

Summarised inspection findings

Flora Stevenson Primary School

The City of Edinburgh Council

18 December 2018

Key contextual information

Flora Stevenson Primary School and Nursery Class is situated in the Comely Bank area of Edinburgh. The school is traditional Victorian styled building with a more modern building within the grounds for the nursery and P1. Most of the children within the catchment area live within Scottish index of multiple deprivation area (SIMD) deciles 9 and 10. The school also houses the City of Edinburgh Music School, a National Centre of Excellence. The school has had a large number of changes in the senior leadership team over the last few years. The new headteacher has been in post for just over one year.

1.3 Leadership of change

good

This indicator focuses on collaborative leadership at all levels to develop a shared vision for change and improvement which is meaningful and relevant to the context of the school within its community. Planning for continuous improvement should be evidence-based and linked to effective self-evaluation. Senior leaders should ensure the need for change is well understood and that the pace of change is appropriate to ensure the desired positive impact for learners. The themes are:

- developing a shared vision, values and aims relevant to the school and its community
- strategic planning for continuous improvement
- implementing improvement and change

- The school has been through a period where there has been instability in leadership over the last few years. The headteacher has been in post since August 2017. She is supported by three depute headteachers who each have a teaching commitment of two days per week. As a result of the instability in leadership, improvements to the school have been inconsistent and not sustained over time. Since the new headteacher has taken up post, there has been considerable change in the school over a short period of time. She has quickly gained the confidence of parents, staff and children who find her enthusiastic and energetic. Parents appreciate her hardworking and inclusive approach to leading the school. She provides strong support to staff and children across the school and nursery, and is committed to involving parents fully in the life of the school. Her approach to leading change is well considered, fully involving staff in how they improve the school. They have identified a small number of targets for improvement across the school and staff work well together to secure these improvements. The headteacher is committed to bringing fun into the school and ensuring all staff, children and parents enjoy The Flora Stevenson Primary School and Nursery Class. She knows all children well and makes a point of visiting classes regularly and speaking to children individually frequently. As a result, there is a lovely, caring, nurturing atmosphere in the school.
- Since taking up the post, the headteacher has worked with staff, children and families to establish the vision and values of the school. Children can discuss the simply articulated values and they are often referred to in class and assemblies. In classes, charters designed by children are linked to the values of 'we respect others, we respect ourselves and we respect learning'. The school motto, 'At Flora's we matter. At Flora's we achieve.' is displayed and referred to across the school and classrooms.
- There is a clear approach to planning for improvement which involves all stakeholders in identifying priorities. The headteacher leads a strong, innovative programme of professional learning across the year which supports and encourages staff involvement in school improvement. All staff are committed to bringing about continuous improvement across the

school. The leadership team produce helpful improvement plans and standards and quality reports to manage the pace of change. The school improvement plan has clearly defined priorities which appropriately focus on actions to raise attainment. There is a quality assurance calendar which involves the leadership and staff in evaluating the quality of the work of the school across the year. In addition, a group of local headteachers and the quality improvement officer provides useful external feedback to staff to help improve the school.

- The headteacher provides 'Flora Films' to support communication with parents, staff and children. One of the most popular films with children is the regular 'It's Me, Ms McGhee', where she introduces the weekly events and motivates and amuses children and staff about the week ahead. All staff are involved in working parties, led by the depute headteachers, to take forward areas for improvement across the school. A number of staff are involved in leading a teacher learning community to develop approaches to promoting positive behaviour and growth mindset across the school. We ask staff to continue to build on this and increase their leadership roles across the school. Now that the leadership team is more established, it is a good time to now increase the scope of the remits of the senior team to help continuous improvement across this large school and nursery. Children have opportunities to develop their leadership skills whilst working with staff and parents on Flora's Forums. There is considerable scope to increase children's leadership roles across the school, and to provide opportunities for them to lead their learning.
- The headteacher and the leadership team have established a clear system to track and monitor children's progress. There has been a good start made to developing more robust assessment of children's progress in class which is informing termly discussions with the leadership team regarding children's progress. There is scope to continue to develop ways to ensure assessment information is robust and reliable. As planned the leadership team should develop ways to analyse data in more detail to provide a clearer picture of children's progress to identify further where children need challenge and support.

