

Standards, Quality and Improvement Plan for Corstorphine Primary School



Standards and Quality Report for session: 2016 - 2017

Improvement Plan for session: 2017 - 2018

Our Vision

At Corstorphine Primary School we will put the needs of our children and families first.

We will create a climate where staff feel empowered to make a difference for every child, enabling them to achieve their maximum potential and developing a secure understanding of their unique skills and qualities and ability to impact positively on the world.

We will endeavor to work steadily towards achieving excellence in all aspects of our work whilst recognising the need to set manageable and realistic goals.

Our Values

We will promote the following values in all of our actions:

- **CARE**
- **FAIRNESS**
- **HARD WORK**
- **HONESTY**
- **RESPECT**
- **TRUST**

By doing so we will encourage all of our children to become empathetic and responsible citizens who have respect both for themselves and for others.

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Standards and Quality Report

1. The school in context

Corstorphine Primary is a non-denominational primary school originally founded near to the current site in 1646 by the first Lord Forrester. It serves a catchment area in the west of the city with the majority of housing in the area being owner-occupied. The school can accommodate 19 classes, primary 1 – 7 and a Nursery class. The current roll is 557 plus a 50/50 place Nursery. We also have 14 support staff working in the school. There are currently three classes at P1, P2 and two at P3 with a P3/4 composite class and two P4 classes, three classes at P5 and 6 and two classes at P7. We have a pupil : teacher ratio of 28 : 1. The Senior Leadership Team is relatively new The Acting Head Teacher was appointed in September and has no teaching commitment. There are two Depute Head Teachers one was appointed last April and the other was appointed in June, both DHTs have a teaching commitment of 0.2FTE. There two principal teachers, as well as a visiting teacher of physical education. Instrumental brass, strings and woodwind tuition is available for older pupils. We have a SfL allocation of 1.4FTE but for the first part of the year we had a staff absence for 0.6FTE which impacted negatively on pupil progress.

Over this session the school has been subject to a number of building works; there is currently a new nursery being built, there is an extension to the lantern hall and the playground is being renovated. All works will be complete by August 2017.

School Priority 1: To deliver a curriculum which improves attainment in literacy and numeracy for all learners

NIF Priority

Improvement in attainment, particularly in literacy and numeracy

NIF Driver

Assessment of children’s progress
 School Leadership
 Teacher Professionalism
 Assessment of Children’s Progress
 School Improvement

HGIOS4/HGIOELC QIs/Identified Themes

- 1.1 Analysis and evaluation of intelligence and data
- 1.2 Children and young people leading learning
- 1.3 Strategic planning for continuous improvement
- 2.3 Quality of teaching
- 2.3 Effective use of assessment
- 2.3 Planning, tracking and monitoring
- 3.2 Attainment in literacy and numeracy
- 3.2 Attainment over time

Progress and impact:

Assessment and Attainment

- **Numeracy**

In P1 almost all of our learners have achieved early level.

In P4 most of our learners have achieved first level. In P7 most of our learners have achieved second level. All of our scores in numeracy are higher than the city average.

- **Literacy**

In P1 almost all of our learners have achieved early level. The YARC assessment shows that most have achieved a score of 112 or higher.

In P4 most of our learners have achieved first level. In P7 most of our learners have achieved second level. Most of our scores have improved from the previous year. All of our scores in literacy are higher than the city average.

School Policy and Procedure

- Progression Pathways and Benchmark Overviews – positive feedback about the colour coded Benchmarks Overviews. Staff given opportunity to explore new benchmarks during assessment and moderation sessions. Staff found discussions with colleagues helpful and felt more confident when making judgements about levels.
- Maths Policy provides comprehensive guide to learning and teaching of maths within the school and provides examples of how to structure a maths lesson to ensure high quality teaching. Pupils reflect and evaluate their progress with their learning targets and identify next steps.
- Tracking sheets used by teachers to track progress and ensure smooth transition. Tracking sheets enable teachers to target pupil academic needs, profiles allow for more individual approaches to assessment whilst also enabling the celebration of personal achievements.

- Profiles have encouraged teachers to consider assessment timings and styles. Teachers use a variety of assessments to decide upon levels for children.
- Able learners are given opportunities to be challenged.

