

Education, Children & Families Committee

10:00am, Tuesday, 23 January 2024

Quality Improvement and Scrutiny Update

Executive/routine
Wards
Council Commitments

1. Recommendations

- 1.1 The Education, Children and Families Committee is asked to:
 - 1.1.1 Note the strengths and areas for improvement identified through Education Scotland and the Quality Improvement Service scrutiny activity.
 - 1.1.2 Agree next steps at 5.1 – 5.5

Amanda Hatton

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Report

Quality Improvement and Scrutiny Update

2. Executive Summary

2.1 This report covers a range of Education Scotland scrutiny and Local Authority reviews undertaken by the Quality Improvement Service. The relentless focus of the work of the Quality Improvement Service is to raise standards in our schools. Our model of proportionate support means that Intensive support is provided to the schools who need it most (Priority Schools). This is informed by the information held in the Capacity & Risk Register which relates to levels of attainment, schools' self-evaluation data, information gathered through scrutiny activity and leadership capacity. Schools in receipt of intensive support access high quality professional learning, provided by the Edinburgh Learns Teaching and Learning Team, on a priority basis. This professional learning is designed to develop a highly skilled workforce of teachers and practitioners who deliver high quality learning experiences consistently. Where concerns are identified, our model of intensive support has been shown to be highly effective, resulting in improvements in learners' attainment and in quality indicator evaluations. The Edinburgh Learns Teaching, Learning & Assessment and Improving Quality in Learning Boards, have clear action plans to address areas for improvement and to share examples of strong practice. We continue to incorporate learning from scrutiny activity to strengthen models of support and challenge to raise standards to improve outcomes for learners. Progress with identified areas for improvement is tracked rigorously, on a weekly basis, by Quality Improvement Officers and is shared with the Education Senior Leadership Team monthly. This ensures actions for improvement are met within agreed timescales.

3. Background

3.1 Education Scotland inspected East Craigs Primary School in March 2023, and Buckstone Primary School in September 2023, using the full model of inspection which evaluates four key quality indicators from the Performance Framework How Good Is Our School? 4 (See background reading):-

- 1.3 Leadership of Change
- 2.3 Learning, Teaching & Assessment

- 3.1 Ensuring Wellbeing, Equality and Inclusion
 - 3.2 Raising Attainment & Achievement
- 3.2 Education Scotland inspected Queensferry High School, in October 2023, using the short model of inspection which evaluates two key Quality Indicators:-
- 2.3 Learning, Teaching & Assessment
 - 3.2 Raising Attainment & Achievement
- 3.3 The Quality Improvement Service provided intensive support to each school in preparation for their inspection as follows:-
- A Supported Self-evaluation process was undertaken in East Craigs Primary School on 27th February and 1st March, 2023.
 - A Supported Self – evaluation process was undertaken in Queensferry High School in Dec 2022, with further Shared Classroom Experiences undertaken as part of the pre-inspection support process.
 - Shared classroom experiences were also undertaken in Buckstone Primary School as part of their pre-inspection support.

Clear strengths and areas for improvement were identified as part of these review processes.

- 3.4 The Quality Improvement Service has continued to undertake Follow-through visits to schools who were inspected prior to the pandemic. This is outwith the normal cycle which is as follows:-
- Within 1 year of inspection where a school has been externally validated as “satisfactory” or less in any of the core Quality Indicators (1.3 Leadership of Change, 2.3 Teaching, learning & assessment, 3.1 Health, wellbeing & resilience, 3.2. Raising attainment & achievement).
 - Within 18 months of inspection for all other schools.
- 3.5 The Quality Improvement Service undertakes supported self-evaluation processes with schools who are identified primarily by the length of time since they were last inspected; information which is held in the Capacity & Risk Register. These groups of schools have also received targeted pre-inspection support. A summary of strengths and areas for improvement, identified through supported self-evaluation processes, should be made available on school websites for interested stakeholders to access. This includes parents/carers, partners and Ward Councillors.
- 3.7 The Quality Improvement Service has implemented a refreshed pre-inspection support model from August 2023.
- 3.8 Where a satisfactory evaluation is given as part of an inspection, the quality improvement service provides an intensive level of support to ensure improvements are made within an agreed timescale. This involves the creation of a detailed action tracker which is evaluated weekly to ensure

appropriate progress is being made. An action tracker is in place for all priority schools.

4. Main report

4.1 East Craigs Primary School

In March 2023, Education Scotland inspectors visited East Craigs Primary School undertaking a full model inspection. Here are Education Scotland's evaluations:-

Quality Indicator	Evaluation
1.3 Leadership of Change	Weak
2.3 Learning, Teaching & Assessment	Weak
3.1 Ensuring Wellbeing, Equality and Inclusion	Weak
3.2 Raising Attainment & Achievement	Weak

The letter issued to parents & carers (report), identifying strengths and next steps is attached as Appendix 1. The link to the more detailed full summarised inspection findings, is detailed in the letter (report), and referenced below as background reading.

Since 2018-19, the senior leadership team (s) have consistently evaluated the core Quality Indicators as good or better as part of the school's Standards & Quality Report. A supported self-evaluation process was undertaken in October 2018. A number of strengths were identified including:-

- Well-developed distributive leadership, strong collegiate learning and collaboration amongst the staff team.
- High expectations of all learners.
- Appropriate Assessment for Learning strategies were used consistently across the school.
- Confident teacher judgements using Education Scotland Benchmarks were leading to improvements in attainment.
- Most children were achieving expected levels in literacy and numeracy at First and Second Levels and almost all children were achieving expected levels at Early Level.
- A robust tracking system was in place to identify children who require support or challenge with appropriate interventions identified and monitored.

Areas for Improvement included:-

- Ensure differentiation, pace and challenge across all classes.

- Develop more opportunities for creativity and flexibility to enable learners to exercise choice and experience learning that is well matched to their needs and interests.
- Further develop the creative use of digital technologies across the curriculum.
- Outdoor learning should be developed across the curriculum.
- Continue to enhance the provision of Nurture approaches across the school.
- Support for learning approaches should be embedded in all classes.
- Further involve learners in setting personal targets.
- Develop a clearer system for learners to have a say in future school improvements.

