

ROSEBURN PRIMARY SCHOOL

Standards and Quality Report
Session 2018/19



How Good is our School?

Context of the School

At Roseburn School we believe that children thrive in an environment in which they are happy, challenged and secure. Our aspirations for our children are summed up in our school motto, "Dream, Believe, Achieve".

Roseburn School provides a safe, nurturing and caring environment in which we aim for all pupils to achieve their full potential and to have the confidence and skills to meet the challenges of the future.

Our school curriculum is underpinned by our Roseburn values of kindness, perseverance, respect, responsibility and ambition.

We have a dedicated and supportive staff who work very hard to provide the best opportunities for all our pupils in a safe and happy school environment.

Roseburn School is a non-denominational primary school, built in 1894, which serves the Roseburn and Murrayfield areas of Edinburgh. The school has strong links with the local community, businesses and sports clubs in the area. The school roll is 278, the nursery class operates 1140 hours with provision for 30 full time children. Attendance data remains consistent, at around 96.3%.

Children transfer to Craigmount High School and the associated Cluster primaries are Corstorphine, East Craigs, Fox Covert and Hillwood.

The Senior Leadership Team this session consists of a Head Teacher (who has been in post since September 2018) two Principal Teachers, and a part-time Business Manager.

For 2018-19 the teaching complement comprised 13 full-time equivalents including the Head Teacher and an Additional Support for Learning teacher of 0.55 FTE. In addition, there was a teacher of Art, Dance and German of 0.6 FTE. There was one visiting English as an Additional Language teacher, for an afternoon each week, and a teacher for string instruments. The school has a range of after school and lunch time clubs including: Code Club, Chanter, Choir, Drama, Football, Multi Sports, Rugby, Cricket, Chess, Netball, Highland Dancing and Dance.

Staff changes have been significant this session, two class teachers left for planned career breaks and the nursery teacher left in February to return to class teaching. Unsuccessful recruitment has impacted replacing the nursery teacher. Nursery staff were supported by the HT, PT and Early Years QIEO to ensure progress with action plan priorities arising from Care Inspectorate Inspection in January 2019 progressed. Additional nursery staff were employed to progress engagement in 1140 hours. Three additional Pupil Support Assistants were employed to support learners with additional support needs.

Breakfast Club and an After-School Club is provided by Oscars. The club is parent owned and directed and overseen by Oscars.

For further information please access our school website. <https://roseburnprimary.co.uk/>

Capacity for Continuous Improvement

Pupils, parents and staff have a shared understanding of Roseburn's vision, aims and values and are committed to ensuring we achieve the best possible outcomes for all learners. Our

School Improvement Plan identifies the priority areas for us to work on next session and staff continue to demonstrate their commitment to collaborative working and to distributed leadership. We are increasingly advised by performance data, such as pupil attainment data, so we can see clearly 'what' we need to improve. We will continue to work in partnership with parents, health professionals, and others to 'get it right' for every child. Roseburn School Parent Partnership and Parent Teacher Association work in partnership with the school are very supportive.

Leadership of Change

Themes

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

Our Illustration

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

What have we done:

- Staff, pupils and parents have formulated a vision, set of values and aims for our school. All staff work well to implement these. We have a collegiate approach to building the curriculum and profile of our school and almost all staff take on additional leadership roles. All staff engage in informative professional dialogue as a valuable platform to take the work of the school forward.
- The Pupil Council created a short film on the school's vision and values. This was shared with the school community at assemblies, in class and on our website. We promote our Roseburn Values and what these mean to children's lives at learning events, assemblies and wider community celebrations.

The Impact:

- Recent surveys identified almost all stakeholders have a very good understanding of the school's vision and values. Almost all stakeholders commented the positive relationships in school were based on a shared vision, values and a respect for learning. Almost all parents shared the school encouraged children to treat each other with respect.
- Almost all staff are confident to initiate and implement change, and work together effectively to sustain the inclusive values of the school. All staff (100%) shared they enjoyed working at Roseburn.
- All staff demonstrate a commitment to the vision and values and have a shared understanding of how they impact positively on children's learning.
- Almost all staff understand the school's social, cultural and economic context and recognise factors that impact on children's attainment and achievement. SLT team endeavour to ensure all staff have a detailed knowledge of individual children, their families and the local community context.

Strategic planning for continuous improvement

What have we done:

- A culture of learning and sharing practice with colleagues has been created. Almost all staff engaged in opportunities for professional learning. All teachers are members of RACI teams, lead specific aspects of our school improvement and engage in self-evaluation based on HIGIOS.
- As part of our Cluster priority, two teachers engaged in the OSIRIS teaching programme, focussing on high quality learning and teaching pedagogy.
- We have implemented whole school improvements in using practical maths resources, and approaches to the teaching of number and maths was introduced and led by RACI maths team and PT.

