

Carrick Knowe Primary School

Standards and Quality Report 2018-19

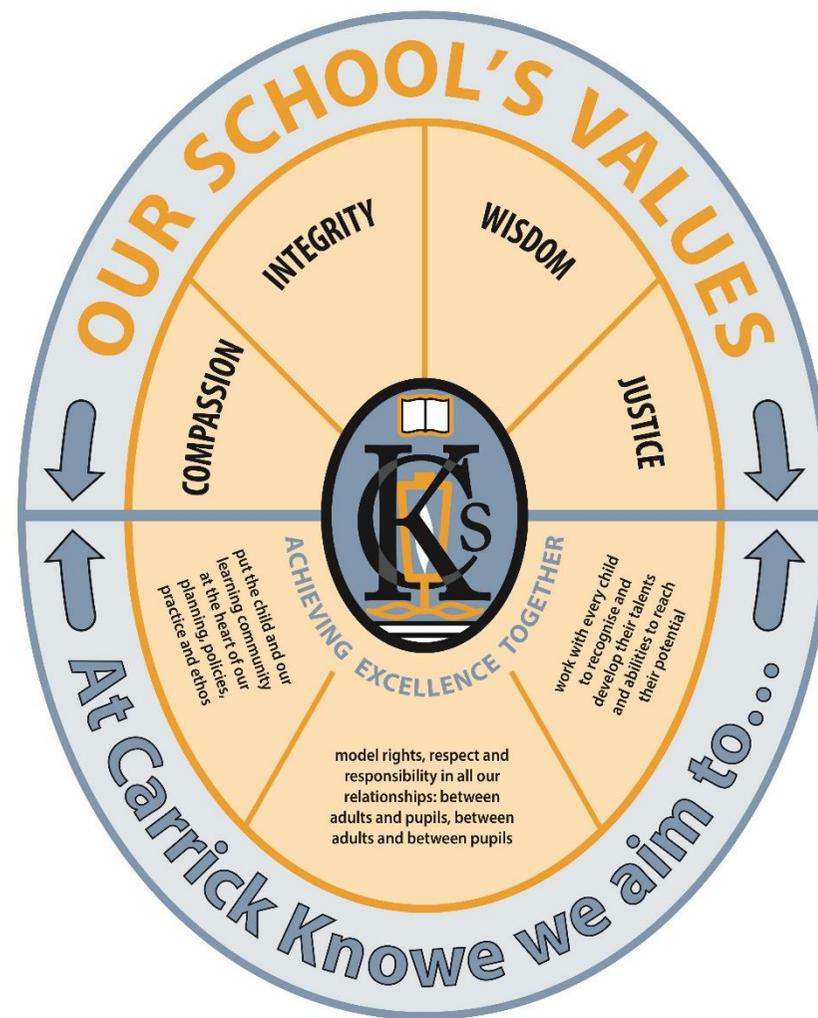
Context of our School

Carrick Knowe Primary School is a non-denominational school serving an area in Corstorphine, situated in the western suburbs of Edinburgh. The school was opened in December 1954. We serve a diverse community with around 12.3% of pupils in receipt of free school meals and clothing grants. The school stands in extensive grounds, which include playing fields, allotments and a large poly tunnel set amongst established trees and woodland areas. Outdoor facilities include a 'trim trail', sand pit and seated areas for pupils. The current roll is 354 in the primary school and 95 in the nursery class. Attendance was in line with the national average in 2018-2019. The leadership team consists of a Head Teacher, a Depute Head Teacher, 1.5 FTE Principal Teachers, a PEF Development Officer and a Business Manager. There are 15 classes, an additional support for learning base and 2 nurture bases in the school. An EYP (Early Years Practitioner) funded by our Pupil Equity Fund, works across our P1-3 classes and 6.21 FTE PSAs (Pupil Support Assistants) support children across the school.

A new Headteacher was appointed this session and took up post at the end of November 2018. The Depute Headteacher was Acting Headteacher from August until November.

In addition to our classrooms, there are other learning and teaching spaces including a large gym hall, an Expressive Arts room, an ICT suite, library area and an annexe located in the school grounds. An out of school care facility operated by OSCARS is also run from a building within the school grounds.

Pupil voice and parental engagement in the school is strong. We have a very active Parent Council who are involved in all aspects of school life. There is also a very active Parent Teacher Association who raise considerable sums of money for the school. Our school website plays a key role in communicating with parents and families. It is updated regularly with the latest letters



and provides families with regular updates of children's learning and achievements through class blogs. In session 2017-18, electronic learning journals were introduced to provide parents/carers with individual reports on their child's learning and progress on a regular basis.

