

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



School Mission statement School Mission statement

As a Catholic School we strive to create and develop a community of Faith based on the values and teachings of the Gospel. We work to promote an inclusive and welcoming ethos in which there is mutual respect, love, and understanding of the beliefs of others.

We want children at St John's to be nurtured, happy, safe and secure. We want them to be able to work and play together in a harmonious way.

We encourage good behaviour where children and adults work together and care for the environment in which they live. We endeavour to work in partnership with parents and carers, our parishes and the wider community, encouraging our children to grow spiritually, academically, personally and socially.

We also want to foster in our learners the skills and dispositions which will enable them to develop the four capacities of Curriculum for Excellence as successful learners, responsible citizens, effective contributors and confident individuals.

We as a staff, are committed to the principle of lifelong learning and aim to foster this in all our learners. We aim to promote the highest standards of teaching and learning, through a broad and balanced curriculum, setting high expectations for all whilst ensuring each individual learner is encouraged to reach his or her full potential.

We strive for excellence in all we do.

Standards and Quality Report for session: 2014-15
Improvement Plan for session: 2015-16

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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 375 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 Feeder 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.

For further information, please access our school website www.st-johns.edin.sch.uk 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.</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 2014-15 were Literacy and SEAL Maths training, undertaken by cluster schools. A continued focus on outdoor physical education ensured an improvement in the quality of learning</p> <p>Improved analysis of a range of assessments across all stages has identified the continuing need to improve attainment in mathematics and literacy.</p> <p>Tracking meetings provided opportunities for valuable discussion with staff. Input from our Educational Psychologist provided valuable insight and analysis of data. We continue to use the Progression Pathways to track coverage of Curriculum for Excellence experiences and outcomes. Tracking of outcomes and experiences remains a priority for further development.</p> <p>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. CPD to support the delivery of God's Loving Plan was delivered by the Director of SCES across all cluster schools. 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>Further development of the SEAL approach in teaching mathematics was evident through shared classroom experience. Pupils appear more confident in using mental maths strategies and in explaining their thinking. CPD in cluster priorities was delivered which moderated both reading and writing tasks. Key personnel within the cluster collaborated and took on leadership roles and a cluster assessment and moderation booklet was distributed to all schools.</p> <p>SEAL Maths approaches and smartboard resources 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 is a priority for the new session.</p> <p>The very effective Pupil Council, House and Vice Captains and Eco, Fairtrade, Justice and Peace and JRSO teams led a number of positive changes. The Fairtrade group have had a positive impact on the schools' raised awareness of fair-trade issues. Evaluations from our Open Mornings were fulsome in their praise of our senior pupils. Parents have been actively involved in supporting events e.g. Green Event- "Windmill Challenge – sustainable energy 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. The connecting classrooms initiative enabled one member of staff to visit Tanzania in February</p>		

2015. A Day in the Life was the theme, there was a cooperative projects across both schools and use of technology to share learning experiences. 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 and drama club worked closely together to produce Jonah and the Whale which was very well received by parents and the wider community. Progress against tasks from our action pages from our Improvement Plan 2014-15, 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?

Continue to develop a framework for tracking and monitoring of attainment for learners
Specific focus on the moderation and assessment of mathematics across learning.
Identify further protected time for teachers to work across the cluster sharing and agreeing standards.
Further develop the use of SEAL, iPad technologies for all pupils, moving towards 1:3; Read Write Inc and revise Spelling and Handwriting Strategies.
Further focused analysis of data to ensure ongoing improvements in literacy and numeracy

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. 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 were trialled and 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</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.</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, fundraising for a number of charities 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 almost £15000 raised for SCIAF, Deaf Awareness charity was also a focus and came from one of our pupils in P4 who is profoundly deaf. The choir performed at Christmas events in the local community and were integral to the success of "Jonah –A fishy tale" They continue to lead the singing at school masses.</p> <p>Other annual events such as Green Event, Bikeability for P5-7, carol singing in the local community, animation with Craigmillar Arts, P7's Residential visit to Benmore. This has encouraged all learners to feel successful and take responsibility. Learning skills for life and work are taught in context through outdoor education garden gang, enterprise activities, problem solving, creating confident kids programme, after schools clubs, and collaborative and active approaches. Five of our senior pupils achieved a special award as part of the young writers project which saw their submissions published.</p> <p>The Health Week events and pupil Health and Well being 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 was very positive and will impact on next session's plans</p> <p>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?

