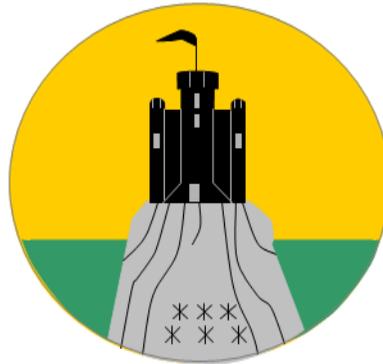


Standards, Quality and Improvement Plan

Wardie Primary School



Standards and Quality Report for session: 2017 - 2018

Improvement Plan for session: 2018 - 2019

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. The current school roll for Primary 1-7 classes is 514 and they are formed into 20 classes.

The Head Teacher has no class commitment. There are two Depute Head Teachers, 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 2017-18 has seen 5 members of staff on maternity leave. From October 2017 until April 2018 the school has not had a full complement of school management. This year, the school has also employed a Youth Worker from Spartans Community Football Academy who works in the school every Tuesday.

The attendance rate for pupils in 2017/2018 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 continue to encourage our school community to demonstrate our values in all that we do. 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

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

Progress and impact:

- Transition PEEP sessions have had a maths focus. Maths Stay and Play feedback from nursery families was positive in improving understanding of how maths and numeracy is taught through play.
- Maths and Numeracy sacks have been prepared for nursery. Children and families have been familiarised with them in the nursery play room and at PEEP sessions.
- In nursery, benchmark statements are being used to plan. Staff are showing more awareness of involving pupils in the planning. Owing to staff changes this area needs continued development.
- All teachers are using the Education Scotland Benchmarks in Maths and Numeracy through newly developed Local Authority progression pathways. All staff are using Local Authority Mental Agility guidelines and all P1-4 staff are using SEAL. 100% of staff felt the benchmarks helped them determine learners who were on track.
- All teachers planned learning for Maths Weeks Scotland and MudPi day. This was received positively by our school community.
- Positive feedback was received from parents at a well-attended Maths Open morning.
- Staff undertook CPDL in the new national assessments.
- Most teaching staff took part in in-service training to develop their understanding of progression in writing across CfE. Teachers has opportunities to moderate writing at key points in the year.
- The Wardie reading progression was shared, supporting staff with a consistent approach to progression. Most staff have become familiar with the benchmarks.
- Children in P4-7 had opportunities to participate in writing competitions such as 500 Words and the Green Pencil Award, where we had 5 finalists. Some children described these opportunities as motivating and helping them to improve their writing.
- Staff engaged in sharing classroom experience with peers and head teachers. They engaged in professional dialogue and identified next steps within their own practice.
- Many teachers attended Big Writing training as part of their personal CPDL.
- Some teachers reported children in P4-7 were able to refer to their cold writing grids to move learning forward. Some teachers in P1-3 used the grids to help the children set personal targets.

- All teachers worked together to review and develop our curriculum plan.
- Audits were completed in preparation for the long awaited refresh in ICT.
- In learning conversations with the SMT, most pupils talked positively about their learning, achievements and next steps.
- More children are engaging in music in the nursery through increased opportunities during nursery sessions.

Next Steps:

- Increase family engagement by making numeracy sacks part of the bed time stories borrowing library.
- Up Up and Away training will be delivered in August.
- Continue to work with staff on becoming more familiar with using the Education Scotland benchmarking guidance. Develop staff confidence in teaching SEAL in the upper stages of the school.
- Continue opportunities for staff to work together to moderate writing in school and across the Cluster.
- Further integrate opportunities to develop 1+2 MFL, including a languages focus week. Staff offered opportunities to engage in Erasmus funded immersion training in French and Spanish.
- Staff to plan using the newly bundled outcomes in social studies and science. Implement via different contexts for learning and evaluate.
- Identify skills for expressive arts teaching.
- A consistent approach to teaching writing across the school. Shared understanding of the progression of writing across all stages. Writing across all genre. Weekly writing lessons with quality feedback and targets.

