

# Education, Children & Families

10:00am, Tuesday, 7 November 2023

## Quality Improvement and Scrutiny Update

Executive/routine  
Wards  
Council Commitments

### 1. Recommendations

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- 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](mailto:Jackie.Reid2@edinburgh.gov.uk)

## Quality Improvement and Scrutiny Update

### 2. Executive Summary

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- 2.1 This report covers a range of Education Scotland scrutiny and local authority reviews undertaken by the Quality Improvement Service. Our relentless focus on improving the quality of learning, teaching and assessment is showing strong signs of success, through increased consistency and greater understanding of the pace of change in schools. Almost all schools make good use of the high quality supports available such as the Edinburgh Learns Teachers' Charter, Leadership for Equity and other aspects of the professional learning offered.
- 2.2 Where school improvement is a concern, our model of intense support has been shown to be highly effective, with improvements in attainment, including an increased confidence and rigour in teachers' professional judgements about progress in learning. We continue to support schools in ensuring rigour in their self-evaluation grades ensuring engagement with the performance framework "How Good Is Our School? 4" (see background reading.)
- 2.3 Findings from scrutiny activity are used to inform new models of support and challenge which secure improvements in practice and outcomes for learners. This includes the implementation of a refreshed model of intensive Pre-inspection support. Progress with identified areas for improvement during inspections is tracked rigorously by Quality Improvement Officers within agreed timescales. Overall, the work of the Quality Improvement Service, in supporting school improvement, is highly evaluated by Head Teachers and is resulting in marked improvements across many measures.

### 3. Background

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- 3.1 Education Scotland has inspected the following schools using the short model of inspection.

- Rowanfield Special School, in May, 2023,
- Stockbridge Primary School and Nursery Class in June, 2023
- Sciennes Primary School and St Leonard's Nursery Class in June, 2023

This model evaluates two key Quality Indicators from the Performance Framework How Good Is Our School? 4 (See background reading)

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

The Quality Improvement Service provided intensive support to ensure that each school was well prepared for their inspection. A Supported Self-evaluation process was undertaken in Stockbridge and Sciennes Primary Schools in February and March 2023, respectively, which were reported to Committee in June 2023. Officers from the Quality Improvement Service participated in Shared Classroom experiences in Rowanfield School. Clear strengths and areas for improvement were identified as part of these review processes.

- 3.2 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
- 3.3 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 receive targeted pre-inspection support.
- 3.4 A summary of identified strengths and areas for improvement should be made available on school websites for interested stakeholders to access. This includes, parents/carers, partners and Ward Councillors.
- 3.5 The Quality Improvement Service has implemented a refreshed pre-inspection support model from August 2023.
- 3.6 Where a satisfactory evaluation is given as part of an inspection, the quality improvement service will provide an intensive level of support to ensure improvements are made within an agreed timescale.

## 4. Main report

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### 4.1 Rowanfield Special School

In May 2023, Education Scotland inspectors visited Rowanfield Special 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	Satisfactory

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

#### **4.2 Sciennes Primary School**

In June 2023, Education Scotland inspectors visited Sciennes Primary School undertaking a short model inspection. Here are Education Scotland's evaluations:-

##### **School**

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

#### **St Leonard's Nursery Class**

Quality Indicator	Evaluation
2.3 Learning, Teaching & Assessment	Very Good
3.2 Securing Children's Progress	Very Good

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

#### **4.3 Stockbridge Primary School**

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

##### **School**

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

##### **Nursery Class**

Quality Indicator	Evaluation
2.3 Learning, Teaching & Assessment	Very Good
3.2 Securing Children's Progress	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.

#### **4.4 Follow-Through Visits**

- Holy Cross Primary School (Appendix 4) - appropriate progress made
- St Francis Primary School (Appendix 5)- appropriate progress made
- St Ninian's Primary School (Appendix 6) - some progress made

## **4.5 Supported Self Evaluation**

- Leith Walk Primary School
- Tollcross Primary School
- Roseburn Primary School
- Forrester High School

A summary of the strengths and areas for development is detailed Appendix 7.

For all internal and external review activity Quality Improvement Education Officers will ensure all recommendations are implemented within agreed timescales.

## **4.6 Model of Pre-Inspection support**

The quality improvement service has used findings from external and internal scrutiny activity to refine and improve the model of pre-inspection support. This involves an intensive level of activity to ensure the consistency of high-quality learning experiences, rigorous self-evaluation to support quality indicator grades and a deep analysis of the journey of attainment over time. Early analysis of impact, on improving outcomes, is positive.

## **4.7. Post- Inspection Support**

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

## **5. Next Steps**

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- 5.1 The Quality Improvement Service will continue to undertake the planned calendar of activity related to Inspection follow-through and supported self-evaluation visits which will be reported to Education, Children & Families Committee each cycle.
- 5.2 The Quality Improvement Service will continue to respond to learning from ongoing inspection and internal review processes providing universal, targeted and intensive levels of support. Learning themes will be shared with all Head Teachers to inform improvement.
- 5.3 The Quality Improvement Service will 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 The Quality Improvement Service will ensure that all actions for improvement are implemented by schools within agreed timescales.
- 5.5 The Quality Improvement Service will implement and evaluate the refreshed approach to pre-inspection support for schools.

## **6. Financial impact**

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

## **7. Equality and Poverty Impact**

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- 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**

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

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

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

9.4 The Service Risk Register is regularly reviewed by the Education Senior Leadership team to identify and assess the level of risk and implement mitigations.

## **10. Background reading/external references**

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10.1 <https://education.gov.scot/improvement/self-evaluation/HGIOS4>

10.2 The Rowanfield Special School Summarised Inspection Findings (SIF) is available on the Education Scotland website at: [rowanfield-school-sif-290823.pdf](#)

10.3 The Sciennes Primary School Summarised Inspection Findings (SIF) is available on the Education Scotland website at: [sciennes-ps-sif-190923.pdf](#)

10.4 The Stockbridge Special School Summarised Inspection Findings (SIF) is available on the Education Scotland website at: [stockbridge-psnc-sif-190923.pdf](#); [stockbridge-ps-sif-190923.pdf](#)

## **11. Appendices**

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Appendix 1- Rowanfield Special School Inspection Report

Appendix 2 - Sciennes Primary School Inspection Report

Appendix 3 – Stockbridge Primary School Follow Inspection Report

Appendix 4 – Holy Cross Primary School Follow-Through Report

Appendix 5 – St Francis Primary School Follow-Through Report

Appendix 6 – St Ninian’s Primary School Follow-Through Report

Appendix 7 – Supported Self Evaluation Report

29 August 2023

Dear Parent/Carer

In May 2023, a team of inspectors from Education Scotland visited Rowanfield 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.