Over time, the self-evaluation information and attainment data submitted by the school to the local authority remained consistent with the position evidenced in 2018-19. Therefore, this did not prompt a targeted or intensive response from the Quality Improvement Service. During Session 2021-22, targeted support was provided by the Quality Improvement Education Officer in response to local knowledge gathered during discussions focused on school improvement priorities and tracking of learners' attainment. This approach is in alignment with the proportionate response made by the Quality Improvement Service where schools with evaluations of satisfactory or less, or those with declining trends in attainment, are prioritised for intensive levels of support. As the school was in scope for an inspection, a further supported self-evaluation process was undertaken on 27 February and 1 March, with clear areas for improvement identified. (Detailed in Appendix 5). The school was inspected w/c 20 March, 2023 allowing very limited time for actions to be implemented.

The draft Inspection report was received on 4 May, 2023. A detailed analysis of the content of the draft report and Summarised Inspection Findings (SIF) was undertaken immediately. It was the view of the Senior Leadership Team, and officers within the Quality Improvement Service, that a significant number of inaccuracies existed. This was particularly relevant to the evaluation of Quality Indicator 3.1 Ensuring Wellbeing, Equality and Inclusion. The Service Director and Head of Education engaged in a process to challenge these inaccuracies with a range of senior officers within Education Scotland. Simultaneously, a formal complaint was raised with Education Scotland regarding the manner in which the inspection had been conducted. The outcome of this was received on 19th September and was partially upheld. A further pause of publication was requested to allow for further communication related to the concerns held. Publication was finally agreed for 21st November. This process focused on challenging the report content, the inspection process and to achieve the best outcome from the inspection. The dignity of the staff team, including the Head Teacher, was a significant consideration throughout.

The Quality Improvement service continues to provide an intensive level of support to the school. A clear action plan has been created with agreed timelines including those where immediate action was required. This is tracked rigorously. Evidence supports that significant progress has been made. A new Acting Head Teacher has been in post since August, 2023. They will remain in post until Education Scotland

have carried out their return visit which will be within a year of publication of the report. The Edinburgh Learns Teaching and Learning Team are supporting with aspects of professional learning to upskill teaching staff. The Local Authority is funding an additional Senior Development Officer post, for an initial period of 18 months, to further support improvements in Teaching, Learning and Assessment.

4.2 Buckstone Primary School

In September 2023, Education Scotland inspectors visited Buckstone Primary School undertaking a full model inspection. Here are Education Scotland's evaluations:-

School

Quality Indicator	Evaluation
1.3 Leadership of Change	Very Good
2.3 Learning, Teaching & Assessment	Good
3.1 Ensuring Wellbeing, Equality and Inclusion	Very Good
3.2 Raising Attainment & Achievement	Very Good

Nursery

Quality Indicator	Evaluation
1.3 Leadership of Change	Good
2.3 Learning, Teaching & Assessment	Satisfactory
3.1 Ensuring Wellbeing, Equality and Inclusion	Good
3.2 Securing Children's Progress	Good

The letter issued to parents & carers (report), identifying strengths and next steps is attached as Appendix 2. The link to the more detailed full summarised inspection findings, is detailed in the letter (report), and referenced below as background reading.

The Head Teacher has attended the pre-inspection early engagement sessions to provide advice to colleagues about the process followed in preparing the school for inspection and to share aspects of very good practice.

4.3 Queensferry High School

In October 2023, Education Scotland inspectors visited Queensferry High School undertaking a short model inspection. Here are Education Scotland's evaluations:-

School

Quality Indicator	Evaluation
2.3 Learning, Teaching & Assessment	Good
3.2 Raising Attainment & Achievement	Good

The letter issued to parents & carers (report), identifying strengths and next steps is attached as Appendix 3. The link to the full summarised inspection findings, is included in the letter (report), and referenced below as background reading.

Aspects of practice, identified as strengths during the inspection, have been shared with colleagues at the pre-inspection early engagement sessions.

4.4 Follow-Through Visits

- Bruntsfield Primary School - Appropriate progress made (Appendix 4).

4.5 Supported Self Evaluation

- Royal Mile Primary School
- Carrick Knowe Primary School
- Niddrie Mill Primary School

A summary of the strengths and areas for development is detailed in Appendix 5.

Quality Improvement Education Officers ensure all recommendations, identified during internal and external review activity, are implemented within agreed timescales.

Where a satisfactory evaluation has been given, the Quality Improvement Service has ensured that a clear action plan is in place to improve the evaluation to good or better.

4.6 Model of Pre-Inspection support

The quality improvement service has used findings from external and internal scrutiny activity to refine and improve the model of pre-inspection support. This involves an intensive level of activity to ensure the consistency of high-quality learning experiences, rigorous self-evaluation to support quality indicator grades and a deep analysis of the journey of attainment over time. Early analysis of impact, on improving outcomes, is positive. A series of pre-inspection early engagement sessions has provided guidance to Head Teachers to improve approaches to self-evaluation and data analysis, together with providing an opportunity for fellow Head Teachers to share aspects of strong practice.

4.7 Post- Inspection Support

The quality improvement service provides intensive levels of support to schools who receive a satisfactory, or below, evaluation as part of their inspection. A clear action plan for improvement, within an appropriate timescale, is agreed with the Head Teacher of these schools. Progress is tracked rigorously and reported to the Service Director and Heads of Education monthly.

5. Next Steps

- 5.1 The Quality Improvement Service will continue to undertake the planned calendar of activity related to Inspection Follow-Through and Supported Self-evaluation visits which will be reported to Education, Children & Families Committee each cycle.
- 5.2 The Quality Improvement Service will continue to respond to learning from ongoing inspection and internal review processes providing universal, targeted and intensive levels of support. Learning themes will be shared with all Head Teachers to inform improvement.
- 5.3 The Quality Improvement Service will maintain the Capacity and Risk Register to ensure accuracy of information and to inform proportionate levels of support and to plan future review activity to ensure Equity and Excellence.
- 5.4 The Quality Improvement Service will ensure that all actions for improvement are implemented by schools within agreed timescales to improve all satisfactory evaluations (external or internal scrutiny) to good or better.
- 5.5 The Quality Improvement Service will evaluate and augment the refreshed approach to pre-inspection support for schools.

6. Financial impact

- 6.1 There are no financial implications contained in this report.

