

Sub-Committee on Standards for Children and Families

2pm, Tuesday 30 April 2019

Victoria Primary School Follow Through

Item number 5.3
Executive/routine
Wards
Council Commitments

1. Recommendations

- 1.1 The Sub-Committee on Standards for Children and Families is asked to:
 - 1.1.1 note the findings of the follow through report including the areas where the education authority and the school should continue to improve the school.

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Victoria Primary School Follow Through

2. Executive Summary

- 2.1 Education Scotland (ES), undertake an annual sample of inspections across Scotland (approximately 240 per year) covering nursery, primary, special and secondary schools. A letter to parents/carers on each inspection is published approximately three months after the inspection. On the basis of this letter the school with the support of the authority amends its improvement plan to take account of any agreed areas for improvement.
- 2.2 Inspectors usually revisit a school within a year of the publication of the letter where weak or unsatisfactory practice has been identified. For all other schools inspected the local authority will inform the parents about the progress made in improving the quality of education. City of Edinburgh Council visited Victoria Primary School one year after the inspection to write a follow through report based on the progress and improvements made since the inspection.
- 2.3 Education Scotland letter and evaluations (Appendix 1) and the Summary of Inspection Findings (Appendix 2) advises the Sub-committee on the outcomes of the initial inspection.
- 2.4 CEC Follow Through (Appendix 3) advises the Sub-committee on the progress and improvements made since the inspection.

3. Background

- 3.1 In January 2019, a team of Quality Improvement Education Officers, representing primary visited Victoria Primary School and Nursery Class. During their visit they engaged with focus groups of parents and children and they worked closely with the Head teacher, her senior management team and all staff to evidence the progress and improvements which the school had made.

4. Main report

- 4.1 The following areas for improvement were identified and discussed with the headteacher and a representative from The City of Edinburgh Council.
- 4.2 School leaders should give clearer strategic leadership and direction to engage the whole school community in meaningful activities to shape school improvement. The impact of improvement priorities should be regularly reviewed to check how well the school is improving outcomes for all children.**
- 4.3 School leaders have involved stakeholders in reviewing the Summary of Inspection Findings and have agreed the three-year Action Plan. This has helped to develop a clear strategic direction and has promoted leadership at all levels. A working group has begun to develop more parental engagement. A range of tracking and monitoring approaches are being used to review the impact of the work across the school
- 4.4 The school recognises the need to monitor the effectiveness of these activities particularly in relation to improved outcomes for learners. The Quality Improvement Education Officer will work with the school to ensure that this is included in the School Improvement Plan and tracking and monitoring calendar.
- 4.5 Increase children's involvement in all aspects of decision making about their learning and school matters which affect them. Children need to have greater ownership and understanding of themselves as learners in order to determine their next steps for learning and increase achievement and attainment.**
- 4.6 Children are becoming more involved in decision making across the school. They feel they have more opportunities to lead the learning within their classrooms. The school continues to monitor wider achievement and actively encourages children to join the wide range of activities on offer within and out with the school day.
- 4.7 The school has a clear plan for improvement in approaches for learning, teaching and assessment. Staff work collegiately on the school improvement agenda and are supportive of each other. The Support for Learning teacher tracks the impact of interventions used with individual children to review impact.
- 4.8 The school should work closely with the Edinburgh Learns Teaching and Learning team to focus professional learning on improving pedagogy. This should be carefully monitored and the SMT should ensure that Sharing Classroom Practice is included termly in the Quality Improvement Calendar
- 4.9 The Quality Improvement Education team found that Victoria Primary School had made good progress in all the three areas highlighted by Education Scotland in March 2017. The QIEOs for the school will continue to work with the Head teacher to support professional learning on improving pedagogy. This should be carefully monitored and the SMT should ensure that Sharing Classroom Practice is included termly in the Quality Improvement Calendar.

5. Next Steps

- 5.1 City of Edinburgh Education Officers will continue to support and challenge progress across the school in line with the schools' Action Plan.

- 5.2 The Head teacher will continue to be part of the Leadership Learning Partnership with groups of HTs across the City to ensure robust analysis of learning and teaching across the school.

