



Blackhall Primary School 24-25 Standards and Quality Report



School Name Blackhall Primary School

Standards and Quality Report

Context of the School

Blackhall is a primary school in the Royal High Learning Community in the Northwest of the city with 370 pupils over 15 classes. Our Senior Leader Team comprises:

- Headteacher;
- Depute Headteacher;
- Principal Teacher;
- Business Manager.

We have a teaching staff of 21 full time and part time professionals, including a Support for Learning Teacher. Our children are also supported by a strong and dedicated team of 12 Pupil Support Assistants. We have a committed and engaged parent body who give generously of 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 Carer Council and Parent Staff Association which ably support the work and life of the school. We work with Active Schools and other agencies 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 support has had a positive impact on some children with additional needs: ASD, ADHD, SEBD. Our school has 3 children in SIMD 1 and 1 child in SIMD 3: approx. 1% of our school role. We are committed, however, to addressing the Poverty Related Attainment Gap (including poverty that is hidden behind higher SIMD Bandings) and raising awareness of the 1 in 5 agenda throughout the school community.



Blackhall Primary School 24-25 Standards and Quality Report



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 developing our Outdoor Learning Curriculum and our Learning for Sustainability through staff and pupil led groups and Outdoor Learning Teaching. We 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 Learning Community Transition Teacher, and we work with our Partner Provider Nurseries to ensure as smooth a transition as possible to and from our school.

We are working towards a strong culture of collaboration and community, delivering a creative and dynamic approach to teaching and learning.

Transition programme for nursery to P1
School Website:
Handbook:

<https://blackhallprimary.co.uk/joining-blackhall-primary-school/>
[https://blackhallprimary.co.uk/](https://blackhallprimary.co.uk/Blackhall Handbook 2024.pdf)
[Blackhall Handbook 2024.pdf](https://blackhallprimary.co.uk/Blackhall Handbook 2024.pdf)



Blackhall Primary School 24-25 Standards and Quality Report



Standard and Quality Report 2024-2025

| 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/HGIOELC? six-point scale? |
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| 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) | | | | |
| Developing a shared vision, values and aims relevant to the school and its community | | | | |
| <ul style="list-style-type: none">We have involved our stakeholders in evaluating our vision, values and aims, to ensure a firm commitment to equity, equalities and inclusion, for all learners. | <ul style="list-style-type: none">Recent surveys undertaken with parents/carers and pupils show that the majority have an understanding of the school's vision and are becoming clearer about how this can be seen in our daily work. | <ul style="list-style-type: none">Positive feedback from staff, parents/carers, and learners regarding the updated vision, values, and aims.All parents surveyed believe that they are offered many opportunities to participate and engage with their children's learning. | <ul style="list-style-type: none">Share our updated vision, values and aims with the wider school community by communicating at school events such as parent evenings, open mornings and the school website. | Good |
| Strategic planning for continuous improvement | | | | |



Blackhall Primary School 24-25 Standards and Quality Report



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| <ul style="list-style-type: none"> All teaching staff have engaged in Leadership of Learning (Oracy) CLPL led by the Learning Community Team. | <ul style="list-style-type: none"> All teaching staff participated in The Edinburgh Learns Teachers Charter focusing on Leadership of Learning for Oracy. meet the diverse needs of learners. The involvement of young people and parents/carers in the school improvement process has resulted in increased engagement and ownership. Most staff are using the school's strategic planning process and school's 'jigsaw benchmarks' to identify targeted areas for improvement and to implement evidence-based strategies. | <p>Recent SCE showed that the majority of classes can recognise Oracy as an integral part of the learning experience. This has had a positive impact on staff knowledge and understanding of how to tailor their teaching to</p> | <ul style="list-style-type: none"> Our next area of focus on the Teachers' Charter should be "Skills" as evidenced by SCE Involve learners, parents/carers, and the wider community in the ongoing review of the school improvement plan, ensuring that it remains responsive to the evolving needs of the school community. Achieve through Parent Council dialogue and whole school Form survey. | |
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Implementing improvement and change