7. Equality and Poverty Impact

- 7.1 QIEOs will continue to evaluate Standards & Quality reports and share local knowledge to maintain an accurate Capacity & Risk Register to inform prioritised support. This will include an analysis of quality indicator grades (1.3, 2.3, 3.2, 3.2) which schools self-evaluate. QIEOs will provide intensive levels of support for priority schools adopting a coaching in context approach. This will include a focus on schools in areas of high deprivation to ensure equity of outcomes for our most disadvantaged learners.
- 7.2 Focused work will continue to provide guidance and support to priority schools in order to narrow the poverty-related attainment and attendance gaps. This will be augmented by partnership working with the Education Scotland Attainment Adviser and Equity Lead officers.

8. Climate and Nature Emergency Implications

- 8.1 There are no identified Climate and Nature emergency implications contained in this report.

9. Risk, policy, compliance, governance and community impact

- 9.1 The Edinburgh Learns Improving Quality in Learning Board will continue to consult with a range of reference groups i.e. senior leaders, practitioners, parents/carers, young people & Education Scotland to identify improvement priorities which are aligned to the National Improvement Framework and Council Business Plan priorities. This includes Improvements in Attainment between the most and least disadvantaged learners; improvements which further the commitment to social and climate justice.
- 9.2 The Quality Improvement Service staffing levels create the need for a proportionate model of support. Decisions to provide intensive, targeted or universal support is informed by a range of data held with the Capacity & Risk Register. This response is focused on Equity and improving outcomes for learners impacted by poverty. However, mitigations are in place to also ensure Excellence in the form of universal support, guidance and sharing of identified practice. This is quality-assured through a sampling approach. Progress reports are provided to the Service Director and Heads of Education weekly.
- 9.3 The Quality Improvement Service ensures schools' compliance with Statutory Requirements and codes of practice related to safeguarding as illustrated in the HGIOS 4? Quality Indicator 3.1 Ensuring Wellbeing, Equality and Inclusion, including record-keeping in accordance with Child Protection Guidelines and the CEC Retention schedule.
- 9.4 The Service Risk Register is regularly reviewed by the Education Senior Leadership team to identify and assess the level of risk and implement mitigations.

10. Background reading/external references

- 10.1 <https://education.gov.scot/improvement/self-evaluation/HGIOS4>
- 10.2 The East Craigs Primary School Summarised Inspection Findings (SIF) is available on the Education Scotland website at:
<https://education.gov.scot/inspection-and-review/find-an-inspection-report/find-an-inspection-report/details?id=2466>
- 10.3 The Buckstone Primary School Summarised Inspection Findings (SIF) is

available on the Education Scotland website at:

<https://education.gov.scot/inspection-and-review/find-an-inspection-report/find-an-inspection-report/details?id=1803>

10.4 The Queensferry High School Summarised Inspection Findings (SIF) is available on the Education Scotland website at:

<https://education.gov.scot/inspection-and-review/find-an-inspection-report/find-an-inspection-report/details?id=4136>

11. Appendices

Appendix 1- East Craigs Primary School Inspection Report

Appendix 2 - Buckstone Primary School Inspection Report

Appendix 3 – Queensferry High School Follow Inspection Report

Appendix 4 – Bruntsfield Primary School Follow-Through Report

Appendix 5 – Supported Self Evaluation Report (January 2024)

7 November 2023

Dear Parent/Carer

In March 2023, a team of inspectors from Education Scotland visited East Craigs Primary School. During our visit, we talked to parents/carers and children and worked closely with the headteacher and staff.

East Craigs Primary School nursery class has been inspected by the Care Inspectorate within the last 18 months. The City of Edinburgh Council and headteacher had the option to include the nursery class in this inspection. They made the decision for the primary school classes only to be inspected therefore the contents of this letter refer to the primary classes only.

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

- Confident, able and articulate children across the school who are keen to learn and be more involved in making decisions about their school.
- The early start made to provide the youngest children with play-based learning experiences.
- The support provided by the support for learning team and pupil support assistants for children who find learning challenging.

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

- The headteacher should provide clear direction to the work of the school. In doing this there is a need to establish robust approaches to evaluate the quality of the school's work. This should help identify appropriate improvements required.
- Staff should improve approaches to learning, teaching and assessment to ensure all children receive a consistently high-quality learning experience across the school. This will help ensure that children have appropriate challenge and support in their learning.
- All staff need to improve approaches to promoting and supporting positive relationships and behaviour across the school.
- The leadership team should improve approaches to tracking children's attainment and progress through Curriculum for Excellence levels. There is a need for a clear focus on raising attainment in literacy and numeracy across the school

We gathered evidence to enable us to evaluate the school's work using four quality indicators from [How good is our school? \(4th edition\)](#). Quality indicators help schools, local 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 details of our evaluations to keep track of how well Scottish schools are doing.

Here are Education Scotland's evaluations for East Craigs Primary School

Quality indicators	Evaluation
Leadership of change	weak
Learning, teaching and assessment	weak
Ensuring wellbeing, equality and inclusion	weak
Raising attainment and achievement	weak
Descriptions of the evaluations are available from: How good is our school? (4th edition), Appendix 3: The six-point scale	

A more detailed document called Summarised Inspection Findings (SIF) will be available on the Education Scotland website at: [Reports page | Inspection reports | Education Scotland](#)

What happens next?

As a result of our inspection findings we think that the school needs additional support and more time to make necessary improvements. We will liaise with The City of Edinburgh Council regarding the school's capacity to improve. We will return to carry out a further inspection of the school within one year of the publication of this letter. We will discuss with The City of Edinburgh Council the details of this inspection. When we return to inspect the school we will write to you as parents/carers informing you of the progress the school has made.

Sadie Cushley
HM Inspector

28 November 2023

Dear Parent/Carer

In September 2023, a team of inspectors from Education Scotland visited Buckstone Primary School and Nursery Class. During our visit, we talked to parents/carers and children and worked closely with the headteacher and staff.

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

- The strong, compassionate leadership of the headteacher is supported well by the senior leadership team. Together they provide direction and encouragement to ensure and improve the wellbeing of the children and staff.
- Children have high levels of attainment in literacy and numeracy across the school.
- The inclusive ethos and culture across the school and the nursery class supports very positive and respectful relationships.

