

# Standards, Quality and Improvement Plan

## *Colinton Primary School*



Standards and Quality Report for session: 2017 - 2018

Improvement Plan for session: 2018 - 2019

## **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. Currently around 65% of Colinton children have a family member serving in the Armed Forces, leading to a very transient population. The school has good links with the Barracks and Edinburgh Garrison. The Head Teacher attends Edinburgh Garrison Welfare Meetings and the school hosts meetings for professionals from a range of services around Edinburgh and Mid-Lothian, who are working to Get It Right for Forces Families. The school received some funding from the MoD Education Support Fund which is used to support all children who are transitioning in and out of Colinton Primary School. We also use these monies to help build resilience through interventions such as Play Therapy and other emotionally supportive activities.

During session 2017 – 2018 there have been significant staff changes, particularly to the Senior Leadership Team. In January 2018, the Acting Principal Teacher left to take up position as DHT in another school. A replacement Acting Principal Teacher was subsequently appointed and took up position in March 2018. Three new permanent 1.0 class teachers, 1 x 0.5 permanent class teacher and 1 temporary 0.5 class teacher joined the staff in August 2017. The newly recruited business manager left in December 2017 and a replacement appointed to start in February 2018.

Our focus for session 2018 – 2019 is to continue to establish the Curriculum Rationale and embed our Vision and Values. 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. We will do this by increasing professional dialogue around planning; particularly across a level, greater 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 1a: To raise attainment in numeracy

### NIF Priority 1 – Improvement In Attainment, Particularly In Literacy And Numeracy.

NIF Driver

Assessment of children's progress

#### 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

#### Progress and impact:

- Through greater engagement with the benchmarks, a new planning overview and continued professional dialogue around the importance of a consistent approach to the teaching of maths and numeracy; we were able to achieve improved attainment in numeracy in most classes
- A greater understanding and implementation of SEAL progression in most classes
- Use of soft start to revise and consolidate prior knowledge in numeracy in most classes
- Increased time in classrooms for the teaching of maths and numeracy in all classes
- Set up Colinton Attainment tracker to collate all information around each pupil and through regular professional dialogue discuss this information with all class teachers to plan appropriate next steps for each pupil
- Mrs Moir (Nursery Teacher) and Miss Mitchell (Primary 1/ Acting PT) attended the Firrhill Cluster Early Year's session, developing a deeper understanding of pedagogy and schema, and staying up to date with local priorities and initiatives.
- 

#### Next Steps:

- Increased opportunities for pupil voice in talking about their learning in maths and numeracy
- Further development of numeracy curriculum including more focused professional dialogue with level team colleagues and SLT
- Further engagement with numeracy benchmarks and increased use of moderation to ensure progression through a level and across the school
- SEAL co-ordinator to complete organisation of SEAL resources and share SEAL expertise with all staff to help ensure greater understanding of SEAL and SEAL progression

- Develop a more consistent approach to Learner Progress Jotters which will develop pupil voice
- Maths policy to be created through consultation with pupils, parents and staff
- PSA and EYP training in SEAL and Numicon
- Greater focus on mental agility and introduction of “Colinton Counts”
- More consistent use of soft start to revise and consolidate prior learning or introduce new maths concepts through games and challenges

### School Priority 1b: To raise attainment in literacy

#### NIF Priority 1 – Improvement In Attainment, Particularly In Literacy And Numeracy.

NIF Driver

Assessment of children’s progress

#### 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

#### Progress and impact:

- Through greater engagement with the benchmarks, a new planning overview and continued professional dialogue around the importance of a consistent approach to the teaching of literacy; we are improving attainment in literacy in most classes
- More consistent approach to the teaching of reading in most classes with a focus on a “reading week”
- Improved attainment in reading in most classes
- Use of soft start to revise and consolidate prior knowledge in literacy in most classes
- Greater understanding of the benefits to the children’s learning of a consistent approach in all areas of literacy across the school by all teachers
- Mrs Moir (Nursery Teacher) and Miss Mitchell (Primary 1/ Acting PT) attended the cluster early years session, developing a deeper understanding of pedagogy and schema, and staying up to date with local priorities and initiatives.

