

FOX COVERT PRIMARY SCHOOL

Standards and Quality Report
Session 18/19



How Good is our School?

Context of the School

Fox Covert Primary School was built in 1960 and serves the Clerwood area of Edinburgh. The school roll in Session 2018-2019 was 295 pupils which was spread over 11 classes: P1 x 2, P2 x 2, P3 x 2, P4, P5, P5/6, P6 and P7. The school is part of the Craigmount High School cluster. The school is ideally situated to take advantage of the active outdoor learning opportunities offered by Corstorphine Hill. Our pupils represent a real cross-section of society and this makes for a very stimulating and culturally rich environment. We pride ourselves in having strong co-operative links with our parents, a warm, friendly and welcoming atmosphere, and a rich and varied curriculum. The school shares playgrounds, a 3G pitch, hall and dining facilities with St Andrew's Fox Covert RC Primary School. Our school comprises two buildings. One is a two-storey building with seven classrooms, an IT suite/Library, GP room, teaching base and staff base. The other space known as "The Den" opened in August 2016 and this year has housed our P5-P7 pupils in four classrooms. The playgrounds and grounds have undergone improvement in recent years including the development of a wildlife garden.

The Senior Management team consists of the Head Teacher, 2 Principal Teachers, a Business Support Manager and the Head of Centre of Fox Covert Early Years Centre. One Principal Teacher provides Reduced Class Contact for Class Teachers and has responsibility for Early Years whilst the other Principal Teacher provides Support for Learning for identified pupils 3 days a week as part of her remit. This session, there has been a change to our management team with one of our Principal Teachers being on Maternity Leave. An acting Principal Teacher has been in post since March and will continue until March 2020. Thirteen Class Teachers have been in post this session, two of whom worked on a part-time basis and one who took on the role as PE Specialist. Four of our 11 teachers were new members of staff. There have been ten Pupil Support Assistants (PSAs) working throughout the school to support learning, teaching and inclusion. The school benefits from having instrumental input from string and woodwind instructors.

Fox Covert Early Years Centre opened in August 2015 and is part of Fox Covert Primary School. The centre has provision for 70/70 3-5 year olds and 15/15 eligible 2 year olds. Janie Jones, Head of Centre, has responsibility for the day to day running of the centre and is ably supported by two Senior Early Years Practitioners who have management time for 0.5 of the week. In addition, there is 1 Early Years Officer, 1 Class Teacher, and 8 Early Years Practitioners who are complemented by 4 Pupil Support Assistants.

Vision, Values and Aims

Our vision is to deliver an exciting and vibrant curriculum, providing high quality learning opportunities for all within a safe, secure and stimulating environment. We believe that this will inspire a love of learning and unlock the potential that lies within all our children, preparing them to be happy, successful, and responsible citizens in the future.

Growth is at the heart of all we do in Fox Covert Primary. Our values are:

- To encourage our school community to aim high, set realistic goals and achieve them
- To develop resilience in all of our learners
- To attain the highest standards in all that we do leading to us being outstanding
- To develop a sense of wonder and curiosity for learning
- To demonstrate strong, effective teamwork in all areas of school life
- To be honest

Goals
Resilience
Outstanding
Wonder
Teamwork

Honesty

Capacity for Continuous Improvement

Our improvement priorities are always based on the National priorities within the National Improvement Framework (NIF). Our school has demonstrated that it has the capacity for continuous improvement. We are highly reflective and evaluate continually to make improvements in our practice.

In Session 2018-2019:

- We made good progress in our first priority to raise attainment in Mathematics and Literacy. A new approach “Talk for Writing” was introduced to raise attainment and ensure a more consistent approach in the teaching of writing and “Accelerated Maths” was trialed and implemented in three classrooms to raise attainment and encourage a more personalized target setting approach in Maths. Further work will be carried out next session to further embed these approaches.
- We made good progress in our second priority to reduce the attainment and achievement gap in our school. This involved introducing the Leuven Scale across the school to encourage better engagement and participation of learners, further improving targeted and universal approaches for learners, and ensuring high quality learning and teaching across the school. These will continue to be a priority for the school next session and Pupil Equity Funding will be used to provide targeted and universal support for learners, carried out by a part-time Class Teacher and Pupil Support Assistant.
- We made very good progress in our third priority to improve the wellbeing of our learners. Whole-school work took place on reviewing the school’s behaviour management approach and making changes to this, as a result of professional reading, trialing and implementing a variety of strategies and introducing restorative conversations to repair and renew relationships following conflict. Six members of staff undertook First Aid Mental Health training and the whole school staff team and some parents had the opportunity to view “Resilience – The Biology of Stress and Hope” to develop an understanding of Adverse Childhood Experiences and to consider how we can take this into consideration in our daily work. We will continue to build on the very good progress achieved in these areas next session by further embedding positive behaviour approaches, looking at additional ways to support learners’ mental and emotional wellbeing and undertake further training to assist in supporting ASD and Dyslexic learners.
- We made good progress in our fourth priority to further improving our curriculum by becoming more familiar with the Career Education Standard and reflecting on how we can make this an integral part of our curriculum as well as reviewing our existing provision in the use of Digital Technology to enhance learning and teaching. We aim to make further progress in this area next session and will be providing an opportunity for an experienced Class Teacher to work alongside other staff to share and develop practice. We hope to have support from the University of Edinburgh to provide great learning opportunities for both learners and staff and to complement the work we plan to carry out in this area.

