

Education, Children & Families

10am, Tuesday, 16 April 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

Executive Director of Children, Education and Justice Services

Contact: Jackie Reid, Head of Education, Quality Improvement and the Broad General Education

E-mail: jackie.reid2@edinburgh.gov.uk

Tel: 0131 469 3364

Quality Improvement and Scrutiny Update

2. Executive Summary

- 2.1 Improving outcomes for all learners is our shared goal. All staff need to be relentlessly focused on ensuring learners make the progress they need to achieve and attain. Since August 2023, the Quality Improvement Service has implemented a refreshed model of support and challenge to maintain this relentless focus on raising standards in schools. The Edinburgh Learns Improving Quality in Learning Framework has been updated (March 2024) to clearly define this new model and approaches to improvement. The main approaches are covered in this report with the full document included as Appendix 1.
- 2.2 Progress with identified areas for improvement for Priority Schools 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.
- 2.3 Learning themes, emerging from scrutiny activity, are used to adapt and strengthen the model of support and challenge. The Edinburgh Learns Teaching, Learning & Assessment, and Improving Quality in Learning Boards, have clear action plans to take forward areas for improvement and to share examples of strong practice. This includes monitoring the impact of the work of the Quality Improvement Service.
- 2.4 A range of Education Scotland inspections, and Local Authority reviews, continue to be undertaken. The outcomes of these, and next steps for improvement, are included in this report. From this scrutiny activity, key learning themes have emerged which will help to inform the key priorities of the Education Improvement Plan 2024-27 and School Improvement Plans 2024-25.

3. Background

- 3.1 Edinburgh Learns Improving Quality In Learning Framework:

This Framework is one of a suite of frameworks providing clear guidance for Senior leaders, school staff and central teams to help them to take forward the

Edinburgh Learns for Life Vision for Education. All staff, across our schools, should be committed to providing young people with the highest quality learning experiences which help them to attain and achieve the best possible outcomes.

The Quality Improvement Service provides support and challenge to ensure schools continue to improve. The model is proportionate which means that different levels of support are provided:-

- Universal
- Targeted
- Intensive

Support provided at each of these levels is clearly defined in the refreshed Edinburgh Learns Improving Quality in Learning Framework (Appendix 1). Levels of support are informed by the information held in the Capacity & Risk Register which relates to levels of attainment, attendance data, schools' self-evaluation data, information gathered through scrutiny activity and leadership capacity. Intensive support is provided to the schools who need it most (Priority Schools). Schools in receipt of intensive support can 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.

A tracker is in place for all priority schools. This includes clear identified actions for improvement within agreed timescales. Progress with each action is reported to the Service Director, and Heads of Education, at the Education Senior Leadership weekly meeting. This ensures effective information sharing and the provision of additional leadership support where required. This can include Performance Management measures where necessary.

The Quality Improvement Service has also implemented a refreshed pre and post-inspection support model from August 2023.

3.2 Education Scotland inspects schools using either the full or short model of Inspection. The short model of inspection evaluates two key Quality Indicators:-

- 2.3 Learning, Teaching & Assessment
- Raising Attainment & Achievement

The full model of inspection evaluates four key Quality Indicators:-

- 1.3 Leadership of Change
- 2.3 Learning, Teaching & Assessment
- 3.1 Ensuring Wellbeing, Equality & Inclusion

- Raising Attainment and Achievement

For each model an evaluative statement is also included for Quality Indicators:-

- 2.2 Curriculum
 - 2.7 Partnerships (Parental Engagement)
- 3.3 The Quality Improvement Service continues to undertake Follow-through visits to schools who have been inspected by Education Scotland. The cycle for this activity 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.
 - Within 18 months of inspection for all other schools.
- 3.4 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.

4. Main report

4.1 Edinburgh Learns Improving Quality in Learning Framework

The updated Framework has been launched with Senior leaders in March 2024 at the Head Teachers’ Meetings. This guidance firmly places quality improvement activity within the context of the City of Edinburgh Council behaviours of Respect, Integrity and Flexibility. The core values of the Quality Improvement Service are that our approaches are comprehensive, supportive, proportionate and collaborative. Clear guidance is provided in relation to the key strategic actions that should be taken to raise standards in schools:-

- Effective Planning for Improvement
- Ensuring the Quality of the Learning Experience
- Effective Monitoring and Tracking of priorities and learners’ progress
- Moderation of Standards

To raise standards in our schools, the Quality Improvement Service engages in a range of activities adopting a “coaching in context” approach. This involves officers working alongside senior leaders to participate in a variety of quality assurance activities. The range of scrutiny activities is clearly laid out

to define what senior leaders, and staff teams, should expect when participating in:-

- Supported Self Evaluation,
- Inspection Follow-Through visits
- Thematic Reviews
- Shared Classroom Experience

The Capacity and Risk Register is maintained to provide a consistent, robust overview of scrutiny activity across the authority. This information informs the levels of support provided which are:-

- Universal
- Targeted
- Intensive

Performance Management

Improving outcomes for all learners is our shared goal. Where school leaders or the manager feels that they are not meeting required standards, an action plan is created, detailing expected progress, within agreed timescales. Intensive support is provided to support progress. Performance measures can include:-

- Attainment
- Attendance
- Scrutiny outcomes (external and internal)

If support has been given, but underperformance continues, a formal performance improvement plan is put in place.

The framework clearly defines the roles, remits and responsibilities of all staff responsible for raising standards in schools to ensure effective governance of these activities.

4.2 Model of Pre-Inspection support

The model 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. Initial evaluations evidence that, overall, the new model has had a positive impact on the outcomes of Education Scotland Inspections. Feedback is gathered from colleagues, who have received this support, in order to continually refine and improve the model. Findings from external and internal scrutiny activity are used to refine and improve the model.

Further pre-inspection early engagement sessions are planned to share these findings, to improve approaches to self-evaluation and data analysis, and to consider appropriate sources of evidence to support evaluative grades. Head Teachers are now involved in the co-construction of the planning, and delivery, of these sessions to share identified strong practice. The Head Teacher Associate Chair of the Improving Quality in Learning Board is constructing a survey for Head Teachers who have received pre-inspection support. This will provide further data to evaluate the impact of the model. An exemplar of the programme of support is included as Appendix 2. At the Head Teachers' meetings in March, 2024 Head Teachers presented effective practice in quality assurance and self- evaluation activity, demonstrating how this has raised standards in their schools.

4.3 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. This may also be in alignment with any planned return visit made by Education Scotland. Progress is tracked rigorously and reported to the Service Director and Heads of Education frequently.

4.4 South Morningside Primary School

In November 2023, Education Scotland inspectors visited South Morningside Primary School undertaking a short model inspection.

Here are Education Scotland's evaluations:-

Quality Indicator	Evaluation
2.3 Learning, Teaching & Assessment	Good
3.2 Raising Attainment & Achievement	Very 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. The inspection team commented particularly on the articulation of the learners' journey of attainment. This document has been shared with colleagues who are preparing, or in potential scope, for inspection. A significant number of

senior leaders have begun preparing this document as an aspect of their self-evaluation activity.

4.5 Follow-Through Visits

- Pentland Primary School - Appropriate progress made (Appendix 4)
- Bonaly Primary School – Appropriate progress made (Appendix 5)
- Dean Park Primary School - Appropriate progress made (Appendix 6)
- Preston Street Primary School - Appropriate progress made (Appendix 7)

4.6 Supported Self Evaluation

- Lorne Primary School
- Leith Primary School
- St Mark's Primary School
- Taobh na Pairce

A summary of the strengths and areas for development is detailed in Appendix 8

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

Schools receiving an evaluation of satisfactory or less immediately become priority schools. A clear action plan is put in place to improve the evaluation to good or better, within agreed timescales. An intensive level of support is provided to ensure these improvements are made.

4.7 Key Learning Themes

The range of scrutiny activity undertaken this session to date has evidenced the need to ensure a priority focus on the following key themes:-

- Effective leadership of the development of high-quality teaching, learning & assessment across all schools.
- The need for robust systems and processes to ensure rigorous self-evaluation of the core key Quality Indicators.

This will inform the setting of priorities in the Education Improvement Plan 2024-27.

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 to provide universal, targeted and intensive levels of support, as required. Learning themes will be shared with all Head Teachers to inform improvement.
- 5.3 The Quality Improvement Service will maintain the Capacity and 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. The HT Associate chair of the Improving Quality in Learning Board will construct a survey, with Board member, to evaluate the impact of the existing model and to inform these further improvements.

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. QIEOs also participate in a minimum of one shared classroom experience as part of the universal support model. 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 South Morningside 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=4388>

11. Appendices

Appendix 1- Edinburgh Learns Improving Quality in Learning Framework (March 2024)

Appendix 2 – Pre-Inspection Support Model (Exemplar)

Appendix 3 - South Morningside Primary School Inspection Report

Appendix 4 – Pentland Primary School Follow-Through Report

Appendix 5 – Bonaly Primary School Follow-Through Report

Appendix 6 – Dean Park Primary School Follow-Through Report

Appendix 7 – Preston Street Primary School Follow-Through report

Appendix 8 – Supported Self Evaluation Report (March 2024)

EDINBURGH LEARNS

Improving quality in learning
March 2024



Contents	1
Key strategic actions.....	6
Leadership Learning Partnerships.....	Error! Bookmark not defined.
Supported self-evaluation	Error! Bookmark not defined.
HMI Inspection.....	10
Capacity and Risk Register	12
Roles, remits and responsibilities	14

Our goal is that all Edinburgh’s children are supported to find their passion and live their best life as full and active members of their communities. It is a vision that is both ambitious and inclusive.

We wish to build self-reliance and resilience, not dependency on services. To achieve this our children and young people must develop excellent skills for learning, life and work, regardless of socio-economic barriers or other additional needs.

The City of Edinburgh Council is committed to the delivery of a high-quality education service for all children and young people, and to working in partnership with parents and communities. A culture of continuous improvement underpins all activity and is the responsibility of all staff working within schools and centres, supported by the Quality Improvement Service. Improving outcomes for all learners is our shared goal and all staff need to be relentlessly focused on ensuring learners make the progress they need to achieve and attain.

The role of officers is to provide guidance and support schools¹ to continually adapt and improve so that the needs of all learners can be met. The Quality Improvement and Curriculum Service places self-evaluation at the heart of all activity to raise standards in our schools. We support schools to make effective use of data, improvement planning, research and innovative practice.

Education is for life. It is every citizen’s right, young and old, to ensure prosperity and personal fulfilment. The City of Edinburgh strategy for education is shown as a series of outcomes that have been agreed by each of our Edinburgh Learns for Life Boards to ensure that all Edinburgh’s children thrive and succeed. Each Board oversees the delivery of the following themes:



¹ Schools includes all ELC settings where education is provided

Everything we do starts with the question: what difference will this make to children, young people, and their families, how will we know and how can we be even better?

Effective self-evaluation is a rigorous process which provides a unique and valuable picture of what is having most and least impact on learners in a single class, at a stage, within a school or across a cluster or local authority. Self-evaluation involves all stakeholders in the learning community considering 'How good can we be?' Once the quality of the impact on learners has been evaluated, then plans for improvement can be drawn up.

Self-evaluation involves:

Looking inwards through engaging with specific self-evaluation questions

- **how are we doing?** *What evaluative statements can we make about improved outcomes for our learners?*
- **how do we know?** *What evidence do we have? This involves making sound judgments about the impact on learners (see triangulation of evidence)*
- **what are we going to do now?** *What are our next steps to address areas where we could do better?*

Looking outwards: using external research and intelligence; learning from what happens elsewhere

Looking forwards: exploring what the future might hold for today's learners

How Good is Our School?4/How Good is Our Early Learning and Childcare

Our Behaviours

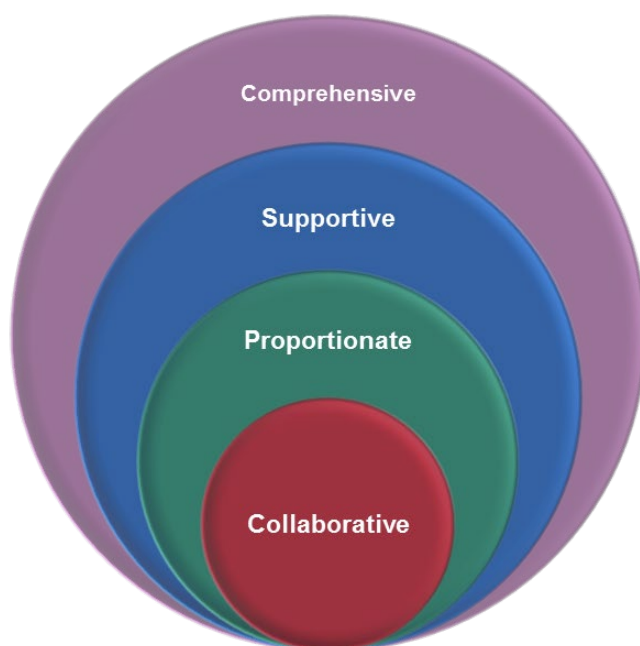
Our purpose is to work together for the people of Edinburgh. Our Behaviours are the foundation to help us do that, creating a great place to work - one that's open, positive, inclusive and safe. An organisation where people are supported, empowered, celebrated for their diversity, trusted, valued and recognised.

