Standards, Quality and Improvement Plan

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CHILDREN AND FAMILIES

Standards, Quality and Improvement Plan

The Royal High Primary School

Standards and Quality Report for session: 2017 - 2018

Improvement Plan for session: 2018 - 2019

Context

Our Vision for Children:

Our children are _CONFIDENT, HAPPY, INCLUDED, LEARNING and DEVELOPING in PARTNERSHIP_

WITH PARENTS AND THE COMMUNITY.

Supported by the following _AIMS:_

- Encourage healthy and active lifestyles where children can contribute confidently within the school and the community.
- Promote positive relationships and raise self-esteem in a supportive and caring environment where each child is greatly valued.
- Provide children with high quality learning experiences.
- Work effectively within the school community to ensure that each individual is appropriately supported and realizing his or her full potential.
- Continually develop and evaluate ourselves as learners sharing our enjoyment, knowledge and experience for the good of all.

The school in context

The Royal High Primary School is situated on the north east part of the city of Edinburgh. The school was built prior to and opened in 1931. The school has a very long history and proud tradition. The grand building and lavish architecture is a reminder that the school was built as the preparatory school for The Royal High School situated on Calton Hill. The school transferred from a fee paying school to a local authority school in the 1960's. The Royal High Primary School is a non-denominational school and serves the local communities of Northfield and Willowbrae. The school is truly comprehensive, providing educational opportunities for children from a wide range of socio-economic backgrounds. The school roll is presently 339 and additionally provides a pre-school educational opportunity for sixty children in our nursery class. The Royal High Primary School is a member of the Portobello High School Cluster with four neighboring primary schools.

During Session 2017/18, a number of factors influenced the work of The Royal High Primary School. The nursery class continues to lack consistency owing to staffing circumstances. The nursery teacher continues to experience lengthy and regular absences owing to medical circumstances. This impacts on the leadership and day to day practice within the nursery. In addition, our Early Years Officer was appointed to a promoted position not long after commencing her post. One of the Early Years Practitioners experienced lengthy and regular absences. A new Early Years Officer was appointed and took up position at Easter 2018 to be appointed to another position before the end of session. These staffing issues have impacted on the nursery practice. During Session 2017/18, we operated with a class organization of thirteen classes. Within the group of thirteen teachers, seven were on temporary contracts owing to maternity leaves/returns and seconded arrangements. This also impacted on the long term consistency of the school. The Head Teacher and Deputy Head Teacher were engaged in a series of long term covers thus impacting on the delivery of priorities.

During Session 2017/18, we are proud to list the following achievements:

- Our lunchtime Ceilidh Club for P.4 to P.7 pupils every Thursday concluding in the group participating in Edinburgh's 'Big Ceilidh'.
- Our ukulele group that meets weekly and have performed several performances.
- Our three night performance of High School Musical, including pupils from P.4 to P.7 a real whole school project with excellent staff and parent participation.
- The awarding of our sixth green flag confirming our status as one of Edinburgh's top eco-schools.
- Our continuing strong links and twinning with Mau Primary School in Tanzania and the Twende Pamoja Peace Project. Two of our staff visited Tanzania and Mau Primary School in February 2018, linked assemblies, written tasks and assemblies.
- Our outstanding choir consisting sixty pupils across P.6 and P.7, performing at 'From Studio to Stage' at The Queen's Hall, performing and being filmed for STV's 'Christmas Songbook' and runner up in the Glee Choir Competition.

- Our link with Abercorn Sport Club, fostering community links and delivering weekly tennis and squash coaching for our pupils.
- Our football teams at P.4, P.5, P.6 and P.7.
- We buy in and provide French language lessons for P.1 to P.5 using Claire Bouzignon from the French Institute.
- Our targeted support by providing a 'dyslexia support group'.
- The development of our 'growing area' in collaboration with the Parent Council where each year group has responsibility for a planter and growing its contents.
- Our hugely effective focus weeks; our 'World of Work Week' in November 2017, our 'Scots' Week' in January 2018 and our 'Health Week' in June 2018.
- Our participation in several arts projects; P.5 Meadowbank Project, P.7 Resonate Project and a P.7 winner of the 'Winter Windows' competition.
- Our extensive extra-curricular programme; Parkour, Knitting Club, Urdu/Punjabi, Street Dance, Basketball, Football, Mini-Kickers, Lego Club, Chess Club.
- One of our P.5 pupils being auditioned and success in being cast as Robert the Bruce's daughter in a soon to be released Netflix drama entitled 'The Warrior King'.
- Retaining the provision of P.E. and music specialists.
- The continuing success of two hours of physical education and the 'daily mile'.

