

# ST ANDREW'S FOX COVERT RC PRIMARY SCHOOL



## Standards and Quality Report 2019/2020

### How good is St Andrew's?

#### Our Unique Learning Community

We are committed to enabling every learner at St Andrew's to gain the knowledge, skills and attributes needed for life in the 21<sup>st</sup> century. We enact this vision through our lived values *nurture inspire flourish*, by celebrating each achievement and through our mission to develop as a community of faith and love (vision and values statement updated session 19/20) As a Roman Catholic School, St Andrew's proudly serves Catholic families as well as families from a range of other faith traditions. Our wide catchment area ensures we have a diverse and vibrant community! Our school values – 'alumnare, inspirare, florere' – 'nurture, inspire, flourish' underpin our daily actions and long-term intentions.

Our school, currently with a role of 160 pupils, is situated in the north west of Edinburgh and serves a wide catchment area extending from Newbridge to Ravelston and Cramond to Carrick Knowe. We share a campus with Fox Covert Primary School and Fox Covert Early Years Centre and, although we have our own section of the building, we share a school foyer and office space with Fox Covert Primary. Access to the gym hall, dining hall and playground are shared; both schools work in partnership to manage the limited space available.

Our pupils play a full and active part in all aspects of school life. Each of our 4 houses is responsible for driving forward an area of our school improvement plan; authentic participation has become an increasingly important part of our offer at St Andrew's.

All pupils benefit from planned, regular opportunities to learn beyond the classroom. Accessing the wealth of natural resource and outdoors space in our locality has benefitted the health and wellbeing of staff and pupils. St Andrew's are currently the only local authority school in Scotland to have been recognised by the Council for Learning Beyond the Classroom LBtC (Bronze Award). Our learning community has benefitted further from our forming strong relationships with the Outdoor Education team within the City of Edinburgh.

We have meaningful links and an extremely strong relationship with our parish and strong relationships with both St John's and St Kentigern's. Father Jeremy is a weekly visitor to our school working alongside classes and attending all school events. His support and guidance to both staff and pupils is invaluable. The school staff and pupils engage meaningfully with our Parent Council led by chair Pippa Lang. The current committee have reenergised and reengaged families, a number of successful events have taken place and the Parent Council supports values and aims of the school well.

Our school benefits from an enthusiastic core staff team with a range of experiences, talents and interests. We have a team of Pupil Support Assistants, 7 class teachers (which includes our Principal Teacher), a visiting PE teacher and a part time Support for Learning Teacher. The school is well supported by a Business Manager, a School Administrator and a Service Support Officer. We welcomed a new Head Teacher in October 2018 and have worked together to build a strong team with a great sense of humour and a desire to work together. We come to work each day ready to model our school values and bring learning alive for our pupils.



# What is our capacity for continuous improvement ?

- ✓ current attainment data
- ✓ historical attainment data
  - ✓ attendance data
- ✓ bullying data and prejudice based discrimination data
  - ✓ current SIMD data
  - ✓ current EAL data
- ✓ current Care Experienced data
  - ✓ attendance at ASC data
  - ✓ young Carers Data
- ✓ parental engagement at formal events data
  - ✓ parental survey data
- ✓ teaching staff survey data
- ✓ non teaching staff survey data
  - ✓ pupil survey data
  - ✓ PEF target cohorts
  - ✓ CIRCLE matrix



- ✓ minutes of CAT / staff meetings
- ✓ pupil focus groups (thematic analysis)
- ✓ samples of professional dialogue
- ✓ LLP Meetings
- ✓ QIO visits and dialogue
- ✓ Staff PRD/ Looking Forward, Looking Backward Conversations
- ✓ feedback from cluster
- ✓ walk throughs
- ✓ pupil questionnaires and comments
- ✓ parent questionnaires and comments
- ✓ feedback from Learn Along Sessions
- ✓ SIP progress meetings
- ✓ Curriculum Rational dialogue
- ✓ Parent 'share your view' sessions
- ✓ Report/ consultation feedback
- ✓ 'Share your view' opportunities with parish
- ✓ feedback from our professional partners
- ✓ feedback from supply teachers and other visitors
- ✓ communications and newsletters

- ✓ shared classroom experience/ walk throughs
- ✓ participant observer observation during staff meetings/CAT
- ✓ playground observations
- ✓ observations from Parent Council Meetings
- ✓ 'temperature taking' walk throughs (staffroom, foyer, main office, corridors and resource rooms)

Throughout session 19/20 the community has becoming increasingly aware of the importance of strategic school improvement. The interface between HGIOS4 and the NIF has become increasingly meaningful. Staff and pupils are aware of their role as agents of change and improvement. There is greater shared ownership of our plan and associated actions.



## 2019/2020 PRIORITY 1

### LEARNING, TEACHING AND ASSESSMENT: PLANNING, TRACKING AND MONITORING

NIF AREA	HGIOS 4 Quality Indicator(s)
<input checked="" type="checkbox"/> Improvement in attainment, particularly in literacy and numeracy <input type="checkbox"/> Closing the attainment gap between the most and least disadvantaged children and young people <input type="checkbox"/> Improvement in children and young people's health and wellbeing <input type="checkbox"/> Improvement in employability skills and sustained, positive school-leaver destinations for all young people	2.3.4 Learning, Teaching and Assessment: Planning, Tracking and Monitoring 2.2.1 Curriculum: Rationale and Design
Overall Responsibility: Rebecca Favier (HT) supported by R Quinn (DO Literacy), A Kelly (DO Numeracy) and Andrew Bradshaw (Principal Officer Outdoor Learning), Louise Monaghan (Food Technologies Lead)	

