment.

d) Increased engagement of pupil tracking by all teachers evidenced in use of interim and transition attainment trackers

e) Regular planning and attainment meetings held with SMT / teaching stage partners. New planning formats and pathways and progression frameworks introduced.

f) Increasing outdoor learning experienced through partnerships with Rangers, community agencies and parent partnerships. Using Outdoor learning days to help raise profile with teachers and increase confidence

**Question 2**
**How do we know? What evidence do we have of positive impact on our learners?**

a) Pupil voice audits focused on profiling found learners could articulate their targets. They understood the purpose of the profiles. Pupils audited 2.3 in term 1 and term 4. Pupils are more confident in articulating their thoughts about their learning and where they are in their learning.

b) Key Assessments were planned for as part of Collegiate and moderated as part of Collegiate time.

c) Moderation of Learning and Teaching during class visits by SMT, peer and pupils identified next steps.

d) Trackers are in place in every class and populated by the teachers in Nov and June for transition. PEF tracking introduced term 4 for targeted interventions. Tracker of Low SIMD and FSM populated and analysed at INSET June. Benchmarking is discussed collegiately and a whole school agreement on progression is improving with increased confidence amongst teachers with a focus on Talking and Listening this session. The Oral Gàidhlig Talking and Listening Assessment tracker is linked to the Grammar framework and previous oral Gàidhlig Assessment.

e) New planning used by all staff. Planning overview in planners to evidence what was discussed at planning meetings.

f) Forest School sessions for Sgoil-àraich, outdoor learning day, Ranger linked school trips/visits, experiences during school trips.

**Question 3**
**What could we do now?  What actions would move us forward?**

    a) **Increased emphasis on skills and the language around skills for DYW and creativity**
    b) **More robust and centralized tracking system for all pupils as part of a whole school approach**
    c) **Focus on 4  capacities as part of learning conversations**
    d) **Increased DYW links in KATs**
    e) **Develop a 'Learning for Sustainability' Framework for BSGI which outlines our agreement of what outdoor learning should look like for all pupils.**
    f) **Introduce Highland Numeracy Progression diagnostics**
    g) Introduced more digital learning opportunities for pupils with the access to chrome books.

| What is your current evaluation of this QI using the *How good is our school? (4th edition)* and *How good is our early learning and childcare?* six-point scale? | good |
|---|---|

## QI 3.1
## Ensuring wellbeing, equality and inclusion

**Themes (*HGIOS?4*)**
- Wellbeing
- Fulfilment of statutory duties
- Inclusion and equality

**Themes (*HGIOELC*)**
- Wellbeing
- Fulfilment of statutory duties
- Inclusion and equality

### Question 1
**How are we doing? What's working well for our learners? What are the features of effective practice in our school/ELC setting?**

h) Introduced termly Learning conversations that go home as part of pupil progression and wellbeing afternoons to engage in individual discussions/group discussions. A section on SHANARRI wellbeing indicators introduced to pupils on a wheel visual. Lessons planned around SHANARRI as part of the link to profiling to ensure pupils can discuss with more confidence. Teachers are aware of pupil's individual SHANARRI targets and how to help them feel more secure in each indicator with clear pathways for Early introduced term 4. Improved understanding of how to track SHANARRI by all teachers and pupils with clearer links to Form 1 for short term interventions and PEF PSA if required.

a) Encouraging an ethos of friendship in the school by promoting buddy relationships and the use of friendship bench in playground. PEF PSA focuses on targeted pupils at lunch time to encourage playground games that encourage pupils to participate in and develop friendships. Assemblies planned and lead by SMT or partners with a focus on promoting positive relationships with 'anti bullying theme', 'online safety', 'keeping yourself safe'. Positive Behaviour Protocols introduced with clear guidance on how to help adults working with pupils with ASN need help them make good decisions about their wellbeing. Development of a quiet room for soft starts/sensory breaks and partnership working with Sensatheraplay visits.

i) Introduced a clear pathway for planning in Health and Wellbeing

j) Whole school involvement in developing a BSGI Equality, Diversity and Inclusion Policy with a clear framework for BSGI introduced to help teachers with planning and guide assemblies.

k) SRE information session for parents and all P6 and P7 teachers working collaboratively and accessing partners to enhance the teaching of the SRE outcomes.

l) SIMD and FSM pupil data shared with teachers to help target planning as part of RAFA agenda, with data collected and analysed as part of INSET.

m) Positive working with parents with ASN with strategic GIRFEC meetings planned over the session

n) Opportunities for elaborated curricular afternoons with activities targeted to meet individual or group needs

o) INSET training for whole school sharing updated Child Protection Policy and introducing a BSGI Pastoral Care policy with clear guidelines on how BSGI meets statutory duties. All staff trained in Child Protection and clear guidance shared with FMA and canteen staff as well as sharing training dates with partners to the school.

p) Introduction of PECS as visuals and social stories for all PSA's when encouraging positive behavior responses from pupils.

q) Training for all staff – autism awareness, positive relationships and de-escalation has equipped and increased confidence, awareness of all staff in most areas when required.

