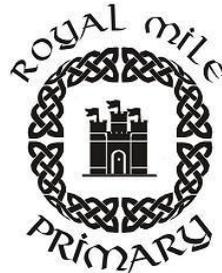




CHILDREN AND FAMILIES

Standards, Quality and Improvement Plan for Royal Mile Primary School



To provide innovative, high quality learning experiences for all and to promote mutual respect and positive partnerships within a welcoming environment.

Standards and Quality Report for session: 2016- 2017
Improvement Plan for session: 2017 – 2018

The school in context

Royal Mile Primary School is a non-denominational primary school built in 1874 which serves the area of south Edinburgh. The catchment area comprises mostly social housing in the Dumbiedykes estate and extends to Princes Street, Castlehill and Abbeyhill. The current school roll is 135. There are 6 classes in the mainstream, 2 Language and Communication classes and an early years service for 2 to 5 year olds.

The nursery class, for 3 - 5 year olds, roll consists of 8 full time places, and 20 part time places, morning and afternoon. Currently we have 4 children buying additional hours and 19 children in the mornings and 16 in the afternoons. The Eligible 2s class has 10 part time places and 8 children use this service in the afternoons. A number of different activities for parents including PEEP, Play at Home, PoPP courses for 7 - 9 year olds and Stay and Play Groups take place during the year in the Nursery building.

There are two classes for children with specific language and communication difficulties, currently with 10 full time children from across the city. All the language class children are on the school roll. The language class is funded centrally. Of these pupils 6 access their mainstream classes for the majority of their day, 2 access their mainstream class for selected curricular areas and experiences and 2 do not access their mainstream classes.

There are 16 IEPs, 10 in the Language Classes. There are 19 ASPs. There are 2 children who are looked after and accommodated and 3 Looked after at home, though across the session this has varied.

The school has a breakfast club currently used regularly by 11 pupils and accommodates an after school club. There is a Pupil Council, House Captains and Vice Captains and an Eco Committee and playground crew, The Dynamites, Art Reps and Health Committee. There is a Parent Forum.

The progress of the Improvement plan last session was affected by several issues. There were difficulties recruiting teaching and support staff to the school. A long term absence in the PSA team affected the service available. Both Principal Teachers took flexible working options and although other staff acted up for part of the week the management of the school and particularly parts of the SQIP were affected. There were also pupils in the school role who were very high tariff and this affected the SFL services provided, required a lot of management input and had an effect on the organisation of classes and teaching spaces, targeted interventions and the welfare of staff and children in the school. Absence due to ill health and family concerns have impacted on the work of the school. The school had several building issues that affected teaching and learning spaces.

School Priorities 2016 - 2017

School Priority 1: Raising Attainment in Maths and Numeracy

NIF Priority

Improvement in attainment, particularly in literacy and numeracy

NIF Driver

Assessment of children's progress

HGIOS4/HGIOELC QIs/Identified 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

3.2 Attainment over time

Progress and impact:

- Introduction of Learning Heroes and Growth Mindset

Recent sharing practice visits showed that these are in every classroom. The launch assembly was well attended by parents and there was very positive feedback about these concepts and ideas around learning. Weekly certificates and this years end of school prizes were linked to these heroes, target setting sheets and feedback are linked to them. Pupils have given feedback on their year using the heroes that helped them and the one they will be using most next session. There has been positive impact and it has opened up a dialogue about learning.

- Pupil Targets shared with parents and carers each term

Pupils have shared their targets in their PLP at Parent consultations and at Classroom visits after assemblies and events. Parent/ carer comments vary but most are encouraging and show that parents have read these. In the early years number of parents accessing the Elearning journals did not increase so this is an area to develop further.

- CEC planning documents including trackers and environmental checklists in Nursery

Both literacy and numeracy checklists have been used to good effect. There is now more evidence of language and number around the playrooms. This needs now to be extended into Eligiblt2s and the outdoor area.

- SEAL in P1,P2 and P3. Training for support staff. Parent workshops.

SEAL has been used in P1 to P3. P3 reported that they enjoyed counting and dominoes, and liked hard sums. Primary 1 scores were disappointing with 56% of class scores decreased and 25% increased against the baseline in August.

- IDL and real life applications

Each class had 6 weekly sessions to look at maths outside the classroom including visits to Holyrood Park and using the outdoor classroom. All classes reported that they had enjoyed this experience.

- Enterprise planned

P4/5 and P 5/6 worked with Virgin Money on their 'make £5 grow' project. The classes enjoyed the experience and worked well collaboratively. The project did make a small profit and the classes will get the opportunity to spend this money on classroom wet weather toys.

