

Standards, Quality and Improvement Plan



The Royal High Primary School



Standards and Quality Report for session: 2018 - 2019

Improvement Plan for session: 2019 - 2020



Context Of The School

Our Aims for Children:

- Promote a positive learning culture within the school and the wider community where children are:
 - Successful learners
 - Confident individuals
 - Responsible citizens
 - Effective contributors
- Encourage positive relationships for all and raise self-esteem in a supportive and caring environment where each child is valued and respected
- Provide children with high quality, engaging, innovative, motivating and creative learning experiences
- Work effectively within the school community and with specialists to ensure that each individual child is appropriately supported to increase their capacity
- Foster a culture of continuous self-evaluation for self-improvement so the whole school community has a shared understanding of the strengths and improvement needs of the school

Context Of The School

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 386, with 330 main stream children and 56 in our Nursery. The Royal High Primary School is a member of the Portobello High School Cluster with four neighboring primary schools.

During the session 2018-19, a number of factors impacted on the development work of The Royal High Primary School and Nursery.

We operated with a class organisation of thirteen classes. Within the group of thirteen teachers, seven were on temporary contracts owing to maternity leaves/returns and seconded arrangements. This impacted on the long-term consistency of provision in the school and nursery. The Deputy Head Teacher was engaged in a series of long term covers thus impacting on the delivery of priorities. There has historically been a high level of staff absence both for class teachers and support staff, however improvements have already been recorded in the past six months.

In November 2018, the Head Teacher left, and the Depute Head Teacher acted up in the interim until the new Head Teacher was appointed in January 2019.

In the Nursery our current Early Years Officer has been in post since December 2018 and is having a very positive impact evidenced by:

- liaising closely with the Early Years QIEO who is supporting the creation of the Nursery Improvement Plan for next session (2019-2020)
- implementation of new planning in line with City of Edinburgh Council guidelines
- establishing weekly Health and Wellbeing and evaluation meetings for the Nursery team
- engaging with families to double our Nursery role in the last six months
- putting in place policies and procedures in line with Care Inspectorate requirements
- identifying training needs of Nursery Practitioners and organising CLPL

To further improve the provision at our Nursery and to support the Senior Leadership Team, a new Principal Teacher with a remit for Early Level joined the team in June 2019.

This year our standardised attainment data has improved across all the year groups in the school with the majority of children achieving the expected Curriculum of Excellence level.

Since taking up the post in January 2019, the new Head Teacher has worked extremely closely with the Depute Head Teacher and staff to identify key priorities and areas for development. The following sources of evidence were gathered:

- Collaborative self-evaluation (staff)
- Senior Leadership Team Shared Practice observations - staff (HGIOS 4, 2.3, Learning and Engagement)
- Senior Leadership Team Pupil Conversations (HGIOS 4, 2.3, Learning and Engagement)
- Senior Leadership Team Quality Assurance of written work (pupil)
- Collaborative evaluation of SIP 2018-19 – done in January 2019 and May 2019
- Parental consultations re strengths and areas for development through Parent Council – Meet the Head Teacher event organised for June 2019 to look at priorities moving forward
- Moderation of writing with staff – CAT session – What makes an excellent writer?
- SLT SfL Teacher Attainment and Tracking meetings – done in January 2019 and May 2019
- Worked with QIEO, Attainment Advisor and Statistics QIEO to drill down into data using the BGE Benchmarking Tool, stretch aims and existing school tracking system.

From this the Senior Leadership Team:

- Collated feedback from Shared Practice observations and Pupil Conversations – shared with staff – next steps identified
- Engaged the Edinburgh Learns Learning and Teaching team to support improvement of learning and teaching
- Planned collaborative working sessions to raise attainment in writing and reading
- Appointed a Principal teacher with Early Level remit and responsibility to improve provision, quality and consistency of learning experiences
- Appointed an additional Support for Learning teacher to extend current provision including numeracy interventions and ensuring all GIRFEC policy, procedure and legislation are being adhered to
- Appointed a Development Officer to lead our PEF team and ensure rigorous identification, tracking and monitoring of PEF pupils including planned intervention and engaging with families
- Allocated ring fenced CAT time in early September to look at data with staff and create action plan for learning and teaching and support for identified individuals
- Through collaborative discussions with staff, encourage responsibility for leadership of learning linked to our identified priorities
- Build up partnerships through network connections to support the next steps from our identified priorities, for example Hive of Wellbeing, Kings' Foundation, Educational Psychologist (Nurture input), Wild About Kids (outdoor learning), NSPCC

(Including some or all of the following: school vision, value and aims; local contextual issues; Scottish Attainment Challenge involvement; School attainment gap: factors affecting progress (e.g. staffing changes/issues); hyperlinks to key documents, and outcomes from authority review/inspection etc.)

