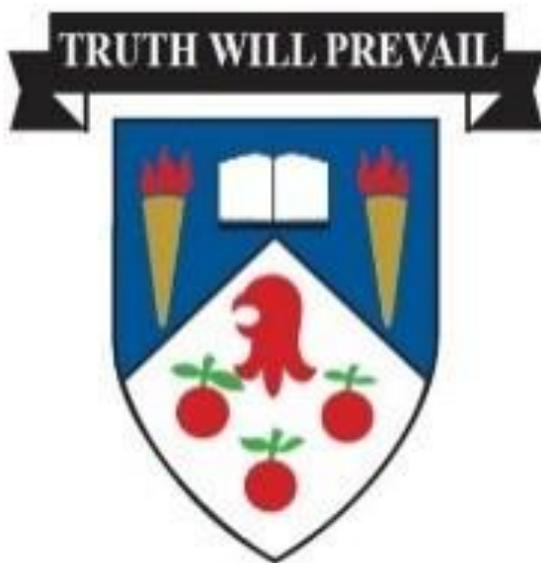


THE FLORA STEVENSON PRIMARY SCHOOL

Standards and Quality Report 2018 - 2019



How Good is our School?

CONTEXT OF THE SCHOOL

At the Flora Stevenson Primary School our motto is at Flora's we matter, at Flora's we achieve.

Set in the Comely Bank area of Edinburgh we are a non denominational school with a combined school and nursery roll of over 700 pupils. We have 22 classes from Primary 1 to Primary 7 and provision for 60 morning and 60 afternoon spaces in our Early Years Setting. We will be increasing to 1140 hours in August 2020. The school is led by a Head Teacher, three Depute Heads and a full time Business Manager.

The school houses the City of Edinburgh Music School, a National Centre of Excellence. In 2018/19 22 pupils accessed the specialist provision. There is strong collegiate working between the Music School and Flora's staff.

As a school we recognise our unique demographic. The majority of our children are placed in SIMD deciles 9 and 10 with a percentage occupying rented accommodation. Due to our City Centre location we have a transient population. We have a number of children from P3-7 who are non catchment and we have 52 languages spoken. In our efforts to become a trauma informed school, we also recognise the wide and diverse early childhood experiences of our pupils and their families.

Our school works alongside and benefits from an active Parent Council who are fully committed to working closely with the staff team to further improve the school. Regular Parent Council meetings are attended by a cross section of the Parent Body. A number of sub groups exist including health and wellbeing, sustainability and transitions and the Parent Council body are involved in organising exciting fundraising events, supporting the staff team and transitions, and working closely with the school on the implementation of the SQIP. The Parent Council are committed to involving all stakeholders in the allocation of funds and a new system for funding requests has seen an increase in the range of projects being financially supported.

Our Cluster Primary Schools are Ferryhill, Granton and Stockbridge and our Cluster High School is Broughton. We enjoy and benefit from close working relationships with our associated schools.

A Board of Trustees are responsible for a Breakfast Club and After School Club. There are regular meetings between the ASC and school.

Our school and nursery were inspected in November 2018 and Inspectors highlighted '*a warm and welcoming atmosphere where staff and children feel valued*' and the positive way in which '*the Head Teacher and staff work well together to create a climate where staff work well together*'.

Capacity for Continuous Improvement

The Inspection carried out by Education Scotland In November 2018 graded the school at

1.3	Leadership of Change	good
2.3	Learning, Teaching and Assessment	good
3.1	Ensuring Wellbeing, Equality and inclusion	good
3.2	Raising Attainment and Achievement	good

The Summarised Inspection Findings (SIF) have highlighted areas for development which are included in our School Improvement Plan for 2019 – 2020. A summary of the SIF can be found here