Further discuss pace and challenge with staff at planning and tracking meetings

Ensure consistency of learning intentions and success criteria; pupils to talk confidently about the language of learning.

More consistent use of Say, Write, Make and Do assessment strategies and ensure pupils understand what learning is being assessed.

Embed ICT within learning across the curriculum.

Developing staff leadership roles to ensure the key actions are fully implemented throughout the curriculum.

Further progress the structure of the curriculum to ensure that it is context rather than content driven i.e. develop interdisciplinary approaches

Classroom Environment – clear evidence of Curriculum for Excellence language in displays, to include significant aspects of learning – use of Learning Walls to facilitate pupil involvement.

Implement CEC guidance on *Planning, documenting and communicating progress of a young person's individual learning journey* – Review of ROA folders in line with this document.

Implement effective arrangements to track and monitor wider achievement.

Increase focused support in maths at certain stages.

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 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 is 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</p>			

abreast of this and of ensuring learning needs are met.

Circle Collaboration materials are utilised and there is a culture of Support for Learning being the responsibility of all. 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.

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.

Successful training included. Diabetes training, Asthma Awareness, plus other individual training needs identified through their own PRD targets.

Good account is taken of parents' views when planning to meet individual needs. CPD in completing Wellbeing Concerns was delivered to all staff. Child Protection update to all staff was also completed.

Overall, staff provide a high level of pastoral care, support and attention to children's wellbeing.

What are we going to do next?

Further dialogue with staff to ensure appropriate pace and challenge will be taken forward

Ensure new planning approaches incorporates 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)

Increased use of technology to support learning, moving towards introduction of 1:3 (iPads)

Cluster Maths CPD – 4 sessions

Staff Training/CPD identified and to be delivered by EAL Teacher and Educational Psychologist.

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. Develop implementation of God's Loving Plan from P1-7 as main programme 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. The focus during this session has been on the implementation of literacy and and moderation activities were carried out at school and cluster level.</p> <p>There was inservice training for staffs across the cluster to moderate and assess using experiences and outcomes in these areas. Evaluations from the P1 curriculum workshops for parents/carers on Curriculum for Excellence focusing on literacy and numeracy were very positive.</p> <p>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>			

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. The majority of pupils were consolidating their skills at the appropriate level. Pupils were encouraged to transfer their learning skills to P.E.

A coherent programme in art and design delivered by our specialist teacher, compliments the interdisciplinary learning planned by staff. Our drama in specialist continued to support and develop team teaching for P1-7 staff. An after schools drama club was established and pupils benefited from staff expertise.

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 Lenten Bake Sale; P4 Outdoor Learning focus; P5 Fairtrade Assembly; P6 1960's with pupils planning the aspects of learning; P7 Alternative retelling of Tam O' Shanter.

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.

Each stage took responsibility for an area of the school garden and this will be further developed in the new session – with parental support.

Whole school mapping was further extended and delivered by our social studies cluster rep, this was centred around the local area. Thereafter a cluster booklet of good practice was produced.

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, following the return of our substantive post holder, planning systems were reviewed and personal learning planning was streamlined.

Within school we have very good systems for identifying pupils' strengths, interests and needs and these are recorded in our Record of Achievement 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.

A planned focus for P6/7 numeracy event will take place at Holyrood High School.

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 prepare to implement the recommendations from the 1 plus two 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 mathematics(cluster)

Further Development and training of Read, Write Inc and SEAL

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.

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 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, CPD delivered by CEC Development Officer.</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 literacy 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> <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</p>		

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. Discussion with senior management team and pupils surrounding the format of the current ROA content and suggestions for improvement will be built on in the new session.

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.

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

Use our Learning and Teaching stage meetings to develop to evaluate current programmes. 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.

