



CHILDREN AND FAMILIES

Standards, Quality and Improvement Plan for St John's RC Primary



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

School Priorities

- To develop our learners' understanding of learning dispositions and develop a whole school language
- Priorities are guided by the 4 NIF outcomes
- Engage with 'Developing in Faith' materials for Self Evaluation

Rights Respecting School

- To register commitment and work towards Level 1 RRS incl Children's Parliament

Nursery

- To continue to develop online Learning Journals
- To implement planning, recording and tracking processes

Cluster Priorities

Literacy & Numeracy/ Health and Wellbeing

- To improve Learning and Teaching in Literacy, Numeracy and PE across Holy Rood Cluster
- To continue to use moderation opportunities in relation to Achieving a Level

1+2 Modern Languages

- To build capacity amongst staff in teaching French
- Provide excellent Learning and Teaching experiences for children's entitlement to a Modern Language
- Pupils have increased opportunities in, and knowledge and understanding of, French
- Continue to build on programme undertaken in Italian at P6 and introduction to P7.

St John's RC - School Improvement Plan

Session 2016-17

Involving Parents

- Meet the Teacher at every stage
- Pilot *Partnership Schools* Project
- Further develop Snapshot Journals to share learning with parents/carers
- Further involvement/input of parents in school life
- Implement new loose parts Play in a Pod - share with parents ...

Staff Development

- Whole school training in ASD, incl Circle Collaboration Doc
- 1+2 Modern Languages: developing staffs' capacity and resources
- Specific CPD for Catholic Teachers
- Nursery: Building the Ambition and sharing good practice

<p align="center"><u>Values</u></p> <p>Promote St John's RC Primary School's Values and Mission Statement & CEC Vision UNICEF Rights Respecting School - towards Level 1 Health & Well Being - Charter for Catholic Schools</p>	<p align="center"><u>Totality of the Curriculum</u></p> <p>Strong focus on core literacy, numeracy and health and wellbeing skills Planning: curriculum, discrete, IDL and wider ethos High expectations for Literacy and Numeracy Whole school focus -Rights Respecting School, Literacy & Numeracy and 1+2 Languages; Catholic Ethos Out of school achievements shared at class assemblies In school achievements linked to the 4 capacities shared weekly at Assembly Establish a Learning Culture across the school with shared expectations and standards - linked to Aifl & Collaborative approaches Regular review of the impact of SIP Building on aspects within the Positive Behaviour Policy and systems</p>		<p align="center"><u>Learning and Teaching</u></p> <p>Pupils to continue have the opportunity for small group discussion with HT/DHT - Learning Conversations Shared Classroom Experience in relation to priorities Continued development of pupil voice through the use of learning walls Focus on pace and challenge for all learners Pupils involvement in planning their learning and understanding how to improve Consistent opportunities for Formative assessment Implement Bedtime Stories approach in the nursery Self-evaluate the learning environment in the nursery using the literacy and numeracy toolkits (both indoors and outdoors) Develop group time activities to be more child led and part of the play experiences taking place within the playground.</p>
<p align="center"><u>Experiences and Outcomes</u></p> <p>Full engagement through planning and tracking formats with Experiences and Outcomes in all curricular areas Work on significant aspects of learning within Literacy & Numeracy Visible Learning embedded into learning and teaching and ethos of the school Introduce 1+2 languages across the school 2 hrs quality PE Cursive script to be consolidated across all stages Common words approach with spelling Mental Agility Guidelines RWI SEAL Strategies implemented This is Our Faith</p>	<p align="center"><u>Responsible Citizens</u></p> <p>UNICEF focus Rights Respecting School Agreed charities focus Global developments - LEGHO Pupil Groups Learning Conversations Peace Project Fair Achievers School</p> <p align="center"><u>Successful Learners</u></p> <p>Maintain high level of attainment/achievement Independent learning Talking about learning Literacy & Numeracy 1+2 Modern Languages This is Our Faith</p>	<p align="center"><u>Confident Individuals</u></p> <p>Buddies Celebration of achievements Positive relationships Ambition: building resilience Play in a Pod - focus on loose parts play</p> <p align="center"><u>Effective Contributors</u></p> <p>Enterprising School Cluster Pupil Council Staff Working Parties Learning Conversations: pupils Pupil Voice Groups SCIAF - Talented Fundraisers</p>	<p align="center"><u>Entitlements</u></p> <p>A good broad general education in place Curriculum timetabling to ensure quality core teaching time Health and Well Being Focus - Healthy Living Week Maths Focus - Word problems, Problem solving and Non Routine Questions Develop good learner skills Whole school literacy, numeracy and 1+2 Languages focus Involve pupil voice in displays in the classroom, including responsive planning display in the nursery Snapshot Journal Showcase</p>
<p align="center"><u>Personal Support</u></p> <p>Good transition arrangements in place: *Nursery - Primary 1 *Primary 7 - S1 * between stages P4-7 Pupil Groups incl Pupil Council, Eco, House & Vice Captains, JRSO, Fairtrade & Children's Parliament Transition profile at P7 Dyslexia Friendly School Continued focus on target setting and reflections for all pupils ASD& 1+2 Modern Languages training for all teaching staff JASS Accreditation</p>	<p align="center"><u>Principles</u></p> <p>Most principles are taken into consideration in current curriculum. Balance - protected time for maths & numeracy, 1+2 languages and PE Personalisation & Choice - RRSA and Learning Conversations, IDL incl use of technologies Focus weeks/months - refined to allow opportunities for depth in learning. Opportunity to apply skills. Progression - look at secure learning at each stage Focus on good learner skills Progression and skills within literacy & numeracy</p>		<p align="center"><u>Assessment</u></p> <p>Continued development of cluster moderation Professional learning and dialogue: writing moderation, numeracy moderation Learning Walls to demonstrate the learning journey and impact Review use of summative assessment and the standardised tests information Rigour in monitoring attainment Forward Planning/Tracking discussions with staff Children to know and be able to talk about where they are, where to next and how to get there within their learning</p>



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Standards and Quality Report

1. The school in context

St John's is a double stream school situated in the Duddingston area of East Edinburgh. As a RC denominational school the catchment area for pupils is fairly wide and as well as Catholic children we welcome a large number of children from different faith backgrounds. In addition a number of non-catchment area pupils attend the school. At present we accommodate 366 children in 14 classes. There is a nursery class which presently caters for the needs of up to 80 pre-school children (40 am and 40 pm).

