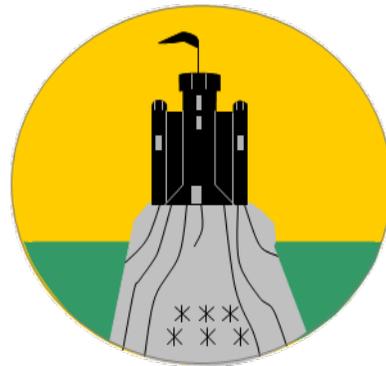


Standards, Quality and Improvement Plan

Wardie Primary School



Standards and Quality Report for session: 2016 - 2017

Improvement Plan for session: 2017 - 2018

Context Of The School

Wardie is a non-denominational school situated within the Trinity Academy catchment area in the north of Edinburgh. The catchment is bounded by the Firth of Forth to the North and the Royal Botanical Gardens to the South.

The school is situated in large grounds consisting of grass, woodland and some tarmac areas. The play areas are attractive. Playground equipment is available for classes to use. Loose Parts play is accessible for pupils. Adjacent to the site is a large sports recreation ground owned by the City of Edinburgh Council and used by local schools.

The school was originally built in 1931 with additional classrooms built more recently. Twelve of the classes are arranged around a central garden area, which has a veranda leading from the six Primary 1 and 2 rooms. In summer 2013, three classrooms were added to the school as part of the Rising Rolls programme and the older classroom unit was reconfigured into two classrooms. In 2015, two more additional classrooms were built as part of the Rising Rolls 3 programme and a brand new nursery was opened in August 2015. In the main building there is a Music and Drama base, a Library and limited additional GP space. The gym hall is used regularly for assemblies as well as PE. There are 21 classes including the nursery and the current school roll is 485.

The Head Teacher has no class commitment. There are two Depute Head Teachers, one of whom works for four days a week, and the other who was appointed in August 2016 has undertaken a large amount of class cover. There are two Principal Teachers (Early Years and Second Level), 1.3 FTE Support for Learning Teachers, Visiting Teachers of Music and PE and Instrumental Tutors for brass, woodwind and strings. Two members of staff also teach Art and MFL across the school for two days. The Support Staff includes 11 Pupil Support Assistants, a Clerical Assistant, an Administrator, a Business Manager and a Service Support Officer. The session 2016-17 has seen members of staff on maternity leave. We have also had a number of staff absences this year and the death in service of one of our long standing and experienced teachers.

The attendance rate for pupils in 2016/2017 was 97% which was higher than the Education Authority's average of 94%.

At Wardie our aim is to ensure our pupils are Healthy, Happy and Safe. We have spent a considerable amount of time this session sharing and discussing the values the school community agreed in May 2016. As a community we value:

Safety, Health & Activity, Achievement, Respect & Resilience, Equality & Fairness

Through our shared values we aim to promote our vision:

Wardie Primary is a safe community where everyone is valued and respected. Here learning is fun, challenging and purposeful; everyone is nurtured and encouraged to fulfil their potential. Together, everyone is actively involved in making choices about all aspects of school life. Creativity is embedded within our curriculum and relevant experiences prepare everyone for lifelong learning.

School Priority 1: Raising Attainment

NIF Priority

Improvement in attainment, particularly in literacy and numeracy

NIF Driver

Assessment of children's progress
Teacher Professionalism

HGIOS4/HGIOELC QIs/Identified Themes

- 1.1 Analysis and evaluation of intelligence and data
- 1.2 Children and young people leading learning
- 1.3 Strategic planning for continuous improvement
- 2.3 Quality of teaching
- 2.3 Effective use of assessment
- 2.3 Planning, tracking and monitoring
- 3.2 Attainment in literacy and numeracy
- 3.2 Attainment over time

Progress and impact:

- Staff undertook CLPL with Gill Robinson from The University of Edinburgh based on the results of an audit completed in August 2016.
- Development of characterisation in writing was identified as a whole school focus.
- In learning conversations with the SMT, pupils talked positively about the work undertaken in class. Most children said links to drama, ICT and art helped them to develop their ideas when writing about characters.
- Progressions were developed in writing for Early and First Level incorporating the new benchmarks.
- CFE levels for P1, P4 and P7 in writing show that on average, 94% of pupils achieved the level.
- Audit of teacher confidence in maths and numeracy was completed. This will be used to target specific CPD for staff next session
- Staff created a plan for Scots Language. Pupils showcased their learning across a range of interdisciplinary learning opportunities in an assembly.
- Staff, pupils and parents were consulted regarding pupil reports and a new format was devised taking account of guidance from Education Scotland. Feedback from families and children about pupil learning and the different ways we report to parents has been gathered on a new feedback sheet.
- Implemented use of new literacy and numeracy trackers for pupils in nursery