- Staff have a nurturing approach across the school. They respond sensitively to children's emotions, helping children to engage successfully in learning activities.
- Staff help children to attend school successfully and be more included in school life. Teachers provide a predictable, stable environment which children respond well to.
- School staff make effective use of outdoor learning areas including the local woodlands. Children participate well in healthy activities including team building exercises and nature walks. This is helping to develop courageous, curious, creative and compassionate children.

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

- Senior leaders and staff should develop more personalised and consistent ways to assess and record children's progress in learning. This will help ensure that all staff are clear about children's levels of attainment, enabling them to plan appropriate next steps in learning.
- Staff should continue to raise children's attainment in reading, writing and numeracy.

We gathered evidence to enable us to evaluate the school's work using quality indicators from [How good is our school? \(4<sup>th</sup> edition\)](#). 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 Rowanfield School

Quality indicators	Evaluation
<b>Learning, teaching and assessment</b>	<b>good</b>
<b>Raising attainment and achievement</b>	<b>satisfactory</b>
Descriptions of the evaluations are available from: <a href="#">How good is our school? (4<sup>th</sup> edition)</a> , <a href="#">Appendix 3: The six-point scale</a>	

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

Tracie McEwan  
HM Inspector

19 September 2023

Dear Parent/Carer

In June 2023, a team of inspectors from Education Scotland visited Sciennes Primary School and St Leonard's Nursery 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.

- Children across the school and nursery are enthusiastic learners. They are keen to develop further their skills and knowledge across the curriculum.
- Staff in both the school and nursery work well together and have created a supportive and collaborative culture within their teams.
- The high quality of the outdoor environment in the nursery is supporting children to explore, investigate and make very good progress in their learning.
- Children in the school make good progress in their learning and have high levels of attainment in literacy and numeracy.

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

- Improve approaches to assessing and tracking children's progress in literacy and numeracy. This will help to ensure that planning for future learning is fully matched to children's needs and includes appropriate challenge.
- Develop a shared understanding of high-quality learning and teaching. This will support senior leaders and teachers to build on current examples of effective practice and provide greater consistency across the school.
- Offer well-planned opportunities for children across the school to take on a range of meaningful leadership roles that support school improvement. This will provide an important context for children to achieve and enable them to develop skills for learning, life and work.

We gathered evidence to enable us to evaluate the school's work using quality indicators from [How good is our school? \(4<sup>th</sup> edition\)](#) 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 Sciennes Primary School and St Leonard's Nursery School

Quality indicators for the primary school	Evaluation
<b>Learning, teaching and assessment</b>	<b>satisfactory</b>
<b>Raising attainment and achievement</b>	<b>good</b>
Descriptions of the evaluations are available from: <a href="#">How good is our school? (4<sup>th</sup> edition), Appendix 3: The six-point scale</a>	

Quality indicators for the nursery class	Evaluation
<b>Learning, teaching and assessment</b>	<b>very good</b>
<b>Securing children's progress</b>	<b>very good</b>
Descriptions of the evaluations are available from: <a href="#">How good is our early learning and childcare? Appendix 1: The six-point scale</a>	

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

### What happens next?

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.

M. A. Speirs  
HM Inspector

19 September 2023

Dear Parent/Carer

In June 2023, a team of inspectors from Education Scotland visited Stockbridge 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.

- Nursery staff respond very well to children's interests in the well-planned learning environment. They are improving children's wellbeing through sensitive and thoughtful interactions.
- The headteacher and depute headteacher are supporting staff well to improve learning and teaching across the school.
- All staff across the school and nursery are working positively to improve children's experiences. They provide a nurturing safe environment for children to learn.
- Staff across the school and nursery know children and their families very well. They are proactive in taking steps to reduce any barriers to learning.

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

- Teachers should continue to develop approaches to planning and delivering high-quality learning, teaching and assessment.
- Senior leaders and staff should continue to improve approaches to raising attainment, particularly at early level in literacy.
- Practitioners should continue to improve children's progress in literacy and numeracy in the nursery.

We gathered evidence to enable us to evaluate the school's work using quality indicators from [How good is our school? \(4<sup>th</sup> edition\)](#) 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 Stockbridge Primary School and Nursery Class

Quality indicators for the primary school	Evaluation
<b>Learning, teaching and assessment</b>	<b>good</b>
<b>Raising attainment and achievement</b>	<b>good</b>
Descriptions of the evaluations are available from: <a href="#">How good is our school? (4<sup>th</sup> edition), Appendix 3: The six-point scale</a>	

Quality indicators for the nursery class	Evaluation
<b>Learning, teaching and assessment</b>	<b>very good</b>
<b>Securing children's progress</b>	<b>good</b>
Descriptions of the evaluations are available from: <a href="#">How good is our early learning and childcare? Appendix 1: The six-point scale</a>	

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

### What happens next?

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

Stuart Cathro  
HM Inspector

## Appendix 4 Holy Cross Primary School Post-inspection Visit by City of Edinburgh Council 12 June 2023

In September 2018, a team of inspectors from Education Scotland and the Care Inspectorate visited Holy Cross Primary School and Nursery Class. Following the inspection, in October 2018, Education Scotland published a letter outlining the following areas of improvement that were identified:

- Continue to develop a framework for assessment and ensure systems for tracking and approaches to monitoring progress in learning, lead to raising attainment.
- Further develop self-evaluation to ensure robust evidence informs improvement planning and the impact of new initiatives.