2.3 Learning, teaching and assessment

good

This indicator focuses on ensuring high-quality learning experiences for all children and young people. It highlights the importance of highly-skilled staff who work with children, young people and others to ensure learning is motivating and meaningful. Effective use of assessment by staff and learners ensures children and young people maximise their successes and achievements. The themes are:

- learning and engagement
- quality of teaching
- effective use of assessment
- planning, tracking and monitoring

- The school's recently introduced values and vision 'respect ourselves, respect others and respect learning' are becoming embedded and impacting positively on relationships. Relationships between staff and children are positive, warm and encouraging. Almost all children behave well and are kind and caring towards each other. A few parents and children feel that some children don't always respect each other well enough. Overall, most children are engaged and interested in their learning. Children are highly motivated when tasks, activities and resources are well-matched to the needs of individual children and groups. Staffs' explanations and instructions are clear and this is helping to support the newly introduced approaches to promoting positive behaviour.
- Learners' achievements in and out of school are recognised through recognition walls. Staff are recording children's out-of-school achievements and attendance at clubs. Children increasingly play an active role in the school through the pupil leadership Flora's Forums.
- In most classes, children are beginning to develop their knowledge about skills for work through a range of learning activities. Children benefit from professionals and parents visiting; listing skills for identified jobs; and writing their own job applications. In the best practice, children confidently link their learning in class to skills for work. Staff have introduced learning walls as part of classroom displays. In the majority of classes, children's work is well presented.
- Staff are developing their use of learning intentions and success criteria. In almost all lessons, staff share learning intentions and success criteria with children at the beginning of lessons. There is scope for children to be more involved in the creation of their own success criteria. In almost all classes, children can describe tasks, but the majority cannot identify the skills they are developing.
- Digital technologies are used in all classes. A range of media such as videos, voting tools, visualisers and interactive whiteboards are used effectively as teaching tools to enhance learning and teaching. QR codes and movie making are effectively motivating learners in a range of curriculum areas. At second level, children are developing their coding skills and this is helping to improve their digital literacy. The school should continue to widen the use of digital technologies to ensure learners can independently access digital technology to support and challenge further all areas of their learning.
- Staff have made a good start to engaging children in their own learning. In most classes, children set a termly target for literacy and numeracy. Children are developing their skills in giving peer feedback using success criteria. There is considerable scope for children to be

more actively engaged in the learning process, through regular learning conversations with staff about their learning and setting meaningful targets to improve their learning.

- In most classes, learning is presented as whole-class lessons with opportunities for partner work to enable children to discuss their learning. Staff now need to review the purpose and subsequent impact of teaching to such large groups. These approaches are preventing a number of children from experiencing appropriate challenge and support in their learning. There is a need to ensure differentiated teaching happens frequently in all classes to ensure appropriate challenge for all learners.
- Staff have made a positive start to providing feedback to children, to help them to focus on identifying their next steps in learning. In writing, most children can articulate their next steps in learning and what they need to do to improve. There is scope to develop this more fully across the school to ensure consistency and rigour.
- In a few classes, staff make effective use of questioning to encourage children to think about their learning. In these lessons children receive regular, skilled questioning by teachers, and enjoy consistently high-quality learning experiences which promote enquiry and curiosity for all learners. There is scope to share good practice across the school to ensure children benefit from the strengths of all staff.
- Staff plan collaboratively with stage partners aiming to provide a consistent learning experience for children. To support staff to extend and challenge able learners, they should use the guidance on planning provided to ensure they plan for cohorts of children across all curricular areas.
- Progression pathways are not yet in place for all areas of the curriculum. As agreed, the school should now review planning for literacy to ensure that all staff consistently plan progression in learning in reading, writing and talking and listening. This will help inform planning for challenge and support.
- Children are now becoming involved in planning learning through the use of learning walls. When planning interdisciplinary learning, staff consult with children on what they already know, what they would like to know and how they would like to learn. Children are increasingly able to identify how they can assess their own learning through 'say, write, make and do' tasks. Staff should continue to embed this way of working to ensure that children have a greater understanding of their progress and next steps for learning.
- Staff have recently started to engage with the literacy and numeracy National Benchmarks. This is helping to support staff make more robust professional judgements on children's progress and achievement of a Curriculum for Excellence level. Staff participate in planned moderation activities within and outwith the school. We ask that they continue to develop this further, in order to support shared expectations of the standards to be achieved. This will enable the school to plan relevant and appropriately challenging learning for all children.
- The headteacher and staff have made a start to using a new tracking tool. As professional judgement and data becomes more reliable, this will help to illustrate children's progress over time. At present, staff are beginning to use this to discuss with the senior leadership team at key points in the year, the progress of children and to identify support required.

