

CRAIGROYSTON PRIMARY SCHOOL

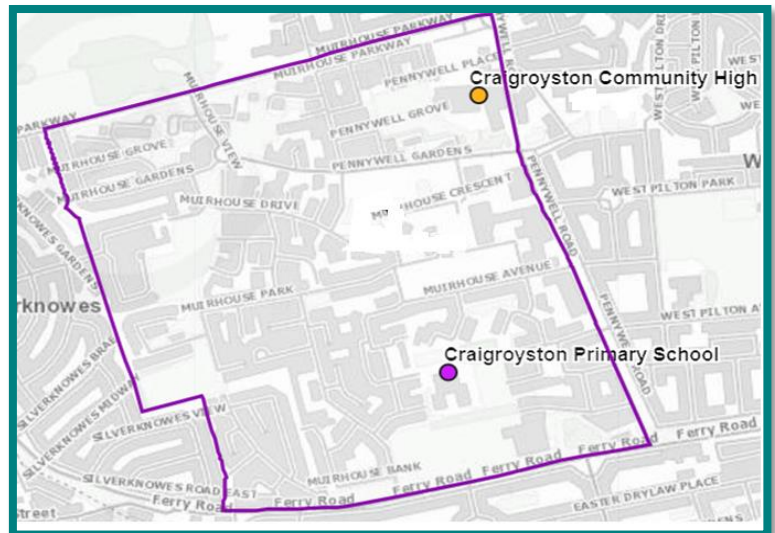
Standards and Quality Report 2023/2024



Our Unique Learning Community

Craigroyston Primary School is situated in the northwest of Edinburgh and serves proudly the diverse, vibrant and, due to new housing in the area, growing Muirhouse community.

We are committed to enabling every learner at Craigroyston Primary to gain the knowledge, skills and attributes needed for life in the 21st century. We enact this vision through our lived values **respect | resilience | ambition | empathy**. We aim to develop successful learners, confident individuals, responsible citizens and effective contributors by celebrating each achievement, promoting independence and by fostering a love of learning across our whole school community.



Our school has a current roll of 338 pupils and a term-time nursery class with 60 full-time learners. We are proud of our links with Craigroyston Community High School where the vast majority of our learners transition to at the end of their Primary 7 year. We enjoy strong relationships with Pirniehall Primary, Forthview Primary and, along with further settings in the learning community (St David's RC Primary School, Oaklands School, Rowanfield School and Craigroyston Early Years) seek to work together on shared projects.

Our school has a breakfast club (run by school staff) which has 60 pupils registered and around 35 attending each day. Through our partnership with Active Schools, some after school clubs and lunch time clubs are available.

We proudly support pupils from a diverse range of backgrounds and are committed to removing barriers to learning in whatever form they take. This includes supporting gifted and talented learners, care experienced learners, pupils with medical requirements and a variety of other additional support needs; nearly 40% of the school role has a recorded additional support need.

The Edinburgh Schools Partnership (ESP) signed up to an agreement with the city council in 2001 to design, construct, refurbish and provide facilities management services at 19 "PPP1" schools.



Craigroyston Primary is one of these schools and AMEY delivers facilities management services including cleaning, caretaking and building maintenance.

Our school benefits from an enthusiastic, highly dedicated core staff team with a range of experiences, talents and interests. We have a small team of Pupil Support Assistants; we have experienced a significant shortfall in PSA staffing. Our PSO delivers nurture weekly and supports small groups throughout the week. Her work delivering LIAM has supported 5 learners. Two EYPs support in Primary 1 and a large nursery team, skilfully led by two fulltime EYOs, support the nursery class. The school office is served by a school administrator and a recently appointed clerical assistant. The school benefits from visiting teachers each week who support the teaching of PE and Science.

Alongside the Head Teacher, Rebecca Favier, Craigroyston is well supported by Miss Lucy Cooper (leading in the early years), Depute Head Teacher and Mrs Mairi Stevenson (Principal Teacher leading in the upper years). A full-time acting development officer of Nurture, Miss Alana Rowland, was a welcome addition to the school leadership team (starting Maternity Leave at Christmas 2023) and Acting Principal Teacher Mrs Beth McRae has ably lead the middle school stages. The school has had periods of excellent support from a Business Manager and appointed a permanent BM ready to start in the new 24/25 session.

