

School: Musselburgh Burgh Primary

Standards and Quality Report

Self- Evaluation for Session: 2023-24



Context of the school

Musselburgh Burgh Primary School was built in 1964 as a merger between the original Burgh School and Fisherrow School. This year, we celebrated our 60th birthday with a whole school party and 1960s themed carnival event for our families. The ground floor of the building houses our Nursery, two Early Years classrooms, our 'N-Zone' Nurture Room, large Assembly Hall with Stage, Dining Hall, Gym Hall, a Meeting Room and several offices. Ten further classrooms, a Library, and Support for Learning base are located in the two storey block. The TU in our playground includes a welcoming Family Room space for our parents and carers to feel included and to participate within our school, while also offering an environment for wider projects in partnership with our community. Our Family Support Worker, employed through the Scottish Government's Strategic Equity Fund (SEF), is also based within this area, working closely with identified learners and their families. The TU also houses an additional dedicated Nurture base for small group work and intervention work from our multi-agency therapy partners.

The Burgh is situated in Musselburgh town centre and has a very diverse catchment area, from the large, privately owned properties in Inveresk Village to a high number of council homes. Currently 65% of our pupils live in properties located in SIMD quintiles 1 and 2 (13% in Q1), while 39% of our pupils are entitled to Free School Meals, and benefit from the school's allocation of significant Pupil Equity Funding. This PEF funding continues to support us in developing a Nurture provision across the school and to support families impacted by poverty and cost of living challenges. This provision includes a Nurture base staffed by a Nursery Nurse, a Nurture Breakfast Club, free healthy tuck shop and food pantry for all of our families. We have also targeted support towards closing the poverty-related attainment gap, through the employment of additional members of Support for Learning and ASN Auxiliary staff, in our Early Level, First Level, and Second Level teams. Development of language and communication skills, including self-regulation, oral literacy, visuals and signing, as well as phonological and vocabulary awareness, have continued to be a PEF priority for the school this session, with continued weekly intervention from our allocated Speech and Language Therapist.

Our school roll has seen a further reduction over the last session and there are currently 253 pupils from P1 to P7, in addition to our Nursery with capacity for 40 full-time places. We have had eleven mainstream classes with composite groupings at P2/3, P3/4, P5/6, and P6/7. The Burgh's Senior Leadership Team comprises a Head Teacher and Depute Head Teacher, as well as three Principal Teachers who share responsibility with the HT and DHT for the Early, First and Second Level teams. Our commitment to raising attainment has seen us build upon our successes over the past 12 months in raising our Writing attainment, through the consolidation of our new whole school programme, along with targeted effective improvement methodology processes at both First and Second levels in partnership with the CYPIC National Improving Writing programme. In addition to this, we have been fortunate to have the opportunity to work with the East Lothian Pedagogy Team to improve teaching and learning in Numeracy and Mathematics across all Second level classes. To support improvements in attainment in a broader and more general sense, our focus this year has been on the essential skills and pedagogical approaches integral to high quality teaching and learning, alongside a refreshed curriculum rationale, and a review of our school approaches to moderation and assessment.

During session 2023-2024, the Burgh welcomed visitors from the local authority's Education and Quality Improvement team back to the school for a post review progress visit on the back of last session's week-long School and Early Learning & Childcare Review to support our continued self-evaluation for self-improvement. This was a valuable and supportive experience for everyone involved, reaffirming our belief in the ongoing and targeted improvement work we have engaged in over the last few years. Feedback from this school review progress visit, including recognition of our various strengths and areas for continued development, has informed our Standards and Quality Report for session 2023/24.

Vision, Values and Aims

At the Burgh, we are committed to working together as a whole team to deliver the values and principles of Curriculum for Excellence. We work in partnership with our families and the wider community to ensure we deliver on our core purpose: to offer all of our pupils the best learning experiences in a happy, safe and nurturing environment.

<u>Our vision:</u>	<i>Everything is Possible</i>
<u>Our values:</u>	<i>Honesty & Respect, Kindness & Happiness, Learning & Responsibility</i>
<u>Our aims:</u>	<i>To provide an inclusive and nurturing space where all children and adults can feel proud,</i>

confident, safe, and inspired to have fun and succeed.

How good is our leadership and our approach to improvement?

1.1 Self-evaluation for self-improvement

- *Collaborative approaches to self-evaluation*
- *Analysis and evaluation of intelligence and data*
- *Ensuring impact on learners' successes and achievements*

How are we doing?

