



# **CRAIGENTINNY PRIMARY SCHOOL**

**Standards and Quality  
Report**

**2019/20**

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# How Good is our School

## Context of the School

Craigentinny Primary School is a non-denominational primary school which serves the Restalrig/Craigentinny area of north-east Edinburgh and was built in 1936. The school serves a catchment area which comprises areas of owner-occupied and rented accommodation and has a broad social and ethnic mix.

For session 18/19, 56% of our pupils are identified as living in deciles 1 and 2 with 70 children across the school in receipt of free school meals.

Staff worked together to identify children affected by poverty who are not reaching the expected levels of attainment. Appropriate interventions and supports were then identified and have been progressed throughout this session. The impact of these have been monitored.

The current school roll is 275 children in the mainstream classes and 11 children in the language classes. The nursery caters for forty morning places and forty afternoon places.

This session we have had 48 primary two children and used PEF to create a third primary two class. This has resulted in twelve classes and meant a reorganising of rooms to give us an additional classroom. We have continued to have a focus on developing a nurturing school and a second nurture room was created to support some primary one children.

We have had two probationer teachers and two new class teachers. We have continued to use positive action funding to have a full time nursery nurse delivering reading interventions from primary 3 to primary 7. There have also been a number of parent volunteers supporting the life and work of the school through helping in classes, reading to small groups of children and supporting visits. The school continues to have a very supportive Parent Council which includes the PTA.

We have continued to promote our six school values through assemblies and ongoing learning.

This session we have continued with the CEC Resilience Programme. This session our Head Teacher was requested by the authority to temporarily lead another school. During this time she applied for a permanent HT post elsewhere and was successful. This meant that from September – June the DHT took up an Acting HT role, our Nursery PT became acting DHT and we were left without a PT in the Nursery. Two members of the leadership team were doing the three positions between them. It has been a successful year, however understandably unsettling for staff.

## Capacity for Continuous Improvement

- Our school ethos is commented on positively by a large number of visitors to the school. The school values are known by all lead to a calm, polite and welcoming environment. The new Head Teacher will look at updating our vision and aims when she takes up post in June 2019.
- Senior leaders create conditions where staff feel confident to initiate well-informed change and are committed to collective responsibility in the process of change. Strategic direction is provided with protected time for staff to engage in dialogue, collegiate professional learning and self-evaluation. Practitioners evaluate their contribution to leadership and change, identifying future professional actions, and learning, to further develop capacity for sustainable change in the future.
- We use effective and transparent recruitment, selection and performance management procedures in line with legislation, local and national agreements. We have induction policies and procedures for all staff.
- Staff actively engage in professional learning, largely focused on the skills required for the needs of their class and any curriculum leadership role they have taken on.
- We work collaboratively, with learners and partners, to choose appropriate teaching and learning approaches which lead to greater equity for all learners. We continually reflect on our practice, engaging in critical and creative thinking.
- We have extended lead practitioner roles across the Cluster e.g. STEM, 1+2 Modern Languages & Moderation
- Additional Staff capacity was directed to raising attainment in Literacy and Numeracy across the school this session.

# Leadership of Change

## Themes

- Developing a shared vision, values & aims relevant to the school and its community
- Strategic planning for continuous improvement
- Implementing improvement and change

## Our Illustration

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

**WHAT WE DID:** Through our partnership with families, pupils and partners, we have continued to focus on our school values. Our values underpin everything we do in the school.

**IMPACT:**

- All pupils know what our values are and refer to them regularly
- Almost all staff use our values as a basis for restorative conversations with pupils

### Strategic planning for continuous improvement

**WHAT WE DID:** Some teaching staff have engaged in the Lesson Study approach, for a second year, focusing on leading improvements in the approaches investigating how confident children are in explaining scientific processes.

**IMPACT:**

- The Lesson Study approach impacted successfully on the practitioners' levels of confidence and quality of delivery of science teaching, resulting in improved levels of pupil engagement (observations and pupil feedback).
- Feedback from pupils demonstrated that almost all learners reported more confidence in discussing scientific processes.
- Feedback from all staff involved was positive and all reported developed confidence in this area.
- Some staff who intended to take part did not participate due to absence and timetabling.

## Implementing Improvement and Change

**WHAT WE DID:** The school worked with the charity People Know How this session and took part in the Whit Dae Ye Hink? Project. The purpose of this was to find out what parents/carers and families had to say about our school and to collect their suggestions and involvement to make it better. This was done through surveys and face to face interactions.

### IMPACT:

- 70% of our families engaged with the project and gave feedback and suggestions for improvement
- 76% of families described their experience of Craigentenny as positive
- 91% were aware of and understood home learning
- 96% of families rated school communication as positive
- 90% of parents feel well informed about their child's learning
- 87% feel that the school provides good support for families
- The project has highlighted areas for development and areas that are going well. The impact of this is that we have a clear understanding of how our parents view the school and the areas we need to move forward next session. Staff morale was raised when analysis data from the survey and most staff feel motivated to build on these successes.