- Shared experiences with parents and carers

Across the session we had a musical/ social evening that was well attended and there was positive feedback from all those who came. Various events such as a book café and the art gallery opening were well attended. Showcase assemblies and with shared learning opportunities afterwards were varied, younger classes tended to have more parents attend. Guided walks around Arthurs Seat were well attended as was sports day and the school outing to the Botanics.

- Professional dialogue around results, assessments and shared practice as part of Learning Meetings

All teachers met with the HT to speak about their plans, individuals and the tracking of attainment and achievement. During the PEF discussions these were shared again and some staff were surprised by the results. This did highlight pupils who were not making expected progress and allowed staff to target these pupils and offer different supports. Staff were also encouraged to read pastoral notes and to submit reports for CPM if they could not attend and then read minutes and action plans. Staff were asked to predict CFE levels twice during the session and these were also discussed. SFL teacher met with staff to discuss individuals and their targets.

- SFL groups to target maths and numeracy

Due to circumstances requiring organisation and team efforts between September and December many SFL groups were delayed in starting. Unfortunately it was not possible to begin a coherent programme of maths interventions. However Language Class Team did run support for P6/7 and Language Class pupils and P3 pupils. Pupils targeted were able to engage more in small groups and staff reported that they were more motivated to join in class activities.

Next Steps:

- SEAL training for support staff
- SEAL in P1 - P4
- Using Benchmarks to track and assess learning
- Applying the Mental agility guidelines and problem solving in other contexts
- AIFL to support feedback for improvement

School Priority 2: Raise Attainment in Literacy across the school

NIF Priority

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

NIF Driver

Assessment of Children's Progress.

HGIOS4/HGIOELC QIs/Identified Themes

1.1 Self-evaluation for improvement

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:

Sharing practice - training for staff in Fresh Start and Read, Write Inc. Support staff training. Using strategies in classrooms.

The majority of class teachers have received training in one of these programmes. Due to circumstances requiring organisation and team efforts between September and December a more consistent sharing of language and strategies in classrooms to support pupils has not happened. LC staff and SFL have continued to provide small groups for Fresh Start and Read, Write Inc. PSA follow up sessions also were established after December. Word Boost has also been introduced and is popular with older children.

PSA support programmes - dyslexia, early literacy, literacy interventions, TIP, Playbox, Sensory circuits, Time to Talk etc.

Due to circumstances requiring organisation and team efforts between September and December some PSA groups were delayed in starting. However it has been possible to run all these programmes this session and the pupils targeted have benefitted, though this has not always

shown in formal testing but rather in observations of children engaging in learning, using phonetic spelling strategies in their work or pupils speaking in assemblies or at events.

In early years setting look at the opportunities to explore literacy

Early Years practitioners used the Up, up and Away environmental checklist for literacy and made additions and changes to the environment. They worked with parents to produce a songbook of rhymes, and also posted sound files on the blog, and a recipe book. Literacy activities were also included in transition activities with Primary 1 in summer term.

SFL monitoring of interventions run by PSA

PSA and Nursery Nurse teams have kept good notes and meet regularly with SFL to talk through next steps and targets. Groups have been fluid and staff have been creative in tailoring some programmes to individuals and working with ASL or SLT colleagues to support other pupils.

Sharing practice - Active Reading - revisit strategies

Staff were positive about the reading strategies they saw being used by colleagues. However from discussion it is clear that HOTS is being used but that reading has become stale, reverting to sheets and little use of the interactive resources on offer or ideas in files. Few classes use journals well for homework or encourage extended reading sessions. This area needs to be revisited.

Visualising and Verbalising - 8 week block and gather feedback from pupils and staff. Look for impact

Feedback from staff was positive. The framework and the programme worked well for all classes. P7 pupils felt it was a bit boring and perhaps could have moved on quicker to paragraphs. Pupils were on the whole positive about the experience. Staff reported that in writing they saw an increased use of description and wow words, so it linked well with VCOP. Making this a planned block also allowed for buddy activities and peer learning. It was agreed to repeat this next session.

Big Writing CAT and revisit of strategies

An interesting CAT that revisited the concepts behind the approach. Discussions highlighted that staff were not always allowing extended writing outside these sessions, that they were not using the Big Writing planners or making this an event. This is an area that needs to be revisited.

Bank of Assessment rubrics for staff to use across stages

Not done, but staff shared practice around feedback and looked at how teacher, peer and self assessment was happening in classes. Staff saw evidence of some good formative feedback orally and in jotters when sharing practice. Classroom visits by HT also showed good examples of oral feedback from staff and pupils, but monitoring of jotters showed inconsistent feedback.

Agreed Progressions for Spelling Patterns, Grammar, Genres to be covered at each stage

Nelson Spelling is being used as a framework in upper school. However challenge at P6 upwards needs to be addressed. Grammar progression in place across school. Genres needs to be agreed.