A significant number of pupils whose home language is not English are part of the school community. We work closely with partner agencies to support the needs of these pupils.

The main building accommodates 12 classes. An ICT suite and two further classes are located in transportable units in the playground.. A mature garden area is established in the grounds softening the playground terrain and providing a resource for Sustainable Development Education.

The Management Team consists of the Head Teacher, one Depute Head Teacher, and a Principal Teacher.

Specialist help is provided in Support for Learning, Physical Education, Art, Drama and Italian. Senior pupils are offered tuition in violin and cello.

The staffing complement is 19.1 fte

P7 pupils in St John's transfer to Holy Rood High School as our Cluster Secondary. For these pupils who transfer to other High schools, the school maintains close liaison with the appropriate staff.

The school has an active Parent Council and also enjoys close links with the parishes of St John the Evangelist and St Mary Magdalene's. We pride ourselves on having a diverse range of pupil groups and are proud to hold the accreditations of FairAchiever School and ECO Green Flag.

For further information, please access our school website <https://stjohnsportobello.wordpress.com/> Twitter: *@porty_stjs*

2. School's self evaluation

1.1 Improvements in performance

Standards of attainment over time	Overall quality of learners' achievement	Impact of improvement plan
<p>In the nursery class learners are making very good progress in literacy and numeracy.</p> <p>In P1-P7, learners are making good progress from prior levels of attainment in Literacy and English and in Mathematics and Numeracy.</p> <p>Learners are engaged in setting their own targets for learning in language, mathematics and health and wellbeing, which has resulted in children being more aware of their progress and how they can measure their development and next steps are identified in the end of year report and are incorporated into the first session's self-assessment sheet. Next steps in learning. These targets are shared with parents three times per year. Snapshot Journals were introduced and completed twice in the session, these were shared with parents/carers as a means of having an overview of key learning taking place in all classes.</p> <p>The very valuable work undertaken with pupils with additional support needs has evidenced good progress for these learners.</p> <p>The Cluster curriculum priorities for session 2016-17 were further SEAL Maths training and moderation of numeracy, undertaken by cluster schools, the development of a Cluster Working Group in preparation for implementation of 1+2 Languages in Aug 2016 and analysis of Tracking and Monitoring information, particularly at key P7/S1 transition.</p> <p>Improved analysis of a range of assessments across all stages has identified the continuing need to improve attainment in mathematics and literacy. Tracking meetings provided opportunities for valuable discussion with staff. Familiarisation of the new Significant Aspects to track coverage of Curriculum for Excellence experiences and outcomes. This is our Faith Programme is in place across all stages for Religious Education and provides a range of joined up learning experiences across the Liturgical year. Through assemblies, we emphasised the centrality of the Mass; good links with Parish teams and Parish Priest have been established, positive feedback from parishioners re pupils engagement at masses has been well received.</p> <p>SEAL approaches in teaching mathematics are now in place and SfL time was used to support maths needs at P5 stage. Pupils appear more confident in using mental maths strategies and in explaining their thinking. CPD in cluster priorities was delivered which moderated data handling in maths. Louise Stevenson and two key personnel within the school collaborated with the cluster and took on leadership roles to deliver the maths support to all cluster schools at 3 x INSET afternoons. SEAL Maths approaches and ICT technologies provided pupils with greater opportunities to apply knowledge and skills in mental maths and problem solving activities. Tom Renwick maths resources were used to support a number of stages.</p> <p>Learners have a wide range of opportunities to celebrate wider achievement both in school activities and out of school experiences. This is recorded in the personal achievement section within pupils' record of achievement folders and in class achievement assemblies, effective arrangements to track and monitor wider achievement continues to be a priority for the new session.</p> <p>The very effective Pupil Council, House and Vice Captains and Eco, Fairtrade, and JRSO teams led a number of positive changes. The JRSO's launched our pilot of School Streets; The Fairtrade group continue to have a positive impact on the schools' raised awareness of fair-trade issues and held a very successful Fairtrade Coffee Morning hosted by all classes at First Level. Pupil Councillors created their own iMovie to share with cluster pupil council reps and our House Captains were invited to the prestigious launch, in Glasgow of the SCIAF 'Wee Box' appeal. Evaluations from our Open Mornings were fulsome in their praise of our senior pupils. Parents have been actively involved in supporting events e.g. Endangered Animals – ECO awareness theme", Bikeability and Health Week events. Parents contributed across all of these events and initiatives. Our Africa links were further enhanced this session with visitors from our partnership school in Legho, culminating in the Peace on Earth event at Portobello town hall celebrating global vision. The very wide range of school clubs are very well attended and positively evaluated and make a significant contribution to wider achievement. The audit inviting children to identify what activities they wanted resulted in the establishment of the lunch time athletics club, led by parents.. An audit of Health Week included a range of new activities for pupils. The choir continues to go from strength to strength, performing at the Assembly Rooms, receiving a First Runner's Up award in the GLEE challenge.</p>		

Progress against tasks from our action pages from our Improvement Plan 2015-16, is a priority and a review is carried out with Staff and shared. This has ensured that the Improvement Plan is a working tool.

What are we going to do next?