Our Parent/Carer Council continues to grow and develop and they are increasingly driving forward school improvement as well as supporting the community aspect of school life through organising events.

Craigroyston is proud of our partnership working, used to support pupils and their families including:

- CIRCLE
- Ferrywell Youth Project;
- Spartans;
- Place2Be;
- Art Therapy;
- Community Police;
- Outdoorclassrooms.scot
- Active Schools

This report should be read in conjunction with the ELC Standards and Quality Report 2024.



HMIE ELC 2011	Meeting Learning Needs	Improvements in Performance	Children's Experiences	The Curriculum	Improvement through Self-Evaluation
	Good	Good	Good	Satisfactory	Weak
ELC Care Inspectorate March 2018	Quality of care and support	Good Quality of environment not assessed		Quality of staffing	Quality of management and leadership
	Good	Not Assessed		Good	Not Assessed
ELC Standards & Qualities 2023/24	Q.I. 1.3	Q.I. 2.3	Q.I. 3.1	Q.I. 3.2	
	Good	Good	Good	Satisfactory	
HMIE Primary 2011	Improvements in Performance		Learners' Experiences	Meeting Learning Needs	
	Weak		Satisfactory	Satisfactory	
School Standards & Qualities 2023/2024	Q.I. 1.3	Q.I. 2.3	Q.I. 3.1	Q.I. 3.2	
	Good	Satisfactory	Good	Satisfactory	

Attainment Data % Comparison

Listening and Talking											
P1 %				P4 %				P7 %			
% Achieved				% Achieved				% Achieved			
20/21	21/22	22/23	23/24	20/21	21/22	22/23	23/24	20/21	21/22	22/23	23/24
53.7	61.9	79.2	75.6	48.6	72.5	44.1	77.3	65.8	61.5	77.8	84.6

Reading											
P1 %				P4 %				P7 %			
Achieved				Achieved				Achieved			
20/21	21/22	22/23	23/24	20/21	21/22	22/23	23/24	20/21	21/22	22/23	23/24
40.7	60.3	64.2	66.7	48.6	45.0	52.9	65.9	68.4	71.8	66.7	76.9

Writing											
P1 %				P4 %				P7 %			
Achieved				Achieved				Achieved			
20/21	21/22	22/23	23/24	20/21	21/22	22/23	23/24	20/21	21/22	22/23	23/24
33.3	54.0	62.3	66.7	18.9	45.0	35.3	54.5	47.4	61.5	62.2	71.8

Numeracy											
P1				P4				P7			
Achieved %				Achieved %				Achieved %			
20/21	21/22	22/23	23/24	20/21	21/22	22/23	23/24	20/21	21/22	22/23	23/24
59.3	68.3	81.1	75.6	37.8	60.0	52.9	65.9	47.4	43.6	55.6	66.7



1.3 Leadership of Change

An evaluation of good means that there are important strengths within the school's work yet there remains some aspects which require improvement. The strengths have a significantly positive impact on almost all children and young people. The quality of learners' experiences is diminished in some way by aspects in which improvement is required. It implies that the school should seek to improve further the areas of important strength, and also take action to address the areas for improvement.

WHAT HAVE WE DONE? HOW WELL ARE WE DOING? WHAT'S WORKING WELL FOR OUR LEARNERS AND COMMUNITY?

Developing a shared vision, values and aims relevant to our school and our community

Our school values *respect, ambition, resilience and empathy* have been continuously referred to and revisited by all staff and pupils. There is a clear desire across the staff team to ensure the highest possible standards and success for all pupils. An increasing number of staff have an evidence based understanding of the social, economic and cultural context of the local community. Teaching staff enjoyed revisiting the GTCS values and professional standards and this was evident throughout the PRD process this session.

Strategic planning for continuous improvement

Almost all staff are willing to share their views about the strengths and areas for development across the school; as the staff team become increasingly aware of the Refreshed Narrative and HGIOS4 Quality Indicators there are increasing collaborative approaches to self-evaluation, analysis and evaluation of intelligence and data, and impact on learners' successes and achievement (1.1 Self-Evaluation for Self-Improvement).