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

1.5 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

Progress and impact:

- The school has developed a positive partnership with Spartans Community Football Academy funded through our PEF allocation. Kenny Cameron, Youth Worker, has worked with Primary 6 pupils every Tuesday throughout the session. All pupils working with him have identified key skills they have developed during this time. Some pupils are now attending out of school activities run by Spartans in the community and have attended Spartans residential experiences.
- Some teaching staff and our MA3 student have volunteered to work with our youth worker to run a homework club for P5-7. This has had a positive impact on targeted pupils completing homework and providing wider experiences. Some teaching staff have also run extra-curricular activities such as Art, French, Choir, Gardening and Running Clubs. These clubs are free to attend and pupils who will benefit are supported to participate. The School Opportunities Fund has enabled a few pupils to attend Wildlife Club and holiday clubs. Along with funding from the John Watson Trust and the Family Forum, all pupils attended the Primary 7 school camp.
- Some EAL pupils have attended sessions run by the Multicultural Family Base funded by our PEF allocation. A session has run for Primary 2 and 3 pupils in school and a few pupils from Primary 4-6 attended sessions in Leith.
- These partnerships have had a positive impact on our families. Staff from Spartans and MCFB have attended Child Planning Meetings and supported the school in building relationships with families.
- Our school Opportunities Co-ordinator, Leigh Anderson, has co-ordinated our work and has monitored interventions to ensure impact. So far, we have observed an increase in participation in activities by some of the targeted pupils.
- The school has worked hard to reduce the cost of the school day by introducing pay what you can for trips, snack boxes, pre-loved uniforms, entry by donation to school events. This has been supported by Wardie Family Forum.
- Teaching and nursery staff have been trained in CEC 1 in 5. All staff use strategies to support families in class. Our Opportunities citizenship group of pupils continue to identify ways to reduce the cost of the school day, this session organising a pre loved P1 uniform shop at our P1 Meet the Teacher morning.
- Two PSAs were trained in nurture approaches and have been involved in planning for this next session.
- Some P1 staff attended CPD in play and have worked to develop play across the curriculum. P1 staff have carried out shared classroom experiences in other schools to share practice in a play based approach. Karen Taylor, DHT has worked with an authority working

group sharing practice in pedagogy of play. All staff in Primary 1 and 2 are making use of the outdoor space to develop learning through play. **Play resources have been bought to support this development.**

- All P1 staff completed mandatory ASD training.
- All staff have used the CIRCLE document. Support for Learning teachers use it to focus discussion during liaison weeks.
- Some pupils were part of our enhanced transition programme and minutes of CPMs show that transitions were successful for all pupils involved. Effective relationships with families ensured problems were resolved quickly.
- SIMD/FSM information was shared with teachers and these pupils are part of the focus in attainment meetings.

Next Steps:

- **Develop nurture room using the carry forward money.**
- **Establish a nurture group for identified Primary 1 pupils.**
- Continue to use the CIRCLE document to evaluate practice. Introduce use of parent postcards.
- Autism training with all staff
- **Continued use of PEF funding to support targeted interventions**

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

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

Progress and impact:

- All classes agreed a Class Charter and these are displayed in all classes. In most classes, staff refer to them with pupils. An SMT learning walk noted school values and visual support project labels were displayed and used in most classes.
- All pupils have covered the first 4 units of CEC Building Resilience Programme through school and class assemblies, class and home activities. The views of our families were sought at our coffee mornings. Families were positive about the programme and SMT followed up this feedback with an information session for parents. Many pupils are using the vocabulary of building resilience when discussing issues with staff.
- The Pupil Council analysed the results of the P4-7 Pupil HWB questionnaires from last session and gathered the views of our P1-3 pupils. The Pupil Council reps introduced back up boxes in all classes to support pupils in feeling safe and having someone to talk to if they were feeling worried. The Pupil Council participated in a Pupil HWB Conference with six other schools sharing their learning about how we supported pupils in having a healthy mind at Wardie.
- All children took part in a successful health week which focussed on the emotional HWB of the school community. The feedback from pupils and parents was positive. Many pupils completed a Health Passport during the Easter holiday which were entered into a prize draw for a scooter donated by the Family Forum.
- Most staff attended sessions in school and at The Restoration Yard run by The Hive of Wellbeing. These were well received by all who attended. Staff have also organised a range of initiatives to support their HWB, for example, Secret Friend, Friday Fun, Kindness Jar. Many staff have commented on the positive team ethos at Wardie. The school negotiating committee devised a well thought out programme for the Working Time Agreement and almost all staff agreed that this had achieved an improved workload balance across the year.
- The Wardie Family Forum provided funds to buy Kindness Elves and resources for all classes. Most pupils enjoyed engaging with their kindness elves and looked for ways to show acts of kindness, for example through bucket filling.
- P4-7 Citizenship Groups in Outdoor Learning, Gardening, Rights Rangers, JRSO, Heritage, Digital Learners, Eco, Pupil Council, Sustainability, Opportunities, Wider Community and School Grounds continued this session meeting for 8 sessions over the year. All

citizenship groups fed back to their peers at assemblies and had a positive impact on affecting change in the school and community. Groups identified their contribution towards being responsible Wardie citizens and identified relevant skills for life, learning and work.

