



## SCHOOL CONTEXT

**THE STORY OF OUR SENIOR LEADERSHIP TEAM** February 2020, substantive DHT Caroline Ashbrook moved to acting HT at Stockbridge. I agreed this with little notice in recognition of evolving matters internationally with COVID and need of another school to have secure leadership. Additionally, Caroline was ready for this career development, and I wished to support her. The acting PT Anna Hughes was appointed acting DHT along with three PTs. One substantive (Jay Cook) and two acting (Yasmeen Naeem & Amy Barr). During the first lockdown in March 2020, this new SLT worked very well together and developed a strategic approach with clear leadership responsibilities which we decided to continue for continuity into this session (2020/21) Our PT on parental leave (Kari Cessford) resigned and Anna was appointed substantive PT in June 2020.

In August 2021 it was essential to have a cohesive, strategic, and skilled SLT – thus we continued with acting PTs and acting DHT until early May 2021, DHT interviews were held, and Anna Hughes was substantively appointed. A substantive PT will be appointed at the start of next session. Thus, our SLT will have a non-teaching HT & DHT along with two substantive PTs with clear remit. A focus on Equality along with Digital learning & teaching skills will continue to be main priorities for us all.

This session staff changes have included: our NQT David who is team teaching in P7. He was our PGDE student prior to lockdown in March 2020 so he made a smooth transition. He was further adaptable when the decision was made to relocate his class following the second lockdown to reduce transmission risks in P7 open plan double classroom hub.

Our temporary SFL teacher Catriona went on mat leave in October – she worked remotely to allow her to support many learners across the school in her final weeks of pregnancy. She was replaced by our P6 teacher who is continuing in SFL next session, a known development priority. Her P6 class temporary teacher replacement, unfortunately through ill health had to resign in April. Between Xmas and Easter, she was poorly so we re-organised staffing to ensure continuity of learning for pupils and assigned Doug Short our Outdoor Learning RCCT teacher to P6 from lockdown. He then continued full time with the P6 class until June. This has benefitted learner's attainment and engagement whilst reassuring parents.

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## **STAFF HEALTH & WELLBEING**

An overarching priority of all is monitoring and supporting staff HWB along with pupils and families. The SLT agreed level learning leads for teams to include pastoral wellbeing with regular formal and informal check ins. There was a risk with staff feeling isolated with COVID restrictions both within school and in personal lives. HT & DHT were aware of wellbeing and personal circumstances – being particularly alert to those staff living alone or with care responsibilities. We had check in chats scheduled and organised opportunities for staff to interact virtually. Additional staffroom spaces were created across the school. Some staff required additional support to feel confident when schools reopened and in the provision of hub school places.

**IN TERMS OF SUPPORT STAFF:** we recruited a new office clerical assistant who joined us in the New Year. This is a huge help to our administrator. We recruited a permanent PSA and a temporary PSA. We had two pupils join us in P1 requiring significant additional, 1:1 support. Due to Covid related anxieties we have had a higher absence of PSAs and some level of unrest particularly over places in schools. This was supported and addressed by SLT & OH. To date, we have not had a positive case at Cramond within school and no whole class has had to isolate.

**THE NURSERY** Covid restrictions entirely changed our plan and staffing with us only able to offer 600 hours in two full days or 600 hours + place at Forest Kindergarten which did not blend with our on-site nursery. This affected staffing – we were able to use nursery staff to support in P1 which was of huge benefit. Nursery teacher was also able to offer additional support for learning in P2 literacy groups. Parents in nursery have been frustrated by this although appreciate that this is out with our control. This has however, resulted in lower numbers than expected in nursery and many learners having a blended placement with other providers.

**RENEWAL PLANNING:** Our priority in August was to ensure that we were positively managing to reduce risks of COVID and a great deal of SLT time has been devoted to operational matters. Greatest impact being on maintaining bubble contacts and ensuring staff stick to their contact limits per day. This has required significant additional time and staff resource to accommodate strict timetabling, longer lunch, staggered timings, supervision ratio and lunches in classrooms. To ensure equitable pupil support and staff RCCT we have had to be creative with use of all available resource.

