

BLACKHALL PRIMARY SCHOOL

Standards and Quality Report 2022-23



Context of the School

School Vision

Our Values:

Creativity, Responsibility, Respect, Ambition and Resilience.

Our Vision:

At Blackhall Primary, we believe in inclusion: every child should have the opportunity to experience motivating, engaging and relevant learning. We want our learners to try new things, to feel secure enough to make mistakes and to know that mistakes make progress. We value kindness and respect and these are shown in how we treat each other. We are a health-promoting school and encourage our children to keep minds and bodies healthy, to thrive. Every child has a voice and opinions are respected and heard. Blackhall primary is a place of safety. Bullying of any kind is not tolerated and there are always consequences for bullying behaviours. Restorative approaches are used to achieve a positive outcome. Our children and staff are proud to be ambassadors for our school and our pupil achievements and accolades are celebrated.

Blackhall is a primary school in the Royal High Learning Community in the Northwest of the city with 418 pupils over 16 classes. Our Senior Leader Team comprises:

- Headteacher (Acting);
- Depute Headteacher;
- Principal Teacher;
- Business Manager.

We have a teaching staff of 20 full time and part time professionals, including a full time Support for Learning Teacher. Our children are also supported by a strong and dedicated team of 14 Pupil Support Assistants. We have a committed and engaged parent body who give generously of their time and talents to be active partners in our school life. Effective communication between school and home is very important to us and our staff and administrative team work hard to achieve this.

The school has an established and active Parent Council and Parent/Staff Association which ably support the work and life of the school. We work with Active Schools and Earth Calling to provide a variety of opportunities for our children, with particular emphasis on providing for those children who may be affected by poverty. Active Schools has had an impact on the support of some children with additional needs: ASD, ADHD, SEBD. We are committed to addressing the Poverty Related Attainment Gap and raising awareness of the 1 in 5 agenda throughout the school community.

The school is well placed to take advantage of the natural resources for outdoor learning offered by our school grounds and surrounding parks and Ravelston Woods. We are supported by community partners and continue to consult and collaborate with these other agencies to meet the needs of our learners.

We have strong links with our cluster secondary The Royal High School and work collaboratively as a learning community with 3 other feeder primary schools. We have robust and comprehensive transition systems in place, including a newly-appointed Transition Teacher, and work with our Partner Provider Nurseries to ensure as smooth a transition as possible to and from our school.

As we emerge from the circumstances and restrictions of Covid-19, we are working towards a strong culture of collaboration and community, delivering a creative and dynamic approach to teaching and learning.

Name of setting: Blackhall Primary School

Standards & Quality Report (3-4 Bullet points for each)

1.3 Leadership of Change

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

What we have done

1. Standardised assessment data used (SWST, SWRT, SNSA, etc) in tandem with ongoing, formative assessment, to measure the impact of teaching and learning approaches.
2. We track pupil attainment through regular stage meetings and Attainment Meetings with SLT to assess and agree progress. This is shared across the levels and some moderation has been undertaken.
3. We have had staff meetings, as well as ASLS and EP-led CAT, looking at evidence-based research on the appropriate strategies and approaches for particular needs or behaviours. This is part of our move towards a more equitable experience for all learners.
4. Working parties have been created to improve our website, examine how we report to parents, improve Pupil Voice and the role of House Captains, develop a curriculum for Science and for Food and Technology to be delivered through NCCT.
5. We have re-examined our Relationships, Learning and Behaviours policy to ensure all staff (teaching and support) are engaged with the goal of inclusion and equity across the school.

Impact

1. Staff have a clearer understanding of the progress made and gaps presenting in all pupil learning. They have begun revisiting approaches according to the data gathered to improve teaching and learning approaches for all.
2. Attainment meetings ensure pupils are not missed and that, if needs are not being met, further intervention or supports have been actively sought and requested.
3. Positive feedback received on the staff discussions and CAT on behaviours and relationships. Staff reported a better understanding of the needs of the learners and the rationale of inclusion in our authority and school. Non-teaching staff, in particular, seemed very positive about the delivery and information-sharing of the CAT session. They reported a greater sense of empowerment and understanding.
4. Non-teaching staff valued the opportunity to be included in the discussion and have become more actively involved in the goal to develop the children with whom they work.
5. There has been a more holistic view across the staff of how some of our children need to be supported. There is a move towards a stronger sense of the team around the

child. The whole school staff are recognising a responsibility to engage with and support our learners.