What are Our Behaviours?

- **Respect:** We're inclusive, we promote equality, we treat people with fairness, understanding and kindness and we consider others in all our decisions and actions.
- **Integrity:** We're open and honest, we take responsibility, we build trust and we pull together to do what's right for our residents, colleagues and city.
- **Flexibility:** We're open minded, we keep it simple, we adapt to provide great service and find better ways of doing things, and we embrace opportunities for shared working and learning.

Core Values

Quality Improvement is most effective when it is:



Collaborative

Collaboration is the most important feature of the self-improving system if we are to raise Standards in Schools. Self-evaluation should not be done in isolation: it is essential that opportunities are found to embed collaboration in self-evaluation processes at all levels. As well as affording transparency, it provides the opportunity to share views and discuss next steps. During school reviews, QIEOs engage in shared classroom experience with senior leaders. For practitioners, collaborative enquiry brings depth to their professional learning and leads to more accurate and honest self-evaluation. Collaboration with all stakeholders leads to a shared assessment of risk and a shared understanding of the school's capacity for continuous improvement.

Proportionate

The overarching role of the Quality Improvement Service is to provide proportionate and intelligence-led support and challenge to schools. This is based on sound and accurate self-evaluation, using a range of data. The level of support required by a school is based on an initial needs analysis, as documented in the Capacity and Risk Register of Schools. Support Levels² are flexible to meet emerging needs.

Supportive

All self-evaluation should be done within a climate of trust and support. Staff engaging in the process ensure that feedback is strengths-based with mutually agreed steps for improvement. Governance arrangements are agreed in advance, including recourse when there are conflicting views over evaluations.

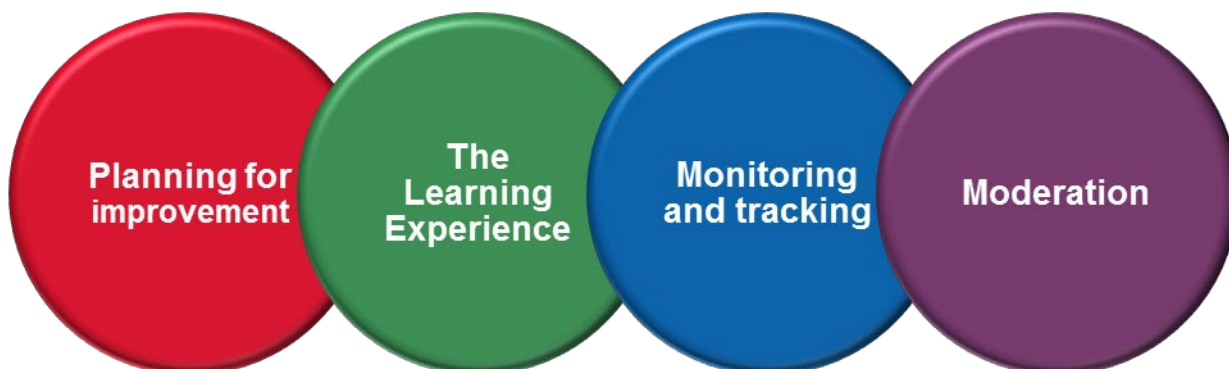
Comprehensive

Quality Improvement Managers and Officers assess performance and service delivery by analysing evidence gathered from various sources:

- Education Scotland Inspection reports and Care Inspectorate reports for ELC
- Standard and Quality reports and School Improvement Plans.
- Stakeholder views - parents, learners, staff and partners.
- Attainment, attendance, exclusion and inclusion, participation, and engagement data.
- Supported Self-evaluation or Follow-Through processes.
- Calendar of Quality Assurance meetings.

The resultant intelligence is shared with the Edinburgh Learns Improving Quality in Learning Board. It informs the Education Standards and Quality Report and Education Local Improvement Plan. Our practices are also shared with colleagues across the Regional Improvement Collaborative.

² Capacity & Risk Register



Planning for Improvement

School

Standards and Quality reporting and Improvement Planning are core parts of the cycle of self-evaluation activity. The school's Quality Assurance Calendar should clearly document the approaches and times over the session when specific evidence gathering, and strategic planning are done. All staff, parents and learners should be involved appropriately in the process. Planning for improvement must be based on the needs-analysis of each school, within the wider context of local and national objectives. (Education Standard and Quality Report and Edinburgh Learns School Improvement Planning guidance)

In planning for improvement schools should:

- Clearly define the area of need and identify appropriate practices or programmes to address this using robust diagnostic evidence.
- Create a clear action plan which defines how change will take place in order to develop a shared understanding. This should include CLPL for staff and strategic use of resources.
- The priority should be continually monitored to track progress and to effectively measure the impact on pupils.

Learning Community plans reflect shared areas for improvement and are based on sound self-evaluation.

Education Authority

The Quality Improvement Service evaluates service delivery and plans for improvement through various processes: the Local Outcomes Improvement Plan and Education Improvement Plan each provide a strong golden thread linking improvements within and across services. The Communities of Practice will enhance these areas of our work.

Each year the Education Improvement Plan is reviewed in line with national guidance and local need. Actions at school and authority level are then drafted for consultation. The revised Education

Improvement Plan with recommended Improvement Actions is then circulated for Headteachers to use as guidance when planning.

The Learning Experience

School

Improving the core business of teaching, learning and assessment is a vital part of the self-evaluation process in every school. A strong, collegiate approach to embedding this is essential for the continued improvement of each teacher, stage and faculty. Teachers are encouraged to reflect and share their own practice within a culture of trust and openness to improve³. All leaders of learning work collaboratively with staff, through formal and informal sharing of classroom experience.

The Head teacher maintains and reviews core policies and procedures such as:

- Learning, Teaching & Assessment Policy
- Relationships, Learning & Behaviour Policy
- Assessment and Moderation Policy
- Tracking & Monitoring Policy
- Attendance Procedure
- Anti-bullying Policy
- Home Learning Policy
- Literacy Strategy
- Numeracy Strategy
- Religious Observance Strategy

Headteachers ensure the highest quality of teaching, learning and assessment through a robust calendar of quality assurance processes. Professional learning for all staff is based on evidence of high impact not only for practitioners, but also children and young people.

All teaching staff should demonstrate confidence and apply skills related to the Edinburgh Learns Teachers' Charter:

- Assessment is for learning
- Differentiation
- Leadership of learning
- Skills

All Early Years (EY) practitioners should demonstrate confidence and apply skills related to the core CEC ELC guidance for Curriculum, Observation, Planning and Assessment.

Education Authority

The Quality Improvement Service, in partnership with senior leaders, ensures that shared classroom experience is included in all self-evaluation of schools. This takes place during:

- Quality Assurance Visits by QIEOs
- Supported self-evaluation (SSE)
- Local authority Follow-Through Visits

³ See LNCT Shared Classroom Experience policy

- **Thematic Reviews**

This ensures appropriate triangulation of evidence and maintains a focus on the core business of learning, teaching and assessment.

Themed training will be made available for senior leadership teams and officers each year. Themes will be agreed through an analysis of internal scrutiny processes and themes from Education Scotland Inspections. It will be delivered in Learning communities, localities or across sectors, as appropriate. The main aim is to continue to develop leadership capacity and to create a highly skilled workforce.

Monitoring and tracking

Schools

Each school monitors and tracks progress across the broad general education and senior phase, including locally identified, ambitious stretch aims. This ensures that the actual and intended progress of learners is clearly documented and all actions are put in place to maximise potential.

Headteachers have processes in place that ensure that children's progress is assessed and discussed with staff. Teacher professional judgements are supported by a range of data, including assessment and moderation within and across learning communities. There are regular Raising Attainment/Tracking & Monitoring meetings between the class teacher and member of senior leadership team to support and challenge learning. Where concerns are identified in relation to gaps in learning or the need for challenge, these are addressed, and interventions or strategies put in place. These interventions are tracked to ensure they are having their intended impact. In most cases this requires discussions with parents/carers to ensure that all parties are clear about their role to secure progress.

Additional consideration is given to ensure equity and maximisation of resources for those learners who may be care experienced, live in poverty, and/or have additional support needs. Where learners are identified as not achieving the expected Curriculum for Excellence level within the broad general education for their stage of development, particular emphasis is placed on ensuring that all appropriate and available interventions are used to address gaps in learning.

Within the Broad General Education, the BGE Benchmark Tool and the Focus Tool is used to compare progress in Curriculum for Excellence with comparator schools across Scotland. Insight is used extensively to track progress against Virtual Comparators in the senior phase. This is particularly significant in tracking for cohorts facing barriers to learning. These tracking tools are used in conjunction with other tracking information to ensure a full, dynamic assessment of progress is maintained for each learner.

Education Authority

The education authority tracks and monitors the progress of all learners across the city. Attainment data is captured at various points throughout the session to highlight priority schools for intensive support, such as coaching in context which includes attendance at SLT and Raising Attainment meetings. Officers provide regular progress updates to the Education Senior Leadership Team (ESLT) on priority schools identified through the Capacity & Risk Register. Predictions for achievement of Curriculum for Excellence levels (ACEL) are collated and analysed in November

and March each session to target support and drive improvements in attainment. Analysis of progress is presented to the Service Director and Chief Education Officer twice per annum by the Quality Improvement Managers. The annual attainment reports to Education, Children and Families Committee provides a clear analysis of progress across key indicators. Attainment for learners in Equity groups (Care Experienced, children subject to poverty and additional support needs) are highlighted.

Moderation

School

To ensure that learners make effective progress through Curriculum for Excellence, all teachers and EY practitioners should have clear understanding of assessment and moderation processes. Headteachers should ensure that moderation activities follow CEC guidance and feature as a core part of professional discussions. This occurs within stages, schools, learning communities and more broadly as required. It includes joint planning, agreeing success criteria and moderation of completed work. therefore must feature in Learning Community improvement plans. This work is supported by the school/learning community Quality Assurance and Moderation Support Officer (QAMSO).

It is particularly important to ensure that moderation features at points of transition ensuring that leavers' progress is not halted as moves occur from nursery to primary and primary to secondary.

Education Authority

The Quality Improvement Service ensures that sufficient opportunities are made available for staff to moderate in schools, learning communities and across the Regional Improvement Collaborative (RIC). The Edinburgh Learns team plan a comprehensive series of professional learning opportunities every session. The impact of this work and of the QAMSOs and Learning, Teaching & Assessment Leads, is moderated and reported to the Improving Quality in Learning Board regularly.

Supported Self-Evaluation

The purpose of supported self-evaluation is to work in partnership with schools in all sectors to:

- validate and moderate schools' self-evaluation
- provide critical feedback for improvement
- gather information on the capacity of schools to improve
- provide valuable professional learning for staff.

All supported self-evaluation visits reflect the core quality improvement service themes, so are collaborative, proportionate, comprehensive and supportive. Reviews are done within a culture of reducing workload and tackling bureaucracy and make use of existing self-evaluation documentation, for example SQIPs. Approximately ten percent of schools will be audited each session, with each review lasting 2-4 days, depending on roll.

Officers prepare a calendar of reviews each session based on an analysis of:

- cycle of inspection by HMI or authority
- attainment data
- request by headteacher

- other factors as appropriate.

Supported self-evaluation teams comprise:

- Quality improvement manager
- Link QIEO (School and Early Years if appropriate)
- Additional central officers e.g. other QIEO, Edinburgh Learns DO, Digital DO
- Senior Leadership Team (SLT) from school
- Headteacher or SEIC associate
- Educational psychologist or ASL staff.

Themes for Review

Each SSE team provides support and challenge in the following:

- 1.3 leadership of change
- 2.3 learning, teaching and assessment
- 3.1 wellbeing and inclusion
- 3.2 raising attainment and achievement /securing children's progress

Will include brief evaluative statement on the following themes from other QIs:

- QI 2.1 Safeguarding
- Progress to reduce the attainment gap for children living in poverty
- Progress to meet the needs of care experienced young people
- QI 2.4

Programme of Support for Education Scotland Inspections

Following notification of inspection by HMI the Head of Education will plan with the headteacher a programme of inspection support. This will include:

- review of required documents such as Self-evaluation Summary and Safeguarding briefing
- analysis of attainment over time
- review of Q.I. sources of evidence e.g. records of attainment meetings, progression pathways
- shared classroom experience
- review of planned learning
- mock scoping meeting
- engagement with staff and focus groups

Education Scotland post-inspection support

Following inspection by HMI, schools are given specific strengths and areas for improvement. In collaboration with officers, arrangements for monitoring and review of progress are put in place including action trackers, governance and reporting to parents and elected members.