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## DIGITAL DEVELOPMENT

Strategically we were determined to continue our staff skills development and pupil experience using digital technology to enhance learning and teaching. We shared our journey in a virtual visit with Education Scotland who then asked to add us to example of good practice. Remote learning provision and systems are in place. P5-7 & all teachers have 1:1 iPad use with skills development for staff planned and delivered. In May/June 2020 We established whole school Team's logins and year group teams to develop learning online and in the classroom. Staff continued to share planning of learning on teams on a weekly basis and engage parents through both teams and learning journals.

- We have invested heavily into digital provision – ensuring 1:1 in iPad in P5 – P7 and teachers all having iPad air with pencil. P5-7 classrooms each have Apple TV to mirror screen and increase collaboration. Focus has been on creativity and inclusive use of iPad to support/enhance learning. A great deal of professional learning & skill sharing between staff and learners has been facilitated. We look forward to the EnpowerED Edinburgh prog to further enhance quality of digital L&T at Cramond.
- We targeted priority families at risk of missing out, requiring additional support or resources and increased parental contact. See PEF
- We set up virtual parent nights at the end of the previous session and shared virtual staff videos for meet the teacher in Sept. We used Microsoft forms to ensure we responded to parent and pupil feedback. This formed the basis of learning shared for the session ahead. There was excellent engagement in this across the school. Parents reported favourably on this, and the subsequent two virtual parents' evenings held in October and March. Digital windows into learning have been well received throughout the session, particularly in lockdown.
- Learning journals have been used extremely well as our ongoing reporting system to parents which links with our three yearly staged attainment meetings and assessment points which moderates and confirms professional judgement.
- At the attainment meetings across the year, DHT & SFL teacher meet with both class teachers and take on feedback from support staff also delivering targeted interventions. This also links to our strategic program of child planning meetings led by DHT across the session.
- Parent council, CAT sessions and learning & teaching meetings were all held virtually using creative ideas to engage and actively involve all stakeholders e.g., Padlet, breakout rooms, quizzes, use of chat, FAQ, live sessions, and clear communication. The school app and group call have been invaluable. Teaching staff have made excellent use of learning journals to communicate directly with families as individuals or a class.
- As a result of this intensive prep and clear strategy the move to online learning including live teaching with twice daily check ins and differentiated group teaching was almost seamless in second lockdown. Parent feedback confirms this.
- We have always tracked learner attendance and engagement in class or remotely – we have been delighted with exceptionally high levels for both. Our tracing, monitoring and intervention programmes along with DHT & PSO led involvement ensured that all our priority families and pupils needs were met. Having hub places within the school allowed all our more vulnerable learners to be highly supported. Tracking their attainment shows progress being maintained and for some increased, despite lockdown.

SUMMARY OF GRADES AND STATEMENTS

**QI 1.3 LEADERSHIP OF CHANGE: SELF EVALUATED GRADE: 5**

1.3 Leadership of Change	How are we doing?	How do we know?	What are we going to do now?
<p><b>Developing a shared vision, values &amp; aims</b></p>	<p>All staff have a noticeably clear understanding of the social, economic, and cultural context of Cramond. We use this knowledge to positively impact on outcomes for all learners and families.</p> <p>Staff, pupils, and parents share a vision of the school which is ambitious and focuses on improvements in outcomes for all.</p>	<ul style="list-style-type: none"> <li>• Through discussions and engagement with stakeholders</li> <li>• Staff meetings pp attainment</li> <li>• Child planning meetings – parents, staff &amp; learners</li> <li>• Parent council meetings and feedback</li> <li>• Short survey at school and stage levels</li> <li>• Engaging with learners</li> </ul>	<p>Revisit our <b>values to ensure that we are more inclusive of diversity</b>, continue to challenge/report and discuss impact of inequality, prejudice and bullying behaviours.</p> <p>Involve all stakeholders in this refresh and encourage active engagement in <b>responsible citizenship</b> within the school and the world.</p>
<p><b>Strategic planning for continuous improvement</b></p>	<p>We ensure proposed changes demonstrate the interconnectedness of the school and community in improving learning and outcomes for children and young people.</p> <p>Senior leaders effectively guide and manage the strategic direction and pace of change at Cramond.</p>	<p>Feedback parents, CPSC &amp; staff. Impact on learner's experiences observed.</p> <p>Staff skills development – protected time to develop, share and support each other.</p>	<p>Increase meaningful opportunities for staff and pupils to lead learning across the school and shape strategic improvement.</p> <p><b>Equalities group to include class council</b> representative at each stage and all staff are both engaged &amp; involved.</p> <p>Use of Education Scotland <b>Learner Participation and HGIOS</b></p>