<https://education.gov.scot/inspection-reports/edinburgh-city/5523826>

LEADERSHIP OF CHANGE

DEVELOPING A SHARED VISION AND VALUES

- ✓ Our school has created memorable and meaningful shared school values. After consultation with families, children and staff, our values were redefined. The easy to remember values and are displayed and enacted in all classrooms and in the wider life of the school.
- ✓ Children are aware of the language of the values and have been exposed to them in class and assemblies.
- ✓ Class charters are linked to the three school values of 'we respect others', 'we respect ourselves' and 'we respect learning' as well as the UNCRC.
- ✓ The language of our values is used and shared in class newsletters, Flora's Flyers, Parent Council Meetings, Ms McGhee's mingles and at Parent Consultations
- ✓ During restorative conversations learners are able to talk about the values and reflect on what they mean to our school. Children are able to give examples of how they can follow the value and the impact it will have on relationships.
- ✓ Through engagement with the values, most staff are consistently using the language of respect yourself, respect others and respect learning. This is noticeable during restorative 'I solved it' conversations.
- ✓ Pupil questionnaires carried out by Education Scotland highlighted that children are proud and happy to be a part of Flora's and feel that they are consulted and are involved in decisions about their school.

STRATEGIC PLANNING FOR CONTINUOUS IMPROVEMENT

- ✓ The newly established Senior Leadership Team have been promoting an ethos of collegiate working and consistency which was required due to significant staffing changes in the SLT over an extended period of time.
- ✓ The SLT have a shared ownership of all learners and the ability for all members of the team to be in a position to respond appropriately. A collaborative approach has resulted in tighter collegiate working, a common vision and a supportive approach being adopted by the SLT.
- ✓ All staff are committed to bringing about continuous improvement. All stakeholders are aware of the clearly defined priorities in the SQIP and know the role they contribute to ensuring change.
- ✓ Change has been made at a pace which improves outcomes for learners whilst ensuring staff have the appropriate time, resources and support to make the changes necessary to their practice to ensure the best outcomes for children.

IMPLEMENTING IMPROVEMENT AND CHANGE

- ✓ Feedback from staff indicates that they value the high quality development opportunities provided through In-service/CAT sessions linked to the SQIP. This has led to continuous improvement.

- ✓ Staff are motivated through well organised and engaging CPD activities and the impact of CAT sessions is followed through in staff meetings, SCE and Planning, Tracking and Attainment meetings. Key messages from CAT sessions are reiterated and reinforced in the staff info sheet which is then evaluated at staff meetings.
- ✓ There is a considered approach to gathering staff views in CAT, In-service and staff meetings. This has led to increased staff engagement in CAT sessions and staff meetings. Staff have commented that they feel listened to and that where possible and appropriate their ideas and suggestions will be followed through.
- ✓ As part of our commitment to the NIF driver of Leadership the TLC model was extended to ensure that whole school development is led by teachers from across stages and at varying points in their teaching careers. Staff plan, lead and evaluate sessions, individual action plans are then created and shared. There has been a high level of engagement in TLC sessions.
- ✓ There is a quality assurance calendar which includes PTA meetings, SCE including visits from supporting Heads and regular opportunities for staff to peer observe as part of our Teacher Learning Community framework.
- ✓ There is a high level of involvement from families in Inservice Days. Supportive and structured discussions have ensured a greater involvement of parental engagement in agreeing and implementing SQIP priorities e.g. health and wellbeing.
- ✓ PSAs feel empowered as they now have a leadership role in the school which was self identified and supported by relevant training from a variety of external agencies.
- ✓ All children from P1-P7 participate in a Flora's Forum. Children take pride in their Forums and their achievements are recorded and celebrated in Forum Floor Books and Assemblies.
- ✓ The Early Years team participated in organised and relevant CPD opportunities which were then shared and cascaded to the team resulting in capacity building.
- ✓ Children demonstrate responsibility and effective contributions through their Forum Action Plan.
- ✓ All Forums have been linked to the UN Global Goals for Sustainable Development and the UNCRC. Forums have had an impact on links with the local and global community including Carlyle Court, the Western General Hospital, an Intergenerational Event, the Episcopal Church, Waitrose, the Botanics and a partner school in Malawi. A sleepout event raised over £4000 for Shelter.

NEXT STEPS

- Staff to have increased opportunities to build and increase their leadership roles across the school.
- Increase the scope of the senior team to help continuous improvement across the school and nursery.
- Continue to provide opportunities for children to have meaningful leadership roles across the school.