Improvement Plan

3. Key areas for school improvement

Priority 1 – Curriculum for Excellence	Overall Responsibility SMT	QIs: 2.1, 5.1, 5.2, 5.3
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Outcome A : **Pupils engaging effectively with CfE Experiences and Outcomes in school curricular programmes**

Impact on learners: **The curriculum meets the needs of all learners**

Tasks	By Whom	Resources	Timescale	Progress/evaluation of task
To implement all E's and O's and identify outcomes assessment and moderation of numeracy; ensure maths teaching is supported at key stages	<ul style="list-style-type: none"> Michael Sinclair, Cluster Rep All Staff Louise Stevenson, DO 	<ul style="list-style-type: none"> 4 x Cluster CAT sessions Assessment, Moderation/ Sharing Standards CAT inhouse, (SEAL) 	Jan-Jun '16	<ul style="list-style-type: none"> Cluster Reps feedback to cluster staff Successful CAT delivered. Moderation of standards
To review current practice in handwriting across all stages; introduction of cursive handwriting in P1	<ul style="list-style-type: none"> All staff 	<ul style="list-style-type: none"> Follow up L&T Mtg Staff CPD iPad Apps/IWB to support 	From Sept 2015	<ul style="list-style-type: none"> Review policy for spelling and handwriting
To continue to fully implement the use of new technologies	<ul style="list-style-type: none"> PT/Michael Sinclair All Class Teachers ASfL Teacher PSA's Nursery Staff 	<ul style="list-style-type: none"> ICT Coordinator Staff CPD @ WHEC Espresso iPads technology Digital T&L Team Staff drop in sessions Staff Audit of expertise and strengths 	From Aug 2015	<ul style="list-style-type: none"> Staff using embedded ICT strategies across the curriculum Evaluate usefulness of technology to support teaching and learning Sharing practice and expertise – use of Apps to support learning across the curriculum
To continue to further develop consistency of	<ul style="list-style-type: none"> P1-3 & Sfl supporting P4 	<ul style="list-style-type: none"> RWI Materials & Training Big Writing 	From Sept 2015	<ul style="list-style-type: none"> Implementation within all classes Use of new iPad resources

approach using Read, Write Inc materials	<ul style="list-style-type: none"> SfL Teacher PSA's 	<ul style="list-style-type: none"> Progression Pathways Staff CPD x 3 new staff trained this session. 		<ul style="list-style-type: none"> Improved reading skills, word attack and attainment Reviewing standardised scores to assess progress
Continue to develop the significant aspects of learning within PE	<ul style="list-style-type: none"> PE Specialist Class Teachers Learning assistants 	<ul style="list-style-type: none"> CEC Planning Guidance New Activity Pack (CEC) Better moving, better learning Education Scotland Materials Primary Physical Education Guidance 	Sept 2015 CAT and throughout	<ul style="list-style-type: none"> Teachers using McCrone to shadow specialist CT & PE Specialists evaluations Children's Experiences in PE Fully joined up evaluation from Audit of staff and pupils Pupils reflection on targets and personal progress Full evaluation of Health Week Staff identifying outdoor PE and focus in this area Next steps identified
Continue to further develop PEEP in Nursery for Anti Pre school pupils	Early Years Team	CEC materials Sessions for parents CPD cover budget	Term 3 2016	<ul style="list-style-type: none"> Dialogue with parents and the team Running of sessions
Review tracking of E's and O's across curricular areas	<ul style="list-style-type: none"> DHT lead All staff 	<ul style="list-style-type: none"> Good practice from other schools Learning Unlimited CfE materials CAT session, Sept '15 Follow up L&T mtgs throughout 	From Sept '15 – Jun '16	<ul style="list-style-type: none"> CAT Session to ensure common understanding of the process Staff to share which outcomes are covered across each year group Trackers to be included within assessment folder for transition – stage to stage

Priority – Curriculum for Excellence (Early Level)	Overall Responsibility HT/ Nursery Teacher	QIs: 2.1, 5.1, 5.2, 5.3
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Outcome A : **Pupils engaging effectively with CfE Experiences and Outcomes in school curricular programmes**

