

Tollcross Primary School
Standards and Quality Report
2022 - 2023



Our School Values and Aims



Our School Values

safe achieving creative supportive happy kind

Learners **achieving** and exploring **creativity** in a **supportive** and **safe** learning environment where everyone treats each other with **kindness** and helps to create a **happy** school environment for all.

Our School Aims

To provide an inclusive child centred learning environment of the highest quality.

Support every child to become a responsible, successful and confident lifelong learner.

Place the social and emotional wellbeing of our school community at the heart of all we do.

Promote active home /school partnerships to enrich pupil experience and achievement.

Tollcross Big 3

Be Safe

Be Respectful

Be Kind

Our School Context



Tollcross Primary is a co-educational, non-denominational school serving the Tollcross and Fountainbridge community. Presently we have 10 classes P1- P7, this includes 3 composite classes. Our building provides accommodation for one Nursery class (Tollcross Room) and Tollcross Community Centre. One Nursery class (Lochrin Room) is housed in an annex in our playground.

Tollcross Primary School, Tollcross Nursery Room and Lochrin Nursery Room form Tollcross Campus.

- We work closely with our learning community colleagues in the James Gillespie's High School learning community
- We continue to seek support from partner agencies to offer best service to our children and their families
- We have a high percentage of EAL pupils, 49.4 %
- Our school roll changes significantly throughout the session due to high mobility in the city centre
- The Head Teacher is currently supported by a Deputy Head Teacher and Principal Teacher
- We have wide ranging business links in our local community.
- CLPL is well embedded with staff having opportunities to share expertise and engage in professional learning
- We have a Pupil Support Officer who has a health and wellbeing, family support and improving attendance remit
- We have a small team of very dedicated Pupil Support Assistants who provide high quality support to many pupils through a variety of successful interventions
- Equity is central to our school ethos, pupils and families have not paid for trips and visits for many years at Tollcross, this is a significant strength of the school.
- Developing digital literacy has been a key focus for our school community this year as part of the Empowered Learning strategy
- We have a very supportive Parent Council who support the work of the school
- Parents are very supportive of the school and we have a high level of trust in our school community
- We have a cross campus Early Level Group who share expertise and work collaboratively to review play based learning approaches and pedagogy at Early Level. We have an Early Years Officer supporting play based learning in our P1 class this session.
- Tollcross Primary sits firmly within its community, we have strong partnerships locally
- Tollcross is exceptionally well placed to continue to develop as an excellent place to learn
- This session we were invited to participate in the Edinburgh of City Council Thematic review process with a focus on writing. Feedback was very positive and next steps will form part of our school improvement planning.

