# ·EDINBVRGH·
## THE CITY OF EDINBURGH COUNCIL

### CHILDREN AND FAMILIES

# Standards, Quality and Improvement Plan
# for
# Broughton Primary School

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# *"Reach For The Stars"*

**Standards and Quality Report for session: 2014-2015**
**Improvement Plan for session: 2015-2016**

# Broughton Primary School Vision

## Our School Motto:

*Reach for the Stars!*

**Our School Aims:**
- High Expectations
- A caring, happy and secure environment
- An engaging and challenging curriculum
- Everyone supported to achieve their potential
- Respectful and inclusive community
- Working together and valuing partnerships
- Preparing our learners for an ever changing world
- Promoting a healthy lifestyle

**We deliver our curriculum through the 4 Contexts for Learning:**
- Life and Ethos of the School
- Discrete Subjects
- Interdisciplinary Learning
- Planned Opportunities for Wider Development

## Learning at Broughton is…

active
challenging
differentiated
co-operative
creative
fun
exciting
interactive
planned
positive
expressive
interesting
enjoyable

*These aims were developed by Pupils, Parents and Staff throughout Session 2014-15.*

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# Standards and Quality Report

## 1.    The school in context

Broughton Primary School has a roll of approximately 360 pupils in P1-P7 (including 7 pupils in two Language and Communication classes) and 100 pupils (all part-time) in the nursery class.  The catchment area is centered on the community of Broughton, within the South East Locality. Our main school building is a traditional Victorian building with plenty of character, we have our Nursery and Hall in a seperate building and have had new accommodation built containing four new classrooms opened in August 2014.  Broughton has also undergone considerable changes in the Senior Leadership Team, from March 2014 there has been a new Head Teacher in post and a permanent Depute Head Teacher in post from August 2014, in addition we also have two Principal Teachers.  The school benefits from a rich social and cultural mix of families and its diversity is one of its main strengths. In February 2015 the school had an HMIe inspection follow up visit from the Local Authority QIO team in response to the HMIe inspection which took place in 2013.
The purpose of this visit was to find out how the school had progressed since the HMIe in respect to how well children are learning and achieving and how well our school supports children to do their best.  This has been a major part of our Self Evaluation and the following report will reflect the findings and improvements based on that.

# 2. School's self-evaluation

## 1.1 Improvements in performance

| Standards of attainment over time | Overall quality of learners' achievement | Impact of improvement plan |
|---|---|---|
| <ul><li>Our pupils at Broughton Primary School including the nursery and language classes continue to learn and achieve well.</li><li>Most children are making good progress based on a wide range of assessments including standardised assessment which take place annually at each stage throughout the school.</li><li>We have introduced a new tracking system which tracks individual pupil's attainment, across the CfE levels at key points throughout the school session.  This will also track throughout the CfE level.</li><li>Our data from our tracking system show that our judgments in terms of CfE levels are more closely matched to the results shown on our standardised tests than they were last year.</li><li>Focused attainment and planning meetings with Senior Leadership Team and Class Teachers with a clear agenda linked to Education Scotland support materials for Self Evaluation are in place ensuring that any required interventions can take place to support or challenge individual pupils.</li><li>Regular focused attainment and planning meetings are also developing a clearer understanding for staff on the standards and developing staff confidence in making assessment judgments.</li><li>We have developed a clear strategic curriculum plan this will improve and support attainment over time and the new tracking system where we are tracking data over time will allow us to identify needs and gaps required for improvements and interventions.</li><li>Other achievements are celebrated through interactive displays and through a widened and enhanced range of pupil groups.</li><li>Expectations and Achievements are promoted at weekly Assemblies led by the SLT</li><li>Star Awards are given linked to the four capacities of CfE at Assemblies</li><li>Introduction of Numeracy and Literacy Trackers in the Nursery are helping to ensure pace, challenge and differentiation</li><li>Our Fresh Start intervention within Literacy continues to show improvements in performance of some of our lowest ability pupils – we have now extended this provision to P5-7.</li><li>A more rigorous approach to Child's Planning, supporting ASN within the school and a of whole school overview has developed Staff awareness and understanding of the clear process of meeting the needs of all our children and supporting their individual attainment and achievement of their potential.</li><li>A Nursery parents group was developed with our DHT and the EYO supporting parents with play and transition.</li><li>In session 2014-15 our RRS group led us to Achieve our 'Recognition of Commitment' status for 'Rights Respecting School' and our Eco group led us to the achievement of the Second Green Flag - from Eco Scotland.</li><li>There is an active Parent Council and PSA which is very supportive of the school</li><li>Parent/Carers regularly attend whole school drop in sessions throughout the session and individual consultations twice in the school year.</li><li>We share monthly whole school newsletters, termly class newsletters detailing the work of the school including our successes and our areas for improvement.</li></ul> | | |

