

Standards, Quality and Improvement Plan

Cramond Primary School



Standards and Quality Report for session: 2017 - 2018

Improvement Plan for session: 2018 - 2019

At Cramond Nursery & Primary

- *Learners are included, safe & happy. Everyone enjoys learning and achieves to the best of their ability.*
- *Both universal and targeted learning and support is embedded and is having a positive impact on children's progression with their learning.*
- *There are high expectations for all learners across the school.*

Cramond Primary is a non-denominational school built in 1975. The school serves the village of Cramond and the surrounding areas of northwest Edinburgh. We are part of the Royal High School cluster and work closely with the other associated primaries of Blackhall, Clermiston and Davidson's Mains. The school roll is around, 415 pupils. Our school building was extensively upgraded and extended in 1999 and then again in 2006. There are 14 classrooms with team teaching in P1 and a large nursery classroom. In August 2018 we have a double classroom unit, opening for P7 learning in open plan, using flexible seating and team teaching.

We were part of a successful forest kindergarten pilot in 2017/18 which is being extended to next session. Outdoor learning plays a key part in Cramond community learning experiences. We have a class teacher trained in Forest Schools along with a number of early years staff trained in Forest Kindergarten. This will positively impact across the school next session. The nursery gardens have been extensively upgraded by parent volunteers with airport grant investing in loose parts and transforming nursery outdoor play experience. We continue to build on excellent Early level L&T approaches – sharing much of pedagogy (investigative learning) across whole school. Partnerships in cluster and beyond share good practice and develop Early level, which continues to be a particular strength. This is now being extended to develop a whole school progression. We began inter-generational work and fostered new local community links, which we will continue to develop in 2018-19.

Staff work collaboratively and key progression for learners in terms of leading learning, excursions & performing to an audience are well established as are whole school learning events, which involve the whole community. Our school website continues to grow as an effective communication tool and one to share learning. During session 2017/18, P7 trialled new approaches to flexible seating and we have looked at improving learning environment to encourage greater independence and pupil investigation learning particularly on P1, P2, P3 and P7. We have had another very successful year in sporting events and hosted our second interscholastic tournament at second level alongside P7 sports leaders running school sports. We have achieved bronze and an assessment for silver in rights respecting schools. Our eco and sustainability group have been proactive in spreading the need to reduce single use plastic, introducing waste free Wednesdays, beach cleans and a #Cramondcares eco cup.

P7 have successfully grown a £400 starter grant by CPSC. Excellent nursery: P1 transition is evident with increased P6 buddy involvement and PT leading nursery visits. The new group transition visits positively received by parents, staff and pupils in May along with our new Ready, Steady Nursery activities in June. Our P6 buddies have enjoyed regular work experience in nursery. Weekly P7 buddy time has had highly positive impact.

Our staff team are committed and collaborative with keen willingness to lead learning and share best practice. We are building on pupil voice and participated in a P3-P7 Pupil Conference with six other Edinburgh Primaries across the city, focusing on How good are OUR schools in terms of Health and wellbeing. Our keynote speaker was an invited Cramond parent Chris Paterson, rugby professional. All year groups have again had opinions canvased for school improvement using talking placemats. Last session our Keep, stop & start whole school discussion tool informed the 2017-18 Improvement Plan and P7 House Captain manifesto's.

Our new coffee morning following the parent council evening meeting to recap on key points has been very positively received. We now include a learning focus based on parental feedback and these are included in the SQIP. We have used pupil wellbeing questionnaire and annual CEC parent survey response, along with staff views and cluster plan to identify key priorities and three-year plan.

Staffing is fairly stable with two staff returning from maternity leave in August and only one NQT for the session ahead. We are losing two Pupil Support assistants to teacher training and are recruiting new support staff for next session.

