

Standards, Quality and Improvement Plan



Broughton Primary School



“Reach For The Stars”

Standards and Quality Report for session: 2016 - 2017

Improvement Plan for session: 2017 - 2018

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



Context Of The School

Broughton Primary School currently has a roll of approximately 380 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.

Moving forward in session 2017-18

Broughton will have a change in SLT as the substantive HT will be on secondment to the Early Learning and Childcare Team, the DHT will be Acting Head Teacher and we will have a new Acting Depute Head Teacher.

At Broughton Primary School we believe that all of our children should experience Excellence and Equity. We aim to provide the best possible opportunities for children's learning and we want to see **every** child succeed and achieve their full potential.

The Sutton Trust shows us how educational inequality starts young and leaves children from the most disadvantaged homes struggling to keep up throughout their school years. Based on this we intend to refocus our curriculum within the Early Level ensuring that we adopt a more play based approach through the transition between Nursery to Primary One providing a literacy rich environment and focusing on closing the gap with early interventions. Thus preventing the gap continuing to widen as our children move through the school.

Within our Nursery, we will be involved in Phase 1 of the Early Learning and Childcare expansion to 1140 hours for all nursery children. This will mean we will have a maximum of 48 pupils in the Nursery Class who will receive 30 hours of Early Learning and Childcare per week. This will involve focused development work in the nursery ensuring that as we increase our provision for our children we ensure that the focus remains on ensuring the highest quality provision for all.

We will use our Pupil Equity Funding (PEF) to support children who experience barriers to learning and who may not be getting the same chances in education because their family is experiencing poverty or other financial difficulties.

We recognise that the health and well-being of our pupils is crucial to progress and attainment. For this reason we plan to develop interventions at Broughton which will provide universal support to our pupils as well as targeted interventions for some of our more disadvantaged pupils. These interventions will be in collaboration with our partner services through Nurture approaches and the CEC Well-being Academy.

Through self-evaluation with staff, pupils and parents and rigorous analysis of our attainment data we recognise where the barriers to learning are and understand where our poverty related attainment gap is within our school.

We will research the Scottish Attainment Challenge work that has been previously carried out within the City of Edinburgh and adopt the use of improvement methodology ensuring that small changes within our learning and teaching which will affect big impact within our individual classrooms. There will be regular measurement of impact and review, adaptations will be made accordingly. We have a rigorous tracking system in place where staff have the opportunity to review pupils' progress in line with expectations and effective use of interventions.

We will expect to see expected progress for all and excellent progress for many. Within the school attainment data we ultimately aim to have all SIMD bands proportionately represented, there will be no pattern of lower attainment within the lower SIMD bands.

Learning at Broughton is...



School Priority 1: By June 2017 to raise attainment and achievement for all learners in Literacy, Numeracy and Science.

NIF Priority

Improvement in attainment, particularly in literacy and numeracy

NIF Driver

Assessment of children's progress

Performance Information

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:

Within the Nursery Classes:

- Seal approaches within Numeracy has had a positive impact.
- E-learning journals have been introduced, they have supported planning, recording and assessments linked to the CEC Literacy and Numeracy trackers.
- E-learning journals have involved parents/carers in their child's learning.
- Bed-time stories has been launched and developed, this has a positive impact on reading for enjoyment and involving parents and carers.
- Book bug initiative has also supported children to read for enjoyment with parents /carers
- Staff have used the environmental toolkits to support improvements within literacy and numeracy within the nursery.
- Rhyme booklets for literacy and numeracy have been developed and the children have taken them home to share with parents and carers supporting early literacy and numeracy skills through using rhyme.