## The Red House Priorities Session 2019/2020

### Did we meet our improvement targets?

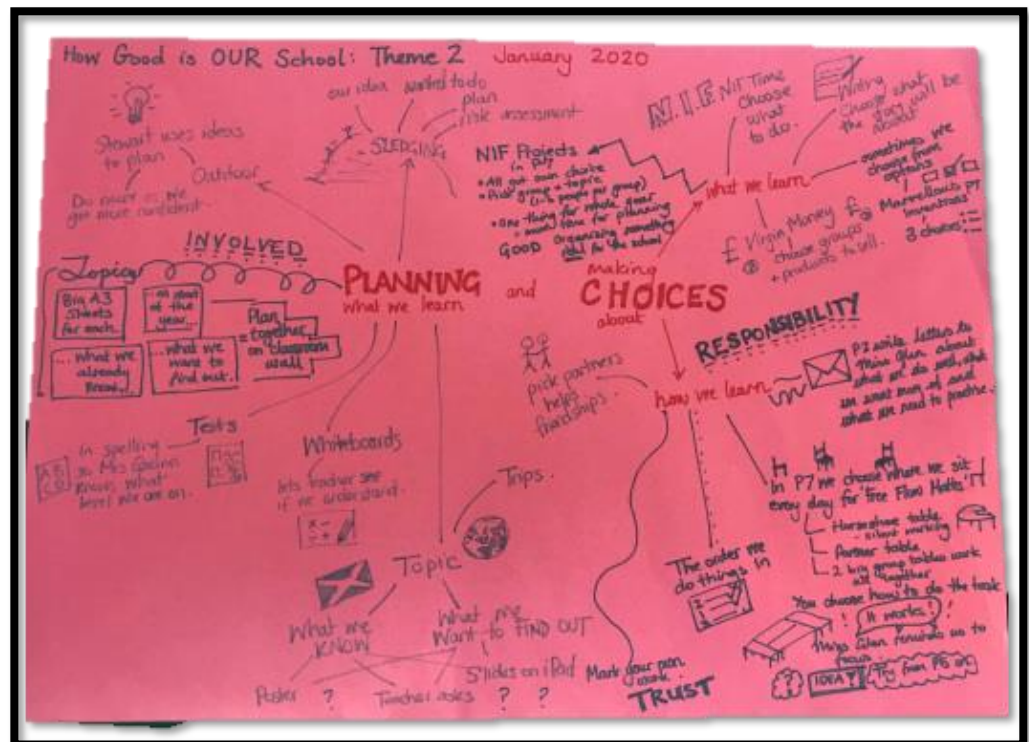
● Red: not met by June 2020    ● Amber: met in part by June 2020    ● Green: met in full by June 2020

- planning is proportionate and manageable; clearly identifies what is to be learned and assessed and matches benchmarks
- our plans ensure learning outside the classroom (Classroom without Walls Project) is a regular, progressive curriculum-led experience
- almost all learners report (focus groups) that they are involved in the planning of their learning
- 100% of teachers are using the school's planning and progression guidance accurately; the principles of curriculum design are evident in all aspects of planning
- food technologies planners are embedded; practice and learner experience are consistent across the school
- detailed weekly plans are consistent across the school planning supports assessment; planned learning links to assessment
- processes for assessment and reporting are manageable and very effective in informing improvements in learning and teaching
- 100% of staff report tracking and monitoring procedures are well-understood and used effectively to secure improved outcomes for all learners, including the most deprived children and those who are care experienced
- all teachers have well-developed skills of data analysis which are focused on improvement
- all stakeholders agree that our community and spaces are used to deliver high-quality learning (Classrooms Without Walls Project)
- all stakeholders contribute to the rationale, design and ongoing development of the curriculum; everyone understands what the school is trying to achieve through its curriculum
- all stakeholders are able to talk about how the unique features of the school community inform the design of the curriculum

### 2.3 Grade Session 2019/2020 Good (4)

#### Next Steps Session 2020/2021

- ensure LBTC is reflected in all curriculum planners
- ensure LBTC forms part of our assessment strategy
- embed food technologies planners
- finalise assessment framework and develop use of EDICT



## 2019/2020 PRIORITY 2

### LEARNING, TEACHING AND ASSESSMENT: LEARNING AND ENGAGEMENT/ QUALITY OF TEACHING

<p><b>NIF AREA</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Improvement in attainment, particularly in literacy and numeracy</li> <li><input type="checkbox"/> Closing the attainment gap between the most and least disadvantaged children and young people</li> <li><input type="checkbox"/> Improvement in children and young people's health and wellbeing</li> <li><input type="checkbox"/> Improvement in employability skills and sustained, positive school-leaver destinations for all young people</li> </ul>	<p><b>HGIOS 4 Quality Indicator(s)</b></p> <p>2.3.1 Learning, Teaching and Assessment: Learning and Engagement 2.3.2 Learning, Teaching and Assessment: Quality of Teaching 2.2.3 Curriculum: Learning Pathways</p>
<p>Overall Responsibility: Rebecca Favier (HT) supported by M Brannan (PT), Andrew Bradshaw (Principal Officer Outdoor Learning) and A Kelly (DO Numeracy)</p>	