Interventions

- Read, write inc was implemented in P2 last year and the majority of the children's standardised test scores have increased. A number of children are now back in class working within the reading groups.
- Most of pupils who received Fresh Start last year saw an increase in their standardised scores.
- SEAL strategies are used from nursery to P7 and this has had a positive impact on standardised scores throughout the stages.
- We have targeted SEAL support at individual children in all classes from the lower to middle range and staff also received training on assessment and teaching of SEAL.
- Staff confidence in assigning levels has increased and this is a result of a number of moderation activities.
- Staff engagement with NIF self-evaluation which led into the SQIP and associated CRACI groups.
- We have had two PSAs trained in Read, Write, Inc who now support pupil groups.
- We had two PSAs trained in the literacy and dyslexia programme.
- All PSAs are trained in SEAL and support pupil groups.
- All PSAs are trained in Emotion Talks and support pupils with their social communication.
- A PSA is trained in Talk ad move and support pupils with their social communication.
- All staff have received ASD training and are more confident in using the associated strategies.

Training

- Problem Solving CAT was linked to Growth Mindset which was useful and provided ideas for staff for promoting a positive ethos, and perseverance when things are challenging. Suggestion of linking problem solving with daily mental maths sessions.
- Staff found the maths in context pupil journey useful, and helpful in making robust links in annual planning. Further suggestion to explore further IDL links. Some staff are still to complete in term 4. This provides open ended opportunities for pupils to apply their learning and extend higher order thinking skills. This provided links with life and work and employability skills. P4 and 7 contexts are linked to enterprise. Helps pupils to relate what they are learning in maths to real life and what they may want to do in the future.
- QAMSO and Assessment and Moderation – several members of staff have been involved in creating and gathering evidence for QAMSO. This has increased understanding of the evidence required to achieve a level and the creation and moderation of holistic assessments.
- Staff are given ownership to lead and distributed leadership encouraged in the leading of initiatives.
- Staff have received Autism training and visual timetables are used effectively.
- PTA purchased a large number of reading books which have had a really positive impact on increasing pupils' enjoyment of reading. Organising of reading books into levels has made it easier to identify and select books for groups.

Pupil Voice

- Children involved in citizenship role to move the school forward. Children have a say in their next steps and in deciding how they can improve
- World of Work week encouraged children to have high aspirations and think about the future.

- JASS and other opportunities to take part in school community.
- Pupil council involved surveying pupil opinions.

Partnerships

- Learners need are discussed with Support for Learning and a range of performance data used. Record of those who need support created and updated. Evaluations are shared with teaching staff and groups are adjusted regularly to ensure that appropriate support is being provided. Helps to close the attainment gap and work around barriers to learning.
- Parent workshops worked to engage and communicate and work with parents. Parents wanted a clear progression fact file of the phases with games and websites they can use at home to support their child. Parent booklet updated and cover sheet created and this will be shared on the school website.
- We have a clear and shared vision, values and strategic plan.
- Staff and SLT involved in drop ins sessions to gather ideas and share good practice.
- Good communication between Support for Learning and teachers in regards to those who need support. Staff work collaboratively to identify and support children that require additional support using information from a variety of sources. Staff using CIRCLE resource to support referrals.
- Good connections with Craigmount High School.
- PTA purchased a large number of reading books which have had a really positive impact on increasing pupils' enjoyment of reading. Organising of reading books into levels has made it easier to identify and select books for groups.

Next Steps:

- Continue to roll out action research training session
- Big writing evaluation
- Moderation opportunities
- Review forward planning – incorporate Benchmarks and constantly streamline. Needs to be more cohesive.
- Create links with profiles and holistic assessments
- Use new benchmarks for Literacy and Numeracy
- Develop Maths in Context next session.
- Aifl fully embedded in classroom practice.

School Priority 2: To meet the needs of all learners through a rigorous approach to tracking and monitoring

NIF Priority

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

NIF Driver

Performance Information

School Leadership

Parental Engagement

Assessment of Children’s Progress

Parental Engagement

School Improvement

HGIOS4/HGIOELC QIs/Identified Themes

1.3 Developing a shared vision, values and aims relevant to the school and its community

2.3 Quality of teaching

2.4 Targeted & universal support

2.4 Removal of potential barriers to learning

3.2 Equity for all learners

3.2 Attainment over time

Progress and impact:

Communication and Tracking (identifying the gap)

- Forward plan discussions take place each term with a focus on learner outcomes. Vulnerable children are identified and support allocated where appropriate.
- Data collected from discussions with staff and tracking and monitoring systems is used effectively by the SLT.