- ✓ Staff are aware of the priorities to improve practice and regularly reflect on the impact of any developments
- ✓ The school improvement plan has identified priorities for development and all staff engage and reflect on this throughout the session.
- ✓ Progress has been made with identified aspects and this has had a positive impact on the children and the overall ethos of the school.

**What are we going to do next?**
- ❖ Further our use of new pupil tracking system to ensure pace and challenge and identify any patterns or gaps in attainment and monitor over time.
- ❖ Continue to use suggested key questions (from ES) for the Planning and Attainment meetings as staff are finding these useful to focus the professional discussion at the meetings.
- ❖ Ensure that we are tracking and celebrating children's achievements within and outwith school
- ❖ Further develop moderation work within Literacy and Numeracy at Cluster and School level ensuring staff are clear on the standard at key points within the CfE levels using the ES significant Aspects Professional Learning resources.

## 2.1 - Learners' Experiences

| Learners are motivated, eager participants in their learning. | Learners make good progress in their learning. | Learners know their views are sought and acted upon. They feel valued. | Learners feel safe, nurtured, healthy, achieving, active, included, respected. |
|---|---|---|---|
| ✓ Pupils are motivated, well behaved, polite and enthusiastic learners who are actively involved and engaged in their learning. | | | |

- ✓ Pupils are motivated, well behaved, polite and enthusiastic learners who are actively involved and engaged in their learning.
- ✓ Pupils, parents/carers and staff pride themselves in the positive and strong ethos we have at Broughton.
- ✓ We consider the school a safe, welcoming, stimulating and pleasant working, learning and social environment.
- ✓ Our whole school community is treated with equality, fairness and respect.
- ✓ A Broad General Education is well planned across the four contexts of learning.
- ✓ A new Learning, Teaching and Assessment Framework and staff graffiti wall on best practice is supporting staff to develop a more consistent approach to learning and teaching across the school.
- ✓ We have reviewed our AifL approaches and now have in place scaffold target setting approaches helping pupils assess aspects of their own learning and enabling them to be clearer about their strengths and progress.
- ✓ Opportunities are provided for the learners to work independently, in pairs and in groups on a variety of appropriate challenging tasks and activities.
- ✓ Learning intentions are shared with all pupils and we are planning to further develop creating the steps to success with pupils to ensure pupils receive good quality feedback on their learning.
- ✓ We have recently introduced the use of Bloom's taxonomy higher order questioning in all classes which is increasing the support and challenge for pupils.
- ✓ New Learning Folders will be introduced in August following a review carried out by a group of staff which will continue to help pupils reflect on their next steps in learning gathering some of their latest and best work in the new personal learning folders.
- ✓ Pupils report that they feel they have more ownership of their learning. They are consulted about the topics they are about to study and plan well with the teacher as to how their learning and assessment will progress.
- ✓ Pupils speak positively about their input into their homework which was used well to reinforce their learning and provides a choice of creative challenges developing wider achievements.
- ✓ The Pupil Council report that they feel more involved in the decision making across the school and this is reflected in seeking the views of parents and the Parent Council.
- ✓ A new House System has been introduced, pupils and parents speak very positively on this. Our Pupil Council lead by the PT took the lead role in developing and introduced this new house system across the school.
- ✓ Class Charters are developed annually with all classes linked to the RRS work and are shared at Assembly
- ✓ Our pupils report that they feel our Pupil Voice has increased throughout the school.
- ✓ We have increased the allocation of specialist physical education (PE) time and continue to take part in an extensive range of sporting events and activities within Edinburgh Primary Schools Sports Association (EPSSA) sporting events such as basketball, football, swimming and cross-country and with Parent Council support have a programme of Gaelic football in place.
- ✓ Junior Award Scheme Scotland (JASS) programme continues to be developed particularly within the curriculum time to better target pupils who required support in experiencing wider achievements.