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

- Senior leaders should develop further the way in which learning is planned and assessed in the nursery class. This is to ensure children benefit from high quality learning and make the best possible progress.
- Senior leaders and staff should continue to develop the quality of teachers' practice so that all children experience high-quality learning and teaching that consistently meets their needs.

We gathered evidence to enable us to evaluate the school's work using four quality indicators from [How good is our school? \(4th edition\)](#) and [How good is our early learning and childcare?](#) Quality indicators help schools, local 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 details of our evaluations to keep track of how well Scottish schools are doing.

Here are Education Scotland's evaluations for Buckstone Primary School and Nursery Class

Quality indicators for the primary stages	Evaluation
Leadership of change	very good
Learning, teaching and assessment	good
Ensuring wellbeing, equality and inclusion	very good
Raising attainment and achievement	very good
Descriptions of the evaluations are available from: How good is our school? (4th edition), Appendix 3: The six-point scale	

Quality indicators for the nursery class	Evaluation
Leadership of change	good
Learning, teaching and assessment	satisfactory
Ensuring wellbeing, equality and inclusion	good
Securing children's progress	good
Descriptions of the evaluations are available from: How good is our early learning and childcare? Appendix 1: The six-point scale	

A more detailed document called Summarised Inspection Findings (SIF) will be available on the Education Scotland website at: [Find an inspection report | Education Scotland](#)

What happens next?

We are confident that the school has the capacity to continue to improve and so we will make no more visits in connection with this inspection. The City of Edinburgh Council will inform parents/carers about the school's progress as part of its arrangements for reporting on the quality of its schools.

Tracie McEwan
HM Inspector

5 December 2023

Dear Parent/Carer

In October 2023, a team of inspectors from Education Scotland visited Queensferry Community High School. During our visit, we talked to parents/carers and young people and worked closely with the headteacher and staff.

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

- Highly motivated, articulate and ambitious young people who have high aspirations. They are eager participants in their learning.
- Senior leaders and staff are making effective use of information about young people's progress to raise attainment.
- The strong and effective leadership provided by the headteacher, supported by his senior leadership team, is beginning to improve attainment in key measures in the senior phase.

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

- Staff should build on existing approaches to planning learning to ensure all learning activities are set at the right level of difficulty for young people.
- Continue with plans to improve attainment across the school.

We gathered evidence to enable us to evaluate the school's work using quality indicators from [How good is our school? \(4th edition\)](#). Quality indicators help schools, local 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 details of our evaluations to keep track of how well Scottish schools are doing.

Here are Education Scotland's evaluations for Queensferry Community High School

Quality indicators	Evaluation
Learning, teaching and assessment	good
Raising attainment and achievement	good
Descriptions of the evaluations are available from: How good is our school? (4th edition), Appendix 3: The six-point scale.	

A more detailed document called Summarised Inspection Findings (SIF) will be available on the Education Scotland website at:

[Details](#) | [Find an inspection report](#) | [Find an inspection report](#) | [Inspection and Review](#) | [Education Scotland](#).

What happens next?

We are confident that the school has the capacity to continue to improve and so we will make no more visits in connection with this inspection. The City of Edinburgh Council will inform parents/carers about the school's progress as part of its arrangements for reporting on the quality of its schools.

Susan McDade
HM Inspector

Appendix 4
The City of Edinburgh Council
Follow Through Report
Bruntsfield Primary School
November 2023

Background

Education Scotland undertake an annual sample of inspections across Scotland (approximately 240 per year) covering nursery, primary, special, and secondary schools. A letter to parents and carers about each inspection is published approximately three months after the inspection. Based on this letter, the school, with the support of the authority, amends its improvement plan to take account of any agreed areas for improvement.

Bruntsfield Primary School was inspected in January 2020. In November 2023, a team of Quality Improvement Education Officers from The City of Edinburgh Council, visited Bruntsfield Primary School. They visited classes and they worked closely with the Head Teacher, the senior leadership team, and wider staff to evidence the progress and improvements which the school had made. The team also worked with the Head Teacher to ensure rigour in the Standards & Qualities report evaluations.

Report

During the inspection visit in 2020, Education Scotland evaluated the school as follows:

Quality indicators	Evaluation
2.3 Learning, teaching, and assessment	good
3.2 Raising attainment and achievement	very good

The two areas for improvement identified during the Education Scotland inspection report, published in January 2020, were as follows:

- Continue to improve the effective use of data to provide a clear whole-school picture of progress and attainment. Senior leaders should use all relevant data to identify more accurately gaps in learning and progress.
- Continue to develop creativity in learning and teaching to increase challenge and depth in learning for all children.

This report covers progress relating to each one in turn.

Profile of the school

School	Bruntsfield PS	Learning Community	Boroughmuir
Roll	618	Care Experienced %:	0
SIMD 1 and 2 %:	0	% EAL	28%

Scrutiny Grades	QI 1.3	QI 2.3	QI 3.1	QI 3.2
HMIE Primary (date published) March 2019		4		5
School Standards & Qualities	4	4	4	5

ACEL data 2022-2023

Reading			Writing			Listening & Talking			Numeracy		
P1	P4	P7	P1	P4	P7	P1	P4	P7	P1	P4	P7
90.7%	92.1%	77.9%	89.3%	88.1%	75.8%	94.7%	93.1%	87.4%	94.7%	94.1%	82.1%

No of Pupils with ASN	No of EAL Pupils	No of Care Experienced Pupils	No of Young Carer Pupils	No of Complex Needs	Attendance below 85%	No of Exclusions 22-23	No of Exclusions 23-24	No of Flexible Timetables
11	172	1	7	4	28	0	0	14

Focus Tool

Comparator Schools for all stages	Reading	Writing	Listening & Talking	Numeracy
Bruntsfield Primary School	87%	84%	92%	89%
Sciennes Primary School	93%	88%	95%	93%
Flora Stevenson Primary School	78%	76%	86%	78%
Corstorphine Primary School	92%	90%	96%	93%
South Morningside Primary School	92%	92%	96%	95%
Davidson's Mains Primary School	89%	82%	92%	90%
James Gillespie's Primary School	92%	89%	94%	93%
Juniper Green Primary School	90%	84%	97%	90%
Stockbridge Primary School	85%	78%	83%	80%
Wardie Primary School	90%	92%	98%	93%
Roseburn Primary School	79%	76%	81%	82%

Stretch Aims 23-24

Q1			Q5			Literacy			Numeracy		
Total	Lit Q1	Num Q1	Total	Lit Q5	Num Q5	Q1	Q5	Gap	Q1	Q5	Gap
4	3	3	207	195	186	1	12	11 (n/a)*	1	21	20 (n/a)

Follow Through Report

Area for improvement 1: Continue to improve the effective use of data to provide a clear whole-school picture of progress and attainment. Senior leaders should use all relevant data to identify more accurately gaps in learning and progress.

