Pentland Primary School

Standards and Quality Report

2023- 2024

Context of the School

Pentland Primary School is situated in the South-West of Edinburgh. It was formed in 2005 following the merger of two other schools in the area. Our school is in the local community of Oxgangs, but our catchment area stretches to Fairmilehead and comprises a wide socio-economic demographic. The school roll for session 2023-2024 was approximately 508 primary school aged pupils. The number of pupils affected by poverty is 24%, free school meal entitlement is 9% and 11% of children have English as an Additional Language. We have 15% of families who identify as BAME. The nursery has 54 places and follows the 1140 term time model. We have homes that are temporary accommodation which results in a small turnover of pupils when they move to permanent housing. Our school falls into the '1 in 4' picture of poverty across Scotland. We are trying to reduce barriers and raise awareness of this through work with our community.

In Session 23-24 there were eighteen classes, including one composite class. We have a very committed, enthusiastic, and aspirational staff team which includes the Headteacher, one Depute, two Principal Teachers and a Business Manager, 23 full or part-time teachers, ably supported by 12 skilled Pupil Support Assistants. A new Headteacher was appointed in June 2023. The Nursery is led by a committed team of Early Years Officer, Practitioners and Assistants. The school is also supported by committed administrative, janitorial, and supervisory staff. All staff know our children well and know them as learners.

All staff at Pentland are fully involved in taking forward improvement priorities and engage in quality professional learning in line with whole school and nursery priorities.

During session 2023-24 work began to review and replace the roof in a specific area of the school with Reinforced Aerated Autoclave Concrete (RAAC). This meant some changes to how we use our building and organise our school but has not impacted on the learning and teaching or safety of our children, staff, or families. Work is ongoing.

The school has a fully established Parent Council (PPC) which is especially active in the school in areas such as fundraising, volunteering, and general parent communication and liaison. Parents are welcomed and included into the ELC and school through regular stay and play, family events, forest experiences and learning events - we enjoy supportive, committed parental partnerships which feature highly in school life.

Pentland was inspected in by Education Scotland in February 2020. In November 2023, a team of Quality Improvement Education Officers from The City of Edinburgh Council, representing the nursery and primary sectors, visited Pentland Primary School and Nursery Class. The Team found positive and nurturing relationships between staff and children in all learning experiences visited across the setting and a strong staff team with a very positive ethos. They commented very positively on the wide range of learning experiences and opportunities within the curriculum based on skills, and our rigorous approach to assessing progress and meeting learners' needs – in particular the careful planning and monitoring of universal and targeted interventions having a positive impact on the attainment of individuals and cohorts. The full report can be found here: https://pentlandprimaryschool.com/school-inspection-reports/.

During session 2023-24 we collaboratively reviewed and revised our Vision, Values and Aims with our school community. We are delighted to share these below:

Vision

Learn, flourish, and succeed together

Values

We are

Ambitious

Safe

Kind

Aims

At Pentland Primary we aim to:

- Ensure our children are successful learners by providing a relevant, diverse, and exciting curriculum and learning opportunities
- Inspire our children to become responsible citizens by engaging with the world around them and being curious about other cultures
- Encourage our children to be confident individuals by being best version of themselves and helping others to do the same
- Equip our children to be effective contributors by developing skills for learning, life, and work.

