

Currie Primary Parent Council Meeting – 2nd June 2021

Attendance*

Sally Hourston (SH)	Michelle McAndrew (MMA)	Neil McKenzie (NM)	Beatrice Symington
Jane Robinson (JR)	Vicky Parsons (VP)	Susan Crow	Mhairi Brannan (MB)
Caroline Brown (CB)	Faeza Nagi (FN)	Barry Shields (BS)	Michayla Greig (MG)
Beth Urquhart (BU)	Pauline Campbell (PC)	David Koleola	Richard Matthews (RM)
Joanna Hamilton-Rigg	Sam Pollard	Willeke Keijsers (WK)	Margaret Campbell (MC)

**Due to errors with MS Teams the attendee list may not be complete*

Apologies

Stacie Lothian

Welcome*

**Delayed start due to technical difficulties with key school staff and parents unable to join the virtual meeting*

JR welcomed all –

Approval of last minutes

Minutes of the meeting approved

Head Teacher's Update

See Appendix for the HT report.

SH reflected on successful sports day that took place on 1st June 2021. Both staff and pupil had great time and maintained all social distancing/bubble guidelines. Sports day photographs will be shared on school website soon. CB thanked school for excellent sports day arrangements and execution.

SH informed that afterschool club will be ready for August for classrooms. Lots of work to be carried out during summer. Kitchen units are to be taken out, updates to WIFI, telephone lines etc. 2x P2 classes will be in the new Annex. Library and music room will be in the main building.

JR asked when school will be hearing back on staffing. SH informed there is a delay at council level due to information relating to probationer staff is not yet available from central system. However, one new staff member has been confirmed for P3 who will be starting in the new school year.

Standard and quality report

See Appendix for the Standards & Quality report.

SH gave details on the standards and quality report. This is review of the work that school has performed in the previous year. Feedback comes from staff, parents and pupil as well. This report includes quality indicators which inspectors use to grade a school inspection. SH mentioned over all report looks good and very positive. There are items that can be improved upon. School received less desired response on the question relating to - does school listen to your views? SH and staff are keen to get feedback and suggestions from parents to enhance the engagement. JR suggested to try "You said we did approach". She

also praised and encouraged the weekly Friday updates and something along the lines with monthly/quarterly report could be good also.

Beatrice suggested shorter summary or updates might work better than detailed ones. JR suggested twitter may be useful tool for short, quick, and frequent updates. It was suggested that twitter can be embedded into school website. JR advised to collect more ideas from parents to enhance communications from/with school.

SH and some teachers have received feedback from a few parents with concern that progress for their children is not available or known to them as much as they like. To facilitate, SH and school management are writing report cards currently and will be sharing soon.

SH will share improvement plan before next school year, and we can revisit communication strategies.

Co-Chairs' Update

See Appendix for the Co-Chairs' report.

JR touched on recent parking/traffic issues. We are currently waiting for the planter on forth view crescent to be collected and relocated. JR thanked Sue Webber and other community leaders to help with this safety hazard. VP is engaging with council authorities for getting barriers installed at the entrance through field, as it is also a safety hazard with cars stopping near/over curb and children/adults walk straight over to the road. No promising feedback received from the council yet. JR shared as it was mentioned to her, council is removing barrier across the city in effort to widen pavement for social distancing and that may be one of the reasons for lack of active engagement from council on this. CB mentioned Sue Webber will be sharing with us about active school plan currently in use by one of our cluster school. She shared a few ideas, regarding how to update/modify the current landscape if need be to make travel safe.

JR informed the session dates up to 2025 have been published on council website. She also extended heartfelt thanks to all staff members for the excellent support they have provided to pupils and families.

Treasurer's update

See Appendix for Treasurer's report.

RM shared financials for this year –

Total income was £748, and expense came to £2795.10.

Closing balance is £341.61.

We did not have expenses other than license fee for MS Team and donations of £3600 to school for IT Funds.

High School Build

BS updated the attendees with the latest developments on Currie Community High School. He has attended various presentations on development of this project that continued to look good and promising. Planning consent for 3G pitch is now available for consultation that parents/community can feedback on and take part in the [consultation](https://citydev-portal.edinburgh.gov.uk/idoxpa-web/applicationDetails.do?keyVal=QSIRH2EWK2J00&activeTab=summary&fbclid=IwAR2VF5AxPyPr9At34bTPB7yZFajqHrYNlzDatd6w_h2sKmlQAMi dvHitD44)

[https://citydev-portal.edinburgh.gov.uk/idoxpa-web/applicationDetails.do?keyVal=QSIRH2EWK2J00&activeTab=summary&fbclid=IwAR2VF5AxPyPr9At34bTPB7yZFajqHrYNlzDatd6w_h2sKmlQAMi dvHitD44]

A meeting across all cluster primary school took place recently. A concern raised was around reduced covered space for high school from 1300 to 1100-meter square – however a contra point was raised at same meeting that more effective space is planned and advance facilities for the new building should cater for this. BS shared another information as it was raised regarding how community will be able to access the facilities in new school, there wasn't clear details available on this at the time and BS will keep an eye on this too to inform us. He added, there has been mention of unisex toilets, which has been raised back to the planning committee/authority. Authorities will investigate issues raised and adjust where possible.

