

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



*In St. David's R.C. School, we regard an effective partnership of home, school and parish as an essential and distinctive feature of this Catholic School. Our pupils are held in high regard and their dignity, worth, and individuality is respected. Conditions and learning experiences are provided in order that a purposeful, planned and appropriate curriculum is available to all our pupils. An atmosphere of welcome and encouragement pervades the school promoting security and confidence in pupils.*

Standards and Quality Report for session: Session 14/15  
Improvement Plan for session: Session 15/16

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## Standards and Quality Report

### 1. The school in context

St David's Primary is a Roman Catholic School for children living in the area of Pilton, Muirhouse, Drylaw and West Granton with a SIMD of 66%. It opened on the present site in August 2002. It is part of the Private Public Partnership (PPP) with the City of Edinburgh and shares a campus with Pirniehall Primary School. Both schools retain their own distinct identity and ethos. They have their own entrances, playgrounds and nursery classes with a shared dining hall, nursery outdoor play area, all weather pitch and environmental garden. The school roll is currently 270 divided into 10-class organisation. There is also a Nursery Class of 60 pupils. The head teacher has no class commitment and is provided with support from the Depute Head Teacher (2.5 days per week) and a Principal Teacher (half day per week). There is support for learning teacher for 3 days per week. We are supported by the EAL Service with 2 teachers per week. Specialist Drama and Music teachers visit one day per week. Woodwind instruction is provided by St. Augustine's once a week. Support staff comprise of a business manager shared with Pirniehall Primary School, a full time school administrator, 1 part-time school auxiliary, 3 part-time and 3 full time learning assistants and a service support officer. In the Nursery there is an allocation of 1 FTE Teacher and 2 Nursery Nurses.

## 2. School's self evaluation

### 1.1 Improvements in performance

Standards of attainment over time	Overall quality of learners' achievement	Impact of improvement plan
<p>In our ELCC almost all children are developing their Literacy Skills very well. Our bilingual learners make very good progress and apply literacy skills in their play. Children are making good progress in developing early reading skills and most children are exploring writing. The introduction of numeracy and literacy trackers in the nursery are helping to ensure appropriate pace and challenge for the learners. In the Primary Stages, most learners are making progress through the CfE levels in Literacy and Mathematics. Careful analysis of standardised assessments, curriculum for excellence levels and spelling assessments have clearly demonstrated that pupils are making progress from prior levels of attainment in Reading, Writing, Spelling and Maths. Across the school most pupils have demonstrated progress in their standardised assessments: 60% in Mathematics, 66% in Spelling and 48% in Reading. It is clear from our Attainment results there is the need to take a closer look at Reading. The school is well placed to further improve attainment levels. Pupil attainment is carefully monitored and pace and challenge for all learners is discussed at termly tracking and attainment meetings.</p> <p>In the ELCC, pupils clearly enjoy and achieve through taking part in whole school activities as well as joint project work with Pirniehall Nursery. There is a strong focus on community involvement which allows them to develop their skills and achieve out with the ELCC. Pupil voice is strong within St David's and pupils from all classes are actively involved in the life of the school through their roles as members of the pupil council, Eco committee and JRSOs. Primary 7 pupils are encouraged to apply for Prefect monitoring duties. Children are making very good progress in developing their understanding of how to stay safe and healthy. They have a particularly good understanding of the importance of emotional health. The pupil council have held meetings with the joint campus and have formed positive relationships with pupils and staff. Through pupil dialogue with the teacher and management team, pupils are beginning to develop a better awareness of their strengths and development needs as learners. Evidenced through PComps, almost all EAL pupils who remain in our school over a few years make very good progress in learning. The HT and EWO closely monitor the attendance of learners who have recurring absences - this has contributed to the raising of attainment.</p> <p>Termly Attainment and Tracking meetings with a set agenda between the management and teaching staff resulted in very focused discussions re learners' progress and meeting learners' needs. Stage transition and information sharing between colleagues was a focus for one of our school working parties this session – transition folders now ensure appropriate information is passed on to the next teacher to allow pupil to continue on their learning journey. Pupils continue to be engaged in, 'learning discussions' with peers, staff and SMT – this increases understanding and confidence in discussing their learning and know what they have to do to be successful. Teaching staff have met twice this year to moderate writing across their level to ensure consistency in assessment using the Ros Criterion scale. This information is included as part of transition.</p> <p>Improvement plan priorities for this session have included the progression of skills in Spelling and developing a greater understanding of Rights Respecting School requirements. We have continued to develop our progressive skills programme from Early Level through to Second Level. Each term now has a 'skill focus' where Leaders of Learning (LOL) are selected each week and their achievements celebrated in the weekly assembly. This has impacted on the motivation and attainment for learners. Learners in P5 – P7 continue to have opportunities for wider achievement through participation in residential experiences and activity weeks. Our P6 and P7</p>		

