

Standards, Quality and Improvement Plan

Clermiston Primary School



CLERMISTON PRIMARY SCHOOL



Standards and Quality Report for session: 2017 - 2018

Improvement Plan for session: 2018 - 2019

Our Vision Statement:

We are a school where everyone is supported and challenged to be the very best that they can be. We want our pupils to develop and show respect for themselves and for others.

Our pupils should be confident in their right and ability to influence change through positive actions in their own lives and in their local and global communities.

Our Values:

Community

We are a school at the heart of our community and are committed to building new partnerships.

Learning

We are committed to providing effective, creative and enjoyable learning for all our pupils.

Environment

We believe in developing our environment to support a positive ethos and innovative learning and teaching.

Achievement

We promote and celebrate pupil achievement in school and in our wider community.

Respect

We work hard to build and sustain a culture of respect throughout our school.

Context of the School

Clermiston Primary School is a non-denominational school which serves the Clermiston and Drumbrae area in the North West of the city and has a roll of 456 which includes 80 nursery class places.

The school roll has increased steadily over the last 4 sessions and there are currently 17 classes from P1-7 (including a team-teaching arrangement in P1a) and a nursery morning and afternoon class. This will rise to 18 classes next year.

The Senior Management Team (SMT) currently consists of Head Teacher, Depute Head Teacher, 2 Principal Teachers (1 currently on maternity leave covered by an Acting PT) and Business Manager. The Head Teacher started in post in August 2013, the Depute Head took up her post in November 2013 and the Principal Teachers began in August 2015 and August 2016 respectively with the Acting PT starting in May 2018. There is a Support for Learning teacher for three days per week (Monday - Wednesday). Specialist teaching is provided in Physical Education, Modern Languages, Art, and Drama. There is woodwind and brass instruction for some pupils in P6 – P7. The school is well resourced with technology and has excellent outdoor facilities which are well-utilised by all learners.

School Priority 1: Improvement in achievement and attainment particularly within literacy and numeracy

NIF Priority

Improvement in attainment, particularly in literacy and numeracy

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
- 2.3 Quality of teaching
- 2.3 Effective use of assessment
- 2.3 Planning, tracking and monitoring
- 3.2 Attainment in literacy and numeracy
- 3.2 Attainment over time

Progress and impact:

- All teachers have become familiar with Benchmarks at every stage and embed these in their planning for assessment. These have been a key feature of FP meetings, reporting and moderation throughout the whole school.
- Staff have engaged with and become familiar with new standardised testing model. Staff at P1, P4 and P7 have all been involved in working with the new SNSA model. All staff will be involved in analysing data gained.
- Big Maths approach has become fully embedded throughout the school. A clear evaluation of how SEAL links to Big Maths has been completed and all staff are using Big Maths to promote pace and challenge for all pupils. All staff (teaching staff and PSA staff) have received further training this year in Big Maths Outer Numeracy resources.
- A clear planning progression has been established for maths to ensure pace and challenge towards improving attainment for all pupils. This has been shared with all staff.
- Reading approaches throughout school have been audited to look at promoting a strong approach through the middle years of primary. This has also involved staff training and training by staff through CAT sessions to promote up to date approaches to reading.

CfE levels have been strong this year in reading and maths. Almost all pupils who are not following individual milestones are on track or ahead of track.

Next Steps:

- Big Maths information sessions for parents
- P1 Literacy and Maths support sessions for parents
- Refresh of Shirley Clarke techniques with a focus on What Makes Good
- Focus on Writing and Writing benchmarks.

School Priority 2: Closing the attainment gap

NIF Priority

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

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:

- Established key roles for Principal Teachers in delivery of PEF plan
- Mentoring programme has been established in the second half of the school session. 9 pupils have had 1 to 1 mentoring with a teacher who has undertaken professional reading and discussion ahead of the start date. This has been hugely successful. Feedback from Mentor, pupil and class teacher has been very positive with increased levels of engagement assessed using the Leuvens scale.
- Effective learning and teaching approaches based around aifl are embedded throughout the school
- A full audit of life experiences of all pupils has been completed to allow for a focus on FME and SIMD 1 and 2 pupils.