LEARNING, TEACHING AND ASSESSMENT

LEARNING AND ENGAGEMENT

- ✓ The school values of respects ourselves, others and learning are becoming imbedded and are impacting positively on relationships between staff and children which are warm and encouraging.
- ✓ A significant amount of funding has been allocated to designing inclusive classroom environments. 11 learning spaces have been redecorated and 5 classrooms have been provided with furniture and resources to encourage active learning and teaching.
- ✓ There has been a considered approach to the use of communal spaces with priority given to learners and the needs of children.
- ✓ Learners' achievements out with school are recognised and recorded. An analysis of the participation of children in SIMD 1-3 was carried out and children were targeted to participate in teacher led lunch and after school clubs. The clubs were part of staff WTAs/own time and resources were provided by the Parent Council.
- ✓ There has been an increase in the use of the CIRCLE document to identify barriers to learning and support children's engagement.
- ✓ All staff participated in engaging TLC sessions on the use of Learning Walls. Guidance was produced and they have now become an integral part of pupil voice.
- ✓ Almost all children are able to talk about and share their leaning with others. In most classes children are able to talk about their targets and are developing skills in giving feedback to their peers.
- ✓ In Primary 1 children self select their learning tasks from a range of activities. Across the school children are encouraged to identify the level of their task by choosing from differentiated learning activities.
- ✓ All classes provide opportunities to celebrate success in learning.

QUALITY OF TEACHING

- ✓ Opportunities for children to learn about the World of Work are integrated into classroom practice. Children have benefited from visits from professionals and have linked their learning in class to skills for work.
- ✓ Digital technologies are used in all classes. A range of media such as videos, voting tools, visualisers, apps and interactive smartboards are used effectively as teaching tools to enhance learning and teaching.
- ✓ Learning is presented in a variety of ways, whole class teaching, partner work and in small groups.
- ✓ In some classes staff make effective use of questioning to promote enquiry and curiosity.
- ✓ Staff plan a range of quality excursions which provide real life contexts and enhance learning.

- ✓ Sharing Classroom Experience is an integral part of improving learning and teaching and has been used to influence the identification of priorities. Feedback has been provided by visiting Head Teachers, QIEOs, SLT and through peer observations.
- ✓ Collegiate discussions through LLPs have provided challenge to the SLT.

EFFECTIVE USE OF ASSESSMENT

- ✓ Staff regularly use a range of AifL strategies to assess learning and gauge pace.
- ✓ Cluster moderation of holistic assessment and resources has resulted in the creation of a STEM SharePoint where teachers can access plans, assessments and resources for STEM projects.
- ✓ In almost all lessons staff are sharing learning intentions and success criteria. In the best examples children are involved in co-creating the LIs and constructing their own SC based on individual targets.
- ✓ In most classes children are setting individual targets and are able to talk about what will help them succeed.
- ✓ Children are provided with feedback to help them focus on identifying next steps in learning.
- ✓ Engagement with the literacy and numeracy benchmarks is supporting staff to make more robust professional judgements in children's progress.
- ✓ All staff have engaged with Holistic Assessment. A planning proforma was agreed and stages planned and moderated together.

PLANNING, TRACKING & MONITORING

- ✓ Staff plan collaboratively with stage partners aiming to provide a consistent learning experience for children across the year group. This can be expanded to include planning and moderating across a level.
- ✓ Progression pathways are in place for almost all curriculum areas.
- ✓ There is more clarity and transparency in tracking and monitoring children's progress.
- ✓ Children participate in planning through KWL discussions and there has been a rise in the number of opportunities for children to assess their own learning through 'make, say, write, do'.
- ✓ When planning, staff have developed Learning Walls across Literacy, Numeracy and Topic Work to ensure learning has been more pupil oriented and supports their interests and engagement.
- ✓ Floorbooks continue to engage learners with planning and evaluating learning.

NEXT STEPS

- Develop consistency in planning, learning, teaching and assessment to raise attainment and increase the pace and challenge for all children.
- Review the curriculum to ensure child are able to build on their prior knowledge.
- Extend the range and type of learning and teaching approaches to further increase motivation and engagement of children.
- Extend the range and frequency of opportunities for children to lead their own learning.