During session 16/17 we will

- Implement the four NIF Priorities
- Engage in CEC and cluster priorities of literacy, numeracy, continued moderation, PE and 1+2 Languages

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.
<p>The school has a positive Catholic ethos. We have an inclusive approach and our Faith is shared and celebrated in a manner which encourages learners of other faith backgrounds to participate. Collaborative learning supports the development of the four capacities of Curriculum for Excellence. Cooperative Learning approaches provide a good learning environment with recognition of pupils' differing learning styles reflected in teaching approaches.</p> <p>Learners in the nursery class and school are highly motivated and can speak confidently about what they are learning. Learners contribute well in lessons e.g. using the talking and thinking books in the Nursery class. Online learning journals will be developed further this session.</p> <p>Learners are very confident and articulate and benefit from talking to Senior Managers about their learning. There is very good use of pair and group work and a good range of learning opportunities support the range of learners. Big Writing in First and Second Level was deemed to have been most successful, delivered creatively in a thematic way to stimulate pupils. Learning Conversations with pupils will be continued this session and will tie in the four NIF priorities.</p> <p>A variety of motivational activities are in place through the House System and self-esteem is also promoted through the buddy system, playground games and a range of responsibilities for aspects of school life. There is an increased focus on the celebration of Wider Achievement through our Class Achievement assemblies. Play in a Pod approach will enhance the choice available within the playground setting and will be evaluated termly.</p> <p>Most learners are making good progress from their prior levels and show increased skills in discussing their learning and what they need to do to improve. There is evidence that shared learning intentions, success criteria, target setting, peer and self evaluation, active learning and some AIFL strategies are in place. Learners receive regular formative feedback and summative assessment on their progress which provides good opportunities to involve pupils in their learning. Increased pupil voice to lead the learning will be developed through the introduction of Learning Walls.</p> <p>Pupils used their initiative to provide stimulating opportunities for the wider school including hosting a talent show, creating enterprising fundraising for a SCIAF and a number of seasonal opportunities.</p> <p>Learners are given regular opportunities to reflect on their learning achievements and planning next steps for learning.</p> <p>Good opportunities for pupils to apply learning in real life contexts i.e. fair-trade stall, cake stalls, fundraising – particularly Lenten enterprise with £8400 raised for SCIAF. The choir performed at Christmas events in the local community and experienced success at the GLEE concert in the Assembly Rooms. They continue to lead the singing at school masses. Other annual events such as ECO morning, Bikeability for P5-7, carol singing in the local community, P7's Residential visit to Benmore encourage all learners to feel successful and take responsibility. Learning skills for life and work are taught in context through outdoor education, enterprise activities, problem solving, Ice Pack (HWB) programme, after schools clubs, and collaborative and active approaches. Two of our senior pupils achieved a success as part of the Scotland basketball team and we were successful in a number of sporting events, winning the P7 Cross Country boys race and retaining the School Board Cup (P6 Football).</p> <p>The Health Week events and pupil Health and Wellbeing Questionnaires found most learners feel safe, nurtured, healthy, achieving, active, included, and respected. P6/7 pupils participated in the annual Safe from Bullying survey. Feedback will impact on next session's plans and we have also Opportunities for the Nursery pupils centred on increased use of the outdoors including developing a mud kitchen Nursery pupils have been afforded an increase in personalisation and choice of free activities. We welcomed a new Early Years Officer who has integrated well into the nursery team</p>			

What are we going to do next?

Review Staff PRD and allocate remits to help support and develop capacity amongst staff to enhance learners' experiences.

Learning and Teaching meetings and CAT Sessions to be used to allow stage collaboration, ensuring progression of experiences and outcomes and across levels.

Continued discussion of pace and challenge at planning and tracking meetings.

Continue to embed AiFL Strategies and embed ICT within learning across the curriculum.

Further develop Snapshot journals as a tool for parental dialogue highlighting personalisation and choice.

Building on pupil voice and displays.

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
<p>Good collaboration strategies for planning and discussion with stage partners and a variety of strategies are used to support transition within the school and effective strategies are used to ensure good transition from Nursery to P1 and P7 to S1. An enhanced programme in partnership with Community Learning and Development (Agents for Change) ran effectively for our senior pupils.</p> <p>City of Edinburgh Council profiling systems were used for Nursery and P7 pupils.</p> <p>Partnership with parents is enhanced through sending out the aims for each class to parents at the beginning of the academic session. These highlight the curriculum within the four contexts of learning. Staff have focused on the implementation of the experiences and outcomes in Curriculum for Excellence in all areas and have utilised planning and tracking tools. Significant Aspects of Learning are used to inform Reporting and progressive skills development is evident in Literacy, Numeracy and the Physical Education component of Health and Wellbeing.</p> <p>Across most classes tasks, activities and resources are matched well to learners' needs. Planning for learning that both supports and challenges learners to make very good progress is evident.</p> <p>There has been increased use of ICT with the addition of class iPads and iPad minis in all classes. Co-operative learning strategies will be revisited to ensure differentiation, support, challenge and progression for learners. Learners who require additional help with their learning receive very good support from the Support for Learning Teacher, Pupil Support Assistants and Early Years practitioners</p> <p>There are clear programmes in place that enable Pupil Support Assistants and EYP's to provide high quality support. Successful working with a variety of external agencies i.e. Educational Psychologist, EWO, EAL, HOTS, VTSS SALT, Barnardos and Deaf Support staff, is a clear strength.</p> <p>A clear overview of the range of additional support needs within each class is regularly updated and all staff understand the role they play in keeping abreast of this and of ensuring learning needs are met.</p> <p>Staff are aware of the school's staged intervention policy and the GIRFEC model including focused Child Planning Meetings is fully implemented in the school. The Additional Support for Learning Team and ASL Team Leader meet regularly to discuss and review the progress of learners in Nursery - P7. These meetings include partner agencies as required and where appropriate pupil views are included. Assessment of Need proforma has been significantly developed by staff to support these pupils.</p> <p>A range of strategies are in place to identify and support individual needs which help learners overcome barriers to their learning. Training needs are identified by PSA's and appropriate professional development carried out throughout the session.</p> <p>Successful training included: Diabetes training, Asthma Awareness, plus other individual training needs identified through their own PRD targets.</p> <p>Good account is taken of parents' views when planning to meet individual needs. CPD in completing Wellbeing Concerns was delivered to all staff.</p> <p>Overall, staff provide a high level of pastoral care, support and attention to children's wellbeing.</p>			
<p>What are we going to do next?</p> <p>The new Circle Collaboration materials will be introduced and approaches developed.</p> <p>Continue to implement planning approaches which incorporate all aspects of the curriculum and is matched to learning needs through the increased use of pupils involvement in planning for their learning (Learning Walls)</p> <p>Embedded use of technology to support learning, moving towards introduction of 1:3 (iPads)</p> <p>Cluster CPD – PE, Modern Languages and Literacy.</p> <p>Staff Training/CPD identified and to be delivered as priorities dictate.</p>			

