

School Improvement Report



2025-26

Review of Progress 2025-26

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 the decision making at Edenside.

Edenside currently has 286 pupils on roll, 58 of which are in our ELC provision (aged 2-5). We have 9 primary classes. Almost all 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.

94.45% attendance for 2024/25

61% children with Additional Support Needs

23% children eligible and claiming for Free School Meals

4% children care experienced

During session 2025 – 26 we have experienced a number of staffing changes and challenges. In the Primary school we have had a member of staff resign, following a long term absence which has been covered by consistent staffing. We currently have a long term absence which the SLT are covering to ensure consistency for the class. This is additional pressure for the SLT and prioritising our children's learning and wellbeing is at the heart of this decision.

In ELC a member of staff resigned during the year and a temporary member of staff employed.

Staff absence has been a constant challenge throughout the year and getting supply cover in ELC and school is difficult and often no cover can be found.

In November 2025 we had a school review from SBC, a year on from the HMIE inspection in November 2024. The review findings stated that Edenside are making good progress in the areas of improvement identified. The report recognised a strong culture of teamwork within Edenside, with senior leaders and staff supporting one another, and sharing expertise.

Due to a falling roll, the school is no longer eligible for funding the PT posts within the school.

Priority 1 : Learning, Teaching and Assessment

1. Classroom practice will demonstrate an increase of the effective use of differentiation which is moving learning forward for all children including the more able.
2. Tracking and assessment approaches will be reviewed in light of the SBCWay progressions, to ensure teachers develop a more accurate understanding of children progress
3. Staff will participate in a variety of Moderation opportunities in stages, across the school and within the cluster to ensure teacher judgements are aligned to national standards

How well are you doing? What's working well for your learners?

1. Differentiation is evident in all classrooms. Teachers know their learners well and identify next steps for learning, including interventions and extensions where needed.
2. The school teaching team has reviewed the school assessment calendar and trialled the use of the SBC trackers for numeracy. Assessment data is discussed at attainment meetings and used to agree next steps including interventions for our children.
3. Moderation tasks have been given to staff to complete at stage meetings. In addition to this we participated in cluster moderation activities, with a reading focus.

How do you know? What evidence do you have of positive impact on learners?

1. Lesson observations by SLT, the school review team and feedback from children and staff evidence that we have made good progress in meeting children's needs, including the more able.
2. The improved recording and use of assessment data has ensured we identify children who require support and challenge. We have used the data for early intervention to reduce learning gaps taking hold or increasing. Assessment data has been used to more effectively to prioritise Support for Learning teacher time and Pupil Support Assistant time, which is evident in our attainment in reading and writing.
3. The school review stated that "Staff regularly work together within the school and across the wider cluster to moderate professional judgements and share expertise, which has led to more robust assessment practices and improved understanding of national standards."

What are you going to do now? What are your improvement priorities in this area?

1. We will embed our good practices of differentiation into our teaching approaches.
2. We will review the assessment calendar and agree our approaches as a staff team. Assessment data will continue to be used to prioritise support and challenge to maximise children's attainment and achievements.
3. Within school and the cluster, we will continue moderate our professional judgements and share expertise, to the benefit of our professional knowledge and understanding.

PRIORITY 2 Inclusive Practices

1. Enable all staff to understand and support the needs of neurodiverse learners more effectively in school. (as Cluster - led by EP)
2. Enable staff (and in turn children) to facilitate (and participate in) a restorative conversation with increasing confidence and independence

How well are you doing? What's working well for your learners?

1. ELC, Teaching and support staff engaged in several professional learning sessions, led by EP, alongside cluster colleagues regarding understanding and supporting ND learners
2. The IWB teacher has led staff training for teachers and support staff in using fix it folders to support restorative conversations. QR codes are also available around school to access an electronic copy of the fix-it folder, should a paper copy be unavailable.

How do you know? What evidence do you have of positive impact on learners?

1. The school review report stated, "Teachers and support staff have strengthened their skills in supporting neurodiverse children." The feedback from Staff following the EP led ND training was positive. Feedback indicated increased confidence in supporting ND learners.
2. We are at the beginning stages of using the fix it folders. Early anecdotal evidence indicates they have been helpful to support conversations with a few children.

What are you going to do now? What are your improvement priorities in this area?

1. We will now take time to reflect on what we have learned, further implement our knowledge into our practice and use solution circles as a tool to problem solve the challenges we face, alongside cluster colleagues.
2. We will use the fix-it folders more consistently across the school and review their use as part of our review of the school's respectful relationships and anti-bullying statement incorporating these within our 'be the best you can be' policy.

