

Standards, Quality and Improvement Plan for Colinton Primary School



A school to be proud of!

Standards and Quality Report for session: 2015-2016

Improvement Plan for session: 2016-2017

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Standards and Quality Report

1. The school in context

Colinton Primary School is a school to be proud of!

Situated beneath the Pentland Hills and part of the Firrhill Cluster, the school catchment area includes Service Family Accommodation for the battalions based in Redford and Dreghorn Barracks. Around 80% of our children have a family member serving in the Armed Forces.

We have a transient school population and we currently have 188 pupils and 32 in our nursery. We have two P1 classes and one stream from P2 – 7. This year we have seen a significant number of civilian families moving in to our P1-3 classes.

2. School's self evaluation

1.1 Improvements in performance

Standards of attainment over time	Overall quality of learners' achievement	Impact of improvement plan
<p>At Colinton we are fostering a friendly and welcoming school community where staff, parents and pupils show care and respect.</p> <p>The majority of our learners have achieved the expected level and there has been a significant increase in our attainment levels at Primary 1. In 2015 29% of P1 were ES in Language, 29% were ES in Maths. In June 2016, 83% of P1 were deemed to be ES in language and 87% are ES in maths. This shift was confirmed by our PIM and YARC scores.</p> <p>This has been due to</p> <ul style="list-style-type: none">○ dialogue at staff meetings for about expectations of achieving a level,○ rigorous examination of summative assessment information and next steps clearly identified○ targeted intervention as soon as a need has been identified○ successful and close partnership working between the Primary 1 teachers <p>The involvement of parents has been overwhelmingly positive and has contributed to the increase in attainment levels in Primary 1. This has included</p> <ul style="list-style-type: none">○ P1 curriculum afternoon with a focus on practical activities to support literacy at home○ Parents seeing first hand how literacy is taught○ Each child using a magnetic board at home to support blending and segmenting○ Production of a 'how to use a magnetic board' guide for parents accompanied with practical workshops <p>In our evaluation from our P1 afternoon tea parents said</p>		

'I feel able to do my child's homework with them properly' 'it was lovely being in class and seeing what happens' 'I didn't know how to make the sounds or how to take them apart and put them back together and now I do'.

From P2 – P7 there has been an increased provision of targeted support where gaps in pupil learning have been identified.

Focused attainment and planning meetings between teachers and SMT at the beginning of the term ensured learners who required support were identified and staff were held accountable. This information came from NFER testing carried out at the beginning of the session and our tracking and monitoring system. Regular formative and summative assessment by class teachers contributed to the overall picture of our leavers' attainment.

Regular support for learning meetings, informed by liaison between teachers and support staff and attended by SMT, SFL and support staff funded by the MOD, have been fundamentally important in identifying children who are in need of extra help.

The following interventions were supported by the SFL team, MOD team and PSAs

- regular RWI sessions in Primary 3
- SEAL maths programme for children in P3-7
- timely assessments for new pupils
- literacy intervention
- social and emotional support including seasons for growth, TIP groups and playtime check ins
- Emotion Talks check ins

Other contributors to raising performance have included

- Expectations and achievements are promoted at weekly assemblies
- Success Criteria and Learning Intentions either written or oral, are refereed to and are on display for each lesson
- Daily VCOP imbedded
- Sharing expectations and achievements in our newsletters and termly class newsletters
- Children receive recognition for good work at a weekly Head Teacher's tea party
- Pupils and staff vote on a monthly Colinton Cup winner linked in with RRS
- Class assemblies where pupils 'show off' their work and achievements to family and peers

- Planned conversations with children to celebrate their achievements and discuss next steps in learning
- Children set targets three times a year and share them with their parents
- Pupil progress jotters available to track progress
- School golden book to record pupils who go the extra mile
- House system

In our early years our nursery staff contributes to a pilot focusing on imbedding key early years documents and practice outlined in the 'bundles'

