Roseburn Primary School

Standard & Quality Report

June 2023 (session 2022-23)

School Context

Roseburn Primary School is a co-educational, non-denominational primary school, built in 1894. It 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 247, organised into 10 classes, with provision for 30 full time children in our Nursery class. Most P7 pupils transfer to Craigmount High School with the associated Learning Community primaries, Corstorphine, East Craigs, Fox Covert and Hillwood. Some pupils progress to local independent schools, and a few to different catchment high schools.

At Roseburn our aspirations for our children are summed up in our school motto: **"Dream, Believe, Achieve"**. Our Roseburn vision is to develop well-rounded, confident, responsible individuals who achieve success, and have the skills to meet the challenges of the future. We do this by providing a welcoming, happy, safe, and supportive learning environment in which everyone has equal opportunities and develops an enthusiam for learning. We very much value and appreciate the positive support of our parents, and the wider community, and strive for an open and welcoming environment where we can work in partnership for the benefit of our learners. We believe relationships are key to our school community thriving together and relationships at all levels based on our Roseburn values of: **Rights, Relationships, Respect, Resilience** and **Responsibility.** Additional information is available on our school website and within the School Handbook   and   School Policies and Documents

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. The Senior Leadership Team this session consists of a Head Teacher, Principal Teacher, and a part-time Business Manager. For 2022-23 the teaching complement comprised 12 full-time equivalents including the Head Teacher. Staffing has been significantly impacted by staff changes, absence, recruitment, and retention of Pupil Support Assistants. Additional staffing challenges faced this session includes, the Principal Teacher for Early Years acting down, with the HT fulfilling the EY remit, the newly appointed EYO requiring leadership support, and teacher absence; one teacher for two terms, and another for 8 weeks.

We have an active Parent Council; the "Roseburn School Parent Partnership". The RSPP supports the school by working on school improvements with school staff, fundraising for improvement priorities, as well as organising social events for parents and children throughout the year.

The Breakfast Club and After-School Club is provided by Oscars. The club is directed by parents and overseen by Oscars. Additional information is available on our school website.

QI 1.3 Leadership of Change: Developing a shared vision, values and aims relevant to the school and its community,

Strategic planning for continuous improvement, Implementing improvement and change

What have we done?

Developing a shared vision, values and aims.

- We are involving our school community in evaluating our vision, values and aims, to ensure a firm commitment to equity, equalities, and inclusion, for all learners.

Strategic planning for continuous improvement

- Conditions have been created to ensure staff feel confident to initiate change and clearly see their role in bringing about improvements. Our learners and families continue to collaborate on current priorities that would result in a fairer, healthier, greener future for everyone. This is particularly evident in our playground improvements, and sustaining Gold Rights Respecting status.
- 100% of current teaching staff have engaged in Teachers' Charter CLPL "Differentiation" led by the Edinburgh Learns Team.

Implementing Improvement and Change
- Staff at all levels demonstrate an increased commitment to implementing change which promotes equality, equity, and social justice. This has been achieved through our ongoing whole school focus on Health & Wellbeing. All current staff have completed the mandatory Equalities training, many staff have completed Trauma informed training, and EAL professional learning.
- Opportunities are planned for, within the collegiate calendar, to ensure time for practitioners to reflect on their practice with colleagues, as well as unscheduled meetings, as appropriate.
- School community involvement in our playground improvements and Outdoor Learning resources.

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

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

- Almost all staff have demonstrated a clearer understanding of the socio-economic context of the school.
- At termly Tracking, Monitoring & Attainment meetings class teachers' evidence that almost all have an enhanced understanding of the need to identify attainment gaps for all learners and use data and professional judgement to plan appropriate interventions.
- Recent surveys undertaken with parents, and discussions with Class Leadership Teams identified most understand the school's vision and can share what this looks like in practice.

Strategic planning for continuous improvement

- Leadership opportunities are provided at all levels, with some staff taking responsibility for aspects of school improvements. Staff at all levels demonstrate an increased commitment to implementing change which promotes equality, equity, and social justice.
- We have created conditions where staff feel confident about initiating change and are committed to the process of change. All staff are consulted before the most significant changes and share they feel supported by each other.