Leadership of Change

Themes

- Developing a shared vision, values & aims relevant to the school and its community
- Strategic planning for continuous improvement
- Implementing improvement and change

Our Illustration

- **Developing a shared vision, values & aims relevant to the school and its community**

The school has a strong vision, values and aims which are promoted regularly with the whole school community. Most of our learners are able to discuss our school values and articulate how they use them on a daily basis to support their learning. Leadership opportunities are provided at all levels. Staff share a commitment to ongoing professional learning. They enhance their knowledge and skills through positive teamwork and strong partnerships with a range of agencies. Planning for improvement across the school is collegiate, focused and flexible. Teachers have collaboratively engaged in Lesson Study focusing specifically on Maths, engaging with research to support further development and to improve practice in this area across the school. Cluster network meetings provide opportunities for teachers to look outwards to identify how they might improve further and to ensure that standards in Mathematics and Literacy are consistent.

- **Strategic planning for continuous improvement**

There is an effective Professional Review and Development (PRD) process in school which is linked to the GTCS professional standards. Teachers' targets take account of school priorities as well as their own individual needs. They are committed to their own development and engage in a range of professional learning. All staff have engaged in professional reading this session to encourage reflection and dialogue on behaviour management approaches and relationships with learners which has resulted in staff trying out some new approaches to support positive behaviour and in undertaking restorative conversations to repair relationships in times of conflict. This has led to more consistency in the way that staff approach conversations with pupils, in reprimanding learners in private and in praising learners in public. Work has been undertaken on developing staff understanding of the Career Education Standard this session with time given to considering how we can devote more significance to this in our work with our learners. We will continue to work on this next session, providing opportunities for learners to develop these skills through the life and work of the school.

- **Implementing Improvement and Change**

Senior leaders consult with the staff team to allow a manageable pace of change and all staff are encouraged to take on a leadership role to ensure that there is a collective responsibility for the change which takes place. Collegiate time is well planned within the school and as part of the local cluster to ensure that staff have valuable opportunities to lead and share professional learning. Self-evaluation activities are built into all of the school's work to support continuous improvement and to guide staff in identifying and understanding the impact of their work. Views and opinions are sought from pupils to effect change within the school and leadership roles that learners undertake are

continuing to develop. There is scope to further increase the number of leadership roles undertaken by pupils and in encouraging them to take more ownership and be as fully engaged as they can in effecting change.

Next Steps

- Provide opportunities for staff to share practice with colleagues across the cluster, at authority level and beyond.
- Continue to provide opportunities for staff to undertake professional enquiry, using research to inform their practice and to determine the resulting impact.
- Continue to further embed agreed positive behaviour approaches and restorative conversations as part of our behaviour management system.
- Provide opportunities for pupils undertaking leadership roles to visit other schools and share good practice with other pupils in similar roles.
- Further increase opportunities for pupils to adopt leadership roles and be further involved in self-evaluation activities.

Learning, Teaching and Assessment

Themes

- Learning and Engagement, including use of digital technologies
- Quality of Teaching
- Effective use of Assessment
- Planning, Tracking & Monitoring

Our Illustration

- **Learning and Engagement**

A very engaging and supportive ethos is evident in all classrooms in our school. There are positive and nurturing relationships between and amongst children, teachers and other staff within the school. The children are happy and calm learners who enjoy participating in a range of engaging and varied activities, collaborating well with one another. They are becoming more skilled in sharing their learning with others and are becoming more able in discussing their own next steps and targets. Almost all learners noted in a recent survey that they are proud to be a member of their class and school. Almost all of our learners also noted that overall they feel that they are making good progress in their learning and that their teacher provides them with feedback about their learning. The school has introduced the Leuven Scale into classrooms this session to further improve engagement levels of learners as previously it had been noted by both school staff and visiting professionals that learners could be compliant in their demeanour and work. The majority of children have commented that they are now using the Leuven Scale in their classroom to support them in being more engaged and that their teacher is using this tool to help focus their learning. More work requires to be undertaken in this area to ensure that there is a greater level of consistency across the school, encouraging all learners to be as engaged as they possibly can. Information Technology is mostly used well in classrooms across the school to enhance learning and teaching. There is scope to improve this further to ensure that there is more consistency in the experiences being afforded to learners across the school.

- **Quality of Teaching**

Overall, the quality of learning, teaching and assessment is good with a few very good examples. Almost all lessons start with whole class direct teaching followed by group and individual work. In most lessons, children have opportunities to work in pairs and small groups. Overall, staff provide clear explanations and ensure that children understand the purpose of their learning. Almost all teachers use questioning effectively and interact well with children to support and challenge thinking and to build on prior learning. There is scope to improve the pace and challenge for some learners in some classes. In the best lessons, children are supported by the teacher to co-construct success criteria, revisit these frequently throughout the lesson to benchmark their success, have access to WAGOLs to support achievement and receive high quality feedback to

support them in continuing to make progress. This needs to be consistent across the school to ensure that all learners have access to the same provision.