Direct teaching of skills using HOTS materials

Literacy Coordinator has made materials available, physical and electronic, and has led a CAT session and a learning meeting for staff. In most classrooms children can say what colour question they are asking and in some activities in jotters there is evidence that staff have given feedback on the use of HOTS and asking deeper questions.

Parent workshops, sharing learning sessions

Workshops were held for Primary 1 parents on supporting literacy and numeracy. A weekly drop in session was offered for P1 and P2 homework support at parent council request but no parents attended. Bookbugs, Reading Rainbows and Read, Write, Count events were held and were well attended for the most part. In the upper school parents were offered opportunities to come and talk about homework and how to support their child, but attendance was low. Opportunities to share active maths activities and activities in each class following their assemblies had variable attendance.

Sharing information in class Blogs

Some classes have done this regularly and have provided a lot of detail about what they have covered over the year. Others have used it as a forum to post homework and information about upcoming events. However they have not provided the details many parents wanted to see or been regularly updated. Only one class has had children report on the blog. These need further development if they are to be fit for the purpose of sharing class information and replace class booklets used previously.

Next Steps:

- Develop class blogs as informative and helpful to parents when looking for information about what their child is learning.
- Revisit Big Writing and extended writing opportunities across the school.
- Develop quality feedback by looking at AiFL across school

School Priority 3: Health and Wellbeing

NIF Priority

Improvement in children and young people's health and wellbeing

NIF Driver

Assessment of pupils progress

HGIOS4/HGIOELC QIs/Identified Themes

1.1 Ensuring impact on learners' successes and achievements

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- equality and Inclusion

Progress and impact:

- PT to lead SWLG to attain Healthy Schools Accreditation Level 3

PT has been involved in guided walks with pupils and parents, shared outdoor learning experiences to support colleagues and has organised events during Health Week. The further development of a kitchen area that all classes, especially LC, can use is progressing and pupils enjoyed working with Tesco on using their food gifts for a variety of activities from art, maths and cooking. Involvement with Sustrans and Ibike saw parents and pupils learning about keeping safe and maintaining their bikes and scooters. The school has also been involved in Transition events around art, dancing, technologies and sports from P5 – P7. The Pallet Garden competition was enjoyable and encouraged all pupils to get involved in growing plants.

- Mindfulness Refresher for staff

CAT session by Psychological services was well received and staff would like to do more of this. There are no reports of staff using this in the classroom but many do use relaxation and breathing as part of PSE programmes.

- Introduce programmes: sensory circuits, Sitting Like a Frog, Homunculi Programme to target pupils – assess impact on behaviour/ engagement/ attainment

Sensory circuits has been most consistently run and has provided a good soft start and tune in activity for targeted pupils. All have made progress in the programme itself. Teachers report that pupils are able to rejoin the class without disruption. These pupils also move around the school with more competence and confidence from observation. As many of the pupils also attend fine motor and TIP groups it is difficult to say if gains can be attributed just to one intervention.

- AIFL refresher

Next session

- Sharing practice in school on classroom Ethos and Learning Heroes, looking at pupil feedback in jotters and in classrooms as a staff

Visits showed that most classrooms have displays that support learning and are linked to the Experiences and Outcomes in focus. Learning heroes and growth mindsets were clearly displayed and used in most classrooms by the teacher and the pupils. In sharing practice most staff felt feedback was helpful to pupils in identifying next steps in learning. Feedback in jotters was variable.

- Playground development – active play- with staff, pupil and parental input

Playground development has progressed. Health and Safety issues did slow it. Pupil input and opinion gathering has continued. Play rangers have supported loose parts play each week and this has been popular and successful, with all children taking part. Staff issues affected the Dynamites and their role but they have supported buddy play sessions and been in the playground.

- Communications – blogs, websites, information events, class showcases

Blogs have been of varied success but have not fulfilled the role previously taken by class booklets. Information events around homework were well attended in lower school but less so in upper school. Class assemblies and showcases, assemblies linked to world book day or environmental week have had varied attendance. Learning Heroes assembly and social events were well attended. Literacy events: bookbugs,

reading café tended to be better attended than health week events. Parents did request a better mix of days and times when asked for feedback.

- Developing use of library – parent librarians, reading for enjoyment, homework resource, quiet area

Parents have not volunteered to support this, despite the parent council agreeing it would be a useful and supportive resource and offer a volunteer opportunity for parents. Due to issues around support staffing recruitment and the circumstances where pupil welfare had to be prioritised, PSA were not available to lead on this.

- Yoga group for parents

This happened as a taster in Health week as a parent and child group. Attendance was low, mostly class mates or friends of parent running group. No requests for a regular group were received.

