



School Improvement Report

Edenside Primary School

2018-2019

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. As a parent or carer, you will have no doubt at all about what makes a good school. I am sure you share our view here at Edenside that first and foremost children need to be happy and secure in a safe environment.

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.

At Edenside, 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.

Since the last School Improvement Report, there have been a number of significant changes within the school including the arrival of a new Headteacher, new Depute Headteacher, appointment of two temporary Principal Teachers, a long-term teacher absence and two class teacher changes over the session. The impact of these changes has been managed positively, with the importance of building a coherent staff team being central to ongoing improvement.

Review of Progress 2018-19

What follows is a summary of the work undertaken here at Edenside Primary School to improve outcomes for our learners. There have been a number of top-level priorities over the past year including;

- Improving our Health & Wellbeing programme and approach
- Improving our interdisciplinary learning programme and approach
- Continuing with our successful 'Pupil Equity Fund' approach
- Improving the provision of Literacy learning in our Early Learning setting (nursery)
- Improving our Numeracy and Mathematics programme and approach

Running alongside these agreed priorities, a number of our teachers have undertaken other identified improvement developments, including;

- Improved our Science programme and approach
- Developed our Digital Learning programme and approach
- Developed our approach to the 'Developing the Young Workforce' agenda
- Developed our 'Edenside Learner' approach for Primary 6 & 7
- Developed our approach to 'learning outside the classroom'

Information about each of the above is available on request but does not form part of this formal school improvement report.

Review of Progress 2018-19

Priority for Improvement – Health and Wellbeing programme

To develop a framework for Health and Wellbeing that includes a progressive programme of study, enhances the ethos and culture of our school community and equips our children with the skills, knowledge and capacities they need for good Health and wellbeing now and in their future.

NIF Priority: Improvement in young people's health and wellbeing

NIF Drivers: School Improvement

HGIOS 4 Q.Is

3.1 Ensuring Wellbeing, Equality & Inclusion

How successful have you been in improving your school this session :

We have introduced the 'Growing in Confidence' programme (a Scottish Borders Council priority) that involved training for staff and parents and learning for pupils. Staff and parents have commented on how interesting the training was and that it has changed their thinking about children's wellbeing.

A staff working group has produced a three-year rolling programme that has successfully collated our existing Health and Wellbeing core provision and incorporated a number of 'wider learning' objectives. The programme is built on the foundation of eight well-being indicators; Safe, Healthy, Achieve, Nurtured, Active, Respected, Responsible, Included. During each month of the school year, children's learning will be focused on a given wellbeing indicator.

Measurable outcomes for learners and how do you know?

The introduction of the Growing in Confidence programme has had a marked impact on the Health & Wellbeing of our pupils. All children have learnt about the importance of personal resilience. All children have had opportunity to develop their understanding of the importance of relationships, of 'respect for self' and of developing a 'growth mindset'.

Staff have commented on how helpful it has been to have a consistent, progressive Health and Wellbeing programme to follow that is ensuring learning is right for the age and stage of each class. This is leading to more joined up learning journey for our children. Children themselves have commented on enjoying the different elements. The whole-school nature of the programme has meant that all pupils, across all classes, and all staff are engaged in discussion about the same learning focus. This has been very powerful.

Next Steps

- We will continue to deliver the Growing in Confidence programme as we move into Year 2 of the scheme.
- We will introduce the new HWB programme across all classes, which will include the new 'pupil wellbeing' assessment at the start of each term.