Next Steps:

- Initiate reading for enjoyment programme for PEF pupils
- Continue mentoring approach for pupils
- Revisit consistency of L and T approaches
- Build pupil vocabulary through real life experiences

School Priority 3: Improvement in Health and Wellbeing

NIF Priority

Improvement in children and young people's health and wellbeing

NIF Driver

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:

- Circle physical environment checklist – classroom environment audit completed by all teachers to ensure classroom setup provides support to all pupils.
- Autism awareness training implemented throughout the school & cluster. Almost all staff have now attended ASD training and implemented key techniques and approaches on a daily basis.
- Proactively engage pupils/parents to ensure their views are sought & listened to (Parental and Community Engagement Group initiatives). PACE group has worked proactively to ensure that a variety of engagement opportunities are available to parents - coffee afternoons, Foodie Fridays, volunteering opportunities. This has led to positive engagement from more parents and a wider range of parents throughout the school.
- A high quality nurture approach continues to be in place and this has supported a large number of pupils throughout the school session and promoted both physical and mental wellbeing.

Next Steps:

- As part of digital strategy develop a culture of digital awareness and digital safety
- Development of the school playground to encourage a healthy and active approach for playtimes and lunchtimes.

- PACE Group will seek to extend Foodie Fridays.
A comprehensive nurture approach to supporting PIPs in the short, medium and long term will continue
- Teacher mentoring programme for PIPs will be modified and continued
- A wider nurture focus to meet the needs of all pupils (SPA development, Golden Time, Playground Interactions)

School Priority 4:

NIF Priority

Improvement in employability skills and sustained, positive school leaver destinations for all young people

NIF Driver

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:

- Flexible Curriculum map has had a positive impact on providing a coherent approach to the development of skills throughout the school.
- Staff and SMT feel that this would benefit from raising the profile of possible future positive destinations for pupils in terms of engaging with parent skills, world of work week etc.

Next Steps: To widen pupils horizons with regards to their future positive destinations

- Engage with Creativity & employability 3-18 – 2 documents
- Engage with 50 things to Experience in Edinburgh before you are 11 resource.

Self Evaluation 2017 – 2018

	Quality Indicator	School Self – Evaluation 2017 - 18	Inspection Evaluation (If during 2017-18)	Nursery Self – Evaluation 2017 - 18	Inspection Evaluation (If during 2017-18)
	What is our capacity for continuous improvement?				
1.3	Leadership Of Change	5		5	
2.3	Learning, Teaching And Assessment	5		5	
3.1	Ensuring Wellbeing, Equity And Inclusion	5		5	
3.2	Raising Attainment And Achievement	5		5	
	School's chosen QI				
	School's chosen QI				

Statement of Impact of Pupil Equity Fund/Exceptional Spend:

For session 2017-18, the Pupil Equity Fund spend has totalled £65 530. There is a carry-forward of £470 to session 2018-19. This spend is deemed exceptional and the plans for this spend are outlined in the school improvement plan for 2018-19 and coded green.

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 Priorities <ul style="list-style-type: none"> • Reduce the attainment and achievement gap for our school 	QIs/Themes 2.3 Learning, Teaching and Assessment 2.5 Family Learning 2.6 Transitions 2.7 Partnerships
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Priority 1a	Early Years Play, Family Engagement and Pedagogy	Overall Responsibility	Gordon McIntyre Nursery and P1 staff team FK staff team	
Outcomes	More pupils in the early years have access to play-based learning Parents have a clearer understanding of the importance of play in learning.			
Tasks	By Whom	Resources	Time	Impact/ Progress
<ul style="list-style-type: none"> • Early Years Explorers 	<ul style="list-style-type: none"> • Nursery and P1 Pupils and Staff 	<ul style="list-style-type: none"> • P1 classrooms • Nursery • Outdoor spaces 	<ul style="list-style-type: none"> • Twice per term throughout the year 	<ul style="list-style-type: none"> •
<ul style="list-style-type: none"> • Development of Forest Kindergarten pilot to first full year of engagement 	<ul style="list-style-type: none"> • Head Teacher • Head Teacher of Cramond Primary • Tracey Shaw, Early Years Team • Nursery Teacher • Nursery/FK EYP (Jackie Manchester) • FK staff team 	<ul style="list-style-type: none"> • Lauriston Castle Site • Staff training • Clothing etc 	<ul style="list-style-type: none"> • Throughout year 	<ul style="list-style-type: none"> •

