



## Standards, Quality and Improvement Plan

### Summary for Parents and Carers



**September 2023**

Our school vision:

*Inspired to be our best .....*

*in a supportive, inclusive community*

We aim to achieve this through creating a nurturing and safe environment for learning and by...

- Providing every child with rich and rewarding experiences, giving them opportunities to explore the world we live in, and developing skills for now and in the future
- Giving every child the encouragement and security they need to allow them to achieve their potential and celebrate their successes
- Ensuring a sense of belonging by valuing every child, recognising individual needs and embracing our differences and talents
- Building positive relationships and working together with our families and partners to support and enhance learning

As in every year, we have been working hard to continue to improve your child's experiences at Queensferry Primary School. We are part of the Queensferry Cluster (Queensferry, Kirkliston, Dalmeny, Echline and Queensferry High School).

This leaflet provides a summary of our key achievements from last year 2022/2023 and the next steps identified in our Improvement Plan for Session 2023/2024.

The school had a significant refurbishment throughout the school year 18/19 and in to 19/20. In October 2019, our four class extension opened. This year, we have had two team teaching classes, and our current overall provision is being considered as part of the wider West Edinburgh Learning Estate consultation.

Our school website provides key documents: <https://queensferryyps.wordpress.com/>

Our most recent inspection from Education Scotland: <https://education.gov.scot/inspection-reports/edinburgh-city/5518024>

Authority review: <https://queensferryyps.files.wordpress.com/2018/06/queensferry-follow-through-report-final.pdf>



We also worked with the children, our parents and carers, and staff to update our shared vision and aims for our school.

### Q1 1.3 Leadership of Change: Developing a share vision, values and aims relevant to the school and its community, Strategic planning for continuous improvement, Implementing improvement and change.

We have...

- ✓ Revisited our vision, aims and values with all of our stakeholders. We are confident that these show our commitment towards inclusion and aspiration for all.
- ✓ Built strong relationships within our school community, and we all have a very good understanding of our socio-economic context. We are committed to well-informed change and achieve this through an ethos of collegiate working and collaboration.
- ✓ Ensured leadership at all levels is promoted across school (this includes lead roles, staff working groups, and staff with wider CEC roles).
- ✓ Managed change in a well-informed manner which takes account of self-evaluation through distributive leadership.
- ✓ Consulted with teaching staff to ensure that our calendar for Moderation and Quality Assurance provided protected and focused time for self-evaluation and reflection.

We are going to...

- Further develop our refreshed values so that they link clearly with school life and within our positive relationships policy.
- Continue to provide opportunities for all staff to engage in CLPL (Career-Long Professional Learning) which is impactful and supports the needs of our learners and families.
- Continue to embed our work on skills (with a focus agreed on creativity, communication, collaboration, and critical thinking). We have identified that we will revisit 'Assessment is for Learning' (with a focus on feedback).



### Q1 2.3 Learning, Teaching and Assessment: Learning and Engagement, Quality of Teaching, Effective Use of Assessment, Planning Tracking and Monitoring – *Including evaluative comment on progress made with the Teachers' Charter*

We have...

- ✓ Further developed positive relationships through our commitment to children's rights.
- ✓ Revisited our reading approaches across school and we are confident with the blended approaches which we use. Resources have been purchased to supplement whole class reading and comprehension. We worked in partnership with the University of Edinburgh as part of their 'Love to Read' research project. As part of this we considered ways to inspire and sustain a love of reading.
- ✓ Adopted the *Talk for Writing* programme to support pupil engagement and achievement and provide an effective link with reading as well as a structured approach to teaching writing.
- ✓ Successfully undertaken our Empowered Learning rollout, providing children and staff access to 1-2-1 iPads and digital resources for planning, teaching and learning.
- ✓ Continued to develop play approaches in Primary One which provide richness and depth in the children's experiences.
- ✓ Undertaken whole school work focused on skills with links made to learning about the World of Work and skills needed for digital literacy.
- ✓ Effectively used our attainment data to identify the support needed for pupils and appropriate interventions were put in place.
- ✓ Updated our Support for Learning Policy was updated to reflect our most current practice.
- ✓ Introduced Learning Journals for children in P1 and P2 to provide a more continuous record of achievement to share with families.
- ✓ Whole school work focused on skills with links made to learning about the World of Work and skills needed for digital literacy.