- ✓ Staff are given opportunities to lead curricular areas and workshops. They shadow each other and plan their learning well with their stage partners.
- ✓ Several staff had been leading work and working with some pupils on outdoor learning initiatives to enhance pupils learning opportunities outside the classroom.
- ✓ We have developed a Vision for playground development, our DHT working with pupils, parents and staff will develop a strategic plan for 2015-16.
- ✓ The pupils speak positively about planned playground development using the 'Loose Play' creativity materials which we plan to develop as a whole school approach next session.

**What are we going to do next?**

- ❖ New House captains are going to be involved in the HWB group
- ❖ Development of 'Wider Achievements' and 'Local Community Links'
- ❖ Continue to develop whole school approach to target setting and pupils reviewing their own learning with more independence
- ❖ Implementation of new Learning Folders to support pupils reflect on their next steps
- ❖ Implement plan for first phase of playground development including -*Loose Part Play*
- ❖ Continue to explore further opportunities for Pupil Voice and to encourage further pupil responsibility

## 5.3 - Meeting Learning Needs

| Tasks, activities and resources | Identification of learning needs | The roles of teachers and specialist staff | Meeting and implementing the requirements of legislation |
|---|---|---|---|

- ✓ Good progress had been made this session in the development of the curriculum.
- ✓ New progressive curriculum frameworks in all curriculum areas are supporting teachers in planning a more cohesive and progressive learning experience for pupils.
- ✓ Staff have a clearer plan of how we are moving forward with Curriculum for Excellence and are much more confident in using the Experiences and Outcomes and have a greater understanding of progression through the levels.
- ✓ The introduction of regular attainment meetings is beginning to have an impact on pace and challenge throughout the school, these meetings provide an opportunity to ensure that tasks, activities and resources are well planned to meet the needs of all learners.
- ✓ A number of new resources have been purchased to support pupils learning needs across the school.
- ✓ In the Nursery improvements to the learning environment has had a positive effect on climate and relationships for learning. Displays and information now inform learners and parents of progress and next steps.
- ✓ All staff at Broughton Primary School strive to meet pupils learning needs well and all staff are committed to the 'Getting it Right for Every Child' (GIRFEC) principles.
- ✓ We have a positive and inclusive approach to identifying and supporting children who have a range of needs and this is evident in the positive ethos within the school.
- ✓ Staff pride themselves in building positive relationships with the children and families within our school community.
- ✓ The additional support for learning team had been successfully developed with a focus on teachers understanding and confidence in applying the SHANARI indicators and their role within the GIRFEC model.
- ✓ Teaching staff complete Wellbeing Concern forms which they used to make referrals to the additional support for learning team and to initiate the compilation of an Assessment of Need.
- ✓ The use of the Circle document has increased knowledge of the pathways of support and the deployment of support staff.
- ✓ Regular Child Planning Meetings are held to support our pupils identified through our child planning process.
- ✓ Staff work closely with Partnership Agencies including Educational Psychologist and ASL Services, to support the needs of our pupils.
- ✓ We have a collegiate approach to supporting our pupils and towards sharing practice, knowledge and skills eg. our language classes team led by our PT deliver quality input around Behaviour Management for all staff including Support Staff and are available on a consultation basis for the rest of the school
- ✓ Our language classes provide quality Pathway 4 provision for their pupils, supporting integration into the mainstream and reverse integration when appropriate
- ✓ Targets in IEPs are clear and are set with the support of parents and other agencies. Where appropriate, children are aware of their targets and can see the progress they are making.
- ✓ Support for Learning Teacher and Pupil Support Assistants work closely to provide targeted support to identified individuals and groups.
- ✓ The Support for Learning Teacher also provides support to class teachers in the form of advice and resources where appropriate.
- ✓ We are responding to emerging needs of children by running some support groups for children eg TIP, Speech groups.