learners' work towards accreditation in the JASS programme and our P5 learners take part in the John Muir Award. Learners are treated fairly by staff and we are proud of our inclusive and respectful ethos. Pupils' views and opinions are sought in a variety of ways, for example through pupil dialogue with the senior management team; Take 5 sessions with the class teachers and through questionnaires. In response to pupil voice, more opportunities to develop the curriculum outdoors have been introduced and further opportunities to learn in the wider environment. Pupils from all classes contribute to the life of the school through the Eco Council and Pupil Council. Recognition for the work of these groups has provided the school with our third green flag. Parent and pupil surveys indicate our children enjoy school, are motivated and happy. They feel safe, healthy active, nurtured, achieving, respected and included in the learning community.

The improvement plan contains appropriate priorities which have had the impact on involving learners to a greater extent in their own learning and improving aspects of teaching. Reviewing targets and tasks from our SQIP at each of our working party meetings continues to engage staff in discussing progress of tasks and how we evidence about standards and expectations in these areas. School and cluster priorities in our improvement plan has led to increased staff confidence in relation to assessment and moderation practices in Literacy – this work will continue with a focus on Mathematics. The whole school quality assurance programme linking to the SQIP proved effective in ensuring quality monitoring and evaluation of school priorities.

Learners' achievements are shared with the Parent Council and all parents through newsletters and school website. Pupils are proud to talk about their achievements and are taking responsibility for recording these and for setting targets in their PLPs. The school community has been active in supporting a number of charities including; MacMillan Cancer, SCIAF, MISSIO, British Heart Foundation and Mary's Meals.

### **What are we going to do next?**

#### ***ELCC:***

- To continue to challenge the children to further their literacy skills – implement 'Language Enhancement' – early stages of Word Boost
- Continue with the SOFT programme
- Ensure we track attainment throughout a learner's school career through the BGE.

#### ***Primary Stages:***

- Continue to develop more joint working to improve relationships among children and staff in both schools.
- Ensure there exists planned opportunities to allow all children to develop leadership skills – each child signing up for a 'Hub' responsibility
- To achieve Level 1 Rights Respecting Schools
- Explore Pope Francis Award P6 & P7
- Explore ways to track Wider Achievement and use the information collated effectively.
- Establish parent & pupil focus groups specifically for 1.1
- Focus on development of skills in literacy and English to ensure progression and depth of learning in some tasks, particularly in Reading
- Staff to take account of prior learning and achievement to ensure children continue to make progress in their learning across the curriculum
- Staff to undertake moderation work in all areas of Mathematics and consider ways in which they are able to evidence breadth, challenge and application of numeracy skills for all learners.

