



CHILDREN AND FAMILIES

Standards, Quality and Improvement Plan for Broughton Primary School



“Reach for the Stars”

Standards and Quality Report for session: 2015-2016
Improvement Plan for session: 2016-2017

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

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

Learning at Broughton is...

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

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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 11 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 North East Locality. Our main school building is a traditional Victorian building with plenty of character, we have our Nursery and Hall in a separate building and have a new building containing four new classrooms opened in August 2014. Broughton Senior Leadership team consists of a Head Teacher, Depute Head Teacher and 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 HMle inspection follow up visit from the Local Authority QIO team in response to the most recent HMle inspection which took place in 2013. In March 2016 Broughton Nursery Class had a positive Care Inspectorate unannounced inspection where the provision was judged to be very good across all care standards that were inspected.

Our Self Evaluation continues to reflect the findings and improvements based on external and internal monitoring and evaluations. Staff have begun to engage with the new HGIOS4 document to support Self Evaluation and The National Improvement Framework to influence improvements.

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 style="list-style-type: none"> ✓ Our pupils at Broughton Primary School including the nursery and language classes continue to learn and achieve well. ✓ Most children are making good progress based on teacher judgment based on a wide range of evidence including on-going assessments and standardised assessment which take place annually at each stage throughout the school. ✓ We have a tracking system which tracks individual pupil's attainment, across the CfE levels at key points throughout the school session. This allows monitoring around pupils not meeting or exceeding expected levels within CfE and discussion and planning of next steps to meet learners needs in order to raise attainment. ✓ Our data from our tracking system show that our judgments in terms of CfE levels are closely matched to the results shown on our standardised tests. ✓ 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 and HIGIOS 4 are in place ensuring that any required interventions can take place to support or challenge individual pupils. ✓ Regular focused attainment and joint planning meetings are also developing a clearer understanding for staff on the standards and developing staff confidence in making teacher judgments. ✓ We have developed a clear strategic curriculum plan this will improve and support attainment over time and the our tracking system where we are tracking data over time will allow us to identify needs and gaps required for improvements and interventions. ✓ Other achievements are celebrated through interactive displays and through a widened and enhanced range of pupil groups. ✓ Expectations and Achievements are promoted at weekly Assemblies led by the SLT ✓ Star Awards are given linked to the four capacities of CfE at Assemblies ✓ Introduction of on-line Numeracy and Literacy Trackers in the Nursery are helping to ensure pace, challenge and differentiation ✓ Our Fresh Start intervention within Literacy continues to show improvements in performance of some of our lowest ability pupils – we have extended this provision to P5-7. ✓ This session staff have developed a whole school progressive approach to spelling and reading. Spelling has been implemented since January and Reading will be implemented in August. This will ensure quality and consistency of learning and teaching and so raise attainment. ✓ A rigorous approach to Child's Planning, supporting ASN within the school supports staff in meeting the needs of all our children. This supports individual attainment and achievement of each child's full potential. ✓ Our Nursery parents group led by DHT and the EYO developed the new Food and Nutrition framework. 		

- ✓ We have currently Achieved our 'Recognition of Commitment' status for 'Rights Respecting School' and our Eco Second Green Flag this work continues to build our learning for sustainability within the school.
- ✓ There is an active Parent Council and PSA which is very supportive of the school.
- ✓ Parent/Carers regularly attend whole school drop in events throughout the session and individual consultations twice in the school year.
- ✓ We share monthly whole school newsletters, termly class newsletters detailing the work of the school including our successes and our areas for improvement.
- ✓ This session we have launched our new school website which has been received very positively by our community. It details successes and achievement regularly throughout the school year and also acts as a method of communication for parents.
- ✓ We are in the early stages of introducing our new school Twitter which we hope will grow into an effective communication and promotion of our school community.
- ✓ Staff are aware of the school and wider priorities to improve practice and regularly reflect on the impact of any developments during L&T meetings and CAT session.
- ✓ The school improvement plan has identified priorities for development and all staff engage and reflect on this throughout the session.
- ✓ Staff have begun to engage with the new National Improvement Framework and this is influencing our priorities moving forward. 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?

