

Context of the School

09 May 2017 10:59



- Stenhouse is a non-denominational primary school with 313 pupils and a 40/40 nursery.
- We currently have 13 classes and 2 Language Communication Classes
- We are a school that receives additional funding in the form of Positive Action funding due to the numbers of families residing in SIMD 1 and 2. 57% of our pupils live in SIMD 1-3. A further 30% live in SIMD 4. Only 5% of pupils live in SIMD 7-10
- We have an SLT comprising HT, DHT, PT and BM. The PT currently has a full time teaching commitment in the Nursery. There are 19 teachers, 11 PSAs, an Admin team and an SSO who we share with the community centre, Carrickvale as part of the Campus Model for FM.
- <https://stenhouseps.com/>
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Guidance Page

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School Priority 1

09 May 2017 11:01

School Priority 1: Raising Attainment in Literacy and Numeracy	
<p><u>NIF Priority</u> Improvement in attainment, particularly in literacy and numeracy</p> <p><u>NIF Driver</u> Assessment of children's progress School Leadership School Improvement</p>	<p>HGIOS4/HGI OELC QIs/Identified Themes</p> <p>1.1 Analysis and evaluation of intelligence and data</p> <p>1.2 Children and young people leading learning</p> <p>1.3 Strategic planning for continuous improvement</p> <p>2.3 Quality of teaching</p> <p>2.3 Effective use of assessment</p> <p>2.3 Planning, tracking and monitoring</p> <p>3.2 Attainment in literacy and numeracy</p> <p>3.2 Attainment over time</p>
<p>Progress and impact:</p> <p>School invested in staff copies of Shirley Clarke's Outstanding Assessment title and all staff engaged with this. Shared Classroom Experience has allowed for reflection and consistency of learning and teaching strategies throughout the school. Further work on this will continue to embed these fundamental building blocks into practice. Read, Write, Inc, Fresh Start training has support the use of these strategies throughout the school. Support for Learning now have targeted numeracy groups as well as literacy. This is something that will be extended next session.</p> <p>We have introduced SfL into our nursery setting to try and support vocabulary development at the earliest opportunity. This has been well received along with Language Boost training for the EYPs. With PEF, our PT will facilitate and track literacy and numeracy progress at the Early Years.</p> <p>The nursery have used the Literacy and Numeracy Toolkits to ensure that the nursery is a literacy/numeracy rich environment both indoors and outdoors. This has been a significant change throughout the school session and annual audits of these toolkits have been built into the self-evaluation calendar. The change in our environment was recognised when the nursery was nominated to receive a visit from a group of HTs from another authority who took examples of our excellent practice in SEAL/numeracy environment back to their own schools.</p> <p>The PT undertook a number of Learning Journals workshops with parents to help raise levels of parental engagement with nursery children's learning which had a very positive impact. This was recognised by the Care Inspectorate as innovative practice, and the number of parents' comments and observations from home has improved significantly.</p> <p>The Numeracy benchmarks and CEC pathways have been introduced and staff have now fully engaged with these. It has supported the pace and depth of learning and will continue to be used next session.</p> <p>A tracking system designed to track the standardised test scores for individuals has allowed the teaching staff to see the impact they have made for this aspect of assessment. Using a colour coded system has allowed staff to quickly see the levels of progress made across their class, compared with previous years. This interrogation of data will allow for a deeper understanding of the impact of learning and teaching practices and gives an immediate picture of the class as a whole.</p> <p>As part of our 1 in 5 Poverty awareness developments, we have ensured access to materials is more equitable, school uniforms, books, trip costs reduced in an attempt to improve opportunity for all.</p> <p>The introduction of our Bingo Ball Chats with randomly selected pupils has allowed a variety of opportunities for pupil voice. This has contributed greatly to our work on Learning and Teaching and has highlighted some excellent opportunities to move things forward, particularly in terms of learning experiences and assessment jotters.</p> <p>Our attainment this session has not been as positive as the previous year. However, this has not come as a surprise due to the level of need across P4 and P7. Attainment meetings last year flagged up these year groups as causing concern due to the level of Support for Learning, EAL, ASN, attendance amongst other factors. Despite increased interventions</p>	

including the roll out of Read Write Inc in P4, SfL numeracy support, more PSA support etc, the professional judgements of progress through the level in these stages remain concerning.

