

Standards, Quality and Improvement Plan

Sciennes Primary School



Standards and Quality Report for session: 2016 - 2017

Improvement Plan for session: 2017 - 2018

Context Of The School

School Vision, Values and Aims

Sciennes celebrated its 125th Anniversary in June 2017 and we have begun a process of reviewing our existing Vision, Values and Aims, supported by our Parent Council Communications Group. We have also updated our school logo as part of this review.

Local Context

Sciennes Primary School was built in 1892. It stands adjacent to the Royal Hospital for Sick Children and serves the communities of the Grange, Sciennes and Mayfield, on the south side of Edinburgh. The school is co-educational and non-denominational. There are 22 classes, and the current roll is 655 pupils, with a rising roll of 670 predicted in August 2017. Around 23% of our pupils are bilingual and approximately 20% come from outwith our catchment area. We celebrate and greatly value the wonderful diversity in the Sciennes family. The school enjoys an excellent reputation in the community and beyond. There is pressure and demand on places and the Victorian architecture can provide challenges for learning and teaching in the 21st Century.

- Strong support from active Parent Council, fully involved in the life and work of the school. An Events and Fundraising and Clubs group provides a huge range of 25+ clubs, social events for children, families and staff, and organises fundraising events which support children and families and the purchase of resources.
- The school's proposal for the use of PEF to support activities and interventions in literacy, numeracy and HWB has been approved.
- Participation in the pilot 1:5 Raising Awareness of child poverty in Edinburgh was an excellent opportunity for children, parents and staff to provide feedback and recommendations and these contributed to city of Edinburgh policy and practice.

- The school has a large hall, one general-purpose room, incorporating a state of the art kitchen to support Health and Wellbeing, a 2 room library, digital learning centre, science base, a Sensory Room and swimming pool situated in the basement.
- Three portable units house four classrooms to the rear of the building.
- An outstanding playground improvement initiative, superbly supported by parents, community and SportScotland is enhancing outdoor learning experiences for our learners, local nurseries, after school and holiday club. The playground is also accessible outwith school hours and at the weekend to families in the community.
- Staffing comprises Headteacher (HT); 2.5 Depute Headteachers (part time DHT continues to be seconded to Edinburgh University to support initiatives in Initial Teacher Education); 1 full time and 1 part time Additional Support for Learning Teacher (SfL), 1 English as An Additional Language teacher (EAL) who visits ½ day per week; a full time Business Manager, Administrator, Pupil Support Assistants and Service Support Officers; Science teacher, 2 PE teachers and a swimming teacher for P3 – P7.
- PE provision - all classes benefited from an increase in PE opportunities, including curriculum swimming, tennis, dance, hockey, golf, cross country, orienteering, shinty and rugby. Our Active School Coordinator made a very effective contribution to enhancing and increasing experiences, during and outwith school. Many of our pupils participated in a wide range of tournaments and competitions and we have endeavoured to use opportunities in the city.
- The Youth Music Initiative (NYCOS) provided a music / singing teacher for P3 classes and P4 and P5 pupils greatly enjoyed a block of ukulele tuition. Small groups of pupils from P4 – P7 received tuition in violin, viola and wind instruments. We have a very well established orchestra and choir. Our choir participated in community events and our P7 pupils performed at the Usher Hall as part of a joint High School and cluster primary schools concert.
- We will continue to have two PE specialists and maintain 2 hours of high quality PE teaching at all stages. We will also continue learning opportunities in tennis and dance.

- We are also fortunate to have very good catering and cleaning staff. A range of services and agencies support the work of the school. The Sciennes After School Club Service (SACS) provides care after school for Sciennes pupils and the holiday club service supports children and families from other local schools. The school is widely used by members of the community.

Factors affecting progress

- Several temporary teachers were recruited to cover maternity leave and secondments
- We suffered the very sad loss of a temporary teacher; tremendous support was provided to the children by the excellent staff team.
- Successful implementation of free school meals P1-3 initiative in newly constructed Dining Hall
- Professional learning to support pupils has been a key feature

Key Documents and links

<http://www.sciennes.edin.sch.uk>

<https://vimeo.com/user10802684/videos>

<https://sciennesrrs.blogspot.co.uk>

School Priority 1A: Raising Attainment in LITERACY

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:

- Literacy Policies reviewed and updated to support the planning, progression and delivery of high quality literacy learning and teaching.
- Reading environments have been enhanced though require further focus. DEAR/ERIC adopted whole school. Pupils motivated to read for recreation and parents have been engaged in supporting. First Minister's Reading Challenge Passport implemented P4-P7.
- Reading comprehension skills and approaches modelled and disseminated.
- High attainment results in standardised reading assessment at P1, P4 and P7. The most relevant teacher assessments in literacy are filed in the child's assessment folder.
- Big Writing continues to be adopted across the school.
- Staff are more aware of benchmarks for literacy, including those for Listening and Talking following whole school Comedy Festival; P7 Comedy Book professionally published.
- Cluster and school moderation have provided a good understanding of what it means to achieve a level in literacy.
- Very good progress in embedding CEC 1+2 whole school as part of strategic school and city implementation plan (2014-2020)

Next Steps:

- Develop Reading Policy
- Focus on Assessment and Moderation both in school and at Cluster level
- Maintain and expand CEC 1+2; Erasmus

School Priority 1B: Raising Attainment in 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:

- School progression in numeracy and mathematics completed and shared with staff
- Maths policy reviewed and updated by the improvement group
- SEAL fully implemented at P1-4; PSAs have received SEAL training sessions x2
- Ongoing review and addition of resources – Numicon P1 and P2; TJ Maths P5-P7
- Introduction of Sumdog as a pilot in P5
- Maths Challenge in P7 – Bronze Award x2; Silver Award x2
- Financial Education working with RBS on Moneysense workshops P2 and P5
- Maths Curriculum evening attended by over 120 parents, showcasing numeracy across the levels. Pupils at each workshop. Head of Maths from James Gillespie's High School gave a talk at this event on S1 maths.
- Cluster moderation CAT sessions x2 to gain a better understanding on what it means to achieve a level in numeracy and mathematics

Next Steps:

- New maths co-ordinator will increase the confidence of staff and PSAs to deliver high quality maths lessons across the school
- Children who have barriers to learning in mathematics will be identified, and strategies will be put in place to ensure that they are supported to achieve their potential
- Focus on assessment and moderation both in school and at cluster level
- Review Learning and Teaching Policy to update Assessment section (including Benchmarks and SNSA)

School Priority 2: Closing the **ATTAINMENT GAP**

NIF Priority

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

NIF Driver

School Improvement

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:

- Consistent approaches have been developed to support and challenge all learners, taking account of SIMD and additional factors using our knowledge of home and family circumstance
- A systematic Tracker spreadsheet has been created for sharing and recording professionals' involvement to ensure effective support for all learners is in place – GIRFEC & SHANARRI
- Use of SEEMIS has been developed to record attainment and ASL; next steps will be to use for pastoral information
- Children, parents and partners are fully collaborated with when making decisions about learners and support
- Interventions are leading to positive outcomes for our children
- PSA support for individuals and groups and PSA training has been very good
- CEC professional learning for all staff in supporting learners with ASD has been effective
- Additional Support for Learning policy has been reviewed and updated
- Homework and Breakfast clubs established
- 1 in 5 Child Poverty Awareness recommendations have been implemented, including award winning pupil idea for costume lending wardrobe.
- Discussions have begun with families to establish which financial interventions they consider would be of most personal benefit

Next Steps:

- Pupil Equity Fund
- Identifying and overcoming barriers to learning
- Support for Learning
- Partnerships with families and agencies

School Priority 3: **HEALTH AND WELLBEING**

NIF Priority

Improvement in children and young people's health and wellbeing

NIF Driver

School Leadership

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:

Emotional and Mental Health

- School Emotion Talk programme was completed and shared with staff September 2016; resources bought to support the programme
- Whole staff sensory circuit training
- The sensory room provides a safe, relaxing and quiet environment. It is used daily by a pupil with significant physical and learning needs.
- Mindfulness In Schools session delivered to City of Edinburgh audience; Mindfulness programme delivered to all p6 classes
- Mental Health Awareness Week was a joint partnership between school and parents: for pupils – relax kids sessions across the school, Emotion talk lessons, assemblies, joint mindfulness practice; for staff- random acts of kindness, massage sessions, mindfulness session, CAT session; for parents – Nicola Morgan "Blame My Brain" talk for 140 parents, Alison Outred talk on the Introverted Child

Well Being

- Wellbeing web introduced to staff.
- New system for dealing with Bereavement produced. Bereavement folder created with resources and contacts
- Attachment session offered as additional cpd to staff by Paula Gilhooly, support for learning
- DHT attended Nurture group network 2 day course in June 2017