Teaching staff at PRD articulated clearly their understanding of the importance of professional dialogue and collegiate learning. PRD conversations were, in almost all cases, linked to shared school improvement priorities as well as reflective of the unique strengths and interests of each individual.

Implementing improvement and change

All teaching staff and some support staff recognise they had opportunity to lead and innovate. Of particular note this session:

- Acting on feedback from SSE April 2023, Miss Joanne Nicholls (teacher) lead two SHANARRI focus weeks, exposing our learners at greater depth, whilst planning for progression to the Health and Wellbeing Curriculum
- Mrs Angie Boyne (PSA) supported the Parent/Carer Council at all levels but particularly in organising events out with the school day
- Miss Shona Pettie (teacher), supported by Miss Elaine Dunne, designed and led valuable numeracy learning experiences for all pupils (ELC-P7) with a focus on Money; evidence of the 'moderation of progression' from Early- Third Level was gathered
- Mrs Helen Anderson (teacher) supported staff to revisit and refresh processes and approaches around the CIRCLE Framework; this has led to more robust and consistent use of the tool to support learners
- Miss Elaine Dunne (teacher) has, in partnership with the head teacher and Stewart Atkinson our partner from Outdoorclassrooms.scot, led and developed the school's work to ensure all



learners benefit from learning experiences outside the classroom. This included training and support for staff, her own in-depth CDP and establishing a pupil led focus group

- Ms Amanda Edwards (teacher) led the implementation of Language Nut to improve curriculum, progression and enjoyment in MLPS. Staff confidence and enjoyment in teaching was also positively impacted
- Mrs Eleanor Lennen (part time teacher) supported the improvement in the school's music curriculum including the procurement of new instruments and the promotion of Charanga across the school
- Miss Daniyah Ghafoor, Mrs Martin Forshaw, Miss Cat Dobie and Ms Maria Whyte successfully led this year's residential experiences
- Mr Martin Forshaw (teacher) was released from class for an hour a week during terms 1 and 2 to support the Resource and Infrastructure aspect of the Digital School's Award
- Mrs Linda Grandison (EYP) and Ms Emma Turner, supported by the DHT and CT, developed a bespoke provision for P1 and P2 learners to ensure their needs were met in full
- Ms Maria White (PSO) led and developed the school's Breakfast Club provision ensuring maximum numbers and high quality of experience.

EVIDENCE OF IMPACT ON LEARNERS AND COMMUNITY:

- Almost all staff have increasingly high expectations for all learners: evidenced through wellbeing data, staff feedback, attainment and achievement data
- almost all staff have a deep understanding of the cultural, social, economic context of the local community and were therefore able to contribute effectively to the building of a school vision statement reflective of the school context
- positive feedback from staff, parents/carers, and learners regarding the updated vision; comments note the inclusion of the school values on signage/ paperwork to increase 'brand' awareness

Priorities for Session 2024/2025- WHAT ARE WE GOING TO DO NOW? WHAT ARE OUR IMPROVEMENT PRIORITIES IN THIS AREA?

- ensure practitioner enquiry is a core feature of our approach to continuous improvement
- offer all staff opportunities to lead and ensure their activities are connected to school improvement planning in a way that allows innovation and creativity
- whilst understanding the challenges faced by some children and families, ensure all staff have consistently high expectations and a culture of ambition is developed so all children can aim high and succeed
- embed our robust calendar of tracking and monitoring to manage the pace of change and chart progress/impact
- ensure all teaching staff are empowered to facilitate learner participation across the school



2.2 Curriculum (Theme 3: Learning Pathways)

Our evaluation of satisfactory means that the strengths within this aspect of the school's work just outweigh the weaknesses. It indicates that learners have access to a basic level of provision. It represents a standard where the strengths have a positive impact on learners' experiences. While the weaknesses are not important enough to have a substantially adverse impact, they do constrain the overall quality of learners' experiences. We understand we need to take action to address areas of weakness by building on our strengths.

WHAT HAVE WE DONE? HOW WELL ARE WE DOING? WHAT'S WORKING WELL FOR OUR LEARNERS AND COMMUNITY?