*Education Scotland and the Care Inspectorate Evaluation October 2018*

<b>School</b>	Holy Cross Primary	<b>Learning Community</b>		St Thomas of Aquins	
<b>Roll</b>	264	<b>Care Experienced %:</b>		0%	
<b>SIMD 1 and 2% :</b>	19.3%	<b>% EAL</b>		38.6%	
<b>Scrutiny Grades</b>		<b>QI 1.3</b>	<b>QI 2.3</b>	<b>QI 3.1</b>	<b>QI 3.2</b>
<b>HMIE Primary (date published) March 2019</b>		4	4	4	5
<b>School Standards &amp; Qualities</b>		4	4	4	4

### ACEL data 2022

Reading			Writing			Listening & Talking			Numeracy		
P1	P4	P7	P1	P4	P7	P1	P4	P7	P1	P4	P7
97.2%	87.5%	93.5%	97.2%	83.3%	93.5%	100%	91.7%	100%	100%	91.7%	91.3%

### Focus Tool

Comparator Schools for all stages	Reading	Writing	Listening & Talking	Numeracy
Holy Cross Primary School	95%	93%	98%	93%
St, Mary's Primary School Edinburgh	91%	87%	93%	93%
St, Mary's Primary School Leith	86%	77%	90%	90%
St. John's Primary School	89%	82%	93%	87%

### Stretch Aims

Q1			Q5			Literacy			Numeracy		
Total	Literacy	Numeracy	Total	Literacy	Numeracy	Q1	Q5	Gap	Q1	Q5	Gap
0	0	0	11	11	11		100%			100%	

### The Post-inspection Visit

In order to report on progress, a team of council officers visited the school and nursery on 12<sup>th</sup> June 2023. The team consisted of four Quality Improvement Education Officers. The team carried out joint shared classroom experiences with a member of Senior Leadership Team to nine classes and the nursery. The team met with the school's Senior Leadership Team to discuss progress with areas of improvement identified by HMIE in October 20218. The team also met with the following focus groups: teaching staff, support for learning staff, nursery practitioners, pupils, parents/carers and the Parent Council Chair.

## **Findings of the Visit: progress with areas of improvement**

**Continue to develop a framework for assessment and ensure systems for tracking and approaches to monitoring progress in learning, lead to raising attainment.**

### **Strengths/progress made**

The Nursery team are reflective and have approached significant leadership changes positively, maintaining high quality delivery for the children in the setting. The nursery environment, outside and inside, is of a high quality and offers children opportunities to lead their own learning, supported where appropriate, by sensitive interactions from the adults around them. This environment offers choice and challenge for children within the setting.

Nursery planning is child centred and responsive, which means that the experiences on offer build on the interests of children in the setting. There are systems in place to ensure that all children are observed across the setting, using the 'focus child' approach. The focus child approach used in Nursery provides a detailed snapshot of children's progress at specific points across the year. The Nursery team have identified that they now need to explore ways to offer further challenge and depth to children.

The ethos in the nursery is warm and welcoming, with children who are comfortable to seek support from adults in the setting. The team work to establish positive relationships with their families, including a very supportive process to transition new families into nursery.

Across the school, relationships are strong. There is a calm, purposeful and inclusive ethos across the school in which learners are engaged and interact well during activities. A variety of teaching and learning methods were used to ensure pupils were engaged. In some classrooms, assessment is for learning strategies were used, effectively deployed digitally in the upper school by pupils to self-assess their learning and to collate pupil feedback.

Pupils and parents have worked collaboratively on school priorities as part of their Pupil Voice Groups currently in place. These include Pupil Rights, Equalities, Eco, Fair trade, Outdoor Learning and Digital Learning. Pupils spoken to were keen to talk about the impact of this work and their involvement. This has increased pupil engagement and ownership.

Teaching staff across the school liaise with stage partners and plan using the four contexts of learning. This includes planning assessments which are developing staff confidence and professional judgement to assess pupils' progress.

Teaching staff plan and track targeted interventions for groups of pupils in receipt of Pupil Equity Funding. Next steps and interventions are identified through personal, targeted and universal supports. Current Interventions put in place has improved attainment in literacy for most learners. This is enabling staff to address barriers to learning and to plan responsively.

### **Next steps/continue to**

The Nursery team should use the child-centred pedagogical cycle to ensure that their approaches are balanced between child-led and adult initiated, while being manageable and sustainable for the team.

Whilst the Nursery benefits from welcoming families from many different backgrounds, there is scope to explore diversity across the environment. This would support all children and families to be able to find themselves across the environment.

Lessons need to be differentiated appropriately. Work should continue to ensure pace and challenge and learners are given the opportunity to apply and deepen their learning. The good practice observed in Primary 6 and 7 should be built up on to create a whole school approach of the use of Assessment is for Learning strategies and to provide feedback to pupils that support their next steps in their learning.

The school should moderate the methods used in planning to establish a consistent approach across the school that is progressive and includes planned assessments within its Learning, Teaching and Assessment Policy.

### **Further develop self-evaluation to ensure robust evidence informs improvement planning and the impact of new initiatives**

#### **Strengths/progress made**

Pupils, staff and parents'/carers' views have been gathered and used to support on-going improvement across the school and nursery. The Nursery team reflect on their practice and observations of children. The Head teacher makes use of self-evaluation data gathered in the nursery to measure progress and to identify further next steps .

The school has used surveys to evaluate the progress of initiatives implemented and their impact. Survey data has captured how nurture approaches used in school have helped children to be ready to learn and how they use strategies to build resilience. After the roll out of the Digital learning Empowered Learning programme a staff survey identified a growing confidence in the use of iPads to support learning and teaching.

The parents /carers in the focus group felt listened to and their suggestions acted upon. They commented on the support provided for individual learners and the regular communication they receive about their children's learning and progress.

#### **Next steps/continue to**

The Nursery team would benefit from a strategic approach to self-evaluation and improvement as part of the wider school. All practitioners should continue to take a role in self-evaluation and leading aspects of the nursery development plan.

The Head Teacher and Depute Head Teacher should work together with the Early Years Officer to develop a strategic overview to support the improvement of the nursery to ensure sustainability of approaches and leadership at all levels.

The school's and nursery's strategic overview should include a Quality Assurance calendar specifically focused on the school and nursery improvement plans respectively and key national documents such as the Care Inspectorate Framework, How Good is Our School (version 4) and How Good is our Early Learning and Childcare. As part of the development of the strategic yearly overview, the Deputy Head Teacher and Early Years Officer should explore the use of the document

“Capturing and Monitoring Children’s Progress” within regular progress meetings. Within the school, a Learning, Teaching and Assessment Policy should be created that links to the Quality Assurance calendar to establish a strategic overview of how teaching and learning is tracked and monitored. There is scope to devise a new recording format for Shared Classroom Experiences that also links to the school’s Learning, Teaching and Assessment Policy.

