



Woodburn Primary School



Standards and Quality Report Year 2016 – 2017 & Improvement Plan 2017 - 2018



Contents – Standards and Quality Report

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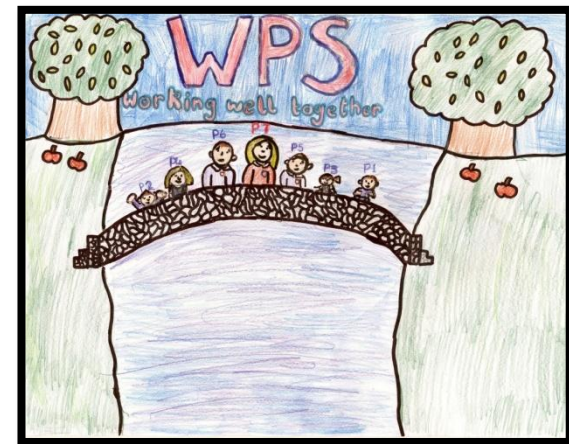
1. Our School Vision, Values and Aims

Woodburn – Working Well Together

Woodburn Primary School is committed to providing a safe, nurturing and supportive learning environment for all. We strive to equip our children with the necessary skills for learning, skills for life and skills for work in the 21st Century. As an inclusive school we believe in and promote the values of respect, care, justice and honesty. We place our learners at the centre and strive to ensure that all children achieve their highest potential.



Woodburn Staff Values Wordle



Vision, Values and Aims Logo

2. How our vision, values and aims were developed and how our stakeholders were consulted.

Working Well Together Logo:

The whole school were encouraged to take part in designing a piece of artwork for the new school website that reflected the value of 'Woodburn, Working Well Together'. Lucy's drawing was selected as the winner from a selection of very good designs. Her picture represents the whole school community

Values Wordle:

In May 2017, the new Head Teacher (August 2017) led sessions with the teaching staff, Learning Assistant and Nursery Team exploring individual and collective values that impact on our work at Woodburn. This was part of the strategic planning for the effective use of the Pupil Equity Fund. A wordle was produced providing a graphic for our collated values.

Within the 2017-2018 session Woodburn community Vision, Values and Aims will be re-visited.

3. Context of the School

Woodburn Primary School is a non-denominational school that serves the Woodburn area of Dalkeith. Our new school building opened in 2009 within the Dalkeith Campus. The school has a roll of 557 which includes 140 part time Nursery places. We currently have 18 classes, this will increase to 19 classes in the 2017-2018 session. Our school has two wings. The first wing comprises of our School Office, Nursery, Family Learning Centre, dining and activity halls. Our second wing has our classrooms and community facilities. This wing is split into three sections with all classrooms opening out onto the atriums. In addition, we have an Expressive Arts Hall, Library and ICT suite. The school has multi sport facilities including basketball, badminton and athletics. We benefit from a Multi Use Games Area (MUGA) used by our children for P.E and for recreation. Members of our community make use of the school's facilities. We are a growing community due to new housing developments and our school roll is projected to increase significantly. In the 2016-2017 session there has been significant change within the Senior Leadership Team with a new Head Teacher being appointed for August 2017.

Woodburn Primary School is committed to providing a safe, nurturing and supportive learning environment for all. We strive to equip our children with the necessary skills for learning, skills for life and skills for work in the 21st Century. As an inclusive school we believe in and promote the values of respect, care, justice and honesty. We place our learners at the centre and strive to ensure that all children achieve their highest potential.

We have an active **Parent Partnership** whose role is to participate in policy developments and support the school in its drive towards continuous improvement. Woodburn is also fortunate in having an active and supportive Parent Partnership sub-committee, which organises many fundraising events during the school year.

Through the school session 2016-2017 the following priorities have been in place:

- To increase attainment and achievement in Writing.
- Assessment practice will follow and reinforce the curriculum and promote high quality learning and teaching.
- To achieve Rights Respecting Schools Award Level 1, Global Citizenship Links/work with Together in Sport Rwanda
- To raise attainment and achievement in Reading across all levels (ASG Priority)

We have made good progress in most areas. There have been several other priorities that have arisen through the session:

- The development of the school library related to the Reading priority.
- The implementation of Read, Write Inc at Primary 3 and 4 related to the Reading priority.
- Nurture/Hive of Wellbeing

Staff have engaged in a variety of self-evaluation activities throughout the year. Progress and momentum in some areas of improvement have been affected by the changes within the Senior Leadership Team.

4. Review of progress for Session 2016-17

School Priority 1 : To increase attainment and achievement in Writing

NIF Priority

To improve attainment for all, particularly in literacy and numeracy.

NIF Driver/s

- Teacher professionalism
- Assessment of children's progress
- Performance information

HGLOS 4 Quality Indicator(s)

2.3 Learning, Teaching and Assessment

3.2 Raising attainment and achievement

Local Priority 1 and 2

- Raising attainment in Literacy (Writing)
- Assessment, tracking and moderation
- Develop assessment capable learners

Progress and Impact:

Big Writing has up-skilled teachers in delivering quality learning and teaching experiences. The programme has ensured there is a clear skills progression and assessment framework in place. Expectations for coverage of genre has provided learners with a broader range of experience with improved links to inter-disciplinary learning. There is evidence, through assessment and tracking, that a focus on 'Vocabulary, Connectives, Openers and Punctuation' (VCOP) has improved the quality of children's Writing.

In the Early Years staff have used visuals to support learners understand the Learning Intention and associated Success Criteria. This has ensured they are aware of what they have to do to be successful.

Using 'What a Good One Looks Like (WAGOLL) has ensured learners know what to do to be successful, modelling and analysing good examples has increased expectations.

The introduction of self and peer assessment has built learners' confidence in identifying their progress and next steps.

Read, Write, Inc has supported learners in having the confidence to use their phonic knowledge to write.

Staff have taken part in moderation of Writing within the Associated School Group. They are more confident in making judgements about learners' progress and achievement.

