



**Cramond Primary School Information**

<b>School/Establishment</b>	Cramond Primary
<b>Head Teacher</b>	Helen Donaldson
<b>Link QIEO</b>	Janice Watson

**School Statement: Vision, Values & Aims, Curriculum Rationale**

Cramond Cares: Kindness, Equalities, Excellence & Kindness.

**Three Year School Plan for Improvement**

Quality Indicator	2024-2025	2025-2026	2026-2027
<b>1.3</b>	<b>Leadership learners</b> (wider achievements link) <ul style="list-style-type: none"> <li>My world of Work &amp; Meta skills</li> </ul> <b>Peer learning Rounds</b> approach	Social Justice focus Practitioner Enquiry	Integrity focus Extend practitioner enquiry
<b>2.3</b>	<b>Listening &amp; talking:</b> <b>Questioning</b> – staff & pupils for HOT <ul style="list-style-type: none"> <li>Talk for writing. Maths talk incl. problem solving.</li> <li>L&amp;T in Modern Languages</li> </ul> <b>Develop school AiFL Toolkit</b> <ul style="list-style-type: none"> <li>effective plenaries – capture learning</li> <li>feedback &amp; target setting</li> <li>marking less to achieve more</li> </ul> <b>Planning/tracking skills across curriculum</b> <ul style="list-style-type: none"> <li>STEAM</li> </ul>	<b>Maths</b> – AiFL in numeracy and mathematics focus  <b>Planning/tracking skills across curriculum</b> <ul style="list-style-type: none"> <li>RME</li> <li>Social Studies</li> </ul>	<b>Planning/tracking skills across curriculum</b> <ul style="list-style-type: none"> <li>HWB</li> <li>Literacy- reading focus.</li> <li>Modern Languages</li> </ul>
<b>3.1</b>	New antibullying policy & learning focus incl. bystander behaviours.  UNCRC Gold Re-Accreditation RRS	Refresh relationships for learning policy  Protected characteristics focus	Inclusion review
<b>3.2</b>	Pupil Tracker – further develop staff data literacy	Pupil Tracker further develop	Pupil Tracker further develop
<b>Additional QIs</b>	2.7 increase diversity within active engagement in parent council. Careers week with parent/carer/community input – link to DYWF & MWOW	2.2 Curriculum Rationale review	3.3 Creativity & employment



**Cramond Improvement Priority 1**

<b>Priority</b>	To create and embed a progressive school AiFL toolkit including digital within each level and as school wide approach.
<b>Person(s) Responsible</b>	Helen Donaldson & Jay Cook
<b>Next Steps from Standards and Quality Report</b>	<ul style="list-style-type: none"> <li>• Create an <b>AiFL</b> digital / practical toolkit.</li> <li>• Develop use of <b>HOT questioning</b> by all staff &amp; learners – Listening &amp; talking in maths &amp; writing particularly</li> <li>• Effective <b>plenaries</b> to capture learning &amp; assessment snapshots.</li> <li>• To use <b>feedback</b> (incl. marking less/achieve more) effectively to ensure learners their know targets/next steps and continue to make progress in their learning.</li> <li>• Embed <b>differentiation</b> &amp; learning &amp; teaching framework planning both developed session 2023/24</li> </ul>

HGIOS 4 QIs	NIF Priority
1.3 leadership of change 2.3 Learning, teaching & assessment	1. Improvement in attainment, particularly in literacy and numeracy.

Key Issue/Challenge (why?)	What will solve the Issue/Challenge (what?)	Implementation Activities (how, when and who?)	Outcomes (what does success look like?)	Measurements (how will you know?)
To ensure assessment throughout learning process is effective in raising attainment & engagement. To empower staff and improve consistency & quality of teaching -evidence of differentiated learning & feedback.	Staff collegiate working to create practical toolkit, including digital solutions and strategies within their level and school-based progression. Toolkit for use across curriculum areas, by all staff & learners.	Staff working party groups in level teams across session.  Level meetings & whole staff CAT with reference to Edin learns, Rosenshine & research.	AiFL created toolkit of practical suggestions in action across school. Link to LC practice.  Visible consistency & positive impact on learners' achievements	Through focus observation learning rounds sharing classroom practice.  Discussion with staff & learners.  Practitioner enquiry approach.

