

Standards, Quality and Improvement Plan

Colinton Primary School



Standards and Quality Report for session: 2016 - 2017

Improvement Plan for session: 2017 - 2018

Context Of The School

Colinton Primary School is situated beneath the Pentland Hills and is part of the Firrhill Cluster. The school catchment area includes Service Family Accommodation for the battalions based in Redford and Dreghorn Barracks. Around 75% of Colinton children have a family member serving in the Armed Forces. The school has good links with the Barracks and Edinburgh Garrison. The Head Teacher attends Garrison Welfare Meetings and the school hosts meetings for everyone around Edinburgh and Mid-Lothian who are working to Get It Right for Forces Families. The school receives some funding from the MoD which is used to support all children who are transitioning in and out of Colinton Primary School as well as supporting building resilience in all children through Play Therapy and other emotionally supportive activities.

During session 2016 – 2017 there have been significant staff changes. At the end of June 2016, the permanent Head Teacher took up a new post and the Acting Head Teacher, who had been covering her secondment to the Quality Improvement Team at City of Edinburgh Council continued in the Acting position until January 2017. In October 2016, the Principal Teacher took up a secondment as Depute Head in another school; an interim Acting Principal Teacher was appointed until Christmas. In January 2017, a new permanent Head Teacher was appointed and in February 2017 a new Acting Principal Teacher was appointed to cover the secondment until May 2018. In August 2017 there are 4 new permanent members of teaching staff joining the team, and 1 part-time temporary member of the teaching staff. A new Business Manager is also joining the staff team.

Our focus for session 2017 – 2018 is to establish the Curriculum Rationale including the Vision, Values and Aims of the school. As a staff team, we are going to be focused on raising attainment and achievement by striving to ensure the highest quality learning and teaching in all classes, increasing professional dialogue around planning; particularly across a level, engagement with Education Scotland Literacy and Numeracy Benchmarks and regular attainment and ASN meetings to ensure the needs of all pupils are being met and targeted interventions are planned and implemented appropriately.

School Priority 1: Ethos of the school

Priority

To improve children's behaviour

HGIOS 3 Identified Themes

1.1
2.1
5.1

Progress and impact:

A working group started to look at the school positive behaviour policy along with the Acting HT. A new policy was drawn up linked to CEC Better relationships, Better learning, Better behaviour.

The new policy needed further development as it was felt that it was still too complicated and had too many sanctions and rewards which were difficult to effectively put into practice. The children were also unsure of how the policy worked. The House System is too complicated and the children are not really sure of why they are in a House. It was agreed that a new, more succinct policy which could be easily shared with staff, parents and pupils – including new families to Colinton School would be a good policy to create and put in place.

Other points to note: Emotion Talks was delivered in some classes but not across all classes

Circle Document training was delivered but not everyone was given enough guidance to implement the document effectively

Next Steps:

- Review and amend current policy and put new policy in place from August 2017
- Share new policy with all staff, pupils and parents – link the policy to school vision, values and aims
- Continue to establish curriculum rationale, ensuring it is understood and shared with all who work, learn and are partners with the school
- Circle document training to be delivered by ASL leader and Educational Psychologist who both work closely with Colinton Primary School and know the context of the school
- Consider Emotion Talks training revisit for all staff

School Priority 2: Play and Outdoor Learning

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. Children are equipped with values, attitudes and capabilities which enable them to make sound judgements

Provide opportunities for children to explore the curriculum in an outdoor setting

Increased opportunities for civilian and army families to use outdoor space in a responsible way

HGIOS 3 QIs/Identified Themes

1.1

2.1

5.1

Progress and impact:

Outdoor learning was delivered as a discrete subject by a peripatetic teacher who left prior to Christmas. Due to a range of factors, this is an area which has not been continued. A pupil outdoor learning / playground group was established, however, again due to several factors this has not been able to fulfil its remit. The member of staff responsible for the ECO group left and this remit wasn't able to be continued by her colleagues.