Next Steps:

- Provide further opportunities for learners to develop Writing skills within meaningful, real life contexts.
- Build up a bank of WAGOLL so that there is a whole school resource.
- Further staff development with a focus on:
 - How young writers develop skills (emergent writing)
 - Talk for Writing
 - The development of Grammar skills
- Agree spelling programme/progression.
- Ensure there are increased opportunities for staff to meet together for moderation activities using BIG Writing criteria and the benchmarks.

School Priority 2 : Assessment practice will follow and reinforce the curriculum and promote high quality learning and teaching

NIF Priority

- Improvement in attainment, particularly in literacy and numeracy.
- Closing the attainment gap between the most and least disadvantaged children.

NIF Driver

- Teacher professionalism
- Assessment of children's progress
- Performance information

HGIOS 4 Quality Indicator(s)

2.3 Learning, Teaching and Assessment

3.2 Raising attainment and achievement

Local Priority 1 and 2

- Raising attainment in Literacy and Numeracy
- Assessment, tracking and moderation
- Develop assessment capable learners

Progress and Impact:

Procedures are in place to support assessment approaches and strategies, these have been particularly effective in Writing, Spelling and Numeracy. Staff have an Assessment and Tracking folder which supports the gathering of assessment information.

Staff have met with the Senior Leadership Team to look at data more closely. This has included a focus on the highest attaining 20% and lowest attaining 20%. There have been some supports and interventions put in place as a result.

In Primary 3 and 4 Read, Write, Inc is in place for learners and continuous assessment along with flexible groupings supports pace and challenge.

Next Steps:

- Ensure there is time for staff to look at and analyse summative assessments in order to support planning for pupil progress.
- Firm up arrangements for summative assessment and tracking procedures.
- Using the benchmarks consider assessment practices within Broad, General Education.
- Plan an increased number of opportunities to reflect on and share practice.
- Further planned moderation activities to build staff confidence in making a judgment about a learner's progress and achievement. Focus on range of evidence from assessments and gathered from learning across the curriculum.

School Priority 3 : To achieve Rights Respecting Schools Award Level 1

NIF Priority

- Improvement in children's and young people's health and wellbeing.
- Improvement in employability skills and sustained positive school leaver destinations for all young people.

NIF Driver

- School leadership
- Teacher professionalism
- Parental engagement

HGIOS 4 Quality Indicator(s)

- 2.7 Partnerships
- 3,1 Ensuring wellbeing, equality and inclusion
- 3.3 Increasing creativity and employability

Local Priority 2 and 4

- Taking a closer look at provision of Broad, General Education
- Skills for learning, life and work

Progress and Impact:

The Rights, Respecting Schools Award (RRSA) steering group has been leading the work towards achieving Level 1.

Learners across the school have an increased awareness of the Global Goals and can discuss their own class goal. Class assemblies and display boards have been used well to share learning.

Learners are aware of the United Nations Rights of the Child and have used this to support thinking about how their actions impact on others. With a focus on Rwanda, the whole school community has developed their understanding of the needs of others and have contributed to fundraising activities.

A 'Parent/Carer Charter' has been created in an effort to ensure parents and families have a shared understanding how they can support the school and their children.

Next Steps:

- Link the principles and practices of RRSA to learning climate and ethos.
- Work with the Parent Council to review the Parent/Carer charter and link to school vision and values. Look at a way of sharing this and making it more visible within the school.
- Create protected time for pupil groups to meet. Ensure pupil voice from all year groups supports the direction of RRSA and the gathering of evidence.
- Evaluate the Action Plan for RRSA Level 1.
- Within assemblies focus on sustainability (all year groups).
- Bring knowledge and skills developed through looking at global goals at a worldwide level back to our own local community/context.
- Achieve level 1 to become a Rights Respecting School.

School Priority 4 : To raise attainment and achievement in Reading across all levels (ASG Priority)

NIF Priority

- Improvement in attainment, particularly in literacy and numeracy.
- Closing the attainment gap between the most and least disadvantaged children.

NIF Driver

- School leadership
- Teacher professionalism
- Parental engagement
- Assessment of children's progress
- Performance information

HGIOS 4 Quality Indicator(s)

- 2.3 Learning, Teaching and Assessment
- 3.1 Ensuring wellbeing, equality and inclusion
- 3.2 Raising attainment and achievement

Local Priority 1, 2 and 4

- Raising attainment in Literacy (Reading)
- Learning, teaching, assessment and tracking
- Working with ASG community

Progress and Impact:

There has been some moderation/sharing of practices across the ASG which have supported staff confidence in making judgements about pupil progress and achievement.

Read Write Inc (RWI) has impacted positively on the progress of Primary 3 and 4 children. Regular assessment (every 8 weeks), and fluid groupings have ensured the correct level of support and challenge.

There has been a focus on providing Literacy rich environments:

- 5 stories a day
- A pupil trip to Barrington Stoke to select books for reluctant readers
- Participation in the First Minister's Reading Challenge
- Library improvements including resourcing texts, areas of seating and launching Junior Librarian
- Use of the storyline approach

Strategies to support learners with Additional Support Needs (ASN) are in place e.g. Toe by Toe and Code Cracker. However, at times due to other needs in the school this has not happened as initially planned.

Next Steps:

- Agree progression pathways for Reading for use across the ASG.
- Create a clear rationale and guidance to ensure high quality learning and teaching in Reading.
- Implement RWI from Primary 2.
- Further resource reading – RWI, Oxford Reading Tree, upper class texts and the Library.
- Review SfL/ASN roles, remits, timetables to ensure learners requiring support are assessed and effectively supported, with the support of other professionals where appropriate.

5. What is Our Capacity for Continuous Improvement?

Quality Indicator	School Self Evaluation	Authority Inspections / Theme visits	HMIe Inspection Grades
1.1 Self Evaluation for self improvement			
1.3 Leadership of change			
2.1 Safeguarding and child protection			
2.2 Curriculum			
2.3 Learning, teaching and assessment			
2.4 Personalised support			
2.7 Partnerships			
3. 1 Ensuring well being equity and inclusion			
3.2 Raising attainment and achievement			

6. Highlights from Session 2016-2017

How good is our leadership and approach to improvement?

