

School Name Juniper Green

Standards and Quality Report

Context of the School

Juniper Green Primary School is a co-educational, non-denominational primary school. The school has a broad social mix as it serves the communities of Juniper Green, Baberton Mains, Colinton and Hailes areas of Edinburgh. Our school website provides further up to date information about the school.

Our learning community is made up of five schools: Currie and Nether Currie Primary Schools, Currie Community High School, and Woodlands and Redhall Special Schools.

We have an active Parent Council called the “Juniper Green Parent Group”. The group supports the school by working on school improvements together with school staff, fundraising for improvement priorities as well as organising social events for families and learners throughout the year.

The Head Teacher is now well established within the school and has been well supported by two Depute Head teachers who complete the senior leadership team. Once again, all senior leadership team members had a weekly teaching commitment which positively impacted driving forward the learning improvement plan for the session.

The continued allocation of Pupil Equity funding from the government this session has allowed us to continue to support our learners in quintile 1&2 in improving attainment in Literacy, Numeracy and HWB and reducing the poverty related attainment gap. This funding has allowed us to continue to fund a Pupil Support Officer to deliver our nurture programme as well as bespoke one to one and group packages to these learners. This has been even more important due to these families being negatively impacted by the rise in the cost of living.

The school roll has remained fairly stable across the year, and we currently have 380 pupils. We have had 14 classes this session and this will remain so as we move into session 2025-26. Our Nursery has had 68 learners accessing the provision on a full-time, term basis. Our Nursery hours are aligned with the school timings for the day which continues to ensure that our families within the school and nursery remain connected.

Our improvement planning continues to reflect a rigorous and robust emphasis on Teaching, Learning and Assessment, Literacy and Equalities, Equity and Inclusion, in line with authority expectations.

The values of the school are shared by the whole school community and together with the ‘Juni Way’, form the basis of the vision for Juniper Green. Kindness and respect are our two core values and continue to be linked to the ‘Juni Way’ which is our ‘way of being’. We continue to develop and promote Leadership at all levels which empowers every member of staff, every learner, and every family to develop, promote and sustain an aspirational vision which underpins our capacity for continuous improvement. Our school community works together to turn the shared vision into a sustainable reality.

Senior leaders in our school community promote and support innovation and creativity which lead to positive change. Staff, learners and families have developed increased capacity to respond and adapt to change.

There is a strong culture of creativity and professionalism amongst all staff, and leadership at all levels is evident, which demonstrates our shared commitment to achieving excellence across all aspects of its work.

As a school community we continue to be fully committed to creating a culture of professional learning within Juniper Green Primary and Nursery to ensure the highest quality of learning and teaching for all learners.

Standard and Quality Report 2024-25

What have we done?	How well are you doing? What's working well for your learners?	How do you know? What evidence do you have of positive impact on learners?	What are you going to do now? What are your improvement priorities in this area?	How would you evaluate this QI using the HGIOS? 4/HGIO ELC? sixpoint scale?
QI 1.3 Leadership of change (Developing a shared vision, values and aims relevant to the school and its community; Strategic planning for continuous improvement; Implementing improvement and change)				
All staff have undertaken practitioner enquiry to further enhance their learning and teaching. Teaching staff have led professional learning sessions on pedagogy linked to key aspects of our Juni Pedagogy Toolkit. The monthly professional	Feedback at the JGPS learning festival in June was very positive. Staff shared their learning on two main areas of practitioner enquiry which were the pedagogy of listening and talking, and quality observations to enhance developmentally appropriate learning. Two EYPs were involved in the practitioner enquiry. One class teacher has also undertaken an individual practitioner enquiry through the Scottish Book Trust on the importance of reading for enjoyment. Next steps have been	SCP showed an increase in quality L&T learning opportunities within classes P3-7. Teacher's reports demonstrated a clearer understanding of the benchmarks for L&T and the next steps for learners were more focused and purposeful than in previous years. Through SCP spelling is being taught consistently across the school and 95% of staff feedback that SCP	Whole school will now undertake reading and learning around the pedagogy of L&T, implementing key features of the research to positively impact learning and teaching. KG will lead practitioner Enquiry group on reading for enjoyment. All nursery staff to be included in one of the practitioner enquiry groups in session 25-46	Very good