The current nursery arrangement provides challenges for outdoor play and learning

Next Steps:

- Outdoor learning will be an area of focus in the new learning and teaching policy for all staff and pupils to be involved in
- Creating and delivering an IDL programme which incorporates progressive and stimulating outdoor learning
- Pupil groups – ECO, Rights Respecting, Playground, etc to ensure play and outdoor learning are a feature of their plan for session 2017 - 2018
- P1 classroom to provide planned opportunities which are focused around a play based learning environment – closer working across the Early Level

School Priority 3: Curriculum

Priority

To improve pupil learning experiences through a range of approaches; eg developing team working, children taking responsibility for their own learning, promoting a more positive learning culture within their classroom, collaborative behaviours which contribute to the wider life of the school

HGIOS3 QIs/Identified Themes

1.1

2.1

5.3

9.3

Progress and impact:

Collaborative learning was a key feature of this priority; however this has not been taught or used as an approach to learning consistently across the school

Lego Therapy has been delivered effectively to some pupils by PSAs who are trained in this approach

Next Steps:

- Create and embed the new learning and teaching policy with a focus on collaborative approaches – use peer support to ensure all classes are accessing learning using collaborative approaches
- Continue to embed Lego Therapy as well as extending Play Boxes and reintroduce TIP groups – these strategies will help to support collaborative learning for individual pupils who need additional support to work effectively alongside their peers
-
-

School Priority 4: Curriculum - Maths

Priority

To raise attainment in numeracy through a whole school focus on mental maths and providing new and innovative approaches to maths and numeracy

HGIOS 3 QIs Identified Themes

1.1

2.1

5.1

5.2

5.3

Progress and impact:

This area of the improvement plan hasn't been developed due to a range of factors; including - no time was allocated in the working time agreement and the 2 key members of staff have gone onto new posts.

Next Steps:

- Numeracy co-ordinator appointed and will be given one day out of class per week funded by PEF and MoD monies
- New planning formats to be implemented and evaluated
- SCE focus on numeracy / maths / SEAL (Jan – April 2018)
- Regular attainment discussions with SMT and sfl to ensure targeted interventions for children who require support with maths
- Opportunities to shadow colleagues in Colinton and (other schools) to learn from each other and engage in professional dialogue

Self Evaluation 2016 – 2017

	Quality Indicator	School Self – Evaluation 2016 - 17	Inspection Evaluation (If during 2016-17)
	What is our capacity for continuous improvement?		
1.3	Leadership Of Change	3	
2.3	Learning, Teaching And Assessment	2	
3.1	Ensuring Wellbeing, Equity And Inclusion	3	
3.2	Raising Attainment And Achievement	2	
	School's chosen QI		
	School's chosen QI		

2016 – 2020 School Self Evaluation/Plan for QI Engagement

QI		2016 - 2017	2017 – 2018	2018 – 2019	2019 – 2020	Comments
1.1	Self-Evaluation for Self-Improvement		√			New SLT with a focus on self-eval
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		√			Literacy & numeracy curriculum to be streamlined
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					

Key Areas For School Improvement

NIF Priority 1 – Improvement In Attainment, Particularly In Literacy And Numeracy.	QIs/Themes 1.1 Analysis And Evaluation Of Intelligence And Data 2.3 Effective Use Of Assessment 2.3 Planning, Tracking And Monitoring 3.2 Attainment In Literacy And Numeracy
---	--