Collaborative approaches to self-evaluation

Self-evaluation is integral to how we work within our community and is an ongoing feature of school life. We have made big improvements in this area in recent years. Most staff understand that self-evaluation is an integral aspect of the school's approach to continuous improvement. Staff engage with the key and identified Quality Indicators on a regular basis. Change is informed by pupil voice and consultation with the wider school community, although these processes should be more regular and more consistent.

Analysis and evaluation of intelligence and data

Across the year, there is focused attention on monitoring and evaluating learning and teaching, and children's achievements, and to taking improvements forward. Staff work effectively as a team. There is a strong ethos of sharing practice and of peer support.

Leaders gather a range of data and information to monitor and track progress for all learners, and regularly interrogate data, making use of digital technology to support this where relevant and appropriate.

Following a review of attainment data at the end of the previous session, the school identified targeted intervention from the East Lothian Pedagogy team around teaching and learning in Numeracy at Second level as a priority for this year. The impact of this intervention has been roundly positive with practitioners commenting on their increased confidence in teaching numeracy, enhanced awareness and understanding of the benchmarks, and a measurable improvement in learner engagement.

The school engages regularly in effective quality improvement and moderation activities and have agreed standards and expectations. As a result of this, and of effective collegiate professional learning around moderation this session, staff now have a clearer and more robust understanding of professional judgement around achievement of a level and expectations in terms of tracking and assessment.

Some staff actively seek out and share good practice within and beyond the school and can demonstrate improvement as a result. Curricular and pedagogical improvements have been driven by observations, sharing classroom practice experiences, and staff networking opportunities, e.g. through SEIC and CYPIC.

How do we know?

Staff are more willing to engage in processes for self-evaluation and are more aware of the expectations and their role within this. Staff feel that their practice is better informed by data and available performance information and use this to identify targeted intervention and support.

Termly Progress and Attainment meetings are well established within the school's ongoing Quality Assurance Calendar, and offer an effective forum for professional dialogue between school leaders and teaching staff around the impact of interventions to support attainment, and for the monitoring of individual learner progress.

The school can demonstrate the impact of improvement arising from evaluation of learning and teaching in Writing across the whole school. The increased attainment in Writing measured at P4 last session, has now been largely replicated in P7 this year due to the further roll-out of pedagogical changes developed last session.

Ongoing collaborative self-evaluation processes have been effectively reviewed by staff this year and termly NUDGE collegiate improvement planning sessions now follow a revised and more successful model which incorporates collegiate time to take forward identified improvement actions. Staff feel empowered and positive about this increased opportunity to lead and affect change in their school.

Summative overview of the Pedagogy Team's targeted intervention this year identified and highlighted: successful implementation of key professional learning and active teaching principles by most staff; effective use of diagnostic assessments across all classes as well as effective use of assessment data to structure learner groups; differentiated planning supported by effective use of the frameworks; positive use of manipulatives to support effective teaching and learning experiences; and engagement and willingness to change form all teaching staff and relevant support staff.

Staff have welcomed changes to the Quality Assurance Calendar which have allowed for tracking and monitoring meetings to be offered at class rather than stage level, making these discussions and professional dialogue more relevant and meaningful to specific learners.

<p><u>Ensuring impact on learners' successes and achievements</u></p> <p>Termly tracking and planning meetings afford teaching staff the opportunity to review and monitor the progress, successes and achievements of their learners with the SLT.</p> <p>Most teachers use a range of different assessments to measure children's progress across the curriculum. Further work is still required to develop consistency in this area along with continued staff focus on consistent and effective use of AiFL strategies.</p> <p>A lot of work has been done over the past two sessions to support teaching staff to engage with available data to initiate change, including more teachers being trained by CYPIC in the use run charts and paretos to identify appropriate next steps for their learners, both individually and collectively. This session, we have extended the roll-out of National Improvement pedagogical practices from First level to Second level with an improvement in Writing attainment similar to last year's being measured.</p> <p>School staff at all levels celebrate pupil achievement, including recognition of successes across the four contexts of learning. This is an ongoing priority and consistent staff understanding of the four contexts will be a focus of school improvement CAT sessions again next year.</p>	
<p>What are we going to do next?</p> <ul style="list-style-type: none"> - <i>Through collegiate professional learning, staff will focus on the four contexts of learning and develop a better understanding of the principles and how to deliver a more holistic learning experience for all pupils;</i> - <i>The school will enhance the impact of pupil voice and increase the opportunities for learners to be involved in identifying appropriate next steps and targets;</i> - <i>Pupil participation will become a stronger feature of our approach to self-evaluation and continuous improvement, through more regular engagement with our pupil voice groups;</i> - <i>Self-evaluation processes and planning for improvement will include all stakeholders, including pupils, families and school partners, and will be timetabled regularly throughout the year;</i> - <i>Revised model of sharing classroom practice to be introduced next session to support collegiate professional development and effective peer support through enquiry;</i> 	
<p>From the evaluation of our evidence we feel that the quality of Leadership of Change is</p>	<p><i>Good</i></p>

1.3 Leadership of Change

- *Developing a shared vision, values and aims relevant to the school and its community*
- *Strategic planning for continuous improvement*
- *Implementing improvement and change*

How are we doing?