## Conclusions

The school provided evidence which demonstrated the change/progress they have made since the school was inspected in 2018. The school and nursery have made appropriate progress with the two identified areas for improvement. The next steps identified for both areas of improvement outlined above should be implemented within session 2023-2024. The creation of a robust quality assurance calendar will ensure progress continues to be made and to support tracking of this further progress.

The following table shows the self-evaluation gradings detailed in the School’s Standards & Quality Report (June, 2023). The Follow Through team are in agreement with these evaluations.

Self-evaluation gradings, Holy Cross Primary School Standards & Quality Report (June, 2023).

Quality Indicator	Quality Indicator Value	Quality Indicator Value
	School	Nursery
<b>Leadership of Change</b>	Good	Good
<b>Teaching, Learning &amp; Assessment</b>	Satisfactory	Satisfactory
<b>Wellbeing, Equality &amp; Inclusion</b>	Good	Good
<b>Raising Attainment &amp; Achievement</b>	Good	Satisfactory

**Appendix 5**  
**The City of Edinburgh Council**  
**Follow Through Report**  
**St Francis RC Primary School**  
**June 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. St Francis RC Primary School was inspected in May 2019.

During the inspection visit in 2019, Education Scotland evaluated the school as follows:

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

The 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.

- Raise attainment through high-quality learning, teaching and assessment at all stages.
- Develop approaches to teachers' planning of all curricular areas to strengthen the way in which the school can assess and track children's progress and improve attainment.

**School Profile** (\*some data taken from Focus tool 2021/22)

<b>School</b>	St Francis RC Primary	<b>Learning Community</b>	Holyrood RC HS		
<b>Roll</b>	268	<b>Care Experienced %:</b>	1%*		
<b>SIMD 1 and 2% :</b>	86.2%*	<b>% EAL</b>	56.3%*		
<b>Scrutiny Grades</b>		<b>QI 1.3</b>	<b>QI 2.3</b>	<b>QI 3.1</b>	<b>QI 3.2</b>
<b>HMIE Primary (date published) March 2019</b>			<b>3</b>		<b>3</b>
<b>School Standards &amp; Qualities (2023)</b>		<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>

**ACEL data 2023**

Reading			Writing			Listening & Talking			Numeracy		
P1	P4	P7	P1	P4	P7	P1	P4	P7	P1	P4	P7
86%	90%	81%	82%	73%	78%	88%	90%	90%	92%	87%	84%

### Focus Comparator Tool (21-22 data)

Comparator Schools for all stages	Reading	Writing	Listening & Talking	Numeracy
St Francis' RC Primary School	87%	73%	88%	87%
St Catherine's RC Primary School	72%	73%	93%	72%
Clovenstone Primary School	71%	67%	79%	69%
Sighthill Primary School	74%	67%	83%	69%

### Stretch Aims

Q1			Q5			Literacy			Numeracy		
Total	Lit	Num	Total	Lit	Num	Q1	Q5	Gap	Q1	Q5	Gap
93	81	89	0	0	0	87%	N/A	N/A	96%	N/A	N/A

### Post Inspection Visit

In June 2023, a team of Quality Improvement Education Officers from The City of Edinburgh Council visited St Francis RC Primary School. They visited classes and worked closely with the Head Teacher, the senior leadership team and wider staff to evaluate the progress and improvements which the school had made with the recommendations detailed in the inspection report.

### Follow Through Report

#### Overview of observations

During the local authority follow-through visit in June 2023, the visiting team observed positive relationships between staff and pupils in all learning episodes observed. Most learners were motivated and engaged in all lessons observed and had a clear understanding of what was expected of them.

There was a positive ethos evident throughout the school with a nurturing approach clearly implemented in almost all classes observed. The pupils who were spoken to described being very happy in St. Francis and commented that they felt safe, happy and supported in the school.

The staff all have a good knowledge of their pupils and tracking of individual progress is supported by clear quality assurance and self-evaluation procedures. This informs interventions, curriculum development, effective use of resources and a wide range of universal and targeted supports at all levels.

School staff have a very clear sense of the importance of the school in the community. This extends to the after-school provision and holiday provision through the “Holidays Matter” programme, alongside provision of resources for home learning.

**Area for improvement 1: Raise attainment through high-quality learning, teaching and assessment at all stages.**

The school can demonstrate raised attainment in all areas of the curriculum from 2019-2023. This is evidenced through the following authority data (no 5-year comparative data for Listening & talking):

	<b>Primary 1</b>	<b>Primary 4</b>	<b>Primary 7</b>
<b>Numeracy</b>	+ 5% (92%)	+7% (87%)	+6% (84%)
<b>Reading</b>	+4% (86%)	+ 25% (90%)	-15% (81%)
<b>Writing</b>	=0% (82%)	+8% (73%)	+14% (78%)

The school’s attainment consistently performs above schools with similar socio-economic demographics within the City of Edinburgh Council in most attainment measures.

A consistent approach from P1-P7 in the teaching of numeracy using has been developed and has been well received by learners and parent/carers. All families have received concrete resources to support learning from home through numeracy. Family learning sessions have also supported this approach. This consistent approach has contributed to improvement in numeracy outcomes in all stages.

Progress in numeracy learning is assessed on a weekly basis for each individual pupil . These assessments are used to plan learning for the next week, and ensure appropriate pace, challenge and support for all learners.

Pupils who are identified as requiring further support in numeracy engage in the Stages of Early Arithmetical Learning (SEAL) approach. This approach is based on research which ensures the development of children’s numerical knowledge ensuring clear understanding of strategies. Progress is regularly reviewed and updated, allowing pupils to move up a level or to access further supports as required.

The whole school writing policy, utilising the Read, Write, Inc approach is evident throughout the school. Pupils have a writing folio where they store their latest and best pieces of writing. The writing folios are moderated 4 times per year, with detailed feedback given to each pupil on specific and personalised targets. Pupils maintain the folio throughout their school life and this can be used to evidence progress to learners, teachers, SLT & Parent/carers. New targets are set and planning around learning is based on these targets. This approach has seen significant improvement in writing attainment over the past 5 years. Staff feel more confident in their attainment judgements and the progress is evidenced in a tangible document.