5.1 The Curriculum

The rationale and design of the curriculum	The development of the curriculum	Programmes and courses	Transitions
<p>The 7 principles of curriculum design of Curriculum for Excellence are integral to our school's learning and teaching. These principles are continuing to be embedded across the curriculum. We have identified the need for greater application in real life contexts and more opportunities for pupil choice in learning. We are making use of the City of Edinburgh Council Pathways. Continuing work is being done with significant aspects of learning. We have made significant developments in the implementation of the This is our Faith Programme for Catholic schools and evaluations prove to be very positive. God's Loving Plan from P1-7 and the ICE Pack are main programmes for delivery of Relationships and Moral Education. We have made good progress in the implementation of Literacy, Maths and Health and Wellbeing. There is very good support in emotional health and wellbeing for all learners and targeted support for specific individual pupils. Targeted support at particular stages was evident and there was whole staff anti bullying CPD and parental workshops.</p> <p>The focus during this session has been on the implementation of maths and moderation activities were carried out at school and cluster level. There was inservice training for staffs across the cluster to moderate and assess using experiences and outcomes in these areas. Evaluations from the Meet the Teacher curriculum workshops for parents/carers on Curriculum for Excellence focusing on literacy and numeracy were very positive. A continuing P6/7 Cluster focus on Modern Languages, ensures assessment is standardised across cluster schools – this being evidenced in transition information. Support was provided by the Italian Consulate. Further planning will take place prior to the implementation of 1 plus 2 Languages in session '16/'17.</p> <p>Further development in Outdoor Physical Education at all levels has been led by our PE Specialist. The Physical Education programme, with a continued focus on use of the outdoors and skills progression for pupils implemented. Reporting involved CFE terminology in developing, consolidating and secure. A coherent programme in art and design delivered by our specialist teacher, compliments the interdisciplinary learning planned by staff. Our drama specialist continued to support and develop team teaching for P1-7 staff. All staff continue to use the CfE experiences and outcomes to plan learning for curriculum areas. Staff are successfully planning good quality learning experiences in mathematics, literacy, health and wellbeing (physical education) and interdisciplinary approaches. Increasingly pupils were leading the learning. This was evidenced through IDL in Nursery: responsive planning; P1 pupils actively talking about their learning to an audience; P2 Pirate theme; P3 Festivals; P4 Easter Children; P5 Scottish Wars of Independence; P6 1960's with pupils planning the aspects of learning; P7 The Broons.</p> <p>Mathematics, has been given an increased focus during inservice and collegiate activity time; SEAL planners have been adopted. All staff focus on significant aspects and increased focus on mental agility.</p> <p>We receive a range of 'Transition Reports and Learning Journals from our associated pre-five establishments. This information is used to identify next steps in learning. In nursery, planning systems and online learning journals were reviewed with personal learning planning streamlined.</p> <p>Within school we have very good systems for identifying pupils' strengths, interests and needs and these are recorded in our Target Setting folders. Within school we have very good systems for discussing learners' needs as they move from stage to stage. As a Cluster we have agreed a common P7 writing topic in the final term. This will be continued in the first few weeks of S1 and will be evaluated next session.</p> <p>A planned focus for P6/7 numeracy event will take place at Holyrood High School.</p>			

What are we going to do next?

Continue to develop effective cluster curriculum planning to ensure progression at points of transition – continued focus on literacy and numeracy.

Continue to implement the recommendations from the 1+2 language strategies.

Interdisciplinary learning opportunities which involve the pupils in the planning will be further developed around learning walls and forward planning materials.

Provide CPD for all staff to enable sharing of standards and moderation opportunities in Literacy & PE - cluster.

Further Development and training of Read, Write Inc and SEAL for new staff.

Review current practice in technologies (food technology)

Continue with Implementation of Financial Education week

Ensure all staff are aware of the priorities identified in working towards obtaining a second green flag.

Continue to support the aims of the Early Years collaborative, continue to deliver high quality early learning and childcare in line with the expectations of the Children and Young Peoples Act.

Revise CfE across the four contexts of learning to ensure progression, pace and the development of skills.

Rights Respecting Schools will influence pupil voice and appropriate curricular areas.

Parental Engagement Pilot.

To continue to develop our curriculum to match the needs of our pupils in line with developing Scotland's young workforce and listen to learners' voices.

Curriculum Map reviewed.

