

Standards, Quality and Improvement Plan

Currie Primary School



'Working in Partnership'

Standards and Quality Report for session: 2016 - 2017

Improvement Plan for session: 2017 - 2018

Context Of The School

At Currie Primary School, in partnership with parents, carers and the school community, we aspire, through a caring approach, to provide a broad, experiential curriculum that meets the needs of all our learners in a nurturing environment that promotes an ethos of equity and respect, enabling our pupils to reach their full potential with the skills and confidence to take their place in an ever-changing world. We uphold the same four values that underpin the Curriculum for Excellence, that are also inscribed on the Mace of the Scottish Parliament. As a school community we aim to uphold the values of Wisdom, Passion, Justice and Integrity. We believe that each individual is multi-dimensional and we take a holistic view of each child where we are interested in engaging and developing the whole person's physical, emotional, mental and spiritual wellbeing. All staff share a responsibility for identifying the care and wellbeing needs of children and young people. This means focusing on the wellbeing of every child to ensure they are safe, healthy, achieving, nurtured, active, respected, responsible and included.

Currie Primary is located in the South West of the City of Edinburgh. In August 2015 we celebrated our 10th birthday, as Currie Primary was formed in 2005 with the amalgamation of 2 schools, Curriehill and Riccarton Primary. We moved into our current building in 2007. Currie Primary School is part of the Currie High School Cluster. We have good working relationships with our cluster primaries and High School and between us we have developed an excellent transition programme for all pupils moving from P7 into S1 at Currie Community High School. In June 2017 all but 4 of our P7 pupils transferred to Currie High School. Our school serves the area of Currie, part of Balerno and some outlying areas. We have a number of children applying to attend our school from out with our catchment. We have a mixed cohort of pupils at Currie Primary School. This session 4% of our pupils come from decile 1, 2 and 3 (most deprived) of the Scottish index of Multiple Deprivation and 47% from decile 10 (least deprived). Housing in the area is predominantly owner occupied with some rented and social housing. Our school role continues to grow and by June 2017 was 428 pupils in P1 – P7, arranged into 15 classes. We also have a large Nursery with a role of 60 am and 60 pm pupils, which has been full since January 2017. The majority of children transfer into P1 from our Nursery although we do have a number of children entering P1 each year from other nurseries around the city.

This session 383 of our children have English as a first language with the others speaking one of 13 other languages at home, using English as a second language. 7 of these learners are new to English, 17 have an early acquisition. 13 are developing competence and the rest are fluent. 90 of our pupils have been identified as having a variety of Additional Support Needs such as learning disability or moderate learning difficulty, Autistic Spectrum Disorder, communication support needs, Downs Syndrome, Fragile X, D'George Syndrome, Dyslexia, ADHD, hearing impairment, visual impairment, speech disorder, social, emotional and behaviour difficulty, mental health problems etc. which require additional specialist teaching support and 53 require additional specialist non-teaching support. Children with Additional Support Needs are supported in school in a variety of ways, for example, Individual Education Plans, Co-ordinated Support Plans etc. as detailed in the GIRFEC agenda (Getting it Right for Every Child). We work closely with our partner services and agencies including Educational Psychologist, Speech and Language Therapists, Occupational Therapists, School Nursing Team, Health Visitors, staff at Community Child Health, CAMHs, and the Additional Support for Learning Services. 6 of our learners are registered as Looked After and Accommodated. 3.76% of our pupils receive free school meals. Pupil attendance in school is very good and has averaged out over the year at 96.93%.

We are well staffed with an HT and 2 DHTs (1 full time and one-part time) making up our Senior Leadership Team. In school we have the full time equivalent of 15 class teachers and an Additional Support for Learning Teacher, as well as a PE specialist, Music specialist and Modern Languages teacher providing

NCCT cover. In Nursery we have 1 full time teacher, 1 Early Years Officer, 4 full time Early Years Practitioners, 2-part time Nursery Practitioners and 1 Pupil Support Assistant working in the morning session providing 1-1 support for a pupil. The work of our school is very well supported by a full time Business Manager, two admin staff in the office and 13 Pupil Support Assistants working alongside teachers to support children in class. In addition, we have a full time School Support Officer. We work closely with our Active Schools Coordinator, who arranges a variety of sporting and active taster sessions and lunch time clubs for our classes. Over the last few years we have had a number of staff on temporary contracts covering maternity leaves. Staff returning from maternity leave have opted to do flexible working. During school session 2016 / 2017 we have had 3 temporary staff covering maternity leaves as well as 2 probationers.

As well as pupils' attainment, wider achievements are very important to us and we strive to plan and provide opportunities for our pupils to experience a wide variety of activities both in and out of school. During the school year 2016 / 2017 pupils have had the opportunity to meet weekly with members of our SLT to discuss their work, identify things the schools does well and things they would like to see improved. We have held a Green Flag from Eco Schools Scotland since 2011 and have a very active Eco Council led by staff and pupils who work on a number of our environmental priorities. We also have Fair Active Status, the second step of the Fair Trade Award, Level 4 of the Royal Horticultural Society' School Gardening Scheme and a Bronze Green Tree Award from the Woodland Trust for work some of our classes have been involved with outside of their classrooms. We are a Level 2 Health Promoting School. P6 have completed the John Muir Award meaning we are a provider for this scheme. In addition, almost all pupils in P6 achieved JASS silver level award and almost all P7 pupils achieved the Currie Primary Citizenship Medal. We have a school choir for our P6 and P7 pupils, who have taken part in performing in and out of school, a number of our pupils from P4 – P7 receive instruction in violin and trumpet in P7 and have played in cluster orchestras. Everyone took part in our Scots verse Recital competition in January 2017 and 2 children entered the Edinburgh and district Burns Federation Competition, with one P7 pupil winning the instrumental section and going on to represent Edinburgh Schools in the national finals. Groups of children from P5, P6 and P7 have taken part in city wide Maths challenge days and also in the Currie and Balerno Rotary Quiz. Teams of children from our school have taken part in a wide variety of city sporting events throughout the year, including cross-country events, Games at the Hub, racquet sports, hockey matches and Interscholastics. In May this year one of our P7 boys broke the long jump record at the Interscholastics. Around 100 pupils from P3 – P7 are actively involved in school football training and teams.