ENSURING WELLBEING, EQUITY & INCLUSION

WELLBEING

- ✓ The recent Pupil Well-being Questionnaire reflected similar trends to those across the city. 'Positive, Respectful Relationships & Empathy' showed that most children experience positive relationships with adults and their peers and feel part of a 'Safe Caring and Supportive Learning Environment'.
- ✓ Our TLC focussed on building positive relationships. All teaching staff read Paul Dix's book 'When the Adult Changes, Everything Changes'. Through guided discussion staff reflected on strategies and devised individual actions plans to support an ethos of respect and wellbeing in their classroom.
- ✓ All staff participated in a half day training on promoting positive behaviour facilitated by Pivotal.
- ✓ There is a strong focus on approaches to solving conflicts. Through restorative conversations with pupils using "I solved it" conversations the number of children requiring restorative conversations has decreased. The significance of the actions which prompt these conversations has also changed.
- ✓ Issues are being resolved more easily and there has been a dramatic reduction in the number of playground incidents.
- ✓ The introduction of a 'free flow' system at lunchtimes has led to a reduction of conflicts happening during lining up time. Almost all children are entering the classroom calm and ready to learn.
- ✓ Two classes participated in focussed sessions on mindfulness.
- ✓ Children with ASN are well supported through a range of flexible and responsive strategies. There has been a high level of interaction between PSAs and the ASL service which has resulted in individual plans being put in place to support learners' needs.

FULFILMENT OF STATUTORY DUTIES

- ✓ Staff are aware of Child Protection Procedures and have had appropriate training. Guidance is available to all staff.
- ✓ Equality and diversity is promoted through assemblies. Religious observance assemblies reflect the diversity of our school and have included Hana Matsuri, Holi and Sukkot.
- ✓ All children receive their entitlement of two hours of quality PE. There is good liaison between the PE teacher and class teachers.
- ✓ A newly developed outdoor area has ensured pupils in Primary 1 have daily and continuous opportunities to be outdoors.
- ✓ Pupil Profiles have been reviewed and have been developed to ensure health and other needs are identified, supported and systematically reviewed.
- ✓ Information about learners with identified needs is being more consistently recorded and updated on SEEMIS.
- ✓ We have further developed our systems for passing on important and relevant information at points of transition.

INCLUSION AND EQUALITY

- ✓ We have continued to implement Rights Respecting Schools through our Class Charters and Forums and in our restorative practice approaches to ensure Inclusion and Equality of success for all pupils.
- ✓ We have continued to implement CEC's Building Resilience Programme to support our pupils' emotional, mental and social and physical health in school and at home. The Parent Council have assisted in funding resources to help deliver this programme.
- ✓ In recent pupil well-being surveys almost all relevant indicators show that most children have a positive view of themselves and their capabilities as well as confidence in how to deal with problems when they arise and a feeling of self-empowerment to tackle issues.
- ✓ We have ensured that every P7 boy has had access to conflict resolution sessions facilitated by the Cyrennians. P7 girls participated in confidence building sessions supported by SHE Scotland.
- ✓ 7 children have had 1:1 or group input from a Play Therapist
- ✓ Children from P5-7 participate in Seasons for Growth sessions. A reconnector session for children from P5 who previously attended Seasons for Growth in P4 was organised.
- ✓ Our Parent Council have funded places to enable 4 staff and 2 parents to attend the ACES Conference in Glasgow and 5 staff and 2 parents to attend the Portobello Learning Festival.
- ✓ The Parent Council funded the purchase of school wide access to the Solihul Approach Understanding Your Child course. After making a promotional film and endorsing the resource at Parent Consultations, over 195 users have signed up for the online resource. This number exceed expectations from the provider.
- ✓ We worked with the Parent Council to plan and deliver a Health and Wellbeing open morning event. Families had an opportunity to come into school, hear about the ways the school works within Health and Wellbeing, and to see Health and Wellbeing lessons in operation as well as an opportunity to look at the resources available to them and staff.
- ✓ The Parent Council Health and Wellbeing group established and funded a Library for Staff. This has a range of books and articles about supporting children with a variety of learning, emotional and behavioural needs.
- ✓ We have used Health and Wellbeing Progression Pathways as part of our termly planning.