- **Effective use of Assessment**

Teachers collect a range of reliable evidence for assessment and reporting purposes which includes observation notes, jotter work, pre and post teaching assessments and standardised assessments data. They use a variety of formative assessment strategies to assess children throughout lessons and to encourage their learners to self-evaluate their learning and to include them in setting their own personal next steps. Teachers are encouraged to moderate pupil work across the course of the school year to ensure consistency of professional judgement and standards achieved. Moderation of pupil work in Literacy and Numeracy has taken place this session with colleagues from other schools in our cluster. This has demonstrated that judgements being made across our clusters are consistent and has continued to encourage good networking opportunities with colleagues who are working at the same stage.

- **Planning, Tracking and Monitoring**

Systems are in place to track and monitor children's progress across Literacy and Numeracy as well as the five key areas of closing the gap (attendance, exclusion, attainment, engagement and participation.) Senior leaders and teachers meet once a term to discuss progress in learning and attainment for learners. Learners are using their Foxy Progress File to record work in a particular week of the term which is then shared with parents to allow them to see progress being made throughout the year and to allow them the opportunity to discuss with their child and provide feedback to school. The majority of our parents have expressed that they feel that the Foxy Progress File provides them with good information about their child's progress and next steps in learning. School made changes this session in response to the views expressed by parents and will continue to do the same next session. Staff have reflected further on the feedback provided and have identified further changes which can be made to allow parents to feel well informed regarding their child's learning and progress. Further work needs to also take place in supporting parents to understand the progress that children typically make as they progress through a level.

Next Steps

- Create a whole school assessment timeline including STAR Reading, STAR Maths and SNSA assessments.
- Introduce EDICT system for staff to record, track and monitor pupil attainment across the curriculum.
- Further embed the Leuven Scale to encourage maximum engagement and participation in learning.
- Focus on engagement, challenge, feedback and surface/deep level learning with staff to ensure consistent learning and teaching approaches are being used across the school.

Ensuring Wellbeing, Equality and Inclusion

Themes

- Wellbeing
- Fulfilment of Statutory Duties, including presumption of ASN for Looked After, unless assessed to the contrary, and specific arrangements for support to improve outcomes
- Inclusion and Equality

Our Illustration

- **Wellbeing**

Positive relationships are a strong feature in our school and it is evident that there is a supportive and nurturing ethos in all areas of the school environment. Almost all children recognised in a Health and Wellbeing survey that the adults in school set a good example. In the same survey, most children expressed that they enjoy being in school, feel safe, have some good friends and feel that other children in school are kind to one another. Almost all children noted that they feel that they treat others the way that they would like to be treated, are happy with who they are and try to help others when things are hard for them. Most children feel able to approach adults in school with worries or concerns. Children's rights are established and used well by the children and staff to inform class charters. There has been a focus this session to ensure that links are made to Child Rights through interdisciplinary learning. "Right of the Week" has been introduced at assembly to promote further pupil engagement and to encourage parents to develop their awareness of the UNCRC. Our Rights Respecting Group have made very good progress in sharing their work in this area, highlighting important messages and leading learning in the majority of classes through Peer Education sessions. They have also run an information stall for parents and have provided leaflets at Parent Consultations to promote Child Rights to the wider school community. Pupils have good opportunities to participate in Global Education activities by supporting different global charities. Our RRSA group will be leading a whole-school European project next session, focusing on Equality and Equity, and embedding Peer Education further through participation in the project.

- **Fulfillment of Statutory Duties (with specific reference to Looked After children)**

The school complies with its statutory duties. Children are very well supported to overcome any barriers which they face to their learning.

- **Inclusion and Equality**

Equality and inclusion permeates all aspects of the children's learning. All staff understand the needs and barriers to learning of identified children. Rigorously planned approaches to inclusion support children with additional support needs to ensure that they make appropriate progress against individual education plans (IEPs). As a result, gaps in learning are identified and appropriate strategies are put in place. Almost all children have voiced that the adults in school

encourage them to do the best that they can, that they feel happy in our school, are proud to be a member of their class and school. Nursery children participate in a very successful transition programme into P1 and are well supported by P7 mentors which results in almost all children settling into school quickly. Transitions for P7 children moving to secondary school, including a residential camp, are well planned for all children. An opportunity was provided for the whole staff team and our school community to view the documentary “Resilience – The Biology of Stress and Hope” to develop an understanding of Adverse Childhood Experiences and how this can impact on the lives of our learners. This was a powerful piece of work which encouraged individuals to reflect on paying more attention to the lives of our learners and how the power of connection and relationships can make a crucial difference to the life chances of children. We aim to provide further opportunities for more members of our school community to view the documentary and to strengthen the work we can do in this area as a result. Staff have developed their understanding of being a champion for children and being the change that is needed to help support all young people to achieve well through the work we have done in engaging with the text “When the adults change, Everything Changes” and through viewing a variety of TED Talks and clips of the same genre.

Next Steps

- Continue working towards achieving our Silver Rights Respecting Award.
- Introduce the Building Resilience programme to support pupils’ emotional health.
- Introduce a whole school approach which provides dedicated time for pupils to discuss any worries or concerns with an adult.
- Undertake training to further support ASD and Dyslexic learners.