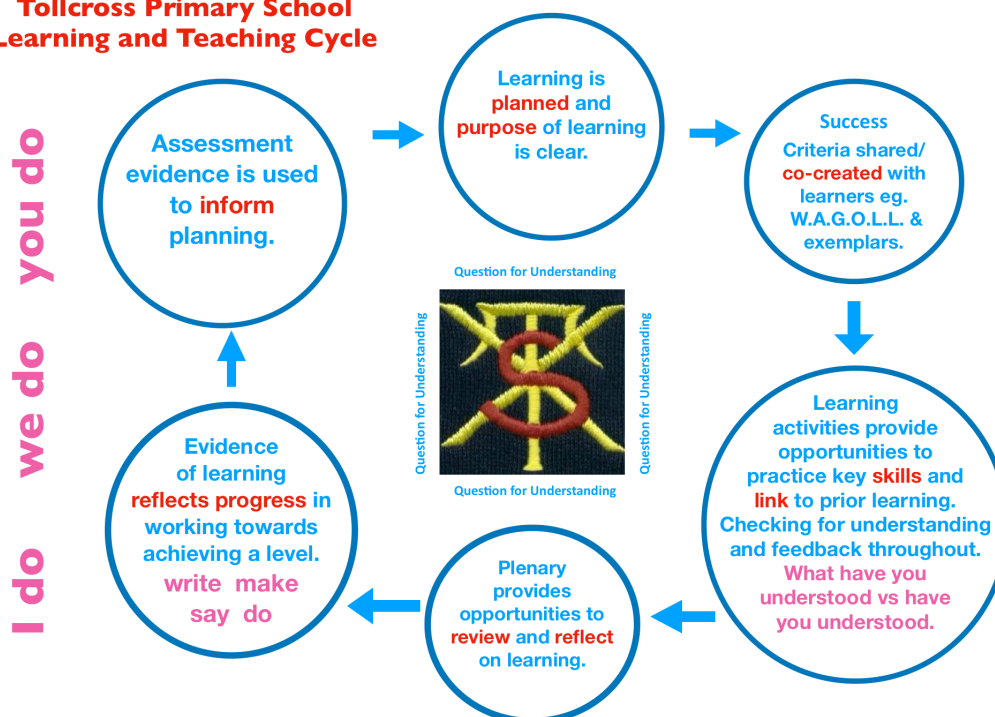
Capacity for Continuous Improvement



At Tollcross Primary we have used a range of data to focus on improvement through self-evaluation:

- Views of parents / carers, children and staff
- Information gathered through feedback is used to inform improvement planning
- Data from assessments, including standardised assessments is used to help identify priorities to take forward and to identify learners who may require targeted support
- All staff participate in an annual performance conversations to identify opportunities for career long professional learning
- Planning and Attainment meetings support the tracking of attainment and the impact of targeted intervention. This year meetings have included the Support for Learning teacher and Pupil Support Officer to ensure that we are planning targeted support to meet the needs of all learners
- Observations and sharing classroom practice are used to identify and share effective teaching and learning across our school to engage teaching staff in professional dialogue and build capacity

Tollcross Primary School Learning and Teaching Cycle



QI 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

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

What we have done:

This session we have identified the celebrations and events celebrated in our school community. Our school Equalities group have produced a Celebration Calendar to support equalities and inclusion in our school community.

How well are we doing ? What is working well for your learners?

The diversity of our school community is recognised as a key strength and we seek to learn from each other and celebrate together.

Our Celebration Calendar has been recognised as an effective approach to supporting equalities and inclusion. Our Equalities Group were selected to present at the Young Peoples' Equalities Event on 20th March 2023 in the City Chambers. This was an opportunity to shared how they worked with the school community to create our Celebration Calendar.

During Ramadan children were supported if they were fasting and a space was provided for prayer during the school day. We received positive feedback from children and their families.

Strategic planning for continuous improvement.

What we have done:

100% of teaching staff have participated in Short Life Working Groups this session. This has involved working collaboratively to take forward our school improvement priorities by identifying what is going well and planning for improvement.

All staff have participated in planning and attainment meetings to review data, plan interventions and monitor the impact of these interventions on learner progress.

How well are we doing ? What is working well for your learners?

Short Life Working Groups have enabled staff to use data gathered to identify our strengths, progress and next steps in our school improvement journey. This year we have focused on Assessment of Writing, Rights Respecting Schools and updating our Curriculum Planners.

The work of the Short Life Working Groups is clearly aligned to our school improvement plan and will inform our School Improvement Plan for session 2023 to 2024.

Implementing improvement and change.

What we have done:

All teaching staff attended the Digital learning Hubs with a focus on improving digital literacy. This is part of the Empowered Learning Strategy.

Our Tollcross Writing Strategy is now fully implement across our school with all staff using the approach.

All teaching staff have time to plan collaboratively; share resources, plan high quality lessons and build assessment into curriculum planning.

How well are we doing ? What is working well for your learners?

Teachers are using ipads to enhance teaching and learning in the classroom. Ipads are being used effectively for formative assessment. All learners in P6 and P7 have access to 1:1 ipads and are more confident in using digital technology for learning.

All teaching staff are positive about the impact of collaborative planning. This approach has reduced teacher workload and improved the quality of resources used for teaching and learning in the classroom.

How do we know? What evidence do you have of positive impact on learners ?

Positive engagement from our school community to create our Tollcross Primary Celebration Calendar.

Increased attainment in writing at First Level - almost all (93%) of learners achieving First Level writing by the end of P4.

Positive feedback from teaching staff regarding collaborative planning.

Feedback and next steps from Short Life Working Groups used to inform our School Improvement Plan for next session.

What are we going to do now? What are your next improvement priorities next year?

Work with stakeholders to review our school's vision, values and aims within an equalities context.

To build on the success of our Short Life Working Group approach and continue to support staff to feel confident to initiate and lead change across our school.

Strengthen the process of using attainment data to identify, implement and evaluate targeted interventions.

To review our curriculum planners to develop a culturally inclusive curriculum, this will be an improvement priority next session.