The school vision and current values of Integrity, Compassion, Wisdom and Justice have been reviewed and consultation with staff, children, parents and the wider community took place in the second half of this academic session. It is planned that the updated school vision, values and aims will be in place at the beginning of session 2019-20.

- For further information please access our school website www.carrickknoweprimary.com

What is our school's capacity for continuous improvement?

We have produced this report and identified our improvement priorities for next session based on information gathered from a variety of sources:

- Learner progress and attainment identified by standardised assessments, summative and formative classroom assessment and the professional judgement of class teachers
- Information gained from quality improvement processes e.g. Shared Classroom Experiences
- Moderation processes with cluster schools and Leading Learning Partnership schools
- Outcomes as a result of monitoring and evaluating interventions and priorities
- Consultation with staff, learners, parents and families, partner agencies and the wider community
- Self-evaluation using the Quality Indicators from 'How Good Is Our School 4?' and evaluation based on other local and national initiatives

Quality Indicator	
1.3 Leadership of change	<ul style="list-style-type: none"> ▪ Pupils, parents, partners and staff have all been involved in the creation of newly updated school values which will provide a platform to develop a clear and ambitious vision to improve outcomes for all. ▪ Senior leaders have created conditions where practitioners feel empowered and confident in initiating well informed change. ▪ All staff are committed to change to improve outcomes for all learners. ▪ Further development of collaborative leadership is required to include support staff.
2.3 Learning, teaching and assessment	<ul style="list-style-type: none"> ▪ Ethos of positive relationships and environment for learning. ▪ Approaches to the teaching of spelling which support greater equity for learners are embedded. ▪ AiFL approaches are well embedded across the school. ▪ Most learners enjoy learning at school and are engaged in the process. ▪ Attainment data supports the development of a new and consistent approach to teaching writing across the school.
3.1 Ensuring wellbeing, equity and inclusion	<ul style="list-style-type: none"> ▪ Staff have a sound knowledge and understanding of the needs of their learners and the local community. ▪ The wellbeing of children is supported by positive relationships with their peers and school staff. ▪ Further work on using and embedding the wellbeing indicators with all learners will support their ability to discuss their own wellbeing.
3.2 Raising attainment and achievement	<ul style="list-style-type: none"> ▪ Attainment levels in Literacy and Numeracy continue to be a central feature of the school's priorities for improvement and raising attainment. ▪ Research based interventions and approaches to teaching and learning are a factor in ensuring progress and raising attainment for all learners. ▪ Targeted interventions are removing barriers to learning and beginning to ensure equity for all.

Evaluation of school's capacity for continuous improvement: We are in a strong position with regards to continual improvement. There is an effective, permanent senior leadership team in place providing a clear strategic direction. Other school staff are leading on improvement priorities and initiatives as collaborative leadership develops across the school.

1.3 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 have done:

We have involved staff, children, parents/carers and the wider community in a review of our school values. This has ensured an updated set of agreed values which are relevant to us and our community/context.

Impact:

- All stakeholders have had the opportunity to influence and shape shared values. Through this process, almost all staff have shown a good understanding of the importance of agreed, visible values which we are committed to and which will underpin our daily actions in school.
- These values provide the basis on which we will agree a clear vision for our school in moving forward.

- *Strategic planning for continuous improvement*

What we have done:

(a) There is a culture of collaborative leadership in school which we have continued to nurture. Most teaching staff are members of school improvement groups taking forward the priorities set out in the SIP and clearly see their role in the process of change and improvement.

(b) The Working Time Agreement and collegiate calendar identifies protected time for collegiate working and professional dialogue to drive forward the priorities in the SIP.

(c) A focus on STEM has included a focus on skills for life and work, and development of a skills progression. A STEM room is in the last stages of development.

Impact:

- (a) All staff are committed to change resulting in improved outcomes for learners.
 - (b) Collegiate sessions are focused on school improvement.
 - (c) In some shared classroom experiences, explicit links to skills were referenced. Pupils are becoming more familiar with the skills required for life and work. Many parents/carers and families engaged in our mini 'Careers Fair' as part of World of Work week.
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- ***Implementing improvement and change***

What we have done:

- (a) All staff attended training in Visual Support Programme. Visuals were distributed and are being used in all classes.
- (b) P6 and P7 pupils have been introduced to HGIOS - Part 2 as part of our self-evaluation for continuous improvement with P7 pupils leading some self-evaluation activities with younger pupils.
- (c) Regular, planned meetings have been held between class teachers/PSAs and PEF Development Officer and ASL teacher.