Raising Attainment and Achievement

Themes

- Attainment in Literacy and Numeracy
- Attainment over time
- Overall Quality of learners' achievement
- Equity for all learners, including specific reference to Looked After children and other Equity cohorts

Our Illustration

- **Attainment in Literacy and Numeracy**

Most children in P1, P4 and P7 are achieving appropriate levels in Reading and Writing and almost all children are achieving appropriate levels in Listening and Talking. The introduction of the Leuven Scale into classrooms has led to an increase in the engagement and involvement of learners in the majority of classes. There is scope to further increase this consistently across all stages by continually reinforcing and revisiting to ensure that pupils have high expectations of their own and others' engagement. Writing levels continue to require to be improved most notably at the end of First Level and throughout Second Level. Moderation work with colleagues across our cluster schools demonstrates that there is very good consistency in writing attainment levels. The school have introduced "Talk for Writing", a new approach this session which is in the early stages. Staff feedback evidences that the structure is benefitting learners, particularly those who find writing challenging. Most children in P1 and in P7 are achieving appropriate levels and almost all children in P4 are achieving appropriate levels in Numeracy. Almost all learners are achieving well across First Level with most learners achieving well across Second Level. There is scope to increase levels of attainment in Early and Second Level. The school have introduced "Accelerated Maths" in three classes this session which has further complemented the Mathematics experience by providing a more personalised approach for pupils and has provided further diagnostic information for staff. This will be embedded from P3-P7 next session.

- **Attainment over time**

Attainment data shows that the number of learners on track in their learning in Literacy and Numeracy at Early and First Levels is consistently very good over time. Learners on track in their learning in Literacy and Numeracy at Second Level fluctuates more over time and continues to require attention to ensure that learners are maintaining appropriate levels over time. Staff use a range of standardised and diagnostic assessment data to identify areas of improvement. This data supports teacher judgements about children's progress and helps in identifying learners who require additional support. Senior leaders and teachers engage in professional dialogue to monitor children's progress and to ensure that there are targeted interventions in place where required. Learners are supported and challenged in their learning in a variety of ways by both teaching and support staff.

- **Overall quality of learners' achievement**

The overall quality of learners' achievement is good. Across the school, most children make good progress from their prior levels of attainment in Literacy and Numeracy. Learners who require additional support with their learning are making good progress as a result of targeted interventions in place. Teachers recognise children's wider achievements and interests in classrooms. More work requires to be undertaken in learners being able to identify and discuss skills that they are developing from wider achievement experiences within and out with school and being able to apply these through pupil leadership experiences. Learners involved in the Rights Respecting Group, Digital Leaders group and House and Vice Captains have had opportunities to participate in Peer Education opportunities this session, allowing them to plan, implement and review teaching experiences. This now needs to be further developed in classrooms across the school. Pupil views are sought regularly to influence improvement in school and our Pupil Parliament group have begun to use a child friendly version of HGIOS in use in Learning Walks focusing on Pupil Engagement. They have also run two successful community campaigns this session, one in conjunction with the local MSP to effect change in the local community and the other to raise awareness of Mental Health which has been a school priority.

- **Equity for all learners, including specific reference to Looked After & Equity**

School staff are committed to supporting all children to do their best. They have a clear understanding of the school context and know the needs of the children and their families well. Senior leaders employ a range of self-evaluation activities well to plan for continuous improvement. These include analysis of data, learning visits in classrooms, conversations with learners, staff, parents and partners as well as gathering views through surveys and questionnaires. A range of interventions focusing on Literacy and Numeracy are carried out by a Pupil Support Assistant funded through PEF which is beginning to have a noticeable impact for learners both in terms of attainment and confidence levels. A recent survey of learners who are benefitting from these interventions has shown that there is an increase in the number of pupils who will ask for help if they are unsure of their learning. The majority of pupils now feel more confident to offer contributions within class, feel that their ideas are listened to by other people and are able to set their own targets. The survey also highlighted that the majority of pupils feel proud of their work, feel confident when they make mistakes and will persevere when faced with challenges.

Next Steps

- Develop more strategies and provide further opportunities for pupils to set targets in their learning.
- Provide further opportunities for pupil participation regarding progress and strategies used.
- Embed Talk for Writing approach across the school, ensuring consistent practice.
- Embed Accelerated Maths program across the school, ensuring consistent practice.
- Refine curricular progression pathways in Reading, Writing and Maths.

2.7 Partnerships

Themes

- The development and promotion of partnerships
- Collaborative learning and improvement
- Impact on learners

Our Illustration

- **The development and promotion of partnerships**

The school consults parents in a variety of ways such as parent and carer surveys, requesting feedback at school events and discussion at Parent Council meetings. Whilst responses from parents and carers have increased over the last two years, there is still scope for this to be further improved. Most parents expressed in a recent survey that they feel that the school consults about changes to policy or important practice. They also felt that the Parent Council is welcoming to all members of the community. All parents who responded expressed that they were happy overall with the school.

- **Collaborative learning and improvement**

The school works together effectively to plan, deliver, monitor and evaluate joint work with a range of partners including Active Schools, ASL team, Barnardos, SLT, Educational Psychologist, Social Work and our cluster primary and Secondary schools. Professional dialogue takes place in a variety of forms to ensure that a clear focus is on delivering clear outcomes for pupils and their families and in ensuring consistent high quality learning and teaching across our cluster schools. Some staff have also engaged with other external curricular partners this session who have provided high quality CPD which has impacted positively on the learning experience of pupils in those classes.

