

# **BRUNTSFIELD PRIMARY SCHOOL**

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## **Standards and Quality Report 2020-2021**

**(04 June 2021)**



# How Good is our School?

## Context of Bruntsfield Primary School

### **Vision and Values:**

We endeavor to create an inclusive educational environment of the highest quality which:

- Values and respects each individual
- Provides children with the necessary skills for life
- Works in partnership for the benefit of all
- Promotes Wisdom, Justice, Compassion & Integrity

### **School Aims:**

We aim to:

- provide the highest possible standard of teaching and learning experiences to encourage all pupils to develop as successful learners, confident individuals, responsible citizens and effective contributors
- facilitate pupils and staff to achieve their full potential and celebrate achievements
- create a stimulating, enjoyable and secure environment built on mutual respect
- create an environment where pupils, parents and carers, staff, partnership services and agencies work together, show respect for, participate and contribute to the life of the school and wider community
- develop an awareness and understanding of local and global issues.

### **Curriculum:**

We aim to be guided by the 'Principles for Curriculum Design' outlined in a '*Curriculum for Excellence*' which are:

- challenge and enjoyment
- breadth
- progression
- depth
- personalisation and choice
- coherence
- relevance

In short, our vision for all pupils and staff is to:

***'Be the best you can be...achieve your personal best!'***

## The School in Context

Bruntsfield Primary School is a large Edinburgh City Primary School that prides itself on its strong co-operative links with parents, carers and the community, its friendly, warm and welcoming atmosphere and rich curriculum. Our pupils represent a wide cross section of society and this makes for a very stimulating and culturally rich school environment.

The Leadership Team comprises the Headteacher, three Depute Head Teachers and a Business Manager. One of the DHTs started her second maternity leave in February 2020 and returned in June 2021. One DHT has been on secondment as DHT at Granton Primary School from February 2021 until the end of the session. Our Principal Teacher is Acting DHT during this time.

In 2020-2021, we had twenty-one classes, a full and part time Support for Learning Teacher, support from an English as an Additional Language Teacher (EAL), as well as support from partnership services from Health, Social Work and the Police. Pupil support assistants provide support for pupils and teachers via a variety of learning and teaching activities, designed to support individual pupils' needs and supervision during morning break and lunches.

Whilst Covid19 restrictions have had an impact on the services we offer during lockdown, we have been able to resume a lot of services in the summer term. We have specialist teachers for PE, which was outside for most of the session, and swimming from May 2021. Active Schools are planning their programme for next session. We benefit from cello and violin instructors for music tuition. The National Youth Music Initiative, in partnership with City of Edinburgh Council, provided resources for class teachers, to enhance learning and teaching through 'The Wonder of Music' supported P1-P4 this session. Youth Music restarted their programme at the end of May 2021.

To meet the demand of rising rolls over the last few years we have created additional classrooms by splitting the largest rooms into two classrooms and reducing our general-purpose spaces and resource bases considerably. Over the last 12 years we have increased from fourteen to twenty-one classes and from 420 pupils to over 630. Playtimes and lunch times are busy. The children make maximum use of our refurbished playgrounds. **£35 244 was granted to the school from the Pupil Equity Fund for additional support, challenge and digital resources to help ensure poverty is not a barrier to success.**

The Parent Council are very supportive and fully involved in the life and work of our School and local community. Before Covid19 they led a wide range of After School Clubs, plus a variety of social and fund-raising events for families. They also work with the Senior Leadership Team and staff to support and realise our School Vision.

Kidzcare provide a Breakfast Club and an After-School Club (childcare service) and hold a let for ninety children within the school in the afternoons. Kidzcare have use of the Annex building situated in the rear playground, which they share with the Community Nursery.

### Capacity for Continuous Improvement

Bruntsfield Primary School achieve targets set in our Improvement Plan each year. We maintain high levels of achievement of Curriculum for Excellence Levels as well as positive feedback from our pupils, parents and carers. Individual needs are identified and met to ensure Equity for All. Our improvements for 2021-2022 are based around moving forward following school closures in January 2021 due to Covid-19.

They will focus on Learning and Teaching, Health and Wellbeing and Equalities. Our improvements will continue in partnership with Cluster Schools. Teams of staff will lead the renewal plan to ensure we continue to build a community of teachers who collaboratively support, encourage and share innovative and effective approaches for teaching and learning.