- ❖ Continue to engage with HIGIOS4 to ensure consistency of learning and teaching.
- ❖ Continue 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 Learning Statements
- ❖ To extend engagement of the National improvement framework with staff, parents and pupils.
- ❖ Pupil involvement in termly class newsletter – using their voice.

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.
<ul style="list-style-type: none"> ✓ 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. ✓ Class Charters are developed annually with all classes linked to the RRS work and are part of what makes our inclusive ethos across the school. ✓ A Broad General Education is well planned across the four contexts of learning. ✓ Our Learning, Teaching and Assessment Framework and staff graffiti wall on best practice continues to support staff to deliver a consistent approach to learning and teaching across the school. ✓ We utilise AifL approaches and 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 pupils are involved in creating Success Criteria to ensure that pupils receive good quality feedback on their learning. ✓ We continue to use Bloom's taxonomy higher order questioning in all classes which has increased the support and challenge for pupils. ✓ Snapshot jotters have been introduced which capture learning within a couple of weeks each session, building up a portfolio of evidence of progress through the years. ✓ E- Learning Journals in the Nursery and Personal Learning Folders within P1-7 capture achievements and latest and best work. ✓ The nursery team have been engaging with Building The Ambition document to review and improve the Nursery environment. ✓ 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. ✓ The recently introduced House System continues to work successfully in motivating pupils, pupils and parents speak very positively on this. ✓ Our pupils report that they feel our Pupil Voice has increased throughout the school. ✓ We ensure that all classes meet the target of 2hours per week 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 is embedded within the curriculum supporting pupils in experiencing wider achievements. 			

- ✓ Staff are given opportunities to lead curricular areas and workshops. They work collaboratively across stages and levels to plan exciting and engaging learning opportunities for all of our pupils.
- ✓ 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 a Vision for playground development, our DHT working with pupils, parents and staff have a clear strategic plan which involves working with the OPAL programme as our next step. Our first phase of introducing 'Loose Parts Play' into the playground has been very positive. The pupils and parents feedback is extremely positive. We invited parents in for a 'Playdate' to experience this with their children.

What are we going to do next?

- ❖ Review effectiveness our new E-Learning Journals & Learning Folders whilst regularly reviewing our whole school approach to pupils ownership of their own learning.
- ❖ Further develop 'Local Community Links' and try to utilise the talents and skills within our own parent forum.

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
<ul style="list-style-type: none"> ✓ We are continuing to review and develop our curriculum and we have made good progress this session. ✓ Progressive curriculum frameworks in all curriculum areas are supporting teachers in planning a more cohesive and progressive learning experience for pupils across the CfE levels. ✓ Staff have a clear plan of how we are moving forward with Curriculum for Excellence and seem more confident in using the Experiences and Outcomes when planning the BGE. ✓ Regular attainment meetings are having 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. ✓ Our Pupil Council conducted a self-evaluation task to look at what made successful learning at Broughton PS with the PT. They gathered and presented the evidence to the HT and produced a display board for the whole school. ✓ A range of new resources have been purchased to support pupils learning needs across the school in particular within literacy. ✓ The learning environment within the Nursery is more informative for learners and parents sharing progress and next steps for the children. ✓ All staff at Broughton Primary School staff are committed to the 'Getting it Right for Every Child' (GIRFEC) principles. ✓ We strive to meet pupils learning needs of all pupils through the Child Planning process. ✓ Teachers understanding and confidence in applying the SHANARI indicators has increased and teaching staff complete Wellbeing Concern forms to make referrals to ASL team and to initiate the compilation of an Assessment of Need if required. ✓ Regular Child Planning Meetings are held to support our pupils identified through our child planning process. ✓ 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. ✓ Pathway 1 and Pathway 2 support is in place for those pupils that require it and we are about to engage with the new Circle document to review our inclusive approaches across the school. ✓ Staff work closely with Partnership Agencies including Educational Psychologist and ASL Services, to support the needs of our pupils, providing Pathway 3 support. ✓ ASL services have delivered initial training on Visual Support project to all staff in collaboration with Speech and Language Therapy. Our next step is to develop across the school and achieve Bronze level. ✓ 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 ✓ Clear relevant targets in IEPs 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. 			