**QI 2.3 LEARNING, TEACHING AND ASSESSMENT: SELF EVALUATED GRADE: 4**

QI 2.3 Learning, Teaching and Assessment	How are we doing?	How do we know?	What are we going to do now?
<b>Learning and Engagement</b>	<p>The learning environment is built on positive, nurturing and appropriately challenging relationships which lead to high-quality learning outcomes.</p> <p>We have an extremely high level of attendance and engagement at school. Our pupil wellbeing survey for this session evidences the active role of pupils leading their learning in class, feeling confident in making mistakes and asking for help. This has significantly improved year on year. They understand how their achievements help them develop knowledge and skills for learning and work.</p> <p>Use of digital technology for remote learning across the school and transformation in terms of staff skills in using teams and learning journals to communicate</p>	<p>Observations &amp; professional discussions at individual &amp; collaborative staff level</p> <p>Investment into resources – feedback &amp; discussion of impact</p> <p>Engagement monitor</p>	<p>Continue to develop high quality <b>feedback</b> consistently across the school to ensure learners have an accurate understanding of their progress in learning and what they need to do to improve. This also should be known to parents and their views included in evaluation of learning triangulation.</p> <p>This will be further enhanced by planned focus on <b>moderation</b> to clearly identify planned learning skills and means of assessment.</p> <p>Greater focus on <b>differentiation</b> to ensure support and challenge – well paced to meet the needs of individual. All staff to engage with <b>Edinburgh Learns Teaching Charter</b>.</p>
<b>Quality of teaching</b>	<p>Our teaching is underpinned by our shared school vision and values. We use a wide range of learning environments and creative teaching approaches.</p> <p>Learning is enriched and supported by our effective use of digital technologies. We have 1:1 iPad in P5-7 with significant investment in Apple TV and staff pedagogy development to enhance learning, teaching &amp; assessment. All teachers have iPad Air &amp; apple pencil as professional tool with digital leadership embedded.</p> <p>We use relevant contexts and resources to promote curiosity, independence, and confidence. We aim to</p>	<p>Sharing learning visits &amp; digital shadowing</p> <p>Cramond Learns anywhere strategy review</p> <p>Use be staff of TEAMS Insights &amp; tracking of engagement and attendance both during remote learning &amp; face to face,</p>	<p>Increase consistency and impact of skilled use of both <b>feedback</b> and clear differentiation to enable all learners to participate, achieve and attain.</p> <p><b>Personal Learning</b> – particularly enhanced use of digital (1:1 at second level) to <b>SUPPORT &amp; CHALLENGE</b> all learners as individuals.</p> <p>Continue focus on <b>DIGITAL skills</b> development. CPL</p> <p>Sharing &amp; developing <b>digital pedagogy</b>.</p>

