

# Craigroyston Primary School Edinburgh

## School Improvement Plan 23-24



How does Craigroyston Primary enable the 2050 Vision for Edinburgh to ensure a fairer, healthier, greener future for everyone where learning for life happens at home, in school, in the wider community and in the workplace?

### Our Vision and Values:

We are committed to enabling every learner at Craigroyston Primary to gain the knowledge, skills and attributes needed for life in the 21<sup>st</sup> century. We enact this vision through our lived values **respect | resilience | ambition | empathy**. We aim to develop successful learners, confident individuals, responsible citizens and effective contributors by celebrating each achievement, promoting independence and by fostering a love of learning across our whole school community.

### Our Curriculum Rationale:

We plan to finalise our draft curriculum rationale this session and create a sketchnote to share this. Our current working statement is: *Our curriculum design and rationale provide a progressive experience across the four contexts for learning. Participation and achievement is planned for and valued. Learners will progressively develop the skills and attributes, underpinned by our values, of the four contexts for learning. Learning pathways and progressions are relevant and meaningful for the children in our unique setting, inclusive for all and are enriched by partners beyond our school.*

We will co-create the environments where learners can lead and shape their own learning.

Empower

Connect

We will provide inclusive, equitable, valuable learning opportunities for everyone.

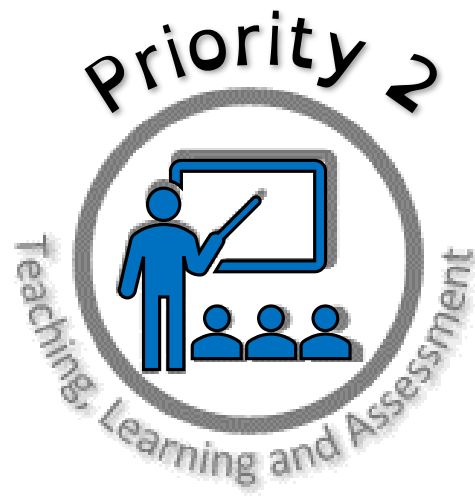
We will use a place-based approach to build collaborative and sustainable learning communities and networks.

Transform



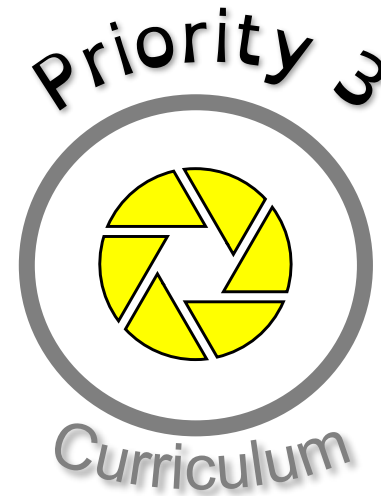
GREEN HOUSE CORE THEMES

Attendance  
Active Schools



BLUE HOUSE CORE THEMES

Literacy and Numeracy PRAG  
Differentiation  
Assessment  
P1 Pedagogy



YELLOW HOUSE CORE THEMES

Curriculum Rationale and  
Pathways  
Participation and  
achievement



RED HOUSE CORE THEMES

Relationships

Learning Community Core Themes

Attendance  
Transition

# PRIORITY 1: HEALTH, WELLBEING AND RESILIENCE

EDINBURGH IMPERATIVE: HEALTH AND WELLBEING

EDINBURGH IMPERATIVE: ATTENDANCE



<p><b>NIF AREA</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> placing the human rights and needs of every child and young person at the centre of education</li> <li><input checked="" type="checkbox"/> improvement in children and young people's health and wellbeing</li> <li><input type="checkbox"/> closing the attainment gap between the most and least disadvantaged children and young people</li> <li><input type="checkbox"/> improvement in skills and sustained, positive school-leaver destinations for all young people</li> <li><input type="checkbox"/> improvement in attainment, particularly in literacy and numeracy</li> </ul>	<p><b>HGIOS 4 Quality Indicator(s)</b></p> <ul style="list-style-type: none"> <li>1.4.3 Leadership and Management of Staff: Staff wellbeing and pastoral support</li> <li>2.1.2 Safeguarding and Child Protection: Arrangements to ensure wellbeing</li> <li>2.2.1 Curriculum: Rationale and Design</li> <li>3.1.1 Ensuring Wellbeing, Equality and Inclusion: Wellbeing</li> <li>3.1.2 Ensuring Wellbeing, Equality and Inclusion: Fulfilment of statutory duties</li> <li>3.1.3 Ensuring Wellbeing, Equality and Inclusion: Inclusion and equality</li> </ul>
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Overall Responsibility: Rebecca Favier (HT)  
 Supported by: Pauline Wingate (BM) for resilience, Lucy Cooper (DHT) for attendance, Alana Rowland (DO) for dining hall