5.9 Improvement through self-evaluation

Commitment to self-evaluation	Management of self-evaluation	School improvement
<p>Staff continue to be actively involved in the annual audit of our current position and in the identification of priorities for the following year. We continue to use the collated materials from previous SQIP to inform our next steps.</p> <p>Self-evaluation has been carried out using questionnaires; dialogue with parents/carers and external agencies, Educational Psychologist, Reporting format ensures pupils and parents are involved in evaluating progress</p> <p>Shining the light of Christ is used to evaluate cluster improvement plan priorities, Health Week Evaluations: class surveys, Safe from Bullying surveys for P6 and P7, Physical Education (parents, staff, and pupils) and Café K Agents for Change programme.</p> <p>Teacher long term and medium term (weekly) plans are constantly evaluated to determine progress and identify next steps in learning.</p> <p>Evaluations of Support for Learning plans: IEP's and ASP's are carried out each term, in liaison with class teacher, pupil support assistants, parents/carers and pupils. Communication is a 3 way shared process identifying pupil friendly targets which are in turn, evaluated at the end of each term.</p> <p>Feedback from Parents taking part in Sacramental programmes run jointly by the school and parish team and is incorporated in to the planning for the next session.</p> <p>In Nursery parents were also surveyed on the health and wellbeing outcomes were collated and an action plan was formed. Parental comment was also sought following the successful running of a PEEP group. Nursery evaluations with parents are carried out on a regular basis.</p> <p>Through professional dialogue all staff are taking forward Curriculum for Excellence and ensuring high quality experiences for their learners. During collegiate time, staff share good practice and expertise. CPD activities match the needs of staff as identified in PRD. The impact on pupils has been positive. Good use is made of accreditation schemes to validate the work of the school e.g. Health Promoting Schools, Fair-trade, and the ECO scheme. Teachers engaged in the new Professional Update scheme.</p> <p>The SQIP is a vehicle for focusing on improvements to children's learning and achievement. A range of strategies to engage with staff, parents and carers, pupils and the wider school community are used by the school to evaluate its work.</p> <p>Staff plan effectively in stages to develop and share understanding of classroom practice. Shared classroom experience will be further developed this session. A positive visit by the QIO confirmed the strengths and development needs of the school. Cluster engagement with a focus on maths provided opportunities for moderation across CfE Levels and encouraged professional dialogue and a deepened understanding of standards.</p> <p>The current monitoring and evaluation programme comprised of increased focus on pupil voice. This includes sharing classroom experience, learning and teaching discussions, dialogue with pupils and the moderating of pupils' work. Following each session feedback was shared with staff.</p>		

Children continue to have the opportunity to voice their opinions at assemblies and the Pupil Council and Eco teams regularly seek views on a variety of issues from their class mates. Minutes are posted on boards as evidence. There has been significant development in the achievement assembly programme as pupils are encouraged to share their success within and outwith school.

We recognise the need to identify improvements and focus on what makes a positive impact for our children.

Pupils make a strong contribution to improving learning and teaching within their class. They discuss their progress with class teachers and agree next steps in learning. Targets sheets are issued 3 x per year, with pupil, teacher & parental evaluations. Snapshot journals were piloted and replaced the Record of Achievement folders.

We continue to review the distributed leadership skills of all to reflect staff strengths and interests to move the school forward.

What are we going to do next?

Shared Classroom Experience approaches, informed by professional discussion and school priorities.

Introduce quality assurance monitoring calendar.

Develop cluster collegiate working further—curriculum development and assessment & moderation and sharing standards. (PE & Literacy) Cluster Priority.

Use our Learning and Teaching stage meetings to work collaboratively on the 4 NIF priorities...

Shining the Light of Christ is also a tool for Self Evaluation.

Review teaching and learning and assessment guidance.

Continue to embed pupil voice, further develop partnership with parents.

Explore the implementation of the CEC “Good to Great” Self-Evaluation toolkit.

Evaluate implementation of 1+2 Languages and progress of Rights Respecting Schools (Towards Level 1.)

Improvement Plan

3. Key areas for school improvement

<p>NIF Priority 1 Improvement in children and young people’s attainment/achievement, particularly in literacy and numeracy</p>	<p>QIs 1.1 Analysis and evaluation of intelligence and data 2.3 Effective use of Assessment; Planning, tracking and monitoring 3.2 Attainment in Literacy and Numeracy</p>
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Priority: A common understanding of numeracy levels, shared through moderation approaches.

Outcomes: Increased attainment in numeracy, clearly evidenced.

Tasks	By Whom	Resources	Timescale	Impact
<ul style="list-style-type: none"> SEAL Maths strategies to be continued from Nursery to P7; ASL support for those with significant needs in numeracy Improved understanding of numeracy levels and achievement of a level 	<p>Class Teachers</p> <p>ASL Team</p> <p>All staff</p>	<p>SEAL resources Wee Red Box – Mental Maths Mental Agility Guidelines: 1st/2nd Level</p> <p>SEAL Resources iPad Numeracy Apps Individual Programmes of Work</p> <p>CAT/L&T Meetings</p>	<p>Aug – Jun 2017</p>	

NIF Priority 1 NIF Priority 1 Improvement in children and young people's attainment/achievement, particularly in literacy and numeracy

QIs 1.5 Management of Resources/Environment for Learning
 2.2 Development of the Curriculum/Learning Pathways
 3.2 Raising Attainment and Achievement

Priority: A common understanding of French language from early- 2nd level .

Outcomes: Increased confidence in the teaching and learning of the French Language , clearly evidenced.

Tasks	By Whom	Resources	Timescale	Impact
To build capacity amongst staff in teaching French & Familiarisation with Resource	Cluster & All Staff	Cluster In-service Training 1+2 Office 365 French Resources iPads	Aug 2016	
To provide excellent learning and teaching experiences – children's entitlement to a modern language: immersion approach Early & First Level	SMT/Class Teachers	Cluster Planning Materials Resource iPads Class Displays Staff Meetings/CAT Rosy Fraser (School Lead) Assemblies	Aug – June 2017	
Share implementation with parents/carers	SMT/HRHS Staff	Information Leaflet Participation in Languages Day	Sept 2016	
Continue to develop Italian with pupils at 2 nd Level	Class Teachers Consulate Support HRS Staff	Direct teaching continued from Guila (Italian Consulate) at P6 & P7 stages.	Aug – Jun 2017	

NIF Priority 1 NIF Priority 1 Improvement in children and young people's attainment/achievement, particularly in literacy and numeracy	QIs 1.5 Management of Resources/Environment for Learning 2.2 Development of the Curriculum/Learning Pathways 3.2 Raising Attainment and Achievement
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Priority: A common understanding of literacy levels, shared through moderation approaches.