Targeted Interventions/ Training

- A number of interventions are in place such as RWI groups, Fresh Start and SEAL to support learning and teaching for identified pupils. Resources are accessible for all.
- Regular Child Planning Meetings using the GIRFEC approach, along with close working with partnership agencies, ensure that the needs of learners are met.
- Planned drop-in sessions were open to all PSA’s with the Educational Psychologist and EAL Teacher to further their knowledge of strategies for working with pupils with additional support needs.
- Children are well supported with their emotional wellbeing and Circle of friends, Seasons for Growth, Emotion Talks and TIP groups are used effectively to support identified children. Children are showing more confidence when talking about rights and wrongs using the correct terminology.
- A staged approach is used for managing behaviour and specific strategies are in place to support individual pupils.
- ‘Star Pupils’ are celebrated at weekly Gather Rounds. Growth Mindset awards also promote and celebrate the achievements of identified pupils on a termly basis. Photographs and evidence of wider achievements are kept in a folder.

1 in 5

- 1in5 training materials have been well received by all staff and were introduced during a CAT session. Attention has been given to the sensitive nature of these materials. Good quality dialogue has taken place and the materials have been thought provoking but not overly emotive.
- Staff have developed a much clearer understanding of the school's socio-economic and cultural context linked to the 1in5 and equality agenda.
- The 1in5 agenda was used as the initial driver, however following dialogue with other schools, the RRSA will now be used as the driver in moving the CRACI group forward.
- ParentPay has been introduced and poses great opportunities for addressing the 'cost of the school year'. The 1in5 agenda has been taken into account when costing trips.

Profiles

- Pupil profiles have been developed throughout the session and have helped to increase communication with both pupils and parents.
- The profiles provide good opportunities to engage the pupils in reflecting on their own learning. They are now aware of their strengths and next steps. Targets are set on a termly basis.
- There has been a clear focus on assessment as part of the planning process and evidence is placed in pupil profiles on a termly basis. A variety of assessment pieces are gathered throughout the year.
- Pupil profiles are sent home and both parents and pupils are fully involved in evaluating targets at the end of every term.
- All class teachers assess pupils using tracking sheets and these are used to inform discussions with the SLT.

Next Steps:

- To monitor and close the poverty related attainment gap
- To increase family support
- To use feedback from staff from end of year evaluations to make small modifications to the profiling process and then embed into practice.
- To use a new reporting format linked with profiling.
- To interrogate data further and use it as an effective tool to identify and create change.

School Priority 3: To improve the overall health and wellbeing of all pupils

NIF Priority

Improvement in children and young people’s health and wellbeing

NIF Driver

School Leadership
Our Priorities
Parental Engagement
School Improvement

HGIOS4/HGIOELC QIs/Identified Themes

- 1.1 Ensuring impact on learners’ successes and achievements
- 1.2 Children and young people leading learning
- 1.3 Strategic planning for continuous improvement
- 2.1 Arrangements to ensure wellbeing
- 2.4 Targeted & universal support
- 2.3 Planning, tracking and monitoring
- 3.1 Wellbeing

Progress and impact:

Ethos

- All staff consistently have high expectations.
- Rights Respecting School links with school values to build and support school ethos.
- School rules and values are displayed and promoted. Gather Rounds linked to values.
- Children aware of their rights and can discuss them related to Interdisciplinary topics.
- Shared vocabulary of Growth Mindset used across school.
- Class charters used in line with positive behaviour policy.
- Much stronger pupil voice through Pupil Council, One Planet Groups.
- Shows/Performances are used to promote creativity and achievement ie Christmas cracker, eco-fair.
- House Points system/ Respect Points to reward and encourage learners.
- Spiritual reflection sessions that link with school values.
- Children involved in leadership roles across school.
- Inclusive strategies are put in place to support all pupils
- Children feel safe and are secure. Use of ‘Bubble Box’ in class to facilitate discussion with staff and to share worries or concerns. Children can speak to staff and staff are always open to listening to problems.
- Staff are aware of importance of respect and making children feel safe and secure.

PE

- PE – new resources have been purchased by the PTA and have been well used.