### Next Steps

- Cluster focus on moderation of numeracy through Lesson Study approach
- Update our school Vision, Values and Aims in partnership with pupils, families and the wider community
- Identify next steps for Parental Engagement and plan accordingly.
- Through the PRD process identify staff strength and link to improving parental engagement

# Learning, Teaching and Assessment

## Themes

- Learning and Engagement, including use of digital technologies
- Quality of Teaching
- Effective use of Assessment
- Planning, Tracking & Monitoring

## Our Illustration

### Learning and Engagement

**WHAT WE DID:** We have developed our school Committees this session to increase pupil engagement and pupil voice.

**IMPACT:**

- All pupils from P4-7 are members of a school committee. Membership is based on pupils' choice. Staff members running committees also chose which committee to lead based on their own skills.
- Feedback from almost all pupils and most staff has been positive. Surveys show that most pupils feel valued, listened to and feel they have contributed to the wider life of the school.
- Committee members have fed back on improvements and changes to the P1-3 classes, through presentations at assemblies and class visits to share information and take feedback.
- Some parents have been involved in the work of the committees and have taken an active role in a variety of aspects.
- Committee feedback and updates are always shared at Parent Council meetings.

## Quality of Teaching

**WHAT WE DID:** As a school we have developed our STEM curriculum and focused on raising teacher confidence and pupil engagement in this curricular area.

### IMPACT:

- A STEM curriculum leader was established (CT) and resources audited, organised, replenished and sourced resulting in reduced barriers to teaching STEM lessons as resources are readily available.
- Science Development officer spent 3 x CAT sessions helping raise teacher confidence and share resources and teaching ideas. During staff self-evaluation, feedback showed that teachers feel much more confident and have a better understanding of STEM and how to implement it. Most staff report that they now enjoy teaching STEM subjects.
- More pupils are now using scientific language during lessons. Most classes have developed a STEM station in their rooms. As a result almost all pupils are choosing to engage in self-selected STEM challenges.
- The school were awarded a Golden Ticket for Dynamic Earth this session. This allowed classes to visit as many times as they chose throughout the year. All classes visited at least three times and took part in a variety of science workshops. Feedback from staff and pupils was extremely positive. All teachers felt confident in following up these sessions back in their classrooms. This also helped raise pupil confidence and engagement in this area.

## Effective use of Assessment

**WHAT WE DID:** All staff members in the language classes received 2 day SCERTS training at the August in-service days. There has been an ongoing trial implementation of the SCERTS planning framework within school. The principal teacher has engaged in SCERTS network meetings and delivered a SCERTS Parental Information session outlining the implementation of SCERTS in the school.

### IMPACT:

- All staff reported feeling inspired and having increased confidence in implementation of SCERTS immediately after training and at 9 month evaluation, in particular in provision of sensory supports to enhance pupil health and wellbeing and the planning of life skills lessons to best meet pupils' needs
- Both the class teacher and principal teacher built their knowledge of conducting assessments and creating targets. They reported greater confidence and ability in using the SCERTS framework
- Some support staff were involved in these assessments and home visits with parents were trialled, in order to assess holistically
- Targets were created for all children, going beyond the trial of one, to support improvements in pupil progress (to be evaluated Sep '19)
- Individualised Education Plans for all children were updated to reflect SCERTS targets, in line with advice from the Special Schools network on good practice
- All staff reported that increased focus on emotional regulation and social skills had tremendous impact on pupil progress and HWB
- The principal shared practice at the network meeting re. transactional supports, particularly for social communication targets. This led to an expansion in emotional vocabulary among almost all children and organisation of social groups to support
- Classroom adaptations to provide sensory support include calm corners, snugs, feely books, sensory toys and lights and have helped children to emotionally regulate
- Immediate parental evaluation of impact of information session was very positive and reported increased parental understanding of SCERTS framework

## **Planning, Tracking and Monitoring**

**WHAT WE DID:** We have continued to review and develop our tracking systems to monitor and evaluate learner's progress.

### **IMPACT:**

- SLT have regular attainment meetings with all teaching staff to discuss learner's progress and identify next steps.
- Interventions are reviewed regularly to maximise the impact on pupil's learning.

### **Next Steps**

- Review school committees and make any necessary improvements.
- In partnership with pupils, families and outside agencies, audit current Health and Wellbeing curriculum and redesign accordingly.
- Ensure all staff are trained in current programmes, relevant to the stage that they are teaching.
- All P1 and P2 staff to be involved in auditing current practice and developing play based approaches further and join cluster play based learning group.
- Staff book group to be created to further professional reading and pedagogy.

# Ensuring Wellbeing, Equality and Inclusion

## Themes

- Wellbeing
- Fulfilment of Statutory Duties, including presumption of ASN for Looked After, unless assessed to the contrary, and specific arrangements for support to improve outcomes
- Inclusion and Equality

## Our Illustration

### Wellbeing

#### WHAT WE DID:

- a) Two further staff members have been trained in running nurture groups, further nurture rooms established and detailed nurture targets for identified pupils created and tracked.

#### IMPACT:

- Most of the targeted pupils have improved attendance and are self-regulating their behaviour more easily in class. This is having a positive impact on engagement and attainment.
- Boxall profile tracking shows that all targeted children are making progress with their set targets.
- Feedback from all families at CPMs has been positive in regards to the impact that the nurture sessions are having on their children in school and at home.
- 'Drop in' nurture sessions have proved extremely beneficial and have reduced anxieties and distressed behaviour throughout the school.
- Most pupils who have taken part in nurture groups or 'drop ins' report that they feel supported and listened to.

