

School Improvement Report

2021-2022



Review of Progress 2021-22

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.

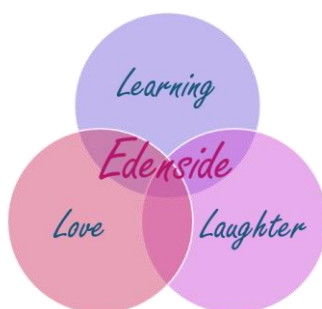
Our core values of learning, laughter and love continue to guide our priorities and provision. The pastoral care of our children sits in equal importance to the priority we place on learning, in a school that is caring and inclusive, with a special place in the heart of our community.

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 347, including 54 children in our Early Learning and Childcare setting. The primary school is made up of 11 classes, including 5 composites.

Since the last school improvement report, the world has continued to face the challenges and impact of the COVID 19 pandemic. The impact of the Omicron variant was particularly felt during the Spring term, as high levels of staff and pupil absence necessarily changed the focus of resources and energies. Despite this, the school team continued to provide cohesive learning for our children.

We are a school that remains resolutely committed to enabling every child and adult to 'be the best they can be'. Our core values of learning, laughter and love have guided us through a challenging time whilst our core aims, to be ready, to be respectful and to be safe in all we do continue to underpin our daily actions.



What improvements have you made this year?

At the start of the school year, we had a very clear plan for improvement, based on our self-evaluation. We identified 2 key areas for attention: our maths curriculum (what the children learn and how our teachers teach it) and our parental engagement approach (using a new online platform to share pupil learning with their families). How did we get on with these priorities?

Our Maths curriculum

In our lower classes (P1-4)...

- The SEAL (Stages in Early Arithmetic Learning) approach is now running smoothly in classrooms.
- Teachers are using the SEAL grids and resources for numeracy.
- SEAL assessments are informing our planning and are being used to support children with gaps in their learning.
- We understand the need to ensure children have a strong number sense and good 'foundation' for further maths learning.

In our upper classes (P5-7)...

- A new carousel approach was trialled, adopted & adapted to suit needs in each classroom (ensuring that every group have regular teaching time at the correct level).
- The use of "thinking" starters (Number Talks, Which One Doesn't Belong, Explain the mistake) having been explored in staff training sessions and are planned for in daily lessons.
- New learning pathways (what a child should learn in each year of school) are now in place for addition & subtraction, multiplication & division, fractions / decimals & percentages from Early – Second Level.
- CPAL (Concrete-Pictorial-Abstract-Language) approach adopted in every classroom, ensuring children have free access to manipulatives. Pictorial methods are being taught and encouraged.
- A very successful Scottish Maths Week where all children (right across the school) were involved
- Kelso Racecourse connection provided opportunities for Maths across the curriculum for P5s and 6s.

What difference has this made to our learners?

The impact of these improvements can be seen in our maths attainment data...

- 82% (239 out of 290) of our children are on track with their maths learning (albeit with some needing occasional support).
- Of the 51 children not on track:
 - 6 have significant additional learning support needs,
 - 8 have other recognised learning support needs,
 - 10 have emotional support needs affecting all learning.
- This equates to 26 children who, for reasons out with their control, need support with all learning. The remaining 27 children have specific mathematical 'gaps' that have been identified and are being addressed.

- With 239 children on track (albeit with some needing support to fully grasp new concepts) and 26 with significant support needs, it could be argued that only 27 children are, crudely, not on track with their mathematical learning but could be. This equates to 10% of the 'could be on track' population.

What difference has this made to our teachers?

When asked to reflect on their own learning, our teachers felt strongly that their *classroom practice has changed as a result of the focus on our maths curriculum* (57% strongly agreed, 43% agreed). Likewise, there was the same feeling about the impact of pupil learning, with 57% strongly agreeing and 43% agreeing that *learning outcomes for my pupils have improved as a result of the focus on our maths curriculum*.