- Our PEF allocation has enabled us to run Seasons for Growth groups for the whole year, supporting pupils affected by loss and change. Our SFL teacher attended counselling training run by the University of Edinburgh and has started time to talk sessions with a few individual children.
- P1 staff and 3 nursery staff attended mandatory Early Years ASD training.

Next Steps:

- Continue whole school programme on developing resilience with Units 4-7
- Whole school citizenship plan to be devised
- Continued focus on the school vision and values
- Begin to review and update the HWB progression across the school
- Whole school autism training
- Remaining nursery staff to attend mandatory Early Years ASD training

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 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

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
- Most classes have engaged pupils in discussion about skills development and most classes are displaying skills mountain, and feel that this has had a positive impact on pupils' self-evaluation.
- Most teachers feedback that they feel more confident creating skills based learning intentions and success criteria.
- Some classes are using skills vocabulary to self-evaluate skills and some classes are making skills development explicit in learning folio evidence.
- Parent views were gathered about skills at the Folio Coffee Mornings. Most families feel it is clear that their children are getting opportunities to develop our identified skills both in school and out.

Next Steps:

- Streamline the Wardie skills
- Consistently embedded across the curriculum and school life. Children should be able to talk about the skills they are developing in all areas.

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?				
1.3	Leadership Of Change	4		4	
2.3	Learning, Teaching And Assessment	4		4	
3.1	Ensuring Wellbeing, Equity And Inclusion	4		4	
3.2	Raising Attainment And Achievement	4		4	
2.4	School's chosen QI : Personalised Support	4		4	
2.1	School's chosen QI : Safeguarding and Child Protection	4		4	

Statement of Impact of Pupil Equity Fund/Exceptional Spend:

For session 2017-18, the Pupil Equity Fund has totalled £34,800. There is a carry-forward of £5957 (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

<p>NIF Priority 1 – Improvement In Attainment, Particularly In Literacy And Numeracy.</p>	<p>QIs/Themes</p> <ul style="list-style-type: none"> 1.3 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	<p>All staff will continue to engage with benchmarks and planning formats in order to increase confidence in teaching and learning in maths.</p> <p>Pupils will continue to develop positive attitudes towards maths</p> <p>We will continue to invite and inform parent and carers to have a clearer understanding of how to support their child's learning in maths and numeracy</p>				
Tasks	By Whom	Resources	Time	Impact/ Progress	
Increase family engagement by making numeracy sacks part of the bed time stories borrowing library	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) 		

Continue to work with staff on becoming more familiar with using the Education Scotland benchmarking guidance	<ul style="list-style-type: none"> DHT- KT 	<ul style="list-style-type: none"> Maths benchmarks 1 hour 	<ul style="list-style-type: none"> 1 hour 8th January in-service day 	
Develop staff confidence in teaching SEAL in P1-4 and in the upper stages of the school	<ul style="list-style-type: none"> School staff to complete authority SEAL training where appropriate DHT- KT 		<ul style="list-style-type: none"> 1 x L&T meeting- 11th September P1-4 staff sharing practice, P5-7 staff SEAL in Upper stages session 	
Participation in Maths week Scotland and Mud Pi Day	<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"> Maths week Scotland 10th-16th September 2018 (one hour planning on 14th August) Mud Pi Day 14th March 2019 	<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 morning SEAL input at P1 curriculum evening Shared number partners- Parent volunteers 	<ul style="list-style-type: none"> Planning meeting 19th February Open Morning 26th February 	