- PE resources have been organised and labelled to make them more easily accessible for all. Some resources have also been relocated to the Lantern Hall for classes to use there.
- Progress to create PE planners has been delayed due to change of staff at cluster level and to take account of city wide developments
- New city wide planners are currently being developed and a staff representative has been appointed to liaise with the PE lead.
- Organisation of resources and significant aspects displays have been positively received by staff.

Resources/ Training/ Activities

- Pupil Health and Wellbeing questionnaire has been analysed and gives a baseline before starting Building Resilience.
- Bounceback has is being cross referenced with new Building Resilience resources
- Health and Wellbeing webs are used in class at the start of each term to identify and support any concerns.
- Better Movers, Better Thinkers had positive feedback.
- Work begun on Food Technology and Active Schools vouchers have been collected to purchase equipment for the new teaching kitchen.
- Outdoor learning CAT to investigate the local environment and promote outdoor learning experiences.
- Use of Health and Wellbeing indicators to raise any issues.
- Welfare concern form used by staff to record any concerns.
- Some topics in upper school tackle diversity and equality in depth.
- RME is beginning to approach multi-faith issues
- Incident log is used by class teachers and SLT to record information.
- Development of playground, use of park for PE lessons and lunch time and introduction of playground games equipment and leaders.
- Rights Respecting Schools One Planet Group to raise profile of articles.

Next Steps:

- New positive behaviour policy to be evaluated. Whole school CAT on Ethos.
- Building Resilience resource to be launched at start of session 2017-2018 and shared among nursery, parents and new staff.
- Explore the possibility of funding for Food Technology – ‘Food for Thought’ funding application form (towards end of year 2).
- Future development – guidelines for use of Project Play space.
- More emphasis on staff health and well-being – Health and Wellbeing morning arranged for start of session.
- Staff to complete equality and diversity training in order to be more aware of legislation relating to Equality Act.
- Celebrate diversity – provide opportunities for children who are not involved in religious observance.
- Health and Wellbeing survey will be used to evaluate the impact of Building Resilience programme.
- To develop Active Travel to school in conjunction with the JRSOs and Parent Council
- To ensure that every child at Corstorphine Primary enjoys all aspects of their school dinners

School Priority 4: To improve the employability skills of our pupils and prepare them for the world of work

NIF Priority

Improvement in employability skills and sustained, positive school leaver destinations for all young people

NIF Driver

School Leadership
Parental Engagement
School Improvement

HGIOS4/HGIOELC QIs/Identified Themes

- 1.1 Analysis and evaluation of intelligence and data
- 1.3 Strategic planning for continuous improvement
- 2.2 Skills for learning, life and work
- 2.3 Quality of teaching
- 2.6 Collaborative planning and delivery
- 3.3 Increasing employability skills

Progress and impact:

World of Work Week

- The World of Work Week was a big success. It went smoothly and the number of volunteers was just right. There was a great range of occupations and the list of possible activities proved useful for staff. Feedback from parents was very positive, with most saying that they would consider taking part in future events.
- Volunteers suggested that they would possibly like longer periods of time with the children, with the groups being of a consistent sizes and groups to move on altogether. The parents liked the chance to meet and speak to the children and were impressed with the questions they asked.
- World of Work Week introduced lots of new faces from the wider community, with links being made that could be taken forward. The CRACI group were a little disappointed with the response from local businesses, but appreciate that it is more challenging for smaller businesses.
- World of Work Week gave pupils opportunities to talk about how learning links to outside of school and also to their future.
- Good variety of stalls for the Career Fair, well organised and a good set of displays to use with classes.
- Staff agreed that the World of Work Week helped to teach skills and an awareness of lifelong learning.
- List of the activities given out to staff were useful in planning the World of Work Week.
- Really encouraging to see lots of parental involvement.
- Learning to learn wall was used to share learning.

Resources

- Staff found the skills resources given out at the start of the year useful.
- Creativity and open ended learning has been used to challenge pupils.

Next Steps:

- Possible next step to organise trips throughout the year linked to World of Work.
- World of Work Week to possibly be held earlier in the year. This means that learning could be referred back to in subsequent sessions.
- Look more closely at skills and encourage children to identify their own skills.
- Compile a tracking sheet for skills that could be used as reference. These could be revised and possibly streamlined for use in the classroom. Input on how to incorporate skills in the class, possibly revising the bike analogy and discuss replacing the co-operative skills sheet in forward plans.
- Create a questionnaire to evaluate skills and how staff use them in the classroom – possibly during a staff meeting.
- Link 'World of Work' to the wider discussion of employment and poverty.