- Wider learning experiences across cluster, city and school

This year pupils have worked with the Fruit Market Gallery, Talbot Rice Gallery and Macleer- Rush at Waverley development. They have made pizza with Pizza Express, sung at the Scottish Parliament and local sites such as Sainsburys and Premier Inn, visited Holyrood Park on numerous occasions for different purposes. The transition and residential experiences with Preston Street Primary school from P5 – P7 have widened experiences. The P6 took part in a youth summit with cluster schools. We have visited or been visited by coaches at the Craggs Sports Centre and have taken an active role in the SKELF development in Dumbiedykes.

Next Steps:

- Develop further opportunities for learning in the wider community
- Improve communication with parents and attendance at or involvement in school events
- Explore more supports for mental health and emotional wellbeing.

School Priority 4: Language Class

NIF Priority

To raise attainment and achievement in Language Classes 1&2

To promote inclusion in the school

NIF Driver

Assessment of Pupil Progress

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

2.6 Collaborative planning and delivery

3.1 Improving wellbeing, equality and Inclusion

Progress and impact:

- Staff member to lead on use of STAR and share with all staff

Trialled with one pupil but found to be cumbersome and time consuming. However this now seems to have been superseded by other ASL developments and so we will continue to work with ASL on these.

- Staff member lead on Parent/ Carer information sharing/ communication

Trialled a sheet to try to provide quality and range of feedback. However families preferred the communication books. However we will consider using ejournals now they cover all levels as a means of keeping parents informed. Parents

appreciated the opportunity to attend the Parent Consultations and speak with mainstream and LC colleagues together. They felt they were more included in the school by this.

- Maintain Inclusion Trackers and update monthly – each staff member taking responsibility for a child

SFL PT has mainly taken lead but these have been more helpful. Next session we plan to work with cluster colleagues at St Crispins to look at their tracking system.

- Growth Mindset – posters in classrooms in tandem with mainstream classrooms and shared with parents and carers

Although pupils see these in their mainstream classes they have not featured in LC rooms. This is something to reconsider as some LC pupils have been fixated on characters and it has not been positive.

- Attendance at citywide LC CPD and LC events and sessions across session

Achieved and a team around class session held here to support staff. It has been supportive and wordboost was introduced following one of these.

- 2 CAT/ Learning Meeting sessions to whole staff led by LC team

Feedback on the sessions lead by LC team, on Circle document and Phonics training and a more practical session on sensory circuits was positive.

- Total Communication project across the school

LC staff have taken lead on this and supported colleagues. We have achieved bronze and are on our way to silver.

- Promote parent/ carer attendance at CEC information and FEAST sessions

Fliers and emails are sent out regularly but we are not aware of any parents attending. However we have a family who have attended SLT socially speaking and another 2 families interested in attending next session.

Next Steps:

- Support further total communication development across the school
- Continue to support LC staff leading interventions for mainstream and LC pupils in tandem
- ASL team whole school training
- Further training and support for PSA team on interventions being used and SEAL

Quality Indicators

Self evaluation 2016 - 2017

	Quality Indicator	School Self Evaluation 2016 -2017	Inspection Evaluation (if during 2016 -2017)
	What is our capacity for continuous improvement?		
1.3	Leadership of change	3	
2.3	Learning Teaching and Assessment	3	
3.1	Ensuring Wellbeing, Equity And Inclusion	4	
3.2	Raising Attainment And Achievement	3	
	School's chosen QI		
	School's chosen QI		

2016 -2020 School Self Evaluation/ Plan for QI Engagement

	Quality Indicator	2016 – 2017	2017 – 2018	2018 – 2019	2019 – 2020	Comments
1.1	Self-Evaluation for Self-Improvement					
1.2	Leadership of Learning					
1.3	Leadership of Change	√	√	√	√	
1.4	Ensuring Wellbeing, Equity And Inclusion					
1.5	Management of Resources To Promote Equity					
	Leadership And Management Overall					
2.1	Safeguarding and Child Protection	√	√	√	√	

2.2	Curriculum					
2.3	Learning, Teaching and Assessment	√	√	√	√	
2.4	Personalised Support					
2.5	Family Learning					
2.6	Transitions					
2.7	Partnerships					
	Learning Provision Overall					
3.1	Ensuring Wellbeing, Equality and Inclusion	√	√	√	√	
3.2	Raising Attainment and Achievement	√√	√	√	√	
3.3	Increasing Creativity and Employability					
	Successes and Achievements Overall					