## 2.1 - Learners' Experiences

<b>Learners are motivated, eager participants in their learning.</b>	<b>Learners make good progress in their learning.</b>	<b>Learners know their views are sought and acted upon. They feel valued.</b>	<b>Learners feel safe, nurtured, healthy, achieving, active, included, respected.</b>
<p>Across the different ELCC areas, including outdoors, staff provide children with broad, varied and exciting learning experiences to meet their needs. This session the ELCC and Primary 1 staff and pupils participated in developing an exciting new music resource that engaged learners in literacy, numeracy and health and well-being through music – this programme will be rolled for use across the City of Edinburgh. Pupils from P5-P7 have benefitted from having one –to-one devices which have increased their motivation for learning. Pupils are being more creative in the way they display their work and are able to capture their ‘latest and best’ work through the use of Apps. P6/7 pupils have piloted the one-to-one devices going home. This has transformed learning and teaching and has also improved home school links by increasing parental involvement in the learning process.</p> <p>Learners from Nursery to Primary 7 are involved in their Personal Learning Planning – setting targets and reflecting on them termly. The 3 way dialogue between pupils, teachers and parents aim to ensure learners’ progress is monitored and appropriate next steps are set bi-annually – we are continuing to develop this dialogue and hope to move towards capturing this dialogue through ‘on-line journals’. Through cooperative and active approaches to learning the motivation of our pupils has increased allowing them to be eager participants – there is still the need to ensure this is consistent across the school and this will be a focus in session 15/16. Most pupils are making progress from their prior levels showing greater confidence to communicate what it is that they need to do to progress. Pupils work cooperatively and demonstrate an understanding of the importance of social skills. Through tracking progress meetings between SMT and class teachers, lowest 20%, LAAC and bilingual learners are specially discussed. ‘Take 5’ sessions continue to allow pupils to reflect on their learning and identify strengths and areas for development. We continue to use ‘Sharing our Learning jotters’ which are sent home termly with classwork for that week for pupils to share with their parents. Feedback for this practice continues to be encouraging and very positive.</p> <p>In the ELCC children are taking increasing responsibility for their learning, including those requiring additional support. They enjoy learning within the nurturing and safe environment. Children enjoy taking risks and are encouraged to see risk-taking as part of the learning process. Almost all children are gaining in confidence and make the most of their learning experiences. In the ELCC children are beginning to be involved in reflecting on their learning. Staff takes account of their interests and through encouragement; children can discuss aspects of their learning and contribute to their next steps. When accessing outdoors they are learning through active exploration and investigation. They learn about their world through role play and children are excited by their learning and make the most of the learning experiences on offer. Personal learning folders, daily contact, open days and other informative sessions are used well to share children’s learning with parents and other stakeholders. The ELCC continue to use Online Learning Journals to record pupil’s learning and achievements and to identify next steps. Parents are encouraged to comment and feedback on their child’s learning,</p> <p>In the Primary stages pupils are proud of their school and enjoy learning in St David’s. Most children across the school make positive choices about their behaviour and show respect to each other. All children are treated with respect and fairness and staff, including teaching and non-teaching staff, know them well as individuals. There is a caring, nurturing ethos evident in the school which was validated by our recent School Review. This session children were given even more opportunities to be involved in out of school activities including choir, football, athletics, homework club, golf, basketball.</p>			

Pupil's views are sought through evaluations of learning, the Pupil Council, Eco Committee; Take 5 sessions, Circle Time and Learners Conversations. We are continuing to develop positive relationships between pupils from St David's and Pirniehall. St David's 'Pupil Council' work closely with Pirniehall's 'Playground Hub' to further improve playground behaviour and address specific issues.

### **What are we going to do next?**

#### ***ELCC:***

- Provide more challenging learning experiences for those who are capable
- Build on and develop further children's learning using technology to make learning more accessible, enjoyable and relevant
- Provide more information to parents on the children's learning and progress – more engagement with Online Learning Journals

#### ***Primary Stages:***

- To engage children more in the planning for their learning (CPD using Outstanding Formative Assessment)
- Revisit AIFL practices – to provide learners' choice, for learners' to choose their own level of challenge
- To track wider achievement and use the information collated more effectively
- Continue to develop joint work with Pirniehall
- To continue with Online Learning Journals at Early Level in P1 and explore using them for First and Second level
- To further teaching and learning using 1:1 devices
- To continue with learners conversations linked to the SQIP priorities
- To explore different ways to gather My Views from younger pupils for CPMs