## The Blue House Priorities Session 2019/2020

### Did we meet our improvement targets?

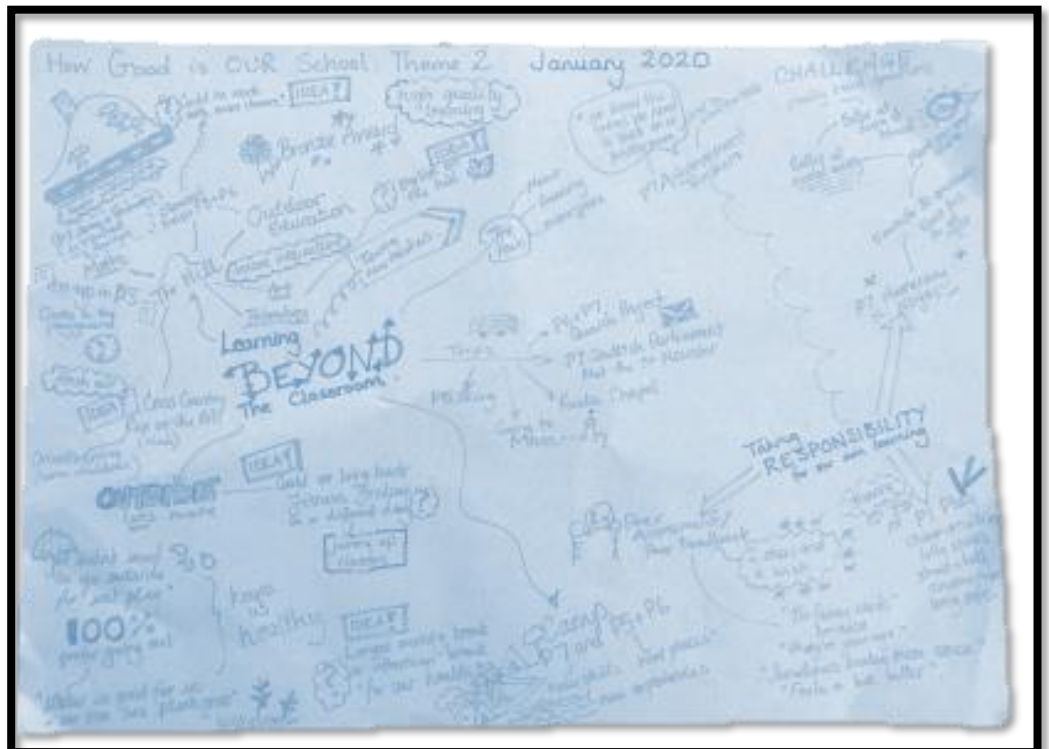
● Red: not met by June 2020      ● Amber: met in part by June 2020      ● Green: met in full by June 2020

- our learning environment is built on positive, nurturing and appropriately challenging relationships which lead to high-quality learning outcomes; we have a shared understanding of what 'high quality learning' looks like, feels like and sounds like
- we have a shared definition of an effective learner and teacher (VL)
- all learners play an active role in the school to lead the learning; we have developed a shared language across the school (identify 4 learner dispositions)
- learning Beyond the Classroom is a regular, progressive curriculum-led experience for all learners
- learners receive instructional feedback (VL) and have an accurate understanding of their progress in learning and what they need to do to improve
- learners are able to give instructional feedback (VL) to their peers on their learning and suggest ways in which they can improve
- staff access and apply relevant findings from educational research to improve learning and teaching (VL/ Hattie and research provided by Andrew Bradshaw)
- mental agility learning, teaching and assessment is progressive and consistent across the school

2.3 Grade  
Session 2019/2020  
Good (4)

#### Next Steps Session 2020/2021

- ensure LBTC is consistent across all stages
- embed new LTA framework and develop further 4 new learning characters (see appendix B)





## 2019/2020 PRIORITY 3

### ENSURING WELLBEING, EQUALITY AND INCLUSION: INCLUSION AND EQUALITY

<p><b>NIF AREA</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Improvement in attainment, particularly in literacy and numeracy</li> <li><input type="checkbox"/> Closing the attainment gap between the most and least disadvantaged children and young people</li> <li><input checked="" type="checkbox"/> Improvement in children and young people's health and wellbeing</li> <li><input type="checkbox"/> Improvement in employability skills and sustained, positive school-leaver destinations for all young people</li> </ul>	<p><b>HGIOS 4 Quality Indicator(s)</b></p> <p>3.1.1 Ensuring Wellbeing, Equality and Inclusion: Wellbeing          3.1.2 Ensuring Wellbeing, Equality and Inclusion: Fulfilment of statutory duties          3.1.3 Ensuring Wellbeing, Equality and Inclusion: Inclusion and equality</p>
<p>Overall Responsibility: Rebecca Favier (HT) supported by Andrew Bradshaw (Principal Officer Outdoor Learning)</p>	

## The Green House Priorities Session 2019/2020

### Did we meet our improvement targets?

● Red: not met by June 2020      ● Amber: met in part by June 2020      ● Green: met in full by June 2020

- our whole learning community has a shared understanding of wellbeing and the children's rights
- Edinburgh Learns 'Inclusion' and 'Health and Wellbeing' Frameworks embedded
- all stakeholders promote a climate where children and young people feel safe and secure
- all staff and partners model behaviour which promotes and supports the wellbeing of all
- all staff and partners 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 and are secure in their ability to discuss personal and sensitive aspects of their lives because they feel cared about
- all staff and partners take due account of the legislative framework related to wellbeing, equality and inclusion (including Edinburgh Pathways)
- all staff engage in regular professional learning to ensure they are fully up-to-date with local, national and, where appropriate, international legislation affecting the rights, wellbeing and inclusion of all children and young people
- our curriculum provides children and young people with well-planned and progressive opportunities to explore diversity and multi-faith issues, and to challenge racism and religious intolerance
- our learners are knowledgeable about equalities and inclusion; they feel able to challenge discrimination, xenophobia and intolerance when they come across it
- outdoor spaces are used effectively to promote positive relationships and wellbeing; staff take account of research linking benefits of outdoor learning and green space with wellbeing

