

Standards, Quality and Improvement Plan

St John's RC Primary



Standards and Quality Report for session: 2017 - 2018

Improvement Plan for session: 2018 - 2019

Context of The School

St John's RC Primary School is a denominational Catholic school located in the East of the City not far between Duddingston and Portobello. The school caters for children from Primary 1 to Primary 7 and has a nursery which provides Pre-school education for children aged 3 to 5 years. There were 365 children in school divided into 14 classes and 80 children attended our nursery part-time during session 2016/17. We vacate this current site on 28.6.18 as we prepare to move to a brand new purpose built school on the site of the previous Portobello High, 18 Duddingston Road. This will impact significantly (and positively!) on the learning environment and curriculum delivery.

We are very grateful to our supportive and proactive Parent Council for their support in securing funding and fundraising. This year they supported us by obtaining a Dynamic Earth 'golden ticket' which provided free entry and access to all classes all year. Classes had at least two visits, with some managing three across the session. They also supplemented our play by funding a grant of £2000 for an Imagination Station. Next session the main fundraising will concentrate on resourcing the library in the new school and a STEM project for pupils in P5-7.

Our parents play a key role in supporting the school through the organisation of events. Our Parent Council meetings are often very well attended by a cross section of the parent body.

We were part of the Supported Self Evaluation process this session and the feedback from our QIO team informs much of the Improvement Plan for Session 2018/19.

Attendance is above average. We are a diverse and inclusive school, with a third of learners from varying nationalities and cultures.

Our cluster High School is Holy Rood High School. We have strong links with our High School and associated Primary Schools. We develop our links; providing opportunities for collegiate working and moderation between schools.

There is an After School Care Club. The club is run by Oscars and also offers successful provision of a Breakfast Club to help to deal with the rising demand for childcare places in the morning. This will continue into next session.

For further information please access our school website: <https://stjohnsportobello.com/> where latest newsletters and information can be found. We can also be followed on Twitter: [@porty_stjs](https://twitter.com/porty_stjs) where regular updates of the learning taking place is posted.

School Priority 1: Improvement in Attainment and Achievement

NIF Priority

1a To raise attainment in numeracy

1b To raise attainment in literacy

1c Consistent Approaches to Learning and Teaching are Evident

NIF Driver

School Improvement

School Leadership

Please select the most appropriate QIs

HGIOS4/HGIOELC QIs/Identified Themes

1.1 Analysis And Evaluation Of Intelligence And Data

2.3 Effective Use Of Assessment

2.3 Planning, Tracking And Monitoring

3.2 Attainment In Literacy And Numeracy

Progress and impact:

1a:

- Planning pathways for Numeracy and Maths using Education Scotland and school benchmarks were developed and introduced at all levels. This helped to improve progression and consistency. These will be embedded in session 18/19
- Class groupings based on info gleaned at handover meetings.
- Info shared at tracking meetings, staff made predictions for learners for the session.
- Norming studies undertaken in Nov & March – New SNSA assessments implemented at P1,4&7. Tracking meeting in term 1 focussed on supports in place, what was required and where to go next. Teachers developing awareness of SIMD/pupils at <85, >112
- SfL Grps established in Sept and modified in Feb '18 & very good support in place for individuals; able learner groups established for P2/P6 - reading and maths
- PEF SIMD1/2 support – targeted in P7 - outdoor learning; literacy, zine print project
- SfL Grps revised at end of each term, pupils assessed and moved on or teachers raise concern and pupils join group/have targeted support
- Impact – numeracy interventions - numeracy strategies are taught consistently across the whole school, shared with parents and understanding is deepened
- **1b:**
- In discussion with SfL team – graphic novels were purchased for upper school pupils, Fresh Start can be demotivating for those who have completed RWI