- Up, up and away being used for targeted support
- Literacy and Numeracy trackers are being used consistently
- Use of talking tubs and floor books linked to group time

Our sharing classroom experience involved 'following a child' to gain an insight in to their learning experience. Two children from each class were identified and SMT observed, tracked and appraised their experience. All stakeholders were able to contribute and the main findings included

- Learning Intentions and Success Criteria were displayed in all classes
- Most children were able to articulate what they were learning and expected next steps
- The majority of children were engaged
- Children were working in pairs, small groups and individually
- Consideration needs to be given to ensuring children working in pairs are giving correct guidance to each other
- Differentiation required for some children
- Use of praise to motivate children and support their next steps

What are we going to do next?

- Whole school focus on mental maths strategies
- Self-evaluation by school community on pupil progress jotters and how we gather and share our latest and best
- Continue school book club on formative assessment strategies and attend cluster training
- Critical examination of assessments results and gaps in learning and support targeted

5. 2.1 - Learners' Experiences

Learners are motivated, eager participants in their learning.	Learners make good progress in their learning.	Learners know their views are sought and acted upon. They feel valued.	Learners feel safe, nurtured, healthy, achieving, active, included, respected.
<p>Our school is a welcoming school and pupils and their parents feel valued and involved particularly those who transition during the school year. New parents have commented on how friendly and positive their first interactions with the school have been.</p> <p>As a school we are working on creating a can do attitude and a positive learning climate across the school. Children are regularly working in pairs, reading partners and small groups as well as whole class and individual approaches. Staff participated in a whole school book club focussing on the culture and practice of formative assessment and a number of staff have been piloting the use of the chilli challenge, not there yet and new approaches to praising children. This will be a priority for our school and cluster next year.</p> <p>All staff participated in Emotion Talks training and material is being used in small groups for those children who need it most. The phrase what's happened along with restorative conversations are being used to support children to resolve friendship issues, particularly in the playground. There has been a visible increase in children accepting responsibility and being honest and, as we focus on the use of emotion talks in the classroom, we are anticipating children will become more empowered to resolve issues without guided adult intervention.</p> <p>Children have leadership roles within the school. 52% stood for pupil council election and we have children involved in fundraising group, RRS group, ECO committee and our pupil learning council. The groups have been involved in planning whole school fundraising events including our Pudsey Pounce and there has been a strong link between our parent council and our pupils. Children have designed, planned and organised activities for our Christmas Fair and Summer BBQ. Our ECO committee organised a changeworks assembly and our Knights of Rights having been visiting other schools and gathering ideas. Our pupil council were involved in recruiting class teachers. This involved training in the recruitment process, confidentiality and questioning. Ensuring allocated time is set aside to meet these groups and for each group to have an action plan will be a priority for next year.</p> <p>Our Buddy system is working well and there has been strong partnership between P1/7 and N/P6.</p>			

Pupils have had opportunities to be involved in the wider life of the school and in the local community and have included

- P6 and 7 attending the Remembrance Day service at Redford Barracks
- Our choir visiting Tesco and the Salvation Army
- Termly community clear ups
- Participation in the Greenspace Project
- Participation in a Fischy concert organised by the local church
- Penpals with children in Paris
- Interviews and songs on the British Forces Radio Station
- Working with volunteers from Aegon

Learners are making good progress in PE. Our children have participated in a wide range of cluster and citywide sporting activities and one of our P7s broke the Edinburgh High Jump record! We have also been delighted that this year children have been able to participate in swimming lessons at Bruntisfield Primary and at Merchiston Castle school. Funding from active schools provided the school with 7 new bikes and helmets to support our bikeability scheme.

The children in the nursery have a strong voice and influence over what they are learning and the early years staff are confident in responsive planning. The use of talking tubs and floorbooks is ensuring there is a solid link between forward planning and children's needs and interests and it is the intention to cascade this practice throughout the school.