For numeracy, 85% of P1 pupils achieved Early Level. 55.3% of P4 pupils achieved First Level and 65.7% of P7 pupils achieved Second Level.

In Writing: P1 82.5%, P4 46.8% and P7 60% of pupils achieved their respective levels.
Reading: P1 82.5%, P4 61.7%, P7 60% of pupils achieved the level.
Listening and Talking: P1 85%, P4 53.2%, P7 62.9% achieved recommended levels.

By interrogating diagnostic data alongside class work, and moderating as a whole staff, these judgements are reflective of the cohort. To address this, going forward next session, we will look to change the interventions received by these classes to address the gaps and issues that have continued to challenge these learners. Some of our PEF funding will be used to target some of these children to provide further support in literacy and numeracy. This will be facilitated by our PT who is a CEC trainer in SEAL, is Maths Recovery trained, and also has expertise in literacy. We will continue to build on the very good start in P1, by modifying our P2 curriculum, like we will in P1 to provide more opportunities for creativity, learning through play, problem solving and application of skill. This will support all learners, including those identified as not quite ready to achieve Early Level this session.

Standardised assessment administered in P2, P3, P5 and P6 show pupils in these year groups are continuing to build on last years attainment.

In Primary 6, 92% of pupils have maintained or increased their standardised scores in Numeracy and 85% of the year group scored at average or above levels. In Reading, 75% maintained or improved their scores and 80% are performing at average or above levels.

In Primary 5, 100% of pupils maintained or improved upon last year's standardised score in Numeracy and 84% scored at average or above. In Reading, 96% either improved or maintained their previous score and 88% scored average or above levels.

In Primary 3, 76% of pupils achieved Numeracy scores either consistent with or better than their previous years result and 90% are shown to be performing at average or above levels. P3 Reading assessments show that 92% are maintaining or improving their scores while 84% are scoring at average or above levels.

In Primary 2, 82% of pupils have maintained or improved their standardised scores in Numeracy and 75% of the year group scored at average or above levels. In Reading, 50% of pupils maintained or improved on last years results and 73% are performing at average or above levels.

Next Steps:

Use of Numeracy and Literacy Pathways and Benchmarks across the school.

- PEF – PT to coordinate Early Years Curriculum change to facilitate P1 rationale
- PEF – PT to support new P5 pupils, amongst others identified as causing continued concern in attainment.
- PEF - Language Boost to be embedded in nursery and Word Boost to be rolled out in N/P1. Training in August.
- SfL team to extend numeracy support.
- Literacy and Numeracy Learning Walls to feature in all classrooms – Training needed
- Tracking and Monitoring records of attainment to be revised and used as a working document.
- Use of ICT to support learning will be revisited and a school skills based pathway developed.
- Shared Classroom Experience feedback to become a topic for discussions during Professional Dialogue meetings.
- Assessment jotter purpose and use to be looked at.