Our school values are based on the four capacities within the Curriculum for Excellence and almost all of our pupils demonstrate these values every day. Our pupils are responsible citizens, identifying charities to support each year and actively organising events for everyone to get involved in to raise money to support these charities, for example during school year 2016 / 2017 our pupils raised money for Junior Diabetes Research Foundation (JDRF), Children in Need and Comic Relief. Almost all children have very good standards of behaviour and actively care for their environment, putting litter in bins, turning off lights, learning about and discussing the rights of children around the world and showing an understanding of different cultural and religious beliefs. They are effective contributors, working with talk partners and as teams in co-operative learning activities in class, by sharing good ideas, communicating in different ways and through answering questions. Through pupil and parent questionnaires and through daily life in school almost all of our pupils tell us or demonstrate that they are confident individuals by being happy and healthy, understanding right and wrong, enjoying being part of our school, working independently and asking for help when they need it, making good choices and taking responsibility for their actions. Almost all of our pupils demonstrate that they are successful learners by working independently, thinking about their learning, asking and answering questions, being creative, solving problems, wearing our school

uniform and being proud to be part of Currie Primary School, listening well, demonstrating good standards of attainment in reading, writing and maths and numeracy, using ICT as well as representing our school in the wide variety of events we attend.

Our school is very well supported by an active Parent Council and Parent Teacher Association who meet regularly. Our PTA organize a wide range of after school events such as clubs and run a wide variety of after school clubs including, (gymnastics and rhythmic gymnastics, hockey, tennis, Film Club, mini kickers, gardening, and arts and crafts) as well as discos, magic shows, a beetle drive and our annual May Fayre. The PTA work alongside our pupils and staff in P6 to organise a Christmas Fayre. Our Active Schools coordinator organized for fencing and street dancing clubs at lunchtimes. We have a Scripture Union Club in school on Wednesday lunchtimes. All of these clubs and events are very well attended.

For more information on our school please visit our website at <https://currieprimary.com>

School Priority 1: Health and Well-being

NIF Priority

Improvement in children and young people's health and wellbeing

NIF Driver

Assessment of children's progress

HGIOS4/HGIOELC QIs/Identified Themes

- 1.1 Analysis and evaluation of intelligence and data
- 1.2 Children and young people leading learning
- 1.3 Strategic planning for continuous improvement
- 1.4 Leadership and management of staff
- 2.3 Quality of teaching
- 2.3 Planning, tracking and monitoring
- 3.2 Ensuring wellbeing, equality and inclusion
- 3.2 Attainment in literacy and numeracy
- 3.2 Attainment over time

Progress and impact:

- HWB policy has been re written and shared with all staff to provide guidance and ensure consistency of approach.
- All staff attended training in managing a child with Fragile X in class which has raised awareness of this condition and how a child with it may present in class. Many strategies to help a child with Fragile X were shared. Many of the strategies are relevant for children with ASD so many children across school have benefitted from this knowledge.
- A number of children are supported in school by a variety of outside partner services. Supporting profiles have been used in classrooms to support children. Partner services are always invited to CPMs and most attend. Some staff have visited Redhall and other special schools to learn strategies and share good practice.
- Staff attended Visual support programme training in September and this approach has been rolled out across all classes and around our school. We passed our Level 1 assessment in term 2.
- All staff completed the Confident Staff, Confident Kids training ensuring we have a shared understanding of the importance of emotional health and well-being and a better understanding of how attachment disorders and the best ways to support children in school
- 2 members of staff are trained to deliver the Raising Kids with Confidence parenting programme and carried this out during the school year 2016/17. This course had very good attendance and very positive feedback from the parents who took part
- HT and DHT attended training for the Building Resilience programme and have begun to introduce this work through assemblies. We have covered the first three units this session and have a programme in place to continue this work next session. Children have been very engaged in these themes and we have done a lot of follow up work through additional assembly themes and displays / follow up work with some classes. Most children are using the language of resilience / growth mindsets more regularly and are more prepared to give something a go
- PSA have support group such as Playbox, Lego Therapy Intervention, TIP, Talk and Move programmes very well embedded and a number of our more vulnerable learners with ASD and other additional support needs children are accessing these supports to develop and improve social skills. Most of the children who have accessed this support are calmer in class and happier appearing less anxious and are more able to cope with unexpected changes, when things do not go according to their plans and ideas and in noisier busier areas of our school such as the dinner hall and playground. Some of these children are / have developed better relationships and friendships with their peers which we are seeing transferring into the playground and during Golden Time and so on.

- Rookie Rockstars event during Anti-Bullying week involved all learners and staff and was incredibly successful with almost all children coming back in the evenings to take part in our school shows. We have had excellent feedback from parents as a result of this work and less incidents in bullying through the year. Only a few children reported being bullied or being involved in bullying in our HWB survey and almost all stated that the school was very good at dealing with any issues. Learners reported that they felt happy and safe in school and almost all parents backed this up in a survey carried out with them in March 2017 during parent's evenings.
- All classes are accessing 2 hours of quality PE almost every week and some classes are running the run daily mile as often as they can. We now have a permanent PE teacher which has had a very positive impact on our PE programme and on the additional sports events we have taken part in across the city, including success in Cross Country and the recent Interscholastic events. Most children in P5-P7 have taken part in these events across the year and have achieved a huge sense of achievement from being part of a team and representing our school
- Teachers have tried to include more opportunities for pupil voice in deciding the direction of their learning and in involving them in evaluating their learning and agreeing next steps. Pupil Portfolios have been established with staff and pupils choosing work to go into these as the latest and best examples of learning. Our work through our shared CPD on Formative Assessment has enabled us to embed a more consistent approach to sharing learning intentions and agreeing success criteria and involving pupils in this. All classes are using talk partners as a way of increasing focussed talk time with partners changing each week. Teachers have looked at their use of questioning to ensure more higher order questions, questioning the children's thoughts and getting them to justify or develop their thinking. Teachers have kept up to date with their reading on AifL, trailed strategies in their classes and fed back to our wider staff group. Staff have kept learning logs of the impact of strategies