A Bruntsfield tracking and assessment document has been created. This provides a clear, whole school picture of progress and attainment, including identified assessments, strategies and interventions used to support individuals and groups of learners. This document, containing a variety of relevant data, is accessed, and updated by the senior leadership team and staff and supports assessment judgements and next steps. It is discussed during tracking and monitoring meetings to ensure that attainment data accurately reflects the learning profile of each individual learner.

Use of the Analysis of Need document supports attainment meetings, which are ongoing throughout the year. Staff identified, through discussions, that this has led to an increased understanding of how assessment is integral for planning and teaching, which is enabling a consistent approach across each class in identifying, more accurately, gaps in learning and progress made. Tracking and monitoring procedures are well understood and used effectively to improve outcomes for all learners.

The deployment of support staff across the school and within the nurture base ensures targeted interventions are supporting individual learners in accordance with identified need. Learner needs are identified using robust assessment information which includes the use of Boxall Profiles. Learners, parents, and carers participate in decisions about how learning needs will be met. Inclusive practice is strong across the school, including through Pupil Support Assistants supporting learning within classrooms. This includes the use of appropriately matched learning resources with identified learners, provided by the English as an Additional Language (EAL) teacher. The support of EAL learners was of a high quality, with very good use of digital technologies to enhance learning. This was further evidenced through discussions with the EAL teacher, who works closely with staff to recommend and support the use of these resources. A variety of these resources are also available for families on the school website, and these have been identified by families as being invaluable in supporting individual learners.

There was consistency in learning environments across the school with common approaches evident in all classes such as class charters, literacy and numeracy supports, and the display of school values. Within some classes, formative assessment for learning strategies were used to check for understanding and extend learning, and there was evidence of very able learners being challenged in their learning through skilled questioning. There now needs to be a consistent approach in the use of formative assessment across all classes. Differentiation was evident in a few classes, through learner- chosen challenge activities. The school recognised that differentiation is an area for

improvement. Planned teacher engagement with the Edinburgh Learns Teachers' Charter should further support the improvement of this across the school.

Across the learning community there is a shared understanding of what the achievement of a Curriculum for Excellence level looks like, and robust arrangements for the moderation of writing are currently in place, with practitioner enquiry being used as a tool for improvement. A next step to consider within school is to ensure that robust moderation processes are in place, across stages and the curriculum, to further support and consolidate the shared understanding of standards in teachers' professional judgements about learners' progress.

Area for improvement 2: Continue to develop creativity in learning and teaching to increase challenge and depth in learning for all children.

Learners were engaged and highly motivated, interacting well during learning activities. Creative and collaborative learning was evident across all classes, with learners confidently leading learning and able to talk articulately about their learning. Relationships between learners and staff were respectful and nurturing. Staff have worked collaboratively to develop high quality, consistent approaches to learning and teaching, using progression pathways and high-quality planning, alongside the use of innovative and creative resources and teaching approaches.

In Primary 5, learners talked animatedly about their learning of Viking life, while leading a variety of creative and collaborative learning activities. The use of the local community effectively supported learning in Primary 6, where local amenity data was collated and used by learners to support and extend their skills in numeracy. Digital technologies were used effectively in Primary 6 and Primary 7, and learners were confident in using iPads to access and complete learning as well as to provide feedback on their understanding. In most classes, questioning strategies enhanced the learners' experience and enabled higher order thinking skills.

In all classes visited, learning intentions and success criteria were displayed and, in most classes, they were relevant to the learning. In some classes, learners participated in the co-construction of success criteria. Consistency of this practice across classes should be considered as a next step. Strong pedagogy was evident across Early level, as staff have continued to build upon play-based learning. The initial stages of first level were building on the success of play for learning in Primary 1, ensuring a balance between adult-directed and child-led learning.

Intentional and responsive planning supported learners to lead their own learning within Primary 1 and Primary 2 and ensured a focus on the development of skills. Staff ensured that play experiences were purposely connected to learning, offering children opportunities to apply and reinforce their skills. The effective use of the Early Years Practitioner and Pupil Support Assistants across Primary 1 contributed significantly to all children's learning. In Primary 1 there was planned differentiation within focused adult-directed and initiated learning. Within more open-ended play opportunities, differentiation was based on robust assessment from focused observations of children's learning through play.

A next step would be for the school staff to continue to build on the strong play pedagogy and utilise the experience of skilled staff, to support the transition between Early Level and First Level, focusing on pedagogical approaches that are developmentally appropriate.

A whole school skills progression framework has been developed. School staff are embedding this in learning and teaching, through planning processes, which clearly identify what is being learned and

assessed. Learners are beginning to build on extending their skills and applying them in different contexts. Classroom visits and discussions with learners evidenced that learners could identify which skills they were using within their activities.

Attainment levels Literacy

P1		P4		P7	
Achieved		Achieved		Achieved	
2021/22	2022/23	2021/22	2022/23	2021/22	2022/23
91.5%	88.0%	88.5%	85.1%	87.6%	73.7%

Attainment levels in literacy have fallen across Primary 1, Primary 4, and Primary 7. Practitioner Enquiry to improve writing attainment is a focus for all staff this session.

Attainment levels Numeracy

P1		P4		P7	
Achieved		Achieved		Achieved	
2021/22	2022/23	2021/22	2022/23	2021/22	2022/23
93.9%	94.7%	92.3%	94.1%	91.8%	82.1%

Attainment levels in numeracy show progress in Primary 1 and Primary 4 but have dipped in Primary 7. Progressive and consistent approaches to the teaching of numeracy, alongside numeracy moderation activities, are included in this session's school improvement planning, to support the achievement of measurable numeracy outcomes across measured stages.

