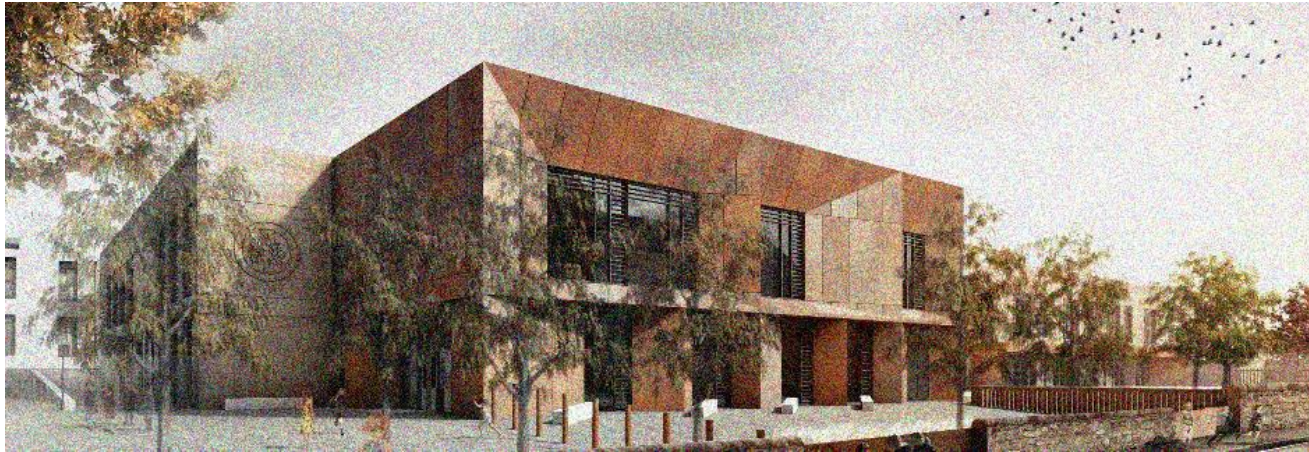# Canaan Lane Primary School


Standards & Quality Report
Session 2023/24

We are pleased to present our Standards and Quality Report for Session 2023-24. This report forms part of our quality improvement framework and provides important information regarding our school's progress to date and our next steps in school improvement.

Throughout the year we continuously evaluate what we do and how it makes a difference to our learners. We want to know what is working well for our school community and what needs further improvement. We inform decision making and actions through a continuous process of looking inwards, outwards and forwards.

Our children and young people are actively consulted and involved in this process. We also give staff, parents/carers, and other partners the opportunity to participate in discussions and activities to shape our improvement journey. When we develop our improvement plan, we use key questions at scheduled review times throughout the session to know how well we are progressing towards achieving these positive outcomes and changes.

Together we are working hard to ensure that Canaan Lane is the best place for children and young people to grow up safely, learn, develop and achieve.
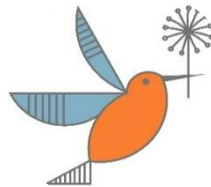
Our School Context

Canaan Lane Primary School opened in August 2022 as an additional primary school for the south of Edinburgh. Situated in the heart of Morningside, it joins Buckstone, South Morningside and Bruntsfield Primaries in the Boroughmuir High School Learning Community. These schools work in close partnership with each other and collaborate on ongoing improvements.

The school's current roll is 90, compromising of two Primary 1 and two Primary 2 classes. Next session, there will be the addition of two Primary 3 classes, and a predicted role of 146. There are also currently 74 learners enrolled in our ELC, all accessing 30 funded hours each week. Phase two of the school construction is due for completion in summer 2024. Once complete, there will be capacity for 480 learners in the school and 120 learners in ELC. Four classes from South Morningside Primary School have been hosted in our current P3/4 classrooms, supporting capacity issues across the learning community.

The staff team consists of a Headteacher, Principal Teacher, 3 FTE class teachers, P1 EYP and 3 PSAs. All staff make a positive contribution to the school as a whole and play their part as members of the Canaan Lane community.

	Early Level		First Level			Second Level		
	ELC	Primary 1	Primary 2	Primary 3	Primary 4	Primary 5	Primary 6	Primary 7
School Roll	74	48	42	0	0	0	0	0
Males	52%	46%	45%	0	0	0	0	0
Females	48%	54%	55%	0	0	0	0	0
EAL	36%	25%	21%	0	0	0	0	0
Achievement of a Level 2023-24	Reading = 98% Writing = 98% Listening & Talking = 96% Numeracy = 98%		Reading = N/A Writing = N/A Listening & Talking = N/A Numeracy = N/A			Reading = N/A Writing = N/A Listening & Talking = N/A Numeracy = N/A		

Attendance			Pupil Equity		
Attendance rate = 96.2%	Unauthorised absence = 1%	Exclusions = 0%	SiMD range = 3-5	FME = 2.2%	PEF = £1225

Canaan Lane has a very supportive parent body, who work well in partnership with the school. The Parent Council is committed to supporting the school's learning & teaching vision and share our high aspirations for all in the school community. They have worked hard this session to establish a range of out-of-school clubs and have organised fund-raising activities to support the development of our library. This is contributing to learners' opportunities for wider achievements.

