

# ◆ EDINBURGH ◆

THE CITY OF EDINBURGH COUNCIL

## CHILDREN AND FAMILIES

### Standards, Quality Report for session 2014 – 2015 Improvement Plan for session 2015 – 2016

#### Murrayburn Primary School



*Murrayburn School Community celebrates our traditions and embraces positive change*

#### *Our Vision:*

*Every child will be encouraged to reach his/her potential in learning and be the best they can be.  
All in our school will be given the support and opportunities they need to fulfil their role to the best of their ability.*

#### *Our core values:*

- *Respect for self and others*
- *Inclusion*
- *Supportive environment for all*
- *Developing capacity to be a lifelong learner*

# Table of contents

## Standards and quality report

- 1 The school in context
- 2 School's self evaluation 1.1,2.1,5.3,5.1,5.9

## Improvement plan

- 3 Key areas for school improvement
- 4 Cluster improvement plan (*reflecting three year CfE implementation*)

# Standards and Quality Report

## 1. The school in context

*Murrayburn Primary School sits in the Parkhead/Sighthill area of South West Edinburgh, on the edge of the regeneration areas of Broomhouse and Wester Hailes. There is a mix of council rented and private housing, some of the latter are owner occupied and some privately rented accommodation. Free school meal entitlement continues to sit just below Positive Action levels.*

*Almost all pupils go on to attend Forrester High School with a very small minority electing to attend St Augustine's RC and Wester Hailes Education Centre.*

*The school was built in 1939 and currently has 14 mainstream classes, two at each stage, and four Language and Communication classes for pupils with a diagnosis of ASD and/or SLI. We have an on-site 30/30 nursery class and a larger 50/50 off-site campus at Calderglen Nursery Centre nearby. In addition, the school has 'Place2Be', a therapeutic pupil counselling service, and benefits from the support of a part-time parent worker. The school also hosts 'Smile Child care' after school and holiday provision and runs its own breakfast club.*

*The school roll continues to be around 370. Non-catchment placing requests are popular and form a waiting list for entry to P1, which is currently capped at 50 pupils. In 2014-2015, placing requests led to extra pupils being admitted and we had a composite P2/1 class in addition to two full P1 classes.*

*There is a management team of five, who all teach for part of the week. For this session the Headteacher continues to be on secondment to the authority in the role of QIO and the school is led by the DHT1 as acting HT. The management team comprises Acting HT, DHT (0.6), Acting DHT (Early Years), PT (Attainment including wider achievement and pupil voice) and acting PT (L&C classes).*

## 2. School's self evaluation

### 1.1 Improvements in performance

Standards of attainment over time	Overall quality of learners' achievement	Impact of improvement plan
<p data-bbox="125 459 439 483">Standards of attainment</p> <p data-bbox="125 491 1312 515">A key focus continues to be improving experiences and attainment in literacy and numeracy</p> <ul data-bbox="174 560 2112 1321" style="list-style-type: none"><li>• Staff were trained in Literacy Rich at P1/2 and in SEAL at P1/2</li><li>• New staff were trained in Fresh Start and Read Write Inc, including support staff</li><li>• School SEAL Champion trained throughout last session</li><li>• Whole school CPD sessions in developing spelling (led by Hilary Aitken), in Supporting pupils with Dyslexia (Jill Acheson EP and school SfL team) and in-house training as well as good attendance at authority-led CPD on Active Writing were all held</li><li>• Across Early level, we focused on Literacy Rich and SEAL to support learning and improve attainment and this seems to have been successful in literacy, less so in numeracy in P1. Our own audit suggests that our school focus on SEAL was not matched in the assessments which focused more on other maths concepts and this is something to consider throughout P1 next session</li><li>• In First level, the focus was on Literacy Rich (P2), SEAL (P2-3) and 'Big Read/Big Comprehension (P2-3), with targeted support from SfL team for identified pupils. This was very successful in continuing to drive up attainment in literacy, somewhat less so in numeracy.</li><li>• In Primary 4 we moved to whole class teaching in ability sets in literacy and maths and introduced Read, Write Inc for the first year. We also more fully integrated Language class pupils in the sets.</li><li>• In First and Second levels we continued to use Fresh Start (P5/6) and introduced Read Write Inc (P4) with small targeted groups. We used the SS assessment results along with SWRT and SWST to identify appropriate children for the intervention programmes. This proved successful at P6/7 level, less so in P4/5, where we have identified late start of the programme, challenging behaviour in some groups and most importantly timetabling complications and delays caused by setting pupils across classes as main issues. A change in staff in P4 may also have contributed as it took some considerable time to replace one member of permanent staff with another. Despite these, the attainment in P4 was actually an improvement on our own standardized assessments from the same cohort when they were in P3.</li><li>• We continued to use Big Writing to set baselines and targets and spent time as a staff to renew focus and clarify understanding/wording of the criteria and we felt this was very worthwhile in focusing staff on criteria as well as pupils</li><li>• Rich vocabulary and developing punctuation continue to be areas for improvement and we have identified a number of CAT sessions and CPD sessions for the coming year</li></ul>		

Attainment in P7 was very pleasing, across reading, writing and maths. Attainment across P4, 5 and P6 was disappointing. Despite this, our P4 pupils made some positive progress overall and we will look to further develop support interventions, selecting pupils carefully from each cohort to achieve maximum impact.