### Next Steps:

- Increased opportunities for pupil voice in talking about their learning in literacy
- Further development of literacy curriculum including more focused professional dialogue with level team colleagues and SLT
- Revisit how we teach reading, spelling and handwriting to ensure consistency
- Further engagement with literacy benchmarks and greater understanding of moderation techniques to ensure progression through a level and across the school
- Develop a more consistent approach to the Learner Progress Jotters which will develop pupil voice
- Literacy policy to be created through consultation with pupils, parents and staff
- PSA training in RWI, Fresh Start, phonics – led by Sfl team
- Development of Writing curriculum which ensures progress and consistency across the school – HT and literacy co-ordinator to attend James Clements training

## School Priority 2: Reduce the attainment and achievement gap in our school

NIF Priority - Closing the attainment gap between the most and least disadvantaged children and young people.

### QIs/Identified Themes

- 3.1 Raising attainment and achievement
- 3.2 Equity for all learners

### Progress and impact:

- Through termly ASN and attainment meetings with support for learning teacher and SLT, all teachers are becoming more aware of how to raise attainment of the pupils in their classes and strategies to support
- Target groups received Read, Write Inc intervention from sfl teacher – most children made progress against the standardised assessments
- With the teacher employed through MoD Education Support Fund, a “transition in” programme has been established and implemented to gather hard and soft data for new pupils who arrive during the academic

session. All parents appreciated our transition procedures as a way of helping their children settle. Most children enjoyed sharing their experiences through the transition booklets and 1:1 conversations.

- A “transition out” programme was also established (which helped the children move on to their new school with increased confidence)
- Transition out bespoke questionnaire was compiled by HT, MoD funded teacher and Communities Engagement Officer at CEC

**Next steps**

- Continue with termly ASN / attainment meetings to ensure children are on track and to plan appropriate interventions with sfl team and PSAs
- Professional dialogue with class teachers around the attainment of each individual pupil through analysis of the data collected in whole school tracker including SIMD levels, Forces pupils, length of time each child has been at Colinton, etc. This analysis will help to support greater understanding about each individual pupil and factors which may be affecting their progress in learning
- Continue with transition-in booklets to gather “soft” data and help build relationships with pupils and parents
- Sfl team to ensure transition–out questionnaire and booklets are completed by all parents / children when they leave Colinton

**School Priority 3: To meet the needs of all learners by providing safe, stimulating learning environments which challenge and support all pupils**

NIF Priority 3: Improvement In Children And Young People’s Health And Wellbeing

**HGIOS3 QIs/Identified 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

### Progress and impact:

- Growth Mindset Training was undertaken by all members of staff and evaluated positively by everyone
- Resources to help build resilience and support developing a growth mindset were purchased for all staff.
- Specific lessons to introduce the children to this concept were implemented in most classes.
- A growth mindset pupil group was set up and enjoyed by the pupils involved.
- All classrooms were set up using the CIRCLE document and evaluated using the relevant scales
- All teachers and EYPs took part in shared classroom experience to evaluate the inclusive classrooms and establish next steps
- Most pupils were involved in the design of their classroom following the purchase of new furniture
- New Positive Relations policy has been positively evaluated by all staff
- Our Vision and Values have been discussed and agreed by all staff
- A play therapist funded by MoD ESF has helped to support individuals who are experiencing unsettling times due to parental deployment or other personal upsets.
- Nursery staff attended the updated CEC training for 'Up, up and away'
- Using the 'Up, Up and away' documentation in conjunction with environmental toolkit staff have redeveloped the nursery environment
- The parent council funded new nursery shoe bags
- During the year nursery parents were surveyed about their desire to introduce an optional sweatshirt to the nursery. 100% of parents who responded said they would like to have the option to buy a jumper. In partnership with our learners, we decided on the colour red, creating a new identity for nursery pupils.