Shared Vision, Values and Aims

Our mission statement, vision and vision principles for Canaan Lane Primary School were developed over session 2022-23 in collaboration with our learners, staff and parents. This session 2023-24, we are continuing to use these to build on our foundations for learning as our school grows and develops.

Our Mission	Our Vision	Our Core Values	Our Motto
Nurture lifelong learners who are confident and ready to embrace the opportunities and challenges of the outside world	Canaan Lane is a happy, fair, and safe place where everyone feels that they belong and that they matter. A place where we can be ourselves; find our passions; and help others to do so too.	• Kindness • Curiosity • Connection • Respect	"Be all that you can be" Be kind **Be curious** Be involved **Be you**

Vision Principles

Canaan Lane Primary School has three vision principles that are the foundations for our strategic purpose and aspirations for the future. We are committed to:

Igniting a passion for learning

All members of Canaan Lane Primary School are focused on developing learning capacity so they will know, understand, and challenge themselves as learners. We will deliver an inspiring curriculum which will empower learners to discover and build on their interests; share ideas; and be motivated to lead and shape their own learning. #Be Curious

Creating the conditions to flourish

All members of Canaan Lane Primary School will work together to ensure wellbeing is at the heart of our school. We are committed to creating a happy and inclusive learning environment where we will support each other to flourish through embracing our differences and celebrating our individuality. #Be Kind #Be You

Growing together with the community

All members of Canaan Lane Primary School are committed to developing relationships based on mutual trust and support. We will strive to be at the heart of the community and develop collaborative skills to enable effective contributions to our local community and the wider world. #Be Involved

Our Aims (the principles in practice)

To achieve this, we will:

- **provide an inspiring and challenging curriculum that reflects our community and meets the needs of every child**
- develop a culture of learning through play and enquiry, where learning is joyful, meaningful, socially interactive, actively engaging and iterative
- **empower learners to lead their own learning; believe in their own ability; take risks; and challenge themselves to be better**
- create an inclusive, caring and equitable environment in which children feel happy, safe, valued and respected
- **place pupil voice and participation at the heart of learning and school life**
- provide a variety of social, emotional, cultural and spiritual learning opportunities to ensure each child becomes a responsible and ethically informed citizen
- **develop an emotional intelligent community with self-awareness, professionalism, self-motivation, respect and empathy at the core**
- build collaborative and sustainable learning communities and networks which foster a sense of belonging to the school and the wider community
- **celebrate wider achievements and instil a sense of pride in children and our community**

Standard and Quality Report 2023-2024

What have we done?	How well are you doing? What's working well for your learners?	How do you know? What evidence do you have of positive impact on learners?	What are you going to do now? What are your improvement priorities in this area?	How would you evaluate this QI using the HGIOS?4/HGIOELC? six-point scale?
QI 1.3 Leadership of change (Developing a shared vision, values and aims relevant to the school and its community; Strategic planning for continuous improvement; Implementing improvement and change)				
• Having involved our stakeholders in creating our vision, values and aims for our new school in 2022-23, we have been focusing on embedding these into our school ethos this session. • We have developed staff understanding of the context of our school; ensuring they act upon this knowledge when planning for improvement and when working with learners. The work of the SLT is firmly based on this knowledge and understanding. • Conditions have been created to empower learners and staff to initiate well-informed changes and foster a sense of collective responsibility in the process of change. • Change is being guided to ensure an appropriate pace and a clear strategic direction. Our learners benefit from, and are	• Our shared vision, values and aims are embedded in the school. We are united in our ambition to "be the best that we can be". Every change that we make (and our curriculum rationale) can be tied back to this. • The values of kindness, curiosity, connection, and respect are embedded within the vision and aims that clearly and succinctly communicate the nature and purpose of the school. The values are consistently embedded in relationships and behaviours across the school. These values are modelled and reinforced in a meaningful way as members of the school community fulfill their roles and responsibilities. • Collaboration across the school, with the wider community and with partners locally and nationally is a significant feature of the leadership and success of the school. The culture of the school reflects an inward, outward, forward-looking approach to learning, leadership development and reflection. Through this, staff at all levels are engaged in practitioner enquiry, research and leading school improvement projects. • The senior staff team demonstrate high levels of professional knowledge, skills and values which they apply to best effect for the good of the wider staff team and learners. Staff at all levels demonstrate strong commitment to improving	• Very positive feedback from staff, parents/carers, and learners regarding our vision, values, and aims. • Almost all learners use the language of our school values. Almost all learners consistently demonstrate our school values through their interactions with peers and adults. • Attainment and achievement data highlights the success of our vision • High attendance rates evidence learner and family engagement. • Learner conversations with SLT show that most pupils feel that their learning is challenging but achievable. • Attainment meetings with class teachers' evidence that all have an enhanced understanding of the need to identify attainment gaps for all learners and to plan appropriate interventions • Recent surveys undertaken with parents/carers show that the majority have an	• Further develop the understanding and connection of the school's vision, values, and aims for all stakeholders, through clear communication and practical examples • Continue to monitor and gauge successful outcomes for learners; ensure we continue to offer consistent high-quality learning and teaching; and to continue to look outwards to further increase collaboration with other schools. • Further develop pupil leadership roles and the vision for our Ambassador Groups; ensuring learners have authentic opportunities for 'participation' within the life of the school, developing independence, responsibility and leadership • Further tracking of key groups. Strengthening the process of monitoring and evaluating the impact of interventions and improvements on learners. Specific targets for individuals. Introduction of new tracking system to support planning for further improvement. • Continue to offer professional development opportunities for	**Very good**