### Question 2
**How do we know? What evidence do we have of positive impact on our learners?**

a) Targeted groups on 6 to 8 week rotation with PEF PSA evidenced on PEF PSA planning intervention. Evaluations collated termly and discussed with SMT. Learning conversations and wellbeing indicators are part of the profiling process. Learning conversation feedback and profiling audits with teachers at CAT and pupils with SMT

b) Buddy system in and out of school. Part of our HWB curriculum and Assemblies includes Anti-bullying and online safety awareness.

c) HWB pathway is now part of the planning process. Diversity, Equality and Inclusion Policy in place.

d) Increased awareness of pupils on low SIMD and FSM informing planning and attainment dialogue with SMT and collaborative stage partner planning and PEF PSA's.

e) Practice Lead attends Child Plan meetings

f) Appropriate curriculum for all learners. Good working relationships with parents of ASN.

g) Pastoral Care Policy introduced and beginning to embed.

**Question 3**
**What could we do now?  What actions would move us forward?**

a) **Celebrate language diversity with other countries as part of Rights Respecting Schools Agenda**
b) **Link to Learning for Sustainability Framework planning for BSGI next session**
c) **Develop first and second level interventions for SHANARRI wheel in profiling following the Early level plan developed by DHT as part of professional enquiry**
d) **Introduce Health day/ Week to raise profile with parents and partners**
e) **Whole school focus on Rights Respecting School agenda with teacher to lead as professional enquiry – to be delivered as part of CCR timetable**
f) **Embed the Equality , Diversity and Inclusion Framework in planning lessons**
g) **Audit how we ensure the curriculum develops and promotes equality and diversity and eliminates discrimination.**

| **What is your current evaluation of this QI using the *How good is our school? (4th edition)* and *How good is our early learning and childcare?* six-point scale?** | good |

## QI 3.2
## Raising attainment and achievement/
## Ensuring children's progress

**Themes (*HGIOS?4*)**
- Attainment in literacy and numeracy
- Attainment over time
- Overall quality of learners' achievement
- Equity for all learners

**Themes (*HGIOELC?*)**
- 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

**Question 1**

**How are we doing? What's working well for our learners? What are the features of effective practice in our school/ELC setting?**

b) Introduced interim and end of term/transition attainment tracking for all pupils. Used to inform planning and attainment meetings as well as transition meetings. Enhanced transition packages introduced for pupils with ASN with learner passports and social stories used when required. This ensures teacher more equipped to undertake continuous progress for pupils on IEPs and ensures more security for the learner as they transition to a new teacher.

c) Collegiate time allocated to track and monitor progression in writing at BSGI and to ensure agreed levels and quality of learner achievement. Also tracks picture of attainment over time with all stages working collaboratively to measure progress from P1-7.

d) Numeracy visits by SMT to audit and moderate 2.3, jotter sampling and pupil voice audited

e) Numeracy and Literacy – progressive frameworks introduced to ensure coverage of outcomes for learners

f) Literacy – enhanced oral language assessment to incorporate grammar framework for Gaelic with talking and listening outcomes. Tracking pupil's interim and end of session in Talking and listening taking into consideration all aspects and making interventions as appropriate.

g) Pupils who require a Form 1 are reviewed more regularly with strategies shared with parents to ensure parents are more informed regarding progression.

h) Equity – SIMD and FSM tracking of performance data collated as an end of session activity and shared at INSET in June. Teachers engaged in analysis of data. Clear gaps in Gaelic Talking and Listening identified for most of these pupils.

i) Tracking of Early Literacy embedded in Early Level with interventions planned and strategic following Emerging Literacy planning tools from local authority

j) Key Assessment Tasks audited and are moderated at CAT and with SMT.

k) Pupils are creating own targets and self-evaluating as part of ongoing profiling. Discussions take place at profiling afternoons on a weekly basis in every class. Feedback is audited for learners and profile of feedback highlighted to teachers as part of good learning and teaching during planning and attainment meetings and profiling audits.