The school and our community have a good understanding of our school's vision, values and aims. All staff have an understanding of the complex nature of our community and our individual family's circumstances, including the social, economic and cultural context of our school community. This session we had a considerable focus on our vision and values through whole school assemblies and follow-up class learning activities, to ensure these are embedded to become a consistent language used across the school and referenced daily in classrooms.

Our SLT have created a culture and professional environment where colleagues are confident and supported to make changes to their pedagogical practices to improve outcomes for their learners. Senior Leaders have worked effectively to streamline the priorities of the school's improvement plan, to ensure improvements and changes are sustainable.

Improvements have been targeted this session towards specific stages where data has identified a particular improvement need, including Pedagogy Team intervention around Second Level Numeracy and Mathematics, and additional staff engagement with the CYPIC National Writing Improvement programme to extend the impact of this intervention to P6 and P7. This session we have successfully trialled the local authority's new Early Years tracking documents to moderate and assess learner progress in Nursery and across the Early Level curriculum. This has afforded us valuable attainment data to support the effective and cohesive transition for our youngest learners.

Throughout the school year, time is allocated within the Working Time Agreement for collegiate dialogue, professional learning and self-evaluation so that staff have a collective responsibility for continuous improvement. Senior Leaders have introduced flexibility around planning for individual CAT sessions to allow for collegiate activities to be responsive to professional learning needs as they arise, while ensuring they remain linked to the school's ongoing improvement priorities. More efficient processes around PRD for all school staff have been warmly welcomed and have led to increasing staff engagement with appropriate and targeted professional learning opportunities.

Most teaching staff have been involved in practitioner enquiry and/or professional learning this session, such as modern languages project, CYPIC National Writing Improvement Programme. A refreshed approach to PRD has ensured that every member

How do we know?

All stakeholders were involved in the creation and review of our school's Vision and Values. All learners know and have had opportunities to engage with these within their class and through whole school assemblies and other activities. Almost all learners are able to identify the school's values and talk about them in relation to behaviours and attitudes in and out of school.

Senior Leaders have supported various staff and pupil voice groups to engage with the Cost of School Day resource and have subsequently introduced various initiatives to support our school community and families impacted by poverty; this includes our school pantry, free healthy tuck shop, free Nurture breakfast club, used uniform rails. We have revised our position on school visits to outline our commitment to making all trips and experiences affordable, by subsidising the cost to individual participants and obtaining additional external funding where possible, so that they are inclusive and accessible to all learners.

Teaching staff feel empowered by the changes made this session to our processes for ongoing self-evaluation for self-improvement (NUDGE) which have enabled staff to look inward to collaboratively identify areas for improvement, and to look outward and identify best practice from other settings, and have the confidence to effectively implement and lead change.

All Nursery staff have engaged effectively in two tracking meetings with SLT this session to discuss the attainment and developmental progress of the learners in their key groups and to identify appropriate individual and collective next steps. Our Care Inspection Report (Dec 2023) identified effective partnership between the school and Nursery staff with East Lothian Council and the positive impact this has had on the service and outcomes for children.

A draft version of our new Curriculum Rationale was submitted to the local authority and shared within our STG for initial feedback before wider consultation next session.

<p>of school staff has had an opportunity to develop a collective and reflective understanding of their strengths and areas for development.</p> <p>Our work to develop and refresh our Curriculum Rationale is ongoing and progressing well. We will spend much of the next school session evaluating the current draft version of this with members of our whole school community.</p>	
<p>What are we going to do next?</p> <ul style="list-style-type: none"> - <i>Further consultation with all stakeholders around Cost of the School Day through staff and family engagement opportunities using the resource;</i> - <i>Allocate appropriate time during teaching staff meetings for staff to share individual professional development experiences including practitioner enquiries;</i> - <i>Introduce new model for Sharing Classroom Practice for session 24/25 based on professional learning (CAT session) engaged in throughout session 23/24.</i> - <i>Continue to establish refreshed model for ongoing collective self-evaluation for school improvement (NUDGE) to empower staff to have leadership of change;</i> - <i>Increase number of full teaching staff meetings and reduce number of level/team meetings to accommodate further opportunities for collaborative strategic improvement planning;</i> 	
<p>From the evaluation of our evidence we feel that the quality of Leadership of Change is</p>	

Good

How good is the quality of care and education we offer?