Improving attainment continues to be a challenge in all areas, particularly in maths and in attainment across literacy and numeracy in P4, P5 and P6. Some very pleasing results at Early level and in P2/3 as well as very good attainment across P7s give us confidence in further developing our agreed strategies and approaches as well as targeting interventions.

Wider achievement:

- We worked on the development of pupil groups last session – all pupils in P5–7 involved in a group. Pupils report this a positive experience and this next session we aim to further develop these, linked to our staff faculties: Eco, Citizenship, Outdoor Learning and Health
- We were pleased with impact of the ‘Dream Believe Achieve’ board and folder which encourage staff, parents and pupils to celebrate wider achievement.
- Improved access to provision of after school clubs with good support from parents and school staff as well as Active Schools

### **What are we going to do next?**

Attainment

- Attainment: data more closely analysed and approaches modified
- SfL team involved in analysing and identifying appropriate interventions/supports to targeted pupils
- Attainment meetings with staff pairs to identify approaches, differentiation and support/challenge for pupils within the class
- Attainment meetings held again through the year to review progress and modify approaches
- Increase time spent per week on maths and numeracy, esp at P3 – 6
- Further develop learning environment and learning culture across whole school to encourage ambition, hard work and love of learning
- We have set time to audit the impact of literacy interventions in FS and RWI toward the end of this year.

Wider achievement:

- More careful, closer links between faculties and pupil groups with meetings already dated in calendar and clear targets for activities
- Possible links with parents for some faculties and pupil groups already identified and one already being set up
- Whole school focus on Learning and Teaching using new Shirley Clarke ‘Outstanding Formative Assessment’ and Carol Dweck’s ‘Growth Mindset’ to improve learning culture and ownership of learning, linking well with development of new pupil profiles
- Continue and further develop ‘Dream, Believe, Achieve’ board with whole school focus on wider achievement, linking with 4 capacities (one focus each term) through school assemblies and class learning
- Further developing parent involvement, linked with above and with outdoor learning
- Further develop access to out of school provision, with active schools coordinator asking for parent and pupil views

## 2.1 - Learners' Experiences

Learners are motivated, eager participants in their learning.	Learners make good progress in their learning.	Learners know their views are sought and acted upon. They feel valued.	Learners feel safe, nurtured, healthy, achieving, active, included, respected.
<ul style="list-style-type: none"> <li>• Good progress made in developing pupil voice this year, with all second level pupils involved in a pupil group. Each pupil group set themselves one or more tasks/activities, including speaking in assemblies, planning an event, creating competitions etc and most, though not all achieved expected outcomes. We will build on this next session.</li> <li>• Big Floor Planning, Talking Tubs and Learning Walls all contribute to developing pupil voice within planning and we are pleased with the balance of OTWL/responsive planning</li> <li>• Teacher and pupil reflections contribute to planning next steps and ensure pupils' interests and experiences are at the heart of learning</li> <li>• Pupils sample groups were sought and shared to reflect on learners' experiences. These were shared with staff and show positive response to learners' views and needs</li> <li>• We undertook a whole school Children's Rights and Responsibilities focus at the start of the year and the Citizenship group supported throughout the year with certificates shared in assemblies for supporting various responsibilities</li> <li>• Our full time PE teacher and Health/Eco faculties to develop pupil awareness of and interest in healthy lifestyle have contributed to our pupils feeling healthy and active</li> <li>• We have improved access to after-school provision of clubs this year, with more of our pupils involved in lunchtime and after-school clubs in school as well as in the local community. We will continue to build on this next session</li> <li>• A visit from our QIO confirmed that our pupils feel happy, safe and valued in school</li> </ul>			
<p><b>What are we going to do next?</b></p> <ul style="list-style-type: none"> <li>• Whole school focus on learning environment, learning culture including growth mindset will support pupils' ownership and love of learning</li> <li>• Whole school focus on developing pupil profiles with input from staff, pupils and parents. Staff to visit other local schools to see best practice and inform our next steps</li> <li>• Whole school (3 year) focus on developing BRBBBL with training from Ed Psych team to begin this year</li> <li>• Continue and develop pupil sampling along with parent and staff audits of pupils experiences</li> <li>• Continue learning rounds with staff</li> <li>• Outdoor learning – a focus for whole school this year following the school bus fire, will be a vehicle for developing pupil and parent voice. We aim to develop a staff/pupil/parent group to work on planning and implementing our vision for play, for growing and for using the outdoors as an exciting place for different learning opportunities</li> </ul>			