### Next Steps:

- All staff, pupils and parents to be involved in helping to build resilience through consistent progressive learning experiences delivered through CEC Building Resilience resource and other approaches
- Continue to embed the Growth Mindset strategies which were begun during session 2017 – 2018 with all staff, pupils and parents -
- All teachers to plan Health and Well-being learning experiences using new CEC H&WB planners to help ensure consistency and progression
- Consult pupils and parents about our vision and values and establish school aim and curriculum rationale

- Continue to embed visual support project, positive relations policy and Circle document inclusive classroom scales
- Play Therapist to continue in school, more rigorous pre-therapy referral and post-therapy evaluation system to be put in place
- Amend Positive Relations Policy in light of GDPR
- All staff to undertake CEC 1 in 5 Poverty training and from this, devise a way forward to ensure engagement with all stakeholders and develop an increased understanding and awareness of children who may be living in poverty within our school community

**School 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.**

<p><u>NIF Priority 4</u>  <b>Improvement In Employability Skills And Sustained, Positive School Leaver Destinations For All Young People</b></p>	<p><u>QIs / Themes</u>  <b>2.2 Curriculum – skills for learning, life and work</b>  <b>3.3 Creativity and Employability – increasing employability skills; Digital Literacy; Creativity skills</b></p>
--	--

Progress and impact:

- New IDL planners have been created through engagement with all teaching staff. These planners ensure progression as well as flexible learning pathways for all learners.
- All P7 pupils undertook STEM learning at Edinburgh College and attended World of Work events at Firrhill High School – both events were evaluated positively by the pupils.
- P6 Cluster French café event at Firrhill High School for pupils and parents was well received
- German GET student worked with children in P5, P6 & P7
- Pupil groups were set up for each child from P2 – P7. From staff and pupil evaluations a new approach to the pupil groups is required. Pupil council and staff to consult on this.

- During the session 2017-18, the early level team (nursery and P1) created a transition programme for moving from nursery to primary 1. This programme was very successful in creating a smooth transition to the next stage. The children worked well with their P6 buddies, fostering the values of the school. The pupils were enthusiastic to work with the primary 1 class and explore the wider context of the school.
- Level transition project planned with outcomes across early level in a progressive manner
- Buddy system re-introduced, including buddy training to better support the children in primary 1
- A series of sessions in primary 1 with their primary 1 buddy
- Parent open morning and information session

#### Next Steps:

- Evaluate IDL planners in January 2019 – the planners will have been in use for 1 year at this point and decide on next steps – particular focus on skills
- CEC new digital learning and teaching strategy to be discussed with staff
- To engage more consistently with 1 + 2 languages, All classes from P2/3 will receive 50 minutes French input through RCCT, time to be made available for RCCT teacher to meet with nursery, P1 and p2 teachers to ensure the same approach across the whole school. Also time at staff meetings for Mhairi to share with staff the focus for the next block to help embed the language within the school
- Establishing new pupil voice groups in consultation with the children which will lead and develop the wider life of the school
- P7 are undertaking a Virgin Money Enterprise Project to grow their money
- P7 are learning about leadership roles throughout the school and completing application forms and interviews

## Self Evaluation 2017 – 2018

	Quality Indicator	School Self – Evaluation 2017 - 18	Inspection Evaluation (If during 2017-18)	Nursery Self – Evaluation 2017 - 18	Inspection Evaluation (If during 2017-18)
	What is our capacity for continuous improvement?				
1.3	Leadership Of Change	3			
2.3	Learning, Teaching And Assessment	3			
3.1	Ensuring Wellbeing, Equity And Inclusion	3			
3.2	Raising Attainment And Achievement	3			
2.2	Curriculum	3			
1.1	Self-evaluation for self-improvement	3			

### **Statement of Impact of Pupil Equity Fund/Exceptional Spend:**

For session 2017-18, the Pupil Equity Fund has totalled £4800. As a school we used this to fund a teacher for 0.1 of a week to raise attainment in maths by developing a more consistent approach across the school. We used the remainder of the money to pay for Quality Mark assessment for each member of staff.



## Key Areas For School Improvement

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					
<b>1.3</b>	<b>Leadership of Change</b>	√	√	√	√	
1.4	Leadership and Management of Staff					
1.5	Management of Resources To Promote Equity					
	<b>Leadership And Management Overall</b>					
2.1	Safeguarding and Child Protection					
2.2	Curriculum		√	*		Literacy & numeracy curriculum to be streamlined
<b>2.3</b>	<b>Learning, Teaching and Assessment</b>	√	√	√	√	
2.4	Personalised Support					
2.5	Family Learning					
2.6	Transitions					
2.7	Partnerships			*		
	<b>Learning Provision Overall</b>					
<b>3.1</b>	<b>Ensuring Wellbeing, Equality and Inclusion</b>	√	√	√	√	
<b>3.2</b>	<b>Raising Attainment and Achievement</b>	√	√	√	√	
3.3	Increasing Creativity and Employability					
	<b>Successes and Achievements Overall</b>					

