**School Improvement Report**

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**2023 - 2024**

**Review of Progress 2023-24**

**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 313 pupils on roll, 55 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.**

**93.10% attendance for 2023-24**

**30% children with Additional Support Needs**

**15% children eligible and claiming for Free School Meals**

**3% children care experienced**

**During session 2023 – 24 we have experienced a number of staffing changes and challenges. We have had 3 newly qualified teachers, which in turn meant another 3 part time staff were employed on Thursdays for NQT non-contact time. During the year, two of the NQT cover left and were backfilled. The DHT has been absent from work during the first two weeks of the school year and the last seven weeks of the school year.**

**In ELC we have 2 of our EYPs return from Maternity leave, with temporary reduced hours. We have also recruited to a part time post during the year due to our Ealy Years Centre being opened (and back fill needed) as well as an increase in applications for places.**

**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.**

**During the school session we built on the work we started last year to embed nurturing approaches working towards at nurturing schools UK award. Although we still have a few children who are or who become dysregulated, we are more skilled in managing these times and there is less frequency of escalation. We will continue to engage in further professional learning next session to enable this trend to continue.**

**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. We have been 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 have agreed to use standardised and specific assessments to inform our teaching, analysing data and identifying gaps in learning, across the school. We have included pupil voice in the teaching and learning decisions in our classroom and promoted pupil leadership within learning. When we planned our curriculum for the year, we considered the use of outdoors, opportunities for creativity as well as the knowledge and skills being taught.

2. We engaged with #SBCway throughout the year; considering the implications to the way we approach things at Edenside and aligning them.

3. We improved 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. Edenside have used Showbie to provide weekly updates on learning; end of term evaluations; and share information as well as things the children are proud of. We have planned opportunities to engage families in learning with their children during open afternoons / stay and play sessions and family workshops.

What has improved for learners? How do you know?

1. The consistency of the quality of teaching across the school has improved. This has been shown through lesson observations within the school as well as through a school review. An assessment calendar has been discussed and agreed with staff to ensure the assessment data gathered is purposeful for children and tracks progress. Pupil voice has influenced the teaching and learning decisions, through pupil conferencing and decision making in the classroom. Pupils can talk about their learning and the choices they can make within this.

2. The #SBCWay will provide a consistency of approach across SBC schools. The impact of this has not been realised yet.

3. Edenside Families have had improved communication about children’s learning and increased opportunities to engage in learning. We have had positive feedback about learning information shared on Showbie as well as positive feedback from families at our workshops (children and adults). “Fabulous workshop!! Fun was had, new skills learnt by parent and child” “Great fun. Love the interaction. Always good to see the kids in the school environment.” “I loved it" “It was really, really good fun”

Next Steps?

1. We will embed the principles outlined in the cheviot teaching and learning toolkit to improve consistency of high quality teaching and learning across the school. We will start to develop a play strategy for the school.

2. We will engage with the #SBCWay, with a focus on Numeracy (a cluster focus) and STEM during the next year, incorporating the specific teaching of vocabulary in these areas. Staff will use practitioner enquiry to focus on promoting and developing vocabulary with a literacy / numeracy / science focus.

3. We will identify families who are not using Showbie and support them to access the information available to them on this app about their children’s learning.

**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. As a staff team we have engaged in **professional learning** about neurodiversity and how we can support our children more effectively in school. We introduced LEANS into the school curriculum to ensure children understand neurodiversity. We have agreed a plan to include LEANS into the HWB curriculum going forward.

2. We have further developed our understanding of **UNCRC** throughout the school. Staff have engaged in professional learning in the cluster. We have created a leadership group of children (the rights knights) to support and lead the work of the school so children understand their rights and how they are realised at school and at home. We have continued our work on having Pupil Voice influencing learning and school improvement. We have had leadership opportunities for all P7s as well as groups from P4-6 (eco-group and Right’s Knights).

3. We have developed a **respectful relationships and anti bullying statement**, in line with new SBC guidelines in partnership with staff, children and families. We shared this with children and families. During Anti-bullying week we launched our QR codes for reporting an incident / wanting to talk request for P4-7. These codes are on display in classrooms and corridors.

4. We have worked towards achieving the **Nurturing Schools Award** UK, which has included staff training and developing our nurturing approaches in school. We have been embedding our use of ZOR and our understanding of the principles of nurture. We have continued to track children’s wellbeing using GMWP and provided staff with training to ensure we are making a response to the data this provides. We have sent our application for a Nurturing Schools UK award. This has been moderated and we are awaiting the virtual assessment stage of the process.

What has improved for learners? How do you know?