Within Primary 1-7:

- Seal approaches are now used to support teaching of numeracy within P1-4. This has also identified gaps in learning within key concepts which are now being addressed in all stages.
- Broughton Counts has been an initiative that has raised the profile of numeracy across the school. This is a mental agility programme that has developed a range of numeracy skills from Nursery to Primary 7. Staff and pupils have engaged fully in this initiative and we have had a focus on support a numeracy rich environment around the school. Evaluations have all been positive and we plan to embark

on year 2 in August incorporating a Numeracy focus within our whole school calendar. **Further Impact Data from Attainment Report to be added in September**

- The new reading framework which was introduced in August 2016 is developing skills within reading and supporting pupils to develop a deeper understanding of texts. There has been an average improvement of 1.3% across the school in reading scores and in particular an average gain of 4.46% within P5-6, this indicates to us that we may need to evaluate and make changes to the approach within P1-4 for next session. We will also focus our Support for Learning towards P3 and 4 where we have not made the gain in scores.
- P1-3 held invited parents/carers into an event where we shared the Read, Write, Count Bags gifted to the pupils. We then incorporated tasks linked to the book bags within our Home Learning walls to support parent/carer engagement.
- Our whole school spelling framework is supporting good progress in spelling across the school. It incorporates Literacy Rich Edinburgh in P1 and P2 and targeted interventions at P3 –Read, Write Inc.and at P5 Fresh Start. There has been an average improvement of 2.21% across P3-7 on spelling scores.
- As a whole staff we have reviewed our Writing programme in line with the literacy progression pathway and benchmarks and now the literacy coordinators need to update and adapt for using in session 2017-18.
- We have a tracking and monitoring system in place which tracks pupil's progress across all stages of CfE. Regular attainment discussions take place between SLT and class teachers throughout the session. This allows pupils to be identified who are making expected progress, exceeding or not yet making expected progress in all stages. We are then able to use this information to plan for targeted support or interventions to support their progress.
- Pupils are involved in developing planning for IDL across the school. IDLs are planned and assessed through use of Floor Books or learning Walls.
- We have reviewed our Science framework and our science coordinator and Principal Teacher are developing our whole school programme to ensure coverage, depth and understanding for pupils.
- Pupils demonstrate personalisation and choice within our approach to Home Learning which is regularly reviewed and updated.
- Our Learning, Teaching and Assessment framework is reviewed and updated annually which supports and has high expectations for learning and teaching across the school.
- We have reviewed our Personal Learning Planning across the school.
 - Regular target setting takes place across the school and weekly reflections are progressively developed from nursery to P7.
 - We have introduced individual learning conversations for pupils and teachers to ensure that pupils are aware of their progress and next steps in learning.
 - 'Snapshot' jotters have been introduced which capture a week of learning from November and May which will allow us to evidence pupil's progress and moderate progress across stages and levels.
 - Individual Pupils Learning folders evidence latest and best work across the session.
- Wider Achievements are planned for within P5-7. P6&7 participate in JASS Across the school wider achievements are evidenced within Individual Pupils Learning folders.
- A wide range of extra-curricular clubs support opportunities for pupils' wider achievements.

- Supported by the PSA we plan for a wide range of outings and trips which support our curriculum including a residential trip in P7.
- Our pupil voice is strong across the school. Pupils are involved in a range of pupil groups and leadership roles which allows them to be part of the decision making process within the school.
- We completed a parents' survey which showed that almost all parents are happy with the staff knowing their children's strengths and next steps in learning. They also responded very positively to the changes we have made in approaches to teaching Numeracy, Reading and Spelling

Next Steps:

- Embed Reading and Spelling programmes
- Update Writing Programme
- Audit and Review Listening and Talking Framework across the school with particular emphasis on vocabulary within Early Level.
- Ensure continuous school and cluster moderation activities within Maths and Literacy
- Continue with Broughton Counts developing into year 2
- Review our SEAL maths resources and ensure that SEAL maths approach in the Nursery is stretching our more able children.
- Within the Nursery PLPs – our next steps to develop individual targets for children.
- Nursery Trackers- Review Nursery Planning /Observation and including childrens voice in planning.

School Priority 2: By June 2017 to reduce the attainment gap between our most and least disadvantaged learners.