involved in, the improvements we make. • ELC and P1/2 staff have engaged in professional learning to support and encourage innovation and creativity, leading to positive change. Practitioner enquiry approaches are integral to our practices. • Monthly opportunities are planned for, within the collegiate calendar, to ensure time for practitioners to reflect on their practice with colleagues. • Self-evaluation is central to all we do; it is planned at school and learning community level. We have effective systems in place to ensure we evaluate the work of the school and plan for improvements to best meet the needs of our learners.	their practice and to sharing their expertise and ideas with others across and beyond the school. • The SLT successfully ensure the school is data rich. Analysis of statistical data is forensic and very well focused on understanding the needs and improving the experiences of individuals and targeted groups of learners. The information is clearly and succinctly communicated through systems which staff find easy to use. As a result, staff working with learners know them very well and use this data to plan and evaluate appropriate interventions. • All staff are members of a school improvement group whose work is directly connected to one of the school improvement priorities, identified through ongoing robust self-evaluation. • We are creative and forward looking. The drive to secure resources and expertise to support the ambitious vision for the school is resulting in some innovative partnerships. As a result, the school is a vibrant and innovative learning environment of which learners, staff and parents are highly appreciative. • All staff have engaged in the evaluation of the previous year's SIP and planning of the next one. The SIP (which reflects our vision, values and aims) is informed from continual self-evaluation. • Staff collaboration and reflection sessions have led to the sharing of effective practices and professional growth. • Pupil voice across the school is very strong. Learners are empowered to take responsibility across a wide range of learning opportunities. They understand the importance of learning across different contexts and are clear about the connections between indoor and outdoor learning.	understanding of the school's vision and how this can be seen in our daily work. All parents who responded to the survey (100%) have confidence in the leadership of the school • Staff regularly review data in tracking meetings to monitor the impact of interventions to narrow the poverty related attainment gap. Approaches to supporting different groups are agreed at our Pupil Wellbeing meetings.	staff to further enhance their skills in addressing the diverse needs of learners. • SCE evidence indicates that our next area of focus on the Teachers' Charter should be "Skills". • Plan to be more systematic in our approaches to involving learners, parents/carers, and the wider community in the ongoing review of the school improvement plan, ensuring that it remains responsive to the evolving needs of the school community. • Foster a culture of continuous improvement, where all members of the school community feel empowered to contribute to positive change.	