Next Steps:

- Have a numeracy and maths-whole school focus next session, to implement a maths progression, in line with Education Scotland benchmarking guidance. Plan input to be delivered on identified in-service days, CAT sessions and L&T meetings throughout the year for ongoing evaluation.
- Increase the opportunities for staff to work together to moderate pieces of writing to agree expectations. Revisit whole school marking key.
- Develop writing progressions for Second Level incorporating the new benchmarks.
- Reading progressions to be adapted to include the new benchmarks
- Look at resources for setting in writing with a view to have as a focus in 2018-19 session. Use the skills developed in the characterisation project to develop children's confidence in developing the setting in writing. Establish SLWG to plan for implementation and evaluation. Identify clear SC for reading and writing about plot based on SC from characterisation.
- Scots Language plan, 3 year plan, Drama, RME and ICT pathways to be shared at the In-service day in August 2017
- Revisit the whole school curriculum plan
- Sharing practice in 1+2 MFL
- Whole school planning of IDL topics with broader themes
- Analyse the feedback sheets from reports and consider next steps
- Implement learning conversations and monitoring of ejournals in nursery

School Priority 2: Pupils will receive equality of opportunity and equity

NIF Priority

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

NIF Driver

Parental Engagement

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

2.6 Collaborative planning and delivery

3.2 Equity for all learners

3.2 Attainment over time

Progress and impact:

- Speech and Language Therapists ran an Emotions Talks group for invited parents which was well received.
- All staff were introduced to the new CIRCLE document and evaluated their practice against the inclusive classroom scale and made changes to the environment. A transition document and tracker was created for each stage which was referred to during transition with the next teacher. Parent postcards were adapted for the school, new trackers for strategy checklists were devised and this has raised staff awareness and confidence and supported transitions. It also provides a focus for support when staff are discussing progress with parents.
- All classes have class visual timetables and use them every day
- An Opportunities Fund was established to support equality of opportunity
- SIMD/FSM information shared with teachers, FSM/SIMD 1-4 pupils progress focus for attainment meetings
- Information regularly added into letters to parents/carers re payment for trips/events to ensure access for all. School piloted a 'pay what you can' policy for school trips
- 1 in 5 Citizenship Group established
- Nursery 'Playboxes' training for 2 staff and Signalong refresher training for all staff.
- 2 Nursery staff were Peep trained and transition peep sessions were delivered. Family feedback was positive and will feed into next steps.
- Child Planning Minutes show the school enhanced transition programme had a positive impact on pupils.

Next Steps:

- Continue to use the CIRCLE document to evaluate practice. Introduce use of parent postcards.
- Embed Autism planning tool into practice
- Autism training with all staff
- SFL teacher to continue to establish and run groups to support children's individual needs e.g. Creative Crocodiles
- Use of PEF funding to support targeted interventions
- Implement use of Playboxes with identified pupils.
- Increase use of Signalong and Visual Support Project.

School Priority 3: Improve the HWB of all members of the school community

NIF Priority

Improvement in children and young people's health and wellbeing

NIF Driver

Teacher Professionalism
School improvement

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:

- All children took part in a highly successful health week which focussed on the emotional HWB of the school community. The feedback from the pupils and parents was positive with certain aspects highlighted to continue with, e.g. no lining up
- All classes agreed a Class Charter which is displayed and referred to regularly
- Most classes worked on learning about a Growth Mindset, Value and right each month. Some classes had a board in their classrooms to highlight the value. The Cluster Learning Powers story book was published, distributed and shared with classes.
- A pack of articles was given to all class teachers. Some teachers added articles linked to learning and teaching to displays as appropriate
- All classes have a stage appropriate poster of the United Nations Convention on the Rights of the Child (UNCRC) on display
- P4-7 Citizenship Groups established and met for 8 sessions over the year
- House Captains organised a 'Mindful' lunchtime following Health Week. This was received positively by most pupils and staff.
- Pupil Council organised activities to promote the school values, including a poster competition. New values posters are being displayed in classrooms by June 2017.
- Value, rights and mindsets are shared at assemblies.
- Staff have been involved in activities to promote their HWB