- **Impact on learners**

The school has very positive relationships with parents. They are actively encouraged to be part of the school through attending assemblies and other school events, supporting in classrooms and joining Parent Council. We have an active and supportive Parent Council who organises discos, social events for parents and a variety of fundraising activities. Funds raised are used to pay for a range of resources to complement the work of the school and to support pupils in participating in residential, trips and outings who may otherwise be at risk. Almost all parents recently recognised in a survey that they feel that they are kept well informed about learning, relevant activities and the life of the school through weekly bulletins, Twitter, Foxy Progress files, Parent Consultations and other school events.

Next Steps

- Provide helpful and supportive curricular materials which support parents in supporting children in their learning at home.
- Increase the number of parents who feel that their voice is taken into consideration to effect school improvement.

Equity and Best Value

Pupil Equity Fund

- Information about the approaches taken to improve outcomes for targeted children
- Information about the impact
- Statement about Exceptional Spend

FOR SESSION 2018-19, THE PUPIL EQUITY FUND HAS TOTALLED £34,874.27.

THIS INCLUDED A CARRY-FORWARD OF £6074.27 FROM THE PREVIOUS SESSION OF WHICH £6074.27 HAS NOW BEEN SPENT.

THERE IS A CURRENT CARRY-FORWARD OF £0 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.

Best Value

- Information about the processes for managing finance, such as School Fund Committee: membership and quality assurance of these processes
- Information about approaches to Poverty Proofing the School Day, including One in Five Training
- Information about use of PEF Framework or Waivers to comply with statutory procurement regulations
- Use of resources including digital resources, and equity of access
- Overall statement about impact of financial spending in relation to meeting objectives, e.g. value for money
- Effective systems are in place to manage school finance, ensuring best value and sustainability of resources purchased using the School Fund, Devolved School Budget and Pupil Equity Fund. Great care is taken to ensure that resources purchased are used to support our school improvement work and to meet the needs of all of our learners. The school informs parents via Parent Council and newsletters of how money is spent and used to support learners across the school. The school uses data and evaluations of previous school improvement work to identify and inform future resources and training purchased. Resources are allocated equitably to ensure that all learners have the right supports to allow them to flourish. The school has previously carried out 1 in 5 training which has supported staff in developing approaches to poverty proofing the school day. Parents have also worked in partnership with the school to raise awareness and to support families where and when possible. Staff are mindful of any cost implications for parents when organising educational excursions, try to provide enough time to support payment and look to provide educational resources where possible to support pupils with homework activities.

The Parent Council also provide 10% of their balance annually to support the school in supporting families who require further support in a variety of ways. They also support the payment of transport for our P7 residential. Priorities identified in our school improvement plan have been achieved and successful as a result of the money which has been spent wisely and timely and has complemented the work of staff in the classroom to support all learners. The Pupil Equity Fund has allowed targeted interventions to be carried out on improving the attainment of learners in Literacy and Numeracy for identified children. This work has been carried out in partnership with Class Teachers to help learners in overcoming barriers to learning and in raising their self-esteem and confidence as well as raising their aspirations of what they are able to achieve.

Quality Indicator Grades

	School	Nursery	HMI/Care Inspectorate (January 2018)
Leadership of Change	5		
Learning, Teaching & Assessment	4		
Wellbeing, Equality & Inclusion	5		
Raising Attainment & Achievement	4		
Partnership	5		

Self-Evaluation Schedule

	17/18	18/19	19/20	20/21
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				

FOX COVERT PRIMARY SCHOOL

**School Improvement Plan
Session 19/20**



Priority 1	To raise attainment in Writing	Overall Responsibility	HT – Lorraine Budge PT ASL – Joanne Doddie Literacy Co-ordinator – Amy Norwood
Measurable Outcomes	By the end of the session there will be an increase in: Numbers of P7 learners achieving Second level by 5% Numbers of P4 learners achieving First level by 5% Numbers of P1 learners achieving early Level by 5%		
Outcomes	Talk for Writing approach fully embedded throughout whole school New whole school Writing policy which reflects approaches in school Whole school writing showcase to share approaches and progress with parents Cluster Moderation Resource created for schools across the cluster		
NIF Priority 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	
Tasks	Resources	Time	Progress & Impact
<ul style="list-style-type: none"> • Further staff training of Talk for Writing approach • Staff to share good practice by peer visits, by visiting other establishments and other authorities. • Staff to participate in a writing teach meet to share practice. 	<ul style="list-style-type: none"> • Talk for Writing Training (whole school) • Talk for Writing training 	<ul style="list-style-type: none"> • January 2020 In-service Day • Organised throughout the school session 	<ul style="list-style-type: none"> •