What have we done?	How well are you doing? What's working well for your learners?	How do you know? What evidence do you have of positive impact on learners?	What are you going to do now? What are your improvement priorities in this area?	How would you evaluate this QI using the HGIOS?4/HGIOELC? six-point scale?
QI 2.3 Learning, teaching and assessment (Learning and engagement; Quality of teaching; Effective use of assessment; Planning, tracking and monitoring)				
• All staff have engaged in a series of professional learning sessions on the 'why', 'what' and 'how' of play pedagogy. This has supported staff to create a vision for learning and teaching at First Level. • All ELC and P1/2 staff have engaged in a series of professional learning to improve their understanding of effective observation and planning of learning through play. They have worked collaboratively to establish a developing approach to Profiling. • We have developed our own outdoor spaces and identified opportunities in our local community to enable us to deliver high-quality outdoor learning. All staff have engaged in professional learning in planning for and delivering high-quality outdoor learning. • Teaching staff have supported learners' learning through the use of metaskills. Staff are trialing creative teaching approaches to involve learners in identifying	• In almost all classes there is a calm, purposeful and supportive ethos, and relationships are extremely positive and respectful. Almost all learners are highly motivated by, and engage confidently with, a rich variety of creative learning experiences indoors and outdoors. Although learners are challenged well, and there is an appropriate pace of learning, a few teachers could make better use of observations/assessment to personalise all learners' experiences and meet their needs. • The majority of staff have reviewed the planning of learning to provide a wider range of rich learning tasks. They plan for the use of the metaskills through our Canaan Lane Quests and plan for daily Outdoor Learning, both learning about, and through, the outdoors. • All learners experience quality planned Loose Parts Play to develop their collaboration, creativity, and critical thinking. Most learners in P1/2 can use the language of metaskills when reflecting on their learning. • Most learners can speak articulately about their learning in classes and their opportunities for wider learning. They show a good understanding about their progress. More consistent use of pupil profiling would enable all learners to lead, set personal learning targets, and have ongoing understanding about the next steps in their learning. • All learners have very good opportunities to lead and contribute effectively to the wider life of the school and community. For example, our	• Positive feedback from learners – almost all identifies learning through play and learning outdoors as things that make Canaan Lane great. • All learners in ELC-P2 lead their learning through play. Almost all learners in ELC-P2 have high levels of engagement across learning. • Staff feedback from shared classroom experience evidence an increasing shared understanding of the pedagogical vision for Canaan Lane. • Most learners feel that learning is appropriately challenging, and shared classroom experience evidenced high engagement in learning. • Learners are benefitting from an increased use of Digital Learning tools in lessons as evidenced by shared classroom experience visits and learner feedback. • Increased confidence, engagement and attainment levels of most learners being supported through interventions demonstrated	*'How I learn' improvement plan* • Further develop high-quality learning and teaching strategies as a team in Canaan Lane and with colleagues across the Boroughmuir Learning Community • Further develop our planning for learning through curiosity, creativity and inquiry; strengthening the use of metaskills across learning • Coach staff in the use of 'slowliness' approaches. Provide 'slow to deep' professional learning on how we take learner's learning deeper and how we document these processes. • Develop the use of skilled questioning to promote curiosity, independence and confidence during 'child led' experiences to enable higher order thinking skills in all learners. • Continue to observe learners closely during 'child led' experiences to inform appropriate and well-timed interventions and future learning. Provide professional learning on 'in the moment	**Good**

the skills being used through play.	Ambassador Groups and the Headteacher Tea Parties provide opportunities for learners to 'have a say' in relation to school improvement.	by learner and staff feedback and attainment data.	planning' to ensure learning is motivating and meaningful.
• Through effective use of assessment, and regular tracking and monitoring, we have obtained data on our learners' progress in learning. We use this to support our intentional planning.	• All staff are engaging fully with data for their pupils to inform next steps in learning and support effective transitions. This will ensure continuity and progression for all learners. Data obtained enables us to identify barriers to engagement in learning. This enabled additional support to be directed to these cohorts of learners from their class teacher/PSA. Cohorts of pupils have been identified to ensure gaps in learning are being addressed through the planning and delivery of well-considered interventions.	• All teaching staff report that they are clear about the range of assessment evidence which should be considered when making judgements about pupils' attainment levels.	• Continue to work towards gaining the Digital Schools Award, linking with learning community colleagues to share and support practice.
• All teaching and ELC staff have engaged in a series of digital professional learning sessions in school, and across the Boroughmuir Learning Community. We are in the process of implementing a school Digital Strategy as part of our engagement in the Empowered Learning Project.		• Most families in ELC-P2 have engaged with our 'Stay, Play and Learn' opportunities. Almost all families feel that their learning is well supported. All families in P1/2 have been provided with information to understand what learning looks like in P1/2.	• Evaluation of the Teachers' Charter Self-Evaluation Tool indicates that our priority area should continue to be "skills".
• Moderation activity in our Learning Community has focused on improving Writing attainment and on developing shared expectations of standards to be achieved in Writing to support an increase in teachers' confidence in making professional judgements about pupils' progress.	• Shared classroom experiences evidence that almost all teachers give very clear explanations to assist learners and use questioning well to challenge learners' learning. In most classes tasks are well-differentiated to meet the needs of groups and individual learners. However, there is room for this practice to be developed more consistently. Learning intentions and success criteria are used well in most lessons. In some classes, success criteria are co-created and include an aspect of skills development. Almost all teachers provide high quality oral feedback to learners.	• Our developing approaches to learning through play have been highlighted across CEC and shared nationally at Conferences.	• As the staff team increases, create a consistency of pedagogical approaches through the continuing development of our Learning, Teaching and Assessment strategies and policy. This will help to further inform the approach to sharing classroom experience to ensure this collegiate approach to improvement is sustained.
• We have evolved our tracking systems to monitor and evaluate learners' progress to ensure a focus on equity and success for all learners.	• The 'Empowered Learning' project has resulted in staff being more confident in planning and implementing digital approaches more consistently in the classroom to support effective learning and teaching. Issues with purchasing digital devices and connectivity hamper this progress at times.		• Build greater confidence in staff's understanding of achievement of a level in Numeracy through the development of numeracy pathways and regular assessments; and through undertaking learning community moderation.

