



**School Name Cramond Primary**

**Standards and Quality Report session 2023 24**

**Context of the School (Insert paragraph here)**

Our recently refreshed school aims are Cramond Cares: Respect, Excellence, Equity & Kindness. May 2024.

We had a short model school inspection June 3<sup>rd</sup>, 2024. The report is yet to be published but will inform our improvement planning for 2024/25. Our Self evaluation will form basis of the Standards and quality report for 23/24.

The school attainment report can be accessed here which tells the story of our attainment over the past 5+years. There are no clear attainment gaps identified linked to poverty or other characteristic. See report for full details. See also attached SFL report demonstrating progress for all learners over time.

Since April 2023 we have been managing RAAC which closed a wing of the school. We relocated four classrooms to Temporary Units on the netball court in August 23 with literacy resources and staff welfare space moved to alternative provision. Building works began in January 2024 and have progressed well with little/no impact on quality of care, learning and teaching. There has been a temporary works compound with separate site access which has worked very well. Although some playground space has been lost to site, we have benefitted from the creation of a new, enclosed nursery play space outdoors, new nursery entrance and greatly improved access to the nursery garden. WE have a new nursery shelter and storage built in the garden as part of works and plans to improve the layout of internal and external provision at the end of works. We have welcomed the opportunity to work in partnership with CEC Estates and the building contractors.

There was an unexpected change mid-session to senior leadership in school following the long-term absence of HT after an accident and the subsequent acting up to HT of Anna Balatoni and acting DHT of Yasmeen Naeem. This acting DHT post for Mrs Naeem was reduced to part time until October 2024 as Mrs Balatoni had reduced her working pattern temporarily. Mrs Balatoni will be on maternity leave from October 2024.

The school community have been significantly affected by the traumatic loss of a P7 pupil who was killed in an accident whilst cycling to school in March 2024. We have come together as a whole local community to mourn his loss, support his family and friends and work in wider partnership to tackle road safety concerns in the local area. The school staff and pupils were very well supported by colleagues within Edinburgh council and ongoing supports are in place for staff, pupil, and family wellbeing. We have maintained a strong support system with his family and continue to work with them to commemorate the life of Thomas and the parent council have worked together to install planters at the school in his memory.

## Standard and Quality Report 2023-2024.

What have we done?	How well are you doing? What's working well for your learners?	How do you know? What evidence do you have of positive impact on learners?	What are you going to do now? What are your improvement priorities?	How would you evaluate this QI using the HGIOS?4 / HGIOELC? six-point scale?
<b>QI 1.3 Leadership of change</b> Developing a shared vision, values and aims relevant to the school and its community.				
Refreshed school Vision & Values led by P7 captains, consulting with all stakeholders.	All staff have a very clear understanding of the social, economic, and cultural context of the local community. They use this knowledge well to shape the vision for the school and share collective high aspirations for all learners.	See inspection report. Noted all staff are committed to ensuring that we achieve highest success for all learners. Almost all learners and all staff exemplify values in action and are engaged, happy and succeeding.	Maintain and extend. Achieve reaccreditation for Gold RRS.	Very good
<b>QI 1.3 Leadership of change</b> Strategic planning for continuous improvement.				
Enabling of most staff to take on leadership roles including within CEC COP. All teaching staff developing own pedagogy.	Senior leaders create conditions where staff feel confident to initiate well-informed change. All staff are committed to engaging in collegiate working and CPL. Key staff enabled to lead data, sustainability, equalities, Road safety, literacy & pedagogy within and beyond school, impacting positively.	See inspection report. See evaluations of LC and next steps for Differentiation. Data literacy experience established at second level. Positive impact maths. All staff undertaking additional outdoor learning training and impact on practice.	Create an AIFL digital and practical toolkit across the levels. Continue to develop skilled use of questioning by adults to deepen learning & promote HOT.	Very good
<b>QI 1.3 Leadership of change</b> Implementing improvement and change.				
Development of clear learning, teaching, assessment, and planning frameworks. Agreed what makes excellent in 2.3 and 3.1.	SLT support creativity, innovation, and enquiry. Clear consistency in learning environments & routines, relationships are evident in all classes. All staff have systematic opportunities to review and refresh their pedagogical practice. Staff have worked collegiately to explore research including Rosenshein and Edinburgh Learns to improve practice and impact positively on outcomes for all learners.	See inspection report. See evaluations of enabling learning environments. Shared Classroom, Literacy thematic review and pre-inspection Edinburgh Learns team. Staff planning feedback & improvements. PRD–reflective practitioners.	Continue protected time for collegiate planning develop own pedagogy. Facilitate learning rounds. Learning community focus to continue collegiate working and moderation within and between levels, settings, and sectors, In LC improvement plan further develop interschool collegiate practice.	Very good