# Leadership of Change

## Themes

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

## Our Illustration

### Developing a shared vision, values and aims relevant to the school and its community

- Our children, parents, carers and wider community are valued, engaged and fully involved in the life of the school.
- Our values reflect our local context with high levels of parental and carers engagement and we continually look for and develop ways to enhance pupil experiences within our school.
- We work together to ensure we have high expectations of and for our learners and we provide the best possible learning experiences to equip them with the skills to be successful and realise their full potential.
- Questionnaire results show almost all our children feel proud of their school, are confident learners and achieve in many areas in school life, through hobbies, sports and in the community.
- **Our School Vision** and positive ethos is underpinned by Children's Rights. We achieved our Silver Rights Respecting School Award and are working towards Gold. Our Vision and Curriculum Rational will continue to be revisited as we grow and develop as a Community.

### Strategic planning for continuous improvement

#### Learning at Home, due to Covid19 restrictions:

- Learning at Home during 'lockdown' included weekly overviews and learning videos prepared by teaching staff. Learning activities and feedback were posted on Teams and live catch ups ensured children connected with their teacher/s and pupil support assistants. Digital devices were provided for children who did not have access to one at home. Almost all the children benefitted from continuing homework on Teams to build their ICT skills between lockdowns. Our 'hub school' for children of key workers and vulnerable children ran from January to March 2021. Parental Feedback showed improvement in the use of Teams and appreciation of learning videos from the first lockdown in March- June 2020. 'Live' lessons and 'catch ups' were very popular, more have been requested should we need to go into lockdown again, however, some families found the videos more flexible as they suited their own family schedules. Internet connections and supporting children's learning at home, whilst working from home, was a challenge for most families.
- Throughout lockdown, planning meetings for pupils with additional needs continued and visits from partnership services resumed as measures eased.
- We found children benefited from learning many life skills with their families. Managing their own learning was a significant challenge and achievement for many, along with organising their day. Helping with shopping (budgeting), cooking, cleaning, caring for family members and keeping connected with family and friends via video conferences are all skills which the children will use in the future. Having time to develop crafts, read and enjoy the benefits of more family time on walks outdoors, has helped boost creativity and wellbeing.
- The return to school was very positive for almost all pupils, a few needed additional re-assurances and were supported by a Pupil Support Officer to link with families. School staff focused on Health and Wellbeing as the children returned to school to build confidence as well as monitoring their individual learning needs.
- We made many changes to our daily running of the school to make the environment as safe as possible for staff and pupils: Staggered entry and exit times, playground zones, class bubbles, increased ventilation and cleaning. Having lunches in classrooms,

reorganisation of non-contact time and support groups have all helped reduce the risk of the virus. Updating risk assessments, in line with changes from Scottish Government and the City of Edinburgh Council has been a significant amount of work.

- With the help of families and the community and rigorous monitoring of Covid19 rules and regulations in school, we have been able to keep the virus very low in school.

### **Ongoing Strategic planning for continuous improvement**

- Pupil progress is discussed with staff and next steps are planned for all learners and shared with parents at Consultation Meetings.
- Strategic analysis of whole school progress is used to inform improvement planning and allocation of resources.
- EDICT, the City of Edinburgh Council tracking programme was started in January 2019 and allows whole school electronic tracking and review of children's progress at strategic level.
- Senior leaders have empowered staff to initiate and lead change through RACI Teams in School and with Cluster colleagues. This collegiate work across schools will resume when safe to do so.
- All staff are committed to the process of leading change and are motivated to ensure success.
- Staff self-evaluate progress in stages using the Quality Indicators and this information is used to inform the Standard and Quality Report and Improvement Plan.
- Time for professional dialogue, collegiate learning and self-evaluation is planned each session and next steps identified in stages and across levels.
- Stakeholders are engaged in school improvements using a range of strategies such as questionnaires, feedback at (virtual) CfE Show Case/ Sharing the Learning Events and feedback on pupil learning. This informs future developments and leadership opportunities.
- **Staff identify individual pupil needs to be supported by PEF and a range of support is in place and updated annually. This session, our focus was on maths and digital support.**
- Pupils lead initiatives through the Pupil Council, Community Teams, Eco Team, Rights Respecters as well as through discussions with their teachers, pupil support assistants and the Senior Leadership Team. Meetings have been proportionate and virtual due to C19 restrictions this session.