- ✓ Fresh Start continues to provide an intervention for Literacy at P5-7 stages with very good results. Next step is to introduce Read, Write Inc as an intervention for P3 pupils following on from Literacy Rich Edinburgh who continue to need support.
- ✓ The Support for Learning Teacher also provides support to class teachers in the form of advice and resources where appropriate.
- ✓ We respond to emerging needs of children by running some support groups for children eg TIP, Emotions Talk, Friendship etc.
- ✓ EAL teachers support staff and pupils to reduce the barriers that EAL pupils can experience.
- ✓ Our Positive Behaviour Management Framework is based on a restorative approach underpinned by '*Better Relationships, Better Learning, Better Behaviour*'.
- ✓ Our HWB community group have led 2 whole school focus weeks this session: Healthy Snacks Week and Health and Wellbeing Week
- ✓ Primary 5 class have piloted some of the resources from Being Cool in School resource and as a next step we need to review how/if this could be implemented across the school.

What are we going to do next?

- ❖ HWB- Introduction of whole school progressive programme – *Being Cool in School*, how to implement across the school
- ❖ Visual Support Project –developing a consistent approach across the school incorporating visual timetables and environmental signage.
- ❖ Read Write Inc introduced as an intervention to support Literacy in P3 stage
- ❖ Circle Document Edinburgh version 3.1- CPD for staff and utilise strategies and approaches to meet the needs of our learners.
- ❖ Introduction of a school led Breakfast Club

5.1 The Curriculum

The rationale and design of the curriculum	The development of the curriculum	Programmes and courses	Transitions
<ul style="list-style-type: none"> ✓ We regularly revisit our curriculum design and rationale based on our values and have developed a curriculum map with a clear strategic plan for further curriculum development. ✓ Through development of our curriculum we are ensuring the design principles of CfE –planning across the 4 contexts of learning within our long term plans and then sharing this in termly class newsletters with pupils, parents and carers. ✓ All staff have been working on development of a clear progression route for our learners through the levels. ✓ CEC Progression Pathways supporting English, Maths and HWB across the school have been introduced ✓ Curricular frameworks using Experiences and Outcomes have been developed which support planning and ensure a breadth of experiences for our learners ✓ SEAL is currently being implemented from Nursery to P3 and supporting some learners further up the school as an intervention. ✓ CEC Mental Agility guidelines and progression are now being used from P3-7 linking to SEAL in P1&2 our next step with this is to introduce 'Broughton Counts' next session raising the profile of Numeracy across the school. ✓ Cluster moderation work in Maths led by the cluster group and DO for Numeracy was very successful. It helped support and develop a shared understanding of the standard and also helped staff to engage with the Numeracy Framework and the SSLN Professional Learning resource within Fractions, Decimals and Percentages. ✓ A progressive whole school spelling framework has been developed and is being implemented successfully across the school, alongside Cursive Writing which supports all learners. ✓ A new Reading Framework has been developed by staff and introduced ready for implementation in August, developing a progressive whole school approach to teaching reading. ✓ 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 ✓ Implementation of 1+2 within Modern Languages continues, whole school training has taken place a few years ago. A cluster working group has developed a progression of vocabulary and this is a basis to develop a whole school progression next session. Support from exchange student this session has supported German. It has been identified that there is a need to revisit the resources and to develop confidence and training for new staff to the school. ✓ Our ICT community group have developed an ICT progressive framework ready for implementation in August ✓ PE provision across the school meets the 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 ✓ The Daily mile has been piloted across the school very successfully and we aim to roll this out further next session. ✓ Improved and updated Homework Framework and guidance for parents/carers has been implemented allowing for personalisation, choice, challenge and application of learning. ✓ We supporting wider achievement through JASS is embedded within P6&7 and our Active Schools coordinator has regular meetings with DHT and PE specialist to ensure a wide range of activities available for after school and lunchtimes. 			

- ✓ With support from the PSA we had a team of over 60 pupils enter the children's races at the Edinburgh Marathon Festival. This not only raised money for playground developments but also built community relationships within our families at Broughton.
- ✓ Some staff have continued to develop outdoor learning with their classes. As part of the playground development support staff have been trained in supporting Loose Parts Play which has successfully been introduced. Next steps will be whole school training as part of the OPAL programme and development of the physical environment.