Where Education Scotland inspectors indicate they will not be returning to a school to carry out a further inspection, the QIEO will work with the Headteacher to monitor how well identified areas for improvement are being addressed.

The Quality Improvement and Curriculum Service undertakes follow-through visits in accordance with the following cycle: -

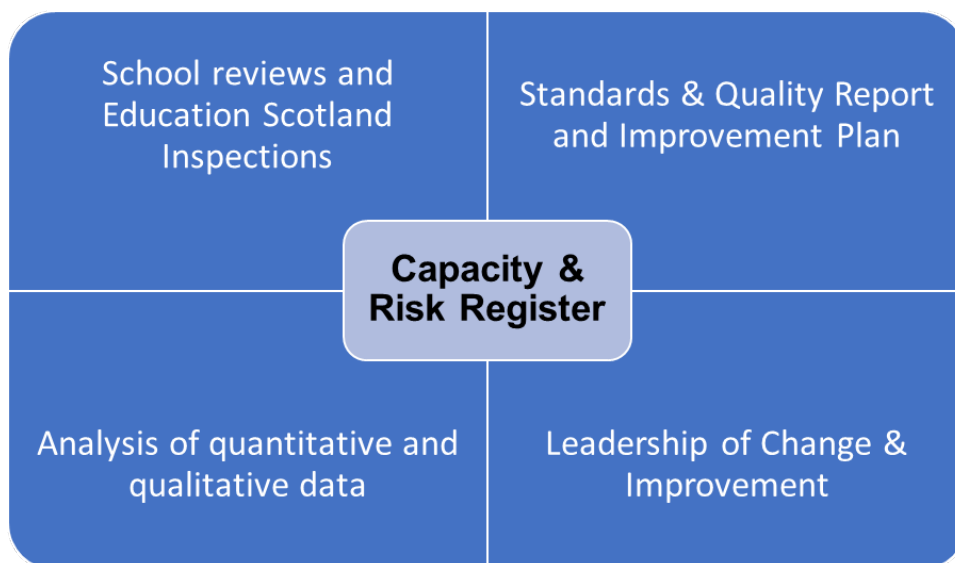
- Within 1 year of inspection where a school has been externally validated as “satisfactory” or less in any of the core Quality Indicators (1.3 Leadership of Change, 2.3 Teaching, learning & assessment, 3.1 Health, wellbeing & resilience, 3.2. Raising attainment & achievement)
- Within 18 months of inspection for all other schools

Targeted post-inspection support

Where HMI stipulate a requirement for the authority to monitor progress, an Action Tracker will be developed with the Headteacher to ensure identified areas for improvement area are addressed. A Follow-through review will be conducted 6 months after the inspection report is published to evaluate progress made. This may on occasion be undertaken in collaboration with the Education Scotland Area Lead Officer (ALO).

Intensive post-inspection support

Where HMI stipulate that they will return to a school to monitor progress, the Quality Improvement Service will work with the Headteacher to develop an Action Tracker to ensure identified areas for improvement area are addressed. This could include provision of appropriate professional learning through the Edinburgh Learns team, coaching in context through attendance at SLT, raising attainment meetings etc.



To raise standards in schools and ensure a consistent, robust overview of self-evaluation activity across the authority, the Capacity and Risk Register is maintained. This provides a clear summary of core self-evaluation activities and scrutiny of quantitative and qualitative data, including data analysis for learning communities. It provides an overall assessment of the level of capacity to improve and/or support required for each school to secure improved outcomes for learners.

At the beginning of each session, the Head of Education for Quality Improvement, and officers, review each school's capacity for continued improvement based on a range of data and identify the highest priority schools for intensive support within our proportionate model. A level of intensive, targeted or universal support is determined through the following drivers for improvement:

- the school's self-evaluation within Standards and Quality Report and Improvement Plan
- quantitative data such as attainment, attendance, inclusion and exclusion statistics
- known levels of parental engagement and satisfaction
 - questionnaires
 - complaints
- quality of teacher professionalism
 - engagement with authority-led professional learning such as the Teachers' Charter
 - leadership and masters level learning
- time since last HMIE
- relevant local knowledge, for example new or acting headteacher, personal circumstances, staffing, societal, environmental factors such as new school build, ASN impact or headteacher request.

Agreed models of intensive, targeted or universal support, are shared and agreed in consultation with each Headteacher during the first Quality Assurance visit early in term 1.

This agreement informs appropriate levels of proportionate and intelligence-led support and challenge from the Quality Improvement Team and other Council officers. It also informs centrally provided professional learning. The Capacity and Risk Register is maintained by the Quality Improvement Team and the progress of high-priority schools, who are receiving intensive support, is reviewed weekly by the Education Senior Leadership team. Any changes to agreed levels of support are discussed with headteachers.

Performance Management Policy

Improving outcomes for all learners is our shared goal. Where school leaders feel that they may not be able to meet the expected standard of performance or some goals and/or measures agreed, then they should speak to their line manager and ask for help. The manager will listen and arrange to provide the support needed where they can, as well as giving clear and honest feedback. Where a manager believes a setting is not performing to the required standard then they will raise this with the appropriate staff as part of everyday performance management. Managers will agree with school leaders how performance can be improved and how often to meet to monitor improvement and raise standards. An action plan will be co-created between the school leader and manager, detailing expected progress, within agreed timescales. Intensive support, as detailed in the table below, will be provided to support progress. Performance measures considered can include:-

- Attainment
- Attendance
- Scrutiny outcomes (External and Internal)

We understand that under-performance cannot always be improved by everyday performance management and further intervention is sometimes needed. If help has been given but underperformance continues, a formal performance improvement plan will be put in place.

Managers will always want to understand why colleagues might not be performing as well as expected and will try to understand their point of view, as well as giving clear and honest feedback. Our aim is always to find out how we can help colleagues achieve the required standards and expectations and to agree a way of resolving any issues and getting back on track, ensuring that learners' progress remains our shared goal.

C&R Model of Support	Quality Assurance activities
Universal	<p>QA Meeting 1:</p> <ul style="list-style-type: none"> • Self-evaluation of S&Q Report, School Improvement Plan, PEF report & plan; WTA, QA calendar • Review of Q.I. values and relevant sources of evidence • Review of attainment and progress in Stretch Aims • Review of attendance and relevant procedures • Calendar of professional learning including plan for CAT/In-Service • Confirm C&R Model of support and plan calendar of QA activities • QA activities to include – engagement in school SCE; sampling of Raising Attainment meetings; other as agreed.

	<p>QA Meeting 2:</p> <ul style="list-style-type: none"> • Tracking of progress in SIP priorities • Review of ACEL predictions and Stretch Aims progress • Review of interventions to accelerate progress in learning <p>QA Meeting 3:</p> <ul style="list-style-type: none"> • Self-evaluation of SIP progress to support S&Q Report • Review of Q.I. values • Review of ACEL predictions and Stretch Aims progress • Review of interventions to maximise progress in learning
Targeted	<p>Universal support and will also include additional activities based on needs-analysis of school</p> <p>May include:</p> <ul style="list-style-type: none"> • Supported self-evaluation and action tracker aligned to 'next steps' • Record of engagement maintained by QIEO and supported by QIM • Attendance at SLT meetings • HMI Follow-through • Professional learning package with Edinburgh Learns • Coaching in context e.g. assessment & moderation, raising attainment meetings • PEF coaching in context – SDO Equity/AA
Intensive	<p>Universal support and will also include additional activities based on high priority needs-analysis of school</p> <ul style="list-style-type: none"> • Meeting with Head of Education and Headteacher to agree targets for improvement. • Action Tracker for each priority school maintained by QIEO and progress updates shared with Head of Education based on activities undertaken as part of a coaching in context approach which includes attendance at SLT and Tracking and Monitoring meetings. • Head of Education leads review of high-priority schools at weekly Education Senior Leadership Team with Service Director. • Team around the school approach with relevant partners • Programme of Pre-Inspection support if HMI notification • Professional learning package with Edinburgh Learns • PEF coaching in context – SDO Equity/AA

Roles, remits and responsibilities

To ensure improved quality in learning, the Service Director and Chief Education Officer⁴

⁴ Chief Education Officer or other delegated officer

- provides an annual statement of Quality Improvement for Learning to the Children and Families Committee as part of the Schools and Lifelong Learning Standards and Quality Reporting process for Edinburgh Learns
- provides annual statements of Attainment and Achievement (BGE and Senior Phase) to the Education, Children and Families Committee
- provides regular reports to the Education, Children and Families Sub-Committee following HMI school reviews
- liaises with partners, including HMI and Regional Improvement Collaborative to ensure that the quality of schools in Edinburgh is continually improved through partnership and collaborative working
- establishes and maintains an authority tracking database

To ensure improved quality in learning, officers⁵:

- devise an annual calendar of quality assurance activity in partnership with schools and stakeholders
- establish professional learning for all appropriate staff
- provide support and challenge to senior leaders to ensure improved quality in learning
- adopt a coaching in context approach

To ensure improved quality in learning, Associate Assessors:

- work in partnership with the Quality Improvement Team to devise and support self-evaluation and professional learning activity for senior leaders

To ensure improved quality in learning, headteachers:

- provide an annual statement of improvement and evaluation of learning in the Standards and Quality and Improvement Plan
- set targets for attainment and achievement using the authority tracking database
- engage in Leadership Learning Partnerships as per the authority Quality Improvement calendar
- provide regular training/essential learning for staff on the key aspects as detailed in professional learning for Improvement
- embed key Council policies in all areas of their work

To ensure improved quality in learning, class teachers and EY practitioners:

- familiarise themselves with relevant tracking, monitoring and equity information for each class/learner
- work in partnership within and across schools, learning communities and wider networks to share best practice in learning teaching and assessment
- follow guidance as stipulated in teaching learning and assessment policy

Improving Quality In Learning

To ensure that systems and processes deliver the necessary improvements, the Improving Quality In Learning Board meets each term,

This group, chaired by a Head Teacher Associate, comprises

- headteachers from each sector
- quality improvement managers

⁵ Officers includes Quality Improvement Managers, Quality Improvement Education Officers and Development Officers

- attainment advisor
- improvement advisor
- depute headteacher additional support for learning
- principal educational psychologist
- professional associations.

The Improving Quality in Learning Board makes recommendations for future actions, and reports to the Service Director and Chief Education Officer by:

- reviewing impact of the overall strategy against measurable outcomes (key performance indicators)
- reporting on the overall impact of teaching and learning across schools as part of the outcomes as drafted in Local Outcomes Improvement Plan and Education Improvement Plan
- reviewing the local authority and HMI follow throughs
- reviewing the reports to Education Scotland, Scottish Government and Regional Improvement Collaborative.

The themes under constant review by this group are:

- improvements in performance
- self-evaluation to secure improvement
- leadership of improvement and change.

Education, Children and Families sub-committee meetings

This group is remitted by the Education, Children and Families' Committee to review internal scrutiny activity and the inspection of schools by Her Majesty's Inspectorate and operates as follows:

- the Head of Education (Quality Improvement and the Broad General Education) or her/his designated officers present the Quality Improvement Scrutiny update report to the Committee. This includes progress towards meeting actions to date and analysis of the school's capacity for self-evaluation and improvement
- the headteacher of the inspected school may attend to provide a more detailed insight into the inspection or further inspection findings and to take questions.
- when reporting a full HMI inspection, the Headteacher is encouraged to bring some members of the school community with him/her eg members of the parent council, pupil council.