Standards and Quality Report 2017-18

School Priority 1: Raising Attainment : Numeracy Focus & Curriculum Rationale review

NIF Priority

Improvement in attainment, particularly in literacy and numeracy

NIF Driver

Assessment of children's progress

Please select the most appropriate QIs

HGIOS4/HGIOELC QIs/Identified Themes

1.1 Analysis and evaluation of intelligence and data

1.2 Children and young people leading learning

1.3 Strategic planning for continuous improvement

2.3 Quality of teaching

2.3 Effective use of assessment

2.3 Planning, tracking and monitoring

3.2 Attainment in literacy and numeracy

3.2 Attainment over time

Progress and impact:

- Big Maths, Sumdog & Numicon are well established across the school. Moderation of learning & teaching across the school evidences increased consistency of L&T & quality of teaching talk.
- Overall, most children continue to make very good progress in numeracy and literacy. Staff are confident planning for, and assessing, pupils achieving a level and the number of pupils recorded as having achieved in P1, P4 and P7 continues to be above the city average and in line with the national stretch aim. SNAS results are in line with staff predictions and successfully implemented.
- The attainment of pupils living in SIMD 1 and 2 and those showing a negative trend within standardised assessment scores has been a particular focus this session with targeted interventions.
- Effective tracking systems ensure that all staff are aware of the attainment of all pupils. Transition of this key info and SFL red files have helped with this along with active involvement by all staff in CPMs.
- Parental and Educational partnerships are working well to support children at Cramond.

- All staff have high aspirations for what all children can attain and achieve
- Regular moderation of pupil learning at both school and cluster level has taken place.
- The introduction of Sumdog, Numicon & Big Maths has resulted in improvements in the attainment of most pupils. All staff have reported greater confidence in children's progress and next steps.
- Children are provided with a wide range of opportunities and support to ensure they can take responsibility for their own learning and be actively involved in planning of learning opportunities. Many children are articulate and able to reflect on their learning and next steps. Central to this is the successful implementation of the red learning journey jotter which is the basis for reporting to pupils and parents. Pupils are highly involved in their reporting & self assessment/reflection.
- Our children are personally and socially adept and have achieved a range of skills and attributes through a wide range of activities.
- Our ongoing development of assessment & reporting formats provides clear evidence of attainment over time. Pupil voice and active involvement is central to our reporting formats which have continually evolved and improved over time, involving all stakeholders.
- Nursery reviewed transition reporting and folio to create a talking reporting mat - this has been highly effective and further developed at cluster level. This year, Forest Kindergarten pupils also had face to face and written reports for parents on achievements and engagement, outwith nursery at Lauriston Castle.
- P7 continue to use their folio as part of their year book and reporting format.

Next Steps:

- *Developing whole school consistency in excellent teacher **planning and pedagogy***
- *We have collectively agreed a particular whole school professional skill development focus on improving the quality of learning & teaching of **reading** and effective use of **AIFL**.*

School Priority 2: Increase targeted interventions & tracking

NIF Priority

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

NIF Driver

Revised tracking & focused attainment/interventions

PEF funded – positive discrimination PSAs

Meaningful ways to engage pupil voice

Please select the most appropriate QIs

HGIOS4/HGIOELC QIs/Identified Themes

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

2.3 Quality of teaching

2.4 Targeted & universal support

2.4 Removal of potential barriers to learning

3.2 Equity for all learners

3.2 Attainment over time

Progress and impact:

- All members of our school community are committed to ensuring that we achieve the highest possible standards and success for all learners.
- The vision, values & aims for our school have been reviewed this session with all stakeholders and integral to learning culture which exists at Cramond.
- We make the best use of available resources to create, maintain and sustain a motivating environment for effective learning
- Families facing financial or family challenges are supported sensitively. The provision of after school club and breakfast club allows us to use discretion to offer school assisted places. We pride ourselves on strong pastoral care. All pupils can have equal access to wider school opportunities.
- PSA and support groups have a positive impact on supporting learners across the school. We have developed strong partnerships with pathway 3 support agencies. Staff have benefitted from additional training in ASN.
- Children and staff respect the values of Rights Respecting Schools and pupils are able to articulate what this means for them as learners. All class create an annual class charter and follow school golden rules. We have achieved silver award in May 2018 and now working towards Gold.