We consider these to be very good and enhances the opportunities for children to succeed and achieve.

Standards and Quality Report 2017-18

School Priority 1: Raising Attainment

NIF Priority	Please select the most appropriate QIs
Improvement in attainment, particularly in literacy and numeracy	HGIOS4/HGIOELC QIs/Identified Themes
	1.1 Analysis and evaluation of intelligence and data
	1.3 Strategic planning for continuous improvement
NIF Driver	2.3 Quality of teaching
Assessment of children's progress	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:

With regard to QI1.1, we committed a significant amount of time to analysing data. Owing to cost implications, we have not formally assessed at every stage over the last two sessions. However, we invested heavily in GL Assessments to be used during Session 2017/18. We used this assessment data as a comparator against previous data collated during previous sessions. A continued investment in Session 2018/19 will enable our staff to monitor progress in a systematic and consistent manner. We engage in effective quality improvement and moderation activities, however, further time should be identified to provide more opportunities. All staff analyse and use evidence well, but this might be developed further. We have begun to address increasing the accuracy of intelligence with regard to learning, teaching, attainment and achievement. However, this will be strengthened in the coming session. We require to focus on the continuous assessment of Curriculum for Excellence levels to ensure that our systems and practices are robust hence achieving a very good level of understanding. This will require action to strengthen our ability to analyse and evaluate data.

Our In Service Days, Collegiate Activity Times (CATs) and Departmental Meetings provide good opportunities for strategic planning for continuous improvement. These conventions provide the opportunity for all staff to take collective responsibility in the process of change. Staff are keen to take on responsibility and they have

collectively contributed to improvements in IT and Numeracy/Mathematics. The Head Teacher and Deputy Head Teacher are good at effectively guiding and managing strategic direction and pace of change but also mindful of recognising the need to reduce bureaucracy and apply reasonable demands.

The learning and teaching in school linked to our shared school vision and values is very good. By employing a robust series of evaluation strategies our use of wide ranging learning environments and creative teaching approaches is a mix of good and very good. We believe that learning is enriched strongly by effective use of digital technologies. Very good, effective work was undertaken in this area during Session 2017/18 with a dedicated member of staff being funded to develop IT policy and strategy for one and a half days per week. The quality of teaching is good, confirmed by shared classroom experience and attainment data. However, priorities in Session 2018/19 will hopefully raise the level of quality of teaching to very good.

We have developed the variety of assessment tools to ensure our knowledge and understanding of progress is more robust. Further work is required in Session 2018/19 to ensure that we consider our level as very good.

Our work in planning is very good. Plans for learning and teaching are undertaken on a weekly and yearly basis. Parents are informed by way of a termly plan. This termly plan is created by ensuring that all learners are fully involved in planning their learning. Tracking and monitoring of minority groups, e.g. additional needs, looked after and accommodated, those impacted by poverty and deprivation is very good.

Our attainment in literacy and numeracy is good as confirmed by continuous and summative assessment. However, we require to address learning, teaching and assessment in literacy and numeracy to ensure we are raising attainment for all learners.

Our improved level of attainment data, in a longitudinal context, will ensure a more robust approach to attainment over time.

During Session 2017/18, teaching staff received training for Sumdog and we undertook a whole school approach in an effort to improve numeracy skills. Most pupils engaged enthusiastically. There was some evidence of raised attainment in numeracy via this development but impact will be gauged more effectively after another full session.

During Session 2017/18, we introduced a new whole school programme with regard to raising attainment in numeracy and mathematics by investing and implementing 'Teejay Maths'. This has ensured continuity and coherence and ensured a more consistent approach and facilitated accurate transfer of information at transition period. There is evidence that attainment has been raised in some areas. However, this programme of work requires further time to gauge impact on attainment.

Following evaluation, it was deemed that efforts to develop a better level of moderation with cluster schools/colleagues was only satisfactory. For this to be effective and successful more time has to be dedicated via our Cluster Improvement Plan. There remains a lack of consistency across the cluster.