Standard and Quality Report 2023-2024

QI 1.3 Leadership of change				
What have we done?	**How well are you doing?**	**How do you know?**	**What are your improvement priorities in this area?**	**QI Evaluation**
○ We have involved our wider school community in renewing our vision, values and aims, to ensure a firm commitment to equity, equalities, and inclusion, for all learners. ○ Conditions have been created to ensure staff feel valued and confident to initiate change and clearly see their role in bringing about improvements. ○ 100% of teaching staff have engaged in CLPL related to high quality teaching and learning – specifically in Differentiation and Retrieval Practice.	○ All staff demonstrate a clear understanding of the socio-economic context of the school. ○ Progress and Wellbeing meetings with class teachers' evidence that almost all have an enhanced understanding of the need to identify attainment gaps for all learners and to plan appropriate interventions. ○ All teaching staff participated in professional learning around Differentiation and Retrieval Practice. Shared Classroom Experience showed that almost all classes were differentiating by content	○ High levels of engagement with Vision, Values and Aims tasks. ○ Positive feedback from school community regarding the updated vision, values, and aims. ○ Increased attainment and achievement data, including a reduction in the attainment gap. ○ Higher attendance rates and improved learner engagement. ○ Positive feedback from staff regarding the approach to professional learning, the content, and its impact on their practice.	○ Further develop the understanding and connection of the school's vision, values, and aims for all stakeholders, through clear communication and practical examples. ○ Strengthen the process of monitoring and evaluating the impact of interventions and improvements on learners. 1. Continue to offer professional development opportunities for staff to further enhance their skills in addressing the diverse needs of learners. ○ Involve learners, parents/carers, and the	**Very Good**

○ Regular opportunities are planned for, within the collegiate calendar, to ensure time for practitioners to reflect on their practice with colleagues.	and process. This has had a positive impact on staff knowledge and understanding of how to tailor their teaching to meet the diverse needs of learners. ○ Staff regularly review data in Progress and Wellbeing meetings to monitor the impact of interventions to narrow the poverty related attainment gap. ○ Most staff engaged fully in self-evaluation activities to guide the pace and direction of improvement. ○ The school improvement process has been shared more widely, inviting comments and suggestions from young people and families. ○ Staff collaboration and reflection sessions have led to the sharing of		wider community in the ongoing review of the school improvement plan, ensuring that it remains responsive to the evolving needs of the school community. ○ Foster a culture of continuous improvement, where all members of the school community feel empowered to contribute to positive change.	

	effective practices and professional growth.			

QI 2.3 Learning, teaching and assessment				
What have we done?	**How well are you doing?**	**How do you know?**	**What are your improvement priorities in this area?**	**QI Evaluation**
○ Audited Learning and Teaching practice at the start of 2023/2024. ○ Delivered Professional Learning to teachers on Differentiation and Stages of Practice and agreed shared strategies and Principles of practice in these areas. ○ Conducted Shared Classroom Practice with a focus on Differentiation and Stages of Practice. ○ Established a Learning and Teaching Working Group to lead on innovating practice. ○ The Learning and Teaching Working Group visited other schools to find and disseminate best practice in our 2023/2024 focus areas.	○ We have a clear understanding of both where our current practice is, and our next steps to make improvements. ○ Almost all teaching staff are clear about the purpose behind developing our consistent Learning and Teaching approach, to close the poverty-related attainment gap. ○ There is a better-developed culture of teachers engaging with latest pedagogical research, professional learning, and discussion, and translating this into their practice. ○ The infrastructure to enable teachers to continue their	○ A teacher audit of current practice highlighted current areas of strength and areas of development in our practice which informed Professional Learning focuses for the session. ○ ACEL Attainment Levels are higher in many areas than last year – see 3.2. ○ Engagement levels – Using the Pentland Leuven Scale, the average engagement level across the school is 4.2. This is high and the same as last year. ○ Teacher feedback from Professional Learning indicated high impact on their knowledge, and on their practice in class. ○ Shared Classroom Practice supported this –	○ Professional Learning on Explaining and Modelling on four INSET days throughout the session. ○ Introduction of a Learning and Teaching resource focused on supporting teachers to develop direct instruction strategies. ○ A new Shared Classroom Practice structure, - a Teaching and Learning Cycle - which promotes use of the Pentland Learning and Teaching Toolkit strategies, using pre-meetings, short observations and feedback meetings focused on improving one strategy at a time. ○ Coaching input to teachers so feedback	**Good**