- Further discussion at cluster level led to Project X reading materials which will be purchased for Term 1 and trialled in new session.
- Meetings with SfL/DHT to identify and provide strategies/supports in class/individual programmes of support. TT established and reviewed regularly at SfL team meetings.
- Class teachers involved in evaluating IEP targets and in discussions with SfL team
- Established P6 able readers group, supported by JG in term 1, with similar group for P2 in term 2. Learners <85 identified and appropriate supports are in place, tied in with pupils from SIMD 1&2.
- Established P6 able readers group, supported by SfL in term 1, with similar group for P2 in term 2. Learners <85 identified and appropriate supports are in place, tied in with pupils from SIMD 1&2.
- Nursery team undertook Up, Up and Away sessions, nursery team have worked really well with CEC staff to create vision for new nursery opening in Aug 2018. (Nursery SQIP)

1C:

- ExpArts working parties set up/CAT sessions dedicated
- Top 10 Tips ppt was introduced and is referred to at CAT sessions. Teachers regularly discuss LI/SC and a variety of AiFL strategies were evident during SMT learning walks over term 1
- Partnerships schools ongoing; v successful Meet the Teacher. WoWW – parent led
- Home Learning evaluations – focus for term 1, session 18/19 – parents on working group could not commit
- Weekly outdoor learning sessions in P1, proving to be successful in terms of pupil engagement and IDL opportunities – linking to literacy across learning supported by inservice.
- SLT used learning walks throughout the sessions and SSE with CEC both highlighted need for consistency in some teaching and learning approaches.
- P1, P4, P7 assessment info will be shared with all staff in Aug/Sept for understanding of benchmarks, high, medium and low – data to be analysed by SLT and SfL teams.

Next Steps:

- Continue to use robust attainment data and effective use of assessment to make confident professional judgements about how well children are progressing and attaining
- Audit, review and create consistent policy for writing – use Literacy benchmarks as starting point.
- Staff to allow more time for pupils to talk to each other about their learning
- Develop a policy for consistent, smart & effective feedback in jotters
- Use strategies from AiFL toolkit more regularly to check on learning
- Continue to develop learning walls; more focused use of Blooms and Higher Order Questioning – consistency.
- Support & Challenge – share approaches for consistent strategies for differentiation with all staff.

School Priority 2: Closing the attainment gap between the most and least disadvantaged children and young people.

NIF Priority 2a R NIF Driver

All staff will be aware of what the attainment and achievement gap looks like and can identify the pupils it refers to in their class/stage. 1 in 5 Poverty resources are used and referred to by all staff.

Stakeholders are aware of Equity Funding allocation and how it will be used in 2017 – 18

Staff use a wide range of performance information to reduce the attainment and achievement gap.

Staff are confidently using the Circle Document and GIRFEC resources to support pupils at Pathways 1 and 2.

Please select the most appropriate QIs HGIOS4/HGIOELC QIs/Identified Themes

1.3 Developing a shared vision, values and aims relevant to the school and its community

2.3 Quality of teaching

2.4 Targeted & universal support

2.4 Removal of potential barriers to learning

3.2 Equity for all learners

3.2 Attainment over time

Progress and impact:

Task undertaken at tracking meeting in term 1, DHT has 'welfare fund' from Parent Council to address barriers – pupils can receive assistance for uniform/excursions etc

Main features of 1:5 poverty programme were shared again. Staff received SIMD info ahead of tracking meetings

Discussed, staff aware that some pupils in SIMD 1&2 do not require intervention and very aware of those pupils who do, SfL team have identified

EYP employed in P1 to support SIMD pupils and interventions based on this data and info from P1 Baseline established a target group of pupils. Outdoor learning approaches and additional support in literacy and numeracy was deployed. Learning through play strategies were used for the acquisition of literacy: initial sounds, fine motor skills, letter formations etc

Staff confidently use the Circle Document to identify and support learners at Pathway 1 and 2 in their own classroom.