The Impact:

- All stakeholders are involved in reviewing the School Improvement Plan through a range of evaluation methods.
- Pupil voice is a strong feature of Roseburn's approaches to self-evaluation. The Pupil Council engaged in self-evaluation with How Good is Our School challenge questions with the Head Teacher, and initiated changes to the House points system, Stars of the Week and House colour t-shirts.
- Learners also have had the opportunity to be Junior Road Safety Officers, House Captains, Assembly Tech support, Wild Life Rangers, Eco Reps, Rights Respecters and Digital Leaders.
- The OSIRIS training impacted successfully on both practitioners' levels of confidence and quality of delivery of numeracy teaching (teachers 'own reflections and observations as monitoring SLT visits to classes) resulting in improved levels of pupil engagement (Leuven scale). This success will be followed up by sharing key learning at learning and teaching meetings and two other teachers have indicated they would like to be OSIRIS trained.
- Almost all learners at HT Bonus Ball sessions, shared they used practical number resources in a variety of activities. This supported understanding and enjoyment in number.

Implementing Improvement and Change

What have we done:

- Staff at all levels demonstrate an increased commitment to implementing change which promotes equality and social justice. This has been achieved through engagement with RACI groups (to lead areas of school improvement), and collegiate working.
- Regular opportunities are planned for within the collegiate calendar to ensure time for practitioners to reflect on their practice with colleagues.
- Regular tracking and monitoring meetings are held (3x yearly) between CT, SLT and SFL.
- A majority of children undertook leadership roles relating to school improvement. P7 buddies to support transition from nursery to school, and a few children joined the leadership team to periodically review the learning environment.

The Impact:

- All teachers have a leadership role across the school and are involved in taking forward school improvement priorities. Engaging with practitioner enquiry to review and refresh pedagogical practice would be beneficial.
- All staff are engaged in CLPL, reflect on and develop practice to achieve best possible outcome for all learners.
- Almost all staff have a greater understanding of, for example, the need to improve children's literacy and numeracy skills, and most are using pedagogy more consistently.
- Overall, the changes pursued by the school are having a positive impact on the children.
- Improvement planning and priorities are evaluated regularly and progress tracked systematically. Self-evaluation is based on a growing range of robust evidence.
- All staff have engaged with HGIOS4? Quality Indicators and professional dialogue using challenge questions to inform self-evaluations and improvement planning.

Next Steps

These will form priorities for your improvement plan for 2019-22

- To create a school improvement parent group, and with the Pupil Council provide a forum for discussing and incorporating their views on school improvement.
- Engage all teachers in a lesson study approach focussing on continuing to develop teaching and learning approaches in numeracy (time will be allocated for this).
- Identify time and themes for Learning and Teaching sessions; sharing pedagogy delivered by OSIRIS trained teachers, and engage with Edinburgh Learns Teachmeets.

- Identify two teachers to engage in Shirley Clarke's Practitioner Enquiry training.
- Extend membership of RACI groups to include PSAs, Early Years Practitioners and wider support staff.
- Establish agreed vision via a Graffiti Wall of 'what good learning and teaching looks like' at Roseburn School.
- The Pupil Council requested and will create Roseburn Values certificates to continue promoting values with all.

Learning, Teaching and Assessment

Themes

- Learning and Engagement, including use of digital technologies
- Quality of Teaching
- Effective use of Assessment
- Planning, Tracking & Monitoring

Our Illustration

Learning and Engagement, including use of digital technologies

What have we done:

- Roseburn is a positive learning environment where children are safe, cared for and motivated to learn. This has been enhanced this session through our work on Rights Respecting Schools.
- We created and shared our Roseburn 'Leuven Scale' of engagement, with the children parents, displayed in classes and promoted at assemblies.
- We introduced Pupil Voice Groups (PVGs) across p1-7 to increase learner participation and engagement in leading aspects of school improvement and community engagement.
- We have embedded Accelerated Reading from p4-p7 and introduced spelling tutor for targeted learners.

