

Standards, Quality and Improvement Plan

Ferryhill Primary School



Standards and Quality Report for session: 2017 - 2018

Improvement Plan for session: 2018 - 2019

Context Of The School

Ferryhill Primary School is located in the Drylaw neighbourhood of the north west locality of the City of Edinburgh. The area comprises a broad mix of local authority, private landlord and privately owned accommodation. Almost all of our pupils live within SIMD 1-4 levels. The school has seen a rapid expansion since 2012 with the primary school roll increasing from 300 to 360 and the nursery roll increasing from 60 to 88 but with 31 of these places being full time. We have a large number of pupils coming to the school from out with the catchment and waiting lists for places are becoming increasingly common at key stages of the school. The accommodation is well maintained and the school is situated within an excellent environment for outdoor education. We have a large staff team comprising a senior leadership team of Head Teacher, Depute Head Teacher, 2x Principal Teachers and a Business Manager. As well as a full teaching staff complement, we have large teams of Pupil Support Assistants/Officers and nursery Assistants/Practitioners/Officers. Due to PEF allocation, increased Positive Action funding and the creation of a new nursery, we have recruited for over 30 new or replacement posts in our school. This has seen us with long periods of understaffing and added to a very high level of staff absence, has impacted heavily on the operational management of the school.

The school's vision, values and aims have been reviewed and further developed in the 2017-2018 session. Further work needs to be done with all our stakeholders to ensure that the vision, values and aims are clearly understood and making an impact on the work we do. We have established our attainment gap to be engagement with learning and have undertaken a number of initiatives this session to improve engagement in learning for pupils, staff and parents.

You can find out more about the work we do, including links to key documents at www.ferryhill.edin.sch.uk .

Standards and Quality Report 2017-18

Leadership and Management	QIs/Themes 1.1 Self Evaluation for Self Improvement 1.2 Leadership of Learning 1.3 Leadership of Change 1.4 Leadership and Management of Staff
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Priority	Improve self evaluation and develop a collegiate approach to effective leadership
Outcomes	Effective leadership ensures school improvement and positive outcomes for children.
Progress and impact	
<p>A more rigorous approach to evaluation of learning and teaching has been implemented. This includes HT/DHT visits to classes with areas of strength and areas for improvement identified for the whole school. Follow up training or recommendations have been taken forward. The Quality Improvement Team have visited P4-P7 and shared findings with staff. The Head Teacher Joint Practice Group has visited classes and feedback has been shared with staff. Teaching staff have engaged enthusiastically with colleagues to plan, share and evaluate classroom experience and this has made a positive impact on learning and teaching. The Senior Leadership Team has sampled learning and shared feedback with staff.</p> <p>These evaluations tell us that staff have created a positive ethos and environment for learning. They provide a nurturing climate with a warm and welcoming rapport. Across the school, children are confident, happy and welcoming. Children are benefitting from being part of an inclusive community in which there are positive relationships with staff and their peers. Evidence from class observations show that almost all children are keen to learn and listen attentively. We could see in our observations that all children treat one another with respect, they are well behaved and clearly demonstrate the school values. Word Boost and the Visual Support Programme are having a positive impact on learning. We need to do more work so that teachers and children co-create learning intentions and success criteria to enable children to be clearer about what to do next to improve their learning. Some children would benefit from increased pace and challenge. Further differentiation across all learning is required to ensure all children make appropriately paced progress. There is a need for a higher focus to be given to effective questioning in order to develop children's higher order thinking skills. Further work needs to be done to ensure that children are progressing through a development of skills. We also need to more fully engage pupils in making choices about learning.</p> <p>Our evaluations of our nursery provision and practice recognises that our team provide a nurturing, inclusive environment where children feel safe, valued and respected. The nursery building is an excellent space that allows the children access to indoor and outdoor education throughout the year. The children are happy and enjoy moving freely between activities. They are encouraged to develop their independence skills, to make choices about their learning and the staff promote curiosity and creativity. Our planning takes into account individual needs,</p>	

interests and ideas and our children are achieving and included. Individual plans highlight specific needs of support for individual children. The online learning journals are used effectively, are very popular with our parents/carers, and provide a good overview of their child's experiences in nursery. Families are respected and included and encouraged to be involved in the life of the nursery. Staff know the children well and are able to cater for their emotional, social and learning needs. Initiatives such as Froebel, SEAL and Word Boost are having a positive impact on learning. Further work needs to be done on looking at ways in which children can have more ownership and access to their learning journals. There is a need for staff to look at effectively promoting play and ensuring learning opportunities are used. We need to continue to develop ways to promote teamwork and communication so that staff work cohesively to promote the best possible outcomes for children.

Our next step is to engage pupils and parents in evaluation of learning and teaching. We also need to ensure that feedback leads to continuous improvement.

We have analysed attainment data over the last 4 years by comparing standardised scores. From this we were able to gain a better understanding of attainment across the school. Interventions in numeracy were making an impact on scores across all stages and highlighted areas that we needed to target next.

We have four members of staff who are being supported through practitioner enquiry. Our teachers have worked in pairs to plan share and evaluate classroom experience and this has had a positive impact on improving learning and teaching.

Staff and parents have contributed to an evaluation and update of our vision, values and aims and these have been revised. An evaluation of the impact of our school aims has identified that we need to do more to engage parents in the life and work of our school.

We have carried out evaluative activities to engage staff, pupils and parents in producing our curriculum rationale and strategic plan and our new policies and procedures for Behaviour, Equalities and Anti Bullying.

Our school participated in the council's evaluation of the views of parents and carers. Although only 33 parents responded, 85% of those said they were happy with the school. This was slightly more than the average across the city. Most parents who responded agreed or strongly agreed that they were satisfied with most of the indicators. However more work needs to be done to increase the number of parents who agree that we provide information about parenting support and programmes and that we ask for and take parental views into account.