There has been a focus on providing assemblies which have a clear message and are fostering a rights based language throughout the school. There is regular time for reflection assemblies presented by our local minister who has a strong and caring relationship with the school. Assemblies for parents have given children the opportunity to showcase their learning. Ensuring there is a balance between assemblies which foster positive behaviour, celebrate and reflect on Christian Festivals and opportunities to widen children's knowledge and promote enquiring minds by sharing information with a global focus.

Children have participated in a number of active school clubs and at their and their parents request we are hoping to provide more clubs which don't have sport as a focus. Providing opportunities which develop a range of skills and interests will be a focus for next year.

We secured funding for our Primary 7s to participate in Project Imagine. The children worked with two artists and in one week, scripted and performed a show reflecting on their experiences! The show was performed to parents as part of their end of year celebration.

We secured money from the MOD covenant fund for iPads. Staff are more confident at using a range of apps however our WiFi coverage is inadequate and is a source of frustration and needs to be a priority if children and staff are going to be able to use them to enhance learning.

Children were involved in reflecting on their learning experiences as part of their end of year report. A timed appointment with their teacher gave them an opportunity to reflect on what they are doing well and areas they need to improve on. We were delighted with the number of parent responses that were returned.

Children have been exposed to a number of plays and drama performances this year and we were delighted to have received funding to participate in the home is where the heart is production which discussed issues affecting children who have a parent serving in the armed forces. A number of children sought one to one sessions after the performance and the evaluations said 'I'm glad others feel this way' 'it's helped me know that what I feel is ok' and 'I know I have other friends who can help me'.

Promoting online safety was a significant area for our P6 and P7s and we responded by producing information for parents, involving the MOD police and our community police officer and speaking to children individually. Ensuring children feel safe online and act responsibly will be a focus for our upper school.

Our children are keen to talk about their learning and becoming confident at using peer and self assessment. It is recognised that when children are working in pairs, the success criteria needs to be explicit so that children can support one another. Developing pupil voice in success criteria and building up a range of assessment strategies for staff and children to use will be a focus for our learning and teaching next session.

What are we going to do next?

- as part of our reporting to parents, planned opportunities for teacher talk time
- in order to develop skills and interests, increase pupil involvement and pupil voice and provide opportunities for vertical working, replace Golden Time with Together Time

- increased opportunities for outdoor learning, learning for sustainability and participation in the greenspace project funded by the MOD covenant fund.
- Use of talking tubs and floorbooks shared during sharing good practice
- Focus on providing a variety of after school clubs to widen skills and interests

5.3 - Meeting Learning Needs

Tasks, activities and resources	Identification of learning needs	The roles of teachers and specialist staff	Meeting and implementing the requirements of legislation
<p>In all classes tasks, activities and resources are generally matched to learners' needs. There is generally a good pace of learning with the main focus being on raising attainment in literacy and numeracy. In order to respond to children most challenging there was a reallocation of resources. PSA, SFL and MOD funded support was retargeted and staff were supportive of ensuring a significant level of support went in to the early years and classes where children required a higher level of adult intervention. Timetables and groups were regularly reviewed in order to meet changing needs.</p> <p>Staff take a positive and proactive approach to ensuring any potential factors which might limit a child are identified and addressed. At SFL meetings the SFL team consisting of a member of SMT, SFL teacher and teachers and outreach workers funded by the MOD, discuss and realign support to where it is needed most. At weekly Pastoral Care meetings the needs of children and families, identified in wellbeing concern forms, are discussed and monitored and support is directed accordingly.</p> <p>There has been an increased focus on implementing GIRFEC procedures and ensuring that that specific needs are clearly identified and appropriately assessed in order to support needs in a timely way. High quality individual plans, including input from Social Work, our Educational Psychologist, CAHMS and ASL are in place to support children with significant issues. Our 'we're all in this together' and 'love list' discussions at staff meetings have ensured all staff have been able to contribute solutions to supporting staff, children and families.</p> <p>A range of support groups have been put in place to support children's social and emotional wellbeing. Pupils from P2, 4 and 7 participated in seasons for growth groups and our girls group, TIP groups and social skills groups have supported children across the school. A weekly family group, run alongside staff from Hailesland Early Years Centre has provided families with practical support including sessions from Sleep Scotland and play at home activities.</p> <p>Our tracking and monitoring meetings continue to offer dedicated opportunities to review and monitor the needs of individual learners. The main focus was on the lowest 20% however on reflection a number of children in some classes who were in the highest 10% had standardised scores of just over 100. A shift from focussing on the lowest 20% to looking at standardised scores under 100 is needed.</p>			