**Evaluation (January, May)**

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**Cramond Improvement Priority 2**

<b>Priority</b>	Planning, tracking & monitoring across the whole curriculum – focus on skills for learning, life & work. Link to Learning journals, wider achievements & new pupil tracker.
<b>Person(s) Responsible</b>	Yasmeen Naeem Helen Donaldson Pupil Tracker lead with Jay Cook SFL perspective Anna & Yasmeen forward planning
<b>Next Steps from Standards and Quality Report</b>	<ul style="list-style-type: none"> <li>• My world of work &amp; Meta skills</li> <li>• Digital progression embedded.</li> <li>• Use of Pupil Tracker by all teaching staff and SLT</li> <li>• Link to Learning Journals tracking personal achievements &amp; curriculum coverage.</li> </ul>

HGIOS 4 QIs	NIF Priority
2.3 3.2	<ul style="list-style-type: none"> <li>• 4. Improvement in employability skills and sustained, positive school-leaver destinations for all young people</li> </ul>

Key Issue/Challenge (why?)	What will solve the Issue/Challenge (what?)	Implementation Activities (how, when and who?)	Outcomes (what does success look like?)	Measurements (how will you know?)
<p>To ensure progress and achievements are recorded for different areas of the curriculum.</p> <p>To ensure skills-based learning is recorded and progressive.</p>	<p>Use of Learning Journals to record wider achievements which is monitored and evaluated by staff. Identify learners who are at risk of missing out.</p> <p>Progression planners for STEAM</p>	<p>Staff to record wider learning on Learning Journals as weekly learning observation.</p> <p>To refresh STEAM frameworks used for forward planning. (OR to lead)</p> <p>To continue use of Meta skills. (TP to lead)</p>	<p>Learners will experience a broad and balanced curriculum with progressive skills which is tracked in a variety of ways.</p> <p>Learner's personal achievements will be celebrated both out with and in school.</p>	<p>Reporting on Pupil tracker and on Learning Journals to show progress and development of skills.</p> <p>At attainment meetings we will discuss pupils on track and not on track.</p>

**Evaluation (January, May)**

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**Cramond Improvement Priority 3**

<b>Priority</b>	Create and embed revised anti bullying and inclusion guidance for all stakeholders – embed within GIRFEC, SHANARRI, UNCRC, Gold RRS & school values. We all belong, we all matter – we are heard, recognised, represented and included.
<b>Person(s) Responsible</b>	Anna Balatoni Inclusion & Yasmeen Naeem Equalities lead
<b>Next Steps from Standards and Quality Report</b>	<ul style="list-style-type: none"> <li>• Reaccreditation Gold RRS</li> <li>• New anti-bullying policy – all stakeholders</li> <li>• Promotion of fair, kind behaviours in line with school values.</li> <li>• Update to all stakeholders of latest Child protection guidance.</li> <li>• Pupil voice groups – learners of all ages.</li> </ul>

<b>HGIOS 4 QIs</b>	<b>NIF Priority</b>
3.1	3. Closing the attainment gap between the most and least disadvantaged children and young people 4. Improvement in children and young people's health and wellbeing

<b>Key Issue/Challenge (why?)</b>	<b>What will solve the Issue/Challenge (what?)</b>	<b>Implementation Activities (how, when and who?)</b>	<b>Outcomes (what does success look like?)</b>	<b>Measurements (how will you know?)</b>
To ensure all policies are up to date and reflect national guidance.	To seek input from all stakeholders regarding procedures being followed and ensure these consider all views.	Working party groups to update policies/procedures (including families, pupils and staff) to continue throughout the session until completed paperwork in place. To seek date of when we can update our Golds RRS aware. Pupil and staff groups to be involved.	All policies and procedures will be up to date and involve stakeholder views.  To continue to build and develop our established Gold RRS aware and ensure new staff are aware.	All views considered and reflective in policies/procedures. All policies and procedures being followed and adhered to. Clear frameworks to underpin practice and next steps.



**Evaluation (January, May)**

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