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| <ul style="list-style-type: none"> Staff at all levels demonstrate an increased commitment to implementing change which promotes equality, equity and social justice. All staff have completed the mandatory Equalities training. Regular opportunities are planned for, within the collegiate calendar, to ensure time for practitioners to reflect on their practice with colleagues (3 x 2 hours) Many Staff shared good | <ul style="list-style-type: none"> Although we have few children in Q1, staff regularly review data in tracking meetings to monitor the impact of interventions to narrow the poverty related attainment gap. Staff collaboration and reflection sessions (through planning, CAT Sessions, Shared Classroom Experiences) have led to the sharing of effective practices and professional growth. Learning for Sustainability is embedded in our curriculum in all classes. | <ul style="list-style-type: none"> Increased attainment and achievement as evidenced in our Pupil Tracker data. Positive feedback from staff regarding the Leadership of Learning and Oracy CLPL has improved teachers' understanding of assessing aspects of literacy. | <ul style="list-style-type: none"> Strengthen the process of monitoring and evaluating the impact of interventions and improvements on learners. Parent and Carer groups joining together to form one organisation to help move the school forward in partnership – including more community gardening days to include parents/carers and | |
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Blackhall Primary School 24-25 Standards and Quality Report



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| <p>practice as well as learning from practice in other schools locally.</p> <ul style="list-style-type: none">• Most staff have strengthened the monitoring and evaluation of the curriculum, using data and feedback to inform ongoing improvements.• | <ul style="list-style-type: none">• Staff have developed their confidence in planning and delivering LfS experiences through working collaboratively and sharing practice.• P3 to P7 learners have access to high quality, engaging and varied outdoor learning experiences on a weekly basis. <p>Enquiry-based approach embedded across learning for sustainability.</p> | <ul style="list-style-type: none">• Learner conversations (Bingo Balls and Pupil Groups) with SLT show that most pupils feel that their learning is challenging but achievable.• Staff reflections achieved through pre and post staff survey responses.• See learner quotes and feedback in reports for evidence of positive learner experiences related to engagement and behaviour in LfS. Enthusiasm, engagement, and a significant drop in negative behaviours.• Staff and learner participation in training.• Learner views collected through conversations/surveys.• Learners leading learning will be evident in classroom visits.• Learner participation evidenced through work carried out and | <p>staff groups.</p> <ul style="list-style-type: none">• All learners will have the opportunity to lead learning in their classroom and beyond to support positive change | |
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Blackhall Primary School 24-25 Standards and Quality Report



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| | | <p>shared with others.</p> <ul style="list-style-type: none">• Action plan evidence submitted for Gold application.• Views gained and shared by all stakeholders to evidence work undertaken and impact.• Ongoing observation and pictorial documentation of rewilding area at various points in the year. | | |
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Blackhall Primary School 24-25 Standards and Quality Report



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| Q1 2.1 Safeguarding and Child Protection (Arrangements for safeguarding, including child protection; Arrangements to ensure wellbeing; National guidance and legislation) | | | | |
| <ul style="list-style-type: none">• All staff participated in their annual CP update in August.• We have reviewed our sign in procedures for all visitors. There is now a QR Code in place taking visitors to information on the child protection coordinator for the school and a sign-in sheet, requiring visitor to acknowledge necessary safeguarding information.• We have reviewed our wellbeing concerns for patterns and where relevant made adjustments in our curriculum.• We have reviewed our procedures for reporting incidents of bullying and discrimination following feedback from the HWB Pupil Survey. This is highlighted in assemblies and in Pupil Groups across the school. Time to review/discuss any incidents of bullying is embedded in all teacher and PSA meetings.• All teachers offer a "Wellbeing Check-in" each day and at different points throughout the day to offer children the | <ul style="list-style-type: none">• All staff are aware of safeguarding policies and procedures. They understand how to escalate any concerns.• We regularly review wellbeing concerns and address any common issues through our HWB curriculum.• We have clear systems in place for the reporting of bullying and instances of discrimination.• Our daily "Wellbeing Check-ins" and Mentor Programme mean that all pupils have access to a trusted adult to discuss any issues. <p>Our record keeping for all safeguarding issues follows CEC guidance.</p> | <ul style="list-style-type: none">• Checklist of all staff with up to date CP training.• Email from FM to confirm all FM staff trained in CP.• List of volunteers with PVGs checked.• HWB Pupil survey results | <ul style="list-style-type: none">• We will review our safeguarding procedures in line with CEC updated guidance and update all staff on any changes.• We will review our safeguarding record keeping systems to ensure they follow the updated CEC guidance.• We will review our healthcare procedures in line with the NHS guidance. | |