Priority 1b	To raise attainment in literacy	Overall Responsibility	DHT- Karen Taylor
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				PT – Victoria Fair
Outcomes	<p>All staff will have a shared understanding of standards in teaching writing at their level using the benchmarks</p> <p>All staff will understand the progression of writing from mark making to independent/advanced</p> <p>All pupils will have quality writing lessons every week where they receive feedback and set targets</p> <p>All pupils will have opportunity to write in a broad range of genre throughout a level</p>			
Tasks	By Whom	Resources	Time	Impact/ Progress
Moderation of writing	<ul style="list-style-type: none"> All teachers 	2 x Learning and Teaching meetings	30 th October 14 th March	<ul style="list-style-type: none">
Familiarise staff with talk for writing programme and the developmental stages of writing	<ul style="list-style-type: none"> All teachers 	1 ½ hours in service	22 nd October	
Shared classroom experience of writing by SMT	<ul style="list-style-type: none"> All staff 	Wednesdays in November		<ul style="list-style-type: none">
Shared classroom experience of writing by all teachers	<ul style="list-style-type: none"> All teachers 	January during RCCT		<ul style="list-style-type: none">

Priority 1c	Pupils to have access to an aspirational curriculum	Overall Responsibility	HT – Astrid Gracie
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		Impact/ Progress

		Resources	Time	
<ul style="list-style-type: none"> Continue work on curriculum and rationale 	Class teachers	<ul style="list-style-type: none"> 2 hour CAT 	Fri 16 Nov	<ul style="list-style-type: none">
Erasmus funded trips to Spain and France. Opportunities to share learning and next steps	All staff	Business meetings		
1+2 MFL Training Planning for Foreign language week 4-11 th March	Victoria Fair	2 x 1 hour	7 th February (planning) 25 th January CAT (1 hour)	<ul style="list-style-type: none">
ICT Familiarise staff with <ul style="list-style-type: none"> new ICT progressions Software Internet safety 	Sarah Guy Christy Kyles	3 hours	1 x hour 24 th August 1 x hour 22 nd November 1 x hour 15 th January	<ul style="list-style-type: none">
Develop systems and formats for planning play experiences in Primary 1 and Primary 2	<ul style="list-style-type: none"> P1/P2 staff led by DHT- KT NC 	<ul style="list-style-type: none"> mindstretchers online training Use environmental toolkits to audit classroom environment Planning meetings with nursery 	<ul style="list-style-type: none"> Throughout session 2018/19 Teachers CPD hours Class cover by DHT when required 	
<ul style="list-style-type: none"> Complete Education Scotland STEM self-evaluation and establish next steps 	<ul style="list-style-type: none"> All teaching staff Pupils (in classes) Families (folio coffee morning) 	Education Scotland STEM self-evaluation tool	1 hour CAT 25 th January	

<ul style="list-style-type: none">• Audit current STEM opportunities across the school• STEM SWOT analysis to identify gaps and next steps	<ul style="list-style-type: none">• NC• Teaching staff			
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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"> • Youth Worker to continue to support pupils in school 	<ul style="list-style-type: none"> • Spartans Community Football Academy 	£4000 PEF funding	<ul style="list-style-type: none"> • Tuesdays all year 	•
<ul style="list-style-type: none"> • Continue with homework club 	<ul style="list-style-type: none"> • Spartans Community Football Academy • 2 teachers to be paid 	£1000 PEF funding	<ul style="list-style-type: none"> • Wednesdays 3.15pm-4.45pm 	•
<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"> • Establish a nurture group for P1 pupils 	<ul style="list-style-type: none"> • Brenda Perry, Lesley Watson- PSAs • P1 teacher • Leigh Anderson 	£6000 PEF to create nurture room	<ul style="list-style-type: none"> • Assembly time to be used for planning- P1 	•

			teacher and PSAs	
<ul style="list-style-type: none"> Continue to identify pupils to participate in 4 2 7 programme at Multicultural Family Base 	<ul style="list-style-type: none"> Multicultural Family Base Leigh Anderson 	<p>Multicultural Family Base 16 week programme</p> <p>£4000</p>	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">