6. Financial impact

- 6.1 There are no financial implications contained in the Follow Through report.

7. Stakeholder/Community Impact

- 7.1 CEC team engaged with focus groups of teaching staff, support staff and pupils during the follow through process.
- 7.2 There are considered to be no infringements on the right of the child.
- 7.3 Tracking of pupil performance by gender and Black Minority Ethnic (BME) is undertaken at school level and there are no adverse impacts.

8. Background reading/external references

- 8.1 <https://education.gov.scot/inspection-reports/edinburgh-city/5531020>

9. Appendices

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| 9.1 Appendix 1 | Education Scotland Letter and Evaluations |
| 9.2 Appendix 2 | Summary of Inspection Findings |
| 9.3 Appendix 3 | Follow Through Report on progress and improvements made since the inspection |

6 March 2018

Dear Parent/Carer

We are trying out some new approaches to inspection. You can find out about our engagement with stakeholders and the approaches we are trying out as a result on our website: [Future approaches to inspection and review](#). The inspection of your child's school was carried out using one of our new approaches.

In January 2018, a team of inspectors from Education Scotland visited your school for a total of two days. During our visit, we talked to parents/carers and children and worked closely with the headteacher and staff. We gathered evidence to enable us to evaluate aspects of the quality of leadership and children's achievements.

The inspection team found the following strengths in the school's work.

- Staff commitment to undertake aspects of leadership. Their willingness to work together within the school and beyond, with cluster colleagues, sharing practice to improve their learning.
- Involvement of the school within the community through well attended events, such as the local gala day. The parents, local organisations and volunteers who support the work of the school well.
- Well behaved and polite children who are enthusiastic about the school's history, its place in the wider community and who are proud of their 'school museum'.

The following areas for improvement were identified and discussed with the headteacher and representatives from The City of Edinburgh Council.

- School leaders should give clearer strategic leadership and direction to engage the whole school community in meaningful activities to shape school improvement. The impact of improvement priorities should be regularly reviewed to check how well the school is improving outcomes for all children.
- Increase children's involvement in all aspects of decision making about their learning and school matters which affect them. Children need to have greater ownership and understanding of themselves as learners in order to determine their next steps for learning and increase achievement and attainment.
- Continue to improve approaches to planning for learning, teaching and assessment in literacy and numeracy for all children and specifically for those with additional support needs.

We gathered evidence to enable us to evaluate some quality indicators from [How good is our school? \(4th edition\)](#). Quality indicators help schools, education authorities and inspectors to judge what is working well and what needs to be improved. Following the inspection of each school, the Scottish Government gathers evaluations of quality indicators to keep track of how well Scottish schools are doing.

Here are Education Scotland's evaluations for Victoria Primary School

Quality indicators for the primary school	Evaluation
Self-evaluation for self-improvement	satisfactory
Raising attainment and achievement	satisfactory
Descriptions of the evaluations are available from How good is our school? (4th edition) , Appendix 3: The six-point scale .	

This letter and a more detailed document called the Summarised Inspection Findings (SIF) will be available on the Education Scotland website at <https://education.gov.scot/inspection-reports/edinburgh-city/5531020>.

What happens next?

We will ask The City of Edinburgh Council for a report on progress with the agreed areas for improvement within one year of the publication of this letter. Taking account of the progress report, we will then decide whether further engagement with the school is required. This may involve another inspection visit. We will write to you again detailing the improvements the school has made and outlining any further action that we intend to take, as agreed with The City of Edinburgh Council.

Eleanor MacGregor
Managing Inspector

Summarised inspection findings

Victoria Primary School

The City of Edinburgh Council

06 March 2018

Key contextual information

Victoria Primary School is a non-denominational primary school established in 1844. It serves the village of Newhaven and the surrounding area. The school feels it is at the heart of the local community and is well supported by it. Trinity Academy is the associated secondary school. The headteacher has been in post for eleven years and is supported by her depute headteacher. Accommodation is on ground, first and second levels. There are a number of breakout spaces, an ICT suite, a gym hall and dining halls. In August 2014, a four classroom annexe (The Anchor Building) was opened. Plans are in place for a new building for the school by 2020.