Next Steps

- Review ongoing formative and individualised assessments to help to improve the teaching and learning approaches. We need to ensure that the needs of all our pupils are being met.
- Continue to involve and include non-teaching staff in discussions around progression and attainment. Include PSA team in the attainment meetings to help achieve a more comprehensive approach for learners.
- Continue with discussions and CAT sessions built around Inclusion and further embed our policy on Relationships, Learning and Behaviours.
- Leadership for Equity -Leaders Days 1 and 2CLPL
- Leadership for Equity –Class Teachers Days 1 and 2CLPL

2.3 Learning, Teaching and Assessment

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

What we have done

- Teaching staff plan together to ensure consistency of experience across stages.
- Teachers and support staff have worked and discussed together to determine levels and attainment among the learners in the class.
- Empowered learning has been rolled out successfully to P6 and P7 pupils. Audits of other devices have been made and the question of whether to include P5s in one to one devices, as far as possible, has been discussed.
- We have looked at increasing pupil voice in the planning stages of learning to offer more choice and ownership of what is being taught. We aim to keep the learning relevant and engaging. Some of the research rationale to back up the impact of this approach have been shared during a staff CAT.
- Continue to focus on skills-based learning and to include the skills in the learning outcomes.

Impact

- P6 and P7 children have had a digital platform for learning to develop skills for learning/life and work. The iPad has become an integral tool in teaching practice and learning experiences. It has proved to be very helpful in supporting those learners with literacy difficulties and has been used successfully in this field, particularly.
- Attainment has been monitored and gaps have been identified and addressed, as far as possible. There was a focus on those who were assessed as 'amber' and added interventions or supports meant that some were re-assessed as 'green' as the year progressed.

- Whole class topics have been re-examined for their relevance and interest. There is more onus on staff to involve the children in their own learning and to move away from set topics for particular year groups, in favour of learning outcomes that focus on progress and development of skills.

Next Steps

- Sharing Classroom practice is to be reintroduced, coming out of Covid restrictions. We are aiming to bring about a more consistent approach and standard to the learning experience for our pupils.
- Moderation of planning and planning processes to be considered during CAT sessions and staff discussions. Our Learning Community CAT sessions will help to inform our practice in this.
- CAT Sessions across the Royal High Learning Community to discuss and share effective methods of differentiation – in line with Teacher's Charter.
- Whole school contexts to start and end the school year – one focusing on Expressive Arts (DREAM about...) and the other with a STEaM focus (STEAM Ahead with...). This places the focus on the ways of teaching and learning, rather than the context or topic.
- Further investigation and discussion as a whole staff of how pedagogical approaches can improve outcomes – particularly those relating to increased pupil voice in planning and assessment.
- More opportunities to share examples of good teaching practice in staff meetings and CAT sessions – with particular reference to teaching of reading and writing. What methods of teaching and learning have been effective? Take time to reflect on what made these successful.
- Leadership for Equity –Leaders Days 2 and 3CLPL
- Leadership for Equity –Class Teachers Days 2 and 3CLPL
- CLPL :Trauma Informed Practice/ Mental Health Matters CLPL

3.1 Ensuring Wellbeing, Equity and Inclusion

- Wellbeing
- Fulfilment of statutory duties
- Inclusion and equality

What we have done

- Addressed concerns raised from staff (Teaching and Non-teaching) re low morale relating to behaviours displayed by a few of our pupils. Engaged in professional dialogue across the staff and conducted a survey to determine where the problems lie and how they can be addressed.
- Updated our Relationships, Learning and Behaviour Policy in consultation with staff and parent body.

- Restarted lunchtime language, music and running clubs for interested pupils, following easing of restrictions
- Moved the staff room to the larger space of the former Drama Room. This is to give staff the opportunity to congregate and relax as a staff team.
- Highlight the Right of the Week and address this through assembly.
- Re-introduced whole school assemblies to return to the community ethos that remains important.
- Invited parents in to school to share class learning with their children.
- When restrictions were still in place, parents and carers were invited to walk around the outside of the school to see the themed art created by the children. They were offered a drink and biscuit and had the opportunity to feedback.
- Parents and Carers attended our whole school, outdoor assembly at the end of term to share in the reflection of the year and the farewell to our leavers.
- Brought SPA (Supported Play Area) and other playground strategies into place to allow for a more positive playground experience for children and adults. This was in response to ongoing incidents among some groups of children.
- Highlighted the roles of pupil groups around our school: House Captains (no more vice captains); Pupil Council; Pupil Equality Group; Sustainability Group, etc
- Working party has been established to help re-define the role of House Captains and other groups across the school.

The impact:

- We have had very positive feedback from the parents about the level of involvement in the school, following the restrictions.
- Children were very excited and empowered to be used to organise and run parent visits and events.
- Some teaching and non-teaching staff have reported an increase in their own morale – most of the feedback from our CAT session with ASLS and EP was positive.
- Having a staff room that can accommodate larger numbers has enabled the sharing of ideas and strategies in an informal way and has created a more positive collegiate ethos.
- Having staff meetings in person, in the staff room, has also created a greater sense of 'togetherness' and has afforded more open sharing of ideas and concerns.
- There has been a greater awareness of the inclusion policy and what strategies and supports are available to ensure all needs are met.
- Re-engaging with ASN Parent/Carer Coffee Mornings has improved support for ASN children and families. New parents, in particular, have given very positive feedback to have this opportunity for informal and meaningful support.

