

Summarised inspection findings

Edenside Primary School

Scottish Borders Council

4 February 2025

Key contextual information

Edenside Primary School is a non-denominational primary school and nursery class serving the community of Kelso. Most children reside in Scottish Index of Multiple Deprivation deciles five to eight. The current roll is 222 children organised across 10 classes. There are 47 children attending the nursery class. Across the school, 45% of children require additional support with their learning. The headteacher has been in post for just over two years. She is supported by a depute headteacher and three other members of staff who share the principal teacher role. There has been instability in the staffing of the school in recent years.

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

- Children benefit from highly-positive relationships with staff. Children's experiences are underpinned by the embedded school values of 'laughter, learning and love'. Staff have undertaken a significant amount of professional learning on developing nurturing approaches across the school. As a result, children learn in highly supportive environments.
- Staff ensure learning is underpinned by a deep commitment to respecting children's rights. Staff and children develop class charters which help children to understand how their rights are evident in the classroom. Staff are increasing opportunities for children to become leaders of learning across the school. Children are increasing their role of influencing the content and delivery of learning. The 'Rights Knights', a group of children from P4-P7, have developed a playground charter which is helping children to feel safe and engaged in outdoor spaces.
- Staff work well together to create a positive learning environment. As a result, most children behave well. Staff manage the few instances of children's dysregulated behaviour effectively. Staff have undertaken professional learning to support children to regulate their emotions and maintain their learning in class. Overall, this is having a positive impact, however, over the past few years, there has been a substantial rise in violent incidents from a few children towards peers and members of staff. Staff have undertaken training on de-escalation practices and trauma-informed practice to help manage these incidents. Senior leaders seek support from the local authority and other relevant agencies to help meet the needs of children with dysregulated behaviour. As a result, the school community is becoming increasingly more settled, with the frequency of incidents reducing.
- Children learn in well-considered environments, including effective use of outdoor spaces. Staff develop a range of successful approaches to motivate children and encourage them to learn independently. Children benefit from informative and well-designed wall displays in classes and

corridors. These help them in particular to improve their numeracy skills. Most children report they enjoy learning in school.

- In most classes, children engage well in their learning as the pace is brisk. Teachers encourage sensitively a few children who can become disengaged and present low level disruption to participate in activities. Across the school, too much potential learning time is allocated to transitions prior to and after break periods. There is a need for senior leaders to review all timetables to ensure that learning time is maximised across the school day.
- Staff are working together to improve the quality of teaching and learning across the school. Staff have devised a learning and teaching framework 'every lesson counts' with their neighbouring schools. As a result, there is a strong understanding of the expected standards in learning and teaching across the staff team. Staff use this framework well to structure and deliver high-quality lessons. Staff have worked well together to implement this approach successfully and consistently across the school in almost all classes.
- In almost all classes, explanations and instructions are clear. In most classes, teachers build effectively on children's prior learning. Teachers share the purpose of the lesson clearly and as a result, almost all children understand what they are learning. In almost all lessons, teachers share with children the measures of how to be successful in their learning. In a minority of lessons, these are co-created with children. Staff are well placed to support children to better understand how to use the measures of success to reflect on their learning. Teachers should continue to develop their practice in creating quality measures of success, with learner involvement.
- In almost all classes, teachers use a range of highly-effective approaches, including questioning techniques and well-considered plenaries, to check children's understanding. In the majority of classes, teachers use questioning skilfully to extend and deepen children's learning. In most lessons, children receive high-quality feedback which helps them understand how to improve their learning.
- In the majority of classes, all children complete the same activity as their peers. This approach does not meet the needs of all learners in the class. Teachers need to support a few children who require additional support with their learning more effectively. An important next step is for teachers to plan learning at the right level of difficulty for those who require much greater levels of challenge.
- An important strength of the school is staff's approaches to ensuring high-quality digital learning experiences for children, particularly in the upper stages of the school. Almost all staff develop children's digital literacy effectively. Digital platforms are used for children to share their learning and receive feedback from teachers, and to develop key literacy and numeracy skills. Older children benefit from access to a local authority device and use this well in most lessons to develop research skills and creativity. Staff use digital resources well to make learning accessible for children who require additional support with their learning.
- Staff within the early stages have made a positive start to developing the learning environment to support children to learn through play. This approach is beginning to support children's learning in numeracy well. Staff have started to use observations to help them plan children's learning experiences appropriately. However, they should use these observations to ensure

children's learning progresses more briskly. Senior leaders should develop further their approaches to learning through play. In doing so, they need to consider a greater balance of child-led and adult-led experiences as outlined in local and national guidance.