2.2 Curriculum: Learning pathways

- The school makes good use of learning pathways to support teachers in planning coverage of experiences and outcomes in the majority of curriculum areas. Teachers use these to plan progression in learning and to build on children's prior learning, including those who require some additional support to make progress. There is a need to now plan using progression pathways across all curricular areas. The school's approach to teaching interdisciplinary learning provides a number of motivating contexts for learning. However, this needs to be refreshed to ensure children have progression in experiences as they move through the school. There is scope to make the curriculum in The Flora Stevenson Primary School more innovative and relevant to the unique context of the school.
- Children have good opportunities to learn through outdoor contexts using the local environment. Staff should continue to develop approaches to outdoor learning progressively throughout all stages of the school.
- Children have good opportunities to develop skills for learning, life and work through working in groups and problem solving together. Parents and partners are providing children with an awareness of the world of work. There is scope to develop the Careers Education Standards (3-18) more fully across the school and nursery. Children at all stages benefit from the involvement of a range of partners who contribute to providing good opportunities for children to participate in sporting and other activities.

2.7 Partnerships: Impact on learners – parental engagement

- Parents feel that the school is well led and managed and would recommend the school to others. The school communicates with parents regularly in a variety of traditional and increasingly digital methods. Almost all parents feel encouraged to be involved in the work of the Parent Council and that they are kept informed of its work. The very enthusiastic Parent Council works well with the school and appreciate the care, compassion, open and friendly approach from staff in the school. Parents take part and contribute to professional learning sessions with staff. Parents also meet regularly with staff to determine how parents can support teachers in school. Commendably, there is a parent representative for each class and also for each of the pupil participation groups, the Flora's Forums. This is leading to more effective home-school communication.
- A number of sub-groups of the Parent Council have been developed. These include parents interested in sustainability and transport; health and wellbeing; and welcoming new parents to the 'Flora Family'. This includes Flora's Funder and coffee mornings in the local supermarket. As a result, more parents' skills are being recognised and used to support their children in school. For example, across the school parents are actively involved in sharing information, experiences and helping increase awareness in children of the skills and attributes required in the world of work. The Parent Council would like to encourage a wider range of parents to join the group. As part of their drive to reach out to more families, the Parent council, supported by other local organisations, ran a very successful 'Active Challenge'. This was well supported by Flora's community and has led to greater awareness of the work of the Parent Council.
- Parents appreciate the 'meet the teacher' mornings at the beginning of each academic session, when they have an early opportunity to meet the teacher and visit their child's classroom. Parents enjoy the family 'sharing learning events', for example a fairy tales show in P1; Charlie and the Chocolate Factory presentation in P4; and a variety of end of year shows. A large number of parents attended a recent presentation about a new mental maths strategy Flora's Figures, aimed at supporting their children develop numeracy skills. Along with an accompanying booklet to support learning at home, this is leading to improvements in attainment in numeracy. Parents who volunteer as helpers in the school feel that their active participation in this way is helping them understand how their child learns. Most parents understand how their child's progress is assessed and feel that they receive helpful, regular feedback about how their child is learning and developing.
- There have been effective joint professional learning opportunities between parents and staff. Flora's Families have contributed to In-service days and staff meetings to ensure there is a shared understanding of the whole life of the child and the factors which may impact on learning. Commendably, the Parent Council were the first Parent Council in Scotland to organise a viewing of the film 'Resilience'. This was then rolled out to all staff in the Cluster Primaries and High School. The school and the Health and Wellbeing sub group are working collaboratively with staff to ensure the school is adverse childhood experiences (ACE) aware and are planning next steps to ensure Flora's becomes a trauma informed school.