Self-evaluation is integral to how we work within our community and is an on-going feature of school life. All staff understand the need to be outward and forward looking in their evaluation and improvement activities. We continue to make effective use of research from Scotland and beyond to inform learning and development. A good example of this is our links with James Nottingham and Challenging Learning. Gaining new resources and lesson ideas for Feedback, Dialogue and Philosophy for Children (P4C) has proven beneficial. Staff have been part of an ASG group moving forward Quality Learning and Teaching ideas and sharing good practice across the schools.

Staff have been consulted about the school's current achievements and the next steps needed to move the school forward. All staff work effectively as a team. There is a strong ethos of sharing practice and of peer support and challenge. For example, staff have taken part in shared classroom experiences to this effect. Staff plan together and participate in improvement activities with ASG colleagues. In the 2016-2017 session this has focused on raising attainment in reading and included moderation activities which have supported staff understanding of progress and achievement of a level.



At Woodburn Primary School, staff use a range of assessments to assess children's progress and achievements. Children are aware of their strengths and next steps as a result of this process. They are aware of the language of learning and can articulate their thoughts about their learning and progress. This allows them to take part in self- and peer-assessment. Parents are periodically invited into school to be part of assemblies and to see evidence of topic learning in school.

Through the session strategies have been implemented to include stakeholders in the decision making process. A dot-mocracy was used to consult with the school community about the best use of Pupil Equity Funding and questionnaires were used to gauge parent/carers opinions about Rights Respecting School and Visible Learning. There is an active and supportive Parent Partnership in place.

There has been a period of instability within the Senior Leadership team at Woodburn, however, staff/pupils and parents have managed and adapted to these changes well. All staff are highly committed to supporting learners and each other through these changes and have developed resilience and strong, supportive relationships. Staff have been aware of the impact of change on pupils and supported them effectively.



A group of 12 staff participated in the Edinburgh Marathon as part of their fundraising and raising awareness for Rwanda. They demonstrated great team work, perseverance and achieved their target together.

Woodburn Primary has linked with 'Together in Sport Rwanda' as part of our Global Citizenship work which has linked with the 17 Global Goals for Sustainable Development. This work is part of our Rights Respecting Schools Programme.



How good is the quality of the care and education we offer?



Staff have continued to focus on learning dispositions. The language around each learning tool/character has been exemplified and shared with parents/carers. We have continued to develop strategies for teacher, self and peer feedback. Staff are successfully matching assessments to the needs of our learners.

To support the development of early reading skills at P3 and 4, the Read, Write Inc programme has been implemented. Regular assessment every 8 weeks, and fluid groupings have ensured the correct level of support and challenge for children.

A group of our Primary seven children visited the Scottish book publisher Barrington Stoke where they selected a variety of texts for our school which are Dyslexia friendly to enable all of our children to enjoy reading.

A lot of work has been put into developing our new library. The children have lead with their ideas about the types of books, furniture and layout that they would like to have and have been trialling the newly installed librarian Reading Cloud programme to loan and return books and engage with a variety of reading material.



The Big Writing Programme has up-skilled teachers enabling them to deliver quality learning and teaching experiences in Writing. It has ensured there is a clear skills progression and assessment framework in place. Expectations for coverage of genre has provided learners with a broader range of experience with improved links to inter-disciplinary learning. There is evidence, through assessment and tracking, that a focus on 'Vocabulary, Connectives, Openers and Punctuation' (VCOP) has improved the quality of children's Writing. In the Early Years staff have used visuals to support learners understand the Learning Intention and associated Success Criteria. This has ensured they are aware of what they have to do to be successful. Using 'What a Good One Looks Like (WAGOLL) has ensured learners know what to do to be successful, modelling and analysing good examples has increased expectations.

In Numeracy and Maths, Significant Aspects of Learning (SEAL) carousels are constantly assessed by class teachers. This allows groups to become fluid and enables children to experience the right levels of support and challenge. Some year groups have set across the stage to allow children to work with others of similar needs.



Through the session there have been opportunities for parents/carers to be involved in school events. Parents/carers have been invited for curriculum evenings in Primary 1 and information afternoons have been held to inform parents about how the school and parents can support their child's reading/phonics using the Read, Write Inc approach.

School camp and Sex Education/Keeping Myself Safe information evenings have been well attended this year.

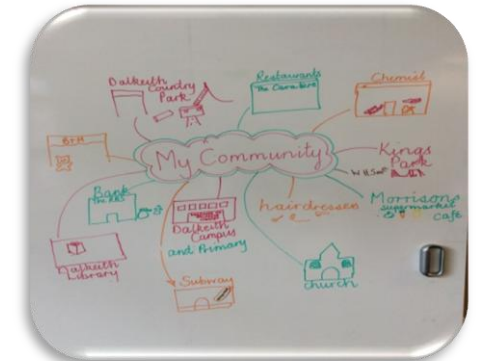


Parents have been regularly consulted using strategies regarding homework, Pupil Equity Funding, the Parents' Charter and Right Respecting Schools. Some parents have volunteered to support pupils' literacy development in the early years and to attend school trips. A number of parents have also participated in setting up and improving the school library environment.

Links have been made with local MSPs to support the Learning and Teaching of Scottish Democracy topic taught in the upper school. Curriculum links have also been made with local supermarkets to support learning and teaching through various context across the school. The Pupil Council contacted local business to ask for support to develop our outdoor learning environment which was successful.

We continue to make links and extend curricular learning outdoors. Primary 5 enjoyed an overnight stay at Lowport Centre, Primary 6 enjoyed bush craft activities and cycling during their time at camp and our Primary 7 pupils joined other schools within our ASG to attend Whitaugh Camp for a week.

The children have been involved in a variety of outdoor learning experiences including Primary 4 working towards the John Muir Award, Primary 3 learning about Farm to Fork and Primary 6 taking part in Bikeability training.



good are we at ensuring the best possible outcomes for all our learners?