learning newsletter is compiled by teaching staff. Teaching staff have led the successful roll out of our spelling programme and related pedagogy by undertaking SCP, coaching sessions and identifying key further training and support. All teaching staff have been part of a school committee to increase involvement in key aspects of the school – finance, Health & Safety, Improvement Planning and Working Time Agreement group. P7 leadership roles have supported the learning improvement plan and have linked to development of Meta skills. All learners have been involved in the development of our annual sports day, led by the P7 Sports leader and PE specialist The language of Meta Skills is embedded throughout the school and learners are able to identify their areas of strengths and development. The Juni Way, our ‘way of being’ continues to be demonstrated by staff and learners in their interactions daily.	identified for each area to be taken forward, either at whole school level or as further practitioner enquiry. Through the PRD process staff were identified who wanted the opportunity to lead CAT sessions to further develop our pedagogical practice, linked to our Juni Teaching toolkit. The empowerment of staff to lead improvement is powerful and has had a positive impact on staff wellbeing and engagement. The monthly professional learning newsletter which shares overviews of quality educational research, linked to our CATs and Juni Pedagogy toolkit, continues to be effective in providing a way to promote professional reading within the staff. The introduction of the 4 staff committees has provided opportunities for staff to develop their understanding of different aspects of the school out with of the classroom. By sharing information through these committees' staff feel more included and it has also increased empowerment and accountability. Head teacher continues to teach in P7 to develop leadership skills, through the meta skills, with all learners. Learners have worked in 6 areas, aligned with the learning improvement plan – Sustainability, UNCRRC, Communication, Creativity, Enterprise and HWB. Self-evaluation has been built into this process to support continuous improvement in authentic leadership opportunities for learners. Sports leadership team gathered feedback on 2024 sports day, creating a ‘you said, we heard, we did’ to bring about positive change to our sports day in June 2025. We are in year three of our Meta Skills programme and Learners are consistently able to link their learning to specific Meta Skills and learners from P3-	and related coaching sessions were impactful on their practice. 87% of staff involved in school committee. Action plans and trackers established by H&S and Finance groups shared at staff meetings. The improvement planning group supported HT in writing LIP and have all taken on leadership roles in 25-26 plan. Feedback from sports day – 95% of learners enjoyed sports day. Only 5 learners out of 380 used the cosy hub on sports day, this is a significant decrease than in previous years. Almost all learners respond very positively to ‘The Juni Way’, which sets out the values that guide all interactions between children, staff, parents and visitors - everyone has the right to be respected, to be safe and to be able to learn and to play. Less than 5% of learners have individual risk assessments and do not respond as positively to the Juni Way. All staff continue to embed the ‘Juni Way’ across the school, leading to a calm, focused and supportive environment for learning in every class. All learners in P7 have undertaken genuine leadership roles which have brought about positive change in our school. The communication group have had 3 articles published in the C&B News; The creativity group have supported one nurture group per week for the whole year; The enterprise group organised a whole school fundraising event and raised over £1000 which they spent on resources they had identified; The sustainability group have met with Mitie/Chartwells to ensure we move away	SCP in September to be spelling and coaching session led by KG and AC. KG and SM to lead practitioner enquiry groups linked to their own PE in 24-25; reading for enjoyment and Writing. Monthly PL newsletter to be shared at staff meetings and include challenge questions to support self-evaluation. PSO and SFL teacher to start a termly PL newsletter for PSA staff. EYO to start a termly PL newsletter for Nursery and P1 staff. Continue with the 4 committees, time allocated through the WTA. Continue to provide more opportunities for leadership across the whole school through pupil lead groups such as sustainability, equalities and JSO. Also look to the results of the CEC HWB survey to create groups to support improvement in key areas where the school scores have either decreased or are below the city average. Widen the scope of the equalities group and introduce an Anti-bullying group to support learners. To review our BRBBBL policy.	
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	7 can identify where they have strengths and areas for development. A world of work focus week in May was linked to the Meta Skills and learner engagement with this opportunity was high. Learners engaged well with professionals from a variety of workplace settings, asking questions relating to Meta Skills. The Juni Way is our 'way of being' and almost all learners can demonstrate this in their interactions with staff and other learners. We continue to share and promote this way of being in our classrooms and the playground as well as at fortnightly assemblies. The Juni Way is used effectively by almost all staff and learners to support restorative conversations.	from single use plastic items in the dining hall and have increased recycling throughout the school. Over 87% of learners in P3-7 enjoy playtime. 94% of learners in P3-7 treat others in the way they would want to be treated, aligning positively with our Juni Way.		
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QI 2.3 Learning, teaching and assessment (Learning and engagement; Quality of teaching; Effective use of assessment; Planning, tracking and monitoring)