The Impact

- Recent surveys show most children (88%) said they feel safe and cared for at school.
- Parent questionnaires show almost all parents (97%) stated their child was safe at school.
- Observations using our Roseburn Leuven scale of learners in class, assemblies and Pupil Voice Groups evidenced an increase in learner engagement.
- All pupils p1-7 are members of Pupil Voice Groups. Membership is based on pupils' choice. Most learners shared at HT Bonus ball sessions that being a member of a Pupil Voice Group helped them develop skills to impact changes e.g. the Health Group completed progressed identified next steps from their audit and are applying for Gold Sport Scotland Award. There is greater staff engagement and professional development through personalised focus for their team linked to an area of professional interest or development targets.
- Almost all children in HT Bonus ball discussions shared they enjoyed Pupil Voice Groups and would like them more regularly
- All staff have engaged with UNCRC; achieving Bronze Committed Rights Respecting.
- Continued engagement with Accelerated Reading and paired reading has positively impacted achievement in reading for learners; recent assessments showed 43% in p7 52% in p6, 12% in p5 and 33% in p4 had improved their standardised scores by 5 or more.
- P6 have had access to 1 to 2 iPads which they have used regularly to access AR reading Spelling Tutor and Sumdog during soft starts. Their results have significantly improved (SS >5) with this daily practice.

Quality of Teaching

What have we done:

- We are developing a collegiate and consistent approach to the teaching of numeracy. Almost all staff have received and engaged with SEAL, Number Counts, Numicon and Singapore Bar method training to support teaching of number. Additional maths resources were purchased to support this.
- RACI Maths group created Roseburn Counts to raise attainment and develop consistent approaches to learning and teaching in number.
- Leckie and Leckie Maths textbooks purchased and piloted. They link to Benchmarks and involve preassessment and challenge activities.
- Our early years teacher developed simplified version of SEAL for early years staff.
- Some staff engaged in opportunities to share numeracy/maths practice through visits to other schools and at learning and teaching meetings.
- HT sharing practice visits to classes focused on teaching numeracy and maths, feedback
- Two teachers successfully completed OSIRIS Training and shared key learning collegiately to enhance practice.
- All teachers engaged in CLPL on Talk for Writing. This was a focus for shared peer practice. Teachers engaged in professional reading and additional CLPL to develop confidence in writing strategies, approaches and create resources.
- An additional 30 iPads were purchased, the PTA provided funding for 15.

The Impact:

- Classroom visits by HT and peer visits have shown staff are confident to try new strategies from training, work collegiately to discuss and further develop their practice.
- Most teachers have an improved awareness of engagement 'flow' of learning.
- In HT Bonus Ball almost all learners shared they used practical maths resources, and were taught a variety of approaches to support learning in maths and stated this was beneficial.
- Almost all staff have engaged in using maths approaches shared in CLPL, and almost all regularly use the new maths resources.
- The majority of staff shared in a recent learning and teaching meeting their increased understanding of numeracy has enabled them to utilise maths resources more effectively in their teaching.
- At HT Bonus Ball the majority of learners shared they enjoyed and were more engaged in their writing tasks because of the Talk for Writing approach. and they were more engagement with writing tasks and learner confidence in writing a variety of genres
- Shared class practice feedback identified in almost all classes more variety of writing genres were experienced, and in some classes, there was an improvement in quality of writing.
- At a learning and teaching meetings some teachers shared their confidence in the teaching of writing had improved.
- In most maths lessons observed iPads were used to develop the learning.

Effective use of Assessment

What have we done:

- All teachers have engaged in regular, well-planned moderation activities with each other and with Cluster schools. This focused on developing shared expectations of standards to be achieved in numeracy to support an increase in teachers' confidence in making professional judgements about learner' progress. All teachers also engaged in Cluster moderation of writing

- We use a variety of assessment approaches and use the information gathered to inform our next steps for learners and identify where interventions are required. Our quality assurance calendar ensures a wide range of evidence is collected. This is built upon during professional dialogue meetings with the teachers where we will discuss progress within the class and ongoing interventions and their impact

The Impact:

- There is a strategic and consistent approach to the assessment of literacy and numeracy.
- All teaching staff create termly planned assessments using the Benchmarks to ensure assessment opportunities are planned for as part of ongoing learning and teaching.
- Almost all teaching staff report that they are clear about the range of assessment evidence which should be considered when making judgements about pupils' attainment levels.
- In a recent survey, teachers (92%) shared they had regular planned learning conversations with learners, and learners (80%) shared their teacher talked to them about their learning.
- These activities, along with the use of the planned assessments and Benchmarks, have enabled staff to develop an understanding of national standards and arrive at reliable professional judgements.
- Teachers use a range of formative and summative assessment strategies to evaluate children's learning and plan the next steps. This provides robust and valuable evidence of learners' attainment.
- The majority of learners can use appropriate vocabulary to describe their strengths and next steps in learning in Literacy and Numeracy.