The children in our school are supported in developing positive, nurturing relationships with consistent adults that they trust. This year procedures for highlighting and tracking children's wellbeing have supported outcomes for children by implementing effective interventions. We have also incorporated soft start mornings into our daily timetable. Staff and children have developed a good knowledge of learners' rights (UNCRC). Staff are aware of and understand the wellbeing indicators and GIRFEC principles. Teachers are able to plan a range of lessons that meet the needs of individual learners, differentiate where needed and set high expectations of challenge.



We have begun to look at developing more nurturing spaces in the playground.

Individual Education Plans (IEPs) are created with learners, teachers and parents – these meetings involve the learners in evaluating and setting their next steps. Pupils are aware of their targets (on desks etc) and activities are differentiated to suit. We take account of every individual's personal circumstances and the pastoral support is tailored to suit these needs.

The SfL Teachers have trained in the use of Lucid Lass to support the assessment of dyslexia through developing a learner's profile. This has identified some learners as dyslexic. Literacy profiling gives children an opportunity to share their feelings about difficulties they are experiencing and consider strategies/approaches that would support them. This is a relief for pupils as they are able to share their worries and concerns, allowing staff to reassure and support them more effectively.

Staff have undertaken a variety of training opportunities to further develop their practice to support our children including:

- Epilepsy Training
- Team Teach Training
- First Aid
- 1+2 Languages
- Clicker.

Many of our staff attended the Shirley Clarke Conference, James Nottingham sessions and Guy Claxton's presentation.

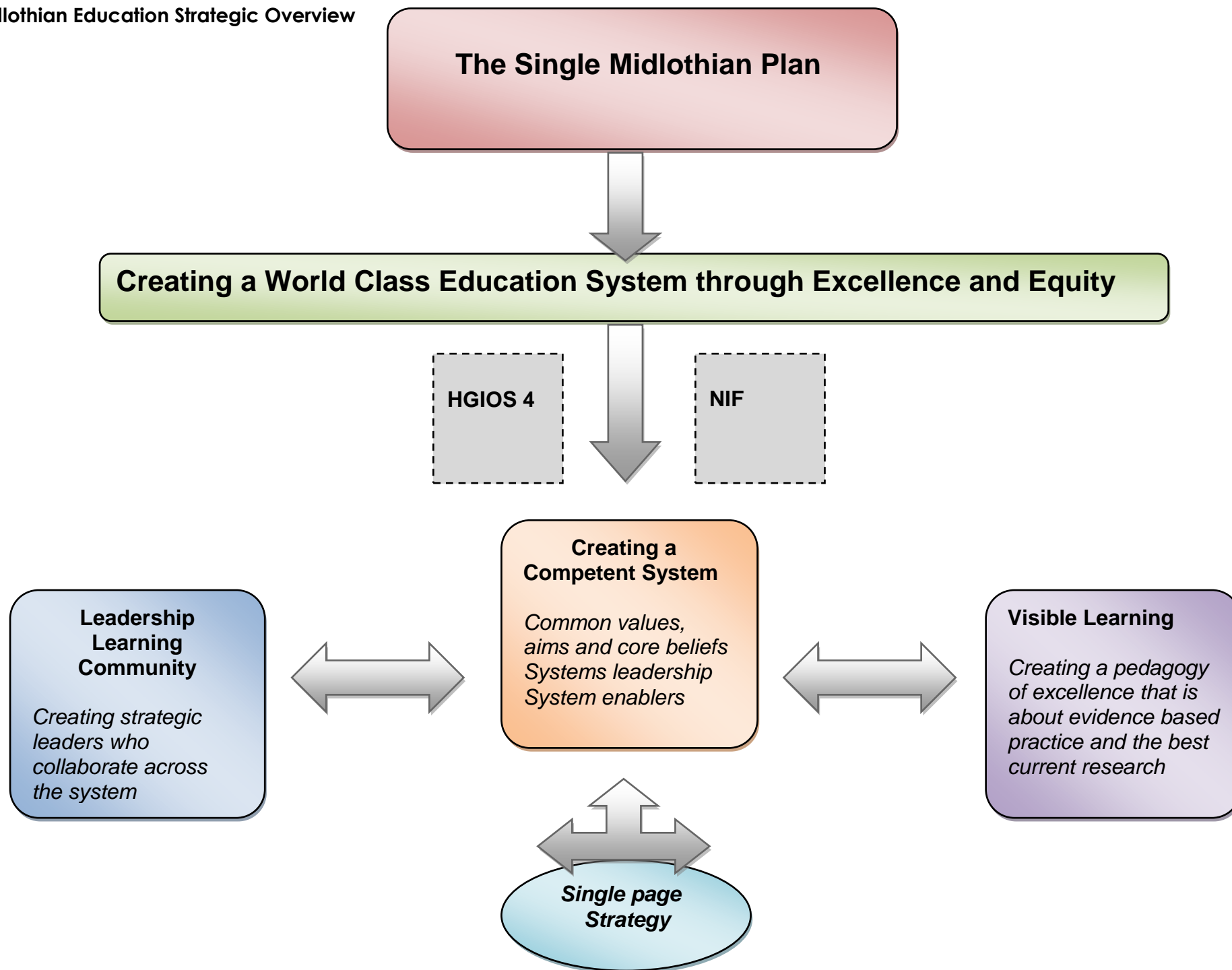
There have been many highlights and achievements from this year where staff have been able to share and celebrate success with the wider community. The school hosted visitors from Norway and Denmark who were keen to understand how children at Woodburn Primary School learn. The Chief Executive visited our Family Learning Centre and Education Scotland came to speak to our staff and children about Numeracy.