As a school community we are keen to develop, promote and sustain an aspirational vision for our curriculum that is grounded in our school values and reflects this uniqueness of our setting. Numeracy and literacy progressions have been introduced and are leading to an increasingly coherent learning pathway.

All pupils engaged in the school's World of Work Week learning experience and the discussion around the need for skills for the workplace became increasingly meaningful in all classes. My World of Work profiling in the P7 cohort is robust and supports transition from P1-P7.

Within our own school spaces we have hosted workshops and productions from Redstart, Hopscotch and Generations Science.

We understand the importance of regularly reviewing our curriculum by developing an informed awareness of current educational issues. We are committed to curriculum development that is underpinned by a coherent whole school approach to learning for sustainability. Learning for

This session we have further developed our Learning Beyond the Classroom offer, planning with learners a range of experiences linked to curriculum and skills.

Primary 1: made links with our local community by examining how our community is changing through houses and homes; they were able to widen further their experiences and applying their learning by enjoying a workshop held at Museum of Scotland.

Primary 2: linked to classroom work and pupil interest, explored their history through a dinosaur workshop at the Museum of Scotland.

Primary 3: maximizing our existing partnership with Generation Science, Primary 3 attended a preview of the Edinburgh Science Festival held at City Arts Centre (explored workshops, the exhibitions and got hands on demonstrations).

Primary 4: benefitted from linking their classroom science and art curriculum through visiting the Wildlife Photographer of the Year exhibition at the Museum of Scotland).

Primary 4/5 visited Pizza Express applying their knowledge of food technologies and food preparation skills to make pizza. They also visited Dynamic Earth to deepen their knowledge of the Rainforest, linked to classroom learning.

P5 took a historical trip to Holyrood Palace to explore the life of Mary Queen of Scots.; feedback from Palace staff was offered as the class being 'the most knowledgeable and engaged group that had ever attended'.

P6 learners visited Dynamic Earth to extend their knowledge and take part in a workshop related to their classroom learning.

Primary 7 explored the world of tertiary education engaging with a partnership project with the University of Edinburgh. They took part in mini lectures/ workshops and had a tour of the university buildings. They also enjoyed their experience at the Risk Factory.

As part of our commitment to poverty proofing though a zero cost to the school day, no costs were passed onto our families for any day excursions.



Sustainability is increasingly embedded across the school, supported by our partner organisation outdoorclassrooms.scot; all pupils have engaged in meaningful, curriculum-led LBTC experiences.

As part of our universal 'outdoor' experiences beyond our work in the local areas, Primary 5 took part in an Epic Day that was held locally at Lauriston Castle, Primary 6 moved further into our local community to take part in an overnight Epic adventure at Bonaly Scout Centre and the P7 were able to travel sustainably to Benmore Outdoor centre.

As part of our commitment to poverty proofing though a zero cost to the school day, residential experiences were heavily subsidized.

EVIDENCE OF IMPACT ON LEARNERS:

- almost all pupils gave positive feedback regarding our creativity week 'the Circus' where pupils co designed all learning tasks and opportunities
- improved opportunities for staff to share practice through shared classroom experience with peers, SLT and local authority colleagues
- learner focus groups highlight an improvement in the level of challenge in writing lessons
- learners are benefitting from an increased use of Digital Learning tools in lessons as evidenced by shared classroom experience visits and learner feedback
- significantly increased confidence in judgement re achievement of a level in writing through undertaking the SEIC Connector Programme
- increased confidence, engagement and attainment of most learners being supported through interventions demonstrated by learner and staff feedback and attainment data
- all learners benefitted from weekly local outdoor learning and all learners benefitted from applying their learning through educational excursions across the city

Priorities for Session 2024/2025- WHAT ARE WE GOING TO DO NOW? WHAT ARE OUR IMPROVEMENT PRIORITIES IN THIS AREA?

- finalise our curriculum rationale
 - all stakeholders contribute to the rationale
 - shared understanding of what we are trying to achieve through our curriculum
 - all stakeholders are able to talk about how the unique features of the school community inform the design of the curriculum
- engage all learners with the school improvement journey through house activities, particularly when related to their learning pathways across the school year.