### 5.3 - Meeting Learning Needs

Tasks, activities and resources	Identification of learning needs	The roles of teachers and specialist staff	Meeting and implementing the requirements of legislation
<p>Across the whole school</p> <ul style="list-style-type: none"> <li>• Regular weekly timetabled ASL team meetings have supported very well the identification of learners' needs and the targeting of support</li> <li>• The whole ASL team, including Place2Be, EWO and EP as well as SfL staff and SMT have been able to share concerns and action suggestions/advice from a wide variety of specialisms and perspectives to support pupils</li> <li>• Very good support from EP and EWO in advising with referrals and suggesting strategies and specialist support</li> <li>• Valued support from Place2Be SPM at team meetings and with pupils/parents through some trying personal times including death of a sibling, family griefs, parental substance abuse and domestic violence</li> <li>• Pupils with EAL have been well supported by the EAL staff team however we continue to have increasing numbers of pupils whose English is a major barrier to learning</li> <li>• Support for a very small number of pupils with additional support needs has proved very challenging. We responded to the needs of one pupil in P2 by ensuring 1:1 support which saw a significant decrease in the number of violent incidents however this was at a cost to the other pupils in the two P2 classes, some of whom had similarly pressing needs and we were unable to maintain this for next session. We continue to seek advice from the ASL team as well as our EP for support here</li> <li>• Pupils sample groups to reflect on meeting learners' needs, shared with staff, show positive response to learners' views and needs</li> <li>• Our full time PE specialist has supported us in meeting the pupils' requirements of 2hours good quality PE per week</li> </ul> <p>L&amp;C classes</p> <ul style="list-style-type: none"> <li>• Very good expertise from L&amp;C staff shared with mainstream staff re strategies and approaches (workstations, visual cues, personal reward systems etc) for identified children in classes has been appreciated and well used</li> <li>• L&amp;C whole staff training in working with ASD diagnosed pupils delivered by Lorna Johnston was very well received by all L&amp;C staff. We were heartened to note that we already have in place many of the strategies suggested and have continued to try to implement those new to us, eg individual visual timetables, individual safe spaces for all L&amp;C pupils, very challenging for our 21 children!</li> <li>• Changes in staffing due to staff moving on, maternity leave and part-time staff were all likely factors in some very challenging behaviour in two of the four L&amp;C classes last session. We also had a number of very young pupils transfer to our L&amp;C class throughout the session, which had an impact on those already there</li> <li>• In working to meet the needs of pupils for increased integration, we trialled the development of more L&amp;C pupils and staff being involved in more interventions and setting of groups. This was successful for some but not all pupils and we will look to identify more closely next session the pupils who are ready for increased integration</li> </ul>			

## Nursery

- We began to develop some joint planning and sharing of practice across both nursery campus sites last year. The two PTs from Murrayburn and Calderglen nurseries worked together on joint planning and in developing use of the new online personal profiles. Parents and staff reported very favourably on these and we intend to further develop joint nursery work next session

## What are we going to do next?

### Across the whole school

- Whole school ASD training to be delivered by Lorna Johnston (25<sup>th</sup> Sept 2015) then staff discussion and approaches/strategies confirmed and worked on, eg individual visual timetables, workstations, now/next, ok/not ok, personal reward systems, safe space etc
- We will continue to use the expertise of our L&C staff to help with advice and practical assistance
- Closer look at attainment data and analysis will be continued and developed further to identify support and challenge to meet all pupils' needs. This will be done each term with staff and will be the focus of ASL team meetings immediately after forward plan feedback meetings
- School ASL team will continue to analyse ongoing data to ensure robust pace and challenge and we will evaluate this termly to identify best use of SfL input as well making this a focus of learning rounds/SMT class visits as this was an area identified by the QIO on his visit in May last session
- We will continue with weekly ASL team meetings involving EWO, EP, Place2Be wherever possible to sustain this highly valued good practice
- We will continue to seek advice and support from the authority ASL team to help meet the needs of two individual ASD- diagnosed pupils in particular, both in P2 now P3, whose challenging behaviour and continuing anxiety gives cause for much concern
- We will continue to work with the EAL service to support pupils with EAL
- DHT to begin work with two identified behaviour support groups of pupils in P5 and P6. The focus will be on developing self-esteem and resilience and will link with whole school work on developing the learning culture in school.
- Our PE teacher is looking to start her probationary period as a primary school teacher – this presents us with the challenge to continue the high quality PE provision currently on offer

### L&C

- Further support is required for one pupil in particular in L&C class – the authority ASL team is supporting with strategies and suggestions as well as visits to the class and we are ensuring these are all already place so school will continue to look for further support
- Staffing in L&C to be a focus for SMT for the future as it is not a popular choice for mainstream staff, despite the excellent support from Nursery Nurses and PSAs
- Regular meetings of L&C team will look to identify and prepare pupils for integration where desirable and discuss how best to support individual children with this