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	5	
2.3	Learning, Teaching And Assessment	5	
3.1	Ensuring Wellbeing, Equity And Inclusion	5	
3.2	Raising Attainment And Achievement	5	
3.3	Increasing Creativity and Employability	4	

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

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
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Priority 1a	To raise attainment in literacy and numeracy		Overall Responsibility	Lucy Henderson
Outcomes	To develop staff confidence to engage with benchmarks and to develop holistic assessments with the focus on Literacy & Numeracy To promote active engagement in learning to promote equity of access to education			
Tasks	By Whom	Resources	Time	Impact/ Progress
Evaluate the Big Writing approach and resources used in school with staff - criterion and learning statements Monitor/evaluate the new listening and talking approach. Continue with the levelling of reading books in line with a Curriculum for Excellence if needed. Explore Benchmarks	Literacy CRACI group	CRACI time	6 hours	

Maths in context pupil journey – explore Maths topics/ big questions (begin to get the big picture)	Numeracy CRACI group	CRACI Time	6hrs	
To agree consistent standards of assessment with the focus on Literacy and Numeracy across the cluster Co-ordinators to meet to plan moderation	MLT & LB to coordinate Literacy and Numeracy Coordinators	Devise CAT sessions to focus on Literacy (Writing) and Numeracy (Number & Number processes)	August 2017	
Moderation event	Literacy and Numeracy Coordinators	2 CAT Sessions: Literacy & Numeracy at Corstorphine Primary School Opportunities for staff to share and celebrate practice Opportunities for staff to moderate using benchmarks	2 CAT sessions (4hours) March 2018	
Raise attainment in Literacy & Numeracy by providing high quality CPD for staff, inspiring excellence in the classroom	CPD provided by external providers PEF Funding	CPD - Hywel Roberts & David Cameron (Creative approaches in the classroom) CPD - Shirley Clarke (Formative Assessment/Growth Mindset/Feedback)	Whole Day In-Service August 2017 4hrs CAT February 2018	
Create a community of inspired and passionate teachers who strive for excellence in their daily	External trainer and lead practitioners from schools PEF Funding	Session 1 - AiFL & Quality feedback (Whole Day)	2hrs CAT	

classroom practice, who are willing to share their practice with others and collaborate within and beyond their own establishments.		Lead practitioners to be responsible for leading CAT sessions in individual schools		
Establish a language of learning within our own school communities as well as across the cluster to ensure consistent experiences for all learners. To encourage pupils to be active in taking responsibility for their learning, rather than be passive participants.	External trainer and lead practitioners from schools PEF Funding	Session 2 - Higher order questioning & active, independent learners and a common language of learning across the school community (Whole Day) Lead practitioners to be responsible for leading CAT sessions in individual schools	2hrs CAT	
Literacy and Numeracy levels to be entered on SEEMIS for collation by CEC/ES	DHT CTs/Admin CLs	Administrative time SLT meetings	45mins Collegiate Time	

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 – Lucy Henderson	
Outcomes:	<p>All staff will be aware of what the attainment and achievement gap looks like.</p> <p>Stakeholders are aware of Equity Funding allocation and how it will be used in 2017 – 18</p> <p>Staff use a wide range of performance information to reduce the attainment and achievement gap.</p> <p>To promote equality & equity through further implementation of 1 in 5 Poverty agenda</p>			
Tasks	By Whom	Resources	Time	Impact/ Progress
Identify the gap for each year group.	All Staff	CEC analysis Tracking Meetings	June 2017	
Agree on targeted interventions for identified pupils	CTs, SFL, SLT	Tracking Meetings SFL liasion Read, write, inc Fresh Start, SEAL, Emotion Talks, Talk and Move TIPS Homework Club	3 x 1hr	
Evaluate profiling calendar and other key aspects. Continuation of 1 in 5	Closing the Gap CRACI group	Profiles 1in 5 report CRACI Time	6hrs	
Parental engagement to be reviewed/strategies to be	SLT Family Support Worker	Family Support Worker Parent Workshops	September 2017 October 2017	

put in place to engage families in learning/ target group of parents to be invited to workshop.