Autism

- DHT on whole day "Autism In The Mainstream" course at Stirling Management Centre
- All staff have received Autism training CAT session
- Visual support CAT session, and achievement of Level 1 in June 2017. Visual signage consistent throughout the school

Rights Respecting Schools Award (RRSA)

- Unicef's Level One award has been achieved; blog maintained; Children and Young People's Commissioner Tam Baillie addressed Assemblies; Cluster P6 WE Movement Youth Summit; P6 pupils painted UNCRC panels with Together (Scottish Alliance for Children's Rights) for Scottish Parliament

Next Steps:

- Nurture – to increase staff knowledge of nurture, nurture groups, and the theory of attachment; to engage in the City of Edinburgh Emotional Literacy Academy; to support pupils with barriers to learning through targeted support e.g. Relax Kids, nurture groups
- Autism – to increase staff knowledge and understanding of autism; to ensure that provision for children with autism in the school is of a very high standard; promote an understanding of autism with the pupils through assemblies and classroom discussion
- Wellbeing – to implement the new GIRFEC documentation; to use the wellbeing web to track pupil HWB
- Rights Respecting Schools - to work towards Level Two accreditation by engaging with all stakeholders on rights based learning

School Priority 4: Developing the Young Workforce

NIF Priority

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

NIF Driver

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:

- Parent led World of Work Summer Fair provided free activities and demonstrations to 'WoW' children with career possibilities. Successful pupil led enterprise project 'Virgin Money Make £5 Grow' at Winter Fair.
- Wider Achievement, Volunteering and Youth Social Action, Pupil Leadership and Pupil Participation promoted and facilitated through Pupil Council, P3 led whole school Harvest Appeal for Foodbank, Junior Award Scheme for Schools (JASS), eJASS, WE Movement, ECO Group, Digital Leaders, House and Sports Captains, #iwill volunteering campaign and Rights Respecting Schools. 'Class Economy' project developed by P7 Class Teacher and rolled out to other classes highly effective. Two visits to Festival Theatre for 'Scottish Opera Unwrapped' included presentations on theatrical careers and roles.
- My World of Work website for P5-P7 introduced to some classes and next step would be to engage parents with the website and related support materials. P6 class piloted new World of Work workshop at National Museum.

Next Steps:

- Staff, pupil and parental engagement with [DYW National Standards for Career Education](#)
- Digital Strategy including digital safety and digital literacy
- STEM Learning

Self Evaluation 2016 – 2017

	Quality Indicator	School Self – Evaluation 2016 - 17	Inspection Evaluation (If during 2016-17)
	What is our capacity for continuous improvement?		
1.3	Leadership Of Change	5	
2.3	Learning, Teaching And Assessment	5	
3.1	Ensuring Wellbeing, Equity And Inclusion	5	
3.2	Raising Attainment And Achievement	5	
	School's chosen QI		
	School's chosen QI		

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 Numeracy.	QIs/Themes 1.1 Analysis And Evaluation Of Intelligence And Data 2.3 Effective Use Of Assessment 2.3 Planning, Tracking And Monitoring 3.2 Attainment In Literacy And Numeracy
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Priority 1b	To raise attainment in numeracy	Overall Responsibility	DHT – Carolyn Anstruther Numeracy Co-ordinator – Alison Mackintosh	
Outcomes	There will be improved attainment in numeracy. There will be a clear programme for Early, First and Second Levels with assessment in place. Staff confidence in teaching numeracy will be improved.			
Tasks	By Whom	Resources	Time	Impact/ Progress
<ul style="list-style-type: none"> Maths coordinator will audit training requirements across the school, and deliver training as required 	<ul style="list-style-type: none"> Alison Mackintosh 	<ul style="list-style-type: none"> Survey information Training resources Training sessions 	<ul style="list-style-type: none"> PSA training sessions Staff sessions Team teaching 	<ul style="list-style-type: none"> Staff will have an improved confidence in teaching mathematics Individual maths programmes will be well supported by PSAs The overall teaching of mathematics across the school will be of a high standard