School Priority 2

09 May 2017 11:01

School Priority 2: Improvement in meeting the needs of all pupils	
<p><u>NIF Priority</u> Closing the attainment gap between the most and least disadvantaged children and young people.</p> <p><u>NIF Driver</u> Assessment of Children's Progress Parental Engagement School Improvement</p>	<p>HGIOS4/HGIOE LC QIs/Identified Themes</p> <p>1.3 Developing a shared vision, values and aims relevant to the school and its community</p> <p>2.3 Quality of teaching</p> <p>2.4 Targeted & universal support</p> <p>2.4 Removal of potential barriers to learning</p> <p>3.2 Equity for all learners</p> <p>3.2 Attainment over time</p>
<p>Progress and impact:</p> <p>The whole school received Autism Awareness training and this supported our understanding of our pupils perceptions and behaviours. It has allowed staff to make informed decisions as to how to respond to certain behaviours and staff confidence is growing. We will continue to revisit autism awareness training to continue the upskilling of all staff.</p> <p>We launched the 1 in 5 Poverty Awareness Initiative in September with 2 training sessions for staff. This has had an almost immediate impact in terms of staff awareness of the cost of a school day for pupils. Led by a class teacher, she has led this roll out exceptionally well and has ensured staff are onboard with a sensitive initiative. Ensuring that we do not limit opportunities for our pupils as well as trying to ensure equity for all has been a challenge but one that we are determined to continue to work on. Cheaper alternative trip options, fundraising ideas, Parent Council backed purchases have all had a positive effect on the ethos of our school.</p> <p>SfL timetabling took account for the need for numeracy support. The appointment of an additional part time SfL teacher has supported the development of numeracy as part of the SfL remit. Further development of this role is needed.</p> <p>The nursery have undertaken an extensive piece of work to improve engagement with EAL families. This included working with parents to create signage in different languages, parents coming into nursery to read stories in different languages, a storytelling from SSC facilitating parent groups, older children coming to support children who found it difficult to settle. Parental feedback has been very positive and this will continue to be embedded next session.</p> <p>Attainment meetings have replaced forward planning meetings with teachers. This allows for discussions 3 times per year to discuss the needs of all the pupils in each class and how they are progressing. This allows for early indications and interventions to be put in place and builds up a picture for that individual pupil.</p> <p>Learning and Teaching has been an honest discussion about going back to basics. Shirley Clarke has been the source of our discussions and staff have then furthered their own interests via CPD. By revisiting "forgotten" good practice and strategies, staff have concentrated on creating appropriate Learning Intentions and collegiate Success Criteria with their pupils. Consistency across the school is something we will continue to strive for in terms of SCE, peer discussions and professional dialogue meetings.</p> <p>We altered our reporting format at short notice to take on board advice and will continue to look at this next session in our attempt to promote parent engagement and trying to address attainment gaps by supporting parents to support their children's learning.</p> <p>We attempted to start a Parent Partnership group but parents were reluctant to get involved. This is something that will be looked at using PEF monies to try and encourage parent led groups.</p> <p>The Language and Communication Classes have adapted and improved to meet the changing needs of the pupils. A Multi-agency behaviour clinic supported staff in identifying strategies to support pupils individual needs. Another Clinic is organised for next session.</p> <p>Language class have worked closely with ASL Service staff in implementing strategies to support pupils with complex needs. This collaborative work has involved advice and guidance as well as 1:1 and 2:1 support for pupils.</p> <p>The need for collaboration between ASL Service and Language Class staff has been greater than ever before and proper evaluation of the effectiveness of this support is required to inform future planning.</p> <p>All Language Class staff and members of the SLT have been trained in CALM. This has supported the movement and handling of pupils and enabled staff to keep all pupils safe at all times. Language class staff have created a programme of regular collegiate sharing of practice of CALM techniques. CALM will require annual update training and assessment.</p> <p>The facilities available to support Language Class pupils has been greatly enhanced with the addition of a sensory room/ soft play. This has been vital in supporting the de-escalation of situations where pupils may become</p>	

heightened in their anxieties. Pupils now benefit from the sensory stimulation and space to reduce their anxieties before being able to return to class. Next session the older class will relocate downstairs beside the younger class to allow for access to the sensory room and to support collaborative working between pupils and staff. Within the Language Class classrooms an audit of the environment was carried out. This has led to adaptations to the wall displays and furniture in the rooms to meet the needs of pupils with ASD. Safe spaces have been set up in each classroom and pupils have been supported to identify when they need to use these space. Further consideration has been given to the use of visual supports and all pupils use individual visual timetables. Language Class staff have engaged in reciprocal sharing classroom practice and have identified the need to observe colleagues in other schools' Language Classes next session.

Next Steps: Use of the Autism Toolkit for refresher training next session.