<ul style="list-style-type: none"> • P1 Meet the Teacher Homework Sessions 	<ul style="list-style-type: none"> • P1 Staff 	<ul style="list-style-type: none"> • WTA time 	<ul style="list-style-type: none"> • Early September • Late Jan 	<ul style="list-style-type: none"> •
<ul style="list-style-type: none"> • Stay and Play Sessions in nursery for parents to engage in positive play experiences with pupils. 	<ul style="list-style-type: none"> • Nursery Staff 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 3 Times over the year 	<ul style="list-style-type: none"> •
<ul style="list-style-type: none"> • PEEP Groups 	<ul style="list-style-type: none"> • Nursery staff 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Throughout the year. 	<ul style="list-style-type: none"> •

Priority 1b	Developing Partnerships and Family Engagement across the whole school.		Overall Responsibility	Dana Henderson, PT Rachael Bottom, Acting PT Gordon McIntyre, HT
Outcomes	Parents will Pupils and parents will have a shared understanding of key Big Maths techniques and teaching points. Pupils will have a new and innovative way to get their voice heard.			
Tasks	By Whom	Resources	Time	Impact/ Progress
<ul style="list-style-type: none"> • Big Maths advice sessions to replace current Meet the Teacher sessions 	<ul style="list-style-type: none"> • All teaching staff 	<ul style="list-style-type: none"> • WTA agreement • Staff planning CAT to agree focus at each stage. 	<ul style="list-style-type: none"> • Early September • Late January • 	

• Foodie Fridays	• Rachael Bottom • Sophia Wiedermann • Gabby Passaretti	• GP Room • Oven • Food resource	• Throughout year	•
• New Pupil Voice Group Model	• All teaching staff	• Planning time	• Throughout year	•
• Airport Link – see cluster section	• Principal Teachers • Head Teacher	•	•	•

<p>NIF Priorities</p> <ul style="list-style-type: none"> • Improvement in achievement and attainment particularly within literacy and numeracy • Reduce the attainment and achievement gap for our school • Improvement in employability skills and sustained, positive school leaver destinations for all young people • Continue to develop and share excellent learning and teaching 	<p>QIs/Themes</p> <p>1.1 Self Evaluation for Self Improvement</p> <p>1.2 Leadership of Learning</p> <p>2.2 Curriculum</p> <p>2.3 Learning, Teaching and Assessment</p>
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Priority 2a:	Reduce the attainment and achievement gap for our school	Overall Responsibility	HT Senior Management Team All teachers All support staff.
Outcomes:	<p>All teaching staff will be aware of what the attainment and achievement gap looks like.</p> <p>All staff will be aware of who the Pupils in Poverty (PIPs) are</p> <p>Stakeholders are aware of PEF allocation and how it will be used in 208-19</p> <p>Staff use a wide range of performance information to reduce the attainment and achievement gap.</p>		

That all pupils will have effective supports in place and that all or almost all pupils who are not following individual milestones are on track with their learning as measured by CfE levels.

Tasks	By Whom	Resources	Time	Impact/ Progress
<ul style="list-style-type: none"> Identify the gap for each year group. 	<ul style="list-style-type: none"> All Staff 	<ul style="list-style-type: none"> SNSA data CfE levels based on benchmarking CEC analysis 	<ul style="list-style-type: none"> Sept 2018 	<ul style="list-style-type: none">
<ul style="list-style-type: none"> Intervention strategies to reduce vocabulary gap P1-7 Intervention strategy to reduce vocabulary gap in early years 	<ul style="list-style-type: none"> HT, DHT, PTs Liann Barrie/Ross Donald-Hewitt P1 staff 	<ul style="list-style-type: none"> PEF funding <p>Liaison Time for staff involved</p>	<ul style="list-style-type: none"> Throughout year 2018-19 	<ul style="list-style-type: none">

Priority 2b:	Ensure consistency of Learning and Teaching	Overall Responsibility	HT
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Outcomes:	<p>Staff team will revisit and update Curriculum Rationale – what makes our school unique?</p> <p>All staff will have reviewed Flexible Curriculum plan and planned topics with key linking themes.</p> <p>All teaching staff will have revisited key learning and teaching strategies</p> <p>All teaching staff will have used the Circle Document to create an inclusive teaching environment</p> <p>All staff will have revisited key behaviour management strategies to ensure that classroom time for pupils is focussed on learning and teaching.</p> <p>All teaching staff have clear strategies in place for pupils who are not on track and are able to discuss and assess the impact of these each term.</p>
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Senior management have regular self-evaluation meetings with pupils based around SQIP and Pupil and Teacher versions of HGIOS 4.