During Session 2016/17 we introduced a new reading programme entitled 'Project X' published by Oxford. Session 2017/18 would be the first full session of implementation. This reading programme has provided a consistent approach from P.4 to P.7 and an effective transition from Oxford Reading Tree after P.3. We have identified an increase in the interest of reading. However, our evaluations have recognised the need for continued use of class novels and the need for updated staff training on the resource.

We allocated and invested time to introduce the Visual Support Project. The whole staff was trained and the VSP was implemented. This was considered a very good success. It was used consistently throughout the school, supported children with their planning and was particularly successful for pupils with additional needs.

Next Steps:
- Continued focus and review of features relating to 'Assessment Is For Learning', related to QIEO/Management Team shared classroom experience.
- Moderation of Early, First and Second Level in Numeracy/Mathematics, Reading and Writing.
- Further work and opportunities to develop ability to analyse and evaluate data.
- Introduction of 'Big Writing' criteria.

School Priority 2: Raising Attainment and Achievement via Pupil Equity Funding

NIF Priority **Closing the attainment gap between the most and least disadvantaged children and young people.**	**Please select the most appropriate QIs** HGIOS4/HGIOELC QIs/Identified Themes 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:

The following is an extract of the planning and evaluation of Pupil Equity Funding:

The Royal High Primary School

Willie French – Tania Evans – Linda Young – Lindsay Cairns

Use of PUPIL EQUITY FUND
- To raise attainment of those children living in 'poverty/disadvantage' (SIMD 1 – 4).
- To raise attainment in the wider pupil community.

Plan
1. Identify potential pupils for support.
2. Linda and Lindsay to discuss pupils and plans, looking at 'hard' and 'soft' strategies/approaches.
3. Linda and Lindsay to produce a 'paper' outlining plan before Easter Holiday. This should be a short, concise paper.
4. Two PEF Pupil Support Assistants to be appointed.
5. PEF Support Team created to support identified pupils – the team will be Linda Young – Lindsay Cairns – 2 Pupil Support Assistants.

6. **By end of session a short summary to evaluate the work and measure/report any impact.**

Pupil Equity Funding at
The Royal High Primary School

Aims

- To raise attainment of those children living in 'poverty/disadvantage' (SIMD 1 - 4)
- To raise attainment in the wider pupil community.

Evaluations

P4A: Motor skills and pencil control

The group made good progress in this area and also found it a useful time to talk about any issues they were having at school or home. Pencil and motor skills showed signs of improvement and we will continue to work on this next session. The self-esteem of the group members was high at the end of each visit and this will hopefully be carried into the classroom and wider life.

P5A: Wellbeing

The girls worked on SHANARRI and discussed different examples for each part of the wheel. They were able to talk about their emotions and anxieties. They also used the Nurture Room as a safe space in addition to completing their planned work.

P7B: Wellbeing

The boys worked on SHANARRI and also used the time to talk about transition to high school. We discussed their concerns and the boys' confidence appeared to grow. Unfortunately due to P7 commitments, not all sessions were completed. Jay was frequently absent.

Diesel: Think Good, Feel Good (Behaviour) and class work

We worked on behaviour and dealing with difficult situations. We also talked through incidents that happened in school and the consequences. Enhanced transition was arranged but unfortunately D. did not attend.

P6A: Think Good, Feel Good (Behaviour)

The boys worked individually and although H. and R. responded well, L. refused to participate on more than one occasion. Next year, time will be allocated to Numeracy/Literacy to raise attainment and transition work in the final term.

P4: Wellbeing

The group worked very hard and discussed all of the SHANARRI areas. Lots of time was spent on nurture and personal care. More work is required with all children next session.

Assessment

All children have been assessed within classes and the results will be used as a baseline to track attainment over the next session. This is a long term project and it may be some time before the benefits of these group can be measured. It is hoped that we can raise attainment as well as self-esteem and confidence. New pupils fitting the criteria will be added to groups next session.

Concluding from evaluations we consider that our targeted support builds on robust, embedded universal support. Learners' needs are identified through reliable and valid assessment information and ensure appropriate, proportionate and timely support including specialist. Children, parents and partners are fully involved in decisions about learning and support. Well planned interventions are leading to positive outcomes for children with additional support needs including those affected by financial hardship.
Staff and partners take positive and proactive steps to ensure that barriers to learning are minimised. Staff are highly responsive to the circumstances of at risk children, including young carers, looked after children and children living in poverty. All children with a disability, health issue, or social and emotional needs benefit from high quality targeted support.
We consider that our work in this area is very good.