What are we going to do next?

- ❖ Introduce 'Broughton Counts' project next session raising the profile of Numeracy and developing a progressive whole school approach incorporating SEAL and CEC Mental Agility Guidelines.
- ❖ Further development school and cluster work on progression, moderation and assessment within Literacy and Numeracy linked to the ES significant Aspects and Learning Statements.
- ❖ Implement new Reading and ICT frameworks
- ❖ Review and evaluate new Spelling and Reading Frameworks
- ❖ Audit whole school approach to Writing, Listening and Talking.
- ❖ Audit, review and develop a clear whole school progression in Science.
- ❖ Develop a Modern Languages progressive framework and link to resources. Develop confidence and training for new staff to the school.
- ❖ OPAL programme, developing play policy and CPD for whole school.
- ❖ Develop the outdoor physical environment of the school.
- ❖ The Daily Mile further roll out next session.

5.9 Improvement through self-evaluation

Commitment to self-evaluation	Management of self-evaluation	School improvement
<ul style="list-style-type: none"> ✓ We have clear values which we promote regularly they have been developed through consultation with staff, pupils and parents/carers. Our values are at the heart of our school ethos and school improvements. ✓ 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. ✓ The Senior Leadership Team is highly committed to the school and to school improvement through self-evaluation. They demonstrate strong leadership and have a clear understanding of how to move the school from 'good to great'. ✓ The Nursery received a very positive Care Inspectorate inspection report which judged our Nursery class to be Very Good in all areas they inspected following an unannounced visit early in 2016. ✓ Each member of the SLT have particular departmental responsibilities within the school. ✓ The SLT are committed to developing leadership at all levels and are working very well with the staff team to ensure continuous improvement. ✓ Staff continue to be very positive about recent school improvements. ✓ All staff have initially engaged with HGIOS 4 and with the National Improvement Framework. Both of which will influence our future school improvements ✓ There are regular whole school fortnightly meetings on a Friday morning and departmental meetings on the alternative weeks. Aspects of school organisation, management and improvements are reviewed and discussed. ✓ Teaching Staff have all been updated on GTCS Professional Update and PRD meetings took place in September 2015 and we have identified targets for staff linked to the new Professional Standards. ✓ Support staff have regular PRD linked to real and relevant objectives. ✓ Teachers meet on a weekly basis to review and plan learning with stage partners and the Nursery team plan fortnightly and responsively for learning. ✓ Nursery, Teachers and Support staff meetings are in place monthly which have a Learning and Teaching focus based on the priorities for school improvements ✓ The SQIP is displayed outside the staff room and the staff can note comments on it, it is regularly reviewed throughout the year. ✓ Pupils feel they are involved in and consulted on a range of school initiatives and school improvements and speak positively about the continued focus on Pupil Voice across the school. ✓ We have achieved our second Eco Schools Scotland green flag and our 'Recognition of Commitment' status to be a Rights Respecting School. ✓ The Parent Council and PSA supports the school well. ✓ We regularly gather and respond to the views of partners and all stakeholders in evaluating the quality of provision at Broughton Primary School through parent meetings, whole school drop ins, surveys etc. ✓ We have launched our new school website in January 2016- www.broughtonprimary.org This has proved very successful in improving communication to parents/carers and also in celebrating successes and achievements and in sharing the work and life of the school on a regular basis. 		

What are we going to do next?

- ❖ Develop a Moderation calendar as part of our Self-Evaluation Framework, using the Significant Aspects of Learning to support moderation across the school.
- ❖ Further engage with HGIOS 4 and HGIOELAC to monitor, measure and improve our performance in both School and Nursery Class
- ❖ Engage with the priorities from the National Improvement Framework to establish priorities for improvement.

Improvement Plan

2. Key areas for school improvement



“Reach for the Stars”

Priority 1 – Improvement in attainment/achievement for all learners.