- All stakeholders are routinely engaged using surveys, forms, and professional dialogue, in school improvements and this informs future developments.
- All teaching staff participated in The Edinburgh Learns Teachers' Charter focusing on Differentiation. Recent SCE showed that almost all classes were now differentiating by content and process. This has had a positive impact on staff knowledge and understanding of how to tailor their teaching to meet the diverse needs of learners. Additional staff training is required to support the increasing numbers of EAL learners.
- Staff regularly review data in tracking meetings to monitor the impact of interventions to narrow the attainment gap (EAL, ASN).
- Learners, via Bonus Ball and class leadership teams, and a focus groups of parents have been involved in improvement planning discussions, and use of Microsoft forms to collate views, has resulted in increased engagement and ownership.

Implementing Improvement and Change

- Our ongoing commitment to the whole school development of Health and Wellbeing and our school ethos has contributed to a more inclusive and supportive learning environment, with many learners reporting improved wellbeing in a recent survey.
- Staff collaboration and reflection sessions at whole school and Learning Community level have led to the sharing of effective practices and professional growth, e.g., provision of opportunities for PSA professional learning.

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

- In class learning conversations, Bonus Ball and Class Leadership meetings, most learners shared that they had been consulted about curriculum change and improvement and shared they could impact change.
- Almost all learners in a variety of discussions shared they were provided with opportunities to lead their own learning; teachers are aware the language of learning needs to be more explicit.
- 100% of teaching staff engaged in the Teachers' Charter CLPL "Differentiation", engagement with "AifL" is planned for next session.
- Ongoing focus on Internet Safety and Cyber Bullying in class, and we engage in several focus weeks at assemblies. The majority of children are confident to discuss issues with staff. There is an ongoing commitment to discussions in class and at assembly on positive relationships and bullying.
- Positive feedback from staff, parents/carers, and learners regarding the updated vision, values, and aims.
- We have sustained our current attainment and achievement data, with a reduction in the attainment gap in some classes.
- The introduction of a PSO, and Every Day Counts has improved attendance rates, for identified learners, and improved learner engagement. Attendance is impacted by Heritage family trips and holidays taken by families during term time.
- Staff surveys revealed positive feedback on Differentiation CLPL and its impact on their practice.
- Learner conversations through Bonus ball, and Class Leadership Teams, identified most pupils feel that their learning is enjoyable, achievable with some challenge. This was substantiated by the Literacy Thematic Review team.

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

- Create an image of the school's vision, values, and aims based on collated views of all stakeholders.
- Foster a culture of continuous improvement, where all members of the school community feel empowered to contribute to positive change; physical opportunities to engage parents in school improvement priorities.
  Involve learners, parents, and the wider community in the ongoing review of the school improvement plan, ensuring that it remains responsive to the evolving needs of the school community, e.g., recruit parents for Class Leadership Team

- Professional development opportunities for staff to further enhance their skills in addressing the diverse needs of learners, e.g., additional EAL training, and ensure all new staff complete equalities training.
- SCE evidence, professional dialogue and moderation activities indicates that our next area of focus on the Teachers' Charter should be "AifL".

Parent feedback: *Please grade Roseburn on **Quality Indicator 1.3 Leadership of change*** 4.83

Thoroughly enjoy reading weekly Headteacher update and so impressed at how eloquently children express their rights at Roseburn Primary School. Also, how children's rights are embedded across all curricular areas and permeate throughout the life of school. Furthermore, how the children are so engaged, proud and take responsibility in their team house groups to make a difference in their local community demonstrates how Roseburn pupils are very confident, responsible, effective and successful. We feel so very lucky and also grateful that our children attend Roseburn Primary School. Mrs Borrowman's energy, enthusiasm, dedication, passion and hard work ensures Roseburn sparkles and shines for our children.