- b) All staff trained in Emotions Talk approaches and all PSAs implementing these to support pupils in playground.

#### IMPACT:

- The use of Emotions Talk during restorative conversations between SLT and pupils has been extremely beneficial in regard to improving behaviour and pupil's mental health and wellbeing. Pupils have been given strategies which allow them to continue to be supported when back in the classroom. Staff report children to be calmer on their return to the classroom.
- Some PSAs are using the giant Emotions Talk board in the playground to support behaviour and conflict. We have identified that this has been inconsistent. For the pupils been supported to engage with this resource, we have observed improvements in their ability to resolve conflict.

- c) Homelink worker continues to support pupils and families to engage with school and learning and to improve outcomes and experiences for these children.

**IMPACT:**

- Attendance data shows that 60% of referred pupils have improved attendance.
- 100% of referred families attended summer holiday outings organised by homelink worker who modelled positive interactions (for parents' benefit) and suggested fun, free places for families to visit without support of homelink worker. 100% of the feedback from parents and children for these outings was positive.
- Homelink worker has supported all referred families to attend and contribute to CPMs. The impact of this is that families are more engaged in their child's learning and feel more confident and comfortable attending meetings in school.

## **Fulfillment of Statutory Duties (with specific reference to Looked After children)**

**WHAT WE DID:** Both HT and DHT completed their Child Protection Level 4 training and shared updates with all staff.

### **IMPACT:**

- All staff understand the principals of GIRFEC and the school's processes of raising concerns and sharing of information. All staff know who our LAC children are and feel confident and sensitive in supporting their needs.

## **Inclusion and Equality**

**WHAT WE DID:** Our 1 in 5 lead teacher continues to attend information and sharing sessions and as a school we are dedicated to reducing the cost of the school day for our families.

### **IMPACT:**

- We funded 17 places for school Camp through PEF money, this allowed these children to develop skills and take part in positive experiences that they may not otherwise have had the opportunity to do. All children enjoyed Camp and benefitted from the experience.

## **Next Steps**

- Child friendly health and wellbeing indicators to be used and referred to by all pupils.
- All staff to be trained in using restorative approaches.
- PSAs to be trained further in the use on Emotion Talks.
- Consistent approach to completing Welbeing Concern forms for all staff.
- Establish a focus group of parents to work with the H&WB co-ordinator to help with the redesign of our H&WB curriculum.

# Raising Attainment and Achievement

## Themes

- Attainment in Literacy and Numeracy
- Attainment over time
- Overall Quality of learners achievement
- Equity for all learners, including specific reference to Looked After children and other Equity cohorts

## Our Illustration

### Attainment in Literacy and Numeracy

**WHAT WE DID:** We used PEF funding to appoint one intervention teacher, one extra day of SfL per week and 3 x FT PSAs to narrow the attainment gap in reading, writing and maths for identified children. We also used PEF funding to appoint one extra CT to allow smaller class sizes in P2 in order to continue play based learning and support targeted pupils.

#### IMPACT:

- From a group of 8 pupils who were part of the Fresh Start intervention group, 5 pupils made enough progress to re-join the class for reading and no longer need to be part of the intervention.
- Single Word Reading Test results show that all of the Fresh Start group achieved scores over 85.
- All pupils in the P4 SEAL intervention group scored highly and showed good knowledge and understanding of work covered.
- P2 teachers feel that all pupils who were part of the intervention group have made progress with their writing skills.
- P3 – four out of the six pupils in the RWI group improved upon their SWRT, one remained the same and one went backwards.
- Two children benefitted from Drawing and Talking sessions and seven children completed seasons for growth.

## Attainment Over Time

**WHAT WE DID:** We have continued to improve our arrangements for tracking individual pupil's attainment over time with regular SLT/SfL led attainment meetings at key points throughout the year. These are aimed at supporting staff in making effective use of assessments and developing their shared understanding of standards to make confident professional judgements about pupils' progress and attainment levels.

### IMPACT:

- Tracking meetings demonstrate that more class teachers are becoming more responsive to individual pupils' needs and initiating planning to meet the needs of these learners at an earlier stage. Almost all are developing increased confidence in using a range of assessment data including benchmarks to support their judgements about pupil progress.

## Overall quality of learners' achievement

**WHAT WE DID:** We have had a strong focus on developing our links with Active Schools and outside clubs to ensure targeted pupils are offered wider achievement opportunities.

### IMPACT:

- All LAC children are encouraged and supported to attend after school clubs of their choosing. This has allowed them to experience successes in different areas, to develop their confidence and to make new friends.

## Next Steps

- Focus of cluster moderation next session will be on Numeracy using the Lesson Study Approach
- Teaching staff to be more confident in engaging with data and analysing attainment statistics.
- Continue with interventions for targeted children to improve attainment results.

## Themes

- Engaging families in learning
- Early intervention and prevention
- Quality of family learning programmes

## Our Illustration

### Engaging families in learning

#### WHAT WE DID:

- a) We have used PEF funding to provide a variety of opportunities to engage families in learning. Our Homelink worker has run holiday clubs for referred children and families. She has supported families to liaise with school and attend events. She has also referred families on to other service to allow them to access other supports and funding.