Tasks

Aim

Aim:-
By June to improve attainment and achievement for all learners in Literacy, Numeracy and Science

Primary Drivers (HGIOS 4)

- 2.2 Curriculum
- 1.2 Leadership of learning
- 2.3 Teaching, Learning and Assessment
- 1.1 Self Evaluation for Self improvement
- 1.2 Leadership of Learning

Secondary Drivers

- Learning Pathway for Numeracy /Maths
- Learning Pathway for Literacy/English
- Learning Pathway for Science
- Personal Learning Planning
- Moderation focus on Numeracy and Literacy
- National Improvement Framework
- Significant Aspects in Learning: Literacy & Numeracy

- Whole school engagement with 'Broughton Counts' project incorporating SEAL & Mental Maths Agility guidance.
- SEAL progression from N-P4
- Further CPD for SEAL
- Embed whole school Spelling Framework
- Implementation of new Reading Framework
- Audit and review Writing Framework
- Focus on Listening & Talking progression and resources
- Audit and review Science Framework
- Evaluate and further develop PLPs: E-learning journals and Learning Folders
- Further engage staff with the NIF
- Engage pupils and parents with the NIF

Priority 2 – Closing the attainment gap between the most and least disadvantaged learners.

Tasks

Aim

Aim:-
By June 2017
reduce the
attainment gap
between our most
and least
disadvantaged
learners

Primary Drivers (HGIOS 4)

3.1 Ensuring
wellbeing, equality
and inclusion

2.7 Partnerships

1.5 Management of
resources to
promote equality

1.1 Self Evaluation
for Self Improvement

3.2 Raising
attainment and
achievement

2.4 Personalised
Support

Secondary Drivers

Circle- v 3.1 – Inclusive Learning
and Collaborative Practice

Visual Support Project (ASL & SLT)