Priority 1a	To raise attainment in numeracy	Overall Responsibility	Acting PT – Alison McCarlie	
Outcomes	There will be improved attainment in numeracy at Early, 1 st and 2 nd level			
Tasks	By Whom	Resources	Time	Impact/ Progress
<ul style="list-style-type: none"> Development of numeracy curriculum including evaluation / implementation of planning documents <p>To support this fully: current resources to be streamlined and new resources to be purchased / created in order to ensure active engagement and collaborative opportunities</p>	<ul style="list-style-type: none"> Mhairi Anderson (Numeracy co-ordinator) Acting PT All staff pupils 	<ul style="list-style-type: none"> Meetings Pupil view questionnaires 	<ul style="list-style-type: none"> 1 day per week numeracy co-ordinator released from class (MoD / PEF funded teacher to cover) Half day August and January inset 3 x CAT sessions Level meetings to discuss maths planning and progression 	<ul style="list-style-type: none"> SEAL co-ordinator - Ciara O’Leary SEAL resources have been produced to assist teachers with planning and implementation SEAL grids – resources have been added which will further aid planning and implementation and help to ensure progression <p>Numeracy and maths Co ordinator– Mhairi Anderson</p> <ul style="list-style-type: none">

<ul style="list-style-type: none"> • SCE – numeracy focus 	<ul style="list-style-type: none"> • All staff 	<ul style="list-style-type: none"> • Cover 1 day (Jan – March) 	<ul style="list-style-type: none"> • 1 hour professional dialogue to agree focus • 1 day SCE 	<ul style="list-style-type: none"> • Not able to be implemented due to staff changes – carry on into 2018-2019
<ul style="list-style-type: none"> • Engagement with numeracy benchmarks including shared understanding of how to evidence progress and achievement 	<ul style="list-style-type: none"> • Mhairi Anderson (Numeracy coordinator) • All staff • Parents and pupils 	<ul style="list-style-type: none"> • Professional dialogue • Learner achievement jotters • Holistic assessments 	<ul style="list-style-type: none"> • 1 x intro CAT session • 1 x follow-up session • 1 hour level team meetings per term 	<ul style="list-style-type: none"> • Continued engagement with the benchmarks – link to holistic assessment
<ul style="list-style-type: none"> • Analysis of data to inform teacher professional judgement – hard data eg standardised assessments, CFE levels, ongoing class assessments, etc 	<ul style="list-style-type: none"> • All staff 	<ul style="list-style-type: none"> • Data analysis training • Planning meetings / assessment meetings / ASN meetings 	<ul style="list-style-type: none"> • (included in 1 hour noted in literacy overview) • Individual meetings with CT, sfl and SLT to inform next steps (4 x 1 hour) 	<ul style="list-style-type: none"> • Attainment meetings have been held 2 x per year • Attainment tracker is accessible to all staff on shared drive – input session has been implemented – further discussion required
<ul style="list-style-type: none"> • Continued engagement with HGIOS 4 2.3 Learning, Teaching and Assessment 	<ul style="list-style-type: none"> • All staff, parents and pupils 	<ul style="list-style-type: none"> • Professional dialogue to evaluate new Learning, Teaching & Assessment policy 	<ul style="list-style-type: none"> • 1 x CAT session • Professional dialogue during level team meetings 	<ul style="list-style-type: none"> • Policy evaluated and discussed during CAT sessions – used to inform SCE • Further engagement with HGIOS 4, 2.3 planned for all staff

