



Edenside Primary

School Improvement Report

2020-2021



Review of Progress 2020-21

Context of the school

Edenside Primary School is a community where everyone is respected and valued. Through creativity, originality and effort we aim to achieve success and fulfilment for all.

At our heart, we are a school that wants every child, every adult, to be the best that they can be. We work with all children to help them understand the importance of having a positive attitude, in how they think and feel, to all experiences and demonstrating positive actions, in what they say and do, at all times.

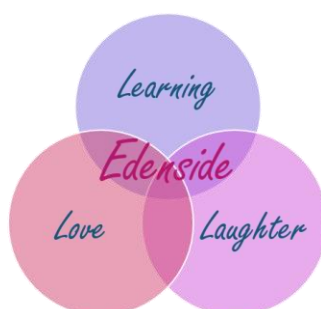
Our core values of learning, laughter and love continue to guide our priorities and provision. The pastoral care of our children sits in equal importance to the priority we place on learning, in a school that is caring and inclusive, with a special place in the heart of our community.

As part of the Cheviot Learning Community, we are proud of the strong working relationship we have with our partner schools; Broomlands, Ednam, Morebattle, Sprouston, Yetholm and Jedburgh primaries along with Kelso and Jedburgh High Schools. We are committed to working together to achieve the best outcomes for all of our children and young people.

At the time of writing this report, we have a school roll of 341, including 41 children in our Early Learning and Childcare setting. The primary school is made up of 11 classes, including 3 composites.

Since the last school improvement report, the world has continued to face the challenges and impact of the COVID 19 pandemic. At school level, the various safety mitigations have impacted on the progress of school improvement with the majority of time and energies focused on ensuring children and staff are safe. Ultimately, this led to all schools in Scotland moving to remote learning for most of the Spring term. As a school (and local community), we rose to the challenge and ensured every child was able to continue learning, ever mindful of the support families would need to facilitate this.

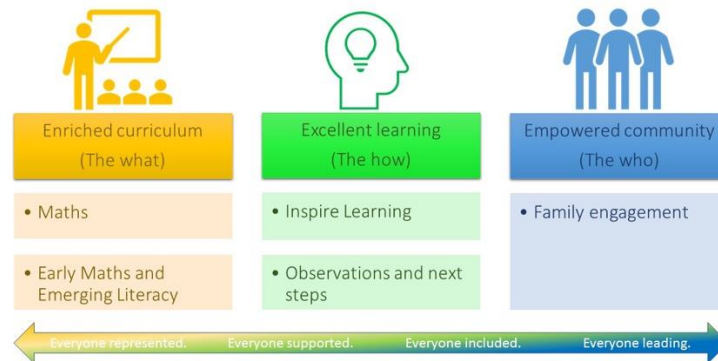
Our experience over the past 18 months has solidified our collective effort to do our very best for the children and families of Edenside. We have shown that we can rise to any challenge and ensure our children and families continue to learn, continue to laugh and continue to feel loved.



What improvements have you made this year?

Our school improvement plan for this past academic year and the next two years is focused on three core priorities; enriching the curriculum, ensuring excellent learning and empowering our community. These top-level priorities break down into smaller developments in both the school and the early learning and childcare setting.

School Improvements 2020 - 2021



Enriched curriculum

In primary 1 to 4:

- Introduced the SEAL (Stages of Early Arithmetic Learning) approach.
- Observation of pupils points to an improvement in concrete understanding of maths concepts rather than just 'getting the right answer'.
- The SEAL learning progression is leading to more individualised support and challenge as well as detailed diagnostic assessment of pupil mathematical understanding.

"If I were taught like this, I would have been much more confidence in maths."
Class teacher

In primary 5 to 7:

- Introduced the Complete Maths online teaching and learning platform, a comprehensive resource including a detailed learning progression, lesson plans, activity resources and diagnostic assessments.
- Given our teachers access to high-quality subject knowledge, a ready-made teaching resource and detailed assessment information about every child's understanding and performance in maths.
- Enabled teachers to provide more specific learning for pupils.

At the start of the term, the average test score across all P5-7 classes was 69% but this rose to 87% by the end of the term, a significant gain of close to 20%.