Children's work is reviewed by SMT and a clearer calendar of opportunities to review jotters and pupil progress jotters will ensure there is a picture of learning and teaching throughout the school.

Due to the nature of our catchment area timely assessment for new pupils is crucial in identifying gaps in learning. Teachers funded by the MOD assess children and support is targeted appropriately. A revamped transition programme including short films scripted and produced by children will inform part of our welcome pack.

All staff are clear about their responsibilities to protect children. A CAT session on the impact and effects of alcohol abuse, domestic violence and post traumatic stress disorder highlighted the level of distress some children can feel and refocused our attention on providing a secure, safe and loving environment for our children.

We have had a significant level of support from our EAL colleagues and have benefited from liaison meetings, interpreters, bi-lingual PSA support and targeted resources. One family commented that 'out time in Scotland has been unforgettable, our children have been cared for and we are forever thankful to Colinton and Scotland'.

SFL staff have been trained in the Circle document and the ASL team leader, SFL teacher and a class teacher have used it as a means of supporting children with ASN. Whole

What are we going to do next?

- all staff participate in Child Protection training and revisit our personal and school ethos
- refocus our tracking and monitoring meetings on standardised scores as well as bottom 20% and top 10%
- continue with regular SMT involvement in SFL meetings
- PSAs leading social and emotional groups including lego groups, PMP groups and TIP groups

5.9 Improvement through self-evaluation

Commitment to self-evaluation	Management of self-evaluation	School improvement
<p>We recognise that self evaluation is crucial if there is to be continuous improvement. There is a commitment to seeking out the views of our stakeholders and using the information to inform and amend planning as required.</p> <p>There have been a number of opportunities for children, staff and parents to reflect :-</p> <ul style="list-style-type: none"> - Targeting parents with a questionnaire at parent consultations ensured a high response rate. - A critical and honest reflection and self evaluation of our behaviour management using De Bono's thinking hats has led to a SQIP priority. - At PRD meetings and regular termly forward plan meetings staff plan appropriate CPD opportunities based on the needs of their class, their own personal interests and the SQIP priorities. - Sharing Good Practice meetings have allowed us to reflect on Big Writing Moderation, QIO visits and ICT - Fortnightly meetings with the Parent Council chair - CAT sessions evaluated positively - Ongoing self evaluation around practical issues, lunch hall, resources have been identified and swift action taken. - App of the month picollage used to record parent feedback, <p>Staff have been actively involved in moderating at a Cluster Level. At our Maths Cluster CAT led by our PT, teachers shared examples of achievement of significant aspects and had opportunities to engage in professional dialogue about achievement of a level. As a result the high school staff provided a booklet on teaching strategies for number and visited P6/7.</p> <p>Staff have been encouraged to have an outward focus and have visited other schools. Staff visited Castleview to look at behaviour management and ethos, Flora Stevenson's and Sciennes in order to gain an understanding of SEAL progression and our Early Years team visited Flora's, Oxfords and Tynecastle to reflect on early number work, outdoor learning and to share practice with cluster colleagues.</p> <p>In a recent Care Inspectorate report our Nursery Talk Time Thursday was highlighted as area of good practice. Early Years staff ask parents a question at drop off and based on the responses, plan appropriately. Questions have included the use of ICT at home, teeth brushing routines, diet and exercise and story telling.</p>		

The SMT are committed to developing leadership at all levels and are providing opportunities for all staff to plan, lead and implement on an area of interest in order to ensure continuous improvement. Staff have been allocated time to develop, SEAL, modern languages, Healthy Children Healthy Families and Rights Respecting Schools.