<p>NIF Priority 3 Improvement In Children And Young People’s Health And Wellbeing</p>	<p>QIs/Themes</p> <p>1.4 Children and young people leading learning</p> <p>1.4 Staff wellbeing and pastoral support</p> <p>2.2 Curriculum</p> <p>2.3 Learning and engagement</p> <p>3.1 Ensuring wellbeing, equality and inclusion</p>
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Priority 3:	To improve pupil well being	Overall Responsibility	DHT – Alison McCarlie	
Outcomes:	<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"> • ASL services • All teachers • All PSAs • All nursery staff 	<ul style="list-style-type: none"> • Autism Toolkit www.autismtoolkit.co.uk • 1 CAT 	CAT- Date tbc	•
Review Citizenship Groups and plan citizenship to include Nursery-P3	<ul style="list-style-type: none"> • SMT • Teaching and nursery staff 	<ul style="list-style-type: none"> • Gather evidence re: citizenship groups • 4hours 	1 hour - 14 th August 1 hour- 24 th August 1 hour- 20 th September 1 hour -1 st March	•
Pupil Council Continued focus on vision and values	<ul style="list-style-type: none"> • DHT - KT 	<ul style="list-style-type: none"> • Regular pupil council meetings 	Dates tbc	
Early Years new staff to attend Early Years Autism	<ul style="list-style-type: none"> • Jenni Bogle • Nikki Craig 	<ul style="list-style-type: none"> • Autism Toolkit www.autismtoolkit.co.uk 	August 2018- October 2018	•
Bundle Health and Wellbeing outcomes within a working party	<ul style="list-style-type: none"> • SMT/DHT - AM and H&WB working party 	<ul style="list-style-type: none"> • SALs • H&WB benchmarks • H&WB outcomes 	August 2018 – June 2019 CAT 8 March	•

<p>4 Units of Building Resilience programme covered over the session (Take a Moment, Talk Things Over, Get Active, Make a Difference)</p>	<ul style="list-style-type: none"> • DHT - AM 	<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 • Books purchased for each unit 	<p>August 2018 - June 2019</p>	<ul style="list-style-type: none"> •
<p>Achieve Level 1 Rights Respecting Schools Award</p>	<ul style="list-style-type: none"> • DHT - AM 	<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 • RRS incorporated into staff handbook, displays and planning 	<p>August 2018 – June 2019 CAT</p>	<ul style="list-style-type: none"> •

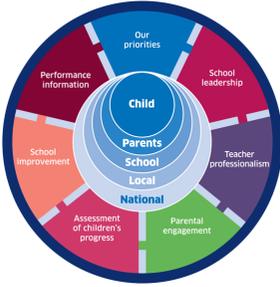
NIF Priority 4 – Improvement In Employability Skills And Sustained, Positive School Leaver Destinations For All Young People

QIs/Themes

- 1.3 Collaborative approaches to self-evaluation
- 1.4 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 using appropriate evaluative language Pupils will benefit from improved opportunities for developing employability skills			
Tasks	By Whom	Resources	Time	Impact/ Progress
<ul style="list-style-type: none"> • Skills Progression revised and streamlined (to un-group skills from the learning, life and work headings) 	<ul style="list-style-type: none"> • Short life working group 	<ul style="list-style-type: none"> • Skills progression 	<ul style="list-style-type: none"> • Term 1 	<ul style="list-style-type: none"> •
<ul style="list-style-type: none"> • New skills progression shared with staff. • Staff establish next steps in supporting pupils to develop self evaluation skills, including evaluative language 	<ul style="list-style-type: none"> • Teaching staff 	<ul style="list-style-type: none"> • Revised skills progression 	<ul style="list-style-type: none"> • October in-service (1 hour) 	<ul style="list-style-type: none"> •

<ul style="list-style-type: none"> • Meet with sample of pupils to establish baseline of evaluative language skills • Meet with sample of pupils to evaluate progress in use of evaluative language skills 	<ul style="list-style-type: none"> • Nikki 	<ul style="list-style-type: none"> • Previous learning folios • Nikki SMT time 	<p>August-September 2018</p> <p>April-May 2019</p>	<ul style="list-style-type: none"> •
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<h2 style="text-align: center;">Nursery Class Improvement Plan</h2>	
<p>National Improvement Framework (NIF)</p> <p>Priorities:</p> <ol style="list-style-type: none"> 1. Improvement in attainment, particularly in literacy and numeracy. 2. Closing the attainment gap between the most least disadvantaged children and young people. 3. Improvement in children and young people’s health and wellbeing. 4. Improvement in employability skills and sustained, positive school leaver destinations for all young people 	<div style="display: flex; align-items: center; justify-content: center;">  and </div> <p>HGIOELC Quality Indicators:</p> <p>Leadership and Management How good is our leadership and approach to improvement? (1.1 1.2 1.3 1.4 1.5)</p> <p>Learning provision How good is the quality of the care and learning we offer? (2.1 2.2 2.3 2.4 2.5 2.6 2.7)</p> <p>Successes and achievements How good are we at ensuring the best possible outcomes for all our children? (3.1 3.2 3.3)</p>
<p>Priority 1: To improve continuous provision in both indoor and outdoor learning environments.</p>	<p>Overall Responsibility: Nikki Craig (PT)</p>
<p>Related HGIOELC QI: 2.2</p>	
<p>Outcome and impact on learners:</p> <ul style="list-style-type: none"> • Children will benefit from an inspirational and engaging learning environment that supports independent enquiry and learning. 	