Blackhall Primary School 24-25 Standards and Quality Report



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| <p>opportunity to share any concerns or worries.</p> <ul style="list-style-type: none">We have increased the use of Pupil Wellbeing Webs in class so they are completed termly. Pupils meet with class teachers to discuss and areas of concern are passed on to SLT. | | | | |
| QI 2.2 Curriculum: Theme 3 Learning pathways | | | | |
| <ul style="list-style-type: none">Most teachers implemented a well-planned, broad, and progressive curriculum, designed to meet the diverse needs of all learners.Developed clear learning pathways through interdisciplinary learning, skills development, and personal achievements.Collaborated with external partners and community organizations to provide a range of learning experiences and enhance the learning pathways available to our learners.Most staff ensured a strong focus on literacy, numeracy, and health and wellbeing across all stages of the curriculum.Regularly reviewed and | <ul style="list-style-type: none">Learners are engaged and motivated, with clear pathways that allow them to build on prior learning and develop new skills.A wide range of learning experiences are available, supporting learners in developing resilience, creativity, and critical thinking.Learners have access to appropriate support and resources, ensuring that they can fully participate and succeed in their chosen learning pathways.Strong partnerships with external organizations and community partners enhance the curriculum and provide meaningful, real-life learning opportunities.Almost all staff have a shared understanding of Learning for Sustainability through CLPL to consider key themes and | <ul style="list-style-type: none">High levels of learner engagement and motivation, as evidenced by attendance, participation, and feedback.Improved attainment and achievement across all stages of the curriculum, with a narrowing attainment gap.Positive feedback from learners, parents/carers, and staff regarding the learning pathways and experiences offered.Successful partnerships with external organizations and community | <ul style="list-style-type: none">Further enhance and diversify the learning pathways available to learners, ensuring that they remain relevant and responsive to learners' needs and interests.Strengthen the monitoring and evaluation of the curriculum, using data and feedback to inform ongoing improvements.Continue to foster strong partnerships with external organizations and community partners, exploring new opportunities | Good |



Blackhall Primary School 24-25 Standards and Quality Report



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| <p>adapted the curriculum based on learners' needs, interests, and feedback.</p> <ul style="list-style-type: none">• Many staff built on the work started last session to utilise the skillset of our parents (STeAM Workshops)• Most staff ensure Global Goals and UNCRC Articles are matched to planned experiences where possible, in preparation for rights respecting Gold Award.• Almost all staff have identified engaging and motivating learning contexts and experiences across the school for learners to lead learning. This will involve learner extending learner leadership roles, campaigning, and conservation work. Pupil voice actively sought and included to support work carried out• | <p>pedagogical approaches.</p> <ul style="list-style-type: none">• All staff will develop the relevant knowledge, understanding, skills and values through CLPL to deliver high quality, rich curricular experiences for all learners. | <p>partners, as evidenced by the range and quality of learning experiences available.</p> | <p>to enrich the curriculum and support learners' personal achievements.</p> <ul style="list-style-type: none">• Provide ongoing professional development opportunities for staff, supporting them in delivering high-quality learning experiences across all learning pathways.• Ensure that a variety of learner experiences are provided progressively including climate change and resilience, adaptation projects, energy efficiency and monitoring, Global Goals, circular economy, green careers, biodiversity and rewilding. | |
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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)