In our early years (early learning and childcare setting and primary 1):

- The new SBC Early level maths progression and tracker has begun to ensure fuller coverage of the non-number maths curriculum.
- A professional reading group has developed a deeper subject knowledge and understanding with our Early level team.
- Improvement in the *Emerging Literacy* approach ('Funky Fingers' continues to be a firm favourite with the children)

“The reading has given me a better understanding of what the children need in number and non-number to provide a solid foundation.”

Early year’s practitioner

Across all stages, the positive improvements in our maths curriculum have been underpinned by high-quality, ongoing professional learning, led by our very talented Depute Headteacher. Regular workshops and seminars have provided training on new approaches as well as ‘enquiry tasks’ to try out in the classroom.

Excellent learning

The introduction of iPads to enhance learning has had a significant impact:

- In our primary 4 to 7 classrooms, the devices are used to support maths (accessing digital Cuisenaire rods or a times table challenge), to support literacy (by providing digital copies of texts or group discussion boards) and the wider curriculum (capturing creative learning to share with peers and families).
- During remote learning, our P1-3 teachers were able to make teaching videos, explaining new concepts that were then shared with families. P4-7 teachers were able to meet their classes daily via Microsoft Teams, creating a virtual community, and pupils were able to submit completed work with teachers then providing comment.
- Across all stages, excellent professional learning opportunities from the SBC Inspire team as well as regular ‘hands on’ support and advice from our very own Inspire champion.

In our early learning and childcare setting:

- Changes to the use of indoor and outdoor spaces have enabled staff to know their children as learners better than ever before.
- Termly ‘Whole Child’ attainment meetings have provided an opportunity to share the information the team have about each child and consider more carefully how to meet the needs of each child and each family.
- Closer working with Speech and Language, Health and a Pre-school Home Visiting Teacher have enabled more effective interventions and support.
- Enquiry into a refined observations model has allowed the Early Years team to build a clearer picture of the progress and next steps for each child.

Empowered community

Engaging with families was our plan at the start of the year and we have been successful in developing a number of positive steps.

In the primary school:

- Continued to share BIG question videos via the school Facebook page, offering an explanation of and insight into the termly focus of children’s themed learning.
- Every class is now sharing weekly ‘learning updates’ with families via the closed-group Facebook page, a social media platform that every parent/carer has access to and has engaged with.
- Continued with parent phone calls in the absence of parent/teacher meetings and these provide a more informal feel to the conversation about each child’s learning.

“I think it has been hugely beneficial to build such a strong relationship with families. Regular updates have been really positive. It has been great to communicate where children are in their learning and their next steps at regular intervals.”

Class teacher

In our early learning and childcare setting:

- Weekly updates shared by email and through our closed group on social media.
- Monthly parent postcards to support a joined up approach between nursery and home. These provide a more formal channel of communication about each child’s learning.
- Termly phone calls from early years team to families, providing regular updates and building strong relationships.

“It was good to speak with my child’s [key worker] about tag counting and to understand that my child counts too fast. She needs to slow down... we’ve been practising at home using conkers.”

Parent

Across the school, we’ve also had success with our parent support phone calls; targeted weekly support from our early year’s practitioners (working from home) directed to identified parents, providing some much needed emotional support as their children returned to school post-lockdown.

What has changed/ improved for learners?

Enriched curriculum

For our P1-7 pupils:

- Our teachers are using the *concrete-pictorial-abstract* model to underpin their teaching, which sees pupils exploring new concepts using concrete materials (like the new Cuisenaire rods, Rekenreks or place value cards) before showing their understanding in pictorial form (like with bar modelling) and finally working more abstractly with ‘just the numbers’.
- A new carousel model in place across all classes, ensuring every pupil is taught at their level and that all children are closely observed by the teacher.
- Children with gaps in numerical understanding are benefitting from SEAL diagnostic assessments, which allow teachers to pinpoint the barrier to progress and teach the child at the edge of their learning.
- In P1-4 pupils, pupils are benefitting from SEAL pedagogy and materials to support their conceptual understanding and number sense development.
- For our P5-7 pupils, they have the added benefit of the new Complete Maths platform which gives them direct access to teacher-assigned learning tasks.
- ‘Which one doesn’t belong?’, ‘How many do you see?’ and *Number Talks* have provided a powerful motivator to engage in mathematical talk, reasoning and justification of thinking.