SH also mentioned some of the pupil from Currie primary have also been involved in these pre-build consultations, to gather their opinions and views. CB agreed and appreciated the effort on this as pupils also got opportunity to take part in landscape designing and are getting sense of belonging that it's their school.

ASN REPs

CB gave details for the potential new role of ASN REP for Currie Primary parent council (Additional Support and Needs Representative). Having had a discussion with Andrea Robinson recently who is in contact with Alexander Ramage (AR) - Education, Children and Families parent rep. AR together with Andrea and 2 other parents from other Edinburgh schools are working towards having representation at all parent councils for not just ASN but a whole range of disabilities and additional needs. AR is trying to assess which schools have an ASN Rep on their parent council committees. Currie primary parent council would also like to take the initiative and appoint a rep for our committee and school. CB gathered from Andrea that she is also keen on improving communications for parents and carers of children with ASN in mainstream schools.

Q&A

JR invited SH to talk through the Questions as they were received by parent council and shared with school.

Answering to the questions relating to **P7** leaving plan, SH said there are several arrangements already in place - leaver's assembly, BBQ etc. BU informed that question was likely asked before the information regarding these arrangements came out. BU also extended offer from parents, if they could help with any arrangement. SH mentioned due to restrictions parent cannot help with most things but there may be need to for gazebos which she will share with P7 parents if needed. A question was asked if its ok to arrange for a bagpiper - SH said although it will be difficult to manage, but if a piper can be arranged by parents, school will accommodate on this. Another question was asked if siblings could be allowed in the playground for P7 leaving, SH said it's difficult to allow due to social distancing but if there are any specific childcare issues then can be accommodated. SH also informed about the leavers' assembly that is being planned to mark the passing out of P7. Assembly will include trophies' ceremony and possibility for stories

to be shared by the teachers. JR asked if assembly could be shared with all parents, SH said this should be possible. CB suggested a local pizza place that could help with pizza orders for the P7 party. CB to send details. SH mentioned two P7 classes will not be able to mix with each other during the party, but school will ensure their experience is memorable.

P6 parents have asked questions on bikeability. School mentioned this has only been recently started so more development on this is expected in next term. NM also informed that number of factors are to be considered to arrange this course, included staff being trained and bubble mixing. School is hoping the next school year may open more options, such as possibility for an active school representative or parent helpers. Similarly, status of camping trip for next year is unknown and unclear, but things are in constant review and progress is likely. PC asked if there is any chance to get training done for parent helpers before summer break. NM said he is yet to meet the co-ordinator and would depend on outcome of her own training to be completed first. PC asked if the parents would need to be PVG cleared, and answer was Yes. SH suggested to gather interest from parent helpers just now and communicate when things take shape.

PC shared bullying issue are still standing, and it appears may be policy is not implemented as effectively. SH encouraged the parents to contact school directly as it is a sensitive issue and can't be discussed in public due to confidentiality. SH said policy has been implemented and effectively followed across school. These incidents have nurtured outside school remit, but school is trying best to resolve and influence as much as possible. PC asked if parents could also involve another intermediary in the discussion with school. SH suggested school's quality improvement officer (QIO), Alison Humphreys can be contacted and involved. SH will share contact details for QIO with PC.

Another question from P6 was around missed schooling – SH informed that school has provided full support to its pupils through the lockdown periods, as well as attainment results and predictions are on track. Teachers have been working hard directly with the pupil who haven't been able to follow home learning. There is no update on government grants/plans yet. School's learning budget has increased for 1.3 (~1 and 1/3 resource) for next school year. PC asked if there more details on attainment gap can be shared with parents. SH will add figures on attainment result to help parents understand the results.

Another question was sent in relation to bring pencil cases to school? SH advised not to send these now. School has funds and resources to provide these resources, as well as COVID restriction are still not relaxed for this yet. Regarding allowing bags to school, SH has discussed with health team and guidance is that if bags are guaranteed not to be touching while on pegs, but this isn't the case with current available facilities.

P4 parents had sent inquiries for swimming lessons. SH said currently only primary schools that have their own swimming pools are the ones who are able to offer the lessons. Two school years have missed the swimming lesson by now, but school is keeping on top of this and will share when they know more. CB said parent wanted to know if there are plans for next year. SH it's difficult to say currently with changing guidelines.

Answering to the question relating to PE provision for **P2** – SH said PE teacher works with P3 upwards. However, there is a variety of activities that P2 children get engaged for PE but this year with restriction it has been difficult. In school's knowledge PE for P2 is not limited to using trim trail but also includes engage in other activities like running etc.