- 1 in 5 Poverty Awareness working group to be established to support EC.
- PEF monies will release the PT to work with targeted children for literacy, numeracy and HWB.
- Reporting to Parents to be overhauled with the focus being on regular updates and shared vision and expectations.
- CHAI to have a weekly base at Stenhouse to support parents
- LCC staff to arrange shadow opportunities

School Priority 3

09 May 2017 11:01

School Priority 3: Improving HWB for all pupils	
<p><u>NIF Priority</u> Improvement in children and young people’s health and wellbeing</p> <p><u>NIF Driver</u> Assessment of Children's Progress School Leadership Parental Engagement School Improvement</p>	<p>HGIOS4/H GIOELC</p> <p>1.1 Ensuring successes 1.2 Children and young 1.3 Strategic planning for 2.1 2.4 Targeted & universal support 2.3 Planning, 3.1 Wellbeing</p>
<p>Progress and impact: The whole school roll out of our new behaviour management programme has been hugely successful in promoting a positive ethos, high expectations, rewarding consistently good behaviour, restorative practices and ownership for the pupils .Feedback from the pupils has been overwhelmingly positive and they have embraced the ownership of reward times, house points as a community incentive as well as personal rewards and achievements. the introduction of House Captains elected by house members has been very popular and next session, the role of these pupils will be built upon. Undesirable behaviours in the playground have reduced and PSAs are free to engage with pupils rather than marshal them!</p> <p>PSAs now lead playtime competitions and adapt as the year progresses, from Pokemon Card clubs to Fidget Spinner Competitions. This is in addition to our long standing Stenhouse Strollers, where children can choose to walk certain distances round the playground and accumulate points towards a reward.</p> <p>The appointment of a new PE teacher half-way through the session has resulted in lots of new ideas being discussed and he will provide an additional support to HWB. The PE Specialist is also keen to establish after school clubs and is in contact with Active Schools to see how he can support our pupils.</p> <p>The Daily Mile is something all classes are encouraged to do, as well as an informal afternoon break, where teachers are encouraged to take their classes out for 10 minutes, fresh air and to teach their pupils a specific social skill whilst outside. This has proved popular with some classes and consistency will be encouraged next session.</p> <p>A nurturing style group for young pupils has been trialled within SfL team and this has supported pupils with limited life experiences from disadvantaged backgrounds.</p> <p>Whole staff training on Emotion Talks has ensure a consistent message and strategies will be used by all staff. Use of the Circle Document to audit practice and then to evaluate at a later date encouraged staff to be reflective on how much pupil behaviours can be supported via the classroom environment being correct. This was particularly relevant to our SLC staff, who have de-cluttered their classrooms in an attempt to support the extreme challenging behaviours of their pupils.</p> <p>We had whole staff Autism Awareness training to reinforce our understanding of Autism and the associated behaviours. Staff found it mostly useful and we will revisit the key points and messages using the Autism Toolkit next session.</p> <p>We rolled out Building Resilience programme after Easter and this has been well received. This will continue next session with explicit links to our Vision and Values. More information for parents would have been good and we will attempt to encourage more parental engagement with the home tasks to support in-school learning.</p> <p>Our 1 in 5 Poverty awareness is well documented elsewhere and this will continue to be a major focus as we strive to improve the health and wellbeing of our pupils and their families through all avenues.</p>	
<p>Next Steps: Continue to roll out Building Resilience Programme Autism Toolkit for all staff</p> <ul style="list-style-type: none"> • 1 in 5 Poverty Awareness work to continue. • Parent workshops – Raising Children with Confidence to be arranged and facilitated via PEF appointed member of staff. 	