Outcomes: Increased attainment in literacy clearly evidenced.

Tasks	By Whom	Resources	Timescale	Impact
To build capacity amongst staff in teaching using RWInc materials	Probationer training All staff P1-5 PSA support and training where appropriate	CEC courses Mentor support SFL support	From Sept 2016	
To provide excellent learning and teaching experiences in literacy	SMT/Class Teachers	Big Writing Class novels	Aug – June 2017	
To participate in the First Minister's Reading Challenge	Pupils and staff	Information Leaflet Participation in challenge Website	Sept 2016	
To ensure a common approach to cursive writing	Class Teachers P1-7	Direct teaching Join it programme	Aug – Jun 2017	

<p>NIF Priority 1 NIF Priority 1 Improvement in children and young people's attainment/achievement, particularly in literacy and numeracy</p> <p>Nursery Pages (Early Level)</p>	<p>QIs 1.5 Management of Resources/Environment for Learning</p> <p>2.2 Development of the Curriculum/Learning Pathways</p> <p>3.2 Raising Attainment and Achievement</p>	
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Tasks	By Whom	Resources	Times cale	Impact
To further develop responsive planning with a focus on pupil voice	<ul style="list-style-type: none"> • A Mackay • Nursery team • Parents 	<ul style="list-style-type: none"> • Overall plan • Responsive planning sheets • Learning walls and evidence of pupils' work • Sharing the agenda • Events • EY CFE meetings • New Nursery teachers meetings 	Aug 16 -Jun 7	
To extend the use of e-learning journals for all nursery pupils	<ul style="list-style-type: none"> • Nursery team • Parents 	<ul style="list-style-type: none"> • I pads • CPD training • Visits to other CEC Nurseries) • Mark Burgess 	From August 2016	
Development of the outdoors, introduce a wildlife garden, composting and growing and develop creativity	<ul style="list-style-type: none"> • Nursery Team and parents 	<ul style="list-style-type: none"> • Setting the table doc • Loose parts training undertaken -Aug 2016 	From August 2016	

Continued implementation of Parental Engagement in Nursery	Angela Mackay; Nicky Roxburgh	<ul style="list-style-type: none"> • Parental Engagement Strategy CEC • Building the Ambition Document • Dialogue with QIO Isla Finlayson • Questionnaire to parents • Involvement in Bedtime stories initiative • Parents reading in other languages during Nursery sessions 		
Further Develop working with Parents through PEEP and “Baby PEEP” in Nursery for Anti Pre-school pupils and 2 year olds	Early Years Team Lead- Nicky Roxburgh Support – Angela Mackay	<ul style="list-style-type: none"> • CEC materials • Sessions for parents and staff • CPD cover budget 		
To further develop Creativity through Music	Lynn Angus	<ul style="list-style-type: none"> • CEC Music Pack • Sessions on offer for pupils 		
Identify and develop responsibilities of Nursery key leadership roles	Nursery team	<ul style="list-style-type: none"> • Discussion with the team • Identify key roles • Plan appropriately to take initiatives forward 	In service Oct 2016	
Use of Numeracy and Literacy bundles to self evaluate and identify next steps	Nursery team	<ul style="list-style-type: none"> • October Inservice (Literacy) • January (Numeracy) 	From Oct 2016	•

Identify able readers and mathematicians	Nursery teacher and EYO	<ul style="list-style-type: none"> • Programmes to extend more able pupils in these areas • Review progress 	From Oct 2016	•
Further develop Child centred CPMs and Autism training	HT Angela Mackay Nicky Roxburgh	<ul style="list-style-type: none"> • ASL service • GIRFEC • Shannari Indicators • Up, up and away resource • Whole school training 		•
Whole school Building Resilience programme	DHT Lead	<ul style="list-style-type: none"> • CPD for staff 		•
Extend Nursery Transition programme	Nicky Roxburgh	<ul style="list-style-type: none"> • P6 pupils and P5 pupils as buddies for pre-school and ante pre-school children • Staff at these stages involved 		•

NIF Priority 2: Closing the attainment gap between the most and least disadvantaged children.

QIs 1.5 Management of resources and environment for learning

2.5 Engaging families in learning

3.2 Equity for all learners

Priority Continue to close the attainment gap by raising achievement and attainment for all

Outcomes: Children are involved in their own learning and can articulate how well they are doing and what they need to do next in order to improve.

Tasks	By Whom	Resources	Timescale	Impact
Improve pace and challenge across all learning	SfL & Class Teachers	Termly planning and tracking meetings/systems Annual Baseline/PIM/SEAL/YARC and RWI interventions Standardised Assessments at P1, P4 & P7 Pupil Target Setting Snapshot Journals Learning Conversations	Termly	

Children are duly involved in setting targets in their learning and evaluated against success criteria; able to explain how they learn	Class Teachers & Pupils	Significant Aspects Learning Walls Target Setting / AiFL Teacher/Pupil Feedback Learning Conversations Active Learning Approaches	June 2017	
	All staff	Snapshot Journals	3 x per session	

<p>Continue to embed Snapshot Journals as a means of sharing pupil learning with parents/carers.</p> <p>Continue to implement effective arrangements to track and monitor attainment and wider achievements</p>	<p>SMT All staff</p>	<p>Parent Consultations CPM's/IEP's Target Setting</p> <p>Termly planning and tracking meetings/systems Annual Baseline/PIM/SEAL/YARC and RWI interventions Standardised Assessments at P1, P4 & P7 Pupil Target Setting Snapshot Journals Learning Conversations Monitoring & Evaluation Calendar</p>	<p>Termly</p>	
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NIF Priority 3: Improvement and young people’s health and wellbeing	QIs 1.1 Impact on learners successes and achievements; children and young people leading learning 2.1 Arrangements to ensure wellbeing; 2.7 the development and promotion of partnerships 3.1 Securing wellbeing, equality and inclusion
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Priority Whole school approach to implementing Rights Respecting Schools, Level 1