### 5.3 - Meeting Learning Needs

Tasks, activities and resources	Identification of learning needs	The roles of teachers and specialist staff	Meeting and implementing the requirements of legislation
<p>Throughout session 14/15 there has been a clear focus on pace and challenge. This has led to the majority of lessons, tasks and activities to be well paced and matched appropriately to the needs of the pupils. We are continuing to further develop this work to ensure activities are both well-paced and structured appropriately – this is not consistent across the school. Staff meet regularly to discuss children’s attainment and identify those requiring additional support. Summative assessment are used as part of the assessment process. Support is then targeted to the specific needs of the children, for example Fresh Start or EAL. Staff continue to use ‘Take 5’ sessions with their pupils. As well as supporting learning, this also is a way of supporting children’s wellbeing. The Support for Learning teacher has a clear remit, consulting with class teachers to discuss the progress of children on pathway one and to review progress in achieving targets IEPs. The SfL teacher also oversees the administration of standardised assessments. This information is used to compile the annual profile of need return. A clear additional support for learning timetable is in place detailing support for identified pupils and staff members involved. Pupil Support Assistants meet regularly with the SfL teacher to plan task and appropriate resources. This is reviewed termly (although discussed weekly as an agenda item at SMT meetings) in order to ensure all pupils are supported as required and to address emerging support needs. GIRFEC training has been given to both teaching and support staff to ensure there is a shared understanding of procedures. Child Planning meetings are held within the school when appropriate and relevant staff are released from class to attend when possible. The Head Teacher also attends monthly cluster SIT (Support In Time) meetings – this is an early intervention approach where appropriate support can be put into the homes of families where it is most needed. Attainment and Tracking meetings are held termly with a focus on pace and challenge ensuring pupils’ needs are identified and how they are to be supported.</p> <p>Teaching staff confidently use pathways of support to identify relevant and appropriate teaching and learning experiences for all pupils. There is a wide range of professional work within the school to provide high quality support for children. These include EAL Service, VTSS, Speech and Language, Occupational Therapy and Psychological Services. EAL staff work hard to provide high quality support to staff and pupils within St David’s. They provide effective CPD and support to school staff on how best to support bilingual learners. IEP meetings are held regularly and involve relevant staff, parents, and where appropriate children. All staff are clear about their responsibility in relation to protecting children and child protection files are kept appropriately with clear chronologies. Profiles of Competence are reviewed biannual and provide detailed information in relation to pupil needs.</p> <p>There is a high level of pastoral care, support and attention to children’s welfare. Both pupils and staff have high expectations for learning and behaviour. There are procedures in place to ensure pupils are emotionally and physically healthy. The school is able to access services from outside agencies to help support those who find this area of school life difficult.</p>			
<p><b>What are we going to do next?</b></p> <p><i>ELCC:</i></p> <ul style="list-style-type: none"> <li>• Continue to review and improve some of the experiences which are offered to children</li> <li>• Continue to develop the use of questioning in order to help children develop their thinking and share ideas.</li> <li>• Continue to develop more regular ways to engage parents in their children’s learning</li> <li>• Refresh staff knowledge of resource ‘Up, Up and Away’ and use effectively</li> </ul>			

- To implement Building The Ambition resource in the ELCC setting
- ASD Training for all staff (October INSET)

***Primary Stages:***

- Staff to continue to work together to ensure an appropriate pace of learning across all stages and areas of the curriculum
- To review and evaluate their planning to offer improved learning experiences to challenge all learners.
- To revisit AifL strategies using Shirley Clarke Outstanding Formative Assessment and implement practice in school
- To develop our pathways to support spreadsheet – ensure all entries are dated
- To further develop the school's TAS group (Team Around The School)
- Identified PSAs to be trained in TIP
- To gather 'My Views' from Early Years pupils
- To work with cluster colleagues to develop a consistent approach to transition documents, levels and pathways to support and record keeping



## 5.1 The Curriculum

The rationale and design of the curriculum	The development of the curriculum	Programmes and courses	Transitions
<p>The re-establishing of the school’s vision with staff, pupils and parents at the beginning of each session ensures that our curriculum has a clear rationale based on shared values and learners’ entitlements. The curriculum of St David’s focuses on the child as a learner and allows for breadth and depth of learning, offering challenge and enjoyment. Termly learning leaflets which have been introduced ensure pupils and parents have a greater understanding of the curriculum being taught within the 4 different contexts. The development of progressive curricular programmes of work in all areas has ensures that pace and challenge are appropriate to all leaners – next session we will link these progressions with the significant aspects of learning.</p> <p>Life and work in the Nursery reflect the school aims – staff provide nursery children with a valuable broad general education. They take account of the four capacities and contexts for learning when planning and delivering the curriculum. Children are provided with opportunities to make meaningful connections in different aspects of their leaning. Visits to places of interest and visitors to the nursery help develop the children’s knowledge and understanding. Staff provide children with rich and meaningful experiences outdoors which clearly progress a range of skills.</p> <p>The school’s curriculum working party has developed a progressive skills programme focussing upon skills for learning, skills for life and skills for work. The programme includes a particular focus on: Leadership, Teamwork, Enterprise and Employability, Organisation and Problem Solving Skills. Teachers from Nursery to Primary 7 ensure that there are planned opportunities within the classes where pupils demonstrate these skills and ‘leaders of Learning’ (LOL) are selected each week and their achievements celebrated at whole school assemblies. We have developed a whole school progressive Spelling programme where clear progression allows pupils to have personalisation and choice built into their spelling and homework. The implementation of the cursive handwriting across the school this session and the updated correction code have ensured a more consistent approach to presentation across the whole school. Evidence of the Spelling and handwriting can be observed on the walls and in the jotters and pupils have reported that they feel challenged in their Spelling tasks and are motivated to complete homework tasks. The implementation of SEAL (Stages of Early Arithmetical Learning) at the Early stages and the City of Edinburgh Mental Agility Guidelines across the whole school has ensured that learners have greater understanding and grasp of number. Pupils are enthusiastic about the new reading resources which have been purchased for Early Stages and these are having a positive impact on the motivation and enthusiasm of learners. Staff are now more confident when planning Inter Disciplinary Learning (IDL) resulting in the learning being more meaningful and relevant for the pupils. The recent planned Diversity Day (Around The World in 90 minutes) reflected the many cultures celebrated at St David’s.</p> <p>Transition at all stages is effective and robust. Transition from home to nursery is innovative and provides parents and their child the opportunity to meet key workers and familiarise themselves with the Nursery environment. The Primary 1 transition programme includes staff working alongside other agencies such as Community Learning and Development, English Additional Language and the Pilton Community Health Project. There is a structured transition from stage to stage where class teachers are required to meet and pass on identified information to the next class teacher. The Primary 7 to S1 transition programme allows the school to work very closely with the associated high school. This includes pupils with Additional Support Needs engaging in an enhanced transition programme. This year the school invited staff from the associated High School to attend Primary 7 Child Planning Meetings which enhanced the transition process. English As a second Language (EAL) staff supported the enrolment process across the school by completing an enhanced transition report with the pupils.</p> <p>Within the school we have good systems in place for discussing leaners’ needs as they move from stage to stage. Built into the school timetable are opportunities for staff</p>			