2.1 Safeguarding

- The school submitted self-evaluation information related to child protection and safeguarding. Inspectors discussed this information with relevant staff and, where appropriate, children. In addition, inspectors examined a sample of safeguarding documentation. At the time of the inspection, there were no identified areas for development.

3.1 Ensuring wellbeing, equality and inclusion

good

This indicator focuses on the impact of the school's approach to wellbeing which underpins children and young people's ability to achieve success. It highlights the need for policies and practices to be well grounded in current legislation and a shared understanding of the value of every individual. A clear focus on ensuring wellbeing entitlements and protected characteristics supports all learners to maximise their successes and achievements. The themes are:

- wellbeing
- fulfilment of statutory duties
- inclusion and equality

- The school community is developing its understanding of wellbeing by introducing the 'Building Resilience' programme. This is being developed throughout the school as part of a structured, planned approach to enable children to develop emotional literacy. It is recognised as being important for the development of their health and wellbeing. Staff have participated in professional learning sessions so that they have a clear understanding of their responsibilities in taking forward this development. New themes are introduced at assemblies and are then further developed in class lessons to support children's learning. Staff make links from this to children's rights and the school's own 'Flora Values'. Each class has a class charter linked to the United Nations Convention on the Rights of the Child and in some classes, the school values are referred to by staff in relevant contexts for learning. Children's rights are also discussed at the Flora Forum groups to further build the children's knowledge and understanding. The school should build on this positive development to embed this whole school approach and ensure that wellbeing indicators become embedded in children's work. This will help staff to systematically monitor all children's wellbeing and evidence outcomes. The planned introduction of developing nurturing approaches across the school will further enhance this development in the future.
- Parents have been consulted about the rationale for the introduction of 'Building Resilience' and are very supportive and willing to be involved in its development. They have commented on how this approach is supporting them to deal with their children's behaviour at home. Class newsletters also help to support parents to understand the importance of this approach and the role that they can play in building resilience in their own child. The Parent Council have organised events to inform parents about resilience and ACEs to further support their children and the school community. Staff are also developing the use of social stories to further support individual parents and families.
- Children are proud of their school and are happy to be part of this community. Almost all children feel safe and secure at school. They are consulted and feel involved in decisions about their school. They are given roles of responsibility including buddies, pupil council and house captains. Levels of attendance are high and exclusions are below the national average reflecting the school's positive ethos. The school should continue to develop its approaches to positive behaviour management linked to Flora's Values.
- Children with Additional Support Needs (ASN) are well supported by a range of flexible and responsive strategies. Child's plans are in place to ensure that all children are included and are engaging in appropriate learning experiences, which meet their individual needs. These are well planned, resourced, monitored and reviewed with relevant partners and agencies. The school is well supported by the additional support for learning (ASL) Service, including English

as an Additional Language teachers and the Educational Psychology Service. They provide professional training and support for class teachers to build their capacity and provide sustainability as well as working directly with children. The school's pupil support assistants have been effectively trained to provide support to individuals and groups of children with ASN to ensure that their needs are met and they can access the curriculum. The targeted support of two play therapists has also had a positive impact on the inclusion and engagement of children. A range of interventions and resources support children's emotional health and wellbeing well. Children have also responded well to the school's therapy pet, Stanley. They have written stories about him and he has visited classes throughout the school. Stories about Stanley have also been read at assemblies to develop particular themes related to wellbeing and the school's values.

- Staff are positive role models for the children. There are a wide range of after school clubs including ukulele, sewing, dance and basketball in order to further promote healthy lifestyles and health and wellbeing.
- The headteacher ensures that the school fulfils its statutory duties by promoting equality and diversity through the religious and moral education programme (RME) programme and Building Resilience programme. Assemblies focus on a variety of festivals from other world religions. Children are developing their understanding of global citizenship in the Pupil Global Forum with their link to a school in Malawi. A pupil international forum has also been established and will further promote these themes. Equality is further enhanced by the school, by ensuring that children from all socio-economic backgrounds have access to school events, such as the school camp and Christmas Fayre. The Parent Teacher Association also raise funds to support school activities to ensure that all children can participate.
- The school has a good understanding of its responsibilities in relation to safeguarding and child protection, with all staff receiving appropriate training. All children receive two hours of quality physical activity each week. Outdoor learning is an area which should be developed for all learners to further enhance their health and wellbeing. The main duties under the Schools (Health Promotion and Nutrition) (Scotland) Act 2007 are being met. The nutritional analysis of the lunchtime demonstrates compliance with the regulations.