1.1 Self-evaluation for self-improvement

satisfactory

This indicator defines rigorous self-evaluation as a responsibility of all stakeholders. It highlights the importance of partnership approaches to self-evaluation and continuous improvement. It emphasizes the need for strong leadership and robust analysis of a range of intelligence and data as essential features of effective continuous self-improvement. A key factor in this indicator is demonstrating the impact of self-evaluation in relation to outcomes for all learners. Their active participation in self-evaluation is therefore essential. The themes are:

- Collaborative approaches to self-evaluation
- Analysis and evaluation of intelligence and data
- Ensuring impact on learners' successes and achievements

■ Victoria Primary School's roll has doubled over the last few years to 265 children allocated in ten classes. A new building is planned for 2020. Staff, parents and children will be involved in decision making about this new building. This is an exciting opportunity for the school and we have discussed with the staff how this can support them to develop a relevant curriculum rationale. Recently the school set out their values based on the word ANCHOR (Attainment, Nurture, Community, Health, Opportunities, Respect) to describe what the school is working towards.

■ Stakeholder's views are gathered informally through discussions and surveys. The school recognises the need to improve how well the children have their say and to strengthen how it engages parents in their children's learning. Parents, staff and children should be involved more in self-evaluation activities to develop a shared understanding of the school's priorities for improvement and how well it is achieving success for all children.

■ Staff undertake aspects of leadership and have some responsibility, for example, improving numeracy and maths, and organising programmes to develop children's emotional wellbeing and resilience. Curriculum coordinators lead initiatives for literacy, numeracy, digital technologies and health and wellbeing and are enthusiastic to develop their input further with staff and children. There is scope to involve the coordinators further in the strategic leadership of self-evaluation leading to self-improvement, for example, school leaders and coordinators could work more closely together as an extended team to lead improvement for staff.

■ The school has a quality assurance and self-evaluation framework, however the impact of this is yet unclear. Monitoring of learning and teaching is mainly informal and feedback to staff often verbal which makes it difficult to check that the changes are making a difference for all children. School leaders review attainment levels with staff to identify and plan interventions. School leaders now need to develop more strategic and rigorous self-evaluation processes, informed by current educational thinking and involving all stakeholders. For example, staff, children and parents will benefit from being involved in

review of what works, and in self-evaluation activities which shape school improvement. There is significant scope for staff to engage in checking how well changes are improving outcomes for children, for example, through peer observations, further moderation activities and professional dialogue.

- Staff are beginning to work with colleagues across cluster schools to develop a shared understanding of standards and expectations. For example, they are involved in sharing good practice and at the early stages of engaging with the Benchmark guidance through joint practice sessions for headteachers and moderation activities for teachers. As a result teachers feel they are gaining confidence in their judgements about how well children are progressing through Curriculum for Excellence levels. Staff should continue to develop this shared understanding and expectations for literacy, numeracy and across other curriculum areas. Continue to moderate across the school and with cluster colleagues, using educational research and good practice that works, to effectively inform the school's self-evaluation process.
- Children have a few opportunities to have their say in focus groups, such as in physical education and music, and through the use of "shout out boards". We have discussed with school leaders how they will address children's views gathered in the pre-inspection questionnaires. By involving all children in decision making about the school and their learning they will develop a greater understanding of themselves as learners and what they need to learn to improve further.
- All children take part in a programme to develop resilience. The school operates a 'high flyers' system to encourage children to behave and learn well. A few children have opportunities to take on leadership roles such as prefects, digital leaders, Junior Road Safety Officers and buddies. Digital leaders support peers and are planning to share their learning on safe use of the internet at a whole school assembly. There is scope for all children to develop their skills further through taking more of a lead in school matters and in their learning. We have suggested the school develops a skills progression framework to ensure all children develop the skills and attributes for learning, life and work. This would support staff to plan, assess and track children's progress effectively, identify gaps in their learning experiences and to ensure children build on what they already know.
- The school feels well supported by the Parent Council and community. The headteacher provides parents with a summary standards and quality report and helpful newsletters. Coffee mornings for parents with children with additional support needs are organised across the cluster schools. A number of parents from Victoria Primary School engage with this support network and inform decision making about the programme for the group. All parents are welcome to attend the support group.
- School leaders are looking at meaningful ways to engage parents further in the work of the school and also how parents and children can enjoy experiences to learn together more in school. Parents would welcome more involvement in decision making, for example about school improvement and curriculum development. The school organises well attended community events and has links with local organisations. Children feel valued as part of the wider community and are proud of the 'school museum'. A number of volunteers from the community support the school's work. There is scope to develop children's skills further through structuring these wider community opportunities more to children's planned learning.
- School leaders collate a range of data which is shared with teachers for planning learning and interventions. They have identified improvement priorities which aim to raise attainment.