What have we done?	How well are you doing?	How do you know?	What are you going to do now?	How would you evaluate this QI using the HGIOS?4/HGIOELC? six-point scale?
	What's working well for your learners?	What evidence do you have of positive impact on learners?	What are your improvement priorities in this area?	

QI 3.1 Ensuring wellbeing, equality and inclusion (Wellbeing; Fulfilment of statutory duties; Inclusion and equality)

- We have focused on building relationships and acknowledging and responding creatively to the experiences of our stakeholders. - We have ensured that our ethos prioritises our values, wellbeing, children's rights, equality and diversity and positive relationships. All staff have engaged in professional learning on restorative conversations using our school values. - We have developed leadership roles for our P2 learners which is having an impact on the smooth running of the school. - We have further developed our vision for our pupil led Ambassador Groups. All learners in ELC-P2 are included in one of the groups and involved in discussions and decisions affecting them. - We have engaged in learning experiences as part of the Rights Respecting Schools Silver Award. We have implemented the main articles from UNCRC to	- Interactions between all members of the school community are positive and focus on the needs of learners. As a result, learners have positive working relationships with one another and staff. - Expectations of high standards in every aspect of school life, based on the principle that 'be the best that you can be', is a hallmark of Canaan Lane. The strong conviction that all learners have talents and the capacity to benefit from their educational experience results in a strong sense of pride in the school on the part of learners. They are confident about who they are and feel valued. - All staff model the language of the wellbeing indicators in their interactions with learners. Our health & wellbeing curriculum is aligned to the wellbeing indicators and staff are beginning to track learner's wellbeing throughout the year. - The language of children's rights is embedded in our whole-school ethos through assemblies and pupil groups; and are beginning to shape the planning for learning through the curriculum. - P2 learners are provided with meaningful opportunities to contribute to, influence and lead on aspects of school life. They provide Buddying roles to P1 learners and act as our P2 PALs in the lunch hall. Consequently, they are acting as positive, credible role models for younger learners. New roles are now required for P3 learners' next session. - Our Ambassador groups are leading school improvement priorities. These build confidence	- Almost all learners use the language of the wellbeing indicators. Almost all learners can describe what the wellbeing indicators look like, sound like and feel like - The majority of learners are able to name at least one of the rights they have as a child. - Our recent parent/carer survey results are positive. Almost all parents/carers report that our learners like being at school; learners feel safe, confident, and respected; and learners' emotional and physical wellbeing is well supported. - Learner feedback is very positive. All learners report that they enjoy school and learning. They can describe activities that make their school great and know that they can influence the direction of school improvement. - Feedback from Child Planning Meetings indicates that all families feel supported.	*'What I learn' improvement plan* - Further develop our practices so that all learners learn in an environment which promotes equality, fairness and respect. - Continue to develop our termly Curriculum Bookshelves to inspire pupils about key themes through the use of a diverse selection of books that are also linked to the UNCRC. - Continue to embed children's rights across all aspects of our work as we develop our practice. We will gather evidence for the Rights Respecting Schools Gold Award (led by one of our Ambassador Groups) - Continue to track progress in learning and achievement for care experienced young people and those living in poverty, including wellbeing profiles using the wellbeing indicators. - Use information gathered during the All About Me focus to identify opportunities for celebrating an increased number of cultures, languages, heritages and traditions. - Engage in professional learning on The Promise alongside	**Very good**

