

Education, Children & Families Committee

10:00am, Tuesday, 5 September 2023

Quality Improvement and Scrutiny Update

Executive/routine
Wards
Council Commitments

1. Recommendations

- 1.1 The Education, Children and Families Committee are asked to:
 - 1.1.1 Note the strengths and areas for improvement identified through Education Scotland and QICS scrutiny activity.
 - 1.1.2 Agree next steps at 5.1 – 5.4.

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

Quality Improvement and Scrutiny Update

2. Executive Summary

- 2.1 This report covers a range of Education Scotland (HMI) scrutiny and local authority reviews. Our main findings continue to be the variability in leadership capacity and teachers' skills, and a need to provide differentiated learning to meet learners' needs.
- 2.2 To address this, the Quality Improvement Service will continue to challenge underperformance and promote good practice. Coaching in context will be increased in schools requiring more support and there will be enhanced roles for successful Headteachers to support their peers through the Associate Headteacher scheme.
- 2.3 The Edinburgh Learns Teaching and Learning team will continue to work with on a targeted and universal programme of professional learning delivering the Teachers' Charter. Support sessions will continue to be provided to ensure effective tracking and monitoring of attendance, attainment and pupils' achievements. This includes professional learning which deepens teachers' understanding of national standards to ensure accuracy in professional judgements about progress in learning.
- 2.4 All work will be supported by the Education Scotland Attainment Adviser and Equity Lead Officers.

3. Background

- 3.1 Education Scotland has inspected Canalview Primary School, in March 2023. using the full model of inspection, evaluating four key quality indicators.
 - 1.3 Leadership of Change
 - 2.3 Learning, Teaching & Assessment
 - 3.1 Ensuring Wellbeing, Equality and Inclusion
 - 3.2 Raising Attainment & Achievement
- 3.2 Education Scotland published a letter in September 2022 related to the inspection of Edinburgh Secure Services (Howdenhall & St Katharine's Special School). The letter set out a number of areas for improvement which were agreed with the school and The City of Edinburgh Council. They made a return visit in May to look at these identified areas.

3.3 The Quality Improvement Service has continued to undertake Follow-through visits to schools who were inspected prior to the pandemic. This is out with the normal cycle which is as follows: -

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

3.4 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.

4. Main report

Canalview Primary School and Nursery Class

4.1 In March 2023, Education Scotland inspectors visited Canalview Primary School undertaking a full model inspection. Here are Education Scotland’s evaluations.

School

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

Nursery

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

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

4.3 Canalview Primary School is part of the Wester Hailes Learning Community. The Quality Improvement Service will undertake a follow-through visit within 1 year of inspection. Identified areas for improvement will be added to the Capacity and Risk Register with progress closely monitored. The Quality Improvement Service will provide the following targeted support:

- Edinburgh Learns Team support to ensure engagement in relevant aspects of the Teachers' Charter to upskill teachers,
- QIEO to ensure that a robust calendar of quality assurance activities is planned and carried out in Session 2023-24, including shared classroom experience.
- QIEO to support with development of effective approaches to the planning, assessment and tracking of young people's learning. This will be built into the quality assurance calendar.
- QIEO to attend all Learning Community meetings to track progress with identified priorities.
- QIEO, Education Scotland Attainment Adviser and Senior Development Officers (Equity) to provide Guidance re effective strategies to raise attainment in Literacy, Numeracy and Mathematics.

Edinburgh Secure Services (Howdenhall & St Katharine's Special School)

- 4.4 Education Scotland made a return visit to Edinburgh Secure Services, in May 2023, following their inspection in September 2022. Engagement during this visit has provided evidence that some progress was made with each identified area for improvement. Please note that the school closed permanently on 28 June 2023. Education Scotland will therefore make no further visits in connection with the original inspection.
- 4.5 The Quality Improvement Service has undertaken Local Authority reviews for the following schools. The reports detailing evidence of progress made are included as appendices.

Follow-Through Visits

- Balgreen Primary School (Appendix 2) - appropriate progress made
- Flora Stevenson Primary School (Appendix 3)- some progress made
- Davidson Mains Primary School (Appendix 4) - appropriate progress made

Supported Self Evaluation (Appendix 5)

- St Catherine's Primary School
 - Parson's Green Primary School
 - Sighthill Primary School
 - Craigroyston Primary School
- 4.6 A summary of the strengths and areas for development are detailed in the attached Appendix.
- 4.7 For all internal and external review activity QIEOs will ensure all recommendations are implemented within agreed timescales.

5. Next Steps

- 5.1 QICS 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.

- 5.2 QICS will continue to respond to learning from ongoing inspection and internal review processes providing universal, targeted and intensive levels of support. Learning themes will be shared with all Head Teachers to inform improvement.
- 5.3 QICS to review the Capacity and Risk Register to ensure accuracy of information and to inform proportionate levels of support and to plan future review activity to ensure Equity and Excellence.
- 5.4 QICS to ensure that all actions for improvement are implemented by schools within agreed timescales.

6. Financial impact

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

7. Equality and Poverty Impact

- 7.1 Narrowing the poverty related attainment gap is the key driver for the Education Service. Social justice is inherent in all activities, with targeted and intensive support prioritised to ensure these aims are reached. 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 All schools now prepare an annual Learning for Sustainability Improvement Plan which guides strategic and operational decisions to reach net zero. There are no additional implications at this time.

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 QICS 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.

- 9.3 The QICS ensures schools' compliance with Statutory Requirements and codes of practice related to safeguarding as illustrated in the HGIOS 4? Quality Indicator 3.1 Ensuring Wellbeing, Equality and Inclusion, including record-keeping in accordance with Child Protection Guidelines and the CEC Retention schedule.
- 9.4 The Service Risk Register is regularly reviewed by the Education Senior Leadership team to identify and assess the level of risk and implement mitigations.