Next Steps:

- Review GIRFEC procedures and policies and involve partner agencies in our self-evaluation and review of this area
- Familiarise and embed new GIRFEC paperwork
- SLT to use SEEMIS pastoral care notes
- Deliver staff update session in Child Protection, ASD, Asthma and allergies
- Continue with Additional Support groups and develop skills of PSA
- Develop role of Additional Support to include more in class support

School Priority 2: Teaching and Learning Driver Diagram (Raising Attainment)

NIF Priority

Closing the attainment gap between the most and least disadvantaged children and young people.

Closing the attainment gap between the most and least disadvantaged children

NIF Driver

- Assessment of children's progress
- Performance information
- Teacher professionalism

HGIOS4/HGIOELC QIs/Identified Themes

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

2.3 Quality of teaching

2.4 Targeted & universal support

2.4 Removal of potential barriers to learning

3.2 Equity for all learners

3.2 Attainment over time

Progress and impact:

- Learning & Teaching and Assessment & Reporting policy updated in consultation with teaching staff. This policy sets out the minimum expected standard with teaching and learning at Currie Primary School which will ensure high standards for all learners.
- Updated curriculum bundles ensures coverage of Es and Os and the revisiting of these Es and Os in different contexts across the three years of each level with Curriculum for Excellence. These plans have reduced the amount of time teachers spend on planning in line with 'Tackling Bureaucracy', allowing more time to focus on other aspects of learning and teaching. In addition the bundles have ensured a greater understanding of the Es and Os within CfE for teachers
- Growth Mindset work has been developed across all classes and staff and pupils regularly refer to these and encourage each other to keep going. Children can regularly be seen to be discussing or identifying a Growth Mindset in themselves or their peers. Currie Primary School hosted a very successful cluster p7 Growth Mindset morning where the P7 children from across the cluster schools were involved in a variety of problem solving activities throughout the morning.
- All classes have been involved in more and more opportunities to take their learning outdoors using our playground and surrounding area (Water of Leith, Rowley's wood, Muirwood Park, Herriot Watt grounds). This has created very active approaches to practice and embed skills across the curriculum in different and enjoyable contexts. All pupils in P6 have been involved in our Outdoor Learning programme and in developing the school grounds through taking part in the John Muir Award scheme. This has enabled the children to work in groups and develop skills to create a shared vision for our playground. This has been a very successful project this session and every one of the children in P6 has achieved a huge sense of personal satisfaction and achievement from this work.
- SEAL programme is well embedded from Nursery to P4 and with ASfL classes. TeeJay and HAM resources have been updated for First and Second level and new planners implemented to ensure coverage of all aspects of numeracy and maths. Maths attainment in P1 is very good and good in P4 and P7 and above national and city averages. Almost all children have been assessed as achieving Early Level by the end of P1 and most children have achieved First level by P4 and Second by the end of P7. Our Maths Policy has been up-dated this session and is ready to be implemented from August 2017.
- Cursive handwriting is now well established from P1 and almost all children are developing a very neat style of handwriting which is helping with the flow of writing and story writing. Our annual Single Word Spelling Test results are good with most children achieving good scores annually. A few children are receiving additional support, following the Literacy and Dyslexia programme by staff who have been trained to deliver this programme which is showing some good results for individuals.

- As a teaching staff we have agreed consistent standards of presentation of work in jotters and on walls across our school and will ensure we implement this policy from August 2017
- Teaching staff attended a CAT session led by a member of staff who has previously been involved in SSLN work in listening and talking. Through this CAT session we were introduced to some resources to enable the teaching of listening and talking skills. Sets of resources has been made for each class to ensure this very important aspect of the curriculum is taught in a more consistent and progressive way.
- Formative Assessment was a whole school focus this session whereby through the Working Time Agreement staff used 15 hours of personal CPD time to work through 'Active Learning through Formative Assessment' by Shirley Clarke
- Staff attended 6 x 1.5 hr sessions during which they viewed video clips from Shirley Clarke and discussed strategies and ideas in groups. This was an excellent opportunity for staff to reflect on their own practice as well as finding out what colleagues were doing.
- Staff read about and discussed the history of Formative Assessment as a starting point and then audited current Assessment is for Learning practices and strategies across Currie Primary School to ensure consistent approaches were being used
- Areas looked at closely were the links with summative assessment, the ideal learning culture, maximising opportunities to think and discuss, effective use of questioning, planning to maximise pupils engagement and achievement, effective learning objectives and what excellence looks like.
- Teachers trialled different strategies and fed back about these at CPD. We then agreed as a staff which strategies we would implement and use consistently across the school.
- Tracking and Moderation of attainment is well established in school over the last few years and we now have very detailed spreadsheets enabling us to track and monitor attainment of classes and individuals as well as groups of our more vulnerable learners, for example LAAC, deciles 1-3 etc., ensuring we are able to target support where it is needed. Our ASfL teacher carries out additional assessments of learners scoring below average, for example using the Single word reading Test. This session our ASfL teacher has created spreadsheets to track the impact of additional programmes we use to support learners which will enable us to better evaluate the impact of these interventions.
- This session we have developed Pupil Portfolio's which show the 'latest and best' learning as children work toward achieving a level. Both staff and pupils are involved in choosing work for this portfolio, ensuring the children are more involved in identifying a good piece of work and deciding what they need to do to make it better. These profiles are part of our transition work, following the children throughout their time in school as they move from class to class.