In our early learning and childcare setting and in P1:

- Our children now have access to a wider range of resources to support mathematical learning through play, including unit blocks, magnetic polydrons, magnetic rods and balls, oversized pattern blocks and number rods. These ensure experiences across the wider maths curriculum, not just number.

“The learners in my classroom have become more confident in numeracy. Many children have told me that numeracy is their favourite thing to do in school. There has been great progression in their learning – they are retaining the skills and knowledge they need and can make links with what they are learning and their previous learning.”

Class teacher

Excellent learning

The introduction of iPads has made a significant difference to our P4-7 pupils:

- “The iPads definitely helps those with barriers to learning - especially when they’re given tips on specific use. There’s also increased time on task for most due to quick and easy access to a variety of resources. Also, quickly seeing their work shared - projected onto class whiteboard. Finally, becoming familiar with the technology as some pupils are more distracted and are learning not to be so - which is useful as the world they live in is awash with tech.” (Class teacher)
- Pupil comments about the introduction of iPads to support learning have been very positive.

“I like using a Jamboard to share my thoughts and read everyone else’s. We also get more feedback from the teacher.”

P6 pupil

“I like being able to keep all my learning in one place and share it easily with my teachers.”

P5 pupil

The changes across the early level mean that children now:

- Benefit from outdoor learning in the Secret Garden twice weekly
- Enjoy quieter, small group activities (including baking) in the Nurture room
- More engaged in the learning in the main playroom as the new resources and layout stimulate curiosity and interest.

“We like being in the Secret Garden because we feel happy under the big trees.”

Pre-school pupils

Empowered community – giving families a window into learning

We know from the research that parental engagement in learning has a positive impact and it is this knowledge that has driven our development but the direct correlation between parental engagement and pupil learning is difficult to quantify.

We do, however, have qualitative information that tells us our approaches are working and are helpful:

- “Home and school are not as ‘separate as they used to be. Children know that parents are regularly updated on their learning. My class has really liked sharing their learning with our Friday Facebook posts.” (Teacher)
- “Big question themes have been discussion starter as both children can contribute, although P7s are slightly different this term. Both teachers have been very helpful and have communicated with me to help support my children... I really like seeing photos of the children learning, on Facebook, even though X always tries to avoid the camera, it helps start a discussion at home.” (Parent)

Positive change as a result of the pandemic – looking for the silver linings

“The links with teachers during lockdown were a huge help in making the transition back to school seamless. Well done! The iPads have definitely helped for home learning and are a brilliant tool for learning technology - the children are way ahead of me! Communication with parents is great. Extra PE is absolutely brilliant!” (Parent)

Next Steps in relation to learning, teaching and assessment and inclusion

Within the primary school:

- 1) Continued development of our maths curriculum through an enquiry approach
- 2) Introduce the CIRCLE framework to help us further ensure we are an inclusive school
- 3) Launch ‘Showbie’ as a tool for capturing and sharing pupil learning

In our early learning and childcare setting:

- 1) Continue developing our approaches to observation to inform future learning
- 2) Revise our responsive planning process as well as our intentional promotion planning process.
- 3) Embed use of the *keys to communication* to support oral language development for all children, strategies to support *concepts of print* and pre-writing skills.

Evaluate the following QIs against the six point scale:

Excellent	this aspect of the school’s work is outstanding, high quality and sector-leading
Very Good	major strengths, very few areas for improvement
Good	important strengths, yet there remains some aspects which require improvement
Satisfactory	the strengths within this just outweigh the weaknesses, basic provision for learners
Weak	important weaknesses, there may be some strength, the important weaknesses, either individually or collectively, are sufficient to diminish learners’ experiences in substantial ways
Unsatisfactory	major weaknesses within which require immediate remedial action

Quality indicator	School self-evaluation	Nursery self-evaluation
1.3 Leadership of change	Good	Good
2.3 Learning, teaching and assessment (Including digital)	Good*	Good
3.1 Ensuring wellbeing, equity and inclusion	Good*	Good*
3.2 Raising attainment and achievement/ Securing children’s progress	Good	Good

* For these quality indicators, we have judged ourselves to be ‘good’ overall but we firmly believe that there elements of our practice and approaches that are ‘very good’.

Our capacity for continuous improvement is **very good**.