10. Background reading/external references

- 10.1 <https://education.gov.scot/improvement/self-evaluation/HGIOS4>
- 10.2 The Canalview Primary School Summarised Inspection Findings (SIF) is available on the Education Scotland website at: [Canal View Primary School and Nursery Class inspection report, Edinburgh City Council 23/05/23 \(education.gov.scot\)](#)

11. Appendices

- 11.1 Appendix 1- Canalview Primary School Inspection Report
- 11.2 Appendix 2 - Balgreen Primary School Follow-Through Report
- 11.3 Appendix 3 - Flora Stevenson Primary School Follow-Through Report
- 11.4 Appendix 4 - Davidson Mains Primary School Follow-Through Report
- 11.5 Appendix 5 – Supported Self Evaluation Report



23 May 2023

Dear Parent/Carer

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

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

- The strong leadership demonstrated by the newly appointed headteacher who has a very positive impact on ethos and relationships. She is ably supported by a depute headteacher and acting principal teachers. Collectively they work well together to improve the progress and achievements for all learners.
- Teachers and support staff work very well together to make improvements in the school that help children to achieve more. They celebrate diversity well and make sure all children feel included and equal. This is beginning to impact positively on children.
- The extremely positive relationships which are firmly established across the school community. All staff support the wellbeing and welfare of their community and together they are making a difference for children and families.
- Senior leaders and practitioners in the nursery know their children and families well and work very effectively as a team. They have created an environment both indoors and outside that engages children. Children are happy and secure and enjoy their time in nursery.

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

- Improve approaches to learning, teaching and assessment to ensure consistently high-quality experiences for children across the school.
- Staff should focus on improving how they plan and assess children's learning. In doing this, they should record and track children's progress more thoroughly to ensure they meet the needs of all children.
- Raise attainment in literacy and English language, and numeracy and mathematics.

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

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

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

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

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

Judith Reid
HM Inspector

Appendix 2

The City of Edinburgh Council

Follow Through Report

Balgreen Primary School

May 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.

Balgreen Primary School was inspected in September 2019. In May 2023, a team of Quality Improvement Education Officers from The City of Edinburgh Council and a Service Leader and Depute Head Teacher from the Additional Support for Learning Service visited Balgreen Primary School. They visited classes and liaised 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 2019, Education Scotland evaluated the school as follows:

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

The three areas for improvement identified during the Education Scotland inspection report, published in September 2019, are as follows, and this report covers progress relating to each one in turn.

- Continue to improve the consistency of learning, teaching and assessment across the school. This should include the development of approaches to assessing children's progress in learning.
- Develop a whole school system for monitoring and tracking children's progress to ensure they are appropriately supported and challenged in their learning.
- Develop a shared strategy for raising attainment across the school.

Follow Through Report

Context of the school

School	Balgreen Primary	Learning Community	Tynecastle High School			
Roll	368	Care Experienced %:	0.8%			
SIMD 1 and 2% :	10.6%	% EAL	34.7%			
Scrutiny Grades		QI 1.3	QI 2.3	QI 3.1	QI 3.2	
HMIE Primary (date published) March 2019			4		3	
School Standards & Qualities		4	4	4	4	

ACEL data 2022

Reading			Writing			Listening & Talking			Numeracy		
P1	P4	P7	P1	P4	P7	P1	P4	P7	P1	P4	P7
72.3%	81.4%	76.9%	59.6%	78.0%	69.2%	87.2%	84.7%	84.6%	74.5%	76.3%	73.1%

Focus Tool

Comparator Schools for all stages	Reding	Writing	Listening & Talking	Numeracy
Balgreen Primary School	75% (117)	68% (106)	84% (130)	74% (114)
Leith Primary School	80% (107)	78% (105)	81% (108)	78% (105)
Gilmerton Primary School	69% (150)	63% (136)	75% (163)	71% (153)
St Mary's RC Primary School (Leith)	85% (107)	76% (96)	89% (112)	89%(112)

Stretch Aims

Q1			Q5			Literacy			Numeracy		
Total	Lit Q1	Num Q1	Total	Lit Q5	Num Q5	Q1	Q5	Gap	Q1	Q5	Gap
9	7	8	18	16	17	77.8%	88.9%	11.1%	88.9%	94.4%	5.6%

Overview

During the local authority follow-through visit in May 2023, the visiting team witnessed positive and nurturing relationships between staff and pupils in all lessons visited (including intervention groups).

The school has a Learning and Teaching toolkit which details expectations of what good practice looks like at Balgreen Primary School. Almost all learners were motivated and engaged throughout and were actively involved in their learning. Formative assessment for learning strategies were used

in all classes visited, and in some classes a variety of strategies were used to check for understanding. Learning intentions were evident in almost all lessons, almost all of which were relevant to the learning taking place. Success criteria were in use in all lessons and in some, these had been co-constructed with pupils. Digital Technology was evident in all classes, ranging from an Interactive Whiteboard to 1:1 iPad use.

All staff spoken to felt valued, well led, and supported, and noted feeling part of a team. They have opportunities to collaborate within the school to learn from one another through moderation activities.

Pupils were proud to be part of the pupil council, felt that their voice was valued in meetings, everyone participated, they were treated as equals and they feel they have made things happen, such as changes to lunchtimes and fund raisers. They spoke enthusiastically about the responsibilities of the role and communication processes in place to gather and share ideas on behalf of their fellow students. A Rights Respecting Schools Group provides the opportunity for pupils to work towards their Gold award.