Next Steps:

- Staff to continue to engage with benchmarks
- Assessment - opportunities for moderation in school and across cluster, achieving a level guidance, benchmarks and holistic assessment
- Make links across the Cluster, City, Authority and nationally to ensure consistency and increase professional judgements of achieving a level
- Staff identifying and leading small-change projects within their classrooms
- Re-design of P1 to include a play-based approach in line with Education Scotland guidance
- Curriculum event for parents/carers with a focus on sharing learning
- Implement the presentation policy
- Further develop Personal Learning Planning, Assessment. Work, tracking and moderation
- Create a more consistent approach to tracking and monitoring, including development of an assessment folder
- Develop role of Pupil Portfolios to gather evidence of achieving a level, including pupil voice in choosing work which demonstrates achieving a level
- Continue to audit current AfL practices and strategies across Currie Primary to ensure consistency across the school
- Complete the final two chapters of 'Active Learning through Formative Assessment' - How can we enable a process of constant review and improvement and setting up a learning team
- Through WTA and 15 hours of CPD identify time for working through 'Outstanding Formative Assessment' by Shirley Clarke as a school
- Working group to drill down in to standardised assessments in maths and literacy to identify gaps / areas of poor performance, especially for lower attaining groups

School Priority 3: Curriculum

NIF Priority

Improvement in attainment, particularly in literacy and numeracy

NIF Driver

Assessment of children's progress

Performance information

Teacher professionalism

HGIOS4/HGIOELC QIs/Identified Themes

1.1 Ensuring impact on learners' successes and achievements

1.2 Children and young people leading learning

1.3 Strategic planning for continuous improvement

2.1 Arrangements to ensure wellbeing

2.4 Targeted & universal support

2.3 Planning, tracking and monitoring

3.1 Wellbeing

Progress and impact:

- Curriculum Rationale agreed with all stakeholders through self-evaluation exercise at Parent Consultations (Reviewed for Aug 2017)
- Development of a curriculum where there is sufficient opportunities for real depth of learning and application of skills
- Progression and coverage in place through the use of curriculum bundles and yearly overviews
- New Curriculum Folders introduced to staff to aid the planning process.
- Planning streamlined (tackling bureaucracy) and less time spent on forward plans early overview, Yearly Plan and termly plans provided for planning, along with bundle tracking sheets to be used for tracking coverage of lead bundles and supporting bundles
- RME Programme of Study completed in line with RME bundles and to be introduced to staff on in-service day for use from Aug 2017
- Use of Authority's Health and Wellbeing resource for assemblies to support Health and Wellbeing across the school (Es and Os within Ethos and Wider Life of the School)
- Continuous evaluation of curriculum re-design and feedback given by staff. Changes made to the allocation of bundles at early level
- CAT session introducing benchmarks and holistic assessments presented to staff. Staff beginning to engage with benchmark documents from all curriculum areas
- In-service session where staff engaged further with benchmark documents and matched benchmarks to each bundle. Document produced for curriculum folder
- Formalise transition of information between stages. CAT session allocated for liaison between staff and curriculum folders to be passed on with class. Staff will have access to pastoral care files for their class and will meet with SLT to discuss pupils requiring support at Pathway 3.
- New technology Es and Os to be bundled and allocated to each stage with a view to linking to science bundle where possible in order to create contexts for STEM

Next Steps:

- Curriculum Rationale updated to reflect re-design of teaching approach at early level with a greater focus on play and vocabulary
- Curriculum Rationale to be shared with all Stakeholders and feedback taken in to account
- Staff to engage more with supporting bundles to ensure an IDL approach is taken to develop new contexts for learning
- Children to be more involved in the planning process and have an input in to the context for each bundle
- Document to be produced which highlights the benchmarks that match each bundle
- Staff to engage children further in their learning by sharing and referring to bundles (Es and Os) to highlight learning, while sharing benchmarks for assessment
- Poster/flip to be produced for each bundle that shows link between bundle (Es and Os) and benchmarks (assessment) to make it easier for staff to use with children
- Staff to develop planning to ensure cross-cutting themes are being used to teach Es and Os
- Curriculum group to identify cross-cutting themes that can be developed and match to relevant bundle

- Cross-cutting themes to be displayed in class for staff and pupils to familiarise themselves with and referred to during the teaching of new contexts
- Complete a Skills Progression across all curricular areas and at all stages and levels
- Document produced that links each bundle with relevant benchmarks and developed skills
- Update IDL plan template to include benchmarks for the purpose of assessment
- Focus on STEM subjects
- Expressive Arts Programme of Study to be introduced (art, drama, music and dance)
- Introduce RME Programme of study to staff at August in-service
- Continue to evaluate and improve curriculum through robust self-evaluation and engagement of all stakeholders
- Develop partnerships across all aspects of school life to support the delivery of increased and improved opportunities for the development of skills for learning, life and work, creativity and employability

School Priority 4: Self-evaluation

NIF Priority

Improvement in attainment, particularly in literacy and numeracy
Closing the attainment gap between the most and least disadvantaged children

NIF Driver

- **Teacher professionalism**
- **Parental engagement**

HGIOS4/HGIOELC QIs/Identified Themes

- 1.1 Analysis and evaluation of intelligence and data
- 1.3 Strategic planning for continuous improvement
- 2.2 Skills for learning, life and work
- 2.3 Quality of teaching
- 2.6 Collaborative planning and delivery
- 3.3 Increasing employability skills

Progress and impact:

- Our Quality Assurance calendar in place, shared with staff and is becoming fully imbedded in the work of our school. Evidence is gathered from a variety of sources and used to identify next steps.
- We have established weekly Pupil Bingo Ball meetings with children from all classes to gather their views on our school and is deciding issues that are important to them as learners. For example recycling, playground developments etc. Children enjoy being part of these meetings and feel their voice has been heard and their opinions are listened too. Result of these meetings are shared in assemblies and on our website where appropriate
- Staff created a Graffiti wall of what excellence in learning and teaching within Currie Primary School would look like using HGIOS 4 2.3 Learning, Teaching and Assessment as a basis. These Graffiti walls were used in Learning Rounds carried out by both teaching and support staff and results fed back to all staff and have been used to identify priorities reflected within our SIP for 2017 / 2018.
- A group of HTs spent time in our school and carried out a 'Learning Environment' visit. They noted consistency across classes (jotter presentation, displays) as something to further develop and resulted in us agreeing our Presentation Policy which will be implemented and used as self-evaluation during Planning and Attainment meetings and departmental meetings from August 2017.
- Our parent body are involved in providing us in regular feedback on the work of our school, through questionnaires and working alongside us in class. Our Parent Council is very involved in the work of our SIP and get updates on progress at each meeting. We have begun to develop some aspects of the SPTC work for involving parents this session, namely developing our home learning policy to make it more manageable and enjoyable for children, families and staff and we have established a communication group to start in the new school year.
- Staff are becoming more familiar with documents such as HGIOS 4, CaEe Inspectorate, How good is our Early Learning and Childcare and Building the Ambition as a tool for self-evaluation through use in in-service days
- Staff have been involved in some moderation work in school and across the cluster within reading and maths / numeracy. This has created lots of discussion and sharing of opinions and standards. This work has proved that we have very high standards at Currie Primary of what achieving a level looks like as high school English staff level the work of some of our P6 and P7 pupils at a higher level than we have
- Pupil Portfolio's have been established containing latest and best examples of working towards / achieving a level with staff and pupils choosing examples to go in these portfolios. These portfolios will build to give a picture of a pupils learning and attainment across school and are a good way of including pupils in gathering evidence of their learning and attainment
- Attainment and achievement tracking systems are in place and shared with staff. These have proved very useful in tracking attainment over the last 4 years.

- We receive very good and detailed feedback from our parent body on the work of our school throughout the year through the different questionnaires and surveys we have sent out . The results of these surveys are collated and shared with Parent Council and our wider parent body on our website.
- All staff involved in maintaining a professional learning profile for GTC Professional recognition as discussed at PRD meetings based on school and personal development .Staff are very good at identifying development opportunities based on the priorities of our SIP. Our termly Planning and Attainment meetings includes discussion about individual strengths and experiences staff would be happy to share through staff meetings or CAT sessions or from shared classroom practise as well as asking for support for areas of development. Staff meeting shave a standing item ion the agenda to allow staff to share learning from courses or professional reading they have done – staff make very good use of this opportunity, which ensures the sharing of good practice or new thinking

Next Steps:

- Develop Ping Pong Ball Pupil meetings to include focus on jotters / classwork
- Develop regular pupil and staff questionnaires
- School moderation work within writing + cluster work to produce a book of shared standards for achieving a level
- Work on achieving a level using videos and information in NIH (National Improvement Hub) and NAR (National Assessment Resource)
- Regular use of HGIOS 4 and How good is our early learning and childcare and Building the Ambition, and Care Inspectorate self-evaluations with all staff
- Develop role of partner services and agencies in reviewing our work, especially our GIRFEC work
- Continue to implement SPTC work
- Ensure self-evaluation is fully embedded into the work of our school
- Encourage staff to make visits to other establishments to learn / develop god practice

2016 – 2020 School Self Evaluation/Plan for QI Engagement

QI		2016 - 2017	2017 – 2018	2018 – 2019	2019 – 2020	Comments
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					

Key Areas For School Improvement

NIF Priority 1 – Improvement In Attainment, Particularly In Literacy And Numeracy.	QIs/Themes 1.1 Analysis And Evaluation Of Intelligence And Data 2.3 Learning, Teaching and Assessment 3.2 Attainment In Literacy And Numeracy
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Priority 1a	To raise attainment in numeracy	Overall Responsibility	Michelle McAndrew (DHT) and Kerry Tate (numeracy co-ordinator)	
Outcomes	<ul style="list-style-type: none"> Improved attainment in numeracy at level Early, 1st, 2nd and 3rd (85% achieving first level by P4 and second level by P7). All staff will have a shared understanding of the achieving a level Early, First, Second and confidence in use of Benchmarks and standardised assessments to assists with professional judgements. 			
Tasks	By Whom	Resources	Time	Impact/ Progress
<ul style="list-style-type: none"> Cluster Numeracy Working Group to meet Cluster moderation of numeracy at all levels – Early to Third using benchmarks (<i>see cluster plan</i>) 	<ul style="list-style-type: none"> Cluster Numeracy working group Cluster numeracy group / CTs 	<ul style="list-style-type: none"> Co-ordinators training x 2 CAT In-service Day 	<ul style="list-style-type: none"> 29.09.17 and 17.11.17 In-service day - 08.01.18 	<ul style="list-style-type: none">
<ul style="list-style-type: none"> Use of SEAL in P1 - P3 and for ASfL in P4 and beyond + embed use of TeeJay and HAM across first and second levels 	<ul style="list-style-type: none"> Teaching staff ASfL teacher 	<ul style="list-style-type: none"> SEAL programme TeeJay, HAM (including embedding up-dated maths / numeracy progression plans) 	<ul style="list-style-type: none"> Taking Learning Outdoors training – 23.10.17 	<ul style="list-style-type: none">