3.2 Raising attainment and achievement

good

This indicator focuses on the school's success in achieving the best possible outcomes for all learners. Success is measured in attainment across all areas of the curriculum and through the school's ability to demonstrate learners' achievements in relation to skills and attributes. Continuous improvement or sustained high standards over time is a key feature of this indicator. The themes are:

- attainment in literacy and numeracy
- attainment over time
- overall quality of learners' achievement
- equity for all learners

Attainment in literacy and English

- Overall, the data presented by the school demonstrates that children make good progress in literacy. Almost all children at the early and first level, and most at second level, are achieving expected Curriculum for Excellence levels in reading, listening and talking. Most children are achieving appropriate Curriculum for Excellence levels in writing. Staff have taken part in cluster moderation in a number of curriculum areas. To support the accuracy of teacher judgement, staff should continue to further develop moderation, including of approaches to learning and teaching, to ensure expectations, outcomes and experiences for all children are appropriate.
- Children with ASN are making good progress towards achieving their targets. The school's strategy for closing the attainment gap in literacy includes targeted intervention for reading and writing, using new, motivating resources and working collaboratively with the speech and language therapist. The EAL teacher is supporting children well, through direct work with groups and individuals.

Reading

- Overall, children's attainment in reading is good. Most children across the school enjoy reading, and make personal choices about what they like to read. Commendably, some new reading books that have a high interest level and a lower reading age have been introduced to encourage children with reading difficulties to engage with motivating texts.
- At the early level, most children are able to read most common words and can decode unfamiliar words by applying their knowledge of sounds, letters and patterns. They can use context clues to support their understanding of different texts and confidently find key information from non-fiction books using pictures to help their understanding. Children are able to choose books for enjoyment and clearly identify the title and author. By the end of the first level, most children are reading fluently with expression when they read fiction. They use a range of word recognition strategies independently but are not yet confident with using context clues to read and understand texts. Most enjoy books and talk confidently about a wide range of authors. They are able to recognise the features of fiction and non-fiction texts. By the end of first level, children can identify key words used in persuasive text. By the end of the second level, children are able to select texts for enjoyment and find information for a specific purpose. Most are able to read with fluency, understanding and expression using appropriate pace and tone. By the end of second level, children are able to apply a range of reading skills and strategies to read and understand texts including skimming, scanning, predicting and summarising. They are not yet confident with responding to inferential and evaluative questions.

Writing

- Overall, children's attainment in writing is good. Children would benefit from more regular opportunities to write for a wide range of purposes across the curriculum. At the early level, children can use a pencil to form letters legibly with good control and confidence, leaving appropriate spaces between words when writing. Children who have achieved the early level are beginning to write independently with increasing confidence. At first and second level, most children plan and organise their ideas and information in a planned way to help them create new texts. Children at first level are not yet consistently linking sentences in a variety of ways to engage the reader. At second level, children are able to use suitable vocabulary to plan and deliver organised presentations and talks including debating and persuasive speeches. In extended writing, children are mainly accurate in their use of punctuation, such as exclamation marks and question marks. They can write in appropriately in paragraphs to separate their thoughts and ideas, using a range of conjunctions to link sentences. There is much scope to improve presentation of writing at the middle and upper stages, to ensure that it is clear and legible for purpose and audience. Overall, staff should have higher expectations of what children can achieve in writing and encourage children to write more at length.