Part 2: Midlothian Education Improvement Planning



Establishment	Woodburn Primary School
Area	Education
Session	2017-2018
Planning Cycle	Baseline – cycle 1

SIGNATURES			
Head of Establishment	<i>Joanna Taylor (August 2017)</i>	Date	<i>June 2017</i>
ASG Manager	<i>Nicola McDowell</i>	Date	<i>June 2017</i>



1. Priorities for Improvement in Current Year

Overview					Planning cycle		Session: 2017-2018		
No	Priority	Stage of Development	Main driver of priority		Alignment with:				
		Exploring, Developing or embedding	Self-evaluation/ school review/VSE	Education Scotland Report	HGIOS 4 QI	Well Being Wheel	Midlothian strategic priorities	NIF	Partnership working
1.	Numeracy and Maths	Developing	School Self-evaluation		3.2 Raising Attainment and Achievement	Achieving	1.Raising attainment	<ul style="list-style-type: none">Improvement in attainment, particularly in literacy and numeracy.Closing the attainment gap between the most and least disadvantaged children.	Collegiate working with peers and other schools to share practice.
2.	Literacy and English	Developing	School Self-evaluation		3.2 Raising Attainment and Achievement	Achieving	1.Raising attainment	<ul style="list-style-type: none">Improvement in attainment, particularly in literacy and numeracy.Closing the attainment gap between the most and least disadvantaged children.	Collegiate working with peers and other schools to share practice.
3.	Learning, Teaching, Assessment and Moderation	Developing	School self-evaluation		2.3 Learning, teaching and assessment	Achieving Responsible Included	1.Rasing attainment 2. Learning provision 4.Leadership of change	<ul style="list-style-type: none">Improvement in attainment, particularly in literacy and numeracy.Closing the attainment gap between the most and least disadvantaged children.	Collegiate working with other schools to share practice. Osiris Educational Psychology
4.	Wellbeing, Inclusion and Nurture Building Community	Developing	School self-evaluation		2.5 Family Learning 2.7 Partnerships 3.1 Ensuring wellbeing, equality and inclusion	Safe Healthy Achieving Nurtured Active Respected Responsible Included	4. GIRFEC and Learning Community	<ul style="list-style-type: none">Closing the attainment gap between the most and least disadvantaged children.Improvement in children's and young people's health and wellbeing.	Consultation and building relationships with all community partners Collegiate working with other schools to share practice. Educational Psychology Partners detailed in PEF e.g. Play Therapy.

2. Priority Summary and High Level Strategic Targets

PriorityNo.	Priority	Key Target(s)	Expected outcomes for learners which are measurable and/ or observable
1	Numeracy and Maths	To raise attainment in Numeracy and Maths Link to PEF	Through Assessment and Tracking: <ul style="list-style-type: none"> Monitoring of learning and teaching in Numeracy and Maths shows learners are engaged in appropriately challenging experiences. Learners make progress through the Stages of Early Arithmetical Learning (SEAL). Attainment in Maths and Numeracy increases by 2% at P1, P4, P7 (CfE expected levels of attainment).
2	Literacy and English	To raise attainment in Literacy and English (Reading and Writing) Link to PEF Link to ASG Plan (Reading)	Through observation and talking to pupils: <ul style="list-style-type: none"> Learners talk about enjoyment of reading (classroom environment/library and texts) Through Assessment and Tracking: <ul style="list-style-type: none"> Monitoring of learning and teaching in Literacy and English shows learners are engaged in appropriately challenging experiences. Learners make progress and Attainment in Literacy and English (Reading and Writing) increases by 2% at P1, P4, P7 (CfE expected levels of attainment).
3	Learning, Teaching, Assessment and Moderation	To develop learning and teaching practices (through OTI) → impact on learners. To develop assessment frameworks/practices that support staff understanding of achievement of a level. To continue to focus on learning dispositions and feedback to improve learners' mindset, engagement and attainment.	Through self-evaluation of Learning and Teaching (OTI) <ul style="list-style-type: none"> Evidence from baseline and end of participation in OTI demonstrates positive impact on teacher confidence, skills and on pupils' learning experience. Analysis of attainment information: <ul style="list-style-type: none"> Clear assessment frameworks/practices alongside opportunities for collegiate reflection, sharing of practice and moderation support staff understanding of progress and achievement of a level. Staff use a range of valid, reliable assessment evidence to identify the impact they are having on learners. Through observation and talking to pupils: <ul style="list-style-type: none"> Learners talk about and demonstrate the learning dispositions.
4	Wellbeing, Inclusion and Nurture Building Community	To build positive relationships with parents/carers through increasing engagement To support learners with Additional Support Needs effectively ensuring they are 'Ready to Learn' and make progress → Close the Gap Link to PEF Link to Rights Respecting Schools	Through tracking baseline assessments and attainment: <ul style="list-style-type: none"> Pupils' ability to engage in their learning improves. There is evidence of learners' progress (achievement and attainment) → Data evidences closing the gap. Through monitoring engagement and gathering feedback: <ul style="list-style-type: none"> Parents/Carers access an increased number of opportunities to share in the work of the school. Parents/carers enjoy being in school and finding out more about their child's school experience and learning journey. Numbers attending events/workshops. Capturing of individual stories / journeys, particularly where impact on pupils can be linked to improved parent/carer participation. Education Scotland 'Nurturing Schools Audit': <ul style="list-style-type: none"> Use of evidence tool at the start of the session and the end demonstrates an improvement in nurturing spaces and approaches → impact on learners. On-going self-evaluation against the RRSA 4 standards demonstrate: <ul style="list-style-type: none"> All community stakeholders contribute to and are aware of the school Vision, Values and Aims Learners involved in decision making and undertaking active roles in the school and community Raised awareness of Global Citizenship/Sustainability Practices and principles of RRS are embedded and support positive culture and ethos.

Priority No.	QI	Priority	Expected outcomes for learners which are measurable or observable
1.	3.2 Raising Attainment and Achievement	To raise attainment in Numeracy and Maths Link to PEF	Through Assessment and Tracking: <ul style="list-style-type: none"> Monitoring of learning and teaching in Numeracy and Maths shows learners are engaged in appropriately challenging experiences. Learners make progress through the Stages of Early Arithmetical Learning (SEAL). Attainment in Maths and Numeracy increases by 2% at P1, P4, P7 (CfE expected levels of attainment).