Next Steps:

- Whole school programme on developing resilience to be introduced
- Whole school citizenship plan to be shared at August in service
- Continue to embed vision and values
- Pupil council to look at the results from the Pupil Wellbeing survey and identify areas that they could work on to make improvements. Identify questions to ask younger pupils
- Some features of the mental and emotional health week incorporated daily, e.g. no lining up
- Aspects of Rights Respecting Schools incorporated into the Staff Handbook
- Explore how to include Articles from UNCRC in teacher's planning

School Priority 4: Pupils to develop & apply skills for learning, life & work in motivating contexts

NIF Priority

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

NIF Driver

Parental engagement

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
- 3.3 Increasing employability skills

Progress and impact:

- Staff devised progression for skills through 'I can' statements for each stage
- Short Life Working Group collated the information and checked that there was a clear progression of skills between levels
- Progression and tracking document created and shared with teaching staff
- Pupil involvement/self-evaluation system agreed by staff (skills mountain) and resources to be given to staff in August '17
- Almost all staff highlighted skills in a folio sheet completed with pupils in the summer term

Next Steps:

- Staff and pupils to use skills progression and trial by planning opportunities to develop their skills in learning
- Staff focus on skills from Es and Os when planning with pupils and parents
- Pupil involvement/self-evaluation system (skills mountain) and resources to be given to staff in August '17
- Evaluate the progression and provide feedback

Self Evaluation 2016 – 2017

	Quality Indicator	School Self – Evaluation 2016 - 17	Inspection Evaluation (If during 2016-17)
	What is our capacity for continuous improvement?		
1.3	Leadership Of Change		
2.3	Learning, Teaching And Assessment		
3.1	Ensuring Wellbeing, Equity And Inclusion		
3.2	Raising Attainment And Achievement		
2.6	Transitions		
	School's chosen QI		

2016 – 2020 School Self Evaluation/Plan for QI Engagement

QI		2016 - 2017	2017 – 2018	2018 – 2019	2019 – 2020	Comments
1.1	Self-Evaluation for Self-Improvement	√				
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

NIF Priority 1 – Improvement In Attainment, Particularly In Literacy And Numeracy.	QIs/Themes 1.1 Analysis and evaluation of Intelligence and data 2.2 Curriculum 2.3 Effective use of assessment 2.3 Planning, tracking and monitoring 3.2 Attainment In literacy and numeracy 3.3 Digital innovation 3.3 Digital literacy
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Priority 1a	To raise attainment in numeracy	Overall Responsibility	DHT – Karen Taylor	
Outcomes	All staff will have a shared understanding of the new planning format and the progression of numeracy within their level. Staff will become more confident in Angles, Symmetry and Transformation, Ideas of chance and uncertainty, Fractions, Decimal Fractions and Percentages and Expressions and Equations. Parent and carers to have a clearer understanding of how to support their child’s learning in maths and numeracy			
Tasks	By Whom	Resources	Time	Impact/ Progress
<ul style="list-style-type: none"> Numeracy and maths focussed peep sessions 	PT (NC) & EYO (JW)	<ul style="list-style-type: none"> Numeracy/maths sacks and other resources (see below) 	<ul style="list-style-type: none"> Planning, resourcing time (internal cover) Cover for delivery time (x2 staff) (internal cover) 	
<ul style="list-style-type: none"> Create numeracy/maths story sacks 	<ul style="list-style-type: none"> EYO (JW) 	<ul style="list-style-type: none"> Sacks and items (£300 nursery budget) 	<ul style="list-style-type: none"> Creating resources (internal cover) 	