School Priority 4

09 May 2017 11:01

School Priority 4: Raising Aspirations, Confidence and Self-esteem	
<p><u>NIF Priority</u> Improvement in employability skills and sustained, positive school leaver destinations for all young people</p> <p><u>NIF Driver</u></p> <p>School Leadership Parental Engagement Assessment of Children's Progress</p>	<p>HGIOS4/HGIO ELC QIs/Identified Themes</p> <p>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</p>
<p>Progress and impact: Due to time constraints, the cluster was unable to facilitate a cluster employability event. At school level, we were also constrained by time and other initiatives that took priority for the year. Our new Active Schools Coordinator has been very proactive and supported a number of opportunities for our pupils. A variety of after school clubs have run and support of our Health Week has been successful. This has provided different opportunities for our pupils.</p> <p>House Captains were elected for the first time. This process was new to the ethos of the school and the P7 pupils were enthusiastic in their quest for election! The concept of community and of teamwork as part of our Vision and Values really benefitted from the introduction of House Breaks and the winning house receiving a double break on a Friday. This gave opportunities for all pupils to experience achievement and success regardless of personal behaviour challenges which may affect their other reward times. Building on this for next session will include the introduction of House Captain led assemblies, House Competitions and other ideas generated from the pupils.</p> <p>Building Resilience programme was rolled out this term and has proved to be a success. It is too soon to measure the impact of this, but as the sessions continue, pupils, parents and staff will all be supporting the development of resilience and self-esteem in our children.</p> <p>Our Whole School Class Charters are prominent and ensure a shared focus at the beginning of term. As part of the Rights Respecting Schools initiative, this provides the pupils with ownership of their commitment to the school and helps reinforce our Vision and Values. Raising aspirations of our pupils is something we will continue to work on.</p> <p>As part of our development for ICT, a class teacher has taken responsibility for being ICT co-ordinator. We have been able to release him using a combination of supply teachers, SMT and an MA 3 student to allow him to look at the skills progression for ICT. He will continue to lead this and to support pupils and teachers in developing creativity and leadership experiences for our pupils using IT. This will help support sustainability and employment skills next session.</p>	
<p>Next Steps: Create employability and creativity skills pathways for staff to embed</p> <ul style="list-style-type: none"> • ICT redesign – ICT coordinator to support school in redesign • ICT coordinator to lead working group in development of leadership and employability skills progression pathways relevant to Stenhouse. • 	

Self-Evaluation 2016-17

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	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	4	
2.3	Learning, Teaching And Assessment	4	
3.1	Ensuring Wellbeing, Equity And Inclusion	5	
3.2	Raising Attainment And Achievement	3	
	School's chosen QI		
	School's chosen QI		

2016 – 2020 School Self Evaluation/Plan for QI Engagement

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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					

NIF Priority 1

09 May 2017 11:15

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
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Priority 1a	To raise attainment in Numeracy			Overall Responsibility	HT
Outcomes	There will be improved attainment in numeracy at levels Early, 1 st , and 2 nd . All staff will be using updated progression pathways to support numeracy planning				
Tasks	By Whom	Resources	Time	Impact/ Progress	
<ul style="list-style-type: none"> • Use of numeracy pathways and benchmarks for planning 	<ul style="list-style-type: none"> • Class teachers 	<ul style="list-style-type: none"> • Use of numeracy pathways and benchmarks for planning 	<ul style="list-style-type: none"> • INSET – Aug 14th 	<ul style="list-style-type: none"> • 	
<ul style="list-style-type: none"> • PEF -Early years numeracy learning through play to be established 	<ul style="list-style-type: none"> • PT and Early Years CTs, EYPs 	<ul style="list-style-type: none"> • Planning Meetings • Planning documents • Shadow and moderation opportunities • Play equipment investment • Audit and evaluation of progress • PEF – PT reduced class commitment 	<ul style="list-style-type: none"> • Weekly planning meetings – NCCT • INSET – Aug 15th • Staff Meeting April 2018 1.5hrs 	<ul style="list-style-type: none"> • 	
<ul style="list-style-type: none"> • SfL to extend numeracy support to classes 	SfL and PT	<ul style="list-style-type: none"> • Liaison meetings to identify pupils • Timetabling of focus groups • PEF – PT supporting target group 	<ul style="list-style-type: none"> • June 2018 	Standardised testing and CfE levels along with teacher referrals have been discussed and a cohort of pupils identified for session 2017/18.	
<ul style="list-style-type: none"> • Numeracy Learning Walls to feature in all classrooms • Shared Classroom Practice to support consistency – Peer and SMT 	<ul style="list-style-type: none"> • CTs 	<ul style="list-style-type: none"> • Progressive Learning Walls in classrooms recording pupil voice and personalisation and choice. • Shirley Clarke AifL resources • SCE Times 	<ul style="list-style-type: none"> • June 2018 • INSET Aug 15th 1hr 	<ul style="list-style-type: none"> • 	
<ul style="list-style-type: none"> • Sumdog to be rolled out across the school. • Baseline and progress tests to measure progress 	<ul style="list-style-type: none"> • CTs • Sumdog trainers • Psychological Services 	<ul style="list-style-type: none"> • Sumdog training session • Diagnostic tests • Support from M. Gemmell. 	<ul style="list-style-type: none"> • Inset 14th Aug • Aug 2017 and June 2018 		
<ul style="list-style-type: none"> • Standardised assessments to be completed • Benchmark data to be gathered 	<ul style="list-style-type: none"> • CTs • DHT 	<ul style="list-style-type: none"> • Assessments completed • Training for DHT • Attainment trackers 	<ul style="list-style-type: none"> • Sept, Jan and April attainment meetings. • April/May 	<ul style="list-style-type: none"> • 	