PRIORITY 3 Curriculum

1. Reading – Revisit and agree effective strategies for teaching reading, in light of the #SBCWay and feedback from HMle, to ensure consistency of high-quality teaching of reading across the school. School Attainment raised from 80 to 82% by June 2026.
2. Writing - Review and align writing approaches in light of #SBCWay, to ensure high and clear expectations across the school. Spelling ages to improve on average by 10 months from Sept 25 to Mar 26. School attainment raised from 78 to 80% by June 2026
3. STEM /Science / SSERC (meta skills) - To ensure meta skills are being developed across the school, through aspects of STEM #SBCWay, SSERC input and loose parts play.

4. Digital Skills Award – to improve approaches to teaching and learning in relation to digital skills. To ensure high levels of digital literacy across schools. To ensure the Inspire resources are used to ensure equity for children, supporting learners with additional support needs

How well are you doing? What's working well for your learners?

1. We have invested in a new reading scheme which uses a synthetic phonics programme. Staff in Early and first levels have engaged in training and implemented this new approach. Teaching strategies have been revisited and high quality teaching and learning of reading is being delivered consistently across the school.
2. Staff in Second level have engaged in training to deliver the spelling approaches of the ELS programme, which focusses on the root word meaning and the relevant spelling rules when adding prefixes and suffixes. Staff have also spent time engaging with SBCWay writing.
3. We are still in the early stages of developing our approaches to promoting and teaching meta skills. We have some very good practice in places, but this is not yet consistent across the school.
4. The teacher leading this work has not had capacity to complete the work gathering evidence for this award, due to increase demand covering for an absent teacher. We plan to move this work into next year's SIP.

How do you know? What evidence do you have of positive impact on learners?

1. Evidence from our school review, staff feedback and lesson observations demonstrates that high quality teaching and learning is taking place across the school. Pupil engagement has increased, according to staff feedback and lesson observations. This is also backed up by our attainment data in reading (school average) increasing from 80% to 84% on track.
2. Pupil engagement in spelling lessons has increased and pupil feedback is positive. Staff are using approaches from SBCWay writing, which is enabling children to become more confident writers. Writing attainment (school average) has increased from 78% to 81% on track.
3. There are some classes where children talk confidently about the meta skills they are developing. This is not yet consistent across the school, so will be part of next year's SIP.

What are you going to do now? What are your improvement priorities in this area?

1. We will continue to embed the ELS reading approaches, purchase the next part of our new reading scheme and promote enjoyment of reading throughout the school.
2. As a staff team, agree writing approaches to improve consistency across the school. P1 staff to engage in SBCWay P1 writing approaches and P2-7 engage in writing improvement programme.
3. We are going to look at meta skills within the context of creativity and developing a play strategy in next year's SIP.
4. Working to the digital schools award will be a target in the 26/27 SIP.

PRIORITY 4 Early learning and Childcare

1. Staff will engage in further training in numeracy and emerging literacy, to ensure the key worker input times are maximising learning for our children.
2. High quality observations are being made and recorded on Showbie, by all practitioners, and next steps in learning identified.

How well are you doing? What's working well for your learners?

1. Practitioners have engaged in a range of professional learning in numeracy and emerging literacy. This has built their confidence in delivering high quality key worker group sessions, focusing on reducing the gaps in the children's learning in literacy and numeracy. Deferred entry children have been offered further opportunities to develop their literacy learning, using ELS resources.
2. Staff have been supported with one-to-one sessions with the Early Years teacher to reflect and review observations and next steps for the children in their key worker group. This has ensured a consistency of expectation has been shared, practitioners have been able to ask questions relevant for them and an agreed approach moving forward.

How do you know? What evidence do you have of positive impact on learners?

1. Our focussed time has had a positive impact on engagement from our children. Staff feedback has shown that their confidence has increased. Staff can talk about the individual needs of the children in their group, what the next steps are and how they plan to support them. Attainment in ELC is very good. The school review report stated that 'Practitioners have made progress with ensuring learning spaces and experiences are directly influenced by the needs of children identified in the tracking information.'
2. Staff feedback tells us their confidence is improved in writing high quality observations. Peer monitoring has assisted improvement and built professional trust and support amongst the team.

What are you going to do now? What are your improvement priorities in this area?

1. Embed the work. Organise visits to other settings to further professional experiences and enable a wider professional dialogue.
2. Further time is required for peer monitoring and further discussion with EYO / HT to fully embed expectations in writing high quality observations.

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	New framework?
2.2 Curriculum	4	
2.3 Learning, teaching and assessment (Including digital)	4	
2.4 Personalised Support	4	
3.1 Ensuring wellbeing, equity and inclusion	5	
3.2 Raising attainment and achievement/ Securing children's progress	4	

Our capacity for continuous improvement is: (highlight one)

Satisfactory/**good**/very good/excellent

Explain why? We have a strong supportive team, with a positive culture focussing on improvement. This was identified at the school review. Using self evaluation and feedback from staff, children and families, our community continues to be passionate about learning.