There were some questions sent regarding class mixing and re-organizing for next school year. SH said there is chance as classes organization will change for early year groups as they go up. JR asked if its only P1 and P2 who are expected to have mix up or other years too. SH said its mostly for P1s or P2s and expect for other years to move forward as it is. There is still no confirmation on menu and dinner plans. School had difficulties using rising stars, feedback and challenges faced were not easy. It has also cost school great deal of funding– so school has decided not to renew. A question was asked if school will be in position to ask for refund from Rising Stars, SH said school will be asking for it.

AOB

CB shared she is experiencing issues with parent pay refunds. MC suggested to get in touch with school to follow up and will hopefully be sorted.

PC asked about hoodies for next P7. SH said school admin is looking into this and information will be shared with the parents soon.

CB asked if any parents would like to take uniform bank home for summer. JR added this was a good initiative. SH will investigate options to set rails out. WK offered to have a discussion with CB and possibility to help.

SH thanked WK for sharing information on Heriot Watt Robot dog competition, this has also been shared with classes to participate.



Parent Council Meeting HT report 02.06.21

School role - 523

P1 enrolment for August 2021 - 68

Staff up-date

- Still waiting confirmation of staff filling vacancies for next session from the City-Wide Recruitment

Classroom organisation for 2021/22

- 20 classes
 - 3 x P1
 - 3 x P2
 - 3 x P3
 - 3 x P4
 - 2 x P5
 - 1 x P6/5
 - 2 x P6
 - 3 x P7
- After school club will not be ready until October at the earliest. Still waiting on update meeting with property
- 2 x P2 classes will move out to this building when they are ready
- Current annexe will have 3 x P1 + 1x P2 from August 2021
- Library and Support for Learning will be 'homeless' until new classrooms are ready. Library will remain on the stage, ASL will use Music room until October

COVID-19 - as before

- Procedures in place from term 2 are still current;
 - Classes remaining in bubbles
 - No use of cloakrooms as yet or changing rooms
 - No school bags as yet
 - PE outside
 - Lunches still being eaten in classrooms
 - Classroom Windows and doors open to ensure cross ventilation
 - Playground zones continuing to work well for almost all pupils. Children enjoy rotating round. Field being used as much as we can
 - Staff not able to use staffroom
 - Regular handwashing and use of hand sanitisers
 - Additional cleaning of touch points throughout the day
 - Children have packet or pot of own resources in class
 - Additional wiping down of shared resources within classroom, for example, iPads
 - Anything coming in from home (for example reading books in P1 - P3) needs to be quarantined for 72 hours
 - Staff wearing masks in school and playground

- Risk assessments in place
- Additional measures - all staff carrying out LFD testing twice a week
- School is fogged every 30 days and this will continue over the summer break
- Almost all parents supporting school by wearing masks, socially distancing in playground, using one-way system etc. - thank you to everyone for this support
- HT and BM attending SORT meetings every Monday

SQIP

- Writing moderation session went well and have helped confirm teachers' judgements of attaining a level
- Attainment has been updated and submitted to CEC for gathering by Scottish Government. Most children on track, but **all** children making progress which is great to see.
- Very good return from parents with on-line self-evaluation questionnaire - around 25% of families took part which is very good. Comments and scores have fed into self-evaluation and priorities
- As a result of questionnaire, staff are currently writing end of session reports that will come out on Friday 18 June to ensure parents know where their child's learning is currently at.