Learning and engagement



Blackhall Primary School 24-25 Standards and Quality Report



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| | <ul style="list-style-type: none">Data obtained enabled 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. | | <ul style="list-style-type: none">Continue to work towards gaining Digital Schools Award, linking with learning community colleagues to share and support practice | Good |
| Quality of teaching | | | | |
| <ul style="list-style-type: none">Our CLPL annual programme was linked to evaluations from last session. Evaluations from 2023-24 have shown that almost all staff feel more confident in target areas.Staff agreed a new Teaching and Learning Policy to ensure uniformity of approach and standard: Purpose, Pitch + Progress, Pace, Preparation.Staff engagement in "Differentiation" CLPL with Edinburgh Learns has led to improvements in pace and challenge in almost all lessons.We are in the process of implementing a school Digital Strategy as part of our engagement in the Empowered Learning Project.We have consulted with | <ul style="list-style-type: none">Shared classroom experiences evidence that the majority of learners are able to provide meaningful feedback to peers about their learning and to set personal learning targets. In some classes, success criteria are co-created and include an aspect of skills development. In the majority of classes, tasks are well-differentiated to meet the needs of groups and individual learners.In most Lessons there are links to prior learning and appropriately chunked to ensure that cognitive load is managed through the chunking of new learning.Most learners feel that learning is appropriately challenging and shared classroom experience evidenced high engagement in lessons.The 'Empowered Learning' project has resulted in staff being more confident in planning and implementing digital approaches more consistently in the classroom to support effective learning and teaching. | <ul style="list-style-type: none">Positive feedback from learners demonstrates an increase in opportunities for personalisation and choice within lessons.Improved opportunities for staff to share practice through shared classroom experience to support self-evaluation of learner feedback and target setting.Learner focus groups highlight an improvement in the level of challenge in lessons.Learners are benefitting from an increased use of Digital Learning tools in lessons as evidenced by shared classroom experience visits and learner feedback. | <ul style="list-style-type: none">We have evaluated ourselves using the Teachers' Charter Self-Evaluation Tool and results indicate that our priority area for The Teachers' Charter should be "Skills".Continue to work towards gaining Digital Schools Award, linking with learning community colleagues to share and support practice. | |



Blackhall Primary School 24-25 Standards and Quality Report



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| stakeholders to review our Home Learning Policy, in accordance with the needs of our learners and their busy lives. | <ul style="list-style-type: none">• Our reviewed Learning, Teaching and Assessment policy creates a consistency of pedagogical approaches.• Staff report feeling ownership of the Teaching and Learning strategy. This will help to further inform the approach to sharing classroom experience to ensure this collegiate approach to improvement is sustained. | | | |
| Effective use of assessment | | | | |
| <ul style="list-style-type: none">• Through effective use of assessment and regular tracking and monitoring we have obtained data on our learners' progress in learning.• Moderation activity in our Learning Community has focused on developing shared expectations of standards to be achieved in Numeracy to support an increase in teachers' confidence in making professional judgements about pupils' progress. | <ul style="list-style-type: none">• All teaching staff engage with Benchmarks to ensure assessment opportunities are planned for as part of ongoing learning and teaching.• Almost all teaching staff report that they are clear about the range of assessment evidence which should be considered when making judgements about pupils' attainment levels.• Most teaching staff engage in learning conversations with pupils to discuss feedback with them to inform personal learning targets.• Pupil Learning Profiles (latest and best) show that the majority of pupils act on feedback to further learning. The majority of pupils can use appropriate vocabulary to describe their strengths and next steps in learning in Literacy and Numeracy. | <ul style="list-style-type: none">• Greater confidence in staff understanding of achievement of a level in Numeracy through undertaking learning community moderation demonstrated in staff feedback. | <ul style="list-style-type: none">• Teaching staff will engage with EL Achievement of a Level CLPL to further support work undertaken in consistent professional teacher judgements being made. | |



Blackhall Primary School 24-25 Standards and Quality Report



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| | <ul style="list-style-type: none">All teaching staff have engaged in moderation activity with Learning Community colleagues where they have planned a Numeracy learning experience. Appropriate benchmarks have been used to plan assessment opportunities. Almost all staff report that they have an increased level of understanding of planning and assessing pupils' progress with consistency, ensuring equity for all learners. | | | |
| Planning, tracking and monitoring | | | | |
| <ul style="list-style-type: none">All teachers engaged in the Numeracy Pathways learning to help address the diverse needs of learners in numeracy and maths.We continue to review our tracking systems to monitor and evaluate learners' progress to ensure a focus on equity and success for all learners. | <ul style="list-style-type: none">Staff reviewed the planning of learning to provide a wider range of rich learning tasks which included elements of personalisation and choice.All staff are engaging fully with data for their pupils to inform next steps in learning and support effective transitions. This will ensure continuity and progression for all learners.Individual pupils have been identified to ensure gaps in learning are being addressed through the planning and delivery of well-considered interventions. Interventions are positively impacting progress and attainment of almost all pupils. | <ul style="list-style-type: none">Increased confidence, engagement and attainment levels of most learners being supported through interventions demonstrated by learner and staff feedback and attainment data. | <ul style="list-style-type: none">Learning Community will plan how the Transition Teacher can be more effectively deployed to address attainment gaps. | |