Impact on learners: **The curriculum meets the needs of all learners**

Tasks	By Whom	Resources	Times cale	Progress/evaluation of task
To develop responsive planning further 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 wall • Sharing the agenda • Events • EY CFE meetings • New Nursery teachers meetings 	Aug 15-Jun 16	<ul style="list-style-type: none"> • Evidence of team work in Nursery • Evidence of pupil involvement in floor books , learning walls • Parent comment books completed • Discussion at Nursery team meetings
To continue to develop the use of e- journals 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 (Balgreen and Holy Cross) • Michael Sinclair • Mark Burgess 	From August 2015	<ul style="list-style-type: none"> • One observation of a child per week in key worker groups • Highlight exceptional observations • Discussion with team re appropriateness of language used in observation (description of learning) • Feedback from pupils and parents • Sharing practice and expertise – use of Apps to support learning across the curriculum
To continue to further develop the use of the Outdoor space	<ul style="list-style-type: none"> • Angela Mackay • Nicky Roxburgh 	<ul style="list-style-type: none"> • Staff CPD • Visits to other CEC Nurseries (Liberton Nursery) • HWB pack. 	From August 2015	<ul style="list-style-type: none"> • Implementation of daily routine for pupils (accessed outdoor space) • Increased use of Mud Kitchen and Bark area • Increased creativity through movable play equipment suggested by pupils • Extended play area to include school playground and Figgate Park(outdoor Wednesdays)
Continued	<ul style="list-style-type: none"> • Angela Mackay 	<ul style="list-style-type: none"> • Parental Engagement 		<ul style="list-style-type: none"> • Introduce a Parents Focus Group – main aim to improve

implementation of Parental Engagement in Nursery	<ul style="list-style-type: none"> Sherry McCracken 	<p>Strategy</p> <ul style="list-style-type: none"> Dialogue with QIO- Lesley Mc Dowall Booklet- Support for Early Years 		<p>communication and develop fundraising activities</p> <ul style="list-style-type: none"> Dialogue with staff and parents Minutes of group meetings / Nursery meetings
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	<ul style="list-style-type: none"> CEC materials Sessions for parents CPD cover budget 	Term 3 2016	<ul style="list-style-type: none"> Dialogue with parents and the team Running of sessions
To develop Creativity through Music	Lynn Angus	<ul style="list-style-type: none"> CEC Music Pack Visit to Bonnyrigg / other CEC Nurseries 		<ul style="list-style-type: none"> Weekly music session Observation of enjoyment and progression in skills Memory improvement and increased vocabulary

School & Cluster Priority

Priority 1 – Numeracy and Maths, including SEAL	Overall Responsibility	QIs 1.1, 2.1, 5.1, 5.3
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Outcome and impact for learners

Pupils experience a dynamic and innovative curriculum that meets the needs of all learners

Tasks	By Whom	Resources	Timescale	Progress/Update
SEAL training for new members of staff	SEAL trainers	<ul style="list-style-type: none"> SEAL trainers Shared expertise - inhouse 	From Aug '15	<ul style="list-style-type: none"> Training undertaken
SEAL programme continued to be implemented in school	All staff	<ul style="list-style-type: none"> SEAL trainers & SEAL Champion L&T Mtgs/CAT 	Ongoing	<ul style="list-style-type: none">
Continue to embed Mental Agility guidelines and incorporate into school programme	SMT	<ul style="list-style-type: none"> CAT Session SEAL Champion 	Ongoing	<ul style="list-style-type: none">
Two staff members to attend & support cluster meetings; development of assessment and moderation strategies	MS/SS/LW	<ul style="list-style-type: none"> CEC Materials SEAL Programme of Study 	August 2015 – June 2016	
Financial Education Week to be further developed	SMT: DHT All Staff	<ul style="list-style-type: none"> RBS/Bank of Scotland Materials Museum on the Mound Education Scotland Materials – Money Matters Parental Expertise 	Focus Week, Term 2	

Priority 1 – Cluster Curriculum Development	Overall Responsibility Cluster HTs	QIs 1.1, 2.1, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 7.3, 8.1, 8.4, 9.1, 9.2, 9.3, 9.4
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Outcome

- Plan assessment, moderation and reporting of agreed areas of 1+2 Languages, Literacy &