## 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	Principal Teacher – David Morrison	
Outcomes	<p>There will be a progressive numeracy plan in place which helps to ensure smooth transition from SEAL to mathematics when appropriate to each pupil</p> <p>There will be improved attainment in numeracy, particularly at <i>first level</i></p> <p>All staff will have a shared understanding of the numeracy benchmarks and how this supports the learning, teaching and assessment for the pupils in their class</p>			
Tasks	By Whom	Resources	Time	Impact/ Progress
<ul style="list-style-type: none"> <li>• Further development of numeracy curriculum including implementation of new maths planning documents</li> <li>• Maths policy to be created</li> <li>• All staff engagement with SEAL resources and planners</li> <li>• PSA &amp; EYP training in SEAL and Numicon</li> <li>• Seek the views of pupils, parents and staff</li> </ul>	<ul style="list-style-type: none"> <li>• All staff</li> <li>• Mhairi Anderson (Numeracy co-ordinator)</li> <li>• Ciara O’Leary (SEAL co-ordinator)</li> <li>• David Morrison &amp; Melissa Mitchell</li> <li>• David and Mhairi</li> </ul>	<ul style="list-style-type: none"> <li>• New maths resources to trial, CEC benchmarks, SEAL grids</li> </ul> <p>PSA Meetings &amp; nursery meetings</p> <ul style="list-style-type: none"> <li>• Pupil view questionnaires</li> </ul>	<ul style="list-style-type: none"> <li>• 1 hour August Inset day</li> <li>• 1 x half day January Inset</li> <li>• Level team meetings to discuss maths planning and progression</li> </ul>	

<p>around maths and maths curriculum</p> <ul style="list-style-type: none"> <li>• Open Afternoon – February 2019 – mental maths (Colinton Counts and SEAL focus)</li> </ul>		<ul style="list-style-type: none"> <li>• Staff and parent questionnaires</li> </ul>	<p>Open Afternoon 6.2.19</p>	
<ul style="list-style-type: none"> <li>• SCE – numeracy focus</li> </ul>	<ul style="list-style-type: none"> <li>• All staff</li> </ul>	<ul style="list-style-type: none"> <li>• Cover 1 day (Jan – March)</li> </ul>	<ul style="list-style-type: none"> <li>• 1 hour professional dialogue to agree focus</li> <li>• 1 day SCE</li> <li>• 1 hour feedback meeting</li> </ul>	
<ul style="list-style-type: none"> <li>• Engagement with numeracy benchmarks including shared understanding of how to evidence progress and achievement</li> </ul>	<ul style="list-style-type: none"> <li>• Mhairi Anderson (Numeracy coordinator)</li> <li>• All staff</li> <li>• Parents and pupils</li> </ul>	<ul style="list-style-type: none"> <li>• Professional dialogue</li> <li>• Learner achievement jotters</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Planning discussions, level team meetings</li> </ul>	
<ul style="list-style-type: none"> <li>• Analysis of data to inform teacher professional judgement – hard data eg standardised assessments, CFE levels, ongoing class assessments, etc</li> </ul>	<ul style="list-style-type: none"> <li>• All staff</li> </ul>	<ul style="list-style-type: none"> <li>• Data analysis training</li> <li>• Planning meetings / assessment meetings / ASN meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Individual meetings with CT, sfl and SLT to inform next steps (4 x 1 hour)</li> </ul>	
<ul style="list-style-type: none"> <li>• Continued engagement with HGIOS 4 2.3 Learning, Teaching and Assessment</li> </ul>	<ul style="list-style-type: none"> <li>• All staff, parents and pupils</li> </ul>	<ul style="list-style-type: none"> <li>• Professional dialogue to evaluate new Learning,</li> </ul>	<ul style="list-style-type: none"> <li>• Overview – Aug Inset day</li> <li>• 1 x half day October Inset</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>

		Teaching & Assessment policy	<ul style="list-style-type: none"> <li>• Revisit during each CAT session</li> <li>• Professional dialogue at LTMs</li> </ul>	
--	--	------------------------------	--	--