Review of Progress 2018-19

<p>Priority for Improvement – Interdisciplinary learning programme To create a rolling programme of inter-disciplinary learning (IDL)</p>	
<p>NIF Priority: Improvement in Attainment</p>	<p>HGIOS 4 Q.Is 2.2 Curriculum</p>
<p>NIF Drivers: School Improvement</p>	
<p>How successful have you been in improving your school this session :</p> <ul style="list-style-type: none"> ✓ Using theme suggestions from ‘10 ways to integrate curriculum’ by Robin Fogarty, we have started to identify overarching themes which are important to our school; for example Community, Global Impact, Discovery and My World. ✓ A draft 3 year-programme has been developed that maps out the learning pathway for our learners from Nursery through to Primary 7. This ensures that learning is progressive and coherent. ✓ Staff have contributed to discussions about how to further develop our inter-disciplinary learning approach. ✓ Parents have been consulted about this priority, and have been asked for their input about themes for learning and local opportunities for learning. 	
<p>Measurable outcomes for learners and how do you know?</p> <p>Class teachers have already started to think about learning in a different way and this has led to improved learning experiences for pupils. Class teachers have been posing ‘big questions’ to motivate and engage learners. Class teachers have been identifying themes within learning and have been explicitly identifying key knowledge and understanding within a block of learning.</p> <p>During these initial stages, children are already showing increased levels of engagement with their learning. A Primary 7 support group, in particular, learnt through this approach to develop their core reading and writing and showed marked gains in their basic literacy skills.</p>	
<p>Next Steps</p> <ul style="list-style-type: none"> ➤ Adopt a ‘pupil voice’ group to support the ongoing development of our inter-disciplinary learning approach. ➤ Continue to develop a ‘teaching for understanding’ approach ➤ Finalise and adopt our ‘themes for learning’. ➤ Finalise and adopt our 3 year-programme. 	

Review of Progress 2018-19

<p>Priority for Improvement – Pupil Equity Fund approach Closing the attainment gap between most/ least disadvantaged learners, by :</p> <ul style="list-style-type: none"> • Improved pupil wellbeing , children demonstrating improving ability to cope with change and challenge in everyday experiences • Improved attainment in Literacy (reading comprehension) 	
<p>NIF Priority: Improvement in attainment (Literacy), Improvement in HWB NIF Drivers: Raising attainment (Literacy)</p>	<p>HGIOS 4 Q.Is 3.1 Ensuring Wellbeing Equality and Inclusion</p>
<p>How successful have you been in improving your school this session :</p> <ul style="list-style-type: none"> ✓ All pupils identified as being ‘impacted by poverty’ received a Literacy-based intervention, with a particular focus on reading skills. ✓ Through the provision of small group and 1:1 supports, identified children were explicitly taught ‘self-help’ strategies and were subsequently supported to apply them in the playground by the same member(s) of staff. Children evaluated their progress through supported reflection by both adult and peers each week. ✓ We revisited the ‘1 in 5: Raising awareness of child poverty’ (Edinburgh Council) training with staff and with our Parent Council. By adopting the ‘1 in 5’ approach, identified families were offered discreet financial support for school events and/or purchases, resources and merchandise. 	
<p>Measurable outcomes for learners and how do you know?</p> <p>Literacy: All identified children made gains in their reading age as a result of targeted Literacy interventions. Of these, the majority were exceeding age-related comprehension and interpretation of age appropriate texts.</p> <p>Wellbeing Most of the children who participated in wellbeing supports gained strategies and stated that they felt more able to cope in times of adversity and change. All of the children reported gains in their wellbeing wheel ‘self-scores’.</p> <p>Families A number of families accepted the support of Support Teacher and received on-going pastoral support alongside their child.</p>	
<p>Next Steps</p> <ul style="list-style-type: none"> ➤ Targeted supports: Expand our supports to include Numeracy. ➤ Targeted supports: Continue with ‘targeted intervention model’, ensuring every child who is impacted by poverty is considered for an individual support package, based on the wellbeing wheel analysis. ➤ Universal supports: Develop our approach to improving our universal offer to ensure all pupils, including those impacted by poverty, are being taught in the best ways and receiving the best experiences. This development will be research informed and measured. 	

Review of Progress 2018-19

Priority for Improvement – ELC Emerging Literacy approach

This Improvement Priority was not developed as originally planned because following further self-evaluation at the start of the session, other priorities were identified. The following report seeks to capture the evolving developments in our ELC and the clear steps for next session.

NIF Priority: Improvement in attainment (Literacy)

NIF Drivers: Raising attainment (Literacy)

HGIOS 4 Q.Is

3.2 Raising Attainment and Achievement

How successful have you been in improving your school this session :

- ✓ Newly developed trackers provide learning and developmental pathways for children to be supported through the Early Level. Within numeracy, approaches to planning are highly responsive ensuring practitioners build on prior learning.
- ✓ The curriculum framework is based firmly on play and active learning. It is stimulating and engaging and offers all children enjoyment.
- ✓ Children facing additional needs are very well integrated, supported and challenged.
- ✓ Professional reading around literacy and particularly numeracy and mathematics have led to significant changes in practice which is also being shared with parents.
- ✓ Due to the strong supportive relationships from the start, children are supported to make choices in the Nursery. As a result, they acquire the skills and attitudes needed to continue to be motivated to learn.

