

School Improvement Report



2024-25

Review of Progress 2024-25

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 our decision making at Edenside.

Edenside currently has 275 pupils on roll, 50 of which are in our ELC provision (aged 2-5). We have 10 primary 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.

95.46% attendance for 2024/25

55% children with Additional Support Needs

12% children eligible and claiming for Free School Meals

2% children care experienced

During session 2024 – 25 we have experienced a number of staffing changes and challenges. The DHT has been absent from work since the second day of the school year. A PT has not been class committed for part of the week during the year and appointed as acting DHT full time since April 2025. We have had 3 new teaching staff, one of which left at Christmas 2024.

In ELC we had a deployment of a part time post for lunch cover. The Early Years Centre closed in March 2025, due to funding. (It had been open 2 days a week Feb 2024-Mar 25.)

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 2024 we had a short model inspection by HMIE. The school were delighted that their self-evaluation was confirmed through this process.

PRIORITY 1 : Learning, Teaching and Assessment

Develop high quality learning, teaching and assessment that leads to improved levels of attainment (including the poverty related gap) and achievement for all in our schools and settings through continued development of;

- Pedagogy and practice: year 2 of SBC Way
- Curricular programmes and learner pathways
- Digital skills for all
- Tracking and monitoring

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

1. ELC and School staff have engaged with #SBCWay Numeracy and Maths approaches through significant professional learning throughout the year.
2. Teachers are using the #SBCWay Numeracy and Maths progression to support their planning, which is ensuring a good foundation and progression for children, including ELC.
3. As a staff we are started to review our curriculum. This is the beginning of a 3-5 year plan. We have considered what we want in our BASKET ie we want our children to leave our school with and identify what we will need to at different stages throughout the school, including ELC, to achieves these outcomes.
4. All Early and First level staff have started to develop our school Play strategy. We have re-introduced loose parts play sessions for P1 to P7, focussing on meta-skills.

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

1. Subitising and vocabulary have been the focus in ELC and CPAL approaches in P1-7 can now be seen throughout the school, through informal and formal lesson observations. Observations have shown that children are explaining their learning using the taught vocabulary, often with concrete or digital manipulatives. The use of pictorial is more visible in jotters and children can talk about these with increasing confidence.
2. Teachers are using #SBCWay Maths and Numeracy DNA assessments to inform the next steps for children
3. They is no impact for learners at this time as the curriculum review is at a very early stage.
4. Children have enjoyed the opportunities to develop their meta-skills during loose parts play sessions. We also offered loose parts play as a family learning workshop to provide families with an experience and opportunity for learning.

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

1. We are now going the embed the subitising, vocabulary and CPAL approaches with our teaching.
2. Consider the frequency, timing and use of data from DNAs to make it manageable and impactful for children.

3. We will work with staff to consider the next steps in our curriculum review.
4. We will continue to develop the school play strategy at early and first level and consider how we increase the opportunities for enquiry based learning at second level.

PRIORITY 2 : Inclusion

Develop inclusive practice with a focus on universal and targeted provision in all schools and settings through continued development of;

- Inclusive, nurturing practice and promotion of wellbeing
- Universal and targeted supports for all learners

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

1. An achievement tracker has been agreed and in place for ELC to P7. We have agreed when we will collect this data and analysed, so we can improve the equity of experiences for our children.
2. Our Edenside grows together project has involved many growing opportunities for all our children as well as some targeted support for individuals. ELC and all classes have had opportunities to grow something and sell at our recent plant sale. The proceeds will become the 'seed' money for the next growing projects.
3. In September 2024, we were awarded a Nurturing Schools UK Award. This is due to the training and changes we have made in our school over the previous 2 years. During this year all our staff have had training about dyslexia and the strategies we can use to support our learners. We have also engaged in training about demand avoidance and using solution circles to support professional dialogue around a challenging situation to help us navigate a positive way forward.

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

1. The data we are collecting is being analysed and discussed by SLT and CT to agree the next steps for some children who are not experiencing a variety of achievements. This enables our children to have a sense of achievements and success.
2. The children have been very enthusiastic about their growing project and said they felt a sense of achievement from it. For some individual children it has given them a responsibility role which has given them a sense of success and increased positive engagement in school.
3. Our children benefit from well trained staff, who support them, co-regulate with them when needed, give them space and time as well as seeing them as individuals. We have a reduced number of violent and aggressive incidents and fewer exclusions this year and increased attendance.

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

1. Embed use of wider achievement tracking to ensure our children have opportunities to be successful at their level.

2. Build on this year's success and enthusiasm to engage in further growing projects – Edenside Grows together.
3. All staff will engage in cluster wide training, with EP, to enable us to understand and support the needs of neurodiverse learners more effectively.
4. To work with staff (and in turn children) to enable them to facilitate (and participate in) a restorative conversation with increasing confidence.

PRIORITY 3 : Early Learning and Childcare

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

1. Early level staff (P1 teacher, EYO and EYPs) have been working and training together in a variety of areas. These include maths and numeracy, play strategy and developing vocabulary as well as transition. This has increased the confidence of staff in supporting and teaching these areas.
2. Practitioners have engage in a practitioner enquiry focusing on promoting and developing vocabulary with a literacy and numeracy focus. Children have benefitted from short, high quality intentionally focussed daily inputs in key worker groups in literacy and numeracy.
3. Continuous provision and intentional promotion is continually developed to meet the changing needs of our children. The majority of practitioners effectively record intentional and responsive planning on Showbie.

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

1. Most practitioners consistently promote early counting skills, oracy and reading skills as well as maximising other opportunities to promote these skills during routines. Most children experience daily opportunities to develop their early numeracy and literacy skills.
2. Almost all children are engaged in the focussed daily inputs. The impact can be seen by improved attainment data for most children.
3. Most children are motivated and engaged by the core provision on offer in the indoor learning environment. The majority of practitioners effectively record intentional and responsive planning on Showbie.

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

1. The ELC team must now continue to build on the quality of key worker time by exploring further numeracy and emerging literacy training. The EYT universal support will facilitate this development work.

2. To maintain a high-quality learning environment, put processes in place to ensure that all practitioners are responsible for maintaining the quality of the indoor and outdoor learning spaces, using their professional knowledge, knowledge of the children and core provision plans to support them.
3. Observations are to be monitored by EYO/SLT and individual feedback given, to improve the quality of observations and identifying next steps in learning

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	5	5
3.2 Raising attainment and achievement/ Securing children's progress	4	4

Our capacity for continuous improvement is: Good