2.3 Learning, Teaching and Assessment

- *Learning and engagement*
- *Quality of teaching*
- *Effective use of assessment*
- *Planning, tracking and monitoring*

How are we doing?

We have a range of pupil voice groups across many aspects of school life; the challenge for us now is to look at how well we collate the views and ideas from these various groups and use these to inform our self-evaluation and school improvement priorities. Pupils have an increasingly active role in planning and leading their own learning, although this continues to be a priority for development. Our P1 play curriculum is rooted in responsive planning which is driven by the interests and ideas of the learners, while pupils throughout the school are involved in designing elements of their curriculum through KWL grids, IDL termly plans, monthly free play Fridays, and class assemblies.

We are currently a Silver Level Rights Respecting School, having achieved this award in October 2022, and will be 'going for Gold' at the beginning of session 24/25. The Rights of the Child are at the heart of our school's ethos and are consistently shared and discussed with pupils as a consistent language throughout the school.

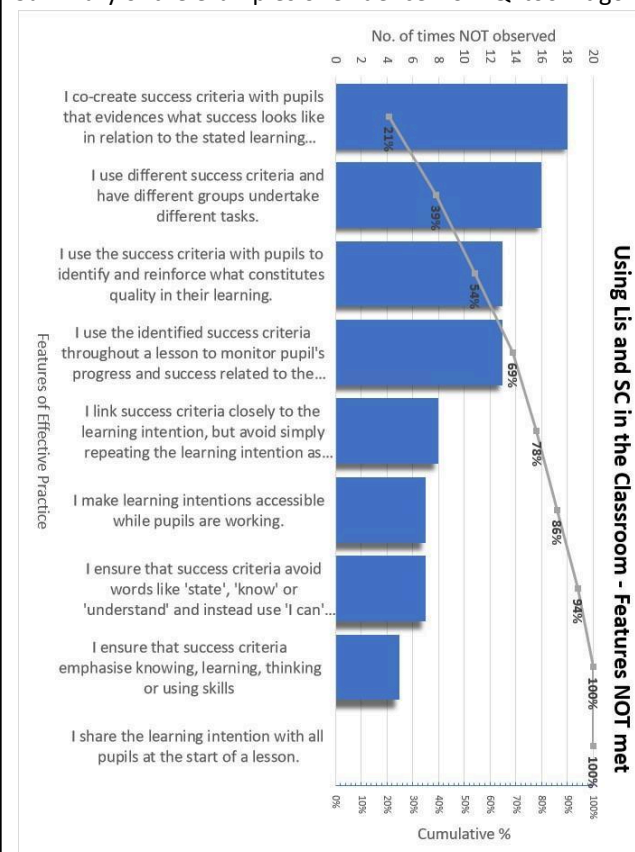
Following a post-review progress visit by the local authority, feedback received identified strengths in our teaching and learning of Numeracy at second level: All classes visited demonstrated clear evidence of differentiation to meet a range of learners' needs and there was clear evidence that professional learning in relation to differentiation strategies and active learning is beginning to have an impact. Most learners were actively engaged in planned learning activities and support staff were effectively used to support the targeted needs of individual pupils and small groups. Learning intentions were linked to prior learning and success criteria were presented to pupils at the beginning of all lessons.

In First level Writing, the review team identified pedagogy being adapted to meet the needs of individual classes, and observed learners who were confident in sharing their targets, next steps, and involved in self/peer assessment. They saw questioning used effectively in all classes to challenge and extend learners' thinking and to evaluate pupil understanding.

At Early level, the Foundations of Writing approach is having a significant impact on learners' opportunities to write often, and in detail, and the quality of written work in learners' jotters is consistent across the class, demonstrating the majority of learners'

How do we know?

Summary of the examples of evidence from QI toolkit go here



Pereto compiled By Nick Trussler, Quality Improvement Officer, following series of class observations to monitor the effective use of Learning Intentions and Success Criteria in all classes and to inform school improvement priorities and focus for planned staff professional learning around the use of formative assessment and AiFL strategies.

attainment is on track. Most learners are demonstrating growing independence and can refer to learnt strategies throughout lessons. Skilled questioning is used in Early level classes to enhance the quality of learners' writing and learners are positively encouraged to share their thoughts and opinions, receiving positive feedback on their ideas and being well supported during the writing process.

Cohesive links between ELCC and Primary 1 remain strong and the progression of play from Nursery into P1 is clearly evident. All learners have opportunities for creativity and explorative play, and collaboration, cooperation and positive communication is clearly evident throughout, with learners actively engaged and happy. High quality adult interactions enhance the learners' play.

