

# School Improvement Report



**2022 - 2023**

## **Review of Progress 2022-23**

### **Context of the setting**

**At Edenside Primary School our vision is to ‘be the best you can be’. We consider this to be the focus for our children and families as well as our staff and supporting agencies.**

**Our values of Learning, Laughter and Love permeate all we do, and are evident in our school community. Our vision and values are at the heart of all of our decision making at Edenside.**

**Edenside currently has 323 pupils on roll, 58 of which are in our ELC provision (aged 2-5). We have 11 classes, 2 of which are composite classes. P7 pupils transfer to Kelso High School.**

**Edenside is proud to be part of the Cheviot cluster, working with Broomlands, Ednam, Sprouston, Yetholm and Morebattle Primary Schools as well as Jedburgh Grammar Campus and Kelso High Schools, to the benefit of our cluster children.**

**93.88% attendance for 2022-23**

**23% children with Additional Support Needs**

**20% children eligible and claiming for Free School Meals**

**3% children care experienced**

**During session 2022 – 23 we have experienced a significant number of staffing changes. We have had a new Headteacher, on a secondment basis, who has been made permanent from August 2023. We have had 2 newly qualified teachers and an RQT join the school as well as 2 RQTs staying with us (our NQTs from 2021/22). Two of the RQTs have since left during the year. One Part-time PT has been on maternity leave, returning in May 2023.**

**In ELC we have 2 of our EYPs (1 Full time and one part time) go on Maternity leave, and it has been challenging to recruit to the part time post.**

**Staff absence has been a constant challenge throughout the year, with covid still having a significant impact on this.**

**We have had several children showing very distressed behaviours in school, which has had a huge impact in the school on children and staff at the start of the year. This led us to make nurturing approaches and de-escalation training a bigger focus than anticipated as well as reallocating resources to focus on meeting the needs of all our children. The school has now built capacity to be responsive to our children’s needs, which has created positive learning environments for almost all children. During the next school session we will be building on the successes of this year, embedding our agreed approaches so far, as well as continuing our professional learning in this area.**

**SBC priority 1: Develop high quality learning, teaching and assessment that leads to improved levels of attainment and achievement for all in our schools and settings.**

What improvements have you made this year?

1. The school has had a focus on improving **writing attainment** for our children, throughout the year. Staff have had expert training from an external provider on the first INSET day of the year. This was followed by several CAT sessions, and INSET day as well as individualised one-to-one sessions, led by 2 of our leading literacy practitioners, in response to individual staff development needs.
2. A new **tracking** approach has been introduced for literacy and numeracy, which ensures a consistent standard and expectation across the stages and are in line with benchmarks at P1, P4 and P7. This has been used to inform the attainment meetings held in December and March as well as the ACEL data throughout the year. In June, information from the trackers indicated if the children were on track or not. Attainment meetings discussed all children with the class teacher, support for learning teacher and Headteacher.
3. The school has spent time developing its use of **digital** tools and apps during the year, to enhance teaching and learning including sharing this with parents. We have been using **Showbie** throughout the school from ELC to P7 to include parents in their child's learning journey.

We have been using digital tools to support some of our children's additional needs, particularly when dyslexia is identified. The Talk to Text tool and audio books have really helped some of children show much more of their learning and understanding.

We have used Showbie's voice note function as part of our end of year evaluation of learning to families. This has enabled us to include the children and (literally) hear their voice about their learning during the year. Teachers have made their comments using the voice note as well, making the reporting approach much more timely and accessible to our families.

4. During the second part of the year (since January) we have been considering how **pupil voice and leadership** can influence our decision making within school. We have relaunched our house system to support our positive responses to children; included pupil sharing ideas about celebrating achievements within school during assemblies as well as hosting pupil conferences to support the learning focus of our first topic after the summer.

What has improved for learners? How do you know?

1. The quality of writing children have written has improved. Children can speak more confidently about their writing – what is good about it and what they need to work on next. Attainment in writing has increased from 73% to 78% this year. Staff have a clear expectation of what to be teaching and how to be teaching writing. This has been supported by moderation activities in stage

groups, to have an agreed understanding of standards and expectations. Children have been asked their views about writing which this has been shared with class teachers and responded to by them.