l) Teachers are using tracking for Early Literacy, some teachers for Blackwell Spelling, key word planning and tracking as part of both reading/spelling/oral language progression, writing levels using baseline dates for targeted assessment times, mental math using learn its and some teachers using own assessment trackers for numeracy.

m) All teachers trained in MCNG. Teachers beginning to use SNSA to inform planning

n) Pupils encouraged to participate in events such as inter school competitions at local and national level

o) Achievements are tracked as part of 'Wow' moments in profiling and parents have engaged well with this, assemblies and assembly certificated, use of Gaelic Ambassador Club and dojo/twitter for sharing and celebrating information.

p) Pupils are tracking their own 'Latest and Best' pieces of work linked to their own individual targets.

**Question 2**

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

a) Analysis of data on spelling showed improvements of 2 years on spelling ages on a targeted group comparing INCA data to Blackwell spelling data

b) Increased pupil confidence when discussing targets and an ability to articulate targets and next steps evidenced in moderation audit, pupil voice audit and profiling audit

c) Cfe benchmarking data tracked for current P7 group from P4 shows progression and consistency for most pupils

d) Progression pathways in literacy and numeracy a guide as to where learners are in C for E and will impact on attainment.
e) Key Assessment Tasks in individual profiles shows Attainment over time.
f) Form 1 used to evaluate interventions and impact. PEF planner beginning to show interventions and impact.
g) Learners are making good progress from their prior levels of attainment.

**Question 3**
**What could we do now?  What actions would move us forward?**

a) **SMT to look at developing a a robust data spreadsheet for each year group which shows an overview of all attainment across curriculum and highlights other information about pupils such as SIMD, FSM, ASN level etc.**
b) **Introduce Maths diagnostics linked to tracking and moderation of attainment in numeracy as a collegiate process**
c) **Embed assessment framework and calendar for BSGI with hyperlinks to assessments when required.**
d) **Whole school approach to analysis of SNSA & MCNG data at key points of P1,4 and 7 to identify gaps and trends**

| | |
|---|---|
| **What is your current evaluation of this QI using the *How good is our school? (4th edition)* and *How good is our early learning and childcare?* six-point scale?** | good |

## KEY THEME from QI 2.2 Curriculum

**Theme 3 (*HGIOS?4*)**
- Learning pathways

**Theme 3 (*HGIOELC?*)**
- Learning and development pathways

**Question 1**
**How are we doing? What's working well for our learners? What are the features of effective practice in our school/ELC setting?**

a) Curriculum Rationale created. Pupil version of curriculum rationale created by pupil council and shared at INSET and with parent council.
b) Vision values and aims are embedded within the rationale. Progression pathways in Literacy, Numeracy and Health and Wellbeing introduced and all teachers engaging
c) New planning format introduced to ensure progression and improved links to profiling and key assessment improvement priority. Termly overview linked to new pathways with a link to vision values and aims
d) IDL planner introduced and linked to Key Assessment Tasks. Established links with partnership agencies. Contract outlining key aspects of BSGI curriculum shared with partners and partner voice audited.
e) Pupil learning conversations have allowed pupils to take ownership of own learning
f) Community links developed through projects such as Gaelic Community café and local visits.
g) DYW and Equality and Diversity frameworks collated by teachers to inform planning.

**Question 2**
**How do we know? What evidence do we have of positive impact on our learners?**

a) VVA's and curriculum rationale shared at INSET with all staff. Pupil Council were able to create a Pupil Vision of BSGI Curriculum Poster. The areas highlighted by classes were area's the school had been working on raising the profile of over the year and demonstrates a shared understanding.
b) Pupil Council created a Pupil Vision of BSGI Curriculum Poster. The areas highlighted by classes were area's the school had been working on raising the profile of over the year and demonstrates a shared understanding.
c) Teacher planning folders evidence the new planning formats and learning overviews.
d) Profiling of pupils evidences the above
e) BSGI Profiling Model outlines whole school agreement of what profiling looks like at BSGI and evidences curriculum experiences for all pupils and evidence of pupil target setting and learning conversations.
f) Partners support our curriculum through projects such as community café, after school clubs and parent partnerships.