Summary

Validation of School Standards & Quality Report 2022-23 gradings	QI 2.3	QI 3.2
	4	5
The review team agree with Bruntsfield Primary School Standards & Quality self – evaluation grades.		

The Quality Improvement Education team found that Bruntsfield Primary School had made appropriate progress in both areas highlighted by Education Scotland in 2020. The Quality Improvement Education Officers for the school will continue to work with the Head Teacher to provide support and to challenge progress across the school and this will continue to be reported to parents and carers through the Standards and Quality reports at the end of each session.

Improving Quality in Learning

Supported Self Evaluation

January, 2024

Supported Self-Evaluation

The following schools have undertaken a Supported Self-evaluation process. Strengths and Areas for Improvement are identified below for each.

East Craigs Primary School

The review team did not agree with the school's self-evaluation grades. A clear plan for improvement was agreed with the Head Teacher.

Strengths

- The school vision, values and aims have been developed collaboratively across the school community. Most children are aware of the 4 values and can talk about them.
- Most staff are aware of the school's improvement priorities and feel part of this change.
- All teachers are members of school improvement groups which feed into the improvement priorities. Staff evaluate the SIP and decide together on future priorities.
- Parents & carers are aware of most of the school improvement priorities and are given opportunities to provide feedback on a range of school policies and procedures.
- Parents/carers and stakeholders state that the school is welcoming and supportive. Parents feel there is an open-door policy and that the SLT are approachable if they need to raise a concern.
- Most parents feel pupils are happy at school and that their teachers are meeting their needs.
- Some children have the opportunity to be part of wider achievements groups:- school captains, Eco group, Rights Respecting Schools etc.
- Most children were able to articulate their strengths in learning. They linked their understanding of their strengths to how quickly they completed their tasks to undertaking more complex tasks.
- In almost all classes children are keen to learn and the learning environment is built upon positive, nurturing relationships.
- The recently developed 'Essential Conditions' for learning and teaching are beginning to be applied in some classes which has positive influence on learning experiences.
- In most lessons, learning intentions (LI) are part of the planned lesson with teachers providing clear instructions, and explanations, to pupils about learning activities at the start of the lesson. In some classes, this was revisited during the lesson.
- Through class visits, and focus group discussions, it is clear that learners can talk confidently and positively about their school experience. Almost all articulated that their teachers are helpful.
- School staff are beginning to focus on diversity and there is a planned programme to celebrate a range of festivals throughout the year. Similarly, it is starting to review the curriculum to ensure all young people can see themselves, and their background, reflected in their learning.
- Children's rights are evident across the school and children are beginning to become more conversant in their use. The school is working towards Silver Rights Respecting School Award.
- Almost all children said they would tell an adult if they were being bullied.

- Aspects of the Health and Wellbeing curriculum are embedded in school life. Relationships, Sexual Health and Parenting and the Building Resilience programmes are planned progressively across the school.
- Staff have been trained on the use of Emotion Talks and children talk positively about the benefit of daily emotional check-ins.
- Bonus Ball conversations have been used to probe further into responses from the Health and Wellbeing census.
- Children could talk confidently about their learning in writing. They were clear about what they were learning and could share a range of formative assessments strategies used to support improvement. Teacher feedback was visible in jotters and children used this to progress their learning.
- All learners shared that they engaged in self and peer assessment in maths and numeracy. Teachers also provided feedback in jotters and in one class teachers invited pupils to discuss next steps in their learning. Some learners have identified their own personal next steps.
- School staff track and monitor attainment over time and engage in milestones meetings to discuss progress and next steps for their learners with members of the Senior Leadership Team. Where appropriate, these meetings identify and monitor planned interventions for identified learners. The Education Scotland Benchmarks are used in these discussions to support rigour around teachers' professional judgements.
- Currently the school has 34 children with attendance below 85%. They are performing more strongly in this regard compared to other schools in a similar demographic. Learners and school staff are benefitting from a strong learning community approach to improving attendance including a jointly funded Attendance Pupil Support Officer.
- The Support for Learning (SfL) teacher contributes to the Professional Learning of school staff. The SfL teacher contributes to the evaluation of classroom practice and advises on strategies and resources for learners with additional support needs.
- Pupil Support Assistants (PSAs) work in class and with small groups of learners. PSAs observed, worked effectively with small groups of children supporting the use of a range of interventions.

Areas for Improvement

- Continue to focus on the new school values to ensure clarity of purpose across the school community, particularly with parents & carers. Staff should embed these across the 4 contexts for learning and this should be monitored by the Senior Leadership Team (SLT).
- The Head Teacher should consider reflecting on SLT remits to ensure clarity and rigour in relation to responsibilities and areas for school improvement.
- The Senior Leadership Team, and School staff, should continue to develop leadership opportunities with pupils to ensure their voice is heard, that they shape change and feel they are listened to.
- The Senior Leadership team should follow through on plans/strategies to implement positive change to ensure it is embedded.
- The Senior Leadership Team should develop appropriate quality assurance, tracking and monitoring systems and approaches to embed this continuous cycle of improvement through self-evaluation.
- Staff should consider how they evaluate engagement in learning to ensure children are cognitively engaged rather than compliant. Active learning approaches, creativity, the use of the Leuven Scale and practitioner enquiry could all support this aspect of improvement.