We continue to create a culture where professional learning is valued and used effectively to ensure learning and teaching is of a high standard. Teaching at Juni SWAY created and shared with all staff to support new staff in upskilling their practice, and to robustly ensure consistency with remaining staff. Pedagogy CATs have focused on questioning and retrieval practices linked to meta-cognition. All staff have engaged with the EL Teacher's Charter – Leadership for learning PL offer All classes continue to start the day with a focused bright start which	All staff have engaged in professional learning throughout the session. Professional dialogue around L&T is high and is a feature of all staff meetings, CATs and A&C meetings. Staff have embedded the Juni Teaching toolkit, which outlines 11 key components to ensure high quality learning and teaching, in their daily practice. Each component is based on educational research and reading. Posters displaying this toolkit are in every classroom. All staff engaged with a series of pedagogy CATs focusing on powerful questioning and retrieval practice. Daily bright starts with a clear focus on literacy and numeracy, providing opportunities for daily retrieval practice in all classes and have increased challenge built in	SCP was based on the Juni Teaching toolkit and there was clear evidence in almost all classes of this being effectively deployed. 96% of families were satisfied with the quality of learning and teaching provided by the school. Staff have a greater understanding of meta cognition and the importance of planning opportunities for learners to retrieve knowledge. Moderation of these Bright Starts on the Oct Inset day showed a good level of progression and spaced retrieval. Challenge is still required. Weekly reviews of math in P4-7 have supported increased attainment and supported staff to make informed decisions about pupil progress SCP in term 1 showed very good understanding of spelling pedagogy in almost all classes. Mentoring	P7 leaders of learning to create learner friendly icons to represent the key components of the Juni Pedagogy toolkit. To continue to look at providing greater pace and challenge in all aspects of the curriculum. To monitor progress of learners who are exceeding progress. Ensure through robust moderation that all Bright Starts are stretching learners who are exceeding expectations. Teachers to have the opportunity to observe teaching in other schools outside of our learning community/	Very good
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provides challenge for learners who are exceeding expectations. Classes from P4-7 complete a weekly maths review of learning. Drawing club, Curious Quests, editing stations and PEEL structure have been embedded to support increased attainment in writing across the school, and learning community Moderation activity in our Learning Community has focused on strengthening engagement with the L&T benchmarks to support and increase teachers' confidence in making professional judgements about pupils' progress. JGPS spelling programme and pedagogical approach has been embedded from P3-7 with a focus on the teaching of spelling and phonological awareness. Through effective assessment and regular tracking and monitoring, we have obtained data on our learners' progress in learning. We continue to review our tracking systems to monitor and evaluate	Writing in P1-3 delivered through Drawing club/Curious quests has resulted in high engagement from learners and the consistent and effective use of shared writing criteria and pedagogy icons has supported learners in being able to identify next steps and make progress. Spelling Programme and pedagogical approach was reviewed with all staff in August Inservice. Improvement in the spelling attainment was shared with staff to give them a clear insight into the value of consistency of the new approach. Support through coaching and collaborative practice was delivered throughout term 1 followed by moderation of consistency through SCP completed in term 1. Data obtained continues to enable us to identify barriers to engagement in learning. This enabled additional support to be directed to these cohorts of learners from their class teacher/PSA/PSO/PEF. The effective use of data post intervention allows us to evaluate the impact on interventions in place, driving change where necessary. All staff attended a session led by the SFL teacher in August to develop a shared understanding of how data is used in our school. Staff developing better data literacy and understanding as a result.	and coaching sessions provided for targeted staff to achieve consistency in approach. 94% of staff felt the learning activities had positively impacted on their own practice.	Continue to promote consistent pedagogy through continuing to moderate and deliver the robust teacher supports in place (team teaching, coaching and CP).	