Impact:

- (a) VSP materials ensure visual consistency for all pupils, particularly those with language and communication difficulties.
- (b) Some pupils are involved in on-going self-evaluation and are beginning to see their part in initiating and implementing change and improvement.
- (c) Through regular liaison meetings, all staff demonstrate an increased awareness and understanding of the barriers to learning individual children face and how we are promoting equality and social justice in our daily interactions with them.

Next Steps:

- In collaboration with our school and wider community, develop a shared vision, based on our school values which is aspirational and reflects the context of our school.
- Further develop pupil engagement in school improvement ~ session organised for August In- Service Day with Alison Humphreys (QIO).
- Further develop the culture of collaborative leadership across the school.

2.3 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 have done:

- (a) Developed and maintained a positive ethos throughout the school where positive relationships set the tone for effective learning.
- (b) Class Charter were created in conjunction with the pupils in every class in the school, including nursery, as part of our Positive Behaviour Strategy and Rights Respecting Schools work. Children are aware of their responsibilities within the class and school and these are discussed throughout the year as part of restorative conversations.
- (c) The City of Edinburgh Council Building Resilience programme has been implemented across the school.
- (d) Time was allocated to revisit, further develop and moderate the use of 'Big Books' as a tool to support learners in discussing, evaluating and leading their own learning.

Impact:

- (a) Calm, purposeful environment for learning where most children feel safe and supported.
- (b) Pupils aware of their responsibilities within the class and school. Class teachers often refer to their Class Charter throughout the year as part of restorative conversations.
- (c) Children are able to talk about resilience and moving on from mistakes and setbacks. ***In addition, please see impact in 3.1 Ensuring Wellbeing, Equality and Inclusion.***
- (d) There is a greater consistency in approach to the use of Big Books across the school. Almost all teachers report increased confidence in using them to involve pupils in their learning. Interdisciplinary learning has become more focused on relevant Experiences and Outcomes.

- (e) Some pupils are beginning to have an accurate understanding of where they are in their learning and what they need to do to improve.

- **Quality of teaching**

What we have done

(a) We have embedded the use of the 4-phase model when planning to ensure well-structured lessons. A 'Learning & Teaching' strategies booklet was produced by, and for staff, which has been embraced by staff across the school. The Learning & Teaching policy/guidance was updated to reflect this approach (**SIP priority 2018-19**).

(b) The new 'Confident Spellers' spelling strategy was introduced in all P3-P7 classes in August 2018. Teachers participated in CLPL and team teaching to support its implementation.

Impact:

- (a) Revised Learning & Teaching policy/guidance is ensuring support for teachers in planning high quality learning and teaching and ensuring continuity of experience for learners. Through Shared Classroom Experiences, the impact of strategies has been monitored and positively evaluated across the school.
- (b) Feedback from staff regarding spelling has been very positive. Teachers reported that pupils were engaging well, with all reporting an improvement in pupil confidence and independence when it came to spelling challenging words. Results from pupil assessments saw almost all pupils with an improved spelling score, and all pupils showing an improvement in their ability to spell phonetically.

- **Effective use of Assessment**

What we have done:

(a) Our continued focus on AiFL (Assessment is for Learning) has ensured that this is embedded across the school with a Principal Teacher providing on-going drop in sessions for new staff or current staff to revisit.

(b) A skills progression has been developed and most class teachers are using this in planning and in co-constructing success criteria.

(c) Whole school moderation in writing helped support teacher professional judgement in achievement of a level (ACEL). Robust self-evaluation of Assessment and Moderation practice has identified a need for a this to be a priority on our SIP for session 2019-20.

Impact:

- (a) Almost all children can use talk partners, discuss what they are learning, how they will know they have been successful and peer and self-assess to support their progress in learning.
- (b) Children are beginning to evaluate their progress with regards to skills during plenaries.
- (c) Some class teachers are becoming more confident and skilled in accurately judging ACEL.

- ***Planning, tracking and monitoring***

What we have done:

- (a) Bundling of Experiences and Outcomes has been reviewed with staff to ensure best fit and reduce time spent on planning.
- (b) The Literacy Learning Pathways have been updated to ensure progression and with the Experiences and Outcomes now linked directly to the Benchmarks.
- (c) The Numeracy Learning Pathways have been updated to include a Benchmark overview for each level.
- (d) A review of the tracking and monitoring process led to us piloting the EDICT electronic tracking system.
We have reviewed and adjusted the format for tracking meetings to facilitate more focused professional dialogue on individual children and their progress in learning.

Impact:

- (a) Reduced time spent forward planning. Experiences and Outcomes are bundled appropriately to ensure progression, cohesion and increased engagement in learning.
- (b) Staff show an increased understanding of Benchmarks and they are being used effectively to support planning and assessment.
- (c) Updated Learning Pathways are allowing for improved progression through the levels and older children are more aware of their own personal literacy targets demonstrated during Learner Conversations and during Shared Classroom Experiences.
- (d) The reviewed tracking format and EDICT system are both in the early stages of implementation and as such impact is difficult to evidence.