Next Steps

- Ensure feedback and evaluation leads to continuous improvement
- More fully engage parents and pupils in evaluation of learning and teaching
- Ensure all stakeholders are familiar with the school vision, values and aims and that these are having an impact on the work we do.
- Continue to promote, support and develop engagement of staff in school leadership.
- **Further develop opportunities to engage parents in the life and work of the school.**
- **Increase parental knowledge of parenting support and programmes** and ensure parents are aware of where we ask for their views and take these into account.

Learning provision	Key Indicators 2.2 Curriculum 2.3 Learning, teaching and assessment 2.5 Family learning
Priority	To review and improve our learning provision
Outcomes	Children are enthusiastic, motivated and respond well to opportunities provided by the school. Our approaches to assessing, monitoring and tracking of children’s progress improve pace and challenge in children’s learning. Strong partnerships with parents, partners and the wider community create an enriching learning environment for children.
<p>Progress and impact</p> <p>New planning formats have been developed and implemented in collaboration with staff. The new planning format is proportionate and manageable and clearly identifies what is to be learned and assessed. The plans are skill focused and allow staff to closely track and monitor pupil progress, allowing them to identify learner’s needs and tailor the plan to meet both universal and individual needs. In our attainment and planning meetings with staff the plans form the basis of the dialogue around raising attainment, meeting individual needs and that lessons provide appropriate pace and challenge for all.</p> <p>We have developed a more focused and manageable approach to assessment this year. In literacy and numeracy, we have implemented tracking and monitoring sheets, which focus on specific learning outcomes. All staff have engaged well with this and it provided a clear overview of those pupils who are on track and those who need additional support. The sheets are also effective in identifying next steps in learning and teaching. This year we have held a number of CAT sessions on assessment and moderation, achieving a level and holistic assessment. The sessions have helped improve staff confidence in designing assessments collaboratively and using these to support judgements on pupil progress and attainment. Staff have participated in training in the new standardised assessment format and pupils in Primary 1, Primary 4 and Primary 7 took part in norming studies prior to completing the national assessments this session. Staff provided feedback which was shared with our Quality Improvement Officer.</p> <p>The majority of teaching staff attended 4 ‘Book Group’ sessions looking at the approaches outlined in Shirley Clarke ‘Outstanding Formative Assessment’ as part of staff CLPL. Staff discussed strategies and many implemented them in their classrooms. Strategies such as Mild, Spicy or Hot has improved pupil engagement and choice during differentiated lessons in these classes.</p> <p>A new reporting format was developed in consultation with staff to make reporting more manageable and proportionate. The new reports highlight latest progress, identify next steps and avoid professional jargon. Assessment information is used to provide accurate information regarding pupil progress and reports are personalised for each learner. Traffic lights are used to highlight attitude and motivation to learn.</p>	

Staff, parents and pupils have been consulted and our curriculum statement has now been published. A learning and teaching policy was completed in consultation with staff. It provides clear guidelines on learning and teaching strategies; presentation of work; marking code; literacy strategy; graffiti walls for each curricular area; dyslexia approaches for the classroom; learning and Teaching framework.

In outdoor education, staff have been involved in training, discussing findings from research and planning and delivering outdoor education in a variety of curricular areas. The Principal Teacher initially led Outdoor Education programme with class teachers for 6 weeks, demonstrating good practice and extending the curriculum beyond the classroom. The second block of outdoor education focussed on shared planning with to support the delivery of Outdoor Education to pupils. Evaluations from staff indicate that they have found Outdoor Education a good approach for extending the curriculum and that they would like access to more resources, so that they can deliver Outdoor Education in a variety of curricular areas. All classes have taken part in Outdoor Education in 6 week blocks. During these sessions pupils initially worked on developing their ability to work as part of a team. Lessons focused on extending the curriculum from the classroom and developing their team work skills. Pupils have given positive feedback about their experiences and commented on how learning outside requires them to use skills from different curricular areas. Due to the long term absence of the Principal Teacher, we have yet to complete assessment activities that will allow us to further evaluate the success of outdoor education.

In the nursery creative approaches are used to engage families. Parents have been encouraged to come in and share their skills in art, storytelling, baking and gardening activities. A soft start each morning encourages families to stay and play with their child. The ASL service has held PEEP sessions for our families in school. These were successful and the parents benefited greatly from them. A group of parents have signed up for the 6 week Raising Children with Confidence course. The response so far has been extremely positive.

Food for Thought has allowed us to purchase significant additional resources to support food technology in school. It has also allowed us to work with Business in the Community to build raised bed planters for children to grow food. One of our classes enjoyed a successful visit to Jamie Oliver's restaurant where they worked with chefs to learn about and cook with food. We have successfully engaged parents and other helpers in projects such as Big Chef, Little Chef and Come Dine With Me and children have successfully engaged with other food activities. Our work was commended by Education Scotland following the submission of our report.

Staff have undertaken a session on teaching phonics (2hours) and Spelling (2hours). Edinburgh Sound Charts have been used in both P3 classes and teaching structured around them. In Primary 3 in the majority of children have improved their SWST Standardised Score. Charts have now been purchased for Primary 4 and 5. Pupil Support Assistants took part in a phonic training session.

Our plans for PEF included the recruitment of a teacher to support children and families to engage more effectively in school. Recruitment for this post was unsuccessful. As an alternative we recruited two Pupil Support Officers and deployed a teacher to provide Time to Talk sessions for identified individuals. The Pupil Support Officers have been very successful in engaging with individual children and families to reduce exclusions and promote improved engagement with learning and teaching. They have successfully implemented a number of initiatives to provide family engagement. The teacher running the Time to Talk sessions has evaluated the programme and concludes that this has been valuable in enabling the children to have time to start to build a positive relationship with an adult in school to be heard, to settle, and to express thoughts and feelings about a range of issues through play and talk in a safe environment.