3.1 Grade  
 Session 2019/2020  
 Good (4)

Next Steps  
 Session 2020/2021

- develop whole school programme to ensure all stakeholders are knowledgeable about issues related to equality and inclusion



# 2019/2020 PRIORITY 4

## RAISING ATTAINMENT AND ACHIEVEMENT: OVERALL QUALITY OF LEARNERS' ACHIEVEMENT

**NIF AREA**

- Improvement in attainment, particularly in literacy and numeracy
- Closing the attainment gap between the most and least disadvantaged children and young people
- Improvement in children and young people's health and wellbeing
- Improvement in employability skills and sustained, positive school-leaver destinations for all young people

**HGIOS 4 Quality Indicator(s)**

- 2.3.1 Learning, Teaching and Assessment: Learning and Engagement:**
  - 1.1.3 Self Evaluation for Self-Improvement: Impact on learners' successes and achievements
  - 2.6.1 Transitions: Arrangements to support learners and their families
  - 3.2.3 Raising Attainment and Achievement: Overall quality of learners' achievement

Overall Responsibility: Rebecca Favier (HT) supported by Andrew Bradshaw (Principal Officer Outdoor Learning)

### The Yellow House Priorities Session 2019/2020

#### Did we meet our improvement targets?

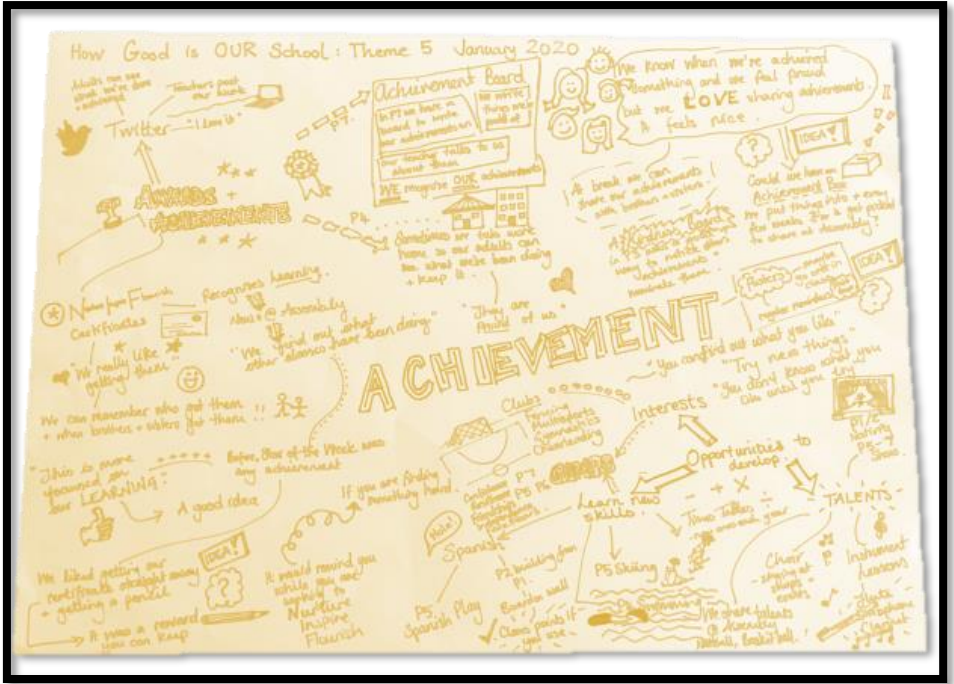
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- all stakeholders share an understanding of 'achievement'
- all learners achieve through accessing and learning the outdoors
- all Primary 6 and Primary 7 pupils celebrate achievement through the Pope Francis Faith Award
- all pupils recognise their achievements in driving forward school improvement
- we capture the impact of children and young people's achievements on our local community and global partners; learners' achievements in and out of school are recorded and recognised.
- all pupils understand how their achievements help them develop skills for life, learning and work
- across the year, there is focused attention on monitoring and evaluating children's achievements
- there are clear processes in place for the transfer of information at times of transition regarding pupil achievements across the curriculum

### 3.2 Grade Session 2019/2020 Good (4)

**Next Steps**  
**Session 2020/2021**

- establish Global Link to promote achievement across the curriculum
- further develop and embed of DYW opportunities and WOW opportunities
- revise school wide skills progression



## QI 1.1 Self-Evaluation for Self-Improvement Session 2019/2020

1.1 Grade  
Session 2019/2020  
Good (4)

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

All staff acknowledge that rigorous self-evaluation (through the process of tuning data into evidence) underpins our approach to continuous improvement. We use a range of effective approaches to ensure all staff, partners, learners, and other stakeholders are actively involved in our ongoing self-evaluation activities (see page 2).

Each house in our school is responsible for driving forward all aspects of school improvement; pupil participation is a key feature. We are increasingly asking for feedback from our pupils and parents and can demonstrate clearly how this collaboration informs school improvements (no wet breaks, updating the school's house system to form school improvement groups, LBtC, etc.)

We have worked to develop robust achievement trackers for all learners (see appendix A) and through moderation activities have developed agreed standards and expectations regarding achievement.

We are in the process of completing the migration of attainment data to EDICT and use our data to monitor and track progress for all learners. W, P, A terminology is now used constantly across the school as our engagement with the Benchmarks has become embedded. The planning and assessment of all learning across the school is streamlined, relevant and manageable for all.

Across our school, an ethos of professional engagement and collegiate working continues to be evident. This has led to continuous improvement in learning and teaching. There is evidence of strong leadership of learning by staff at all levels and in a range of contexts; this is a string example of staff empowerment. We build and maintain constructive relationships, within our setting and beyond, which foster collective responsibility and mutual support. All staff undertake lead roles to motivate, support and inspire others. All staff work collaboratively with colleagues, learners, partners and parents to take forward improvement priorities and learn with and from each other. CLPL opportunities for all staff (teaching and PSA) have been relevant and appropriate.