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learners' progress to ensure a focus on equity and success for all learners.				
QI 3.1 Ensuring wellbeing, equality and inclusion (Wellbeing; Fulfilment of statutory duties; Inclusion and equality)				
The UNC Rights of the child are shared and promoted through our school vision and values. We have implemented Rights Respecting Schools and the main articles from UNCRC to ensure Inclusion and Equality for all pupils. All staff have completed the mandatory Equalities training. MWSD is considered by all staff when planning learning opportunities, topics and resources for the cohort of learners in class. Ensure that accurate and robust data is gathered and that the appropriate interventions are used to improve the attendance of all learners. Developed and expanded the nurture provision across the school We continue to review our PEF plan to ensure that it is targeting resources to narrow the PRAG Raised the profile of our pre-loved uniform.	UNCRC icons continue to be visible in all areas of the school and are an integral part of fortnightly assemblies. The Article of the week is shared at assembly with follow up tasks optional for classes. Weekly sways, reports and newsletters make clear links to both the UNCRC rights and the SDG. Attendance spreadsheets continue to be monitored at SLT meetings and actions taken to support better attendance of targeted learners. The daily absence email continues to ensure that all staff take responsibility for tracking and monitoring the attendance of a specific cohort of learners, identifying patterns of absence and providing support when required. MWSD and how this is applied to planning of learning opportunities is embedded in our practice, with a particular focus on ensuring this is present in IDL. Nurture based has moved to the old library and been rebranded as Cosy Hub. Now serves two main purposes; to provide safe space for learners at break and lunchtime; to provide hub club – 8 activities run across the week to develop social communication skills, teamwork, friendship, etc. We have delivered Seasons for Growth and have provided play therapy sessions for learners who have been negatively impacted by trauma. A QR code system has been established to order preloved uniform as a way of removing potential barriers to families accessing this free resource. We have seen a significant increase in orders as a result. (This idea came from the P7 sustainability leadership team)	95% of learners in P3-7 feel that the Children's rights are important in our school. 93% of learners in P3-7 feel safe in school. Attendance remains high for nearly all learners. PSO has supported families with learners whose attendance has dipped below 85%. 67 learners access the Cosy Hub at break and lunch time. 66 learners have attended hub club activities across the year. 7 learners have attended Seasons for Growth. Feedback from learners and families indicate that the positive impact of these interventions have supported better attendance, behaviour in school and at home. 12 families attended the RCWC course held at Juniper Green with a further 2 families attending at another school within our LC. We have had over 80 orders for items from our pre-loved uniform bank since introducing the QR code.	The whole school focus on SDG, with P7 leading pledges for school and community. Build on good practice and relook at IDL planning in relation to SDG and UNCRC. Achieve silver RRS award. HT and PSO/SFL to attend leadership for equity training. Continue to use shows and whole school events to raise the profile of equalities, UNCRC, SDGs and MWSD to ensure that all learners in our school community are represented. To continue to build on the positive impact of the new nurture programme. To support our neurodiverse learners with their diagnosis through special groups – dyslexic super hero's	Very good