Priority 1a	To raise attainment in literacy	Overall Responsibility	HT – Sonja Brown	
Outcomes	There will be improved attainment in Literacy at Early,1st and 2nd level			
Tasks	By Whom	Resources	Time	Impact/ Progress
<ul style="list-style-type: none"> • Development of literacy curriculum including evaluation / implementation of planning documents • Ongoing professional reflection 	Kyley Hood (Literacy co-ordinator) HT All staff Pupils	<ul style="list-style-type: none"> • Meetings • Pupil view questionnaires 	<ul style="list-style-type: none"> • 1 day per week literacy co-ordinator released from class (PEF / MoD funded teacher to cover) • Half day August & October Inset • 3 x CAT sessions • 	<ul style="list-style-type: none"> • Streamlined literacy resources to help ensure consistent progression across all levels • Literacy policy created – to be shared with staff August 2018 • Progress was hampered due to a range of circumstances – priority to continue next session •
<ul style="list-style-type: none"> • SCE – literacy focus 	<ul style="list-style-type: none"> • All staff 	<ul style="list-style-type: none"> • Cover 1 day (Oct – Dec) 	<ul style="list-style-type: none"> • 1 hour professional dialogue to agree focus (curric devel) • 1 day SCE • 	<ul style="list-style-type: none"> • To be implemented 2018 – 2019 due to staff changes and other factors
<ul style="list-style-type: none"> • Engagement with Literacy benchmarks including shared understanding of how to evidence progress and achievement 	<ul style="list-style-type: none"> • Kyley Hood • All staff • Parents and pupils 	<ul style="list-style-type: none"> • Professional dialogue • Learner Achievement jotters • Holistic assessments 	1 x intro CAT session 1 x follow-up CAT session 1 hour holistic assessment development in levels per term (curric development time)	<ul style="list-style-type: none"> • Ongoing engagement and level team discussions • Holistic assessments to be discussed with all staff • Use of Learner Achievement jotters to be discussed

<ul style="list-style-type: none"> • Analysis of data to inform teacher professional judgement - hard data eg, standardised assessments, CFE levels, ongoing class assessments, etc 	<ul style="list-style-type: none"> • All staff 	<ul style="list-style-type: none"> • Data analysis training • Planning meetings / Assessment meetings / ASN meeting 	<ul style="list-style-type: none"> • 1 x 1 hour August Inset • Individual meetings with CT, sfl and SLT to inform next steps (4 x 1 hour) 	<ul style="list-style-type: none"> • Tracker is now on shared drive and accessible to all staff • Some training has been implemented but further training around analysis and use of data is required • Planning and attainment / tracking meetings have been implemented
<ul style="list-style-type: none"> • Continued engagement with HGIOS 4 2.3 Learning, Teaching and Assessment 	<ul style="list-style-type: none"> • All staff, parents and pupils 	<ul style="list-style-type: none"> • Professional dialogue to evaluate new Learning, Teaching & Assessment policy 	<ul style="list-style-type: none"> • 1 x CAT session • Professional dialogue during level team meetings 	<ul style="list-style-type: none"> • Needs further engagement and professional dialogue

NIF Priority 2 – Closing The Attainment Gap Between The Most And Least Disadvantaged Children	QIs/Themes 1.5 Management Of Resources And Environment For Learning 2.5 Engaging Families In Learning 3.2 Equity For All Learners
--	---

Priority 2a:	Reduce the attainment and achievement gap for our school	Overall Responsibility	HT – Sonja Brown	
Outcomes:	All staff will be aware of what the attainment and achievement gap looks like. Stakeholders are aware of Equity Funding allocation and how it will be used in 2017 – 18 Staff use a wide range of performance information to reduce the attainment and achievement gap.			
Tasks	By Whom	Resources	Time	Impact/ Progress
<ul style="list-style-type: none"> Identify the gap for each year group. 	<ul style="list-style-type: none"> All Staff 	<ul style="list-style-type: none"> CEC analysis, Seemis levels and data tracking meetings All staff to be aware of SIMD levels in their class 	<ul style="list-style-type: none"> August 2017 	<ul style="list-style-type: none"> Staff are more aware of attainment and progress of pupils in their class
<ul style="list-style-type: none"> Share information with all staff. 	<ul style="list-style-type: none"> SLT All staff 	<ul style="list-style-type: none"> In service day & data tracking meetings 	<ul style="list-style-type: none"> 4 x 1 hour per block 	<ul style="list-style-type: none"> Completed but to continue next session
<ul style="list-style-type: none"> CTs to discuss names of pupils in their classes for targeted intervention. 	<ul style="list-style-type: none"> CTs and sfl team 	<ul style="list-style-type: none"> 4 x Attainment and ASN meetings 1 x per block 	<ul style="list-style-type: none"> August, Oct, Jan, April 2017 - 2018 	<ul style="list-style-type: none"> Completed but to continue next session
<ul style="list-style-type: none"> Engagement with HGIOS 4 3.2 Raising Attainment and Achievement 	<ul style="list-style-type: none"> All staff, parents and pupils 	HGIOS 4 3.2 challenge questions and	<ul style="list-style-type: none"> August 2017 	<ul style="list-style-type: none"> Not done – carried onto session 2018
<ul style="list-style-type: none"> Parental engagement to be reviewed / 	<ul style="list-style-type: none"> Identified staff SFL teacher to lead 	<ul style="list-style-type: none"> Meeting time 	<ul style="list-style-type: none"> SFL teacher to co-ordinate 	<ul style="list-style-type: none"> Some RWI parent meetings took place – needs to be further