Area for improvement 1: Continue to improve the consistency of learning, teaching and assessment across the school. This should include the development of approaches to assessing children's progress in learning,

PROGRESS

It was evident that recent involvement in the SEIC P1 Play Pedagogy Connector, a collaborative improvement support programme, was having a positive impact through the range of purposeful play opportunities to enrich learning. Pupils were motivated and engaged in their learning.

Staff work in development groups to lead on aspects of the school's three-year plan, such as digital learning. Engagement in Empowered Learning is enabling them to make use of 1:1 devices at 2nd level to enhance learning, through the introduction of digital pathways and the use of accessibility features. In some lessons, pupils were able to personalise their medium for demonstrating their learning, such as dictating a text.

Across the school, the Learning and Teaching policy was in use and pupils could talk about their preferred Assessment is For Learning (AiFL) strategies, e.g Magpie Minute. The policy also contains a graffiti wall used to support shared classroom experience, which HMIE has highlighted a good practice during the inspection.

Differentiation by content, process, product and learning environment was evident in almost all classes through supports and scaffolds, check-ins and classroom organisation.

The literacy and numeracy interventions delivered by teachers and support staff are enabling progress of identified learners as recorded in the Venn and Quadrant tracking charts. Where support staff were working with classes, they worked effectively with learners and provided support to groups and individuals. For example, the support for earning teacher tailored her supports to individuals, e.g. offering more prompting, reading room and allowing time to respond, allowing range of options for them to decide which was right for them. There were creative, adaptive responses from teacher throughout the interactive and engaging session observed. ASL staff work with the school to plan and deliver learning experiences that are accessible for individuals in the

school as well as those who are accessing learning outwith school. There is a provision in school to support the emotional and mental health of pupils and staff.

NEXT STEPS

The next step in Digital would be to develop more lessons that augment, modify and redefine learning in preference to those that substitute iPads for traditional means of recording work.

The next step in AiFL area would be to develop consistency across all classes in how and when to include pupils in the co-creation of success criteria, either fully or in part.

Pace and challenge could be developed further by ensuring the length, timing and structure of the lesson best meets the requirements of the learners and the teaching taking place, for example, chunking learning or shorter lessons.

There is an immediate need for the school to intensify inclusive practices when integrating learners on flexible timetables, to ensure that they are fully part of the education process and not marginalised. The school should continue to work in partnership with specialists to support positive learning experiences for all pupils.

Development groups, next session, should consider planning through a differentiation lens to maximise impact on all learners.

Area for improvement 2: Develop a whole school system for monitoring and tracking children's progress to ensure they are appropriately supported and challenged in their learning.

PROGRESS

The school have implemented EDICT and use this as their system for tracking and monitoring. In addition, achievement in learning is captured in a Venn diagram to easily visualise which learners are on track, not yet on track and not on track as well as a Quadrant that enables staff to record progress on one axis as well as achievement on the other axis which helps to inform universal and targeted planning. Termly attainment discussions, between teaching staff and SLT, enable professional dialogue to take place about learners which is then reflected in updated visuals and EDICT entries. This includes discussions about planned learning and about which learners are on track/not on track.

NEXT STEPS

Currently, SLT undertake EDICT entry and update so the next step in this area would be to support teaching staff to use EDICT as this would enhance accountability for tracking and monitoring at that level as well as to free up SLT to drive forward with school improvement.

School staff should undertake planned tracking of wider achievement of pupils next session.

Area for improvement 3: Develop a shared strategy for raising attainment across the school.

PROGRESS

The Head Teacher has invested in support for learning as part of their approaches to raising attainment across the school. Pupils not yet on track or not on track, are supported and challenge for pupils on track or ahead of track in Literacy and Numeracy has positively impacted attainment in P1-P2.

The head Teacher has appointed additional Pupil Support Assistants using Pupil Equity Funding to run a range of intervention groups, providing targeted pupil support to access learning, including social skills, talk and move, friendship, sensory circuit, Speech and Language Therapy and focused interventions for literacy groups.

Learners' progress, for those who have English as an Additional Language, is tracked through Stages of English. Staff have undertaken professional learning to develop language-focussed teaching strategies.

NEXT STEPS

Next steps would be to formalise approaches to raising attainment across the school into a strategy, making connections to Areas for Improvement 1 and 2, including the work of the development groups, to provide a coherent direction for planned change and resource deployment.

Summary

The Quality Improvement Education team found that Balgreen Primary School had made appropriate progress in all three 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. There will be further examination of evidence to support the Standards & Quality Self – evaluation grades.

Appendix 3

Flora Stevenson Primary School Follow Through Visit by City of Edinburgh Council 4th May 2023

In November 2018, a team of inspectors from Education Scotland and the Care Inspectorate visited Flora Stevenson Primary School and Nursery Class. Following the inspection, Education Scotland published a letter in December 2019, outlining the following identified areas of improvement:

- Continue to develop consistency in planning learning, teaching, and assessment to continue to raise attainment and increase the pace and challenge for all children.
- Continue to review the curriculum to ensure that children are able to build on their prior learning in all areas. This will support staff in tracking and monitoring children’s progress as they move through the school.
- Extend the range and type of teaching and learning approaches, to further increase motivation and engagement of children in their learning. Staff should provide more frequent opportunities for children to lead their learning.