Increased the number of RCWC courses available to families within the Currie learnign community.	We have successfully run raising children with confidence course for families cross the learning community			
QI 3.2 Raising attainment and achievement (Attainment in literacy and numeracy; Attainment over time; Overall quality of learners' achievement; Equity for all learners)				
We have reviewed our tracking system to ensure learners are tracked at an individual level in Literacy and Numeracy, identifying stretch learners for focus. Our continued rich use of data, ensures that we have a clear picture of learner attainment over time. Attainment and challenge meetings are held termly and involve class teacher, SLT, SFL and PSA to ensure all information shared and to evaluate the impact of teaching and learning approaches, to identify individual learners requiring support and to plan appropriate interventions. Attainment and Challenge meeting 1 is led by the SFL teacher to share a clear overview of individual needs and supports in place , to reduce barriers to learning and promote learning. Predictions about pupils' attainment levels, submitted in November and March, have been used as a valid source of assessment information to plan for all learners with gaps in literacy and numeracy skills. Standardised assessments are used for spelling (SWST) from P2 – 7 for spelling. Single Word Reading Tests	Attainment in Literacy and Numeracy Tracking meetings demonstrate that almost all Class Teachers are confident in using data to ensure that pupils' needs are met with appropriate interventions at an early stage. Attainment Over Time Most pupils continue to make appropriate progress in both Literacy and Numeracy over time. Almost all staff have reported increased confidence in planning and assessing Numeracy/Literacy using Experiences and Outcomes and the associated benchmarks. Almost all demonstrated a much higher degree of confidence in making judgements about pupils' attainment levels. This has been further enhanced through teacher engagement with our new pupil tracking document. <i>SfL</i> learners are closely tracked and their attainment over time (session to session) is measured using a range of standardised assessment tools. This data continues to inform and direct planning and provision of appropriate intervention at pathway 1 and pathway 2. Overall Quality of Learners' Achievement Equity for all Learners	Session 24-25 saw the delivery of the second year of our new school spelling pedagogy. It is clear from our data that our new spelling pedagogy has had a positive impact across all stages, P2 – P7, in increasing pupil performance in spelling (Evident from assessment using SWST). Our overall class average for SS spelling scores across all classes (p2 – P7) has increased from SS101.6 to SS 102.5 since implementing the new whole school spelling pedagogy. 49.6% of our learners in P3 to P7 have made more than expected progress this session by increasing their standardised scores. This is in comparison to 33.8% in session 22-23, before the implementation of the new pedagogy. This is significant. As the pedagogy continues to embed and follow through the year stages, we would expect the rate of improvement to plateau however this is only marginally evident this session (with a drop from 51.8% improvement to 49.6% improvement).	Continue to build consistency in our pedagogical approaches and Juni-toolkit across our class teachers, through staff training, SCP and through opportunities to observe colleagues and undertake moderation. We should continue to build on the consistency in our pedagogy across our class teachers through moderation, relevant support and team teaching. We should continue to closely monitor, adapt and improve our spelling pedagogy in response to measured changes in attainment across the 3 year spelling cycle. Following close analysis of cohorts of learners, we have identified groups of individuals to receive spelling boost group blocks at pathway 1 for the new session. A data capture next session following year 3 will provide us with relevant	