#### IMPACT:

- Families have accessed learning opportunities and events that they may not otherwise have been able to.
- School staff have liaised with the homelink worker and are better informed about challenges that these families face and are therefore more sensitive to the pupils' needs.
- SLT are able to target specific pupils for supports/resources or clubs.

- b) We have organised after school science clubs for targeted children and their parents/carers.

#### IMPACT:

- All children involved reported increased understanding in specific science topics and were fully engaged throughout. Some children started referring to themselves as scientists. Most parents reported increased confidence in science and said they would try the experiments at home with their children.

- d) We have run various shared learning and family challenge events.

#### IMPACT:

- Questionnaires highlighted that most parents engaged better with a more informal joint learning approach.
- Almost all parents reported they had a better understanding of the learning that is taking place in class and felt better equipped to support their child at home.

## Early intervention and prevention

**WHAT WE DID:** We work very closely with a number of outside agencies to support families, identify needs ensure appropriate timely interventions. We have worked with People Know How to identify vulnerable pupils and families and target support accordingly.

### **IMPACT:**

- 5 children benefitted from Art Therapy Sessions. All children enjoyed the sessions and reported increased confidence. Family feedback was positive. Some families reported that their children were happier at home.
- Two pupils were allocated befrienders. This had a positive impact on their attendance and engagement in school.
- One pupil was allocated a SW student. It is too early to comment on the impact of this.

## Quality of family learning programmes

### **WHAT WE DID:**

Our family learning opportunities have been relevant, enjoyable and have met the individual needs of our families.

### **IMPACT:**

- Family learning opportunities have led to stronger home-school links which are improving outcomes for learners.
- The opportunities that we have provided have reduced barriers to learning and resources for the targeted pupils.
- Families have been matched into the right interventions which have addressed identified needs.
- There has been an improvement in behaviour, attendance and engagement for identified children.

### **Next Steps**

- Use the results of the People Know How surveys to improve family learning opportunities within the school
- Invite parents to be part of working groups to develop this area further
- Gather pupil views on family learning opportunities
- Continue to target specific supports to identified families.
- Review and update how we report to parents on pupils' learning
- Offer sessions for EAL families to allow them to support their children with home learning.

# Equity and Best Value

## Pupil Equity Fund

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**FOR SESSION 2018-19, THE PUPIL EQUITY FUND HAS TOTALLED £156,986.**

**THIS INCLUDED A CARRY-FORWARD OF £44,186 FROM THE PREVIOUS SESSION OF WHICH £44,186 HAS NOW BEEN SPENT.**

**THERE IS A CURRENT CARRY-FORWARD OF £2341 TO SESSION 2019-20.**

**THIS SPEND IS DEEMED EXCEPTIONAL AND THE PLANS FOR THIS SPEND ARE OUTLINED IN THE SCHOOL IMPROVEMENT PLAN FOR 2019-20 AND CODED GREEN.**

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## Best Value

We have effective systems in place for financial management and aim to ensure best value and sustainability. The Business manager and SLT meet regularly to discuss financial spend to date. Our available budget is used very effectively to meet our school priorities and the needs of our learners.

We use our family fund (donations from the Parent Staff Association) to support class trips, meaning that no children miss out on school visits for funding reasons.

One in five training has been undertaken by a class teacher and DHT and we will continue our work in this area next session.

Partners providing a service through PEF all comply with statutory procurement regulations.

# Equity and Best Value

	School	Nursery	HMI/Care Inspectorate
<b>Leadership of Change</b>	4		
<b>Learning, Teaching &amp; Assessment</b>	4		
<b>Wellbeing, Equality &amp; Inclusion</b>	4		
<b>Raising Attainment &amp; Achievement</b>	4		
<b>School Choice</b>	4		

# Self Evaluation Schedule

	17/18	18/19	19/20	20/21
Self-Evaluation for Self-Improvement	✓		✓	✓
Leadership of Learning	✓			
Leadership of Change	✓	✓	✓	✓
Leadership and Management of Staff				
Management of Resources To Promote Equity	✓			
Leadership And Management Overall				
Safeguarding and Child Protection	✓			
Curriculum	✓			✓
Learning, Teaching and Assessment	✓	✓	✓	✓
Personalised Support	✓			
Family Learning	✓	✓	✓	
Transitions				
Partnerships				
Learning Provision Overall				
Ensuring Wellbeing, Equality and Inclusion	✓	✓	✓	✓
Raising Attainment and Achievement	✓	✓	✓	✓
Increasing Creativity and Employability				
Successes and Achievements Overall				

# Nursery Class Standards and Quality Report

## HGIOELC Quality Indicators:

**Leadership and Management** -How good is our leadership and approach to improvement? QI-1.1 1.2 **1.3** 1.4 1.5

**Learning provision** -How good is the quality of the care and learning we offer? QI-2.1 2.2 **2.3** 2.4 2.5 2.6 2.7

**Successes and achievements** -How good are we at ensuring the best possible outcomes for all our children? QI-**3.1** **3.2** 3.3

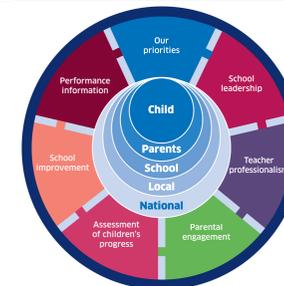
## Care Inspectorate Quality Themes:

- Quality of Care & Support
- Quality of Environment
- Quality of Staffing
- Quality of Management and Leadership

## National Improvement Framework (NIF)

### Priorities:

1. Improvement in attainment, particularly in literacy and numeracy.
2. Closing the attainment gap between the most and least disadvantaged children and young people.
3. Improvement in children and young people's health and wellbeing.
4. Improvement in employability skills and sustained, positive school leaver destinations for all young people.