QI 1.1 next steps include:

- to develop the tracking of professional learning to ensure there is evidence of clear and measurable impact
- to develop the tracking of professional learning to ensure staff are confident in discussing how they have improved their practice as a result of professional learning activities



## QI 1.3 Leadership of Change

### Session 2019/2020

1.3 Grade  
Session 2019/2020  
Very Good (5)

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

All staff have consistently high expectations of all learners; this is particularly evident in our personalised support offer to pupil with additional support needs. All pupils are expected to give their very best and our work in offering formative feedback at different levels has further enhanced this important learning culture.

In session 2018/2019 we successfully embedded the school's then new values 'nurture, inspire, flourish'. This session we built upon this work to consider our school's mission; what is the unique St Andrew's offer? As a staff, pupil and parent family we redesigned our vision statement informed by both the refreshed narrative offered by Education Scotland and our unique school community.

*We are committed to enabling every learner at St Andrew's to gain the knowledge, skills and attributes needed for life in the 21<sup>st</sup> century. We enact this vision through our lived values nurture inspire flourish, by celebrating each achievement and through our mission to develop as a community of faith and love.*

As a staff team and in partnership with our parent council we have developed an increasingly clear understanding of the ever evolving social, economic and cultural context of the local community of current educational policy. We have used this knowledge at both micro and macro level to shape and tailor all aspects of our work.

At St Andrew's all staff understand and enact their role as Leaders of Learning. Through sharing and collaborating, staff across the school have opportunity to lead both formal development projects as well as leading within their classroom or ACFE stage. Our Pupil Support Assistants have benefitted from professional development opportunities- beyond the standard- so they are empowered to support and lead across the school.

In maintaining focus on our development priorities across the session and ensuring these priorities are driven by learners, all staff are clear on the school's strengths and areas for development. The iterative cycle ensures that all staff are involved in the change process. All staff agree that the process and pace of change is well directed. This aspect of our work has ensured that staff at all levels feel empowered to create, innovate and enquire.

- keep the vision 'fresh' and support new staff and pupils to transition into our culture
- practitioner enquiry: mini meetings





## QI 1.5 Management of Resources to Promote Equity Session 2019/2020

1.5 Grade  
Session 2019/2020  
Very Good (4)

- Management of finance for learning
- Management of resources and environment for learning

We have effective systems for financial stewardship and management to ensure best value and sustainability. We have made innovative use of the finances available to allocate resources to take forward our improvement priorities (releasing staff) and planned developments; this is particularly evident in the work we have undertaken to improve the learning environment (based on evidence from CIRCLE) and our learning beyond the classroom offer.

Our available budget was used very effectively to meet the needs of all learners. And staff, pupils, parents, partners and other stakeholders have an increasingly informed understanding of their responsibilities for effective financial management. The Primary 7 members of the Pupil Parliament very much enjoyed meeting with the Head Teacher and Business Manager to examine the school fund and discuss how we use/ could use the school fund to improve learning.

We are extremely pro-active in seeking funding from a range of sources to support specific aspects of our work; this includes gifts totalling over £5000 for our inclusion fund. We work together to ensure transparency and equity in the use of our financial resources ensuring we report back to donors comprehensively.

Financial expenditure is carefully planned to improve the quality of learning and teaching and increase attainment and achievement for all learners; this was particularly evident in our learning beyond the classroom offer.

We make the best use of available resources, including digital technologies, to create, sustain and enhance a motivating environment for effective learning. The learning environments across the school, particularly our Hill and our Hub and studio have been extremely well utilised this session and are seen as a resource to fully support learning, teaching and inclusion.

We have a wide range of appropriate resources (at school, class and individual level) to support and challenge all learners. We encourage our learners to make independent and responsible use of a range of resources.

We ensure sustainable, transparent and equitable allocation and use of resources to support the learning needs of all. We manage allocated resources proactively and efficiently to meet planned learning and development priorities. In consultation with relevant stakeholders (particularly with our professional partners), resources are sourced, allocated and used efficiently and effectively.

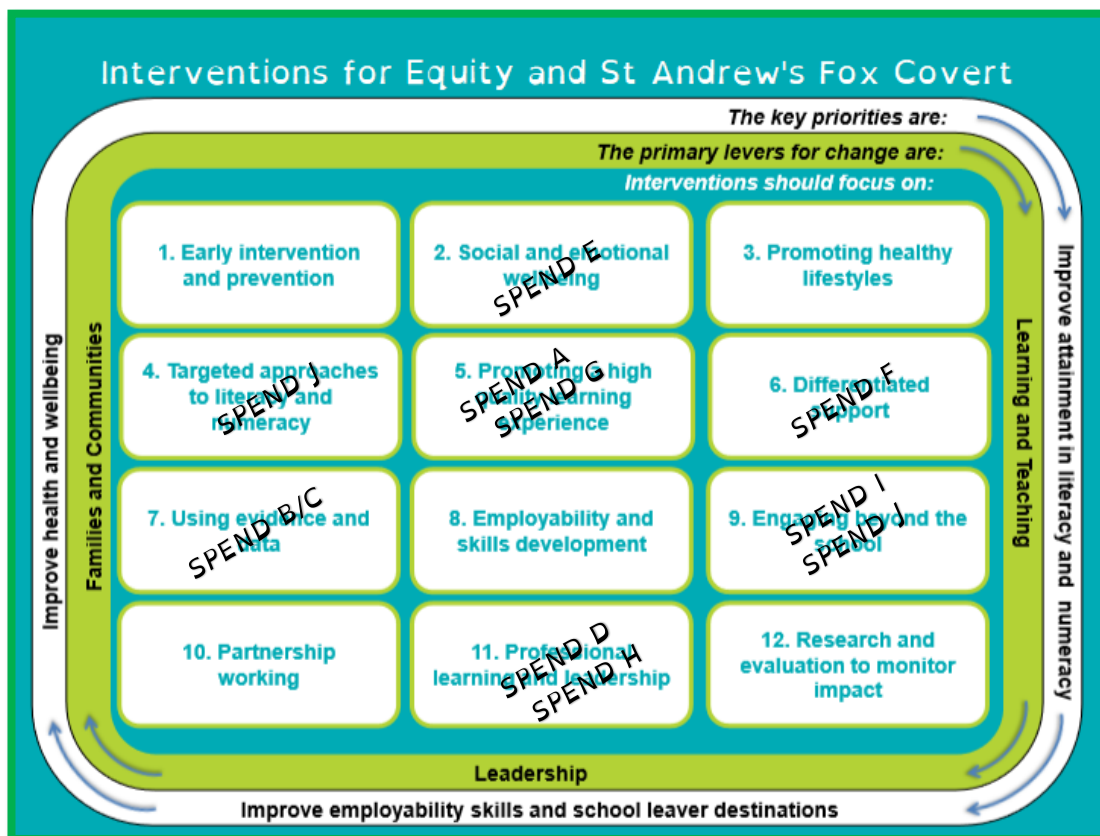
### Next Steps:

- monitor and evidence the extent to which our use of financial resources leads to improved outcomes for learners; pupil feedback should increasingly drive this work
- establish new Sensory Lab in the school (£20 000 funding application pending September 2020)
- complete the pupil led refurbishment (furniture) of the P6 and P7 classrooms to modernise learning space



Pupil Equity Fund 2019/2020

Pupil Equity Fund Session 2019/2020:	£19 440.00
Carry forward from Session 2018/2019	£ 8764.00
<b>TOTAL 2019/202</b>	<b><u>£28 204.00</u></b>
<b>SPEND A: OSIRIS</b>	<b>£9000.00</b>
SPEND B: Attainment Development Officers x2 (May 2019 – March 2020)	£4004.00
SPEND C: Teacher to release Development Officers (Aug – March 2020)	£1799.14
SPEND D: Supply Teacher (1 Day)	£ 275.36
SPEND E: Teacher of H&W 1 day per week (January 2020 – March 2020)	£2605.00
SPEND F: PSA Transition Support (9.1.20 – 31.3.20)	£ 838.52
SPEND G: Homework After School Club	£ 280.00
SPEND H: Outdoor Education Instructor (November 2019 – March 2020)	£2282.02
SPEND I: Imagine Project	£ 800.00
SPEND J: Pupil Attendance at Kidzcare (January 2020-April 2020)	£ 899.50
Carry forward into session 2020/2021:	£5420.46



## SPEND A: OSIRIS Education: Visible Learning Plus

**WHAT IS IT?** The Visible Learning<sup>plus</sup> Programme, based on the work of John Hattie, represents the largest ever evidence-based research into what actually works best in schools to improve learning.

- maximise impact on learning and achievement
- align your whole school; every leader, teacher, classroom and student
- provide practical tools to measure progress in learning

**OUR IMPACT SO FAR** (*we have completed nearly 90% of the programme*):

### The Visible Learner:

- our students are increasingly able to explain the assessments they take and what they tell them about where they are (2.3 Learning, teaching & assessment and 2.4 Personalised support)
- we have evidence, from the learner perspective, about the impact of timetabling and streaming/ tracking decisions on them (2.3 Learning, teaching & assessment and 2.4 Personalised support)

### Know thy Impact:

- staff take shared responsibility for addressing any achievement/attainment concerns (1.1 Self-evaluation for self- improvement, 1.3 Leadership of change, 1.4 Leadership & management of staff, 2.4 Personalised support)
- a person or team in our school that has responsibility for ensuring student success (1.1 Self-evaluation for self- improvement and 2.4 Personalised support)
- we routinely analyse the impact we are having on individuals and groups of students at regular staff & team meetings (1.1 Self-evaluation for self- improvement, 1.3 Leadership of change, 2.3 Learning, teaching & assessment, 2.4 Personalised support)
- teachers systematically use data and evidence to plan their lessons and next learning steps (2.3 Learning, teaching & assessment and 2.4 Personalised support)
- through our PRD system we consider the impact each teacher is having on student learning (1.1 Self-evaluation for self- improvement, 2.3 Learning, teaching & assessment, 2.4 Personalised support)

### Inspired Passionate Teachers:

- all teachers deliberately & actively create a climate of trust in their classrooms & develop effective teacher-student relationships (1.3 Leadership of change, 2.4 Personalised support, 3.1 Improving wellbeing equality & inclusion)

### Effective Feedback:

- the students in the school have a voice and do they believe they're listened to (1.3 Leadership of change and 2.3 Learning, teaching & assessment)
- teachers are increasingly skilled in using the levels of instruction feedback to promote authentic learning (1.3 Leadership of change, 2.4 Personalised support, 3.1 Improving wellbeing equality & inclusion)

## SPEND A NEXT STEPS IN REDUCING INEQUALITY:

Learning, teaching and assessment will form a core part of our renewal and development plan for session 20/21; the work undertaken this session needs to be embedded.



## SPEND B/C: Attainment Development Officer Post and Associated Release Costs

**WHAT IS IT?** Along with PT, the literacy DO and the numeracy DO are responsible for driving the above. The DOs both had time out of class to explore and develop the school's tracking of attainment and prepare the staff for the move to EDICT.