Appendix 2

QICS Support for Schools following HMIE Notification – School: Headteacher:			
Activity	Purpose	Who	Date
LA notification of Inspection			
Meeting with Head Teacher (HT)/Senior Leadership Team (SLT) following Education Scotland notification	<ul style="list-style-type: none"> • Clarify Inspection Process (Ppt) • Review Education Scotland Checklist of Documents • Outline QICS programme of support and arrange key meetings • Provide key support resources to Head Teacher 	Head of Education (HoE) & Quality Improvement Manager (QIM)	(School notification) 10.01.24
Prepare Self-evaluation Summary and folders of evidence	<ul style="list-style-type: none"> • Ensure impact of school improvement journey on learner outcomes is effectively highlighted across all Quality Indicators • Refer to Education Scotland Inspection Evidence resource • Review of Timetables 	HoE, QIM & SLT	Due to Education Scotland 6 working days before inspection (19.01.24). Copy to Education Scotland & Local Authority. Draft due to HoE by 16.01.24 (any changes to reflect Shared Classroom Experience learning can be added by 18.01.24) Timetables quality assured by HT / QIM / QIEO before submission
Q.I. 3.2 Prepare Attainment Summary and Presentation (Local Authority Template)	<ul style="list-style-type: none"> • Review of Key measures e.g. • Progress/Trends over time (3 and 5 years). • FOCUS – comparator schools. • Tracking & Monitoring policy. 	HoE, QIM & SLT	Following notification 16.01.24

	<ul style="list-style-type: none"> • Review of Assessment & Moderation policy. • Review of Wider Achievement Tracking & Monitoring 		
<p>Q.I. 2.1 Prepare Safeguarding Form Check compliance with Safeguarding Statutory requirements (Child Protection, Health Care Plans, Getting it Right for Every Child Plans, etc)</p>	<ul style="list-style-type: none"> • Ensure compliance with statutory requirements. • Sample Child Protection Folders (Follow-up to ensure all safeguarded - Chronology), GIRFEC processes, Attendance procedure, SEEMiS Incidents of Bullying & Prejudice log, SHE referrals etc 	<p>QIEO and SEM to sample Folders Check on IEPs, GIRFEC Plans, SEEMiS SEEMiS Incidents of Bullying & Prejudice log (Pastoral notes, Bullying etc)</p>	<p>Due to Education Scotland 6 working days before inspection (19.01.24). Copy to Education Scotland & Local Authority.</p> <p>Draft due to HoE by 16.01.24</p>
<p>Meeting with Teaching and non-teaching staff</p>	<ul style="list-style-type: none"> • Support Teaching & Non-teaching staff – presentation on Inspection process and learning, teaching & assessment expectations (QI 2.3) 	<p>HoE & QIM, SLT</p>	<p>Friday 12th January</p>
<p>Liaise with relevant members of central team</p>	<ul style="list-style-type: none"> • Ensure QICS support planned across all stages and services e.g. Early Years (QIM/QIEO), Child Protection, Additional Support for Learning, Students/Probationers (QIEO), 	<p>HoE & QIM</p>	<p>Friday 12th January</p>
<p>Shared Classroom Experience (SCE) Review of Core School policies e.g. Learning, Teaching & Assessment policy, Relationships, Learning & Behaviour Policy</p>	<ul style="list-style-type: none"> • Joint LA/School self-evaluation of QI 2.3 – shared understanding of effective LTA. • Consistency in high quality LTA. Pace, Challenge, EL Teacher’s Charter 	<p>HoE & QIM, QIEO, EY QIEO, School SLT, Edinburgh Learns SDO/DO</p> <p>QICS outline key feedback with staff, SLT provide individual feedback.</p>	<p>Within 1 week of school notification</p>

		SLT & EL support individual staff as appropriate	
Review of planned learning (Timetable)	<ul style="list-style-type: none"> • Ensure learning time is maximised across all stages. • Clear learning outcomes matched to all activities- clear evidence of differentiation in planning using Experiences & Outcomes and learning experiences. • Progression in learning clear across and between all stages • Addresses next steps arising from SCE. • Clear evidence of planning assessment opportunities using ES Benchmarks 	QIM & Edinburgh Learns SDO/DO	24 th January Plans for week of inspection reviewed and agreed by HT/HoE
Mock Scoping Meeting	<ul style="list-style-type: none"> • Ensure impact of school improvement journey on learner outcomes is effectively highlighted across all QIs 	HoE, QIM & SLT	24.01.24
Ongoing check-ins with HT/SLT	<ul style="list-style-type: none"> • Support • Finalise Education Scotland Inspection Evidence documents/evidence folders 	HoE/QIM	22 nd and 25 th January
Week of Inspection	<ul style="list-style-type: none"> • Attend Scoping Meeting • Attend Feedback on Inspection Findings Meeting • Other 	HoE /QIM	W'b 29 January

30 January 2024

Dear Parent/Carer

In November 2023, a team of inspectors from Education Scotland visited South Morningside Primary School. 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.

- Senior leaders create a school environment in which children succeed. As a result, children across the school interact positively and are confident and keen to learn. Children are involved in the life of the school and contribute to a positive atmosphere for learning.
- Senior leaders and staff work very well together to ensure they understand how well children make progress in learning. Where children face challenges with learning, they receive effective support at the right time to overcome these.
- Senior leaders and staff use robust data very effectively to check that children reach expected Curriculum for Excellence levels. This is ensuring that children maintain high levels of attainment across all stages of the school.

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

- Staff should continue to develop approaches that support children lead their own learning and develop further children's independence when learning. This will ensure that all children experience consistently high-quality learning experiences across the curriculum.

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 South Morningside Primary School.

Quality indicators	Evaluation
Learning, teaching and assessment	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	

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.

David McKellar
HM Inspector

Appendix 4
The City of Edinburgh Council
Follow Through Report
Pentland Primary School and ELC
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. 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.

Pentland Primary School was inspected in February 2020. In November 2023, a team of Quality Improvement Education Officers from The City of Edinburgh Council, representing the nursery and primary sectors, visited Pentland Primary School and Nursery Class. 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.

Report

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

School

Quality Indicator	Evaluation
1.3 Leadership of change	Good
2.3 Learning, teaching and assessment	Good
3.2 Raising attainment and achievement	Very Good
3.1 Ensuring wellbeing, equality and inclusion	Very Good

Nursery Class/Early Learning & Childcare (ELC)

Quality Indicator	Evaluation
1.3 Leadership of change	Good
2.3 Learning, teaching and assessment	Good
3.2 Securing children's progress	Good
3.1 Ensuring wellbeing, equality and inclusion	Very Good

The three areas for improvement identified during the Education Scotland inspection report, published in July 2020, are as follows, and this report covers progress relating to each one in turn.

- Staff should continue to work together to develop further approaches to reviewing what they do and what they do next. They should ensure that priorities are well-planned and appropriately paced.

- Continue to improve approaches to planning, assessment and agreeing standards to ensure that all children continue to build on their learning. Teachers should continue to ensure that children make the best possible progress across all areas of the curriculum.
- Continue to develop the curriculum to ensure it is relevant and progressive and takes account of the local context. Staff should develop further a rationale for the curriculum, based on developing skills for learning, life and work.

Profile of the school

School	Pentland PS	Learning Community	Firrhill		
Roll	505	Care Experienced %:	1 %		
SIMD 1 and 2 %:	9 %	% EAL	9 %		
Scrutiny Grades		QI 1.3	QI 2.3	QI 3.1	QI 3.2
HMIE Primary (date published) March 2019		4	4	5	5
School Standards & Qualities		4	4	5	5

Achievement of a Level Data 2022/23

Reading			Writing			Listening & Talking			Numeracy		
P1	P4	P7	P1	P4	P7	P1	P4	P7	P1	P4	P7
87.7%	88.9%	93.4%	84.2%	82.5%	90.2%	96.5%	87.3%	93.4%	93%	85.7%	91.8%

No of Pupils with ASN	No of EAL Pupils	No of Care Experienced Pupils	No of Young Carer Pupils	No of Complex Needs	No of pupils with attendance below 85%	No of Exclusions 22-23	No of Exclusions 23-24	No of Flexible Timetables
54	47	4	8	0	24	0	0	0

Focus Tool

Comparator Schools for all stages	Reading	Writing	Listening & Talking	Numeracy
Pentland Primary School	90%	86%	92%	90%
Duddingston Primary School	82%	80%	88%	82%
Dean Park Primary School	96%	93%	99%	95%
Oxgangs Primary School	84%	81%	90%	85%
Currie Primary School	84%	83%	86%	90%

Towerbank Primary School	88%	84%	94%	88%
East Craigs Primary School	84%	76%	91%	84%
Wardie Primary School	90%	92%	98%	93%
Davidson's Mains Primary School	89%	82%	92%	90%
Nether Currie Primary School	89%	89%	97%	91%
Bonaly Primary School	95%	91%	98%	95%

Stretch Aims 23-24

Q1			Q5			Literacy			Numeracy		
Total	Lit Q1	Num Q1	Total	Lit Q5	Num Q5	Q1	Q5	Gap	Q1	Q5	Gap
19	6	5	137	19	12	32%	14%	-18%	26%	9%	-17%

Follow Through Report

Overview of the learning experience

During the local authority follow-through visit in November 2023, the visiting team witnessed positive and nurturing relationships between staff and children in all learning experiences visited across the setting. Almost all children were motivated, engaged and keen to talk about their learning.

In most classes, learning intentions and success criteria were shared which were relevant to the learning. In most classes, questioning was used to check and assess understanding of key concepts. The next step in this area will be to consider how to develop consistency in practice across all classes.

In the ELC, children experienced a wide range of experiences and spaces with clear opportunities to apply skills taught within play contexts.

Where support staff were working with classes, they worked effectively with children and provided high-quality support to groups and individuals.

Area for improvement 1: Staff should continue to work together to develop further approaches to reviewing what they do and what they do next. They should ensure that priorities are well-planned and appropriately paced.

Strengths

Within the school and ELC there is a strong staff team with a very positive ethos. All staff spoken to felt valued, well led and supported. ELC staff are part of whole-school improvement groups and comment that collaboration between ELC and school has increased resulting in a sense of shared purpose and joint culture for improvement.

The SLT are strong and dynamic. They provide meaningful leadership opportunities for staff and children across the setting. Children shared that they were proud to be part of leadership groups in the school focussing on equalities, digital learning and sustainability.

School improvement priorities have been identified in collaboration with staff which has resulted in a clear and focused Improvement Plan and a robust Quality Assurance calendar supporting both the school and the ELC self-evaluation process. Through the process of self-evaluation staff are encouraged to reflect on practice and then make changes which have a positive impact on children's learning.

Improvements are well planned, transparent and appropriately paced ensuring that all staff feel part of the process for continuous improvement.

Next steps

Develop structured opportunities for children and parents to contribute to the self-evaluation processes already in place in school and collaborate on identifying improvement priorities.

Area for improvement 2: Continue to improve approaches to planning, assessment and agreeing standards to ensure that all children continue to build on their learning. Teachers should continue to ensure that children make the best possible progress across all areas of the curriculum.

Strengths

Whilst Covid did initially impact attainment following on from school closures, particularly with the P4 and P7 cohorts, recovery planning has ensured that attainment has now recovered to be in line with pre-pandemic levels for almost all cohorts. P1 data for literacy and numeracy has remained relatively constant. P7 data showed a dip after home learning for both literacy and numeracy, however, levels have returned to pre-pandemic levels in almost all measures. P4 attainment was lower than pre-pandemic levels for last session, however November predictions for the present cohort show an increasing trend and is now above pre-pandemic levels. The school is continuing to focus on improving outcomes for all learners.

The approaches to Planning, Assessment and Tracking of children's progress within ELC have been adapted through staff engagement with the CEC refreshed guidance.

Data is used across the setting to track attainment, achievement and build the learning profile of each class. This includes information about protected characteristics to ensure learning and teaching strategies are appropriate and equitable. This is supporting a balance between Intentional and Responsive planning based on the interests and needs of the children.

The staff know their children well and know them as learners. Class teachers and practitioners in ELC are engaged with the planning and assessment process and meet with Senior Leaders three times a year to discuss progress of individuals and cohorts. This has provided a more rigorous approach to assessing progress and meeting learners' needs. There is now a reported greater understanding of standards with an increase in the careful planning and monitoring of universal and targeted interventions which is having a positive impact on the attainment of individuals and cohorts.

Staff engage in professional learning which focusses on developing and enhancing learning, teaching and assessment approaches alongside The Teachers' Charter. Time is provided to allow staff to look inwards, outwards and forwards to continue to meet the needs of their children.

Learning and teaching development across the school is based on Assessment is for Learning principles using Edinburgh Learns frameworks and strategy rich in its design. Staff work collaboratively to develop programmes of work across stages to support and challenge learners across all areas of the curriculum.

Next steps

Ensure that opportunities within play and flexible routines provide an increased level of challenge for children.

Now that the school is developing consistency across the stages, they should consider developing a wider range of approaches to differentiation and more opportunities for learners to lead the learning.

Area for improvement 3: Continue to develop the curriculum to ensure it is relevant and progressive and takes account of the local context. Staff should develop further a rationale for the curriculum, based on developing skills for learning, life and work.

Strengths

The staff team know their local context and they plan for experiences and opportunities built on this knowledge.

A recent priority of the school has been ensuring that the curriculum is equitable for all children. Financial barriers are reduced through Pupil Equity Funding to ensure that opportunities are open to all. The school ensures that they celebrate diversity and children were able to talk about events celebrated by different cultures as well as displays being evident in learning spaces.

Literacy, Numeracy and Health and Wellbeing are core features of the curriculum. The staff have continued to develop meaningful Outdoor Learning experiences with regular visits to the forest to support this for all children across the setting.

Staff plan a wide range of learning experiences and opportunities within the curriculum based on skills. This includes links to the Career Education Standard through the 'This is because' part of each lesson, this was observed in some classes during the visit.

Parents are welcomed and included into the ELC and school through regular stay and play, family events, forest experiences and learning events. Parents shared that they enjoy these and are glad that they have returned to being an integral part of the school calendar.

Next steps

Consider how to maximise the wide range of opportunities through enriched play areas ensuring children have less interruptions and are able to apply and revisit their play and learning.