Feedback from teachers has been insightful and will inform future developments, for example:

- *"I feel that the progressions have been essential in helping us understand essential prior learning to the LIs we teach, allowing us to "fill in the gaps" where necessary. It has been really useful to clarify the order in which to introduce mental and written strategies. I definitely feel that we would benefit from time to evaluate and modify the progressions."*
- *"I think we need time to work through the progressions to become more familiar with them and to ensure there are adequate resources available. Possibly stagger when classes are covering certain topics so that we are not all struggling to find the same resources at the same time, e.g. half the school were teaching money at the same time so resources were tricky to find!"*

Our parental engagement approach

Working with families is an important part of the learning process and we continually look for ways to improve our engagement approaches. As an Inspire Learning authority (where all teachers and pupils from P4-S6 have an Apple iPad), we were keen to explore how digital technology could supplement our current family engagement methods.

'Showbie' is an online platform that allows teachers to create an online classroom. It allows teachers to share learning with pupils, for pupils to share their completed work with teachers and for teachers to then provide feedback on that learning. But it also has an incredibly valuable element that allows all of this 'classroom learning' to be shared with a child's family. In essence, this online platform gives families a direct window into their child's classroom.

Over the past year, we have been gradually and purposefully introducing some of the basic features of this online platform, 'Showbie'.

- September – October:
 - ✓ All staff introduced to the platform.
 - ✓ All children given accounts.
 - ✓ Permissions obtained from families.
- October – December:
 - ✓ P1-4 teachers beginning to populate their online classroom with examples of pupils work.

- ✓ P5-7 teachers beginning to share daily learning with pupils via the Showbie App.
- Jan – March:
 - ✓ Our nursery (Early Learning and Childcare) team begin to add examples of children’s learning.
 - ✓ P1-4 teachers continue to populate Showbie with examples of pupil work, ensuring 1 piece of work for every child every week.
 - ✓ P5-7 teachers beginning to populate Showbie with examples of completed pupil work. Pupils involved in this process.
- April – June:
 - ✓ Showbie launched with all P1-7 families. All families given direct access to their child’s online space.
 - ✓ Showbie introduced to nursery families during face-to-face meetings.

What difference has this made to our learners?

Utilising digital technology in our classrooms is giving our learners access to high-quality learning opportunities. Showbie, as an online platform, is allowing learners to access, complete, submit and receive feedback on their learning in a much more efficient and effective way than before.

According to our learners, 70% report using Showbie most or almost all of the time in their lessons.

At the time of writing this report, we have ___% of families accessing their child’s learning via the Showbie App. This is not as many as we had hoped and shows that we need to do some work to better engage families in this way.

What difference has this made to our teachers?

Our teaching staff have really embraced the Inspire Learning programme, learning with the pupils as we introduce new ways of using the iPads. Showbie is one such example.

When asked to what extent they feel their classroom practice has changed as a result of the focus on using Showbie, 63% of those responding agreed. But there is work still to do in this area to ensure our teachers feel confident using this online platform.

Feedback from staff has been helpful, especially in relation to fully engaging with our families through Showbie:

- *“We need to ‘sell’ it (Showbie) to parents if it is going to be a worthwhile use of our time. I think lower down the school we need to work out how to engage the children with it so that we use their voice more, but in a way that doesn’t eat into teaching time.”*
- *“It will be interesting to see how the parents interact with Showbie. We have only just started using it and I definitely think that, as well as a way to share tasks and feedback, it is a nice space for children to showcase work they are proud of.”*

What other improvements have we made this year?

As well as our two main priorities (our Maths curriculum and introducing Showbie), we've also invested time and energy in developing a number of important 'ongoing developments'. These have been developed primarily by members of our school leadership team.

Our IDL (Inter-disciplinary learning) approach

- We now have an outline plan for a 3-year rolling programme of 'BIG Questions'. During each year there are identified main themes (Community, Discovery, Global and My World) and 'whole school' themes (Winter Festivals, Heart of Scotland, Spring Festivals, and Science). Time to prepare for smooth Transitions has been allocated at the start and end of each year, and three weeks have been identified during each year when classes will focus on different aspects of 'Being Safe'.
- The impact on pupil learning has been positive. In the past teachers chose topics which appealed to them, or their pupils but we now have in place a more systematic and coherent programme where contexts, key learning and suggested resources are identified. Pupils revisit each theme at a more advanced level, consolidating previous learning while developing understanding, building knowledge and improving skills.
- When we asked our P4-7 pupils what they thought about our BIG Questions, 80% responded to say that some or all had been interesting questions to explore.