	<p>develop higher-order thinking skills in all our learners having them explain and make thinking visible.</p> <p>Some staff use feedback effectively to inform and support progress in learning.</p>		<p>Digital as means to achieve equity &amp; inclusion for all.</p>
<p><b>Effective use of assessment</b></p>	<p>At key milestones, our assessments provide reliable, diagnostic evidence which we use to report on the progress of all children and young people and underpins planning.</p> <p>Formative assessment is strong feature by almost all staff. LI are shared and linked to Es &amp; OS. SC is co constructed by most and digital technology is increasingly used as both evidence and a means of engaging learners.</p> <p>To triangulate a quality body of evidence is used to support assessment judgements and decisions about next steps and evidenced through both learning journals and learning milestones portfolios.</p>	<p>EDICT</p> <p>Attainment Meetings x 3</p> <p>Use be staff of TEAMS Insights &amp; tracking of engagement and attendance both during remote learning &amp; face to face</p>	<p><b>Cluster moderation and</b> sharing of pedagogy</p> <p>Greater focus on <b>AIFL</b> to ensure support and challenge.</p> <p>Focused <b>assessment</b> to inform professional judgement and next steps in learning. All staff to engage with <b>Edinburgh Learns Teaching Charter</b>.</p>
<p><b>Planning, tracking, and monitoring</b></p>	<p>Planning is proportionate, manageable undertaken collaboratively with stage colleagues and involving pupils. Annual plans are shared with parents and learners, termly outlines focus on skills and the 7 principles of CFE. The weekly plans detail organisation and delivery of planned learning. Plans are shared on TEAMS to involve parents.</p> <p>There are robust, consistent processes in place to monitor and evaluate learners' progress. Thus, ensuring that we have clear information on individual attainment across literacy, numeracy &amp; HWB. There is an enhanced focus for those facing additional challenges e.g., LAAC, PEF, young carers, looked after children and those living with financial hardship. We use this data to inform required supports and to evaluate the effectiveness of interventions to improve outcomes for all learners.</p>	<p>Well established and effective thrice a year attainment meeting triangulating information about individuals with the team around the child – CTs, Stage partners, SfL, PSA &amp; PSO led by DHT. This data is tracked on EDICT and used to inform next steps and resource allocation including PSAs and interventions across the school.</p>	<p>Revisit across the levels to ensure that we have <b>greater consistency of shared expectations for standards</b> to be achieved, have robust arrangements for moderation across stages and across the curriculum.</p> <p>Our focus due to COVID has been literacy, numeracy &amp; HWB which we now need to <b>apply across the whole curriculum</b>.</p> <p>Revisit &amp; <b>refresh curriculum rationale</b> and mapping to <b>ensure race equality and celebration of diversity</b>.</p>

**QI 3.1 ENSURING WELLBEING, EQUALITY, AND INCLUSION SELF EVALUATED GRADE: 5**

QI 3.1 Ensuring Wellbeing, Equality, and Inclusion	How are we doing?	How do we know?	What are we going to do now?
<p><b>Wellbeing</b></p>	<p>Cramond has a shared understanding of wellbeing and respects individuality and dignity of all this is supported through our Rights Respected School Aware. Each child at Cramond is respected as an individual with his/her own needs, risks, and rights.</p> <p>Staff and partners model behaviour and language which promotes and supports the wellbeing of all.</p> <p>Through on-going tracking and monitoring we ensure all children meet the SHANARRI indicators.</p> <p>Relationships across our school community are positive and supported. All staff are proactive in promoting positive relationships in the classroom, playground, and wider learning community.</p>	<p>Pupil survey results - comparison city wide and tracked improvements over time</p> <p>Evidence gathered and shared to support application for Rights Respecting Gold Award May 2021</p> <p>As part of our CPM process, we ensure staff, learners and partners feel valued and supported. We ensure the child's voice is at the centre of this process.</p> <p>Evidenced by our pupil wellbeing report findings from 2021.</p>	<p>Continue to use information collated by our SHANARRI webs to inform SfL, PSA and PSO led <b>interventions</b> across the school.</p> <p>Link to <b>PEF plan &amp; personal learning</b> commitment (Equity &amp; Inclusion)</p> <p>Use information gathered in our Pupil Wellbeing questionnaire to support whole school improvement.</p> <p>Cluster engagement with <b>SHINE</b> program at P6 &amp; P7, particularly to support transition and continue to monitor impact of COVID on older learners.</p> <p>Continue to embed <b>UNCRC</b> through all areas of the Curriculum, maintaining our Gold Award.</p>

