

FERRYHILL PRIMARY SCHOOL

School Improvement Plan

School Improvement Plan 2019-20 (Key Priorities)

| Priority 1 | To improve teaching and learning through collaborative enquiry | | Overall Responsibility | HT / DHT | |
|---|---|---|--|--|--|
| Outcomes | Staff apply relevant findings from Lesson Study collaborative enquiry to improve ...in learning and teaching. All staff agree a consistent pedagogical approach and common language of learning to ... | | | | |
| NIF Priority 1 – Improvement In attainment, particularly In Literacy And Numeracy NIF Priority 2 - Closing the attainment gap between the most and least disadvantaged children and young people | | | QIs/Themes 1.1 Analysis and evaluation of intelligence and data 1.3 Strategic planning for continuous improvement 2.2 Learning pathways 2.3 Learning and engagement 2.3 Quality of teaching 2.4 Universal support 2.6 Continuity and progression in learning | | |
| Tasks | By Whom | Resources | Time | Progress & Impact | |
| <ul style="list-style-type: none"> Engage with Edinburgh Learns Teaching and Learning Team to introduce the Lesson Study approach to all teachers. Agree collegiate enquiry focus for whole school Audit assessment of enquiry area status across the school Audit results/feedback to be shared with staff | <ul style="list-style-type: none"> Lesson Study Lead All staff participating in study | <ul style="list-style-type: none"> Cover (1 – 2 days) Faculty/Staff meetings Audit resources | <ul style="list-style-type: none"> By June 2020 August 2020 (Feedback) | <ul style="list-style-type: none"> | |
| <ul style="list-style-type: none"> Audit current staff views of impact and effectiveness of existing collegiate | <ul style="list-style-type: none"> Lesson Study Lead All staff participating in study | <ul style="list-style-type: none"> Staff survey | <ul style="list-style-type: none"> 5 minutes per survey and time for coordinator to collate (August 2019) | <ul style="list-style-type: none"> | |

| | | | | |
|---|---|---|--|--|
| planning/professional dialogue. <ul style="list-style-type: none"> Identify professional learning, reading/research, expert support (e.g. Koshi) | | | | |
| <ul style="list-style-type: none"> Arrange teachers into Lesson Study trios Plan timetable for research lessons (each cycle to be completed in 1/2 weeks – different trios can be staggered to support cover) 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) Commence planning of first research lesson. | <ul style="list-style-type: none"> Lesson Study Lead All staff participating in study | <ul style="list-style-type: none"> In-service day Edinburgh Learns Teaching and Learning Team Lesson Study Workbooks | <ul style="list-style-type: none"> Half day Time to plan timetable | <ul style="list-style-type: none"> |
| First Research Lesson <ul style="list-style-type: none"> Trios plan first research lesson Teacher A delivers research lesson Teachers interview case pupils Trio evaluates lesson | <ul style="list-style-type: none"> Trio | <ul style="list-style-type: none"> Lesson Study Workbook Research sources Staff time for planning and evaluating (CAT or included in 35 hour week) 6 hours cover per trio (2 hours per research lesson) | Time allocation for one research lesson (need 3 per trio ideally over 1-2 weeks) Timing 2 hours (max) 1 hour (cover required for teachers B and C) - 15 minutes (cover required for pupil interviews) | <ul style="list-style-type: none"> |
| Second Research Lesson <ul style="list-style-type: none"> Trios plan second research lesson Teacher B delivers research lesson Teachers interview case pupils | | | | <ul style="list-style-type: none"> |