Empowerment of children to participate in school event planning. Hosting of RCWC course- all parents should do this course.

Children are consistently encouraged with "The Good Idea" and seem to lead a lot of activities within school.

*Staff Feedback: Please grade Roseburn on **Quality Indicator 1.3 Leadership of change*** 4.83

How you would evaluate this QI using the HGIOS 4	5

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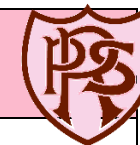
What have we done?

Learning and Engagement

- Data on learners' progress, and engagement in learning is identified through effective use of assessment and regular tracking and monitoring.

Quality of teaching

- We have reviewed our Teaching and Learning strategy to ensure our approaches support the development of our Writing progression, Digital and Outdoor Learning provision.
- All teachers participated in and engaged with The Edinburgh Learns "Teaching Charter."
- Teacher engagement in "Differentiation" CLPL with Edinburgh Learns has led to improvements in consistency in pace and meeting learners needs in almost all lessons, however more focus on challenge is needed.
- Effective and consistent teaching is evident in classes with staff planning collaboratively where possible, and across departments to provide a range of learning experiences. Almost all teachers said more opportunities to plan & share good practice would be beneficial.
- We continue to work with our Learning Community Digital Leads and are in the process of updating our school Digital Strategy as part of our engagement in the Empowered Learning Project.
- Most learners are engaged, work well independently, and actively, as well as with others to support and embed learning.

Effective use of assessment

- Moderation activity in our Learning Community has focused on developing shared expectations of standards to be achieved in Writing to support an increase in teachers' confidence in making professional judgements about learner progress.

Planning, tracking and monitoring

- We continue to review our tracking systems to monitor and evaluate learners' progress to ensure a focus on equity and success for all learners.

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

Learning and Engagement

- In almost all lessons, the positive nurturing relationships created by staff generate a stimulating learning environment where most children are engaged in and motivated about their learning.
- Data obtained from Termly Tracking and Monitoring meetings enabled us to identify barriers to progress in learning. This enabled additional support to be directed to identified learners from their class teacher & PSA (although impacted by recruitment and staff absence).
- Staff reviewed the planning of learning to provide a wider range of rich learning tasks which included elements of personalisation and choice.

Quality of teaching

- Shared classroom experiences evidence that the majority of learners are able to provide meaningful feedback to peers about their learning and share their next steps. In some classes, success criteria is co-created and includes an aspect of skills development. In the majority of classes, tasks are well-differentiated to meet the needs of groups and individual learners.
- Lessons are linked to prior learning and appropriately chunked to ensure that cognitive load is managed through the chunking of new learning.
- Most learners feel that learning is appropriately challenging and shared classroom experience evidenced high engagement in lessons.
- Through the 'Empowered Learning' project the majority of teachers show more confidence in planning and implementing digital approaches more consistently in the classroom to support effective learning and teaching.
- Our reviewed Learning, Teaching and Assessment policy and procedures is developing consistency in pedagogical approaches.

Effective use of assessment

- All teachers engage with Benchmarks to ensure assessment opportunities are planned for as part of ongoing learning and teaching.
- Almost all teachers report that they are clear about the range of assessment evidence which should be considered when making judgements about pupils' attainment levels.
- Almost all teachers engage in learning conversations with pupils to discuss feedback with them to inform personal learning targets. The majority of pupils can use appropriate vocabulary to describe their strengths and next steps in Literacy and Numeracy.
- All teachers have engaged in moderation activity with Learning Community colleagues where they have planned a writing learning experience, linked to our community partnership with the Zoo. Appropriate benchmarks were used to plan assessment opportunities. Almost all teachers shared an increased level of understanding of planning and assessing pupils' progress after moderation activities.

Planning, tracking and monitoring

- All teachers engage fully with data to inform next steps in learning and support effective transitions for their learners, ensuring continuity and progression for all.
- Ongoing monitoring and tracking of planned interventions & strategies for cohorts of pupils ensures gaps in learning are being addressed, (some planned interventions have been impacted by staff absence & recruitment).