Outcomes: i) Pupils have positive relationships in the classroom, playground and in our community ii) Pupils develop vocabulary and strategies to build and sustain positive relationships- link to SHANARI wellbeing indicators

Tasks	By Whom	Resources	Timescale	Impact
Achieving Recognition of Commitment: <ol style="list-style-type: none"> 1. steering group of young people and adults to set up the award 2. carry out a baseline audit taking into account the views of children and adults and complete a Level 1 Audit and Action Plan 3. Plan opportunities for pupils to learn about the Convention and its importance to the well-being of children and young people locally and globally. 	DHT/Steering Group	CPD: CAT/Inservice Class Charters Audit of current school views: pupil, staff & community Education Psychologist UNICEF Materials Jen Drummond (CEC) RRS Website	Aug – Nov 2016	

<p>Work Towards Achieving Level 1</p>	<p>DHT/Steering Group All staff</p>		<p>Nov – June 2017</p> <p>Aug – June 2017</p>	
<p>Develop partnership working with both Parishes, RE Office and SCES</p> <p>Use theme/s from ‘Developing in Faith’ to evaluate the mission of Catholic schools</p> <p>Encourage teaching staff to make use of CLPL materials for use in PRD</p> <p>Develop pupil involvement in preparations for liturgical services and further extend Peace Project – Tanzanian link</p> <p>Authority focus – ASD: training for all staff.</p>	<p>SMT/All Staff</p> <p>All Staff</p> <p>SMT/Class Teachers</p> <p>SMT – liturgy Gill Buckley – Peace Project</p> <p>All staff</p>	<p>SCES Website Assemblies Parish Sacramental Meetings This is Our Faith</p> <p>CAT Sessions Staff Meetings Developing in Faith Document Staff Retreat</p> <p>CPD PRD Companions of the Journey & On the Road</p> <p>Assemblies & Masses Peace Project Meetings Staff Meetings</p> <p>Leadership Training Staff CPD CAT Sessions</p>	<p>Aug – June 17</p> <p>Aug – May 2017</p> <p>Ongoing</p> <p>Sept – June 2017</p> <p>Ongoing Sept- June 2016</p>	

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

QIs 1.1 Impact on learners success and achievements

2.2 Skills for learning, life and work; 2.4 Removal of barriers to learning; 2.7 The development and promotion of partnership

3.3 Creativity and Employability

Priority To contribute to an improvement in employability skills.

Outcomes: Enhanced outcomes for our learners.

Tasks	By Whom	Resources	Timescale	Impact
Improve parental engagement through the Partnership Schools programme.	SMT Parents/Staff/Community Arran Findlay (Leading)	Eleanor Coner (Partnership Schools) CEC Creativity in the Curriculum	Session '16/'17	
Implement STEM Project	P5 focus year group plus Engineer	Primary Engineers Programme	November 2016 onwards	
P6 & 7 – further develop JASS Bronze & Silver Awards	Class Teachers	JASS Programme	Ongoing	
Engagement with Children's Parliament Investigates...	P6 Staff	Graham McKinnon/Colin Morrison Parliamentary Project & Celebration Event	Aug – Dec '16 Jan – Mar '17	
Implementation of Financial Education Week – skills for work & life; linked to Fairtrade Fortnight	Class Teachers	Education Scotland Resources RBS Resource Pack Museum on the Mound Resource	Feb '17	
Implement Building Resilience	Lead – Jacqueline Kelly	CPD attended by HT and DHT Programme implemented	From Oct 2016	

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THE CITY OF EDINBURGH COUNCIL

CHILDREN AND FAMILIES

Holy Rood RC High School Cluster Improvement Plan 2016-17



City of Edinburgh's Vision

Our vision is for all children and young people in Edinburgh to enjoy their childhood and achieve their potential. Our ambition is for all children and young people in Edinburgh to: have the best start in life; be physically and emotionally healthy; be successful learners, confident individuals, and responsible citizens making a positive contribution to their

communities; and to leave school into a positive destination well prepared for work, leisure, family life and lifelong learning.

The Cluster Improvement Plan 2016-17

NIF Priority 1 : Improvement in children and young people’s attainment/achievement, particularly in literacy and numeracy	QIs Blue (Leadership and Management) : Orange (Learning Provision): Green (Successes and Achievements):
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Faculty Priority 1 (a): To raise attainment/achievement within the faculty

Outcome: Use the Level 5 Illustrations and Features of Highly Effective Practice from HGIOS 4 to identify the outcome

Tasks	By Whom	Resources	Timescale	Impact/Evaluation (with a focus on data/quantitative evidence)
Seal Maths to be implemented / or continued into S1	Chris Lowe	Transition information from associated primaries to highlight the children that would benefit from this intervention programme.		
Improved cluster understanding of numeracy levels up to third level.	Maths CL P7 teachers	Time for staff from all cluster schools to meet to discuss		
Improved understanding of curricular continuity through the introduction of a maths project which would be implement in P7 and then revisited in S1 Learning evidence will be collated and shared (Jotter)	P7 teachers and Maths CL working together on January in-service day to create the programme	In Service Day planning session		

To create a professional resource for teacher to use to affirm professional judgements from the evidence gathered a Cluster Maths Moderation 2015/16.	Michael Sinclair and Maths moderation group	Exemplars that we produced by class teachers in session 15/16		
For all teaching staff to have a clear understanding of what it means to achieve a level.	January In Service Day Keynote speaker CEC QIM/ QIO	CEC QIO All Cluster Primary teaching Staff HRHS teaching staff (confirm faculty)		
Implement the 1+2 languages programme in all cluster primaries	Modern Languages WP	In service day 2 in August Planners that were produced by WP to be followed and implemented in all Cluster Primaries at all stages		
Key Cluster events will be linked to the GTS standards to allow teaching staff to see the correlation to their CLPL.	HT's to ensure these are referenced on the information shared with teachers.	GTCS Standard to be linked with Cluster working groups		

NIF Priority 2 : Closing the attainment gap between the most and least disadvantaged children.	QIs Blue (Leadership and Management) : Orange (Learning Provision): Green (Successes and Achievements):
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Faculty Priority 2 : To identify the gap in attainment and implement appropriate strategies to address it.