- PSA individual TT set up
- PSA hotlisting TT for RWI
- In class and small group support for numeracy

SEAL resources for PSA's purchased

Snapshot focus – data handling, poetry, (term 1), money, writing (cluster moderation), RE (term2) HWB (Term 3).

Parental volunteer group coordinated by SfL team, providing individualised reading support, revised in Jan as more volunteers came forward.

P7 Outdoor Learning – further PEF money was used to support group of P7 SIMD pupils. My Adventure were employed to devise a programme of learning activities, which developed problem solving, communications skills, self esteem and fitness. This was very successful. Pupils engaged well and self evaluated the programme – feedback was overwhelmingly positive. They all felt that their self confidence increased and they were more prepared to attempt challenging work in class due to 'have a go, positive mindset' strategies they had learned in the group setting.

Pupils are aware of their journey towards achieving Rights Respecting Schools status and can articulate the school journey on this process and what it means for them as learners.

Learners are engaged in a number of pupil groups across the school including ECO, Fairtrade, JRSO< House Captains, Pupil Council. All pupils have the opportunity to talk about their learning and school wide issues via 'Bingo Ball.'

Regular CPM's are held and links with the educational psychologist/other agencies are a particular strength.

Staff continue to discuss and make use of attainment data to ensure pupil attainment is raised, particular emphasis this session and next on tracking attainment of most disadvantaged and assessing impact of interventions.

Next Steps:

- Continue to raise attainment in Literacy and numeracy for targeted pupils - **PEF**
- Extend the Outdoor learning programme to include some P6 pupils, alongside P7 - **PEF**
- Revisit and review Vision, values and Aims – link to curriculum rationale
- Further develop distributed leadership

School Priority 3:

NIF Priority

Improvement in children and young people's health and wellbeing

NIF Driver

Pupil HWB throughout the school is enhanced

Staff, pupils and parents use common language to support behaviour in all stages

Building resilience materials are planned and implemented across the whole school

Support our pupils with Additional Support needs well.

Please select the most appropriate QIs

HGIOS4/HGIOELC QIs/Identified Themes

- 1.1 Ensuring impact on learners' successes and achievements
- 1.2 Children and young people leading learning
- 1.3 Strategic planning for continuous improvement
- 2.1 Arrangements to ensure wellbeing
- 2.4 Targeted & universal support
- 2.3 Planning, tracking and monitoring
- 3.1 Wellbeing

Progress and impact:

- New group of P7 pupils joined existing Children's Parliament group to work with wider school and community. Children's parliament work was recognised at National Level by First Minister.
- Resilience Units 1-2 completed pre Christmas, 3,4 by end of session. Pupils are using language of resilience and class f/u tasks have been v successful.
- SMT: concerted efforts to support pupils in playground
 - Building Resilience programme shared with parents/carers and class activities used to support Launch assemblies and follow up tasks completed for sharing assemblies
- CPM meetings main vehicle for evaluating strategies in place for ASD pupils
- ASAP used to request further supports from partner agencies
 - Ed Psych and ASL Coordinator attend CPM's and in term 2 will present sharing session with parents/carers
 - Revised policy was issued with parents/carers at Meet the Teacher event in Sept and again in Jan. Playground rules were issued in Jan and CT and pupils collaborated to produce Class Charters (links to RRSA) - also shared with parents/carers.
 - Whole school/wider community mass in Dec to both launch 100 years and celebrate 130 years anniversary of St John's.
 - Quality PE is recognised as a strength and is supported by specialist and CEC development lead, Jan McIntyre
 - Child Protection level 2 was undertaken by all staff

Next Steps:

- Continue to embed and develop strategies for resilience – particularly Growth Mindset skills
- Use the new school grounds to increase opportunities for outdoor learning
- Continue the journey from Bronze to Silver – RRSA
- Continue to implement digital strategy, particularly to revisit digital safety: social media with P6&7

School Priority 4:

NIF Priority

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

NIF Driver

Pupils enjoy opportunities to develop skills for learning, life and work within the school community. Pupils from P1-7 are involved in a Focus group

Staff and parents work in partnership to deliver meaningful world of work experiences to pupils.