Impact on learners

Tasks	By Whom	Resources	Timescale	Progress/evaluation of task
Build on previous progress by further planning cluster working in session 2015-16 within Modern Languages 1+2 to ensure effective implementation in session 2016/17	<ul style="list-style-type: none"> • DHT Curriculum • CL Modern Languages • Cluster Working Group • Cluster HTs 	<ul style="list-style-type: none"> • Time allocated for meetings • Appropriate authority and school materials • Cluster Action Plan Template • A Robertson 	June 2016	<p>B Service leading WG J Daly (HRHS)</p> <p>Returns made to J Daly Aug 15 Focus on P5 and P7 in prep for 1+2</p>
Provide further opportunities for SEAL champions (Stages in Early Arithmetical Learning) to support sharing of good practice. Identify lead person/SEAL champion to support sharing of good practice and planned meetings.	<ul style="list-style-type: none"> • Maths CL • SEAL Champions 	<ul style="list-style-type: none"> • Appropriate authority and school materials. • T Laing • Cluster Meetings (venue TBC) <ul style="list-style-type: none"> • 29 Jan • 26 Feb • 18 Mar • 6 May 	Aug 2015-June 2016	<p>A Brack leading WG M Crombie (HRHS)</p>

<p>Plan and co-ordinate cluster CPD on SEAL to ensure a greater understanding progression at level 1.</p> <p>Plan cluster opportunities in line with session 2015-16's cluster priority for Numeracy. Identified lead person for Numeracy and select agreed priorities for moderation purposes.</p> <p>Address discrepancies in understanding of levels to support progression in levels.</p> <p>Engage in support from CEC.</p> <p>Identify transition strategies to support consistent of progression in Numeracy.</p>	<ul style="list-style-type: none"> • T Laing • Cluster Lead Person (Brack) • Working Group 	<ul style="list-style-type: none"> • Appropriate authority and school materials • HRHS and Cluster Primary school allocate appropriate venues/facilities/staff • Working Group meeting time • Funding for Assessment and moderation • Cluster Action Plan Template 	<p>Aug 2015-June 2016</p> <p>Aug 2015-June 2016</p>	
<p>Share practice to establish a better awareness within the Cluster of Tracking and Monitoring systems being used.</p> <p>Share approaches to recording levels with a</p>	<ul style="list-style-type: none"> • M Connelly • Cluster HTs 	<ul style="list-style-type: none"> • Time allocated for sharing of good practice • Appropriate school resources/systems • Maths CL • SEAL Champions • English CL 	<p>June 2016</p>	

<p>particular focus on BGE Numeracy and Literacy to support consistency. Identify and agree best practice in Tracking and Monitoring of BGE levels within the Cluster with reference to CEC guidelines.</p> <p>Include evaluation in session 2016/17 Improvement Plan</p>				
<p>Plan and co-ordinate Cluster support for Cricket lessons to further ensure a consistent approach.</p>	<ul style="list-style-type: none"> • Working Group • Cricket Development Officer 	<ul style="list-style-type: none"> • Working Group meeting time • HRHS and Cluster Primary school allocate appropriate venues/facilities/staff • Cluster Action Plan Template 	<p>Aug 2015-June 2016</p>	

Outcome B : Learning and Teaching approaches that reflect the aims of CfE

Impact on learners: **Learners take responsibility for their own learning, improving personalisation and choice**