Listening and Talking

- Overall, almost all children are making good progress in developing their skills in listening and talking. In the majority of classes, children listen well to their teacher and to each other in groups. Across the school, almost all children speak confidently and articulately. There is scope to focus on supporting children to develop respect for the views of others.
- At early level, almost all children are beginning to learn to listen and take turns. At the first level, most children are beginning to make notes and share key relevant ideas and opinions. At the second level, almost all children can apply verbal and non-verbal techniques when they make oral presentations. This is most evident when working on debating skills. When making oral presentations, almost all are able to recognise some techniques to engage listeners by using appropriate emphasis and tone. In a number of classes observed, children were working on using persuasive language and applying their learning in a range of contexts. Children would benefit from developing more fully their skills of group discussion as they progress through the school.

Numeracy and mathematics

- Overall attainment in numeracy and mathematics across the school is good. Staff have correctly identified the need to develop children's mental agility. They are at the early stages of implementing their mental agility programme called Flora's Figures. The children report that this is starting to help them in their number work and early signs are that it is beginning to help them in their mental calculations. Parents speak positively about Flora's Figures and the positive effect it is having on parents understanding of the numeracy their child is working on. Across the school there is scope to develop children's ability to carry out multi-step word problems and provide more planned opportunities for children to apply their numeracy skills in new and unfamiliar situations.

Number, money and measure

- At early stages, almost all children recall number sequences forwards within a range of 0-30, from a given number and recall the number sequence back from 20. Almost all children use appropriate mathematical symbols. Almost all children double numbers to a total of ten mentally. There is scope to develop children's confidence when carrying out subtraction calculations. Most use the appropriate vocabulary to describe halves. Almost all read analogue and digital o'clock times and represent this on a digital and clock face. By the end of first level,

most children identify the value of each digit in a whole number with three digits and add and subtract multiples of 10 and 100 to or from whole numbers. Most children record amounts of money accurately in different ways using the correct notation. Most children explain the role of the denominator and the numerator and use the correct notation for common fractions. Most children require more practice at comparing the size of fractions. Most children use knowledge of everyday objects to provide reasonable estimates of length. There is scope to develop children's ability in rounding to the nearest ten and 100. At second level most children round to the nearest 1, 000, 10,000 and 100,000 and multiply whole numbers by two digit numbers. The majority order numbers less than zero and can locate them on a number line and calculate a simple percentage of a quantity. Children would benefit from developing their ability to calculate a simple fraction of a quantity. The majority of children carry out money calculations involving the four operations, know the relationship between commonly used units of time, and carry out simple conversion calculations.

Shape position and movement

- At the early stages, almost all children understand and use the language of position and direction. Almost all children describe common two dimensional shapes and three dimensional objects. By the end of first level, most children use mathematical language to describe the properties of two dimensional shape and three dimensional objects. Almost all children find right angles in the environment and in well-known two dimensional shapes and know a right angle is 90 degrees. At second level, almost all children use mathematical language to describe a range of angles and a few know that the radius is half of the diameter.

Information handling

- At early the early stages, almost all children interpret simple graphs and apply counting skills to answer questions based on the data. By the end of first level, a few children use mathematical language appropriately to describe the likelihood of events occurring in everyday situations. At second level, most children use the language of probability accurately to describe the likelihood of simple events occurring.

Overall quality of learners' achievement

- Overall children's achievement is good in The Flora Stevenson Primary School. Participation in experiences outwith the classroom environment are actively encouraged by staff, and are helping children to develop the four capacities of Curriculum for Excellence. As a result of feedback from children, clubs in school have recently increased to include experiences in dance, ukulele, chess, yoga and breakfast parkour. These opportunities are leading to increased participation levels in some activities. Children are also encouraged, through their class teachers, to alert them of any additional interests and hobbies they have outwith school.
- All children are members of a 'Flora Forum'. There is an extensive range of topics covered which is leading to increased pupil participation and feeling that they are being heard more. For example, there is an increasingly active pupil council who recognise the 'you said, we did' approach by staff. They cite an increase in the number of bike locks in the school playground as an example of their work. Children are actively involved in the development of the school's website. Those in P7 act as buddies for children in P1 and others are developing their awareness of others through participation in the Fairtrade or Global Goals forum. Through these opportunities, children are developing confidence, leadership skills and have more opportunities for personalisation and choice. There is scope within the management and organisation of these experiences to enable children to share more effectively the work of each of the forums. As a school, there are regular opportunities to recognise and celebrate

the interests and achievements of the children through assemblies, headteacher awards and personal achievement awards. Children recognise and appreciate the value of these.