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

- Positive feedback from learners regarding an increase in opportunities for personalisation and choice within lessons.
- Improved opportunities for staff to share practice through shared classroom experience to support self-evaluation of learner feedback and target setting.
- Learners are benefitting from an increased use of Digital Learning tools in lessons as evidenced by shared classroom experience visits and learner feedback.
- Staff feedback revealed improved confidence in understanding achieving a level in writing through undertaking learning community and school moderation sessions.
- Increased confidence, engagement and attainment levels of most learners being supported through interventions demonstrated by learner/staff feedback and attainment data.

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

- Apply for Digital Schools Award, ongoing links with Learning Community colleagues to share and support practice.
- Teacher evaluation using the Teachers' Charter Self-Evaluation Tool and professional dialogue from SCE indicated our priority area for The Teachers' Charter is "AifL".
- Consistent use and understanding of writing skills for writing targets the use of the language of and tools for learning e.g., LI & SC.
- Improve consistency and familiarity with the Roseburn Writing Strategy.
- Share our Roseburn approach to writing at a Family Learning Event/ workshops.
- Attainment Transition Teacher to support identified cohorts of learners at p4 to p7 to address attainment gaps.

*Staff Feedback: Please grade Roseburn on **Quality Indicator 2.3 Learning, Teaching & Assessment** 4.76*
*Parent Feedback: Please grade Roseburn on **Quality Indicator 2.3 Learning, Teaching & Assessment** Average Rating of 4.89*
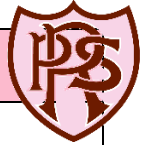*iPads, teams, office 365, and other apps used confidently by staff and children. Proof is that the kids can use the apps themselves with confidence.*
My child has shown great progress in using Microsoft applications and also being able to research topics online.

How you would evaluate this QI using the HGIOS 4	4

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

What have we done?

Wellbeing

- We continue to focus on wellbeing and relationships, acknowledging and responding creatively to the experiences of our school community.
- We continue to develop learning experiences through our Learning for Sustainability /Building Resilience programmes to develop pupils' strategies for resilience.
- We continue to promote, work collaboratively and have taken positive steps to provide our whole school community with materials to support their resilience and health and wellbeing.
- Delivery of Raising Children with Confidence Parent Course (RCWC).
- Ongoing whole school involvement in planning playground improvements, planning and resourcing learning outdoors has been the focus for school community fundraising.
- Teachers engaged in Outdoor Learning professional learning sessions and planning for IDL cross curricular links.
- Opportunities for learning outdoors p5 with the Green Team, P6 EPIC Day and P7 residential at Lagganlia, and all class loose parts sessions with outdoor learning CEC team.
- Engaged with QMU with trainee Art Therapist to support identified learners with emotional /anxiety needs.

Fulfilment of Statutory Duties

- We have reviewed our attendance procedures to ensure that accurate and robust data is gathered and that the appropriate interventions are used to improve the attendance of all learners.
- We have engaged in whole school CLPL on The Promise and reviewed our systems around supporting our Care Experience young people.

Inclusion and Equality

- We are sustaining Gold Rights Respecting Schools and the main articles from UNCRC underpin our ethos/ aims to ensure Inclusion and Equality for all pupils.
- All staff have completed the mandatory Equalities training.
- The Head Teacher has engaged with Leadership for Equity Training, Mental Health Matters and the updated Train the Trainer course for RCWC.
- We have reviewed our PEF plan to ensure that it is targeting resources appropriately.

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

Wellbeing

- The majority of parents reported high levels of satisfaction with health and wellbeing support provided by the school.
- The school community has developed a shared understanding of UNCRC, and the Rights of the Child. Staff and children can use Rights vocabulary and knowledge of articles. Class Leadership teams shared most of their class are aware of their rights and the rights of equalities groups including those with protected characteristics. All staff are committed to ensuring children's rights and embrace equalities. We have made progress in implementing the main articles from UNCRC to ensure Inclusion and Equality for all learners.