ensure inclusion and equality for all learners. • We have taken positive steps to provide our whole school community with materials to support their health and wellbeing and promote diversity, equality and inclusion • We have developed our outdoor spaces to promote positive relationships and wellbeing. Learners have daily opportunities to benefit from outdoor learning and use of greenspaces. • We have worked in partnership with our Active School's Coordinator and the Parent Council to offer a range of inclusive out of school activities. • We have reviewed our attendance procedures to ensure that accurate and robust data is gathered and that the appropriate interventions are used to improve the attendance of all learners. • Our Senior Leadership Team has participated in Leadership for Equity Training. We have reviewed our PEF plan to ensure that it is targeting resources to narrow the PRAG	in learners and empowers them to confidently take on roles in support of others, for example leading work to raise awareness litter pollution; writing and producing a video highlighting road safety concern; or presenting our work to the Rights Respecting Award Assessor. • Equalities and diversity are key features of our developing curriculum design. Through the development of our school library, we are establishing an inclusive environment. Our curriculum strategies are providing well-planned and progressive opportunities to explore diversity and multi-faith issues, challenge racism and religious intolerance. More can be done to value a wider range of cultures, languages, heritages and traditions. • The PT has engaged in professional learning about and through sustainable development goals. She is using this knowledge to promote opportunities in school and to contribute to our curriculum development. • The accuracy of our attendance data has improved. We have ensured that all stakeholders understand the importance of every child going to school every day. Our attendance levels have been maintained - 97% in 2022-23 and 97% in 2023-24. • All members of SLT are aware of which of our children are care experienced. An identified trusted lead adult is in place for each of our care experienced pupils who has an overview of their needs and education planning. • Use of PEF has resulted in more targeted interventions which are closely tracked for impact by SLT. Evidence indicates that distressed behaviour is decreasing by targeted pupils attending PEF funded wider achievement groups.	• Attendance statistics show a high engagement with learning and school.	Learning Community colleagues and review our systems around supporting our Care Experience learners.	

What have we done?	How well are you doing?	How do you know?	What are you going to do now?	How would you evaluate this QI using the HGIOS?4/HGIOELC? six-point scale?
	What's working well for your learners?	What evidence do you have of positive impact on learners?	What are your improvement priorities in this area?	

QI 3.2 Raising attainment and achievement (Attainment in literacy and numeracy; Attainment over time; Overall quality of learners' achievement; Equity for all learners)

What have we done?	How well are you doing?	How do you know?	What are you going to do now?	HGIOS evaluation
• We have developed our reporting and profiling approaches. There has been a focus on increasing consistency in the quality and frequency of observations. • Staff (including PSAs) have engaged in professional learning to improve their understanding of what makes high-quality evaluative observations and how this knowledge can support evidence of attainment and achievement. • We have developed our phonics and spelling progression with built in assessments every 5 weeks. This is providing rigorous assessment data to inform all stakeholders on progress and interventions. • We have reviewed and updated our system for tracking to ensure this builds a clearer picture of learner attainment over time. • Staff meet regularly with SLT throughout the session to evaluate the impact of teaching and learning	• All staff have worked collaboratively to establish a developing approach to profiling. Learners have termly literacy and numeracy progress updates which provide detailed feedback on progress. Staff absences at intervals throughout the year have meant there have been inconsistencies in the play observations. This needs to be remedied in the next session. • Attainment meetings are held at key points throughout the year. These are aimed at supporting staff in making effective use of assessments, and in developing their shared understanding of standards to make confident professional judgements about pupils' progress and attainment levels. • Vital information such as SiMD, ASN, LAC, EAL and key attainment messages are shared with staff to allow for targeted support and intervention. Approaches to supporting different groups are agreed at our Pupil Wellbeing meetings. • Data on achieving levels in literacy and numeracy is collated effectively and analysed to establish intervention strategies. Other data from standardised assessment is used well to measure what value the school is adding for learners. The system has been evolving. However, as we are a new school, there is not yet sufficient data to demonstrate significant progress over time and improvements in performance for groups of learners.	• All learners have an e-learning profile in place which is owned by them and includes evidence of their strengths and achievements. • Learning is evidenced in learners' profiles, on our learning walls and in our floorbooks. • Learning journal statistics demonstrate a significant increase in parental engagement with learning journals across the year. This could be correlated to the increase in frequency and quality of observations. • Tracking meetings demonstrate that all teachers are confident in using data to ensure that pupils' needs are met with appropriate interventions at an early stage. • All staff have improved judgements of attainment and achievement. Moderation has shown that judgements are coherent and robust. • Almost all learners continue to make very good progress	*'Sharing my learning' improvement plan* • Further develop approaches to continuous profiling and reporting. This will include more frequent play observations which will capture learner progress across the curriculum. These will be interlaced with the progress in literacy and numeracy updates. • Further develop high quality learning and teaching pathways in numeracy, including the development of key milestone assessments to track progress. • Explore approaches to documenting the learning journey and learners' thinking and learning. Gathering and analysing information about what children know, can do and understand will support part of the ongoing cycle that includes planning, documenting and evaluating children's learning. • Further tracking and monitoring of key groups. Specific targets for individuals. Introduction of a new tracking	**Very good**