**OUR IMPACT SO FAR:** tracking across the school is streamlined for both attainment and achievement.

**SPEND B/C NEXT STEPS IN REDUCING INEQUALITY:** both DOs will remain in post and manage the smooth transition to Edict; attainment meetings with all staff will be of key importance.

## SPEND D: Supply Teacher (1 Day)

**WHAT IS IT?** Released PT 1 day to attend Visible Learning Training Event. See spend A.

## SPEND E: Teacher of H&W 1 day per week- GROWTH GROUPS

**WHAT IS IT?** A targeted weekly intervention delivered by a highly experienced teacher with target children carefully placed in small groups. Although 'Growth Groups' have many models, at St Andrew's we built a bespoke learner experience based upon three core components:

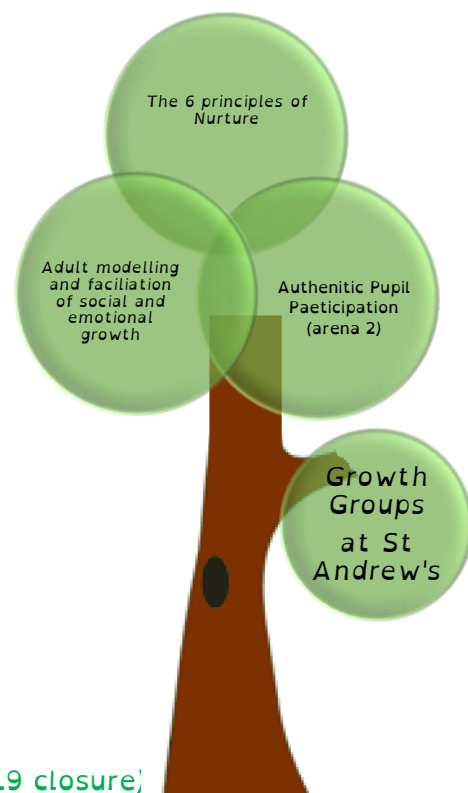
- the principles of nurture
- adult modelling then facilitating opportunities for social and emotional growth
- authentic pupil participation (arena 2)

There is now considerable evidence from research that supports the view that addressing learner participation improves a range of outcomes for learners. Main evidenced effects include:

- improved pupil-teacher, child-staff, and peer-to-peer relations
- improved wellbeing
- improved teaching and learning
- improved guidance and support
- a better school ethos and greater sense of a shared community
- a reciprocal sense of feeling valued, trusted and respected
- development of life skills such as teamwork, problem-solving, and citizenship
- improved engagement, empowerment, and commitment to education
- improved achievement and attainment
- an addressing of the 'attainment gap' between learners from more and less deprived backgrounds

**OUR IMPACT SO FAR:** data has not yet been collected (Covid 19 closure)

**SPEND E NEXT STEPS IN REDUCING INEQUALITY:** continue the intervention into session





## **SPEND F: PSA Transition Support (P7-S1)**

**WHAT IS IT?** As part of our Primary 7 transition programme target pupils will attend TIP (Therapy Inclusion Partnership) transition group. This group will be led by a PSA and will be overseen by the Support for Learning Teacher. The group will meet weekly for an hour for 10 weeks.

This learning opportunity aims to bridge and support the transition between primary and secondary school.

Target Pupils will work in a small group and activities will focus on:

- developing independence
- organisation skills
- improving focus, concentration and memory
- problem solving
- fine/gross motor (movement) skills
- encouraging self-responsibility and initiative
- strategies to use at secondary school

Intended outcomes:

- P7-S1 transition arrangements ensure children and young people's wellbeing and raise attainment
- Learners are able to articulate their progress to key adults as they make the transition from one stage of learning to another
- Learners and their parents and carers are actively involved in planning transitions

**OUR IMPACT SO FAR:** It has been challenging to capture evidence from this intervention (covid 19) however anecdotal evidence and records of the pupil's views captured within sessions indicates a highly impactful intervention representing excellent value for money.

**SPEND F NEXT STEPS IN REDUCING INEQUALITY:** consider this intervention for 20/21 cohort as appropriate to needs.

## **SPEND G: Homework After School Club**

**WHAT IS IT?** Three class teachers facilitated a P4-P7 homework after school club for 8 weeks (note that three younger pupils also attended due to personal circumstances relating to the PRAG). Pupils could bring any aspect of their literacy and numeracy learning to the club for support and discussion with a teacher. Teachers also revised core concepts (including numbers to 100 and comprehension strategies) as appropriate.

**OUR IMPACT SO FAR:** All learners who attended reported that they enjoyed the sessions and only 1 pupil withdrew. The targeted pupils invited to attend through discussion with them and their parents benefitted particularly from the 1:1 opportunity with a teacher. Transfer of new or consolidated learning into the classroom setting was recorded anecdotally. This intervention represented good value for money.

**SPEND G NEXT STEPS IN REDUCING INEQUALITY:** consider this intervention for 20/21 cohort but perhaps limit numbers to target pupils only.



## SPEND H: Outdoor Education Instructor

**WHAT IS IT?** A Staff member from Lagganlia joined us for days a month to work alongside class teachers to develop learning, teaching and assessment beyond the classroom.

**OUR IMPACT SO FAR:** At St Andrew's Fox Covert RC Primary School pupils, staff, parents and partners are fully involved in improving our school. Analysis and evaluation of our quantitative data, individual views and direct observation of learning and teaching confirmed that, to fulfil our school's vision (that every learner, whether child or adult, is inspired and nurtured to flourish), we needed to embed regular quality learning experiences beyond the classroom walls.