| | | | | |
|---|---|--|---|---|
| <ul style="list-style-type: none"> • Trio evaluates lesson | | | <ul style="list-style-type: none"> - 45 minutes (cover to evaluate lesson) | |
| <p>Third Research Lesson</p> <ul style="list-style-type: none"> • Trios plan third research lesson • Teacher C delivers research lesson • Teachers interview case pupils • Trio evaluates lesson | | | <ul style="list-style-type: none"> X 3 | <ul style="list-style-type: none"> • |
| <ul style="list-style-type: none"> • Engage with Edinburgh Learns Teaching and Learning Team to support evaluation of the process. • Audit assessment of enquiry area status across the school – post-hoc. • Audit current staff views of impact and effectiveness of existing collegiate planning/professional dialogue –post hoc. • Audit results/feedback to be shared with staff • Whole staff reflect on lesson study process. • Whole staff identifies improved pedagogy and consistent pedagogical approach • Agree evaluate Lesson Study and agree on future use | <ul style="list-style-type: none"> • Lesson Study Lead • All staff participating in study | <ul style="list-style-type: none"> • Collegiate evaluation sheets • Pupil interview records • Audit results | <p>1 hour staff meeting or CAT</p> | <ul style="list-style-type: none"> • |

| | | | |
|--|---|--|--|
| Priority 2 | To raise Attainment in Writing | Overall Responsibility | HT / Literacy Coordinator |
| Measurable Outcomes | By the end of session there will be an increase in <ul style="list-style-type: none"> The number of children at P1, P4 and P7 attaining national CfE levels in writing | | |
| Outcomes | By the end of session there will be: <ul style="list-style-type: none"> New whole school policy on writing, including child friendly Benchmarks, will be produced. A wide range of, level appropriate, quality writing experiences will be available for all children. Writing opportunities will be increased to a minimum of two sessions per week for all classes from P3-7 Children with literacy difficulties to be identified and supported appropriately in school when writing at Pathways 1 and 2. | | |
| NIF Priority 1 – Improvement In attainment, particularly In Literacy And Numeracy NIF Priority 2 - Closing the attainment gap between the most and least disadvantaged children and young people | | QIs/Themes 1.1 Analysis And Evaluation Of Intelligence And Data 2.3 Effective Use Of Assessment 2.3 Planning, Tracking And Monitoring 3.2 Attainment In Literacy And Numeracy | |
| Tasks | | Resources | Time |
| <ul style="list-style-type: none"> Audit quality of writing across the school and feedback results to staff. Audit how writing is taught across the school from P1-7 and share good practise. Look at writing progression through our school and moderate. Literacy working party to have a writing focus this session Research current good practise in teaching of writing through professional reading and visiting other schools. | | Whole school writing moderation task Learning Intention (example)- I am learning to convey information about myself using interesting and descriptive language to engage the reader. | <ul style="list-style-type: none"> |
| | | | Progress & Impact |
| | | | <ul style="list-style-type: none"> |

| | | | |
|---|---|---|---|
| <ul style="list-style-type: none"> • Two members of teaching staff to attend James Clements 'Teaching English by the Book' Writing Course and share with staff. • Class teachers to engage with Edinburgh Writing Strategy in line with authority guidance. Visuals to be on display in classrooms and all staff familiar with strategy. • Teachers shared classroom experience using Edinburgh Writing Strategy | <ul style="list-style-type: none"> • CEC Writing Guidance • James Clements book available. • CEC Writing Strategy Visuals. | <p>19,20th Sept;1st,2nd Oct;14th,15th Nov. Course code is CF2354</p> <p>2 hours on In-Service 1</p> | <ul style="list-style-type: none"> • |
| <ul style="list-style-type: none"> • Training for PSAs in phonics and how to support children in writing tasks. | <ul style="list-style-type: none"> • SfL Teacher | <ul style="list-style-type: none"> • October 2019 | <ul style="list-style-type: none"> • |
| <ul style="list-style-type: none"> • New Literacy and Dyslexia Guidelines to be presented to staff. • Technology such as Clicker Apps and iPad Notes used to support learners with ASN to write alongside their peers. • Attainment meetings to used identify and discuss appropriate supports in writing for ASN learners. | <ul style="list-style-type: none"> • CEC Updated Literacy and Dyslexia Guidelines. SfL Teacher | <ul style="list-style-type: none"> • 2 hours on In Service day 1 | <ul style="list-style-type: none"> • |
| <ul style="list-style-type: none"> • Write Child Friendly Benchmarks so pupils can self evaluate, track their own work and identify next steps at an appropriate level. • Raise awareness of priority in writing with children, display quality writing on writing display wall and raise profile at launch assembly. | <ul style="list-style-type: none"> • Literacy coordinator + group of pupils from representing all stages/classes. | <ul style="list-style-type: none"> • | <ul style="list-style-type: none"> • |
| <ul style="list-style-type: none"> • Review use of Big Writing Assessments across the school and moderate to ensure consistency across the stages. | <ul style="list-style-type: none"> • Literacy Coordinator | <ul style="list-style-type: none"> • | <ul style="list-style-type: none"> • |
| <ul style="list-style-type: none"> • Writing levels to be entered on SEEMIS for collation. | <ul style="list-style-type: none"> • Cold Writing Marking Criteria. | <ul style="list-style-type: none"> • May 2020 | <ul style="list-style-type: none"> • |
| <ul style="list-style-type: none"> • Showcase of writing event inviting parents in to school. • National competitions highlighted by Literacy Coordinator and entered. | <ul style="list-style-type: none"> • Literacy Coordinator • All staff | <p>May 2020</p> | <ul style="list-style-type: none"> • |