Key Areas for school Improvement

<p>NIF Priority 1</p> <p>Improvement In Attainment, Particularly In Literacy And Numeracy.</p>	<p>QIs/Themes</p> <p>1.1 Analysis And Evaluation Of Intelligence And Data</p> <p>2.3 Effective Use Of Assessment</p> <p>2.3 Planning, Tracking And Monitoring</p> <p>3.2 Attainment In Literacy And Numeracy</p>
--	---

Priority 1a	To raise attainment in numeracy			Overall Responsibility	
Outcomes	There will be improved attainment in numeracy at Early and First Level All staff will have a shared understanding of SEAL			Maths coordinator J.Brunner SLT	
Tasks	By Whom	Resources	Time	Impact/ Progress	
Cluster Numeracy Working Group Cluster Maths Event November 2017 Benchmarks and moderation Cluster CAT sessions	Numeracy working group	Meetings Coordinator and Cluster Group	1x 1 hour per term. 3 hours CPD time 2 x CAT WTA		
<ul style="list-style-type: none"> SEAL training for PSA Team SEAL training for LC support team 	<ul style="list-style-type: none"> Numeracy Coordinator Class Teachers SFL PT PSA 	<ul style="list-style-type: none"> In Service Day August Cover 2 x 1 hour sessions in term 1 and 2 	<ul style="list-style-type: none"> 1 hour In Service Preparation Time and cover 4 hours 		

	<ul style="list-style-type: none"> LC NN 	<ul style="list-style-type: none"> Coordinator 			
<ul style="list-style-type: none"> Stage Collaboration/ moderation on agreed area/ Benchmarks 	<ul style="list-style-type: none"> Numeracy coordinator Staff 	<ul style="list-style-type: none"> CAT CEC and Education Scotland Guidance Cluster Colleagues 	<ul style="list-style-type: none"> January 2018 CAT 2 hrs 		
<ul style="list-style-type: none"> Teachers at stages nursery, 1,2,3 and 4 attend SEAL training LC staff to attend training SFL PT attend training 	<ul style="list-style-type: none"> CEC professional learning team Staff CPD 	<ul style="list-style-type: none"> Staff CPD 	<ul style="list-style-type: none"> By December 2017 CPD time Staff meeting time WTA WTA Learning Meeting 2 hours 		
<ul style="list-style-type: none"> SLF groups to support target children with PSA follow up sessions LC and mainstream staff and pupils 	<ul style="list-style-type: none"> SLF teacher time PSA team Liaison LC team 	<ul style="list-style-type: none"> SLF/ Teacher liaison SLT meetings LC meetings 	<ul style="list-style-type: none"> By April 2018 Directed NCCT time Timetabled 		
<ul style="list-style-type: none"> Parent workshop for SEAL in Nursery, P1, P2, P3 and P4 LC parents 	<ul style="list-style-type: none"> SFL PT Class Teachers PSA Team <p>LC team</p>	<ul style="list-style-type: none"> Preparation time Up, up and away document/ checklist Resources 	<ul style="list-style-type: none"> By October 2017 WTA 1 hour 		
<ul style="list-style-type: none"> Numeracy levels to be entered on SEEMIS for collation by CEC/ES 	<ul style="list-style-type: none"> SLF PT CTs/Admin 	<ul style="list-style-type: none"> Administrative time SLT meetings Peer training 	<ul style="list-style-type: none"> May 2018 		
<ul style="list-style-type: none"> Maintain class records using CEC Seal sheets, Maths and Numeracy planners Numeracy trackers EY 	<ul style="list-style-type: none"> CTs PSA Team 	<ul style="list-style-type: none"> CT Administrative staff time SLT meetings 	<ul style="list-style-type: none"> May 2018 Remit WTA 2 hours per term (6 hours planning and reporting) Attainment meetings SLT and CT directed NCCT time 		

			<ul style="list-style-type: none"> WTA Learning Meeting x 1 hour 		
Maths Week Sept 11th	<p>Numeracy coordinator</p> <p>SLT</p> <p>Support from partners - Edinburgh University, High School, Herriot Watt University</p> <p>Parents</p>	<ul style="list-style-type: none"> Partnership with other educators Parent shared learning experiences in classrooms Support from partners - Edinburgh University, High School, Herriot Watt University Up, up and away resource/ checklist High interest activities at all levels Resources/ travel to other venues 	<ul style="list-style-type: none"> Preparation time Staff meeting time WTA Liaison with other educators WTA/ directed NCCT 		
Parent information and support group in P1, P2 and P 3 for homework/ support at home 3 sessions in term 1 and 3 in term 2	<ul style="list-style-type: none"> EAL SFL PT/ SLT CT Parents 	<ul style="list-style-type: none"> Resources SFL timetable EAL support materials and advise 			
Evidence					