Next Steps:
- To continue to develop and embed programmes and support via Pupil Equity Funding.
- To continue to monitor and evaluate the effectiveness of above.
- To ensure that we provide equity and poverty proofing by reducing the costs associated with school and supporting families to maximise incomes.
- Continue to provide families with advice and information.

School Priority 3: Improvement in children and young people's health and well-being

NIF Priority	Please select the most appropriate QIs
Improvement in children and young people's health and wellbeing	HGIOS4/HGIOELC QIs/Identified Themes 3.1 Wellbeing

Progress and impact:

We reviewed and continued various programmes and activities to encourage and achieve a good level of health and well-being. Children have the opportunity to record achievements, thoughts and feelings in their personal planners. We reviewed our approaches to sex education and keeping myself safe programmes. We have created an excellent relationship with PC Verity Ferry, based at Portobello High School. PC Ferry delivered excellent sessions on Internet Safety and Use of Social Media for pupil groups and parent groups. Our health focus week in June 2018 presented very good opportunities for positive health and well-being experiences. In session 2015/16 and 2016/17 we collaborated with our Educational Psychologist to work on 'dream boards' with our P.7 groups. This was evaluated as an excellent piece of transition work as preparation for high school. Such was the success of this exercise we repeated this in Session 2017/18 and this was undertaken by our cluster school colleagues as a cluster initiative.

As a result of ensuring the well-being of all children, young people and their families, we are improving outcomes for children. Our school community has a shared understanding of well-being. We know, and can demonstrate through pupil evaluations and questionnaires, that our children feel safe, healthy, achieving, nurtured, active, respected, responsible and included. Staff and partners feel valued and supported. Relationships across the school community are very positive and supportive, to include a skilled group of parent volunteers and an excellent relationship with our parent council.

We evaluate our work in this area as very good and we can demonstrate a high level of inclusion and equality.

Next Steps:
- Providing more opportunities for outdoor education.
- Using the 'Creating Confident Kids' resource and more emotion talks training for children.
- Introduce the resilience materials for children

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	4		3	
2.3	Learning, Teaching And Assessment	3		3	
3.1	Ensuring Wellbeing, Equity And Inclusion	5		4	
3.2	Raising Attainment And Achievement	3		3	
1.1	Ensuring impact on learners' successes and achievements (young people's health and well-being)	5		5	
1.3	Strategic planning for continuous improvement (raising attainment/improved attainment in literacy and numeracy)	3		N/A	

Statement of Impact of Pupil Equity Fund/Exceptional Spend:

For session 2017-18, the Pupil Equity Fund has totalled £51,500. There is a carry-forward of approximately £5,000 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. Please refer to 'Standard and Quality Report'.

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		X	X		Good work has been undertaken in 2017/18
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	X	X	X	X	Ongoing
	Leadership And Management Overall					
2.1	Safeguarding and Child Protection					
2.2	Curriculum				X	
2.3	**Learning, Teaching and Assessment**	√	√	√	√	
2.4	Personalised Support					
2.5	Family Learning					
2.6	Transitions		X	X		Work undertaken in session 2017/18
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 2018-19

NIF Priority 1 – Improvement In Attainment, Particularly In Literacy And 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**

Priority 1a	To raise attainment in reading, writing and numeracy/mathematics	Overall Responsibility	Management Team and Teaching Staff
Outcomes	- Revisit features of Assessment Is For Learning to ensure a range of strategies are used for robust evaluation of pupil progress. - Moderating reading, writing and numeracy/mathematics via a thorough review of the benchmarks to strengthen continuous classroom based assessment to inform secure at early, first and second levels. - Provide opportunities to analyse and evaluate data to inform future strategies and approaches. - Reviewing the 'Big Writing' criteria scales to ensure consistency and moderation.		