Staff are familiar with and are working towards the new Digital Learning Strategy with pupils engaging in innovative computer science experiences led by PT.

Please select the most appropriate QIs

HGIOS4/HGIOELC QIs/Identified Themes

- 1.1 Analysis and evaluation of intelligence and data
- 1.3 Strategic planning for continuous improvement
- 2.2 Skills for learning, life and work
- 2.3 Quality of teaching
- 2.6 Collaborative planning and delivery
- 3.3 Increasing employability skills

Progress and impact:

- Probationer teacher is both RRSA link and Twende Pamoja
- RRSA Group Christmas appeal – linked with Leith Pri charity Socks for the Street to help local homeless
- Pupil Council had successful 'Dance Off' to raise funds for Children in Need
- House Groups established meetings – design a new shield for each and house quiz, planned/organised
- ECO group collaborated with Change Works to produce litter info video – shared at assembly.
- New litter pickers/equipment purchased for playground

- 'Bingo Ball' pupils established – weekly question linked to SQIP priorities and sharing class work
- Questionnaire issued to all pupils in P6&7, collective responses from other stages, used to inform RRSA Bronze award..
- Visit to digital team innovation centre to plan ahead to improved use of technologies in new school; iPad roll out; replacement of old equipment and 1:1 for P6&7
- P6/7 visits to High School to engage in successful Thinking Ahead careers fair event.
- Parent Council organised a very successful, World of Work week – specific focus on STEM and addressing gender stereotypes in careers
- All pupils engage in Bingo Ball process which compiles pupil views and consults on a variety of curriculum and wider school issues.

Next Steps:

- Develop a consistent approach to DYW, skills progression and careers pathways
- Build on community partnerships and links to businesses – more progressive approach
- Develop system for tracking and monitoring wider achievement/participation in wider community.
- Staff should continue to engage with attainment data to ensure confidence in professional judgements of CfE Levels.

Self Evaluation 2017 – 2018

	Quality Indicator	School Self – Evaluation 2017 - 18	Inspection Evaluation (If during 2017-18)	Nursery Self – Evaluation 2017 - 18	Inspection Evaluation (If during 2017-18)
	What is our capacity for continuous improvement?	4/5			
1.3	Leadership Of Change	4			
2.3	Learning, Teaching And Assessment	4/5			
3.1	Ensuring Wellbeing, Equity And Inclusion	5			
3.2	Raising Attainment And Achievement	4			
	School's chosen QI				
	School's chosen QI				

Statement of Impact of Pupil Equity Fund/Exceptional Spend:

For session 2017-18, the Pupil Equity Fund has totalled £55,200 (please specify). There is a carry-forward of £14,725 (please specify) to session 2018-19. This spend is deemed exceptional and the plans for this spend are outlined in the school improvement plan for 2018-19 and coded green.

2016 – 2020 School Self Evaluation/Plan for QI Engagement

QI		2016 - 2017	2017 – 2018	2018 – 2019	2019 – 2020	Comments
1.1	Self-Evaluation for Self-Improvement			√		
1.2	Leadership of Learning			√		
1.3	Leadership of Change	√	√	√	√	
1.4	Leadership and Management of Staff				√	
1.5	Management of Resources To Promote Equity					
	Leadership And Management Overall					
2.1	Safeguarding and Child Protection		√			
2.2	Curriculum	√	√	√		
2.3	Learning, Teaching and Assessment	√	√	√	√	
2.4	Personalised Support		√			
2.5	Family Learning				√	
2.6	Transitions				√	
2.7	Partnerships		√			
	Learning Provision Overall					
3.1	Ensuring Wellbeing, Equality and Inclusion	√	√	√	√	
3.2	Raising Attainment and Achievement	√	√	√	√	
3.3	Increasing Creativity and Employability				√	
	Successes and Achievements Overall					