Building a Culturally Inclusive Curriculum training session is planned for the inservice day in August 2023.

How would you evaluate the QI using the HGIOS 4 ?

5 - Very Good

QI 2.3 Learning, Teaching and Assessment

- Learning and Engagement
- Quality of teaching
- Effective use of assessment

Learning and Engagement

What we have done:

Summative and formative assessment data is used to inform teacher judgement on learner progress.

Through planned Tracking and Attainment meetings we have obtained data on our learners' progress in learning. All teachers are able to identify barriers to engagement and provide targeted interventions to support learners to progress in their learning.

We have gathered evidence from parents and learners to improve our approach to Home Learning. The evidence gathered will be used to improve our approach going forward by providing opportunities for learners to practice key skills at home.

How well are we doing ? What is working well for your learners?

All of our Pupil Support Assistants are trained to deliver targeted interventions in literacy and numeracy. Small group and individual targeted support has resulted in improved progress and increased engagement for almost all learners.

Attainment meetings with class teachers evidence that all staff have a good understanding of the needs of the learners in their class and interventions are targeted to support and provide opportunities for all learners to progress in their learning.

From our Home Learning Survey 93 % of children shared that they participate in home learning tasks, 83% shared that they enjoy home learning tasks with the majority of children sharing that they prefer home learning tasks that provide challenge and choice. Parents shared that practise tasks, practical activities and choice girds were the most popular home learning options. We plan to use this feedback to identify next steps and to inform our Home Learning Policy.

Quality of Teaching and Learning

What we have done:

All teaching staff have participated in Digital Learning Hubs this session to build capacity as part of the Empowered Learning Strategy.

Our Tollcross Writing Strategy is fully implemented across our school, providing a consistent approach to the teaching of writing.

The Tollcross Teaching and Learning Cycle was developed last session and is now used throughout our school to support consistency in teaching and learning.

Sharing classroom learning across our school with a focus on the teaching of writing.

How well are we doing ? What is working well for your learners?

Staff feedback shows increased confidence in using digital devices for teaching, learning and assessment.

Shared classroom experiences evidence high engagement in writing tasks and strong evidence of teacher collaborative planning across Early, First and Second Levels.

All staff are using our Writing and Feedback approach from P1 to P7. Our feedback approach was reviewed and adapted to meet the needs of learners at Second Level.

Effective use of assessment.

What we have done:

Teachers worked collaboratively to plan a cycle of moderation this session with a focus on writing. Teachers planned a lesson collaboratively, identifying success criterion to support moderation. This session we moderated a piece of writing for every learner in our school. Summary feedback was shared and used to inform professional dialogue and to identify learners who were on track/not on track with their writing.

This session we have focussed on Formative Assessment for Learning as part of our engagement with the Teachers' Charter. Our Assessment Short Life Working Group focussed on assessment of writing this session, gathering evidence related to current approaches and using research to create an Assessment Toolkit to use next session.

How well are we doing ? What is working well for your learners?

All teaching staff were positive about the moderation of writing and used this evidence to share next steps with learners, identify areas for teaching focus and to inform professional judgement of achievement of a level. Moderated pieces of writing were added to writing folios to evidence attainment in writing and track attainment over time.

The Assessment Toolkit created this session will be used in classrooms from August 2023. The Toolkit will be used to identify effective assessment strategies and to include pupil voice in the planning for assessment process.

Improved attainment in writing at First Level, all most learners achieving First Level by the end of P4 - 93%

Staff at Tollcross Primary were invited to participate in the CEC Thematic Review of writing.

Planning, Tracking and Monitoring

What we have done:

We continue to review our tracking systems to monitor and evaluate learner progress.

This year we have reviewed our curriculum planners to include opportunities for responsive planning at First and Second Levels building on the success of responsive planning at Early Level.

How well are we doing ? What is working well for your learners?

All staff use data for their pupils to inform next steps in learning. Cohorts of pupils have been identified to ensure gaps in learning are being addressed through the planning and delivery of appropriate interventions.

All staff have been very positive about the benefits of responsive planning at Early Level, the new curriculum planners support responsive planning at First Level and Second Level.

How do we know ? What evidence do you have of positive impact on learners?

Increased progress in learning for most learners being supported through targeted interventions.

Moderation provided an opportunity for professional dialogue and discussion of attainment of a level.

Teacher feedback from Digital Learning Hubs indicates increased teacher confidence and the use of airdrop, teams and QR codes has changed and improved classroom practice.