We recruited additional Pupil Support Assistants to provide targeted support for individuals and groups in reading and numeracy, including challenging the more able. An evaluation of the impact this has had on pupil attainment is currently under way.

Next steps

- Develop ways in which we can promote pupil voice and engagement in planning, learning and teaching
- Engage with and use pupil voice more effectively in our assessment approaches.
- Review and complete training in Shirley Clarke approaches.
- Continue to develop a personalised report for each learner and consider how we include pupil voice in the reporting process.
- Ensure effective implementation of Curriculum document by engaging with all stakeholders.
- Review and further develop skills progression.
- Continue to embed outdoor education through our curriculum and learning and teaching.
- Develop and implement an effective spelling progression throughout the school.
- Further engage parents in the life and work of the school and links for family learning.
- Continue targeted support for individuals and groups in reading and numeracy, including challenging the more able.
- Continue to develop knowledge and skills of the Pupil Support Officers through training and mentoring to effectively engage with children and families

Successes and Achievements	QIs/Themes 3.1 Ensuring Wellbeing, Equality and Inclusion 3.2 Raising Attainment and Achievement
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Priority	Provide an inclusive, nurturing environment
Outcomes	An inclusive approach in the school promotes children’s wellbeing, rights and resilience. Articulate, confident and happy children who thrive in the nurturing environment provided by staff
Progress and impact Creating Confidence has been the focus of further training for staff. The Resilience Programme is being embedded in our school. Raising Children with Confidence training has been provided for a group of parents. The inputs are currently being evaluated. Staff, the Parent Council and other parents have positively evaluated the training sessions we have provided for 1 in Poverty. This feedback will be collated for the school’s 1 in 5 Poverty report but has already begun to impact on policies, procedures and activities throughout the school. A Working Party comprising parents and staff has consulted throughout the year with the wider parent body, the whole staff team and with groups of pupils. Draft copies of Better Behaviour, Better Learning Policy and Procedures have been completed and shared with parents and staff. These will now be formally launched at the start of the 2018-2019 session. The Cluster Equalities and Anti Bullying Policy has been published and shared with everyone in the cluster community. The Behaviour Working Party has published the new school information leaflet. A formal launch of the policy and leaflet will be organised for the start of the 2018-2019 session. Principal Teacher 2x PSO’s and 2x PSA’s have completed The City of Edinburgh Nurture Training. An overview of the Nurture ethos was delivered to staff with a follow up session planned. Education Scotland Nurture Questionnaire completed by all staff. ‘The Rainbow Room’ Ferryhill’s Nurture Base planned and resourced was opened in February 2018. Pupils were identified for nurture groups and consultation with parents took place. Assessment of pupils was undertaken by Educational Psychologist. Nurture strategies throughout the school are working well in small groups particularly with Pupil Support Officers. Peer supporters are working well. Whole school Nurturing Approach is still to be embraced by some members of staff. Principal Teacher attended Education Scotland ‘Nurturing Approaches to support the impact of Adverse Childhood experiences’ event. Further training is required for Ferryhill to fully adopt the approach of Nurturing Ethos.	

Attainment data from literacy (SWST, P1 baseline, Big Writing and national assessments) and numeracy (national assessments, P1 baseline) and have been analysed. Analysis of standardised scores compared to results from previous 4 years has allowed us to identify the positive impact our numeracy initiatives are having and identify the development of spelling strategy as a next step.

SLT developed a new format for recording assessment and staff are engaging with this.

Staff were updated on current child protection procedures at the start of the school session. New staff have received guidance as part of their induction programmes. An additional 10 members of staff have undertaken the council's mandatory child protection training.

Next steps

- Feedback from evaluation of Creating Confidence will identify our next steps and priorities for next session.
- Prepare school's 1 in 5 Poverty Report and engage all school stakeholders.
- Launch and implement new Behaviour and Anti Bullying Policies at start of new term. Carry out ongoing review of implementation.
- Bi-annual update of training in child protection to be provided for all staff.
- Provide training for staff in Adverse Childhood Experiences.
- Carry out further review of our approach to nurture to identify strengths and areas for development within one year of the opening of the Rainbow Room.
- Complete full year evaluation of our nurturing approaches.

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	Good		Good	
2.3	Learning, Teaching And Assessment	Good		Satisfactory	
3.1	Ensuring Wellbeing, Equity And Inclusion	Very Good		Good	
3.2	Raising Attainment And Achievement	Good		Satisfactory	

Statement of Impact of Pupil Equity Fund/Exceptional Spend:

For session 2017-18, the Pupil Equity Fund has totalled £105600. There was a carry-forward at the end of the academic year of £16764 to session 2018-19 due to money being unspent following the challenges in recruiting staff for an August 2017 start date. This spend is deemed exceptional and the plans for this spend are outlined in the school improvement plan for 2018-19 and coded green.

2017 – 2020 School Self Evaluation/Plan for QI Engagement

QI		2017 – 2018	2018 – 2019	2019 – 2020	2020 - 2021
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				√
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				√
3.1	Ensuring Wellbeing, Equality and Inclusion	√	√	√	√
3.2	Raising Attainment and Achievement	√	√	√	√
3.3	Increasing Creativity and Employability				√