- Learners' experiences are appropriately challenging and enjoyable and well matched to needs and interests.
- Children contribute effectively to the life of the school and wider community – staff track pupil involvement and support pupils from SIMD 1 and 2 to be fully involved. Our targeted support builds on robust, embedded universal support. The use of the Circle document is ongoing and learning environments reflect the advice. AiFl strategies are more visible with staff using Shirley Clark approaches.
- Staff adhere to the principles of GIRFEC and take positive and proactive steps to ensure barriers to learning are minimised. Regular CPMs are held with close monitoring of agreed strategies
- All staff continue to develop understanding of ASN in particular anxiety & ASD.
- Staff continue to make use of data to ensure the attainment of all pupils is raised – particular emphasis on our most disadvantaged pupils.
- Regular joint CT & Sfl attainment meetings ensure individuals are on track & offered targeted support. This links to individual targets and strategies agreed at CPMs with parents & partner agencies. DHT leads pastoral, targeted and universal support very successfully with ambitious plans to further improve.

Next Steps:

- *All staff will be further aware of what the attainment and achievement gap currently looks like at Cramond and in their class/stage along with interventions required.*
- *Staff will develop and refer to 'pupil learning passports' based on benchmarks & skills progression to reflect on progress with learners, parents and SLT.*
- *Our partnerships will increase parental engagement in their children's learning. Their involvement will have a positive impact on raising attainment and achievement particularly in literacy and numeracy.*
- *All Stakeholders will be fully aware of Equity Funding allocation and how it will be used in 2018-19*
- *Our staff and partners will use available data, analysis and intelligence gathering to inform their understanding of community and individual family's needs and to ensure appropriate timely interventions.*

School Priority 3: Building pupil & staff emotional wellbeing & literacy, increase pupil voice.

NIF Priority

Improvement in children and young people's health and wellbeing

NIF Driver

Nurture Room set up + principles into school culture & ethos – build on #cramondcares
Emotion talks & seasons for growth to allow pupils language and space to discuss feelings.

Please select the most appropriate QIs

HGIOS4/HGIOELC QIs/Identified Themes

1.1 Ensuring impact on learners' successes and achievements

1.2 Children and young people leading learning

1.3 Strategic planning for continuous improvement

2.1 Arrangements to ensure wellbeing

2.4 Targeted & universal support

2.3 Planning, tracking and monitoring

3.1 Wellbeing

Progress and impact:

- Our learners benefit from the high-quality education which we provide for all children and young people. Relationships across the school community are very positive and supportive, founded on a climate of mutual respect within a strong sense of community, shared values and high expectations.
- We consider each child and young person as an individual with his/her own needs, risks and rights. We ensure children and young people are active participants in discussions and decisions which may affect their lives.
- Children actively engage in communication and discussions about what, how and why they are learning – weekly plans are shared and highlighted, teacher, pupil dialogue forms basis of pupil report, a variety of planning approaches are used
- Professional dialogue occurs regularly and staff respond to educational research, look outwards at other school practice and share own successes.
- Staff at all levels take responsibility for implementing change. Senior leaders promote and support innovation, creativity and practitioner enquiry
- Our curriculum takes account of the four contexts for learning and cross cutting themes with the Cramond learner at the core

- Good use is made of the wider school environment and playground for learning particularly in nursery and P4.
- Evaluation of our learning environment showed a need for decluttering and reorganising of resources. Whilst this has taken a considerable amount of time the expectation is that it will enable us to provide high quality education for all children. All staff are aiming to provide break out areas of challenge and play led learning for pupils with increasing access to outdoors throughout the school day, regardless of weather.
- Considerable time and resource have been invested into improving safe places for pupils with sensory issues and/or ASD. Strategies to reduce anxiety are known and shared with all staff.
- Relationships across the school community are highly positive and very supportive. The parent body in general and parent council in particular, are highly supportive, active and engaged in school life/events and their child(ren)s learning. We are mindful of high proportion of busy, working parents with need to schedule events.