to engage in dialogue with one another re transition. Our 'Move Up' afternoon allows the pupils to meet their new teacher and experience a flavour of the experiences in their new class. We have developed our Nursery to Primary 1 programme – 5 week workshops for our new parents. This session cluster curriculum assessment and moderation occurred in Literacy. We will continue to focus on assessment and moderation practices across the cluster with next session focus being on Mathematics.

### **What are we going to do next?**

#### ***ELCC:***

- Establish closer working between ELCC and Primary 1 to ensure continuity and progression across the early level to support assessment
- To continue to use on-line journals to capture 'latest and best' and promote parental partnership working
- Continue to develop forms of ICT through various planned experiences.
- To reflect on how assessments are linked to planning to ensure progress in children's learning
- Develop our Nursery – Primary 1 Transition programme even further (not only for those enrolling into St David's Primary)
- Continue with the SOFT programme in both Nursery and Primary 1

#### ***Primary Stages:***

- Monitor the impact of the new Spelling programme on learners' attainment
- Audit Reading practices and resources and develop a progressive programme for the teaching of Reading across the school
- Introduce Read, Write Inc. into stages 3 and 4
- Continue with Fresh Start, Word Boost and Language Boost
- Develop staff skills in using 1:1 devices – I teach to develop input over a number of weeks.
- Continue to develop a clear and coherent curriculum structure to ensure the needs of all learners and provide opportunities for choice
- Develop a marking policy for iPad use for across the school
- Develop ways of collecting wider achievement info through using 1:1 device
- Continue to develop staff's knowledge and understanding of SEAL – have this a focus in our quality assurance programme this session
- Staff to incorporate the new IDL planning format into their forward plans
- Continue to work with colleagues in the High School and other agencies to develop transition programme to best meet the needs of our learners