- Children will benefit from a wider variety of quality learning experiences, both indoors and out.

Tasks	By Whom	Resources	Time	Impact / Progress of task
Self evaluation of environments and next steps identified Sharing practise and shared vision established	Nursery Team (NC & JW lead)	BtA and HGIOELC documents “Continuous Provision in the Early Years” and “Continuous Provision in the Early Years – The Skills”	2 hours In-Service Day Aug	
ELIP meeting – Curriculum Rationale and Play Philosophy sharing practise	NC & EF	Cover	24/09/18	
Staff training – Mindstretchers online - “Inspirational Indoor Environments” Visits to other settings.	Nursery Team	Online training access	2 x 1 hour meetings – Aug, Sept	
Regular discussions to share practise following visits.		5 x ½ day cover (internal)		
Make improvements to both indoor and outdoor environments.	EYO/EYPs/EYA NC & JW lead			
Establish forest kindergarten - Parent handbook - Policies - Equipment - Operational plan - Risk assessments	Nursery Team	£300 Nursery budget	5 x 30 min of weekly meetings (throughout year)	
		2 x ½ day cover for prep (internal)		

<p>Forest Kindergarten pupil and family feedback gathered</p> <p>STEM audit Complete Early Years & Technologies Rich Environment Tool Indoors and Outdoors</p> <p>STEM resources and learning areas identified</p> <p>ELIP meeting – STEM sharing practise</p> <p>Play policy finalised</p>	<p>DT</p> <p>DT</p> <p>NC & CO</p> <p>NC & CO</p> <p>NC & CO</p>	<p>£200 Nursery budget</p> <p>£100 nursery budget</p>	<p>1 hour in-service Oct</p> <p>26/11/18</p> <p>By end Oct 2018</p>	
<p>Priority 2: To make the planning, observation and monitoring of pupil progress more consistent.</p>			<p>Overall Responsibility: Nikki Craig (PT)</p>	

Related HGIOELC QI: 2.3				
Outcome and impact on learners:				
<ul style="list-style-type: none"> Children’s learning will benefit from improved staff skills in planning and evaluating, and more consistent quality interactions and observations Children will benefit from greater visible pupil involvement in planning and evaluation. 				
Tasks	By Whom	Resources		Impact/ Progress of task
Quality interaction and observation training and follow up discussions	Nursery Team (NC & JW lead)	“Interacting or interfering”, Julie Fisher “Developing High Quality Observation, Assessment and Planning in the Early Years”, Lisa Sancisi	(NC & JW time for planning sessions June) 2 hours In-Service Aug 1 hour In-Service Oct 1 hour In-Service Jan 2 x 1 hour meetings – December, March	
Peer sharing practise set up	NC & JW lead		10 x 15 min meetings throughout year	
Staff CPD library organised and improved	JW	Time out covered (internal)		
E-journal parent views gathered	NC	October		
Re-visit e-journal policy, amend as necessary	Nursery Team		1 hour in service Oct	

Staff training – Mindstretchers Floorbook training and follow up discussions	Nursery Team	Access to online resources	3 x 1 hour meeting – Sept, Nov, Feb	
ELIP meeting – Learner Involvement sharing practise	NC and DT	Staff cover	28/01/19	
ELIP meeting – Planning and Assessment sharing practise	NC and JW	Staff cover	18/03/19	
Priority 3: Improve opportunities for development of early literacy skills			Overall Responsibility: Nikki Craig	
Related HGIOELC QI: 3.2				
Outcome and impact on learners:				
<ul style="list-style-type: none"> • Children’s oral language will improve • Parents/carers will become more confident in supporting children’s early literacy skills 				
Tasks	By Whom	Resources	Time	Impact/ Progress of task
Engage with “Talk for Writing” training resources	Nursery Team (NC lead)		2 hour In-Service Jan	
Use story focuses as integral part of termly forward plan	Nursery Team			
Purchase additional books and supporting play resources	NC & EF	£300 nursery budget		
Storytelling and literacy focus for Family Stay and Play sessions – gather family feedback	Nursery Team		Nov, March, May	