Positive and targeted feedback from Home Learning Survey.

Increased engagement in writing lessons, this was commented on as part of the feedback from the Thematic Review.

What are we going to do now? What are your next improvement priorities next year?

Use the Home Learning feedback to improve the quality of our Home Learning approach and Home Learning Policy.

To increase learner voice in the assessment of learning through use of the Assessment Toolkit from August 2023.

To review our approach to moderation using teacher feedback from this session.

Based on teacher feedback more time allocated at Digital Learning Hubs to explore and share the use of specific apps to improve teaching and learning.

How would you evaluate the QI using the HGIOS 4 ?

4 -Good

QI 3.1 Ensuring Wellbeing, Equality and Inclusion

- Wellbeing
- Fulfilment of statutory duties
- Inclusion and equality

Wellbeing

What we have done:

We have focussed on reconnecting as a school community

High quality PE is delivered by a PE specialist in and out of school.

Our Pupil Support Officer supports wellbeing with targeted interventions; mindfulness, weekly check in sessions, supporting children to recognise and manage their emotions, self-regulation strategies, LIAM training and referral to counselling/partner agencies to support children and their families.

We have reviewed and adapted our health and well-being planners to include RSHP resources.

We have reviewed and updated our Health and Wellbeing policy to reflect current practice.

We have introduced girl's basketball coaching to support friendships and build confidence across the P7 year group.

How do we know ? What is working well for your learners ?

Monitoring Wider Achievement across our school has enabled targeted support for children not attending clubs and activities outside school. As a result participation in after school clubs has increased.

Working with partner agencies including the school nurse has supported families to access services and support for health and wellbeing.

Feedback from the P7 girls shows that all (100%) of the girls enjoyed the basketball coaching sessions. Most (85%) shared that the coaching had help to increase their confidence and most (77%) made new friend across the P7 year group. The P7 girls now play competitively as a team outside school.



Fulfilment of Statutory Duties

What we have done:

We have reviewed our attendance procedures to ensure that accurate and robust data is gathered and that appropriate interventions are used to improve attendance. The Head Teacher and Pupil Support Officer meet once a month to review attendance data and identify families who may require support .

We monitor the attendance, attainment and well being of our care experienced children.

How do we know ? What is working well for your learners ?

Attendance data shows an improving picture for most families who have required support.

All teaching staff are aware of children who are care experienced. Targeted support is provided to ensure children feel safe and respected.

Inclusion and Equality

What we have done:

We have a pupil led Equalities Group who meet weekly.

We have worked in partnership with the English as an Additional Language teacher to monitor the attainment of EAL learners.

We established a Short Life Working Group (including nursery staff, a representative from the children's parliament and learners) to look at rights and responsibilities through a Rights Respecting Schools approach.

PEF funding was used to support children to attend Benmore Outdoor Education Centre.

All staff have completed the mandatory equalities training

How do we know ? What is working well for your learners ?

Learners from our Equalities Group presented at Young Peoples' Equalities Event on 20th March 2023 in the City Chambers.

Our Equalities Group are working in partnership with the Parent Council to plan a whole school Diversity Day on 23/ 6/2023 to celebrate the diversity of our school community.

All staff have a better understanding of equalities.

We have achieved our Rights Respecting Schools **Bronze Award** and we are now working towards the **Silver Award**.

How do we know ? What evidence do you have of positive impact on learners ?

The P7 basketball survey is very positive. Data gathered shows enjoyment, skills development and building connections/friendships.

Attendance has increased for most targeted families.

We have achieved our **Bronze** Rights Respecting Schools Award.

Attendance at after school clubs has increased with most children attending clubs and activities outside school.

Feedback from our Rights Respecting Working Group helped to identified key areas to take forward as improvement priorities next session.

What are we going to do now? What are your next improvement priorities next year?

Work towards achieving our Rights Respecting Schools **Silver Award** (October 2024)

Continue to embed children's rights across all aspects of our work.

To build on the success of the Equalities Group.

To continue to offer a range of clubs and activities to support wider achievement.

Implementing a Rights Based Approach training for school staff is planned for the Inservice Day in August 2023.

Introducing Rights Robin in Nursery, P1 and P2 to engage our youngest learners.

How would you evaluate the QI using the HGIOS 4

4 - Good

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

What we have done:

We have a full time Pupil Support Assistant and Early Years Officer in Primary 1 to raise attainment in literacy and numeracy.