○ Developed a culture of learning from one another by giving time for teachers to team-teach and observe more often. ○ Continued leading the Cake for Everyone professional reading group. ○ Fully established a Professional Learning Library for staff. ○ Collaboratively created a Learning and Teaching Toolkit focused on collating strategies to improve learning for our most disadvantaged learners. This agreed our 'Pentland Principles' in our 2023/2024 focus areas and will continue to be built upon. This included an infrastructure to build upon and to serve as an ongoing Professional Learning resource for teachers.	Professional Learning around Pentland's Learning and Teaching Toolkit is clear and ready to be used and built upon. ○ Our developing practice is informed by the latest research, best practice within our school and best practice from other schools. ○ There is consistency in some areas of teaching practice, such as retrieval practice, Stages of Practice, differentiation, modelling and use of success criteria which is having a positive impact on learning and attainment. ○ Professional Learning on Stages of Practice and Differentiation have been received positively by all teachers, and most teachers have begun establishing these	differentiation and various retrieval and guided practice strategies were highlighted as strengths across the school. ○ Shared Classroom Practice highlighted a need across the school for more explicit instruction in some lessons. ○ SLT and teachers fed back about the lack of impact of Shared Classroom Practice on learners' experiences and teaching quality in its current format. Stakeholders indicate that the scope of actionable feedback is too wide, and the experience not authentic. ○ Improved Maths attainment at all stages – see 3.2 - due to improved step-by-step sequencing following the introduction of White Rose Maths.	given to peers is high quality and actionable. ○ A Learning and Teaching pupil group to which takes a lead on pupil voice in Learning and Teaching. ○ A Learning and Teaching Working Group focused on completing the Learning and Teaching Toolkit as a professional learning resource. ○ Expand the optional supports available to teachers to improve their Learning and Teaching to include: - A Professional Reading Group, led by staff - In-house training led by staff in areas of their expertise - Support from Principal Teacher, Learning and Teaching lead, in an area of teacher's choosing.	

○ The establishment of a Learning and Teaching display to keep all staff abreast of Learning and Teaching developments in the school. ○ Introduced the White Rose Maths resource. ○ Moderation activity in our Learning Community has focused on developing shared expectations of standards to be achieved in Writing to support an increase in teachers' confidence in making professional judgements about pupils' progress.	strategies in their practice. This is helping to ensure continued high levels of engagement amongst learners. ○ There is a strong need to plan to ensure Professional Learning has maximum impact on learners' experiences through consistent implementation of strategies. ○ Some lessons lack direct and explicit teaching, and some learners would benefit from more explicit explanations and modelling. ○ Improved pace and progression to Maths lessons. ○ All teaching staff have engaged in moderation activity and learning with Learning Community colleagues on Writing. Appropriate benchmarks have been used to plan	○ Greater confidence in staff understanding of achievement of a level in Writing through undertaking learning community moderation demonstrated in staff feedback.		

	assessment opportunities. Almost all staff report that they have an increased level of understanding of planning and assessing pupils' progress with consistency, ensuring equity for all learners.			

QI 3.1 Ensuring wellbeing, equality and inclusion				
What have we done?	**How well are you doing?**	**How do you know?**	**What are your improvement priorities in this area?**	**QI Evaluation**
○ We have engaged in learning experiences to develop pupils' strategies for resilience and taken positive steps to provide our whole school community with materials to support their resilience and health and wellbeing through Assemblies and Health & Sports Week ○ We have further reviewed our attendance procedures to ensure that accurate and robust data is gathered and that appropriate interventions are used to improve the attendance of all learners. ○ Members of our Senior Leadership Team have participated in Leadership for Equity Training. We have reviewed our PEF plan to ensure that it is	○ This has improved the accuracy of our attendance data and ensured that all stakeholders understand the importance of every child going to school every day. Our average attendance has improved from 95.01% in 2022-23 to 95.20% in 2023-24. The number of learners with attendance under 85% has reduced from 24 in 2022-23 to 20 in 2023-24. ○ All members of staff are aware of which of our children are care experienced and in our PEF cohort. ○ Use of PEF has resulted in more targeted interventions which are	○ The wellbeing survey shows that almost all of our children feel safe and respected. ○ Recent parent / carer survey results are positive. ○ Feedback from Child Planning Meetings indicates that families feel supported. ○ Attendance statistics show an improving picture for almost all targeted families. ○ Staff survey given to teaching staff about confidence levels, future planning and resources	○ Nurture should be developed through a whole-school approach ensuring all staff understand the 6 principles. ○ Introduce Inclusion Team to review and evaluate approaches and interventions regularly and robustly to meet learners need. ○ Continue to embed children's rights across all aspects of our work. ○ Through the PRD / Looking Forward Conversations process, identify teachers / Support Staff to attend Leadership for Equity training.	**Very Good**