### **Implementing Improvement and Change**

- Staff demonstrated their skills in changing the way they worked during 'Learning at Home'. Continuous professional development from Edinburgh Learns will continue to support skills and build confidence next session.
- Leadership opportunities are provided at all levels for staff, pupils, parents and carers each year. Some have been paused due to C19 restrictions, others have been done via Teams.
- Teaching staff have engaged with colleagues across the cluster in pedagogy discussions and assessment and moderation activities in previous years, which has helped build skills and confidence in assigning levels. Moderation, in stages, is ongoing.
- Data regarding children's attainment is robustly tracked, discussed and analysed to monitor the impact of changes for children and work in the school. This includes the use of SNSAs, class assessments and ongoing formative assessment.
- Additional whole school monitoring activities will be in addition to cluster moderation.
- Several staff take responsibility for whole school remits such as ICT, Rights Respecting Schools, our Building Resilience Programme, Literacy, Numeracy, SEAL, Science, training pupil Playground Activity Leaders (PALS), Peer Mediators, Buddies, Junior Road Safety

Officers and organising outdoor learning resources. Some activities were paused whilst we focused on adapting teaching and learning during Covid 19.

- Play based learning has been a focus for Primary One and Two, which has been enjoyed and appreciated by all pupils, parents and staff.
- Most parents and carers support our Building Resilience Programme by following up learning at home and discussing issues with their children. This has increased pupil skills in working out ways to deal with problems. Most children say they have become more confident doing this. Ways to keep this 'fresh' in 2<sup>nd</sup> Level will be discussed.
- Pupils tell us they feel their voice is heard through learning discussions with staff, surveys and focus groups.
- Pupils' views are sought on a broad and balanced range of additional areas e.g. fund raising, school playground, Health and Wellbeing through the eight Wellbeing Indicators (Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included) as well as issues as they arise.
- Teams of pupils influence change in their role of Playground Activity Leaders and Peer Mediators, Community Teams, Eco Teams, Rights Respecters, Buddies and our Pupil Council.
- Teaching staff have continued to develop approaches to practitioner enquiry and work collaboratively with colleagues beyond the school team.

### Next Steps

- Cluster improvements will focus on developing outdoor and digital learning.
- Use EDICT to track and review strategic analysis of CfE attainment data and continue to extend the analysis of data identify gaps in pupil learning, plan next steps.
- Additional whole school monitoring activities will be in addition to cluster moderation.
- **All staff to continue to identify PEF support and achieve next steps for identified pupils and monitor achievements.**

## Learning, Teaching and Assessment

### Themes

- Learning and Engagement, including use of digital technologies
  - Quality of Teaching
  - Effective use of Assessment
  - Planning, Tracking & Monitoring
- Our learning environment is welcoming, inclusive and nurturing, which leads to high quality learning outcomes for our pupils. Feedback from stakeholders confirm parents, carers and visitors feel welcomed and part of the school community.
  - Using the James Clements Writing approach with Cluster colleagues, has led to children writing for real purpose and has given greater focus on the links between reading and writing.
  - Pupils and parents talk positively about impact of Building Resilience themes and the ways children use them. Almost all pupils use Building Resilience strategies in class, the playground and in after school clubs to resolve issues, find solutions using restorative approaches, making them more self-reliant, confident and responsible citizens.