| | | | |
|---|---|---|-------------|
| Priority 3 | Closing the attainment gap between the most and least disadvantaged learners | Overall Responsibility | HT / DHT |
| Measurable Outcomes | By the end of the session: <ul style="list-style-type: none"> • The poverty related attainment gap will be reduced • Parental engagement will have increased • There is an increase in uptake of physical activity • There is an increase in the levels of pupil participation and pupil voice • Absence levels have been reduced to 10% of our children having attendance lower than 85%. | | |
| Outcomes | By the end of session there will be <ul style="list-style-type: none"> • Improvements in the learning experiences • Improved monitoring and tracking of attainment levels in reading, writing and numeracy • Improved approaches to assessment and moderation | | |
| NIF Priority 1 – Improvement In attainment, particularly In Literacy And Numeracy NIF Priority 2 - Closing the attainment gap between the most and least disadvantaged children and young people | | QIs/Themes 1.1 Collaborative approaches to self evaluation 1.1 Analysis And Evaluation Of Intelligence And Data 2.3 Effective Use Of Assessment 2.3 Planning, Tracking And Monitoring 2.4 Targeted support 2.4 Removal of barriers to learning 2.5 Engaging families in learning 3.1 Inclusion and equality 3.2 Attainment In Literacy And Numeracy 3.2 Overall quality of learners’ achievement 3.2 Equity for all learners | |
| Tasks | | Resources | Time |
| | | Progress & Impact | |

| | | | |
|--|--|---|---|
| <ul style="list-style-type: none"> • Introduce and implement the Big Maths tracking and monitoring module • Use data in termly planning and attainment meetings | <ul style="list-style-type: none"> • Big Maths subscription continued | <ul style="list-style-type: none"> • 2 hrs In Service Day 1/2 | <ul style="list-style-type: none"> • |
| <ul style="list-style-type: none"> • Provide book club approach for staff to read, reflect and discuss approaches • Identify and implement strategies and approaches as agreed by staff • Review parental understanding and satisfaction in the school's Positive Behaviour and Anti Bullying Policies and Procedures | <ul style="list-style-type: none"> • Paul Dix book for all members of staff | <ul style="list-style-type: none"> • 2 hrs reading time • 2 hrs book club reflection time | <ul style="list-style-type: none"> • |
| <ul style="list-style-type: none"> • Adopt new tracking and monitoring package and record data • Use data in termly planning and attainment meetings • Agree strategies and approaches for individuals and groups of children | <ul style="list-style-type: none"> • EDICT • Support from CEC | <ul style="list-style-type: none"> • SLT working time • 3 x termly meetings CT with HT / DHT / PT ASN | <ul style="list-style-type: none"> • |
| <ul style="list-style-type: none"> • Review the attainment gap for all pupils SIMD 1 and 2 • Carry out additional assessment activities if required for these pupils • Ensure the attainment gap is identified, targets set and strategies are in place to support learning • Monitor progress towards targets and identify next steps | <ul style="list-style-type: none"> • PEF Development Officer | <ul style="list-style-type: none"> • DO working time | <ul style="list-style-type: none"> • |
| <ul style="list-style-type: none"> • Review attendance statistics for all children across the school • Identify children with attendance 85% or less and reasons for absence • Work with families to implement supports to improve attendance | <ul style="list-style-type: none"> • PEF Development Officer • Education Welfare Officer | <ul style="list-style-type: none"> • DO working time | <ul style="list-style-type: none"> • |
| <ul style="list-style-type: none"> • Audit current provision for family engagement • Produce an annual plan for family engagement building on current successes and identifying new opportunities • Develop further ways to improve communication with parents and prepare parental communication policy | <ul style="list-style-type: none"> • PEF Development Officer | <ul style="list-style-type: none"> • DO working time | <ul style="list-style-type: none"> • |
| <ul style="list-style-type: none"> • Develop further ways of engaging parents in the school's self evaluation processes • Develop further ways to ensure the views of learners are sought, valued and lead to change | <ul style="list-style-type: none"> • | <ul style="list-style-type: none"> • HT working time | <ul style="list-style-type: none"> • |