Key Areas For School Improvement 2018-19

NIF Priority 1 – Improvement In Attainment, Particularly In Literacy and Numeracy	QIs/Themes 2.2 Curriculum 2.3 Learning, Teaching and Assessment 2.5 Family Learning
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Priority 1	To raise attainment in literacy and numeracy	Overall Responsibility	Rhian Chapman DHT	
Outcomes	<p>All staff and partners are ambitious and expect high levels of attainment and achievement for all learners. Planning is proportionate and manageable and clearly identifies what is to be learned and assessed. Processes for assessment and reporting are manageable and very effective in informing improvements in learning and teaching. Family learning is leading to stronger home-school links, which are improving outcomes for learners.</p>			
Tasks	By Whom	Resources	Time	Impact/ Progress
<ul style="list-style-type: none"> Review and develop our planning to ensure learning outcomes are identified and used as the basis of dialogue between staff and senior leadership team regarding attainment 	<ul style="list-style-type: none"> DHT working with staff Senior Leadership Team 	<ul style="list-style-type: none"> Planned dialogue between CT/SLT regarding planning and attainment 	<ul style="list-style-type: none"> In service Day 1 – 1 hr Staff meetings 	<ul style="list-style-type: none">
<ul style="list-style-type: none"> Review, develop and implement a consistent approach to assessment, taking 	<ul style="list-style-type: none"> DHT working with staff 		<ul style="list-style-type: none"> Staff meetings In Service Day 4 - 4.5 hrs 	<ul style="list-style-type: none">

into local and national priorities				
<ul style="list-style-type: none"> Promote staff engagement with the Benchmarks for planning and assessment 	<ul style="list-style-type: none"> DHT working with staff Senior Leadership Team 		<ul style="list-style-type: none"> In Service Day 4 – 4.5 hrs 	<ul style="list-style-type: none">
<ul style="list-style-type: none"> Allow staff time to engage with and implement 'Big Maths' in Primary 3 - 7 	<ul style="list-style-type: none"> DHT working with staff 	<ul style="list-style-type: none"> Dedicated PSA time to prepare resources 	<ul style="list-style-type: none"> In Service Day 2 – 1.5 hrs CAT 2 hrs 	<ul style="list-style-type: none">
<ul style="list-style-type: none"> Shirley Clarke approaches to learning and teaching is embedded in class practice. 	<ul style="list-style-type: none"> PT/DHT working with staff 	<ul style="list-style-type: none"> Professional Development Time Staff Book Club 	<ul style="list-style-type: none"> 2 CATS – 2 x 2 hrs 	<ul style="list-style-type: none">
<ul style="list-style-type: none"> Reading promoted throughout the stages. Working party to take the lead on promoting reading and literacy throughout the school. Create timetable for library visits, organise World Book Day and Literacy competitions. 	<ul style="list-style-type: none"> Literacy Coordinator (PT) Working Party 		<ul style="list-style-type: none"> CATS – 2 x 2 hrs 	<ul style="list-style-type: none">
<ul style="list-style-type: none"> Develop and review a consistent and progressive approach to teaching spelling across the stages 	<ul style="list-style-type: none"> PT lead 	<ul style="list-style-type: none"> Resources purchased as required 	<ul style="list-style-type: none"> CAT – 2 hrs 	<ul style="list-style-type: none">
Engage families in learning through:	<ul style="list-style-type: none"> DHT PT 	<ul style="list-style-type: none"> Resources and Equipment Pupil Equity Fund 	<ul style="list-style-type: none"> Ongoing from September 2018 	<ul style="list-style-type: none">

<ul style="list-style-type: none"> • Increased opportunities for parental involvement in literacy and numeracy projects. • Literacy and Numeracy workshops held for parents • Nursery staff engaging parents with Story Sacks, Bedtime stories and Reading Rainbows • Literacy and Numeracy packs provided to all P1 pupils to reinforce learning at home and encourage family engagement • Numeracy and literacy focus celebrated in school. 	<ul style="list-style-type: none"> • Numeracy Working Party • Literacy Working Party 	<ul style="list-style-type: none"> • DHT/PT to lead workshops for parents 		
<p>Ensure pupils are effectively engaged in learning through differentiation, challenge and setting of targets</p>	<ul style="list-style-type: none"> • DHT lead 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • In Service Day 3 – 5.5 hrs 	<ul style="list-style-type: none"> •

NIF Priority 2 – Closing the attainment gap between the most and least disadvantaged children	QIs/Themes 1.5 Management of resources to promote equity 2.3 Learning, teaching and assessment 2.5 Family Learning 3.1 Ensuring wellbeing, equality and inclusion
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Priority 2	Closing the attainment gap between the most and least disadvantaged children	Overall Responsibility	Stewart Crabb HT	
Outcomes	The poverty related attainment gap is reduced in all schools An inclusive ethos of aspiration exists in every school Parental engagement is high Exclusions are reduced Attendance is high Eligible 2, 3 and 4 year olds access high quality, extended hours of early learning and childcare			
Tasks	By Whom	Resources	Time	Impact/ Progress
<ul style="list-style-type: none"> Input on Adverse Childhood Experiences 	<ul style="list-style-type: none"> HT arrange cluster input 	<ul style="list-style-type: none"> ACE video and speaker 	<ul style="list-style-type: none"> In Service Day 13/8/18 – 3 hrs 	<ul style="list-style-type: none">
<ul style="list-style-type: none"> Follow up session for outdoor education sharing good practice 	<ul style="list-style-type: none"> PT 		<ul style="list-style-type: none"> CAT 1.5 hrs 10/05/2018 	<ul style="list-style-type: none">
<ul style="list-style-type: none"> Produce and share 1 in 5 poverty report for the school 	<ul style="list-style-type: none"> HT 	<ul style="list-style-type: none"> Working time 	<ul style="list-style-type: none"> By September 2018 	<ul style="list-style-type: none">

<p>Engage families in learning through:</p> <ul style="list-style-type: none"> • Increased opportunities for parental involvement in literacy and numeracy projects. • Literacy and Numeracy workshops held for parents • Nursery staff engaging parents with Story Sacks, Bedtime stories and Reading Rainbows • Literacy and Numeracy packs provided to all P1 pupils to reinforce learning at home and encourage family engagement • Numeracy and literacy focus celebrated in school 	<ul style="list-style-type: none"> • DHT • PT • Numeracy Working Party • Literacy Working Party 	<ul style="list-style-type: none"> • Resources and Equipment • Pupil Equity Fund • DHT/PT to lead workshops for parents 	<ul style="list-style-type: none"> • Ongoing from August 2017 	<ul style="list-style-type: none"> •
<p>Provide targeted support for reading and numeracy including challenging the more able using PSAs and additional teacher trained to deliver effective support</p>	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Pupil Equity Fund additional PSAs and supernumerary teacher 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •
<p>Employ supernumerary teacher to support engagement with families and targeted support for reading and numeracy including challenging the more able</p>	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Pupil Equity Fund additional PSAs and supernumerary teacher 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •

NIF Priority 3 – Improvement in children’s health and well-being.