- Almost all our pupils are confident, talk positively about their learning experiences and achieve within the four contexts for learning as shown in their jotters, wall displays and discussions with the SLT.
- Pupils lead learning in topics and research through 'floor book planning'. They take responsibility for learning and are effective contributors through learning discussions, self and peer assessment and class activities. Discussions with pupils show almost all have a clear understanding of personal achievements, next steps and all value learning. Pupils tell us they value teachers' feedback, this helps achieve success and agree next steps.
- Creativity through film, art, design and drama and competitions have challenged pupils' thinking and given them opportunities to explore skills in collaborative working groups.
- Pupils are effective contributors to the life of the school through their commitment to learning and wide range of leadership roles. They include Pupil Voice Committees, House Captains, Playground Activity Leaders (PALS), Peer Mediators, Pupil Council, Rights Respecters as well as individual class responsibilities. Pupil feedback informs next steps.
- Pupils have many opportunities to develop skills for learning, life and work through class activities and wider achievements. Wider achievements are tracked and monitored to ensure equity. Learning at Home as allowed time for the children to learn more life skills with their families.
- Almost all pupils achieve high levels of attainment and success. Most understand how this helps develop skills for learning, life and work.
- Successes and next steps are shared and planned with parents and carers at Consultation Meetings twice per year.
- Blooms and Ryan's Keys are used to extend thinking skills and promote creativity across the school.
- Differentiation through 'chilli challenges' and reinforcement/ consolidation of learning is in place.
- All teachers use our local environment, amenities within the City, and beyond to enhance learning experiences. Learning outdoors has increased, although visits beyond the school have been limited due to Covid 19 restrictions.
- Digital learning has focused on coding, research, presentations, animations and literacy and numeracy skills to raise attainment. Digital learning will continue to be developed using 365 Teams. Pupil achievements are shared in class and, when appropriate, on Twitter.
- All teachers plan learning and teaching with stage partners, taking account of prior learning, benchmarks and the principles of curriculum design. Greater focus has been on **Equalities** with success in promoting more cultures, artists and the impact of history. Plans are moderated by the SLT at termly meetings and Termly Overviews are shared with parents and carers.
- Teachers use ongoing assessment strategies, Curriculum for Excellence benchmarks and professional judgement to plan and assess progress through the broad, general education. Teachers use holistic high-quality assessments designed in partnership with cluster colleagues to confirm successful learning at each level as well as ongoing formative assessment.
- Teachers identify pupils at risk of not achieving expected CfE Levels and teachers, support for learning (SfL) staff and pupil support assistants (PSAs) support programmes of learning for them in order to raise attainment.
- Child Planning Meetings are in place for pupils with additional needs. Diagnostic assessments are used to confirm need and plan next steps with parents and partnership services.
- Teachers track pupil progress to ensure continuity and progression within the broad, general education for all our pupils. Transition and Assessment data is passed to the next teacher to ensure we build on prior learning.
- Information on pupil progress is confirmed through ongoing formative and summative assessments and analysis of data informs allocation of resources. 'Shocks and surprises' are analysed to understand any anomalies.
- Moderation with Cluster colleagues, of successful learning within a level, has increased teacher confidence and teacher judgement in achievement of a level. This has given consistency of

standard across the three Primary Schools feeding into Boroughmuir High School. This will be revisited next session and support given for new staff.

- Analysis of attainment data and pupil needs by staff and the Senior Leadership Team inform next steps and allocation of resources.
- We use an online tracking programme (EDICT) to track CfE levels in line with Council Policy.

### **Next Steps:**

- Implement new Developing Young Workforce Profile for P5-P7 to aid transition to High School.
- Equalities: teach a culturally inclusive curriculum which promotes equality, greater cultural representation and understanding of history and impact on today's society.
- Continue to develop use of digital technology to support learning using 365 and Teams.
- Continue to develop a progressive skills-based approach in Outdoor Learning.
- Continue to develop writing skills and share strategies for success.

## **Ensuring Wellbeing, Equality and Inclusion**

### **Themes**

- Wellbeing
- Fulfilment of Statutory Duties, including presumption of ASN for Looked After, unless assessed to the contrary, and specific arrangements for support to improve outcomes
- Inclusion and Equality

### **Our Illustration**

#### **Wellbeing**

- We embed school values in daily practise to ensure everyone is included and we achieve equality for all our pupils in a caring, supportive environment based on Children's Rights.
- We have a greater awareness of the needs and ways to support children who have been, or are, looked after and accommodated, and children who are young carers.
- We continue to have a whole school approach to wellbeing which is shared and followed by staff, pupils, parents and carers based on Children's Rights and Building Resilience.
- We use the Health and Wellbeing Indicators (Safe, Healthy, Active, Nurtured, Achieving, Respected, Responsible and Included) to help us *Get it Right for Every Child* and as a focus for discussions with children and families about their concerns.
- We use wellbeing indicators to gather parental feedback to help identify trends in next steps for individuals and as a school.
- Staff continue to be proactive in promoting positive relationships and pupils and this approach is valued by the School and community.
- Almost all pupils use the language of resilience when talking about feelings.
- We support pupils to solve problems and difficulties for themselves. We continually review restorative approaches and practice to promote consistency of approach across the school. Most children have the language and skills to problem-solve and restore relationships.

They are becoming more confident when using solution focused approaches to resolve issues.