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

Education Scotland and the Care Inspectorate Evaluation November 2018:

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

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

Follow Through Report

Context of the school

School	Flora Stevenson Primary School	Learning Community		Broughton High School	
Roll	560	Care Experienced %:		0%	
SIMD 1 and 2% :	4.8%	% EAL		22%	
Scrutiny Grades		QI 1.3	QI 2.3	QI 3.1	QI 3.2
HMIE Nursery (date published): March 2019		4	4	4	4
Nursery Standards & Qualities					
HMIE Primary (date published) March 2019		4	4	4	4
School Standards & Qualities		4	4	4	4

ACEL data 2022

Reading			Writing			Listening & Talking			Numeracy		
P1	P4	P7	P1	P4	P7	P1	P4	P7	P1	P4	P7
87.5%	82.6%	81.0%	84.1%	77.9%	75.0%	94.3%	84.9%	90.5%	93.2%	79.1%	76.2%

Focus Tool

Comparator Schools for all stages	Reading	Writing	Listening & Talking	Numeracy
Flora Stevenson Primary School	87% (210)	82% (199)	93% (225)	86% (208)
St Peter's RC Primary School	89% (122)	85% (116)	91% (124)	86% (118)
Bruntsfield Primary School	89% (225)	89% (224)	95% (240)	90% (228)
Sciennes Primary School	94% (239)	90% (227)	97% (245)	94% (238)

Stretch Aims

Q1			Q5			Literacy			Numeracy		
Total	Lit Q1	Num Q1	Total	Lit Q5	Num Q5	Q1	Q5	Gap	Q1	Q5	Gap
49	5	8	1	0	0	10.2%	0.0%	-10.2%	16.3%	0.0%	-16.3%

To report on the school's progress in taking forward the 3 areas for improvement, a team of council officers visited the School and Nursery on 4th May 2023. The team consisted of the Early Years Quality Improvement Manager and three Quality Improvement Education Officers. The team conducted shared classroom experiences in 6 classrooms, accompanied by a member of the Senior Leadership Team, visited the nursery and P1 to observe play pedagogy and observed the Support for Learning Teacher.

The team met with the school's Senior Leadership Team to discuss progress on the improvements identified by HMIE. The team also met with the following focus groups: pupils from P5-P7, teaching staff, nursery practitioners and the chair of the parent council.

Since the HMIE inspection in 2018, leadership within the school has been inconsistent. The current Headteacher has been acting in post since August 2022. There are three Depute Headteachers, each with responsibility for a Curriculum for Excellence Level. Two Depute Headteachers are permanent, and one is on secondment from October 2022 until June 2024. At the time of the follow through visit, the Depute Headteacher with responsibility for Early Years, was absent.

Current Attainment

Current comparison attainment data for Flora Stevenson Primary School in between June 2021/22 and June 2022/23 is shown below:

	P1		P4		P7	
	Achieved		Achieved		Achieved	
	2021/22	2022/23	2021/22	2022/23	2021/22	2022/23
English Listening & Talking	94.3%	83.1%	84.9%	89.0%	90.5%	92.2%
Reading	87.5%	73.8%	82.6%	81.7%	81.0%	87.0%
Writing	84.1%	75.4%	77.9%	76.8%	75.0%	85.7%
Literacy	84.1%	73.8%	75.6%	76.8%	75.0%	83.1%
Numeracy	93.2%	84.6%	79.1%	79.3%	76.2%	80.5%

Findings of the visit - Progress of each improvement area:

Continue to develop consistency in planning learning, teaching, and assessment to continue to raise attainment and increase the pace and challenge for all children.

Strengths/progress made:

All teaching staff use progressive literacy pathways to support planning for learning and teaching. Teachers plan together in stages and this collaborative approach to planning supports consistency and focused conversations around the pace and challenge of learning, alongside depth across learning.

Early level planning and transition information sharing between nursery and Primary One is providing continuity of learning and support for learners.

Responsive and intentional planning supports consistency for children's learning in the nursery. Warm, responsive relationships support children's engagement with a range of learning experiences.

A yearly overview is used by all staff which details the main learning and teaching across the session. During focus meetings, staff talked about this being helpful in ensuring consistency and coverage across stages.

There has been a focus on Support for Learning this session, increasing the allocation from 1.4FTE to 1.8 FTE. This has resulted in training for Pupil Support Assistants in several targeted interventions, including Read Write Inc, Fresh Start, Hot Listing and Sensory Circuits. Following training, Pupil Support Assistants are being deployed effectively across the school to meet pupils' needs in their

delivery of individual and targeted groupwork. While there has been an increase in P7 attainment across literacy and numeracy, this has not been replicated across P1 or P4.

In the upper school across Primary 6 and Primary 7, a Support for Learning Teacher leads a maths challenge intervention, focused on more able learners and providing them with increased challenge in learning. The impact on attainment has been positive with recent ACEL data showing an increase of 4% for P7 numeracy attainment.

Attainment meetings take place three times across the session and are framed around QI 2.4. Personalised Support. Focused discussions on individual learner's progress take place including whether they are on/off track, with the Support for Learning Teacher attending one of these meetings over the session, to identify appropriate interventions. Staff commented that this has led to increased rigour in the sharing of learner information during transitions.

Across the school, there is an increasing understanding of how assessment is integral for planning and teaching, through an agreed assessment focus across the year. This is helping to enable a consistent approach across each Curriculum for Excellence Level in terms of the assessments being used across each stage.

Teaching staff's engagement in career-long professional learning, linked to the Teachers' Charter, is developing a whole school understanding of differentiation through a focused practitioner inquiry in every classroom. Through SCE across some classes, the use of differentiation was well embedded, but this continues to be a whole school focus for the new session, in order to ensure that the use of differentiation is fully embedded across all stages and evident in all learning and teaching.

Recent moderation across the Learning Community focused on developing consistency across the teaching of Writing, through planning and feedback. Secondary colleagues were included.

Pupils in the focus group commented that they feel valued in school and that they are challenged based on their abilities, believing that everyone can be just as good as each other.