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<b>QI 3.1 Ensuring wellbeing, equality, and inclusion</b> Wellbeing				
Established relationships for learning policy & focus on SHANARRI wellbeing indicators with all stakeholders.	The whole learning community has a shared understanding of wellbeing and the children's rights. All stakeholders promote a climate where children feel safe and secure. All staff and partners model behaviour which promotes and supports the wellbeing of all. All are sensitive and responsive to the wellbeing of each individual child and colleague. Staff, children, and young people know, understand, and use the wellbeing indicators as an integral feature of school life. Staff and partners have created an environment where children and young people feel listened to.	See inspection report. See HWB survey responses May 24 and Shanarri responses in Values survey April 24.  See wellbeing webs by all pupils in August actioned by CTs and reviewed across session.  See targeted interventions PSO with additional evidence of impact.	Equalities group complete work on reviewing and updating our anti bullying and equalities policy.  All classes to reflect this in new class charters for session 2024/25 with a collective focus on challenging bias, bullying and discrimination including bystander behaviours.	Very good
<b>QI 3.1 Ensuring wellbeing, equality, and inclusion</b> Fulfilment of statutory duties				
Staff training on equalities & inclusion	All staff and partners take due account of the legislative framework related to wellbeing, equality, and inclusion.	See inspection report. See folders and paperwork in action including pastoral notes.	Maintain & continue.	Very good
<b>QI 3.1 Ensuring wellbeing, equality and inclusion</b> Inclusion and equality				
Tracking wider achievements with Positive discrimination. Supported breaks, targeted supports to ensure attendance, engagement & inclusion	We ensure inclusion and equality leads to improved outcomes for all learners. All learners are included, engaged, and involved in the life of the school. All children and young people feel very well supported to do their best. Our COP in sustainability ensuring greater consistency in OL & supporting a group of disengaged learners attend.	See inspection report. See HWB survey results. See follow up from school inspection surveys – follow up from wellbeing webs Class teacher's tracker of wider achievements. Outdoor learning sustainability leads feedback and evaluations including pupil feedback. Pupil Leaders of this is very well established. Staff feedback to sessions is positive.	Review recording on Seemis of bullying incidents. Equality's school improvement planning continues. Pupil tracker – and new WOW to track wider achievements and identify those at risk of missing out. Continue to develop Outdoor learning, use of local area.	Very good

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<b>QI 3.2 Raising attainment and achievement</b> (Attainment in literacy and numeracy; Attainment over time; Overall quality of learners' achievement; Equity for all learners)				
Attainment report collated & shared with all staff	See attainment report. Pupil trackers excel actively engaging all staff in data & story of learners	See inspection report. See attainment report. See PEF evaluated plan.  <b>See SE from Inspection below</b>	Move to Pupil Tracker Use of focus pupils – overview of individuals over time.	Very good
<b>QI 2.1 Safeguarding and Child Protection</b> (Arrangements for safeguarding, including child protection; Arrangements to ensure wellbeing; National guidance and legislation)				
Updated sign in procedures and signposting to school CP leads. Staff training on wellbeing concern forms & records	Almost all staff report increased confidence and demonstrate skill in working collectively to ensure safeguarding for all including child protection. Almost all staff aware of school systems & protocol to ensure safeguarding of children.	See inspection report. See training records of staff. See sign in protocol & signposting. Folders review within Edinburgh Learns and Euan Alexander notes with DHT.	Update all staff training & school policy in line with latest guidance. August 24.	Very good
<b>QI 2.2 Curriculum: Theme 3 Learning pathways</b>				
Developed planning formats with particular focus on long term and medium-term planning for progression & rich, relevant contexts. Developed understanding of Meta skills and how to include in planning learning experiences.	New planning guidance consistently applied and having very positive impact on quality of learning, teaching & assessment. Numeracy & literacy skills well applied across curriculum. Curriculum rationale and big challenge questioning allowing staff autonomy within framework to involve learners in planning & leading learning. All staff are making increased reference to meta skills.	All know how the unique features inform the design of our curriculum. All are ambitious and expect high levels of attainment and achievement for all learners. Time is protected for PL and collegiate working to develop the curriculum All provide good opportunities to develop skills.	Extend tracking & monitoring including reporting, across all areas of the curriculum. Create and apply progression pathways with skills across curriculum.  Develop greater opportunity to extend quality & depth of writing across curriculum contexts.	Good

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<b>QI 2.7 Partnerships: Theme 3 Impact on learners (parental engagement only)</b>				
<p>Partnership with parent council to restructure to reach more diverse group of parents/carers and include all work patterns etc with a hybrid model.</p> <p>Parent/carer partnerships around specific focus e.g. ASN parenting, CPM process &amp; road safety concerns.</p>	<p>All parents/carers are fairly represented by the Parent Council and any views or complaints are acted upon in an effective and timely manner. Our learning pathways take account of key features of the local community. Our school understands and plays a significant role in the life of the local community. The school promotes Cramond cares and school values in regular activities involving local community and regular opportunities for shared learning with community including groups, parents/carers and end of term celebrations hosted in local church.</p>	<p>Feedback from partners, parents &amp; carers See inspection report. See school Twitter &amp; LJs CPSC minutes and SLT meetings with CPSC exec.</p> <p>Road safety action group.</p>	<p>Continue to embed new organisational structure.</p> <p>Road safety action group Jay ASN parent/carer &amp; CPM Anna</p> <p>Learning &amp; teaching Helen &amp; Yasmeen</p> <p>Community links Helen &amp; Jay</p>	<p>Very good</p>