Tasks	By Whom	Resources	Time	Impact/ Progress
<ul style="list-style-type: none"> Curriculum Rationale – shared map of staff skills and leadership opportunities 	<ul style="list-style-type: none"> Teaching staff team (Aug) PSA team (Sept) 	<ul style="list-style-type: none"> OneNote Inservice or CAT time 	<ul style="list-style-type: none"> Aug/Sept 2018 	<ul style="list-style-type: none">
<ul style="list-style-type: none"> Book Group 	<ul style="list-style-type: none"> All Teaching Staff All PSAs (optional) 	<ul style="list-style-type: none"> Paul Dix book – When the Adults Change, Everything Changes 	<ul style="list-style-type: none"> CAT sessions 	<ul style="list-style-type: none">
<ul style="list-style-type: none"> Cluster Quad groups - collegiate groups with teachers from primaries and high school to discuss and share L and T approaches. 	<ul style="list-style-type: none"> Staff volunteers who will agree an agenda and commit to 4 visits throughout the year. 	<ul style="list-style-type: none"> 3 x members of staff Time allowed for cover 	<ul style="list-style-type: none"> Throughout year. 	<ul style="list-style-type: none">
<ul style="list-style-type: none"> Shared classroom experience for all teachers x 3 	<ul style="list-style-type: none"> All teaching staff 	<ul style="list-style-type: none"> Cover 	<ul style="list-style-type: none"> 2x per year Term 1, 3 	<ul style="list-style-type: none">
<ul style="list-style-type: none"> Pupil self-evaluation groups with SMT Key themes to be published at the start of the session for all staff. 	<ul style="list-style-type: none"> HT, DHT, 2xPTs 	<ul style="list-style-type: none"> 20-30 min session Bonus ball at assembly SQIP/HGIOS 4/HGIOS Pupil version Pupil's work 	<ul style="list-style-type: none"> Each Friday (HT, DHT and Acting PT) Each Monday (PT) 	<ul style="list-style-type: none">
<ul style="list-style-type: none"> All teachers to focus on being assertive with 	<ul style="list-style-type: none"> All teaching staff All PSA staff 	<ul style="list-style-type: none"> Bill Rogers Top 10 guide for all staff. 	<ul style="list-style-type: none"> Aug 2018 and then 	<ul style="list-style-type: none">

regards to pupil behaviour to support a focus on learning time.		<ul style="list-style-type: none"> • Bill Rogers Mindframe guide for all staff (PT to distribute to all staff) • In-service day time • Feedback during SMT SCE 	throughout year.	
<ul style="list-style-type: none"> • All teachers to be aware of and embed key school consistency document “Learning and Teaching Key Aspects for Consistency” 	<ul style="list-style-type: none"> • All teaching staff 	<ul style="list-style-type: none"> • “Learning and Teaching Key Aspects for Consistency” document • CAT time 	<ul style="list-style-type: none"> • From August 	<ul style="list-style-type: none"> •
Priority 2c:	Raise attainment in Writing		Overall Responsibility	HT
Outcomes:	<p>All teaching staff to become more familiar with writing benchmarks</p> <p>All teaching staff to have collaborative moderation opportunities to discuss key aspects of effective success criteria for writing</p> <p>All teaching staff to have collaborative moderation opportunities to discuss the use of “what makes good” for writing.</p> <p>All or almost all children who are not following individual milestones to be on track with their writing or to have support strategies in place that are having a positive effect.</p>			
Tasks	By Whom	Resources	Time	Impact/ Progress
<ul style="list-style-type: none"> • Refresh prior knowledge of aifl and “what makes good” with regard to writing. 	<ul style="list-style-type: none"> • All teaching staff • 	<ul style="list-style-type: none"> • CAT Sessions • Shirley Clarke Outstanding Formative Assessment Book • DVDs • Examples of pupil's work from school and cluster. 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •

		<ul style="list-style-type: none"> Benchmarks 		
<ul style="list-style-type: none"> Cluster Quad participants to have a writing focus throughout their engagement 	<ul style="list-style-type: none"> Quad Participants 	<ul style="list-style-type: none"> Liaison time Cover for visits 	<ul style="list-style-type: none"> 3-4 visits throughout the year. 	<ul style="list-style-type: none">
<ul style="list-style-type: none"> SMT to include writing in SCE focus and FP meetings 	<ul style="list-style-type: none"> SMT 	n/a	<ul style="list-style-type: none"> Throughout year 	<ul style="list-style-type: none">
<ul style="list-style-type: none"> Writing to be one of the themes for Pupil Bonus Ball Groups 	<ul style="list-style-type: none"> SMT 	<ul style="list-style-type: none"> Bonus ball Time to meet pupils 	<ul style="list-style-type: none"> Weekly 	<ul style="list-style-type: none">
Priority 2d:	Developing the Young Workforce		Overall Responsibility	HT
Outcomes:	<p>All staff to be aware of 3-18 skills framework.</p> <p>All staff to build in opportunities for pupils</p>			
Tasks	By Whom	Resources	Time	Impact/ Progress
<ul style="list-style-type: none"> Plan and Implement second World of Work Week 	<ul style="list-style-type: none"> PTs All staff 	<ul style="list-style-type: none"> Parents/Carers/Volunteers Airport link 	<ul style="list-style-type: none"> Throughout year 	<ul style="list-style-type: none">
<ul style="list-style-type: none"> Extend P1 "application station" approach throughout school 	<ul style="list-style-type: none"> Liann Barrie All staff 	<ul style="list-style-type: none"> CAT session 	<ul style="list-style-type: none"> Throughout year 	<ul style="list-style-type: none">
<ul style="list-style-type: none"> Airport link as detailed in Cluster section 	<ul style="list-style-type: none"> Cluster SMT PTs 		<ul style="list-style-type: none"> 	<ul style="list-style-type: none">
<ul style="list-style-type: none"> All teachers to engage with 3-18 skills framework 	<ul style="list-style-type: none"> All teachers 	<ul style="list-style-type: none"> Documents 	<ul style="list-style-type: none"> Throughout year. 	<ul style="list-style-type: none">
<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">

<p>NIF Priorities</p> <ul style="list-style-type: none"> Improvement in Health and Wellbeing 	<p>QIs/Themes</p> <p>Blue</p> <p>Orange</p> <p>Green</p>
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Priority 3a:	Support for pupils to engage with an intensive nurture programme to support social and emotional wellbeing and allow pupils to engage more positively with learning.	Overall Responsibility	Head Teacher Depute Head Teacher Support Staff PEF EYP
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Outcomes:	Pupils are supported to transition into class Pupils have regular engagements with trusted adults Pupils are fed in the morning Pupils are supported to develop a variety of skills – in particular, but not limited to, social interaction skills.		
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Tasks	By Whom	Resources	Time	Impact/ Progress
<ul style="list-style-type: none"> A comprehensive nurture approach to supporting PIPs in the short, medium and long term 	<ul style="list-style-type: none"> SLT Sft EYP to link with the support of the Emotional Wellbeing Academy to enhance our 	<ul style="list-style-type: none"> Rocket Club soft start - PIPs have time to transition and to get food in the morning Funky Monkeys Movement Group Games Station - Social interaction skills group 	<ul style="list-style-type: none"> Throughout year 	<ul style="list-style-type: none">

	<ul style="list-style-type: none"> current nurture approach EWO team/SW team 	<ul style="list-style-type: none"> Emotion Talks - SEBN support group Supportive play area to reduce playground stress and build friendships Nurture base Breakfast Club (free places for pupils) Senior Staff engaging with playground activities and liaising with PSA team 		
<ul style="list-style-type: none"> Teacher mentoring programme for PIPs 	<ul style="list-style-type: none"> SLT Class Teacher mentors 	<ul style="list-style-type: none"> Nominated staff Staff fees 	<ul style="list-style-type: none"> To be established Sept 2018 	<ul style="list-style-type: none">
<ul style="list-style-type: none"> A wider nurture focus to meet the needs of all pupils. 	<ul style="list-style-type: none"> All staff – particularly PSA team 	<ul style="list-style-type: none"> SPA development Playground interaction from SLT and class teachers 	<ul style="list-style-type: none"> To be established Sept 2018 	<ul style="list-style-type: none">
<ul style="list-style-type: none"> Build on whole-school audit of life experiences for children 	<ul style="list-style-type: none"> Principal Teachers Head Teacher 	<ul style="list-style-type: none"> Finances for trips 	<ul style="list-style-type: none"> Throughout year 	<ul style="list-style-type: none">