2. The tracking system has enabled the staff to have data driven discussions about children; including strengths as well as gaps in learning. Following attainment meetings, Support for Learning and Additional Needs Assistant time has been directed to support children who need a little more support to be on track with their learning. Overall school attainment has increased in Reading (76% to 82%), Writing (73% to 78%) and Numeracy (78% to 80%).

3. Children are aware of the digital tools and apps that are available for them to support their learning needs. They have become more use to using these supports and enables them to be more independent. It has had an improvement on attainment in literacy as the barriers for some of learners are reduced / removed.

We had positive feedback from parents about the end of year evaluations. They enjoyed hearing their child's voice as well as the classteacher's voice.

4. Pupil voice and leadership is beginning to influence decisions made that impact the school as well as those made about learning in the classroom. Children are being given opportunities to share their ideas and choose how they show their learning. The school is listening to children's ideas and starting to respond to them. We are going to build on this positive start as we go in to next year so we can start to see the impact of pupil voice.

#### Next Steps?

1. We will be using and applying the principles described in the Cheviot Teaching and Learning toolkit to deliver **consistent high quality teaching and learning** experiences for our children across the school. We will use standardised and agreed assessments to inform our teaching, analysing data and identifying gaps in learning, consistently across the school. We will include pupil voice in our teaching and learning decisions in our classroom and promote pupil leadership within learning. As we plan our curriculum for the year, we will consider the use of outdoors, opportunities for creativity as well as identifying the knowledge and skills being taught.

2. We will engage with #SBCway throughout the year; considering the implications to the way we approach things at Edenside and aligning them. We will take a practitioner enquiry approach in our consideration of teaching **oracy** following input from SBC. We will embed the work we have done this year in writing, ensuring this aligns with the #SBCway.

3. We will improve our **communication** with families through a more consistent use of Showbie to share learning with families as well as giving opportunities for **family engagement and family learning** during the school year, across the school.

## **SBC priority 2: Develop inclusive practice with a focus on universal and targeted provision in all schools and settings.**

### What improvements have you made this year?

1. We have been working towards the **Nurturing Schools UK** award. Mrs Pearce (DHT) and Mrs White (PT) have participated in training during the year. They have then led whole staff training session on various aspects of nurture, attachment theory and what this means in practice in school. Staff have been trained to use Boxall profiles to identify individual needs of children and to plan how to meet these needs. ANAs have had additional training in trauma informed practice to enable them to understand and support specific children. We have also started to use Glasgow Motivational Wellbeing Profile to track children's wellbeing this year. This needs to be continued next year, alongside some staff training so we are responding to the outcome.
2. As a whole staff team we have had **restorative approaches and de-escalation training** from SBC's inclusion and wellbeing team. This has supported our Nurturing Schools UK work and enabled our staff to be more consistent in their responses to our children, particularly when children are struggling to self-regulate. The learning environment we provide in classrooms promotes inclusion and supports the wellbeing of our children. Staff have worked with the Inclusion and wellbeing teacher to support individual children to ensure we are meeting their emotional and wellbeing needs.
3. We have introduced the **Zones of Regulation** to the school from P1 to P7. We have taught children about the zones, the emotions experienced in the different zones and some strategies to help when you need to move out of the red zone. When discussing situations that have occurred in school with children, we have used the zones to consider other children's responses in these difficult situations and how their actions help or hinder other children involved. The Zones of regulation have given the school community a consistent vocabulary to use, have given children language to describe their emotions, giving us commonality to understand different situations and perspectives.

### What has improved for learners? How do you know?

- 1 and 2. Children benefit from well trained staff and consistency of approach on a day to day basis within the school. The school is a positive, caring and safe place to be for our children where most are happy and thrive. Feedback from children informs us that that this has improved this year and at the end of the year they identified this as a strength of the school. Children are being appropriately supported if they are showing distressed behaviours and or are struggling to self-regulate. Where needed, an individual support plan has been agreed with the Team around a child, which is reviewed regularly in response to the child's emotional needs.
3. Children speak confidently about the Zones of Regulation and use the associated language to discuss their own emotions and those of others around them. Children can discuss strategies that

they find useful to self-regulate and most children are able to use these independently. A few children need support from an adult as part of a strategy that works for them, which we facilitate.