<b>Priority 1a</b>	<b>To raise attainment in literacy</b>		<b>Overall Responsibility</b>	<b>HT – Sonja Brown</b>
<b>Outcomes</b>	<b>There will be improved attainment in writing, reading and spelling across all levels</b>			
<b>Tasks</b>	<b>By Whom</b>	<b>Resources</b>	<b>Time</b>	<b>Impact/ Progress</b>
Further development of literacy curriculum and completion of literacy policy	Kyley Hood (Literacy co-ordinator) HT All staff Pupils	<ul style="list-style-type: none"> <li>• Meetings</li> <li>• Pupil view questionnaires</li> </ul>	<ul style="list-style-type: none"> <li>• 1 hour August</li> <li>• 1 x half day Oct INset</li> </ul>	•
<ul style="list-style-type: none"> <li>• SCE – literacy focus</li> </ul>	<ul style="list-style-type: none"> <li>• All staff</li> </ul>	<ul style="list-style-type: none"> <li>• Cover 1 day (Oct – Dec)</li> </ul>	<ul style="list-style-type: none"> <li>• 1 hour professional dialogue to agree focus</li> <li>• 1 day SCE</li> <li>• 1 hour feedback meeting</li> </ul>	•
<ul style="list-style-type: none"> <li>• Engagement with Literacy benchmarks including shared understanding of how to evidence progress and achievement</li> </ul>	<ul style="list-style-type: none"> <li>• Kyley Hood</li> <li>• All staff</li> <li>• Parents and pupils</li> </ul>	<ul style="list-style-type: none"> <li>• Professional dialogue</li> <li>• Learner Achievement jotters</li> <li>• Moderation</li> </ul>	Part of Cluster Plan and 2 x CAT sessions	•

<ul style="list-style-type: none"> <li>• Analysis of data to inform teacher professional judgement - hard data eg, standardised assessments, CFE levels, ongoing class assessments, etc</li> </ul>	<ul style="list-style-type: none"> <li>• All staff</li> </ul>	<ul style="list-style-type: none"> <li>• Data analysis training</li> <li>• Planning meetings / Assessment meetings / ASN meeting</li> </ul>	<ul style="list-style-type: none"> <li>• Individual meetings with CT, Sfl team and SLT to inform next steps (4 x 1 hour)</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
<ul style="list-style-type: none"> <li>• Continued engagement with HGIOS 4 2.3 Learning, Teaching and Assessment</li> </ul>	<ul style="list-style-type: none"> <li>• All staff, parents and pupils</li> </ul>	<ul style="list-style-type: none"> <li>• Professional dialogue to evaluate new Learning, Teaching &amp; Assessment policy</li> </ul>	<ul style="list-style-type: none"> <li>• Professional dialogue during level team meetings &amp; CAT sessions</li> <li>• 1 x half day October Inset</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>

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

Priority 2:	Reduce the attainment and achievement gap for our school	Overall Responsibility	PT – David Morrison	
Outcomes:	<i>All staff will be aware of what the attainment and achievement gap looks like.</i> <i>Stakeholders are aware of Pupil Equity Funding allocation and how it will be used in 2018 – 19</i> <i>Staff use a wide range of performance information to reduce the attainment and achievement gap</i>			
Tasks	By Whom	Resources	Time	Impact/ Progress
<ul style="list-style-type: none"> <li>Identify the gap in literacy and numeracy for each year group</li> <li>Share information with all staff</li> <li>CT &amp; Sfl team to know pupils who require targeted intervention and plan appropriate strategies</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Sfl Team – David Morrison (PT) and <b>Lois (0.2 FTE)</b></li> <li><b>Lois will work as part of the SFL team to raise attainment in literacy and numeracy across the 1st level</b></li> <li>All staff</li> <li>CTs and Sfl team</li> </ul>	<ul style="list-style-type: none"> <li><b>PEF funding (0.2 fte)</b></li> <li>Seemis levels, Colinton tracker and data tracking meetings</li> <li>All staff to be aware of SIMD levels in their class</li> <li>4 x Attainment and ASN meetings 1 x per block</li> </ul>	<ul style="list-style-type: none"> <li>August / September 2018</li> <li>August, Oct, Jan, April 2018 – 2019 (4 x 1 hour)</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
<ul style="list-style-type: none"> <li>Engagement with HGIOS 4 3.2 Raising Attainment and Achievement</li> </ul>	<ul style="list-style-type: none"> <li>Led by PT &amp; sfl team</li> <li>All staff, parents and pupils</li> </ul>	HGIOS 4 3.2 challenge questions and	<ul style="list-style-type: none"> <li>Open Afternoon May 2019</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
<ul style="list-style-type: none"> <li>Parental engagement to be reviewed, and</li> </ul>	<ul style="list-style-type: none"> <li>SFL team to lead with CT, PSA &amp; pupils</li> </ul>	<ul style="list-style-type: none"> <li>Meeting time</li> </ul>	<ul style="list-style-type: none"> <li>PT to co-ordinate</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>