Next Steps:

- ***Develop the necessary resilience and confidence to enable our pupils to make decisions about their own learning and to lead others' learning.***
- *Offer a wider range of opportunities and support to ensure that children and young people take responsibility for their own learning, successes and achievements.*

School Priority 4:

NIF Priority

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

NIF Driver

Links World of Work & community

Leading learning

Enterprise – grow £ and fundraising

Leading learning showcases homework and review of own learning

Early level pedagogy – play based N-P2 focus

Please select the most appropriate QIs

HGIOS4/HGIOELC QIs/Identified Themes

1.1 Analysis and evaluation of intelligence and data

1.3 Strategic planning for continuous improvement

2.2 Skills for learning, life and work

2.3 Quality of teaching

2.6 Collaborative planning and delivery

3.3 Increasing employability skills

Progress and impact:

- Staff provide very good opportunities to develop children's skills for learning, life and work in motivating contexts for learning
- A group of pupils represented the school at a recent pupil conference "How Good Are Our Schools HWB?" and brought back with them ideas to move our school forward.
- Attention is given to providing increasing levels of challenge as children develop skills – chilli challenge, working together across all year groups. P6 work experience in nursery and buddy learning. Staff collaborate extremely well. We have a busy, creative & dynamic ethos.
- Families are supported to plan opportunities for wider achievement – attendance at, and range of, clubs offered after school has increased particularly since opening of new sportshall.
- Our Principal teacher liaises closely with EEPSA, Active schools and community partners to offer a wide range of activities within and outwith the school day. We are a successful, sporty school

- We participated in a number of musical, creative activities across Edinburgh. We are developing music next session and introducing a younger choir. Investment is being made into space, time and new resources in music.
- Parents and carers are supported to actively and meaningfully engage in their children's learning and life at school – most families attend school events: We had well attended, regular sharing learning events. Some themed and at key celebration points of the calendar families are invited to engage - Easter, Christmas, Harvest, Halloween, charity work.
- Through effective partnership working we have improved our learning provision and secured positive impacts for children. We offer a progression in terms of excursions and residential experience. A great deal of work goes on to ensure all pupils are included and benefit.
- P7 pupils lead successfully an enterprise challenge to grow £400 loan from CPSC.
- Pupils are increasingly able to express the value of the skills they are acquiring – P7 transition profiles were of a high quality and reflective of the skills pupils had acquired
- Learning is enriched and supported by the effective use of digital technologies at key stages of P7, P3 & others. Investment in IPADS is planned – staff all given new pre-refresh with digital pedagogy focus planned.
- A highly successful world of work and also a STEM event was held with parents running workshops and RHS secondary science department working in partnership. This was organised and led by principal teachers supported enthusiastically with all staff.
- Nursery initiated a highly successful Wild Wednesday focus based on principles of My World Outdoors.

Next Steps: *Improve consistency in pedagogy to improve creativity in Cramond Curriculum & excellence in Cramond learning, teaching & assessment for all learners.*

- *Build teacher confidence, skills & pedagogy in using technologies to enhance learning, teaching & assessment.*
- *Require children and young people to take ownership of their own learning and thinking in order to develop imaginative, open-minded, confident risk-takers, and ability to appreciate issues from different perspectives. To ensure all Cramond learners can ask questions, make connections across disciplines, envisage what might be possible and not possible, explore ideas, identify problems and seek and justify solutions.*

Self Evaluation 2017 – 2018

| | Quality Indicator | School Self – Evaluation 2017 - 18 | Inspection Evaluation (If during 2017-18) | Nursery Self – Evaluation 2017 - 18 | Inspection Evaluation (If during 2017-18) |
|------------|--|---|--|--|--|
| | What is our capacity for continuous improvement? | | | | |
| 1.3 | Leadership Of Change | 5 | | 5 | |
| 2.3 | Learning, Teaching And Assessment | 4 | | 5 | |
| 3.1 | Ensuring Wellbeing, Equity And Inclusion | 4 | | 5 | |
| 3.2 | Raising Attainment And Achievement | 5 | | 5 | |
| 2.4 | Targeted and Universal Support | 4 | | 4 | |
| 1.2 | Children and young people leading learning | 5 | | 5 | |

Statement of Impact of Pupil Equity Fund/Exceptional Spend: For session 2017-18, the Pupil Equity Fund has totalled £21,500. There is a carry-forward of £10,500 to session 2018-19. This spend is deemed exceptional and the plans for this spend are outlined in the school improvement plan for 2018-19 and coded green. Last year PEF – spent £10,400. This breaks down to £2,072 on staff. £8,328 on materials to support interventions. Carry forward is £11,200 – this will not happen again and is largely down to budgets being released late, recruitment issues and an appointed post then declining the role.