Next Steps from Standards and Quality Report/ Supported Self Evaluation

- continue to develop wider achievement opportunities in partnership with Active Schools and other relevant organisations and track this carefully and target opportunities at those most in need
- continue to focus on improving attendance through embedding new attendance procedure
- develop use of SEEMIS to ensure accurate tracking of ASN, contacts with parents/carers (pastoral notes) and bullying/equalities recording

<p>All means 100%</p> <p>Almost all means over 90%</p> <p>Most means 75%-90%</p> <p>Majority means 50%-74%</p>	<p>Measurable outcomes (by December 2023)</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Whole School HWB:</b> all classes participate in the 'regular ramble' to promote connection with the outdoors and physical fitness; almost all pupils engage three times per week as demonstrated in weekly trackers</li> <li><input type="checkbox"/> <b>Staff Wellbeing/Support:</b> 'Wellbeing and Dignity at Work Policy' is drafted and agreed; all staff have access to (and recognise they have access to) resources to support their own and others' wellbeing</li> <li><input type="checkbox"/> <b>Attendance:</b> embed new procedure- reduce below 85% attendance from 28.5% (96 pupils) to 20% (70 pupils); measure weekly on identified cohort tracker</li> <li><input type="checkbox"/> <b>Late coming:</b> reduce to below 50 pupils (15%) of school late coming on average per week; few pupils arrive late each day</li> <li><input type="checkbox"/> <b>Active Schools Partnership:</b> all pupils have had opportunity to attend an active school club and most attended 90% of the sessions</li> </ul>
<p>Less than half means 15%-49%</p> <p>Few means up to 15%</p>	<p>Measurable Outcomes (by June 2024)</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Whole School HWB:</b> better eating, better learning has impacted positively the dining hall experience; measured by pupil feedback pre and post, pupil meal uptake has increased by 10%, food wastage continues to fall/ stabilise</li> <li><input type="checkbox"/> <b>Active Schools Partnership:</b> all pupils have had opportunity to attend a second active school club and most attended 90% of the sessions</li> </ul>

**Embed:**

- Resilience:** all teaching staff and PSOs use SEEMIS correctly to record incidents (bullying and equalities module) and pastoral notes is used as a tracking and support tool by all teachers and PSOs; monitored by SLT and reported at all H&S meetings
- Resilience:** termly safeguarding audit demonstrates excellent practice; almost all areas green
- Resilience:** ensure an appropriate school wide focus on H&S related guidance and procedures (including cyber resilience and internet safety, hostile intruder, suspicious item, child protection, lock down, first aid, confidentiality, excursions, medication, volunteers and GDPR) results in a confident, resilient and empowered staff team; staff confidence survey August 2023 and, at resurvey in December 2023 almost all staff will identify as confident/very confident in all areas

# PRIORITY 2: LEARNING, TEACHING AND ASSESSMENT

## EDINBURGH IMPERATIVE: LITERACY AND NUMERACY PRAG



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**Overall Responsibility: Rebecca Favier (HT) supported by all staff and Edinburgh Learns Team, Lucy Cooper for Play Pedagogy**