Measurable outcomes for learners and how do you know?

- At the end of the year, most of the children were judged as 'on track' with their learning in Literacy and Numeracy. The children are confident that their views are respected and acted upon.
- Staff understand the children as learners. Key worker groups enable practitioners to make confident judgements when assessing children in Health and Wellbeing and Numeracy.
- Staff actively promote wellbeing, inclusion and equity as being of greatest importance. All staff support all the children to feel safe, healthy, nurtured, active, respected, responsible and included.

Next Steps

- The introduction of the 1140 hours in our setting, and the associated changes required, will be a priority for development next session.
- Staff will focus attention on developing this skills, knowledge and understanding around all aspects of Literacy during the next session. This will be as part of SBC 'Emerging Literacy' programme.

Review of Progress 2018-19

Priority for Improvement – Numeracy programme (developing a whole school progressive problem solving resource)

This Improvement Priority was not captured in the last School Improvement Plan but following further self-evaluation was identified as a priority.

NIF Priority: Improvement in attainment (Numeracy)
NIF Drivers: Raising attainment (Numeracy)

HGIOS 4 Q.Is
 3.2 Raising Attainment and Achievement

How successful have you been in improving your school this session :

- ✓ A staff working group has created a 'problem solving' resource which contains a bank of 'Low Threshold, High Ceiling' tasks and challenging open-ended problems and games. The resource is organised by skill and level to ensure that problems are not revisited from stage to stage.
- ✓ Selected classes have begun using the new resource to support their numerical and mathematical problem solving.
- ✓ All class teachers have received training on our new approach to problem-solving and the new resource.
- ✓ All pupils have experienced at least one 'new' problem-solving lesson.

Measurable outcomes for learners and how do you know?

In its first term of use with selected classes, the new approach and resource has:

- Developed learners' broader mathematical skills highlighted in the National Benchmarks document.
- Ensured a greater balance between procedural tasks and problem solving tasks that allow for the application of learning within our Mathematics curriculum.
- Developed the skills children need, to think, speak and collaborate as young mathematicians at Edenside
- Help children develop a love for maths and a confidence with maths that will enable them to study maths at higher levels.

Next Steps

- Extend this approach to incorporate all areas of Numeracy and Mathematics with a particular focus on 'concrete, pictorial, abstract' methodology.

Key Improvement Priorities for 2018-19

Evaluate the following Q.Is against the six point scale in HGIOS 4

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	Very Good	Very Good
2.3 Learning, teaching and assessment	Good	Good
3.1 Ensuring wellbeing, equity and inclusion	Good	Good
3.2 Raising attainment and achievement/ Securing children's progress	Good	Good
Additional Q.I.s		
1.1 Self-evaluation for self-improvement	Good	Good
1.5 Management of resources to promote equity	Very good	Very good

Our capacity for continuous improvement is: **Very good**

List the key priorities which will feature in your school improvement plan for 2019-20:

Cluster level (Cross-school development)

- Learning and Teaching: work to provide excellent learning and teaching “every day, in every lesson, for every child”.
- Moderation processes: working together to improving our collective understanding of this process

School level

- Numeracy: We aim to introduce a mastery approach with a specific focus on ‘CPAL’ (concrete, pictorial, abstract learning).
- Interdisciplinary approach: ensure our IDL provision follows a teaching for understanding approach.

Early level

- Emerging Literacy: ongoing development of this approach across Early level. Introduction of 1140 hours: As of August, our children will be entitled to enjoy
- 1140 hours of funded early learning and childcare provision: developments in core curriculum, care and staffing.

Ongoing developments

- Curriculum pathways: introduce our updated curriculum pathways
- ‘Edenside Offer’: ‘wider achievement’ opportunities
- Ethos and Expectations: refreshing our school ethos and expectations
- Pupil Equity Fund approach: continue our targeted learning supports

To be the best we can be...