Blackhall Primary School 24-25 Standards and Quality Report



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| QI 2.7 Partnerships: Theme 3 Impact on learners (parental engagement only) | | | | |
| <ul style="list-style-type: none">Organised regular parent-teacher meetings, workshops, and information sessions to support parents/carers in understanding their child's learning and development.Continued to build our partnership work with the Parent Council, fostering a collaborative relationship between the school and parents/carers.Provided opportunities for parents/carers to volunteer and contribute to school events, activities, and projects.Actively sought and valued parental feedback, using it to inform school improvement planning and initiatives. | <ul style="list-style-type: none">Established various channels of communication for parents/carers, such as newsletters, social media, and online platforms, to keep them informed and involved in school activities and decision-making processes. Recent parent survey indicated that almost all parents feel they receive enough communication from the school.Increased parental engagement and involvement, leading to stronger home-school partnerships and enhanced support for learners.Learners benefit from a supportive and collaborative community, with parents/carers actively contributing to school events, activities, and projects.The Parent Carer Council is representative of our school community and effectively represents the views and interests of parents/carers, playing a key role in school decision-making and improvement planning. | <ul style="list-style-type: none">High levels of parental engagement and satisfaction, as evidenced by attendance at school events, participation in workshops and information sessions, and feedback.Improved learner outcomes, including increased attainment, achievement, and wellbeing, which can be attributed in part to enhanced parental support.Positive feedback from learners, parents/carers, and staff regarding the impact of parental engagement on learners' experiences and success.Demonstrable examples of school improvement initiatives and decisions informed by parental feedback and involvement. | <ul style="list-style-type: none">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.Establish a working group with parents to look at ways we can improve our ways of reporting children's progress to parents.Develop additional opportunities for parents/carers to engage in their child's learning, including workshops, information sessions, and online resources.Strengthen the role of the Parent Council in representing the views | Good |



Blackhall Primary School 24-25 Standards and Quality Report



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| | | | <p>and interests of parents/carers, ensuring that they have a meaningful impact on school decision-making and improvement planning.</p> <ul style="list-style-type: none">Regularly review and evaluate the effectiveness of parental engagement initiatives and strategies, using feedback and data to inform ongoing improvements. | |
| QI 3.1 Ensuring wellbeing, equality and inclusion (Wellbeing; Fulfilment of statutory duties; Inclusion and equality) | | | | |
| Wellbeing | | | | |
| | | | | Good |
| Fulfilment of statutory duties | | | | |
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| Inclusion and equality | | | | |
| <ul style="list-style-type: none">We have focused on maintaining strong relationships and acknowledging and responding creatively to the experiences of our stakeholders.We have maintained our attendance procedures to ensure that accurate and robust data is gathered and that the appropriate interventions are used to | <ul style="list-style-type: none">The majority of parents/carers reported high levels of satisfaction with health and wellbeing support provided by the school.This has improved the accuracy of our attendance data and ensured that all stakeholders understand the importance of every child going to school every day. Our attendance has improved from 94.7% in 2023-24 to 96.1% in 2024-25An identified trusted lead adult | <ul style="list-style-type: none">The wellbeing survey shows that almost all of our children feel safe and respected.Recent parent / carer survey results are positive.Feedback from Child Planning Meetings indicate that families feel supported. | <ul style="list-style-type: none">Deliver learning experiences to develop pupils and parents/carers strategies for resilience through lessons, assemblies and parent coffee mornings.Track progress in learning and achievement for care experienced young people, including | |