### Nurseries

- Calderglen PT, now Acting DHT for this session will continue to develop joint planning and sharing classroom experience across both nurseries and will continue with online journals

## 5.1 The Curriculum

The rationale and design of the curriculum	The development of the curriculum	Programmes and courses	Transitions
<ul style="list-style-type: none"> <li>• Year planning: this last session we worked as a staff to ensure good experience of the BGE for all pupils although further robust reviews are required to ensure the significant aspects of all Es and Os across the curriculum have appropriate focus</li> <li>• Outdoor Learning: we were devastated by the school bus fire last session. The bus was beginning to be used by all class groups as a focus for developing outdoor learning and this represents a challenge to replace with structure and resources to suit. This is an area of focus for development next session</li> <li>• 1+2: the loss of our German teacher and our inability to find a replacement was very disappointing however teaching French was a focus for the whole school and cluster. Our cluster work has been really helpful in supporting all classes from nursery through to P7 with a progressive set of lessons and vocabulary banks. The development officer was pleased to see quality and progression on her visit in May. We will continue to develop learning and teaching in French and hope to develop German at 2<sup>nd</sup> level with support from the cluster next session</li> <li>• New management of Calderglen nursery offered us the opportunity to develop joint planning of the curriculum and some good development work took place here, exceeding our initial expectations. In what was intended to be a 'holding' year, we made some good progress in joint planning of experiences and programmes as well as events and visits. This also impacted on transition to Primary 1 with staff from both nurseries contributing to nursery profiles and sharing in drawing up new P1 classes.</li> <li>• Developing Active Writing became a focus following some staff attendance at authority CPD. We worked together as a staff to evaluate and review criteria for achieving different levels and staff become more confident in applying these for baselines. We will continue to work on writing next session.</li> <li>• We also worked with cluster colleagues on moderation of literacy, sharing our experiences and assessment tasks then coming together again at the end of the year to moderate. Staff reported that they appreciated the opportunity to work with cluster colleagues teaching at the same stage. The cluster project was well led and had very clear outcomes</li> <li>• SEAL: 2 staff CATs, led by our school SEAL champion helped to further inform our understanding of the early development of maths thinking. We have seen good use of the Perceptual and Figurative stages boxes of resources made up in school.</li> </ul>			
<p><b>What are we going to do next?</b></p> <ul style="list-style-type: none"> <li>• Year planning: we have already this year begun by revisiting our year plans and tightening at each year stage to match the SAs and ensure good experience of the BGE. We will monitor this at forward plan meetings each term, evaluating time given to curricular areas and the balance between OTWL/year plans and responsive planning with pupils using Big Floor Plans etc</li> <li>• Outdoor Learning: following the interest galvanised by the fire and subsequent loss of our outdoor learning classroom (school bus) we intend to work with parents, pupils and staff to devise an Outdoor Learning Plan which covers all areas including use of playground, growing and developing our outdoor space. Parents have already raised a large sum and we will visit other schools, including listening to advice from the OPAL programme and the Scottish Government to help us draw up our vision. See Action Plan for details</li> </ul>			

- 1+2: we will continue to work at school and cluster level to further develop learning and teaching of French this year, building on the successes of last session. One CPD session has already been arranged for the development officer to share good practice with staff, focusing on instructional vocabulary and we will monitor progress. Cluster schools have been given the opportunity to host a GET student along with a small group of German High school students this year and we will use this to begin to develop a learning plan for German at 2<sup>nd</sup> level.
- Literacy: our cluster schools will continue to build on the cluster moderation work started last year. Reps from each cluster school will meet to share good practice and pass onto local schools
- Active Writing: we have two further learning and teaching staff meetings and two CPD sessions (one CEC led, one internal) planned to develop active writing in school this year. We will focus on develop the author's voice and rich vocabulary as well as improving punctuation
- Numeracy/mathematics: one cluster focus this year is on moderating numeracy/maths. Cluster reps have already met and drawn up a programme for cluster schools to work on before meeting as a cluster on the in-service day in March. See Cluster Action Plan
- Further develop joint nursery planning of curriculum with appointment of acting DHT Early Years, responsible for management of nursery at both campuses.