• Staff to use data regularly to inform progress through a level –Attainment meetings			2018		
• Tracking and monitoring of data • Completion of tracking docs x3 yearly. • Interrogation of data for analysis of gaps and trends	• HT DHT CT	• Tracking records updated to reflect revised data collection. • Attainment meetings • .CAT session for data analysis (Literacy and numeracy)	• Sept, Jan and April - meetings • INSET- 23 rd Oct 2017	•	
• Audit Reporting to Parents policy • Create revised timeline of Reporting Opportunities • Create reporting profile that is fit for purpose	• SMT and CTs • Reporting Working Group	• CAT Sessions • Reporting exemplars • Stakeholder survey	5 CAT sessions x 2hrs		
• Cluster Moderation	Cluster Staff	Time Designated Task	CAT Session x 2		

Priority 1a	To raise attainment in literacy			Overall Responsibility	HT and DHT
Outcomes	There will be improved attainment in literacy at levels Early, 1 st , and 2 nd . All staff will be using updated progression pathways to support literacy planning				
Tasks	By Whom	Resources	Time	Impact/Progress	
• Use of literacy pathways and benchmarks for planning	Class Teachers	• Use of literacy pathways and benchmarks for planning	• Aug Inset 2017	•	
• PEF -Early years literacy learning through play to be established	• PT, CTs and EYPs	• Planning Meetings • Planning documents • Shadow and moderation opportunities • Play equipment investment • Audit and evaluation of progress • PEF – PT reduced class commitment	• Weekly planning meetings – NCCT • INSET – Aug 15 th • Staff Meeting April 2018 1.5hrs	•	
• Wordboost being rolled out in P1	• PT, P1 CTs	• Wordboost training	• Twilight meeting 23 Aug 1.5hrs		
• SfL to review roll out of Read Write Inc to support literacy in P3 and focus group in P4. • P5 targeted group to receive additional support from PT – PEF • Tracking and monitoring of literacy progression through a level – 3x yearly	• SfL, PT and DHT CTs	• Liaison meetings • RW Inc resources • Tracking meetings • PEF – PT involvement in targeted literacy group • 3x yearly Attainment meetings with SMT	• Liaison time – NCCT • Attainment meetings – Sept, Jan and Apr. • INSET Oct 23 rd 2017	•	
• Literacy Learning Walls to	• CTs	• Shirley Clarke Aifl	• June 2018	•	

<ul style="list-style-type: none"> feature in all classrooms Shared Classroom Practice to support consistency – Peer and SMT 		<ul style="list-style-type: none"> resources SCE times 	<ul style="list-style-type: none"> INSET Aug 15th 1hr 		
<ul style="list-style-type: none"> Reporting to parents – as in Numeracy Priority. See Above. 					
<ul style="list-style-type: none"> Bundle Es and Os to form linked learning opportunities with relevant and coherent contexts. Creation of holistic assessments to support bundles of learning 	PT and CTs	<ul style="list-style-type: none"> CAT sessions QAMSO input 	4 CAT sessions x 2hrs		
<ul style="list-style-type: none"> Cluster Moderation 	Cluster Staff	Time Designated task	Cat Session x2		