- Children who are part of The City of Edinburgh Primary Music School contribute well to the musical life of the school. While developing their musical talents, they also are developing their confidence, organisational skills and ability to perform well to a variety of audiences.
- Children across the school have the opportunity to take part in local and national events. For example, recently children have been successful in the National Young Writer's award; won the 'Inspectors cup' in football; participated in a national art competition; and raised money for worthwhile causes.
- Staff are at the early stages of developing a tracking and monitoring system to enable them to record the wide range of skills children are developing, as well as their achievements both within and outwith the school. By developing this further, staff will be better able to support children to ensure that no child is at risk of missing out. This will also help children to recognise the skills they are developing while taking part in these wider achievements. There is scope to enable children to link the skills they develop to life and the world of work.

Equity for all learners

- Teachers are aware of the socio-economic context of the school and are developing their awareness of the impact of ACEs on children. As a result, staff, supported by The Parent Council, are keen to address these barriers to ensure equity of opportunity wherever possible.
- The school currently receives additional resources from the Pupil Equity Fund (PEF) and senior leaders have directed this appropriately at areas identified through their self-evaluation procedures. These include funding additional specialist staff such as the 'Maths Master', play therapist, the early years practitioner, the introduction of a 'Therapist' and targeted support to enable some children access to specific activities. The PEF allocation has supported the development of a whole school approach to developing mental maths, now part of daily numeracy, 'Flora's Figures'. This has resulted in increased enthusiasm and engagement in numeracy activities, more motivated children, leading to improved attainment at P4 and P7. Children are also becoming more confident when reading aloud and tackling unfamiliar words, as a result of a literacy intervention for targeted children.
- Senior leaders and staff know the children in the school well and as a result, are able to respond sensitively to all circumstances. There are appropriate tracking and monitoring procedures in place which are regularly reviewed to ensure that interventions are targeted, planned and implemented in a measurable way leading to improved outcomes for children.

Choice of QI: 2.6 Transitions

- Arrangements to support learners and their families
- Collaborative planning and delivery
- Continuity and progression in learning

- Arrangements to support transitions across The Flora Stevenson Primary School are strong. Good arrangements are in place to support children and their families as they move into P1. Staff have worked hard to ensure that children experience a similarity in pedagogy as they enter P1, as they deliver the curriculum through play. Staff continually evaluate their practice and have refined it further since last session. We ask that they continue to build in external scrutiny to this initiative to ensure it continues to build on the good work already started. There is scope for nursery and P1 staff to work closer together to ensure continuity in learning across the early level. Steps are taken to include nursery and P1 children frequently into the main building, as it is very different from their buildings, to ensure children are comfortable with the surroundings.
- A feature of The Flora Stevenson Primary School is the number of children from across the globe who enter the school at different points in the year. The headteacher and staff have helpfully designed a Flora Film to introduce children to the school in advance of coming to Edinburgh. Clear policies are in place to ensure continuity of information transfer and to ensure the transition to a new school and possibly in a new country goes as well as possible.
- Clear transition arrangements are in place to ensure children from the Music School are integrated well into The Flora Stevenson Primary School. Clear procedures are in place to obtain information from their previous school. Weekly meetings take place between the headteacher and the Assistant Director of the Music School to discuss children's progress and their wellbeing.
- Appropriate arrangements are in place for children to transfer to a range of secondary schools. Enhanced transitions are in place for those children who require additional support in the move to a new school. The school has established clear record keeping to ensure clarity of information transfer from one year to the next. Progression pathways across the curriculum used for cohorts of children would support staff in planning for appropriate pace through Curriculum for Excellence levels as they move through the school.

Practice worth sharing more widely

- Approaches to delivering career-long professional learning to maximise staff engagement.
- Flora Films to support good communication on a range of issues.
- The leadership of the headteacher and the creative ways in which she leads the school.

Explanation of terms of quantity

The following standard Education Scotland terms of quantity are used in this report:

All	100%
Almost all	91%-99%
Most	75%-90%
Majority	50%-74%
Minority/less than half	15%-49%
A few	less than 15%

Other quantitative terms used in this report are to be understood as in common English usage.