School improvement planning appropriately highlights the need to improve attainment in literacy and numeracy. Staff need to engage more in using data and assessment information to plan learning, teaching and assessment to meet all children's needs more effectively. The school has identified gaps related to the poverty attainment gap, however clearer analysis is needed to evidence the impact of the targeted Pupil Equity Funding.

- Attendance is monitored and families supported to get children to school. The school should continue to monitor good time keeping and attendance. There are no exclusions.
- The Pupil Equity Funding is used to provide the school with a family support worker and additional teaching and support assistant time, which is well received by staff. This is at the early stages of being implemented and the school is yet to measure the impact on the targeted groups.

2.1 Safeguarding

- The school submitted self-evaluation information related to child protection and safeguarding. Inspectors discussed this information with relevant staff and where appropriate, children. In addition, inspectors examined a sample of safeguarding documentation. Areas for development have been agreed with the school and the education authority.

3.2 Raising attainment and achievement

satisfactory

This indicator focuses on the school's success in achieving the best possible outcomes for all learners. Success is measured in attainment across all areas of the curriculum and through the school's ability to demonstrate learners' achievements in relation to skills and attributes. Continuous improvement or sustained high standards over time is a key feature of this indicator. The themes are:

- Attainment in literacy and numeracy
- Attainment over time
- Overall quality of learners' achievement
- Equity for all learners

Attainment in literacy and numeracy:

The school provided attainment data for literacy and English language and numeracy and mathematics. Overall, this data indicated that most children attained expected Curriculum for Excellence levels in literacy and English language last session. In numeracy and mathematics, most children attained the expected Curriculum for Excellence level at early and first levels, with the majority of children attaining second level.

- Attainment predictions are based on a range of assessment data, including standardised assessments and published materials. Across all stages the school predicts that most children are on track to achieve expected Curriculum for Excellence levels in literacy and English language by June 2018. This is also the case for numeracy and mathematics, with the exception of P7, where the majority of children are expected to achieve second level. A range of inspection activities, including classroom observations, sampling work and sample groups, indicates that, with the exception of P7 numeracy and mathematics which is on track, the remaining predictions are very ambitious. To achieve these predictions, sustained effort will be required to ensure the needs of all children are being met.
- Moderation approaches to support more effective judgement of children's progress and attainment are at an early stage of development. Engagement in cluster moderation activities in relation to numeracy last session enabled staff to begin to engage with national Benchmark guidance. The use of literacy Benchmark guidance has been introduced this session. The school should continue to develop moderation approaches, both across the school, and with other schools, to ensure a shared and robust understanding of standards.
- Almost all teachers are unaware of the introduction of the Scottish Standardised National Assessments this session. Training in respect of these assessments has not yet been undertaken by school leaders or teaching staff. With children at P1, P4 and P7 expected to be assessed using this national on-line assessment tool for the first time this session, the headteacher should ensure that necessary training for all staff is provided.
- There is scope to increase the level of expectation and increase the pace of learning across the school. The majority of children responding to pre-inspection questionnaires identify that the level of challenge in their work could be improved. In most observed lessons, children had little ownership of their learning. By engaging children more actively in their learning, and ensuring effective differentiation, opportunities to raise attainment for all will be met.

- Tracking systems are in place, which identify different groups of learners, such as those with additional support needs, English as an additional language or those experiencing barriers to learning as a result of their socio-economic background. Termly meetings between teachers and school leaders ensure that staff understand the needs of these children. Greater rigour is required to ensure that robust procedures are in place to monitor the progress of these groups of children, at both an individual and whole-school level. To ensure all staff understand their responsibility for meeting the needs of children with additional support needs, school leaders should ensure that effective plans, which include clear educational targets, are in place.