Ethos

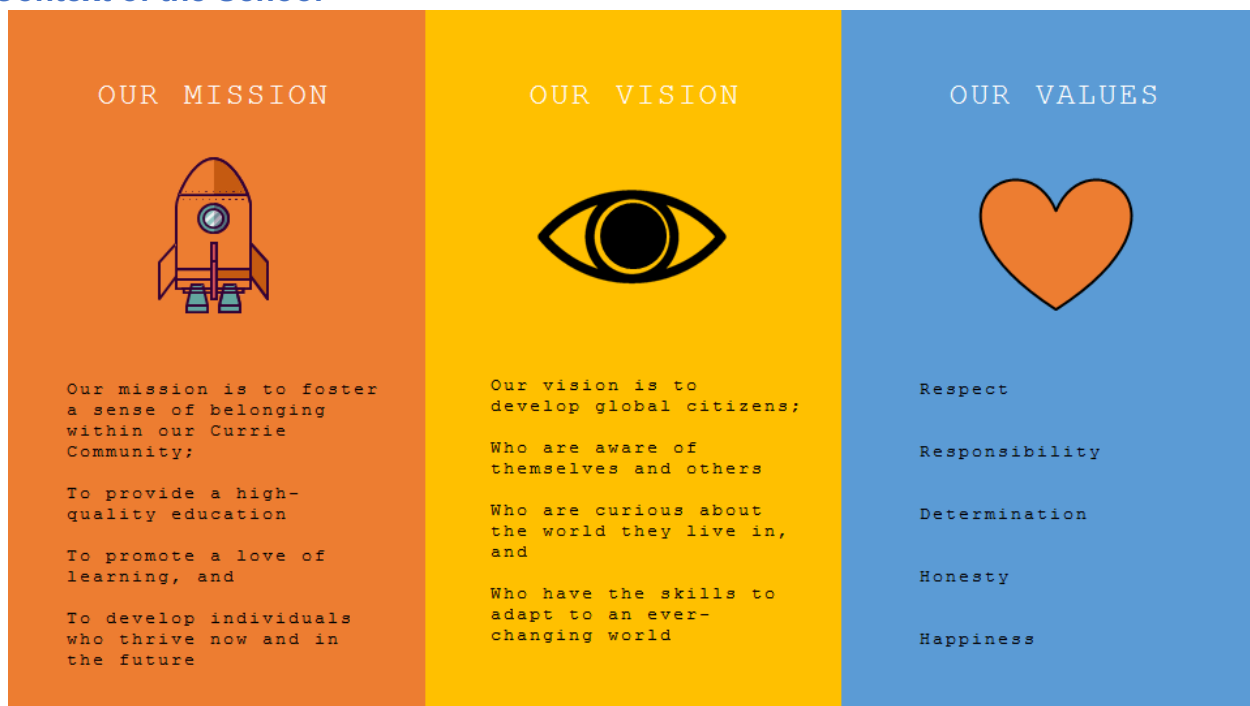
- P7-S1 transition well underway and going well -(virtual)
- P7 leavers preparation well under way. Arrangements similar to previous years with slight changes, for example Leaves Assembly will be on Teams, Pizza in the Park instead of a Quali etc.
- P7 are going kayaking at Port Edgar week beginning 7 June 2021
- P1- Nursery transition starting this week (virtual). Delays getting information out to parents as list still not finalised
- Very good attendance at Parents Evenings. Some issues with video calls again but phone calls made when required
- P6 girls took part in a virtual Girls4Tech STEM based day
- P7 took part in a virtual STEM event building bridges

Currie primary school



'Do our best, to be our best'

Context of the School



Our mission statement, vision and values were agreed by our whole school community in 2018 and are reflected in everything we do at Currie Primary School through our curriculum rationale and our interactions in school and within our wider school community.

Currie Primary is located in the South West of the City of Edinburgh. Although our school is part of the Currie High School Cluster, in November 2019 our catchment boundaries were changed and as a result a number of the children attending our school are now in the Balerno High School catchment area. By June 2021 our school role was at 521 and we have 19 classes. Our Nursery offers 40/40 places on a Monday/Tuesday or Wednesday/Thursday basis with flexible Fridays. Pupil attendance in school is very good and above city average. We have a mixed cohort of pupils at Currie Primary School. This session 16 pupils are registered for free school meals. 8 of our pupils come from decile 2 – 5 of the Scottish Index of Multiple Deprivation. 431 of our children have English as a first language with the others speaking one of 14 other languages at home, using English as a second language. 3 of our learners are registered as Looked After and Accommodated. 99 of our pupils have been identified as having a variety of Additional Support Needs, 68 of these children are identified as requiring additional specialist teaching support and 36 require additional specialist non-teaching support. Children with Additional Support Needs are supported in school in a variety of ways as detailed in the GIRFEC agenda (Getting it Right for Every Child). Our school is very well supported by our Parent Council, who have continued to meet virtually due to COVID-19 restrictions and a Parent Teacher Association whose regular activities of After School Clubs and fund-raising activities have unfortunately been drastically reduced due to current restrictions placed on schools throughout this school year.

Our attainment continues to be good across all year group. Almost all children have continued to make progress in their learning despite lockdown in term 3 of this school year. Attainment levels are on a par with our cluster schools or better for most years groups. Most children are predicted to achieve at the correct level in all curricular areas with a few ahead of expected levels. Listening and Talking continues to be an area where our pupils perform very well with almost all pupils attaining the correct level. Feedback from visiting teachers and partners working in school regularly includes how confidently almost all of our learners are able to communicate, ask and answer questions, give presentations, deliver speeches, perform etc. as well as how confidently they interact with each other and adults in school. Our attainment gap is difficult to identify as it is not gender related, EAL or PEF related (for example, 100% of our pupils living in decile 1, 3 and 4 have achieved the correct levels in reading, writing, listening and talking, numeracy and Health and wellbeing), due to disruptive/inappropriate student behavior or lack of student motivation. We have not identified that class size, school culture, teacher expectations, lack of professional development or pupil internalised belief about ability play a factor in our attainment gap either. We will continue to monitor and track

our attainment gap moving forward into school year 2021/2022 and ensure appropriate supports are put in place.