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
Learning and Teaching -Implementation of SEAL: <ul style="list-style-type: none"> Agree planning formats (SEAL). Opportunities to collaborate and observe others' practice. Agree Maths and Numeracy displays and working walls. Make meaningful and relevant links in learning, utilising cross curricular links. In Nursery audit opportunities to develop skills in areas, identify area for change/improvement. Develop play in the Early years – plan opportunities for learners to develop skills in context. Fluid groupings - link to mindset/learning dispositions, develop children's use of strategies to 'know what to do when they don't what to do' and continue emphasis on Learning Dispositions. 	<ul style="list-style-type: none"> CAT Term 1 Peer observations term 2 On-going opportunities for reflection 	<ul style="list-style-type: none"> Numeracy and Maths Co-ordinator Linda Sinclair SLT Class Teachers Nursery Staff Learning Assistants 	<ul style="list-style-type: none"> Peer observations. CAT – focussing on expectations for Learning and Teaching. Opportunities for professional reflection (focus staff meeting).
Resources: <ul style="list-style-type: none"> Look at resources to support SEAL planning including: <ul style="list-style-type: none"> Games, activities, outdoor play within Nursery Scottish Heinemann resources Teejay Basic Facts. 	<ul style="list-style-type: none"> Evaluate as part of Learning and Teaching 	<ul style="list-style-type: none"> Numeracy and Maths Co-ordinator SLT Class Teachers 	<ul style="list-style-type: none"> Prioritise resources CAT – focussing on Basic Facts and any new resources purchased
Assessment: <ul style="list-style-type: none"> Use formative assessment information, MUMP assessments and summative data to consider learners' strengths and next steps (on-going 	<ul style="list-style-type: none"> As per summative assessment calendar Moderation after 	<ul style="list-style-type: none"> Numeracy and Maths Co-ordinator Linda Sinclair SLT 	<ul style="list-style-type: none"> CAT – Moderation of assessment

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
<p>through year). Use data as feedback of teachers' impact on pupil progress.</p> <ul style="list-style-type: none"> Further moderation and building staff confidence in interpreting criteria for achieving a level. <i>Focus on progress within in a level and achievement of a level.</i> Look more closely at expectations of coverage/evidence, particularly at Second Level. 	Jan MUMP	<ul style="list-style-type: none"> Class Teachers 	
<p>Support for Learners:</p> <ul style="list-style-type: none"> SfL Teacher plan effectively (targeted) for Learning Assistants to support learners. 	<ul style="list-style-type: none"> Learning Assistant team meetings with DHT and SfL Teacher SfL Liaison 	<ul style="list-style-type: none"> Numeracy and Maths Co-ordinator SfL Teacher SLT Class Teachers Learning Assistants 	<ul style="list-style-type: none"> SfL Teacher and Learning Assistants time from class for training sessions (supported by DHT)
<p>Partnerships:</p> <ul style="list-style-type: none"> Increase information available to parents/carers - Curriculum events, Shared Learning, clips on the website, newsletters, information leaflets etc. 	<p>Checkpoints:</p> <ul style="list-style-type: none"> Shared Learning Workshops Parent Consultations 	<ul style="list-style-type: none"> Numeracy and Maths Co-ordinator SLT Class Teachers Parents/Carers 	<ul style="list-style-type: none"> P1 Numeracy and Maths Workshop Shared Learning with a focus on SEAL / Numeracy and Maths.

Evidence of Impact on learners – How do we know?

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Priority No.	QI	Priority	Expected outcomes for learners which are measurable or observable
2.	3.2 Raising Attainment and Achievement	To raise attainment in Literacy and English (Reading and Writing) Link to PEF Link to ASG Plan	Through observation and talking to pupils: <ul style="list-style-type: none"> Learners talk about enjoyment of reading (classroom environment/library and texts) Through Assessment and Tracking: <ul style="list-style-type: none"> Monitoring of learning and teaching in Literacy and English shows learners are engaged in appropriately challenging experiences. Learners make progress and Attainment in Literacy and English increases by 2% at P1, P4, P7 (CfE expected levels of attainment).

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
Writing: <ul style="list-style-type: none"> Within Nursery, audit opportunities to develop early writing and identify key area for change/improvement. In Early Years audit opportunities through play/in the atrium and identify key area for change/improvement Explore Talk for Writing in the Early Years (Pie Corbett). Embed practices from BIG Writing <ul style="list-style-type: none"> Learning Intentions & Success Criteria → co-constructed SC Shared Texts/WAGOLI Formative marking Self-peer assessment Dialogue with learners about progress and next steps Identify key resources required to compliment the BIG Writing Programme Identify meaningful, relevant contexts for Writing including within IDL themes/topics. SfL and SLT identify use of Learning Assistants to target support effectively. Audit spelling and grammar resources, programmes and progressions to identify areas for change/improvement. 	<ul style="list-style-type: none"> On-going through year 	<ul style="list-style-type: none"> Literacy and English Champions SLT Class Teachers Learning Assistants Nursery Staff SfL 	<ul style="list-style-type: none"> Resources to support writing in Nursery and Early Years Pie Corbett Texts Resources to compliment Big Writing Identify possible resources required for Grammar/Spelling
Reading: <ul style="list-style-type: none"> Prioritise reading resources <ul style="list-style-type: none"> ORT non-fiction 	<ul style="list-style-type: none"> On-going through year RWI In-service and 	<ul style="list-style-type: none"> Literacy and English Champions SLT 	<ul style="list-style-type: none"> Reading Resources Resources required for enhancing Literacy rich environments Resources required to support organisation of resources e.g.