**Next Steps from Standards and Quality Report/ Supported Self Evaluation:**

- continue to use practitioner enquiry and creative approaches to develop the school across the 4 contexts of learning
- to support progression in learning and independence of children coming from ELC to Primary 1, the school should now develop play pedagogy within Primary 1 using Realising the Ambition, CEC Play for Learning Guidance and CLPL support from CEC and Education Scotland. They should reflect on the balance of adult initiated, adult led and child led learning to support developmentally appropriate practice and consider open-ended play opportunities around the three pillars of Realising the Ambition to support child-centred pedagogy
- the school should develop ways for young people to interact more meaningfully with learning intentions and success criteria throughout a learning experience and as part of being able to reflect on their progress in learning
- staff should consider how to reduce the amount of whole class teaching to better meet learners needs; the use of differentiation through modification of content/ process/ product/the learning environment would support children to access and extend their learning
- the school should utilise the examples of strong practice to help all staff understand how formative assessment strategies and differentiation should be used to better meet learners' needs; as planned the school should engage further in CLPL focused on the key components of Edinburgh's Teacher Charter and use practitioner enquiry to effect change

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	Measurable Outcomes (by June 2024)	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Achievement and Participation:</b> all staff understand their roles in planning for participation and achievement across the 4 areas and all pupils have planned/ recorded/tracked evidence of participation and achievement</li> <li><input type="checkbox"/> <b>Reporting:</b> most parents/carers attend Learn Along Sessions and parental consultations to understand their child's progress and learning; parent/carers feedback demonstrates this</li> <li><input type="checkbox"/> <b>Attainment:</b> universal and targeted learning and support is embedded and is having a positive impact on almost all learners requiring additional support; this is demonstrated by data on the Hosforth quadrant (progress against benchmarks is captured)</li> <li><input type="checkbox"/> <b>Attainment:</b> the majority of children are attaining appropriate levels in literacy and numeracy and a few have exceeded these</li> <li><input type="checkbox"/> <b>Attainment:</b> though the development of Wordboost, most children are attaining the appropriate level in talking and listening</li> <li><input type="checkbox"/> <b>Attainment:</b> through the development of writing (SCIEC Connectors), the majority of children in the P3, P4 and P5 cohorts attain the appropriate level in writing</li> <li><input type="checkbox"/> <b>Attainment:</b> support progression between ELC and Primary 1 by offering developmentally appropriate pedagogy; most children in Primary 1 attain the appropriate level in Primary 1 and a few exceeded these</li> </ul>
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By May 2024	Reading	Writing	Listening and Talking	Numeracy
	P1 Stretch Aim 65%	P1 Stretch Aim 60%	P1 Stretch Aim 75%	P1 Stretch Aim 72%
	P4 Stretch Aim 65%	P4 Stretch Aim 60%	P4 Stretch Aim 75%	P4 Stretch Aim 65%
	P7 Stretch Aim	P7 Stretch Aim	P7 Stretch 75% Aim	P7 Stretch Aim

**Developmentally Appropriate Pedagogy in Primary 1:** all primary 1 pupils experience all elements of high quality P1 provision with the core tasks as follows:

- o by August 2023: Primary 1 lead and practitioners are knowledgeable about and using Realising the Ambition, CEC Play for Learning Guidance and CLPL support from CEC and Education Scotland
- o by September 2023: a vision for P1 Pedagogy has been built and shared with/ by all stakeholders
- o by December 2023: a range of evidence exists to demonstrate that all practitioners confidently plan and assess a balance of flexible, responsive and intentional experiences (and outcomes); progress all learners is tracked and almost all learners are on track to attain first level by May 2024
- o by March 2023: the environment and balance of flexible, responsive and intentional experiences (and outcomes) continues to shift and develop as the children progress and move towards 1<sup>st</sup> Level



**PRIORITY 3: CURRICULUM**  
**EDINBURGH IMPERATIVE: PATHWAYS**

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Overall Responsibility: Rebecca Favier (HT), Curriculum and Sustainability (PT), Mairi Stevenson (PT), Stewart Atkinson (consultant LBTC)

Next Steps from Standards and Quality Report/ Supported Self Evaluation:

- as planned, the school should continue to develop its Curriculum Rationale to reflect its unique context
- school staff should ensure children can see the relevance of their learning, the skills they are developing and how these link to life and work. They should work collaboratively to consider how they empower learners to talk about their learning so they can evaluate their progress and identify what they need to do to improve
- whilst understanding the challenges faced by some children and families, it is vital that staff have consistently high expectations and a culture of ambition is developed so all children can aim high and succeed.
- to increase children's motivation and extend their engagement in learning, teachers should ensure increased pace and challenge in lessons. Children are now ready for an aspirational curriculum that provides suitable challenge and lifts the lid on their learning
- further develop learner participation across the school