2.3 Learning, Teaching and Assessment

Our evaluation of satisfactory means that the strengths within this aspect of the school's work just outweigh the weaknesses. It indicates that learners have access to a basic level of provision. It represents a standard where the strengths have a positive impact on learners' experiences. While the weaknesses are not important enough to have a substantially adverse impact, they do constrain the overall quality of learners' experiences. We understand we need to take action to address areas of weakness by building on our strengths.

WHAT HAVE WE DONE? HOW WELL ARE WE DOING? WHAT'S WORKING WELL FOR OUR LEARNERS AND COMMUNITY?

Learning and engagement

Relationships between staff and learners are a key strength of the school's work. Most children are eager to learn and are fully engaged, highly motivated and interact well during activities.

Quality of teaching

Our teaching is underpinned by our school values. Our explanations and instructions are clear; the intended learning is outlined along with relevant success criteria. In some P1-P5 classes, teachers make imaginative use of digital technologies to stimulate and support learning, which is well-received by learners. Almost all senior (P6 and P7) pupils speak positively about the influence of iPads on their learning and motivation. Differentiation of environment has been a core focus and is now a strength across all classes; help desks, enable tables, sharing shelves, WAGOL walls and working walls are consistent.

Effective use of assessment

P2-P7 teachers have undertaken a course of professional development (10 hours) focusing on asset-based assessment in writing. Staff report increased confidence in judging pieces of writing with reference to the balance of lower and higher order writing skills. This has led to raised attainment in writing.

Planning, tracking and monitoring

There are developing systems in place to plan over different timescales to meet the needs of learners across all areas of the curriculum. Progression is supported by some progression pathways being available in all curricular areas. Our in house tracking system is used to record progress, attainment and achievement; this has led to meaningful data analysis for improvement by all class teachers. In a few classes are opportunities for learners to utilise formative assessment strategies to help move their learning forward.



EVIDENCE OF IMPACT ON LEARNERS:

- almost all teachers report an increase in learner independence as a result of differentiation of environment
- most pupils could articulate to their parent/carer the benefits of the environmental tools available to support their learning
- an increase in 19.2 pp in P4 pupils on track in writing between session 22/23 and session 23/24
- an increase in 9.6pp in P7 pupils on track in writing between session 22/23 and session 23/24

Priorities for Session 2024/2025- WHAT ARE WE GOING TO DO NOW? WHAT ARE OUR IMPROVEMENT PRIORITIES IN THIS AREA?

- all teaching staff to engage with the Teachers' Charter through exploring *differentiation of process*
- all support staff to engage with CEC PSA differentiation training
- finalise our curriculum rationale that positively reflects our context, considering our strengths, needs, identities, languages, cultures and histories
- develop and enact a digital strategy to enrich and support learning from ELC- P7



The Teachers' Charter

What are our strengths and needs?

- Do learners know where they are going in their learning?
- Can learners talk about the knowledge, skills, and concepts they are learning (through their teacher's use of learning intentions)?
- Can learners use success criteria to monitor their own (and others') success and progress?
- Are learners learning in a culture where feedback is given, received, and acted on?
- Are learners confident in using formative assessment strategies e.g. peer assessment through being taught these techniques by their teachers?
- Can learners use feedback to help them understand their next steps and improve their work (e.g. verbal, written, peer)?
- Can learners act appropriately on teacher/peer feedback?
- Do learners have strategies to help them plan, monitor and evaluate their learning (metacognition)?
- Is learning planned appropriately as a result of teachers ongoing use of data?

- Are learners expected to make progress and achieve?
- Do learners meet appropriate pace and challenge throughout the learner journey, due to the teachers use of data and understanding what has come before and what comes after?
- Is the prior knowledge of learners identified and built on to ensure appropriate pace and challenge?
- Is the cognitive load of learners managed through the chunking of new learning?
- How well does modelling help learners develop understanding of new concepts e.g. narrating the thought process, live modelling?
- How well do learners respond to high-quality questioning e.g. cold calling, probing to help deepen knowledge and check for understanding?
- Do learners have access to appropriate scaffolds to help them engage with new learning, achieve success and make progress?
- Is the learners' environment inclusive and supportive of the learning process?