Next Steps/Continue to:

- Strengthen the warm and positive relationships within the nursery and school which support children's learning and engagement as these are evident within the nursery environment.
- Build upon collaborative planning across stages, now extending across curriculum for Excellence levels.
- Use both responsive and intentional planning within the nursery which is supporting the consistency of learning.
- Focus on pace and challenge within learning to ensure that the needs of all learners are appropriately met.

Continue to review the curriculum to ensure that children are able to build on their prior learning in all areas. This will support staff in tracking and monitoring children's progress as they move through the school.

Strengths/progress made:

Across the school, there is a calm learning environment in which most learners are engaged and motivated in their learning and interact well during activities. Some learning experiences built upon prior learning and learners could identify their next steps.

In a few classrooms, learner conversations that supported pupils to know what was going well, and what their next steps are, was evident, including opportunities for learners to discuss their progress, and identify next steps.

Work on reviewing the curriculum to ensure children are building on prior learning across all areas has been completed for literacy, with progression planners now in place and being used across all stages.

The school now use EDICT as a tool to record learner attainment across all stages. Confidence in the use of this is still building but it forms the basis of all attainment meetings with teaching staff and data has begun to be shared at staff meetings to support the analysis of data as a whole school team.

The learning journey in the nursery demonstrates that children are provided with relevant experiences to enhance their play and learning. Tracking and Monitoring of children's progress is in the early stages.

Next steps/Continue to:

- Tracking and monitoring of children's progress in nursery is in the early stages and planned improvements will support staff to understand the progress children are making over time.
- Use the recently developed planners for literacy to ensure a consistent, whole school approach to aspects of writing.
- Ensure children continue to build upon their prior learning in all curricular areas with a continuing focus on collaborative planning, using progression pathways and Curriculum for Excellence benchmarks to support this process.

Extend the range and type of teaching and learning approaches, to further increase motivation and engagement of children in their learning. Staff should provide more frequent opportunities for children to lead their learning.

Strengths/progress made:

In some lessons, a variety of teaching and learning approaches were used to ensure pupils were engaged in their learning, including the use of digital technologies in the upper school. This well supported those children with additional support needs who were using a variety of digital apps to support and extend their learning in class. This included the use of Clicker and encouraged independent learning in these classrooms.

A pupil group has been established which leads on Equalities and Diversity, focusing on helping all learners develop the understanding of equality and diversity issues essential for responsible citizens in the 21st century. The group have developed associated activities for each class to be part of. There is a diverse culture within the school community and pupil led activities so far have included – the wearing of cultural, religious or national dress and the establishing of a parent/carer reading café, where there has been a focus on equalities and diversity.

The Parent Council are working with a group of children trained as playground leaders, with a focus on improving the school grounds. Money has been raised and children have been consulted on what they would like the money to now be spent on. The children will be leading on the development of this, sharing with the school community the decisions made.

One of the Depute Headteachers has recently established a 'bonus ball' system, with the purpose of extending pupil voice throughout the school. Children from each class are selected randomly and asked focus questions based around How Good Is OUR School. This is in the early stages of development and will help to inform improvements through school improvement planning process.

In the nursery there is a strong commitment to children's rights and the inclusion of children with additional support needs. Children are actively involved in learning through spontaneous play experiences. Interactions are sensitive and supportive of children's needs. Children have opportunities to develop independence within their learning through play and daily routines.

Next Steps/Continue to:

- The SLT should now build upon the enthusiasm of the staff team and provide clear direction to develop more creative learning and teaching approaches consistently across the school, looking to increase learner independence and opportunities for learners to lead the learning.
- The Headteacher should focus on the development of the curriculum and ensure that there is a clear curriculum rationale for Flora Stevenson Primary School which highlights the unique learning environment of the school and the learning experiences provided.
- The introduction of play pedagogy in P1 is beginning to support children in leading their own learning. By upskilling of staff in delivering this approach, the motivation and engagement of children in their learning should further increase.

Conclusions:

The school provided some evidence which demonstrated the progress they have made and have made some progress in the areas identified for improvement.

The Headteacher should ensure that all senior leaders and staff have a sound knowledge of the areas for improvement across the school and Nursery. These should be evaluated through the planned and timely use of HGIOS4 self-evaluation processes and procedures.

The Headteacher should ensure that there is a detailed quality assurance calendar in place for Session 2023-24 which outlines all quality assurance activities and scrutiny that the senior leadership team and staff team will be involved in over the session.

Appendix 4

The City of Edinburgh Council

Follow Through Report

Davidson's Mains Primary School and Nursery Class

May 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.

Davidson's Mains Primary School was inspected in March 2019. In May 2023, a team of Quality Improvement Education Officers from The City of Edinburgh Council, representing the nursery and primary sectors, visited Davidson's Mains 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 2019, Education Scotland evaluated the school and nursery class as follows:

School

Quality Indicator	Evaluation
2.3 Learning, teaching and assessment	Good
3.2 Raising Attainment and Achievement	Good

Nursery Class

Quality Indicator	Evaluation
2.3 Learning, teaching and assessment	Good
3.2 Securing Children's Progress	Good

The two areas for improvement identified during the Education Scotland inspection report, published in June 2019, are as follows, and this report covers progress relating to each one in turn.

- Continue to share and build upon the best practice in learning and teaching to improve consistency in high quality learning and teaching.
- Continue to raise expectations and develop a shared understanding of standards. Increase challenge and further raise attainment and progress for all.