Blackhall Primary School 24-25 Standards and Quality Report



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| <p>improve the attendance of all learners.</p> <ul style="list-style-type: none"> We have reviewed our systems around supporting our Care Experience young people. We have implemented Rights Respecting Schools and the main articles from UNCRC to ensure Inclusion and Equality for all pupils. Our Senior Leadership Team have participated in Leadership for Equity Training. We have reviewed our PEF plan to ensure that it is targeting resources to narrow the PRAG 100% of staff experienced a CAT session on how Nurture should be developed through a whole school approach. | <p>(DHT) is in place for each of our care experienced pupils who has an overview of their needs and education planning.</p> <ul style="list-style-type: none"> All members of SLT and necessary staff are aware of which of our children are care experienced. A survey conducted evidenced that the majority of pupils report being more aware of their rights and the rights of equalities groups including those with protected characteristics. Use of PEF has resulted in more targeted interventions which are closely tracked for impact by SLT. Evidence indicates that all pupils attending our PEF funded nurture groups have shown improvements through Leuven Scales for Involvement and Wellbeing. | <ul style="list-style-type: none"> Attendance statistics show an improving picture for almost all targeted families BOXALL data | <p>wellbeing profiles using the wellbeing indicators.</p> <ul style="list-style-type: none"> Continue to embed children's rights across all aspects of our work. We plan to engage in whole school CLPL on The Promise. Work collaboratively with other schools locally who are striving for Gold to share and support practice. | |
| QI 3.2 Raising attainment and achievement (Attainment in literacy and numeracy; Attainment over time; Overall quality of learners' achievement; Equity for all learners) | | | | |
| Attainment in literacy and numeracy | | | | |
| <ul style="list-style-type: none"> We have reviewed our tracking system to ensure pupils are tracked at an individual level in Literacy and Numeracy, Health and | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> Consistent progress for most pupils in both Literacy and Numeracy, as evidenced by the updated tracking system | <p>Deliver opportunities at school and learning community levels (At least 2 sessions) to engage in moderation activity focused</p> | <p>Good</p> |



Blackhall Primary School 24-25 Standards and Quality Report



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| <p>Wellbeing.</p> <ul style="list-style-type: none">Staff meet regularly with SLT/SFLT/PEF DO throughout the session to evaluate the impact of teaching and learning approaches, to identify individual pupils requiring support and to plan appropriate interventions e.g., Read, Write Inc, Fresh Start, 6-minute SEAL groups.Predictions about pupils' attainment levels, submitted in November and March, have been used as a valid source of assessment information to plan for all children and young people with gaps in literacy and numeracy skills. | <p>early stage.</p> <ul style="list-style-type: none">All Class Teachers are clear about the closing the gap strategies for pupils in quintile 1. Most are developing increased confidence in using a range of assessment data including benchmarks to support their judgements about pupil progress. | <p>and teacher assessment.</p> <ul style="list-style-type: none">Higher attendance rates and improved learner engagement – attendance up from 94.7% to 96.1% on average | <p>on either literacy or numeracy.</p> | |
| Attainment over time | | | | |
| <ul style="list-style-type: none">We have improved our overall arrangements for tracking individual pupils' attainment over time with regular SLT/SFLT 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 | <ul style="list-style-type: none">Most pupils continue to make appropriate progress in both Literacy and Numeracy over time. The FOCUS Tool shows that we are in line of above our comparator schools.In all measures we are in line or above our VC.Almost all staff have reported increased confidence in planning and assessing Numeracy/Literacy | <ul style="list-style-type: none">Increased staff confidence in using assessment data and benchmarks to inform their practice, as evidenced by feedback from tracking meetings and professional development sessions.Increased staff confidence in planning, assessing, and making | <ul style="list-style-type: none">Review and update our system for tracking attainment over time to ensure that this builds a clear picture of learner attainment over time – as we develop our use and interpretation of Pupil Tracking. | |