<ul style="list-style-type: none"> Sharing practice in maths and numeracy at the Early Years Forum 	<ul style="list-style-type: none"> Early Level staff 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Monday 27 November 	
<ul style="list-style-type: none"> Development of Maths and Numeracy progression from Early to Second level, in line with Education Scotland Benchmarks 	<ul style="list-style-type: none"> KT 	<ul style="list-style-type: none"> In-service day input with teaching staff- August and January Regular check in opportunities and skills building workshops- L&T meeting x 2 Sharing classroom practice focus 	<ul style="list-style-type: none"> August 2017 January 2018 Tuesday 20th February & Tuesday 5th June- Learning and Teaching meetings 	
<ul style="list-style-type: none"> All P1-P4 staff to be trained in SEAL SEAL to be implemented in P1-4 classes 	<ul style="list-style-type: none"> P1- P4 staff KT 	<ul style="list-style-type: none"> Staff to attend CPD sessions 	<ul style="list-style-type: none"> August/September 2017 By June 2018 	<ul style="list-style-type: none">
<ul style="list-style-type: none"> Participation in Maths week Scotland 	<ul style="list-style-type: none"> KT Charlotte Satterthwaite (numeracy coordinator) Short life working group 	<ul style="list-style-type: none"> Working group to look at resources and activities to support whole school Maths Week Information to be shared at Business Meetings 	<ul style="list-style-type: none"> 11th-17th September Staff additional CPD hours 	<ul style="list-style-type: none">
<ul style="list-style-type: none"> Sharing information with parents 	<ul style="list-style-type: none"> KT Short life working group 	<ul style="list-style-type: none"> Open mornings SEAL input at P1 curriculum evening 		<ul style="list-style-type: none">

		<ul style="list-style-type: none"> • Parent help sheets for different areas of Maths • Shared number partners- Parent volunteers 		
<ul style="list-style-type: none"> • Familiarisation of new national assessments in Numeracy 	<ul style="list-style-type: none"> • Class Teachers 	<ul style="list-style-type: none"> • Staff CPD hours 	<ul style="list-style-type: none"> • April 2018 	<ul style="list-style-type: none"> •

Priority 1b	To raise attainment in literacy		Overall Responsibility	PT – Victoria Fair
Outcomes	All staff will have a shared understanding of standards in teaching writing at their level			
Tasks	By Whom	Resources	Time	Impact/ Progress
<ul style="list-style-type: none"> • Revisit and review the whole school marking key / benchmarks 	<ul style="list-style-type: none"> • Class teachers 	<ul style="list-style-type: none"> • 1 x Learning and Teaching meeting 	<ul style="list-style-type: none"> • Identify 1 x L and T meeting 	<ul style="list-style-type: none"> •
<ul style="list-style-type: none"> • All staff to plan to teach the skills of developing characters in writing to build on work completed last session. • SLWG to plan and resources a whole school focus on setting for session 2018-19 	<ul style="list-style-type: none"> • Class teachers • PT (VF) • SLWG 	<ul style="list-style-type: none"> • 1 x L and T meeting 	<ul style="list-style-type: none"> • 20th September • Staff CPD 	<ul style="list-style-type: none"> •

<ul style="list-style-type: none"> • Moderation of writing to share standards using benchmarks • Familiarisation of new national assessments in literacy 	<ul style="list-style-type: none"> • Class teachers 	<ul style="list-style-type: none"> • 2 x L & T meetings • Staff CPD 	<ul style="list-style-type: none"> • Tuesday 7th November • Tuesday 6th February 	<ul style="list-style-type: none"> •
<ul style="list-style-type: none"> • New 'Up Up and Away' document training • Early Years forum sharing practice 	<ul style="list-style-type: none"> • Nursery staff 	<ul style="list-style-type: none"> • Monday 19th March 	<ul style="list-style-type: none"> • Sign up for training dates 	<ul style="list-style-type: none"> •

Priority 1c	Pupils to have access to an aspirational curriculum	Overall Responsibility	HT – Jane Nieminska	
Outcomes	The curriculum for Wardie will take account of the 7 design principles, learners' entitlements and the 4 capacities. It will reflect the uniqueness of our school's setting			
Tasks	By Whom	Resources	Time	Impact/ Progress
<ul style="list-style-type: none"> • Share the 3 year curriculum plan 	<ul style="list-style-type: none"> • Class teachers 	<ul style="list-style-type: none"> • 1 hour – in-service day 	<ul style="list-style-type: none"> • Mon 14 Aug 	<ul style="list-style-type: none"> •
<ul style="list-style-type: none"> • Review, plan and evaluate IDL work 	<ul style="list-style-type: none"> • Class teachers 	<ul style="list-style-type: none"> • 2 hours x 2 in-service days 	<ul style="list-style-type: none"> • Mon 14 Aug • Mon 8 Jan 	<ul style="list-style-type: none"> •
<ul style="list-style-type: none"> • Share pathways in Drama, RME and ICT & Scots Language plan 	<ul style="list-style-type: none"> • Class teachers 	<ul style="list-style-type: none"> • 1 hour –in service day 	<ul style="list-style-type: none"> • Mon 14 Aug 	<ul style="list-style-type: none"> •
<ul style="list-style-type: none"> • Review and revise the Wardie Curriculum plan 	<ul style="list-style-type: none"> • All staff 	<ul style="list-style-type: none"> • 2 hours in-service 	<ul style="list-style-type: none"> • Mon 23 Oct • Tues 22nd March L and T meeting 	<ul style="list-style-type: none"> •