Formative Assessment for Learning

Differentiation

Skills

Leadership of Learning

- Do learners develop a balance of knowledge and skills within their learning?
- Are learners developing strong literacy and numeracy skills?
- Are learners developing digital literacy skills?
- How well are learners developing skills for learning, life, and work e.g. collaboration, leadership, communication, creativity, critical thinking?
- Can learners use skills when responding to high quality questioning e.g. higher order thinking skills?
- How well are learners aware of the skills they are developing through teacher talk, and the inclusion of skills in learning intentions and success criteria?
- How well can learners talk about the skills they are developing?
- Can learners use metacognition to help them plan, monitor, and evaluate their learning?

- Do learners have strong relationships with educators?
- Do learners know their voice is listened to and acted on?
- Are learners aware of their rights within the UNCRC, and how well are these rights are respected and upheld?
- Do all learners have the confidence and skills to take part in discussion and share their views?
- How often do learners make key decisions that affect their learning?
- Do learners have a say in what they learn and how, and how they present their learning?
- Do learners share ideas through whole class and group work?
- Do learners have opportunities to discuss the relevance and purpose of their learning?
- How well do learners use their environment to help lead their own learning?
- Can learners talk confidently about their targets and next steps?



3.1 Ensuring Wellbeing, Equality and Inclusion

An evaluation of good means that there are important strengths within the school's work yet there remains some aspects which require improvement. The strengths have a significantly positive impact on almost all children and young people. The quality of learners' experiences is diminished in some way by aspects in which improvement is required. It implies that the school should seek to improve further the areas of important strength, and also take action to address the areas for improvement.

WHAT HAVE WE DONE? HOW WELL ARE WE DOING? WHAT'S WORKING WELL FOR OUR LEARNERS AND COMMUNITY?

Wellbeing

Pupil wellbeing is undoubtedly at the heart of our approaches; the dignity and worth of every individual is evident in our interactions. Relationships within the school are positive and supportive, founded on a climate of mutual respect and shared values. Staff regularly discuss the importance of modelling 'the behaviour we want to see'. All staff and partners are proactive in promoting positive relationships in the classroom, playground and wider learning community. We consider each child as an individual with his/her/their own needs, risks and rights. We ensure children are active participants in discussions and decisions which may affect their lives, evidenced in the capturing of their views regularly.

Fulfilment of statutory duties

We have made significant progress to comply with and actively engage with statutory requirements and codes of practice including those relating to child protection, care experienced children, poverty proofing, medical healthcare, attendance and inclusion/equity. Our staff, learners, parents and partners have a developing understanding of what is expected in these areas. We have worked to ensure both our paper and electronic records are up to date and accurate.

[See separate section attached for Q12.1 Safeguarding and Child Protection.](#)

Inclusion and equality

We have a developing understanding of the interface between inclusion, equity and equality. Most learners are included, engaged and involved in the life of the school and most children feel supported to do their best. We understand and are committed to valuing and celebrating diversity and challenging discrimination. In our school, age, disability, gender reassignment, marriage and civil partnership, pregnancy, race, religion or belief, sex and sexual orientation are not barriers to participation and achievement.

The updated [Anti Bullying and Equalities Procedure](#) (adult and pupil version) reflects the voice of both parents and children as has become increasingly embedded and impactful across the session. A new [Relationships and Positive Behaviour Procedure](#) was developed with support from Education Scotland and designed in collaboration with staff, the parent/carer council and pupils.



EVIDENCE OF IMPACT ON LEARNERS:

- 95% of learners in P6 and P7 agreed 'I think my teacher cares about me' in a recent wellbeing Survey
- 75% of learners in P6 and P7 agreed 'Adults in our school are good at dealing with bullying' in a recent wellbeing survey
- 100% of learners in P6 and P7 agreed 'I feel safe at school' in a recent wellbeing survey
- 11 front line resolution complaints were logged during the session 23/24 (including those not upheld) and none of these were regarding bullying/ LGBT/ hate crime or racism
- all children supported through Art Therapy, Place2Be and LIAM made positive progress against measurable indicators
- the number of learners on flexible timetables reduced by 50% between October 2023 and May 2024

Priorities for Session 2024/2025- WHAT ARE WE GOING TO DO NOW? WHAT ARE OUR IMPROVEMENT PRIORITIES IN THIS AREA?