## 5.9 Improvement through self-evaluation

Commitment to self-evaluation	Management of self-evaluation	School improvement
<p>We are continuing to build a culture of self-improvement through our agreed quality assurance programme. Through collegiate working all staff are encouraged to contribute and update our progress with regard to the school priorities through the school working parties. Nursery staff meet on a daily basis to discuss and reflect on the outcomes of planned experiences for children. Staff's views on school improvement are sought at an annual audit meeting in May. Parents and children's views are also sought in various ways (see below).</p> <p>In the Primary stages staff are committed to improving the work of the school in order to improve children's attainment and achievement. Staff have a shared commitment to improve learning experiences for children and to further develop their practice. Working parties have been established to encourage staff to share responsibility and work collegiately. The school's quality calendar captures the effective range of strategies used to monitor the work of the school. The Head Teacher has a clear vision for continuous improvement and is enthusiastic about the recent improvements that she, supported by her staff, will build on. The school has used the Eco-schools scheme and Health promoting school accreditation to help reflection against appropriate fat the recently introduced frameworks in order to improve experiences for learners. The pupil council, eco-committee and Junior Road Safety Officers regularly evaluate the impact of their work and report back to their peers at assemblies. The Head Teacher meets regularly with staff who reflect on children's progress and discuss planning experiences across the curriculum. Staff make use of standardised assessments to help them track children's progress in mathematics and English language. Pupil voice has been improved with children also taking stock of recent changes in St David's and making helpful and insightful comments. The suggestions made by children have led to improved experiences in a number of areas for example the greater focus on recognising personal achievement and increased opportunities for residential and outdoor learning were a response from pupil feedback. Parents are regularly consulted via the Parent Council, through the Sharing Our Learning events and also at Curricular evenings.</p> <p>Pupils are taking responsibility for improving their own learning through increased use of personal learning plans where they reflect on the four contexts for learning and set new targets. They speak with great enthusiasm about their PLPs. They also appreciate the opportunity to talk to their teacher about their progress at the 'take 5' sessions. Children are also regularly involved in reviewing, both individually and with peers, their progress in learning across different curricular areas. The head teacher works with staff to use evidence from both formative and summative assessments in order to focus resources and improve attainment. The Fresh Start programme has enabled children to make progress in developing language skills; in some instances this is significant. Support staff are involved in the process of self-evaluation, by working with colleagues to audit and agree priorities for improvement. Professional dialogues around attainment is helping to focus thinking on how to secure improved outcomes for leaners.</p> <p>We have been developing a culture of shared leadership across the schools amongst teaching staff, support staff and pupils. Many teachers and some PSA taking on responsibilities for different curriculum areas and for pupil support this session. This will continue to be further improved.</p> <p>Through PRD interviews and sharing classroom practise staff are ensuring ongoing reflection in order to take forward Curriculum for Excellence. An effective range of strategies involving pupils, parents, staff and outside agencies are used by the school to evaluate its work. CPD activities match the needs of staff as identified in their</p>		

PDR. This will have a positive impact on pupils. Good use is made of accreditation schemes to validate the work of the school for example: Health Promoting Schools and Eco Award. Pupils make a strong contribution to improving learning and teaching within their class and school. They discuss their progress with class teachers and agree next steps in learning through PLP'S. We work as a school community and with partner agencies such as EAL to improve on our self evaluation of learning and teaching and the impact this has on the achievement of all learners. We have a variety of effective moderation systems to gather the views of staff, parents and learners.

### **What are we going to do next?**

#### ***ELCC:***

- Continue to have regular and focussed discussions between SMT and Nursery staff to review overall ELCC performance
- Continue to audit learners experiences using evaluation tools for literacy and numeracy to identify strengths and areas for development
- Continue to gather feedback from stakeholders re improvement in performance of the ELCC

#### ***Primary Stages:***

- Ensure opportunities are planned and timetabled to allow staff to engage in professional dialogue re sharing standards and talk about learners journeys from Nursery through to Primary 7.
- Offer leadership opportunities for all staff as part of teachers' career-long professional development.
- Develop a pupil friendly version of the school improvement plan which can be reflected upon during SMT learners' conversations.
- To share with parents (more regularly) improvements made as a result of their feedback
- To continue to find ways to engage parents in feedback

# Improvement Plan

## 3. Key areas for school improvement

<b>Priority 1 –To develop a progressive skills programme for the teaching of Reading ensuring the raising of attainment across class stages and CfE levels.</b>	<b>Overall Responsibility – School Curriculum Working Party.</b>	<b>QIs – 5.1, 5.3, 5.4,</b>
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Outcome and impact for learners;

To increase attainment of reading for all learners

To ensure learners know how to apply the skills of reading across learning

To allow for personalisation and choice

To increase staff confidence in reporting a CfE level in reading

Tasks	By Whom	Resources	Timescale	Progress/Evaluation
To ensure AIFL strategies are implemented in the teaching of reading. To agree stage appropriate progressive strategies.	Working Party SMT	CAT Sessions – 04/12/2015 & 20/05/2016	June 2016	
To explore a variety of reading programmes/initiatives i.e. Reciprocal Reading & Shared Reading & The Book Group	MD Working Party	To attend Learning Event and share with Working Party  Sharing our Learning	November 2015  February 2016	