Blackhall Primary School 24-25 Standards and Quality Report



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| <p>understanding of standards, to make confident professional judgements about pupils' progress and attainment levels.</p> <ul style="list-style-type: none">• Moderation activity has focused on Literacy/Oracy across the Learning Community where colleagues have planned learning experiences, including assessment opportunities engaging with Benchmarks. | <p>using Experiences and Outcomes and the associated benchmarks. Almost all demonstrated a much higher degree of confidence in making judgements about pupils' attainment levels.</p> <ul style="list-style-type: none">• Our updated tracking system has ensured a consistent approach to tracking and monitoring, including practitioner engagement with data. | <p>judgments about pupil progress, as reported in staff feedback and professional development sessions.</p> | | |
| Overall quality of learners' achievement | | | | |
| <ul style="list-style-type: none">• Our updated Wider Achievement Teams (Looking Inwards Looking Outwards – LILO) now allows teaching staff to track pupils' engagement in wider achievement opportunities on an ongoing basis. This has identified pupils, where there is a lack of participation, with a particular focus on disadvantaged pupils. | <ul style="list-style-type: none">• Our updated tracking system has provided information about individual young people who have not had the opportunity to engage in wider achievement opportunities. This will enable targeted support to be planned, as a priority, for those pupils falling into this category. A proportion of PEF will be prioritised to support this (Reducing Cost of the school day strategies)• A recent pupil survey demonstrated that an increased number of pupils understand the value of engagement in physical activity to support achievement and wellbeing. 92% of pupils reported that they were now motivated to take part in physical activity, representing a 22% increase from | <ul style="list-style-type: none">• Identification of individual learners who require targeted support for wider achievement, enabling tailored interventions to be planned and implemented. | | |



Blackhall Primary School 24-25 Standards and Quality Report



| | previous years. | | | | | | | | | | | | | | | | | | |
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| Equity for all learners | | | | | | | | | | | | | | | | | | | |
| <ul style="list-style-type: none"> HT and DHT have engaged in Leadership for Equity training and are using The Planning for Impact Toolkit (priority 1) to identify the PRAG in our school. We have updated our analyses of a range of data to demonstrate our poverty-related attainment gaps. (Attendance, attainment and achievement, inclusion/exclusion, engagement and participation.) This has enabled us to update our profiles for each pupil living in Quintile 1 and include other pupils now known to be living in poverty. It has also enabled us to identify whole school, and class, priorities for action. The school plans targeted interventions for groups of pupils based on this information. All staff, including support staff, contribute to the information held in the profiles for each pupil and these are discussed and embedded at the fortnightly staff meetings and termly attainment | <ul style="list-style-type: none"> All staff now have a much deeper understanding of the impact of poverty on pupil health, wellbeing and attainment, through engagement with data. They are able to identify the impact of individual pupil barriers to attainment and plan interventions in a more responsive and creative way. 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 numeracy across all stages demonstrates that targeted interventions are having the intended impact. | <ul style="list-style-type: none"> Improved attainment data narrowing of the attainment gap reflecting the effectiveness of early interventions and targeted support. A significant increase in the number of pupils reporting motivation to participate in physical activity, as evidenced by the recent pupil survey. Enhanced staff understanding of the impact of poverty on pupil health, wellbeing, and attainment, leading to more responsive and creative planning of interventions. Improved attainment levels for learners requiring additional support, demonstrating the positive impact of targeted interventions and support strategies. | <p>Arrange system for the Sfl team to share equity profiles with PSAs on a regular basis to update information from ongoing targeted interventions</p> <p>Principal Teacher to attend Leadership for Equity Training in the coming school year.</p> | | | | | | | | | | | | | | | | |
| | <table border="1"> <thead> <tr> <th></th><th colspan="4">NIF Measure: Literacy Achievement Curriculum for Excellence Levels (P1, P4 & P7 combined)</th></tr> <tr> <th></th><th>All pupils</th><th>SIMD Quintile 1</th><th>SIMD Quintile 5</th><th></th></tr> </thead> <tbody> <tr> <td>Stretch aim to be achieved 2024-25</td><td>164</td><td>2</td><td>143</td><td></td></tr> </tbody> </table> | | | | | NIF Measure: Literacy Achievement Curriculum for Excellence Levels (P1, P4 & P7 combined) | | | | | All pupils | SIMD Quintile 1 | SIMD Quintile 5 | | Stretch aim to be achieved 2024-25 | 164 | 2 | 143 | |
| | NIF Measure: Literacy Achievement Curriculum for Excellence Levels (P1, P4 & P7 combined) | | | | | | | | | | | | | | | | | | |
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