targeting resources to narrow the PRAG ○ We have achieved Level 2 of the Young Carers Award ○ Delivered staff training about Rights of the Child and UNCRC, and Protected Characteristics and Global Goals ○ Trialed and now introduced visuals for all classes, and new IDL planning format, to support clear links to UNCRC, Protected Characteristics, and Global Goals ○ Pupil led Equalities Group (PEERs) have led whole school assemblies focused on protected characteristics and representation (for example, LGBTQ+, Black History Month, PRIDE, Ramadan). ○ PEERs and additional pupils have support	closely tracked for impact by SLT. ○ Almost all staff report increased confidence in language used to deliver UNCRC within curriculum. ○ Almost all staff report 'somewhat confident' or 'confident 'to use language of protected characteristics. ○ Almost all staff support implementation of visuals and planning format and would like to implement in other subject areas ○ PEERS and Staff Equalities team continue to commit one lunchtime per week to attend meetings to discuss and prep ○ Ongoing work displayed in front entrance of school, demonstrating range of work completed linked to 'Equalities'	○ Confidence levels for use of visuals: ○ Want to extend new planning format across curriculum: ○ Pupils report they feel more represented in school. This is reflected in parent/carer comments, for example, during Ramadan ○ Support staff reported feeling valued through open discussions and support with appropriate terminologies, including microaggressions		

implementation of Prayer Room ○ 'Culture Club' reinstated in February to support Refugee and Asylum Seeker pupils ○ Support Staff meetings to engage in Equalities based conversations, including Sustainability, and racism				

QI 3.2 Raising Attainment and Achievement

What have we done?	How well are you doing?	How do you know?	What are your improvement priorities in this area?	QI Evaluation

Progress and Wellbeing meetings 3x yearly with Class teachers where:
○ All pupils discussed and reviewed in relation to attainment and achievement, including wellbeing
○ Universal and targeted supports reviewed and discussed
○ We evaluate the impact of teaching and learning approaches
○ Use of data to identify trends to support planning for universal support strategies
○ identify and review individual pupils requiring targeted support and challenge, and plan appropriate interventions
	○ P1, P4 and P7 have improved attainment in reading, writing and Listening and Talking during session 23-24
	○ Primary 7 has improved attainment in numeracy in session 23-24
	○ Writing and Reading show upward trends in P1, P4 and P7 in Attainment Over Time
	○ Nurture Lead has supported Health and Wellbeing of pupils well to support barriers including N.D
	○ Strong working relationship with new P.S.O to support attendance for 10 identified pupils. Some progress made
	○ Pupils from identified PEF cohort have been
		○ Attainment data continuously tracked, monitored and analysed throughout the year (see below)
		○ Attendance data shows continuous improvement:
		  ○ End of last session 22-23 we had 5.6% under 85% attendance
		  ○ End of session 23-24 we had 4% under 85% attendance
		
		Final Attainment this session 23-24:
		Numeracy % / Reading % / Writing % / L&T %
		P1: 93.2 / 93.2 / 97.7 / 93.2
		P4: 86.6 / 95.1 / 92.7 / 96.3
		P7: 93.3 / 94.7 / 92 / 96
		
		P1 predictions and final attainment 23-24
		TrackingPeriod / Reading On Track / Writing On Track / L&T On Track / Numeracy On Track
		Aug-Nov 23: 90.4 / 86.3 / 89 / 93.2
		Dec23-Mar24: 91.8 / 89 / 93.2 / 95.9
		Final June 24: 93.2 / 97.7 / 93.2 / 93.2
		