To launch the Librarian NLS APP and ensure all classes are timetabled and involved	AH	Library Training of parent volunteer/s to use the NLS APP	October 2015	
To audit and resource books that are relevant and appealing including books for reluctant readers, dual language, challenge able readers.	Working Party Whole school staff – Nursery, EAL, VTSS, ASL.	Shared Drive Resources list	21 <sup>st</sup> October 2015 (WP2) OR 17 <sup>th</sup> November 2015 (WP3)	
To explore reading APPS and online reading resources to enhance the teaching and learning of reading.	Staff who are participating in Apple Ipad training. Members of working party to share information.	CPD Ipad Training	Ongoing	
To continue with the rolling programme of staff training in Fresh Start and delivering the programme to appropriate pupils.	JF & LMCC Whole School	Training	September 2015 January 2016	
Staff to be trained in Read, Write Inc. and delivering the programme to appropriate groups.	AH & AB	Attending RWI course. Share information with staff. Deliver programme in class and small groups	September 2015  All session	
To develop a whole school progressive reading skills programme.	Working Party	Decision to be taken following feedback from MD – Reciprocal Reading	June 2016	

To use Education Scotland Reading assessment exemplars to assess and moderate reading.	Working Party	Print off examples at all levels and make available for all staff by putting in Literacy planning pigeon hole outside the staffroom.	June 2016	
To link tasks and resources to ensure continuity through stages	Working Party			
To meet the needs of learners at Early and First level using the LRE programme i.e. delaying phonics	EAL / Early Years Staff	Baseline Assessment Results. Meeting to discuss progress / needs.	22 <sup>nd</sup> September 2015	
To link the Progressive Reading Programme to our QA programme i.e. Sharing our Learning, Learners Conversations	Staff SMT	Sharing Our Learning Events – termly Peer Evaluation Parental Evaluation SMT Evaluation	August 2016	





Priority 2- To develop concise and coherent planning to reflect the principles of CfE.	Overall Responsibility: School Planning Working Party	Qis 5.1, 5.3, 2.1,
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Outcome and impact for learners (a)

-involving pupils in their planning of learning.

-consistency across the school for the children.

Tasks	By Whom	Resources	Timescale	Progress/Evaluation
Audit Current planning format within the school through professional dialogues with staff and questionnaires.	SMT Working party- gather examples All staff	Examples of current planning from school. Examples of planning formats from other establishments	21 <sup>st</sup> October	<b><u>Updated on 22nd October</u></b> Various planning formats were brought to the working party meeting on the 21 <sup>st</sup> October. We focused particularly on weekly planning. We discussed the effectiveness of each planning format and decided on a format that the group would trial until the next meeting on the 17 <sup>th</sup> November. Forward plans were also discussed. We decided that if we are going to be creating detailed weekly plans, the forward plan should show coverage of E&O's plus significant aspects. We are going to look at forward planning in more depth on the 17 <sup>th</sup> November.
Review current types of panning available: -Online OTWL -Significant aspects -Floor book planning -Weekly planning -Online nursery profiles. -4 contexts	Working party- gather examples.	Examples of each of these planning formats to discuss and review. Siobhan to receive copy of the significant aspects.	January 2015	
Decide on planning format and develop.	Working Party All staff in agreement.	New planning format. Presentation for staff CAT session.	25 <sup>th</sup> November Present to staff on the 4 <sup>th</sup> of December CAT to discuss new plans.	
Audit Current PLP's within the	SMT	Examples of current		

school. Discuss strengths and next steps.	Working party- gather examples. All staff	PLP's from school. Examples of PLP's formats from other establishments.		
Review different methods for recording PLP's -Online journals -Book creator -Paper based	Working party- gather examples.	Examples of PLP's to discuss and review.		
Decide on a PLP format and develop as a sub group of working party.	Working Party All staff	Example of PLP format we plan to use as a school.		
Review and refine transition policy within the school.	Working Party Lorraine	Bring together current policies and refine position statement with regards to transition.	By May 2016	

#### 4. Cluster Improvement Plan      Assessment and Moderation in Mathematics and Numeracy

Priority 1.1: Improvements in Performance 5.5: Expectations and Promoting achievement	Overall Responsibility Cluster co-ordinator, school coordinator assessment and moderation in mathematics and numeracy.	QIs 1.1, 2.1, 5.5
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Outcome and impact for learners:  Outcome and impact for staff:		Through dialogue, learners will have an increased awareness of their CFE levels and will be able to discuss the Significant aspects of learning. Overall quality of learners' achievements/standards of attainment over time. Raise awareness and confidence when assessing and moderating a level/staff expectations/promoting and sustaining an ethos of achievement.		
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Tasks	By Whom	Resources	Timescale	Progress/Update
<u>Phase 1</u> Build capacity and confidence across cluster practitioners to make professional judgements in moderating Mathematics and Numeracy. Develop professional practice in assessing progress and achievement of a level within the broad general education.	QIO Cluster co-ordinator  QIO Cluster co-ordinator and	<u>Phase 1</u> Share the standard and gather evidence of achievement. Go through the process of moderating at early, first and second levels in Mathematics and Numeracy. Share process with Cluster HTs	May 15 - June 15	