- ✓ EAL teachers support children to improve their knowledge and understanding of English to help them to access the curriculum.
- ✓ Whole school trained in Emotions Talk, this focus within HWB has supported development of pupil's awareness of feelings and emotions supporting good mental health and wellbeing.
- ✓ Positive Behaviour Management Framework has been introduced and guide to parents incorporating a more restorative approach to behaviour management. Through the introduction of this it has been identified that a more proactive approach to supporting pupil's resilience and relationships is required across the school.

**What are we going to do next?**
- ❖ HWB- Introduction of whole school progressive programme – *Being Cool in School*
- ❖ Continue to ensure that there is appropriate pace and challenge for all pupils through rigorous tracking and dialogue with staff
- ❖ Focus on IEPs ensuring that they are effective and are supporting individual learners within the classroom.

## 5.1 The Curriculum

| The rationale and design of the curriculum | The development of the curriculum | Programmes and courses | Transitions |
|---|---|---|---|
| ✓ We have revisited our curriculum design and rationale based on our values, developing our curriculum map with a clear strategic plan for further curriculum development. <br> ✓ Revisited our values through consultation with staff, pupils and parents/carers <br> ✓ Continued development on our curriculum ensuring the design principles of CfE –planning across the 4 contexts of learning sharing this in termly class newsletters with pupils, parents and carers. <br> ✓ All staff have been working on development of a clear progression route for our learners through the levels. <br> ✓ CEC Progression Pathways supporting English, Maths and HWB across the school have been introduced <br> ✓ Curricular frameworks using Experiences and Outcomes have been developed which support planning and ensure a breadth of experiences for our learners <br> ✓ Whole school training in SEAL approach has taken place SEAL is currently being implemented in P1&2 and supporting some learners further up the school. <br> ✓ CEC Mental Agility guidelines and progression now being used from P3-7 linking to SEAL in P1&2. <br> ✓ HAM resources supporting maths – P3-7 staff using iplanner to support resourcing or planning <br> ✓ Continued cluster CPD work on maths is developing a consistent approach to L&T in maths and numeracy- further work on progression, moderation and assessment next session will further develop this area. <br> ✓ Big Writing is providing structure and criteria for writing, it has been identified that there is a need to revisit approach to develop progression and consistency across the school <br> ✓ Spelling champion has been trained and whole school CPD with Hilary Aitken on L&T within spelling has helped develop a consistent, motivating approach for pupils. A progressive whole school spelling framework is being developed for introduction in October 2015. <br> ✓ IDL is developing across the school each class develops either a Learning wall or Floor Book for IDL, ensuring pupil voice including personalisation and choice on learning within a framework. Pupils are involved in planning key questions linked to Es & Os and have input on how they are going to learn and assess their learning <br> ✓ Implementation of 1+2 within Modern Languages, all staff have been trained and are implementing French and German using CEC resources. Support from exchange student this session has supported German. It has been identified that there is a need to revisit the resources and ensure a consistent approach within the cluster <br> ✓ Increased PE provision across the school to meet target of 2 hours. Updated timetables ensure PE entitlement and an increase in PE specialist provision to support staff. PE specialist is working with the CEC group she is developing and implementing significant aspects map and has shared this with staff <br> ✓ Improved and updated Homework Framework and guidance for parents/carers implemented allowing for personalisation, choice, challenge and application of learning. <br> ✓ Supporting wider achievement through JASS and Active Schools. New AS coordinator has regular meetings with DHT and PE specialist to ensure a wide range of activities available after school and lunchtimes. <br> ✓ Playground buddies trained within P5 and programme developed to support play in P3&4. | | | |

✓ JASS integrated into P6&7 curriculum supporting all pupils
✓ Outdoor learning staff champion completed training and implemented weekly sessions with Language Class group including some integration of mainstream pupils, developing skills across the curriculum.  Blog at www.nickystannage@wordpress.com being used to share learning with pupils, parents/carers and other parents.