Teachers' planning is well established and staff evaluate their work regularly

- termly discussions between class teachers and SMT
- use of SALs to inform planning and the steps to success folder to record content
- daily, weekly and termly evaluations of termly plans
- liaison with SFL team
- evaluation of new comers/leavers and support requested where necessary

In order to support learning and teaching and extend our use of Success Criteria and Learning Intentions, CAT sessions have been used to form a staff book club. Using Shirley Clarke's book Outstanding Formative Assessment staff have engaged in professional reading, reflected on their current practice, shared ideas and as a result changed their approach in class. This will continue next session.

All staff participated in training on HGIOS 4 and ranked the indicators in order of importance. They will be the focus of our self evaluation meetings.

What are we going to do next?

- SQIP to be used as a working document which is regularly updated to reflect progress.
- Opportunities for all staff to look outward and share practice from other schools
- Use of HGIOS4 for self-evaluation meetings
- Use of critical friends system as a means of reflective dialogue

Improvement Plan

Key areas for school improvement

PRIORITY 1 Ethos of the School	QIs 6.3 5.1 1.1 1.2
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Priority: To improve behaviour

Outcomes:

- Fair and consistent behaviour management system
- Children are able to recognise emotions and body sensations and are in better position to self regulate and take responsibility for the consequences of their actions
- Staff have a range of strategies and supports and are confident in using them to promote positive behaviour
- Children feel valued and have a strong sense of belonging and identity with their peers
- Staff, parents and children are clear of expectations and consequences.
- Staff and children have boundaries and a clear reference for rewards and sanctions

Tasks	By Whom	Resources	Timescale	Progress/Impact
Develop a positive and fair behaviour management system that is understood and shared by children, parents and staff. In line with RRS principles, negotiate and agree a class charter and ensure that	Behaviour Management working group. Shared and used by all stakeholders. Class teachers Shared with PSAs	CAT session time CPD time Staff meeting time Class contact time Newsletter template	August 2016 August 2016 September 2016	

there are consistent links between the charter and the class behaviour management system.	Shared with parents in class newsletter			
Imbed the principles of restorative practice to resolve conflict.	SMT, PSAs, SFL team	PSA and SFL meetings		
Participate in high quality training on Better Relationships, Better Learning, Better Behaviour	All staff	Fiona Calder ASL team	August 2016	
Implement strategies shared from training, from our outward focus and from professional reading.	All staff	Inservice Day	Ongoing	
Professional dialogue about behaviour management strategies discussed at sharing good practice.		Sharing Good Practice		
Reinvigorate and launch current house system.	Behaviour Management Working Group	Time allocated for House Rewards	Aug/Sep 2016	
Develop a programme of Friday Together Time where children participate in pupil voice groups, skills based groups and co-operative play groups.	SFL team	Time allocated for together time		
	House Captains	Budget for House Rewards		
	Emotion Talks Working Group	Emotion Talks materials	October 2016	
Plan, implement and evaluate a programme of			tbc	
	SFL teach, PT, ASL to lead	ASL team leader		

<p>study based on the emotion talks materials.</p> <p>Participation in training on the CIRCLE document and supports and strategies used when appropriate.</p> <p>Develop opportunities for parents to play and stay and be involved in the life and ethos of the nursery.</p> <p>Imbed the use of up, up and away as a tool for assessing stages of development and affecting positive changes in children's behaviours.</p>	<p>All staff to participate in training</p> <p>Early Years Staff</p> <p>Early Years Staff</p>	<p>CAT time allocated</p> <p>SGP time allocated</p> <p>Play and Stay resources</p> <p>CPD courses</p> <p>Up, up and away</p>		
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PRIORITY 2 Play and Outdoor Learning

QIs 1.1 2.1 5.1

Priority

Enhance children's play and outdoor learning opportunities and promote a positive co-operative play atmosphere where children, staff and parents have a range of opportunities to be imaginative, work together and have fun!