As well as pupils' attainment, wider achievements are very important to us and although restricted due to COVID-19 restrictions this session we strive to plan and provide opportunities for our pupils to experience a wide variety of activities both in and out of school. Staff are very skilled at planning across the 4 contexts for learning, ensuring almost all of our pupils demonstrate the four capacities within the Curriculum for Excellence on a daily basis.

For more information on our school please visit our website at <https://currieprimary.com/>

Capacity for Continuous Improvement

Our school is well placed on our journey of continuous improvement. Senior leaders create conditions where staff feel increasingly confident to initiate well-informed change and are committed to collective responsibility in the process of change. Our annual staff and Parents' & Carers' survey returns continue to show that almost all, agree or strongly agree, that their child enjoys school and is safe, that their child is making good progress, that our school is well led. Almost all parents/carers stated they would recommend our school to others. Throughout the pandemic we have ensured protected time for staff to engage in dialogue, collegiate professional learning and self-evaluation through our annual in-service, CAT and CPD calendar. School improvement groups offer opportunities for staff members to lead school improvement, developing leadership capacity and ensuring ownership of change initiatives as they grow from the ground up. Almost all staff state they feel they have regular opportunities to undertake leadership roles within school. This continues to ensure initiatives being more sustainable going forward and embedded in our practice. Practitioners evaluate their contribution to leadership and change, identifying future professional actions, and learning, to further develop capacity for sustainable change in the future through annual PRD using the appropriate GTCS Professional Standards. Three members of teaching staff are accessing Teacher Leadership course through SCEL. Staff actively engage in professional learning, largely focused on the skills required for the needs of their class and school priorities. All staff are offered opportunities to attend relevant training and courses both during the school day, and out with as these become available. Good use is made of in-service days for training and conferences, this year using MS Teams as a forum for staff to come together. All of this ensures that all staff are continually evaluating and developing their practice, keeping learning and teaching exciting and relevant to the needs of our learners and our school community. Almost all staff feel they have opportunities to be involved in agreeing priorities for our school and that collaborative working is effective in taking forward improvements. A variety of targeted interventions are removing barriers to learning and ensure equity for all.

In a Pupil Wellbeing survey carried out in March 2021 most of our learners reported

- they enjoy school
- feel safe
- feel they are making good progress with their learning
- adults listen to their views
- they try to learn from their mistakes
- they feel they have lots to be proud of
- teachers notice when they do something well

With almost all pupils stating they

- think their teacher cares about them
- think adults in school treat everyone fairly
- have some good friends at school
- help others when things are hard for them
- teachers talk to them about how they can make their work better

As a result, raising attainment across the curriculum continues to be the central feature of the school's priorities for improvement and we are seeing a steady improvement in engagement and attainment for almost all pupils.

1.3 Leadership of Change

- Developing a shared vision, values & aims relevant to the school and its community
 - Strategic planning for continuous improvement
 - Implementing improvement and change
- Our school has a clear vision, values, aims and mission statement that were created jointly with all pupils, staff and parents. These are displayed and embedded throughout our school and there is a real desire to work hard to ensure that we all 'do our best to be our best'. On returning to school after lockdown in August 2020 our Recovery Curriculum centred around our vision, values, aims and mission statement as we rebuilt our school family. Our vision, values, aims and mission statement are revisited regularly throughout the school year in assemblies. Our vision, values, aims and mission statement are linked to our Class Charters, so they are integral part of the daily classroom life. The school vision, values, aims and mission statement run through our curriculum bundles showing the real-world relevance of them to our learners. All of this has ensured that all stakeholders have ownership of our vision, values, aims and mission statement.
 - Time is protected for professional dialogue, collegiate learning and self-evaluation to ensure all staff have an awareness of and involvement in evaluating and shaping priorities for our school. Through our Working Time Agreement (WTA), Collegiate Activity (CAT) sessions and in-service days are linked to our agreed priorities, resulting in all staff feeling confident to take forward planned change. Staff have leadership opportunities through these priorities and are actively encouraged to lead CLPL sessions and share expertise with other members of staff.
 - Staff are well supported in leadership within their classrooms and take responsibility for implementing change. SLT promote, support and encourage innovation making it 'safe;' for staff to be creative and lead and implement change. All staff are committed to change which results in improvements for learners. Staff work collaboratively to ensure programmes are in place leading to greater equity for our learners. We have developed effective strategies to monitor and evaluate the impact of change on outcomes for learners. Our staff are always willing to go the extra mile for the learners in our school. We have a strong staff team with all staff working towards the same positive goals and values. Our staff team are happy, motivated, morale is high, and all voices are heard.