approaches, to identify individual pupils requiring support and to plan appropriate interventions e.g., literacy interventions, 6-minute SEAL groups. • Predictions about pupils' attainment levels, submitted in November and March, have been used as a valid source of assessment information to **plan for all learners with gaps in literacy and numeracy skills.** • All members of SLT have engaged in Leadership for Equity training and are using professional learning to identify the PRAG in our school.	• Clear systems are in place to ensure that there are effective interventions for learners who are in danger of not meeting their targets. These planned interventions are monitored very well by the PT. • All staff now have a much deeper understanding of the impact of poverty on pupil health, wellbeing and attainment, through engagement with data. They are able to identify the impact of individual pupil barriers to attainment and plan interventions in a more responsive and creative way. • All learners met predicted levels of attainment. Learners who require additional support with their learning are making good progress due to the targeted interventions which are in place.	in both Literacy and Numeracy over time. Data shared by CEC shows that we are in line with or above our comparator schools. • Attainment at P1 combined is consistently high for a second year (Literacy 96% and Numeracy 96%). This is particularly pleasing since the baseline data for this year's cohort was considerably lower. • Improved attainment levels for learners requiring additional support, demonstrating the positive impact of targeted interventions and support strategies.	system to support planning for further improvements • Continue to work with colleagues across the Boroughmuir Learning Community to engage in moderation activities to support coherent judgements of a level.	

What have we done?	How well are you doing? What's working well for your learners?	How do you know? What evidence do you have of positive impact on learners?	What are you going to do now? What are your improvement priorities in this area?	How would you evaluate this QI using the HGIOS?4/HGIOELC? six-point scale?
QI 2.1 Safeguarding and Child Protection (Arrangements for safeguarding, including child protection; Arrangements to ensure wellbeing; National guidance and legislation)				
• All staff participated in their annual CP update in August. • We have reviewed our sign-in procedures for all visitors. There is now a QR Code in place taking visitors to information on the child protection coordinator for the school. • We have updated our record keeping for all safeguarding issues to ensure we are following CEC guidance. • We have reviewed our wellbeing concern processes to provide a more rigorous overview. SLT hold monthly Pupil Wellbeing meetings and identify patterns, interventions and where relevant make adjustments to our curriculum. • We have introduced the use of the Wellbeing Characters. We have a monthly focus on one of the characters.	• All staff are aware of safeguarding policies and procedures. They understand how to escalate any concerns. • We regularly review wellbeing concerns and address any common issues through our pupil support interventions and our HWB curriculum. • We have clear systems in place for the reporting of bullying and instances of discrimination. So far, we have not had any recorded issues. • We have clear systems in place for the reporting of behaviours of concern. The introduction of a record sheet as part of our Positive Relationship policy has ensured there is a record of all incidents. • Our record keeping for all safeguarding issues, including parent helpers/volunteers follows CEC guidance. • ELC-P2 learners are becoming familiar with the wellbeing indicators and are able to describe each wellbeing character and what they represent. This requires to be further developed next session.	• Checklist of all staff with up-to-date Child Protection training. Email from FM to confirm all FM staff trained in Child Protection. • Minutes from monthly Pupil Wellbeing meetings • Reduction in number of recorded SHE portal incidents following targeted inventions and supports. • List of volunteers with PVGs checked.	• We will further review our safeguarding procedures in line with the new CEC updated guidance and update all staff on any changes. • We will review our safeguarding record keeping systems to ensure they follow the updated CEC guidance. • We will review our healthcare procedures in line with the new NHS guidance. • Learners will meet with class teachers on a termly basis, as part of their Focus Child weeks, to discuss any areas of wellbeing concern. These will be passed on to SLT.	