Outcomes:

- Pupils will have opportunities to explore the curriculum in an outdoor setting
- Increased opportunities for civilian and army families to use outdoor space in a responsible way
- Children are equipped with values, attitudes and capabilities which enable them to make sound judgements

Tasks	By Whom	Resources	Timescale	Progress/Impact
Creation of a playground development working group.	Playground Development Group, parents, staff, pupils.	Meeting Time	Sep 2016	
Consultation with key stakeholders on playground experiences.	Playground Development Group	Consultation time	Oct – Nov 2016	
Careful observations of children's play.	PSAs, SMT, pupils	Playtime PSA meetings	Sep – Oct 2016	
Create opportunities for adults to facilitate new play experiences and enable children to become more independent.	Playground Development group	Together Time Volunteers		
Explore the development of loose parts play including	Playground Development Group	Loose Parts	Training tbc	

<p>visits to other schools, staff and pupil training and manageable resourcing.</p> <p>Ground enhancement and maintenance with children and parents.</p> <p>Participation in the Greenspace project funded by MOD covenant fund</p> <p>Planned programme of lessons for outdoor learning and sustainability</p> <p>Continue to build on our Eco Schools work ensuring that it is linked to our curriculum and is part of the ethos of the school.</p> <p>As part of the nursery relocation, plan and build a suitable outdoor space which incorporates free play, big play equipment and literacy and numeracy activities.</p>	<p>Garden Maintenance Co-ordinator</p> <p>SSO</p> <p>Pupils</p> <p>Greenspace Staff</p> <p>Outdoor Learning and sustainability co-ordinator</p> <p>Eco-Schools Co-ordinator</p> <p>Early Years Staff</p>	<p>CAT time</p> <p>Outdoor Learning Budget</p> <p>Volunteers from Army</p> <p>Greenspace staff</p> <p>Four outdoor areas</p> <p>Non-contact time</p> <p>CAT sessions</p> <p>Together Time</p> <p>External budget</p> <p>Literacy and Numeracy in the outdoors planners</p>	<p>ongoing</p>	
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PRIORITY 3 Learning and Teaching – Co-operative Learning

QIs 1.1 2,1 5.3 9.3

Priority to improve pupil learning experiences

Outcomes:

- Children develop skills to work in a team setting
- Students become increasingly responsible for their own and others learning and less dependent on the teacher
- Promote a more positive learning culture within the classroom
- Teachers are upskilled and have a widened knowledge of strategies and methodologies
- Collaborative behaviours are transferred and contribute to the wider ethos of the school
- Children know the rules of play and are able to share and take turns

Tasks	By Whom	Resources	Timescale	Progress/Impact
Creation of a co-operative learning working group	Staff team	Co-operative Learning Manuals		
Carry out an evaluation of the effectiveness of previous training and the impact on learning and teaching.	Working group	Development, CAT and CPD		
Whole school participation in co-operative learning training.	Led by working group			
Create a co-operative learning template to support to plan and impellent and evaluate lessons	Working group in consultation with staff			
Create a bank of co-operative learning activities	Working groups			

<p>which link to social studies topics</p> <p>Co-operative learning lessons incorporated into teachers' forward plans.</p> <p>Learning experiences shared and moderated during sharing class practice, sharing good practice sessions and with the pupil learning council.</p> <p>Co-operative learning lessons are shared in assembly and in newsletters</p> <p>Develop the use of lego club, playbox strategies and TIP strategies as a basis for introducing elements of co-operative working in the Early Years.</p>	<p>Teaching staff</p> <p>Teaching staff</p> <p>SMT</p> <p>Pupil Learning Council</p> <p>PSAs</p> <p>Early Years Staff</p>			
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PRIORITY 4 CURRICULUM - Maths