Planning, Tracking & Monitoring

What have we done:

- We have further developed the tracking arrangements we have in place for Literacy and Numeracy, and ASN. These are updated regularly, closely monitored and discussed termly. They are used to identify learners at risk, target support, evaluate our interventions and ensure a focus on equity and success for all learners.
- Staff plan collaboratively to ensure lessons are engaging and effectively resourced. Planning has been reviewed to ensure workload is proportionate and tackles bureaucracy. Planning and tracking meetings provide an opportunity for class teachers and the leadership team to discuss strategies, interventions and next steps for all pupils particularly those requiring challenge or support. Staff are sufficiently aware of which children face challenges and provide additional support. Pupil support assistants are timetabled very effectively providing a balance of direct support to individual pupils and wider support for learning

The Impact:

- Tracked learner progress in Accelerated Reading ensured learners are reading at an appropriate level.
- Recent assessments of numeracy interventions; 6-minute SEAL, concrete materials, Leckie & Leckie and Power of 2, identified 6% in p5, 62% in p6 and 45% in p7 had improved their standardised scores by 5 or more.
- At tracking and attainment meetings, teachers demonstrate they have a clear focus on improving outcomes for learners and engage regularly in learning conversations with colleagues, pupils and parents.

- All staff are engaging fully with data for their pupils to inform next steps in learning and support effective transitions. This will ensure continuity and progression for all learners.
- Additional planning and monitoring is in place for almost all learners who experience additional challenges such as, looked after children and those experiencing disadvantages.

Next Steps

- Introduce and use Roseburn Counts in all classes.
- Form House Community Learning Teams, using Global Goals as a focus and include nursery pupils where possible
- Continue to develop confidence and consistency in using Talk for Writing approach as part of the Edinburgh Writing Strategy.
- Whole school focus on consistency in spelling, handwriting and presentation in jotters as part of the Edinburgh Writing Strategy.
- Engage all teaching staff in a lesson study approach (supported by Edinburgh Learns).
- Staff to engage in the analysis and evaluation of data and develop an increased understanding to enhance their planning and support an understanding of current local and national agendas for achieving excellence and equity.
- Revisit and focus on consistent approaches to feedback; teachers to take greater account of the extent to which feedback is enabling children to form a clear understanding of their next steps in learning.

Ensuring Wellbeing, Equality and Inclusion

Themes

- Wellbeing
- Fulfilment of Statutory Duties, including presumption of ASN for Looked After, unless assessed to the contrary, and specific arrangements for support to improve outcomes
- Inclusion and Equality

Our Illustration

Wellbeing

What have we done:

- Our school values and vision statement include a focus on promoting wellbeing, fairness and respect for others with a strong commitment to children's rights. Strong positive relationships are evident between staff, children, parents and partner agencies. Individuals are valued, encouraged and respected.
- We have completed Year 2 of Building Resilience, embedding toolkit strategies, sharing key messages, themes and family learning each term.
- We have updated our Positive Behaviour policy through consultation with stakeholders and staff have engaged in Restorative Practice Training.
- All staff have completed annual update of Child protection training and GIRFEC principles ensuring a clear protocol is in place in order to meet individual needs.
- We celebrate both academic and 'life skills' e.g. kindness through assemblies, class dojos, Hot Chocolate Friday, Head Teacher awards and Star Awards, JASS Programme in p6,7 and S1 and John Muir Award in p5.
- We monitor and record children's health and wellbeing in the form of notes of concern. Links are made to the Wellbeing Indicators (SHANARRI) and discussed at termly tracking meetings.

The Impact:

- Staff at Roseburn have a good knowledge of learners, their families and the local community. The school strives to ensure all are treated with respect and there are clear procedures in place to support pupils. Pupils have access to universal supports and there is a clear staged procedure in place with regard to targeted support.
- All staff and partners model behaviour which promotes and supports the wellbeing of all and are responsive to the wellbeing of each individual child and colleague.
- Most children have a good understanding of and are developing their resilience and are beginning to use the Building Resilience Toolkit strategies more effectively.
- Most children engage in restorative approaches and are beginning to use self-regulation strategies a recent survey showed an improvement when compared with the previous year from 65% to 79% in the question '*I can calm myself down if I get angry*'.
- Children are confident that issues which impact on their relationships with others will be dealt with effectively.

- Almost all children could recall key messages related to making choices that support their wellbeing at HT Bonus ball meetings.
- Most children have a good understanding of health issues and are familiar with the language of the wellbeing indicators.
- Almost all children said in a recent survey, they feel safe and cared for in school. at HT Bonus Ball almost all children could identify who they would talk to if they had concerns.