**Question 3**
**What could we do now? What actions would move us forward?**

a) **Learning Pathways for Expressive Arts, Technology & RME.**
b) **Create a whole school 'Learning for Sustainability' Framework to demonstrate a shared understanding and vision for BSGI.**
c) **Increase the profile of 'creativity' during INSET training.**
d) **Audit teacher and pupil voice on 'choice' and how this looks in their classroom learning pathways**

**Question 1**

**How are we doing? What's working well for our learners? What are the features of effective practice in our school/ELC setting?**

a) Profiling has given the school a clear strategic framework for parental engagement in learning with a clear calendar
b) Profiling was audited in depth with a focus on parent engagement which was very high
c) Termly overviews outlining learning are shared with parents with guidance on how to engage with their children's learning by sharing what areas of the curriculum are being covered
d) Termly learning conversations are shared with parents to show how pupils and teachers are tracking pupils targets and their own self evaluations on their learning. Parents return is high with positive comments.
e) Termly open profile sessions and or learning cafes invite parents in to participate in lessons with their children leading learning, sharing profiles or showcasing their learning linked to a Key Assessment Task for that term.
f) Newsletters and frequent sharing of information by email / dojo with parents.
g) Clear partnership contract for parents working with after school clubs or as part of class room visits to enhance learner experiences that outlines vision values and aims and our curriculum focus.
h) Parent evening classes hosted at BSGI for parents to support Gaelic learning

**Question 2**

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

a) Parent feedback on learner conversations
b) High engagement on dojo posts both at class and school level.
c) High parent turn out at events for both community building and learning events
d) Profiling – learner conversations and parent feedback on learner conversations which go home termly
e) Pupil performance linked to learner engagement is shared with parents termly as part of termly learning conversations with parents engaging and commenting.
f) Termly parent engagement feedback is positive during open sessions for profiling
  Interim tracking and transition tracking is completed by all teachers.

**Question 3**

**What could we do now? What actions would move us forward?**

a) **Develop a parent Gaelic class with Senior EYP involvement to link activities for parents to language targets for Early Level.**

## ADDITIONAL QI 3.3

**This section is optional – schools are reminded to cycle through the remaining QIs as part of the self-evaluation process**

**Themes from *HGIOS?4* and *HGIOELC?* (complete as appropriate)**
- Increasing employability skills
- Skills for life learning and work

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**Question 1**
**How are we doing? What's working well for our learners? What are the features of effective practice in our school/ELC setting?**

a) Enhanced the profile of bi-lingualism as a strength for all pupils as part of vision values and aims.
b) Enhanced profile of Gaelic, having an extra language, as a super power and linked to super hero theme of Gaelic Ambassador.
c) Another teacher completed French training with local authority
d) L3 is progressive at BSGI and all pupils P4-7 experiencing French in their learning
e) Linked to DYW and how this benefits them as part of their profiling and learning conversations
f) Community Café with focus on Gaelic introduced and a allowed a context for showcasing what BSGI curriculum through the medium of Gaelic looks like for our community
g) Introduced Gaisgich Og na Gaidhlig as part of celebrating achievements in ELC and raised profile.
h) Introduced DYW skills on Key assessment task to help raise teacher awareness of skills
i) INSET – teachers created a DYW framework specific to BSGI with a focus on what outcomes BSGI covers in depth as part of our current curricular pathways and rational design.
j) High level partnership engagement with parents for afterschool clubs based at BSGI after school with links to celebrating success as part of profiling
k) Most teachers are embedding digital learning as part of the introduction of Chromebooks, increasing their awareness of technology and how to use to enhance learning, not just for research purposes.
l) Assemblies focused on making informed choices when online with pathways introduced for all levels as part of curriculum planning and an internet safety day planned by all teachers for all pupils.

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**Question 2**
**How do we know? What evidence do we have of positive impact on our learners?**

a) Progressive planning of French from P4-7
b) Pupils are enthusiastic learners of French
c) Pupils are able to communicate the positives of bi-lingualism when giving feedback
d) ASG feedback that pupils undertaking French are confident in S1 and S2 and positive impact of second language immersion on their attainment in French.

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**Question 3**
**What could we do now? What actions would move us forward?**

a) **Introduce French through songs in P1-3**
b) **Make clearer links to DYW framework and creativity in learning pathways with a focus on this area in INSET. Address gender balance as part of DYW.**
c) **Explore and develop teacher confidence in digital technology using chrome books and links to creativity and employability**
d) **Giglets training at INSET.**
e) **Make links between digital skills and creativity skills to learning conversations as part of ongoing pupil profiling**

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| What is your current evaluation of this QI using the *How good is our school? (4th edition)* and *How good is our early learning and childcare?* six-point scale? | **satisfactory** |
|---|---|