This year PEF £22,800k + £11,200k = £34k: Pupil Support Assistants = £27,616 (to 31/3/18) Encumbrance to allow contracts to end of academic year (believe agreed and understood centrally) - £6,558. This allows staff to remain in post until the end of the academic year.

2016 – 2020 School Self Evaluation/Plan for QI Engagement

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

Key Areas For School Improvement 2018-19

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| <p>School Priority:</p> <p>1.2: Leadership of learning</p> <p>1.3: Leadership of Change</p> <p>2.2: Curriculum</p> <p><u>2.3: Learning, teaching and assessment</u></p> <p><u>3.3: Increasing creativity and employability</u></p> | <p>Drivers:</p> <p>1. Planning for Progression</p> <p>2. Improving Pedagogy</p> <ul style="list-style-type: none"> ○ AIFL ○ Using technologies ○ Higher Order Thinking Skills ○ Play/Enquiry led Learning |
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| Priority 1a | Developing excellence in teacher planning and pedagogy – particular whole school professional skill development focus on improving the quality of learning & teaching of reading and effective use of AIFL . | Overall Responsibility | HT & DHT |
| Outcomes | <p>Planning : We have a shared understanding of what progression looks like and we are effective in ensuring children’s knowledge and skills are built over time using the Es and Os.</p> <p>Key Outcomes and skills are clearly identified in planning and benchmarks are used as a basis for assessments. Our partnerships include structured opportunities for collaboration. We work together effectively to plan, deliver, monitor and evaluate.</p> <ul style="list-style-type: none"> • Moderation activities are inbuilt at stage, level and cluster to ensure consistency and shared understanding of progression within and across a level using benchmarks. Using pupil passports and red jotters, pupils, staff and parents are involved in evaluating learning. • Learners actively engage in communication and discussions about their next steps and contribute to planning learning pathways which meet their needs and aspirations. • Parents/carers feel supported to engage actively and meaningfully in their child’s learning. Parents feel that Cramond keeps them well informed about their child’s progress and <i>targets</i>. | | |

| Tasks | By Whom | Resources | Time | Impact/ Progress |
|--|--|---|---|---|
| <ul style="list-style-type: none"> • Agree as a staff: pupil progression passports for each level and indicators per stage | <ul style="list-style-type: none"> • All staff led by HT | <ul style="list-style-type: none"> • Benchmarks • 2 Inset days • BTC docs • DYW | <p>Aug 2018</p> | <ul style="list-style-type: none"> • |
| <ul style="list-style-type: none"> • Simplify and focus planning document in line with CEC, local and LNCT advice • Create annual learning plan in 4 terms with key contexts and focus • Termly plans overview | <ul style="list-style-type: none"> • All staff led by HT • Pupils involved in redraft and finalising details of learning | <ul style="list-style-type: none"> • Benchmarks • 2 Inset days • BTC docs • DYW | <ul style="list-style-type: none"> • Aug 2018 2 Inset Cluster moderation 2 x Cat 1.30 – 3.30 <p>Team around stage meetings to moderate & ensure progression across & within curriculum</p> | <ul style="list-style-type: none"> • |
| <ul style="list-style-type: none"> • Parental engagement in clear expectation of progression, benchmarks and how to support at home. • Red jotters and passports key part. • Meet teacher share planned learning & progression pathways | <ul style="list-style-type: none"> • All staff led by HT • Parent & pupils | <ul style="list-style-type: none"> • Benchmarks • CFE docs • Passports • Curriculum Rationale relaunch on website | <ul style="list-style-type: none"> • Curriculum evening SLT showcase passport progressions Aug 2018 • Staff share at meet teacher Sept 2018 | <ul style="list-style-type: none"> • |
| <ul style="list-style-type: none"> • Staff as cluster focus on numeracy skills and problem solving/real maths using AIRPORT | <ul style="list-style-type: none"> • All staff led by HT • Cluster and partnership working Edinburgh Airport | <ul style="list-style-type: none"> • Airport visit -sLT then staff and then classes • Funding sourced? | <ul style="list-style-type: none"> • Cluster SLT visit to plan – link to DYW • Cluster Numeracy moderation | <ul style="list-style-type: none"> • |