Fulfilment of Statutory Duties, including presumption of ASN for Looked After, unless assessed to the contrary, and specific arrangements for support to improve outcomes

What have we done:

- The Additional Support for Learning team works in close partnership with teachers to identify and provide a range of additional support for children and staff. This includes regular consultation about planning to meet children's needs, assessment of needs, and the provision of additional resources and training. Children receive additional support in their own class from pupil support assistants (PSAs) and the Additional Support for Learning teacher (ASL). In addition, a small number of children receive direct support for their learning individually and in groups outwith their classroom from the ASL team.
- All staff engage in supportive conversations with colleagues, ASL professionals and external professionals to meet the needs of our ASN children.
- PSAs support children very well in class, and through a range of specific skills programmes. They have benefitted from a range training to help them support children.
- We updated our Child Protection Policy in consultation with all stakeholders to reflect guidance from CEC and take account of legislative frameworks relating to equality and inclusion.
- We address factors impacting on children's learning, and their ability to achieve and socialise through supported through partnership working.
- PSAs trained in Social Thinking, sensory play, Talk and Move, Social Partner work,
- CPMs are held at appropriate times of the year to ensure support and smooth transitions for learners. All stakeholders have the opportunity to be involved and receive feedback

Impact:

- The senior leadership team is familiar with the legislation underpinning the identification of children's additional support needs.
- Staff demonstrate a commitment to engaging with professional learning opportunities to support their understanding of health and wellbeing. Recent training on how to use Restorative approaches is beginning to impact positively.
- Supported through partnership working, the school is addressing factors impacting on children's learning, and their ability to achieve and socialise.
- For children with additional support needs we have robust plans in place to support them. Families, children and partners are fully involved in this process. We are aware of children who may be affected by social deprivation and poverty and are taking steps to address this. We track progress of individual groups of children carefully.

Inclusion and Equality

What have we done:

- Our inclusive environment ensures learners have equal opportunities to learn and participate in wider activities. Our work on Right Respecting Schools is developing an understanding of children's rights promoting a good understanding of equality and diversity. We continue to develop strategies, including a plan for the Pupil Equity Fund,

[Edinburgh Learns: Standards and Quality Reporting and School Improvement Planning](#)

to ensure that there are improvements to attainment and achievement for children and families facing a range of challenges.

The Impact:

- Vulnerable children's needs are identified early and we implement effective learning programmes to address inequalities.
- We have planning in place to support ASN children and parents are involved in the process at all stages
- All staff show commitment to the development and wellbeing of learners as individuals.
- Staff demonstrate their commitment to ensuring wellbeing and inclusion. For example, they have increased their knowledge and understanding of factors which underpin wellbeing through attending courses and professional reading and dialogue.
- Important information about children's health and wellbeing is shared appropriately and is being used effectively to plan positive outcomes for children.
- Enhanced transition and a programme of planned events support children and families at key transition times.

Next Steps

- Whole school Nurture audit and training.
- PT will be trained in Nurture Network training and accreditation and lead staff sessions on nurture approaches.
- Develop and resource a Nurture Base using Pupil Equity Funding (PEF).
- All staff to attend sessions with Hive of Wellbeing.
- As part of our work to improve the health and wellbeing of all children we will introduce and personalise the Healthy Schools programme of study as well as adding Emotion Works into our health promoting approaches
- Revisit the CIRCLE document and ensure all classrooms are inclusive.
- With stakeholder's, revisit and update Positive Behaviour Policy in line with current CEC guidance in Relationships, Learning and Behaviour policy.
- Update Equalities Policy in line with current guidance.
- Teacher dedicated to developing PE and teaching p3 to 7 classes.

Raising Attainment and Achievement

Themes

- Attainment in Literacy and Numeracy
- Attainment over time
- Overall Quality of learners' achievement
- Equity for all learners, including specific reference to Looked After children and other Equity cohorts

Our Illustration

Attainment in Literacy and Numeracy

What have we done:

- Standardised assessments are carried out with all year groups. We use the data, teacher judgement and professional discussions to identify trends, progress and learners in the top 20% and the bottom 20%.
- We have uplevelled our tracking system to ensure pupils are tracked at an individual level in Literacy and Numeracy, Health and Wellbeing. Staff meet regularly with ASL throughout the session to evaluate the impact of teaching and learning approaches, to identify individual pupils requiring support and to plan appropriate interventions e.g. Read, Write Inc, Spelling Tutor, Power of Two, 6-minute SEAL groups and paired reading. PSAs are deployed effectively to help remove barriers to learning and ensuring equity for all.
- The majority of children at all levels are making satisfactory progress in their learning in all aspects of literacy and numeracy. Across the school a majority of children are attaining appropriate curriculum for excellence levels.
- Whole School data is shared biannually with staff in order to ensure they have awareness of trends in attainment and can input to plan future interventions/priorities for improvements.
- Appropriate supports are put in place based on attainment conversations. Expertise is sought from ASN/partner agencies to select appropriate intervention.