Key Areas For School Improvement 2018-19

NIF Priority 1 – Improvement In Attainment, Particularly In Literacy And Numeracy.	QIs/Themes 1.1 Analysis And Evaluation Of Intelligence And Data 2.3 Effective Use Of Assessment 2.3 Planning, Tracking And Monitoring 3.2 Attainment In Literacy And Numeracy
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Priority 1a	To raise attainment in Literacy and Numeracy		Overall Responsibility	SLT
Outcomes	There will be improved attainment in literacy and numeracy across Early, 1 st and 2 nd Level; all staff will have shared understanding of the literacy and numeracy benchmarks.			
Tasks	By Whom	Resources	Time	Impact/ Progress
<ul style="list-style-type: none"> Audit assessment of writing programme across the school 	<ul style="list-style-type: none"> Working Parties: Early, 1st, 2nd 	<ul style="list-style-type: none"> Education Scotland Benchmarks Literacy Progression Pathways CAT Sessions Writing Programme 	<ul style="list-style-type: none"> By Dec '18 	<ul style="list-style-type: none">
<ul style="list-style-type: none"> Audit current staff confidence and strengths in teaching writing to their current stage. 	<ul style="list-style-type: none"> Working Parties: Early, 1st, 2nd 	<ul style="list-style-type: none"> Staff Audit 	<ul style="list-style-type: none"> Oct 18 Inservice (am) 	<ul style="list-style-type: none">

<ul style="list-style-type: none"> Identify groups for targeted interventions at points of transition and across the session plan learning 	<ul style="list-style-type: none"> SLT/literacy coordinator/SfLT 	<ul style="list-style-type: none"> SfLT, PSA, homelearning group, data on target groups Early consultations with parents 	<ul style="list-style-type: none"> By June 2017, August 2018 Termly focus with CTs, SfLT PSAs and parents. 	<ul style="list-style-type: none">
Raise awareness of priority in writing with children. Self evaluate individual progress, monitor progress using Bonus ball	<ul style="list-style-type: none"> CT's Pupils 	<ul style="list-style-type: none"> Bingo Ball – weekly discussions 	<ul style="list-style-type: none"> Evaluate by June '19 	
P1, 4 & 7 SNSA & rest of school Standardised Assessments results analysed	<ul style="list-style-type: none"> All staff 	<ul style="list-style-type: none"> CAT Session Sept Regular termly updates 	<ul style="list-style-type: none"> Ongoing Termly updates 	
Staff will develop familiarity and begin to use 'jigsaw pieces' for literacy and numeracy	<ul style="list-style-type: none"> CT's 	<ul style="list-style-type: none"> Literacy/Numeracy Jigsaws CAT session to familiarise 	<ul style="list-style-type: none"> Sept 18 	
New School Library Project: to fundraise for new materials to improve literacy/reading for enjoyment	<ul style="list-style-type: none"> DHT/SfL Team Parent Council 	<ul style="list-style-type: none"> PC to fundraise for books and Accelerated Reader PC Meetings Project group Meetings Liaison with pupils – ascertain views on what to purchase? 	<ul style="list-style-type: none"> Regular meetings throughout session 	

NIF Priority 2 – Closing The Attainment Gap Between The Most And Least Disadvantaged Children