Standards and Quality Report 2017-18

School Priority 1: Raising Attainment - To raise attainment in reading, writing and numeracy/mathematics

NIF Priority

Improvement in attainment, particularly in literacy and numeracy

NIF Driver

Performance information

Please select the most appropriate QIs

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:

- Staff identified a lack of progress, impact and consistency due to lack of effective leadership and strategic direction.
- Impact of this is evidenced through the P7 SNSA results from November 2018. Almost half (41%) of Primary 7 pupils were in bands 6 and 7 for reading. Almost a third of Primary 7 pupils (30%) were in bands 6 and 7 for maths.
- However there has been great improvement in this area as evidenced in our Achievement of a Curriculum for Excellence results:

5528321	The Royal High Primary School	P1			P4			P7		
		Achieved			Achieved			Achieved		
		2017/18	2018/19	% difference	2017/18	2018/19	% difference	2017/18	2018/19	% difference
Numeracy		76.0%	84.0%	8.0%	76.0%	79.2%	3.2%	56.6%	87.0%	30.4%
Literacy	Listening Talking	82.0%	92.0%	10.0%	70.0%	70.8%	0.8%	64.2%	91.3%	27.2%
	Reading	70.0%	76.0%	6.0%	72.0%	70.8%	-1.2%	64.2%	82.6%	18.5%
	Writing	68.0%	74.0%	6.0%	68.00%	68.8%	0.7%	62.3%	63.0%	0.8%

Next Steps:

- Staff training and input to developing effective feedback, linked to SC
- Update and share Learning and Teaching policy
- Whole staff focus on working together to clarify expectations for tracking, assessment and moderation
- Development of clear QA calendar
- Organising visits to share good practice – within cluster and beyond
- The benchmarks are something which we need to engage with at whole staff level
- Moderation of writing at CAT sessions - opportunities planned in the coming session 2019-20
- SEAL training for class teachers and PSAs – whole school approach
- Introduce consistency use of SEAL tracker
- Build up bank of SEAL resources for whole school – OneDrive and practical resources
- PSAs timetabled to ensure CTs supported with implementing SEAL approach
- Implement the city-wide Mental Agility Framework from P4-P7 (and P3 where appropriate)
- Agreement that we use our TeeJay scheme to support planning, tracking, monitoring and identifying gaps in learning
- Staff training for the new Literacy and Dyslexia guidelines – Sfl teacher (Emma Gardner)
- Staff use SNSAs and GL assessments to inform learning and teaching

- Staff to use the Ros Wilson Big Writing criteria (linked to the benchmarks) – agree three times throughout the session – pupil engagement – agreed genre will be ‘personal’ – Tania will send out electronic copy to ensure all staff have this
- Cluster work focussing on sharing examples of moderation
- Cluster planned lesson study for cluster CATs for next session

School Priority 2: Reduce the attainment and achievement gap for all learners

NIF Priority

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

NIF Driver

Assessment of children's progress

Please select the most appropriate QIs

HGIOS4/HGIOELC QIs/Identified Themes

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

1.5 Management Of Resources And Environment For Learning

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:

- At the self-evaluation session in January 2019, staff shared that they had no awareness of pupils' SIMD data, attainment and achievement data, attendance concerns, the attainment gap or the **allocation of PEF**
- **From August to December, there was a teacher allocated one day a week for PEF work. The allocated teacher provided a written report detailing the work undertaken in the sessions. There was no formal assessment, tracking or monitoring of the impact on the learners.**
- **There was no formal identification of the children who would benefit from PEF support.**
- **Original PEF plan had not been implemented rigorously or with a robust plan. When the new HT took up the post in January, there was no identified PEF work happening in the school.**
- **The impact of this is that we have allocated some of our PEF for next session to the creation of a Development Officer post**

Next Steps:

- Attainment data will be gathered and shared more effectively
- Ringfence time to look at the attainment data as a whole staff – identify whole school gaps, class gaps, individuals
- Increase the consistency of data analysis across the school
- SLT will share attendance information from meetings with Christine Rutherford, EWO – at staff meetings (tbc)
- EDICT tracking system will be introduced
- Staff will use SEEMiS to record CfE levels – CAT allocated for training and evaluation of intelligence gathered - collaborative planning of next steps
- **Clear plan of action for use of PEF – all staff clear on identified children, staff involved in working with these children and their remit moving forward**
- **Recruitment of a Development officer for PEF**
- Input from Edinburgh Learns 'Learning and Teaching' team -ensuring we are meeting the needs of all learners
- Agree we will focus an inclusive, equitable approach for all - focus on raising awareness rather than fund raising and other promotions such as book swaps, engaging with the local library (regular class visits; engaging reluctant readers; story telling)

School Priority 3: Provide opportunities to improve the health and well-being of our pupils

NIF Priority

Improvement in children and young people's health and wellbeing

NIF Driver

School improvement

Please select the most appropriate QIs

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 Ensuring wellbeing, inclusion and equality

Progress and impact:

Good opportunity for parental engagement. Parent Council really keen to support this priority, particularly with outdoor learning and grounds development.

Mental Health and Wellbeing

- Agree that we need to look at the provision for meeting the health and wellbeing needs of children and staff
- Nurture Room is not being used to its full potential – need to create a timetable with allocated, agreed slots as well as the required flexibility for individuals – look at option of using the Health Hub
- Nurture input from PSAs for identified individuals – staff feel that this has not been effective as there was no plan in place with regards to the remit, programme of work and identification of children – this has been very unsatisfying for the support staff involved.

Physical Health and Wellbeing

- The PE specialist has a positive impact on the children's progress
- Aware that there is a low uptake for the Active School clubs – Paddy Dearlove is keen to work with us on this
- Issues with PE slots for Primary 1 and Primary 2 – only have one gym hall slot on Wednesdays or Thursdays which can sometimes be cancelled due to other events happening. We have trialled yoga in Primary 1 and Primary 2 which has meant this can be done in the classroom. This is something that needs to be looked into so that they are getting their 2 hours provision.

Next Steps:

Mental Health and Wellbeing

- Introduce the 'Building the Resilience' programme – make sure that staff are confident in carrying this forward – ringfence CAT sessions
- We will ensure all of the resources for 'Building Resilience' are in place for the new session
- Working collaboratively with Claire Lovell, Hive of Wellbeing, to develop a whole school nurture approach starting with a staff training session on the October Inservice day (22nd October)
- Develop effective use of the Nurture Room and Health Hub
- Identify staff training – CIRCLE, Emotions Talk, responsive to identified needs of children
- Participants in the 'Growing Schools' programme lead by a parental volunteer

Physical Health and Wellbeing

- Need to promote the provision available through Active Schools
- Develop Active Play Leaders, supported by Kings' Foundation
- Katie and Jenny will continue to work in the cluster PEPAS group, developing our provision across the session

Both elements promoted through partnership with Kids Gone Wild outdoor learning experiences.

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/ Emma Gardner – 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.

D, pupil: 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.

Written by Willie French, November 2018 prior to departure

NB Following a support meeting in March 2019 with our Attainment Advisor, at which both the new Head Teacher and Depute Head Teacher expressed their concern about the lack of progress with the effective use of PEF, it was agreed that a report would not be submitted for this session. Instead the focus would be on recruiting a Development Officer to create and lead a rigorous, robust action plan for the session 2019-2020.

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.

Self-Evaluation 2018 – 2019

	Quality Indicator	School Self – Evaluation 2018-19	Inspection Evaluation (If during 2018-19)	Nursery Self – Evaluation 2018-19	Inspection Evaluation (If during 2018-19)
	What is our capacity for continuous improvement?			N/A NIP not in place by previous HT	
1.3	Leadership Of Change	3			
2.3	Learning, Teaching And Assessment	3			
3.1	Ensuring Wellbeing, Equity And Inclusion	3			
3.2	Raising Attainment And Achievement	3			
1.1	Self-evaluation for self-improvement	3			
1.5	Management of resources to promote equity	3			