## 5.9 Improvement through self-evaluation

Commitment to self-evaluation	Management of self-evaluation	School improvement
<p>All teaching staff evaluate the learning and teaching in class on a weekly basis and use this to inform next steps. These evaluations are also used to ask questions, make comments etc from teaching staff and SMT and are a vital tool in improving learners' experiences. These evaluations led us to move from weekly planning using OTWL at the end of the year. This was really disappointing as we had invested much time and effort into CPD and staff mentoring to support developing the use of this planning tool. However, many staff found it cumbersome, really time consuming and not user-friendly and we were disappointed that the technology was not helpful in supporting our planning at this short-term level. Some staff are continuing to use OTWL, although most staff are intending to use simple online templates to plan/evaluate for each week. We continue to use OTWL to plan discrete and IDL topic planning and we now have a bank of templates from which to adapt corkboards and create learning plans. This links in well with Big Floor Planning/Talking Tubs and Learning Walls and we were pleased with the balance of curriculum requirements and responsive planning we were able to achieve.</p> <p>All teaching staff were able to take part in Learning Rounds twice in this session and staff report very favourably on the experience. They enjoy the opportunity to see learning and teaching taking place in colleagues' classrooms and are honest in their evaluations of their own strengths and development needs. We were able to follow up some though not all of the areas for development and we will continue to develop further next session. Our self-evaluation was this year enhanced and confirmed by class visits from our QIO, which we have shared with staff.</p> <p>Support staff took part in evaluating school events this year and responded well to the opportunity. Staff had good ideas to develop playground</p> <p>We undertook a small pupil sampling exercise with pupils last session to audit our progress in meeting pupils' needs. The result were shared following the staff audit and we were pleased that perceptions were on the whole very positive and shared many achievements. We have further work to do in developing pupil voice and this is a focus area for next session.</p> <p>We held PRD meetings with all teaching staff after some in-house CPD on using the new GTCS site to record staff learning journals and evaluate against their next steps. Support staff have also taken part in the PRD process and most found it a very useful exercise.</p> <p>Joint nursery planning and evaluation was begun this year, with staff from both campuses jointly planning learning experiences as well as joint events like outings and visits. We will continue to develop close planning and evaluation next session with the PT2 taking on the role of Acting DHT with responsibility for Early Year, initially nurseries.</p>		

### **What are we going to do next?**

PT will use external data and ongoing assessment to track and monitor performance in raising attainment through RWI and FS intervention programmes along with ongoing assessments of Big read to assess effectiveness and evaluate with all staff.

Continue to implement and embed new PRD process and staff portfolios of learning

Continue to use self-evaluation with all staff and pupils to monitor pupils' experiences and meeting learners' needs

Developing parent voice and engagement is a priority for us this year and we intend to include parents in our self-evaluation, using occasions like parent consultation meetings, open afternoons and curriculum workshops as opportunities to sample parent views

Further develop learning rounds and follow through with working on areas for development with staff, including linking with PRDs

# Improvement Plan

## 3. Key areas for school improvement

<p><b>Priority 1 – Learning and Teaching</b></p> <p>Assessment is for Learning Culture and Organisation</p>	<p>Overall Responsibility – DHT</p>	<p>QIs</p> <ul style="list-style-type: none"> <li>1.1 Improvements in Performance</li> <li>2.1 Learner’s experiences</li> <li>5.2 Teaching for effective learning</li> <li>5.4 Assessment is for learning</li> <li>5.5 Expectations and promoting achievement</li> <li>5.7 Partnerships with learners and parents</li> <li>5.9 Improvement through self-evaluation</li> <li>9.3 Developing people and partnerships</li> </ul>
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### Outcome and Impact for Learners

Tasks	By Whom	Resources	Timescale	Progress/Update
<p>Use QIO visit feedback and 2 stars and wish reflections, along with formal and informal monitoring processes to audit current perceptions and practice of Assessment is for Learning Strategies.</p>	<p>SMT Teaching Staff</p>		<p>August 2015</p>	<p>Completed – clear focus in terms of individual teachers development and an overall understanding of the schools next steps in taking forward AIFL.</p>
<p>Staff CAT 1 – discuss Shirley Clarke’s approach, share stars and wishes, share vision for the year, discuss needs of staff.</p>	<p>PB Teaching Staff</p>	<p>CAT – 1 hr Shirley Clarke assessment books Film clip</p>	<p>August 2015</p>	<p>Staff were very motivated at this session. They discussed their understanding of Assessment is for Learning and were able to appreciate the need for a clear focus this session.</p>
<p>Teaching Staff read ‘Culture for Learning’ with a focus on Growth Mindset and pilot 2 ideas in their classes. Prepare to feedback at next session</p>	<p>PB Teaching Staff</p>	<p>Follow up – 1 hour Shirley Clarke assessment</p>	<p>Sept 2015</p>	<p>All teaching staff read chapter and began to share ideas, internet links etc with colleagues.</p>