- Senior leaders have created a helpful assessment calendar which teachers use to gather additional evidence to inform next steps in children's learning. The calendar clearly outlines when key summative and standardised assessments will take place across the school year including National Standardised Assessments for Scotland. This process is supporting teachers to plan a range of quality assessments to measure children's progress in literacy and numeracy. Teachers should continue to develop planned, high-quality assessments to provide opportunities for children to apply their learning in unfamiliar contexts. They also need to develop the use of formative assessment in daily learning programmes to plan children's immediate next steps in learning.
- All teachers plan consistently across curricular areas. Staff plan alongside stage partners and moderate their planning effectively. Teachers use local authority progression pathways for numeracy and mathematics to support their planning in this area more successfully. As planned, they should continue to implement the local authority literacy progression pathways across the curriculum. Medium term planning is recorded by individual teachers in manageable formats, which reflect the school's key components for good quality planning. Children are contributing to planning across the curriculum, through the recently introduced 'Pupil Conferences'. These conferences provide a consistent approach to gathering children's views and influencing what they want to know and do within future learning contexts.
- Most teachers have engaged well with moderation activities within school which is beginning to support their understanding of national standards. Senior leaders should facilitate further opportunities to develop approaches to moderation across stages and outwith the school. They need to support teachers to have a more consistent understanding of children's achievement of a level.
- Senior leaders and teachers discuss the progress of individual children termly where they share valuable information about children and their progress. As a result, individuals and groups of children receive flexible interventions to support their development needs, particularly in literacy, numeracy and health and wellbeing. Senior leaders and teachers need to use this information more rigorously to focus on improving further children's attainment and achievement.

2.1 Safeguarding and child protection

- 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. Areas for development have been agreed with the school and the education authority.

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 numeracy

- Overall, children's attainment in literacy and numeracy is good. Across the school most children achieve expected national standards in reading, listening and talking. Most children in P4, and P7 achieve nationally expected levels in numeracy and mathematics and writing. A majority of children in P1 achieve nationally expected levels in numeracy and writing. Currently, staff judgements about a few children's attainment in writing is inaccurate. Staff need to engage further with national Benchmarks when making judgements on children's progress and attainment. Teachers should continue to engage in planned moderation activities both internally and with other schools. This needs to increase teacher's confidence and ensure reliability of all attainment data.
- Almost all children who require additional support with their learning make good progress against their individual targets.

Attainment in literacy and English

- Most children make good progress in literacy and English from their prior levels of attainment.

Listening and talking

- Across the school, most children communicate their ideas and views well. Children who have achieved early level follow simple instructions successfully. They should now be encouraged to take turns when listening and talking to each other. Almost all children at first level show an understanding of the main ideas of spoken texts by responding to and asking different types of questions successfully. Most children at second level learn the skills of structured arguments to develop their debating skills. For example, they research schools across the world and then sort the main ideas into positives and negatives.

Reading

- Children working at early level recognise a few single sounds. A few children should be introduced to sounds and blending skills earlier in the year to increase the pace of progress. Most children who have achieved first level read aloud familiar pieces of text, adding expression, for example, varying the volume of their voice. At second level most children explain techniques to influence the reader such as the use of personification or similes to make texts more exciting. Across the school, children would benefit from staff reviewing how they teach reading strategies. Children across the school need more opportunities to improve their comprehension skills.
- The school and class libraries provide access to a range of reading materials, including fiction and non-fiction books and new graphic novels. Senior leaders should develop the role of the 'pupil librarians' to empower them to help increase a culture of reading for pleasure.

This should include auditing class library spaces and books to further increase reading for enjoyment.

Writing

- Most children at early level use capital letters and full stops to create sentences. Most children at first level plan and write in a variety of genres successfully, for example, creating instructions on how to make a bird feeder. A few children at first level do not manage to complete extended pieces of writing. Staff should support them to complete all pieces of writing as this will better evidence what children are able to achieve. Most children at second level use well-constructed paragraphs to separate thoughts and ideas in a logical way. They use appropriate choices about layout and presentation, including in digital texts, leading to improved writing outcomes for these children.

Numeracy and mathematics

- Overall, most children make good progress in numeracy and mathematics.

Number, money and measure

- At early level, most children identify, sort and order numbers from zero to ten including using digital technology. Through play-based activity there are opportunities for children to apply their knowledge of non-standard units for measure, including volume. Children now need opportunities to develop their understanding of money. At first level, most children round numbers effectively to the nearest 100 and organise numbers to 1000. They are able to use a variety of strategies including number lines and arrays to solve addition and subtraction calculations. They are less confident solving calculations involving division. Most children at second level have a good understanding of place value and confidently partition numbers to solve problems. They effectively calculate the order of different fractions by simplifying numbers. Most children convert times using 12 and 24-hour formats. Most children need to identify strategies to accurately calculate time durations.