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
<ul style="list-style-type: none"> ○ Replenish ORT sets ○ RWI (P2-P4 and uppers stages Fresh Start) ○ Upper class novels / texts ○ Library texts ○ Library environment ○ Reading areas (classrooms) ○ Spaces for reading/hubs in atrium and through school • Further develop use of the Library including visiting and lending. • Develop Literacy Rich environments, Nursery – P7. • Read, Write Inc Training (develop understanding of acquisition of phonological awareness) 	X1 CAT (4 ½ hours)	<ul style="list-style-type: none"> • Class Teachers • Learning Assistants • SfL • Pupil, Parent/carer librarians 	<ul style="list-style-type: none"> shelving • RWI Training
Assessment (Reading and Writing): <ul style="list-style-type: none"> • Use formative assessment information, assessments and summative data to consider learners' strengths and next steps (on-going through year). Use data as feedback of teachers' impact on pupil progress. • Further moderation and building staff confidence in interpreting criteria for achieving a level. 	<ul style="list-style-type: none"> • As per summative assessment calendar • Opportunities for flash moderation (Writing) • Assessment and Moderation CAT 	<ul style="list-style-type: none"> • Literacy and English Champions • SLT • Class Teachers • Learning Assistants • SfL 	<ul style="list-style-type: none"> • Assessment and Moderation CAT • Flash moderation (Writing)

Evidence of Impact on learners – How do we know?

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Priority No.	QI	Priority	Expected outcomes for learners which are measurable or observable
3.	Learning Provision 2.3 Learning, teaching and assessment	<p>To develop learning and teaching practices (through OTI) → impact on learners.</p> <p>To develop assessment frameworks/practices that support staff understanding of achievement of a level.</p> <p>To continue to focus on learning dispositions and feedback to improve learners' mindset, engagement and attainment.</p>	<p>Through self-evaluation of Learning and Teaching (OTI)</p> <ul style="list-style-type: none"> Evidence from baseline and end of participation in OTI demonstrates positive impact on teacher confidence, skills and on pupils' learning experience. Analysis of attainment information: Clear assessment frameworks/practices alongside opportunities for collegiate reflection, sharing of practice and moderation support staff understanding of progress and achievement of a level. Staff use a range of valid, reliable assessment evidence to identify the impact they are having on learners. <p>Through observation and talking to pupils:</p> <ul style="list-style-type: none"> Learners talk about and demonstrate the learning dispositions.

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
<p>Focus on Teacher Pedagogy linked to partnership with Challenge Learning and OSIRIS (Outstanding Teacher Intervention):</p> <ul style="list-style-type: none"> Teaching Staff (15) participate in OTI. Continue to create a positive culture of feedback (peer/self/teacher) from Primary 1-7 with a common language being used. Higher Order Thinking / Questioning. Assessment / data as feedback for the teacher. Development of Assessment Capable Learners. 	<ul style="list-style-type: none"> On-going, look to embed and monitor across the curriculum. Opt-in sessions – Challenge Learning OTI groups of staff each term 	<ul style="list-style-type: none"> VL Lead SLT Class Teachers Educational Psychologist 	<ul style="list-style-type: none"> OTI (15 staff) Opportunities with Challenge Learning CAT – pedagogy Peer observation
<p>Learning Dispositions:</p> <ul style="list-style-type: none"> Focus on learning dispositions across the school in term 1 with the tools/characters and associated language being re-introduced and practices embedded from Nursery to P7. Alongside continue to focus on Growth Mindset. 	<ul style="list-style-type: none"> Key focus through Term 1 /2. 	<ul style="list-style-type: none"> VL Lead SLT Class Teachers Educational Psychologist 	
<p>Progress and Attainment:</p> <ul style="list-style-type: none"> In Nursery, develop learning journals and strategies to ensure meaningful observations / tracking of progress. Create child-friendly progressions/benchmarks so that children can accurately discuss their progress and next steps. Utilise progressions and Benchmarks to support assessments and judgements of achievement of a 	<ul style="list-style-type: none"> Focus each term 	<ul style="list-style-type: none"> SLT Class Teachers SGM 	<ul style="list-style-type: none"> Nursery Network sessions X2 CAT – new assessments

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
level • Engage with the new National Assessment Frameworks.			

Evidence of Impact on learners – How do we know?

Priority No.	QI	Priority	Expected outcomes for learners which are measurable or observable
4.	2.5 Family Learning 2.7 Partnerships 3.1 Ensuring wellbeing, equality and inclusion	<p>To build positive relationships with parents/carers through increasing engagement</p> <p>To support learners with Additional Support Needs effectively ensuring they are 'Ready to Learn' and make progress → Close the Gap</p> <p>Link to PEF</p> <p>Link to Rights Respecting Schools</p>	<p>Through tracking baseline assessments and attainment:</p> <ul style="list-style-type: none"> Pupils' ability to engage in their learning improves. There is evidence of learners progress (achievement and attainment) → Data evidences closing the gap. <p>Through monitoring engagement and gathering feedback:</p> <ul style="list-style-type: none"> Parents/Carers access an increased number of opportunities to share in the work of the school. Parents/carers enjoy being in school and finding out more about their child's school experience and learning journey. Numbers attending events/workshops. Capturing of individual stories / journeys, particularly where impact on pupils can be linked to improved parent/carer participation. <p>Education Scotland 'Nurturing Schools Audit':</p> <ul style="list-style-type: none"> Use of evidence tool at the start of the session and the end demonstrates an improvement in nurturing spaces and approaches → impact on learners <p>On-going self-evaluation against the RRSA 4 standards demonstrate;</p> <ul style="list-style-type: none"> All community stakeholders contribute to and are aware of the school Vision, Values and Aims Learners involved in decision making and undertaking active roles in the school and community Raised awareness of Global Citizenship/Sustainability Practices and principles of RRS are embedded and support positive culture and ethos.