- develop curriculum to provide learners with planned and progressive opportunities to explore diversity and multi-faith issues, and to challenge racism and religious intolerance; ensure learners are knowledgeable about equalities and inclusion and feel able to challenge discrimination, xenophobia and intolerance
- ensure the full HWB curriculum entitlement is received across all stages, particularly in relation to food and health and substance misuse organisers (including new CEC Vaping Guidance for Schools)
- ensure our partners understand our inclusion approaches, particularly in relation to our Relationship and Behaviour Policy



3.2 RAISING ATTAINMENT AND ACHIEVEMENT

Our evaluation of satisfactory means that the strengths within this aspect of the school's work just outweigh the weaknesses. It indicates that learners have access to a basic level of provision. It represents a standard where the strengths have a positive impact on learners' experiences. While the weaknesses are not important enough to have a substantially adverse impact, they do constrain the overall quality of learners' experiences. We understand we need to take action to address areas of weakness by building on our strengths.

WHAT HAVE WE DONE? HOW WELL ARE WE DOING? WHAT'S WORKING WELL FOR OUR LEARNERS AND COMMUNITY?

Attainment in literacy and numeracy

Tracking systems are developing well and teachers have taken increasing responsibility at each of the 6 tracking periods and use assessment evidence to measure children's progress across all aspects of literacy and numeracy (QI 1.1). Our focus on writing, supported by the SEIC, has resulted in improved progress for all learners in P2-P7. Undoubtedly the school's relentless focus on improving the pedagogical quality, increasing frequency of opportunity through timetabling and the use of additional staff has improved writing attainment, particularly at the measured stages.

Attainment over time

Across some curriculum areas we have raised attainment for most learners. Most learners make very good progress from their prior levels of attainment. Teachers, particularly in P1, P4 and P7 are increasingly confident in their judgments regarding achievement of a level (benchmarks) and have benefitted from shared moderation sessions with the SCIE and learning community colleagues.

Overall quality of learners' achievement

The work to track pupil achievement across the year has ensured that all pupils have had opportunity to have their personal successes recognised and celebrated. All pupils were enabled to give feedback at school level about the quality of their learning experiences, what the school does well to support them in their personal goals and interests and how these opportunities can be developed.

Equity for all learners

We are developing systems to promote equity of success and achievement for all our children. A small number of learners have engaged in community events and all learners have school-based achievement tracked and celebrated.

Pupil Equity Fund: see report attached.



EVIDENCE OF IMPACT ON LEARNERS:

- attainment levels in literacy and numeracy for P1, P4 and P7 this year are higher than those achieved by last year's cohorts
- attainment in writing in P1, P4 and P7 is the highest it has ever been at the school and in Primary 1 and Primary 7 compares favourably with the CEC average*
- in P7 literacy our attainment is higher than the combined average of our 8 identified comparator schools*
- all learners have at least 2 recorded and celebrated achievements

*based on the 06.06.24 ACEL CEC data set

Priorities for Session 2024/2025- **WHAT ARE WE GOING TO DO NOW? WHAT ARE OUR IMPROVEMENT PRIORITIES IN THIS AREA?**

- embed our tracking and monitoring calendar to ensure robust quality assurance
- implement the new CEC tracking system as a tool for monitoring attainment and continuous improvement
- explore JASS as a mechanism to ensure learners are applying and increasing their achievements through active participation in their local community
- ensure attendance levels are high and improving and exclusion rates are low and inclusion is successful for all
- raise attainment in reading by at least 5pp in all stages (new reading scheme and professional development re pedagogical approaches)
- school staff should ensure children can see the relevance of their learning, the skills they are developing and how these link to life and work; they should work collaboratively to consider how they empower learners to talk about their learning so they can evaluate their progress and identify what they need to do to improve.