- The Head Teacher should consider how to make parents & carers more active participants in school life, and in decision-making, to redevelop the pre-covid sense of community.
- The Head Teacher should consider how staff can be empowered to take on more leadership opportunities and take more responsibility in relation to school improvement.
- Staff should develop their skills and understanding of Assessment for Learning strategies (AifL). They should develop ways for young people to interact more meaningfully with learning intentions and success criteria throughout a learning experience and as part of being able to reflect on their progress in learning.
- The Head Teacher should create a plan for staff to engage in further in professional learning focused on the 4 key components of Edinburgh's Teacher Charter and use practitioner enquiry to help embed this into practice.
- Across the school, a more developed approach to differentiation would support learning. The use of content, process, product and environment should all be evident. Skilful use of questioning, for example the use of Blooms, would support the development of this approach.
- School staff should consider how they use feedback – both peer and teacher – to check understanding and progress next steps in learning.
- To increase young people's motivation and extend their engagement in learning, teachers should ensure increased pace and challenge in lessons.
- School staff should increase planned opportunities for learner engagement and participation to include a greater focus on young people leading their learning.
- School staff should reflect on how they can provide more opportunities within learning experiences for collaborative learning and to develop understanding of creativity in the curriculum to provide greater motivation and challenge for all learners.
- Teachers should ensure engagement in learning is maximised and rebalance the proportion of teacher/learner dialogue.
- School staff should continue to build on the creative use of digital technologies to enhance learning.
- School staff should now respond to feedback from the Health and Wellbeing Census.
- School staff should focus on developing learners' understanding of the Wellbeing indicators and what this looks and sounds like in class and the playground. This would allow the children to articulate and deepen their understanding of wellbeing and provide them with the skills they need to reflect on their own wellbeing.
- A greater focus on equalities and diversity is required so children have a clear understanding of what these terms mean and how this can impact positively on school and beyond. An Equalities pupil group should help drive this area of improvement.
- More development of the outdoor spaces for learning opportunities/ sustainability e.g. the courtyards, fields would be beneficial to learning and wellbeing.
- The school's data demonstrates a fluctuating picture in relation to attainment over time. Immediate action should be taken to ensure efficient use of tracking information to support and challenge identified learners and to closely monitor cohorts such as those with English as an Additional Language, Care Experienced learners and to identify any variables in, for example, the attainment of boys and girls. Due to the variance in ACEL data, the Senior Leadership Team should reflect on the level of teacher confidence in their professional judgements. Professional learning to support this aspect of assessment should be considered.
- School staff should track wider achievement to allow them to plan for gaps in provision.

- Learner participation should be developed to offer more opportunities for children to lead and contribute to the life of the school.
- The SfL teacher should ensure that all teaching staff are familiar with the Literacy and Dyslexia Framework.
- The Head Teacher should ensure time is protected to enable PSAs to access the Learning Community PSA Training delivered by Additional Support for Learning Service. This training should be evaluated and have an impact on practice and outcomes.
- Professional Learning (both external and in-school) should be linked to targets for improvement identified through Looking Back Looking Forward conversations.
- Ensure there the role of the PSA is clearly understood by all and that teachers regularly discuss with them the specifics of their role in supporting learning each day.
- Some protected time should be made available to enable PSAs to share good practice, access information and email.

Royal Mile Primary School

The review team did not agree with the Standards and Quality Self – Evaluation grades. The Head Teacher, when questioned about the gradings found by the team, agreed they were accurate and matched her own current evaluations. Subsequently the Head Teacher has identified the need for regular self-evaluation to ensure evaluations are accurate and are based on robust evidence. She is clear about her leadership role in ensuring this.

Strengths

- Across the school there is an ethos of staff collegiality and positive working relationships. Staff feel listened to and are given the opportunity to develop their own professional learning to improve their skills.
- Parents, carers and partners are consulted regarding school improvement planning and made aware of key priorities. Class Blogs on the school website provide parents and carers with a visual update of what's taking place in school and information on how they can support learning at home.
- The Head Teacher and staff have an understanding of the social, economic and cultural context of the community.
- Across the school there is a calm and warm ethos within which staff show a commitment to pupils' welfare. There are nurturing relationships between staff and pupils, and amongst pupils themselves. This has been developed through the Reading Buddies scheme for Nursery and P5, P1 and P6, P2 and P7 pupils.
- The majority of pupils are motivated and eager to learn.
- A newly appointed Pupil Support Officer works across the school to support the wellbeing of targeted pupils and works with a range of partners to support families/learners.
- There are high expectations for learners working with the Support for Learning Teacher and the Pupil Support Officer providing Nurture to identified learners.
- The majority of teachers use effective questioning to check pupils' understanding and provide them with feedback about their work.
- This session, all teaching staff have begun participating in the Teachers' Charter professional learning programme focusing on Differentiation.
- The Senior Leadership Team tracks learners' attainment based on teachers' assessments and professional judgements. Teachers input assessment data on a whole school tracker and meet with Senior Leaders, the Support for Learning Teacher and Pupil Support Officer termly to discuss children's attainment and progress.

- During tracking meetings, teachers, Senior Leaders, the Support for Learning Teacher and Pupil Support Officer identify, plan and evaluate interventions and resources for learners not on track.
- The school gathers the views of parents, carers and pupils before their Child Planning Meetings.
- The Head Teacher is encouraging parents and carers, via weekly Sways and coffee mornings, to engage in the life of the school.
- Work undertaken to improve pupil attendance is having a positive impact. This has been a targeted approach based on setting up a walking bus and a breakfast club to increase attendance and reduce the number of lates.
- Staff and partners take due account of the legislative framework related to wellbeing, equality and inclusion. All staff have received GIRFEC and Child Protection training. Wellbeing concern forms are used by all staff. A system for recording, actioning and storing wellbeing concerns is in place. This ensures that information is dealt with in a sensitive and compliant manner.
- Most learners are achieving expected levels of attainment in literacy and numeracy.
- A class teacher, appointed as Numeracy Lead, is currently working in all classes to support the delivery of Numeracy and Maths for identified groups of learners. The class teacher has been supported by the City of Edinburgh's Numeracy Development Officer who is part of the Edinburgh Learns Teaching and Learning Team.
- Interventions to support pupils with dyslexia have improved their reading accuracy and fluency.
- Achievements, including successes outwith school, are valued and celebrated in a variety of ways both in class and at assemblies.
- The Acting Principal Teacher and a class teacher are currently participating in the Leadership for Equity Training. They have established a working group that has evaluated how well the school is doing using the Challenge Questions from How Good Is Our School (Version 4) Quality Indicator 3.2 and devised an action plan.