STAR reading assessments are used in a systematic and personalised way throughout the year to determine progress in reading for every pupil. The planned learning reflects this for every pupil. All pupils know their level and then utilise the levelled texts that reflect this. Pupils have set targets to allow them to progress within a level or progress beyond the expected levels.

Throughout the follow-through visit, pupils observed were engaged in their learning. All pupils spoken to could talk about their progress in learning and provide evidence of this in jotters, iPads and in their Numeracy and Writing Folios.

The nurturing approach, evident in all classes, enabled appropriate challenge and support to ensure pupils are progressing and achieving.

**Area for improvement 2: Develop approaches to teachers' planning of all curricular areas to strengthen the way in which the school can assess and track children's progress and improve attainment.**

Pupils in all classes receive differentiated support and challenge in one of three ways for every curricular area. These groups are fluid with learners accessing different levels of support and challenge for different aspects of their learning. These are:

- **Focus:** Pupils who may require some support and/or intervention and are not yet "on track" at the expected developmental stage in that area.
- **Core:** Pupils who are "on track" within the expected developmental stage and will work towards achievement at the level.
- **Challenge:** Pupils who require some acceleration in their learning and are working at a level beyond the expected developmental stage in that curricular area.

This approach allows staff to plan an appropriate curriculum for individuals and groups, providing proportionate pace and challenge for pupils.

Staff are provided with detailed transition folios for their class. This is used at the beginning of the year to ensure planning for learning meets the needs of all learners in every class. This also provides all previous assessment and tracking data for the class. Staff are given time to use this data and familiarise themselves with all pupils within the classes.

All staff engage in three tracking/attainment meetings per year. This is a robust process which identifies targets and plans for the learning of every pupil. Alongside attainment, the staff also discuss attendance and how they are addressing any concerns.

Through the tracking/attainment meetings staff provide evidence to SLT of assessment judgements they have made. They also discuss and review any interventions they have provided to support learners. As the year progresses, any targets or interventions are quality assured and the impact is measured, with support plans and interventions updated.

Tracking attainment meetings are used to identify pupils who will be referred to a wide range of internal and external supports and services. The school run a wide range of learning interventions which are delivered to both individuals and groups. These include: SEAL, Literacy groups, EAL (group and individual), 1:1 tutoring, Nurture groups, Reading groups. These supports and interventions are quality assured, reviewed and the impact measured throughout the year. Pupils can move in and out of the support groups as appropriate.

Pupils update their writing folios frequently and all work is returned with detailed feedback on the benchmarks. This provides specific work targets for each pupil and supports judgements for attainment tracking. The pupils maintain their Writing folios throughout their school journey again providing evidence of progress and latest and best work.

The writing folios are reviewed in four moderation activities throughout the year. The CEC moderation cycle is used which informs forward planning for learning and assessments as well as teachers' judgement on progress in learning.

A youth worker has been appointed who provides in school support for pupils and families, as well as an after-school club and a “Holidays Matter” programme, where pupils attend a holiday school environment. Staff volunteers support this programme, helping to continue to build up community links and address gaps in learning for the most vulnerable learners. This has had a positive impact on attendance and consequently attainment.

The Senior Leadership Team has developed very clear curriculum maps to support pace, challenge and progress. This is supplemented by the wide range of supports detailed above and helps inform the robust and detailed tracking process that is in place currently.

The Senior Leadership Team and School staff can demonstrate a good understanding of every learner and their needs and have evidence to support these judgements.

### **Summary**

The Quality Improvement Education team found that St Francis RC Primary School had made appropriate progress in both areas highlighted by Education Scotland in 2019 and agree with the QI gradings in the Standards and Quality report for 2023.

The Quality Improvement Education Officer for the school will continue to work with the Head Teacher and staff to provide support and to challenge progress to lead to further improvements in attainment. This will continue to be reported to parents and carers through the Standards and Quality report at the end of each session.

**Appendix 6**  
**The City of Edinburgh Council**  
**Follow Through Report**  
**St Ninians RC Primary School and Nursery Class**  
**June 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.

St Ninians RC Primary School was inspected in April 2019. In June 2023, a team of Quality Improvement Education Officers from The City of Edinburgh Council, visited St Ninians Primary School. They visited classes and they worked closely with the Head Teacher, the senior leadership team and wider staff to evidence the progress and improvements which the school had made.

**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	Good

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

- Continue to raise attainment and improve progress for all children in writing and numeracy.
- Share best practice to ensure consistency in high quality learning and teaching.

**School Profile** (\*some data taken from Focus tool 2021/22)

<b>School</b>	St Ninian's RC Primary	<b>Learning Community</b>		Holyrood RC HS	
<b>Roll</b>	215	<b>Care Experienced %:</b>		1%*	
<b>SIMD 1 and 2% :</b>	53%*	<b>% EAL</b>		45.1%*	
<b>Scrutiny Grades</b>		<b>QI 1.3</b>	<b>QI 2.3</b>	<b>QI 3.1</b>	<b>QI 3.2</b>
<b>HMIE Primary (date published) March 2019</b>			<b>4</b>		<b>4</b>
<b>School Standards &amp; Qualities (2023)</b>		<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>

There will be further examination of evidence to support the Standards & Quality Self – evaluation grades.

## ACEL data 2023

Reading			Writing			Listening & Talking			Numeracy		
P1	P4	P7	P1	P4	P7	P1	P4	P7	P1	P4	P7
74%	40%	62%	74%	35%	60%	74%	51%	65%	74%	51%	61%

## Focus Comparator Tool (21-22 data)

Comparator Schools for all stages	Reading	Writing	Listening & Talking	Numeracy
St Ninian's RC Primary School	68%	63%	78%	71%
St David's RC Primary School	61%	52%	78%	60%
St Joseph's RC Primary School	86%	82%	89%	82%
Craigentenny Primary School	61%	57%	72%	58%

## Stretch Aims

Q1			Q5			Literacy			Numeracy		
Total	Lit	Num	Total	Lit	Num	Q1	Q5	Gap	Q1	Q5	Gap
40	23	25	3	2	3	57.5%	66%	8.5%	66%	100%	34%

## Overview of observations

In all classes observed, and in all interactions with pupils and staff, there was a positive, friendly and happy environment evident. Relationships were strong between pupils and the staff across the school.