## Leadership and Management

HGIOELC QI-  
1.3 Leadership of Change

### CI Quality themes:

- Quality of Environment    Quality of Staffing    Quality of Management and Leadership

How good is our approach to Leadership and Management?

### WHAT WE DID:

- In consultation with parents, staff and children we have developed a shared vision, values and aims relevant for our setting and community. We have consulted and requested feedback from our parent/ carers on this through simple questionnaires, surveys and our parent/carer feedback book.
- All staff were involved in inset training with DHT and SEYIO on Continuous Provision and all staff have engaged with *Child Point of View Toolkits* to develop and enhance continuous provision in our setting.

### IMPACT:

- Parents/carers provided positive feedback on our VVA and these are now displayed on our parents board for reference.
- Our VVA underpin everything that we do in our setting and almost all staff use our values as a basis for conversations with children, staff and parents/carers.
- All staff have engaged with *Child Point of View Toolkits* and feel confident evaluating the provision that we provide. Almost all staff have observed children engaged in their play and in charge of their learning. Observations in the play spaces show that children are now confidently transporting materials for creativity and the information gathered from toolkits display evidence of depth and challenge.

### Next Steps:

To continue to review, reflect and consult on our Vision, Values and Aims with children, parents/carers and staff. Create a display reflecting what this looks like in action in our setting for parents, carers and children.

Staff to develop the work undertaken on Continuous Provision with a focus on the skills being learned through play and how best to capture the learning taking place.

<b>Learning Provision</b>	
<b>HGIOELC QI- 2.3 Learning, Teaching and Assessment</b>	<b>CI Quality themes:</b> <b>Quality of Care &amp; Support    Quality of Environment</b>
<b>How good is the quality of care and learning we offer?</b>	
<b>WHAT WE DID:</b>	
<ul style="list-style-type: none"> <li>All staff were involved in training and discussion around 'Interacting or Interfering' book looking at sections, reflecting on our own practice and developing strategies on sustaining children's interactions. Strategies have been displayed in the Nursery for easy reference and to support staff when interacting with children.</li> <li>Almost all staff attended CEC training sessions on planning with children. The new formats for this have been introduced and all staff are engaging with these. We have also introduced new responsive planning formats to all staff and these are being used to feed into our x2 weekly staff planning session.</li> <li>All staff have been involved in training and discussion around observing children and reporting this on Learning Journals. We have started to link this into our responsive and monthly planning and when tracking children's developmental milestones.</li> </ul>	
<b>IMPACT:</b>	
<ul style="list-style-type: none"> <li>Observations of staff show that most staff are asking more open ended questions which is encouraging our children to engage in more meaningful play and to develop their thinking skills.</li> <li>Almost all staff feel confident using the responsive planning sheets and are regularly contributing to the x2 weekly planning session and the monthly block plan.</li> </ul>	
<b>Next Steps:</b>	
To include planned assessment at the planning stage and pupil voice. More staff development needed to develop a more robust and organised approach to gathering and sharing information.	
<b>Successes and Achievements</b>	
<b>HGIOELC QIs:</b>	<b>CI Quality themes:</b>
<ul style="list-style-type: none"> <li><b>3.1 Ensuring Wellbeing, Equity and Inclusion</b></li> <li><b>3.2 Securing Children's Progress</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Quality of Care &amp; Support</b></li> </ul>
<b>What has improved as a result?</b>	
<b>WHAT WE DID:</b>	
<ul style="list-style-type: none"> <li>Input from ASL, SLT and OT this year to support children in our Nursery. Almost all staff have been trained in <i>Up, Up and Away</i> and are implementing this.</li> <li>We have introduced Developmental Milestones to capture and track learning.</li> <li>SEYIO has worked with targeted children to focus on increasing Literacy skills. This has included talking time groups, interactive stories, individual support in the play spaces and following and acting on children's interests to support their Literacy.</li> <li>SEYIO provided training for staff, professional dialogue, sharing knowledge and skills with staff</li> <li>SEYIO has assessed all children using the Leuven Scale, Up, Up and Away benchmarks in October 2018 and then in May 2019</li> </ul>	
<b>IMPACT:</b>	
<ul style="list-style-type: none"> <li>Almost all staff are using visual timetables, now and next card, toolkits, benchmarks, play boxes and social communication groups to support ASN children.</li> <li>All children working with SEYIO have moved up a stage in literacy participation and assessment scales.</li> <li>Almost all staff are confident when observing and recording children's progress using <i>Developmental Milestones</i> and have started to link this when observing and recording on Learning Journals.</li> </ul>	

**Next Steps:**

All staff to continue to engage with Up, Up and Away toolkits and strategies.

More training on observing and planning next steps for children.