<p>All means 100%</p> <p>Almost all means over 90%</p> <p>Most means 75%-90%</p> <p>Majority means 50%-74%</p>	<p><b>Outcomes (by December 2023)</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Curriculum:</b> all stakeholders contribute to the rationale, design and ongoing development of the curriculum including Equalities, Equity &amp; Inclusion and Sustainability; all stakeholders understand what our school is trying to achieve through our curriculum rationale which positively reflects our identities, languages, cultures and histories (views captured at parental consultations)</li> <li><input type="checkbox"/> <b>Curriculum:</b> all staff and partners are ambitious and expect high levels of both attainment and achievement for all learners; this is reflected in all curricular progressions and pathways across the 4 contexts</li> <li><input type="checkbox"/> <b>Attainment:</b> though the development of Wordboost as a core part of our curricular offer, most children are attaining the appropriate level in talking and listening</li> <li><input type="checkbox"/> <b>Participation and Achievement:</b> staff will use the participation mapping tool (Education Scotland) and complete red, amber and blue sections/ tasks</li> </ul>
<p>Less than half means 15%-49%</p> <p>Few means up to 15%</p>	<p><b>Outcomes (by June 2024)</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Pupil Led Learning and Creativity:</b> all learners engage regularly in challenging dialogue with others about their learning and progress and use this to set themselves clear targets in learning; all learners can identify their voice in their curriculum</li> <li><input type="checkbox"/> <b>Participation and Achievement:</b> staff will use the participation mapping tool (Education Scotland) and complete green and gold sections/ tasks</li> </ul>

**Embed:**

- Curriculum:** all learning pathways and progressions are based on the experiences and outcomes and design principles of progression, coherence, breadth, depth, personalisation and choice, challenge and enjoyment and relevance (learning for sustainability, learning for life and work. UNCRC and SHANARRI are embedded in our pathways from N-P7); evidenced through staff moderation of curricular plans
- Food Technologies:** all learners experience robust curriculum in food technologies; evidenced through timetables and curricular plans
- Learning for Sustainability:** LBTC is planned, regular (minimum weekly) and progressive for all learners; evidenced through timetables and curricular plans

# PRIORITY 4 EQUALITIES, EQUITY AND INCLUSION



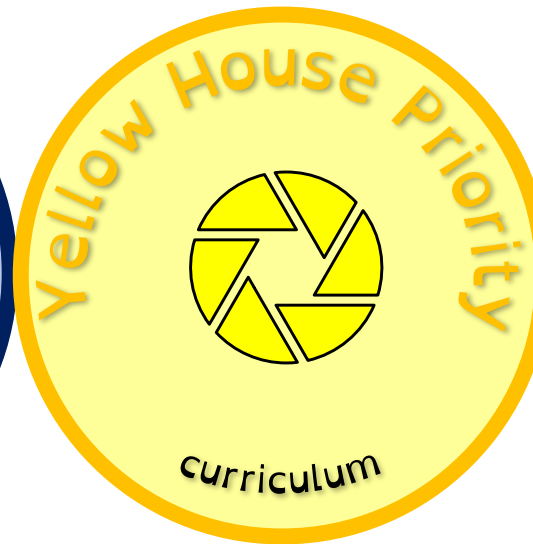
NIF AREA	HGIOS 4 Quality Indicator(s)
<input checked="" type="checkbox"/> placing the human rights and needs of every child and young person at the centre of education <input checked="" type="checkbox"/> improvement in children and young people's health and wellbeing <input type="checkbox"/> closing the attainment gap between the most and least disadvantaged children and young people <input type="checkbox"/> improvement in skills and sustained, positive school-leaver destinations for all young people <input type="checkbox"/> improvement in attainment, particularly in literacy and numeracy	1.1.2 Analysis and evaluation of intelligence and data 1.3.2 Strategic planning for continuous improvement 1.4.2 Building and sustaining a professional staff team 1.5.2 Management of resources and environment for learning 2.1.2 Arrangements to ensure wellbeing 2.4.3 Removal of barriers to learning 2.7.2 Collaborative learning and improvement 3.1.3 Inclusion and equality
<b>Overall Responsibility: Rebecca Favier (HT and Equalities Coordinator), Alana Rowland (PT) supported by all staff</b>	
<b>Next Steps from Standards and Quality Report/ Supported Self Evaluation:</b>	