The pupils spoken to commented that they were “very happy” and that they “loved” their school. They felt that they were well supported and had an adult they could speak to when required and that they were learning well.

In some classes observed, the quality improvement team saw evidence of Assessment is for Learning (AIFL) strategies being used well. Differentiation was evident in most classes.

Digital learning was evident in the P6 & P7 classes with some effective use of digital tools such as “padlet” to enhance learning and promote collaboration.

Most learners spoken to were fully engaged and understood their tasks and what success looked like.

Consistent of approach in the use of Assessment is for Learning Strategies on some good practice already evident in some classes.

Differentiation is an improvement focus for Session 2023-2024. This should aim to provide appropriate pace and challenge for all learners at all stages.

The school should continue their programme of professional learning, and sharing good practice to develop consistently high-quality pedagogy across the school.

**Area for improvement 1: Continue to raise attainment and improve progress for all children in writing and numeracy.**

The table below demonstrates the attainment in writing and numeracy from 2019-2023. There is no data available for 2020, due to the pandemic.

	Primary 1				Primary 4				Primary 7			
	'19	'21	'22	'23	'19	'21	'22	'23	'19	'21	'22	'23
<b>Numeracy</b>	84%	74%	68%	74%	58%	70%	71%	51%	76%	76%	71%	61%
<b>Writing</b>	49%	74%	64%	74%	60%	65%	63%	35%	61%	62%	63%	60%

This attainment table shows that attainment has shown some improvement in areas through the years, particularly P1 Writing and P4 Numeracy (2021 & 2022) with some areas maintaining very consistent year on year attainment levels (P1 Numeracy, P7 Writing).

The 2023 data has shown some significant dips in attainment. Primary 4 were raised as a concern throughout the session (2022-2023) and the data in both numeracy and writing has dropped. 50% of learners have English as an additional language and have been assessed at Stage 3 level of proficiency in English.

As a result of this data the school will receive intensive support from the Quality Improvement Service throughout the session 23-24.

The Head Teacher has re-introduced (2023-2024) a tracking & monitoring system which will track progress and attainment of every child rigorously. This data will be analysed in four tracking/attainment meetings across the year, with all class teachers, to identify appropriate interventions and attainment targets for all pupils. The impact of interventions will be tracked systematically.

School staff are working with the Edinburgh Learns team which has supported collaborative planning for learning, particularly in Numeracy. There is a Learning community Numeracy Strategy for session 2023-2024 which is being supported by the Numeracy development officer with all staff undertaking professional learning in January 2024. The aim is to provide a consistent approach to the teaching methodology in areas of numeracy that have been identified in the learning community as areas for improvement.

School staff will continue to develop a consistent approach to the teaching of writing and literacy. Professional learning, to support this, is being delivered to all staff to build on that which was delivered in session 2022-2023.

Schools staff engage with the moderation cycle to ensure consistency in planning, pedagogy and teachers' professional judgements. This is particularly focussed on writing as the data indicates that this remains the main area for development.

**Area for improvement 2: Share best practice to ensure consistency in high quality learning and teaching.**

The Head Teacher has developed a programme of professional learning aimed at ensuring consistency in pedagogy.

Engagement with professional learning in literacy methodology has begun and will continue through session 2023-2024. Teaching methodology training sessions in 2022-2023 (6 sessions) were focussed on teaching of writing.

The implementation of the Read, Write, Inc has led to some improvement in reading scores for learners across the school. This consistent approach has been shared with all staff in the school.

A learning community approach to development of Numeracy methodology is planned for the session 2023-2024 and is supported by the Edinburgh Learns team. This will strengthen the development of consistent practice and provide opportunities for moderation of standards and sharing of good practice.

A collaborative approach to the planning of learning for all levels has been implemented across the school. Assessment opportunities are planned using the Education Scotland benchmarks. This has led to a collaborative and consistent approach to assessments and greater rigour in teachers' judgements about progress in learning.

**Summary**

The Quality Improvement Education team found that there was evidence that St Ninians RC Primary School had shown some areas of progress in both areas highlighted by Education Scotland in 2019. The identified dip in areas of attainment in session 22-23 indicates that there remains further progress to be made in these areas. It is imperative that future planning and professional learning supports this area for improvement. The Headteacher has a clear strategy and timeline to raise attainment supported by rigorous tracking and monitoring systems and appropriate professional learning.

The Quality Improvement Education Officer for the school will continue to work with the Head Teacher to provide support and to challenge progress and attainment 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.

Appendix 7

Improving Quality in Learning

Supported Self Evaluation

November, 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.

### **Leith Walk Primary School**

A team of officers took part in a Supported Self Evaluation visit on 3<sup>rd</sup> and 5<sup>th</sup> May 2023 with phase two of the visit taking place on 21<sup>st</sup> September 2023. Phase 2 was focused on Universal and personalised support. The team participated in shared classroom experience visits across the school. They met with the Senior Leadership Team, teachers, middle leaders, support staff, parents/carers, partners and pupils. All classes, stages and levels were visited during the process. Leith Walk is a school identified for an intensive level of support and the QIEO meets fortnightly with the HT and DHT to monitor progress with the School Improvement Priorities and strategies to raise attainment. The Headteacher was newly appointed in January, and the DHT has returned to her post having been in a seconded post for 18 months.

### **Strengths**

- Staff report that the strategic direction, and the vision for the school moving forward, is positive. They feel empowered by the evolving structured approach introduced to support quality assurance activity, self-evaluation and Tracking and Monitoring of attainment and achievement.
- There is a clear nurturing approach evident throughout the school at all stages.
- In classes visited, almost all learners were keen to engage in learning and make positive progress with their learning..
- School staff have established a range of pupil voice groups to provide leadership opportunities.
- There is positive engagement with the wider community including working with a range of partners.
- Wider achievement activities, and engagement with active schools, have been recognised through an Active Schools award. A significant amount of activities, groups and clubs are available to pupils.
- A programme of outdoor learning opportunities is provided for all learners through engagement with partner agencies and the local community. This is responsive to the needs of learners who attend school and live in an urban location.
- Positive relationships and ethos are evident at all levels with staff, pupils and the wider school community.
- A clear vision for addressing the need for improvement in attainment is established; underpinned by an evolving strategy to achieve this.
- Learning through Play has been developed to support developmentally appropriate learning.
- A collaborative approach to school improvement planning, which involves all stakeholders, has been developed.