Individual targets for staff through PRD targets.

SEYIO to develop more shared learning events, parental engagement, using local community.

INSET training on Hanen, Continuous Provision and Froebel Principles.

New cohort of children to be identified and assessed.

# School Improvement Plan

Priority 1	To increase parental engagement and involvement	Overall Responsibility	HT – S McCart	
Measurable Outcomes	By the end of session there will be an increase in: Family involvement (from 76% to 90%) Parents attending sharing learning events (90%) The number of parents feeling positive about how the school communicate with them (from 65% to 80%)			
Outcomes	By the end of the session: Almost all parents will have attended at least one Sharing the Learning event Parents will feel more informed and confident to supporting their children with their learning			
<b>NIF Priority 1 - Improvements In Attainment, Particularly In Literacy And Numeracy</b>			<b>QIs/Themes</b> <b>1.1 Self-evaluation for self-improvement</b> <b>1.3 Leadership of Change</b> <b>2.5 Family Learning</b> <b>2.7 Partnerships</b> <b>3.2 Raising Attainment and Achievement</b> <b>3.1 Improving wellbeing, equality and Inclusion</b>	
<b>Tasks</b>	<b>Resources</b>	<b>By Whom</b>	<b>Time</b>	<b>Progress &amp; Impact</b>
Staff PRDs to include a parental engagement target.	CPD opportunities for staff GTCS standards	HT CTs	September 2019 1 hour PRD and 1 hour update GTCS and preparation •	
Self-evaluation using Engaging Parents and Families Toolkit. Creation of action plans from self-evaluation Review of Impact	CAT Sessions Engaging Parents and Families Toolkit	HT DHT CTs	Term One Term One Term One	
Review People Know How findings and decide on main areas of focus. Share with all stakeholders. Creation of People Know How booklet. Creation of Action Plan for SLT Review of impact	People Know How Surveys People Know How Booklet	HT	September 2019  January and April	

Create a Craigentenny Cares Wall to share our journey and seek feedback	Wall space in main foyer	HT DHT	September 2019	
Built in opportunities throughout the year for sharing the learning with parents		All staff	2 x Friday mornings (1 hr) 1 x evening (1.5 hr) 2 x afternoons (1hr)	
Invite parents, staff and pupils to be part of Parental Engagement Focus Group Focus from People Know How findings – communication, home learning, reporting, workshops, parental involvement Action plan to be created Review of impact	2 x per term (1 hour per session)	HT DHT Staff Parents Pupils	Ongoing throughout session January and April October/November May	
Opportunities for Parent Volunteers  Review of impact	TBC	DHT	Ongoing throughout session January and April	
Gather pupil views and ideas around parental engagement and involvement		HT DHT	August	
Pupils to take responsibilities for actions from Parental Engagement Focus Group Action Plan	TBC	HT DHT Pupils	Throughout session	
Pupils to share the impact of increased parental engagement and involvement at end of session	To be decided by pupils	HT DHT Pupils	May 2 hours preparation time	
Continue family support from Homelink worker (Jackie Law)	Jackie Law 2.5 days per week	Jackie Law	Throughout session	

Priority 2	Improvement in staff's ability and confidence in supporting children and young people's health and wellbeing	Overall Responsibility	S McCart
Measurable Outcomes:	All staff have a shared approach to supporting children's health and wellbeing Almost all children are more engaged and in a positive place to learn All children feel safe and included in school		

NIF Priority 3 – Improvement in Children and Young People’s Health and Wellbeing		QIs/Themes 1.2 Leadership of Learning 2.1 Safeguarding and Child Protection 2.2 Curriculum 3.1 Improving wellbeing, equality and inclusion		
Tasks/Owner	Resources	By Whom	Time	Progress & Impact
Review and adapt nurture provision within the school. Continue to identify pupils using Boxall Profiling. Nurture groups to continue	Online Boxall profiles Nurture rooms Nurture Timetable	DHT SfL Designated PSAs	August 2019	
Seasons for Growth sessions to continue and roll out across P4-7	Seasons for Growth pack Timetable	SfL PSA	1 x 45 min session per week per group	
All staff to be trained in Restorative Practice Approaches Teaching staff to be part of a book group, focussing on Paul Dix ‘When the Adults change, Everything Changes’	1 x CAT session 2 x LT meetings Purchase books	HT	Throughout the year	
Staff to take part in self-evaluation of H&WB at Craigentenny.	Edinburgh Learns Framework	DHT	1 X INSET day	
All staff to update their Child Protection Level 2 Training	CP training	All staff	1 x CAT	
Review and update current Health and Wellbeing curriculum at Craigentenny. Create Action Plan Review Action Plan Staff to engage pupils with SHANARRI Health and Wellbeing indicators		DHT Staff Pupils Parents	Term 1	
All LC staff not already trained in CALMS to be trained SLT and PT LC to be trained in SCERTS All LC staff to attend ASL, Psychological Services and CAMHS LD training for all new (or nearly new) staff to specialist provisions	CALMS Training SCERTS Training In-Service Training	LC Staff SLT LC Staff	TBC TBC 13.08.19	