NEXT STEPS

- ✓ Through the use of the Edinburgh Learns Framework continue to embed the wellbeing indicators and restorative practice in the daily life and language of the school.
- ✓ Continue to embed CEC Building Resilience Programme and engage families through Home Learning Activities.
- ✓ Continue to work with the Parent Council Health and Wellbeing Group on well-being, resilience building and becoming a trauma informed school.
- ✓ Respond to the needs of individual learners by providing specific interventions that meet their needs e.g. group work, 1:1 therapy, participation in whole class projects.
- ✓ Participate in CEC Nurture Training
- ✓ Imbed the use of the CIRCLE document at pathways 1 and 2.
- ✓ Expand the work on Developing a Whole School Voice.

RAISING ATTAINMENT AND ACHIEVEMENT

ATTAINMENT IN LITERACY AND NUMERACY

Numeracy Achieved	P1		P4		P7	
	2017/18	2018/19	2017/18	2018/19	2017/18	2018/19
	92.6%	90.8%	91.3%	97.6%	89.5%	88.0%

- ✓ PEF funding was used to fund a Maths Master for three days a week. Children from P4 to P7 who are not achieving their expected levels and those in SIMD 1 or 2, participated in small group sessions, on a 1:1 basis or in the classroom during whole class maths lessons.
- ✓ Our Maths Master has provided opportunities for challenge in maths, working with children to enable them to take part in competitive maths activities, where they have experienced some success.
- ✓ We have continued to develop our whole school mental maths programme, Flora Figures, across all year groups with a weekly focus on a skill. Our home learning grids which are linked to the focus area, develops parental engagement in their child's learning.
- ✓ We consulted with parents over the development of a Flora Figures Home Learning Booklet to provide information and resources to help parents better support their children.
- ✓ Shared Classroom Experience has shown that some staff are more confident in delivering daily mental maths activities which are differentiated and pupil led as part of Flora Figures. Some children are able to discuss the strategies they employ and their next targets in learning.
- ✓ Planning, Tracking and Attainment meetings identified pupils requiring support in reading. Data includes SWST and SWRT along with Read Write Inc and Fresh Start assessments along with professional judgement. There are targeted literacy interventions for pupils from P2-P7.
- ✓ The EAL teacher is supporting children well through direct work with groups and individuals.

ATTAINMENT OVER TIME

- ✓ Planning Tracking and Attainment meetings and assessment data demonstrates that across curriculum areas almost all of our learners achieve their expected CfE level. Where children are not achieving there has been an increased focussed on understanding barriers and devising intervention plans to ensure progress at the child's level.
- ✓ Improved our overall arrangements for tracking individual pupils' attainment over time with regular SLT/SFLT led attainment meetings at key points throughout the year.
- ✓ Most teachers are developing increased confidence in using a range of assessment data including benchmarks to support their judgements about pupil progress.
- ✓ Learners' achievements are measured through a range of assessment tools including NGRT, SWST, SWRT, PTM, SNSA, SEAL and Literacy Rich.

QUALITY OF LEARNERS' ACHIEVEMENT

- ✓ All our learners contribute to the wider life of the school through Forums. There are also opportunities for P1/P7 Buddies, Pupil Council, House Captains and through the Parent Council.
- ✓ Regular opportunities are provided for children to access after school clubs. Children in SIMD 1 and 2 and those families where there might be concerns about meeting the cost of activities, are targeted.
- ✓ The school and Parent Council promote an ethos of equity and success, funding is available to ensure children participate in school trips, events and camp.
- ✓ Children's achievements are celebrated in class, in newsletters, at assemblies and at Ms McGhee's Mingles.