### **Areas for Improvement**

- The Senior Leadership Team should continue to develop teacher empowerment through engagement with attainment data which enables them to plan appropriate learning experiences for all learners.
- The Headteacher should now embed a clear quality assurance calendar to rigorously track incremental improvements in attainment and approaches to teaching, learning and assessment.

- The Senior Leadership Team should develop approaches to differentiation to support inclusive practice, pace and challenge for all learners.
- The Senior Leadership Team should develop consistency in pedagogical approaches, including collaborative planning across a level. This should be clearly stated in the Teaching, Learning and Assessment Policy.
- All practitioners should engage in the Teachers' Charter professional learning offer, linking this clearly to the PRD process.
- The school staff should continue to develop relationships, engagement and involvement with the Parent/carer body and wider community to support school improvement.
- The Headteacher needs to ensure engagement with the Edinburgh Learns team to support the running of school improvement groups, focusing on differentiation, developing evidence of assessment and increasing confidence and rigour in teachers' professional judgements about learners' progress.
- Assessment is for Learning strategies should be further developed to support learners' progress.

### **Tollcross Primary School**

To support the school's self-evaluation, a team of council officers and headteachers visited the school on 6th and 7th September 2023. The team consisted of two Quality Improvement Education Officers, an ASL Service DHT and two primary headteachers from the James Gillespie's Learning Community. The team observed eleven lessons, covering every year group, alongside a member of the Senior Leadership Team. The team also led focus groups with a range of stakeholders, pupils, parents/ carers, partners and staff. The team met with Young Leaders, the Health and Wellbeing and Equalities groups.

#### **Strengths**

- The headteacher and staff have created a sense of belonging and purpose throughout the school. Tollcross is a nurturing, inclusive school with a positive, calm, and supportive ethos.
- Across the school there is a strong ethos of staff collegiality and positive working relationships. Staff work well as a team and are committed to making a difference to children in their care.
- High quality development work has taken place to improve the curriculum, using an improvement cycle model based on professional learning and research.
- All staff participate in professional learning to improve their skills and contribute to school improvement groups.
- Effective self-evaluation approaches are in place which lead to future improvement.
- Classroom spaces and resources are well organised and are conducive to positive learning and teaching. The purpose of learning is understood by almost all pupils.
- In the majority of classes, the steps to success (success criteria) were shared with learners.
- In most classes, there were high expectations for learners.
- Across the school, a shared understanding of the structure of a lesson was evident.
- Most lessons included a starter linked to prior learning and made use of active learning strategies.
- "Tollcross Counts" is the approach developed to defines the structure of numeracy lessons.
- In most lessons, learning was differentiated. This was most evident in how pupils with English as an additional language were supported using a variety of digital supports that enabled them to work independently or as part of a group.
- Most teachers used effective questioning as part of their teaching. Questioning was used to assess pupils' understanding as part of the teachers' wide use of Assessment is For Learning strategies.

- In the majority of lessons, pupils were given 1-1 feedback from their teacher, linked to their learning and next steps. Pupils valued the importance of feedback to support their learning.
- Across the school there is a strong ethos of staff collegiality and positive working relationships.
- Teachers engage in moderation activity to support rigour in professional judgements about progress in learning.
- The school staff work well with partners to provide both universal and targeted support for learners.
- Tracking and monitoring approaches support improvements in attainment. There has been a significant increase in attainment in P1 and P4. Almost all P1 pupils achieved Early Level in literacy and numeracy. Almost all Primary Four achieved First Level in literacy and numeracy.

### **Areas for Improvement**

- Staff should continue to extend their skills in providing evaluative feedback to help pupils identify their own targets in literacy, numeracy and health and wellbeing.
- The tracking of pupils' progress towards achievement of a level should be extended beyond literacy and numeracy. This will support raising attainment even further.
- Review how collegiate planning provides appropriate support and challenge for all learners across stages and levels.
- Teaching Staff should develop their use of the Education Scotland Benchmarks to devise high quality assessments to further support their professional judgements of achievement of a level.
- Continue to build on the strong links made with partners to further enhance curricular experiences for learners.
- School staff should continue to embed children's rights across all aspects of their work.
- School staff should continue to offer a range of clubs and activities to support wider achievement and plan interventions to support learner participation.

### **Roseburn Primary School**

A team of officers and headteachers took part in the Supported Self-Evaluation visit on 12<sup>th</sup> and 13<sup>th</sup> September. The team participated in shared classroom experience visits in the school and nursery, accompanied by a member of school SLT. They met with the SLT, teaching staff, support staff, parent/carers, partners and learners. All class teachers were visited during the process. The school motto is "Dream, Believe, Achieve". Relationships are key to the school community and are based on the Roseburn values of: Rights, Relationships, Respect, Resilience and Responsibility.

### **Strengths**

- Senior leaders provide strong, collaborative leadership. Their aspirational vision is evident and recognised by the school community. There is a strong sense of empowerment across the school, with staff and pupils having a range of opportunities to contribute to school improvement and knowing they have a voice.
- There are well established systems in place for self-evaluation which enables routine gathering of information throughout the year to support their improvement journey. A range of quality assurance data includes feedback from all stakeholders; shared classroom experience; robust tracking and monitoring; and analysis of performance data.
- School staff collaborate effectively with external partners and community organizations to provide a range of learning experiences and enhance the learning pathways available to pupils.

- School staff communicate effectively with the community to promote an ethos and culture of inclusion, participation, and positive relationships.
- The learning environment is built upon positive, nurturing relationships. Classroom environments are calm and well-resourced. This supports both learning and inclusion.
- Play pedagogy is valued and understood. Inclusive classrooms, with a wide range of differentiated, open-ended learning experiences and resources, support learner engagement.
- Staff at Roseburn are committed to providing a safe, supportive and happy school. The school achieved its Gold Rights Respecting Schools Award in May 2021, and the main articles from UNCRC continue to underpin its ethos. The principles are understood by staff, pupils and the school community.
- Pupils self-assess their wellbeing needs termly using the Wellbeing Indicators. This enables teachers to identify pupils' wellbeing concerns and put appropriate strategies in place to address these. Learners also have regular conversations with staff enabling their social and emotional needs to be met. Impact of these support is monitored, including at termly tracking meetings.
- A clear assessment strategy, robust professional dialogue and moderation activity underpins staff confidence in using the Education Scotland benchmarks in making professional judgements about progress in learning.
- Attainment over time is tracked using EDICT, and the school's own tracking system, which is critical in monitoring progress throughout the year and at cohort level.