Next steps:

- Audit and action plan with a view to achieving the Digital Schools award.
- Assessment & Moderation as a priority on SIP for session 2019-20 to ensure a consistent approach to the planning of assessment, the use of summative assessment and to further develop teacher skill in data analysis focused on improvement and identification of next steps.
- Moderation as an identified priority on the cluster improvement plan.
- Consider the use of other appropriate standardised assessments at stages where SNSAs are not used.
- Further work on differentiation to ensure most able learners are being challenged appropriately.
- Further development of planned and regular opportunities for learners to **discuss** their learning with an adult who knows them well and evaluate their learning - e.g. Individual Learning Records.
- Development of outdoor learning across the school, making effective use of our grounds and beyond is a priority on our SIP next session.
- Introduction and development of a consistent approach to the teaching of writing from P3-P7 is a priority on our SIP next session.

3.1 Ensuring Wellbeing, Equality and Inclusion

Themes

- Wellbeing
- Fulfilment of Statutory Duties
- Inclusion and Equality

Our Illustration

- **Wellbeing**

What we have done:

- (a) Created a positive ethos underpinned by positive relationships across the school where staff and children feel safe and valued.
- (b) Children supported by PEF interventions (particularly Nurture) make regular links to/ use of the wellbeing indicators within group and one to one sessions. They are also given the opportunity to track their own wellbeing throughout the session using the wellbeing questionnaire.
- (c) Positive Behaviour Strategy was reviewed and updated in line with the City of Edinburgh Council's policy.
- (d) Daily check-ins are used consistently across the school as a basis for discussion regarding children's mood and feeling of wellbeing.

Impact:

- (a) In a recent Health & Wellbeing survey, 90% of pupils agreed that their teacher cared about them, 91% stated they felt safe at school and 83% agreed that adults listened to their views.
- (b) Pupils supported by Pupil Equity Fund (PEF) have a better awareness and understanding of the wellbeing indicators and how they can be/are used to track and evaluate their wellbeing. Pupils are able to use appropriate/relevant vocabulary when talking about their own wellbeing. They are able to link specific events, experiences and emotions into the indicators and set appropriate targets as well as offer useful advice to others.
- (c) Consistency in practice across the school.

- (d) Most teachers have an increased awareness of children's mood and state of mental wellbeing leading to better supports in place where required.

- ***Fulfilment of Statutory Duties***

What we have done:

Ensured that all staff comply and engage with statutory requirements and codes of practice, allocating time for training and online courses to be completed.

Impact:

- All staff are confident that they are fulfilling their requirements and supporting pupils effectively.

- ***Inclusion and Equality***

What we have done:

(a) We have implemented City of Edinburgh Council's Building Resilience Programme across the school to support the social, emotional and mental health of our children.

(b) We ensure staff have a good knowledge of the children in their class who are facing challenges and are well supported by our PEF Development Officer to identify barriers to learning and implement effective support and interventions.

(c) Additional Support for Learning Strategy has been reviewed and updated. The draft copy is with parents and carers for feedback before finalising.

Impact:

- (a) In a recent pupil well-being survey, 93% of children agreed that even if they found something hard, they kept trying and 94% of children agreed that they tried to learn from their mistakes.
- (b) *Please see impact on 3.2 Raising Attainment and Achievement*

- (c) Staff and parents/carers are knowledgeable about our strategy and their roles and responsibilities in supporting pupils with Additional Support Needs within Carrick Knowe PS.

Next steps

- Revisit the wellbeing indicators with staff and children to ensure **all** children have a sound understanding of them and can use the related language appropriately and effectively when discussing their own wellbeing.
- Embed the Building Resilience Programme across the school and consider ways to further engage parents/carers in this.
- All PSAs to attend training on Aug 2019 In- Service Day on 'Positive Playtimes and Calm Dining Rooms'.

3.2 Raising Attainment and Achievement

Themes

- Attainment in literacy and numeracy
- Attainment over time
- Overall quality of learners' achievement
- Equity for all learners

Our Illustration

- **Attainment in Literacy and Numeracy**

What we have done:

- (a) Reviewed our tracking meetings to ensure more focused tracking of individual's progress and robust evaluation of any interventions/supports. Class teachers and PSAs meet regularly with SfL teacher and SLT to evaluate progress and identify next steps in learning in key areas for identified pupils.
- (b) Piloted the EDICT electronic tracking system.
- (c) Literacy audit completed and writing identified as an area for development to improve attainment.