<p>strategies to be put in place to engage families in learning</p> <ul style="list-style-type: none"> <li>• Invite parents to workshops</li> </ul>			<p>parents' information sessions for all pupils accessing sfl programmes</p>	
<ul style="list-style-type: none"> <li>• PSA training to be planned and implemented to meet the needs of specific learners</li> <li>• Particular note – children with IEPs, Health Care Plans</li> </ul>	<ul style="list-style-type: none"> <li>• Sfl team</li> </ul> <p>David and Melissa</p>	<ul style="list-style-type: none"> <li>• Fortnightly PSA meetings with sfl team to discuss programmes and strategies for individual pupils</li> </ul>	<ul style="list-style-type: none"> <li>• Sfl team teacher to plan and co-ordinate programmes for PSAs to support individuals</li> <li>• Melissa, Acting PT, to oversee Health Care Plans and meet with parents and health team</li> </ul>	

**NIF Priority 3  
Improvement In Children And Young People's Health And Wellbeing**

**QIs/Themes**

- 1.2 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 3:	To meet the needs of all learners by providing safe, stimulating learning environments which challenge and support all pupils	Overall Responsibility	HT Sonja Brown	
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"> <li>• Greater focus on pupil voice and how we can support our children to contribute to their learning and to the wider life of the school</li> </ul>	<ul style="list-style-type: none"> <li>• HT</li> <li>• All staff</li> <li>• Pupils</li> <li>• Parents</li> </ul>	<p>Education Scotland – learner participation document</p> <p>Professional dialogue around pupil voice</p>	<p>1 x 2 hour CAT session</p> <p>Open Afternoon September 2019</p> <p>1x 1 hour Level team meetings</p> <p>Shared classroom experience – focus on learning, teaching &amp;</p>	<ul style="list-style-type: none"> <li>•</li> </ul>

			assessment and pupil voice	
<ul style="list-style-type: none"> <li>• Begin to plan and implement progressive programmes for all areas of H&amp;WB</li> </ul>	<ul style="list-style-type: none"> <li>• Acting PT – Melissa Mitchell &amp; all staff</li> </ul>	New draft CEC H&WB planners	Input on Inset day 1 x CAT session <i>LTM</i> s	<ul style="list-style-type: none"> <li>•</li> </ul>
Focus on Building Resilience and developing positive mindset for all pupils and parents	<ul style="list-style-type: none"> <li>• SLT &amp; Louise Hill</li> <li>• Lynsey Robinson (ASL co-ordinator)</li> <li>• Sonia Grant (Mindset UK)</li> <li>• Claire Poole</li> </ul>	<p>Growth Mindset – Teacher's Starter Toolkit &amp; EYP Toolkit</p> <p>CEC Building Resilience Assembly resource</p> <p>Emotion Talks Resource</p> <p>Play Therapist (2x half days per week)</p>	2 x 1 hour CAT sessions Input from Sonia Grant (Jan Inset day?)	<ul style="list-style-type: none"> <li>•</li> </ul>
<ul style="list-style-type: none"> <li>• To continue to create inclusive classrooms which meet the needs of all learners</li> </ul>	<ul style="list-style-type: none"> <li>• Educational Psychologist, ASL coordinator all staff</li> </ul>	<ul style="list-style-type: none"> <li>• Circle document</li> </ul>	<ul style="list-style-type: none"> <li>• 1 x 2 hour CAT session</li> <li>• (1 hour circle and 1 hour Visual support project)</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>