(SWRT) for P1, SFL pupils and for monitoring pupils identified at A and C meetings. This year, we are trialing the use of the Leckie Assessment pack yearly progress checks for P3 and P5. to identify trends, gaps and pupil progress. NSAs completed in P1,4 and 7 and robust analysis of data is used to inform next steps in planning. Attainment Over Time We have further refined our overall arrangements for tracking individual pupils' attainment over time with regular SLT/SFL led attainment meetings at key points throughout the year (as above). This is aimed at supporting staff in making effective use of assessments, and developing their shared understanding of standards, to make confident professional judgements about pupils' progress and attainment levels. Our new tracking document has refocused the teaching staff on their effective use of benchmarks when considering whether a learner is on track. This has had a positive impact upon teacher judgement and planning for pupils being challenged to work beyond a level. Moderation activity has focused on listening and talking across the Learning Community where colleagues have planned learning experiences. In house writing moderation continues to be a termly focus with	Most pupils met predicted levels of attainment. Learners who require additional support with their learning are making good progress due to the targeted interventions which are in place. Progress made with Stretch aims demonstrates that targeted interventions are having the intended impact, and our poverty related attainment gap has narrowed this session. Bespoke individual programs of work for identified PEF learners have been successful, evident in the progress of these learners to date.	At <i>all stages</i>, the pathway 2 SFL interventions have been effective in raising attainment for our SFL learners in literacy. This session 46 learners benefitted from direct teaching SFL interventions at pathway 2. The success of the new SFL working model is evident from the tracking of attainment over time for SFL pupils over the four year period since it was implemented. Assessment data for this period demonstrates a continued increase in literacy data for this SFL cohort since 2021.	and useful data to measure and improve our new pedagogy. <u>SFL Next Steps for Session 25/26</u> Using the full range of data from Attainment and Challenge meetings and assessment data, plan for and ensure that pupils are matched carefully with appropriate pathway 2 interventions for next session. Ensure that Class Teachers are enabled to support these learners with the best strategies and supports. (A and C meeting 1, enable tables including challenge, sound poster, dyslexia friendly classrooms, classroom environmental checklists, Primary Literacy difficulties checklists, and pupil specific circle document strategies. This session saw a further refined analysis model of P4 and P7 SNSA data which positively impacted on targeted next steps for learners in a time appropriate way. Next session we will further refine the use of and timing of delivering of the P1 NSA to promote best outcomes for learners. SFL to deliver staff training at our Learning and Teaching Meetings on the best practice of using the literacy difficulties checklist in order to effectively support identified learners.	
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robust discussion across a stage, level and whole school			Maintain the consistency in pathway 2 pupil improvement across stages and interventions. SFL to work in collaboration with the P3 teaching team to effectively support a cohort of learners with identified needs, to enhance the learning experience and drive attainment through effective teaching strategies. Ensure that PSAs are trained and supported well in delivering appropriate support and intervention. Make progress towards the Dyslexia Inclusive School Recognition Mark. As an SLT make better use of the FOCUS tool to compare our data with our VC schools. We will plan opportunities at school, and learning community levels (at least 2 sessions), to engage in moderation activity focused on Literacy and the new literacy progression pathways. Continue to embed editing rotations as these have significantly impacted progress in writing.	
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			Continue with the JGPS Learning Festival – Prioritize in May Inservice day so ALL staff are involved.	
QI 2.1 Safeguarding and Child Protection (Arrangements for safeguarding, including child protection; Arrangements to ensure wellbeing; National guidance and legislation)				
All staff participated in their annual CP update in August. We have reviewed our blue folders twice a year with all staff to ensure information is shared and support provided accordingly. We have updated our volunteer pack to support parental volunteers felling supported to volunteer in school.	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. We have used the newly updated volunteer pack to give guidance around the Juni way and safeguarding procedures. Our record keeping for all safeguarding issues follows CEC guidance. We have moderated as a learning community our CP procedures, Blue folders and CPM minutes.	Checklist of all staff with up-to-date CP training. Email from Mitie to confirm all FM staff trained in CP. List of volunteers with PVGs checked held by BM. Procedures were in line with LC colleagues. Moderation provided good professional dialogue.	We will continue to review our safeguarding procedures in line with CEC updated guidance and update all staff on any changes. We will continue to review our safeguarding record keeping systems to ensure they follow the updated CEC guidance. We will continue to review our healthcare procedures in line with NHS guidance. As a learning community we will continue to moderate blue folders, welfare concerns forms, CP processes and minutes of CPM/YPPMs to ensure consistency and adherence to the guidelines produced by CEC. We will continue to look at how we can improve kindness between learners within our school by reviewing our BBBRBL policy.	
QI 2.2 Curriculum: Theme 3 Learning pathways				
Implemented a well-planned, broad, and progressive curriculum, designed to meet the diverse needs of all learners. Practitioner enquiry in pedagogy of writing completed in P5.	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.	High levels of learner engagement and motivation, as evidenced by attendance, participation, and feedback. Improved attainment and achievement across almost all stages of the curriculum. Increased SS scored in spelling indicate that the spelling programme and pedagogical approach is	Continue to enhance and diversify the learning pathways available to learners, ensuring that they remain relevant and responsive to learners' needs and interests.	Very good