Priority 1b	To raise attainment in literacy			Overall Responsibility	
Outcomes	There will be improved attainment in literacy at Early, First and Second Level			SLT Literacy Coordinators : Miss Murray, Mr Davies	
Tasks	By Whom	Resources	Time	Impact/ Progress	
<ul style="list-style-type: none"> Fresh Start and Read, Write Inc. Strategies and supports into classrooms Including LC classrooms and support groups from mainstream and LC 	<ul style="list-style-type: none"> SFL PT CT SLT 	<ul style="list-style-type: none"> Posters and materials in classrooms Shared practice/ team teaching opportunities PSA Timetabled training Organised timetables PSA/ SFL liaison 	<ul style="list-style-type: none"> WTA 2x 1 hour learning meeting SFL PT and CT/ PSA liaison PSA timetabled groups SFL and LC groups - withdrawal and in class 		
Paired reading partnership with local business <ul style="list-style-type: none"> target P4 class based on reading results and predictions as P3 	<ul style="list-style-type: none"> Volunteers SFL PT CT 	<ul style="list-style-type: none"> Volunteers and small business link support coordinator SFL PT support and liaison Weekly paired reading at P4 from Sept to Dec Reading materials 	<ul style="list-style-type: none"> SLT timetable 1 hour weekly in class contact 		
<ul style="list-style-type: none"> Drop in homework club P4-P7, target reading and spelling with PSA and SFL PT EY PEEP and Play at Home, Storytelling groups 	<ul style="list-style-type: none"> SFL PT SLT PSA LC team EAL 	<ul style="list-style-type: none"> Weekly drop in session invites to target children Parents also welcome to attend as 	Devolved hours for PSA <ul style="list-style-type: none"> SFL PT / SLT rota IT access Library access 		

<ul style="list-style-type: none"> LC parent event/ SLT groups and Feast events publicised 		trouble shooting opportunity			
<p>Maintain class records using CEC sheets, Literacy planners</p> <ul style="list-style-type: none"> Literacy trackers in EY 	<ul style="list-style-type: none"> SLT CTs SFL PT Administrative support 	<ul style="list-style-type: none"> Seemis IT access 	<p>May 2018</p> <ul style="list-style-type: none"> Remit WTA 2 hours per term (6 hours planning and reporting) 		
<ul style="list-style-type: none"> Revisit AIFL to improve feedback and target setting Agree strategies at each stage inc EY Share practice and gather pupil/ staff feedback EY talking with pupils to extend learning 	<ul style="list-style-type: none"> CT SLT PSA QIO EY QIO 	<ul style="list-style-type: none"> QIO team input Professional dialogue Shared practice 	<p>WTA 2 x learning meetings 2 hours</p> <p>WTA CAT 2 hours</p>		
<ul style="list-style-type: none"> Revisit Active Reading and Big Writing Circulate materials/ replace as necessary Level partner supports Early years - Read, Write, Count/ Bookbugs/ Reading Rainbows events , World Book Day 	<ul style="list-style-type: none"> CT SLT QIO Coordinators 	<ul style="list-style-type: none"> QIO Team Literacy Corodinator Cluster/ CEC Literacy group EYFS QIO and cluster forum Local library - visits to and from Poetry library 	<p>WTA CAT 2 hours</p> <p>2x Learning meetings 2 hours</p>		
<ul style="list-style-type: none"> Library PSA dedicated time to organise EY lending library and bedtime story library 	<ul style="list-style-type: none"> EY QIO Cluster EY forum PSA SLT Literacy Coordinator CT 	<ul style="list-style-type: none"> QIO/ Library service team support Resources PSA time from devolved allocation 	PSA allocated time		
Parent information and support group in P1, P2	<ul style="list-style-type: none"> EAL SFL PT/ SLT CT 	<ul style="list-style-type: none"> Resources SFL timetable 	<p>SFL timetable</p> <p>Preparation/ liaison time with CT in NCCT</p>		

and P 3 for homework/ support at home 3 sessions in term 1 and 3 in term 2	<ul style="list-style-type: none"> Parents 	<ul style="list-style-type: none"> EAL support materials and advise 			
Evidence					

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 2.3 Planning, Tracking And Monitoring 3.2 Equity For All Learners
--	--

Priority 2a	Reduce the attainment and achievement gap for our school	Overall Responsibility Maths coordinator Literacy Coordinators Health and Wellbeing Coordinator Attainment Coordinator
Outcomes	All staff will be aware of what the attainment and achievement gap looks like. Stakeholders are aware of Equity Funding allocation and how it will be used in 2017 – 18 Staff use a wide range of performance information to reduce the attainment and achievement gap	