<ul style="list-style-type: none"> Cluster numeracy moderation meetings 	<ul style="list-style-type: none"> All cluster staff working together with HT / DHT leading sessions 	<ul style="list-style-type: none"> Cluster CAT sessions 	<ul style="list-style-type: none"> tbc 	<ul style="list-style-type: none"> Cluster colleagues will share practice in teaching numeracy There will be a shared understanding across the cluster of what it means to achieve a level in maths
<ul style="list-style-type: none"> P1, P4, P7 Standardised assessments results to be shared with staff and next steps identified SIMD data considered in conjunction with numeracy results 	<ul style="list-style-type: none"> DHT and Numeracy coordinator Numeracy improvement group input 	<ul style="list-style-type: none"> Assessment meetings Up to date data and analysis 	<ul style="list-style-type: none"> September 2017 	<ul style="list-style-type: none"> There will be a clear attainment overview in mathematics for all staff. Data will be used to identify both strengths and next steps. Pupils with potential barriers to learning due to poverty will be identified and their attainment in maths will be scrutinised. Additional support will be put in place where required.
<ul style="list-style-type: none"> Numeracy benchmarks to be used to support planning, tracking and assessment 	<ul style="list-style-type: none"> Numeracy coordinator Numeracy improvement group 	<ul style="list-style-type: none"> Numeracy benchmarks Assessment formats End of term assessments CAT session allocation 	<ul style="list-style-type: none"> CAT sessions Aug – Jan 2018 	<ul style="list-style-type: none"> Staff will be familiar with the numeracy benchmarks and will use them to support maths planning and tracking. A clear assessment system will ensure that the needs of the pupils are identified and next steps are planned for. Pupils not achieving the standard expected by the class teacher will receive additional support by the class teacher or by PSAs. Advice from the numeracy co-coordinator will be available to support all pupils.

NIF Priority 1 – Improvement In Attainment, Particularly In Literacy.	QIs/Themes 1.1 Analysis And Evaluation Of Intelligence And Data 2.3 Effective Use Of Assessment 2.3 Planning, Tracking And Monitoring 3.2 Attainment In Literacy And Numeracy
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Priority 1a	To raise attainment in Literacy		Overall Responsibility	Lucy Gallagher DHT and HT
Outcomes	There will be improved attainment in Literacy. There will be a clear programme for Early, First and Second Levels with assessment in place. Staff confidence in teaching Literacy will be improved.			
Tasks	By Whom	Resources	Time	Impact/ Progress
<ul style="list-style-type: none"> Develop Reading policy 	<ul style="list-style-type: none"> RK Reading Coordinator; DHT (Literacy Coordinator) and HT Literacy improvement group 	<ul style="list-style-type: none"> Current research and advice Reading policies from other schools New reading comprehension materials 	<ul style="list-style-type: none"> August 2017 	<ul style="list-style-type: none"> Staff will have an improved confidence in teaching Reading skills and strategies A Reading Culture within school will be enhanced
<ul style="list-style-type: none"> P1, P4, P7 Standardised assessments to be completed 	<ul style="list-style-type: none"> DHT, Rhona Kennedy, Paula Gilhooly (SfL) Class Teachers 	<ul style="list-style-type: none"> Scottish National Standardised Assessments Assessment meetings 	<ul style="list-style-type: none"> April 2018 	<ul style="list-style-type: none"> There will be a clear attainment overview in Literacy for all staff. Data will be used to identify both strengths and next steps.

<ul style="list-style-type: none"> • Benchmark data to be gathered • SIMD data considered in conjunction with Literacy results 		<ul style="list-style-type: none"> • Up to date data and analysis 		<ul style="list-style-type: none"> • Pupils with potential barriers to learning due to poverty will be identified and their attainment in Literacy will be scrutinised. Additional support will be put in place where required.
<ul style="list-style-type: none"> • Cluster Literacy moderation meetings 	<ul style="list-style-type: none"> • All cluster staff working together with HT / DHT leading sessions 	<ul style="list-style-type: none"> • Cluster CAT sessions 	<ul style="list-style-type: none"> • Sept 2017 & Apr 2018 	<ul style="list-style-type: none"> • Cluster colleagues will share practice in teaching Literacy • There will be a shared understanding across the cluster of what it means to achieve a level in Literacy
<ul style="list-style-type: none"> • Literacy benchmarks to be used to support planning, tracking and assessment 	<ul style="list-style-type: none"> • HT, Literacy Co-ordinator (DHT) and Literacy Improvement Group 	<ul style="list-style-type: none"> • Literacy benchmarks • Assessment formats • CAT sessions 	<ul style="list-style-type: none"> • CAT Sessions August – June 2018 	<ul style="list-style-type: none"> • Staff will be familiar with the Literacy benchmarks and will use them to support planning and tracking. • A clear assessment system will ensure that the needs of the pupils are identified and next steps are planned for. Pupils not achieving the standard expected by the class teacher will receive additional support by the class teacher, SfL or by PSAs.