	<p>days/conferences (individual staff)</p> <ul style="list-style-type: none"> • Writing teach meet (Departmental Meetings) • Linking with other schools and authorities to share good practice 	<ul style="list-style-type: none"> • Departmental Meeting – November 2019 & February 2020 • Organised throughout the year 	
<ul style="list-style-type: none"> • Create a long term plan for writing genres covered throughout the school to ensure progression. • Refine writing progression planners. 	<ul style="list-style-type: none"> • HT/PT/Literacy Co-ordinator 	<ul style="list-style-type: none"> • SLT meetings • Spetember 2019 	<ul style="list-style-type: none"> •
<ul style="list-style-type: none"> • Monitor planning to look at coverage, continuity and progression between year groups. • Monitor writing on a termly basis looking at coverage, progression, marking, assessment, expectations and skills used. 	<ul style="list-style-type: none"> • HT/PT/Literacy Co-ordinator 	<ul style="list-style-type: none"> • SLT meetings 	<ul style="list-style-type: none"> •
<ul style="list-style-type: none"> • Visualisers used to develop learners' editing skills to improve the quality of writing 	<ul style="list-style-type: none"> • Visualisers in every class 	<ul style="list-style-type: none"> • Observable in writing lessons 	<ul style="list-style-type: none"> •
<ul style="list-style-type: none"> • Cluster planning event using a stimulus for writing. • Cluster moderation of writing at all levels from Early to Third. • Cluster progression resource created. 	<ul style="list-style-type: none"> • Cluster Reps • Literacy Co-ordinator 	<ul style="list-style-type: none"> • Cluster CAT – 8th November 2019 (planning) • Cluster CAT – 29th November 2019 (moderation) 	<ul style="list-style-type: none"> •

<ul style="list-style-type: none"> • Writing focus fortnight – children creating own books leading to a showcase for parents 	<ul style="list-style-type: none"> • Variety of materials to support high quality books being produced • Motivating resources and stimulus 	<ul style="list-style-type: none"> • December 2019 	<ul style="list-style-type: none"> •
<ul style="list-style-type: none"> • Create a new whole school writing policy 	<ul style="list-style-type: none"> • Whole staff 	<ul style="list-style-type: none"> • Staff meetings 	<ul style="list-style-type: none"> •

Priority 1B	To raise attainment in Numeracy and Mathematics	Overall Responsibility	HT – Lorraine Budge PT – Lesley-Ann Wright Maths Co-ordinator – Tonya Thomson
Measurable Outcomes	By the end of the session there will be an increase in: Numbers of P7 learners achieving Second level by 5% Numbers of P6 learners on track or beyond in their learning by 5% Numbers of P5 learners on track or beyond in their learning by 5% Number of P2 learners on track or beyond in their learning by 5%		
Outcomes	Accelerated Maths programme fully embedded in P3-P7 New whole school Maths policy which reflects approaches in school Resources created to share approaches and to allow parents to support learners effectively with Maths at home		
NIF Priority 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	
Tasks	Resources	Time	Progress & Impact
<ul style="list-style-type: none"> Embed Accelerated Maths program for all pupils in P3-P7 Children assessed using STAR tests on a termly basis. Results monitored through termly Monitoring and Tracking meetings with staff. Staff to use Accelerated Maths data to inform individual learner target setting. 	<ul style="list-style-type: none"> HT/PT Early Years to lead P3-P7 teaching staff 	<ul style="list-style-type: none"> Accelerated Maths training update (September 2019) Termly Monitoring & Tracking meetings with staff (time allocated in WTA) Staff meetings 	<ul style="list-style-type: none">

		(ongoing throughout the year)	
<ul style="list-style-type: none"> • Parent event to introduce Accelerated Maths program. • Pupils involved in demonstrating programme. • Parent information guide created and provided to support parents at home. • Work with parents to create resources to support learners with Maths learning at home 	<ul style="list-style-type: none"> • PT Early Years to lead 	<ul style="list-style-type: none"> • Parent Information Evening – November 2019 • Ongoing throughout the year 	<ul style="list-style-type: none"> •
<ul style="list-style-type: none"> • Create new progression planners in light of new resources purchased and the Accelerated Maths programme • Monitor planning to look at coverage, continuity and progression between year groups. • Create a new whole school Maths policy 	<ul style="list-style-type: none"> • HT/PT Early Years • HT/PT Early Years/Maths Co-ordinator • Whole staff 	<ul style="list-style-type: none"> • September 2019 • Ongoing throughout the school year • Staff meetings 	<ul style="list-style-type: none"> •

Priority 2	To reduce the attainment and achievement gap for our school	Overall Responsibility	HT - Lorraine Budge PT ASL – Joanne Doddie PEF PSA – Kirsten Mackie
Measurable Outcomes	By the end of the session there will be an increase in: Numbers of P2-P4 learners in SIMD 1-4 being on track in their learning by 10% Numbers of P2-P4 learners in SIMD 1-4 being more actively engaged in their learning by 10% Numbers of P5-P7 learners in SIMD 1-4 being on track in their learning by 20% Numbers of P5-P7 learners in SIMD 1-4 being more actively engaged in their learning by 20%		
Outcomes	Continue to further improve targeted interventions, providing appropriate support and challenge for all learners Encourage pupils to be more actively involved and engaged in their learning, resulting in higher levels of participation		
NIF Priority Closing the attainment gap between the most and least disadvantaged children		QIs/Themes 1.3 Implementing improvement and change 2.3 Planning, tracking and monitoring 2.3 Quality of teaching 2.4 Universal and Targeted Support 2.6 Continuity and progression in learning 3.2 Equity For All Learners	
Tasks	Resources	Time	Progress & Impact
<ul style="list-style-type: none"> Review all attendance and attainment data for target cohorts of learners. Further improve universal and targeted support for our learners. Ensure information is shared between PEF PSA, PEF Class Teacher, SLT and teaching staff. 	<ul style="list-style-type: none"> Monitoring & Tracking data/Attendance data/SNSA and other standardised testing results SLT, PEF PSA, PEF CT 	<ul style="list-style-type: none"> August 2019 Ongoing throughout the year Ongoing dialogue throughout the year 	<ul style="list-style-type: none">