EQUITY FOR ALL LEARNERS

- ✓ As a staff we analysed our SIMD data and our attainment data to identify our top and bottom 20% attaining learners and where appropriate targeted children for additional support with our Maths Master using our PEF Funding.
- ✓ Our attainment data has shown an attainment gap for children with EAL. Targeted interventions have been put in place to support literacy and numeracy for those learners.
- ✓ As part of our Planning Tracking and Attainment meetings all staff completed Tracking Grids and highlighted children who may be at risk of not attaining a level. Interventions at where put in place.
- ✓ Children and their families have participated in the CEC Discover programme.
- ✓ Parent Council led uniform swops are encouraging families to swop uniforms. Uniform bags are ready available to new families and those who would benefit from new uniform throughout the year.

NEXT STEPS

- ✓ PEF funded maths master role to support and challenge in maths and numeracy
- ✓ Continue to embed Flora Figures
- ✓ Review staff confidence in delivering Problem Solving and develop a whole school approach
- ✓ Continue with targeted interventions in Literacy including RWI and Fresh Start
- ✓ Provide staff with training and skills progressions in reading and writing based on high quality learning and teaching strategies and benchmarks.
- ✓ Focus on consistency with data analysis. Develop ways to analyse data in more detail to provide a clearer picture of children's progress and identify further where children need support and challenge.

Nursery Class Standards and Quality Report

HGIOELC Quality Indicators:

Leadership and Management -How good is our leadership and approach to improvement? QI-1.1 1.2 1.3 1.4 1.5

Learning provision -How good is the quality of the care and learning we offer? QI-2.1 2.2 2.3 2.4 2.5 2.6 2.7

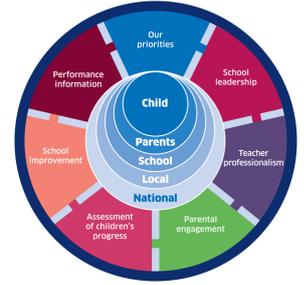
Successes and achievements -How good are we at ensuring the best possible outcomes for all our children? QI-3.1 3.2 3.3

Care Inspectorate Quality Themes:

- Quality of Care & Support
- Quality of Environment
- Quality of Staffing
- Quality of Management and Leadership

National Improvement Framework (NIF) Priorities:

1. Improvement in attainment, particularly in literacy and numeracy.
2. Closing the attainment gap between the most and least disadvantaged children and young people.
3. Improvement in children and young people's health and wellbeing.
4. Improvement in employability skills and sustained, positive school leaver destinations for all young people



Leadership and Management

HGIOELC QI-

1.3 Leadership of Change

CI Quality themes:

Quality of Environment Quality of Staffing
Quality of Management and Leadership

How good is our approach to Leadership and Management?

- Training on In Service days and at staff meetings on recording the knowledge and skills displayed by children and identifying next steps. Observations (as indicated by moderation) have become sharper and more clearly linked to Es and Os. This means staff are able to plan experiences to meet learners needs.
- Staff have read chapter 1 and chapter 3 of 'Interacting or Interfering' and engaged in professional discussion. Observations have demonstrated that during interactions with learners staff are much more likely to ask open ended than closed questions.
- Children have led the learning through contributions to their key worker groups as recorded in their floor books. This has supported children to reflect on and develop their learning.

Next Steps:

Early years team will continue to evaluate using local and national guidance.

Revisit observations with the emphasis on identifying appropriate next steps for learners, with the learners where possible. These next steps will feed into weekly responsive planning.

Flora's values will be explored with pupils. These will be linked to wellbeing indicators in a child friendly way.

Learning Provision

HGIOELC QI-

2.3 Learning, Teaching and Assessment

CI Quality themes:

Quality of Care & Support
Environment

Quality of

How good is the quality of care and learning we offer?

- All pupils have participated in regular small groups, interacting with stories and providing opportunities for quality talking and listening. This has meant more meaningful experiences for all children and has generated ideas for learning across the Nursery.
- More than 20 adults came into Nursery to read stories and lead games in a variety of languages ensuring that children experienced a range of cultures and languages. Children expressed pride in their own families and grew in confidence in speaking about their home experiences. Families directly invited to participate in this way were then more willing to volunteer to come into Nursery for other reasons.
- Through the weekly lending library, the 'bedtime story box' and book gifting all families have engaged with story books. This has ensured that all children have access to story books at home.