Shape, position and movement

- At early level, most children identify features of simple two-dimensional (2D) shapes. At first level, children recognise the key features of 2D shapes and three-dimensional (3D) objects. Most children recognise right angles. At second level, most children describe and classify angles using mathematical language including acute and obtuse. They should be given opportunities to use digital technology to draw 2D shapes and 3D objects.

Information handling

- At early level, most children match and sort items based on their differences, such as shape and colour. They need to develop their awareness of language associated with displays such as pictograms or simple bar graphs. At first level, most children understand and interpret the key features of bar graphs. At second level, most children are confident at displaying and interpreting a range of data including line and bar charts. They should now be given opportunities to use digital technology to create, analyse and manipulate data for a range of purposes through the use of tables, pie charts and spreadsheets.

Attainment over time

- Most children make good progress over time in literacy and numeracy from their prior levels of attainment. Senior leaders and teachers have recently introduced processes to track and record children's progress in literacy and numeracy. Staff set 'stretch aims' for identified children. These processes allow the headteacher to allocate additional support to identified children with aspects of their learning. Staff provide helpful, targeted interventions for children who need support to overcome barriers to learning. This is supporting most children to make good progress.

- The headteacher has rightly identified dips in attainment for particular cohorts and is taking appropriate steps to address this. There are early signs this action is impacting positively on children's progress and attainment.
- Overall, the school's attendance is in line with the national average. Senior leaders monitor overall attendance well but acknowledge they need to improve further children's attendance. They publicise the benefits of regular attendance through their website and regular newsletter which is helpful to parents. They identify children who require additional support to sustain regular attendance and work closely with families to reduce absences. They also work across the Kelso High School group to support families more consistently. Senior leaders follow the local authority policy and use the home school link worker and the Kelso Early Years centre effectively to support families to help improve individual children's attendance. A few children supported through these interventions are improving their attendance. There is a need to make greater progress with a few children who have persistent low attendance.

Overall quality of learners' achievements

- Children value the range of approaches used by staff to share their achievements in and out of school at 'Celebration Assemblies' and through attractive wall displays. Children develop an important range of skills through participation in a wide variety of extra-curricular clubs and activities, as well as competitions and festivals organised by school staff and partners.
- Children develop important citizenship skills by contributing effectively to the wider life of the school community. They speak enthusiastically about leadership opportunities including house captains, 'Rights Knights', Eco group, junior road safety officers and digital leaders. Children confidently demonstrate leadership and communication skills within these roles of responsibility. Children experience a sense of achievement through their active involvement in shaping school improvements.
- Staff have very recently developed a system to track achievements in and out of school. They use the information gathered to support children who may risk missing out on opportunities to develop these important skills. Staff should now track progression of skills being developed through children's leadership roles and wider achievements. They need to support children to understand how their achievements can develop their skills for learning, life and work across the curriculum.

Equity for all learners

- Staff understand the range of challenges children and families in their community face. They work hard to ensure the cost of the school day is not a barrier to children's participation in activities and events across the school year. For example, a few children benefit from fully funded swimming lessons. In addition, a few children are supported to attend the annual P7 residential experience. As a result, no child misses out on these experiences due to financial barriers.
- The headteacher has clear plans in place for the use of Pupil Equity Funding (PEF). Additional support assistants and an early years practitioner are funded using PEF. They deliver targeted support for children who are not making expected progress. A few children supported through these initiatives make better progress in their learning and attain well as a result of this support. The headteacher should proceed with plans to ensure interventions contribute to accelerating progress towards closing the poverty related attainment gap. In addition, parents, children and staff should be more involved in planning and reviewing PEF spending.

Other relevant evidence

- Children experience their entitlement to two hours of high-quality PE each week. They benefit from having a designated physical education (PE) teacher who provides well-planned opportunities for children to experience progressive high-quality PE.
- Children learn French from P1 to P7. They experience small inputs of learning about Scots Language and German in their learning in other curricular areas. However, this approach does not enable children to experience modern languages in line with national policy. Senior leaders have plans to review this so that all children experience their full entitlement to 1+ 2 languages programme.
- Children experience their entitlement to religious education and religious observance in line with national guidance.
- A parent helper and a few children, through their leadership role, staff the well-appointed whole school library. Children use library spaces in classes regularly. Although class libraries contain some relevant and diverse texts, senior leaders should explore how to increase the quality and relevance of texts to increase children's enjoyment of reading.

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.