Planning and Attainment meetings help to identify individual children requiring support and to plan appropriate interventions e.g. Read, Write Inc , 6-minute SEAL groups, Toe by Toe. All individual pupil data is updated throughout the year and reflects changes in family circumstances.

Our Pupil Support Assistants work 1:1 and with small groups of children to provide support and targeted interventions to enable all learners to progress in their learning. Predictions about pupils' attainment levels, submitted in November and March, have been used to support professional conversations about attainment and interventions in P1, P4, P7.

Verbal in lesson feedback is used to support learners to identify next steps to improve their writing.

We have developed a Word Boost programme for P1 to P3 to boost vocabulary learning and develop a curiosity about words and language.

How do we know ? What is working well for your learners ?

Almost all staff shared that learners being supported 1:1 and in small groups have made progress in their learning.

Baseline assessments in P1 help to identify children who require targeted intervention and support. Attainment in Literacy and Numeracy in Primary 1 shows that most learners (90%) are achieving expected levels in Literacy and Numeracy by the end of Primary 1.

Working with small groups enables staff to target interventions to meet the learning needs of children who required additional support, this support is evaluated at Planning and Attainment meetings to ensure it continues to meet the needs of the learner.

According to a survey of learners in P6 and P7 verbal feedback helps learners to improve their writing, with most learners (76%) expressing a preference for verbal feedback during writing lessons, "verbal feedback helps me to understand and makes my writing better, it also helps me to ask more questions and what I should do next."

Attainment over time

What we have done:

Moderation activities have focused on writing this session and have supported staff to make effective use of assessment evidence to develop a shared understanding of achievement of a level. This has supported staff to make confident, professional judgements about learner progress and attainment. We have reviewed and updated our tracking system to ensure that data gathered builds a clear picture of learner attainment over time.

We continue to use baseline data to track progress in P1.

P7 national assessments were carried out earlier this session (March 2023) and used to inform teacher judgement of achievement of Second Level.

How do we know ? What is working well for your learners ?

All staff shared that they found the moderation sessions helpful in supporting their professional judgement.

Most learners continue to make appropriate progress in both literacy and numeracy over time. The FOCUS tool shows that we are in line and in some areas above our comparator schools.

All staff demonstrate confidence in making judgements about learner's attainment levels.

Overall quality of learner's achievements

What we have done:

Monitoring Wider Achievement across our school has enabled targeted support for children not attending clubs and activities outside school. We have targeted support to encourage wider participation, with a particular focus on disadvantaged pupils.

All P7 learners have taken part in the Young Leaders programme.

We have developed a variety of community partnerships to provide wider achievement opportunities for all learners including kayaking on the Union Canal with Edinburgh College, coding club with local business Wood Mackenzie and P7 to S1 transition support with Cannongate Youth.

How do we know ? What is working well for your learners ?

Our Wider Achievement tracking has provided information about individual children who have not had the opportunity to engage in wider achievement opportunities. We have used this data to target children who would benefit from participating in clubs and activities after school and worked with families to support participation.

Community partnerships have supported a wider range of clubs this session including Lego Design and Coding.

Equity for all learners

What we have done:

We have updated our data on attendance, attainment and achievement, inclusion/exclusion, engagement and participation. This has enabled us to target support for learners and their families.

Wider achievement has been a key focus this session with an increased number of children attending after school activities. Pupil Equity Funding has supported children to attend clubs and activities.

How do we know ? What is working well for your learners ?

All staff have an understanding of the impact of poverty on health, wellbeing and attainment through engagement with data and knowledge of our school community.

Most learners achieved expected levels of attainment. Learners who require additional support with their learning are making good progress due to the targeted interventions that are in place.

Progress with stretch aims demonstrates that targeted interventions and tracking are having the intended impact on poverty related attainment.

How do we know ? What evidence do you have of positive impact on learners ?

Increased staff confidence in planning, assessing and making judgements about pupil progress, as reported in staff feedback from Planning and Attainment meetings and the Moderation Survey.

Wider Achievement data was used to identify and support individual learners to participate in wider achievement activities. Evidence of increased participation from data gathered and updated.

Consistent progress for most learners in both numeracy and literacy, as evidenced through attainment tracking and teacher assessments.

Improved attainment levels and progress for learners requiring additional support, demonstrating the positive impact of targeted intervention strategies.