<ul style="list-style-type: none"> <li>• To continue to implement and evaluate new Positive Relations Policy</li> <li>• Continue to embed vision, values and aims and curriculum rationale</li> </ul>	<ul style="list-style-type: none"> <li>• All staff, pupils and parents</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• New policy – including focused Golden Time which is planned &amp; provides approp challenge &amp; interest</li> <li>• Rights Respecting Articles</li> <li>• Parent Information leaflet</li> <li>• Assembly focus</li> </ul>	<p>Establish Curriculum Rationale (Oct inset - pm)</p>	<ul style="list-style-type: none"> <li>•</li> </ul>
<ul style="list-style-type: none"> <li>• Ensure all child protection training is up to date particularly for all new members of staff</li> </ul>	<ul style="list-style-type: none"> <li>• HT</li> </ul>	<ul style="list-style-type: none"> <li>• CP Training led by CEC</li> </ul>	<p>1 x 2.5 hour session where required</p>	<ul style="list-style-type: none"> <li>•</li> </ul>
<ul style="list-style-type: none"> <li>• Continue to label whole school and classrooms using streamlined VSP resources</li> </ul>	<ul style="list-style-type: none"> <li>• Visual support project team</li> <li>• All staff</li> </ul>	<ul style="list-style-type: none"> <li>• Training led by Visual Support Team &amp; supported by Caroline Moir</li> </ul>	<p>Input during Aug Inset 1 x 1 hour CAT session</p>	<ul style="list-style-type: none"> <li>•</li> </ul>
<ul style="list-style-type: none"> <li>• Encourage all pupils to participate in After School club activities</li> </ul>	<ul style="list-style-type: none"> <li>• All staff</li> </ul>	<ul style="list-style-type: none"> <li>• Active Schools leaflets on website</li> <li>• Taster sessions</li> <li>• Invite Active schools coordinator to assemblies</li> <li>• After school activities at Barracks</li> </ul>		<ul style="list-style-type: none"> <li>•</li> </ul>

**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	David Morrison Principal Teacher	
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"> <li>IDL – bundling of Es &amp; Os to ensure clear, flexible learning pathways for all learners – continue to use new bundles</li> </ul>	<ul style="list-style-type: none"> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>Education Scotland - Benchmarks</li> </ul>	<ul style="list-style-type: none"> <li>Review bundles 1 x 2 hour CAT session</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
<ul style="list-style-type: none"> <li>Greater engagement with 1 + 2 modern languages</li> </ul>	<ul style="list-style-type: none"> <li>Mhairi to deliver RCCT French (P2/3 to P7)</li> <li>German GET student to work with P5 – P7</li> <li>Standing item on staff meeting agenda to share the focus</li> </ul>	<ul style="list-style-type: none"> <li>Firrhill Cluster French planners</li> </ul>	<ul style="list-style-type: none"> <li>1 x 50 mins per week for P2/3 to P7</li> <li>Liaison with nursery, P1 &amp; P2 staff to ensure consistent approach</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>

			GET student Jan - June	
<ul style="list-style-type: none"> <li>• Focus on digital technologies by creating a programme of skill development throughout the school – including online safety</li> <li>• Engagement with CEC digital teaching and learning strategy</li> </ul>	<ul style="list-style-type: none"> <li>• All staff</li> </ul>	<ul style="list-style-type: none"> <li>• Technologies benchmarks</li> </ul> <p>CEC digital learning strategy</p>	<ul style="list-style-type: none"> <li>• 1 x 2 hour CAT session</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
<ul style="list-style-type: none"> <li>• Pupil Voice groups to be re-established following consultation with pupil council and staff</li> </ul>	<ul style="list-style-type: none"> <li>• Pupil council meeting and staff meetings</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
<ul style="list-style-type: none"> <li>• P7 focus on leadership roles</li> <li>• P7 Enterprise project</li> </ul>	<ul style="list-style-type: none"> <li>• Katie Wright P7 teacher</li> </ul>	<p>Virgin Money resources on how to grow your money.</p>	<p>Staff meeting to feedback on progress P7 children to share their learning at Assemblies and other opportunities</p>	<ul style="list-style-type: none"> <li>•</li> </ul>