<p>strategies to be put in place to engage families in learning/ target group of parents to be invited to workshop.</p>			<p>parents' information sessions for all pupils accessing sfl programmes</p>	<p>embedded as an area of good practice on a more frequent basis</p>
<ul style="list-style-type: none"> • PSA training to be planned and implemented to meet the needs of specific learners • Particular note – children with IEPs 	<ul style="list-style-type: none"> • HT and SFL teacher 	<ul style="list-style-type: none"> • Weekly PSA meetings with sfl teacher to discuss programmes and strategies for individual pupils 	<ul style="list-style-type: none"> • SFL teacher to plan and co-ordinate programmes for PSAs to support individuals 	<ul style="list-style-type: none"> • Not implemented <p>Session 2018 – 2019, PT to be responsible for SFL and Getting It Right and PSA training and roles for individual pupils</p>

NIF Priority 3 Improvement In Children And Young People’s Health And Wellbeing	QIs/Themes 1.1 Self-evaluation for self-improvement 1.2 Children and young people leading learning 2.2 Curriculum rationale and design 3.1 Ensuring wellbeing, equality & inclusion 3.2 Raising attainment and achievement
---	--

Priority 3a:	To meet the needs of all learners by providing safe, stimulating learning environments which challenge and support all pupils	Overall Responsibility	Head Teacher	
Outcomes:	Children will know themselves as learners and be able to set learning targets; know how to learn and how to overcome situations where learning is challenging			
Tasks	By Whom	Resources	Time	Impact/ Progress
<ul style="list-style-type: none"> Focus on Building Resilience for all pupils 	<ul style="list-style-type: none"> HT, Acting PT, CTs, PSAs and pupils 	CEC Building Resilience Assembly resource Emotion Talks Resource Training from Molly Page – CEC H&WB Team? MoD funded Play Therapist (2 x half days per week)	<ul style="list-style-type: none"> Staff meeting updates Poss - 1 x CAT session	<ul style="list-style-type: none"> Building Resilience resource was implemented for a short time but to ensure change of mindset and progression it was decided to stop using the resource until next session when Assembly will not form part of RCCT Play Therapist – very successful – trying to continue role without MoD funding Growth Mindset training was implemented by Sonia Grant – very well received by all staff. Louise Hill to take on lead and create progressive programme