Tasks	By Whom	Resources	Time	Impact/ Progress
Revisit features of Assessment Is For Learning to ensure a range of strategies are used for robust evaluation of pupil progress.	- Management Team and Teaching Staff - QIEO	2 x 1 hour CAT session 3 x shared classroom experience sessions* - Monitoring and Evaluation Programme –	- By October 2018 *By June 2019	

		reviewing learning logs, reviewing teachers' plans, pupil conversations*.		
Moderating reading, writing and numeracy/mathematics via a thorough review of the benchmarks to strengthen continuous classroom based assessment to inform secure at early, first and second levels.	• Literacy coordinator • Numeracy/Maths coordinator • Literacy Working Group • Numeracy/Maths Working Group • Management Team • Teaching Staff	• Literacy Benchmarks • Numeracy Benchmarks • QIEO • 2 x ½ in service days + 2 CAT sessions	• By April 2019	•
Provide opportunities to analyse and evaluate data to inform future strategies and approaches.	• Management Team • Teaching staff and Pupil Support Assistant Team	• GL Assessment data • SNSA Assessment data • Teachers' continuous class based assessment • Assessment folders • SIMD data • 3 x CAT sessions	• Termly and by May 2019	•
Reviewing the 'Big Writing' criteria scales to ensure consistency and moderation.	• Deputy Head Teacher • Teaching Staff	• Big Writing Criteria • 1 x CAT session • 2 x Departmental Meetings	• By January 2019	•

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 2a:	Reduce the attainment and achievement gap for our school	Overall Responsibility	HT and whole school staff
Outcomes:	• All staff will be aware of what the attainment and achievement gap looks like. • Stakeholders are aware of Equity Funding allocation and how it will be used in 2018 – 19 • Staff use a wide range of performance information to reduce the attainment and achievement gap. • Continue to develop PEF programme • School poverty proofing and reducing costs • Providing advice and information for parents and families		

Tasks	By Whom	Resources	Time	Impact/ Progress

All staff will be aware of what the attainment and achievement gap looks like.	• All staff	• GL Assessment data • SNSA Assessment data • Teachers' continuous class based assessment • Assessment folders • SIMD data • Analysis of classes, groupings and individual children • 2 x CAT sessions	• October 2018	•
Stakeholders are aware of Equity Funding allocation and how it will be used in 2018 – 19	• Head Teacher • All staff • Parent Community • Partners	• Information sharing via bag mail and website.	• September 2018	•
Staff use a wide range of performance information to reduce the attainment and achievement gap.	• Head Teacher • Teaching Staff • Support Staff	• GL Assessment data • SNSA Assessment data • Teachers' continuous class based assessment • Assessment folders • SIMD data • Analysis of classes, groupings and individual children • 2 x CAT sessions	• Ongoing through session 2018/19	•
Continue to develop PEF programme	• Head Teacher • Deputy Head Teacher • Support for Learning Teacher • PEF Support for Learning Teacher	• SIMD Data • Assessments and evaluations • Pupil conversations • Consultations with parents/carers	• Ongoing throughout session 2018/19	•

	• 2 x PEF Pupil Support Assistants			
School poverty proofing and reducing costs Providing advice and information for parents and families	• Head Teacher • Deputy Head Teacher • Class Teachers • Administrative Staff • Business manager	• Management Meetings • Bag mail and website • 1 x CAT session • Document '1in 5 Cost of the school day; Financial Support and Information for Families'	• Ongoing	•

NIF Priority 3 Improvement In Children And Young People's Health And Wellbeing	QIs/Themes • **3.1 Ensuring wellbeing, inclusion and equality**

Priority 3a:	Provide opportunities to improve the health and well-being of our pupils.	Overall Responsibility	Head Teacher, Deputy Head Teacher, All Staff
Outcomes:	• Develop opportunities for more outdoor learning. • Introduce the use of 'Creating Confident Kids' and 'Resilience' resource to improve health and well-being.		

Tasks	By Whom	Resources	Time	Impact/ Progress
Develop opportunities for more outdoor learning.	• Head Teacher • Deputy Head Teacher • Andrew Bradshaw and Outdoor Learning Team • Teaching and Support Staff	• Various Publications • ½ in service day • Wildlife Garden • Growing Area • Local Community	• June 2019	•

Introduce the use of 'Creating Confident Kids' and 'Resilience' resource to improve health and well-being.	• Head Teacher • Deputy Head Teacher • Teaching Staff • Support Staff	• 'Creating Confident Kids' resource • City of Edinburgh Children and Families 'Resilience' resource • 2 x CAT Sessions • Curricular time in class	• Ongoing during Session 2018/19	•

Cluster Plan: NIF Priority –	QIs/Themes
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Cluster Priority		Overall Responsibility	
Outcomes			

Tasks	By Whom	Resources	Time	Impact/ Progress
•	•	•	•	•
•	•	•	•	•