The Impact:

- Tracking meetings demonstrate that most class teachers are more responsive to individual learners' needs and initiating planning to meet these needs at an earlier stage. Most teachers are developing increased confidence in using a range of assessment data including benchmarks to support their judgements about pupil progress.
- The majority of pupils are attaining appropriate levels for their age.
- Most children are making progress regardless of SIMD level.

Attainment over time

What have we done:

- We have improved our overall arrangements for tracking individual learners' attainment over time; through regular attainment and tracking meetings led by SLT at key points throughout the year. This is aimed at supporting staff in making effective use of assessments, and developing their shared understanding of standards, to make confident professional judgements about pupils' progress and attainment levels.

- Moderation activity has focused on Numeracy at Cluster level where colleagues have engaged in professional dialogue, shared planned learning experiences and assessment opportunities linked to benchmarks and created posters to support professional judgement of a level engaged with Benchmarks.

The Impact:

- Almost all staff have reported increased confidence in planning learning in numeracy and assessing using the associated benchmarks. Almost all demonstrated a much higher degree of confidence in making judgements about pupils' attainment levels.
- Almost all teachers have a clear focus on improving outcomes for learners and engage regularly in learning conversations with colleagues, pupils and parents.

Overall Quality of learners' achievement

What have we done:

- We have created a simple tracking system to enable teachers to track learners' engagement in wider achievement opportunities over the session. This is used to identify learners where there is a lack of engagement with a particular focus on disadvantaged pupils.

The Impact:

- Across the school, learners are achieving well in a range of contexts including sporting festivals, musical and poetry performances, volunteering for roles within the school. Our achievements in Sporting Events, Art Competitions, and Charity Fundraising are particularly noteworthy.
- We have secured enhanced funding to support some learners with the Outdoor Learning camp experience at Lagganlia.
- We support learners who face particular challenges in their lives, or who face barriers to learning. Most are making some progress in literacy and numeracy from their previous levels of attainment. We use PEF to support attendance costs of at after school clubs to facilitate regular attendance for identified learners. Active Schools Clubs free.
- A wider range of opportunities for wider achievement are now on offer including those involving active citizenship and outdoor learning. A recent pupil survey demonstrated an increased number of pupils understanding of the value of wider participation on their own achievement and progress and valuing the wider range on offer. 69% of pupils reported that they were now encouraged to take part in after school activities representing a 5% increase from previous year.

Equity for all learners, including specific reference to Looked After children and other Equity cohort

What have we done:

- We have analysed our attainment gap and although not poverty related we have identified learners living in SIMD1/2 and a number of others known to be living in poverty. We focus on planning interventions to address any gaps identified. Interventions are continually evaluated for impact on learner's progress and attainment in order to take further action where needed. All staff contribute to the information held in the profiles for each learner and these are discussed at our well established termly tracking attainment meetings.

The Impact:

- All staff now have a deeper understanding of the impact of poverty on pupil health and well-being and attainment.

- Teachers can track the impact of individual learners' barriers to attainment in a much more responsive way.

Next Steps

- Continue to embed the tracking system and build all class teachers confidence in using a range of assessment data including benchmarks to assess pupils' progress.
- Cluster moderation will focus on writing and 1+2 Modern Languages across the curriculum.
- Create further opportunities for pupils within the school to develop their skills for learning, life and work. Map out the skills being developed through participation in activities, ensuring progression and relevance to the Career Education Standards where appropriate.
- Ensure that all pupils are provided with ongoing opportunities for participation in active citizenship by extending the number of school active citizenship groups and providing all staff with an opportunity to lead a group.
- Engage with the Edinburgh Nurture Framework (Educational Psychologist).
- Engage with professional learning programmes based on local, national and international research to build staff capacity in early intervention in literacy, numeracy and mental health, particularly within the context of poverty.
- 1 in 5 trainer (teacher) to identify ways to poverty proof the cost of the school day.

Partnerships

Themes

- The development and promotion of partnerships
- Collaborative learning and improvement
- Impact on learners

Our Illustration

The development and promotion of partnerships

What have we done:

- We have established a successful relationship with a wide range of partnerships throughout the local community.
- Our very successful Art Exhibition weekend brought our school community together with Barnardos Family Centre at HM Edinburgh Prison and Murrayfield Parish Church community, to raise over £4000 to improve the Family centre.
- The Roseburn Weekly and updates on the website and Twitter includes information about events in the local community are produced by the school.
- Active Schools Coordinator, PT and Health Group planned a successful Health Week involving links with local Sports groups for judo, Gaelic football, cricket, tennis, rugby, swimming and indoor bowling. Coaching and Sports Therapy students from Edinburgh College supported the week as did Pizza Express, Wagamama, Sheraton And Waldorf Astoria. We have developed a business link with Sainsburys who enabled Share a Joke Week and a Healthy Big Breakfast Picnic.
- A Maths Pupil Voice Group have been working with Edinburgh Rugby to create real life maths problems which are being published for other classes to try out at Murrayfield.
- All classes have invited parents in to share learning on a range of topics including Europe, coding, WW2 and Wildlife Rangers