Tasks	By Whom	Resources	Time	Impact/ Progress	
<ul style="list-style-type: none"> Identify the gap for each year group. Each class has a summary with CEC levels, Standardised testing results and SIMD information that has been discussed with HT. 	<ul style="list-style-type: none"> All Staff Attainment Coordinator - SFL/HT 	<ul style="list-style-type: none"> Staff Folder - shared drive - Results over time excel spreadsheet, class summary sheets CEC analysis 	June 2017		
<ul style="list-style-type: none"> Share information with all staff 	<ul style="list-style-type: none"> SLT All staff 	<ul style="list-style-type: none"> Staff Folder - shared drive - Results over time excel spreadsheet, class summary sheets 	Aug 2017		

		<ul style="list-style-type: none"> In service day 			
<ul style="list-style-type: none"> CTs to identify pupils in class who require support and liaise with SFL 	<ul style="list-style-type: none"> SFL CT 	<ul style="list-style-type: none"> Meeting time Cover 1 day in term 1 and 2 	<ul style="list-style-type: none"> September 2017 February 2018 		
<ul style="list-style-type: none"> Lead people to be identified for coordinating intervention strategies 	<ul style="list-style-type: none"> PT SFL Identified staff 	<ul style="list-style-type: none"> PEF funding allocated to release PT ASL area lead and educational psychologist liaison meetings SFL/ HT meeting monthly 	Aug 2017		
<ul style="list-style-type: none"> Parental engagement to be reviewed/strategies to be put in place to engage families in learning/ target group of parents to be invited to workshop. 	<ul style="list-style-type: none"> PT SFL Workshops and ongoing homework drop in supports 	Meeting Time	<ul style="list-style-type: none"> September 2017 January 2018 April 2018 		
Evidence					

NIF Priority 3 Improvement In Children And Young People’s Health And Wellbeing	QIs/Themes 1.5 management of resources to promote equity 2.7 partnerships 2.2 Skills for learning, life and work 3.1 Ensuring wellbeing, equity and inclusion
---	--

Priority 3a				Overall Responsibility	
Outcomes				HT, PT - SFL, PT	
Tasks	By Whom	Resources	Time	Impact/ Progress	
<ul style="list-style-type: none"> Awareness around Autism 	<ul style="list-style-type: none"> ASL Team LC Team SFL PT HT 	<ul style="list-style-type: none"> Autism Toolkit www.autismtoolkit.co.uk ASL team LC training and support activities and meetings CALM training Whole school training CPD programme FEAST Special School setting cluster colleagues Total Communication Support - continue roll out across school 	<ul style="list-style-type: none"> In service day - 1/2 day Framework days- CPD for LC staff, other mandatory training LC team meetings - WTA Learning Meetings 3 hours LC led CAT 2 hours + preparation time in meeting WTA December 2017 		
<ul style="list-style-type: none"> Develop programme of OL resources and link to IDL Support colleagues to use 	<ul style="list-style-type: none"> PT CT 	<ul style="list-style-type: none"> EY QIO team/ cluster EY forum EY documents - Room to Grow, I Made a Unicorn, My world Outdoors HGIOS 4 Develop outdoor learning spaces in school- EY garden, playground and outdoor classroom 	<ul style="list-style-type: none"> PEF money to release PT 1 day per week to support colleagues/ develop resources Learning Meetings x2 WTA 		

<p>outdoor learning across curriculum</p> <ul style="list-style-type: none"> • Outdoors as a source of learning experiences 		<ul style="list-style-type: none"> • Staff meetings • CPD programme • QIO Team and Outdoor Ed dept. • Cluster colleagues • Park Rangers/ local groups • SSO • Parents 	<ul style="list-style-type: none"> • Liaison with staff NCCT time • Nursery meetings - remit • April 2018 		
<ul style="list-style-type: none"> • Improve attendance and reduce lateness with walking bus • Support vulnerable families and those experiencing domestic difficulties by getting pupils to school • Promote breakfast club 	<ul style="list-style-type: none"> • SFL PT • Parents 	<ul style="list-style-type: none"> • Route map • Breakfast club • QIO team • Cluster/ Authority colleagues • Parent Council/ volunteers • High Viz vests • Local groups - CYP • Risk Assessments • Police Scotland/ local officers 	<ul style="list-style-type: none"> • PEF money to release SFL PT • PSA time from devolved allocation • Timetable adjustments for SFL/ PT • October 2017 		
<ul style="list-style-type: none"> • Parents accessing local resources for outdoor activities • Health and physical activities • Interest in outdoors/ nature • Jass programme 	<ul style="list-style-type: none"> • PT 	<ul style="list-style-type: none"> • Noticeboards/ blogs/ emails • Organised shared experiences led by PT • Bikeability/ Sustrans programmes and supports • Liaison with Crags Sports Centre • Cluster activities • JASS/ outdoor Ed. Team • Mental Health and wellbeing programmes - emotions talk, mindfulness • Parents 	<ul style="list-style-type: none"> • PEF money to release PT • WTA flexible time for liaison with cluster colleagues by CT • April 2018 		
<ul style="list-style-type: none"> • Promoting Healthy Eating in school 	<ul style="list-style-type: none"> • PT • ECO coordinator • CT 	<ul style="list-style-type: none"> • Cooking area available in Nursery building • Parent Council / pupils in P6 and Dumbiedykes shop 	<ul style="list-style-type: none"> • PEF money to release PT 		