<p>Share the process with HTs at Cluster meetings.</p> <p><u>Phase 2</u> Develop an approach to assessment and moderation of Mathematics and Numeracy using the significant aspects of learning. Raise confidence through improving moderation and assessment Mathematics and Numeracy</p> <p>Familiarising school co-ordinators with the complete learner journey at secure levels in early, first and second in Mathematics and Numeracy. Capture additional exemplars of good practice from cluster schools.</p> <p><u>Phase 3</u> Build capacity and confidence across school practitioners to make professional judgements. Familiarise school staff with the complete learner journey at secure in early, first and second levels in Mathematics and Numeracy.</p>	<p>school co-ordinator</p> <p>Cluster co-ordinator/ school co-ordinators.</p>	<p><u>Phase 2</u> Cluster coordinators to work with School co-ordinators - Share the standard and gather evidence of achievement. Moderate early, first and second levels in Mathematics and Numeracy.</p> <p>March - June, school co-ordinators and cluster co-ordinators meet.</p> <p><u>Phase 3</u> 2 x Cluster moderation CAT session for all staff to be arranged. School co-ordinators - Share the standard and evidence of achievement from gathered exemplars within early, first and second level in Mathematics and Numeracy Ongoing support.</p>	<p>August/September 2015</p> <p>Cluster CAT 20/10/2015 at St David's RC PS</p> <p>October - January 2015</p> <p>Cluster CAT 15/01/2016</p>	
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Share good exemplars from City of Edinburgh schools to raise staff awareness and ensure a consistent quality for secure at early, first and second levels in mathematics and numeracy.				
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### Cluster Improvement Plan 2015-16

<p>Priority 1 – <u>Curriculum – SO 2 &amp; 4</u></p> <p>Review the Broad General Education across the 4 contexts of learning 3-15 in light of Education Scotland key Inspection findings in order to ensure progression and increase the pace and focus on development of skills</p> <ul style="list-style-type: none"> <li>Continue to develop effective cluster Curriculum planning to ensure progression at points of transition. There should be a renewed focus on numeracy and Modern Languages</li> </ul>	Overall Responsibility	QIs 5.1 1.1
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Outcome A : to develop cluster curriculum across the BGE to ensure continuity and progression in all 4 contexts of learning				
Impact on learners: Pace of learning will be increased, especially at transition points to ensure curriculum is better matched to the learners				
Tasks	By Whom	Resources	Timescale	Progress/evaluation of task
Further develop 1 plus 2 in cluster schools – review French programme	SIG/Reps	A Robertson and Py staff		Discussion to be held re languages Resources on EducationScotland website and Holy Rood cluster ML reps to review Py French programme

Development in Progression in Maths curriculum	P7 staff 2ndy Staff SLT and QIO Maths	Staff - Numeracy Co-ordinators led by Pat Brack	25/09/15 1.15pm CAT session at St Joseph's QIO to lead on Ass and Mod	25/09 - Fractions/ decimals using SSLN materials 2/09 co-ordinators meeting
Share the Numeracy Standard (Please refer to Action Page above for details)		CPD opportunities to build teacher skills		
Gather moderated examples and evidence of achievement		Moderation Documentation		
Create annotated exemplars to share with staff and pupils in P7 and S1 of "secure"		Two Cluster Sessions for Numeracy between Oct and March 5.1 CEC Toolkit	Numeracy Framework on 20/10/15 inset 1.30-3.15 at St Davids. QIO to lead	
			15/01/15 CAT 1.15pm on A+M at St Cuthbert's	

Priority 2- <u>Meeting pupils' needs – SO 2 &amp; 3</u> Ensure the appropriate level of challenge and activities to meet the needs of all children in order to improve further the quality of learning activities.	Outcome A : Child Planning approaches and Transferring of Information will be consistent across the cluster  Impact on learners: Learners' needs will be better met by all staff through sharing of Child's Plans				Overall Responsibility Cluster Working Party		QIs <u>5.3</u>
	Tasks	By Whom	Resources	Timescale		Progress/evaluation of task	
	Develop consistent approach to transition documents, levels and pathways to support and record keeping	Py and 2ndy SfLL and PSL/ DHT	Time Tracking of pathways excel document at St David's Circle document at FC and ST M 5.3 CEC Toolkit	May/ June 2016			