<ul style="list-style-type: none"> Plan regular opportunities to take numeracy / maths outdoors 		<ul style="list-style-type: none"> Numeracy Shed 		
<ul style="list-style-type: none"> Introduction of small change projects, for example number of the day / week, use of resources i.e. Numicon, I-Pads, AifL technique etc 	<ul style="list-style-type: none"> Teaching staff ASfL teachers Use of PSAs Resources i.e. Numicon, iPads, etc AifL CPD sessions 	<ul style="list-style-type: none"> Staff Numicon, TeeJay mental maths progressions, daily times table challenges etc 	<ul style="list-style-type: none"> In-service Day – 14.08.17 On-going CPD AifL in house work (15 hours) 	<ul style="list-style-type: none">
<ul style="list-style-type: none"> Introduction of Sumdog to replace Mathletics in line with cluster practice Teachers plan for use of Sumdog – in class and as home learning tasks 	<ul style="list-style-type: none"> Training session for class teachers Class teacher Information evening for parents 	<ul style="list-style-type: none"> CAT session – 14.09.17 Parent curriculum event – Sept 17 	<ul style="list-style-type: none"> CAT session on 14.09.17 - 2 hrs On-going 	<ul style="list-style-type: none">
<ul style="list-style-type: none"> Audit assessment of numeracy across the school (including standardised assessments for 2016/17) to identify gaps Audit results/feedback to be shared with staff and changes needed identified 	<ul style="list-style-type: none"> DHT and Numeracy coordinator 	<ul style="list-style-type: none"> Cover (1 – 3 days) Faculty/Staff meetings 	<ul style="list-style-type: none"> By December 2017 January 2018 (Feedback) 	<ul style="list-style-type: none">
<ul style="list-style-type: none"> Standardised assessments to be completed Achievement of CfE levels agreed Benchmark data to be gathered 	<ul style="list-style-type: none"> SLT / teaching staff / ASfL staff 	<ul style="list-style-type: none"> SLT meetings Tracking and monitoring spreadsheets Pupil Portfolios of learning as evidence Termly attainment and planning meetings 	<ul style="list-style-type: none"> April/May 2018 	<ul style="list-style-type: none">
<ul style="list-style-type: none"> Numeracy levels to be entered on SEEMIS for collation by CEC/ES 	<ul style="list-style-type: none"> DHT / HT, ASfL CTs/Admin 	<ul style="list-style-type: none"> Administrative time SLT meetings 	<ul style="list-style-type: none"> May 2018 	<ul style="list-style-type: none">

Priority 1b	To raise attainment in literacy	Overall Responsibility	Sally Hourston (HT) and Emma McGlynn (Literacy co-ordinator)	
Outcomes	<ul style="list-style-type: none"> Improved attainment in numeracy at level Early, 1st, 2nd and 3rd (85% achieving first level by P4 and second level by P7). All staff will have a shared understanding of the achieving a level Early, First, Second and confidence in use of Benchmarks and standardised assessments to assists with professional judgements. 			
Tasks	By Whom	Resources	Time	Impact/ Progress
<ul style="list-style-type: none"> Cluster literacy group to attend training with QAMSOs Cluster moderation session on achieving a level (see cluster plan for more details) 	<ul style="list-style-type: none"> Cluster literacy group / co-ordinators from each school Cluster moderation session on achieving a level 	<ul style="list-style-type: none"> Benchmarks 	<ul style="list-style-type: none"> 29.09.17 and 17.11.178 CAT 20.04.18 	<ul style="list-style-type: none">
<ul style="list-style-type: none"> Re-focus on teaching of writing, including more opportunity to improve pieces of writing Whole school moderation of writing (term 1 and 3 – P2, P4 and P6, term 2 and term 4 – P1, P3, P5, P7) 	<ul style="list-style-type: none"> Teaching staff 	<ul style="list-style-type: none"> New Big Write Resources / criteria for assessment Whole school moderation of assessment pieces using Big Write assessment criteria 	<ul style="list-style-type: none"> CAT TBA Whole school Moderation - term 1 and 3 – P2, P4, P6, term 2 and term 4 – P1, P3, P5, P7 	<ul style="list-style-type: none">
<ul style="list-style-type: none"> Planning time for listening and talking resources 	<ul style="list-style-type: none"> Listening and talking Diamond 5 resources following ion from CAT session and AiFL work from last session 	<ul style="list-style-type: none"> Diamond 9 resources packs - Early, First, Second 	<ul style="list-style-type: none"> On-going throughout 2017/18 	<ul style="list-style-type: none">
<ul style="list-style-type: none"> Audit spelling programme, including Edinburgh Literacy Rich programme 	<ul style="list-style-type: none"> Early level DHT + P1 and P2 teachers ASfL teachers Teaching staff 	<ul style="list-style-type: none"> Edinburgh Literacy Rich Programme CPS Spelling programme Literacy and Dyslexia programmes 	<ul style="list-style-type: none"> On-going throughout 2017/18 	<ul style="list-style-type: none">
<ul style="list-style-type: none"> Small scale change project – daily DEAR time, new resources etc. 	<ul style="list-style-type: none"> Teaching staff 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> In-service - 14.08.17 	<ul style="list-style-type: none">

			<ul style="list-style-type: none"> On-going during planning time CPD AifL in house work 	
<ul style="list-style-type: none"> Word boost training 	<ul style="list-style-type: none"> ASfL teacher SaLT 	<ul style="list-style-type: none"> CAT session 	<ul style="list-style-type: none"> TBA 	<ul style="list-style-type: none">
<ul style="list-style-type: none"> Plan regular opportunities to take literacy outdoors 	<ul style="list-style-type: none"> Teaching staff 	<ul style="list-style-type: none"> Literacy Shed 	<ul style="list-style-type: none"> Taking Learning Outdoors In-service training – 23.10.17 	
<ul style="list-style-type: none"> Audit assessment of literacy across the school (including standardised assessments for 2016/17) to identify gaps Audit results/feedback to be shared with staff and changes needed identified 	<ul style="list-style-type: none"> HT / literacy co-ordinator 	<ul style="list-style-type: none"> Cover (1-3 days) WTA time 	<ul style="list-style-type: none"> December 17 Feedback for staff – January 18 	
<ul style="list-style-type: none"> Standardised assessments to be completed CfE achievement of a level agreed Benchmark data to be gathered 	<ul style="list-style-type: none"> DHT / HT, ASfL Teaching staff 	<ul style="list-style-type: none"> SLT meetings Tracking and monitoring spreadsheets Pupil Portfolios of learning as evidence Termly attainment and planning meetings 	<ul style="list-style-type: none"> April / May 18 	
<ul style="list-style-type: none"> Literacy levels to be entered on SEEMIS for collation by CEC/ES 	<ul style="list-style-type: none"> Admin staff 	<ul style="list-style-type: none"> Administrative time SLT meetings 	<ul style="list-style-type: none"> May 18 	