		P4 predictions and final attainment 23-24
		TrackingPeriod / Reading On Track / Writing On Track / L&T On Track / Numeracy On Track
		Aug-Nov 23: 92.6 / 90.1 / 96.3 / 82.7
		Dec23-Mar24: 95.1 / 91.5 / 96.3 / 91.5
		Final June 24: 95.1 / 92.7 / 96.3 / 86.6
		
		P7 predictions and final attainment 23-24
			○ Ensure appropriate curriculum, High Quality Learning and Teaching, and strong relationships to maximise outcomes for all learners
			○ Continue to plan for pupils in identified PEF cohort, with support of PEF P.S.O, to ensure progression in attainment and success in wider achievement
			○ Build in structured opportunities for Moderation across levels (lit/num)
			○ Review curriculum to ensure breadth, balance and progression
				Very good

- Gathering and sharing of data from attainment predictions, SIMD, FSM, C.E, Y.C, refugee and asylum seeker status, etc., to identify barriers to learning and plan support
-

well supported through responsive planning and targeted supports

- All teachers received additional training from Equity lead and Equity teacher.

TrackingPeriod	Reading On Track	Writing On Track	L&T On Track	Numeracy On Track
Aug-Nov 23	94.6	86.5	94.6	90.5
Dec23-Mar24	94.6	91.9	95.9	90.5
Final June 24	94.7	92	96	93.3

Attainment Over Time:

Reading	2018-19	2020-21	2021-22	2022-23	2023-24
P1	88.2	89.2	88.8	89.3	93.2
P4	96.8	90.1	89.6	90.5	95.1
P7	95.8	87.5	88.5	93.5	94.7
City	85	85	85	85	85

Writing	2018-19	2020-21	2021-22	2022-23	2023-24
P1	86.8	82.4	86.3	85.7	87.7
P4	88.7	85.9	86.6	84.1	92.7
P7	95.8	84.4	85.2	90.3	92
City	85	85	85	85	85

L&T	2018-19	2020-21	2021-22	2022-23	2023-24
P1	89.7	94.6	95	98.2	93.2
P4	98.4	93	98.5	88.9	96.3
P7	95.8	87.5	88.5	93.4	96
City	85	85	85	85	85

Numeracy	2018-19	2020-21	2021-22	2022-23	2023-24
P1	92.6	87.8	92.5	94.6	93.2
P4	95.2	88.7	85.1	87.3	86.6
P7	93.1	85.9	80.3	91.9	93.3
City	85	85	85	85	85

QI 2.1 Safeguarding and Child Protection				
What have we done?	**How well are you doing?**	**How do you know?**	**What are your improvement priorities in this area?**	**QI Evaluation**
○ All staff participated in their annual Child Protection update in August. ○ We have reviewed our procedure for completing Wellbeing Concern Forms and had thorough discussions about when these would be needed ○ We have reviewed our wellbeing being concerns for patterns and where relevant made adjustments in our curriculum and to the support given to children ○ We have ensured all classes have 'WHISPER' boxes in which to share worries or concerns with Class Teachers.	○ All staff are aware of safeguarding policies and procedures. They understand how to escalate any concerns. ○ We regularly review wellbeing concerns and address any common issues through our HWB curriculum. ○ We have clear systems in place for the reporting of bullying and instances of discrimination. ○ Our "WHISPER" boxes mean that all pupils have access to a trusted adult to discuss any issues. ○ Our record keeping for all safeguarding issues follows CEC guidance.	○ Effective systems in place. ○ Checklist of all staff with up-to-date CP training. ○ Email from FM to confirm all FM staff trained in CP. ○ List of volunteers with PVGs checked. ○ HWB Pupil survey results	○ We will review our safeguarding procedures in line with CEC updated guidance and update all staff on any changes. ○ We will review our safeguarding record keeping systems to ensure they follow the updated CEC guidance. ○ We will review our healthcare procedures in line with the new NHS guidance.	**Very Good**