- Almost all pupils tell us they feel valued and know who to go to for help if they need it.
- Pupils tell us, through their wellbeing questionnaires, staff treat everyone fairly and with respect. Almost all feel safe and they know who to go to if they are upset. They highlight children's improving perceptions of relationships and empathy and of bullying and how good the school is at dealing with this.
- Parents, carers and partnership services work with us to agree and realise best support for pupils with long term or short-term support needs.
- All pupils with additional learning needs are monitored. Resources and support is allocated to meet individual needs. Learning and support plans are adapted as progress is achieved.
- Class and School Charters are mindful of, and promote, positive health and wellbeing.
- Out with Covid Restrictions, almost all pupils are engaged in after school clubs, led by staff, Active Schools and the Parent Council. Feedback shows this promotes positive choices and increased emotional well-being. Participation in clubs is monitored annually and pupils not participating are supported to do so emotionally and/or financially.
- **Support from teachers and PSAs, as well as individual resources and plans, are in place to support pupils with learning, physical or emotional needs. The Pupil Equity Fund is planned to ensure poverty is not a barrier to success.**

#### **Fulfillment of Statutory Duties (with specific reference to Looked After children)**

- Staff take their pastoral duties extremely seriously and are vigilant to any changes or disclosures that a child may present.
- Collectively we all strive to make sure that children feel safe, valued and supported within school and the children have a say in decisions about them.
- We have robust procedures for dealing with, recording and monitoring children where there is a welfare concern, where they are on the child protection register or where they are care experienced or looked after. Wellbeing concerns are actioned immediately by the Senior Leadership Team to ensure the care and safety of all children.
- Child protection training is updated every three years, the last whole school staff training update was on 13 August 2019. Promoted staff are all Level 4 trained and Specific Contact Workforce training is refreshed every three years. CECIL online training gives updates as appropriate. Our Policy and practice follow Council directives. All staff quickly spot changes in a pupil or in their behaviour and disclosures are followed through quickly.
- We work very closely with partner agencies to ensure that we get it right for every child and use SEEMIS latest pastoral notes. Our statutory recording measures are reviewed regularly to ensure all needs and legal requirements are met.
- We fully comply with statutory requirements such as GIRFEC, CfE, CEC Policies and National Guidance/ Priorities to ensure all pupils' needs are identified and supported.
- All staff complete relevant training. Mandatory courses are updated as required. All staff have completed the CEC Training on Equalities and this will continue to be developed next session. Staff also book courses independently as well as the courses provided in school.
- Partnership services support our pupils' needs and Child Planning Meetings are well attended by parents and carers. Each child's voice is heard in the meetings, either in person, or through their pre-prepared reflections.
- The Service Level Agreement with Educational Psychologist and ASL Team Leader is updated annually and next steps identified.
- **We have taken effective steps to support pupils from families where there is hardship through the Pupil Equity Fund. Needs and support are detailed in our**

**Equity Plans for each individual pupil and we monitor individual pupil progress. Data shows our PEF pupils' attainment and achievements are spread throughout the percentiles. They do not all fit one category and many achieve very high levels of attainment.**

### **Inclusion and Equality**

- We have taken effective steps to support children where there may be financial hardship, this is supported by the annual Pupil Equity Fund (PEF) and our school Primrose Fund which is funded by parents and staff in our community.
- The Pupil Equity Fund has provided additional resources and individual support to raise attainment for all identified pupils with free school meals or living in SIMD1 and 2 (Scottish Index of Multiple Deprivation).

**Uniforms, payment for after school clubs, trips are available through PEF and our own Primrose Fund.**

- All pupils, at risk of not achieving the expected level, or with additional needs, have Equity Plans to record support, provide guidance and aid transition between stages. They are updated annually and provide a basis for discussion during transitions between stages and schools. The Equity Plans identify the need to be supported, the learning and teaching styles which are effective, and the support given by teachers, pupil support assistants, the Support for Learning Teacher, English as an Additional Language Teacher and any partnership services involved. These plans are discussed at termly meetings with the Support for Learning Teacher and with the SLT throughout the session. Resources are allocated as appropriate. This ensures all learning needs are identified, supported and monitored.
- Equity Plans, Additional Support Plans, Individual Educational Plans and support strategies are in place to ensure all pupils are achieving, included and all needs are supported and are updated annually.
- Profiles of Competence are used to assess, monitor, record and report successes and next steps for pupils with English as an additional language (EAL). EAL staff and bilingual assistants continue to support new pupils through enhanced transition and support for learning and teaching. Profiles of competence are updated annually as pupils' progress.
- Assessments are in place to ensure progress for all pupils is sustained and gaps identified quickly.
- Assessment data, along with teacher professional judgement, is analysed and support allocated based on pupil needs.
- Teachers identify pupils at risk of not achieving expected CfE Levels. The children are supported through focused groups, programmes, teacher, PSA and SfL support.
- Teachers use the CIRCLE document to identify needs and pathways of support. ASL support is provided to ensure equity and progress.
- The Support for Learning Teachers provide advice and guidance for staff, parents and carers when pupils are diagnosed with a wide variety of needs including visual stress, hearing impairments, autism, dyslexia and complex medical cases etc.
- Diagnostic assessments are used to confirm need and plan next steps with parents and partnership services. Partnership services work effectively with us to guide practice for identified pupils.
- Child planning meetings are always well attended and next steps agreed and achievements celebrated. We achieved our Visual Timetables Bronze Certificate and social stories are successful approaches used by staff.
- Pupils benefit from a wide variety of effective support from pupil support assistants.