Follow Through Report

Context of the school

School	Davidson's Mains Primary	Learning Community		The Royal High	
Roll	521	Care Experienced %:		0.4%	
SIMD 1 and 2% :	7.1%	% EAL		11.1%	
Scrutiny Grades		QI 1.3	QI 2.3	QI 3.1	QI 3.2
HMIE Nursery (date published): March 2019			4		4
Nursery Standards & Qualities		4	4	5	4
HMIE Primary (date published) March 2019			4		4
School Standards & Qualities		4	4	4	4

ACEL Data 2022

P1	P4	P7									
81.5%	90.5%	86.0%	83.1%	75.7%	89.2%	92.3%	83.8%	94.6%	84.6%	79.7%	87.1%

Focus Tool

Comparator Schools for all stages	Reading	Writing	Listening & Talking	Numeracy
Davidson's Mains Primary School	87% (199)	84% (194)	92% (211)	84% (193)
Corstorphine Primary School	93% (232)	88% (220)	93% (233)	89% (223)
Dean Park Primary School	94% (169)	91% (163)	98% (177)	94% (170)
Currie Primary School	81% (181)	78% (175)	86% (192)	82% (183)

Stretch Aims

Q1			Q5			Literacy			Numeracy		
Total	Lit Q1	Num Q1	Total	Lit Q5	Num Q5	Q1	Q5	Gap	Q1	Q5	Gap
3	2	2	8	6	7	66.7%	75.0%	8.3%	66.7%	87.5%	20.8%

Overview of the learning experience

During the local authority follow-through visit in May 2023, the visiting team witnessed positive and nurturing relationships between staff and pupils in all lessons visited. Learners were motivated, engaged in and keen to talk about their learning.

In most classes, a range of formative assessment for learning strategies were used to check for understanding and extend the learning. Learning intentions and success criteria were evident in almost all lessons and were relevant to the learning. The next step in this area will be to consider how and when to include pupils in the co-creation of this, and to develop consistency in practice across all classes. Examples of differentiation by product/outcome and through questioning were evident in most classes.

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

Area for improvement 1: Continue to share and build upon the best practice in learning and teaching to improve consistency in high quality learning and teaching.

In almost all the lessons observed, the children were active participants in their learning and were motivated and engaged in the learning. In P7 pupils talked animatedly about their agile learning environment and the positive impact it was having on their motivation and learning.

Staff have been empowered to lead on learning and teaching through working parties. They have planned and led training and, alongside Senior Leaders, have participated in shared classroom experience. This has led to a clear understanding formative assessment strategies and consistent approaches were evident in most classes. The upskilling of Pupil Support Assistants in this area of pedagogy has helped all adults working with children understand the importance of these approaches to enhance learning.

Consistent use of learning intentions and success criteria helps children to be clear about what the purpose of their learning. They 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.

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.

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 more consistent approach to learning and teaching as evidenced by shared classroom experience.

The Professional Review and Development 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.

In the nursery, there is a positive ethos and children are settled and happy. Almost all interactions were nurturing and supportive, with adults at children's level during play. Planning is linked to responsive observations in each core area. All practitioners are involved in taking responsive observations and feeding them into the planning process. All areas across the setting were resourced well, offering children open-ended opportunities to lead their own learning.

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 2: Continue to raise expectations and develop a shared understanding of standards. Increase challenge and further raise attainment and progress for all.

The approach to raising attainment has centred on collaboratively developing high quality, consistent approaches to learning and teaching, providing clarity and consistency regarding expectations and more rigorous tracking and monitoring.

A draft Tracking, Monitoring and Assessment Position Paper has been developed. This provides clarity on the purpose and nature of assessment across the school, data sources and the tracking and monitoring systems used across the school, including those for support for learning.

The 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 individual 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.

Covid has impacted on attainment, particularly with the P1 and 4 cohorts. P1 data for literacy and numeracy has now recovered well, P7 data has remained relatively constant, however, whilst P4 numeracy has recovered well, literacy remains lower due to writing levels remaining static. This is partly due to a specific cohort of new pupils joining the school this year. The school is continuing to focus on improving writing.

Children are given opportunities to extend their learning and experience challenge. There is still scope for this to be further developed to ensure all children are working to their potential.

Summary

The Quality Improvement Education team found that Davidson's Mains Primary School and Nursery Class had made appropriate progress in all three areas highlighted by Education Scotland in 2020. The Quality Improvement Education Officers for the school and the nursery 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

Improving Quality in Learning

Supported Self Evaluation

September, 2023

Supported Self-Evaluation

The following schools have recently undertaken a supported self-evaluation process. Strengths and Areas for Improvement are identified below for each.

St. Catherine Primary School

A team of central officers and head teachers took part in a Supported Self Evaluation visit over a two-day period of the 25th & 26th May 2023. The team participated in shared classroom experience visits and met with the Senior Leadership Team, teachers, middle leaders, support staff, parents, partners and pupils. All class teachers were visited during the process, with exception of the P6 teacher who was a supply/cover teacher (only appointed the week of the SSE).

St. Catherine's is a school identified for a targeted level of support. The QIEO meets termly with the HT and DHT to monitor progress with School Improvement Priorities and strategies for raising learners' attainment. The Edinburgh Learns team is supporting school staff to improve Numeracy & Maths learning and teaching approaches. There will be further examination of evidence to support the Standards & Quality Self – evaluation grades.