We are going to...

- Further develop our Learning, Teaching and Assessment strategy to ensure consistent whole school approaches.
- Revisit aspects of Assessment of Learning and continue with the development of skills by creating a whole school framework based on the meta skills progression and focused on the 4 Cs to 21<sup>st</sup> Century Skills (communication, collaboration, critical thinking, and creativity).
- Continue to develop our digital strategy and continue to work towards gaining the Digital Schools Award.
- Embed our Talk for Writing strategy.



### Q1 3.1 Ensuring Wellbeing, Equality and Inclusion: Wellbeing, Fulfilment of Statutory Duties, Inclusion and Equality – *Including Leadership for Equity and The Promise.*

We have...

- ✓ Promoted a shared understanding of children's rights with our Learning Community through the work of The Rights Respecting Champions.
- ✓ Ensured that our classrooms are set up to provide the best support and organisation to meet the needs of the children.
- ✓ Considered our Positive Relationships policy with the support of our Educational Psychologist and the Additional Support for Learning Service, taking time to look at shared approaches and language, the use of rewards, and the place of de-escalating strategies.
- ✓ Taken part in 'Speak Out, Stay Safe' which provided opportunities to revisit and consider stage appropriate safe-guarding messages as well as ensuring that our Anti-Bullying campaign linked with 'Listen Up, Respect our Rights'.
- ✓ Extended the support offered to pupils and families through working with partner agencies and through in-school support (Seasons for Growth, Raising Children with Confidence, Incredible Years, and a school counsellor).
- ✓ Promoted positive messages about wellbeing (such as the Queensferry Miles challenge and Active Travel) are promoted throughout school life.
- ✓ Reviewed our medical procedures in line with the updated ASL Health Care guidance.
- ✓ Reviewed our attendance procedures to ensure that we have accurate data and systems, and we continued to work in partnership with families and our Learning Community to promote 'every child in school, every day', highlighting the connection between attendance and achievement.
- ✓ Engaged in whole staff training to support our Young Carers. Our Young Carer champion has worked with children, parents and staff to identify Young Carers, support referrals and statements, and promote the support offered in school through the development of a Young Carers club.
- ✓ Reviewed the key messages of the Promise and evaluated our support systems for our Care Experienced children.
- ✓ Created our Rights Respecting Silver Action plan and the children's ideas have led our Work (in classes and through assemblies) and this is making children's rights a real and dynamic feature of school life. Rights mascots highlight children's rights throughout school.
- ✓ Reviewed our Pupil Equity Fund plan to ensure that it is led by data and on-going reflection and the Senior Leadership Team and teaching staff have participated in Leadership for Equity training.
- ✓ Developed our knowledge of an inclusive, diverse and decolonised curriculum in practice to support The Equalities Working Group.

We are going to...

- Revisit the use of the wellbeing indicators through the Edinburgh Learns Health and Wellbeing framework.
- Further develop our Positive Behaviour Policy with our refreshed school values, make these real to the children as we *live our values*.
- Continue to support our Young Carers and work towards the 'We Care' award.

- Continue to embed our work on children's rights through the tasks defined in our Silver Action Plan, and in the children's 'rights respecting calendar'.
- Revisit the use of all data to support understanding of gaps in learning, and to enhance the planning of targeted interventions and universal approaches.
- Complete our Equalities map and identify our next steps. We will focus on diversity and ensure that the children in our community are represented in our play resources, in the books we read, and the contexts we learn through.



### **QI 3.2 Raising Attainment and Achievement Attainment in Literacy and Numeracy, Attainment over Time, Overall Quality of Learners' Achievement, Equity for All Learners**

We have...

