



Achieving Excellence
Together

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Gail Canning
Head Teacher



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Dear Parents/Carers,

Supported Self-Evaluation Visit

You may remember that back in November we had a team from City of Edinburgh Council in school to carry out a Supported Self-Evaluation visit. The team comprising of our Quality Improvement Education Officer for Carrick Knowe, other Quality Improvement and Development Officers and a peer Headteacher, spent two days in Carrick Knowe, visiting all of the primary classes, the nursery class and speaking to focus groups of staff, parents/carers and pupils. Following the visit, they produced a report outlining our strengths and next steps. The summary of strengths and next steps is below.

We were pleased that the hard work of the whole CKPS team was recognised and that our next steps were those we had identified and are already working on! If you have any questions about the summary, please do get in touch with me at school.

Summary of Strengths and Next Steps:

Strengths

- The Senior Leadership team and school staff have developed a strong, clear understanding of the needs of the learners and families within the school community. They have worked very well together to establish and sustain a positive vision for Carrick Knowe and ensure a caring, nurturing, and supportive environment for all learners.
- Across the school, staff work very well as a team. Teachers and pupil support assistants lead on areas of improvement readily. They have successfully improved approaches to learning and teaching, creating consistency across the school and embedded approaches to outdoor learning and digital learning.
- In all lessons, the teachers share the purpose of the learning with learners. They discuss with learners how they know they will be successful. In most classes, teachers refer to this during the lesson to help learners reflect on their learning. In a few classes, teachers co-constructed success criteria with learners.
- Open-ended experiences are available to learners across Early Level, particularly outdoors and access to well thought-out experiences outdoors in Primary 1.
- The RCCT teacher uses the outdoor spaces well. This is observed through the school's quality assurance programme of shared classroom experiences and feedback from learners. Similarly, there is evidence of the allotment outdoor space being used well to support learners with additional needs and for supporting the application of learning outdoors.
- In almost all lessons, staff use digital tools and resources well to consolidate and enhance learner's learning and skills. For example, teachers use interactive whiteboards to support lessons. Across the school, learners use a variety of technologies with confidence, such as tablets and applications to support, consolidate and extend learning, as well as in supporting their independent learning and choice.

Next steps

- Across all stages, learners would benefit from developing a more differentiated approach to meet their individual needs rather than a whole class undertaking the same activity. Learners are ready to lead learning.
- There is scope to increase pace and challenge of learning to ensure it is set at the right level of difficulty for all learners. Learners are ready to take more responsibility for co-constructing success criteria with their teachers and in leading their own learning.
- As a team (including SLT) revisit your shared understanding of the key features of play pedagogy.
- Senior leaders are aware of learner's achievements however are not yet tracking consistently learner's participation in wider achievement experiences. This would help identify and support learners who may be at risk of missing out. As planned, staff should help learners to identify the skills and qualities they develop when participating in activities in and out of school. This will support learners to recognise and reflect on their achievements and progress.

Kind regards,

Gail Canning



Gail Canning
Headteacher