- Continue Whole School Resilience Programme

- Principal Teachers and all staff

- Weekly assemblies, class and homework tasks

- June 2018

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Cluster Plan: Create a Digital Strategy for the school and embed into L&T	QIs/Themes <ul style="list-style-type: none"> • 2.1 Safeguarding and Child Protection • 2.2 Curriculum • 2.3 Learning, Teaching & Assessment • 3.3 Increasing Creativity and Employability
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Cluster Priority	To increase use of digital technology and awareness of associated issues across the cluster.			Overall Responsibility	Diarmud Harris DHT D Mains Dana Henderson PT Clermiston
Outcomes	Develop the skills and confidence of teachers; Improve access to digital technology for all learners; Ensure that digital technology is a central consideration in all areas of curriculum and assessment delivery; Empower leaders of change to drive innovation and investment in digital technology for learning and teaching				
Tasks	By Whom	Resources	Time	Impact/ Progress	
<ul style="list-style-type: none"> • Improve staff confidence and familiarity with digital technology. Increase staff use of digital technology in learning & teaching. 	<ul style="list-style-type: none"> • All staff to engage in training. • Dana Henderson & Rachael Bottom (Clermiston) to lead. 	<ul style="list-style-type: none"> • Apple trainers • iPads Priority Apps: <ul style="list-style-type: none"> • OneNote • Clips • Epic! • Chatterpic/morpho booth • Clicker • Book creator • Baiboard 3 	<ul style="list-style-type: none"> • 2 x Cluster CAT sessions • School CAT sessions • Sharing Good Practice Meetings • Staff Meetings 	<ul style="list-style-type: none"> • 	

		<ul style="list-style-type: none"> • Kahoot 	<ul style="list-style-type: none"> • Personal CPD 	
<ul style="list-style-type: none"> • Increase whole school community awareness of Digital Safety. 	<ul style="list-style-type: none"> • Dana Henderson (Clermiston), Sara MacDonald (Blackhall), John Armstrong (D Mains) to lead 	<ul style="list-style-type: none"> • Keeping Myself eSafe • Community Police 	<ul style="list-style-type: none"> • Throughout year 	<ul style="list-style-type: none"> •
<ul style="list-style-type: none"> • Initiate and develop stage-based projects across the cluster (including a Cluster Transition Project for P7-S1) 	<ul style="list-style-type: none"> • Diarmud Harris (D Mains) to lead. • P7 staff • Kate Fraser (RHS) 	<ul style="list-style-type: none"> • TBC by cluster colleagues 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •
<ul style="list-style-type: none"> • P7 Pupils to have own 365 login and MWOW login 	<ul style="list-style-type: none"> • School ICT coordinators 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •

**The Royal High School
Cluster
Improvement Plan 2018_9**



**Priority 1 –
Improvement in
attainment, particularly
in literacy and
numeracy.**

ASL TATC Strategy
Group

Cluster digital learning
strategy

Extend L&T quads
across the cluster

Cluster comms through
OneNote

DYW skills tracking 3-
18

RHS lit and num links for each
primary school

Move to OneNote transition
profiles

New quads groups for 2018/9

Create a cluster OneNote area
through Teams

Create a cluster digital strategy

**The Royal High School
Cluster
Improvement Plan 2018_9**



Priority 2 – Closing the attainment gap between the most and least disadvantaged children.

Engage pupils in 1 in 5

Plan for PEF pupil transitions

Revisit 1 in 5 CEC policy

Share interesting practice on poverty proofing our schools

Put PEF sharing practice on cluster SLT agenda

Look at how strategies working with PEF pupils can be transitioned

RHS opportunities group to present to cluster

**The Royal High School
Cluster
Improvement Plan 2018_9**



**Priority 3 – Improvement
in children and young
people’s health and
wellbeing**

Mental health strategy

Improve collaboration
on resources for CPMs

Continue to
collaborate pupil voice
across the cluster

Continue cluster
transition events

Explore mental health first aid
training across the cluster

September and May cluster
pupil council conferences

Annual transition HWB event

Plan cluster ‘keeping safe’
events for pupils and parents

Invite cluster to RHS 50th
events

**The Royal High School
Cluster
Improvement Plan 2018_9**



**Priority 4 – Improvement
in employability skills and
sustained, positive school
leaver destinations for all
young people**

Plan around new
Edinburgh airport link

Work on new Science
strategy (Highland
resource)

Airport visit in August then
plan 3 year strategv

RHS to support science
strategy with resourcing

Cross cluster sharing practice
in science

Make use of MWOW, SDS,
NI Hub etc. resources. for
teachers

RHS to share DYW events e.g.
careers fair across cluster