QI 2.2 Curriculum: Theme 3 Learning pathways				
What have we done?	**How well are you doing?**	**How do you know?**	**What are your improvement priorities in this area?**	**QI Evaluation**
○ Collaborated with external partners and community organizations to provide a range of learning experiences and enhance the learning pathways available to our learners. ○ Ensured a strong focus on literacy, numeracy, and health and wellbeing across all stages of the curriculum. ○ Regularly reviewed and adapted the curriculum based on learners' needs, interests, and feedback.	○ Learners are engaged and motivated, with clear pathways that allow them to build on prior learning and develop new skills. ○ A wide range of learning experiences are available, supporting learners in developing resilience, creativity, and critical thinking. ○ Learners have access to appropriate support and resources, ensuring that they can fully participate and succeed in their chosen learning pathways. ○ Strong partnerships with external organizations and community partners enhance the curriculum and provide meaningful,	○ High levels of learner engagement and motivation, as evidenced by attendance, participation, and feedback. ○ Improved attainment and achievement across all stages of the curriculum, with a narrowing attainment gap. ○ Positive feedback from learners, parents/carers, and staff regarding the learning pathways and experiences offered. ○ Successful partnerships with external organizations and community partners, as evidenced by the range and quality of learning experiences available.	○ Develop working group to review curriculum to ensure a well-planned, broad, and progressive curriculum, designed to meet the diverse needs of all learners. ○ Ensure breadth and balance across the curriculum for discrete areas such as outdoor learning, digital, DYW and modern languages. ○ Develop clear learning pathways through interdisciplinary learning, skills development, and personal achievements. ○ Continue to foster strong partnerships with external organizations and community partners, exploring new opportunities to enrich	**Good**

	real-life learning opportunities.		the curriculum and support learners' personal achievements.	

QI 2.7 Partnerships: Theme 3 Impact on learners (parental engagement only)				
What have we done?	**How well are you doing?**	**How do you know?**	**What are your improvement priorities in this area?**	**QI Evaluation**
○ Organised regular parent-teacher meetings, workshops, and information sessions to support parents/carers in understanding their child's learning and development. ○ Continued to build our partnership work with the Parent Council, fostering a collaborative relationship between the school and parents/carers. ○ Provided opportunities for parents/carers to volunteer and contribute to school events, activities, and projects. ○ Actively sought and valued parental feedback, using it to inform school	○ Reviewed various channels of communication for parents/carers, such as newsletters, social media, and online platforms, to streamline. Recent parent survey indicated that almost all parents feel they receive enough communication from the school. Survey results indicate that parents would like to be more informed about the progress that children are making in their learning and what children are learning. ○ Increased parental engagement and involvement, leading to stronger home-school partnerships and	○ High levels of parental engagement and satisfaction, as evidenced by attendance at school events, and feedback. ○ Improved learner outcomes, including increased attainment, achievement, and wellbeing, which can be attributed in part to enhanced parental support. ○ Positive feedback from learners, parents/carers, and staff regarding the impact of parental engagement on learners' experiences and success. ○ Demonstrable examples of school improvement initiatives and decisions informed by parental	○ Further enhance communication channels and strategies to ensure all parents/carers have timely access to relevant information and feel well-informed about their child's learning and development. ○ Develop additional opportunities for parents/carers to engage in their child's learning, including workshops, information sessions, and online resources. ○ Strengthen the role of the Parent Council in representing the views and interests of parents/carers, ensuring that they have a meaningful impact on school decision-making	**Good**

improvement planning and initiatives.	enhanced support for learners. ○ Learners benefit from a supportive and collaborative community, with parents/carers actively contributing to school events, activities, and projects. ○ The Parent Council is representative of our school community and effectively represents the views and interests of parents/carers, playing a key role in school decision-making and improvement planning.	feedback and involvement.	and improvement planning. ○ Regularly review and evaluate the effectiveness of parental engagement initiatives and strategies, using feedback and data to inform ongoing improvements.	