Attainment in literacy and English:

- Overall, most children are making good progress in listening and talking and reading. Children at first and second level are making good progress in literacy, however levels of attainment in writing are lower than those for reading and listening and talking. Children are making satisfactory progress in writing at early level.
- **Listening and talking:** Throughout the school most children can listen well and are attentive during lessons. At early level, almost all children can hear and say the different sounds made by letters. They can listen and respond to a partner appropriately. At first level, the majority of children take turns and contribute at the appropriate time when engaging with others. A few children are reluctant to contribute to class discussions. By developing children's ability to listen in a respectful way, without giggling, for example, the confidence of others to contribute may be increased. At second level, most children communicate clearly and audibly. They can plan and deliver an organised presentation and share their opinion in an appropriate manner during debates.
- **Reading:** As part of an identified need to increase children's engagement with reading across all stages, the school has engaged with the 'First Minister's Reading Challenge'. Still at an early stage of development, effective tracking of children's engagement with this challenge will help the school measure the impact of this activity on children's attainment. The introduction of a structured approach to teaching phonics across P1 and P2 is showing early signs of improved reading skills. At early level, most children can hear and say the sounds made by different letters. At first level, the majority of children read with fluency and expression. They can identify the characters, plot and setting within a story. By second level, most children can recognise the techniques used by authors to influence readers, for example, through word choice or emotive and persuasive language.
- **Writing:** Throughout the school a cursive handwriting script is evident in children's work. This is resulting in the majority of children producing well-presented work across a range of curricular areas. The legibility of some children's writing at early level makes reading difficult as a result of the cursive style used. At first level most children use their knowledge of spelling strategies when spelling familiar and unfamiliar words. By second level, most children plan and organise their ideas and information using an appropriate format. Having identified the need to improve writing further next session, staff should continue with plans to investigate which approach will be the most effective for all children at Victoria Primary School.

Attainment in numeracy and mathematics:

- Overall most children are developing good skills in some aspects of numeracy. The recent implementation of an approach to mental calculation is beginning to show a positive impact, however children now need to develop greater confidence in all aspects of numeracy. As

identified there is a need to increase learning in mathematics across all stages in order to raise attainment.

- **Number, money and measurement:** At early level, children can count forwards and backwards to 30. They show an understanding of sequencing and counting in fives and tens up to 100. As they progress through the school children are developing confidence in working with a wider range of numbers and a majority can demonstrate good mental calculation. This reflects the school's recent approaches to improve mental calculation and is having a positive impact.
- At first level, children are confident with many aspects of adding, subtracting and dividing. They are less confident in calculations involving money. Children at first level are developing skills in using a range of measurements. They now need to develop more confidence in converting units of measurement. Children work well with their multiplication tables and use their knowledge to plan problem solving approaches to calculations involving multiplication.
- At second level, children show some understanding of strategies to use in problem solving. They would benefit from developing greater confidence in mathematical strategies in order to more accurately predict an answer. They would also benefit from opportunities to apply their learning when faced with word based problems in unfamiliar contexts. Children in the upper stages need to continue to develop their skills in carrying out written, multiplication and division calculations.
- **Shape position and movement:** Children across all stages can explain some understanding of 2D shape and 3D objects. At second level, a few children have a very good understanding of the properties of 3D objects. Children working at second level can calculate the perimeter of a variety of shapes. Children at all stages have a good understanding of a range of angles. At first and second level, children can talk with confidence about a variety of angles and their features.
- **Information Handling:** Across all stages there is evidence that children are able to collect, sort, organise and display data using tables, graphs and charts as appropriate to their stage. At second level, children can successfully search for relevant information and present this as a bar or pie chart using digital technology. They interpret and draw conclusions from information accurately and can confidently talk about their findings.