<p><b>Fulfilment of statutory duties</b></p>	<p>Cramond complies and actively engages with statutory requirements and codes of practice.</p> <p>Staff, learners, and partners know expectations and are involved in fulfilling duties to improve outcomes for all.</p>	<p>All staff engage up regular professional learning to ensure they are fully up to date with local and national legislation affecting learner rights, wellbeing, and inclusion.</p>	<p><b>Pastoral Notes</b> – increase efficiency and impact by SLT.</p> <p>Change of staff reporting &amp; recording system to streamline.</p> <p>Class teacher use of SEEMIS: register attendance, View pastoral notes:</p>
<p><b>Inclusion and equality</b></p>	<p>Cramond has an inclusive ethos and culture promoting equality which leads to improved outcomes for all learners. Learners are developing an understanding of their rights, equalities, and inclusion across the school.</p> <p>All learners feel they are well supported to do their best.</p> <p>Learners, staff, and stakeholders feel they are treated with respect and in a fair and just manner.</p> <p>We have effective strategies and interventions in place which are improving attainment and achievement for learners facing challenges such as PEF, young carers, LAC, and children with ASN.</p>	<p>Nature in Nurture groups are running led by our PSO.</p> <p>Pupil survey results positive comparison city wide and tracked improvements over time at Cramond.</p> <p>Evidence gathered and shared to support application for Rights Respecting Gold Award May 2021</p>	<p><b>Equality &amp; Diversity at Cramond in action.</b> Meaningful, relevant &amp; active.</p> <p><b>Revise stage curriculum maps</b> – increase diversity &amp; ensure reflects race equality.</p> <p><b>Revising positive behaviour pedagogy:</b></p> <ul style="list-style-type: none"> <li>Restorative practice</li> <li>Paul Dix book group &amp; pedagogy</li> <li>Class circle time – pupil council with ALL</li> </ul> <p><b>Preventing, responding to, learning from &amp; recording all incidences of bullying, racism, and prejudice.</b></p>



**QI 3.2 RAISING ATTAINMENT AND ACHIEVEMENT. SELF-EVALUATED GRADE: 4**

QI 3.2 Raising Attainment and Achievement	How are we doing?	How do we know?	What are we going to do now?																				
<p><b>Attainment in literacy and numeracy</b></p>	<p>We have a clear understanding and accurate picture of attainment across the school. Attainment across the school is generally strong. Any dips are investigated and targeted through range of intervention-based program. Time has been invested to ensure staff planning, moderation and differentiation works in triangulation to support professional judgement in order to achieve a level. Data underpins this validation.</p> <p>We had an intake of new pupils which has impacted attainment data.</p> <p>P7 is lower attaining – it has a number of pupils working at individual milestones with specific ASN and associated supports, Spaces at Cramond are limited for non-catchment places to upper primary, so new pupils join at later stage of school. There was also the cumulative effect of lockdown.</p>	<p>ACEL data</p> <p>Robust tracking system with three annual attainment meetings at stage level with SIT &amp; SFL</p> <p>Use of EDICT to track and monitor progress and inform support allocated</p> <p>Moderated Use of Es &amp; Os, progression pathways, benchmarks and professional dialogue ongoing and at regular attainment meetings.</p> <p>Our support overview is flexible and responsive to evolving needs of individuals and groups.</p> <div data-bbox="1131 922 1780 1305"> <table border="1"> <caption>By subject area Cramond P5 June 2021</caption> <thead> <tr> <th></th> <th>Numeracy</th> <th>List/Talk</th> <th>Reading</th> <th>Writing</th> </tr> </thead> <tbody> <tr> <td>P1</td> <td>92.2%</td> <td>88.2%</td> <td>82.4%</td> <td>90.2%</td> </tr> <tr> <td>P4</td> <td>77.8%</td> <td>92.6%</td> <td>77.8%</td> <td>76.54%</td> </tr> <tr> <td>P7</td> <td>62.7%</td> <td>94.1%</td> <td>68.6%</td> <td>76.5%</td> </tr> </tbody> </table> </div>		Numeracy	List/Talk	Reading	Writing	P1	92.2%	88.2%	82.4%	90.2%	P4	77.8%	92.6%	77.8%	76.54%	P7	62.7%	94.1%	68.6%	76.5%	
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<p><b>Attainment over time-Overall quality</b></p>	<p>Across all curricular areas we have aimed to raise attainment for all learners.</p>	<p>Staff training on achievement of a level.</p>	<p>To ensure learners are</p>																				