QIs/Themes

- 3.1 Ensuring wellbeing, equality and inclusion
- 3.2 Raising attainment and achievement

Priority 3a	To improve children and families health and well-being, including mental health	Overall Responsibility	Katie Napier PT	
Outcomes	<p>The whole learning community has a shared understanding of positive emotional wellbeing and mental health. All stakeholders model behaviour which promotes and supports the wellbeing of all. We ensure the inclusion of equality leads to improved outcomes for all learners. Attainment levels in literacy and numeracy are a central feature of the school’s priorities for improvement and are raising attainment.</p>			
Tasks	By Whom	Resources	Time	Impact/ Progress
<ul style="list-style-type: none"> • Evaluate and review Year 1 of the Nurture resource in school looking at impact on inclusion, review impact of PSO and nurture intervention • Plan follow up activities 	<ul style="list-style-type: none"> • PT/PSO’s/EP in liaison with Staff, pupils and parents. 	<ul style="list-style-type: none"> • Questionnaires for staff, pupils and parents • Working time for PT • Pupil Equity Funding 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •
<ul style="list-style-type: none"> • Year 2- Develop Year 2 of the Nurture Room • Staff to visit other nurture rooms across the city 	<ul style="list-style-type: none"> • PT • EP 	<ul style="list-style-type: none"> • ACE Training Cluster INSET day - Resilience film with question 	<ul style="list-style-type: none"> • In Service Day 2 – 3 hrs 	<ul style="list-style-type: none"> •

<ul style="list-style-type: none"> Develop remit of PSO post within nurture Year 2 City of Edinburgh Resilience Programme of work Continue to develop partnership with parents carers to promote positive relationships. Pupil Support Officers to attend the City of Edinburgh Council Well Being Academy 	<ul style="list-style-type: none"> DHT/ CTs PSOs and SLT 	<p>and answer session</p> <ul style="list-style-type: none"> Pupil Equity Funding Staff Library to encourage professional reading with a Nurture based focus PSOs to attend the Wellbeing academy Resilience Programme Raising Children with Confidence parent groups. 		
<ul style="list-style-type: none"> Behaviour Policy and Equalities and Anti Bullying Policy launched Carry out review of implementation of policy and procedures 	<ul style="list-style-type: none"> Behaviour Working Party 	<ul style="list-style-type: none"> Resources to support launch Assembly Parent workshop 	<ul style="list-style-type: none"> In Service Day 2 – 1 hr In Service Day 4 – 1 hr 	<ul style="list-style-type: none">
<ul style="list-style-type: none"> Autism Training update/refresh 	<ul style="list-style-type: none"> PT/ASL Service Leader 	<ul style="list-style-type: none"> ASL service to lead. 	<ul style="list-style-type: none"> CAT - 2 hours 	<ul style="list-style-type: none">
<ul style="list-style-type: none"> Asthma, allergies & epilepsy training 	<ul style="list-style-type: none"> Business Manager 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> CAT 2 hrs 	<ul style="list-style-type: none">
<ul style="list-style-type: none"> Child Protection Update 	<ul style="list-style-type: none"> HT 	<ul style="list-style-type: none"> CEC trainer 	<ul style="list-style-type: none"> CAT 21/08/2018 2.5 hrs 	<ul style="list-style-type: none">

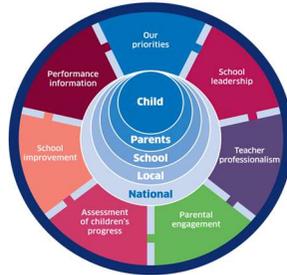
NIF Priority 4 – Improvement in employability skills and sustained positive school leaver destinations for all young people	QIs/Themes 2.2 Skills for learning, life and work 3.3 Increasing employability skills
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Priority 4	To improve employability skills for all young people	Overall Responsibility	PT James Prowse	
Outcomes	Improve learning and teaching and pedagogy at early level All learners make the best use of technology Flexible pathways are in place for all learners			
• Tasks	By Whom	Resources	Time	Impact/ Progress
• Audit current provision for Science across the school and plan improvements including a Science Focus Week	• Working Party	• Purchase resources to deliver effective science	• 2 CATS – 2 x 2 hrs	•
• Audit current provision of digital learning across the school including staff confidence	• PT	• PT working time	•	•
• Produce digital learning strategy and lead refresh	• PT	• PT working time	•	•
• Plan high quality CPLP for all staff in using digital technologies	• PT	• Professional development time	•	•
• Review current skills progression by sharing with staff and update with current thinking/ sharing from other schools	• HT lead		• CAT 1 hr 15/11/2018	•

Nursery Class Improvement Plan

National Improvement Framework (NIF) Priorities:

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



literacy
most and
people's
people's

HGIOELC Quality Indicators: Leadership and Management

How good is our leadership and approach to improvement?
(1.1 1.2 **1.3** 1.4 1.5)

Learning provision

How good is the quality of the care and learning we offer?
(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?
(**3.1 3.2** 3.3)

Priority 1: Self-evaluation and improvement Related HGIOELC QI: 1.1

Overall Responsibility: Rhian Chapman (DHT) and Kirsteen Vance (Nursery PT)

Outcome and impact on learners:

Self-evaluation is an integral part of our approach that drives the improvement of outcomes for children. Our team regularly reflect well together and take part in effective quality assurance and moderation activities to agree standards and expectations. We involve our families and work with all stakeholders regularly to review learning and progress and highlight best practice.