PEF Funding
All Staff

ICT suit access for parents

NIF Priority 3 Improvement In Children And Young People’s Health And Wellbeing	QIs/Themes Blue 1.5 Management of resources to promote equity Orange 2.4 Personalised support Green 3.1 Ensuring wellbeing, equality and inclusion
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Priority 3a:	To improve children’s readiness to learn through H&W approaches	Overall Responsibility	Elizabeth Gillies	
Outcomes:	To raise attainment in Literacy & Numeracy through nurturing approaches To further develop staff understanding of autism and consistent approaches To improve children’s resilience			
Tasks	By Whom	Resources	Time	Impact/ Progress
Autism Training	HT PEF Funding	Autism Toolkit www.autismtoolkit.co.uk	1 hr (In-Service)	
Emotion Talks Training	Lisa Oliver	ASLS	2hrs (In-service)	
Adapt Bounce Back in light of evaluations Start exploring creative ways of implementing food technology Introduction of resilience resource	H&W CRACI Group	Bounce Back Building Resilience Food Technology guidance Collegiate Time CRACI Time	3x 45min sessions 6hrs	

All staff to undertake nurture training	PEF funding CPD from external provider	CPD provided by the Nurture Group Network Nurture resources purchased where and when necessary	Whole Day In-Service January 2018	
To develop Active Travel to school	JRSOs Parent Council Sub Group	Active Travel Surveys for parents, pupils and local residents	June 2018	
To ensure that every child at Corstorphine Primary enjoys all aspects of their school dinners	Parent Council Sub Group Food Technology OPG	School Dinners surveys for school staff, catering staff, pupils and parents	June 2018	

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

QIs/Themes

Blue 1.2 Leadership of learning

Orange 2.7 Partnerships 2.2 Curriculum

Green 3.3 Increasing creativity and employability

Priority 4	To improve employability skills			Overall Responsibility	Elizabeth Gillies
Outcomes	Review Skills progression Develop enterprise links				
Tasks	By Whom	Resources	Time	Impact/ Progress	
*Evaluate skills sack and tracking of skills * Maintain links with local businesses and parents from Year 1 * Enterprise – Develop programme of work *World of Work Week	Skills CRACI group	CRACI Time	6hours		

Priority 5 Nursery	Overall Responsibility Jacqueline Bracewell	QIs 1.5 2.1 2.2 2.3 2.4 3.1 3.2
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Outcome and impact for learners (b)

Ensure children are having progressive, coherent learning experiences that build on children's prior learning and that their learning journeys are appropriately recorded while allowing for maximum interaction between staff and children during nursery sessions. Ensure assessment procedures include evidence of children's progress in key areas of mathematics, language and well-being.

Tasks	By Whom	Resources	Time	Impact/Progress
Nursery Environment				
Plan collectively to ensure effective use of the new indoor and outdoor spaces, including Project Play, to maximise high-quality learning.	RG, JQ, JB and Nursery staff	Building the Ambition My World Outdoors	Weekly Planning Meetings & Staff Meetings	
Consider placement of resources in the new nursery environment to ensure they are organised and accessible. Organisation must allow for pupil choice and encourage and promote independent learning and creativity.	RG, JQ and JB	New Builds Guidance Building the Ambition	By October 2017	

Monitor and evaluate the impact of resources within the new nursery and identify any gaps in resourcing that would enhance the learning experiences on offer.			Ongoing	
Use new display boards and display areas within the nursery to provide a stimulating environment that supports learning, celebrates achievement and includes pupil voice.	Nursery Staff	Refer to New Builds Guidance on display	Ongoing	
Ensure the new smartboard is used to maximum effect and further develop the use of other digital technologies within the nursery to support and enhance children's learning.	All staff	Smart board Training i-pads Sharing of practice in other nurseries	October 2017	
Wellbeing				
Staff to undertake nurture training. Nurturing approaches to be used and embedded in the nursery.	CPD from external provider	CPD provided by the Nurture Group Network Nurture resources purchased where and when necessary	Whole Day In-Service January 2018	
Review procedures for completion and storage of Wellbeing Concern Forms and ensure all staff within the nursery setting are aware of their responsibilities to child protection and safe guarding.	JB	Child Protection Training (JB)	October 2017	