Impact:

- (a) Improved information and data leading to more focused and effective interventions for individuals.
- (b) This is in the early stages of implementation and as such it is too early to identify impact.
- (c) Writing as a priority on SIP for 2019-20.

- **Attainment over time**

What we have done:

We have reviewed and adapted our tracking meeting format to ensure more focused dialogue regarding individual attainment and interventions/support required.

Impact:

- Improved information and data leading to more focused and effective interventions for individuals.

- **Overall quality of learners' achievement**

What we have done:

- We track all children's participation and engagement in wider achievement termly. This identifies children where there is lack of engagement and subsequent actions are identified. Active Schools clubs provide spaces for children entitled to Pupil Equity Funding.
- Pupils are invited to join the 'Achievement Wall' and display their wider/personal achievements.
- Pupil's successes are shared and celebrated regularly at weekly assemblies.
- All pupils have the opportunity to audition for the Community Concert to showcase their own talents and achievements.
- P6 and P7 have the opportunity to perform in an extracurricular drama club, resulting in two ticketed performances.
- Pupils are offered a variety of extracurricular clubs termly e.g. coding club, Lego club, netball etc.
- Developed the 'CKPS Cook School'. Identified pupils within P5-7 were given the opportunity to attend cookery workshops with their parent/carer. This was to both increase parental engagement and develop skills through family learning.

Impact:

- (a) Children who do not participate in any other activity out with the classroom have been identified and appropriate strategies put in place to support their participation and engagement. With regards to Active Schools clubs and activities, the Carrick Knowe PS participation figures for the different groups, including girls, children entitled to free school meals and those living in deciles 1 and 2, remain consistently higher than the city - wide figures.
- (b -f) Pupils have a variety of opportunities to contribute to the wider life of the school and local community.

(g) These were taken up by 6 of our identified children and families with positive results. All families involved stated that they enjoyed having the ingredients (provided through PEF) to cook new meals at home; that their children and other members of their family, were trying new meals and that pupils and parents alike, enjoyed learning to cook in school with each other.

- **Equity for all learners**

What we have done:

- (a) Employment of a PEF (Pupil Equity Fund) Development Officer and Early Years Officer focused on supporting the equity of success and achievement for our children who have barriers to progressing in learning.
- (b) Interventions focused on key skills in Literacy, Numeracy and Nurture - both 1:1 and group sessions - which can be applied across learning. The interventions have been individualised and link directly with their specific areas for development.
- (c) Pupil progress within these interventions has been tracked and shared with class teachers in addition to being used to inform next steps.
- (d) Begun to use EDICT (the electronic tracking system) to track cohorts of learners e.g. those living in deciles 1&2; EAL etc.
- (e) Identified pupils provided with assistance with the cost of the school day - school uniform; PE kit; P7 camp as well as financial support for excursions throughout the year.

Impact:

- (a) A better knowledge and understanding of the barriers to learning some of our children face and the data supporting this. Relevant and well-timed interventions in place to support individual children and their families.
- (b) Increased pupil confidence within their own learning and fewer referrals to SLT with regards to behaviour concerns. Improved attainment within targeted areas for most pupils.
- (c-d) This is in the very early stages of implementation and so the impact cannot be identified yet.
- (e) Enhanced wellbeing of pupils.

Next steps

- Continued employment of PEF Development Officer and Early Years Officer
- Further develop our knowledge and understanding with regards to the use of EDICT as a tracking tool.
- Further analyse the data of our most disadvantaged children to provide the most effective interventions for them.
- Consider year on year data to provide us with a clear picture of an individual's attainment and achievement journey through primary school.
- Continue with current successful family learning opportunities. Consider further opportunities to engage families in their children's learning through joint/family learning.

2.2 Curriculum

Themes

- Rationale and design
- Development of the curriculum
- Learning Pathways
- Skills for Learning, life and work

Our illustration

- **Rationale and design**

What we have done:

(a) All staff involved in 'What the Curriculum looks like in Carrick Knowe' during collegiate working sessions.

(b) Learning and Teaching working group gathered evidence of how our Vision, Values and Aims and Our own Curriculum linked with Quality Indicators (QIs) - 'Curriculum', 'Learning, Teaching & Assessment', 'Partnerships', 'Transitions' and 'Personalised Support' in order to create the basis for our Curriculum Rationale.

(c) Draft of Rationale created and shared with staff for evaluation and editing areas to ensure it was user friendly.

- **The impact**

(a) Staff have a clearer picture of what the overall curriculum, linked to QIs, and our Vision, Values and Aims in Carrick Knowe PS looks like. This will be shared with new staff and re-visited every session with all staff.

(b) It helped identify where there were gaps in certain Curriculum areas.