Attainment over time in literacy and numeracy:

- The school's tracking of Curriculum for Excellence attainment over time indicates improvement in attainment at first and second level in literacy. Levels of attainment at early level have not been sustained over time.
- In numeracy, progress in attainment at early and second level has not been sustained. Good progress has been made at first level, evidenced by both professional judgement and standardised assessment. Through the analysis of a range of assessment data, staff have identified underlying factors impacting on attainment, resulting in action being taken. For example, in early years, the time allocated to teaching of numeracy was increased and the balance of teaching time between numeracy and mathematics has improved.
- There is some evidence of the school using attainment data to inform interventions for targeted individuals and groups, however the school is not yet able to demonstrate the impact of these interventions as they are still at an early stage of development.

Overall quality of learners' achievement:

- Most children at all stages across the school are confident in their engagement with each other, staff and visitors. They chat openly and freely to adults and a few are able to talk confidently about their roles within the school. Children in the upper stages have leadership roles in areas such as digital leaders and prefect responsibilities. There is scope to develop children's leadership at all levels and to make sure all children are involved equally in these roles enabling them to develop a broader set of skills.
- Children are developing skills within their community through their participation in community events such as the local gala day and for a few, through the Forest schools programme. Children are sensitive and caring and develop their awareness of the lives of others through regular charity events and fundraising activity. Staff are aware of the need to exercise caution around placing expectations on children and families to contribute to fundraising.
- Children have the opportunity to enjoy success and develop skills in a range of school clubs, such as the Junior Award Scheme for Schools, football, music and other sport. They also enjoy participating in cultural activities such as opera taster events. The school would benefit from developing a greater variety of school clubs to include all children. Children in the upper stages have also been involved in working with the local supermarket. This partnership working could be further developed to increase opportunities for skill development across all stages.
- The school now needs to record and track the range of skills developed through these achievements in order to ensure progression in skills for learning, life and work. This would enable children to have a better understanding of the purpose of learning beyond the classroom. Children should track and record their own achievements in order to enable them to be part of the dialogue and take responsibility for their own learning journey.
- Success is celebrated through assemblies, certificates and the 'High Flyers' awards. All children receive an award at some stage for aspects of endeavour, success and behaviour and this is recorded to make sure no one is missed. Staff should consider involving children more in the recording and the analysis of this information. This would enable children to have a voice in shaping rewards across the school. Staff are beginning to track children's involvement in clubs and activities and they should continue as planned, making sure options are in place to avoid any children missing out.

Equity for all learners:

- There is whole school information available about the socio economic profile of children across the school. A few staff have received training in supporting specific cohorts of children who may be at risk of missing out. It would now be helpful to streamline this information to make sure that every teacher has a clear understanding of specific groups to be targeted and can allocate resource appropriately to reduce inequity. It is also important that every teacher has a good understanding of aspects of disadvantage and training should be provided for all staff.
- Staff are not yet tracking positive trends in attainment which can be linked specifically to Pupil Equity Funding. It is important that Pupil Equity Funding is carefully targeted, that it is linked closely to improving children's progress in literacy and numeracy and that progress over time can be measured. Specifically, children who have targeted Pupil Equity Funding should be

closely monitored to ensure they achieve the wide range of skills and attributes for learning, life and work, in the same way as all others.

Explanation of terms of quality

The following standard Education Scotland terms of quality are used in this report:

All	100%
Almost all	91%-99%
Most	75%-90%
Majority	50%-74%
Minority/less than half	15%-49%
A few	less than 15%

Other quantitative terms used in this report are to be understood as in common English usage.

Appendix 3

In March 2018, Education Scotland published a letter following the inspection visit to Victoria Primary School. The letter set out a number of areas for improvement which we agreed with the school and City of Edinburgh Council. Recently, an Education Authority Team visited the school to assess the extent to which the school was continuing to develop the quality of its education including the areas identified for improvement and produced a progress report for parents.

This report tells you about the quality of education provided by the school since the inspection. It also comments on the progress made in the agreed areas for improvement.

During the follow through we talked to children and worked closely with the headteacher and staff. We looked at particular areas that had been identified in the original inspection. As a result, we were able to find out about the progress the school has made and how well this is supporting children's learning and achievements. This follow through sets out what we found.