Priority for 2021/22

- Consistency in pupil leadership of learning across all classes
- Review vision and values statements and ensure these underpin everything we do
- Ensure appropriate training to enable all staff to implement agreed change
- Teaching staff to participate in Practitioner Enquiry
- Continue to monitor the impact of change initiatives involving all stakeholders

2.3 Learning, Teaching and Assessment

- Learning and Engagement
 - Quality of teaching
 - Effective use of assessment
 - Planning, tracking and monitoring
- The ethos of our school reflects a commitment to getting it right for every child and in nurturing positive relationships. Almost all of our learners are active participants who are fully engaged and highly motivated, interacting well with adults and peers during activities. Teachers are skilled at planning and delivering highly engaging and enjoyable lessons, well matched to the needs and interests of our learners. Our learners are provided with choices in how they demonstrate their learning and from P1 onwards most are becoming increasingly resilient and independent in their learning. We are confident that all learners experience activities which are varied, differentiated and provide effective support and challenge. We provide scaffolding where it is needed. We vary the ways in which we approach specific activities so that the pupils remain engaged at all levels. This can result in individual learning plans for specific pupils. We effectively communicate the purpose of learning and provide clear explanations to all learners. We share learning intentions consistently and generate shared success criteria with our learners to ensure they understand the purpose of their learning. Learners are involved in leading their learning when planning, showcasing their work and giving feedback to each other. Targets are set in collaboration with pupils and PSAs in most classes. Our highly skilled PSA team, led by our ASL teacher, run a number of individual programmes to ensure we are closing the gap for some of our learners. Nurture HUB has been targeted at P3 this session + additional ASL mainly across P3 and P4 and P6, has delivered literacy and numeracy interventions to targeted children in small groups. All of these interventions have had a positive impact for children in both engagement in class and improved attainment. Over almost all of our learners are successful, confident and responsible. Staff did a very good job throughout lockdown of adapting lessons onto MS Teams. We got devices out to everyone who needed them to ensure children could engage with learning in this way and most did so. Pupils have not been given opportunities to contribute to the ethos and wider life of our school in the ways they usually have due to restrictions but our Recovery Curriculum which ran from August to December allowed everyone was working on the same topics at the

same time building a sense of togetherness and being one team. Assemblies regularly involve children from all classes ensuring children get a sense of contributing to the life of our school. Our class bubble system has created positive relationships within classes and a more of a class 'Team' feel in almost all classes. There has been less conflict at playtimes and the children are playing with a wider group of peers within their class.

- We plan, assess and moderate weekly with our stage partners to ensure consistency across year groups. All learners are able to select and make use of high-quality resources including digital technologies, even during home learning. Collaborative learning allows for a wide variety of innovative and creative resources and teaching approaches, including the use of digital resource to be used. Children are given immediate verbal feedback to ensure that they move on with their learning. Explanations and instructions are clear. Higher order thinking skills (HOTS), effective use of IT and practical activities are very much embedded within the teaching and learning at our school. Learners are observed closely, and feedback to support and extend thinking is provided promptly as well as being used to inform future planning. Learning this session has been mainly in the classroom, playground or at home. It has not been possible this session to use our local community and further afield to deliver high-quality learning experiences as we have done in previous years.
- We use a variety of valid, reliable and relevant assessments, both formative and summative, to inform our professional judgement when monitoring progress and achievement of a level. Writing moderation sessions have ensured we apply the principles of planning, observation, assessment, recording and reporting as an integral feature of learning and teaching. Midyear attainment predication have been used regularly this year. Children identified with additional support needs have been regularly assessed and tracked throughout the year. All staff involve learners in self and peer assessment to improve their learning and to take forward next steps in learning. We have moved onto using EDICT this year which enables easier tracking of cohorts of children (EAL, LAC, children with identified disabilities, from different deciles etc.). All of this data is used to identify the effectiveness of interventions designed to improve the outcomes of all learners.

Priority for 2021/22

- With the school community, collaboratively create a refreshed curriculum rationale, to ensure Equalities, Equity & Inclusion
- Through WTA set moderation sessions
- Update Learning, Teaching and Assessment Policy
- Embed UNCRC across curriculum - achieve RRS award
- All staff are continuing to develop relevant skills in the 4 aspects of the Edinburgh Learns Teaching Charter
- Ensure use of IT across all learning and teaching

