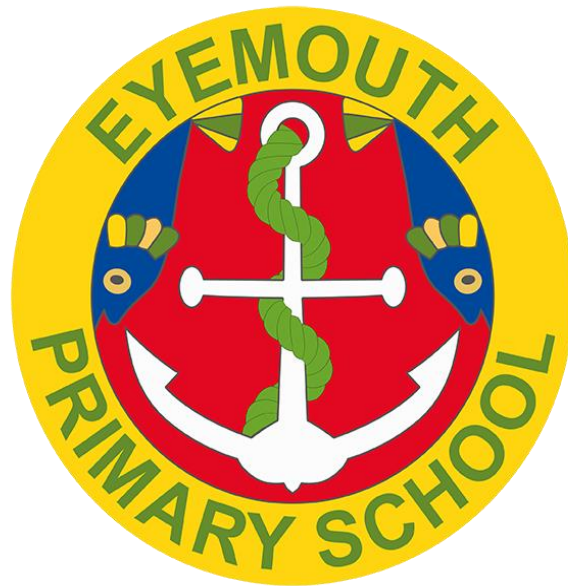




School Improvement Report

2023- 2024



Review of Progress 2023-24

Context of the Setting

Eyemouth Primary School serves the small town of Eyemouth and the surrounding area. The roll is 379 children which includes 42 nursery children. The school runs an Early Learning and Childcare (ELC) Hub, which has capacity for providing care for 40, 2, 3 and 4 year old children from 8.00 am – 6.00 pm. The school is the only Primary School within the town and serves as the main catchment school for Eyemouth High School. The school community is diverse, multi-cultural and multilingual. The school's vision, values and aims permeate all aspects of the school:

Our Vision, Values and Aims

Vision

From the sea to the stars, be the best you can be!

Values

Ready Respectful Safe

Aims

- *Everyone is ready to welcome new opportunities in their learning and through wider experiences.*
- *Everyone will respect each other, their diversity and the environment.*
- *Everyone will feel safe and supported in an inclusive community.*
- *Everyone's health and well-being at Eyemouth Primary School will be our priority.*

The leadership team currently consists of one Head Teacher who was appointed in January 2024; two Deputy Head Teachers and three Principal Teachers. There are 13 FTE classroom teachers and in addition to this, the school benefits from 1.0 FTE Pupil Support Teacher, 0.82 FTE PE Teacher, 0.78 FTE Nurture Teacher and 11 full time Pupil Support Assistants and an Administration Team. In Nursery, there are currently 8 Early Years Practitioners meeting the needs of learners, 1 Early Years Officer and 1 Senior Early Years Officer. The school also benefits from an Early Years Centre which supports families and children from 0-8 years old in the Eyemouth community and is led by a full time Early Years Manager. Attendance data for May was 91.56% and there have been no exclusions this academic year.

SBC priority 1: Develop high quality learning, teaching and assessment that leads to improved levels of attainment and achievement for all in our schools and settings.

What improvements have you made this year?

We have made a number of improvements this session to improve the quality of learning, teaching and assessment.

- We have refreshed our Learning, Teaching and Assessment toolkit to bring in line with #SBCWay agenda.
- Teaching staff have engaged in self-evaluation to identify individual pedagogical training needs with a focus on retrieval practice, scaffolding and use of digital technology.
- We have developed our approaches to teaching writing with a focus on identifying best practice, promoting writing across the curriculum and effective teaching of the tools for writing.
- We have reviewed our attainment data at end of 2022-23 and created stretch aims for children to support closing the attainment gap.
- We have developed our approaches to outdoor learning and created a progressive outdoor learning experience for children.
- We have continued to develop our approaches to Play Pedagogy and intentional planning.
- All staff have continued to develop their use of digital skills to enhance the quality of learning, teaching and assessment across the school. This has impacted on pupil engagement in their learning and to support targeted intervention strategies to raise attainment.

- We have continued to develop the use of Showbie this session to provide feedback, evidence of learning and reporting to parents on their child's progress.
- We have developed our curriculum rationale and design this session with a focus on high quality, effective, responsive planning for IDL. This has ensured we have in place a robust system for planning IDL across all stages and a clear curriculum pathway that makes explicit links to our 'key entitlements' and skills for learning, life and work framework.

What has improved for learners? How do you know?

There is a consistent approach to the teaching of literacy across the school. This has had a very positive impact on attainment across the school with almost all children making improvements in their attainment in literacy. This can be evidenced through summative assessments in reading and spelling which show ongoing improvements in attainment in literacy across the school.

Our Pupil Equity Funding has contributed to provide staffing to deliver targeted interventions in literacy and numeracy. This has had a very positive impact on narrowing the attainment gap across the school with almost all children making gains in their attainment and most children achieving their Curriculum for Excellence levels

Developments in our curriculum had led to all staff having a better understanding of responsive planning and the importance of ensuring our children are receiving their key entitlements in line with our curriculum rationale and design.

Next Steps?

- To develop our approaches to Play Pedagogy and ensure there is a shared understanding across our school that is age and stage appropriate.
- Implement the Meta Skills Framework as part of our ongoing curriculum development and Key Entitlements of our Curriculum.
- Fully implement the SBC curriculum refresh. This will see all schools aligning practices in Literacy, Numeracy and H&WB around a common curriculum offer.
- Continue to work on aspects of our learning, teaching and assessment toolkit with a focus feedback strategies.