**What are we going to do next?**
   ❖ Further implementation of the SEAL approach within Numeracy
   ❖ Cluster development work on progression, moderation and assessment within maths and numeracy
   ❖ Implement new Spelling Framework and introduce Cursive Handwriting
   ❖ Revisit Reading approach developing a progressive whole school framework
   ❖ Develop a cluster Modern Languages framework.
   ❖ Introduction of e-portfolios in the Nursery
   ❖ Continue to develop Pupil Council and ensuring that we are involving them in Learning and Teaching.
   ❖ Begin to roll out Outdoor learning through CPD to staff

## 5.9 Improvement through self-evaluation

| Commitment to self-evaluation | Management of self-evaluation | School improvement |
|---|---|---|
| ✓ As a whole school community we have revisited our values through consultation with staff, pupils and parents/carers and these are now in the heart of our school ethos and school improvements. <br> ✓ A detailed self-evaluation framework had been introduced which is updated annually detailing a monitoring and self-evaluation calendar, this alongside a rigorous approach to monitoring and tracking is helping staff become more reflective on their practice. <br> ✓ The new Senior Leadership Team is highly committed to the school and to school improvement through self-evaluation. <br> ✓ It was recognised in the recent Follow through visit that they demonstrate strong leadership and have a clear understanding of how to move the school from 'good to great'. <br> ✓ Teaching Staff have all been updated on GTCS Professional Update and changes to PRD. PRD meetings took place in September 2014 and we have identified targets for staff linked to the new Professional Standards. <br> ✓ The SLT are committed to developing leadership at all levels and are working very well with the staff team to ensure continuous improvement. <br> ✓ Staff are very positive about recent school improvements. <br> ✓ There are regular whole school meetings weekly meetings on a Friday morning where aspects of school organisation, management and improvements are reviewed and discussed. <br> ✓ Teachers meet on a weekly basis to review and plan learning with stage partners and the Nursery team plan weekly and responsively for learning. <br> ✓ Nursery, Teachers and Support staff meetings are in place monthly which have a Learning and Teaching focus based on the priorities for school improvements <br> ✓ The SLT meet regularly reviewing and setting targets linked to our priorities for school improvement. <br> ✓ The SQIP is displayed outside the staff room and the staff can note comments on it, it is regularly reviewed throughout the year. <br> ✓ Pupils feel they are involved in and consulted on a range of school initiatives and school improvements and speak positively about the introduction of new house system. <br> ✓ In January 2015 we achieved our second Eco Schools Scotland green flag and our 'Recognition of Commitment' status to be a Rights Respecting School. <br> ✓ The Parent Council and PSA supports the school well. <br> ✓ We have been using a new communication system to ensure we involve all parents in the workings of the school – Parentmail, this has not however been as successful as we had hoped so we recognise the need to review this and explore other methods <br> ✓ We conducted a parent survey on Survey Monkey in May, however only a very small number of parents/carers took up the opportunity to share their views in this way, however when we surveyed our parents using paper copies in school bags for our vision we had a very good response. <br> ✓ We therefore recognise the need to further develop a range of systems to ensure we gather and respond to the views of partners and all stakeholders in terms of monitoring and evaluating the quality of provision at Broughton Primary School. | | |
| **What are we going to do next?** <br> ❖ Explore a range of systems to gather the views of partners and all stakeholders. <br> ❖ Review and launch the new school website to utilise this as a means of communicating to parents/carers <br> ❖ Continue to develop Professional Learning using the resources/materials on the Education Scotland Website. | | |

# Improvement Plan

## 3. Key areas for school improvement

| Priority 1 – Curriculum<br>**Continue to implement and revise CfE across the 4 context of learning to ensure progression, increased pace and development of skills.** | Overall Responsibility<br><br>**Head Teacher** | QIs<br><br>**1.1 5.1** |
|---|---|---|