3.1 Ensuring Wellbeing, Equity and Inclusion

- Wellbeing
- Fulfilment of statutory duties
- Inclusion and equality

- The wellbeing of pupils and staff and parents / carers is our number one priority. Staff set a strong example of respect, healthy, active, responsible and safe behaviours and demonstrate positive relationships based on a sense of trust mutual respect. We all work together for the well-being of the children. Almost all staff and most parents feel valued and supported. A whole school focus on HWB this year focusing on children feeling safe, included and resilient has been particularly important. We know that most of our pupils feels safe, healthy, achieving, nurtured, active, respected, responsible and included. Restorative approaches are embedded across the curriculum. Teachers take time each day to have restorative conversations with pupils and for pupils to build social capital within their bubble. All staff ensure all of their learners can access the curriculum and are well supported by the ASL teacher to do this. Our Nurture Hub offers some of our more vulnerable learners a safe place to learn. Regular Circle Time focussing on elements of the wellbeing indicators and Mindfulness activities encourage a sense of calm and understanding within our learners.
- Staff training in mandatory courses is up-to-date. We comply and actively engage with statutory requirements and codes of practice to improve outcomes for our learners.
- Equalities training has led to an increased awareness and dialogue about wellbeing and inclusion among staff. Our Assembly programme and the RSHP programme have delivered themes on inclusion, diversity, equalities and resilience, raising awareness of these topics and helping to embed them in all we do and encouraging children to challenge and explore racism, sexism etc. Our learners have an increasing knowledge of equality and social justice. They are quick to point out when they feel that people are not being treated fairly and are becoming skilled at doing this. Most of our learners feel their teachers knows them as an individual and they are included, engaged and encouraged to do their best. Learners feel they have a voice in our school and are listened to. Most parents / carers feel teachers knows their child as an individual and that they are treated with respect and in a fair manner. Our visual support programme provides standardised visuals and timetables across our school and all classrooms use more natural colours on displays to make classrooms inclusive of different needs. Vulnerable children were offered a place

in our school HUB during lockdown in term 3. During lockdown staff visited families to drop off resource etc. and maintained regular contact with families, offering daily support in some cases. The use of MS Teams has improved contact with parents.

Priority for 2021/22

- Embed use of emotion Works across all classes
- Embed Nurture principles across all classes
- Embed UNCRC across curriculum - achieve RRS award
- Ensure all staff compete Equities training
- Review curriculum rational to ensure all curricular areas promote equalities and diversity
- Update reading novel sets and other resources to promote equalities and diversity
- Improve pupil sense of belonging and wellbeing in school

3.2 Raising attainment and achievement

- Attainment in literacy and numeracy
- Attainment over time
- Overall quality of learners' achievement
- Equity for all learners

- Despite lockdown all learners are making progress in their learning with most making good or very good progress, building on prior levels of attainment in literacy and numeracy. We have raised attainment in literacy and numeracy for most of our learners with most achieving appropriate levels at the expected milestones and some achieving levels ahead of expected milestones.
- Due to two lockdowns over the last 12 months we have had an agreed focus on literacy and numeracy / maths and health and well-being this session and can demonstrate through our assessment data that most learners have made good progress in these areas. Our ASL teacher and class teachers track the impact of intervention programmes to ensure they are making a difference to our learners. A variety of assessments and moderation across year stages, has helped staff to make confident professional judgements about how well our learners are learning and progressing ensuring attainment of individuals and groups continues to improve. EDICT is providing us with an easy to use tracking system to enhance the others we use in school.
- Almost all of our learners are successful, confident, exercise responsibility and this year contribute to the life of their classrooms. Covid mitigations have prevented many of the opportunities we normally provide for children to contribute to the life of our school and to share achievements in and out of school. However, we have recognised and valued person achievements of our learners within classrooms and by using the school
- website. We use comments and praise appropriately to suit the personalities of the child to build confidence and pride in them. Some children are making positive comments about themselves and others, for example, '*Remember when I...*'. Weekly assemblies on Teams have provided the opportunity for a great number of our pupils to take part in some way and they have enjoyed seeing themselves / brothers / sisters/ friends on the 'big screen' in their classrooms. In this way more children than normal have taken part or contributed to assembly.
- Again, much curtailed due to restrictions on visits and visitors to school our older classes have had some experience of working with partners and business (Edinburgh College, STEM activities, Girls4Tech) to ensure positive outcomes for our learners.

Priority for 2021/22

- Talk for Writing training to ensure consistent approach to the teaching of writing
- Review writing policy and establish progressions
- Establish pupil friendly criterion scale – P1-P7
- Agree ways for displaying targets P1-3 and then P4-7
- Accelerated Reader used in all classes, P3 -P7
- Establish library in new room
- IT – embed across all learning and teaching
- L&T – pedagogy – revisit formative assessment, planning etc. to ensure consistency
- Update L & T policy, numeracy / maths policy and literacy / languages policy

Quality Indicator Grades	School	Nursery	HMI/Care Inspectorate
Leadership of Change	Good / very good	Good/very good	
Learning, Teaching & Assessment	Very good	Good	
Wellbeing, Equality & Inclusion	Very good	Very good	
Raising Attainment & Achievement	Good	Very good	

2.2 Curriculum

- Rational and design
- Development of the curriculum
- Learning pathways
- Skills for learning, life and work