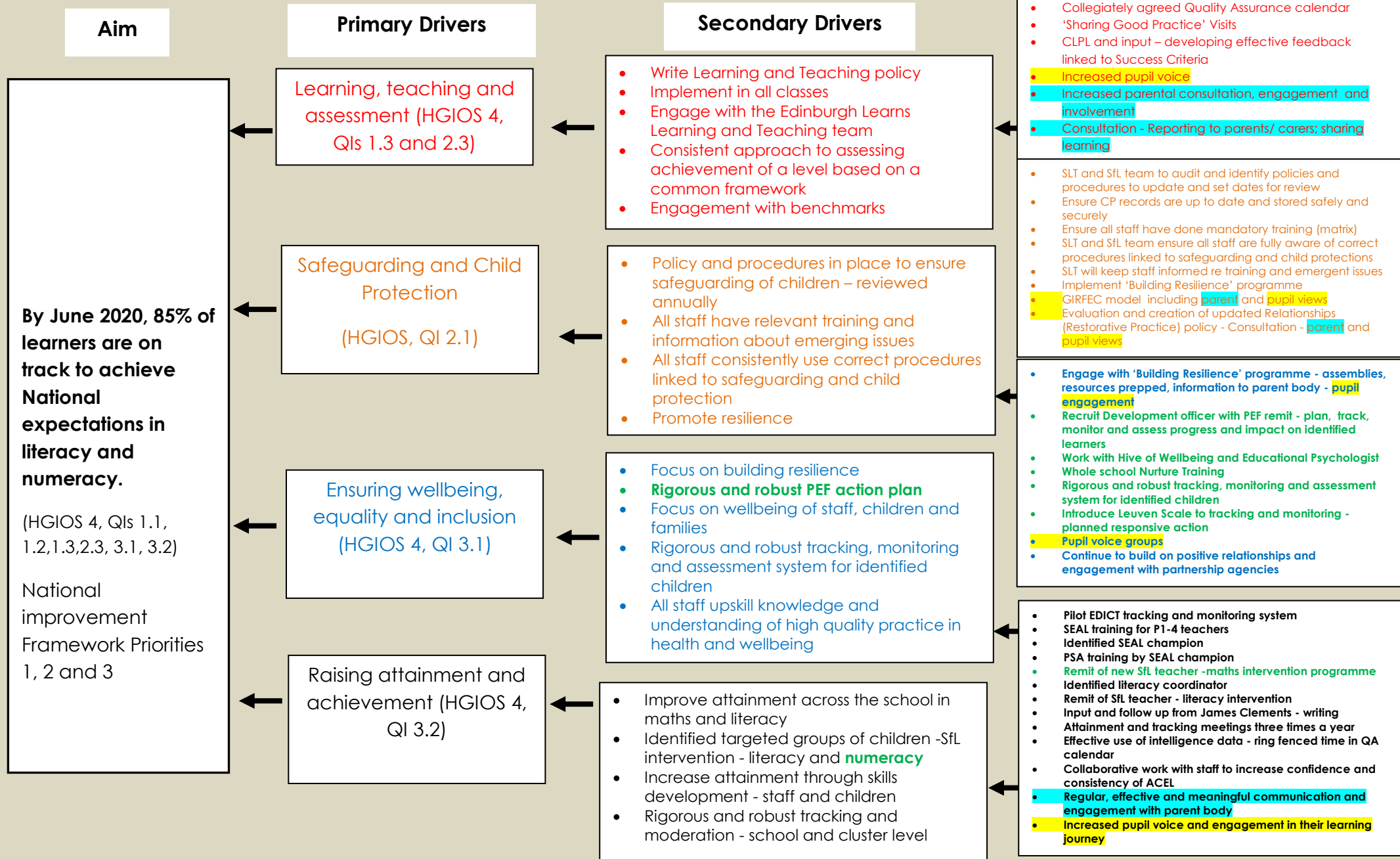
Statement of Impact of Pupil Equity Fund/Exceptional Spend:

For session 2018-19, the Pupil Equity Fund has totalled £51, 600 with a carry forward from 2017-18 of £20, 176. There is a carry-forward of £67, 404, on top of our PEF allocation of £46, 440, to session 2019-20. This spend is deemed exceptional and the plans for this spend are outlined in the school improvement plan for 2019-20 and coded green.

2016 – 2020 School Self Evaluation/Plan for QI Engagement

QI		2016 - 2017	2017 – 2018	2018 – 2019	2019 – 2020	Comments
1.1	Self-Evaluation for Self-Improvement		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		
	Leadership And Management Overall					
2.1	Safeguarding and Child Protection				X	
2.2	Curriculum					
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					

The Royal High Primary School Improvement Plan, 2019-2020



Cluster Plan: NIF Priority –

QIs/Themes

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