(a)  Outcome and impact for learners

- ✓ Further develop Maths progression across the whole school
- ✓ Supporting vulnerable pupils with Numeracy
- ✓ Improve outcomes in Numeracy at all levels
- ✓ Improve attainment within Maths

| Tasks | By Whom | Resources | Timescale | Progress/Evaluation |
|---|---|---|---|---|
| Further implementation of the SEAL approach within Numeracy through-<br><br>• Introduce and develop the use of the SEAL approach in Nursery<br><br><br>• Roll out SEAL approach to P3<br><br>Staff to engage with the Numeracy Framework and the SSLN Professional Learning resource within Fractions, Decimals and Percentages. | Supported by SEAL/Maths Champions<br><br><br>Nursery Team<br><br><br><br>P3 teachers<br><br><br><br>Teaching Staff | Purchase more Number Counts Books SEAL resources CPD training for P3 staff<br><br><br><br>Cluster CPD training with DO for Maths – Louise Stevenson (2 CAT Sessions) | By June 2016<br><br><br><br><br><br>By April 2016 | |

(b) Outcome and impact for learners

- ✓ Further develop Literacy progression across the whole school
- ✓ Supporting vulnerable pupils with Literacy
- ✓ Improve outcomes in Literacy at all levels
- ✓ Improve attainment within Literacy

| Tasks | By Whom | Resources | Timescale | Progress/Evaluation |
|---|---|---|---|---|
| Implement new Progressive Spelling Framework from P1-7 | SfL & Literacy Coordinator to introduce framework that they have developed<br>All staff to implement Framework | Time out of class<br>CAT session<br>New resources<br>LDDS Resources | By December 2015 | |
| Introduce Cursive Handwriting across the whole school | All staff to introduce Cursive approach to writing | ICT resources<br>CAT session | By December 2015 | |
| Revisit and review approach to teaching reading across the school aiming to develop a progressive whole school framework. | Literacy Coordinator and group to review and develop Framework<br>All staff to implement framework | CPD training for Coordinators | By May 2016 | |

| Priority 2 - Learning, Teaching and Assessment Continue to build on the consistency across Learning and Teaching and further develop Assessment and Moderation | Overall Responsibility HT | QIs 1.1 2.1 5.3 |
|---|---|---|

Outcome and impact for learners (a)**Pedagogy**     **Embed consistent AiFl approaches across the school ensuring highest quality Learning and Teaching for our pupils**

| Tasks | By Whom | Resources | Timescale | Progress/Evaluation |
|---|---|---|---|---|
| Review and revisit Learning, Teaching and Assessment Framework. Monitor implementation and evaluate effectiveness throughout the session using the established Graffiti Wall. | All staff led by HT | CAT session SCE within Self Evaluation Framework | August 2015 Throughout the session 15-16 | |

Outcome and impact for learners (b) **Assessment**     **To continue to review assessment approaches and link with the new ES framework for assessment and moderation in Maths/Numeracy & English/Literacy**

| Tasks | By Whom | Resources | Timescale | Progress/Evaluation |
|---|---|---|---|---|
| Introduce New Pupil Learning Folders, pupils will use these to collect 'Latest and Best' work and they will provide an opportunity for pupils to reflect on their learning. | All staff and pupils | New formats New folders Time allocation | By December 2015 | |
| Introduce ES, English/Literacy and Maths/Numeracy Frameworks to staff, moving from CEC significant aspects. | All Staff | CAT sessions Incl Cluster CAT sessions Education Scotland Resources | By June 2015 | |
| Continue to provide opportunities for moderation across CfE levels for Literacy | All staff | CAT session Cluster resource | Throughout the session 15-16 | |

| Priority 3 - Learning for Sustainability | Overall Responsibility | QIs |
|---|---|---|
| Developing Outdoor Learning, ECO schools, Health and Wellbeing and Rights Respecting Schools | HT | 5.1 5.9 2.1 |

Outcome and impact for learners (a) **LfS**　　　**To develop an understanding of what learning within LfS is and how we are progressing towards a whole school approach.  This will improve the wellbeing within our school community**

| Tasks | By Whom | Resources | Timescale | Progress/Evaluation |
|---|---|---|---|---|
| Staff to engage in professional discussion on LfS including self evaluation towards their professional commitment to LfS. | All staff | CAT session ES Resources- Opening Up Great Learning | By June | |