1. Staff have an increased awareness and understanding of ASD and how this may present in the classroom and school environment, which is supporting staff to respond and support children’s needs more effectively. The LEANS programme has been well received by children, their families as well as staff. Children have talking about neurodiversity positively and more frequently with each other. Children who are neurodiverse have said that they liked LEANS lessons because it gave them a choice / chance to talk about their neurodiversity if they wanted to. Children have talked to family members in a positive way about LEANS.

2. Children have had the opportunity to have leadership roles in the school. These have mostly been enjoyed by the children who have had different roles. The feedback from P7s about their roles this year, will support the further development of roles in the coming school session. The P4-6 groups have led an assembly about the things they have been working on during the year. The Right’s Knights have completed a Playground Charter and the Eco-Group have been encouraging increased recycling in the school.

3.The QR code system has been working well, allowing children to speak to someone about an incident / situation. A P6 pupil said, “The conversation we had with Mrs Pearce gave me space to say what I needed to another pupil. Afterwards I was relieved that X wasn’t angry with me anymore.”

4. The nurturing approaches taken by staff is ensuring that most of our children are ready to learn. We are better at supporting children when they are dysregulated, allowing space and time for children to self-regulate or support them by co-regulating. Staff have increased confidence when supporting and de-escalating situations. There is a reduction in the classroom learning time being disrupted shown through fewer violent / aggressive incidents recorded during this school session.

Next Steps?

1. We will embed the LEANS programme into the HWB curriculum.

2. We will develop some leadership opportunities for P1 – 3. We will continue to use pupil voice and leadership to positively impact school developments underpinned by UNCRC. We will track wider achievement of children to ensure children are given opportunities to achieve and learn / develop new skills from ELC to P7.

3. We will continue to commit time for professional learning to increase our understanding of inclusion and nurture. Professional learning will include nurture principles and nurturing approaches to ensure these continue to underpin the school’s work and developments; Dyslexia and dyscalculia – how to support children’s learning. We will consider how we can share this learning with families.

4. We will start to develop our ‘Edenside Grows Together’ project to enhance the wellbeing of our children.

**Early Learning & Childcare provision**

What improvements have you made this year?

1. As a staff team we have had a focus on continually evaluating and developing the **ELC environment** to promote oracy and vocabulary development in literacy and numeracy in the continuous provision in response to meeting the needs of our children. Staff have been taking on responsibilities for developing areas using observations and reflections of the children’s progress.

2. We have continued to **work with families**, including using showbie in a more interactive way and continuing stay and play sessions to involve families in their children’s learning journey. We opened our cluster Early Years Centre resource at Edenside, which has been funded for 2 days a week. On one day we delivered mellow parenting for the first time which was well received by families that participated. We asked the families engaging with us what would be useful to them and created opportunities around these on the other day in the week.

3. Professional learning for staff has been on-going during the year. We have had a focus on **nurturing approaches** and working towards the Nurturing Schools UK award; high quality interactions to improve the quality of play and progression of learning; developing a shared understanding of early level expectations and standards as well as good quality observations to inform next steps for learning.

What has improved for learners? How do you know?

 1. The learning environment in ELC has evolved as the needs of the children changes during the year. This has enabled the learning to be purposeful for children and increase their engagement. Literacy and Numeracy has been more evident in the continuous provision. Attainment has improved in literacy and numeracy.

2. We have good family engagement at Edenside ELC. Families give good feedback about the high quality of care as well as the good progress in learning their children make. All families have the Showbie app and can access information this way as well as communicate with staff members if they are unable to do so in person. The Early Years Centre has supported some key families who have not engaged positively with professionals before. Feedback from these families is very positive, they say they are feeling supported and not judged. The positive relationships formed here are key to improving outcomes for our children and their families.

3.Our ELC team have been working as a team to improve many aspects of their practice together. This has improved communication, built trust, and increased confidence in themselves as individual practitioners as well as being part of a strong, resilient team. The increased confidence and team working makes our ELC a positive learning environment for our children.

Next Steps?

1.The ELC team are going to play a key role in supporting the school developing a play strategy by sharing and demonstrating good practice to other school staff. The EYO will initially lead the school development, with the support of the EYT and HT.

2. Practitioners will continue to engage with high quality professional learning including a practitioner enquiry focus on promoting and developing vocabulary with a literacy / numeracy / science focus.

3. Continue to develop continuous provision and intentional promotion to meet the needs of all children, including the 9 deferrals in ELC for session 2024/25. We will use observations, high quality interactions and evaluate the environment to inform the support and challenge of our children’s 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

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| **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