QIs/Themes

1.1 Impact on learners successes and achievements

2.4 Targeted Support

2.5 Early Intervention and Prevention

3.1 Ensuring wellbeing, equality and inclusion

3.2 Equity For All Learners

Priority 2a:	Reduce the attainment and achievement gap for our school	Overall Responsibility	HT –	
Outcomes:	<p>All staff will be aware of what the attainment and achievement gap looks like.</p> <p>Stakeholders are aware of Equity Funding allocation and how it will be used in 2018 – 19</p> <p>Staff use a wide range of performance information to reduce the attainment and achievement gap.</p>			
Tasks	By Whom	Resources	Time	Impact/ Progress
<ul style="list-style-type: none"> Identify the gap for each year group using Baseline/Standardised Assessment analysis 	<ul style="list-style-type: none"> All Staff Attainment Coordinator - 	<ul style="list-style-type: none"> Insight data CEC analysis 	<ul style="list-style-type: none"> Sept '18 	<ul style="list-style-type: none">
<ul style="list-style-type: none"> Share information with all staff. 	<ul style="list-style-type: none"> SLT All staff 	<ul style="list-style-type: none"> CAT 	<ul style="list-style-type: none"> Sept '18 	<ul style="list-style-type: none">

<ul style="list-style-type: none"> CT's to discuss names of pupils in their class for intervention strategies. 	<ul style="list-style-type: none"> SLT SfL Team CT's 	<ul style="list-style-type: none"> Attainment/Tracking Meetings 	<ul style="list-style-type: none"> From Sept '18 	<ul style="list-style-type: none">
<ul style="list-style-type: none"> Lead people to be identified for coordinating intervention strategies. 	<ul style="list-style-type: none"> SfL Team Identified staff incl PSA/EYP 	<ul style="list-style-type: none"> PSA EYP Outside agency staff 	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none">
<ul style="list-style-type: none"> Parental engagement to be reviewed/strategies to be put in place to engage families in learning/ target group of parents to be invited to workshop. 	<ul style="list-style-type: none"> DHT Identified staff 	<ul style="list-style-type: none"> Meeting time PEF 	<ul style="list-style-type: none"> Oct '18 Reviews January 2018 April 2018 	<ul style="list-style-type: none">
<ul style="list-style-type: none"> Attainment of identified pupils to be closely tracked via assessments SNSA etc 	<ul style="list-style-type: none"> DHT SfL Team 	<ul style="list-style-type: none"> Meetings Assessment Results 	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none">
<ul style="list-style-type: none"> SIMD P1 pupils to receive additional support in literacy/numeracy/outdoor learning 	<ul style="list-style-type: none"> P1 Staff Team EYP 	<ul style="list-style-type: none"> SEAL Literacy Rich Loose Parts Play 	<ul style="list-style-type: none"> Regular tracking throughout session 	<ul style="list-style-type: none">
<ul style="list-style-type: none"> To use PSAs to implement literacy interventions, ie 300 words, toe-by-toe, RWI, etc 	<ul style="list-style-type: none"> PSA SfL Team 	<ul style="list-style-type: none"> RWI Literacy Resources PSA/SfL Liaison 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">

NIF Priority 3 Improvement In Children And Young People’s Health And Wellbeing	QIs/Themes 1.1 Impact on learners successes and achievements 2.2 Curriculum 2.4 Targeted Support 3.1 Ensuring wellbeing, equality and inclusion
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Priority 3a:	<ul style="list-style-type: none"> Staff and pupils show increased resilience, using restorative language to support positive interactions 	Overall Responsibility	SLT	
Outcomes:	<ul style="list-style-type: none"> Staff develop a curriculum to further develop resilience and a growth mindset. The school continues the rights respecting school journey to Silver. The school develops its curriculum to include digital safety. School continues to develop its use of PEF to support Outdoor learning and literacy for all relevant children 			
Tasks	By Whom	Resources	Time	Impact/ Progress
<ul style="list-style-type: none"> Continuation of Building Resilience resource throughout school 	<ul style="list-style-type: none"> All Staff 	<ul style="list-style-type: none"> Building Resilience resouces Assemblies Class Tasks 	<ul style="list-style-type: none"> From term 1 	<ul style="list-style-type: none">