Tasks	By Whom	Resources	Timescale	Progress/evaluation of task
Discussion of curriculum rationale, how current Learning and Teaching approaches support the rationale. Further input for Cooperative Learning approaches; ensure E's and O's are visible, shared with pupils	<ul style="list-style-type: none"> SMT Trained staff to support: MR All staff 	<ul style="list-style-type: none"> L/T materials CAT session/s led by trained staff Peer shadowing E's and O's labels 	Sept 2015	<ul style="list-style-type: none"> L/T stage meetings Staff had opportunity to participate in further training Talking with pupils about strategies used in class SCE/ monitoring
Continue to track the recording and sharing of Wider Achievement & encourage pupils to record their own achievements Plan a 4 week block of outdoor Golden Time activities with the support of Parents in Term 3.	<ul style="list-style-type: none"> SMT & staff Parental Involvement/Parent Council Active Schools 	<ul style="list-style-type: none"> Special Assemblies Wider achievement sheets in ROAs Increased involvement and sharing of information with parents Involving the wider community at assemblies, special events Increased pupil choice during Golden Time with development of skills as focus 	From Term 1	<ul style="list-style-type: none"> Parent/Teacher/Pupil Consultations Pupil Discussion with SMT Achievement Certificates Pupil wider achievement sheets included in ROA , sent home twice in the year Achievement Class assemblies / Pupils Records
Further progress the structure of the curriculum to ensure it is context rather than content driven; evidence of pupils involvement in the planning of IDL/discrete curricular areas	<ul style="list-style-type: none"> SMT Staff 	<ul style="list-style-type: none"> CEC Materials Education Scotland Materials KWL approaches IDL Plans Learning Walls CAT Sessions Shared Expertise 	Aug 2015	<ul style="list-style-type: none"> Discussion with staff to share good practice Identify CAT/L&T mtg to share successes from previous session Shared Classroom Experience New Trackers
In preparation for 1&2 Modern Foreign Languages, French language (P1-4) and focus on Italian (P5-7)	<ul style="list-style-type: none"> All staff HT – Modern Languages Cluster Steering Group 	<ul style="list-style-type: none"> Staff to be aware of govt programme in preparation for implementation Identify key personnel from cluster to participate in working party 	Throughout the session	<ul style="list-style-type: none"> Cluster planning materials Staff CPD Meetings with colleagues and support from High school

Outcome C **Learners participate in their own learning in order to develop their unique God given talents**

Impact on learners: **Learners' will become motivated and eager participants. Learners experience the school as a community of faith and learning, developing in partnership with parents and local parishes**

Tasks	By Whom	Resources	Timescale	Progress/Evaluation
We will continue to develop strategies to ensure the centrality of Christ in school life,	All staff	<ul style="list-style-type: none"> Staff meetings / Learning & Teaching mtgs School Policies on Pastoral Care and Diversity Catholic Schools CPD with David Wells 	From Sept 2015 – as required	<i>Staff Meeting Minutes</i> <i>L/T meeting minutes</i> <i>Dialogue with pupils and parents</i> <i>SCE</i>
We will continue to improve opportunities for religious observance to ensure a positive impact on the development of all members of the school community, particularly dialogue/input from pupils	SMT and staff	CPD cover budget <ul style="list-style-type: none"> Staff attendance Catholic Schools CPD with David Wells Opportunities for prayer throughout the session 	Nov 2015	Sharing of practice with other staff Regular dialogue with pupils through assemblies and class discussions Choir Input
To implement God's Loving Plan and develop use of assessment materials To implement the new sacramental programme at the P3/4 stages	<ul style="list-style-type: none"> PT All Staff 	<ul style="list-style-type: none"> This is Our faith Relevant CEC materials New Sacramental Parish Programme This is Our Faith new planners New Eucharistic prayers for children Assessment Materials: St Augustine's cluster 	From Sept 2015	<ul style="list-style-type: none"> Teachers using evaluations to plan next steps in RE teaching Use of published planners Staff meetings/CAT sessions Use of Mass resources through assembly to encourage responses and understanding of the Mass Confirmation and First Holy Communion – 2 x separate events Further discussion with Parish Priest re format of masses

Investigate Pope Francis Faith Award for P6/7 pupils	<ul style="list-style-type: none">• PT• Discussion with Catholic colleagues	<ul style="list-style-type: none">• Materials from SCES	By June '16	<ul style="list-style-type: none">• Decision thereafter
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Priority 2 – Promoting an Ethos of Achievement	Overall Responsibility SMT	QIs: 1.1, 2.1, 2.2, 3.1, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 6.1, 6.2, 7.2, 8.1, 9.1, 9.2, 9.3, 9.4
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Outcome A: **A positive learning environment that promotes and reflects school values**

Impact on learners: **Learners are clear about the high expectations of the school and are well supported in achieving their potential**