Outcome and impact for learners (b) **Outdoor Learning**　　　**To develop Outdoor Play and Learning further across the school improving the play opportunities and increasing the opportunities for outdoor learning**

| Tasks | By Whom | Resources | Timescale | Progress/Evaluation |
|---|---|---|---|---|
| Creation of a Community group for Outdoor Play and Learning | DHT | Allocated meetings within WTA | By October 2015 | |
| Outdoor Learning Champion to share the project that she has undertaken last session and work with a small group of interested staff to roll out a programme that can be used across the school. | Outdoor Learning Champion | Resources required as appropriate ICT BLOG | By June 2016 | |
| Playground development group to roll out 'Loose Parts Play' To link with OPAL and beginning Phase 1 of our development plan. | DHT Playground Group | Funding OPAL | By August 2016 | |

Outcome and impact for learners (c)**ECO Schools**     **Following on from the second Green flag accreditation build on ECO schools work ensuring that it is embedded within the whole school ethos.**

| Tasks | By Whom | Resources | Timescale | Progress/Evaluation |
|---|---|---|---|---|
| Creation of a Community group for ECO | ECO champion | Allocated meetings within WTA | By October 2015 | |
| Continue to build on our Eco Schools work ensuring that it is linked to our curriculum and is part of the Ethos of the school. | ECO group | ECO Schools website Regular meetings | By June 2015 | |

Outcome and impact for learners (d)**HWB**     **Support HWB across the school supporting learners make positive relationships and build resilience within our school community.**

| Tasks | By Whom | Resources | Timescale | Progress/Evaluation |
|---|---|---|---|---|
| Creation of a Community group for HWB | HWB Champion | Allocated meetings within WTA | By October | |
| Introduce and use  Being Cool in School a programme for developing emotional literacy and teaching pro social behaviour. | All Staff | Programme purchased from Fife Council CAT session | By June 2016 | |

Outcome and impact for learners (e)**Rights Respecting School**     **Further develop our learners understanding of Children's Rights and Responsibilities through RRS**

| Tasks | By Whom | Resources | Timescale | Progress/Evaluation |
|---|---|---|---|---|
| Creation of a Community group for RRS | RRS Champion | Allocated meetings within WTA | By October 2015 | |
| Work towards Level 1 accreditation for RRS ensuring whole school involvement | RRS Group SLT | Resources as required | By August 2016 | |

| | | | | |
|---|---|---|---|---|

Outcome and impact for learners (f)**ICT**          **Using ICT effectively to enhance communication and sharing of Learning and Teaching**

| Tasks | By Whom | Resources | Timescale | Progress/Evaluation |
|---|---|---|---|---|
| Creation of a Community group for ICT | PT | Allocated meetings within WTA | By October 2015 | |
| Set up a School Twitter Account | CBS | As Required | By November 2015 | |
| Review school website in line with CEC audit. Move website to new provider and ensure that it is user friendly and provides a platform for effective communication and sharing of Learning and Teaching. Launch new Website and involve pupils in adding and sharing learning. | PT with ICT group<br><br>Establish pupil group | New Website provider ICT technician to support setting up of new website | By November 2015<br><br>By April 2016 | |

| Priority 4 - Nursery | Overall Responsibility | QIs |
|---|---|---|
| **Action plan following QIO visit session 2014-15** | **DHT** | **5.1 5.9 1.1 2.1 5.3** |

Outcome and impact for learners (a) **Pedagogy**    Consistency in Learning and teaching within the Nursery play environment, providing focused learning opportunities for our children.

| Tasks | By Whom | Resources | Timescale | Progress/Evaluation |
|---|---|---|---|---|
| Planning for learning – To develop of a Learning and Teaching framework for the Nursery Class. | DHT & CT | Building the Ambition Guidance – ES Links with other Nursery Classes EY QIO | By April 2016 | |

Outcome and impact for learners (b) **Assessment**        **Develop individual e- portfolios for all children identifying where they are as learners and next steps.**

| Tasks | By Whom | Resources | Timescale | Progress/Evaluation |
|---|---|---|---|---|
| Introduction of e Portfolios to staff Development of quality observations linking to CfE Early Level Es & Os Record in individual e portfolios | DHT Nursery Team | Mini ipads E learning package CAT sessions | By December 2015 Ongoing | |