CEC Priority- Raising awareness of
ASD

Interventions for Literacy

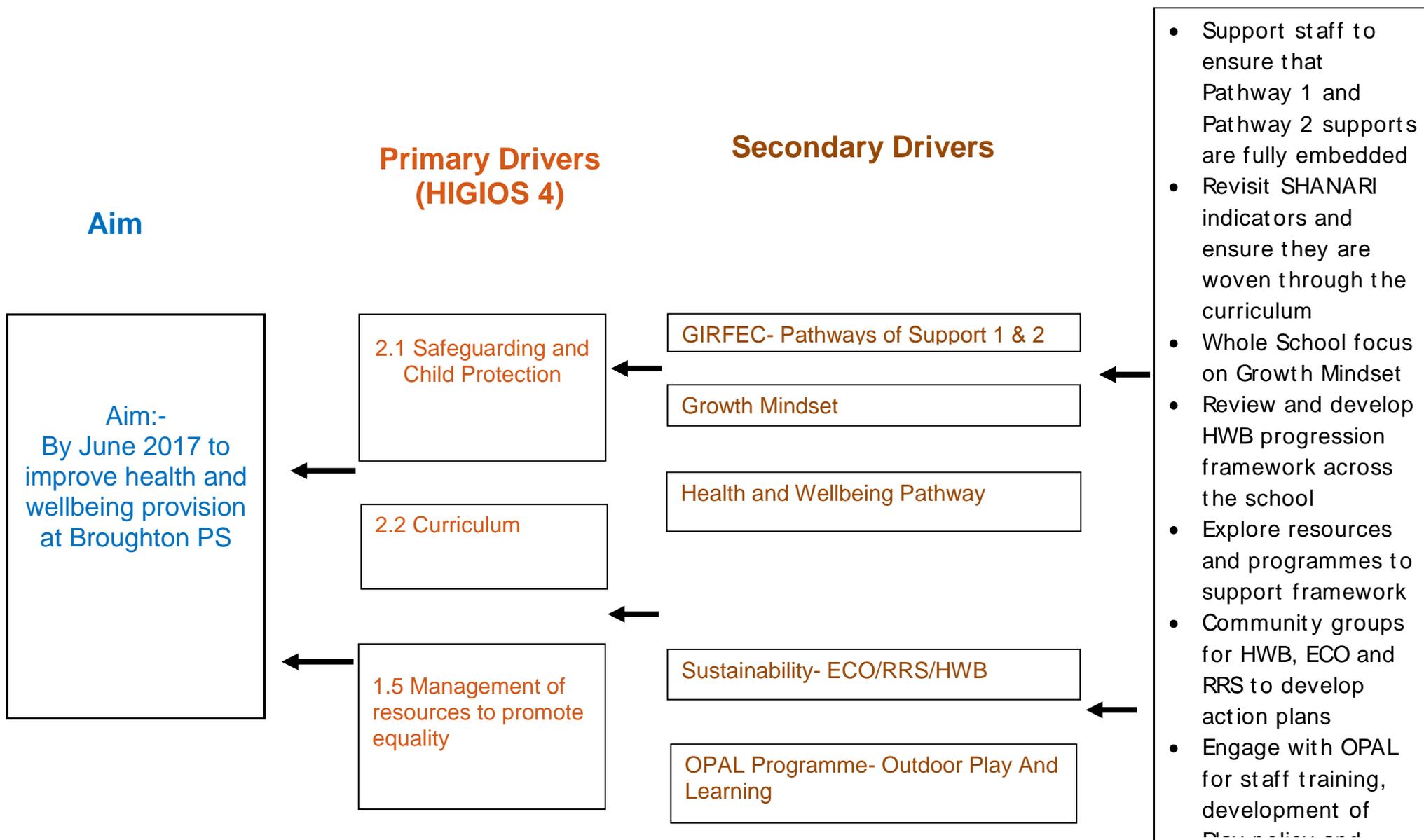
Interventions for Numeracy

Tracking and Monitoring of Literacy
and Numeracy/Maths

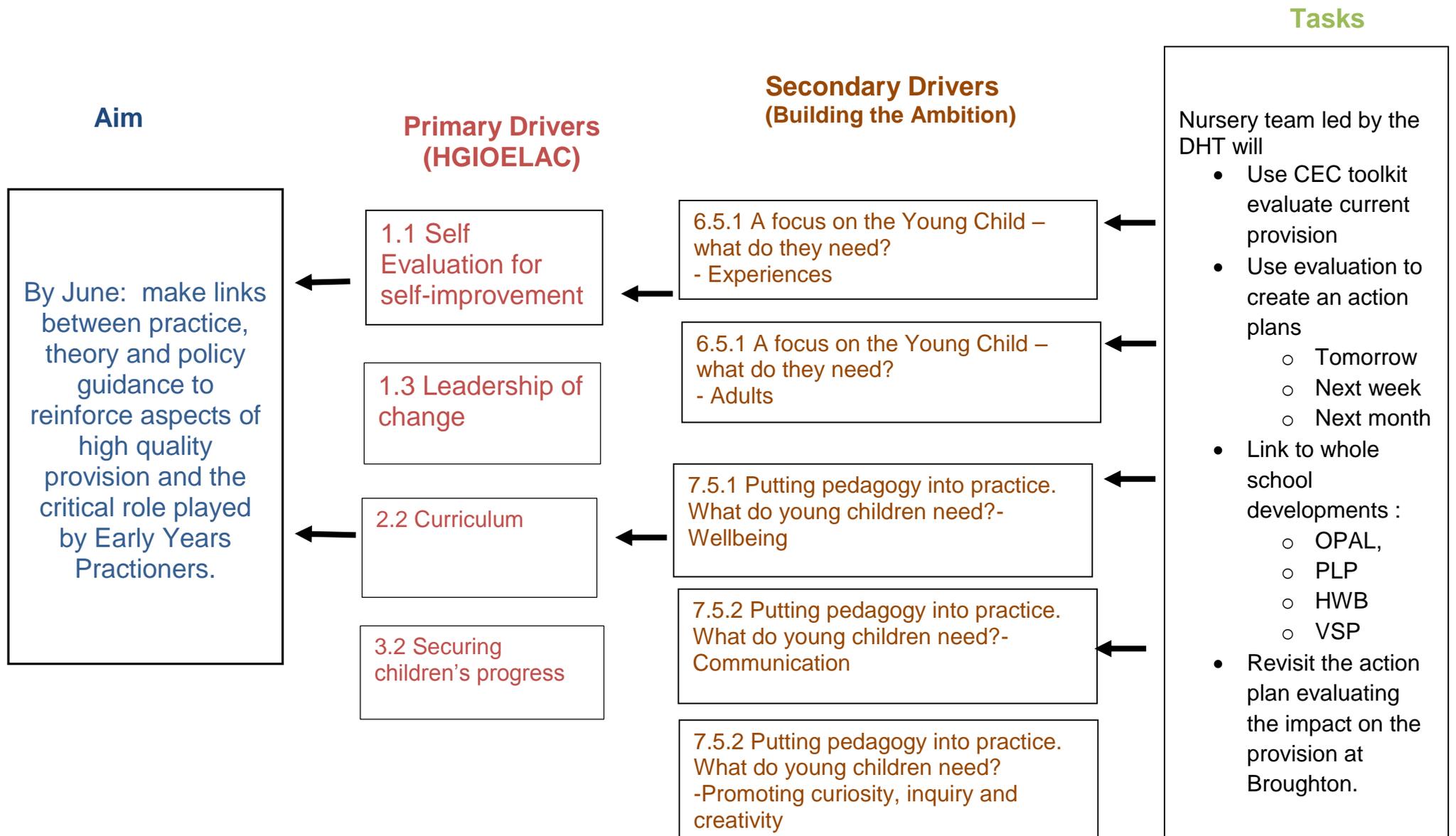
- Staff CPD on new CIRCLE document
- Focus on Inclusive and Collaborative class Aug-Oct
- Develop Graffiti Wall for SE focus
- Implementation of VSP- Bronze level
- CPD on ASD from Language Class PT for all staff
- Drop in Cluster CPD sessions in collaboration with Pilrig Park & Prospect Bank to support staff with inclusion
- Focused and targeted support:
 - Fresh Start interventions P5-7
 - Introduce Read, Write Inc intervention for