Strengths

- The Values and Ethos of the school, and wider community demonstrate a clear understanding of the socio-economic and cultural context. This supports effective partnership working, including that which supports young people and families living in poverty.
- Strong, positive, nurturing relationships were evident in all classes observed. This is underpinned by the new Positive Relationships Policy.
- The SLT are knowledgeable about the school and set out a clear improvement plan that is responsive to the adapting needs in the school and the community.
- Strong use of quantitative data, & other self-evaluation approaches, inform a realistic timescale for achieving priorities identified.
- The Professional Review and Development process is linked to the Teacher's Charter, allowing the school to identify both staff individual and collective training needs.
- Young people's Wellbeing is at the core of all decisions and interactions.
- Effective use of data to allocate resources effectively to impact positively on progress and attainment.
- Almost all pupils were highly engaged in learning and had a clear desire to learn and progress.
- Differentiation was evident in most classes observed, with differentiation of content and learning environment most evident. This is supported by the use of Digital Technology, including 1:1 I-pads.
- Support for Learning work collaboratively with all staff to identify the best supports and interventions. Small, targeted group work is supporting a team teaching approach to ensure all pupils needs are being met, including increased pace and challenge.
- All staff take responsibility for meeting the needs of learners, and this knowledge allows clear identification of the pupils whose needs benefit best from pathway 2 or 3 supports, also working with the wide range of partners.

Areas for Improvement

- Continue to develop confidence & understanding to ensure rigour in teachers' professional judgement of progress in learning.
- Teaching staff to continue to work on Teachers charter, with a focus on differentiation, pace & challenge.
- Further develop differentiation to support pace & challenge in all classes.
- Writing Improvement Focus (Stephen Graham work) to be extended across school, building on positive work in more senior classes.
- Development of clear, consistent approaches to the use of learning intentions & success criteria.
- Develop and embed Digital practice to work towards Digital Schools Award.
- Continue to develop strategies to increase parental engagement and involvement.
- Continue focus work on attendance, working with families and community partners to support.
- Continue work to track wider achievement and participation levels.
- Continue work on sustaining and raising attainment, with a focus on Writing and Numeracy.
- Continue work on building confidence in teachers' judgement of a level, particularly at Curriculum for Excellence Second level. This should be supported by the Edinburgh Learns team and Learning community (or wider comparator schools) through engagement in moderation activity.

Parson's Green Primary School

A team of central officers and the school's Senior Leadership Team (SLT) took part in the Supported Self Evaluation visit over a two-day period of 17th & 18th May 2023. The team participated in shared classroom experience visits and met with SLT, teachers, middle leaders, support staff, parents/carers, partners and pupils. All classes were visited. The review team agree with the Standards & Quality Self – evaluation grades.

Strengths

- Positive relationships, ethos and nurture evident throughout the school.
- Community approach and involvement of parent/carers and partners in the curriculum and wider life of the school.
- Leadership of the school has a clear vision and supports all staff to lead learning.
- Partnership working with ASL, Educational Psychology, transition teacher and wider learning community partners.
- Frequent communication with the learning community keeping parent/carers informed and involved in the work of the school.
- Positive attainment trends
- Planned interventions to overcome barriers to learning.

Areas for Improvement

- Continued development of planned tracking including analysis of attainment and progress data. This includes the introduction of 3 attainment/intervention meetings at key points of the year, aligned with tracking of ACEL data, for all classes.
- Increased focus on planned shared classroom experience and self-evaluation processes throughout the year.
- Improvement planning focussed on writing and sustaining positive attainment trends in all areas.

- CLPL to support work on differentiation to increase pace and challenge for all learners using the Teachers Charter to support this process.
- Digital learning strategy to be developed to support parental engagement with the iPad and learning from home.
- Continued collaborative work with ASL and Educational psychologist to build on the good practice identified in the school to ensure that this practice is consistently applied at all stages for all pupils with ASN or wider barriers to learning.

Sighthill Primary School

A team of officers from The City of Edinburgh Council, including 1 Quality Improvement Education Officer (Primary), 1 Quality Improvement Education Officer (Early Years), 2 Quality Improvement Managers (Primary and Secondary), Additional Support for Learning Services Depute Head and Service Leader, and the Educational Psychologist linked to the school, undertook a two-day visit to Sighthill Primary School and 25th and 26th April 2023. Each member of the SSE team paired with another officer or member of the Senior Leadership Team when visiting classes and groups. During the visit, a total of 11 learning episodes across the school were visited, including every class, and covering a range of curricular areas. Additionally, 8 group intervention learning episodes, 2 partner-led sessions and 1 RCCT lesson were observed. The self-evaluation activities also included meetings with 4 pupil groups, 2 teacher groups, 1 parent/carer group, 1 support staff group and 1 support for learning teacher as well as all members of the Senior Leadership Team. Sighthill Nursery Class were not included in this SSE due to a recent Care Inspectorate visit. There will be further examination of evidence to support the Standards & Quality Self – evaluation grades.

Strengths

- The school values are well known by pupils and staff. The Senior Leadership Team are aware of the improvement priorities of the school.
- Leadership opportunities for staff and pupils exist through various working groups, including Rights Respecting Schools.
- Positive relationships between adults and pupils are evident in almost all classes, supporting a calm classroom environment.
- In most classes, formative assessment strategies are place.
- The school have implemented a tracking system that identifies those who are on track, not on track and those not on track but are progressing and plans for personalised support accordingly.
- In almost all classes the use of a Visual Timetables were evident and the majority of classes have implemented it effectively.
- Zones of Regulation are evident across all classes and pupils can articulate how they are used.
- A Wellbeing and Family Support Officer is employed who is supporting positive links with families to improve attendance and engagement.
- Regular communication is maintained with the Educational Psychologist and ASL lead who are involved in ongoing support meetings as well as annual review and planning to support identified learners.

- Partners provide valuable learning experiences for pupils e.g. Edible Estates, Growing Youth.
- The HT and DHT have completed the Leadership for Equity CLPL and are developing staff awareness of poverty-related barriers to learning and achievement. All teaching staff have independently identified and engaged with an aspect of the Teacher's Charter.