Outcome and impact for learners -(c) **Curriculum**       Introduce the SEAL approach within Numeracy to improve outcomes in Numeracy within the nursery class

| Tasks | By Whom | Resources | Timescale | Progress/Evaluation |
|---|---|---|---|---|
| Introduce and develop the use of the SEAL approach in Nursery | Nursery Team led by the CT | Purchase more Number Counts Books SEAL resources CPD training for CT | By April 2016 | |

Outcome and impact for learners -(d) **Self Evaluation**       Through quality self-evaluation improve the quality of, the play environment and interactions between pupils and staff.

| Tasks | By Whom | Resources | Timescale | Progress/Evaluation |
|---|---|---|---|---|
| All staff to engage with and use Building the Ambition Guidance from ES<br>• All staff to read BtA<br>• CPD for DHT & CT<br>• Use of the Audit tool kit within the setting<br>• Self-Evaluation activities and tasks.<br>• SCE within the nursery and P1- Early level | Nursery Team led by the DHT | Building the Ambition Document CPD on BtA CAT Sessions Fortnightly meetings | Ongoing By June 2016 | |

# 4. Cluster Improvement Plan

| Priority 1 – Numeracy & Maths | Overall Responsibility | QIs |
|---|---|---|
| | G O'Rourke/E McLean | 5.1 1.1 |

**Outcome:** Increasing staff knowledge of progression, moderation and assessment within Maths and Numeracy
**Impact on Learners:** Raised Attainment

| Tasks | By Whom | Resources | Timescale | Progress/evaluation of task |
|---|---|---|---|---|
| To agree CAT sessions | Louise Stevenson/ G O'Rourke | Calendar Dates | June 15 | |
| Cluster Numeracy Group to link with LS to plan for 4 CAT sessions | LS/GO'R Cluster Team | Time | Aug 15 | |
| Delivery of 4 CAT sessions <br> • 2 linked to Assessment and Moderation <br> • 2 linked to Progression within Fractions, Decimals & Percentages through engagement with SSLN professional learning resource | LS/Cluster Numeracy Group | Professional Learning Resource for Education Scotland CEC Pathways | Sept 15 – April 16 | |
| Evaluate/Review Impact | Cluster staff | Time Evaluation sheets | Sept 15/ Jan 16/ Feb 16/ April 16 | |

| **Priority 2 –** Literacy and English | | **Overall Responsibility**<br>S Barker | **QIs**<br>5.1 1.1 |
|---|---|---|---|

**Outcome:** To produce a Cluster Resource for moderation
**Impact on learners**: Raising confidence in moderation of literacy across a level

| Tasks | By Whom | Resources | Timescale | Progress/evaluation of task |
|---|---|---|---|---|
| To agree time for literacy coordinators to meet | All | Time<br>Resources | Jan'16 | |
| Group to meet and develop a resource, using the annotated moderation materials from last session.  This resource will support moderation at individual school level | Literacy Group | Time (Fri 25th Sept)<br>Education Scotland Resources<br>Cluster resources from session 2014-15 | Oct 15 | |
| Individual schools to use the resources to improve and support staff confidence in making a judgement of 'achieving a level'. | Individual schools | Cluster resource used within CAT sessions | Oct 15 | |

| **Priority 3 –** Modern Languages | | **Overall Responsibility**<br>A Houliston | **QIs**<br>5.1 |
| --- | --- | --- | --- |

**Outcome: To support the implementation** To produce a Cluster Progression Pathway (Nursery – S1)
**Impact:** Ensuring a clear progression across the Cluster for 1&2 Modern Languages

| Tasks | By Whom | Resources | Timescale | Progress/evaluation of task |
| --- | --- | --- | --- | --- |
| Create a SLWG to audit current practice of ML within cluster Primary schools | Head Teachers | | Aug 2015 | |
| To meet and to produce a progression pathway linked to the CEC pathway for Modern Languages | SLWG for ML | 2 x Friday mornings-<br>5th Feb (am)<br>29th April (am) | May 2016 | |
| Organise and deliver a CAT session for own school to introduce the new Progression Pathway | | CAT session to be decided at individual school level | June 2016 | |