- **Development of the curriculum**

- **What we have done:**

- (a) A Literacy audit was carried out with a particular focus on the teaching approaches and progression in reading and writing. This information was collated and considered alongside attainment data in these areas.

- **Impact:**

- (a) A consistent approach to the teaching of reading from P3-P7 agreed. Writing identified as a priority on the SIP 2019-20.

- **Learning Pathways**

- **What we have done:**

- (a) Experiences and Outcomes for Social Studies, Technologies, Expressive Arts and Sciences have been bundled together to promote relevant, focused teaching and learning and streamline the planning process.

- **Impact:**

- (a) Streamlined planning process allows teaching staff time to consider effective learning and teaching within meaningful contexts whilst allowing flexibility and creativity.

- **Skills for learning, life and work**

- **What we have done:**

- (a) Developed a progressive skills progression
 - (b) Further developed our world of work week with a focus on the relevance between skills at school and those for work.

- **Impact:**

- (a) Skills are referenced explicitly when teachers and children are discussing learning intentions and success criteria.
 - (b) Learners have an understanding of the relevance of their learning for life and work.

Next steps

- Further develop the use of the skills progression in classes to ensure consistency across the school with regards to making the progress of skills explicit and learners evaluating their progress in these.
- Develop Say, Write, Make, Do and holistic assessments linked to bundling and Big Books/Learning walls as part of the SIP priority 'Assessment and Moderation'.
- Continue to develop the Rationale in line with the new Vision, Values and Aims. Share with parents and partners before final Rationale is complete
- Outdoor Learning is a feature of our SIP 2019-20.

Equity and Best Value

*For session 2018-19 the Pupil Equity Fund has totalled £120,232
This included a carry forward of £39,832 from the previous session of which £39,832 has now been spent.
There is a carry forward of £37,636 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.*

Pupil Equity Fund 2018/19

Intervention	What we have done	Impact/Evidence	Next Steps
<p>Numeracy Support (on-going)</p>	<p>Through attainment meetings and analysis of data, we have identified pupils who require support within numeracy, and in particular, with transferable skills involving the four basic operations.</p> <p>Small group and 1:1 interventions are in place for all SIMD 1-3 and FSM pupils</p>	<p>Improved engagement and confidence amongst most pupils was reported by all staff. Pupil feedback noted that taught strategies and mental tools were helping with their learning back in class.</p> <p>Attainment has improved within the group setting however this does not translate in end of year attainment data and the gap has not narrowed.</p>	<p>More 1:1 focused intervention for targeted pupils.</p> <p>Re-evaluate margins for targeted groups next session.</p>

	from P1-P7 who are not achieving expected levels.		
Literacy Support (on-going)	<p>Through meetings and analysis of attainment data, we have identified pupils requiring additional support across all aspects of literacy (spelling, Writing, Reading, T & L)</p> <p>In partnership with our ASL teacher, pupils in SIMD 1 - 3 and FSM and who are not achieving expected levels, have received 1:1/small group support.</p>	<p>Improved engagement and confidence amongst most pupils was reported during attainment meetings and within staff and pupil feedback.</p> <p>Although intervention assessment data and observations within group settings show improvement, many pupils are still unable to apply these skills back in a class setting and end of year attainment data does not reflect the positive impact made.</p>	<p>More 1:1 focused intervention for targeted pupils. Re-evaluate margins for targeted groups for next session. Whole school Writing priority will offer additional support and will also support strategies being used during interventions.</p>
Whole School Approach to Spelling	<p>Through analysis of data, curriculum audits and staff conversations, it was found that a consistent approach to spelling was needed to help improve pupil attainment.</p> <p>Following the successful trial in Primary 4, a new spelling</p>	<p>Improved pupil confidence and ability to write independently was reported by all staff.</p> <p>Staff and pupil feedback reported that pupils were becoming more confident when spelling words independently and this was reflected in their written work.</p>	<p>Continue to track spelling attainment across the school.</p> <p>Look to make better links between Literacy Rich learning and teaching in P1-P2 and those strategies now being used from P3-P7.</p>