Assembly on Growth Mindset for all children to share 'Try your best'	SMT	Assembly slot Video clips Story book	Sept 2015	The children responded really well to this focus. We explored film clips and the children really engaged with 'The Dot' story.
CAT 2 – Sharing Growth Mindset and identifying next steps	PB Teaching Staff	CAT – 1 hour Class teacher resources/examples Shirley Clarke assessment books	Sept 2015	Teaching staff shared with colleagues, their examples of Growth mindset focus. Through this, it became clear that a focus on this is crucial in order to make a lasting impact on AIFL as an intrinsic part of learning and teaching.
Teaching staff to plan and implement 2 lessons on vocabulary associated with learning – pride, best work, focus etc	Teaching Staff		Sept 2015	
Share vocabulary in assemblies as a focus in Term 2	SMT Pupils	Assembly	October 2015	
Teaching staff to work in stages to develop learning heroes to ensure a consistent approach across the school	Teaching Staff Support Staff Pupils	Time within class	October 2015	
Teaching staff read 'Involving Children in the planning stage' and reflect on what we are already doing at Murrayburn and what we need to work on and enhance.	SMT Teaching Staff	Focus – 1 hour	October 2015	
CAT 3 – share reflections and complete a shared learning experience using Assessment focus DVD. Class teachers use Learning Rounds sheet to reflect on the learning in the classroom and reflect on their own practice.	PB Teaching Staff	CAT – 1 hour	October 2015	
Cluster AIFL focus – sharing examples across cluster with a focus on Growth mindset and culture.	PB Cluster Teaching Staff	In-service Day 3 Afternoon session	October 2015	
Share focus with support staff	PB	Support staff meeting	October 2015	

Teaching staff work in learning teams to focus on 2 focus areas – Talk and talk partners; and Sharing Learning Intentions. Read appropriate section in core text and reflect as a learning team about what this would look like at Murrayburn. Pilot 2 ideas in classes.	PB Learning Teams	Learning Teams	November 2015	
Learning Rounds – In learning teams, staff observe with a focus on Talk/Sharing Learning Intentions.	PB Learning Teams	Learning Teams Release for staff	November 2015	
CAT 4 – share observations/successes/areas for development. Create a Learning and Teaching Statement about Sharing Learning Intentions and Talk.	PB Learning Teams	CAT – 1 hour	December 2015	
Learning Teams focus on Question and Generating Success Criteria – identify focus and develop in own classrooms.	PB Learning Teams	CAT – 1 hour	January 2016	
SMT Monitoring	SMT	SMT – time Feedback with staff	January 2016	
Learning Rounds – In learning teams, staff observe with a focus on questioning and generating success criteria.	PB Learning Teams	Learning Teams Release for Teachers	February 2016	
CAT 5 – Staff share experiences and complete a learning and teaching mind map of developments so far.	PB Teaching Staff	CAT – 1 hour	February 2016	
CAT 6 – Focus on Good to Excellent using writing as a context.	PB Teaching Staff	Film clips of Seamus teaching Writing examples	March 2016	
Follow up – During Writing lessons – use pupil work to uplevel/enhance.	Teaching Staff Pupils	Writing lessons	March 2016	

CAT 7 – Bring examples of work – sharing with colleagues – how do we help learners to focus on their next steps?	PB Teaching Staff	CAT – 1 hour	April 2016	
Assembly – Good to Excellent – celebrating effort	SMT	Assembly	April 2016	
CAT 8 – Learning and Teaching Audit – focus on initial audit – what improvements have been made – look for evidence. Identify next steps.	PB Teaching Staff	CAT – 1 hour	May 2016	
Audit – teacher – 2 stars and a wish Pupils – focus groups Parents – questionnaire and possible focus group including support staff	PB Pupils Parents Staff	DHT Time	May 2016	
Identify next steps and complete action plan for session 16/17.	PB	DHT Time	May 2016	

<b>Priority 2 Developing Joint Early Years Practice over two nursery campus sites with a focus on responsive planning</b>	<b>Overall Responsibility Acting DHT Early Years and staff teams in both campuses</b>	<b>Qis</b> <b>2.1 learners are actively involved in their own learning</b> <b>2.2 involving parents, carers and families</b> <b>9.3 develop people and partnerships</b> <b>9.4 leadership of improvement and change</b>
Outcome and impact for learners (a)	<b>Developing joint planning/improving practice</b>	

Tasks	By Whom	Resources	Timescale	Progress/Evaluation
Assess and improve outdoor areas in both nurseries	ADHT with nursery children and parent groups will evaluate current Eco/Outdoor provision	Audit to highlight areas of development required	Nov –Dec 2015	
Identify and select/create resource areas in both campuses then monitor use over session and evaluate	ADHT	As identified by papert/pupils/staff	Jan – Jun 2016	
Have all nursery staff participate in parent consultations	ADHT with staff team	Staff team	Oct 2015 March 2016	
Share practice with classroom visits and shadowing opportunities across both nurseries	ADHT with staff team	Arrange sharing class observations across the nurseries in terms 2 and 4	Oct-Dec 2015 Mar-May 2016	

Outcome and impact for learners (b)