Next Steps:

Continue to give children the opportunities to lead the learning through key worker groups and responsive planning.

Extend the range of digital technology used to enhance children's learning.

Successes and Achievements

HGIOELC QIs:

- **3.1 Ensuring Wellbeing, Equity and Inclusion**
- **3.2 Securing Children's Progress**

CI Quality themes:

Quality of Care & Support

What has improved as a result?

- Children have lead their learning through their ideas and views being recorded in their key worker groups in their floor books. Staff plan responsively. All children have participated and had some of their contributions recorded. This increased participation in small groups has led to greater confidence in talking.
- Children's views have been recorded in their e-learning journals. Where appropriate, learning conversations include next steps which are recorded and feed into responsive planning.

Next Steps:

Staff to extend and deepen their knowledge and use of national wellbeing indicators and link these with the Flora's values.

Develop recording processes to review and evaluate interventions from other professionals.

Provide additional challenge for identified children to ensure they make the best possible progress.

PUPIL EQUITY FUND

Our Pupil Equity Fund for 2018 – 19 was £57,600

Through analysis of attainment data, staff judgments and our knowledge of our school community, our PEF allocation was distributed between

DEVELOPING A WHOLE SCHOOL VOICE

- ✓ All staff participated in training provided by Pivotal to support building and promoting positive relationships. As part of our TLC staff read books by Bill Rogers and Paul Dix
- ✓ 4 staff attended the ACES conference in Glasgow. Partly funded by the Parent Council
- ✓ 5 staff and 2 parents attended the Portobello Learning Festival. Partly funded by Parent Council

ATTAINMENT IN LITERACY AND NUMERACY

- ✓ Maths Master appointed for 3 days a week. Support and challenge was provided to pupils through 1:1 support, small group sessions and supporting whole class teaching.
- ✓ 4 PSAs attended training on Fresh Start and Read Write Inc. Children in P5-7 attended Fresh Start Sessions. 1149 hours of PSA support was allocated to support Fresh Start.

OUTDOOR LEARNING AND EARLY LEVEL PLAY

- ✓ An Early Years Practitioner was appointed to support outdoor play in Primary 1. The outdoor are was developed. All children experienced daily outdoor learning. The EYP supported P1 teachers with the planning and recording of experiences.

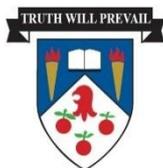
DEVELOPING WELLBEING

- ✓ 37 P7 boys participated in conflict resolution sessions run by the Cyrennians.
- ✓ P7 girls participated in confidence building sessions facilitated by SHE Scotland group
- ✓ 24 children from P5-7 participated in Seasons for Growth groups
- ✓ 7 children received intense 1:1 Play Therapy sessions. Families were also supported.
- ✓ 2 classes participated in Mindfulness workshops facilitated by PawsBe
- ✓ 1 child at risk of exclusion participated in weekly Forest Schools sessions
- ✓ Data on wider achievement was analysed and focused on children in SIMD 1 and 2, care receivers and those at risk of poverty. Children where then targeted to participate in after school and lunch clubs

SELF EVALUATION TIMESCALE

QI		2018 – 2019	2019 – 2020	2020 - 2021	2021 – 2022
1.1	Self-Evaluation for Self-Improvement			√	
1.2	Leadership of Learning		√	√	
1.3	Leadership of Change	√	√	√	√
1.4	Leadership and Management of Staff				√
1.5	Management of Resources To Promote Equity		√		
	Leadership And Management Overall				
2.1	Safeguarding and Child Protection		√		
2.2	Curriculum		√		
2.3	Learning, Teaching and Assessment	√	√	√	√
2.4	Personalised Support			√	
2.5	Family Learning				√
2.6	Transitions		√		
2.7	Partnerships				√
	Learning Provision Overall				
3.1	Ensuring Wellbeing, Equality and Inclusion	√	√	√	√
3.2	Raising Attainment and Achievement	√	√	√	√
3.3	Increasing Creativity and Employability			√	
	Successes and Achievements Overall				

At Flora's we matter



At Flora's we achieve