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

QIs/Themes

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	Alison Noble Headteacher	
Outcomes:	<p>All staff will be aware of what the attainment and achievement gap looks like.</p> <p>Stakeholders are aware of Equity Funding allocation and how it will be used in 2017 – 18</p> <p>Staff use a wide range of performance information to reduce the attainment and achievement gap.</p> <p>New support for learning training will ensure that all staff can identify and assess the needs of pupils who require additional support.</p>			
Tasks	By Whom	Resources	Time	Impact/ Progress
<ul style="list-style-type: none"> Identify the gap for each class 	<ul style="list-style-type: none"> All Staff 	<ul style="list-style-type: none"> Standardised Assessment Liaison 	<ul style="list-style-type: none"> June 2017 Aug 2017 	<ul style="list-style-type: none"> All staff are clear about the poverty related gap that exists in their class and the school.
<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"> Staff Meeting Liaison 	<ul style="list-style-type: none"> June 2017 Aug 2017 	<ul style="list-style-type: none"> There is increased confidence in where barriers exist and how to reduce
<ul style="list-style-type: none"> PEF proposal submitted to CEC for approval 	<ul style="list-style-type: none"> SLT 	<ul style="list-style-type: none"> Meeting time CEC HT & DHT meetings PEF conference CEC PEF guide Scottish Govt & Education Scotland Advice 	<ul style="list-style-type: none"> May 2017 Aug 2017 	<ul style="list-style-type: none"> Children experiencing high quality targeted support to achieve full potential Children achieving high level of attainment, reflecting success of interventions <ul style="list-style-type: none"> Evidence demonstrates, barriers that existed have been removed Investment has improved educational outcomes
<ul style="list-style-type: none"> Lead people to be identified for 	<ul style="list-style-type: none"> SLT ASL team 	<ul style="list-style-type: none"> PRD Meetings 	<ul style="list-style-type: none"> June 2017 Aug 2017 	<ul style="list-style-type: none"> Effective leadership ensuring positive impact of strategies and

coordinating intervention strategies.				interventions <ul style="list-style-type: none"> • Staff are confident to implement strategies
<ul style="list-style-type: none"> • Interventions implemented, monitored and measured – short, medium and long term 	<ul style="list-style-type: none"> • HT • All staff 	<ul style="list-style-type: none"> • In-service • CAT sessions • Liaison meetings 	<ul style="list-style-type: none"> • September 2017 • January 2018 • April 2018 • June 2018 	<ul style="list-style-type: none"> • Children are developing improved mental health and wellbeing and improved social relationships and behaviour in a supportive and inclusive environment. Children are demonstrating reduced stress and anxiety and an increase in confidence. • Assessments highlight increase in attainment • There is up-take and increase in attendance at range of opportunities and activities. • Barriers to participation have been removed • Pressure on families re payment for curriculum visits and the cost of the school day has been reduced
<ul style="list-style-type: none"> • Implement new Support for Learning Policy and procedures as part of new rationale and approach 	<ul style="list-style-type: none"> • Sfl Rhona Kennedy Paula Gilhooly 	<ul style="list-style-type: none"> • Inservice Day • Staff Meetings • CAT Sessions • HGIOS4 • ASL Toolkits 	<ul style="list-style-type: none"> • Aug 2017- 	<ul style="list-style-type: none"> • More consistency in SFL policy and practice is leading to improved outcomes for learners

<p>NIF Priority 3 Improvement In Children And Young People’s Health And Wellbeing</p>	<p>QIs/Themes</p> <p>1.1 Ensuring impact on learners’ successes and achievements</p> <p>1.2 Children and young people leading learning</p> <p>1.3 Strategic planning for continuous improvement</p> <p>2.1 Arrangements to ensure wellbeing</p> <p>2.4 Targeted & universal support</p> <p>2.3 Planning, tracking and monitoring</p> <p>3.1 Wellbeing</p>
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Priority 3:	Ensure the best provision for our pupils with regard to their Health and Well Being	Overall Responsibility	DHT – Carolyn Anstruther	
Outcomes:	<p>The staff will have a sound knowledge of the theory of attachment, the importance of nurture and how to support pupils with needs in these areas. Additional provision will be made, and support will be available, for children in small groups or on an individual basis as required.</p> <p>Ongoing training in autism will ensure that pupils needs are very well met, and that pupils themselves have an understanding of what it means to have autism.</p>			
Tasks	By Whom	Resources	Time	Impact/ Progress
<p>Emotional and Mental Health</p> <ul style="list-style-type: none"> Involvement in the Emotional Literacy Academy and associated training Increase knowledge 	<ul style="list-style-type: none"> Carolyn Anstruther Paula Gilhooly (SfL) Pupil Support 	<ul style="list-style-type: none"> Emotional Literacy Academy training – 2 weeks and ongoing session 2017/ 18 from CAHMS, NHS and Ed Psychology department Nurture training – 2hr 	<ul style="list-style-type: none"> September 2017 October 2017 	<ul style="list-style-type: none"> The school will have up to date training from CAHMS, NHS and Educational Psychologists via the Pupil Support Officer and DHT which will be disseminated to all staff. The Pupils Support