Continue to plan for the development of skills across the four contexts of learning using these to enhance success criteria and plan for progression.

Summary

The Quality Improvement Education team found that Pentland Primary School and ELC had made appropriate progress in all three areas highlighted by Education Scotland in 2020. The Quality Improvement Education Officers for the school and the ELC 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.

The review team agree with the Standards & Quality Self-evaluation grades.

Appendix 5
The City of Edinburgh Council
Follow Through Report
Bonaly Primary School and Nursery Class
December 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. 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.

Bonaly Primary School was inspected in June 2018. In December 2023, a team of Quality Improvement Education Officers from The City of Edinburgh Council, representing the nursery and primary sectors, visited Bonaly Primary School and Nursery Class. 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.

Report

During the inspection visit in 2018, Education Scotland evaluated the school and nursery class as follows:

School

Quality Indicator	Evaluation
1.3 Leadership of change	Good
2.3 Learning, teaching and assessment	Good
3.1 Ensuring wellbeing, equality and inclusion	Very Good
3.2 Raising Attainment & Achievement	Very Good

Nursery Class/Early Learning & Childcare (ELC)

Quality Indicator	Evaluation
1.3 Leadership of change	Weak
2.3 Learning, teaching and assessment	Satisfactory
3.1 Ensuring wellbeing, equality and inclusion	Satisfactory
3.2 Securing children's progress	Good

The two areas for improvement identified during the Education Scotland inspection report, published in September 2018, are as follows, and this report covers progress relating to each one in turn.

- Continue to improve approaches to the school's self-evaluation and ensure the nursery is well supported in taking forward its areas for improvement.

- Take forward the school's plans to improve the curriculum, streamline planning and assessment and ensure appropriate challenge for all children is achieved through consistently high-quality learning and teaching across the school.

Follow Through Report

Profile of the school

School	Bonaly	Learning Community	Firrhill		
Roll	423	Care Experienced %:	0 %		
SIMD 1 and 2 %:	1 %	% EAL	4 %		
Scrutiny Grades		QI 1.3	QI 2.3	QI 3.1	QI 3.2
HMIE Primary (date published) March 2019		4	4	5	5
School Standards & Qualities		5	4	5	5

Inclusion Data

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
100	16	0	0	0	7	0	0	0

Achievement of a Level Data 2022-23

Reading			Writing			Listening & Talking			Numeracy		
P1	P4	P7	P1	P4	P7	P1	P4	P7	P1	P4	P7
97.9%	93.2%	94.5%	97.9%	88.1%	89.1%	100%	96.6%	96.4%	97.9%	96.6%	92.7%

Focus Tool

Comparator Schools for all stages	Reading	Writing	Listening & Talking	Numeracy
Bonaly Primary School	95%	91%	98%	95%
Cramond Primary School	88%	88%	97%	87%
Buckstone Primary School	92%	87%	95%	91%

Blackhall Primary School	96%	94%	96%	94%
Dean Park Primary School	96%	93%	99%	95%
St Peters' RC Primary	91%	88%	92%	92%
Craiglockhart Primary	84%	80%	83%	82%
Davidson's Mains Primary	89%	82%	92%	90%
Currie Primary	84%	83%	86%	90%
Juniper Green Primary	90%	84%	97%	90%
Corstorphine Primary	92%	90%	96%	93%

Stretch Aims

Q1			Q5			Literacy			Numeracy		
Total	Lit Q1	Num Q1	Total	Lit Q5	Num Q5	Q1	Q5	Gap	Q1	Q5	Gap
2	2	2	163	151	157	100%	93%	-7%	100%	96%	-4%

Overview of the learning experience

During the local authority follow-through visit in December 2023, the visiting team witnessed children who were highly motivated to learn. Positive and nurturing relationships between staff and children were evident in all aspects of school and ELC life. Children were proud of their learning and keen to talk about and demonstrate the 'Learning Powers' of the setting.

In almost all classes, learning intentions and success criteria were shared with children which clearly outlined the purpose of learning. In most classes the success criteria were differentiated appropriately. Formative assessment strategies were used to check for understanding in most classes.

Learning environments were used creatively in most of the lessons observed using break out spaces beyond the classroom where appropriate.

Digital technologies were used effectively in most lessons. Children were confident in using iPads to access and complete learning. Parents spoke about how they enjoy their children in P6 and P7 coming home and sharing their learning via Teams on their iPads.

Children with additional support needs were skilfully included in classes. Support staff worked effectively with children and provided high-quality support to groups and individuals.

Now that the school is developing consistency across the stages, they should consider developing a wider range of approaches to differentiation and more opportunities for children to lead the learning.

Area for improvement 1: Continue to improve approaches to the school's self-evaluation and ensure the nursery is well supported in taking forward its areas for improvement.

Strengths

Following the November 2019 continued engagement visit the ELC class have continued to make further progress at pace during a period of significant change. The ELC are now very much part of the whole school community and share its values. ELC staff are collaborating with P1 across early level ensuring continuity of learning. The significant improvements within the ELC class have been well led by senior leaders and in particular the acting DHT. They have ensured that the staff team are empowered and feel motivated to provide high-quality experiences for all children.

Structured self-evaluation processes are supporting reflective practice and continuous improvement. Senior leaders are committed to leading identified priorities from the ELC and school improvement plan. Distributed leadership is effective, and all staff have a lead role in developing priorities from the improvement plan. Robust self-evaluation processes are monitored through the annual monitoring calendar and are having a positive impact on increasing the pace of change and improving experiences for children. A 'bonus ball' approach is used to regularly seek feedback from children on improvement priorities. Children appreciate this opportunity to share their views and feel that their opinions are valued. Parents are also invited to give feedback regularly through parental engagement events, online learning journals and are invited to coffee with the Headteacher once a month (Coffee with Kirsty). Parents value opportunities to be involved in supporting school priorities which impact their children's learning, these most recently have included feedback on home learning and on the school's vision and values.

The SLT are strong and dynamic. Children shared that they were proud to be part of leadership groups in the school focussing on equalities, digital learning and sustainability.

The staff team are committed to professional learning and engage with national and local guidance which supports improvements within the ELC and school. This session has seen staff across the setting engaging in professional enquiry on pupil voice and participation. The PRD process is used successfully to identify professional development needs linked to the Teachers' Charter. Staff recognise the value of this approach and can articulate the impact it has had on their practice.

Next steps

Identify further opportunities to work in partnership with parents/carers to support continuous improvement.

Complete work on school aims linked to vision and values involving all stakeholders.

Area for improvement 2: Take forward the school's plans to improve the curriculum, streamline planning and assessment and ensure appropriate challenge for all children is achieved through consistently high-quality learning and teaching across the school.

Children within the ELC class are happy and engaged in rich and meaningful play experiences. Child centred responsive and intentional planning approaches ensure a breadth of curriculum experiences, with a focus on skills, across all four contexts of learning. Well planned interactions, experiences and spaces provide support and challenge for all children. The ELC environment and flexible routines enable a broad range of learning experiences. Challenging literacy and numeracy opportunities exist within almost all play spaces to support and extend children's learning within meaningful contexts. The ELC demonstrate a strong commitment to outdoor learning and some children have a split placement with the Forest Kindergarten. Observations support the assessment

of children's learning. The consistency of observations is variable regarding quality and frequency. Children's progress is now being tracked and monitored to secure progress over time.

Curriculum developments continue to enhance the learning experiences of children at Bonaly. The literacy and language curriculum has been reviewed with a focus on revising a core reading scheme from Early level upwards. The introduction of drawing club at early level has seen an improvement in engagement in writing as well as attainment in Primary 1. Writing learning progressions have been evaluated and adapted throughout the school. 'Bonaly Counts' has been established with numeracy planning and lines of progression revised, SEAL is now embedded in Primary 1 – 3.

Outdoor learning is an integral part of the curriculum with planned experiences from ELC to Primary 7. These experiences focus on skills linked to the Career Education Standard and have differentiated activities for children to engage in. Children shared that they liked the opportunity to learn outdoors and particularly enjoyed the opportunity to work as a team to solve problems.

Through the recent focus on creating a revised vision and values for the setting there has been a strong emphasis on equalities and diversity. Children spoke confidently about the learning differences of their peers and how they can support them in their learning. A staff team, with support from parents led the review of texts available in the school library to ensure that these were modern and diverse. Children shared that they liked the updated range of texts available to them. Multi-cultural events are celebrated in the school with a recent Expressive Arts project showcasing the range of cultures across the setting. Parents, pupils and staff are proud of their inclusive school values and model these in all aspects of school life with rewards linked to these given at assemblies.

The school's tracking and monitoring system has developed further each year and now allows careful monitoring of attainment over time and cohort measures. Class teachers are engaged with this process and meet with Senior Leaders three times a year to discuss progress of individuals and cohorts. This has provided a more rigorous approach to assessing progress and meeting learner needs resulting in a greater understanding of standards and careful planning and monitoring of universal and targeted interventions to improve progress. Transition processes have been enhanced across the setting to ensure smooth progression as pupils move through each stage. Stage partners plan collaboratively to ensure consistent learning experiences for children which was evident during classroom observations.

Attainment has remained relatively constant with high levels of attainment and achievement. The school is continuing to focus on improving writing. Children are given opportunities to extend their learning and experience challenge, mainly through differentiated activities. There is still scope for this to be further developed to ensure all children are working to their potential.

Next steps

Continue to build sustainable collaboration between Forest Kindergarten and ELC staff.

With a focus on observations, ensure children's learning is captured equitably within observations in line with the planned process.

Continue to develop play pedagogy beyond Primary 1 linking to the new Edinburgh Learns skills progression guidance.

Further develop teacher understanding of what appropriate challenge looks like and feels like across the curriculum.

Streamline processes and procedures for consistent gathering evidence of learning and progress over time.

Summary

The Quality Improvement Education team found that Bonaly Primary School and ELC had made appropriate progress in the two areas highlighted by Education Scotland in 2018. The Quality Improvement Education Officers for the school and the ELC 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.

The review team agree with the Standards & Quality Self-evaluation grades.

The City of Edinburgh Council
Follow Through Report
Dean Park Primary School and Early Years Centre
22nd November 2023

Background

Education Scotland undertake an annual sample of inspections across Scotland covering nursery, primary, special and secondary schools. A letter to parents and carers about each inspection is published approximately three months after the visit. 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.

Dean Park Primary School was inspected in January 2020. In November 2023, a team of Quality Improvement Education Officers from City of Edinburgh Council, representing the early years and primary school sectors, visited Dean Park Primary School and Early Years Centre. They visited classes and they worked closely with the Head Teacher, senior leadership team and wider staff, learners and parents/carers in focus groups to evidence the progress and improvements the school had made.

Inspection Report

During the inspection visit in 2020, inspectors from Education Scotland and the Care Inspectorate evaluated the school and Early Years Centre as follows:

School

Quality Indicator	Evaluation
1.3 Leadership of change	Very good
2.3 Learning, teaching and assessment	Good
3.1 Ensuring wellbeing, equality and inclusion	Good
3.2 Raising Attainment and Achievement	Good

Early Years Centre

Quality Indicator	Evaluation
1.3 Leadership of change	Good
2.3 Learning, teaching and assessment	Good
3.1 Ensuring wellbeing, equality and inclusion	Very good
3.2 Securing Children's Progress	Good

Care Inspectorate gradings for the Early Years Centre:

Care Inspectorate standards	Grade
Grade Quality of care and support	Very good
Quality of environment	Very good

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

- The positive start made by the new acting headteacher and leadership team, over a short space of time, to raising attainment. As a result, the school is well placed to move forward.
- The highly effective professional learning undertaken by most staff which is beginning to support improvement to children's learning experiences across the nursery and primary stages.
- The able, enthusiastic and articulate children who are keen to take part in school and community activities.

- The effective engagement of the school and Early Years Centre with the wider community.

The two areas for improvement identified during the Education Scotland inspection report, published in June 2020, are as follows, and this report covers progress relating to each one in turn:

- Continue to raise attainment and achievement across the Early Years Centre and primary stages. This includes working as a team to meet the needs of all children through the provision of consistently high-quality learning and teaching experiences.
- Continue to develop further opportunities for children to identify and apply their skills in real life contexts within their daily learning and be more involved in creating their own learning experiences.