# Nursery Class Improvement Plan

## HGIOELC Quality Indicators:

**Leadership and Management** -How good is our leadership and approach to improvement? QI-1.1 1.2 1.3 1.4 1.5

**Learning provision** -How good is the quality of the care and learning we offer? QI-2.1 2.2 2.3 2.4 2.5 2.6 2.7

**Successes and achievements** -How good are we at ensuring the best possible outcomes for all our children? QI-3.1 3.2 3.3

## Care Inspectorate Quality Themes:

- Quality of Care & Support
- Quality of Environment
- Quality of Staffing
- Quality of management and leadership

**Priority 1:** To improve Literacy levels for identified children from disadvantaged backgrounds.

## Related HGIOELC QIs & CI themes:

QI- 2.3,3.1,3.2

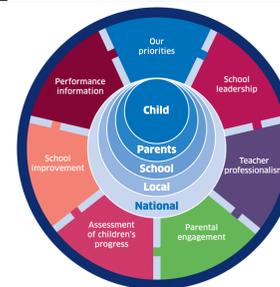
## Outcome and impact on learners: (What do we want to achieve?)

1. All staff to understand and be confident in creating open ended learning opportunities in the play spaces to meet children's needs.
2. Almost all identified children to improve in Literacy levels and participation in learning opportunities.

## National Improvement Framework (NIF)

### Priorities:

1. Improvement in attainment, particularly in literacy and numeracy.
2. Closing the attainment gap between the most and least disadvantaged children and young people.
3. Improvement in children and young people's health and wellbeing.
4. Improvement in employability skills and sustained, positive school leaver destinations for all young people.



**Overall Responsibility:** **Lisa Murray:** Acting Depute Head Teacher and **SEYIO:** Aleksandra Stropa.

Tasks	By Whom	Resources	Time	Impact / Progress of task
Collaborative professional discussion with whole team on the importance of Continuous Provision.	DHT / PT	Continuous Provision Book	Sessions throughout the year.	
Identified new cohort of children through observation, assessment and discussion with staff team.	SEYIO EYP's PSA's	HGIOELC Inset training days Planning Meetings Modelling good practice in the play spaces. Child Point of View Toolkit	Focus groups x1 a week Interactive stories.	

Create timetable of planned interventions to support children's learning.		Up, Up and Away/Leuven Scale  Teaching and Talking Assessment		
<b>Priority 2:</b> To increase parental engagement and involvement.			<b>Overall Responsibility:</b> Lisa Murray: Acting Depute Head Teacher and SEYIO: Aleksandra Stropa.	
<b>Related HGIOELC QI &amp; CI themes:</b> 1.3,2.5,2.7				
<b>Outcome and impact on learners: (What do we want to achieve?)</b>				
<ul style="list-style-type: none"> <li>Stronger partnership and relationship with families which will reduce barriers to learning.</li> <li>Families have a greater insight into how their children learn and are informed and confident to support children with home learning.</li> </ul>				
Tasks	By Whom	Resources		Impact/ Progress of task
Plan and organise shared learning events throughout the year. To include: play, community, literacy and numeracy and HWB.  Actively encourage families to regularly join in the life of the Nursery.	Nursery Team	Reflective statements from parents.  NHS play and home book. Edinburgh Learns: Learning Together.  Engaging Parents and Families Toolkit.	Throughout the year.	
<b>Priority 3:</b> To improve the outdoor learning environment.			<b>Overall Responsibility:</b>	
<b>Related HGIOELC QI &amp; CI themes:</b> 2.2,2.3				
<b>Outcome and impact on learners: (What do we want to achieve?)</b>				
<ul style="list-style-type: none"> <li>All staff to understand and become more confident in creating learning opportunities with open ended materials.</li> <li>Learning environment to be stimulating with appropriate learning opportunities at different levels to encourage purposeful play</li> </ul>				
Tasks	By Whom	Resources	Time	Impact/ Progress of task
Collaborative professional dialogue to evaluate current provision.	DHT/PT	Up, Up and Away: <i>Literacy Outdoors Evaluation Toolkit</i>	Planning Meetings	

<p>Observing children in the play spaces.</p> <p>Involve children in responsive planning and respond to their views and suggestions.</p> <p>Create an action plan to develop continuous provision outdoors.</p> <p>Make links with EYC and Primary One to work collaboratively on outdoor spaces.</p>	<p>SEYIO</p> <p>Nursery Team</p> <p>Parents</p> <p>Children.</p>	<p>My World Outdoors</p> <p>Loose Parts book</p>	<p>INSET days</p>	
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# Leith Cluster Improvement Plan 2019-20