Developing pupil voice across nurseries

Tasks	By Whom	Resources	Timescale	Progress/Evaluation
Further develop child centred approach to (responsive) planning and monitor	ADHT with staff team	Joint CPD (Early Years) Shared planning meetings Shared planning formats Link Es and Os/Building the Ambition with floorbooks/talking tubs etc	Sept – Dec 2015 then monitor	
Further develop engagement with parents using e-journals with greater interaction	ADHT with team	e-journals, staff CPD time to devise open questions and parent workshop	Oct 2015 Monitor and evaluate progress June 2016	

<p><b>Priority 3 Developing Outdoor Learning</b></p> <p>We aim to work with staff, parents and pupils to develop our outdoor learning space in four ways: for exciting play, to learn about growing things, as an outdoor classroom across the curriculum and as a pleasant environment in which learning can take place</p>	<p><b>Overall Responsibility</b></p> <p>Acting HT (with Outdoor Learning Faculty, Pupil Group and Parent Group)</p>	<p><b>QIs</b></p> <p>2.1 Impact on Learners 2.2 the school's success in involving parents carers and families 5.1 delivery of education – development of curriculum 5.7 partnership with parents</p>
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**Outcome and impact for learners**

**(a) stimulating, motivating play environment**

Tasks	By Whom	Resources	Timescale	Progress/Evaluation
Attend OPAL Programme (developing the school playground) seminar to be held at Gylemuir Primary in October	Acting HT, Parent Council Chair, parent group and one teaching and support staff rep	Staff and parents to attend	October 2015	
Arrange CPD for support staff who supervise the playground following meeting above	HT/Teaching rep	Playground games, activities	From November 2015 and thereafter, playground development on agenda for support staff meetings	
Meeting to discuss and action with OL faculty, parents and pupil group	Follow up meetings will take place with pupil/parent groups	Parents, pupils, assembly times	October 2015 – March	
Draw up/send out/collate questionnaire for parents re four aspects of playground development	HT/teaching rep/parent council		From October 2015	
Purchase/create resources for playground to develop play, eg buddy benches, gazebo	Parent council HT , Outdoor learning faculty/pupil gp	Parent council fundraised sums	From December 2015	

Outcome and impact for learners

(b) improved area for outdoor learning

Tasks	By Whom	Resources	Timescale	Progress/Evaluation
<p>Meet with faculty, parent group and pupil group to develop ideas for this resource</p>	<p>HT/faculty gp</p>	<p>Look at quotes for various items/installations and link with play (above) and risk assessments</p>	<p>November 2015</p>	
<p>Draw up progressive programme for each year stage to use *For growing/planting, eg raised beds, soup kitchen garden, sensory garden</p>	<p>HT/faculty gp/pupil gp/parent gp Staff will use/develop and evaluate at end of year</p>	<p>Short life working gp and faculty – will use CAT times in Oct/Nov to begin, sharing with parent gp and pupil gps as we go to gather new ideas</p>	<p>From Oct 2015</p>	
<p>*For an outdoor learning area including maths, social studies, sciences, technologies, PE/sports, cycling, outdoor cooking (pizza oven)</p>		<p>Parent fundraising (already at £10000) will provide funds for purchasing resources</p>	<p>From November 2015</p>	
<p>*For an area in which other learning can take place including expressive arts, circle times</p>				
<p>These will include purchasing actual resources, eg storage sheds, gardening equipment, canopies etc as well as undertaking risk assessments and guide for use</p>				

<b>Priority 4: Developing Pupil Engagement</b>	<b>Overall Responsibility</b> PT Julie Edgecombe HT Catherine Lynch	<b>QIs</b> 2.1 learner motivation and engagement in learning 2.2 developing involvement of parents, carers and families 5.2 developing teacher-pupil interaction and engagement 5.5 promoting and sustaining an ethos of achievement
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### Outcome and Impact for learners

<b>Tasks – Establish Pupil Profiles</b>	<b>By Whom</b>	<b>Resources</b>	<b>Timescale</b>	<b>Progress/Evaluation</b>
What are we doing that is working/not working?	Staff working party	PLP's, Online Learning Journals	Aug 2015	<i>Online Journals effective in Early years but difficult for CT's to individualise without major time implications.</i>
View good practice from other schools.	JE, CL, selected staff	Trinity PS Carricknowe PS	Aug - Oct 2015	
Identify key starting points & create initial overview.	JE		Sept 2015	
Introduce concept of latest & best Work to be completed in Profile Jotter during focus week.	JE & all staff	Profile Jotters,	Sep, Nov15 Mar,May16	
Review target setting procedure with staff.	All staff	Staff meeting	Oct 2015	
Opportunity to share Pupil Profile with parents.	All staff	Parents Evening		
SMT to monitor success of profile jotters.	SMT	Profile Jotters SMT meeting	Dec 2015 April 2016	
Develop opportunity for pupil/teacher 1-1 discussions.	All staff/pupils			
Review pupil Profile Jotters with staff/pupils.	All Staff	Staff Meeting	May 2016	