- Pupils with complex needs achieve most of their individual targets, with support from the CEC ASL Team, staff, parents and partnership services.
- Additional pupil support assistant hours from CEC are allocated and used to support pupils with complex needs. School PSA hours are allocated to pupils with individual needs, or to those at risk of not achieving their CfE Level.
- Self-evaluations in Child Planning Meetings shows progress for most of the pupils they support. Parental feedback is very positive.
- Pupils who are transitioning between genders are sensitively supported and liaison with parents, carers and partnership services guides the best ways to support them.
- Pupils who are, or have been, care experienced are sympathetically supported and their teachers provide a safe and nurturing environment for them and liaise with their carers to meet their needs.
- Pupil support assistants provide good support in liaison with our School ASL Team.
- Social Skills Groups, Therapy Inclusion Project, Emotions Talks Teams are effective in developing skills, resilience and emotional wellbeing. New staff will be trained to deliver them next session.
- CIRCLE time, Bubble Time and Time to Talk have helped pupils learn how to resolve issues themselves and when to seek help.
- We have clear transition records to ensure pupils with needs are identified and supported at times of transition.
- Staff use skills learned through Pivotal Training to encourage consistency of approach in school, which has had a positive impact on pupils' emotional responses.
- Classes discuss Rights of the Month and they are shared with parents and carers.
- Pupils and staff participating in religious festivals are supported. A variety of Festivals are celebrated throughout the year.
- Enhanced transition for pupils moving to school, between stages and to BHS is effective.
- **Wider achievements are monitored, and pupils and families are supported to participate.**
- **Uniforms, payment for after school clubs, trips are available through PEF and our own Primrose Fund.**
- **Pupil Equity Funding has been used to fund an additional teacher to support maths using SEAL as well as purchasing additional devices.**
- **Staff use Boxall Assessments when appropriate.**

#### **Information about approaches to Poverty Proofing the School Day, including One in Five Training**

- Most staff have completed One in Five Training and all staff have completed the Equalities Training. Cluster Schools representatives from each of the schools meet to share experiences and skills and plan consistency as pupils move from Primary to Secondary School. This will be continued. Additional uniforms, lunches, fruit, financial help with trips and excursions are in place for any family in need of support, as well as organised individual support as appropriate.

**Information about use of PEF Framework or Waivers to comply with statutory procurement regulations. Use of resources including digital resources, and equity of access and overall statement about impact of financial spending in relation to meeting objectives, e.g. value for money.**

- Additional support for pupils, supported by Pupil Equity Funding, by teachers, pupil support assistants and the variety of resources purchased to meet individual needs has helped pupils grow in confidence and develop skills and either improve or maintain levels of attainment and achievement.
- Pupil Equity Funding is a welcome addition to fund additional support and challenge pupils in need to ensure poverty is not a barrier to success.
- Updates on the financial overview are prepared by the Head Teacher and Business Manager. Financial and staffing implications are shared at Senior Leadership Team Meetings. Challenges we have overcome have included supporting pupils during lockdown, staff changes and recruitment. Occasionally, we need to prioritise pupil support assistants when a pupil enrolls with complex needs until we can recruit additional staff.

### **Next Steps:**

- Implement new Relationships, Sexual Health and Parenthood (RSHP) programme.
- Identify more space for Nurture Groups and update training.
- Continue to support pupils at risk of not achieving expected levels of attainment and achievement, in a way which meets individual needs.
- Build bank of resources and extend knowledge and awareness of BAME.
- Revisit restorative approaches to ensure consistency across the school.
- Continue to follow all guidance on statutory duties.