<ul style="list-style-type: none"> Further develop and embed the Leuven Scale in classrooms to encourage maximum engagement and participation in learning. 	<ul style="list-style-type: none"> All staff 	<ul style="list-style-type: none"> Ongoing throughout the year 	<ul style="list-style-type: none">
<ul style="list-style-type: none"> Two practitioners will participate in an Action Learning programme with other cluster and Edinburgh colleagues. 	<ul style="list-style-type: none"> Class Teachers – JM (P1/2) and TT (P3) 	<ul style="list-style-type: none"> January, June and September 2020 	<ul style="list-style-type: none">
<ul style="list-style-type: none"> Ensure highest quality universal approaches are being used consistently by all teaching staff focusing specifically on the themes of Engagement, Challenge Feedback and Surface/Deep Learning. 	<ul style="list-style-type: none"> Teaching staff & SLT Class Teachers – RM (P1), RG (P4) & AN (P7) supporting colleagues in this work. 	<ul style="list-style-type: none"> CAT Sessions (time devoted in WTA) In-service Days (ongoing throughout the year) Learning visits (Term 1) Pupil learning walks (termly) Learning Rounds (Term 2) 	
<ul style="list-style-type: none"> Further refine “Foxy Progress File” using feedback from parents, staff and pupils. Ensure that target setting and skill development is a clear focus. 	<ul style="list-style-type: none"> All teaching staff & SLT 	<ul style="list-style-type: none"> August In-service Staff meetings Learning conversations with pupils (Termly) Parental feedback (Terms 2 & 4) 	

Priority 3	To improve children's wellbeing and allow them to develop strategies and approaches to cope in a variety of situations.	Overall Responsibility	HT – Lorraine Budge PTs – Joanne Doddie & Lesley-Ann Wright
Measurable Outcomes	By the end of the session there will be an increase in: The number of children who feel confident in approaching an adult to discuss any worries or concerns by 5% The number of children participating in lunch time and after-school clubs by 10%		
Outcomes	Support all pupils effectively through inclusive practice, ensuring that they thrive and achieve well Gain our Silver Rights Respecting School Award		
NIF Priority Improvement in children and young people's health and wellbeing		QIs/Themes 2.1 Arrangements to ensure wellbeing 2.2 Impact on learners 3.1 Wellbeing	
Tasks	Resources	Time	Progress & Impact
<ul style="list-style-type: none"> Further embed positive behaviour approaches undertaken in Session 2018-2019, including the use of restorative conversations with learners. 	<ul style="list-style-type: none"> PT Early Years to lead All staff 	<ul style="list-style-type: none"> In-service Day (August 2019) Staff meetings Focus groups 	<ul style="list-style-type: none">
<ul style="list-style-type: none"> Introduce "Loose Parts" play approach into the playground in conjunction with campus partner. 	<ul style="list-style-type: none"> PT ASL to lead 	<ul style="list-style-type: none"> October In-service 	<ul style="list-style-type: none">
<ul style="list-style-type: none"> Continue to provide a variety of lunch time and after-school clubs for pupils to engage with and participate in. 	<ul style="list-style-type: none"> PT ASL Active Schools co-ordinator 	<ul style="list-style-type: none"> Ongoing throughout the year 	<ul style="list-style-type: none">
<ul style="list-style-type: none"> Continue working towards gaining our Silver Award for Rights Respecting Schools 	<ul style="list-style-type: none"> PT ASL to lead All staff 	<ul style="list-style-type: none"> In-service Day (August 2019) 	<ul style="list-style-type: none">
	<ul style="list-style-type: none"> RRSA Pupil group 	<ul style="list-style-type: none"> Staff meetings 	

		<ul style="list-style-type: none"> • Focus groups 	
<ul style="list-style-type: none"> • Staff to undertake refresher training in supporting ASD pupils 	<ul style="list-style-type: none"> • Training provided by CEC ASL Team • Whole staff 	<ul style="list-style-type: none"> • In-service Day (October 2019) 	<ul style="list-style-type: none"> •
<ul style="list-style-type: none"> • Staff to undertake Dyslexia training 	<ul style="list-style-type: none"> • PT ASL to lead • Whole staff 	<ul style="list-style-type: none"> • In-service Day (August 2019 & CAT Session (September 2019) 	
<ul style="list-style-type: none"> • Introduce whole school bubble time approach to provide protected time for learners to discuss any worries or concerns. 	<ul style="list-style-type: none"> • CT – PD (P3) to lead • Specific PSAs & SLT 	<ul style="list-style-type: none"> • Ongoing throughout the year 	
<ul style="list-style-type: none"> • Implement new Health resource at all stages throughout the school (RSHP) 	<ul style="list-style-type: none"> • All staff 	<ul style="list-style-type: none"> • Ongoing throughout the year • Evaluating on a termly basis 	
<ul style="list-style-type: none"> • Use Building Resilience programme in assemblies to encourage children to develop strategies in dealing with setbacks and taking responsibilities for actions. 	<ul style="list-style-type: none"> • SLT 	<ul style="list-style-type: none"> • Weekly assemblies throughout the year 	