QIs 1.1 2,1 5,1 5.2 5.3

Priority Raise attainment in numeracy

- Outcomes: - Whole school mental maths focus
- Pupils will experience new and innovative approaches to maths and numeracy

Tasks	By Whom	Resources	Timescale	Progress/Impact
Increase in knowledge of SEAL number strategies through professional reading, shadowing and sharing at staff meetings.	Teaching staff			
Production of high quality SEAL resources	Working group			
Weekly mental maths strategy focus, launched at assemblies and taught daily in class/nursery.	Working group All staff responsibility			
Evidence of implementation of strategies during SCP.	SMT			
Opportunities for maths in the playground.	Working groups			
Opportunities for parents to learn about our maths programme of study.	Working group SFL team			
Practical maths homework week activities.	Working groups			

4. Cluster Improvement Plan

Priority 1 – Improvement in achievement and attainment,	Overall Responsibility	
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Outcome and impact for learners

Develop a **high quality inclusive learning and teaching approaches with increased ‘can do’ approach from children.**

Further develop effective approaches to moderation and a range of assessment techniques.

Learners having high aspirations

Tasks	By Whom	Resources	Timescale	Progress/Update
1. Cluster CAT session to develop understanding of Growth Mindset 2 nd or 9 th September. As possible date 2. Explore opportunities for sharing developments related to mindset / learning powers across the cluster eg through a cluster DHT / PT / CL network 3. Assessment coordinators audit the range of techniques implemented in individual schools prior to CAT session 4. Cluster CAT Session 2 – Approaches /	Shirley Clarke (or AN Other) Peter Cluster HT lead	<ul style="list-style-type: none"> Presenter costs shared proportionally amongst schools. 	Sept 2 nd or 9 th Sept 2016 April 2017	<ul style="list-style-type: none">

<p>Planning for assessment (Say, Make, Write, Do).</p> <p>30th Sept is possible date</p> <p>5. Collate and Share the range of assessment techniques across the cluster</p> <p>6. Evaluate progress in individual schools and across cluster.</p> <p>CAT Session 2 – Approaches / Planning for assessment (Say, Make, Write, Do)</p>		<ul style="list-style-type: none">• Presenter costs shared proportionally amongst schools.			
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Priority 2 – Cluster Priority 2 1+2 Mod Langs (Kathryn Howells to send IP page)	Overall Responsibility	QIs
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Outcome and impact for learners

Tasks	By Whom	Resources	Timescale	Progress/Update
Coordinator required for individual schools	Julie – Cluster Lead	Co-ordinators	asap	

Priority 3 - World of Work	Overall Responsibility	QIs
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Outcome and impact for learners

Children and young people understand the value of the skills they are acquiring.

Tasks	By Whom	Resources	Timescale	Progress/Update
P7 teacher coordinator from each primary to support planning of WOW event. To be identified by Ros Ranger– identified at first cluster meeting.	Ros Ranger CL Firrhill Primary Reps Jackie MacKenzie - Cluster lead		By 1 st cluster HT meeting	
Date of event TBC by Firrhill	Julie S		August 2016	
Develop a series of lessons to be developed and implemented across cluster related to WOW	Ros Ranger CL Firrhill Primary Reps Jackie MacKenzie - Cluster lead		By November 2016	
Evaluation of WOW skills	Cluster group / HTs		April 2017	

Summary of evaluations against key indicators (2016)

Evaluation key:

Level 6	Excellent	Outstanding or sector leading
Level 5	Very Good	Major strengths
Level 4	Good	Important strengths with areas for improvement
Level 3	Satisfactory	Strengths just outweigh weaknesses
Level 2	Weak	Important weaknesses
Level 1	Unsatisfactory	Major weaknesses

Primary School		Evaluation
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