School leaders should give clearer strategic leadership and direction to engage the whole school community in meaningful activities to shape school improvement. The impact of improvement priorities should be regularly reviewed to check how well the school is improving outcomes for all children.

School leaders have involved stakeholders in reviewing the Summary of Inspection Findings. Through this process and agreed three-year plan an Action Plan has been developed to move the school forward in the areas identified as in need of improvement. The plan is available on the school website. Staff report that both the process and the plan itself has given them clarity in terms of the journey the school is making and ownership of where they can see their role in this process. The impact of the work carried out is recorded regularly by staff and leaders within the school so everyone is aware of the progress being made across the different areas for improvement.

The school is working on improving parental engagement with the school. A working group has been set up and a number of actions have been taken to encourage more involvement across the school community, these include; one item agenda Parent Council Meetings, working closely with the Family Support Worker, translating key documents into Arabic and increased engagement with parents and the Support for Learning teacher. The school should continue to look at creative ways of engaging with a wider range of parents.

Coordinators in Literacy, Numeracy, ICT, and Health and well being lead a number of key areas for improvement and they meet termly with senior leaders to discuss progress. They speak positively of this approach and value the opportunity to work at a more strategic level.

A well-planned calendar of collegiate activity links closely to the priorities identified in the action plan. Monthly learning walks are used to evaluate the impact of these CPD activities. The school should continue to monitor the effectiveness of these activities particularly in relation to improved outcomes for learners.

Attainment meetings with class teacher, SfL teacher and senior leaders run three times a year. A wide range of tracking data and other information is used at these meetings to review children's progress and minutes of discussions are recorded. Supports and interventions are reviewed and planned for individuals.

Increase children's involvement in all aspects of decision making about their learning and school matters which affect them. Children need to have greater ownership and understanding of themselves as learners in order to determine their next steps for learning and increase achievement and attainment.

Children are becoming more involved in decision making across the school. P7 pupils were involved in reviewing the inspection findings and helped to identify priorities for the action plan. Weekly Anchor Time activities are a positive addition to the school week. The children spoke very positively about them and how they link to skills and the school values, the choice they have with these and the opportunity to run their own activities. New Sports House Captains and Vice Captains run sporting activities for other pupils at lunchtimes, they enjoy this leadership role. One class is leading the 1:5 poverty work across the school

Children feel they have more opportunities to lead the learning within their classrooms and examples of this have been shared with parents through the school newsletter. The majority of children have the opportunity to co create learning intentions. The school should continue to encourage this across all classes, particularly in relation to the children understanding themselves as learners and what they need to do to improve.

The school continues to monitor wider achievement and actively encourages children to join the wide range of activities on offer within and out with the school day. They also encourage children to attend other clubs and activities and this has been successful for some children, for example with the Citadel and the Sea Scouts.

Continue to improve approaches to planning for learning, teaching and assessment in literacy and numeracy for all children and specifically for those with additional support needs.

The school has a clear plan for improvement in approaches for learning, teaching and assessment. A range of CPD activities, for example, focusing on writing, differentiations, moderation, vocabulary boost have been used to support staff to develop further in these areas. The school should continue to monitor the impact of this work, in particular the elements highlighted in year one of their plan; Aifl strategies, feedback, pace and challenge, benchmarks and assessment approaches to ensure consistency across all classes.

Staff work collegiately on the school improvement agenda and are supportive of each other, for example, the approach taken towards the development of a whole school skills progression which is now in use across the school.

The Support for Learning teacher tracks the impact of interventions used with individual children to review impact. A wide range of data is used at attainment meetings and SfL tracking meetings with senior leaders. The school should continue to monitor the impact of interventions and the in class supports to ensure progress in learning for all pupils.

The school should work closely with the Edinburgh Learns Teaching and Learning team to focus professional learning on improving pedagogy. This should be carefully monitored and the SMT should ensure that Sharing Classroom Practice is included termly in the Quality Improvement Calendar

Victoria Primary school has made good progress in the three areas highlighted by Education Scotland in March 2018. The QIEO for the school will continue to work with the Head Teacher to support and challenge progress across the school and this will continue to be reported to parents through the Standards and Quality report at the end of each session.