Outcome: Use the Level 5 Illustrations and Features of Highly Effective Practice from HGIOS 4 to identify the outcome

Tasks	By Whom	Resources	Timescale	Impact/Evaluation (with a focus on data/quantitative evidence)
Identify and sharing best practice in Tracking and Monitoring of BGE levels within the Cluster	Cluster HT's	Time in Cluster HT meeting after January		
Sharing of information with Cluster Colleagues regarding identification of the gap in attainment.	Cluster HT's	Attainment Statistics/ In sight Data SIMD data Scotexed data		
Share strategies identified and implemented to address the attainment gap for each individual school	At Cluster HT meeting by individual Cluster Ht's	School IP's shared/ discussed		
Evaluate current transition document to ensure all appropriate information is included (SIMD PComp, LAAC – confidential file).	MC and Cluster HT's	Agenda Item at Cluster HT meeting F/U Martin + 1 HT to finalise.		
Information shared by Cluster Primaries to be used to identify a target support group in S1 of 2018	HRHS SLT Primary 7 teachers	Primary CPM meeting dates shared with relevant HRHS staff		

Have a shared understanding of the core set of experience/achievements a pupil at the end of S3 in Holy Rood Cluster should have.	At HT Cluster heads meeting – HT's.	Share information a cluster heads meeting		
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NIF Priority 3 : Improvement in children and young people's health and wellbeing	QIs Blue (Leadership and Management) : Orange (Learning Provision): Green (Successes and Achievements):
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Faculty Priority 3 : To contribute to an improvement in pupils' HWB within the faculty's curricular context, including for pupils with autism.

Outcome: Use the Level 5 Illustrations and Features of Highly Effective Practice from HGIOS 4 to identify the outcome

Tasks	By Whom	Resources	Timescale	Impact/Evaluation (with a focus on data/quantitative evidence)
Primary Head Teachers to be invited to any S1 CPM's to support the sharing of information. To be minuted in last CPM of Primary as an action if relevant	All cluster Heads Year Head	CPM minutes Meeting dates to be shared	On going	
Review schools' Mission Statements and develop a Cluster Mission Statement to support common values and aims.	Identified Staff and Pupils Paul Hunter has agreed to create a cluster mission statement and a motto that takes each individuals schools	<ul style="list-style-type: none"> Cluster Mission Statements Time allocated for development Cluster Mission Statement 	By August 2016	

	mission statements into account.	All schools will display this and it will be shared at parents meetings.		
Common Cluster focus from “Developing in Faith” to be select and form part of individual schools improvement plans which will then be shared with the cluster.	All Cluster H/T’s	Developing in Faith Planning format from SCES		
Cluster pupil councils to carry out further work using “Developing in Faith” as a focus.	PH / MMaC Cluster Pupil Council Reps	Cluster pupil council supporters meetings Cluster pupil council events		
To raise the quality of the PE experiences being delivered across the curriculum To create a cluster wide assessment tool for use by all teachers.	Cluster PE working party All cluster teachers	2x Planning meetings for cluster reps to create a resource for use by cluster schools 1 cluster CAT session Sharing festival for staff.		

NIF Priority 4 : Improvement in employability skills and sustained, positive school leaver destinations for all young people.	QIs Blue (Leadership and Management) : Orange (Learning Provision): Green (Successes and Achievements):
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Faculty Priority 4 : To contribute to an improvement in employability skills and sustained positive destinations for all pupils within the faculty’s curricular context.

Outcome: Use the Level 5 Illustrations and Features of Highly Effective Practice from HGIOS 4 to identify the outcome

Tasks	By Whom	Resources	Timescale	Impact/Evaluation (with a focus on data/quantitative evidence)
Improve family engagement and ensure that parents are making an informed choice about the secondary school that their child will attend which will enhance	HRHS SMT An HT rep from the cluster-SG Parents, pupil	Working group with representation from each cluster primary school, a P6 pupil and their parent from each school, HRHS SMT and pupils HRHS pupils to be in attendance at primary parent meetings	October event aimed at P6 and 7 parents. Schools to pair up or 3's to have a parents event that would share events for the year ahead that parents would be involved in. Oct/Nov – dates to be emailed to Lorraine.	
A day in the life of an S1 pupil experience to be offered to parent.	HRHS staff P6 Parents	HRHS staff Timetable of events for parents.	June 17	

Summary of evaluations against key indicators (2016)

Evaluation key:

Level 6	Excellent	Outstanding or sector leading
Level 5	Very Good	Major strengths
Level 4	Good	Important strengths with areas for improvement
Level 3	Satisfactory	Strengths just outweigh weaknesses
Level 2	Weak	Important weaknesses
Level 1	Unsatisfactory	Major weaknesses

Primary School		Evaluation
1.1	Improvements in Performance	4
2.1	Learners' experience	5
5.3	Meeting learners' needs	5
5.1	The Curriculum	4
5.9	Improvement through self-evaluation	4
Nursery Class		
1.1	Improvements in Performance	5
2.1	Learners' experience	5
5.3	Meeting learners' needs	5