- ✓ Amended our tracking system to promote discussion and action about achievement for all. Pupils are tracked at key points in the year, interventions and supports and reviewed, and amendments made.
- ✓ Planned for staff to meet regularly with our Support for Learning teachers as a means of reviewing the range of interventions and supports in place.
- ✓ Re-established Learning Community (cluster schools) links and looked again at the cycle for moderation. We intend to build on this in the year ahead.
- ✓ Shared our attainment over time with our teaching team to ensure that we all have a clear picture of achievement and areas of whole school and class focus. This data includes the use of FOCUS data and a reflection on comparator schools.
- ✓ Reviewed our ASL tracking and monitoring to ensure manageable and shared systems. We have piloted additional standardised tests in reading to support confirming achievement and identifying next steps.
- ✓ Continued to celebrate all achievements across school with pupils contributing significantly to school life. House Captains, Sports Ambassadors, Rights Respecting Champions, Eco Groups and Pupil Council have used the forum of Class Councils to make sure that the views and ideas of their classmates have influenced school projects. This year, this has been extended again to include Digital Leaders.
- ✓ Used the Planning for Impact Toolkit (from the Leadership for Equity training) to support the identification of the poverty related attainment gap.

We are going to...

- Work with our Learning Community to further develop and effective tracking system.
- Develop our approaches further to include auditing and tracking wider achievement opportunities.
- Plan school and Learning Community opportunities to engage in moderation and collaboration activities.
- Develop our 1:1 Learning Conversations to include a focus on health and well-being.



### **QI 2.2 Curriculum: Theme 3 Learning Pathways**

We have...

- ✓ Continued to ensure that planned experiences build on prior learning and children's interests. Our curriculum is strongly linked to Queensferry.
- ✓ Developed the curriculum within the themes of equalities, sustainability, and technologies has started and will continue next year.
- ✓ Completed the self-evaluation to explore how well we understand sustainability through our Sustainability Working Group.
- ✓ Developed our outdoor learning with all children taking part in outdoor learning workshops.
- ✓ The Outdoor Learning working group have reviewed resources including the 'Love Outdoors' website.
- ✓ Piloted Forest School with a group of pupils as we have a trained member of staff to lead these sessions.
- ✓ Reconnected with our community partners to support us providing a wide range of learning experiences.
- ✓ Reviewed our Technologies resources which support experiences and identified gaps.

We are going to...

Our Working Group remits will continue and include:

- ✓ Sustainability – map out our current plans and audit against HGIOUS Learning for Sustainability self-evaluation. Consider how to address gaps. Consider how sustainability can be threaded through the curriculum, and how the use of our school grounds enhances our approaches.
- ✓ Outdoor Learning – will consider if a skills progression will appropriately develop our work, and again review our outdoor play spaces to continue to develop our environments. We will build on our Forest Schools opportunities and link this work with wider achievement opportunities (and the potential to use John Muir and/or the Dynamic Youth awards).
- ✓ We will consider how sustainability and outdoor learning tie together.
- ✓ For Technologies, we will ensure resources support learning across the full framework and create plans which link the resources with the outcomes.



### QI 2.2 Curriculum: Theme 3 Impact on learners (parental engagement only)

We have...

- ✓ Shared new approaches to reporting and sharing children's progress which would increase opportunities for learning and achievement being shared between home and school. This included an updated overview of approaches to home learning.
- ✓ Continued to work in partnership with our Parent Teacher Association and Parent Council to build positive home and school links, to provide additional school and community experiences, and to consider aspects of our School Improvement Plan.
- ✓ Provided increased opportunities for families to be part of school life again through in class events, school shows, and assemblies.
- ✓ Offered Raising Children with Confidence for the first time, and again offered Incredible Years.
- ✓ Asked our families to revisit our Vision, Values and Aims with us. Following their feedback, we refreshed our values.
- ✓ Further developed our communication methods to include the use of a school app and the increased use of Twitter.

We are going to...

- Create an updated Learning Together strategy based on the Edinburgh Learns framework.
- Re-introduce more focused curriculum events based on feedback from families.
- Develop our processes for parent engagement with Improvement Planning (as a focus with our Parent Council).
- Appoint our new Pupil Support Officer who will continue to build on the relationships and supports in place.