A range of creative and bespoke targeted interventions, informed by data, are employed effectively to meet pupils' needs across the school, and the school has a good holistic awareness of learners and their wider context. A skilled and highly capable Pupil Support team work collaboratively to deliver individualised learning offers, responsive to known and emerging needs.

The majority of SLT learning visits to classrooms at Early, First and Second level this session observed learner engagement that was either good, very good or excellent. Equally, good, very good or excellent pace and challenge was observed in almost all classes, while feedback to learners was good, very good or excellent in almost all classes.

The impact of targeted intervention at Second Level within Numeracy and Maths by East Lothian's Pedagogy Team this session, has been significant in terms of the confidence and skills developed by our teaching staff team. Achievements include the effective use of diagnostic assessment to inform planning, learning and teaching in Fractions; effective use of EL frameworks to support differentiated planning; established use of a range of strategies to teach multiplication and division, along with a focus on active learning opportunities using a variety of manipulatives and within a carousel teaching approach.

This session we have introduced a new tracking model to monitor individual learners' attainment progress over time. This has allowed senior leaders to identify trends in pupil attainment and to target appropriate interventions to meet unexpected shifts in individual pupil progress.

Teaching staff have effectively engaged in collaborative professional learning, led by the school's QIO this session, around moderation of assessment evidence to develop and agree consistent expectations and standards, and to further underpin their confidence in professional judgement against the curricular benchmarks. This has led to greater staff confidence around achievement of a level and a shift in evaluations of learner evidence

Achievements

- Use of diagnostic assessments across all classes to assess learners in fractions, will be continued for all curricular area
- Differentiated, flexible class groups formed using assessment data
- ELC Numeracy Frameworks used to support differentiated planning
- A variety of manipulatives are used to deliver active whole class and group teaching
- Practitioners teach a range of strategies for 'Multiplication and Division' - arrays, grouping, sharing, area models Bar Models. Missing strategies were identified through diagnostic assessments
- Engagement and willingness to change from all teaching staff and relevant support staff
- Development of formative assessment strategies to be used across blocks of learning focussing on self evaluation
- Carousel now a feature of numeracy lessons

Q. I will be able to apply what I learned in my classroom practice.
(11 responses)

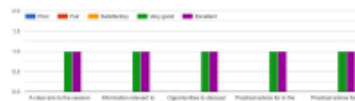


R. How would you rate this session overall?
(11 responses)



Feedback from CAT Session on differentiation

How would you rate the following?



Feedback from Popin Session on the CPA approach.

Conclusions

Feedback from staff

- I have taken away lots of ideas and ways of doing things differently
- I'm more confident with the use of cuisenaire rods
- The class really enjoyed trying new activities
- They (pupils) are more confident to share their solutions
- Pupils are able to complete tasks more quickly, especially in carousels
- More aware about the progression from manipulatives... distancing... formal algorithms
- Made learning much more active
- Pupils are engaged in their learning... better understanding of what they have learnt.. what they need to do next

"I love Fractions!"

"Numeracy is my favorite subject"

"Fractions is easy!"

Extracts from the Intervention Summary from the East Lothian Pedagogy Team following targeted intervention at Second level and support for planning, teaching and learning in Numeracy and Mathematics from Oct 2023 - May 2024.

towards an asset-model approach to assessment.	
<p>What are we going to do next?</p> <ul style="list-style-type: none"> - <i>Develop greater consistency across the school around co-creating, differentiating, sharing, and revisiting Success criteria and Learning Intentions throughout the learning process;</i> - <i>Introduce new model for Sharing Classroom Practice, following professional learning from QIO, to support staff engagement in collaborative self-evaluation for self-improvement;</i> - <i>Continue to develop whole school consistency in use of feedback to learners to ensure it is timely, makes reference to skills and knowledge, and supports awareness of progress and next steps;</i> - <i>Extend opportunities for learners to play an active role in the school and wider community, including opportunities to take on leadership roles and leadership of their learning;</i> - <i>Continue to review our draft Curriculum Rationale with a specific focus on creating progressive pathways that support learners to develop across the four capacities and to achieve within the four contexts;</i> - <i>Extend effective use of East Lothian's diagnosis assessments to assess learning across all areas of the Numeracy curriculum, in all classes;</i> - <i>Establish revised approach to Numeracy planning to work across the frameworks throughout the term/year, with support from Pedagogy Team at Early/1st level to develop;</i> 	
<p>From the evaluation of our evidence we feel that the quality of Learning, Teaching and Assessment is <i>Good</i></p>	

How good are we at improving outcomes for all our learners?