#### Next Steps?

1. We will continue working towards the **Nurturing Schools Award** UK, including staff training and developing our nurturing approaches in school. We will embed our use of ZOR and our understanding of the principles of nurture. We will continue to track children's wellbeing using GMWP and provide staff with training to ensure we are making a response to the data this provides. We will share these developments with our families.
2. We will develop our **respectful relationships and anti bullying policy**, in line with new SBC guidelines in partnership with staff, children and families.
3. As a staff we will engage in **professional learning** about neurodiversity and how we can support our children more effectively in school. We will also introduce LEANS into the school curriculum to ensure children have an understanding of neurodiversity.
4. We will further develop our understanding of **UNCRC** throughout the school and ensure that children understand their rights and how they are realised at school and at home. We will continue to develop our Pupil Voice and leadership opportunities with a determined effort for these to have an impact on improving our school. We will share these developments with our families.

#### **Early Learning & Childcare provision (delete if not appropriate)**

##### What improvements have you made this year?

1. We have improved our **planning** to ensure high quality intentional promotion and continuous provision in our ELC. We have used a focus child approach to observations which has ensured all children are being observed and recorded on a regular basis. Planning, observations and chronologies are all recorded electronically, making these records more consistent, manageable, accessible, timely and secure. We have been embedding Emerging Literacy into our weekly routines to ensure consistency and promotion of strong foundations for literacy learning.
2. We have continue to build **good relationships with families** and this has been strengthened through our use of Showbie, which includes a home link so parents can interact with us. We have also had regular stay and play sessions to encourage family involvement and an opportunity to role model positive interactions where appropriate.
3. All staff have participated in whole school staff training in **Nurturing and restorative approaches**, and used these principles in their daily practice.

4. All staff have attended **sign-a-long** training, to support and include a pupil who has little verbal communication. We plan to build on this next session and have a sign a week so it becomes part of our practice to use sign-a-long.

#### What has improved for learners? How do you know?

1. Having an electronic system for planning, observations and chronologies has ensured practitioners are more responsive to children, their needs, their developments as well as being able to support next steps and gaps in learning and development. This has been evidenced through informal observation of staff and the through professional dialogue with staff.

2. We have had very positive feedback from parents about our use of Showbie in our ELC. We have had the majority of children's family come along to one of stay and play sessions. Visiting family members are positive our ELC provisions, the care of our staff and the great learning opportunities for their children.

3. Staff use nurturing approaches on a daily basis in our ELC. They use restorative approaches when needed to support a children when they have big feelings or they are affected by other children's big feelings.

4. Children who find it difficult to communicate verbally are included in daily conversations and routines through the use of sign-a-long. In turn this reduces frustrations and helps meet their needs.

#### Next Steps?

1. Evaluate and then further develop the **ELC environment** with a view to promote oracy and vocabulary development in literacy and numeracy in the continuous provision. Embed the new approaches to planning and consider staff responsibilities within the ELC.

2. Further develop our **work with families**, including using showbie in a more interactive way; continuing stay and play session; running flying start and work with SBC to trial an Early Years Centre, initially for part of the week, aimed at families with 0-2 yr olds.

3. Continue to work with the school staff on **nurturing approaches** and working towards the Nurturing Schools UK award.

4. Further develop our use of **Sign-a-long** in ELC. Introduce a new sign a week, and use these to become part of our daily practice to ensure inclusion of children with communication challenges.

**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 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

Quality indicator	School self-evaluation	Nursery self-evaluation
1.3 Leadership of change	4	4
2.3 Learning, teaching and assessment (Including digital)	4	4
3.1 Ensuring wellbeing, equity and inclusion	4	4
3.2 Raising attainment and achievement/ Securing children’s progress	4	4

Our capacity for continuous improvement is: Very good