Practitioner enquiry carried out by 1 staff member on the benefits of creating a culture of reading for enjoyment. Learning community focus on listening and talking through moderation activities to develop consistent approaches to teaching across the levels. Ensured that 'Enable tables' also provided appropriate resources to support learners to challenge and extend their learning. Embedded the use of 'I see reasoning' maths resource in all stages to support both listening and talking about maths as well as the application of skills and knowledge. Embed spelling programme and pedagogical approach. 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. Learning for Sustainability is evident in all learning across the school. HWB programme embedded, reviewed and adjusted.	The 'Enable tables' in every classroom ensures that Learners have access to appropriate support and resources, so they can fully participate and succeed in their learning. These now also provide appropriate resources to provide support for learners to challenge their learning, for those who are exceeding expectations. The new spelling programme and pedagogical approach has been shared with new staff and has involved mentoring and coaching alongside SCP to ensure consistency across the school. Relentless focus on literacy and numeracy at all stages. Staff have positively engaged with 'I see reasoning' maths resources to focus on application of skills and knowledge. Year 1 of the HWB programme roll out, with opportunities throughout the year for staff to provide feedback on appropriateness of content and resources. Sharing the RSHP programme in advance of delivery with families, via the weekly SWAY, has increased participation levels and removed some of the barriers to full engagement.	having a positive impact on teaching practice and attainment. Blue sky reading group in P6&7 has been well established by PSA and learners have engaged with novels on the Carnegie shortlist. Increased number of learners participated in the RSHP programme, with the main reason for withdrawal being religious beliefs. Evidence from Sustainability SWAY showed an increase in planned opportunities for learning for sustainability across the curriculum in all classes. 100% staff engagement in the Climate Fresk training – demonstrated high levels of understanding of the SDGs and how these are taught through the curriculum.	Continue to foster partnerships with external organizations and community partners, exploring new opportunities to enrich the curriculum and support learners' personal achievements. Continue to provide ongoing professional development opportunities for staff, supporting them in delivering high-quality learning experiences across all learning pathways. Identified staff to lead practitioner enquiry groups on reading for enjoyment and Rosenshine's principles of education. Whole staff to engage with new literacy progression pathways.	
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QI 2.7 Partnerships: Theme 3 Impact on learners (parental engagement only)				
Organised regular opportunities for families to be in school to engage with learning and the wider life of the school. Continue with weekly HT newsletter as being the main way of sharing whole school news, information and events. HT newsletter also shares wider achievement of school community. Provided 30 weekly sways throughout the year from each class to share the learning of the week, home learning and key information. Continued to build our partnership work with the Parent Council, fostering a collaborative relationship between the school and families. Provided opportunities for families to volunteer and contribute to school events, activities, and projects. Actively sought and valued parental feedback, using it to inform school improvement planning and initiatives. Show and sports day data.	Established clear channels of communication via weekly newsletter from HT and weekly sways from class teachers. A minimum of two shared learning events per year for every class where families are invited into the classroom to share the learning. By providing dates well in advance we have ensured high levels of engagement. Twice termly Brew and Blethers have continued as an informal way for families to engage with the school and key members of staff including SLT and PSO. We have continued to give these events a focus to encourage greater knowledge and understanding of new initiatives such as learning for sustainability and our outdoor learning programme.. The annual open evening, meet the staff event, has taken on a more informal structure resulting in greater attendance. Staff have welcomed the opportunity to meet families at the start of the year and signpost families to the weekly sway as a key source of information. Learners continue to benefit from a supportive and collaborative community, with parents/carers actively contributing to school events, activities, and projects. Membership of the Parent Council has increased, and it has become more representative of our school community, effectively representing the views and interests of families, playing a key role in school decision-making and improvement planning. Microsoft forms continue to be used effectively to gather feedback from families at key points throughout the year. This year our focus on family	High levels of parental engagement at all shared learning events across the school. Over 90% of families attended these events and shared that they were worthwhile. Increased engagement with the HT newsletter via families sharing their wider achievements in the weekly shout out section. High engagement is evident with the weekly SWAYs with over 90% of families sharing that they help keep families informed and up to date with learning. Improved learner outcomes, including increased attainment, achievement, and wellbeing, which can be attributed in part to enhanced parental support. Parental feedback on the new show format was overwhelmingly positive with 97% of families sharing positive comments about the structure, timing, and content. PC meetings are consistently well attended with at least 12 people at every meeting, either online or in person.	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. 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 and improvement planning. Continue to provide hybrid Parent council to remove any barriers to families joining and engaging with the work of the group. Regularly review and evaluate the effectiveness of parental engagement initiatives and strategies, using feedback and data to inform ongoing improvements.	Very good

	feedback has been on our shows/school performances. The Parent Council utilizes their information board within the school's reception area to share key messages about events and targets for fundraising. HT newsletter continues to promote the PC meetings and shares agenda of next meeting to ensure all families are informed of the discussions.			
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