**School Improvement Report**

**2020-2021**

**Review of Progress 2020-21**

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| **Context of the school**  Eddleston Primary School is a non-denominational educational establishment based in the rural community village of Eddleston, Peebles, Scottish Borders and is governed by Scottish Borders Council.  Eddleston Primary has a current roll of 31 pupils, placed in two classes, P1-4 and P5-7. The projected roll for August 2021 is 24 pupils, placed in one class, a P1-7.  Eddleston Primary currently has two Class Teachers, a Support for Learning Teacher, a Music Curriculum Support Teacher, a P.E Curriculum Support Teacher, a Business Support Assistant, an Additional Needs Assistant, a Classroom Assistant and a Playground Supervisor.  At Eddleston Primary, we promote a culture and ethos of learning, aspiration, compassion, inclusion, respect and compassion. At Eddleston Primary, we very much aim to create a nurturing, safe and welcoming learning environment for all learners to develop their knowledge, skills and abilities in. We aim to promote a positive attitude towards our learners to work to the best of their ability to achieve their full potential. We also aim to develop partnerships with parents, carers, the local community and the Tweeddale Cluster to ensure the best outcomes for all learners.  Eddleston Primary benefits from a community approach to learning and thus our parents, partners and various stakeholders are of vital importance to the education of our pupils. As highlighted in the NIF (National Improvement Framework), parental engagement is a key priority within learning and parents/carers play a key role in the development and learning of their child. This year, the links we currently have in place for parental engagement have been strengthened throughout our parental engagement calendar of events. There is however, vast scope for this to be continued to be heightened across the school. Plans to further strengthen our parental engagement and partnerships will be laid out in our SIP (School Improvement Plan) for next session. Plans include parents/carers being more informed about their child’s progress, taking on roles to support the school, working with pupils/staff on projects and being involved in family learning events. We plan to have regular additional pupil progress updates, lengthened parent consultation appointments, further parental engagement consultations/feedback sessions, where we can monitor/assess our progress in ensuring our parents are fully involved in the education of their child.  **What improvements have you made this year?**   * + - * Increased the level of pupil engagement in lessons, through the development of innovative approaches to teaching and learning.       * Increased the frequency and quality level of targeted prevention and support for pupils.       * Increased the amount of pupil focus groups sessions, to ensure a wider and more inclusive approach to pupil voice.       * Increased amount and frequency of parental engagement in their child’s learning.       * Developed our approaches to reporting pupil progress to parents.       * Increased use of Learning intentions and success criteria in each lesson.       * Development of collaborative and teamwork approaches to enhance all aspects of the school.       * Development of PEF (Pupil Equity Fund) has enabled pupils to receive additional support with their learning.       * Classroom Assistant is providing targeted support with key pupils.       * Development of individualised targets for Numeracy and Literacy in P1-4.       * Further development of distributed leadership roles, which drive forward key school developments.       * Increase in robustness of evidence-based school self-evaluation processes.       * Increased staff and pupil confidence and ability in using digital technology as a basis for teaching and learning.       * Increase in staff awareness and engagement in approaches to professional learning.       * Increase in frequency of outdoor learning.       * Development of outdoor learning spaces.       * Development of planning and evaluation systems.       * Clear approaches to Nurture and Inclusion have been outlined.   **What has changed/ improved for learners?**   * Increase in positive attitudes towards learning by the pupils. * Increase in learner engagement in their daily learning. * Increase in amount of pupils ‘on track’ with their learning. * Increase in support for pupils with targeted prevention and interventions. * Increase pupil voice/ownership of learning. * Increase in pupil confidence in sharing their views about the school. * Increase in pupil confidence using digital technology. * Wider curriculum for pupils to access. * Increase in parental involvement with pupils’ learning. * Development of individualised targets for pupils’ learning.   **Next Steps in relation to learning teaching and assessment and inclusion.**   * Development of a Teaching, Learning & assessment policy. * Further develop consistent approaches to differentiation. * Further develop pupil voice within learning. * Further enhance approaches to reporting to parents. * Further develop approaches to becoming a ‘Nurture’ school. * Further engagement in professional learning around Nurture approaches. |

**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 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

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| **Quality indicator** | **School self-evaluation** | **Nursery self-evaluation** |
| 1.3 Leadership of change | Good | - |
| 2.3 Learning, teaching and assessment (Including digital) | Satisfactory / Good | - |
| 3.1 Ensuring wellbeing, equity and inclusion | Good | - |
| 3.2 Raising attainment and achievement/ Securing children’s progress | Satisfactory / Good | - |

Our capacity for continuous improvement is: Good