Continue to develop the use of the SHANARRI wheel when planning for Health and Wellbeing across the nursery and ensure that all staff understand and use the wellbeing indicators in a meaningful way.	RG, JQ and Nursery staff	Staff Meetings CAT session	Weekly 2 hours December 2018	
Provide regular opportunities for the children to explore their thoughts and feelings within the nursery setting. Introduce an individual social and emotional target per term in collaboration with parents and carers.	All staff	Gather Near Groups Pupil Voice Display areas Learning Journals	January 2018	
Evaluate how UNCRC is embedded into practice and explore ways of introducing rights to the children.	RG, JQ, JB	CAT session Dialogue through Early Years Forum	2 hours February 2018	
Establish pupil groups to take on roles and responsibilities within the nursery and increase opportunities for pupil voice.	RG and JQ	Groups to be established Liaise with EG re One Planet set-up	By June 2018	
Increase the use of regular parent/carers groups to further develop parental engagement and provide a supportive network that is inclusive to all.	SL	Sessions for parents within the nursery	By June 2018	
Further develop the link with Sheltered Housing to include termly concerts along	JQ	Liaise with staff at Sheltered Housing	Termly	

with opportunities for reading and sharing stories.				
Learning, Teaching and Assessment Securing Children's Progress				
Ensure that the new nursery environment is numeracy and literacy rich, both indoors and outdoors.	RG, JQ, JB and Nursery staff	CEC Early Years Audit Tools Building the Ambition Early Years Strategy – Support and Challenge guidance	By June 2018	
Continue to deliver and develop the use of SEAL and early approaches to reading within 'Gather Near' groups ensuring that they meet the needs of all learners.	All staff	CPD Early Years Forum – dialogue Shadowing opportunities through Cluster ELIP groups	By June 2018 Weekly Planning Meetings & Staff Meetings	
Plan and deliver parent/carer workshops to share approaches to early numeracy and literacy within the nursery. Explore ways of sharing Building the Ambition information with parents and carers.	RG, JQ and JB	Curriculum Evening Curriculum Workshops Building the Ambition	1 hour October 2017 Curriculum drop in sessions	

Introduce more robust tracking systems to monitor progression of pupil learning within Literacy, Numeracy and Health and Wellbeing.	RG, JQ and JB	Tracking Systems to be refined and updated.	CAT session 2 hours November 2017	
Through continuing use of online learning journals, monitor the frequency, focus and quality of observations to ensure breadth and depth of experience for all learners and clear identification of next steps. Explore ways of involving parents more regularly in contributing to the learning journals with a particular emphasis on celebrating wider achievements.	All staff	Dialogue through Early Years Forum Staff Meetings Parent questionnaire/feedback	40 minutes – alternate weeks for writing up observations (Gather Round) June 2018	
Establish a parent rep to further improve communication and liaison between the nursery staff and the wider parent body.	RG and JQ	Parent body	January 2018	
Increase the use of the nursery website and Twitter feed to communicate with parents.	RG and JQ		Ongoing	

4. Cluster Improvement Plan

Priorities: Modern Languages 1+2, Moderation of Literacy and Numeracy, Nurture and 1 in 5 Initiatives, Transition, Promoting active participation in learning	Overall Responsibility	QIs 1.5, 2.2, 2.3, 2.6, 3.1, 3.2, 3.3
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Outcome and impact for learners

- 1: To further embed 1 + 2 Modern Languages: French in P1 – 7/German in P5 – 7
- 2: To develop staff confidence to engage with benchmarks to develop holistic assessments with the focus on Literacy & Numeracy
3. To promote equality & equity through the implementation of 1 in 5 Poverty agenda, nurture & autism
4. To extend the Primary to Secondary transition programme to include a day of active outdoor learning at P6 and introduce a P7 cluster residential camp
5. To promote active engagement in learning to promote equity of access to education

Tasks	By Whom	Resources	Timescale	Progress/Update
To further embed 1 +2 Modern Languages: French in P1-7/German in P5-7				
Modern Languages High School and Primary staff to continue to work collaboratively	1+2 RACI Group	CEC planners French/German resources French & German students	June 2017	