Standards, Quality and Improvement Plan
Trinity Academy Cluster

Wardie Primary

Victoria Primary

Trinity Primary

Trinity Academy

Improvement Plan for session: 2018 – 2019

NIF Priority 1 – Improvement In Attainment, particularly In Literacy And Numeracy NIF Priority 4 - Improvement in Employability Skills & Sustained, Positive School Leaver Destinations For All Young People	QIs/Themes <ul style="list-style-type: none"> • 2.2 Skills for learning, life and work • 2.3 Learning and engagement • 2.3 Quality of teaching • 2.3 Effective use of assessment • 3.2 Attainment in literacy and numeracy
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Cluster Priority	Raise attainment in writing Make links to employability skills relevant to Edinburgh	Overall Responsibility	Cluster SLT	
Outcomes	#keepwritingreal #writingworks There will be improved attainment in writing across early, 1 st , 2 nd and 3 rd level through the BGE All staff will have a shared understanding of the benchmarks for learning for literacy Improved parental awareness of writing through a shared celebration of writing Improved staff knowledge and confidence in supporting all learners			
Tasks	By Whom	Resources	Time	Impact/ Progress
<ul style="list-style-type: none"> • Identify 4 key employment contexts (tbc) and allocate across the year groups / curricular subjects <ul style="list-style-type: none"> ▪ N, P1, P5, S2 ▪ P2, P6, S3 ▪ P3, P7, S4 ▪ P4, S1, S5 	<ul style="list-style-type: none"> • All cluster staff 	<ul style="list-style-type: none"> • 2 Cluster CATs 	<ul style="list-style-type: none"> • CAT 1 -7th Sept • CAT 2 - 26th April 	<ul style="list-style-type: none"> •

<ul style="list-style-type: none"> Plan teaching experiences across the curriculum 				
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	

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"> Investigate Cluster approach to supporting inclusion 	<ul style="list-style-type: none"> Cluster SLT ASL service Partner agencies Psychological services 	<ul style="list-style-type: none"> Identify and locate a space Staffing 	<ul style="list-style-type: none"> Cluster SLT meetings 	<ul style="list-style-type: none">

<ul style="list-style-type: none"> • To continue enhanced transition projects. • Schools to identify 4 pupils from SIMD 1 and 2 	<ul style="list-style-type: none"> • P7 staff • Cluster SLT • DHTs 	<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 	<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 @ Sculpture Workshop– 5th Oct 2018 • Cooking – 13th Dec 2018 • ICT – 1st March 2019 • Celebration – 31st May 2019 	<ul style="list-style-type: none"> •
<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 • School SFL staff 	<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 25th June at TPS • Coffee mornings – 9.30am at TA • 28th Sept : community grps (TA) • 23rd Nov (VPS) • 8th March (WPS) • 17th May (TPS) 	<ul style="list-style-type: none"> •
<ul style="list-style-type: none"> • Develop expertise of PSAs through cluster training and discuss impact 	<ul style="list-style-type: none"> • PSA • SFL staff 		<ul style="list-style-type: none"> • Oct, Jan, May in-service days for 1 ½ hours • Planning session on 25th June 	<ul style="list-style-type: none"> •
<ul style="list-style-type: none"> • Continue to ensure smooth transition from P7 to S1 • Transition calendar for the year to be agreed in August. 	<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"> • 2.30pm • 23rd Aug (TA) • 7th Feb (TA) 	<ul style="list-style-type: none"> •

<ul style="list-style-type: none">• Opportunity for P6 pupils and staff to work together on a transition activity.	<ul style="list-style-type: none">• P6 staff• P6 pupils• Partners as identified at planning meeting	<ul style="list-style-type: none">• Space at TA for event• Planning meeting	<ul style="list-style-type: none">• 6 Sept 2.30pm (WPS)	<ul style="list-style-type: none">•