<p><b>of learners' achievement</b></p>	<p>Most learners make good progress from their prior levels of attainment. Staff make effective use of assessments and are developing a shared understanding of standards to make professional judgements about how well learners are learning and progressing. A robust tracking system together with effective interventions ensures continuous progress for learners across the curriculum including points of transition.</p> <p>Our learners are successful, confident, exercise responsibility and contribute to the life of the school, the wider community and as global citizens.</p>	<p>See Most children and young people are attaining appropriate levels.</p> <p>The school's data demonstrates our current learners are making good progress, the impact of COVID has been noted.</p> <p>Attendance levels are high and improving. Exclusion rates are low and inclusion is successful for all.</p>	<p>appropriately challenged to exceed current levels of achievement.</p> <p>Further development work on differentiation is required.</p>
<p><b>Equity for all learners</b></p>	<p>Positive discrimination to track and monitor individual progress and attainment of priority pupils including care experienced, those affected by poverty, ASN, family trauma, bereavement or domestic abuse.</p> <p>All staff knowledgeable about school and own class pastoral needs. Excellent communication to support, engage and involve all families from class teacher comms in learning journals, to whole school, to targeted groups, through CPSC parent council links and excellent CPM system led by DHT in order to support individuals and raise attainment/engagement and attendance.</p>	<p>Support &amp; challenge to groups and individuals as identified by tracking &amp; monitoring systems.</p> <p>Support/challenge include high-quality city-wide intervention prog (Phonological awareness resource, RRI, Fresh Start, SEAL, Numicon Breaking Barrier, Power of 1, IDLS, use of assistive technology accessibility features on personal devices. HWB/pastoral support for individuals &amp; families with PSO.</p> <p>Closing the Gap staff resource target at P4 &amp; P7 with additional support using own staff resource availability to enhance support in P1 &amp; P2 for both literacy &amp; numeracy.</p> <p>COVID Distress funding enabled Nature and Nurture prog for identified program.</p>	

		Care experienced grant for additional tutoring 1:1	
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Evaluated PEF Plan. Self-Evaluated Grade: 4

PEF planning How are we doing?	How do we know?	What are we going to do now?
<p><b><i>For session 2020-2021, the Pupil Equity Fund has totalled £35,532</i></b></p> <p><b><i>This included a carry-forward of £10,803 from the previous session(s) of which £33,865 has now been spent.</i></b></p> <p><b><i>There is a current carry-forward of £1,677 to session 2021-2022.</i></b></p> <p><b><i>This spend is deemed exceptional and the plans for this spend are outlined in the School Renewal Plan for 2021-2022.</i></b></p>	<p>Our PSO (Tyne Lovell) has continued to run a range of well researched interventions to support targeted children's emotional health and wellbeing. The children are identified through PEF and the CPM process (parent and teacher referral and professional judgement from our highly skilled PSO).</p> <p>Psycho-metric testing (Stirling Wellbeing, RCADS, YP-Core, Strengths and Difficulties questionnaires and Boxall Profiling) are carried out in liaison with the CAHMs Psychologist and our school allocated Educational Psychologist.</p> <p>Use of SHANNARI well-being webs for all learners across the school which have informed intervention programmes.</p> <p>Pupil Support Officer working with individuals/small groups – solution focused approach, LIAM and recent COVID distress funding has allowed for the introduction of Nurture in Nature programme across the school.</p> <p>SWST and SWRT data alongside professional judgement is used to inform out Literacy and Numeracy based interventions which have been support by our SfL teacher, Closing the Gap teacher and PSAs.</p>	<p>Further develop Nurture in Nature across the school.</p>