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| Outcomes | <p>Pedagogy & Creativity; we are confident that all learners experience activities which are varied differentiated, active and provide effective support and challenge.</p> <ul style="list-style-type: none"> • All learners demonstrate high engagement and can clearly articulate the purpose of their learning, their skills and have active ownership of their own learning and thinking. Excellent AIFL is consistently used. • Skills based play/enquiry learning allows all children to develop essential skills for life, learning and work to ensure creativity, entrepreneurship and innovation across learning. • Children and young people take ownership of their own learning and thinking. They are imaginative, open- minded, confident risk-takers, and appreciate issues from different perspectives. They can ask questions, make connections across disciplines, envisage what might be possible and not possible, explore ideas, identify problems and seek and justify solutions. • Whole school improvement priority pedagogy is focused on ensuring excellence for all in learning, teaching & assessment of reading across the curriculum including digital literacy. |
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| Tasks | By Whom | Resources | Time | Impact/ Progress |
|--|--|-------------------------|---|---|
| <ul style="list-style-type: none"> • SLT meet monthly with elected class reps for pupil council – termly focus using HGIOS 4 – pupil version. Class reps lead activity in stage and feedback at next meeting. | <ul style="list-style-type: none"> • HT & DHT • Pupil Council • Class teachers follow up and engagement | HGIOS 4 – pupil version | <ul style="list-style-type: none"> • 2 x a term meeting • Time in stage group • Throughout session 2018-19 | <ul style="list-style-type: none"> • |

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| <ul style="list-style-type: none"> • Further develop play based learning from nursery & P1 to P7 with a clear progress in enquiry/skills led learning & alternative seating/learning organisation. • Increase use of STEM & digital technology to enhance learning, teaching & assessment • Relook at STEM & Science progression – build cluster work. • Increase quality and consistency of use of outdoors – building on Forest Kindergarten and nature lessons. | | <p>Loose parts & investment in equipment & furniture</p> <p>Ipads – staff & pupils IT refresh</p> <ul style="list-style-type: none"> • Inset & CAT sessions • Working parties • CPLL | <ul style="list-style-type: none"> • | <ul style="list-style-type: none"> • |
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| <p>NIF Priority 1 – Improvement In Attainment, Particularly In Literacy And Numeracy</p> <p>NIF Priority 2 – Closing The Attainment Gap Between The Most And Least Disadvantaged Children</p> | <p>NIF 1: QIs/Themes</p> <p>1.1 Analysis And Evaluation Of Intelligence And Data</p> <p>2.3 Effective Use Of Assessment</p> <p>2.3 Planning, Tracking And Monitoring</p> <p>3.2 Attainment In Literacy And Numeracy</p> <p>NIF2: QIs /Themes</p> <p>1.5 Management Of Resources to Promote Equity</p> <p>2.4 Personalised Support</p> <p>3.2 Equity For All Learners</p> |
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| Priority 2a: | Reduce the attainment and achievement gap for Cramond | | | Overall Responsibility | DHT |
| Outcomes: | <ul style="list-style-type: none"> All staff will be aware of what the attainment and achievement gap looks like at Cramond and in their class/stage along with interventions required. Staff will develop and refer to pupil learning passports based on benchmarks to reflect on progress with learners, parents and SLT. Our partnerships have increased parental engagement in their children's learning. Their involvement has a positive impact on raising attainment and achievement particularly in literacy and numeracy. All Stakeholders are fully aware of Equity Funding allocation and how it will be used in 2018-19 Our staff and partners use available data, analysis and intelligence gathering to inform their understanding of community and individual family's needs and ensure appropriate timely interventions. | | | | |
| Tasks | By Whom | Resources | Time | Impact/ Progress | |
| <ul style="list-style-type: none"> Attainment meetings 2x 1.5 hours (WTA: term 1 and 4) 1 hour staff to analyse and live track attainment Staff given time in WTA to track and plan interventions | <ul style="list-style-type: none"> SLT SFL Team around the stage pp PEF Nursery staff | <ul style="list-style-type: none"> Boxall profiles All data Observations Questionnaires Surveys Tracking sheets SFL class folders | <ul style="list-style-type: none"> Attainment meetings term 1, term 3 | <ul style="list-style-type: none"> | |