Impact

- Feedback from all partner organisations indicates strong and effective relationships with the school.
- All partners involved in the Art Show shared the ethos, community spirit and children's artwork would have a lasting impact on them. The whole school community demonstrated a shared understanding of working together to improve the lives of others.
- Positive partnerships have enhanced outcomes for children. For example, the collaborative work with Earth Calling has developed children's understanding of sustainability and children have benefitted from the impressive and imaginative renovation of the school grounds and the 'Water of Leith'.

Collaborative learning and improvement

What have we done

- The Roseburn Parent Partnership and Parent Staff Association play a very active part in the life of the school and support the school through providing extra funding, and supporting and organising events such as the Spring Fair, Cheese and Wine and the. The

provision of funds for iPads, and time for recorder and choir club are examples of where parents have given extremely effective support to the school.

- We have provided a Maths Market Place each term focusing on a maths process using concrete materials. Children from each class presented learning with practical resources and shared a supporting leaflet.
- Teachers led reading workshops on key themes for parents, detailing the learning and the teaching involved at different stages.

The Impact:

- Enhanced partnerships with parents through sharing learning sessions in classes, regular workshops and information evenings. Parents are more able to engage actively in learning with their children in a supportive and constructive way.
- In a recent survey, almost all parents think the school is very well led and managed. Almost all parents feel comfortable approaching the school. Almost all parents feel staff really know their child as an individual and that staff treat their child with respect.
- Almost all parents attending learning events shared they were very informative and would support learning with their child. Feedback from all parents at our recent p1 Transition event identified the Roseburn Weekly as a very good way to keep them informed and share learning.

Impact on learners

What have we done:

- Through effective partnership working we have improved our learning provision; Paired Reading and partnerships with Supermarkets in our local community, secured positive impacts for children, young people and families in our community.
- Our partnerships with the community have increased parental involvement in their children's learning. Their involvement has a positive impact on raising attainment and achievement particularly in literacy and numeracy.

The Impact:

- Learners have experienced workplace environments and are beginning to develop skills for learning life and work.
- Paired reading in the community has significantly raised attainment in reading for targeted learners by >5 (SS).
- Increased parental engagement at events where their children were sharing learning.

Next Steps

- Evaluating the impact of partnerships on learners and develop a more strategic overview.
- Implement parent engagement strategy; through parent focus group.
- Engage all classes with Virgin Money and PTA to develop DYW skills through enterprise.
- Engage with 'Edinburgh Learns Parental Engagement Document'; to support a review of Sharing Learning Sessions.
- Through our House Teams, create opportunities for learners to develop their skills for learning, life and work. Examples of such opportunities across the school would include enterprising events, running a Café and a zero-waste campaign.
- Engage with action plan for Food for Thought and develop our links with Janet Beard at RHET.
- Nursery to form links with Dementia group.

Equity and Best Value

Pupil Equity Fund

Information about the approaches taken to improve outcomes for targeted children.

- PEF money allocated had has a positive impact on the work of the school in general and is beginning to make a difference; particularly targeted children.
- Further development of the Sensory room and refurbishment of p1 class.
- Funding(supply) for PT (Early Years) to focus on developing play-based learning approaches in nursery and p1.
- Weekly Homework club sessions with 2 x PSA after school for targeted learners.
- Purchase of literacy and numeracy resources to raise attainment and support planned interventions; maths-Talk for Writing, Power of Two, Leckie and Leckie, Spelling Tutor app Accelerated Reading p4-p7.
- Improving quality of teaching: cover and training cost to support OSIRIS training for two teachers.

Information about the impact

- Assessment data shows that for all targeted children there is an improvement in their number and/or reading/comprehension age.
- The majority of learners show steady improvement in STAR tests.
- Learners are reading books at the correct level and data from STAR test informs planning.
- We are beginning to close the attainment gap for some of our targeted children, particularly in Primary 2 and Primary 6.
- Analysis of refurbishment/sound proofing and improvements to the p1 learning environment to date are incomplete. Early indications are the improved learning environment promotes increased learner engagement.

Statement about Exceptional Spend

- Staff changes, unsuccessful recruitment and unavailability of supply staff impacted progress with play-based learning.
- Late submission of invoices for OSIRIS training and Talk for Writing sessions.