<ul style="list-style-type: none"> • Whole school staff training Growth Mindset 	<ul style="list-style-type: none"> • SLT • CEC CPD 	<ul style="list-style-type: none"> • CAT • Pupil Tasks 	<ul style="list-style-type: none"> • Jan 2019 	<ul style="list-style-type: none"> •
<ul style="list-style-type: none"> • Tracking Wider Achievements 	<ul style="list-style-type: none"> • CT's 	<ul style="list-style-type: none"> • CAT • Collaboration – to develop system of recording • Achievement Assemblies • Contd use of website/twitter to promote 	<ul style="list-style-type: none"> • Session 	<ul style="list-style-type: none"> •
<ul style="list-style-type: none"> • Food for Thought Training 	<ul style="list-style-type: none"> • DHT • PSA 	<ul style="list-style-type: none"> • Questionnaires, Skill up, Start Cooking Resource • Kitchen Resources • Better Eating, Better Learning • Edinburgh Community Food • Workshops with pupils and parents 	<ul style="list-style-type: none"> • Jan 19 	<ul style="list-style-type: none"> •

<ul style="list-style-type: none"> NIF Priority 4 – Improvement In Employability Skills And Sustained, Positive School Leaver Destinations For All Young People 	<ul style="list-style-type: none"> QIs/Themes 1.5 Management of resources to promote equity 2.7 Partnerships 3.2 Raising attainment and achievement 3.3 Increasing creativity and employability
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Priority 4	<u>Wider World Link Aim</u> To improve employability skills and sustained positive school leaver destinations for all young people			Overall Responsibility	SLT
Outcomes	<ul style="list-style-type: none"> To give children the confidence and inspire them to be all they can be 				
Tasks	By Whom	Resources	Time	Impact/ Progress	
<ul style="list-style-type: none"> Each stage from Nur-P7 to make a wider community link, ie Carol Singing in Community Parish Links; Local Businesses The continuation of World of Work Week to build upon aspiring positive destinations (include parental engagement aspect) Pope Francis Faith Award 	<ul style="list-style-type: none"> All Teaching Staff Programme of events, link to last year – new focus ‘jobs of the future.’ P6&7 Staff & pupils 	<ul style="list-style-type: none"> Discussions in Pupils Groups CT’s to support PC to lead DHT/CT’s supporting My Faith Journal 	<ul style="list-style-type: none"> Across 3 Terms Term 2 Ongoing 		

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Key Areas For Cluster Improvement 2018-19

NIF Priority 1 – Improvement In Attainment, Particularly In Literacy And Numeracy.	QIs/Themes 1.1 Analysis And Evaluation Of Intelligence And Data 2.3 Effective Use Of Assessment 2.3 Planning, Tracking And Monitoring 3.2 Attainment In Literacy And Numeracy
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Priority 1a	To raise attainment	Overall Responsibility	All Head Teachers	
Outcomes	All staff will have a shared understanding of the standard at their stage and level (leading on to a more holistic appreciation of standards) and its place within the learners' journey			
Tasks	By Whom	Resources	Time	Impact/ Progress
<ul style="list-style-type: none"> Analyse and share current writing attainment data of P1, P4, P7 and S2 pupils 	<ul style="list-style-type: none"> All Primary Head Teacher English CL 	<ul style="list-style-type: none"> SNSA information SS assessment data CfE Levels Admin Support 	WTA/Calendar To be agenda item at Cluster meeting September/October	<ul style="list-style-type: none">
<ul style="list-style-type: none"> English S1 teacher to take a closer look at a sample of P7 writing review the consistency of professional 	<ul style="list-style-type: none"> English faculty staff 	<ul style="list-style-type: none"> Writing jotters Log sheets from P7 piece of writing 	<ul style="list-style-type: none"> October In-service day Monday 22nd October -pm 	<ul style="list-style-type: none">