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		<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Inclusion:</b> all stakeholders contribute to the rationale, design and ongoing development of the curriculum include Equalities, Equity &amp; Inclusion, Sustainability, UNCRC and SHANARRI; everyone understands what our school is trying to achieve through our curriculum rationale which positively reflects our identities, languages, cultures and histories</li> <li><input type="checkbox"/> <b>Attendance:</b> all attendance is recorded accurately on SEEMIS and the school's attendance procedure is embedded</li> <li><input type="checkbox"/> <b>Attendance:</b> embed new procedure- reduce below 85% attendance from 28.5% (96 pupils) to 20% (70 pupils); measure weekly on identified cohort tracker</li> <li><input type="checkbox"/> <b>Anti bullying and discrimination:</b> the anti bullying and discrimination policy is embedded</li> <li><input type="checkbox"/> <b>Equalities:</b> all class libraries are refreshed to reflect the pupils within the community; all pupils undertake pre/ post library survey</li> <li><input type="checkbox"/> <i>all PPR, Assessment of Needs, Child's Plan and Child Protection Documents are robust and comply with CEC Policy (along with skilled use of pastoral notes)</i></li> </ul>
	<p style="color: red;">Outcomes (by June 2023)</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Inclusion:</b> school communication processes are inline with best equalities practice</li> <li><input type="checkbox"/> <b>Inclusion:</b> Relationships Policy: Better Behaviour Better Learning (Relationships) Policy is finalised</li> <li><input type="checkbox"/> <b>Inclusion:</b> all teaching staff report tracking and monitoring procedures are well-understood and used effectively to secure improved outcomes for all learners, including the most deprived children and those who are care experienced; all teachers have well-developed skills of data analysis which are focused on improvement</li> <li><input type="checkbox"/> <b>Equalities:</b> our curriculum provides children and young people with well-planned and progressive opportunities to explore kindness, anti bullying, diversity and multi-faith issues, and to challenge racism and religious intolerance: Pupil H&amp;W Survey demonstrates this: <ul style="list-style-type: none"> <li>▪ I would know who to go to if I was being bullied; &gt; 80% of pupils agree</li> <li>▪ Adults in our school are good at dealing with bullying ; &gt; the 85% of pupils agree</li> <li>▪ Bullying happens in my school; &lt; than 40% agree (23pp drop)</li> </ul> </li> <li><input type="checkbox"/> <b>Equalities:</b> our learners are knowledgeable about equalities and inclusion; they feel able to challenge discrimination, xenophobia and intolerance when they come across it: Pupil H&amp;W Survey demonstrates this: <ul style="list-style-type: none"> <li>▪ I would know who to go to if I was being bullied; &gt; 80% of pupils agree</li> <li>▪ Children in this school are kind to each other; &gt; 63% of pupils agree (20pp gain)</li> <li>▪ I try to help others when things are hard for them; &gt; 100% of pupils agree</li> </ul> </li> <li><input type="checkbox"/> <b>Parental Engagement:</b> alongside Parental consultations and Learn Alongs, all parents are aware of the weekly 'Tuesday Chatter' with the SLT and partners and these are well attended (40-50% of parents attend over the school year)</li> </ul>

# How are we going to make our school even better?

School Improvement Plan for Pupils 2023/2024



## How Good is OUR school?

Everyone in our school knows and understands the wellbeing wheel. We use it to assess how well we are getting on with our own wellbeing.

In our school, learning is challenging and enjoyable. Our learning is varied. Our learning experiences include learning in the outdoors, learning in the community and further afield.

We are actively involved in planning what and how we learn. We get to make choices about our learning.

Our school is welcoming and everyone feels that they belong here. All pupils have opportunities to make friends and feel part of a group.

## How will you have your say and improve Craigroyston?