## **Raising Attainment and Achievement**

### **Securing Children's Progress**

#### **Themes**

- Attainment in Literacy and Numeracy
- Attainment over time
- Overall Quality of learner's achievement
- Equity for all learners, including specific reference to Looked After children and other Equity cohorts

#### **Our Illustration**

##### **Attainment in Literacy and Numeracy**

- Standards of attainment continued to rise for eight years and we then maintained high standards of attainment and achievement in literacy, numeracy and CfE levels which are above The City of Edinburgh average and in line with comparator schools. Covid-19 has impacted on pupil progress and whilst most children have achieved their CfE level, a few need more time to recover lost learning to be secure at their level.
- Most pupils achieve expected levels in all curricular areas and many are working beyond their expected level. Those who are not expected to achieve their level are working in intervention or support groups with their teacher/s.

- Most pupils have made good progress in reading, writing, listening, talking, maths and numeracy as they move from P1-P4 and from P4 -P7. However, a few need additional focus on writing.
- Pupils with complex needs achieve their individual targets, with support from our ASL Team, parents, carers and partnership services. Details are within their individualised educational plans.
- **Our pupils supported by PEF have a wide attainment range and are supported to meet their individual needs. Attainment data shows their achievements are recognised. We support learners to ensure they are not disadvantaged by poverty. Details in individual PEF Tracker and Equity Sheets.**
- Care experienced pupils are monitored carefully to ensure learning needs are met and achievement needs are met.
- Attendance is on average 95.86%. This is monitored each month. Letters, education welfare officers, social work and The Reporter are used to ensure families are supported.
- We have no exclusions. Inclusion is successful and very well supported by staff, parents, carers and partnership services and City of Edinburgh Council Additional Support for Learning Team.
- P1 and P2 classes have benefitted from planned, purposeful play and a variety of challenge activities.
- SEAL maths strategies are used in P1, P2, P3 and to support individual needs from P4. This has given pupils confidence and skills in maths which is reflected in their progress.
- We have effective tracking systems in place to monitor pupil progress and ensure pupils' needs are identified and supported for all pupils to achieve their personal best.
- Teachers discuss pupil progress and needs at termly attainment meetings with the Senior Leadership Team and next steps agreed.
- Effective analysis of data ensures interventions and resources are allocated to ensure all pupils are supported to progress and achieve. SNSAs are used diagnostically along with ongoing formative assessments in most class activities.
- Pupils whose annual achievements have dipped are monitored to ensure this is a dip and not a trend.
- Enhanced transition between stages and schools has proven successful.
- Our international pupils learn English quickly and almost achieve expected levels. This is achieved through enhanced transition, support from EAL teacher, buddies and an inclusive community. During lockdown, the children did not have the same opportunities to engage with their peers and this has delayed their acquisition of English.
- Pupils benefit from a wide variety and effective support from teachers, Pupil Support Assistants and both the School and City ASL Teams.
- Well planned programmes are in place to support physical, social, emotional and communication needs as well as literacy and numeracy skills.
- Our pupils are confident, achieving and talk positively about their learning. They contribute to the life and work of the school community through many leadership opportunities and fundraising activities.
- A P5-P7 skills progression in DYWF was prepared before Covid-19 and adapted by Cluster colleagues to meet their own needs. This work will be continued to include a P5-P7 DYWF Profile to aid transition to High School.
- During lockdown due to Covid 19 pupils learned a lot of new ICT skills using Teams, learned to become more independent and learned many life skills and new hobbies with their families.
- Almost all our pupils participate and achieve in hobbies and clubs and pursue personal interests fostered through school, excursions or home learning experiences.
- Before Covid 19 almost all pupils take part in after school clubs, competitions, sports, etc. Pupils who did not attend clubs were supported to do so. Restrictions during C19 have reduced clubs etc, but families have been very creative in engaging children in wider achievements.

- Almost all pupils are fully engaged in their learning and through discussions with teachers and PSAs and take responsibility for next steps, to help all our pupils achieve our School Vision, to *'Be the best they can be ...and to achieve their personal best!'*  
Our pupils are successful learners, responsible citizens, effective contributors and confident individuals who effectively contribute to the life of the school through the many leadership opportunities and events we offer. They are responsible in school and the community almost all the time. They receive many compliments on their attitude and behaviour from visitors and our community

### Overall quality of learners' achievement

- This has been recognised as Very Good in the School Inspection in January 2020. Teachers are supporting children recover from the impact of Covid 19.

### Next Steps:

- Continue to support pupils at risk of not achieving a level through staff support, ASL or PEF support.
- Focus on literacy and numeracy to continue to raise and/or maintain attainment and achievement for all as part of our School Recovery Plan.