judgements across the cluster schools				
<ul style="list-style-type: none"> • Creation of a holistic assessment for writing that is then to be moderated. 	<ul style="list-style-type: none"> • All cluster primary staff and English faculty staff. 	<ul style="list-style-type: none"> • Benchmarks • Evidence of writing • Education Scotland exemplars 	<ul style="list-style-type: none"> • October In –service day pm • Friday 26th April 1.30-3.30 	<ul style="list-style-type: none"> •
<ul style="list-style-type: none"> • Review how Sumdog has been used and the information that it has provided for S1 pupils to support transition • Investigate to see if P7 Sumdog info can be linked to Holy Rood for S1 maths challenge 	<ul style="list-style-type: none"> • Maths Faculty <p>S1 pupils</p>	<ul style="list-style-type: none"> • Sumdog • Data from maths challenge <p>Primary school data from sumdog.</p>	<ul style="list-style-type: none"> • October/November 	<ul style="list-style-type: none"> •
<ul style="list-style-type: none"> • All cluster schools to share the BGE data in house to familiarise with progress and attainment in relation to the national picture. • Review EDICT information and how this will be used to support the transfer of information from P7 – S1 	<ul style="list-style-type: none"> • All staff 	<ul style="list-style-type: none"> • BGE Dashboard info <p>EdICT</p> <p>EAL- information</p>	<ul style="list-style-type: none"> • Term 1. 	<ul style="list-style-type: none"> •

NIF Priority 2 – Closing The Attainment Gap Between The Most And Least Disadvantaged Children	QIs/Themes 1.5 Management Of Resources And Environment For Learning 2.5 Engaging Families In Learning 3.2 Equity For All Learners
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Priority 2a:	Reduce the attainment and achievement gap for our school	Overall Responsibility	HT –	
Outcomes:	Learners regardless of their socioeconomic situation participate in an agreed core set of experiences by the end of the BGE.			
Tasks	By Whom	Resources	Time	Impact/ Progress
<ul style="list-style-type: none"> To create a cluster mission statement that promotes Gospel Values. 	<ul style="list-style-type: none"> Cluster primaries to gather views Questionnaire to be created and completed by a sample group 	<ul style="list-style-type: none"> Questionnaire Developing in Faith 	<ul style="list-style-type: none"> By October 	<ul style="list-style-type: none">
<ul style="list-style-type: none"> Launch our Cluster Mission statement with all staff 	<ul style="list-style-type: none"> All cluster staff 	<ul style="list-style-type: none"> Copies of the statement to be given to all staff 	<ul style="list-style-type: none"> October in service day 	<ul style="list-style-type: none">

<ul style="list-style-type: none"> To consult with pupils to gather views on a core set of experiences 	<ul style="list-style-type: none"> Pupil council steering group 	<ul style="list-style-type: none"> Planning meeting Pupil council event x2? 	<ul style="list-style-type: none"> Oct/Nov 	<ul style="list-style-type: none">
<ul style="list-style-type: none"> To consult with parents to gather views on a core set of experiences 	<ul style="list-style-type: none"> Parent council rep focus group 	<ul style="list-style-type: none"> Parent Council Event in tandem with pupil council 	<ul style="list-style-type: none"> Oct/Nov 	<ul style="list-style-type: none">
<ul style="list-style-type: none"> To consult with staff to gather views on a core set of experiences 	<ul style="list-style-type: none"> Staff Focus group 	<ul style="list-style-type: none"> Meeting time 	<ul style="list-style-type: none"> Oct/Nov 	<ul style="list-style-type: none">
Collate all information and use this to establish a core set of experiences	Head Teachers	Meeting time	HT Cluster meeting	<ul style="list-style-type: none">
Audit current provision and identify any gaps.	Head Teachers	Meeting time	HT Cluster meeting	<ul style="list-style-type: none">
Share cluster STEM working with Holy Rood STEM Co-Ordinator to audit what is currently happening across the cluster.		Audit data Andrew Gillis		<ul style="list-style-type: none">
Use audit information to plan for improvement				<ul style="list-style-type: none">
A task based on CMS to begin to implement the Standard for Careers Education (to be completed by P7 following on from P6 STEM event.				<ul style="list-style-type: none">