NIF Priority

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

NIF Driver

Performance Information
School Improvement
Teacher Professionalism

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:

Within the Nursery Classes:

- Up, Up, Away resource is regularly used by staff to support children effectively at Pathways 1 and 2.
- The Nursery engaged in a gifting event as part of the Book bug initiative encouraging reading for enjoyment within our families
- ASL staff work closely school staff to support individual pupils within Pathway 3 this also supports training and up skilling staff to be able to meet the needs of our children who have ASN. This has a big impact on the children being able to access the Nursery experiences in a positive way and also supports staff within the team.
- E-Learning Journals alongside the CEC trackers are being used to track and monitor progress, these help to identify needs and support learners. Parents are also able to share their children's progress in learning through the e-learning journals supporting parental engagement.
- Use of whole school numeracy programme, Broughton Counts within the Nursery
- Weekly reflection time encourages learners to discuss learning experiences and introduces them to the language of learning.
- Word Boost has been introduced through snack time and has been shared with parents and carers. We hope to train further staff and extend the programme further next session.
- Early Years Officer has developed a programme for family engagement involving trips to the Museum and Botanics. This has proved very popular with parents and carers and has increased our parental engagement.

Within Primary 1-7:

- Within P1-3 we held a gifting Read Write Count session launching the national Initiative and linked to our Home Learning.
- In 4-7 alongside the new reading approach we have embarked on the First Ministers Reading Challenge. We have submitted books read across P4-7. Pupils have chosen the books they wanted to read and we have seen an increase in pupil motivation to read.
- Within our Language Classes we have good collaboration with outside agencies supporting individual children eg. The Behaviour Clinics

- Support for Learning Individual Programmes have been developed and have successfully supported learners, encouraged progress and promoted their self-esteem. The support for learning attainment results show good progress across the school.
- Through reviewing our approaches within personal learning planning we have effective weekly conversations with our classes.
- Learning Logs promote learning discussions in P1& P2.
- Within P3-7 planned Learning Conversations now are taking place within each class allowing 1:1 time for pupil teacher conversation reviewing progress, next steps and embedding the language of learning.
- Learning Intentions and Success Criteria are regularly shared with pupils and differentiated accordingly.
- Attainment and Tracking meetings with SLT regularly take place identifying our more able and less able learners, tracking against ASN and SIMD. Within these meetings we identify progress for each pupil and any gaps requiring interventions.
- My World folders are set up for Language Class pupils and class folders within the mainstream encouraging our inclusive ethos.
- Staff were trained in the new CIRCLE approaches supporting pathways 1-3.
- We embarked on the Visual Support Programme training for all staff and resources are implemented throughout the school for Bronze level. This benefits all pupils particularly pupils who have EAL, children with language processing difficulties and ASN.
- Using these approaches we developed a graffiti wall to share clear expectations on what our 'Inclusive Classrooms' will look like at Broughton. We used this as part of peer self-evaluation which highlighted many positive aspects.
- Cluster links made with Prospect Bank and Pilrig Park special schools developing autism awareness across the school.
- ASL service delivered Positive Behaviour Training for all staff with focus on ASD and ADHD this has developed confidence in staff in using approaches and strategies supporting inclusive practice.
- Close working partnership with EP, ASL and Barnardos for targeted support for individual pupils, developing strategies/consistency to reduce barriers to learning.
- Rainbow Room set up to support pupils who are struggling to manage within a larger classroom due to their additional support needs has worked effectively this session.
- We ran an eight weeks Emotions Talk parent group supported by SALT and ASL services – the evaluations from parents and carers were very positive.
- The DHT explore Nurture approaches for 2 identified pupils in the third term, the approaches supported the pupils positively and we are developing more nurturing approaches using our PEF funding next session.

Next Steps:

- SLT to attend training on new Up, Up and Away resource and then to disseminate to the Early Level staff.
- Introduce the new CEC Nursery Trackers for Literacy and Numeracy
- Further training on vocabulary development across the early level including Word Boost.
- Extending play based approaches within Early Level for Primary one practice
- To use PEF effectively for Nurture and wellbeing approaches and to measure impact.
- Embed the VSP Bronze Level and move towards Silver.