3.2 Raising Attainment and Achievement

- *Attainment in literacy and numeracy*
- *Attainment over time*
- *Overall quality of learners' achievement*
- *Equity for all learners*

How are we doing?

Attainment in Literacy and Numeracy (Reflecting current session attainment measures)

Primary 1

The majority of learners are attaining CfE Early Level in Literacy. **A few** learners have exceeded expected CfE levels in Literacy.

Most learners are attaining CfE Early Level in Numeracy. **A few** learners have exceeded expected CfE levels in Numeracy.

Primary 4

The majority of learners are attaining CfE First Level in Literacy. **A few** learners have exceeded expected CfE levels in Literacy.

The majority of learners and young people are attaining CfE First Level in Numeracy. **A few** learners have exceeded expected CfE levels in Numeracy.

Primary 7

The majority of learners are attaining CfE Second Level in Literacy. **A few** learners have exceeded expected CfE levels in Literacy.

The majority of learners and young people are attaining CfE Second Level in Numeracy. **A few** learners have exceeded expected CfE levels in Numeracy.

Attainment Over Time (Reflecting P1-4-7 Combined Measures from previous years)

- Overall, attainment has **improved** over the last 3 years.
- Attainment is **lower than** the local and national average. Predictions are that attainment will **improve** this session and going forward.
- Where levels of attainment have improved or remain high, we understand that this is as a result of the impact of our school improvement priorities in **consistency of high quality learning and teaching, improvements in assessment and moderation of learner progress, more robust, evidenced-based teacher judgement, and targeted support.**

How do we know?

Achievement of a level

Primary 1	School 2020-21	School 2021-22	School 2022-23	ELC 2022-23	National 2022-23	School 2023-24 (June 24 data)	School 2024-25 stretch aim
Reading	44.4	59.0	40.0	75.9	80.6	58.3	62.0
Writing	40.0	61.5	40.0	71.2	78.4	62.5	66.0
L&T	51.1	71.8	53.3	84.5	86.9	79.2	80.0
Literacy	40.0	51.3	33.3	68.8	75.7	50.0	58.0
Numeracy	40.0	64.1	70.0	79.7	84.7	79.2	82.0

Primary 4	School 2020-21	School 2021-22	School 2022-23	ELC 2022-23	National 2022-23	School 2023-24 (June 24 data)	School 2024-25 stretch aim
Reading	54.2	51.2	72.5	74.7	77.9	59.5	66.0
Writing	33.3	34.9	67.5	69.4	72.0	64.9	68.0
L&T	68.8	53.5	82.5	83.8	86.6	64.9	68.0
Literacy	31.3	32.6	62.5	64.8	69.7	54.1	60.0
Numeracy	50.0	53.5	75.0	71.9	76.9	62.2	68.0

Primary 7	School 2020-21	School 2021-22	School 2022-23	ELC 2022-23	National 2022-23	School 2023-24 (June 24 data)	School 2024-25 stretch aim
Reading	54.7	63.4	50.0	74.1	80.8	75.5	76.0
Writing	45.3	53.7	45.0	68.7	75.2	61.2	63.0
L&T	75.5	90.2	87.5	81.2	87.0	89.8	90.0
Literacy	45.3	53.7	37.5	64.4	73.0	59.2	62.0
Numeracy	64.2	58.5	52.5	69.4	77.7	61.2	64.0

P1,4,7 combined	School 2020-21	School 2021-22	School 2022-23	ELC 2022-23	National 2022-23	School 2023-24 (June 24 data)	School 2024-25 stretch aim	ELC 2024-25 stretch aim
Reading	51.4	57.7	55.5	74.9	79.8	66.4	68.0	
Writing	39.7	49.6	51.8	69.7	75.1	62.7	66.0	
L&T	65.8	71.5	76.4	83.1	86.8	79.1	79.3	
Literacy	39.0	45.5	45.5	65.9	72.7	55.5	60.0	71.0
Numeracy	52.1	58.5	65.5	73.4	79.6	65.5	71.0	79.0

GAP Between Male & Female

Reading	Writing	Listening & Talking	Literacy	Numeracy

- Where levels of attainment have declined or remain low, we understand that this indicates a need to prioritise **provision of impactful targeted support in our school improvement.**

In 2023-2024:

Primary 1, summary of attainment over time in P1:

- Overall, attainment in the key areas at Early level continue to move in the right direction, with improvements in almost all areas remaining steady over the last 4 years.
- Numeracy continues to be an area of strength with continued increase in attainment over the past 4 years.
- Literacy continues to be the key area requiring attention/intervention, with specific focus on Reading being a priority.
- Next steps:** we will make more effective use of available assessment data to target interventions at those learners identified as being off track in one area of literacy.