LEADERSHIP FOR EQUITY

LEADERSHIP	<ul style="list-style-type: none"> • How well do staff at all levels clearly focus and commit to achieving equity? • Do all staff understand what is meant by the term 'equity' and the interface between equity, equality and inclusion? • How confident are we that all of our staff understand how to use data effectively to monitor the impact of our interventions and approaches? • To what extent is our self-evaluation providing clarity about which interventions and approaches are most successful at helping us to close the gap? • How well have we considered how we will evidence the impact of our interventions and approaches? • Do all staff use a wide range of qualitative and quantitative data and evidence to identify and analyse the poverty-related attainment gap? • Do we track pupil attainment, participation and progress effectively and make use of this information to plan next steps in learning? • Are there sufficient opportunities for professional discussion of data and evidence as part of our self-evaluation processes at all levels? How is it shared? When is it shared? How is it used? • Effective robust governance structures that provide sufficient opportunities for support and challenge at all levels (pupils, staff & parents) • How effective are we at using evidence-based research to choose appropriate interventions and approaches? • In our management of finance to promote equity, to what extent can we evidence the impact of Attainment Scotland Funding (PEF and/or SEF) on closing the gaps between our most and least disadvantaged children and young people? • To what extent are we narrowing the attainment gap?
LEARNING, TEACHING AND ASSESSMENT	<ul style="list-style-type: none"> • How effective is our moderation of monitoring, tracking and assessment in ensuring that our universal offer and targeted interventions are raising attainment and helping to close the poverty-related attainment gap? • How deep an understanding do staff at all levels have of how pedagogical approaches can improve outcomes of children and young people living in the most deprived communities and circumstances? • To what extent are we ensuring that our approaches are applied consistently across each of our classrooms? Are we confident that the most effective practice to achieve equity is being embedded? • To what extent are we monitoring the impact of our professional learning on staff and learners? • To what extent is professional learning leading to improvements in outcomes of children and young people? To what extent is this leading to equity for children and young people living in the most deprived communities and circumstances, including those who are care-experienced? • In ensuring sustainability, how well embedded are our school's approaches to building capacity and improving practice?
FAMILIES AND COMMUNITIES	<ul style="list-style-type: none"> • To what extent are we managing to engage with the parents of children and young people living in our most deprived communities and circumstances? • In what ways does our learning environment feel welcoming and helpful to all our parents and carers? How do we know? • To what extent does our curriculum include opportunities for families to learn together? To what extent is this helping us to achieve equity? • How well do we help parents with supporting their children's learning? • To what extent does our school make effective use of a wide range of local and national partners (including Lifelong Learning) to improve outcomes for learners? How do we know this is making a difference and leading towards equity? • To what extent are our children and young people informed about the range of opportunities for personal achievement in their school and in the community? Is this leading to increased participation and helping to achieve equity for learners in our school? • How well have we reviewed our school policies and procedures to ensure that we are mitigating additional barriers that may prevent children and young people from participating in all aspects of their education?



Parent/Carer Involvement and Engagement

We are committed to developing a relationship with our parent/carers that continuously increases engagement and involvement based on trust, mutual respect, and collaboration. This is evidenced through our approaches in session 23/24 as follows :

- face to face induction and information evening (September)
- termly 'Learn Along' sessions where parents/carers learn alongside their child in class
- end of term gatherings in the courtyard
- increasingly embed parent/carers council activities
- over 90% of families registered with parentpay (only 12% were registered in June 2022)
- high quality, up to date school website
- communications procedure to ensure all parents/carers can access school staff easily and that all communications are responded to robustly
- almost all parents/carers attended Parental Consultations in May 2024
- most parents/carers attended our Family Learning Loose Parts Sessions

Next Steps:

Use Engaging parents and families: A toolkit for practitioners.

This tool has been developed to provide practitioners with a practical resource to help support partnerships with parents and families in all aspects of their children's learning. The toolkit is a comprehensive online resource which will continue to be reviewed and refreshed with new content. Each section of the toolkit is a standalone document to enable practitioners to select the specific topic they require. Within the toolkit there are activities that can be used as a starting point and/or as a tool to measure and evaluate current practice in parental involvement and engagement, family learning and learning at home in early learning and childcare settings, schools or at a local authority level. The activities can also be used in partnership with Parent Council or parent groups.