Areas for Improvement

- A review of the vision and values should be developed collaboratively with all stakeholders (staff, parents, children) underpinning all areas of the school's work and reflecting an ambition of improving outcomes for all learners.
- A thriving culture of positivity and high aspiration needs to be embedded across the school community. This expectation should be consistently communicated by the Head teacher and Senior leadership team.
- All staff, pupils and parents/carers should be involved in evaluating the work of the school to identify clear, shared achievable priorities and ensure that working groups are linked to this.
- A more coherent approach to Additional Support for Learning should be developed and implemented across the school with clear leadership and ownership of QI 3.1. The school should ensure the importance and scale of the 3.1 remit is acknowledged through a review of Senior Leadership Team remits to ensure that appropriate support is in place.
- Relevant professional learning should be provided for staff next session in trauma informed practice to support existing restorative approaches, including alternatives to restorative practice, to meet individual needs at the appropriate time.
- Collegiate activity should focus on addressing the inconsistent quality of teaching and learning across the school. Differentiation in teaching, learning and assessment needs to be developed to ensure appropriate pace and challenge for all learners. The Senior Leadership Team should ensure staff embed of a wider range of effective formative assessment strategies.
- The Head Teacher should ensure arrangements are in place to moderate the approaches to tracking and monitoring individual pupil progress in learning to ensure teachers' judgements are consistent across all levels.
- The Senior Leadership team should ensure that all staff continue to develop inclusive practice so that the needs of all learners can be supported within the classroom, supported by the CIRCLE approach. Staff should be clear on roles and responsibilities in supporting learners with additional needs to ensure the correct pathway of support is followed. The Support for Learning staff should work alongside teachers and support staff to enable planning for inclusion at all levels.
- Continue work with Team around the School approach to provide support to identified learners. Develop best use of PSAs and shift from reliance on a 1:1 model. Teachers should provide universal and targeted support to these learners.
- The Head Teacher should ensure that relevant professional learning is provided for staff next session in trauma informed practice to support existing restorative approaches. All teaching staff should focus on agreed aspect(s) of the Teacher's Charter to improve consistency in learning and teaching.
- Some children are on flexible and/or part-time timetables. It is essential that these are being reviewed in line with relevant policies to maximise learning time.
- The Senior Leadership team should ensure that all exclusions conform to relevant policies and are accurately recorded on SEEMiS.

Craigroyston Primary School

A team of officers and head teachers took part in the Supported Self Evaluation visit over a two-day period. The team participated in shared classroom experience visits in the school and nursery, accompanied by a member of school SLT. They met with SLT, teachers, middle leaders, support staff, parents, partners and pupils (P4 literacy and numeracy, P7 literacy and numeracy, Pupil Leadership Group and Equalities group). All class teachers were visited during the process.

Craigroyston is a school identified for intensive support and the QIEO meets regularly with the HT and broader SLT to monitor progress with the SIP and attainment. Edinburgh Learns is working with the school on a CLPL project - Excellence in 2.3 . The school is also part of a pilot project to support improvement in attendance. The review team agree with the Standards & Quality Self – evaluation grades.

Strengths

- The senior leadership team are clear about the vision and values for Craigroyston and are clear on the improvement journey for the school.
- All staff are committed to supporting the wellbeing of the children and use resources strategically to have a positive impact.
- The learning environment is built upon positive, nurturing relationships.
- A wide range of skilled partners and therapists work with the school to meet the wellbeing needs of children and their families. Children in the focus groups talk positively about these partners and state there are a good source of support when they or their friends need them.
- Partners describe the school as having a welcoming ethos and culture. There is a shared commitment to change and improvement in supporting learners' and families' wellbeing.
- Equity and inclusion is a focus for the school and they are working collaboratively with Education Scotland to move this agenda forwards. This work is helping staff to understand the importance of inclusion and equalities and to actively embed it in their daily practice. In addition, it is supporting the senior leadership team to ensure it is threaded through their new curriculum rationale so it accurately reflects the whole school community. The updated Anti Bullying and Equalities Procedure (adult and pupil version) reflect the voice of both parents and children. The Pupil Equalities Group talk knowledgeably about this work and how all children at the school should be and feel included.
- Attainment overtime is tracked using EDICT which is helpful in monitoring progress throughout the year and at cohort level.
- There are warm, nurturing interactions between all staff and children in the nursery. There are clear links to the planning in the environment, which ensures that there are strong, open-ended experiences for all children. Children are confident, empowered and able to plan their own learning using this rich environment.

Areas for Improvement

- To increase children's motivation and extend their engagement in learning, teachers should ensure increased pace and challenge in lessons. Children are now ready for an aspirational curriculum that provides suitable challenge and eliminates ceilings on their learning.
- As planned, the Curriculum Rationale should be reviewed to reflect the school's unique context.
- Learner, parent and stakeholder participation across the school should be further developed.
- The senior leadership team should utilise the examples of strong practice to help all staff understand how formative assessment strategies and differentiation should be used to better meet learners' needs. As planned staff should engage further in CLPL focused on the key components of Edinburgh's Teacher Charter and use practitioner enquiry to effect change.
- School staff should further develop the pupils' understanding of the wellbeing indicators and use them termly to reflect on progress, next steps and supports required. In addition, they should ensure the full HWB curriculum entitlement is received across all stages.
- A more detailed Quality Assurance and Assessment framework should be created collaboratively with staff to support rigorous assessment activity and monitoring and tracking throughout the year.
- In the nursery, focused work on high quality observations will support both individual children's learning journeys and the universal planning, ensuring consistency of observations.
- A monitoring and evaluation calendar should be developed to ensure systems and processes are in place to support high quality practice.