### **Areas for Improvement**

- Embed practitioner enquiry into practice as a means of evidencing the impact of change to support improved outcomes for learners.
- Continue to develop the engagement of all stakeholders in the review of the School Improvement Plan and identification of future priorities.
- Assessment of learning should inform teacher's planning in particular, differentiation. This will ensure lessons are pitched appropriately and provide pace and challenge for all learners.
- Consider the role of learners in the planning of learning. The pupils at Roseburn are articulate and enthusiastic. They have a voice in school improvements and this should be extended to allow more leadership of their own learning.
- As planned, continue to develop the outdoor space to provide a more user-friendly play and learning environment. This will support the work planned to develop a progressive outdoor learning approach across the school.
- Continue to develop equalities work with a focus on parental engagement and further celebration of diversity across the school community.
- Working with the children, continue to develop wider achievement opportunities and consider how skills progressions can be linked through the tracking of wider achievement.

### **Forrester High School**

A team of officers and headteachers took part in a Supported Self-Evaluation visit 5<sup>th</sup> and 6<sup>th</sup> September. The team participated in shared classroom experience visits in classes and the Enhanced Support Base, accompanied by a member of the school's senior leadership team, where possible. They met with all three Depute Head Teachers and the Senior Development Officer to discuss specific quality indicators linked to areas of lead responsibilities. Officers met with focus groups from: support staff and partners, parents/carers, curriculum leaders, class teachers and young people from S1-S3 and senior phase S4-6. All Forrester High School class teachers, except one who was absent, were

visited during the process. The school's Head Teacher reported absent from work prior to the visit. School staffing has been particularly challenging over session 2022-23 with significant absence and vacant posts. Support for Learning and Mathematics departments continue to have vacancies at time of the Supported self-evaluation process. An intensive level of support is provided to the school by the Quality Improvement Education Officer and Head of Education.

### **Strengths**

- The school's values focus on the motivating statement "Together we respect, believe, achieve' and the rules for learning: Ready, Respectful, Responsible . These provide a visible consistent reference point and are a source of aspiration for all in Forrester High School.
- The effective work to improve relationships across the school is helping to establish a calm, secure and safe environment to support more effective learning and teaching with young people who are eager to engage in their learning.
- The Senior Leadership Team and school staff demonstrate exemplary trauma-informed practice in their support of all young people, staff and the wider community.
- The Head Teacher and Senior Leadership Team focus appropriately on raising attainment and ensuring positive outcomes for young people. Senior leaders ensure self-evaluation, and the improvement agenda are informed by a strong understanding of the school context, including through the analysis of high-quality data.
- The recently developed Learning and Teaching Strategy and the 'Forrester in Action' overview is beginning to provide a consistent structure to the learning experiences of young people.
- In most lessons, teachers gave feedback on learning enabling young people to focus on areas for improvement in the task. In the best examples, feedback was provided on an individual basis allowing young people to identify gaps and next steps in their learning.
- Pupil Equity Funded interventions are beginning to have a positive impact on targeted young people with attainment for the lowest attaining 20% of young people higher than virtual comparator schools.
- External partnerships such as Street league and RUTS, have been used in a responsive and flexible way to support alternative pathways and curriculum for identified groups and individuals. This has allowed some young people to access qualifications and experiences they were previously disengaged from and has had a positive impact on attendance.
- A Senior Development Officer (Pupil-Equity Funded) delivers well planned interventions to a targeted group of young people. This has improved the attainment of non-attenders with ten of these young people achieving at least 2 qualifications, with some achieving 4 or more.

### **Areas for Improvement**

- Senior leaders should take immediate steps to ensure leadership of change is well-paced with appropriate, clear priorities for improvement in which the roles of all stakeholders are clearly understood. This should include a clear and shared understanding of effective leadership at all levels.
- As a priority, The Senior leadership team should implement robust tracking and monitoring systems to ensure a clear understanding of progress of every learner. This will support staff more effectively to identify and evaluate the interventions which will improve attainment and achievement for all young people.
- Building on the commitment to improvement, staff should define and agree their expectations of high-quality learning, teaching and assessment to ensure a consistent approach across the school evident through the work started on 'Forrester in Action'. This should help to ensure an

inclusive learning environment which provides flexible pathways to meet the wider range of needs across all young people.

- The Senior Leadership Team should continue, as planned, to relaunch the school values statement to bring this “to life” in every- day school life.
- Staff should develop the use of the United Nations Convention on the Rights of the Child (UNCRC) to support the work on school values as well as work on other opportunities to develop learner participation such as a Pupil Equalities Group.
- Staff should continue to develop further their confidence in using information about the social context, such as socio-economic factors, to support planning and decision-making to ensure improved positive outcomes for all young people.
- Teaching staff should ensure the purpose of learning is clear and referred to throughout all lessons, to check learners’ understanding. This should be implemented with immediate effect.
- Learners should be provided with opportunities to lead their own learning and to co-construct success criteria.
- Learning experiences should be differentiated to meet the needs of all learners effectively.
- School staff should provide more opportunities within lessons for collaborative learning to increase learner engagement and participation.
- Staff should engage further in professional learning focused on the key components of Edinburgh Learns Teachers’ Charter and use the strong examples of practitioner enquiry identified consistently across the school to ensure consistently high-quality learning.
- Continue to develop the curriculum to create more inclusive and accessible pathways for all young people. There is a need to identify senior pathways for young people accessing the Enhanced Support Base and Wellbeing Hub.
- Review the presentation policy to ensure all faculties are aspirational in the number of young people being presented for National Qualifications.
- Review coursing of all young people to ensure they have at least 5 qualifications which are achievable despite barriers to learning, in particular attendance.
- Track wider achievement opportunities and the impact/added value for each individual young person.