Primary 4, summary of attainment over time in P4:

- Overall, attainment in P4 has decreased this session, with lower scores in each of the key areas. This trend appears to be context-specific in comparison to the previous year's cohort.
- Writing is an area of relative strength in P4 with almost 65% of learners achieving First level.
- Attention and intervention is required in Reading and Numeracy at P4 next session.
- Next steps:** targeted intervention by East Lothian's Pedagogy Team to support Numeracy and Mathematics at First level; we will make more effective use of available assessment data to target interventions at those learners identified as being off track in Reading.

Primary 7, summary of attainment over time in P7:

- Overall, attainment in P7 continues to show a stable upward trend with increased attainment in almost every area year-on-year.
- Reading is clearly an area of strength with over 75% of P7 learners achieving Second level this year.
- Attention and intervention is required in Numeracy and Writing at P7 next session, with low attainment in Writing having a subsequent impact on overall Literacy scores.
- Next steps:** to consolidate and further embed improvements in Numeracy following targeted intervention from the Pedagogy Team this session; to extend roll-out of staff engagement with CYPIC National Improvement in Writing programme.

Overall quality of learners' achievement

- The majority of our learners are successful, confident, exercise responsibility and

P					
1	-21.5%	-21.5%	-1.4%	-16.7%	-2.8%
P					
2	-15.0%	-5.0%	0.0%	10.0%	-15.0%
P					
3	-15.0%	-10.0%	-25.0%	-25.0%	5.0%
P					
4	-7.5%	-0.9%	-2.9%	1.2%	-0.9%
P					
5	3.3%	-7.8%	14.4%	-2.8%	13.3%
P					
6	-29.1%	-33.0%	-24.7%	-36.8%	-6.6%
P					
7	-7.0%	-23.0%	-11.5%	-14.7%	1.5%

GAP Between Under 85% and 85% or higher attendance

	Reading	Writing	Listening & Talking	Literacy	Numeracy
P1	-66.7%	-66.7%	-91.7%	-58.3%	-79.2%
P2	-3.2%	7.4%	-37.9%	-27.4%	-3.2%
P3	-23.7%	26.3%	13.2%	-18.4%	39.5%
P4	19.1%	-11.8%	7.4%	-2.9%	-11.8%
P5	-47.9%	-41.8%	-77.0%	-61.8%	-41.8%
P6	-30.6%	-27.8%	-41.7%	-25.0%	-38.9%
P7	-24.4%	-15.1%	1.9%	-10.5%	-15.1%

GAP Between FSM & no FSM

	Reading	Writing	Listening & Talking	Literacy	Numeracy
P1	-20.6%	-39.0%	17.6%	-27.2%	-1.5%
P2	-18.8%	-6.3%	-18.8%	-6.3%	-18.8%
P3	-32.1%	-35.7%	-17.9%	-36.9%	-6.0%
P4	10.4%	-12.5%	-2.1%	-3.1%	-12.5%
P5	-5.0%	1.9%	-26.4%	-9.2%	-12.6%
P6	-47.3%	-31.3%	-48.6%	-40.4%	-32.6%
P7	-21.8%	-11.2%	12.0%	-6.0%	-23.0%

GAP Between SIMD Group 1 & SIMD Group 2

Reading	Writing	Listening & Talking	Literacy	Numeracy
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P1

P2

P3

contribute to the life of the school, the wider community and as global citizens.

- **The majority** of our learners are personally and socially adept and have achieved a range of skills and attributes through a wide range of activities.
- As they move through their learning pathways, **the majority** of our learners take increasing responsibility for ensuring they continue to add value to their achievements.

Equity for all learners

Learners most at risk of being 'off track' with their learning in **Literacy** tend to align with the following characteristics:

- Male
- Attendance less than 85%
- Free School Meals
- Lower Scottish Index of Multiple Deprivation Quintiles
- Additional Support Needs

Learners most at risk of being 'off track' with their learning in **Numeracy** tend to align with the following characteristics:

- Female
- Attendance less than 85%
- Free School Meals
- Lower Scottish Index of Multiple Deprivation Quintiles
- Additional Support Needs

- **A few** learners most at risk of being 'off track' with their learning are attaining appropriate CfE levels in Literacy.

- **A few** learners most at risk of being 'off track' with their learning are attaining appropriate CfE levels in Numeracy.

This session we have introduced a new tracking model to monitor individual learners' attainment progress over time. This has allowed senior leaders to identify trends in pupil attainment and to target appropriate interventions to meet unexpected shifts in individual pupil progress.