Next Steps:

- Including staff more directly in the system of recording and monitoring pastoral notes. Staff will be introduced to SEEMiS to establish a more collegiate responsibility for the wellbeing of pupils.

- Continue with regular ASN Parent Coffee mornings on Fridays to provide support and help to raise any queries to be shared with SLT/staff.
- Loose parts and other adult-led and organised playground activities, will have more focus in the coming session. We want to encourage and promote positive play for all but particularly, for those children who find the busy playtimes overwhelming.
- Implement House Captain roles and increase pupil voice to develop collegiate responsibility across our school. Working party is ongoing to define the role of House Captain more clearly and with more purpose.
- Leadership for Equity –Leaders Days 1 and 3CLPL
- Leadership for Equity –Class Teachers Days 1 and 3CLPL

3.2 Securing Children's Progress

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

What we have done

- We have continued whole school assessment procedures (both summative and formative) to ensure that there is a consistent approach to gathering data across the school. Teaching staff can then use the data to inform next steps in learning and pedagogy.
- We have worked closely in collaboration with our ASLS and EP partners to offer a consultation and support for teaching and non-teaching staff.
- One of our ASLS team has been regularly on hand to offer supports, strategies and suggestions for staff facing particular behavioural or emotional challenges with pupils.
- We have continued our targeted SFL with key pupils/support for teaching and PSA staff
- Worked closely with ASN Reps on Pupil council to help support Parents/Carers support their children

Impact

- Teachers have been reflecting more carefully on their use of national benchmarks when assessing attainment, rather than grading on a Blackhall curve specifically.
- Open dialogue about supports in place to meet learners needs
- 100% of pupils in P1 have achieved Early Level in Numeracy.
- 97% of pupils in P1 have achieved Early Level in Literacy.
- 85% of pupils in P4 have achieved First Level in Numeracy.
- 87% of pupils in P4 have achieved First Level in Literacy.
- 88% of pupils in P7 have achieved Second Level in Numeracy.
- 92% of pupils in P7 have achieved Second Level in Literacy

Next Steps

- Continue to explore different approaches to teaching and learning which meet the range of needs more effectively through CAT sessions in school and within our Learning Community (Cluster).
- Conduct standardized assessments earlier in the school year in order to give a diagnostic baseline to identify gaps and plan more effectively for progress.

Curriculum

Rationale and Design of the Curriculum

We ensure that pupils are experiencing the support they need in Literacy, Numeracy and Health and Wellbeing to promote attainment, achievement and wellbeing. We have looked at the relevance of the contexts and how we can promote equalities and decolonise the curriculum and are continuing this work in session 22-23. We are paying particular attention to the set topics that have been used and how these remain relevant and offer personalization and choice to the pupils. We are focusing on the learning outcomes, rather than the context for each stage.

Development of the Curriculum

Teaching and non-teaching staff continue to promote high levels of attainment and achievement for all learners. We will be focusing on effective differentiation, using pupil voice and shared success criteria to promote an increasingly diverse and creative approach to learning.

Our collegiate calendar is drawn up by teaching staff to ensure that time is protected for

Quality Indicator Grades	School	Nursery
Leadership of Change	4	N/A
Learning, Teaching & Assessment	4	N/A
Wellbeing, Equality & Inclusion	4	N/A
Raising Attainment & Achievement	4	N/A

professional learning to develop the curriculum. Our CAT sessions will be primarily focused on Learning and Teaching approaches to ensure we continue to provide learning based on the principles of curriculum design: specifically, more personalization and choice for the learners.

Learning Pathways

Our curriculum offers scope to provide flexible learning pathways to raise attainment and meet the needs of all learners. which lead to raising attainment through meeting the needs and aspirations of all our learners.

Skills for Learning, Life and Work

The introduction of the skills framework in 2021-22 by all staff continues to create a more comprehensive approach to linking skills to learning outcomes.

In session 22-23, all pupils in P6 and P7 will engage in the 'My World of Work' project to identify and build their skills for Developing the Young Workforce.

P1-P5 Pupils will continue to use the DYW skills linked to learning and make explicit links to these in their learning and through a variety of contexts.

Equity and Best Value

Pupil Equity Fund

The Pupil Equity Fund Plan has been submitted for this session and is attached here. Our PEF sum has been reduced by almost 50% and this has made it necessary to reduce the number of hours we can offer our PSO.

We consider having a highly-trained and effective PSO to be the best value for our limited funds to support the children most affected by poverty.