- Recovery curriculum has had strong focus on the school values with work being undertaken across the school on the same contexts for learning. School values consistently referred to in weekly assemblies with reflection and discussion taking place amongst pupils. Recovery curriculum designed with the needs of the children in mind. Particular focus on Health and Wellbeing and a whole-school approach to contexts for learning provided a sense of well-being in line with school Mission. Recovery curriculum provided flexibility for staff to engage pupils in choosing curriculum bundles to study in later part of the school year. Pupils engaged in their learning and attainment levels maintained and have been consistent across year groups.
- Recovery curriculum developed by class teachers with a view to addressing the impact of lockdown and home schooling, while meeting the needs of the children's Health and Wellbeing. New contexts for learning introduced for first two terms of the school year. These contexts for learning supported the children's Health and Wellbeing with a focus on community and citizenship. Whole school approach created a greater sense of belonging and led to a largely successful return to school for pupils and staff. Recovery curriculum also had a greater focus on Learning for Sustainability, particularly outdoor learning. As classes have spent more time outdoors the teachers' skills in Outdoor Learning have improved. The development of outdoor learning as a priority has been evident during recent PRDs.
- Recovery curriculum provided a clear focus on meaningful contexts that were particularly relevant at the time and that were specifically designed to support pupil well-being due to the impact of lockdown and home-schooling. As the recovery curriculum progressed teachers were able to engage the pupils more in their choice of contexts for learning. As not all bundles had to be covered pupils were able to choose what they wanted to learn, which created an increased level of engagement. Greater focus on contexts linked to wellbeing with focus on school community and citizenship, in line with school values
- Skills from skills framework aligned to school bundles. P5 – P7 registered for My World of Work and P7 profiles completed as part of the transition process. My World of Work lessons for P5 – P7 assigned to curriculum bundles to ensure they are completed and linked to relevant contexts for learning. Pupil choice of bundles has led to an increased focus on curriculum subjects such as science and technology. Bundles have provided links to creativity and skills development

Priority for 2021/22

- Review curriculum rationale to ensure it is current and ensures equity and excellence for all learners
- Curriculum takes account of UNCRC and ensures a commitment to Children's Rights
- Resources are updated to reflect population of our school to ensure all children can identify with languages, cultures and histories
- Is delivered with cultural awareness and sensitivity, using high quality resources
- To develop staff knowledge on how DYW can increase employability skills and to develop our pupil's understanding of the types of employment available
- To develop our pupil's knowledge of themselves and the skills they have to take advantage of work opportunities
- To engage children in profiling that supports learning

Equity and Best Value Pupil Equity Fund

See attached Pupil Equity Fund Plan for 2020/2.

Parent Council Meeting 2 June 2021

Co-Chair's Report

This report provides a summary of the main issues dealt with by the co-chairs since the last meeting. Locality meetings have been focussed (understandably) on the Alternative Certification Model so there is nothing to report from these.

1 Spaces for People

The large planter at the end of Forthview Crescent will not have gone unnoticed by anyone. This was installed as part of the Spaces for People initiative adopted by Edinburgh Council and whilst I don't think anyone can object to the desire to keep people safe as we continue to socially distance, clearly this particular installation was not going to have the desired effect. We are aware that many people took the time to write to the Council to express their views and highlight the dangers that this presented. Hugh Thomson (Action for a better Currie) also took some action. As a result of these emails from the community, Sue Webber (local Councillor and MSP) came to look at the issues a couple of weeks ago. She advised that the planter was to be removed, along with the one at the end of Palmer Road and she could see that this was not solving the problem. One of the responses from the Council suggested that the road was only to be closed at particular times, with vehicular access maintained at other times of the day, despite the fact that the only way to drive round the planter was by mounting the pavement. At the time of writing this paper, the planter is still in situ, but we remain hopeful that it will be removed soon.

Sue did express some concerns about the number of people who were dropping their children off very close to the School and suggested that further efforts were needed to tackle this issue. We have also been in touch with the Council about the possibility of having barriers installed on the pavement outside the playing field entrance to the school. If a child was to run out of the school that way, they would potentially go straight onto the road. We haven't had a favourable response as yet; however we will continue to push for this for everyone's safety.

2 Session Dates

Session dates up to 2025 have now been published on the Council website following the survey that was issued earlier this year.

As this is our last meeting before the end of this school year, our thanks must go to all the staff in the School – management, teachers, PSAs, administrators, facilities, cleaning and catering (as well as anyone else I have missed). There have been many challenges this year and we are very grateful to everyone for doing their best for our children whether in school, during lockdown or during periods of isolation. We hope that you all have a restful summer holiday when it comes.

Treasurer's Update

Income and Expenditure Account for Currie Primary School Parent Council 1st April 2020 – 31st March 2021

- Opening balance on 1st April 2020: £2,393.71
- Total Income: £748.00
- Total Expenditure: £2,795.10
- Balance on 8th February 2021: £346.61

NOTES

2020/21 Edinburgh Council funding received 12th October 2020 at £748.00.

During academic year 2020-2021, the Parent Council has allocated £2,600 to help Currie Primary School purchase new IT Equipment.