FOR SESSION 2018-19, THE PUPIL EQUITY FUND HAS TOTALLED £25,889.99

THIS INCLUDED A CARRY-FORWARD OF £11,841.21 FROM THE PREVIOUS SESSION OF WHICH £16,198.82 HAS NOW BEEN SPENT.

THERE IS A CURRENT CARRY-FORWARD OF £9,691 TO SESSION 2019-20.

THIS SPEND IS DEEMED EXCEPTIONAL AND THE PLANS FOR THIS SPEND ARE OUTLINED IN THE SCHOOL IMPROVEMENT PLAN FOR 2019-20 AND CODED GREEN.

Best Value

Information about the processes for managing finance, such as School Fund Committee: membership and quality assurance of these processes.

- The SLT meet fortnightly and the BM shares updates on the school fund and finances are always on the agenda.

Information about approaches to Poverty Proofing the School Day, including One in Five Training

- Significant staff changes have impacted collective staff expertise. One teacher has now been trained as a 1 in 5 Trainer to ensure sustainability. We plan to review the cost of the school day.

Information about use of PEF Framework or Waivers to comply with statutory procurement regulations

- HT has engaged with *Edinburgh Learns; Equity, EEF framework, 1 in 5, Supporting Parents and Carers in Edinburgh 2017-20* and key CEC guidance to share key messages with all staff and support equity in learning.

Use of resources including digital resources, and equity of access

- Refresh is due September 19. Additional funding is ring fenced to support increased numbers of digital resources: 360 laptops to create two sets of laptops in a box for 1:2 device use in classes. An additional 30 iPads were purchased this session.

Overall statement about impact of financial spending in relation to meeting objectives, e.g. value for money

- Early analysis shows Reading and Maths initiatives are improving attainment for targeted learners in p5-7. 1:1, support for targeted learners has raised attainment >5(SS).
- Sensory room and sensory circuits have successfully impacted learners with high levels of anxiety and is regularly used by learners with ASD, and SEBN.
- The full impact of OSIRIS training will begin to be evidenced next session.
- Teacher confidence and staff changes have impacted progress with Talk for Writing.
- Purchase of literacy and numeracy resources to raise attainment and support planned interventions; maths-Talk for Writing, Power of Two, Leckie and Leckie, Spelling Tutor app Accelerated Reading p4-p7.
- OSIRIS training for two teachers, supply required for cover.

Information about the impact

- Assessment data shows that for all targeted children there is an improvement in their number and/or reading/comprehension age.
- The majority of learners show steady improvement in STAR tests.
- Learners are reading books at the correct level and data from STAR test informs planning.
- We are beginning to close the attainment gap for some of our targeted children, particularly in Primary 2 and Primary 6.

Quality Indicator Grades

| | School | Nursery | HMI/Care Inspectorate (January 2018) |
|---|--------|---------|--------------------------------------|
| Leadership of Change | 4 | 4 | 4 |
| Learning, Teaching & Assessment | 4 | 4 | 4 |
| Wellbeing, Equality & Inclusion | 4 | 4 | |
| Raising Attainment & Achievement | 4 | 4 | |
| Partnership | 4 | 4 | |

Self-Evaluation Schedule

| | 17/18 | 18/19 | 19/20 | 20/21 |
|---|-------|-------|-------|-------|
| 1.1 Self-Evaluation for Self-Improvement | ✓ | | ✓ | |
| 1.2 Leadership of Learning | | | ✓ | |
| 1.3 Leadership of Change | ✓ | ✓ | ✓ | ✓ |
| 1.4 Leadership and Management of Staff | ✓ | | | |
| 1.5 Management of Resources To Promote Equity | | | | ✓ |
| Leadership And Management Overall | | ✓ | | |
| 2.1 Safeguarding and Child Protection | ✓ | | ✓ | |
| 2.2 Curriculum | ✓ | | | |
| 2.3 Learning, Teaching and Assessment | ✓ | ✓ | ✓ | ✓ |
| 2.4 Personalised Support | | | | ✓ |
| 2.5 Family Learning | | | ✓ | |
| 2.6 Transitions | ✓ | | | |
| 2.7 Partnerships | | ✓ | | ✓ |
| Learning Provision Overall | | | | |
| 3.1 Ensuring Wellbeing, Equality and Inclusion | ✓ | ✓ | ✓ | ✓ |
| 3.2 Raising Attainment and Achievement | ✓ | ✓ | ✓ | ✓ |
| 3.3 Increasing Creativity and Employability | | | ✓ | |
| Successes and Achievements Overall | ✓ | | | ✓ |