<ul style="list-style-type: none"> • Develop enterprise project with Dumbidykes Shop/ Spirit of Dumbidykes grant and Parents Early Years - snack selection, preparation and pupil involvement Parents sharing food from home cultures Develop wider food choices 	<p>Support staff Parent Council</p>	<ul style="list-style-type: none"> •Breakfast club support •Healthy Eating guidelines - Setting the Table, Better Eating, Better Learning •Breakfast Club advice •CYP clubs •Crags sports Centre - Blaze team •HIBS/ Hearts programmes/ stars •Cultural events and celebrations - viistors •School meal service •Local businesses - Holyrood Hotel/ Pizza Express/ Serenity Café •Food hygiene training for staff as appropriate •Parents 	<p>PSA time for breakfast club EYP planning and preparation time- remit PSA support with shop - devolved time June 2018</p>		
<p>Growth Mindset</p>	<p>All Staff</p>	<ul style="list-style-type: none"> •Carol Dweck/Shirley Clark/ John Hattie / Jo Boaler Books / http://www.growthmindsetmaths.com/ and resources •Other professional Reading •Classroom displays •Parental awareness - reporting back at events •Celebrations - assembly, certificates, wall displays 	<p>Staff meetings - WTA Learning meetings - 1 x 1hour WTA September 2018</p>		
<p>Evidence</p>					

<p>NIF Priority 4</p> <p>Improvement In Employability Skills And Sustained, Positive School Leaver Destinations For All Young People</p>	<p>QIs/Themes</p> <p>1.2 children and young people leading learning</p> <p>1.2 developing a shared vision, values and aims relevant to the school and its community</p> <p>2.7 Partnerships</p> <p>3.3 Increasing creativity and employability</p>
--	---

Priority 4				Overall Responsibility	
Outcomes	Develop a sustainable business run by school and parents, with support from local community business, to benefit parents and promote healthy choices and allow pupils to develop transferable skills.			HT/ PTs Business Manager Pupils = Council and P5s	
Tasks	By Whom	Resources	Time	Impact/ Progress	
Promoting Healthy Eating in school and outside school Develop enterprise project with Dumbidykes Shop/ Spirit of Dumbidykes grant and Parents Improve value for money and healthy food choices Develop wider food choices Reduce food waste	PTs ECO group & coordinator CTs Support staff Parent Council Pupil Council Parents Dumbidykes Shop/ Serenity Café	Support staff time from devolved budget Parent Council Parents Dumbidykes Shop/ Serenity Café - links to local wholesalers Business support - Citi, Starbucks. Gold Brothers Spirit of Dumbidykes Grant Award CYP	PEF funding to release PTs Business Manager time HT time		
Evidence					

<p>NIF Priority 5</p> <p>Create a Digital Strategy for the school and embed into L&T</p>	<p>QIs/Themes</p> <p>1.5 Management Of Resources And Environment For Learning</p> <p>2.3 Learning, Teaching and Assessment</p> <p>2.4 Personalised support</p> <p>3.2 Equity For All Learners</p>
--	--

Priority 5				Overall Responsibility	ICT Coordinator, SLT, Business Manager
Outcomes	<p>Technologies outcomes embedded in T&L.</p> <p>Technology used to close attainment gap.</p> <p>All staff have a baseline of knowledge for use of technology in the classroom.</p> <p>Refresh completed successfully.</p>				
Tasks	By Whom	Resources	Time	Impact/ Progress	
• Complete surveys	• ICT Coordinator, SLT to organise • Surveys completed by pupils, staff and SLT	Surveys on SharePoint	August 2017		
• Go to ICE for strategy meeting	• ICT Coordinator, SLT, Clusters	possible cover, Strategy framework document	August 2017		
• Complete school strategy	• ICT Coordinator, SLT,	possible cover, Strategy framework document	September 2017		
• Plan refresh	• ICT Coordinator, SLT,	possible cover,	tbc		
• Organise PL	• ICT Coordinator, SLT,	DLT, third party companies, staff sharing good practice	tbc		
Evidence					