		<ul style="list-style-type: none"> • 1 hour Learning and Teaching meeting 		
<ul style="list-style-type: none"> • Plan for ICT refresh 	<ul style="list-style-type: none"> • ICT working group 	<ul style="list-style-type: none"> • Staff CPD hours 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •
<ul style="list-style-type: none"> • Increase opportunities for music in nursery and engage with 'Magic of Music' resource 	<ul style="list-style-type: none"> • Nursery staff 	<ul style="list-style-type: none"> • Musical instruments (£100 from nursery budget) • Magic of Music folder and CDs 	<ul style="list-style-type: none"> • Time out covered internally 	<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
- 2.7 The development and promotion of partnerships
- 2.7 Impact on learners
- 3.2 Equity for all learners

Priority 2a:	Reduce the attainment and achievement gap for our school	Overall Responsibility	HT – Jane Nieminska	
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 2017 – 18</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. 	<ul style="list-style-type: none"> • SMT 	<ul style="list-style-type: none"> • CFE levels • Standardised results • CEC analysis 	<ul style="list-style-type: none"> • June 2017 	<ul style="list-style-type: none"> •
<ul style="list-style-type: none"> • Share information with all staff. 	<ul style="list-style-type: none"> • SMT • All staff 	<ul style="list-style-type: none"> • CAT • Attainment meetings 2 per year per class 	<ul style="list-style-type: none"> • Friday 25th August • October and February 	<ul style="list-style-type: none"> •
<ul style="list-style-type: none"> • Familiarise staff with the 1 in 5 poverty training and identify the cost of the school year 	<ul style="list-style-type: none"> • Leigh Anderson 	<ul style="list-style-type: none"> • In-service day 1 hour x 2 • ½ day a fortnight for evaluation of interventions 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •
<ul style="list-style-type: none"> • Involve families in reducing the cost of the school year 	<ul style="list-style-type: none"> • Parent groups • Leigh Anderson 	<ul style="list-style-type: none"> • 1 parent council meeting 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •

<ul style="list-style-type: none"> • Youth Worker to support pupils in school 	<ul style="list-style-type: none"> • Spartans Community Football Academy 	£4000 PEF funding	•	•
<ul style="list-style-type: none"> • Establish a homework club 	<ul style="list-style-type: none"> • Spartans Community Football Academy 	£1000 PEF funding	•	•
<ul style="list-style-type: none"> • Seasons for Growth to run throughout the year for targeted groups 	<ul style="list-style-type: none"> • SFG team 	½ day a week – teacher / PSA cover required	<ul style="list-style-type: none"> • ½ a day a week for 2 members of staff 	•
<ul style="list-style-type: none"> • Training of staff in nurture 	<ul style="list-style-type: none"> • 2 x PSAs 	3 days £1100	•	•
<ul style="list-style-type: none"> • Group work programme 	<ul style="list-style-type: none"> • Multicultural Family Base 	Multicultural Family Base 16 week programme Cost:	•	•
<ul style="list-style-type: none"> • P1/P2 play development 	<ul style="list-style-type: none"> • P1/P2 staff led by KT • Early Years Lead Teacher- Chloe Ravalgia • NC 	<ul style="list-style-type: none"> • £5000 to improve play equipment and resources across P1/P2 • CEC Early Years Lead Teacher training with designated feedback time for P1 staff • Staff development opportunities- Play Scotland Convention x2 members of staff 	<ul style="list-style-type: none"> • Throughout session 2017/18 • One afternoon/week, covered by DHT from October 2017 • 5th October 2017 	•
<ul style="list-style-type: none"> • Increased staff and pupil involvement in planning and evaluation (nursery) and further ejournal training. 	<ul style="list-style-type: none"> • Nursery staff 	<ul style="list-style-type: none"> • Nursery staff meetings 	•	•