Our MAD (Music, Art & Drama) / STEM (Science, Technology and Engineering) approach

- At the end of last school year, we identified the need to ensure our children were re-engaging with their full curriculum entitlement. Whilst the more narrowed focus on Literacy, Numeracy and Health was important coming out of 'lockdown', a fuller experience was required.
- In August, we introduced our MAD and STEM afternoons for all P2-P7 pupils. (P1 have introduced MAD / STEM learning opportunities throughout their existing play based approach.) On a half-termly basis, teachers were planning a series of MAD lessons (Music, Art and Drama) or STEM lessons (Science, Technology and Engineering).
- In P2-P4 classes, the teachers engaged in joint planning sessions and regular discussions to evaluate the ongoing teaching and learning within MAD / STEAM and to plot next steps. Each teacher delivered the agreed plans to their respective classes.
- In P5-P7 classes, the teachers each took responsibility for an agreed element (Music, Art or Drama or Science, Technology or Engineering) and planned a series of lessons. This teacher then taught these lessons to all children across multiple classes.
- Full plans, including progressive benchmarks, are now in place for a 3 year rolling programme for MAD/STEM. Year 3 was our starting point this year and has now been completed. Some 'context specific' plans are available to coincide with Year 3 blocks of learning should they be required for future use.
- The impact on pupil learning has been very positive. Pupils have had opportunities to participate in well-planned, wider curricular opportunities and in some instances, this has been provided by CSTs.

- Pupils and indeed staff have been able to dedicate more time to specific areas of Science, Technology, Engineering, Maths, Music, Art and Drama to provide a more 'immersive' learning experience.
- It has widely been agreed that a 'positive buzz' has been generated throughout school during the MAD/STEM afternoons and most pupils have thoroughly enjoyed the practical, hands-on approach to learning in these curricular areas.

Our Writing curriculum

Helping our pupils to learn the technical craft of writing is an ongoing development in our school. Over this past year, there has been some important progress in the classroom, namely:

- Creation of "Edenside Writing Progression" document, providing a structure and progression of writing skills, handwriting & VCOP (vocabulary, connectives, openers, punctuation);
- All staff planning for 2 writing lessons across the week, with one being on explicit writing skills;
- Nelson handwriting programme has been introduced, with the expectation that children will use joined script from P3
- We had 2 planned writing "assessment weeks" to gain attainment information and to agree on next steps for classes / groups / individuals
- 2 staff training sessions on moderation of writing where staff had opportunity to evaluate and discuss writing from P2-7 (what was going well, what are our next steps)
- All staff trialling an identified next step in their classroom – eg. Writing stations, methods of feedback on writing skills, tracking writing skills
- These changes have had a positive impact on pupil learning in that learners know their next steps to improve their writing (specific targets / feedback) and there has been a notable improvement in handwriting and presentation in upper school.
- But, we still need to do more. Our overall attainment in writing is not as good as we believe it can be. There are various factors leading to this, including the impact of COVID, but a specific focus on the teaching of writing is now needed.

What are the priorities for improvement for next year?

Our experience in school this past year and our ongoing self-evaluation of our practices has highlighted two essential priorities for the coming school year.

1) Attainment in writing

- We need to refine our pathways to ensure absolute clarity about next steps in learning.
- We need to support our teachers to develop expertise in the developmental stages of writing.
- We need to introduce new 'direct instruction' approaches to the teaching of writing.
- We need to introduce new assessment processes (moderation of standards, comparative judgement) to improve outcomes.

2) Support for pupils with social and emotional dis-regulation

- We have an increasing number of children who, for various reasons, find it very difficult to regulate their own emotions and reactions.
- We need to increase our staff understanding of self-regulation and how it can present itself, including zones of regulation.
- We need to increase staff confidence with de-escalation techniques.
- We need to increase staff confidence in instigating restorative conversations.

Whilst these two priorities will be the main focus of all staff training and improvement activity, there will be a number of necessary 'ongoing developments' including:

- Refined MAD / STEM approach
- Refreshed Modern Languages programme
- Continued use of and greater understanding of Showbie to support learning, teaching, assessment and parental engagement.

Evaluate the following QIs against the six-point scale:

Quality indicator	School self-evaluation	Nursery self-evaluation
1.3 Leadership of change	Very good	Very 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

Our capacity for continuous improvement is very good.

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 remain 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