Priority 1	To improve teaching and learning through collaborative enquiry		Overall Responsibility	Leith Cluster HT's/Juliet Lunniss	
Outcomes	<p>Staff apply relevant findings from Lesson Study collaborative enquiry to improve moderation of attainment in numeracy across the cluster and an identified focus in learning and teaching.</p> <p>All staff agree a consistent pedagogical approach and common language of learning to teach numeracy at transition stages (Nur/P1, P4, P7)</p>				
<p><b>NIF Priority 1 – Improvement In Attainment, Particularly In Literacy And Numeracy.</b></p> <p><b>NIF Priority 2 - Closing the attainment gap between the most and least disadvantaged children and young people</b></p>			<p><b>QIs/Themes</b></p> <p>1.1 Analysis and evaluation of intelligence and data</p> <p>1.3 Strategic planning for continuous improvement</p> <p>2.2 Learning pathways</p> <p>2.3 Learning and engagement</p> <p>2.3 Quality of teaching</p> <p>2.4 Universal support</p> <p>2.6 Continuity and progression in learning</p>		
<b>Tasks</b>	<b>By Whom</b>	<b>Resources</b>	<b>Time</b>	<b>Progress &amp; Impact</b>	
<ul style="list-style-type: none"> <li>Engage with Edinburgh Learns Teaching and Learning Team to introduce the Lesson Study approach to all teachers across the cluster</li> <li>Agree collegiate enquiry focus for whole cluster</li> <li>Audit assessment of enquiry area status across each school</li> </ul>	<ul style="list-style-type: none"> <li>Lesson Study Lead in each cluster school</li> <li>All staff participating in study</li> </ul>	<ul style="list-style-type: none"> <li>Cover (1 – 2 days)</li> <li>Faculty/Staff meetings</li> <li>Audit resources</li> <li>Cluster CAT 23/8/19</li> </ul>	<ul style="list-style-type: none"> <li>By June 2020</li> <li>August 2020</li> <li>(Feedback)</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	

<ul style="list-style-type: none"> <li>• Audit results/feedback to be shared with staff</li> </ul>				
<ul style="list-style-type: none"> <li>• Audit current staff views of impact and effectiveness of existing collegiate planning/professional dialogue.</li> <li>• Identify professional learning, reading/research, expert support (e.g. Koshi)</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson Study Lead in each school</li> <li>• All staff participating in study</li> </ul>	<ul style="list-style-type: none"> <li>• Staff survey</li> </ul>	<ul style="list-style-type: none"> <li>• 5 minutes per survey and time for coordinator to collate (August 2019)</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
<ul style="list-style-type: none"> <li>• Arrange teachers into Lesson Study trios across the cluster (focus P1, P4, P7)</li> <li>• Plan timetable for research lessons (each cycle to be completed in 1/2 weeks – different trios can be staggered to support cover)</li> <li>• Share focus of Lesson Study and criteria for Case Pupils (e.g. one top 20%, one middle 60%, one lower 20% - ideally SIMD 1/2 and/or LAC where possible)</li> <li>• Commence planning of first research lesson.</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson Study Lead in each school</li> <li>• All staff participating in study</li> </ul>	<ul style="list-style-type: none"> <li>• Staff meeting time</li> <li>• Cluster HT meeting time to agree timetable</li> <li>• Edinburgh Learns Teaching and Learning Team</li> <li>• Lesson Study Workbooks</li> </ul>	<ul style="list-style-type: none"> <li>• Half day</li> <li>• Time to plan timetable</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
<p>First Research Lesson</p> <ul style="list-style-type: none"> <li>• Trios plan first research lesson</li> <li>• Teacher A delivers research lesson</li> <li>• Teachers interview case pupils</li> <li>• Trio evaluates lesson</li> </ul>	<ul style="list-style-type: none"> <li>• Trio</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson Study Workbook</li> <li>• Research sources</li> <li>• Staff time for planning and evaluating (CAT or included in 35 hour week)</li> </ul>	<p>Time allocation for one research lesson (need 3 per trio ideally over 1-2 weeks)</p> <p>Timing 2 hours (max)</p>	<ul style="list-style-type: none"> <li>•</li> </ul>

<p>Second Research Lesson</p> <ul style="list-style-type: none"> <li>• Trios plan second research lesson</li> <li>• Teacher B delivers research lesson</li> <li>• Teachers interview case pupils</li> <li>• Trio evaluates lesson</li> </ul>		<ul style="list-style-type: none"> <li>• 6 hours cover per trio (2 hours per research lesson)</li> </ul>	<ul style="list-style-type: none"> <li>• 1 hour (cover required for teachers B and C)</li> <li>- 15 minutes (cover required for pupil interviews)</li> <li>- 45 minutes (cover to evaluate lesson)</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
<p>Third Research Lesson</p> <ul style="list-style-type: none"> <li>• Trios plan third research lesson</li> <li>• Teacher C delivers research lesson</li> <li>• Teachers interview case pupils</li> <li>• Trio evaluates lesson</li> </ul>			<p>X 3</p>	<ul style="list-style-type: none"> <li>•</li> </ul>
<ul style="list-style-type: none"> <li>• Engage with Edinburgh Learns Teaching and Learning Team to support evaluation of the process across the cluster.</li> <li>• Audit assessment of enquiry area status across the Leith Cluster–post-hoc.</li> <li>• Audit current staff views of impact and effectiveness of existing collegiate planning/professional dialogue –post hoc.</li> <li>• Audit results/feedback to be shared with staff</li> <li>• Whole staff in each school reflect on lesson study process.</li> <li>• Whole staff identifies improved pedagogy and consistent pedagogical approach</li> <li>• Agree evaluate Lesson Study and agree on future use</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson Study Lead</li> <li>• All staff participating in study</li> </ul>	<ul style="list-style-type: none"> <li>• Collegiate evaluation sheets</li> <li>• Pupil interview records</li> <li>• Audit results</li> <li>• Cluster HT planning day</li> <li>•</li> </ul>	<p>1 hour during May inservice in each cluster school</p>	