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

QIs/Themes

- 1.2 Children and young people leading learning
- 1.4 Staff wellbeing and pastoral support
- 2.2 Curriculum
- 2.3 Learning and engagement
- 3.1 Ensuring wellbeing, equality and inclusion

Priority 3:	To improve pupil and staff well being	Overall Responsibility	DHT –Susan Leach	
Outcomes:	<p>Pupil questionnaire responses will improve</p> <p>Pupils will be able to discuss how they feel and the strategies they use to improve their resilience</p> <p>Pupils and staff will be able to discuss the school aim, vision, values, learning powers and how they have a positive impact on their wellbeing</p>			
Tasks	By Whom	Resources	Time	Impact/ Progress
All staff to participate in Autism training	<ul style="list-style-type: none"> • SMT • Fiona Shivas/ Rebecca Crovetti 	<ul style="list-style-type: none"> • Autism Toolkit www.autismtoolkit.co.uk • 1 CAT 	<ul style="list-style-type: none"> • Friday 26 January- CAT 	<ul style="list-style-type: none"> •
Early Years Forum: Input on resilience for Early Years staff	<ul style="list-style-type: none"> • Jenni Bogle 	<ul style="list-style-type: none"> • 	Monday 29 th January	<ul style="list-style-type: none"> •
Sharing practice on outdoor learning and play	<ul style="list-style-type: none"> • Sarah Blakely 		Monday 25 th September	<ul style="list-style-type: none"> •

<p>Incorporate features of last sessions Health Week all session -no lining up -soft start activities -all children in playground -whole school picnic once a term -kindness tree/acts of kindness -mindfulness</p>	<ul style="list-style-type: none"> • SMT/DHT - SL 	<ul style="list-style-type: none"> • PSAs to supervise pupils each morning • Picnic blankets • Love heart post-it notes 	<p>August 2017 – June 2018</p>	<ul style="list-style-type: none"> •
<p>4 Units of Building Resilience programme covered over the session (Be Resilient, Keep Connected, Respect Yourself and Challenge Your Mindset)</p>	<ul style="list-style-type: none"> • DHT - SL 	<p>Building Resilience Programme;</p> <ul style="list-style-type: none"> • Launch assembly x 4 • Reflection assembly x 4 • Sharing assembly x 4 • Parent and carer leaflet x 4 • Learning and Teaching meetings to evaluate each unit and look ahead to the next unit x 3 • Books purchased for each unit 	<p>August 2017 - June 2018</p> <ul style="list-style-type: none"> • CAT Friday 8th September • 2 hours on In-service 23rd October • Wednesday 17th January L & T meeting • Weds 25th April L and T meeting 	<ul style="list-style-type: none"> •
<p>Achieve Level 1 Rights Respecting Schools Award</p>	<ul style="list-style-type: none"> • DHT - SL 	<ul style="list-style-type: none"> • Gather evidence to support Level 1 assessment • Rights Rangers team established • Rights Rangers meeting regularly • Committee, including parents, established 	<p>August 2017 – December 2018</p>	<ul style="list-style-type: none"> •

		<ul style="list-style-type: none"> • RRS incorporated into staff handbook, displays and planning 		
Focus on staff wellbeing and team building	<ul style="list-style-type: none"> • DHT - SL • Claire Lavelle 	<ul style="list-style-type: none"> • Hive of Wellbeing – morning of in-service day 2 • Secret friend re-established • Staff games/team building opportunities 	August 2017 – June 2018	•
Further develop a progressive Health and Wellbeing curriculum in line with Education Scotland Benchmarks and to include values and Rights Respecting Schools	<ul style="list-style-type: none"> • DHT – SL • SMT 	<ul style="list-style-type: none"> • HWB Coordinators Network meetings • In-service day input/learning and teaching/CAT input • Sharing classroom practice focus • Evaluate at CAT/in-service session 	August 2017- June 2018	•
Pupil Council to analyse Pupil Wellbeing survey. Collect responses from P1 and P2 pupils	<ul style="list-style-type: none"> • DHT-KT 	<ul style="list-style-type: none"> • Pupil Wellbeing survey 	Pupil Council Meetings Autumn term	•

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

QIs/Themes

- 1.1 Collaborative approaches to self-evaluation
- 1.2 Children and young people leading learning
- 2.2 Skills for learning, life and work
- 3.3 Creativity skills
- 3.3 Increasing employability skills