School: <i>Dean Park Primary School</i>						Learning Community: <i>Balerno High School</i>						
Roll			(P1-7) 498 (nursery class) 65			Care Experienced %:			0.2 %			
Q1 - SIMD 1 and 2%:			0.4 %			EAL %			7.7 %			
Scrutiny Grades						QI 1.3	QI 2.3	QI 3.1	QI 3.2			
HMIE Nursery (date published)						4	4	4	5			
Nursery Standards & Quality Report 2023						5	5	5	5			
HMIE Primary (date published)						5	4	4	4			
School Standards & Quality Report 2023						5	4	5	5			
ACEL Data June 2023												
Reading			Writing			Listening and Talking			Numeracy			
P1	P4	P7	P1	P4	P7	P1	P4	P7	P1	P4	P7	
97	95	97	97	90	94	100	98	100	98	91	96	
Focus Tool (2022-23 data)												
Comparator Schools for all stages				Reading	Writing	Listening & Talking	Numeracy					
Dean Park Primary School				96%	93%	99%	95%					
Bonaly				95%	91%	98%	95%					
Currie				84%	83%	86%	90%					
Wardie				90%	92%	98%	93%					
Davidson's Mains				89%	82%	92%	90%					
Stretch Aims 2023-24												
LITERACY	All pupils				SIMD Quintile 1				SIMD Quintile 5			
	Number in group?		Stretch aim number		Number in group?		Stretch aim number		Number in group?		Stretch aim number	
P1	73	71	0	0	53	51						
P4	75	64	0	0	51	47						
P7	76	71	1	1	49	48						
P1, P4 & P7 combined	224	206	1	1	153	146						
NUMERACY	All pupils				SIMD Quintile 1				SIMD Quintile 5			
	Number in group?		Stretch aim number		Number in group?		Stretch aim number		Number in group?		Stretch aim number	
P1	73	72	0	0	53	52						
P4	75	69	0	0	51	49						
P7	76	72	1	1	49	48						
P1, P4 & P7 combined	224	213	1	1	153	149						

Follow Through Report

Overview of the learning experience

Across Dean Park Primary School and Early Years Centre, there is a warm, friendly, and supportive ethos. During the local authority follow-through visit in November 2023, the visiting team observed senior leaders and staff work very well together to create a safe and nurturing environment which reflects the school's values, to 'Flourish'. Children talk positively about these values and how they are developed across the school.

In all lessons, the purpose of learning was clear and understood by almost all learners. Learning intentions and success criteria were evident in all learning experiences and were relevant to the learning. In most classes, learners were involved in co-constructing success criteria. Examples of differentiation by product/outcome and through questioning were evident in almost all classes. In almost all classes, a range of formative assessment for learning strategies were used to check for understanding and extend the learning. Learners with additional support needs were skilfully included in classes. Support staff worked effectively with learners and provided high-quality support to groups and individuals.

Relationships between staff and children, and among children are very positive. All children are treated respectfully, with patience and understanding. Children are, well-mannered, friendly, and proud of their school and early years centre. Almost all children listen well and are respectful and supportive towards each other.

Area for improvement 1:

Continue to raise attainment and achievement across the nursery class and primary stages. This includes working as a team to meet the needs of all children through the provision of consistently high-quality learning and teaching experiences.

The Early Years Centre is a well-managed space and supported free flow play and group time across indoor and outdoor spaces, with quieter areas staffed to include and enable learners with additional support needs. Learners had opportunities to engage in information handling and numeracy was embedded throughout the environment and routines. Staff have strategies in place to capture and monitoring learners' progress over time to ensure best possible outcomes for all learners. The warm and nurturing ethos and staff team positively impact confident, independent learners, almost all of whom are leading their play in a busy, well-resourced, and motivating environment.

The Senior Leadership Team's approach to raising attainment has been driven by a shared vision and values, a planned and progressive approach to school improvement and developing high quality, consistent approaches to learning and teaching, providing clarity and consistency regarding expectations for monitoring and evaluation.

A rigorous approach to tracking and monitoring of learners' attainment has ensured consistently high levels of attainment over time. SLT meet with class teachers four times each school session as part of the school's attainment strategy. This has ensured the highest expectations of all learners and that support for learners on individual pathways can be monitored regularly and the correct strategies and supports can be in place quickly and adapted, if required. PSAs are very skilled in supporting learners and spoke very strongly about being involved in the analysis of data and the support and learning cycle of meeting learner needs.

The school has developed clear guidance for staff in their approach to tracking, monitoring and assessment. This provides clarity on the purpose and nature of assessment across the school, data sources and the tracking and monitoring systems used, including those for support for learning. The senior leadership team's approach has evolved over the previous three school sessions, allowing for careful monitoring of attainment over time and specific cohort measures. This has led to improved expectations of all learners and a more rigorous approach to assessing progress and meeting learner needs. Shared classroom experiences and focus group meetings demonstrated a greater understanding of standards and careful planning and monitoring of universal and targeted interventions to improve progress and learner wellbeing. Teachers are confident and accurate identifying progress and attainment over time and in reviewing the learning experience, including programmes of interventions for certain individuals or groups of learners. The focused work of the senior leadership team on meeting learners' needs since has ensured high attainment levels over time. In 2022-23, Dean Park outperformed comparator schools in both literacy and numeracy attainment, maintaining very high attainment against national standards.

Children are given opportunities to extend their learning and experience challenge ensuring planned learning is appropriate to the individual's next steps. Differentiated learning was evident in shared class experiences. There is an exciting opportunity for learners at Dean Park to take the lead in their learning. The school have rightly identified this as a next step in the school's continuous improvement journey.

The Professional Review and Development process is used successfully to identify strengths and professional development needs linked to the Teachers' Charter. Staff recognise the value of this approach and can articulate the impact it has had on their practice and how this is a key driver for the school's improvement priorities towards consistent high quality learning experiences in a school community where everyone can flourish, as well as maintaining the high attainment levels and progress of all learners. All staff feel valued in the school and lead meaningful improvements. All staff are involved in using HGIOS to evaluate the school's priorities leading to sustained change and improvement over time.

Area for improvement 2:

Continue to develop further opportunities for children to identify and apply their skills in real life contexts within their daily learning and be more involved in creating their own learning experiences.

In almost all lessons observed, children were active participants, motivated and engaged in their learning. Examples of this were seen by the visiting team in P5 where learners talked confidently through the strategies they used to work out an addition problem while another group were highly engaged when using digital technology to apply their learning through coding. Learners were highly engaged and challenged.

Consistent use of learning intentions and success criteria in all classes help children to be clear about the purpose of their learning. Learners in almost all classes could speak confidently about their learning and next steps and felt that written and verbal feedback from their teachers supported them in knowing what to work on next. They felt that learning conversations supported them with this understanding.

In almost all lessons, teachers provide clear instructions and explanations. They ensure learning experiences are interesting and relevant. In most classes, staff use an effective balance of group, paired and independent tasks to support learning well.

Staff have developed a collaborative and proactive approach to professional development to enhance children's progress in learning. Professional learning in digital literacy has supported staff to identify the appropriate technology to support children's individual learning needs. Digital technologies were used effectively in Primary 6 and 7. Children were confident in using iPads to access and complete learning as well as to provide feedback on their understanding. Teachers use this information to plan future learning. School staff recently led a successful input on digital learning with partners, including the digital learning team and have been invited to share this good practice more widely. Shared class experiences demonstrated technology is used to complement learning and to transform learning experiences in Dean Park leading to highly motivated and engaged learners who are being challenged appropriately.

Consistent approaches to planning have been developed and have set clear expectations across the school to ensure breath, balance, pace and progression. This has promoted a consistent approach to learning and teaching as evidenced by shared classroom experience.

Parental engagement is high. This partnership approach is a significant aspect shared by parents/carers as a real strength and they feel is complemented by high quality communication and real and meaningful engagement in their children's learning and progress. Parents/carers involved in focus group discussion spoke very positively about the improvement and progress they have experienced in recent years.

Teachers and pupil support assistants know learners well as individuals and create nurturing, engaging classroom environments which support their learning. Almost all children are motivated, engaged and interact well with their learning as a result. Learners spoke very strongly about feeling respected and valued by staff. Learners felt they had adults they could speak with and seek help from.

Parents/carers, staff and learners were involved in a review of the curriculum and the development of the curriculum since the inspection visit. This has led to a curriculum underpinned by Technology, Equality, Rights, Equity, School Values, Inclusion, Personalisation and Choice, and Diversity. Furthermore, through Dean Park's 'Big Ideas' all learners experience a curriculum unique to living and growing up in the Balerno community. This includes an entitlement for all learners to take their learning outdoors and have real meaningful experiences in local park and woodland areas, with promoting enterprising learning in community groups or learning within the context of the Pentland hills.

Similarly, the new skills and prospects week has increased parents'/carers' engagement in the life and work of the school. Parents/Carers share their career journeys, and the different and varied routes young people and adults take through life leading to where they are today. This planned approach across the early years centre and school provides learners with rich experiences to build on their understanding of the skills they are developing and why. A place-based approach is experienced by learners beyond the classroom and school environment with clear connections to the community of Balerno. This ensures experiences are real and meaningful and rich and celebrate the extended resource of the community people and places and how skills can be applied in different contexts for learning.

In the early years centre, there is a positive ethos and children were settled and happy. Almost all interactions were nurturing and supportive, with adults at children's level during play. All children were supported in their play and learning. This was extended responsively by all

adults. Planning is linked to responsive observations in each core area. All practitioners are involved in taking responsive observations and using them within the planning process - learners' voice and ideas are a key feature for collaborative/reflective planning. All areas across the setting were resourced well, offering children open-ended opportunities to lead their own learning.

Summary

Children at Dean Park Primary School and Early Years Centre are well-mannered, friendly, and proud of their school and nursery. Almost all listen well and are respectful and supportive towards each other. Staff and parents/carers are proud of their school and nursery and excited about the next step in their improvement journey and how far they can go.

The Quality Improvement Education team found that Dean Park Primary School and Early Years Centre had made appropriate progress in both areas highlighted by Education Scotland in 2020. The Quality Improvement Education Officers for the school and the Early Years will continue to work with the Head Teacher and Senior Leadership Team to provide support and to challenge progress across the school. This will continue to be reported to parents and carers through the Standards and Quality report at the end of each school session.

Validation of School Standards & Quality Report 2022-23 gradings	QI 1.3 5	QI 2.3 4	QI 3.1 5	QI 3.2 5
The review team agree with the most recent Standards & Quality Report self – evaluation grades.				

Appendix 7

Preston Street Primary School

Post-inspection Visit by City of Edinburgh Council 6 February 2024

In December 2019, a team of inspectors from Education Scotland visited Preston Street Primary School. Following the inspection, in February 2020, Education Scotland published the following areas of improvement that were identified:

- Continue to make better use of information on the work of the school to make sustainable improvements. The leadership team should improve further approaches that ensure that changes make a positive difference to children’s achievements and attainment.
- Improve approaches to how staff assess children’s progress across all areas of the curriculum.

The following evaluations were achieved within each of the core quality indicators:

Quality indicators	Evaluation
Leadership of change	good
Learning, teaching and assessment	good
Raising attainment and achievement	very good
Ensuring wellbeing, equality and inclusion	good

Context of the school

School	Preston Street Primary	Learning Community	James Gillespie’s High School			
Roll	282	Care Experienced %:	1.1%			
SIMD 1 and 2% :	5%	% EAL	39.7%			
Scrutiny Grades		QI 1.3	QI 2.3	QI 3.1	QI 3.2	
HMIE Primary (date published) March 2019		4	4	4	5	
School Standards & Qualities		4	4	4	5	

ACEL data 2022-23

Reading			Writing			Listening & Talking			Numeracy		
P1	P4	P7	P1	P4	P7	P1	P4	P7	P1	P4	P7
86.1%	86.0%	90.5%	80.6%	79.1%	85.7%	88.9%	88.4%	97.6%	94.4%	83.7%	92.9%

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
168	115	*		*	4.27%	0		

Focus Tool

Comparator Schools for all stages	Reading	Writing	Listening & Talking	Numeracy
Preston Street Primary School	86% (99)	80% (92)	89% (102)	87% (100)
Roseburn Primary School	79% (72)	76% (69)	81% (74)	82% (75)
Stockbridge Primary School	85% (88)	78% (81)	83% (86)	80% (83)
Tollcross Primary School	86% (85)	83% (82)	85% (84)	83% (82)
Broughton Primary School	71% (110)	65% (100)	70% (109)	68% (105)

Stretch Aims 22-23

Q1			Q5			Literacy			Numeracy		
Total	Lit Q1	Num Q1	Total	Lit Q5	Num Q5	Q1	Q5	Gap	Q1	Q5	Gap
4	3	4	68	60	64	75%	88.2%	13.2%	100%	94.1%	-5.9%

The Post-inspection Visit

In order to report on progress, a team of council officers visited the school on 25 October 2023. The team consisted of the Quality Improvement Manager and a Quality Improvement Education Officer. The team carried out joint shared classroom experiences with a member of the Senior Leadership Team to all eleven classes.

The team met with the school's Senior Leadership Team to discuss progress with areas of improvement identified by HMIE in December 2019. The team also met with the following focus groups: teaching staff, Primary Four and Seven pupils and parents. The school provided a range of evidence which demonstrated the change/progress they have made. For Quality Indicator 2.3 it was agreed further evidence was required. A team consisting of two Quality Improvement Education Officers returned on 6 February 2024 and visited all eleven classes with a member of the Senior Leadership Team.