<p>increase the pupils understanding of the condition.</p>				<p>feature of every class.</p>
<p>Rights Respecting Schools</p> <ul style="list-style-type: none"> • Engaging all stakeholders with UNCRC, children's rights and Sustainable Development Goals • Global Citizenship – Send My Friend to School campaign led by P3 • Year of Young People • City of Edinburgh Air Quality Case Study with Together Scotland (Alliance for Children's Rights) and Children's Parliament 	<ul style="list-style-type: none"> • Lucy Gallagher, DHT 	<ul style="list-style-type: none"> • Class and school Charters • Assemblies • PL for staff • Whole school events and campaigns • Parental engagement • Community engagement 	<ul style="list-style-type: none"> • August 2017 	<ul style="list-style-type: none"> • Very good progress towards achieving Level Two of Rights Respecting Schools Award and links strengthened with Eco Schools, Fairtrade, Sustainability and Active Travel • All stakeholders will have a very good understanding of the UNCRC • Increased opportunities for pupils to develop as Global Citizens • Increased opportunities for pupil leadership

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

QIs/Themes

- 1.2 Children and young people leading learning
- 2.2 Skills for learning, life and work
- 3.3 Increasing employability skills

Priority 4	Developing the Young Workforce			Overall Responsibility	Shona Pearmain, PT
Outcomes	Enhanced pupil leadership opportunities to learn skills for life and work				
Tasks	By Whom	Resources	Time	Impact/ Progress	
<ul style="list-style-type: none"> • Seek, promote and lead events for "The Year of Young People" 	<ul style="list-style-type: none"> • Shona Pearmain, Principal Teacher 	<ul style="list-style-type: none"> • Online resources; local and partner agencies 	<ul style="list-style-type: none"> • Sept 2017- June 2018 	<ul style="list-style-type: none"> • Increased opportunities for pupil leadership • Engagement with local and partner agencies 	
<ul style="list-style-type: none"> • Future Me in P1-P3 and World of Work website implemented at school and at home in P5-P7 	<ul style="list-style-type: none"> • Shona Pearmain and LG 	<ul style="list-style-type: none"> • Skills Development Scotland; WoW website; Future Me website (Read, Write, Count) 	<ul style="list-style-type: none"> • Sept 2017 	<ul style="list-style-type: none"> • Increased parental engagement in supporting pupils to develop skills for life and work. 	

NIF Priority 4 – Improvement In Employability Skills And Sustained, Positive School Leaver Destinations For All Young People	QIs/Themes 1.5 Management Of Resources And Environment For Learning 2.5 Engaging Families In Learning 3.2 Equity For All Learners 3.2 Attainment In Literacy And Numeracy
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Priority 4	To plan a Cluster Numeracy Event with a focus on Employability Skills and Emotional Health and Wellbeing	Overall Responsibility	All Cluster HTs and JGHS Maths Dept	
Outcomes	Pupils have a greater understanding of the need for high quality numeracy skills in future careers Staff will encourage pupils to build more positive attitudes to Maths and Numeracy Parents will engage with Cluster learning opportunities and support pupils			
Tasks	By Whom	Resources	Time	Impact/ Progress
<ul style="list-style-type: none"> Identify a date for Cluster Maths Event Build a Careers in Numeracy Team Liaise to identify workshops Seek support widely 	<ul style="list-style-type: none"> All Cluster Hts 	<ul style="list-style-type: none"> Provisional date Friday 10 November 	<ul style="list-style-type: none"> Friday 10 November 	<ul style="list-style-type: none">

<ul style="list-style-type: none"> Engage with P7 pupils Engage with staff Engage with parents 	<ul style="list-style-type: none"> All P7 staff 	<ul style="list-style-type: none"> Save the date letter from Donald Macdonald AB to contact Digital Literacy CM to contact University 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">
<ul style="list-style-type: none"> Organisation of event Self evaluation of event 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Primary Maths Pack for each attendee. 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">