School Priority 3: By June 2017 to improve health and Wellbeing provision at Broughton Primary School

NIF Priority

Improvement in children and young people's health and wellbeing

NIF Driver

Parental Engagement

School Improvement

School Leadership

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:

Within the Nursery Classes:

- Rights respecting school ethos within the Nursery includes our Golden Rules
- Within the nursery the children are involved in recycled activities linked to our Eco schools.
- Daily our children brush their teeth supported by the Dental Hygienist who visits the Nursery classes regularly.
- A new menu and policy for snack has been developed in line with *Setting the Table* guidance staff and parents were involved.
- All staff have completed the food hygiene course and are certified.
- Close relationships and communication with SLT and the Named Person (health visitors) and other professionals to meet all learners' needs linked to the Child Planning Process.

Within Primary 1-7:

- Designated school ASN team meeting regularly and feedback to relevant staff accordingly supporting individual needs in line with the Child Planning Process
- Resources and strategies to support pupils are now organised and easily accessible for staff.
- Whole school positive behaviour policy links to CEC *Better Learning, Better Relationships, Better Behaviour* including a restorative approach. Next session staff are keen to review in line with RRS
- Annually as part of RRS we develop a class charter for each class focusing on rights and responsibilities.
- A staff member has attended *Respect Me* training and has developed and update our school Anti Bullying policy ready to be shared in the new session with staff, pupils and carers.

- Annual focus days/weeks including Day for Change, Health Week, Anti Bullying Week, Internet Safety, Road Safety and Diversity are part of our whole school calendar and linked to curricular planning.
- Our Junior Road safety Officers have led Broughton as part of the cluster *Park Smart* Campaign.
- We are moving forward with our RRS accreditation hoping to submit early in new session.
- Clear links to the articles from RRS are highlighted within our IDL planning.
- Eco is now embedded within our curriculum. Our staff and pupil group have developed action plans which lead the school forward in improving our Eco work across the school.
- Within our Outdoor Learning and Play programme we have trained all staff, set up a Play Team of staff and pupils who have completed an audit of our grounds and practice which has informed a two year action plan which will continue next session. Our Play Blog is now up and running. We have developed a play policy which is ready to be shared with both staff, pupils and parents.
- A targeted intervention to support transition within P4 has been developed using Emotions Talk programme which will run into August 2017.
- SLT and practitioners have completed the training for Whole School Resilience programme and a clear plan for implantation has been developed for August 2017-18.
- Pupil wellbeing survey has been completed and the data will provide a baseline for us to use when measuring the impact of the whole school Resilience Programme.
- We have focused on Growth Mindset across the school in order to positively influence our learners' attitude towards learning. Our EP supported us in measuring the impact with parents, staff and pupils. We data shows a positive impact and questioned 81% of our parents and carers who responded agreed that developing a growth mindset in our learners has had a positive impact on learning

Next Steps:

- Whole School Resilience programme
- Using Language Class staff skills and experience to support further ASD awareness.
- Review and update Positive Behaviour and Anti Bullying policies with all staff and carers.

School Priority 4: Improvement in employability skills and sustained, positive school leaver destinations for all young people

NIF Priority

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

NIF Driver

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:

- All staff take responsibility for developing literacy and numeracy across the curriculum
- We inspire a growth mindset – we talk about links to skills, we inspire, we find positives, we promote a ‘yes you can’ mentality.
- Effective gym and art specialists – developing skills and a wide range of experience and confidence within our pupils.
- A database has been set up recoding the careers/skills/talents of our parent forum. This led to a successful day developing financial education skills with P6 and 7.
- Nursery – links to Fire Brigade, crossing guides, parents encouraged to share skills/interests within the Nursery classes.
- Within P6 and 7 we use the JASS programme encouraging wider achievements
- The PSA have developed a ‘Cultural Fund’ supporting curriculum visits which enhance skills and wider achievements. This fund will continue next session and a planned timetable for all classes from P2-7 will attend the Edinburgh Book Festival fully funded.