Findings of the Visit: Progress with Areas of Improvement

Continue to make better use of information on the work of the school to make sustainable improvements. The leadership team should improve further approaches that ensure that changes make a positive difference to children's achievements and attainment.

Strengths/progress made

The Senior Leadership team use the leadership of change methodology to gather, analyse and evaluate data in order to plan interventions and tests for change. At the time of the inspection in 2019, a faculty model was in place from Primary Three to Primary Seven. This approach to learning has been disbanded after considered self-evaluation. As a result, teaching staff have knowledge of their learners across all curricular areas and are able to plan and assess interdisciplinary learning, that enable pupils to apply learning in real life contexts. The current approach in place allows nurturing relationships to be developed with pupils who find transitions difficult.

The Head Teacher has developed an in-house tracking system which enables the school to track the attainment for all learners and shows pupil progress over time. This tracker is used to analyse factors that impact on pupil progress, including English as an additional language and attendance, enabling timely interventions to be planned. Data generated is scrutinised and used to identify successes, areas of improvement and next steps.

Senior leaders and staff have a sound understanding of the socio-economic and cultural factors that may present as barriers to learning, and how these impact on the experiences and life-chances of learners. Senior leaders have delivered workshops to support teaching staff's use of data. All staff know pupils and their families very well. Barriers to learning are quickly identified and intervention programmes put into place. The school is committed to creating equity of opportunity for all learners. This is evident in the school's rationale when delivering on equity. Pupils are offered a wide range of experiences as part of the schools' inclusive curriculum, delivered in partnership with partners.

Planned supports in place to improve pupil attendance. This is tracked and monitored closely. Supports include a targeted breakfast club and a pupil support officer who works directly with parents.

Self-evaluation data is gathered from staff, pupils and parents to inform its priorities. Staff use the quality framework from How Good is Our School (Version 4) and the challenge questions as a structure for self-evaluation.

There is a clear commitment to professional learning and evaluation of its impact on improving experiences for learners. The Head Teacher has developed professional learning at all levels, particularly in relation to play pedagogy. Other whole school professional learning includes English as an additional language, zones of regulation and autism training. The Primary Seven teachers are currently participating in a Lesson Study programme with teaching staff from Tollcross Primary.

Recent development work has focused on making the purpose of learning explicit for learners, and on differentiation, which is an area of focus for schools within the James Gillespie's Learning Community.

All staff are given the opportunity to take forward identified areas of school improvement. During Session 2022-2023, staff participated in working groups to develop an Assessment and Reporting strategy, a Collaborative Literacy strategy with the English as an Additional Language Team and an Empowered Learning (1:1 I pads) strategy for learners in Primary Six and Seven. Primary Seven pupils are given a wide range of opportunities to lead. These include an Equalities group, Maths and Reading Ambassadors, Eco and a Better World Society Group that encourage pupils to engage in activities that contribute to the local, and global, community.

There are positive and nurturing relationships between staff and pupils, and amongst children themselves. Pupil engagement is very good in particular where the pace of learning was appropriate, and learners were active.

In all classrooms, well planned lessons ensured the purpose of learning was clear. Planned differentiated learning was evident in almost all classes. Teaching staff made use of a range of scaffolds including modelling and What A Good One Looks Like (WAGOLL) to support learning. In all classrooms a choice of strategies and supports are available to pupils to enable them to be successful and work independently.

Clear and consistent routines, used by the Support for Learning Teacher, are supporting pupils to identify next steps. In most classes, effective links to prior learning were made and in some classes to

real life experiences where learning would be applied. Learning intentions and success criteria were used and in the majority of classes the success criteria were created by learners. Most pupils are given the opportunity to share and talk about their learning.

Next steps/continue to

Within classrooms, teaching staff should continue to build on the opportunities for pupils to lead their learning. As identified, teaching staff should further embed approaches to teaching and learning that foster planning for assessment and differentiation that provides appropriate challenge.

The Head Teacher should support staff to develop the knowledge they have into their practice to ensure the full impact of their professional learning is obtained.

Senior leaders should build on the pupil voice system currently in place to further develop pupil engagement in school improvement planning. This will increase pupils' understanding of how their voice is making a positive difference and effecting change.

Improve approaches to how staff assess children's progress across all areas of the curriculum.

Strengths/progress made

Parents and carers are well informed about the summative assessments taking place in school and how data is used to support their children's learning. Parents and carers in the focus group provided examples of how assessment approaches used in school have supported learning at home, targets set at Child Planning Meetings and the school's improvement priorities.

The pupils spoken to, understood that staff assessed their work to provide feedback or to challenge them. Most pupils are confident learners and self-assured in what they are saying.

Teaching staff use Assessment is for Learning strategies to assess pupils' understanding. Some staff are beginning to use technology to gather and collate pupils' self-assessments and pupils' views. This data is shared with learners to provide immediate feedback. The use of plenaries and check-ins are developing pupils' language of learning.

In Primary One and Two pupils are given the opportunity to be Learning Detectives, capturing photos of learning using an iPad. These photos are discussed during the plenary to support develop pupils' language of learning and their next steps.

A variety of assessment approaches was observed in classes to assess pupil progress in literacy and numeracy. This included "show me" number fans, timed challenges and the use of an iPad to photograph a pupil's successful completion of a task.

Assessment data obtained by teaching staff is used to inform pupil targets in literacy and numeracy. Pupils from Primary Three upwards were about to talk confidently about their targets and what they need to do to achieve them.

Data produced is used to support teachers' professional judgements. The Head Teacher has put in place an assessment framework that tracks interventions identified to support pupils. This is currently used by the Senior Leadership Team and teaching staff to track pupil progress.

All pupils self-assess their wellbeing using the Wellbeing Indicators throughout the school session.. When pupils score of three or lower in this assessment, interventions are put in place . This support is valued by pupils.

Next steps/continue to

As identified, staff should create an assessment calendar that includes moderation and a review of the validity, reliability and relevance of assessment activities.

School staff should also create a toolkit of agreed formative assessment approaches that will develop pupils' language of learning and further embed the use of assessment is for learning strategies across the school.

Staff and pupils have begun using iPads as a tool for assessment. This should be developed across the school to give all pupils the opportunity to self-assess or peer assess using technology.

Conclusion

Over the two visits, a range of evidence was provided which demonstrates the change/progress they have made with each recommendation. The Quality Improvement Education team found that Preston Street Primary School had made appropriate progress in the two areas highlighted by Education Scotland in 2019. 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. The review team agrees with the Standards and Quality Self-evaluation grades.

Appendix 8

Improving Quality in Learning

Supported Self Evaluation

March, 2024

Supported Self-Evaluation

The following schools have undertaken a Supported Self-evaluation process. Strengths and Areas for Improvement are identified below for each. It is also stated whether the review team agrees with the school's self-evaluation grades for each of the Quality Indicators.

Leith Primary School

School	Leith PS	Learning Community		Leith	
Roll	312	Care Experienced %:		1.3%	
SIMD 1 and 2:	21%	% EAL		33%	
Scrutiny Grades		QI 1.3	QI 2.3	QI 3.1	QI 3.2
HMIE Nursery (date published)					
Nursery Standards and Qualities Report 2023		4	4	4	4
HMIE Primary (date published) April 2010					
School Standards & Qualities Report 2023		4	4	4	4

The review team agreed with the Standards & Quality self-evaluation grades.

Strengths

- Staff provide a calm, nurturing and purposeful learning environment that supports children's learning well. Relationships between staff and children, and between children, are very positive.
- All staff demonstrate a commitment to professional development. Teachers engage enthusiastically with Practitioner Enquiry work and value opportunities to learn from one another through sharing practice.
- Teaching staff have previously engaged with the Teachers' Charter as part of school improvement work on Formative Assessment and Differentiation and are currently developing their understanding and use of feedback in the classroom. This work has resulted in a more consistent approach to using formative assessment strategies in the classroom and in differentiating lessons more appropriately to support meeting the needs of learners.
- Over the last few years, staff have been developing play-based approaches to learning. Learners respond well to the opportunities given to be independent and lead their own learning. Interactions between adults and learners during play experiences are positive and responsive.
- Parents value the different opportunities and experiences which are provided for learners and spoke highly of the school's approach in developing and supporting children's understanding of additional support needs.

- Partners spoke very positively about the school’s attitude and approach in supporting learners and their families to overcome barriers. They welcome the staff’s openness and desire to get it right for learners and enjoy being part of the encouraging and nurturing school community.
- Learners across the school enjoy a variety of responsibilities which contribute to developing citizenship skills. For example, litter picking, community singing, leading tours at nearby Trinity House (Maritime Museum) in partnership with Illuminate, taking artefacts from Trinity House to local Nursing Homes, participating in the Leith Gala, developing local green spaces as part of the Wilding Wee Spaces project, and buddying up with other classes to engage in learning about the Sustainable Development Goals and the United Nations Convention on the Rights of the Child.
- Staff have a very good understanding of the socio-economic factors affecting children and families. They are aware of their attainment gaps, the cost-of-living crisis and the cost of the school day and take appropriate steps to support their families. Senior leaders monitor children’s attendance carefully and promote the importance of children attending school every day. They are proactive in ensuring that barriers to children’s attendance are minimised which is leading to improvement.

Areas for Improvement

- Continue to empower learners within pupil leadership groups to lead and drive school improvement.
- Ensure that learning is differentiated consistently to meet learners’ needs, providing appropriate levels of support and challenge.
- Ensure that verbal and written feedback supports learners to understand progress being made and their next steps in learning.
- Consider the use of Pupil Support Assistants to support individuals and groups of learners to ensure that they are utilised effectively.
- Continue to ensure that bullying, prejudice, and racism procedures are consistently followed by all staff and that all stakeholders are aware of how actions are followed up.
- Continue to embed Children’s Rights across all aspects of the curriculum on your journey towards achieving your Gold Award.
- Analyse data gathered in more depth to identify and support further improvements to be made in raising attainment.
- Provide opportunities for learners to lead learning within the classroom to utilise their skills, knowledge, and talents.

Lorne Primary School

School	Lorne PS	Learning Community		Leith	
Roll	184 166 (P1-P7) 18 (nursery)	Care Experienced %:		2%	
SIMD 1 and 2:	4.4%	% EAL		43%	
Scrutiny Grades		QI 1.3	QI 2.3	QI 3.1	QI 3.2

HMIE Nursery (date published)				
Nursery Standards & Qualities Report 2023	3	3	3	3
HMIE Primary (date published) August 2010				
School Standards & Qualities Report 2023	3	3	3	3

The review team agreed with the Standards & Quality Self-Evaluation grades. The Quality Improvement Service will continue to work closely, with the Acting Head Teacher, providing an intensive level of support to ensure improvements support a “good” evaluation for each of the Quality Indicators and will make a return visit in March 2024 to review progress made.

Strengths

- Positive relationships are evident across the school where learners are polite, respectful, and considerate of one another.
- Learners are enthusiastic and are keen to be involved in the life of the school. Learners are able to be involved in school improvement work through participating in the Equalities and Eco pupil groups.
- Senior leaders meet with teachers termly to discuss learner attainment and achievement and to identify interventions which are required to provide further support. Follow up discussions focus on the impact of interventions in place to ensure that they are having maximum impact.
- Almost all staff know and support learners well and provide nurturing approaches. Learners are confident in talking about their emotions and are able to use restorative conversations supported by adults to resolve any concerns or issues where required.
- Parents and carers spoke very positively about the difference that the Acting Head Teacher has made in the short time that she has been in post. They appreciate her strong commitment to developing relationships and working in partnership to improve outcomes for the learners at Lorne Primary. They appreciate her openness and the increase in opportunities to come into school and be involved.
- The school have achieved their Bronze Rights Respecting School Award and a Silver LGBTQ Charter Award. Learners have developed their understanding of rights, equalities and inclusion well through creating class charters, class lessons and assemblies.
- Attendance is tracked on a monthly basis with helpful supports and interventions put in place to improve learner participation. The Head Teacher works collaboratively with local Head Teachers to implement a Learning Community approach to attendance.

Areas for Improvement

- Staff should work collaboratively to support effective leadership of change at all levels, leading to improved outcomes for learners.
- Continue to ensure that data is gathered from self-evaluation approaches and is used effectively to support future improvement work.
- Continue to improve learning and teaching across the school to allow all children to receive high quality experiences that match well to their learning needs.
- Staff should support learners to set targets for their learning and help them to use feedback to understand their progress and next steps.
- Continue to further develop staff understanding and use of the CIRCLE Inclusive Checklist to identify and adopt effective strategies to support individual learners.

- Increase the range of supports and interventions in place to support learners with both additional support needs and who require extra challenge.
- Provide opportunities for learners to become more familiar with the wellbeing indicators to ensure that they are known and understood.
- Work should be undertaken to agree teaching approaches and put effective progression pathways in place, particularly in Literacy and Numeracy, ensuring that these are consistently followed by all staff.
- Continue to improve the tracking system in place to support a clearer picture of learner progress and to support attainment data to be collected over time. This will help to support future school improvement.