<b>Tasks – Encourage Opportunities for Pupil Voice</b>	<b>By Whom</b>	<b>Resources</b>	<b>Timescale</b>	<b>Progress/Evaluation</b>
Evaluate success of 2015 Pupil Groups	All Staff	Aug Inset Day	Aug 2015	<i>Pupils enjoyed working alongside pupils from different stages. Some groups achieved more than others, time and focus on other areas were reasons for difficulties.</i>
Establish greater link between Faculties & Pupil Groups	All Staff	Aug Inset Day	Aug 2015	<i>Combined Faculties/Pupil Groups established to enable greater focus and time allocation. Agreed that Pupil Groups may change throughout the year depending on relevance throughout year.</i>
Faculties to create Key Targets and create Pupil Groups to achieve them. Pupils to choose faculty to become involved in.	All Staff	Termly Faculty Meetings	Aug 2015	<i>All faculties have agreed yearly targets and timescales for what they hope to achieve. Pupils have chosen a faculty they wish to be involved in and are part of a Pupil Group.</i>
Encourage greater parental Involvement through Pupil Groups.	All Staff	Termly Faculty Meetings		
Faculty groups to meet at the start of each term, followed by 4 Pupil Group meetings to meet agreed actions. Staff to provide Pupil Group Meeting feedback to show progress towards actions.	All Staff P5-7 Pupils	SMT to hold P1-4 assembly to enable all staff to take part in Pupil Group Meetings		
SMT to monitor progress of Pupil Groups	JE	Pupil Group evaluation form & folder.	Ongoing	
Evaluate success of pupil groups.	SMT & whole staff	Aug Inset Day	Aug 2016	

Tasks – Encourage Wider Achievement	By Whom	Resources	Timescale	Progress/Evaluation
Celebrate & Record Wider Achievement through link to 4 Capacities – Pupil Profiles, Assemblies, Dream Believe Achieve board		Termly focus for each capacity.		
Encourage opportunities for all pupils to participate in wider achievement through greater links with Active Schools co-ordinator.				
Encourage opportunities for pupils in P5-7 to participate in wider achievement through participating in JASS Programme				

## 4. Cluster Improvement Plan

### Forester Cluster Focus on Assessment is for Learning

- To share and embed existing strategies across the 4 Primary schools.
- To create a consistent language when using formative assessment.
- To extend staff knowledge of AIFL strategies and underpinning theory.
- To showcase successes across the cluster in a variety of ways.

#### Action Plan

Task	Focus	Person responsible
1 Cluster	Audit – each cluster school completes a formative assessment audit using 2 * and a wish. Collate results and identify each schools strengths and areas for development. Plan cluster October event around strengths.	Pam Briggs DHT Murrayburn PS Working Group
2 Cluster event	Each cluster primary school identifies <b>three</b> aspects of formative assessment they are willing to share as table top activities – questioning, generating success criteria etc based on audit. All teaching staff in each school are allocated to a mixed group and they each will attend 5/6 table top activities on formative assessment.  After table top activities, each school will gather to identify the core areas of development for them to take forward.	Pam Briggs Working Group

**Forrester Cluster In-service Afternoon  
October 2015**

Time	Focus
1.30 pm	The culture of assessment is for learning – (Pam)  Growth Mindset clip – (Pam)
1.40 pm	DVD clip from Shirley Clarke DVD (Steph)
1.45 pm	In table groups staff discuss what they observed and contribute to an 'assessment is for learning' classroom mindmap. (Sophie)
2pm	Plenary – Culture – we can't do it yet! The language of learning. (Pam)
2.10 pm	Development – Table top AIFL activities led by class teachers nominated from each school.
2.45 pm	Coffee and into school groups  Schools together to identify strengths and next steps.  Working group collate to form action plan for this session.

## Summary of evaluations against key indicators Primary School (September 2012)

### Evaluation key:

<b>Level 6</b>	<b>Excellent</b>	<b>Outstanding or sector leading</b>
<b>Level 5</b>	<b>Very Good</b>	<b>Major strengths</b>
<b>Level 4</b>	<b>Good</b>	<b>Important strengths with areas for improvement</b>
<b>Level 3</b>	<b>Satisfactory</b>	<b>Strengths just outweigh weaknesses</b>
<b>Level 2</b>	<b>Weak</b>	<b>Important weaknesses</b>
<b>Level 1</b>	<b>Unsatisfactory</b>	<b>Major weaknesses</b>

<b>Primary School</b>		<b>Evaluation</b>
1.1	Improvements in Performance	3
2.1	Learners' experience	4
5.3	Meeting learners' needs	4
<b>Nursery Class</b>		
1.1	Improvements in Performance	3/4
2.1	Learners' experience	4
5.3	Meeting learners' needs	4
<b>School and Nursery Class</b>		
5.1	The Curriculum	4
5.9	Improvement through self-evaluation	4

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