Tasks	By Whom	Resources	Timescale	Progress/evaluation of task
Further incorporate pupils groups: incl ECO, Fairtrade, Pupil Council, Garden Gang and Justice & Peace to work towards 2 nd Green Flag, ensure consistency and work towards the aims of global citizenship. Further develop ECO Code	<ul style="list-style-type: none"> • Whole staff and community • Pupil Groups • PT 	<ul style="list-style-type: none"> • Minutes of Meetings • Discussions with staff, pupils and parents • Eco schools priorities: Litter, Biodiversity, Sustaining Our World & SMT focus School Grounds • ECO Week – Nov '15 • Responsibility of all staff • Distributed Leadership roles – all staff contributing to success 	From Sept 2015	<ul style="list-style-type: none"> • Work from current action plan shared • After Schools Cooking Club • Use of PSA's to support with garden project • Parental Involvement
To embed global citizenship by continuing our link with Legho Primary in Tanzania to ensure appropriate teaching is embedded across all curricular areas	<ul style="list-style-type: none"> • Legho Link Staff: GB Lead • All staff • Wider Community 	<ul style="list-style-type: none"> • Connecting Classrooms Project • Mike Knox – link – Twende Pamoja • Dissemination of Tanzania visit to all classes, embed within social studies topics/RE programme 	By June '16	<ul style="list-style-type: none"> • Staff discussion

Implementation of CEC Parental Engagement Strategy.	<ul style="list-style-type: none"> • SMT, Staff & Parents 	<ul style="list-style-type: none"> • Review policies, discussion with parents and CAT sessions • Evaluate of 'Meet the Teacher' session 	From Sept 2015	Dialogue and written feedback, meetings with parent council
Investigate ways of recording pupil's wider achievement	<ul style="list-style-type: none"> • SMT 	<ul style="list-style-type: none"> • SEEMIS • Tracking Sheets 	By Dec '15	

Outcome B: **The school has a clear focus on raising attainment through effective tracking of pupil performance**

Impact on learners: **Learners are provided with quality information on their progress**

Tasks	By Whom	Resources	Timescale	Progress/evaluation of task
Review the BGE across the Four Contexts of Learning in order to ensure progression and further discuss pace and challenge with staff at planning/tracking meetings.	<ul style="list-style-type: none"> SMT All Staff 	<ul style="list-style-type: none"> BtC6 Staff Discussion Education Scotland Key Findings CEC Guidance on Planning Evidence of learning journey for all pupils 	Sept 2015 – May 2016	<ul style="list-style-type: none"> Management meetings CAT sessions Discussion at stages / moderation activities at school and cluster to help make judgements Ensure consistency of learning intentions and success criteria; consistent use of Say, Write, Make and Do – to include aspects of Home Learning. Evidence of differentiation of tasks, activities and resources Formative Assessment opportunities Consistent and more explicit use of Significant Aspects, explicit language of CfE
Continue to raise attainment and achievement in literacy and numeracy for all; incl the lowest 20% and LAAC pupils; continue to improve pupil attendance.	<ul style="list-style-type: none"> SMT All Staff 	<ul style="list-style-type: none"> Dialogue with staff Online assessments Teachers Assessment Sfl Assessments NFER Nelson assessments: Analysis of data in Maths and Literacy at all stages Review attendance data 	Throughout session '15/16	<ul style="list-style-type: none"> Review current assessment/attainment information Dialogue with staff Analysis of EAL/LAAC/lowest 20% pupils Individual programmes of Work Consideration of learning styles Dyslexic pupils, - increased use of ICT Tracking Meetings - throughout
Develop a framework and explore ways of recording, and tracking pupil progress	<ul style="list-style-type: none"> SMT 	<ul style="list-style-type: none"> SEEMIS Support from QIO Sharing of practice with colleagues Learning Unlimited materials 	From Sept 15– Jun '16	<ul style="list-style-type: none"> Completion of a Whole School Position Paper on Planning and Tracking Audit of Pupil ROA's and content of staff assessment folders

Priority 2 – Cluster Links – Effective Cluster Working	Overall Responsibility Cluster HTs	QIs 1.1, 2.1, 2.2, 3.1, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 6.1, 6.2, 8.1, 9.1, 9.2, 9.3, 9.4
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Outcome