Priority 4	Promote skills for learning, life and work in all areas of the curriculum	Overall Responsibility	PT- Nikki Craig	
Outcomes	Pupils will be able to evaluate their progress in developing their skills for learning, life and work. Staff will be able to plan experiences which develop pupil skills explicitly Families will be able to recognise and support pupils with developing skills			
Tasks	By Whom	Resources	Time	Impact/ Progress
<ul style="list-style-type: none"> • Staff and pupils to use skills progression and trial by planning opportunities to develop their skills in learning, life and work 	<ul style="list-style-type: none"> • Teaching staff 	<ul style="list-style-type: none"> • Skills progression 	<ul style="list-style-type: none"> • Forward planning sessions 	<ul style="list-style-type: none"> •
<ul style="list-style-type: none"> • Staff to focus on skills from Es and Os when planning with pupils and parents 	<ul style="list-style-type: none"> • Teaching staff 	<ul style="list-style-type: none"> • Block newsletters • Parent planning sheets 	<ul style="list-style-type: none"> • Forward planning sessions 	<ul style="list-style-type: none"> •

<ul style="list-style-type: none"> • Pupils to be involved in evaluating their progress in developing skills 	<ul style="list-style-type: none"> • Pupils • Staff 	<ul style="list-style-type: none"> • Skills mountain display and resource 	<ul style="list-style-type: none"> • Pupil Council to gather feedback 	<ul style="list-style-type: none"> •
<ul style="list-style-type: none"> • Gather views of parents and carers of skills development • Feedback from staff regarding development of skills 	<ul style="list-style-type: none"> • Families • All staff 	<ul style="list-style-type: none"> • Folio Coffee Morning • 1 x learning and teaching meeting • PSA meeting in September and January 	<ul style="list-style-type: none"> • Jan/Feb 2018 • Wednesday 15th November 	<ul style="list-style-type: none"> •

Standards, Quality and Improvement Plan
Trinity Academy Cluster

Wardie Primary

Victoria Primary

Trinity Primary

Trinity Academy

Improvement Plan for session: 2017 – 2018

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

Priority 1a	To raise attainment in numeracy and maths for all pupils	Overall Responsibility	SLT cluster schools	
Outcomes	<p>There will be improved attainment in numeracy across early, 1st, 2nd and 3rd level</p> <p>All staff will have a shared understanding of the benchmarks for learning for numeracy and maths</p> <p>Improved parental awareness of numeracy and maths teaching</p> <p>Improved use of IT, AifL strategies and outdoor learning in numeracy and maths learning and teaching</p> <p>Improved knowledge and confidence in supporting all learners</p>			
Tasks	By Whom	Resources	Time	Impact/ Progress
<ul style="list-style-type: none"> • All schools to use agreed graffiti wall as part of moderation of learning 	<ul style="list-style-type: none"> • P1 – P7 staff • Maths department 	<ul style="list-style-type: none"> • Cluster agreed graffiti wall 	<ul style="list-style-type: none"> • Within class contact time • Sharing learning opportunities – agreed at individual school level 	<ul style="list-style-type: none"> •
<ul style="list-style-type: none"> • Analyse of evidence gained from moderation 	<ul style="list-style-type: none"> • Cluster SLT 	<ul style="list-style-type: none"> • Cluster SLT meetings 	<ul style="list-style-type: none"> • 6th Sept 2017 VPS • 8th Nov 2017 TA • 24th Jan 2018 TPS • 28th Mar 2018 WPS • Planning day – 31st May 2018 	<ul style="list-style-type: none"> •