Tasks	By Whom	Resources	Time	Impact / Progress of task
Devise parent/pupil questionnaire to collate general feedback on the running, ethos and activities available in the nursery.	Rhian Chapman (DHT)	<ul style="list-style-type: none"> Pupil Questionnaire 	October 2018	
Staff to engage in self-evaluation activities. Use the Care Inspectorate report to identify strengths and areas for improvement	Kirsteen Vance (PT)	<ul style="list-style-type: none"> Care Inspectorate Report How Good is Our Early Learning and Childcare document 	August 2018	

To use self-evaluation activities to identify areas for development for staff to lead on.	Kirsteen Vance (PT)	<ul style="list-style-type: none"> • Building the Ambition • Care Inspectorate Report • How Good is Our Early Learning and Childcare document 	Ongoing from August 2017	
To develop a positive ethos for improvement where sharing good practice and peer support and challenge is embedded within the nursery team, taking into account local and national priorities.	Rhian Chapman (DHT) Kirsteen Vance (PT)	<ul style="list-style-type: none"> • Staff meetings • In-Service Day Training 	Ongoing from August 2018	
Priority 2: Learning, teaching and assessment			Overall Responsibility: Rhian Chapman (DHT) and Kirsteen Vance (Nursery PT)	
Related HGIOELC QI: 2.3				
<p>Outcome and impact on learners: Our approaches to planning are flexible and highly responsive ensuring that children are making sustained progress in their learning. Practitioners make use of high quality interactions and observations to make accurate judgements about individual progress and inform next steps. Outdoor learning approaches are used to enhance high quality learning and teaching in all areas of the curriculum.</p>				
Tasks	By Whom	Resources		Impact/ Progress of task
To revise and implement planning formats that focus on key skills and highlight learning outcomes. Develop ways in which we can engage pupils more in the planning process.	Kirsteen Vance (Nursery PT)	<ul style="list-style-type: none"> • Building the Ambition • Birth to Three • Curriculum for Excellence • HGIOELCC • In-Service Day Focus 	By August 2019	

To review learning journals and develop ways in which children can have greater ownership of their learning journals.	Kirsteen Vance (Nursery PT) Nursery Staff	<ul style="list-style-type: none"> • HGIOECC • Building the Ambition 	From August 2018	
To plan and deliver high quality outdoor learning experiences that with a focus on literacy, numeracy and HWB	Danielle Corey (EYO)	<ul style="list-style-type: none"> • Forest Kindergarten approaches 	From August 2018	
Nursery Priority 3: Family Learning			Overall Responsibility: Rhian Chapman (DHT) Kirsteen Vance (Nursery PT)	
Related HGIOELC QI: 2.5				
<p>Outcome and impact on learners: To engage families in early intervention programmes and family learning opportunities to enhance our children's outcomes in literacy, numeracy and health and well-being. To create opportunities for parents/carers and children to learn together and create a culture of learning within the family.</p>				
Tasks	By Whom	Resources	Time	Impact/ Progress of task
Creative approaches are used to engage families in their children's learning.	Kirsteen Vance (Nursery PT)		August 2019	
Family learning approaches and early intervention programmes are embedded in nursery practice.	Rhian Chapman (DHT) Kirsteen Vance (Nursery PT) ASL services	<ul style="list-style-type: none"> • PEEP • Raising Children with Confidence 	August 2019	
Family learning opportunities seek to address parents' own learning needs in areas such as literacy, numeracy and health and well-being.	Kirsteen Vance (Nursery PT) Nursery staff	<ul style="list-style-type: none"> • Rainbow Reading • Book Bugs • Story Sacks • Read, Write Count • Building Resilience resources • Raising Children with Confidence 	Ongoing	

Appendix 1 - Our Successes and Achievements

- 1 **Rainbow Room** – A dedicated room where nurturing approaches are at the heart of all practice and communication. A place in school to support to help children develop their social, emotional and behavioural skills in a small, structured, home like environment.
- 2 **Rainbow Garden** – A small supported play area for those pupils who find the main playground overwhelming. It is supported by two PSA's and is a quiet, calm space for pupils' to enjoy their break. It is very popular with all pupils.
- 3 **Breakfast Club.** The Breakfast Club is an essential provision for our children and families. It not only provides breakfast but also improves learning, attendance, behaviour at school, punctuality, it offers the children a healthy breakfast, helps to develop their social skills and they have fun through play.
- 4 **Building Resilience** – A whole school approach that aims to support the development of mental, emotional, social and physical well-being through learning and teaching in partnership with staff, parents and pupils. It aims to help children to function well, both at school and in life. Both staff and pupils enjoy taking part in the activities and sharing learning in our whole school assemblies.
- 5 **Outdoor learning** has been developed and implemented throughout the school. Staff have had in house training and the opportunity to plan collaboratively to produce high quality, cross- curricular learning for all stages.
- 6 **Pupil Support Assistants.** We have invested heavily in a large number of PSAs and training for them. This has allowed us to provide more opportunities for whole class, group and individualised support. This is having a positive impact on pupil participation, confidence and attainment overall.
- 7 **Recruitment** – This year we have recruited a high number of new staff due to the school expanding as a result of nursery, PEF and increased Positive Action finance.
- 8 **Support groups.** A wide range of support groups are available that prioritise the needs of the pupils and offer support in the development of their literacy, numeracy and emotional well-being skills. These are making a positive impact on pupils across the school.
- 9 **Child Planning Meetings.** We have increased the number of CPMs held this year. It is a multi-agency approach to ensure the needs of the pupils are being met and that appropriate supports are in place.
- 10 **Visual Support Project.** The use of visual timetables and symbols has been established in all classes. This aims to prevent, remove and alleviate the effects of barriers within learning. We have achieved Bronze accreditation and are currently working towards Silver.