Priority 3 – Improvement in children and young people’s health and wellbeing.

Tasks

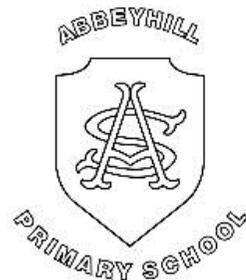


Priority 4 – Nursery Class – To support the changes in Early Learning and Childcare within our Nursery Class.



3. Cluster Improvement Plan

Drummond Cluster Improvement Plan 2016/17



Cluster Improvement Plan

Priority 1 – Raising Attainment/RAFA	Overall Responsibility All cluster HTs	QIs 2.2 , 2.3 , 3.2	NIF/CEC priorities 1,2
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Outcome: To raise attainment through moderation ensuring that staff have a shared understanding of the standard within Literacy and Numeracy

Impact on learners: Improved attainment in Literacy and Numeracy

Tasks	By Whom	Resources	Timescale	Progress/evaluation of task
2 Assessment and Moderation sessions (1 x Literacy, 1 x Numeracy)	Cluster Literacy and Numeracy coordinators	2 CAT session from WTA		
Establish new moderation groups to allow interested staff to take part/replace staff who have left	HTs			
Moderation groups to decide how to take tasks forward the next steps from the Assessment and Moderation sessions	Cluster moderation Coordinators			
As a cluster, look at the interventions being made for the lowest 20%.	HTs & SfL teachers	Specific RAFA focus and driver diagram. SIMD data		
Shared practice between SfL teachers	SfL teachers			
Address poor Maths results at Drummond	SLT DCHS			
Shared access to BGE tracking spreadsheet	SLT DCHS			

Priority 2 – Raising awareness and improving knowledge of knowledge and understanding of autism	Overall Responsibility S McLaren, R Chad	QIs 2.4, 3.1	NIF/CEC priorities 3,5
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Outcome: Partnership working between cluster schools in developing knowledge and understanding of autism

Impact on Learners: Inclusive approach across the cluster schools.

Tasks	By Whom	Resources	Timescale	Progress/evaluation of task
2 shared practice sessions at Prospect Bank and Pilrig Park	Delivered by HTs and staff at PB and PR.	Staff School based resources	2016-17 session	
Shared classroom experience/dialogue between mainstream and special school staff	Open to all cluster staff.			
Development of partnership network	HTs			

Priority 3 – STEM-TBC	Overall Responsibility All cluster HTs	QIs	NIF/CEC priorities
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Outcome:**Impact on learners:**

Tasks	By Whom	Resources	Timescale	Progress/evaluation of task
Karen Ridgewell to attend next HT meeting to discuss possibility of a cluster STEM project	Karen Ridegwell (Abbeyhill parent)			