- Learners have benefitted from increased planned opportunities to learn outdoors, and use of loose parts.

Fulfilment of Statutory Duties

- Our Learning Community focus on consistency in attendance procedures; our "Every Day Counts" posters, has ensured all stakeholders understand the importance of every child going to school every day. The LC Pupil Support Officer has targeted individual learners to improve their attendance. Our attendance data remains impacted by Heritage Trips and family holidays taken during term time.
- The HT & ASL coordinator overviews, supports, and plans for the emotional, social and academic needs of our care experienced learners.
- We have an inclusive learning environment where our school community works together to ensure learners feel part of the process and are confident and secure.
- All staff are aware of children who are care experienced and understand our responsibility in ensuring that they achieve improved outcomes. All staff are aware of the legislative framework related to wellbeing, equality, and inclusion.
- We have clear systems of ongoing consultation and planned review, as appropriate, between class teachers, ASL, SLT, partner agencies and parents allow us to identify pupil support needs and plan interventions.

Inclusion and Equality

- At Class Leadership Team meetings, and a recent survey conducted evidenced pupils are aware of their rights and the rights of equalities groups including those with protected characteristics.
- A majority of staff reported greater confidence in their understanding of equalities and how this relates to curriculum reform. However, a minority have indicated that they would like further support.
- Use of PEF has resulted in more targeted interventions; Play Therapist, and additional teacher/ PSA for the LC Attainment Transition Team which are closely tracked for impact by SLT. PEF funded literacy & numeracy focus groups were significantly impacted by retention and recruitment of PSAs.

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

- Discussions with Class Leadership Teams, Bonus Ball, and the recent wellbeing survey shows that almost all our children feel safe and respected.
- The recent school community Microsoft form results are very positive,
- Feedback from Child Planning Meetings has identified families feel their child's needs are well supported, and they feel included in making decisions about their child.
- Attendance statistics show an improving picture for almost all targeted families.
- Bonus Ball feedback, class feedback revealed high engagement in outdoor learning opportunities, and increased collaborative teamwork. Staff shared almost all learners were able to apply numeracy and literacy skills in an outdoor activity.
- Feedback from visitors from Education Scotland and Scottish Parliament as part of a Gold Rights Respecting School visit.

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

- Ensure our shared vision of Learning for Sustainability with equity, equalities & inclusion is fully understood by our school community and consistently embedded in our daily practice.
- Involve the school community in leading Equalities approaches and practices through a role in the Equalities Leadership Team.
- Ensure major religious events of our school community are celebrated.

- Raise awareness of children's rights in our local community through a collaborative approach with Fox Covert Primary RR team.
- Develop our outdoor spaces effectively; the development of our school playground improvement continues to be an ongoing priority.
- Review PE skills progression plans, to ensure high quality learning and teaching of PE.
- Re engage with Food Technology progression overviews.
- Create a progressive Outdoor Learning plan to develop staff and learners' skills & experiences across the curriculum.
- Engagement with CEC OL development officer to create termly opportunities to link OL with literacy and numeracy in IDL plans.
- Use the Leadership for Equity Impact Framework to identify our next area of focus.
- Support learner wellbeing and anxiety through engagement with Music Therapy.
- Engage with SHINE, to support identification of learner wellbeing through research data.

Staff Feedback: Please grade Roseburn on Quality Indicator 3.1 Ensuring wellbeing, equality, and inclusion 4.47
Parent Feedback: Please grade Roseburn on Quality Indicator 3.1 Ensuring wellbeing, equality, and inclusion 80% rated between "5 - 6".
I feel my child with ASN and a disability is well promoted and included
School staff, esp Mrs B, very aware of equality and demonstrate this with children/families-it's just not impacting children's own attitudes and behaviour or that of their adults!

How you would evaluate this QI using the HGIOS 4	**5**

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

What have we done?