Further embed French and German throughout the cluster primaries	All staff	CEC resources French/German resources French & German students Ongoing staff training/sharing good practice	Ongoing	
Review the progressions in learning in both French & German	All schools	Further develop existing planners to support staff Report data 2018 & 2017	May 2018	
Continue to develop resource bank	All schools	Existing resources on Office 365 Share resources/good practice across schools	Ongoing	
To develop staff confidence to engage with benchmarks and to develop holistic assessments with the focus on Literacy & Numeracy				
To agree consistent standards of assessment with the focus on Literacy and Numeracy across the cluster	All schools	Work carried out at individual school level to promote and develop staff confidence	August 2017	
Co-ordinators to meet to plan moderation	MLT & LB to coordinate	Devise CAT sessions to focus on Literacy (Writing) and Numeracy (Number & Number processes)	August 2017	

	Literacy and Numeracy Coordinators			
Moderation event	Literacy and Numeracy Coordinators	2 CAT Sessions: Literacy & Numeracy at Corstorphine Primary School Opportunities for staff to share and celebrate practice Opportunities for staff to moderate using benchmarks	March 2018	
<p>-To raise attainment in Literacy & Numeracy through nurturing approaches</p> <p>-To promote equality & equity through further implementation of 1 in 5 Poverty agenda</p> <p>-To further develop staff understanding of autism and consistent approaches</p>				
All staff to undertake nurture training	PEF funding CPD from external provider	CPD provided by the Nurture Group Network Nurture resources purchased where and when necessary	January 2018	
Further develop the 1 in 5 Poverty agenda in individual schools	Individual school leads All school staff	Activities/initiatives to be decided by individual schools in light of pupil, parent and staff consultation Schools to share good practice	Ongoing	

Pupil Learning Festival for P7 pupils based on Rights Respecting School	RME LO/AW P7 teachers	Speakers Planning time to release staff R Focus groups	March 2018	
Updated autism training	Autism toolkit	Staff to become familiar with the Autism toolkit	October 2017	
To extend the Primary to Secondary transition programme to include a day of active outdoor learning at P6 and introduce a P7 cluster residential camp				
Introduce a day of Outdoor Learning for all P6 pupils across the cluster	NR (Active Schools Co-ordinator)/ EG (Corstorphine PS DHT)	Budget, venue and format of event to be decided	Decided June 2017 Undertaken April 2018	
Introduce P7 Cluster residential camp at Lagganlia Outdoor Centre	Roseburn, Corstorphine & Hillwood (Trip 1) East Craigs & Fox Covert (Trip 2)	School staff from each cluster school Possible visits from Craigmount staff where possible	Trip 1 - 28/8/17 Trip 2 - 23/10/17	
To promote active engagement in learning to promote equity of access to education				

<p>Raise attainment in Literacy & Numeracy by providing high quality CPD for staff, inspiring excellence in the classroom</p>	<p>CPD provided by external providers</p> <p>PEF Funding</p>	<p>CPD - Hywel Roberts & David Cameron (Creative approaches in the classroom)</p> <p>CPD - Shirley Clarke (Formative Assessment/Growth Mindset/Feedback)</p>	<p>August 2017</p> <p>February 2018</p>	
<p>Establish passionate and inspired learning and teaching group</p>	<p>External Trainer - JR to oversee and lead development</p> <p>PEF Funding</p>	<p>Learning and Teaching lead practitioner from each school to form collaborative working group</p>		
<p>Create a community of inspired and passionate teachers who strive for excellence in their daily classroom practice, who are willing to share their practice with others and collaborate within and beyond their own establishments.</p>	<p>External trainer and lead practitioners from schools</p> <p>PEF Funding</p>	<p>Session 1 - AiFL & Quality feedback (Whole Day)</p> <p>Lead practitioners to be responsible for leading 2 CAT sessions in individual schools</p>	<p>September 2017</p>	
<p>Establish a language of learning within our own school communities as well</p>	<p>External trainer and lead</p>	<p>Session 2 - Higher order questioning & active, independent learners and a</p>	<p>October 2017</p>	

<p>as across the cluster to ensure consistent experiences for all learners. To encourage pupils to be active in taking responsibility for their learning, rather than be passive participants.</p>	<p>practitioners from schools</p> <p>PEF Funding</p>	<p>common language of learning across the school community (Whole Day)</p> <p>Lead practitioners to be responsible for leading 2 CAT sessions in individual schools</p>		
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