	<p>strategy was rolled out across P3-P7, utilizing the Edinburgh Sound Chart as well as many of the Read, Write Inc. strategies.</p>	<p>Spelling attainment across stages has improved; including improved data for targeted pupils.</p>	
<p>Den Groups/ 1:1 Check Ins (on-going)</p>	<p>Daily nurture sessions are provided in the form of 'Den' groups, for pupils who are identified as having social / emotional/ behavioral needs or communication difficulties.</p> <p>Daily emotional check ins allow Development Officer to pick up on any issues and action them as appropriate.</p> <p>Identified pupils will meet with LI for regular 1:1 check ins as appropriate and to discuss/ respond to ongoing issues.</p>	<p>Den groups promote positive mental health & well-being for identified group of pupils and provided a 'safe space' and time to share any challenges they might be facing.</p> <p>In almost all cases, there is a markable improvement in behaviour and engagement in class. Staff feedback noted pupils are more settled and able to focus on their learning. There are less referrals to SLT regarding behaviour and largely less behaviour cards being sent home.</p> <p>Feedback from pupils, staff and parents is positive; pupils feel 'calmer' and readier to learn in class.</p>	<p>Extend nurture across the school through playtime and lunchtime clubs/groups for identified pupils.</p> <p>Adopt a more consistent approach to discussing feelings and emotions within the class.</p> <p>Emotions Talks training for all staff</p>

		<p><i>"It is good to have the chance to talk about my feelings, there isn't always time to do that in class."</i></p> <p><i>"I like being able to give people advice and talk about things that I might not want to share."</i></p>	
<p>Enhanced Transition Group (June-August)</p>	<p>Targeted pupils from across the school work as part of small groups with a member of SLT to work through any questions/ anxieties about moving on. These groups meet once a week for a month; and include visits to their new classroom, to meet their new teacher and to discuss any impending changes to their day (i.e lunchtimes, entrances etc).</p> <p>Pupils are invited in with their parents during the August in-service to visit their new classroom.</p>	<p>Pupils feel less anxious about moving on and are more settled at beginning the new academic session.</p> <p>Feedback from staff and parents is positive and there are less reported incidents from class teachers at the beginning of the school session.</p>	<p>Identify targeted pupils for enhanced transition 2020</p> <p>Adapt 'Transition Passports' for older pupils</p>

<p>P7 Transition Group (May-June)</p>	<p>A small group of P7s (largely from targeted group) will meet once a week to talk over any questions/ worries or uncertainties about moving to high school. They will also look at their new school's website, routes to school timetables etc. This group will then visit their new school (in addition to the official three-day visit).</p>	<p>Pupils feel less anxious about moving on to high school and are more aware of new routines, expectations etc.</p> <p>Pupil feedback was 100% positive and they reported feeling less 'stressed out' about moving to high school. They felt it was good to have time to talk through any uncertainties that they might not have wanted to share during whole class discussions.</p> <p><i>'I really enjoyed having an extra visit to my new school, I now know some teacher's names and where some classes will be.'</i></p>	<p>Identify pupils for enhanced transition 2020.</p> <p>Investigate the possibility of LI visiting high school in August/ September.</p>
<p>Financial Support (ongoing)</p>	<p>Financial support (for trips, uniform, P7 camp etc) is available for some families.</p> <p>Financial aid as well as a substantial discount was given to allow the whole school visit to the Pantomime more affordable for families.</p>	<p>Parents have been grateful for uniform donations.</p> <p>Although additional payment time/options have been granted the school is still owed a significant amount of money from unpaid trips etc. This will have to be looked at and reviewed for next session.</p>	<p>Review how financial support is offered/used across the school.</p>

	<p>Free places on Active Schools are reserved and offered to some families.</p> <p>Items of school uniform (donated from the School Uniform Bank) as well as PE kits will be given/offered to families.</p>		
<p>Reading Dog (on-going)</p>	<p>Weekly sessions with Pets as Therapy for those pupils identified as needing support in reading and/or anxiety issues.</p>	<p>Staff and pupil feedback has been extremely positive. Most pupils are now aware of safety rules around dogs and feel comfortable in Archie's presence.</p>	<p>Work with staff to identify pupils for next session.</p> <p>Work with JB to discuss ways to expand/adapt sessions to link support more to the curriculum.</p>
<p>Breakfast Club (on-going)</p>	<p>A free breakfast club is offered to pupils from 8.50-9.15 for those who have not had breakfast.</p> <p>This acts as an additional opportunity for an emotional check in and 'soft start' for those pupils who need it.</p>	<p>This 'soft start' is for targeted pupils (although no child is ever refused) and in addition to eating breakfast, this has resulted in an increased level of motivation and concentration, with most pupils returning to class ready to learn.</p>	<p>Breakfast Club will move to the new (larger) nurture base to allow for more children to attend if needed.</p> <p>Look to extend Breakfast Club- from 8.40am, to allow pupils the chance to eat breakfast and still start the day with their peers.</p>