Attainment in Literacy and Numeracy

- Review of our tracking system ensures learners are tracked and monitored at an individual level in Literacy and Numeracy, Health & Wellbeing.
- Staff meet regularly with SLT 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, Literacy or Writing support, ELPOI, 6-minute SEAL and Power of 2 .
- All individual pupil data has been updated to reflect changes in family circumstance e.g., increase in FME, families living in temporary accommodation due to refugee status.
- Predictions about pupils' attainment levels, submitted in November and March, have been used as a valid source of assessment information to plan for all children and young people with gaps in literacy and numeracy skills.

Attainment Over Time

- We have improved our overall arrangements for tracking individual pupils' attainment over time with SLT led termly attainment meetings. 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 Literacy; writing across the Learning Community where colleagues planned learning experiences, including assessment opportunities engaging with Benchmarks, linked to our partnership with the zoo.
- We have reviewed and updated our system for tracking attainment over time to ensure that this builds a clear picture of learner attainment over time.

Overall Quality of Learners' Achievement

- We have developed a variety of local community partnerships to enhance our provision and consolidated our partnership with Active Schools.

Equity for all Learners

- The HT has engaged in Leadership for Equity training; concluding next session and will engage with The Planning for Impact Toolkit to identify any PRAG in our school.
- We use a range of data for analyses, to identify any poverty-related attainment gaps, and update our profiles for learners in Quintile 1 (5 learners). It has also enabled us to identify whole school, and class, priorities for action. We plan targeted interventions for individuals/groups of learners based on this information. All staff, including support staff, contribute to the information held in the profiles for each pupil and these are discussed at our embedded termly tracking & attainment meetings.

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

Attainment in Literacy and Numeracy

- Tracking meetings demonstrate that almost all Class Teachers are confident in using data to ensure that pupils' needs are met with appropriate interventions at an early stage.
- All Class Teachers are developing increased confidence in using a range of assessment data including benchmarks to support their judgements about pupil progress. Where a learner is identified as SIMD 1 in their class teachers are aware of Closing the Gap strategies

Attainment Over Time

- Most pupils continue to make appropriate progress in both Literacy and Numeracy over time.
- Almost all staff have reported increased confidence in planning and assessing Numeracy/Literacy using Experiences and Outcomes and the associated benchmarks. Almost all demonstrated a much higher degree of confidence in making judgements about pupils' attainment levels.
- Our updated tracking system has ensured a consistent approach to tracking and monitoring, including practitioner engagement with data.
- Most pupils have made good or continued progress from their prior levels of attainment in literacy and numeracy. Our school tracking system is robust and HT/ASL coordinator monitor the data regularly to ensure staff are aware who requires targeted support. Our tracking system ensures learners are tracked at an individual level in Literacy and Numeracy. Health and Wellbeing tracking is based on teacher judgement.
- Based on current ACEL data

Literacy
- o 91% of p1 achieved Early improving on last sessions 87%
- o 77% of p4 achieved First the same as last sessions 77%
- o 82% of p7 achieved Second less that last session 88%

Numeracy
- o 94% of p1 achieved Early less than last sessions 95%
- o 92% of p4 achieved First more than last sessions 85%
- o 89% of p7 achieved Second less that last session 94%

- In Literacy, and Numeracy our data and evidence indicate that pupils achieve the same or above the national average in P1, P4 and P7 in numeracy. This session attainment in writing in P4 is lower than 85% (last session too). P7 attainment has been impacted by increased numbers of EAL learners, in particular families with refugee status who are new to English. Attainment for most year groups continues to be sustained.

Overall Quality of Learners' Achievement

- All staff agree that we effectively use assessment and data to support planning and next steps for learners. Our self-evaluation has identified the results of standardised assessments are consistently analysed to ensure strengths and areas of development are identified.
- Our tracking system and knowledge of families has provided information about individual learners who have not had the opportunity to engage in wider achievement opportunities. This enables targeted support to be planned, as a priority, for those learners. A proportion of PEF will be prioritised to support this (Reducing Cost of the school day strategies), as well as the Rosebud Fund supported by the RSPP. We have updated our Roseburn Guide to Reducing the Cost of the School Day.
- Almost all learners can express the importance of engagement in physical activity to support achievement and wellbeing. Our temly focus on Building Resilience, our annual Health Week, and consistent use of our Roseburn Shanarri characters supports this.
- Almost all pupils are engaged in their learning and the majority can talk about their next steps with understanding in literacy, in numeracy and maths. Pupils know how to learn and improve their skills and knowledge.