-13.5%	-41.3%	-7.7%	-28.8%	-18.3%
-12.9%	-27.1%	0.0%	-14.3%	-12.9%
-25.6%	-31.8%	-8.0%	-24.1%	-6.8%
-16.4%	-26.4%	-15.7%	-23.6%	-12.9%
4.4%	15.5%	-17.9%	11.9%	-13.9%
-36.2%	-17.1%	-21.4%	-20.8%	-36.5%
-10.8%	-21.0%	-10.5%	-13.6%	-8.5%

P1

P2

P3

P4

P5

P6


P7

GAP Between ASN & no ASN				
Reading	Writing	Listening & Talking	Literacy	Numeracy
-55.0%	-80.0%	-35.0%	-70.0%	5.0%
-55.7%	-41.4%	-51.4%	-37.1%	-55.7%
9.3%	5.5%	-2.7%	6.0%	2.7%
-30.3%	-34.0%	-45.1%	-22.9%	-34.0%
-13.6%	-27.0%	-22.3%	-33.6%	-27.0%
-39.8%	-45.1%	-38.8%	-40.4%	-34.1%
-25.1%	-38.5%	-14.9%	-40.9%	-29.7%

	Literacy	Numeracy
Primary 1	Male Attendance <85% FSM ASN SIMD Q1 and 2	Attendance <85% SIMD Q1 and 2
Primary 2	Attendance <85% FSM ASN SIMD Q1 and 2	Female Attendance <85% FSM ASN SIMD Q1 and 2
Primary 3	Male FSM SIMD Q1 and 2	
Primary 4	ASN SIMD Q1 and 2	Attendance <85% FSM ASN SIMD Q1 and 2
Primary 5	Attendance <85% FSM ASN	Female Attendance <85% FSM ASN SIMD Q1 and 2
Primary 6	Male	Attendance <85%

			Attendance <85% FSM ASN SIMD Q1 and 2	FSM ASN SIMD Q1 and 2	
	Primary 7	Male Attendance <85% FSM ASN SIMD Q1 and 2	Attendance <85% FSM ASN SIMD Q1 and 2		
What are we going to do next? <ul style="list-style-type: none">- Continued whole school improvement focus on developing consistently high quality teaching and learning in every classroom, by embedding effective use of AiFL strategies and through engagement in professional learning around differentiation to support individual pupil needs;- Revise whole school approach to consistent use of CIRCLE resource to support universal inclusive practice in every classroom;- Extend effective practice in the analysis of available attainment data by staff to meet the needs of their most vulnerable learners;- Continue to use data within termly SLT and Teacher tracking meetings to identify priorities for targeted interventions for learners at risk of being 'off track' with their learning;					
From the evaluation of our evidence we feel that the quality of Raising Attainment and Achievement is			Satisfactory		

What is our capacity for continuous improvement?

	<p>What is our capacity for continuous improvement?</p> <p>Senior leaders in the school have set an ambitious vision for improvement focused on raising learner attainment in Literacy and Numeracy and across the four contexts of the curriculum.</p> <p>School staff are active participants in leading improvement activities and are professionally committed to raising outcomes for children. Staff professional learning in relation to differentiation strategies and active learning, is beginning to have an impact across almost all classes.</p> <p>Data is used to inform the allocation of targeted supports and this data, combined with knowledge of learners and wider families, is used to identify learners and ensure that resources are directed in response to their identified needs. Newly established planning and tracking documentation is ensuring consistency across classes at first level and feeding directly into the moderation cycle.</p> <p>Creative approaches to engage families, improve attendance, and to improve participation in learning are being implemented. Consideration needs to be given as to how best to measure the impact of these interventions in terms of incremental improvement over time.</p>
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Overall Grading for Quality Indicators from HGIOS4?

Quality Indicator	1.1 Self-evaluation for self-improvement	1.3 Leadership of change	2.3 Learning, teaching and assessment	3.2 Raising attainment and achievement
HGIOS 4 Grading: 1 Unsatisfactory 2 Weak 3 Satisfactory 4 Good 5 Very Good 6 Excellent	4. Good	4. Good	4. Good	3. Satisfactory

- Self-evaluation grading for 1.2, 2.3 and 3.2 will be submitted to Scottish Government for the annual NIF QI return by the central team.

Overall Grading for Quality Indicators from HGIOELC? (for those schools with Nursery classes)

Quality Indicator	1.1 Self-evaluation for self-improvement	1.3 Leadership of change	2.3 Learning, teaching and assessment	3.2 Securing Children's Progress
HGIOS 4 Grading: 1 Unsatisfactory 2 Weak 3 Satisfactory 4 Good 5 Very Good 6 Excellent	4. Good	4. Good	4. Good	4. Good