Impact on learners

Tasks	By Whom	Resources	Timescale	Progress/evaluation of task
Plan and co-ordinate Cluster in-service to support priorities (SEAL?)	<ul style="list-style-type: none"> Cluster HTs SLWG 	<ul style="list-style-type: none"> Time allocated during inset Appropriate authority and school materials HRHS and Cluster Primary school allocate appropriate venues/facilities SLWG 	Jan 16	
<p>Implement agreed cluster working position paper to ensure greater communication and more effective use of time.</p> <p>Invite DHTs to attend host school's Cluster meeting to raise awareness of priorities and support DHT's CLPL.</p>	<ul style="list-style-type: none"> Cluster HTs Cluster HTs 	<ul style="list-style-type: none"> Cluster Working Position Paper Time allocated to attend Cluster Meeting 	<p>Aug 15</p> <p>Aug 2015-June 2016</p>	
Develop and implement a common Action Plan template for all Cluster working to support consistency and progress (e.g. to support working groups).	<ul style="list-style-type: none"> L Legrix 	<ul style="list-style-type: none"> Time allocated for development of template 	Aug 15	

<p>Further build on the work undertaken by the Pupil Council Supporters Group and plan a focus meeting for Cluster Pupil Council members to evaluate Feedback strategies.</p>	<ul style="list-style-type: none"> • P Hunter • Identified Supporters 	<ul style="list-style-type: none"> • Time allocated for Meeting • HRHS venue allocate appropriate facilities • Pupil Council Members • Cluster Action Plan Template 	<p>Sept 2015</p>	<p>P Hunter leading WG J Kiernan (HRHS)</p>
<p>Identify appropriate shared location on One Drive to disseminate information and documentation to staff within the Cluster (e.g. Cluster Plan).</p>	<ul style="list-style-type: none"> • A Brack • M Connelly • L Patterson 	<ul style="list-style-type: none"> • Time allocated for development of structure on One Drive 	<p>Aug 15</p>	
<p>Identify S6 pupils to support Cluster schools. Organise appropriate times for S6 pupils to meet Cluster HTs to plan appropriate support for primary calendared events.</p>	<ul style="list-style-type: none"> • M Connelly • Cluster HTs • S6 Pupils (Prefects) 	<ul style="list-style-type: none"> • Time allocated for meetings with S6 & HTs • Time allocated for S6 to attend identified events • Travel costs/arrangements 	<p>Aug 15</p>	
<p>Share information on attendance statistics and strategies used within Cluster to supports pupils and parents.</p> <p>Share HR's attendance posters to raise awareness of statistics and support Cluster approach.</p>	<ul style="list-style-type: none"> • L Legrix/Cluster HTs • L Legrix 	<ul style="list-style-type: none"> • Time allocated at Cluster Meetings • Appropriate school resources • HR Attendance posters 	<p>Aug 2015-June 2016</p> <p>Dec 15</p>	

<p>Review schools' Mission Statements and develop a Cluster Mission Statement to support common values and aims.</p>	<ul style="list-style-type: none"> • Cluster HTs • Identified Staff and Pupils 	<ul style="list-style-type: none"> • Cluster Mission Statements • Time allocated for development Cluster Mission Statement 	<p>Dec 15</p>	
<p>Evaluate transition process by gathering feedback from new S1 parents and pupils.</p>	<ul style="list-style-type: none"> • L Legrix • M Connelly 	<ul style="list-style-type: none"> • Time allocated at Cluster Meetings • Time during Tutor Time • Time at S1 Parents Evening • Evaluation Sheets • Admin Support 	<p>Nov 15</p>	
<p>Provide further opportunities to disseminate TAC good practice.</p>	<ul style="list-style-type: none"> • Appropriate partner agencies 	<ul style="list-style-type: none"> • Time allocated at Cluster Meetings • A Davidson 	<p>Aug 2015-June 2016</p>	
<p>Plan and co-ordinate cluster CPD on Insight to promote an understanding of national statistics and SIMD levels.</p>	<ul style="list-style-type: none"> • DHT Curriculum • Cluster HTs 	<ul style="list-style-type: none"> • Time allocated for CPD • Appropriate national, authority and school materials • Insight 	<p>Dec 15</p>	

Summary of evaluations against key indicators

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