- Almost all children know themselves as learners and can talk about how they learn and what they need to do to progress further, and this is evident from learning discussions and feedback from parents. Some progress is required to ensure all learners can express this in the language of learning.
- Learning achievement is tracked at class level, and achievements are promoted weekly at assembly and in the HT Sway.

Equity for all Learners

- PEF is being used to support children with anxiety or emotional needs through With Kids Play Therapist, and a PSA to support literacy and numeracy needs through focus groups. Recruitment and retention of Pupil Support Assistants has impacted planned literacy and numeracy support.
- Through engagement with data, and knowledge of learners all staff have a good understanding of the impact of poverty on pupil health, wellbeing and attainment. Teachers can identify the impact of individual pupil barriers to attainment and plan interventions in a responsive and creative way.
- Most pupils met predicted levels of attainment. Learners who require additional support with their learning are making progress due to the targeted interventions which are in place. The Attainment Transition Teacher had a positive impact on p7 & p6 attainment in writing; supporting class work with extraction groups, with learners sharing "I feel very engaged with the writing", and "I know I can get help when I need it" and teachers sharing "Focused writing groups have worked well". The LC PSO positively impacted attendance for three learners from p7
  - 75% (Dec) to 96% (both Jan and Feb)
  - 76% (Feb) to 100% (March)
  - 20% (Feb) to 85.29% (March)
- Progress made with Stretch aims is impacted by additional pupils joining who are new to English, and learners new to English leaving. In a smaller school one child can impact our attainment results. Our planned targeted interventions are having the intended impact, but our GAP is ASN, and not a poverty related one.

Progress made in Stretch Aims

	NIF Measure: Literacy Achievement of Curriculum for Excellence Levels (P1, P4 & P7 combined)			
	All pupils	**SIMD Quintile 1**	**SIMD Quintile 5**	**Gap (Q5 – Q1)**
Stretch aim to be achieved 2022-23	48	0	48	0
Current level June 2023	54	0	54	(+6)

	NIF Measure: Numeracy Achievement of Curriculum for Excellence Levels (P1, P4 & P7 combined)			
	All pupils	**SIMD Quintile 1**	**SIMD Quintile 5**	**Gap (Q5 – Q1)**
Stretch aim to be achieved 2022-23	53	0	53	0
Current level June 2023	56	0	56	(+3)

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

- Improved attainment data reflects the effectiveness of early interventions and targeted support.
- Increased staff confidence in using assessment data and benchmarks to inform their practice, as evidenced by feedback from tracking meetings and professional development sessions.
- Consistent progress for most pupils in both Literacy and Numeracy, as evidenced by the updated tracking system and teacher assessments.
- Increased staff confidence in planning, assessing, and making judgments about pupil progress, as reported in staff feedback and professional development sessions.
- Improved attainment levels for learners requiring additional support, demonstrating the positive impact of targeted interventions and support strategies. Impact of Attainment Team

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

- We will plan opportunities at school, and learning community levels, to engage in moderation activity focused on Literacy.
- Inclusion of PSAs within attainment and tracking meetings with SLT and teaching staff to increase awareness of learner needs, and a collegiate responsibility to ensure adequate support and appropriate interventions.
- Allocate sufficient funds PEF/ Rosebud Fund, apply for grants, to ensure learners in Quintile 1 opportunity for Camp experience is not impacted by affordability.

How you would evaluate this QI using the HGIOS 4	4

QI 2.2 Curriculum: Theme 2 Learning Pathways

What have we done?

- Collaborated with external partners and community organizations to provide a range of learning experiences and enhance the learning pathways available to our learners.
- Ensured a strong focus on literacy, numeracy, and health and wellbeing across all stages of the curriculum.
- Regularly reviewed and adapted the curriculum based on learners' needs, interests, and feedback.