St.Mark’s Primary School

School: St. Mark’s Primary		Learning Community: St. Thomas of Aquins			
Roll	144	Care Experienced %:	0.7%		
SIMD 1 and 2%:	25%	EAL %:	34%		
Scrutiny Grades		QI 1.3	QI 2.3	QI 3.1	QI 3.2
HMIE Nursery (date published) 2010					
Nursery Standards & Quality Report 2023		Good	Good	Good	Good
HMIE Primary (date published) 2010					
School Standards & Quality Report 2023		Good	Good	Good	Good

The review team agreed with the Standards and Quality self – evaluation grades for the Nursery but not for the school. An evaluation of satisfactory was found within each aspect of the quality indicators as the school’s strengths just outweighed the weaknesses. A clear action plan is in place to ensure actions are taken to address areas of weakness within agreed timescales. The Quality Improvement team will work closely with Senior Leaders to support the implementation of the agreed actions and will make a return visit in March 2024 to review progress made.

Strengths

- All teaching staff are given the opportunity to lead and are members of a working group, this is facilitated through their Professional Review and Development process. Staff’s strengths and interests are used to allocate aspects of school improvement responsibility.
- There are positive working relationships across the school. Staff work well as a team and are committed to making a difference to children in their care.
- Most pupils were keen and engaged in their learning. In all lessons, relationships between staff and pupils are positive. Teaching staff know pupils well. Pupils spoken to, said staff were approachable and provided support/help when asked.
- In all lessons included a meaningful starter linked to prior learning. In all most all lessons the purpose of learning was clear and understood by all pupils.

- The use of learning intentions is embedded in practice. All most all teachers shared success criteria with pupils.
- Support staff are fully involved in the GIRFEC processes and particate in child planning meetings.
- Staff work closely together to identify and acknowledge barriers to learning.
- The Wellbeing Indicators are known and understood by pupils. Daily check-ins are used across the school, in P6 and 7 this is done by pupils using their iPads.
- In Literacy and English and in Numeracy and Mathematics, most children have achieved the appropriate Curriculum for Excellence levels.
- Achievements, including successes out with school are valued and celebrated in assemblies. Achievements are recorded in an Achievement book and on the Achievement wall.
- Staff utilise a range of data and information to understand the social, economic and cultural context of its local community and take account of this when planning learning, events and opportunities.
- Last session, Pupil Equity Funding was used effectively to target pupils who were not on track to achieve the appropriate Curriculum for Excellence levels. Pupils were supported by a class teacher and by the end of the session all were on track to achieve the appropriate Curriculum for Excellence levels. This support is in place this session and is being led by a Pupil Support Assistant.

Areas for Improvement

- The Head Teacher should share a clear rationale of how all improvement work informs strategic planning. Working together with all stakeholders on a strategic plan for taking key priorities forward will help bring an interconnectedness to developments that are currently progressing independently.
- More rigorous processes for self-evaluation which demonstrate improvements for pupils should be developed. Senior leaders and staff should outline clearly what evidence they will gather to demonstrate the impact of change on children's attainment and achievement.
- There is scope to develop pupil, parental involvement and partners in school improvement. All stakeholders should be consulted about school priorities, in order to evaluate progress and identify next steps.
- In most lessons learning was differentiated. Tasks and activities should be differentiated more effectively to increase pupil choice and ownership of their learning. This would ensure there are higher expectations for all learners.
- Pace and challenge should be developed to ensure all learners are making appropriate progress in their learning.
- There is scope to develop a consistent language of learning to scaffold all pupils' ability to talk about their learning and identify next steps. For pupils to make appropriate progress, they need teachers to provide high quality feedback which makes clear to them what they have done well and what they need to develop further. This feedback would then support further improvements in the quality of learning conversations and enable pupils to support each other in facilitating more effective peer and self-assessment. Enabling pupils to co-construct success criteria would further develop their language of learning and feedback to others.
- The Head Teacher should support staff to develop their knowledge from their engagement in all four aspects of the Teachers' Charter into their practice to ensure the full impact of their professional learning is obtained.
- Play based learning in Primary one should be developed to enable pupils to apply their learning across their play experiences in all aspects of their environment. By making explicit connections

with what the pupils are learning will ensure planned experiences are differentiated and provide appropriate challenge. This will enable pupils to apply and revisit intentional taught aspects of their learning.

- The “Hot-listing” system needs to be reviewed to ensure individual pupils are given specific targets that meet their needs over an allocated timeframe. This would support pupils to understand what their targets are and what they need to do to improve their learning. Interventions need to be tracked and reviewed regularly to determine the impact they are making to ensure pupils are making progress.
- The Head Teacher should develop a more robust system that collates and analyses year on year data to identify progress, trends over time of cohorts and groups of children. This should be shared with staff to further develop their understanding of the use of data and to track the impact of interventions.
- The school should develop a system that tracks wider achievements. This will enable teaching staff to use wider achievements information in their planning to enable pupils to lead learning

Taobh na Pairce

School: Taobh na Pairce Primary		Learning Community: James Gillespie’s High School			
Roll	398	Care Experienced %:		0 %	
SIMD 1 and 2%:	9.7%	EAL %:		12.6%	
Scrutiny Grades		QI 1.3	QI 2.3	QI 3.1	QI 3.2
HMIE Nursery		-	-	-	-
Nursery Standards & Quality Report 2023		Good	Good	Good	Good
Care Inspection Evaluations Date of last Inspection: 20 June 2019		Very Good	-	-	Very Good
HMIE Primary		-	-	-	-
School Standards & Quality Report 2023		Good	Good	Very Good	Good

The review team did not agree with the Standards and Quality self-evaluation grades for the school for Quality Indicator 2.3 (Good) and 3.1 (Very Good). An evaluation of satisfactory was found for Quality Indicator 2.3 as the school’s strengths within each aspect of the quality indicator just outweighed the weaknesses. The Acting Head Teacher needs to take action to address areas of weakness by building on its strengths as a matter of priority.

For Quality Indicator 3.1 an evaluation of good was found as there are important strengths within the school’s work. These strengths have a significantly positive impact on almost all pupils. However, there remain some aspects which require improvement.

The school will work with Quality Improvement team to support the implementation of the next steps identified as part of the Supported self-evaluation. An intensive level of support will be provided by the Quality improvement Service to ensure this is achieved. The Quality Improvement Service will review progress made during a further visit in April 2024.

Strengths

Early Years and Childcare

- Senior Leadership have a clear understanding of the strengths and professional development needs of the staff team, following the recent staff changes.
- Children are confident in making choices in their play and have access to a range of learning experiences both indoors and outdoors. Most children engage well with nursery experiences and can sustain an interest for extended periods of time.
- There are opportunities for parents to engage with the life of Sgoil-àraich and to support their child's learning. This included a recent Gaelic engagement session to support families' engagement with Gaelic.
- Senior Leadership meet with each practitioner to review evidence of children's progress and to identify next steps and strategies to support progression. This analysis is supporting practitioners to identify how to develop interactions, experiences, and spaces to support children's progress.

School

- Effective self-evaluation informs decision making and school improvement priorities. The Acting Head Teacher, and senior leaders, use data effectively to effect change and manage the pace of progress with identified priorities.
- Pupil voice is valued and developing within the school, with newly established House and Pupil Council systems that are providing pupils with more leadership opportunities.
- Pupils are very proud of their school, their language and the unique community they are part of. The House system is increasing pupils' sense of identity.
- There are strong working relationships across the school. Staff work well as a team and are committed to making a difference to pupils in their care.
- Effective partnership with parents is in place with regular communication, information about learning and strategies to support learning at home.
- Almost all pupils are keen and engaged in their learning. In all lessons, relationships between staff and pupils are positive. Teaching staff know pupils well.
- The Acting Head Teacher and school staff have worked hard to cultivate an environment in which Gaelic is valued. All pupils spoken to said learning Gaelic was what they liked best about their school as well as being part of a close-knit community.
- Joint parent and pupil consultations allow parents the opportunity to gain an understanding of their child's progress and for pupils to have the opportunity to have a voice in their learning.
- Positive relationships and a strong ethos of care and consideration for others. are clearly evident amongst pupils in their interactions with all adults in school.
- Senior leaders work well with their partners to provide both universal and targeted support for learners. This includes Forest Schools, James Gillespie's Learning Community Counselling service, Comunn na Gàidhlig, Young Carers and Art Psychology. Partner agencies spoke very positively of the collaborative work and communication between the school and between the different partner agencies to co-ordinate supports for individual learners.

- The Acting Head Teacher and senior leaders review the progress of all pupils effectively, including those with additional support needs. The Acting Head Teacher provided reliable and valid evidence to support this process.
- The Acting Head Teacher has devised an Assessment Checklist that teaching staff implement prior to referring pupils for additional support with their learning. Strategies implemented as a result of the checklists are reviewed with pupils at the end of each session, and throughout the session, by the Support for Learning Teacher. This information is collated and shared with teaching staff to inform professional judgements about learners' progress.
- Teaching staff provide both targeted interventions and a whole class Health and Wellbeing Resilience programme to support learners. This includes a range of Active Schools activities and Comunn na Gàidhlig Gaelic immersion sports opportunities.
- The Acting Head Teacher has made a strong start to implementing, and driving forward, the vision for raising attainment and achievement. This strategy is data-driven with an analysis of trends over time.
- Teaching staff offer pupils many wide-ranging opportunities for personal achievement. Individual achievement is displayed and celebrated at assemblies. Across the school, children experience a wide range of opportunities to develop confidence which enables them to develop further their personal interests. Pupils develop leadership skills through a wide range of responsibilities in the school.

Areas for Improvement

Early Years and Childcare

- Senior leaders should continue to develop plans which encourage and support practitioners to lead areas for improvement within the Early Years setting. They should ensure that this includes support for the team on how to demonstrate and measure the impact of their leadership roles.
- Practitioners are aware that they need to develop their skills in observing, identifying, and recording significant evidence of children's learning. This will help them make more accurate judgements about children's progress and build on their prior learning.
- As identified, the Senior Leadership Team should plan further opportunities to develop parental engagement and involvement, supporting the Gaelic language learning of families.
- Senior leaders should review how and where information on children's learning is collated to enable practitioners to analyse children's progress. Senior leaders should consider how children can be involved in reflecting on their learning.

School

- The Acting Head Teacher should continue to develop the voice of all pupils to enhance their contribution to school improvement planning.
- In less than half of the lessons observed, learning was differentiated. Teaching staff should apply their professional learning about differentiation within their planning and teaching to ensure all pupils are challenged appropriately and their learning is at an appropriate pace.
- The co-construction of success criteria with pupils would further develop their language of learning. Teaching staff should refer to and reinforce success criteria during lessons to further consolidate the purpose of learning. This will support the development of pupils' leading their learning.
- As identified by the school, senior leaders should develop a language acquisition tracker to track the level of Gaelic that parents have. This will enable the school to further differentiate

the support they provide. Further work should be undertaken in partnership with partners to develop parents' understanding of their role in developing their children's confidence and fluency in Gaelic.

- There is scope for the school to establish the minimum expectation of Gaelic from all staff members within lessons, such as greetings and sharing written success criteria. Staff should work together to agree expectations and devise supports for all staff members to use.
- Some pupils receive support through extraction from class. The Acting Head Teacher needs to review these arrangements to ensure pupils who require additional support in both literacy and numeracy are included in all curricular activities.
- Teaching staff should continue to embed children's rights across all aspects of their work to develop a shared understanding of wellbeing and children's rights in the community.
- Senior Leaders should continue to develop well-planned and progressive opportunities to explore diversity and multi-faith issues, and to challenge racism and religious intolerance within the curriculum to ensure pupils are knowledgeable about equalities and inclusion.
- The Acting Head Teacher should develop a system that tracks wider achievements. This will enable teaching staff to use wider achievements information in their planning to enable pupils to lead learning.

Carrick Knowe Primary School

Context of the school					
School: Carrick Knowe Primary School		Learning Community: Forrester High School			
327 (P1-7) 60 (nursery class)	Care Experienced %:	3.7%			
6.73%	EAL %:	28.4%			
Scrutiny Grades		QI 1.3	QI 2.3	QI 3.1	QI 3.2
HMIE Nursery (date published) 2011					
Nursery Standards & Quality Report 2023		Good	Good	Good	Good
HMIE Primary (date published) 2011					
School Standards & Quality Report 2023		Good	Good	Good	Good

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

School	Niddrie Mill	Learning Community		Castlebrae	
Roll	340	Care Experienced %:		1.9%	
SIMD 1 and 2:	84.6%	% EAL		23.2%	
Scrutiny Grades		QI 1.3	QI 2.3	QI 3.1	QI 3.2
HMIE Primary (date published) December 2009					
School Standards & Qualities		3	3	4	4

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.