<p>DYW Group</p>	<p>A group of targeted P7 pupils work within a small group to look at skills for learning, life and work whilst investigating their own skills, strengths, talents and goals. They will look at different professions/sectors and routes into different careers.</p> <p>This groups will also look at budgeting and explore real life budgeting situations.</p>	<p>Improvement in pupils' ability to identify strengths and achievements, raised self - esteem and the ability to talk themselves in a positive/constructive manner.</p> <p>Sessions introduced some pupils to careers/opportunities that they had not known about before. Pupil feedback noted that some felt 'inspired' to find out more about certain jobs and felt they had a better understanding of which skills they needed to work on.</p>	<p>Identify possible pupils who would benefit from a similar group next session.</p> <p>Meet with teachers to discuss how/if similar sessions might be useful to the whole class.</p> <p>Look for business links/links in the community to expand the sessions beyond the classroom.</p>
<p>Cook School (Terms 3 and 4)</p>	<p>Targeted families are invited in to school to cook with their children. The focus is healthy, economical meals that can be easily made at home. Families are then given ingredients home so that recipes can be recreated.</p>	<p>Parents have the opportunity to work alongside their children and both pupils and parents are developing skills in the kitchen as well as building a recipe book of affordable meals that can be easily created together at home.</p> <p>Pupils have thoroughly enjoyed cooking alongside their parents and excited to re-create recipes at home.</p>	<p>Extend provision to pupils in other stages.</p>

		We have seen marginal gains for some pupils in terms of their gross motor skills and ability to concentrate in class	
Family Learning (termly)	<p>Targeted families are invited to an informal 'coffee and cake' meeting at the beginning of the new session to hear about interventions and other support on offer to them.</p> <p>Parents are invited to attend workshops/ information meetings around how to support their children at home across a variety of areas (i.e literacy, numeracy, resilience and growth mindset).</p> <p>These sessions provide parents with information about the strategies and techniques that are being taught, as well as practical</p>	<p>Feedback from parents who have attended these events has been very positive, with all agreeing that they were useful, providing practical ideas about how they can support their children better at home.</p> <p>Attendance has been very low which has limited the impact that these sessions have had.</p>	<p>Continue to offer a variety events to parents.</p> <p>Look at employing a Home School Link Worker to help improve parental engagement within targeted families.</p>

	<p>suggestions about how they can support their children at home.</p>		
<p>1:1 Football Sessions (Terms 3 and 4)</p>	<p>Identified pupils from P6-P7 who require support to manage anxiety, social/emotional issues, home situations etc. that are impacting on their ability to manage/achieve their full potential in school.</p> <p>These weekly sessions are led by Gold and Grey Soccer Academy and focus on various aspects of health and wellbeing/fitness as required by pupils.</p>	<p>Pupils have developed positive relationships with trainers and most have noted an increase in self-confidence when dealing with issues involving anxiety.</p>	<p>Due to ongoing issues with pupil absence and maintaining the momentum of sessions, this intervention will not continue next session.</p>
<p>Wider Achievement/ Active Schools</p>	<p>Pupil wider achievement from P1-P7 is tracked termly and through links with Active Schools, identified pupils are encouraged/supported to</p>	<p>Increased pupil participation within targeted groups.</p>	<p>Continue to ensure all pupils are able to access extra-curricular activities/ opportunities for wider achievement.</p>

<p>(Termly)</p>	<p>take part in extra- curricular activities.</p> <p>Further links with Active Schools are used to promote wider achievement and encourage pupils to be active.</p> <p>There are several free of charge after school activities which children may take part in (i.e P6-P7 show, Coding Club, Drama, Lego Club, XTB Club).</p>		<p>Ensure sustainable relationships with Active Schools</p>
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Self-Evaluation 2017-18
Quality Indicator Grades

	Quality Indicator	School Self evaluation	Nursery	HMI/Care Inspectorate
1.3	Leadership of change	4	On Nursery S&Q report	
2.3	Learning, Teaching & Assessment	4	On Nursery S&Q report	
3.1	Wellbeing, Equality & Inclusion	4	On Nursery S&Q report	
3.2	Raising Attainment & Achievement	4	On Nursery S&Q report	
2.2	Curriculum (school choice)	4	On Nursery S&Q report	

Self-Evaluation Schedule

	17/18	18/19	19/20	20/21
1.1 Self-Evaluation for Self-Improvement				
1.2 Leadership of Learning				
1.3 Leadership of Change				
1.4 Leadership and Management of Staff				
1.5 Management of Resources To Promote Equity				
Leadership And Management Overall				
2.1 Safeguarding and Child Protection				
2.2 Curriculum				
2.3 Learning, Teaching and Assessment				
2.4 Personalised Support				
2.5 Family Learning				
2.6 Transitions				

2.7 Partnerships
Learning Provision Overall
3.1 Ensuring Wellbeing, Equality and Inclusion
3.2 Raising Attainment and Achievement
3.3 Increasing Creativity and Employability
Successes and Achievements Overall