- 11 **Word and Language Boost.** A whole school approach to promote language and improve the vocabulary of Nursery to Primary 7 pupils has been evaluated very positively by staff and is having a positive impact on pupil's attainment in literacy.
- 12 **Class assemblies.** An opportunity for pupils to show case their learning to their family and peers. The assemblies are very popular with parent/carers.
- 13 **Merit points and assemblies.** A whole school approach to actively engage and motivate pupils to achieve their bronze, silver and gold awards. This is very successful and highly regarded by staff, pupils and our families.
- 14 **P4-P6 School Show and P1-P3 Nativity.** Children enjoyed producing and performing a show for the whole school and their parent/carers. This gave many pupils the opportunity to showcase their skills, develop their confidence, cooperate and support one another. The pupils and staff were very proud of their performances, which were greatly received by parent/carers. Individual class teachers led our school shows.
- 15 **Focus weeks.** The school will take part in a range of focus weeks throughout the year, such as Health Weeks, Book Week, Anti-Bullying Week, Internet Safety Week and HWB focus weeks.
- 16 **Pupil Council** and the **JRSO's** actively engage children in the school community and they have successfully organised campaigns and led assemblies for the whole school.
- 17 **Book Week.** A whole school focus week was organised by the pupil council to raise the profile of reading, motivate children to read and promote a reading culture at Ferryhill. .
- 18 **Sports Day** - The DHT and PE Specialist organised Sports Day for the whole school. The day was successful and the pupils engaged enthusiastically in all activities. Parents were invited to celebrate their child's achievements on that day.
- 19 **Movie Night** – This term we held our first movie night, supported by staff and members of the parent council. The P4 –P7's came along to see Paddington Bear. The night was a great success and we will be organising a P1 – P3 movie night next term.
- 20 **Food for Thought** – An initiative to promote healthy eating, involve children and their families in learning new skills. All pupils will have the opportunity to cook and eat a meal together. Primary 3's visited Jamie Oliver's restaurant and were shown some basic cooking skills. It has been an extremely successful venture and all pupils and staff are enthused and eager to participate.
- 21 **Cooking lessons** – Mrs Bannerman visits our school regularly and takes small groups of children to bake and to cook. The children are very motivated and enthusiastic in her classes.

- 22 **Big Golden Time.** An opportunity for all pupils to engage in a wide range of activities every 3 weeks. The groups are mixed in ages and this offers the pupils an opportunity to work with pupils across the school and support one another. Our children have very positively evaluated these sessions.
- 23 **After School Clubs.** Some of our staff have provided a wide range of free or cost-limited after school clubs for children. These have included choir and tennis. The quality of provision has been very high.
- 24 **Active School Programme** – The school and active school coordinator have a close working relationship and aim to provide quality, affordable clubs for all our pupils.
- 25 **P.E** - Increased provision of Physical Education. The PE specialist planned and delivered lessons that challenged and developed key skills for our pupils. He engaged pupils and led number of extra-curricular school clubs.
- 26 **Daily Mile** – All classes have committed to walking a mile a day. Parents have been invited in to join in and staff and pupils already notice an improvement in their general fitness.
- 27 **Loose Parts Play** – Classes take turns each week to access the loose parts play. This has supported our pupil's creativity and they enjoy creating designs with the equipment, from pirate ships, to go karts and musical instruments. The pupils thoroughly enjoy this type of play.
- 28 **P6 Bikeability** – An excellent programme to teach the children basic skills in riding a bike, keeping safe on the road and bike maintenance. It is well receive by pupils and a popular course.
- 29 **School trips** - All classes are actively encouraged to organise termly trips. It is an opportunity to for our pupils to develop new skills, visit new places, engage, and motivate pupils in their learning. All arranged trips are affordable and the school subsidises more expensive trips to keep the cost down for our families and promote inclusion.
- 30 **School camp.** The P7 trip to Benmore was a great success. Pupils engaged enthusiastically and had the opportunity to experience activities for the first time and develop a new set of skills throughout the week.
- 31 **Art Exhibition** – The whole school chose a theme and produced an art exhibition that was open to our community. It was a successful event and an opportunity for pupils to showcase their artistic talent.
- 32 **School website.** Our new school website has been launched. School developments, initiatives and pupils work are uploaded regularly and celebrated.

- 33 **IPads.** Each teacher has an individual iPad. A class box is available for classes to sign out. This has promoted the use of ICT and more classes are now able to incorporate ICT effectively into their lessons
- 34 **Planning and assessment** - New Forward Planning has been reviewed, developed and implemented in collaboration with staff. These aim to tackle bureaucracy and make planning more manageable with the focus on key learning outcomes for our learners.
- 35 **Learning and Teaching Policy** – A new learning and teaching policy has been successfully developed and implemented. It provides guidelines, support and advice on planning, assessment, teaching strategies and support for pupils.
- 36 **Termly newsletters.** All classes send out termly newsletters as an effective means of sharing learning with parent/carers and keep them informed of relevant information. Parents have welcomed and appreciate these newsletters and improved communication
- 37 **Progress Jotters** – Throughout the term, the children choose their recent and best work to glue in their jotters. The class teacher and pupil sit together to create personalised targets for each term. The books are sent home twice a term and the response for our parents/carers has been very positive.
- 38 **Collegiate Activity Time.** We have used our CAT training to progress staff development including sessions on the Assessment and Moderation, Learning and Teaching, Spelling, Outdoor Learning and Numeracy.
- 39 **PEF Funding** – The Pupil Equity Fund has enabled us to employ additional members of staff, invest in resources and improve the learning provision for all this year.
- 40 **Reading Resources** – The school has invested in topping up and buying in brand new reading books for the whole school. Staff and pupils have gratefully received this.
- 41 **Non- class contact.** Despite extensive staff absence, the Head Teacher has been committed to ensuring our teachers' non- class contact time has been provided in full.
- 42 **Shared responsibility.** More staff are taking on additional and leadership roles within the school. The shared responsibility has increased staff morale, enhanced leadership skills and provides all with a sense of ownership.
- 43 **Nursery Provision** - This year we have trialled the roll out of the 1140 hours for our 3 – 5 year olds and 600 hours for our eligible two's. This has been gratefully received by our parent/carers, has had a positive impact on our pupil's development, progress, and allowed our families to return to work or enrol on college courses/training.