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| using passports, red jotters and planning dialogue | | <ul style="list-style-type: none"> • CPM minutes • ASL strategies and planning | | |
| <ul style="list-style-type: none"> • Four team around the stage meetings, 1 at start of each term. • Interventions to be tracked using agreed methods | <ul style="list-style-type: none"> • Class teachers • Nursery staff • PSAs • SLT • ASL • * PEF pupils focus | <ul style="list-style-type: none"> • Boxall profiles • All data • Observations • Questionnaires • Surveys • Tracking sheets • SFL class folders • CPM minutes • ASL strategies and planning | <ul style="list-style-type: none"> • August inset • October inset • January inset • May inset transition focus | <ul style="list-style-type: none"> • |
| <ul style="list-style-type: none"> • Resources identified and deployed to support identified pupil needs | <ul style="list-style-type: none"> • Class teachers • PSAs & PEF focus • SLT • ASL • Team Around the Stage & nursery • ASL services | <ul style="list-style-type: none"> • Resources as required • ASL budget managed by DHT • PEF interventions impact tracked carefully | <ul style="list-style-type: none"> • 2018-19 | <ul style="list-style-type: none"> • |
| <ul style="list-style-type: none"> • Literacy Reading Focus for staff learning and teaching • Staff development: knowledge and understanding of teaching reading, skills, promote enjoyment of reading, raise attainment & increase engagement for all. | <ul style="list-style-type: none"> • All staff N-P7 • Team Around the Stage • Led by DHT, PT and SFL | <ul style="list-style-type: none"> • Agreed spend to invest in Reading Materials • CAT sessions x2 + Oct inset for staff development. • Literacy curricular evening: <ul style="list-style-type: none"> • Read Write Inc/Fresh Start • Stage libraries • Phonics training refresh • World Book Day • Developing own Book Festival celebration of reading in Term 4. | <ul style="list-style-type: none"> • 2018-2019 | <ul style="list-style-type: none"> • |

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

QIs/Themes

- **1.2: Leadership of Learning**
- **2.5: Family Learning**
- **2.7: Partnerships**
- **3.1: Ensuring Well Being, Equality and Inclusion**

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| Priority 3a: | Emotions, friendships and resilience. | Overall Responsibility | PT AM & DHT |
| Outcomes: | <ul style="list-style-type: none"> • Develop the necessary resilience and confidence to enable our pupils to make decisions about their own learning and to lead others’ learning. Offer a wide range of opportunities and support to ensure children and young people take responsibility for their own learning, successes and achievements. • Families benefit from our strong collaboration with colleagues from other sectors which supports referrals to and from services and enables tracking and builds trust. We work well with other services to ensure continued strong support for families. • As a result of our effective partnerships all our learners have access to an extended range of learning pathways through which they are developing skills for learning, work and life and securing sustainable positive destinations. • We have effective strategies in place which are improving attainment and achievement for children and young people facing challenges such as those from our most deprived areas, young carers, those who are looked after and those with additional support needs. | | |

| Tasks | By Whom | Resources | Time | Impact/ Progress |
|---|--|--|---|------------------|
| <p>PT going to use the Resilience Pack in Health and Well Being classes and at assemblies.</p> <p>HWB as non- contact led by PT allows real progression overview & whole school approach.</p> | <p>PT: Alison McKay leads with a staff, pupils and parent working party PT leading HWB as RICC – all classes P3-7 get 1.5hrs week along with 1hr PE.</p> | <p>Resilience pack Link to ASL work led by DHT Link to parent engagement coffee mornings Use new HWB benchmarks – curriculum Continue use ICE pack</p> | <p>Launch Resilience pack & new HWB benchmarks in August Continue use of ICE pack and further extend into classes by May 2019</p> | |
| <p>Maintain and continue to develop emotional well-being interventions (link to PEF)</p> | <p>DHT and SFL lead</p> | <p>Partnership with ASL service Partnership with cluster Partnership with parents Seasons for Growth Nurture & PEEP Emotion Talks Visual Support Programme Circle of Friends</p> | <p>2018-19</p> | |
| <p>Continue to develop Rights Respecting School. Working towards Gold. Build upon success #CRAMONDCARES</p> | <p>Amy Barr, class teacher, RRS group Links to Cramond community All staff</p> | <p>Use the World's largest lesson & UNICEF links to heighten understanding of justice and equity globally Intergenerational links Local environmental groups & church groups</p> | | |