NIF Priority 2 – Closing The Attainment Gap Between The Most And Least Disadvantaged Children

QIs/Themes

1.5 Management of finances for learning

1.5 Management Of Resources And Environment For Learning

2.5 Engaging Families In Learning

3.2 Equity For All Learners

Priority 2:	Reduce the attainment and achievement gap for our school	Overall Responsibility	Sally Hourston (HT) and Lynn Peutherer (ASfL teacher)	
Outcomes:	All staff will be aware of what the attainment and achievement gap looks like. Stakeholders are aware of Equity Funding allocation and how it will be used in 2017 – 18 Staff use a wide range of performance information to reduce the attainment and achievement gap.			
Tasks	By Whom	Resources	Time	Impact/ Progress
<i>See Priority 1a and 1b above</i>				
<ul style="list-style-type: none"> Identify the gap for each year group. 	<ul style="list-style-type: none"> Literacy and numeracy co-ordinators All staff 	<ul style="list-style-type: none"> Standardised assessment data CEC analysis 	<ul style="list-style-type: none"> Dec 17 	<ul style="list-style-type: none">
<ul style="list-style-type: none"> Share information with all staff. 	<ul style="list-style-type: none"> SLT All staff 	<ul style="list-style-type: none"> In service day 	<ul style="list-style-type: none"> 8 January 2018 	<ul style="list-style-type: none">
<ul style="list-style-type: none"> Staff to discuss names of students in their class for targeted intervention and share information at transition meetings. 	<ul style="list-style-type: none"> Faculties 	<ul style="list-style-type: none"> In-service day – May 17 	<ul style="list-style-type: none"> June 2017 	<ul style="list-style-type: none">
<ul style="list-style-type: none"> Lead people to be identified and attend 1 in 5 Poverty Training and coordinating intervention strategies. 	<ul style="list-style-type: none"> HT ASfL teacher 	<ul style="list-style-type: none"> PEF 	<ul style="list-style-type: none"> 8 June 2017 	<ul style="list-style-type: none">
<ul style="list-style-type: none"> Mentoring Programme for identified pupils 	<ul style="list-style-type: none"> HT / ASfL teacher co-ordinate programme S5 / S6 pupils to mentor Cluster work 	<ul style="list-style-type: none"> PEF mentoring programme resources / activities HWB indicators / web 	<ul style="list-style-type: none"> On-going 	

<ul style="list-style-type: none">• Parental engagement to be reviewed/strategies to be put in place to engage families in learning/ target group of parents to be invited to workshop.	<ul style="list-style-type: none">• HT• ASfL teacher	<ul style="list-style-type: none">• Meeting time	<ul style="list-style-type: none">• September 2017• January 2018• April 2018	<ul style="list-style-type: none">•
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NIF Priority 3 Improvement In Children And Young People’s Health And Wellbeing	QIs/Themes Blue 2.1 Safeguarding and child protection 2.4 Personalised support 3.1 Improving wellbeing, equality and inclusion 3.2 Raising attainment and achievement
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Priority 3:	Currie Primary School is 'getting it right' for every child	Overall Responsibility	Sally Hourston (HT) and Lynn Peutherer (ASfL teacher)	
Outcomes:	Learners are: <ul style="list-style-type: none"> • confident and happy in school (safe, healthy, active, nurtured, achieving, respected, responsible, included) • achieving their full potential – successful learners and confident individuals • Actively involved in our school and wider community - responsible citizens and effective contributors 			
Tasks	By Whom	Resources	Time	Impact/ Progress
Staff training <ul style="list-style-type: none"> • Child Protection update for all staff • Asthma and Allergy update • ASD update • PSA training • Moving and handling training • Sign-a-long training 	<ul style="list-style-type: none"> • Specialised staff (Education Psychologist, SaLT, OT, Physiotherapist, Child Protection staff from CEC) delivering relevant up-dates and training to all or some staff as required 	<ul style="list-style-type: none"> • Autism Toolkit www.autismtoolkit.co.uk • Redhall / Woodlands partnerships • Moving and Handling guidelines • Health Care Plans • Child Planning Meetings • CAT / In-service days 	<ul style="list-style-type: none"> • On-going throughout 2017 / 18 	Sept 17 <ul style="list-style-type: none"> • Staff have all attended level 2 Child Protection update Cat session ensuring everyone is up-to-date with current procedures and information • DHT has attended Level 4 up-date • Support Staff have attended update Asthma and Allergy training • 10 staff have attended Moving and Handling training, 2 PSA working closely with partner services on a weekly basis to ensure appropriate support for 1 P1 child
<ul style="list-style-type: none"> • Use of SEEMIS Pastoral care notes to 	<ul style="list-style-type: none"> • SLT, ASfL, Office staff 	<ul style="list-style-type: none"> • SEEMIS 	<ul style="list-style-type: none"> • On-going throughout 2017 / 18 	Oct 17 <ul style="list-style-type: none"> • Office staff, SLT and ASfL staff all trained in use of Pastrol Notes on SEEMIS and have begun recording information in regards to