Next Steps:

- World of Work’ focus
- Develop digital literacy throughout school
- Utilise teachers’ strengths to share their skills / talents to develop a programme for pupils where they can exercise personalisation and choice while developing skills for life, work and learning. This will be part of our whole school calendar and linked to curricular planning.

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	4	
2.3	Learning, Teaching And Assessment	5	
3.1	Ensuring Wellbeing, Equity And Inclusion	4	
3.2	Raising Attainment And Achievement	4	
	School's chosen QI		
	School's chosen QI		

2016 – 2020 School Self Evaluation/Plan for QI Engagement

QI		2016 - 2017	2017 – 2018	2018 – 2019	2019 – 2020	Comments
1.1	Self-Evaluation for Self-Improvement	√	√	√	√	Continuous focus each year.
1.2	Leadership of Learning		√	√	√	Developing teacher professionalism
1.3	Leadership of Change	√	√	√	√	
1.4	Leadership and Management of Staff	√	√	√	√	Continuous focus each year.
1.5	Management of Resources To Promote Equity		√	√	√	PEF & 1 in 5 Poverty
	Leadership And Management Overall					
2.1	Safeguarding and Child Protection			√		CP whole school training
2.2	Curriculum	√	√	√	√	
2.3	Learning, Teaching and Assessment	√	√	√	√	
2.4	Personalised Support		√	√	√	Introduction of new GIRFEC paperwork and new SNST
2.5	Family Learning	√	√			Developed ET for parents
2.6	Transitions	√	√			Focus on Early Level transition and within Maths at Cluster level
2.7	Partnerships	√	√	√	√	With ASL service and as part of VSP
	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 develop a shared understanding of the expected standard across Early, First and Second level within Maths and English with all staff		Overall Responsibility	
Outcomes	Staff will have a clearer understanding which will lead to improved attainment in Maths and English through staff using the final benchmarks as part of planning, assessing and recording			
Tasks	By Whom	Resources	Time	Impact/ Progress
<ul style="list-style-type: none"> Cluster Moderation within Maths and English 	<ul style="list-style-type: none"> Moderation sessions led by Cluster Assessment and Moderation coordinators Teaching staff will participate in the moderation sessions 	<ul style="list-style-type: none"> 2 afternoon CAT sessions WTA Cover for training and preparation time for coordinators. (DSM) 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">
<ul style="list-style-type: none"> Engaging with the new final benchmarks for Maths and English and linking to our planning and assessments cycle. 	<ul style="list-style-type: none"> All teaching staff Maths and Literacy coordinators to lead small groups to update planning formats in May for implantation in Aug 2018 	<ul style="list-style-type: none"> Planning time from WTA Learning and Teaching Mtgs 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">

Priority 1b	To review the planning, tracking and reporting on Literacy and Numeracy within the Nursery	Overall Responsibility		
Outcomes	There will be streamlined planning with a balance of responsive planning involving the children's voice and block planning linked to the new CEC trackers.			
Tasks	By Whom	Resources	Time	Impact/ Progress
<ul style="list-style-type: none"> Engaging with the new trackers. 	<ul style="list-style-type: none"> Nursery Team 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">
<ul style="list-style-type: none"> Attending locality EY meeting in September and feeding back to team 	<ul style="list-style-type: none"> SLT 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">
<ul style="list-style-type: none"> Reviewing our planning and tracking cycle linking to e-learning journals 	<ul style="list-style-type: none"> Nursery Team 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">

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: To develop a shared understanding of the impact that Learning and Teaching in the classroom can make to reduce the attainment gap.

Overall Responsibility

Outcomes: To develop teacher professionalism through Practioner Enquiry, improving learning and teaching for all pupils.