To turn our vision into a sustainable reality we:

- examined the Scottish Government's Learning for Sustainability Action Plan and the associated recommendations from Vision 2030+ report; we ensured our understanding of policy was evidence informed
- partnered with the team from Experience Outdoors who worked with pupils, parents and staff to create a wide reaching, ambitious Learning Beyond the Classroom (LBTC) development framework that permeated all areas of our School Improvement Plan
- established a pupil led working group to ensure learners shaped the planning, implementation and evaluation of any improvements
- developed a whole school vision for LBTC and demonstrated our commitment to it by amending all school policies including our Learning, Teaching and Assessment Framework
- engaged both teaching and non-teaching staff in exciting professional development opportunities to ensure confidence and capacity in delivering curriculum beyond the classroom
- explored the risk/ benefit interface and updated our assessments accordingly
- reconceptualised the structure of the school day to ensure access to local resources beyond the classroom walls was not limited by timetables; all pupils and staff enabled to accessing the outdoors on a weekly basis
- worked diligently to monitor and reduce the 'transfer gap' pre/post P7 residential experience
- supported P6 pupils to plan and lead a two-night residential experience for P5 pupils (accompanied by staff of course!)
- included LBTC in adverts for vacancies, interview questions and staff inductions
- used our pupil equity fund (PEF) to employ an Outdoor Education Specialist who worked in partnership with staff and pupils fortnightly to embed curriculum beyond the classroom (school staff led LBTC lessons on the alternate weeks to build confidence and capacity); participation and engagement in learning increased
- trained members of our PSA team to facilitate weekly LBTC Nurture Groups
- staff and pupils planned a wider variety of 'traditional' educational excursions, linked to curriculum, for session 2019/2020 (all with zero cost)
- engaged in shared 'classroom' experience with our colleagues based at Lagganlia through professional learning visits
- successfully achieved Bronze Level of the Learning Outside of the Classroom (LOTC) Recognition; St Andrew's is the first state school in Scotland to achieve this.

Our next steps include:

- continue to offer pupils in equity cohorts bespoke learning beyond the classroom opportunities to build on participation and engagement fostered in session 19/20
- ensuring LBTC is fully integrated across the curriculum and a part of our everyday organisational life; LBTC must be sustained by all



- offering further professional development opportunities to both teaching and non-teaching staff including:
  - The Visual Elements Beyond the Classroom (Art and Design)
  - Hill and Moorland Leader Qualification
  - Cycle Leader Training
  - Food Technologies in the Outdoors (Technologies)
  - Progressive Mapping in the Primary School (Social Studies/ Mathematics)
- exploiting all opportunities for follow-up work and interdisciplinary learning
- establishing even stronger links with our local community (including local businesses) and using these links skilfully to widen LBTC opportunities
- including LBTC in the school's annual monitoring and evaluation calendar
- establishing 'Junior Rangers' to facilitate pupils from other schools to learn on Corstorphine Hill
- establishing and participating in LBTC networks to share ideas/ best practice
- actively contributing to the City of Edinburgh Council's Outdoor Learning Map

### SPEND I: Imagine Project

Intervention suspended (Covid 19)

### SPEND J: Jenna Tadman PSA

Intervention suspended (Covid 19)



## Attainment Data % Comparison (Provisional)

NUMERACY								
P1			P4			P7		
Achieved			Achieved			Achieved		
2017/18	2018/19	2019/20	2017/18	2018/19	2019/20	2017/18	2018/19	2019/20
91.7%	95.5%	88%	90.5%	84.0%	83%	85.7%	100.0%	96%
Edinburgh Average	Edinburgh Average	Edinburgh Average TBC	Edinburgh Average	Edinburgh Average	Edinburgh Average TBC	Edinburgh Average	Edinburgh Average	Edinburgh Average TBC

LISTENING AND TALKING								
P1			P4			P7		
Achieved			Achieved			Achieved		
2017/18	2018/19	2019/20	2017/18	2018/19	2019/20	2017/18	2018/19	2019/20
91.7%	81.8%	88%	90.5%	88.0%	72%	85.7%	91.3%	96%
Edinburgh Average	Edinburgh Average	Edinburgh Average TBC	Edinburgh Average	Edinburgh Average	Edinburgh Average TBC	Edinburgh Average	Edinburgh Average	Edinburgh Average TBC

READING								
P1			P4			P7		
Achieved			Achieved			Achieved		
2017/18	2018/19	2019/20	2017/18	2018/19	2019/20	2017/18	2018/19	2019/20
87.5%	81.8%	88%	90.5%	84.0%	72%	85.7%	91.3%	96%
Edinburgh Average	Edinburgh Average	Edinburgh Average TBC	Edinburgh Average	Edinburgh Average	Edinburgh Average TBC	Edinburgh Average	Edinburgh Average	Edinburgh Average TBC

WRITING								
P1			P4			P7		
Achieved			Achieved			Achieved		
2017/18	2018/19	2019/20	2017/18	2018/19	2019/20	2017/18	2018/19	2019/20
87.5%	81.8%	88%	90.48%	88.0%	72%	85.7%	91.3%	96%
Edinburgh Average	Edinburgh Average	Edinburgh Average TBC	Edinburgh Average	Edinburgh Average	Edinburgh Average TBC	Edinburgh Average	Edinburgh Average	Edinburgh Average TBC

## Our Self Evaluation Grades Session 19/20

	SCHOOL	LLP	HMIE
1.1 Self Evaluation for Self-Improvement	4	NA	NA
1.3 Leadership of Change	5	NA	NA
1.5 Managing Resources to Promote Equity	4	NA	NA
2.3 Learning, Teaching and Assessment	4	NA	NA
3.1 Wellbeing, Equity and Inclusion	4	NA	NA
3.2 Raising Attainment and Achievement	4	NA	NA