record information on children				different categories, for example, attendance, patrol, wider achievements, GIRFEC
<ul style="list-style-type: none"> Review GIRFEC procedures and policies Familiarise and embed new GIRFEC paperwork 	<ul style="list-style-type: none"> SLT, ASL co-ordinator, Ed. Psych and other partner services 	<ul style="list-style-type: none"> GIRFEC policies and guidelines 	<ul style="list-style-type: none"> December 2017 	
<ul style="list-style-type: none"> Continue to use resilience programme and Growth Mindset work in assembly and follow up work in classes 	<ul style="list-style-type: none"> HT / DHT Class teachers 	<ul style="list-style-type: none"> Assembly plan based on Building Resilience Programme Carol Dweck - Growth Mindset 	<ul style="list-style-type: none"> On-going 	<ul style="list-style-type: none">
<ul style="list-style-type: none"> Increase confidence, resilience and enjoyment of school for learners 	<ul style="list-style-type: none"> 4 staff attend Jenny Mosley training Playground games training for P6 / P7 pupils and PSA 	<ul style="list-style-type: none"> Mentoring Programme (see Priority 2) Playground games PSA P6 and P7 pupil rota to organise and run playground games Jenny Mosley books / work 	<ul style="list-style-type: none"> Training in term 1 	
<ul style="list-style-type: none"> Continue to plan opportunities for wider achievements Develop a wider achievements tracker for wider achievements to ensure all children are being given opportunities for wider achievements in and out of school 	<ul style="list-style-type: none"> All staff 	<ul style="list-style-type: none"> Wider achievements tracker After school clubs / PEF 	<ul style="list-style-type: none"> On-going 	<p>Jan 17</p> <ul style="list-style-type: none"> Wider achievements information gathered in Dec 17 and spread sheet created to track information ensuring all children are given a chance to celebrate achievements and opportunities are created for all children to feel a sense of achievement

NIF Priority 4 – Improvement In Employability Skills And Sustained, Positive School Leaver Destinations For All Young People

QIs/Themes

- 1.2 Leadership of Learning
- 2.2 Curriculum
- 2.3 Learning, Teaching and Assessment
- 2.6 Transitions
- 2.7 Partnerships
- 3.3 Increasing Creativity and Employability

Priority 4	Development of curriculum to improve outcomes for all learners	Overall Responsibility	DHT – Neil Mackenzie	
Outcomes	<p>Staff and pupils to work together to develop relevant contexts for learning</p> <p>Increased engagement of all children in their learning through their use of bundles and benchmarks (introduced by staff)</p> <p>Clear understanding of skills being taught through identified skills progressions</p> <p>Development of partnerships to support delivery of improved opportunities to aid in the development of skills for learning, life and work</p> <p>Increased awareness of cross-cutting themes to develop LfS, creativity and employability.</p>			
Tasks	By Whom	Resources	Time	Impact/ Progress
<ul style="list-style-type: none"> • Update Curriculum Rationale to take in to account re-design of teaching at early level (play-based approach) and increased engagement in children's learning through involvement with bundles (Es and Os) and Benchmarks 	<ul style="list-style-type: none"> • DHT 	<ul style="list-style-type: none"> • Curriculum Rationale 	<ul style="list-style-type: none"> • By August 2017 • In-service 1.5h • First Parent Council Meeting • Parent Consultations 	<ul style="list-style-type: none"> •

<ul style="list-style-type: none"> Curriculum Group to share vision of curriculum development, including new documents to promote staff and pupil engagement with bundles (Es and Os) and Benchmarks 	<ul style="list-style-type: none"> Curriculum Group 	<ul style="list-style-type: none"> Time during August in-service 	<ul style="list-style-type: none"> August 2017 In-service 1.5h 	<ul style="list-style-type: none">
<ul style="list-style-type: none"> Produce a document that matches the benchmarks and associated skills with the relevant bundle 	<ul style="list-style-type: none"> DHT 	<ul style="list-style-type: none"> Bundles Benchmarks Work produced by staff during in-service training 	<ul style="list-style-type: none"> By Oct 2017 	<ul style="list-style-type: none">
<ul style="list-style-type: none"> Poster/Flip to be developed to aid staff in the sharing of and engagement of pupils with bundles (Es and Os) and Benchmarks 	<ul style="list-style-type: none"> Emma 	<ul style="list-style-type: none"> Document with Benchmarks and Skills matched to bundles 	<ul style="list-style-type: none"> By Oct 2017 	<ul style="list-style-type: none">
<ul style="list-style-type: none"> Identification of cross-cutting themes to aid in the development of skills for learning, life and work, creativity and employability 	<ul style="list-style-type: none"> Curriculum Group 	<ul style="list-style-type: none"> HGIOS 4 Bundles 	<ul style="list-style-type: none"> By Oct 2017 	<ul style="list-style-type: none">

<ul style="list-style-type: none"> • Skills Progression to be developed for all curriculum areas (except numeracy and literacy). 	<ul style="list-style-type: none"> • Curriculum Group 	<ul style="list-style-type: none"> • Experiences and Outcomes • Bundles • Benchmarks 	<ul style="list-style-type: none"> • By Oct 2017 	<ul style="list-style-type: none"> •
<ul style="list-style-type: none"> • IDL planning templates to be reviewed to include the benchmarks (assessment sheet to be developed) 	<ul style="list-style-type: none"> • Curriculum Group 	<ul style="list-style-type: none"> • IDL Planning templates • Benchmarks 	<ul style="list-style-type: none"> • By Dec 2017 	<ul style="list-style-type: none"> •
<ul style="list-style-type: none"> • Expressive Arts Programme of Study. A progressive programme of study to be developed and put in place to ensure skills are being taught. 	<ul style="list-style-type: none"> • Curriculum Group 	<ul style="list-style-type: none"> • Expressive Arts Experiences and Outcomes • Benchmarks • Borders Art • Expressive Arts Skills Progression • Bundles 	<ul style="list-style-type: none"> • By June 2017 	<ul style="list-style-type: none"> •
<ul style="list-style-type: none"> • Self-Assessment of all curriculum development 	<ul style="list-style-type: none"> • All Stakeholders 	<ul style="list-style-type: none"> • Curriculum Rationale and supporting documents as above • Year 2 of three-year rolling programme 	<ul style="list-style-type: none"> • Ongoing throughout the year • Parent Council Meetings • Parent Consultations 	<ul style="list-style-type: none"> •

<ul style="list-style-type: none">• Partnerships to be developed to support the delivery of high quality educational experiences and opportunities	<ul style="list-style-type: none">• Curriculum Group	<ul style="list-style-type: none">• HGIOS 4• Parent Body• Local Community• Partners and Outside Agencies• Colleges and Universities• Charities• Youth organisations	<ul style="list-style-type: none">• By June 2017	<ul style="list-style-type: none">•
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