Evidence

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NIF Priority 2

09 May 2017 11:15

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
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Priority 2a:	Reduce the attainment and achievement gap for our school		Overall Responsibility		HT
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 2017 – 18 Staff use a wide range of performance information to reduce the attainment and achievement gap.				
Tasks	By Whom	Resources	Time	Impact/ Progress	
<ul style="list-style-type: none"> Identify the gap for each year group. 	<ul style="list-style-type: none"> All Staff - 	<ul style="list-style-type: none"> CEC analysis 	<ul style="list-style-type: none"> June 2017 	<ul style="list-style-type: none"> SIMD data has been shared and staff discussion 	
<ul style="list-style-type: none"> Share information with all staff. 	<ul style="list-style-type: none"> SMT All staff 	<ul style="list-style-type: none"> In service day 	<ul style="list-style-type: none"> August 2017 	<ul style="list-style-type: none"> 	
<ul style="list-style-type: none"> Autism Awareness Toolkit 	<ul style="list-style-type: none"> All staff 	<ul style="list-style-type: none"> Autism Awareness Toolkit 	<ul style="list-style-type: none"> INSET 23rd October 		
<ul style="list-style-type: none"> 1 in 5 Poverty Awareness working group to be Continue to address inequity across the 	<ul style="list-style-type: none"> E Collier lead with support from CTs 	<ul style="list-style-type: none"> Meeting time Audit of school costs Strategy meetings 	<ul style="list-style-type: none"> August 2017 Staff Meeting updates 14 Nov and 23rd April 2018 	<ul style="list-style-type: none"> 	
<ul style="list-style-type: none"> Establish feasibility of parent hub/room to Approach CEC re refurbishment of out- 	<ul style="list-style-type: none"> SMT CEC Asset Management 	<ul style="list-style-type: none"> Feasibility Study –PEF CEC Architects PEF monies if feasibility is positive. 	<ul style="list-style-type: none"> Aug 2017 	<ul style="list-style-type: none"> 	
<ul style="list-style-type: none"> CHAI support to be launched 	<ul style="list-style-type: none"> CHAI Admin staff for booking appointments 	<ul style="list-style-type: none"> Admin Team Time BM Office for 	<ul style="list-style-type: none"> Aug 2017 	<ul style="list-style-type: none"> 	

		appointments weekly			
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Evidence

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NIF Priority 3

09 May 2017 11:15

NIF Priority 3 Improvement In Children And Young People's	QIs/Themes 1.3 Developing a shared vision, values and aims relevant to school and community 2.5 Engaging families in learning 3.1 Wellbeing 3.1 Inclusion and Equality
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Priority 3a:		To build resilience, self-esteem and general health and wellbeing in order to improve readiness to learn.	Overall		DHT
Outcomes:		All staff will continue to develop confidence when supporting pupils with Autism. All staff will support pupils to build resilience and resolve conflict appropriately. Parents/carers will have opportunity to engage with supports to increase confidence as a parent			
Tasks	By Whom	Resources	Time	Impact/	
<ul style="list-style-type: none"> Continue to raise awareness of Autism. LCC classes both to relocated downstairs next to Sensory room 	<ul style="list-style-type: none"> Whole Staff 	<ul style="list-style-type: none"> Autism Toolkit www.autismtoolkit.co.uk Time to move Support from SSO Audit of environment and prior to classroom arranging. 	<ul style="list-style-type: none"> INSET 23rd Oct 2017 June 2017 and Aug 	<ul style="list-style-type: none"> 	
<ul style="list-style-type: none"> Cluster Nurture training 	<ul style="list-style-type: none"> Cluster staff 	<ul style="list-style-type: none"> CEC Training TBC 	<ul style="list-style-type: none"> Jan Inset tbc 	<ul style="list-style-type: none"> 	
<ul style="list-style-type: none"> Building Resilience programme to be embedded. Assemblies, class work and home tasks to be used. 	<ul style="list-style-type: none"> CTs 	<ul style="list-style-type: none"> Building Resilience Programme Class projects – Class Charter at beginning of year. Class projects – Vision and Values posters. 	<ul style="list-style-type: none"> Aug 2017 June 2018 	<ul style="list-style-type: none"> 	