				for all levels. Next step to engage parents
<ul style="list-style-type: none"> To create inclusive classrooms which meet the needs of all learners 	<ul style="list-style-type: none"> Educational Psychologist, ASL Team Leader and all staff 	<ul style="list-style-type: none"> Circle document SCE Focus (Aug – Dec) 	<ul style="list-style-type: none"> 1 x CAT session (25.8.17) 1 x staff meeting to agree SCE focus 	<ul style="list-style-type: none"> Session implemented by Ed Psych team Focus for SCE in Aug – Dec – needs to be revisited to ensure it is further embedded
<ul style="list-style-type: none"> To implement and evaluate new Positive Relations Policy Continue to embed vision, values and aims and curriculum rationale 	<ul style="list-style-type: none"> All staff, pupils and parents Led by Rights Respecting Group 	<ul style="list-style-type: none"> New policy – including focused Golden Time which is planned & provides approp challenge & interest Rights Respecting Articles Parent Information leaflet Assembly focus 	<p>1 hour Inset day Aug 2017</p> <p>1 x staff meeting per term to share updates on new policy and curriculum rationale</p>	<ul style="list-style-type: none">
<ul style="list-style-type: none"> Ensure all child protection training is up to date particularly for all new members of staff 	<ul style="list-style-type: none"> HT 	<ul style="list-style-type: none"> CP Training led by CEC 	<p>1 x 2.5 hour session</p>	<ul style="list-style-type: none"> ongoing

<ul style="list-style-type: none"> • To take part in the Visual Support Project 	<ul style="list-style-type: none"> • Visual support project team • All staff 	<ul style="list-style-type: none"> • Training led by Visual Support Team 	<p>1 x 1.5 hour Oct Inset 1 x per term discussion updates at level team meetings</p>	<ul style="list-style-type: none"> • Ongoing – Caroline Moir is leading on this – time to remind staff about the resource and ensure all labels throughout school are in line with the project requirements
<ul style="list-style-type: none"> • Encourage all pupils to participate in free After School club activities 	<ul style="list-style-type: none"> • All staff 	<ul style="list-style-type: none"> • 	<p>8 hours per annum from WTA by each CT</p>	<ul style="list-style-type: none"> • Not implemented

NIF Priority 4 – Improvement In Employability Skills And Sustained, Positive School Leaver Destinations For All Young People

QIs/Themes

Blue

2.2 Curriculum – skills for learning, life and work

3.3 Creativity and Employability – increasing employability skills; Digital Literacy; Creativity skills

Priority 4	To support pupils to focus on a range of significant skills for learning, life and work as they move through their learning pathways. To be able to apply their skills in a range of contexts, including in unfamiliar settings.		Overall Responsibility	
Outcomes	Pupils will experience a range of learning opportunities which allow for progression in skills and knowledge and be supported to transfer these skills across the curriculum			
Tasks	By Whom	Resources	Time	Impact/ Progress
<ul style="list-style-type: none"> To engage alongside the school community in a range of learning activities to Celebrate the 50th anniversary of Colinton Primary School including the schools involvement with Forces children 	<ul style="list-style-type: none"> All staff, pupils and parents Parent Council 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Staff meeting Parent Council meetings 	<ul style="list-style-type: none"> Not implemented

<ul style="list-style-type: none"> • IDL – bundling of Es & Os to ensure clear, flexible learning pathways for all learners. 	<ul style="list-style-type: none"> • All staff provide good opportunities for children and young people to develop and apply skills for learning, life and work in motivating contexts for learning 	<ul style="list-style-type: none"> • Education Scotland - Benchmarks 	<ul style="list-style-type: none"> • Half day Inset – January 2018 	<ul style="list-style-type: none"> • New planners have been created for all levels which ensure progression – evaluate programme in January 2019 – programme will have been in place for around 1 year at this time.
<ul style="list-style-type: none"> • World of Work 	<ul style="list-style-type: none"> • All staff, but particular focus on 2nd level classes working with Firrhill High School 	<ul style="list-style-type: none"> • 		<ul style="list-style-type: none"> • Needs a greater focus during session 2018 - 2019
<ul style="list-style-type: none"> • Focus on digital technologies by creating a programme of skill development throughout the school – including online safety 	<ul style="list-style-type: none"> • All staff 	<ul style="list-style-type: none"> • Technologies benchmarks • 	<ul style="list-style-type: none"> • Alison McCarlie 	<ul style="list-style-type: none"> • Programme has been created and will require evaluating in January 2019 • Online safety requires further input to staff and pupils