What are we going to do now? What are your next improvement priorities next year?

Continue to gather Wider Achievement data and plan interventions and supports to encourage participation.

Attainment meetings to include PSAs next session to obtain data from the wider team around the child.

How would you evaluate the QI using the HGIOS 4

4 - Good

QI 2.2 Curriculum

- Impact on learners

What we have done:

Reviewed our curriculum planners this session to build on responsive planning approaches at Early Level.

The new curriculum planners support planning for interdisciplinary learning, skills development and inclusion of learner voice.

We have worked with local partners and businesses to provide a range of enhanced learning experiences this year. This has included our P5 learners working with the Edinburgh Printmakers to participate in a fully funded educational outing to Aberlady Bird Center. An exhibition of the children's drawings and prints were displayed in the Edinburgh Printmakers gallery space. All P5 families were invited to attend.

Ensured a strong focus on literacy, numeracy, wellbeing and wider achievement across all stages.

How well are we doing ? What is working well for your learners?

Learners are engaged in learning that builds on prior learning and develops skills.

A wide range of learning experiences are available to support progress in learning.

Learners have access to appropriate support, resources and adaptations to ensure they can participate and be successful in their learning.

Real life learning opportunities and working with partner agencies enhances our curriculum and learning experiences.

How do we know? What evidence do you have of positive impact on learners ?

High level of engagement in learning, this was evidenced in feedback shared following external classroom observations (CEC Thematic Review).

Our Early Level curriculum is responsive and informed by observations of play.

Attainment data from P1, P4 and P7 shows most learners are achieving expected levels in numeracy and literacy by the end of Early, First and Second Level. All staff take responsibility for developing literacy, numeracy, health and wellbeing and digital literacy across the curriculum.

What are we going to do now? What are your next improvement priorities next year?

Further develop our curriculum to ensure that it is culturally inclusive, engaging, relevant and meets the needs of all learners.

Culturally Inclusive Curriculum training planned for all staff in August 2023 and will be taken forward by a Short Life Working Group.

Provide ongoing professional development opportunities for all staff to support the planning, teaching and assessment of learning.

Continue with the digital learning hubs next session and adapt content based on staff feedback.

How would you evaluate the QI using the HGIOS 4 ?

4 - Good

QI 2.7 Partnerships

- Impact on learners

What we have done:

All families are invited to Meeting the Teacher sessions at the beginning of the session to share information about the learning at each stage.

Class Assemblies provide opportunities for children to showcase and share their learning with parents/carers .

Classroom visits provide an opportunity for children to share their learning with their family.

Stay and Play sessions are planned each month to share learning in P1 and P2.

Coorie in sessions for our nursery children have helped to support children with the transition from nursery to P1.

We have planned a Diversity Day on 23rd June 2023 in partnership with our Parent Council, this event is aimed at celebrating the diversity of our school community.

The Parent Council have funded our school library refurbishment to provide a high quality, multi purpose learning space for our learners.

We have provided opportunities for parent/carers to volunteer and contribute to school events, activities and projects.

Parental feedback is used to inform school improvement.

How well are we doing ? What is working well for your learners?

We have established various channels of communication for parents and carers, such as weekly updates, school website and social media to keep parent/carers informed and involved.

Our Class Assemblies have been well attended with almost all parents visiting classrooms to share the learning.

Learners benefit from being part of a diverse and supportive learning community.

School learning spaces have been improved through funding partnerships via the Parent Council.

How do we know? What evidence do you have of positive impact on learners ?

High Levels of parental engagement as evidenced at school events, classroom visits and Parent Council run events.

Parents involved in football coaching, organising matches and supporting children to participate in tournaments.

Parental feedback and views on home learning will inform on our approach going forward.

Feedback from parent/teacher meetings was very positive with almost all parents reporting that the sessions helped them to have a better understanding of their child's learning and development.

What are we going to do now? What are your next improvement priorities next year?

We plan to survey all parents/cares to see how we can improve communication between home and school.

Develop additional opportunities for parent/carers to engage in their child's learning. Survey parents to identify what is currently working well and what we need to improve. We will use data gathered to improve partnership working.

Share our approach to teaching and assessment of writing with parent/cares going forward. Identify how we can do this in a way that is engaging, inclusive and informative.

Continue to work in partnership with the Parent Council to plan for school improvement.

4 - Good