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| <p>Continue to use the whole school pupil feedback we have gathered to continue to inform school planning. Introduce the pupil version of HGIOS4 and to build on Pupil Voice and parental engagement Class reps to lead class council circle time and feedback to SLT using HGIOS4 pupil version.</p> | <p>HT DHT Pupil and parent class reps</p> | <p>Talking placemats pupil feedback summaries along with pupil Stop, start, keep feedback from May 2017 & parents from survey & CPSC activity. Pupil version of HGIOS4 Partnership between all pupil groups Further develop established pupil conferences at both cluster and CEC level.</p> | <p>Launch in August Cluster conference T1 CEC conference (third) T4</p> | |
| <p>Whole school focus on tracking and increasing wider achievement – linking home/school Relaunch JASS – P6 & P7, tie in with current school excursions progression Create passport linked challenges at each level through Home & class learning based on National Trust 50 things to do before 11 3/4 .</p> | <p>PT lead P6 & P7 staff additional responsibility Full staff & parent involvement Possible cluster links. Forest Schools – DS Forest kindergarten – RS & nursery team</p> | <p>Investment in outdoor learning equipment to launch forest schools in P4. Staff training WTA JASS resources</p> | <p>Session 2018/19</p> | |

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| Cluster Plan: NIF Priority – skills creativity partnership airport moderation numeracy airport DYW | QIs/Themes <ul style="list-style-type: none"> • 1.2 Leadership of learning • 2.3 Learning, teaching and assessment • 2.6 Transitions • 2.7 Partnerships • 3.3 Increasing creativity and employability |
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| Cluster Priority | Developing Young Workforce – cluster moderation NUMERACY FOCUS | Overall Responsibility | Cluster HTs – airport & It DHTs – Transition and Cluster sfL ASL development |
| Outcomes | <ul style="list-style-type: none"> • All staff and partners provide very good opportunities to develop children and young people's skills for learning, life and work in motivating contexts for learning. • We pay particular attention to ensure children and young people experience increasing levels of challenge as they develop skills for learning, life and work. • Our staff and partners provide well-planned opportunities for learners to develop an awareness of the world of work. • We emphasise enterprise and creativity across all areas of learning. • Our learners are developing the necessary resilience and confidence to enable them to make decisions about their own learning and to lead others' learning. They demonstrate this in a range of learning contexts within the school and community | | |

| Tasks | By Whom | Resources | Time | Impact/ Progress |
|---|--|--|---|------------------|
| <ul style="list-style-type: none"> Cluster moderation -digital skills to enhance learning, teaching & assessment Cluster moderation -numeracy assessments in real life context The Airport (Cluster Link with business Edinburgh Airport) Further develop transition – P7 staff, DHTs & RHS lead | <ul style="list-style-type: none"> All staff led by QUAMSOs and cluster digital technology group Cluster SLT & Edinburgh airport partnership & link CEC Maths Michael Gray. All teaching staff in cluster level groups P7 transition – cluster using onenote. P7 staff, DHTs & RHS lead | <ul style="list-style-type: none"> lpads staff & P7 Microsoft TEAMS, Onenote & PLANNER IT cluster working party - strategy plan Airport visits – staff & classes Possible funding opportunities with Airport to create bank of LTA materials – real life maths, airport | <ul style="list-style-type: none"> Session 2018-19 2xCluster CATS (4hrs) L&T mtgs – working parties – staff and pupils. Sharing with parents CPSC & Friday session May 2019 | |