What have we done?	How well are you doing? What's working well for your learners?	How do you know? What evidence do you have of positive impact on learners?	What are you going to do now? What are your improvement priorities in this area?	How would you evaluate this QI using the HGIOS?4/HGIOELC? six-point scale?
QI 2.2 Curriculum: Theme 3 Learning pathways				
- We have been working together as a school community to create a clear vision and rationale for our curriculum. This has been shaped by Canaan Lane's shared values and that of the community. - We have planned learning pathways across the four contexts. Draft plans demonstrate how knowledge, understanding and skills are built up over time. - All staff have been engaged in professional learning to develop creative and innovative approaches to high-quality learning in all curriculum areas and through outdoor learning. - The development of Canaan Lane Quests provides clear learning pathways through interdisciplinary learning, skills development, and personal achievements. - We have created flexibility within the curriculum design to allow it to be adapted as required to learners' needs, interests, and feedback.	- All stakeholders contributed to the rationale, design and ongoing development of the curriculum. Everyone understands what we are trying to achieve through the curriculum. - Learners are engaged and motivated in their learning. There are clear pathways in some curriculum areas which allow them to build on prior learning and develop new skills. More learning pathways are still required to be developed, e.g. numeracy and reading. - The pilot of our Canaan Lane Quest approach has offered a wide range of learning experiences, supporting learners in developing curiosity, creativity, and critical thinking. Feedback from staff has highlighted the most successful Quests to be kept; whilst others will be reviewed as part of our ongoing work. - Learners have access to appropriate support and resources to develop their understanding, ensuring that they can fully participate and succeed in their chosen learning pathways. - New partnerships with external organisations and community partners such as Waitrose are enhancing the curriculum and provide meaningful, real-life learning opportunities. - Outdoor learning is a regular curriculum led experience for all learners. We now need to consider the progression of skills across the school as we grow.	- High levels of learner engagement and motivation, as evidenced by attendance, participation, and feedback. - Sustained attainment and achievement across all stages of the curriculum, with a narrowing attainment gap. - Positive feedback from learners, parents/carers, and staff regarding the learning pathways and experiences offered. - Links made with Waitrose, Morningside Library, the Astley Ainsley and the Edinburgh Book Shop are enhancing the experiences for our learners	*'What I learn' improvement plan* - Develop new pathways for learning and teaching in reading comprehension to support a reading culture; and progressions in numeracy and maths - Further enhance and diversify our developed learning pathways, ensuring that they remain relevant and responsive to learners' needs and interests. - Provide ongoing professional development opportunities for staff, supporting them in delivering high-quality learning experiences across all learning pathways. - Strengthen the monitoring and evaluation of the curriculum, using data and feedback to inform ongoing improvements. - Continue to foster strong partnerships with external organisations and community partners, exploring new opportunities to enrich the curriculum and support learners' personal achievements.	**Good**

What have we done?	How well are you doing? What's working well for your learners?	How do you know? What evidence do you have of positive impact on learners?	What are you going to do now? What are your improvement priorities in this area?	How would you evaluate this QI using the HGIOS?4/HGIOELC? six-point scale?
QI 2.7 Partnerships: Theme 3 Impact on learners (parental engagement only)				
- We have provided regular opportunities for parents/ carers to be supported in understanding their child's learning and development. - We host monthly Cuppa Chats to support the development of our school community. At each Cuppa Chat, staff have shared aspects of learning with parents/carers. - We have continued to build our partnership work with the Parent Council, fostering a collaborative relationship between the school and parents/carers. - We have provided opportunities for parents/ carers to volunteer and contribute to school events, activities, and projects. - We have actively sought and valued parental feedback, using it to inform school improvement planning and initiatives.	- All parents/carers receive updates on their child's progress via their learning profile. A few families would like to be provided with more. - Almost all families have attended Stay, Play and Learn sessions, parent-teacher meetings, workshops, and information sessions to help their understanding of their child's progress. - A few parents regularly attend our monthly Cuppa Chat sessions. The feedback from these informal sessions is very positive. - We have established various channels of communication for parents/carers, such as weekly newsletters and social media to keep them informed and involved in school activities and decision-making processes. Recent parent survey indicated that almost all parents feel they receive enough communication from the school. Survey results indicate that parents would like to be more informed about the progress that children are making in their learning. - There is a level of parental engagement and involvement at 'Sharing our learning' events, leading to stronger home-school partnerships and enhanced support for learners. - Learners are benefitting from a supportive and collaborative community, with parents/carers actively contributing to school events, activities, and projects. - The Parent Council is representative of our school community and effectively represents the views and interests of parents/carers, playing a key role in school decision-making and improvement planning.	- Increasing engagement in our eLearning Profiles – up by 27% since January. - High levels of parental engagement and satisfaction, as evidenced by attendance at school events, participation in workshops and information sessions, and feedback. - The school newsletter has on average 450-550 reads every week. - Improved learner outcomes, including increased attainment, achievement, and wellbeing, which can be attributed in part to enhanced parental support. - Positive feedback from learners, parents/carers, and staff regarding the impact of parental engagement on learners' experiences and success. - Demonstrable examples of school improvement initiatives and decisions informed by parental feedback and involvement.	*'Sharing my learning' improvement plan* - Further enhance our approaches to continuous reporting and profiling to ensure all parents/carers have timely access to relevant information and feel well-informed about their child's learning and development. - Continue to grow our approaches to family learning activities. Develop additional opportunities for parents/ carers to engage in their child's learning, including workshops, information sessions, and online resources. Consider the opportunities for universal and targeted support sessions. - Strengthen the role of the Parent Council in representing the views and interests of parents/carers, ensuring that they have a meaningful impact on school decision-making and improvement planning. - Regularly review and evaluate the effectiveness of parental engagement initiatives and strategies, using feedback and data to inform improvements.	**Very good**