- 44 **Care Inspectorate** - Ferryhill Nursery has received a very good report from the Care Inspectorate commending the staff on the level of care, the high quality provision of indoor and outdoor learning and the positive feedback from pupils and parents.
- 45 **P1 Transition** – This year we have started the transition from nursery into Primary 1 much earlier. The pre-school children visit the school, in small groups, throughout the year and have an opportunity to familiarise themselves and take part in lessons within the school. Staff have noticed that pupils now come across quite confidently and are keen to spend more time in the school.
- 46 **P1 Literacy and Numeracy Packs** – The school invested heavily in numeracy and resource packs for our Primary 1 children. The rationale behind it was that the packs would reinforce learning, promote literacy and numeracy skills at home and for families to have fun together while learning.
- 47 **P7 Transition** - Links with High School. This year we have worked hard to greater, improve links with the High Schools. This has consisted of organising STEM afternoon at the High School and arranging additional visits for some of our Primary 7 pupils on top of Transition days. A teacher from Broughton High also teaches numeracy to a group of Primary 7 pupils weekly.
- 48 **Parental involvement.** We are working closely with parents to actively engage them in the life of the school, through initiatives such as Food for thought, a Behaviour Working Party, and school events.
- 49 **Parent Council** - The Parent Council meet regularly and the school has a very positive relationship with the Parent Council who actively support school developments and projects. Their feedback has been used to improve our provision for children and families.
- 50 **Parent Council Events** – The Parent Council have worked in collaboration with staff to organise Christmas Fayre's, Ceilidh's, School Disco's and Movie Nights. This is a great opportunity to bring the whole school community together, have fun and raise funds to support school events.
- 51 **Parent Guide to SQIP** – The DHT has developed a parents' guide to the SQIP. This breaks the school SQIP down into succinct parts, highlighting our school priorities, strengths and areas for development.
- 52 **Behaviour Working Party** – Mr Crabb has led a working party, consisting of class teachers, nursery staff, PSA's, PSO's and parents to review and develop a new Behaviour Policy. This has been very successful and a draft policy is now in place.
- 53 **1 in 5 Poverty** – Mr Crabb has led staff training and parent information sessions on 1 in 5 Poverty to raise awareness of the scale, causes and impacts of child poverty. We have looked into what practical actions can be taken to make school more affordable for families on low incomes. Looking into the cost of the school day, the price of school uniforms, and access to clothing grants, school snacks, school trips, events, raising awareness and curriculum.

54 **Behaviour.** Throughout the school, the behaviour is very good. The staff have high expectations for all pupils in and around the school and the pupils strive to earn merit points in recognition of their learning and behaviour.

55 **Senior Leadership Team** – The SLT are committed to providing a clear vision, high quality training, good communication, support and advice and opportunities for staff to further develop their leadership roles within the school. More staff have taken on additional roles and responsibilities this year, such as pupil council, parent council, JRSO and developing the library. Next term we are looking for staff to lead or join a working party to develop a specific area of the curriculum to improve learning outcomes for all our pupils.

Appendix 2 FERRYHILL PRIMARY SCHOOL IN SERVICE AND CAT PROGRAMME 2018-2019

IN SERVICE DAY		Topic	Status
1	Mon 13/08/2018	AM Time in class 3 hrs PM Staff Meeting 2.5 hrs inc planning & assessment review - inc first look at Big Maths	Annual 2017 2017
2	Tues 15/08/2018	Cluster - Adverse Childhood Experiences 3 hrs Welcome Back 1 hr inc Bullying Policy and Anti Bullying Launch Big Maths 1- 1.5 hrs	New 2017 2017
3	Mon 22/10/2018	Pupil Engagement – Differentiation, Challenge and Targets Essential Learning and GDPR – 1 hr	New
4	Mon 08/01/2019	Holistic assessment, moderation & benchmarks 4.5 hrs Behaviour Policy Review 1 hr	2017 2017
5	Tues 07/05/2019	Evaluation TBC	Annual

	Cluster CAT	Topic	Status
1	Fri 02/11/2018	STEM Workshops	New

2	Fri 01/03/2018	STEM and Holistic Assessment	New
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	CAT 23 hrs	Topic	Status
1	Tues 21/08/2018 2.5 hr session	Child Protection – 3.30 – 6.00 pm	Update
2	07/09/2018	Working Parties 1 – Literacy & Library; STEM; Maths	New
3	28/09/2018	Working Parties 1 – Literacy & Library; STEM; Maths	New
4	15/11/2018 1 hr session	Skills Progression	2016
5	23/11/2018	Spelling	2017
6	25/01/2019	Shirley Clarke – Effective Feedback	2017
7	22/02/2019	Shirley Clarke – Effective Feedback	2017
8	15/03/2018	Big Maths 2	2017
9	26/04/2019 ??	Asthma, allergies and epilepsy update training	Update
10	10/05/2018 1.5 hr session	Outdoor Learning	2017
11	24/05/2019 ???	ASD Training	Update
12	21/06/2019 ???	Liaison for new classes	Annual