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
<p>Plan opportunities for parents/carers to share in the work of the school and learn more about their child's learning experience:</p> <ul style="list-style-type: none"> Meet the Staff Event Shared Learning Assemblies P1 Curriculum Information Sessions Drop-ins/coffee stops etc, with SLT At class teachers' discretion – invite parents/carers to come in to share learning e.g. Children show them around the classroom / view wall displays and their work (last 15 minutes of day). 	<ul style="list-style-type: none"> Events planned at regular intervals through school year. 	<ul style="list-style-type: none"> Parents/Carers All staff 	<p>Pupils and staff leading the learning.</p>
<p>Dyslexia / ABL:</p> <ul style="list-style-type: none"> Look at how ABL can be used by class teachers and partners to reduce a child's barriers to learning. 	<ul style="list-style-type: none"> SfL Liaison SfL Reviews 	<ul style="list-style-type: none"> SfL Teacher Educational Psychologist Teaching Staff Learning Assistants 	<ul style="list-style-type: none"> CAT focussing on dyslexia profile and expectations for Class Teacher

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
<ul style="list-style-type: none"> Class Teachers to become familiar with (Dyslexia) Learner's Profile. Continue to build learners' profiles using Lucid Lass to identify dyslexic learners. 		<ul style="list-style-type: none"> Nursery Staff 	
Wellbeing/Child Protection and Safeguarding <ul style="list-style-type: none"> Implement new procedures and guidelines for chronologies (Child Protection, Additional Support Needs, Wellbeing Concerns). 	<ul style="list-style-type: none"> School wellbeing meetings Team Around the Child (TATC) 	<ul style="list-style-type: none"> Authority CP Lead SLT All school staff 	<ul style="list-style-type: none"> Focus staff meeting to look at new procedures guidelines for chronologies.
Implement approaches and strategies linked to Pupil Equity Funding (PEF): <ul style="list-style-type: none"> Targeted LA support FSW/CDW – family link Nurturing spaces and approaches Play Therapy 	<ul style="list-style-type: none"> On-going monitoring of impact on engagement → attainment PEF SLT and SfL Meetings 	<ul style="list-style-type: none"> SfL Teacher Educational Psychologist Teaching Staff Learning Assistants Nursery Staff Play Therpaybase FSW/CDW Parents/Carers 	<ul style="list-style-type: none"> PEF Money Education Scotland, Nurturing Schools baseline tool CAT – Exploring 'Nurture'
Big Bedtime Read (BBR): Nursery – re-fresh BBR. Consider 5 story book bags approach.	<ul style="list-style-type: none"> Evaluation with key group (target families) 	<ul style="list-style-type: none"> SCDW CDWs SLT 	<ul style="list-style-type: none"> Team meetings Observation of practice in other settings
Continue work towards Rights Respecting Schools Award Level 1: <ul style="list-style-type: none"> Revisit charters and consider Vision, values and aims. Planning learning around the 4 standards of the RRSA Criteria. Begin to embed Global Citizenship/Sustainability within all IDL themes/topics. Link learning from 2016-2017 (Global) to develop understanding at local community level. <p><i>Nb Working towards RRSA links to other key areas within this priority.</i></p>	<ul style="list-style-type: none"> On-going through year 	<ul style="list-style-type: none"> All staff and community partners 	<ul style="list-style-type: none"> Assemblies Long Term Curriculum Plan

Evidence of Impact on learners – How do we know?

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3. Action Plan: Summary for Stakeholders e.g. Parent Council, Pupils, Partners

Number	Priority	Expected outcomes for learners which are measurable or observable	Lead responsibility	Timescales
1	Numeracy and Maths	Through Assessment and Tracking: <ul style="list-style-type: none"> Monitoring of learning and teaching in Numeracy and Maths shows learners are engaged in appropriately challenging experiences. Learners make progress through the Stages of Early Arithmetical Learning (SEAL) Attainment in Maths and Numeracy increases by 2% at P1, P4, P7 (CfE expected levels of attainment). 	SLT and Numeracy and Maths Co-ordinators	By end of year
2	Literacy and English	Through observation and talking to pupils: <ul style="list-style-type: none"> Learners talk about enjoyment of reading (classroom environment/library and texts) Through Assessment and Tracking: <ul style="list-style-type: none"> Monitoring of learning and teaching in Literacy and English shows learners are engaged in appropriately challenging experiences. Learners make progress and Attainment in Literacy and English increases by 2% at P1, P4, P7 (CfE expected levels of attainment). 	SLT and Literacy and English Champions	
3	Learning, Teaching, Assessment and Moderation	Through self-evaluation of Learning and Teaching (OTI) <ul style="list-style-type: none"> Evidence from baseline and end of participation in OTI demonstrates positive impact on teacher confidence, skills and on pupils' learning experience. Analysis of attainment information: <ul style="list-style-type: none"> Clear assessment frameworks/practices alongside opportunities for collegiate reflection, sharing of practice and moderation support staff understanding of progress and achievement of a level. Staff use a range of valid, reliable assessment evidence to identify the impact they are having on learners. Through observation and talking to pupils: <ul style="list-style-type: none"> Learners talk about and demonstrate the learning dispositions. 	SLT	On-going
4	Wellbeing, Inclusion and Nurture Building Community	Through tracking baseline assessments and attainment: <ul style="list-style-type: none"> Pupils' ability to engage in their learning improves. There is evidence of learners' progress (achievement and attainment) → Data evidences closing the gap. Through monitoring engagement and gathering feedback: <ul style="list-style-type: none"> Parents/Carers access an increased number of opportunities to share in the work of the school. Parents/carers enjoy being in school and finding out more about their child's school experience and learning journey. Numbers attending events/workshops. Capturing of individual stories / journeys, particularly where impact on pupils can be linked to improved parent/carer participation. Education Scotland 'Nurturing Schools Audit' <ul style="list-style-type: none"> Use of evidence tool at the start of the session and the end demonstrates an improvement in nurturing spaces and approaches → impact on learners. On-going self-evaluation against the RRSa 4 standards demonstrate; <ul style="list-style-type: none"> All community stakeholders contribute to and are aware of the school Vision, Values and Aims Learners involved in decision making and undertaking active roles in the school and community Raised awareness of Global Citizenship/Sustainability Practices and principles of RRS are embedded and support positive culture and ethos. 	SLT SfL	Year 1 of 4