## Curriculum

### Rationale and Design

- Shared values, based on children's rights and wellbeing, form the basis of all we do at Bruntsfield. They are based on our local needs and aspirations from pupils, parents, carers and the community and advice from Education Scotland. A summary of how we do this, is detailed in our Curriculum Map, Rationale, Plans and Overviews.
- Awareness of children's rights has been extended by writing Class and School Charters, discussing monthly themes. This is led by a steering group of pupils and staff.
- Our curriculum is designed to give all pupils opportunities to develop the skills detailed in the 4 Capacities to prepare them for learning, life and work.
- Areas such as creativity, enterprise, sustainability, outdoor learning are developed in all curricular areas and applied within the 4 Contexts for Learning.
- Children are involved in curriculum planning and have opportunities for personalisation and choice.
- Our children have regular opportunities to engage in meaningful interdisciplinary learning through a variety of topics, which are child-led.
- Learning Together at home supported Children's Health and Wellbeing and ICT.
- Most children have grown in confidence in 'skills for life' having responded well to the challenges of Learning at Home. They learned new skills and hobbies.
- All of our learners are given opportunities to be challenged and achieve their potential.
- Pupils are supported effectively by all staff to ensure equality for all.
- Almost all our pupils achieve their expected CfE level in most subject areas.

## **Development of the Curriculum**

- Curriculum Plans are in place to ensure coverage of the Broad General Education.
- Learning Pathways are followed to ensure progression, pace and challenge.
- Ensuring continuous improvement in literacy, maths and numeracy is always a key focus for Bruntfield to ensure all our pupils realise their full potential.
- We teach French from P1-P7 plus Mandarin in P5 and German in P6 and P7.
- Staff work together to lead and develop the curriculum, in line with latest guidance and are focusing on outdoor learning, digital learning and technologies.
- We shall work as a staff and with cluster colleagues to develop our curriculum to ensure it is culturally inclusive and focuses on equality and sustainability.
- We share teaching experiences and to moderate pupil learning with our cluster colleagues to support consistency of standard and transition to High School for all pupils.

## **Learning Pathways**

- We have a strategic overview for each curricular area to ensure relevance, coherence, continuity and progression, as well as flexibility to add additional areas for study at each class teacher's discretion to meet the needs and interests of the pupils.
- We build on prior learning and to learn about topical events as they occur.
- Our 'Core Curriculum' is based on Experiences, Outcomes, Benchmarks and has skills progression running throughout.
- This allows us to plan breadth, depth, personalisation and choice, challenge and enjoyment for all our pupils, within a broad, general education.
- Overviews setting creativity, enterprise, sustainability, international education and skills for learning, life and work are detailed within the 4 Contexts for Learning Framework and build upon their development from P1 – P7.
- Children have a good knowledge of the world around them and apply this knowledge to all they do.
- Staff follow progression pathways to ensure all children are challenged and supported.

## **Skills for Learning Life and Work**

- Our 'Growing Confidence' programme is impacting positively on pupils' health and wellbeing, learning and achievements.
  - We achieved our Silver Award from 'Rights Respecting Schools' and are working towards Gold.
  - Almost all our children are developing literacy, numeracy, health and wellbeing skills and employability skills across the curriculum and they embrace an enterprising approach to learning.
  - Children are developing digital skills and have used Teams to share learning when Learning Together at Home. This will be continued for Homework and class activities to continue to build skills, confidence and independence.
  - As part of our work on equalities, we challenge gender stereotypes and racism within careers and all we do.
  - Pupils had extensive opportunities to participate in a variety of showcase events although this session, it was through sharing learning at home.
  - During Covid 19 restrictions, children have developed new hobbies and interests to build skills. Community clubs, sporting activities and events will resume when it is safe to do so.
  - Community Teams, developed as requests from pupils to work in houses and across year groups and have been paused during Covid 19 restrictions. Previous themes included financial education and business links.
  - Links with businesses, universities, partnership services and contributions from parents, carers and the community provide us with a wealth of resources to enhance our curriculum, although we have not been able to have visits in school this session.
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## **What are we going to do next?**

- Review our curriculum and identify resources to ensure that Equalities best practice is embedded throughout the curriculum.
  - Develop our Health and Wellbeing progression pathways to take account of updated Relationships, Sexual Health and Parenthood Guidance.
  - Review outdoor learning experiences and skills progression.
  - Plan to improve internet access, build ICT skills and update digital devices.
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