Areas for Improvement

- Senior leaders should support teaching staff in the effective planning of differentiated tasks and activities to ensure pupils' needs are being met. Once this is established, staff should increase pupil choice and ownership of their learning. Pace and challenge need to be developed to ensure all learners are making appropriate progress in their learning.
- Staff need to develop a consistent language of learning to scaffold all pupils' ability to talk about their learning and identify next steps. Staff should develop a school-wide approach to providing feedback linked to success criteria that will enable pupils to identify targets in their learning and to enable them to talk about what they need to do to achieve them. Pupils should be given the opportunity to co-construct their success criteria.
- There is scope to develop the use of digital learning to support pupils who have English as an Additional Language. Translator software used in all classes would enhance pupils' understanding and ensure planned learning meets their needs.
- Staff in Primary One should continue to collaborate with practitioners in the nursery to embed their knowledge and understanding of effective play pedagogy. This will ensure that teachers plan play experiences effectively which provide learners with challenge and continuity.
- As part of the review of the school's teaching and learning policy there should be a focus on the use of a lesson structure that includes the following:- starter, purpose, content, reflection/plenary to maximise learning experiences for all pupils.

- The Head teacher needs to ensure that there is a whole school focus on creating inclusive learning classroom environments that meets the needs of all children. This will build on the work already started in the use of the Circle document to evaluate learning environments.
- The school should continue to embed pupils' rights (UNCR) in the curriculum.
- Pupils were unsure what the Wellbeing Indicators are. This should be addressed immediately at class level and during assemblies. Pupils' knowledge of the indicators must be reassessed in December 2023.
- The promotion and celebration of diversity is an identified next step of the school. The Senior Leadership Team should establish an action plan that reflects the context of the school community and work in partnership with parents and carers to achieve this.
- Staff should continue to develop their approaches to assessment by using the benchmarks to ensure that they are able to make more robust and reliable judgements about learners' progress. This will ensure they are working at the appropriate levels, receiving challenge and support as required. This will also enable staff to analyse the data of different groups of learners in a more systematic and robust manner. Careful tracking of these improvements will allow the staff team to evaluate the impact of the interventions put in place.
- Teachers should continue to work with colleagues in and beyond the school to moderate children's work in order to further develop their professional judgement.
- The Senior Leadership Team should develop a system that tracks wider achievements.

Carrick Knowe Primary School

The review team agree with the Standards & Quality self – evaluation grades.

Strengths

- Open-ended experiences are available to learners across Early Level with access to well-planned outdoor learning experiences in Primary 1.
- The Senior Leadership team and school staff have developed a strong, clear understanding of the needs of the learners and families within the school community. They have worked very well together to establish and sustain a positive vision for Carrick Knowe and ensure a caring, nurturing, and supportive environment for all learners.
- Across the school, staff work very well as a team. Teachers and pupil support assistants lead on areas of improvement readily. They have successfully improved approaches to learning and teaching, creating consistency across the school, embedded approaches to outdoor learning and digital learning.
- In all lessons, the teachers share the purpose of the learning with learners. They discuss with learners how they know they will be successful. In most classes, teachers refer to this during the lesson to help learners reflect on their learning. In a few classes, teachers co-constructed success criteria with learners.
- The Reduced Class Contact time teacher uses the outdoor spaces well. This is evidenced through the school's quality assurance programme of shared classroom experiences and feedback from learners.
- In almost all lessons, staff use digital tools and resources well to consolidate and enhance learner's learning and skills. For example, teachers use interactive whiteboards to support lessons. Across the school, learners use a variety of technologies with confidence, such as tablets and applications to support, consolidate and extend learning, as well as in supporting their independent learning and choice.

Areas for Improvement

- Revisit the shared understanding of the key features of play pedagogy.
- Across all stages, learners would benefit from developing a more differentiated approach to meet their individual needs rather than a whole class undertaking the same activity. Learners are ready to lead learning.
- There is scope to increase pace and challenge of learning to ensure it is set at the right level of difficulty for all learners. Learners are ready to take more responsibility for co-constructing success criteria with their teachers and in leading their own learning.
- Senior leaders are aware of learners' achievements. However, they are not yet tracking consistently learners' participation in wider achievement experiences. This would help identify and support learners who may be at risk of missing out. As planned, staff should help learners to identify the skills and qualities they develop when participating in activities in and out of school. This will support learners to recognise and reflect on their achievements and progress.

Niddrie Mill Primary School

The review team agree with the Standards & Quality Self-evaluation grades. The Senior Leadership have experienced some instability and change over recent months but have demonstrated that they have a clear focus on areas of improvement and are working hard to implement the priorities within their school improvement plan to secure improvement in these areas. These actions are intended to ensure the evaluations for Quality Indicator 1.4 and 2.3 are improved to good or better by May 2024.

Strengths

- The staff have established a warm and caring ethos and are highly committed to securing the best possible outcomes for learners.
- Staff value opportunities to undertake leadership roles and be involved in curriculum development work to ensure that there is continuous improvement across the school.
- Play-based pedagogy is being developed across Primary 1. There is a clear commitment from the team to deliver developmentally appropriate practice and in being responsive to the needs and preferences of learners.
- Partners value the openness and responsiveness of staff seeking and taking on advice which results in strong partnership working to secure positive outcomes for their learners.
- The work which has been undertaken to improve pupil attendance is having a positive impact on reducing absence. This has been a targeted approach based on knowledge of the families and improved systems to identify attendance concerns early and implement interventions promptly.
- Staff track attainment of learners over time to ensure that they are able to identify trends which require attention and to ensure that all staff understand the learning journey of all learners as they move through the school.
- Attainment has improved over time due to a strong focus being placed on positive relationships, staff developing an understanding of trauma, the creation of the wider wellbeing team to support learners and their families, along with a focus on high quality learning and teaching.
- In June 2023, most learners across P1, P4 and P7 achieved expected levels of attainment in reading and listening and talking. The majority achieved in writing. Most children across P1, P4 and P7 achieved expected levels of attainment in numeracy.

Areas for Improvement

- QIEO to support sustained capacity and stability in the Senior Leadership Team.
- Provide opportunities for learners to be more involved in setting the focus for school improvement work and to lead work carried out in learner voice groups.
- Ensure that learning is differentiated to meet learners' needs, providing appropriate levels of support and challenge.
- Develop a consistent language of learning to scaffold learners' ability to reflect on and talk about their learning.
- Revisit and review the Positive Relationships Policy as planned to support consistent approaches and procedures being followed by all staff across the school.
- Provide opportunities for learners to become more familiar with the wellbeing indicators to ensure that they are known and understood.
- The tracking of pupils' achievements should be developed to include the skills for life, learning and work being developed.