SBC priority 2: Develop inclusive practice with a focus on universal and targeted provision in all schools and settings.

What improvements have you made this year?

- We have continued to embed the nurture principles and our whole school nurture vision and nurture classroom strategies across the school. This has continued to support staff understanding of inclusive, nurturing practices and promote positive wellbeing for all our children.
- We have embedded our universal and targeted support to ensure we are meeting the needs of all learners.
- We have developed Growth Mindset across the school community to raise the aspirations of learners by developing skills to develop resilience and self – belief.
- Our Pupil Equity Funding has contributed to provide staffing to deliver targeted interventions in health and wellbeing. This has had a positive impact on supporting our children's health and wellbeing.
- We have continued to develop our understanding of the UNCRC and how this influences our whole school ethos and curriculum.

What has improved for learners? How do you know?

There is a calm learning environment across the school. Almost all children have clear strategies to support them in regulating their emotions, are motivated, and engaged in their learning. Almost all Children feel safe and supported in school. Our Universal and targeted support strategies are effectively meeting the needs of all learners. We have in place a number of key strategies to support

our children in maintaining positive emotional health. This is evidenced through our ongoing wellbeing surveys and use of the GMWP to monitor children's wellbeing.

Our PEF interventions in outdoor learning and nurture are having a positive impact on supporting children to regulate their emotions and to engage in their learning. Targeted interventions to support individual children with specific emotional and additional support needs has had a very positive impact and all children have improved in their overall health and wellbeing. All children across the school have received outdoor learning opportunities. Our approaches to inclusion and wellbeing and meeting learners needs have ensured all our children are receiving high quality universal and targeted support. There have been no exclusions this session and we have seen an improvement in attendance across the school.

We have had a whole school focus on the UNCRC this session. Almost all staff who participated in the training agreed their knowledge of the UNCRC Articles had increased as a result. Most staff have developed their understanding of the importance of implementing UNCRC Articles. Across our school, almost all children have increased their understanding of children rights and how they influences their lives.

Next Steps?

- Continue to embed the UNCRC across our school ethos and curriculum with a focus on our 'Key Entitlements' across our curriculum.
- Achieve our silver Rights Respecting School Award
- Continue to embed our universal and targeted support strategies to ensure the needs of all our children are being met and will be linked to our IDL and Health, and Wellbeing Curriculum.
- We will continue to embed our inclusive, nurturing practices and promote positive wellbeing for all our children.

Early Learning & Childcare provision

What improvements have you made this year?

- We have focused on raising the attainment in numeracy through developing staff knowledge in numeracy, making improvements to the environment and increasing parental engagement in numeracy through PEEP and Stay and Play sessions.
- We have increased opportunities to gather parent views to shape the provision for family learning opportunities. Guidance has been created to ensure plans for family learning are sustainable.
- We have developed further our partnership working with private providers through Thrive (Outdoor learning) and our programme for transitioning to Primary One.
- We have increased opportunities for moderation at ELC, school and cluster level which has also included private providers.
- We have continued to develop our use of Showbie to share learning journeys, with a focus on parents sharing wider achievements from home and gathering child voice.

What has improved for learners? How do you know?

- A focus on numeracy has led to 22% increase of children on track in numeracy across ELC. Parent confidence in supporting children in numeracy has also improved with almost all parents reporting an increase in confidence in supporting their child with numeracy.
- An increase in parental engagement in Family Learning sessions in ELC has resulted in improved partnership with parents to promote learning through play. The majority of parents reported that family learning opportunities supported the building of relationships with their children and gave effective ideas to support learning through play.

- Audits of Showbie show that all parents are now sharing wider achievements from home and this has led to increased opportunities for talking about experiences and fostering links with home for children in ELC.
- All children in the setting have benefitted from outdoor learning opportunities in our locality through beach and forest visits. Our ELC 4 children have met with children from private providers on beach visits through Thrive partnership working and this has impacted positively on forming relationships for going into P1.
- We have improved our moderation of the level children are achieving and this has resulted in gaps in learning being identified and spaces for learning and interactions being levelled appropriately for individuals.

Next Steps?

- Engage in further training to support improvement in attainment in literacy, with a focus on developing fine motor skills.
- Continue to implement improvement strategies to raise attainment in numeracy for N4 children.
- Continue to develop high quality interactions through skilled questioning so that all children are challenged effectively.
- Refresh ELC vision, values and aims through gathering child, parent and partner voice.
- Embed approaches to recording, capturing and reflecting through gathering child voice and learning in floorbooks and digital platforms.
- Continue to develop provocations that are stimulating, engaging and open ended.

Evaluate the following QIs against the six-point scale:

Excellent	this aspect of the school’s work is outstanding, high quality and sector-leading
Very Good	major strengths, very few areas for improvement
Good	important strengths, yet there remain some aspects which require improvement
Satisfactory	the strengths within this just outweigh the weaknesses, basic provision for learners
Weak	important weaknesses, there may be some strength, the important weaknesses, either individually or collectively, are sufficient to diminish learners’ experiences in substantial ways
Unsatisfactory	major weaknesses within which require immediate remedial action

Quality indicator	School self-evaluation	Nursery self-evaluation
1.3 Leadership of change	Very Good	Very Good
2.3 Learning, teaching and assessment (Including digital)	Good	Good
3.1 Ensuring wellbeing, equity and inclusion	Very Good	Very Good
3.2 Raising attainment and achievement/ Securing children’s progress	Good	Good

Our capacity for continuous improvement is: Very Good