Priority 4	To further enhance our curriculum	Overall Responsibility	HT – Lorraine Budge
Measurable Outcomes	By the end of the session there will be an increase in: The number of staff who feel confident in using Digital Technology to enhance learning and teaching The number of children using technology to enhance their learning across the curriculum		
Outcomes	Use Digital Technology effectively to enhance learning and teaching Increase teacher confidence in planning for Digital Literacy and in the use of Technologies to support learning		
NIF Priority Improvement In Employability Skills And Sustained, Positive School Leaver Destinations For All Young People		QIs/Themes 1.2 Children and young people leading learning 1.5 Management of resources and environment for learning 2.2 Skills for learning, life and work 3.3 Digital Literacy 3.3 Increasing employability skills	
Tasks		Resources	Time
<ul style="list-style-type: none"> Staff will use ICT to enhance learning and teaching within the classroom Staff will explore new approaches, apps and technology to use in the classroom to inspire and motivate learners 		<ul style="list-style-type: none"> CT – FB to lead All teaching staff 	<ul style="list-style-type: none"> CAT Session Staff meetings Team Teaching time (Wednesdays)
<ul style="list-style-type: none"> Develop a skills progression pathway to include employability, creativity and thinking skills Continue to engage with the Career Education Standard 		<ul style="list-style-type: none"> HT to lead All staff Digital Leaders 	<ul style="list-style-type: none"> Staff meetings Ongoing throughout the year
<ul style="list-style-type: none"> Create and action plan and work towards achieving Digital Schools Award 		<ul style="list-style-type: none"> HT to lead All staff and pupils Digital Leaders 	<ul style="list-style-type: none"> Ongoing throughout the year

Cluster Improvement Plan

Priorities: Modern Languages 1+2, Moderation with a focus on writing, Digital Strategy, Transition, Promoting active participation in learning, Mental Health and Wellbeing	Overall Responsibility	QIs 1.5, 2.2, 2.3, 2.6, 3.1, 3.2, 3.3
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Outcome and impact for learners

1. To progress planning in 1+2 Modern Languages: French in P1-7/German P5-7
2. Develop further the use of moderation with a focus on writing
3. Continue to develop the skills and confidence of stakeholders in the appropriate and effective use of digital technology to support learning and teaching
4. Continue to promote active engagement in Learning and teaching to promote equity of access to education (with a focus on engagement, challenge & feedback)
5. Further enhance Transition across the cluster
6. Seek opportunities across the cluster to empower leadership at all levels permeates 1-5

Tasks	By Whom	Resources	Timescale	Time Allocation	Progress/impact
To progress planning in 1+2 Modern Languages : French in P1-7/German P5-7 Jude Mckerrecher (CHS) Sam Graham (CPS)					
Create progressions in French and German	1+2 RACI group Jude Mckerrecher (CL ML CHS)	JM & SG allocated time May/June Education Scotland Documents Looking outward to other schools	June 2019	CPD	

	Sam Graham (CPS)	Goethe Institute resources			
Familiarisation with ML benchmarks – in particular writing	All staff	Education Scotland Documents Looking outward to other schools	Ongoing	CPD	

Tasks	By Whom	Resources	Timescale	Time Allocation	Progress/impact
Develop further the use of moderation with a focus on writing Claire Burns (CHS) Lindsay Birrell (RPS)					
To plan and implement a writing task for moderation	Claire Burns (CHS) Lindsay Birrell (RPS)	CB & LB allocated time in May/June			
Moderation event	Claire Burns (CHS) Lindsay Birrell (RPS)	2 CAT Sessions: Planning Moderation & discussion	9 th September 2019 November 2019	WTA 2 x 2 hours 1.15-3.15 (to include	
Create a moderation resource					

Tasks	By Whom	Resources	Timescale	Time Allocation	Progress/Update
Continue to develop the skills and confidence of stakeholders in the appropriate and effective use of digital technology to support learning and teaching Chris Spiers (CHS) Eilidh Scott (EC)					
Continue to upskill staff in use of ICT in particular office 365	Chris Spiers (CHS) Eilidh Scott (EC)	Edinburgh Learns : Framework for Teaching and Learning: Digital Learning	June 2020	CPD	
Work towards all schools in cluster gaining the Digital Schools Award	Chris Spiers (CHS) Eilidh Scott (EC)	Digital Schools Award web site			

Tasks	By Whom	Resources	Timescale	Time Allocation	Progress/Update
Continue to promote active engagement in Learning and teaching to promote equity of access to education (with a focus on engagement, challenge & feedback)					
Individual cluster schools further embedding OSIRIS strategies and sharing across cluster as appropriate	OSIRIS trained staff	OSIRIS resources	June 2020		
Create a Craigmount Cluster sharing good practice Team	Kelly McG (CPS)	SharePoint resources			
Participate in action research with Shirley Clarke	Staff involved in action research		June 2020		

Tasks	By Whom	Resources	Timescale	Time Allocation	Progress/Update
Further enhance Transition across the cluster					
Establish a 'Team' for each P7 class (2019-2020) to share pupil profile / writing	K Coull / Sara Hendrie & P7 teachers				
Redesigning the cluster camp experience to ensure relationships are built across the cluster Evaluate the cluster camp experience looking forward to rising roles	Outdoor learning team Neil Russell Primary Heads Pupil voice		October 2019		
Embed STEM event as part of transition timeline	K Coull Eileen Black – Fife College				