Tasks	By Whom	Resources	Time	Impact/ Progress
<ul style="list-style-type: none"> Cluster Event at Drummond led by David Cameron & Chris Kilkenny 	<ul style="list-style-type: none"> All school staff 	<ul style="list-style-type: none"> PEF funding In service Day in August 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">
<ul style="list-style-type: none"> Reflecting on own practice to identify one improvement action for a practioner enquiry. 	<ul style="list-style-type: none"> Teaching staff 	<ul style="list-style-type: none"> In service Day in August CAT Session for input on Model for Improvement 4 CAT sessions for Collegiate planning, implementation and review. 1 Cat session to share with whole staff Big Planning Books 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">

Priority 2b:	Developing Nurture groups within P1-3 as targeted interventions to support closing the gap	Overall Responsibility		
Outcomes:	Individual pupils will benefit from a nurture approach to allow them to access the curriculum within the classroom removing barriers to learning.			
Tasks	By Whom	Resources	Time	Impact/ Progress
<ul style="list-style-type: none"> Teacher and PSA identified to lead Nurture groups 	<ul style="list-style-type: none"> SLT 	<ul style="list-style-type: none"> SLT meeting 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">
<ul style="list-style-type: none"> Training for staff who are leading Nurture Groups 	<ul style="list-style-type: none"> Teacher PSA 	<ul style="list-style-type: none"> Training by CEC during school day 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">
<ul style="list-style-type: none"> Setting up of the Nurture classroom 	<ul style="list-style-type: none"> Teacher 	<ul style="list-style-type: none"> PEF Funding <ul style="list-style-type: none"> Equipment Furnishings Resources 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">
<ul style="list-style-type: none"> Identification of pupils related to low SIMD who will be targeted for intervention 	<ul style="list-style-type: none"> ASN Team 	<ul style="list-style-type: none"> Attainment Data SIMD data 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">

Priority 2c:	Using the CEC Wellbeing Academy to support pupils within P4-7 to close the gap	Overall Responsibility		
Outcomes:	Individual pupils will benefit from approaches and interventions to allow them to access the curriculum within the classroom removing barriers to learning.			
Tasks	By Whom	Resources	Time	Impact/ Progress
<ul style="list-style-type: none"> Pupil Support Officer recruited to attend training at CEC Wellbeing Academy 	<ul style="list-style-type: none"> SLT 	<ul style="list-style-type: none"> PEF 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">
<ul style="list-style-type: none"> PSO to share with school staff the approaches to intervention 	<ul style="list-style-type: none"> PSO SfL teacher 	<ul style="list-style-type: none"> Training by CEC during school day 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">
<ul style="list-style-type: none"> Setting up of the wellbeing base 	<ul style="list-style-type: none"> PSO 	<ul style="list-style-type: none"> PEF <ul style="list-style-type: none"> ➤ Equipment ➤ Furnishings ➤ Resources 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">
<ul style="list-style-type: none"> Identification of pupils related to low SIMD who will be targeted for intervention 	<ul style="list-style-type: none"> ASN Team 	<ul style="list-style-type: none"> Attainment Data SIMD data 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">

Priority 2d:	Extending the nursery hours to 1140 as part of the phasing in within CEC	Overall Responsibility		
Outcomes:	Pupils will benefit from an extension of time within a rich nursery with quality experiences			
Tasks	By Whom	Resources	Time	Impact/ Progress
<ul style="list-style-type: none"> Introduction of Nursery lunches 	<ul style="list-style-type: none"> Nursery Team 	<ul style="list-style-type: none"> CEC resources – tables, equipment and additional staff 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •
<ul style="list-style-type: none"> Reviewing the structure of the Nursery day in line with planning 	<ul style="list-style-type: none"> Nursery Team 	<ul style="list-style-type: none"> Collegiate time on Friday afternoons 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •
<ul style="list-style-type: none"> Ensuring the environment is appropriate and provides rich learning experiences for children 	<ul style="list-style-type: none"> Nursery Team 	<ul style="list-style-type: none"> Using tools to support HGIOELC and Building the Ambition 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •
<ul style="list-style-type: none"> Engaging with the new National Standards from Care Inspectorate 	<ul style="list-style-type: none"> Nursery Team 	<ul style="list-style-type: none"> Care Inspectorate National standards 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •
<ul style="list-style-type: none"> Nursery Teacher to attend Lead Teacher training on a Wednesday PM with Early Years Team 	<ul style="list-style-type: none"> Nursery teacher 	<ul style="list-style-type: none"> Cover from Oct-Apr on a Wed PM 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •

Priority 2e:	Developing a more play based approach within Primary 1	Overall Responsibility		
Outcomes:	Allowing pupils to learn in a more developmentally appropriate way supporting transition from Nursery			
Tasks	By Whom	Resources	Time	Impact/ Progress
<ul style="list-style-type: none"> Review the Primary 1 environment 	<ul style="list-style-type: none"> Primary 1 team 	<ul style="list-style-type: none"> PEF <ul style="list-style-type: none"> Play based resources Transition to P1 resources CEC(Lynda Keith) 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">
<ul style="list-style-type: none"> Allocation of outside space for outdoor learning 	<ul style="list-style-type: none"> Primary 1 team 	<ul style="list-style-type: none"> My world outside – Care Inspectorate 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">
<ul style="list-style-type: none"> Review the structure of the P1 day 	<ul style="list-style-type: none"> Primary 1 team 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">
<ul style="list-style-type: none"> Development of play based approaches-linking to CEC network 	<ul style="list-style-type: none"> Primary 1 team 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">

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

QIs/Themes
 Blue
 Orange
 Green

Priority 3a:	Focus on emotional and mental health and well-being for all pupils	Overall Responsibility		
Outcomes:	Improved behaviour and an increase in pupils resilience and ability to self-regulate.			
Tasks	By Whom	Resources	Time	Impact/ Progress
Implementation of whole school Resilience Programme <ul style="list-style-type: none"> Development of plan for implementation including purchasing resources Delivery of the programme throughout the session through key assemblies ensuring review and measurement of impact 	<ul style="list-style-type: none"> SLT HWB working group 	<ul style="list-style-type: none"> CEC Resilience Programme PEF 	•	•
Focus on Ethos <ul style="list-style-type: none"> Review the Positive Behaviour Policy in line with RRS Introduce the Anti-Bullying Policy developed last session in line with RRS Review and update 'Golden Time' 	<ul style="list-style-type: none"> HWB group HT Pupil groups 	<ul style="list-style-type: none"> Golden Time resources funded by PSA 	•	•

Priority 3b:	Outdoor Learning and Play Development	Overall Responsibility		
Outcomes:	Improved provision and experiences for pupils across the school within outdoor learning and play			
Tasks	By Whom	Resources	Time	Impact/ Progress
<ul style="list-style-type: none"> Continue with action plan Developed last session 	<ul style="list-style-type: none"> OPAL Group 	<ul style="list-style-type: none"> OPAL Programme 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">
<ul style="list-style-type: none"> Using the play blog increase parent, staff and pupil awareness and engagement 	<ul style="list-style-type: none"> OPAL group 		<ul style="list-style-type: none"> 	<ul style="list-style-type: none">
<ul style="list-style-type: none"> Development of the Nursery outdoor play area 	<ul style="list-style-type: none"> Nursery Team 	<ul style="list-style-type: none"> CEC environmental toolkit My world outside – Care Inspectorate 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">

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

QIs/Themes

Blue

Orange

Green

Priority 4	Developing skills for learning, life and work in an active and motivating context for learning	Overall Responsibility		
Outcomes	Pupils will engage and experience in a skills based approach to learning			
Tasks	By Whom	Resources	Time	Impact/ Progress
<ul style="list-style-type: none"> Set up a programme of 'Electives' to develop skills to run for one term one session per week. 	<ul style="list-style-type: none"> Staff Team 	<ul style="list-style-type: none"> Timetabling Resourcing for different groups as required 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">
<ul style="list-style-type: none"> Organise a 'World of work' event to be part of the whole school calendar involving parents/carers/partners linking to My World of Work 	<ul style="list-style-type: none"> SLT Working group 	<ul style="list-style-type: none"> Parent/Carers data base. 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">