<ul style="list-style-type: none"> • Links to Class Charters and Ethos made throughout the year. 					
<ul style="list-style-type: none"> • 1 in 5 Poverty Awareness tasks to continue to support health and wellbeing. 	<ul style="list-style-type: none"> • CTs, lead by EC 	<ul style="list-style-type: none"> • Continued awareness of staff - school trips, costs etc. • Working Group meetings • Homelink worker -PEF 	<ul style="list-style-type: none"> • NCCT • June 2018 		
<ul style="list-style-type: none"> • Raising Children with Confidence workshops to operate for families. • Engage with parents to create Parent Hub 	<ul style="list-style-type: none"> • DHT/Homelink worker 	<ul style="list-style-type: none"> • Homelink Worker – PEF • CEC approval for refurbishment to commence. 	<ul style="list-style-type: none"> • June 2018 		

Evidence

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NIF Priority 4

09 May 2017 11:15

<p>NIF Priority 4 – Improvement In Employability Skills And Sustained, Positive School Leaver Destinations For All Young People</p>	<p>QIs/Themes</p> <p>1.5 Management of resources and environment for learning</p> <p>2.3 Learning and engagement</p> <p>2.2 Learning pathways</p> <p>Skills for learning, life and work</p> <p>3.3 Creativity skills</p> <p>Digital innovation</p> <p>Digital literacy</p>
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Priority 4	To improve ICT learning and teaching across the school			Overall		DHT
Outcomes	<p>Staff will become upskilled in the use of technology.</p> <p>A skills progression pathway will be developed to support teachers in planning and implementing opportunities for employability skills to be developed.</p>					
Tasks	By Whom	Resource	Time		Impact/	

<ul style="list-style-type: none"> • Set up a working party 	<ul style="list-style-type: none"> • Class teacher to lead - DD 	<ul style="list-style-type: none"> • Time • Meeting 	<ul style="list-style-type: none"> • CAT x2hrs 		<ul style="list-style-type: none"> • 	
<ul style="list-style-type: none"> • Audit of current resources and programmes of study 	<ul style="list-style-type: none"> • Working group 	<ul style="list-style-type: none"> • Time • Audit record 	<ul style="list-style-type: none"> • 		<ul style="list-style-type: none"> • 	
<ul style="list-style-type: none"> • Use of DLT support documents to create Skills Progression for classroom learning and teaching • Launch Skills Progression with staff 	<ul style="list-style-type: none"> • Working group 	<ul style="list-style-type: none"> • Time • Document to share 	<ul style="list-style-type: none"> • CAT sessions x 2hrs x 3 			
<ul style="list-style-type: none"> • Drop in Sessions to support staff skill set 	<ul style="list-style-type: none"> • DD and working group volunteers 	<ul style="list-style-type: none"> • Time 	<ul style="list-style-type: none"> • 1 x pw 			
<ul style="list-style-type: none"> • Employability Skills Week 	<ul style="list-style-type: none"> • Whole Staff 	<ul style="list-style-type: none"> • Time • Volunteers 	<ul style="list-style-type: none"> • Focus week 			

Evidence

09 May 2017 11:41

NIF Priority - Digital Strategy

09 May 2017 11:15

NIF Priority 5 - Create a Digital Strategy for the school and embed into L&T	QIs/Themes 1.5 Management Of Resources And Environment For Learning 2.3 Learning, Teaching and Assessment 2.4 Personalised support 3.2 Equity For All Learners
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Priority 5	Create and embed a digital strategy		Overall Responsibility	ICT Coordinator, SMT
Outcomes	Technologies outcomes embedded in T&L. Technology used to close attainment gap. All staff have a baseline of knowledge for use of technology in the classroom. Refresh completed successfully.			
Tasks	By Whom	Resources	Time	Impact/Progress
• Complete surveys	• ICT Coordinator, SMT to organise • Surveys completed by pupils, staff and SMT	• Surveys on SharePoint	• Sept 2017	•
• Go to ICE for strategy meeting	• ICT Coordinator, SMT, Clusters	• possible cover, Strategy framework document	• tbc	•
• Complete school strategy	• ICT Coordinator, SMT	• CAT session • Strategy framework document	• CAT 4 Oct 2017	•
• Plan refresh	• ICT Coordinator, SMT	• Possible cover	• tbc	•
• Organise PL	• ICT Coordinator, SMT	• DLT, third party companies, staff sharing good practice	• tbc	•

Evidence

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