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

- Learners are engaged and motivated, with clear pathways that allow them to build on prior learning and develop new skills.
- A wide range of learning experiences are available, supporting learners in developing resilience, creativity, and critical thinking.
- Learners have access to appropriate support and resources, ensuring that they can fully participate and succeed in their chosen learning pathways.
- Strong partnerships with external organizations and community partners enhance the curriculum and provide meaningful, real-life learning opportunities.

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

- High levels of learner engagement and motivation, as evidenced by attendance, participation, and feedback.
- Improved attainment and achievement across all stages of the curriculum, with a narrowing attainment gap.
- Positive feedback from learners, parents/carers, and staff regarding the learning pathways and experiences offered.
- Successful partnerships with external organizations and community partners, as evidenced by the range and quality of learning experiences available.
- Work with Edinburgh Rugby and Scottish Building Society to create Tackle Maths booklet, enhanced application of maths skills and was published for other schools.
- Made links with local sports clubs encouraging extra-curricular opportunities - Murrayfield Wanderers, Tennis, Indoor Sports, DAFS, Supernetters, Edinburgh Dance Academy

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

- Review our curriculum, to ensure it is progressive and designed to meet the diverse needs of all learners.
- Engage school, and the wider community in the ongoing review and development of the curriculum, ensuring that it remains inclusive, engaging, and future focused.
- Review learning pathways to ensure links are made to interdisciplinary learning, skills development, and personal achievements.
- Strengthen the monitoring and evaluation of the curriculum, using data and feedback to inform ongoing improvements.
- Provide ongoing professional development opportunities for staff, supporting them in delivering high-quality learning experiences across all learning pathways.

How you would evaluate this QI using the HGIOS 4	4

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

What have we done?

- Organised regular parent-teacher meetings and sharing learning sessions to support families in understanding their child's learning and development.
- Engaged parents in and facilitated Raising Children with Confidence Parent Course.
- Continued to build our partnership work with the RS Parent Partnership, fostering a collaborative relationship between the school and families.
- Provided opportunities for parents/carers to volunteer and contribute to school events, activities, and in class.
- Actively sought and valued parental feedback, using it to inform school improvement planning and initiatives; particularly with the playground improvements.

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

- Established various methods of home school communication, such as HT SWAY (> 250 views per week), social media, and online Learning Journal & Teams, to keep them informed and involved in school activities and decision-making processes. A recent parent feedback indicated that almost all parents feel they receive very good communication from the school.
- We continue to promote and encourage parental engagement and involvement, leading to stronger home-school partnerships and enhanced support for learners.
- Learners benefit from a supportive and collaborative community, with families actively contributing to school events, activities, and projects.
- The Parent Partnership (with the PTA) is representative of our school community and effectively represents the views and interests of families, with a role in school decision-making and improvement planning.

Parent feedback: *Thoroughly enjoy reading weekly Headteacher update.*

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

- High levels of parental engagement and satisfaction, as evidenced by attendance at school events, participation in school events, sharing learning sessions, in school volunteers, and feedback.
- Improved learner outcomes, including increased attainment, achievement, and wellbeing, which can be attributed some enhanced parental support.
- Positive feedback from learners, families, and staff regarding the impact of parental engagement on learners' experiences and success.
- School improvement initiatives, playground planning and outdoor learning resources and decisions informed by parental feedback and involvement.

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

- Provide learning focused workshops "writing" with examples to ensure all parents/carers have timely access to relevant information and feel well-informed about their child's learning and development.
- Develop additional opportunities for parents/carers to engage in their child's learning, including workshops, information sessions, and online resources.
- Strengthen the role of the Parent Partnership in representing the views and interests of parents/carers, ensuring that they have a meaningful impact on school decision-making and improvement planning.
- Regularly review and evaluate the effectiveness of parental engagement initiatives and strategies, using feedback and data to inform ongoing improvements.

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