<ul style="list-style-type: none"> • Parental engagement events to be run in indiv schools and shared at cluster level – opportunity to look outwards at other practice 	<ul style="list-style-type: none"> • School staff • Pupil group • Parent group 	<ul style="list-style-type: none"> • Cluster SLT meeting 	<ul style="list-style-type: none"> • 6th Sept 2017 VPS • 8th Nov 2017 TA • 24th Jan 2018 TPS • 28th Mar 2018 WPS 	<ul style="list-style-type: none"> •
<ul style="list-style-type: none"> • Plan cluster CATs to look at effectiveness of specific strategies in teaching of numeracy and maths • AifL • IT • SEAL • Outdoor learning 	<ul style="list-style-type: none"> • Kath Stewart • Laura Thomson • Karen Taylor • Naomi Hutchison 	<ul style="list-style-type: none"> • Planning meetings 	<ul style="list-style-type: none"> • 1.30pm mtgs on following dates • AifL – 3rd Oct TA • IT – 27th Sept VPS • SEAL – 26th Sept WPS • OL – 4th Oct TPS 	<ul style="list-style-type: none"> •
<ul style="list-style-type: none"> • Deliver cluster CATs to look at effectiveness of specific strategies in teaching of numeracy and maths • AifL • IT • SEAL • Outdoor learning 	<ul style="list-style-type: none"> • Kath Stewart • Laura Thomson • Karen Taylor • Naomi Hutchison 	<ul style="list-style-type: none"> • Cluster CATs 	<ul style="list-style-type: none"> • 1.5 hr CAT sessions • 3rd Nov 2017 • 24th Nov 	<ul style="list-style-type: none"> •
<ul style="list-style-type: none"> • Evaluate cluster CATs • AifL • IT • SEAL • Outdoor learning 	<ul style="list-style-type: none"> • Kath Stewart • Laura Thomson • Karen Taylor • Naomi Hutchison 	<ul style="list-style-type: none"> • Meeting 	<ul style="list-style-type: none"> • 2.30pm mtgs on following dates • AifL – 30th Nov TA • IT – 28th Nov VPS • SEAL – 27th Nov WPS • OL – 29th Nov TPS 	<ul style="list-style-type: none"> •

NIF Priority 3 – Improvement in children and young people’s health and wellbeing	QIs/Themes 1.2 Children and young people leading learning 1.3 Implementing improvement and change 2.1 Arrangements to ensure wellbeing 2.5 Engaging families in learning 2.6 Arrangements to support learners and their families 3.1 Wellbeing
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Priority 1a	To improve the health and wellbeing of pupils in the Trinity Academy cluster	Overall Responsibility	SLT cluster schools	
Outcomes	There will be increased parental engagement and understanding of support available Targeted group of pupils will benefit from enhanced transition project			
Tasks	By Whom	Resources	Time	Impact/ Progress
<ul style="list-style-type: none"> Schools to identify 4 pupils from SIMD 1 and 2 to benefit from enhanced transition project 	<ul style="list-style-type: none"> P7 staff SLT 	<ul style="list-style-type: none"> SIMD data Attainment data 	<ul style="list-style-type: none"> Aug 2017 	<ul style="list-style-type: none">
<ul style="list-style-type: none"> Group tasks to be planned and delivered Art based – Sculpture workshop IT based – film production Food based – TA food technology dept Celebration event 	<ul style="list-style-type: none"> DHTs Sculpture workshop staff Citadel family worker 	<ul style="list-style-type: none"> Meetings 	<ul style="list-style-type: none"> Art - 11th Oct 2017 IT – 13th Dec 2017 Food – 28th Feb 2018 Celebration – 30th May 2018 	<ul style="list-style-type: none">

<ul style="list-style-type: none"> Parents invited to join learning activities 				
<ul style="list-style-type: none"> Continue to develop ASN cluster coffee mornings to provide parental support network 	<ul style="list-style-type: none"> ASL staff Partnership agencies 	<ul style="list-style-type: none"> Meetings <p>School in brackets provides refreshments and SLT rep</p>	<ul style="list-style-type: none"> Planning mtg – 9.00am on Mon 26th June at TPS Coffee mornings – 9.30am at TA 29th Sept : community grps (TA) 24th Nov (VPS) 2nd March (WPS) 18th May (TPS) 	<ul style="list-style-type: none">
<ul style="list-style-type: none"> Develop expertise of PSAs through cluster training 	<ul style="list-style-type: none"> PSA ASL CEC staff 	<ul style="list-style-type: none"> INSET 	<ul style="list-style-type: none"> Aug 15th at Clovenstone 	<ul style="list-style-type: none">
<ul style="list-style-type: none"> Discuss impact of PSA training across cluster – share practice 	<ul style="list-style-type: none"> PSA ASL CEC staff 	<ul style="list-style-type: none"> INSET 	<ul style="list-style-type: none"> Jan 8th 2018 	<ul style="list-style-type: none">
<ul style="list-style-type: none"> Continue to ensure smooth transition from P7 to S1 	<ul style="list-style-type: none"> P7 staff Pupil support leaders Maths and English staff 	<ul style="list-style-type: none"> Meetings for transition working group 	<ul style="list-style-type: none"> 2.20pm 23rd Aug (TA) 7th Feb (TPS) 	<ul style="list-style-type: none">