| | | | |
|---|--|--|---|
| <ul style="list-style-type: none"> • STEM, Numeracy and Literacy Working Parties evaluate progress and identify next steps • Allocate staff to new or continued working parties in STEM, Numeracy and Literacy • Working Parties meet to produce new action plan • Working Parties implement action plans | <ul style="list-style-type: none"> • £1000 budget allocated to each working party | <ul style="list-style-type: none"> • 3 x 2hr working party CAT sessions | <ul style="list-style-type: none"> • |
| <ul style="list-style-type: none"> • Moderate the planning of progressive learning, teaching and assessment opportunities with colleagues for learners. • Moderate evidence gathered to support sound teacher judgements of achievement of a level. | <ul style="list-style-type: none"> • | <ul style="list-style-type: none"> • 3 x 2 hr CAT sessions City of Edinburgh Council for P5-P7 / school based for P1-P4 | <ul style="list-style-type: none"> • |
| <ul style="list-style-type: none"> • Review and further develop Active Schools Programme taking account of pupil voice • Ensure all SIMD 1 and 2 children have the opportunity to participate in free active schools opportunities | <ul style="list-style-type: none"> • Active Schools Coordinator | <ul style="list-style-type: none"> • | <ul style="list-style-type: none"> • |

| | | | |
|--|---|--|---|
| Cluster Priority | Cluster – moderation and consistency in approaches to learning and teaching across the Cluster Schools | Overall Responsibility | Cluster Learning and Teaching Group |
| Measurable Outcomes | All teaching staff from the 5 Cluster schools will participate in 3 workshops By the end of session there will be an increase in Knowledge of Edinburgh Learns Learning and Teaching Framework | | |
| Outcomes | By the end of session there will be networking opportunities which lead to Increase in understanding of pedagogical approaches Staff confidence in delivering high quality learning and teaching experiences Staff knowledge and capacity to develop innovative approaches to learners' engagement Identified CPD/PRD targets being linked to workshops An increase in reflective practice | | |
| NIF Priority NIF Priority 1 – Improvement In attainment, particularly In Literacy And Numeracy | | QIs/Themes 1.1 Analysis And Evaluation Of Intelligence And Data 2.3 Effective Use Of Assessment 2.3 Planning, Tracking And Monitoring 3.2 Attainment In Literacy And Numeracy | |
| Tasks | Resources | Time | Progress & Impact |
| <ul style="list-style-type: none"> • Create Cluster working group which builds on the existing group at Broughton • Terms of reference for group created and shared with Cluster Heads • Working group plans, delivers and organises Learning Festival Event in January • Collegiate and reflective dialogues in Cluster Schools • Evaluation of festival and impact by Cluster group | <ul style="list-style-type: none"> • Primary HTs to send Rep • Collegiate discussions between school reps and staff teams • Agenda item for Cluster Heads' meetings | <ul style="list-style-type: none"> • 3 meetings of group between August and January • Planning time for workshop facilitators | <ul style="list-style-type: none"> • |