

ROSEBURN PRIMARY SCHOOL

Standards & Quality Reporting
School Renewal Planning
2020



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How Good is our School?

Context of the School

At Roseburn School we believe that children thrive in an environment in which they are happy, challenged and secure. Our aspirations for our children are summed up in our school motto:

“Dream, Believe, Achieve”.

Roseburn School provides a safe, nurturing and caring environment in which we aim for all pupils to achieve their full potential and to have the confidence and skills to meet the challenges of the future.

Our school curriculum is underpinned by our Roseburn values of:

Kindness, Perseverance, Respect, Responsibility and Ambition.

We have a dedicated and supportive staff who work very hard to provide the best opportunities for all our pupils in a safe and happy school environment.

Roseburn School is a non-denominational primary school, built in 1894, which serves the Roseburn and Murrayfield areas of Edinburgh. The school has strong links with the local community, businesses and sports clubs in the area. The school roll is 268, the nursery class operates 1140 hours with provision for 30 full time children. Attendance data remains consistent, at around 96.3%.

Children transfer to Craigmount High School and the associated Cluster primaries are Corstorphine, East Craigs, Fox Covert and Hillwood.

The Senior Leadership Team this session consists of a Head Teacher, two Principal Teachers, and a part-time Business Manager. For 2019-20 the teaching complement comprised 14 full-time equivalents including the Head Teacher, and an Additional Support for Learning teacher of 0.55 FTE. In addition, to this there is a teacher of Art, Dance and German of 0.6 FTE. The visiting English as an Additional Language teacher, was replaced at the beginning of the session with reduced hours; one morning every three weeks. The teacher for string instruments was also replaced mid-session. The school has a range of after school and lunch time clubs including: Code Club, Chanter, Choir, Drama, Football, Multi Sports, Rugby, Cricket, Chess, Netball, Highland Dancing and Dance.

Staff changes and staff illness have been significant this session. Both p6 class teachers were absent on long term sick leave from December until after Easter. Two permanent teachers were employed in December, and three additional Pupil Support Assistants were employed to support learners with additional support needs.

The school has been significantly impacted by asset managed building refurbishment, which has included the decant of each class for a minimum period of three weeks. The delay after the initial start resulted in p1 classes being decanted for 8 weeks. The disruption inside, and outside the school impacted both indoor and outdoor learning space. The work continues to be behind schedule.

Breakfast Club and an After-School Club is provided by Oscars. The club is parent owned and directed and overseen by Oscars.

For further information please access our school website. <https://roseburnprimary.co.uk/>

Capacity for Continuous Improvement

Roseburn's strong school ethos is testament to the pupils, parents and staff shared understanding of Roseburn's vision, aims and values. The school community are committed to ensuring we achieve the best possible outcomes for all learners.

The school closure and COVID pandemic have impacted progress with our School Improvement Plan. Identified priority areas will be followed up next session. Staff continue to demonstrate commitment to working collaboratively and distributed leadership. We are increasingly advised by performance data, such as pupil attainment data, identifying clearly 'what' we need to improve. Our partnership with parents, health professionals, and others support us to 'get it right' for every child. We have an increasingly close and supportive relationship with Roseburn School Parent Partnership and Parent Teacher Association.

On evaluation, our main strength in session 2019-20 has been our school ethos, improved attainment and commitment to professional learning. Our aim is to build on this next session, and to identify ways to ensure we can have consistent high-quality learning and teaching.

1.3 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

All staff at Roseburn Primary School are committed to ensuring the highest standards for all our pupils. Our school values are embedded in school life and reflected in experiences and opportunities across the four contexts for learning. Our 'Dream, Believe Achieve' vision is shared by pupils, parents, carers and staff. In recent surveys during school closure, almost all parents shared positive views about the school's engagement, communication, and commitment to promoting learning and school values.

As a collective staff team, we know our context very well, and have a strong understanding of our community, and the ongoing changing dynamics and needs. This is most clearly seen in our planning for equity across the school, our Cluster partnership working and in the collaboration of the Team Around the Cluster.

Our culture for learning is focused on creating and sustaining an ethos of strong and distributed leadership. Staff articulate our school journey, our areas of strength, and our next steps for development. The Senior Leadership Team guide strategic direction, and collective responsibility underpins managing school priorities through using the improvement planning process.

Our school improvement plan reflects these agreed priorities with manageable timescales for implementation. Links are made within these priorities to support workload and development. Change is well informed and managed to ensure that improvements impact on achievement and experiences for learners. Self-evaluation processes inform practice and we protect time in our Learning and Teaching Meetings, CAT sessions and RACI Groups for ongoing reflection on our work. Our pupils, parents and partners contribute to our evaluations and planning for improvement.

A culture of learning and sharing practice with colleagues has been created. All staff engage in opportunities for professional learning. Almost all staff are members of RACI teams, lead specific aspects of our school improvement and engage in self-evaluation based on HIGIOS. We value the professional development and review process to reflect on our professional learning and plan for individual development and our collective capacity to improve.

Our staff team are committed to career long professional learning. Within this academic year, teachers have created a practitioner enquiry group via the lesson study approach to support each other as they develop their confidence with Talk4Writing. All teachers engaged in two of the trio learning and teaching sessions, the collated feedback was impacted by school closure. Staff feedback identified the collegiate approach to planning learning and teaching and the discussion with pupils and colleagues is helpful to understand progression, ensure consistency and identify different approaches or ideas.

Next Steps

- To review and develop an updated shared vision and values with pupils, parents, carers and staff.
- To create a new, concise set of school aims linked directly to one shared vision with a focus on creating a nurturing environment.
- Continue to promote practitioner enquiry and engage with research to develop our practice through a focus on numeracy.
- Continue to distribute leadership through lead roles, RACI groups and co-created remits, and establish CLPL within the collective staff group to ensure consistency in understanding and follow through.

2.3 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

We know from sharing classroom learning visits, that in almost all classes there is a purposeful ethos for learning and that children are engaged in their learning activities and play. This is supported by class use of our Roseburn Leuven scale. Appropriate support and challenge are matched to the children's needs. In most classes learners are aware of what they are learning, they can discuss this and contribute to knowing how to achieve by creating success criteria. Weekly Head Teacher bonus ball discussions with learners' support this.

Almost all our learners are confident, talk positively about their learning experiences and achievements within the four contexts for learning. We value engaging learners in quality discussions about learning- with and peers and with adults, and record their successes and next steps in their Learning Journey Jotters. Learners are very well supported by our team of

pupil support assistants. Learning environments and teaching approaches are varied throughout the school. Learners have opportunities to learn independently, in pairs and in groups and staff at some stages teach co-operatively.

A successful IT refresh, replacement Interactive panels, and 2 additional class sets of ipads, and notebooks have enhanced out digital provision. All staff engaged in significant CLPL training in Microsoft Teams. Prior to the period of school closure all staff and p7 were set up in Teams, and during school closure all classes were set up in Teams. Survey results for each class revealed almost all learners have engaged in Teams. Engagement in online learning is monitored through class Insight and home school engagement trackers. Analysis of this revealed almost all children had engaged in Teams. School iPads were delivered to families identified through the survey form.

The Digital leader, in collaboration with Craigmount cluster staff developed a digital skills progression pathway for Nursery to Primary. This will be in use next session.

Our staff plan collaboratively to ensure shared standards and the best use of adult support. Interventions are appropriate, and flexible to support needs. Planning for assessment, and staff and cluster moderation are fundamental to this. Almost all teachers shared positive feedback from our cluster moderation focussed on collegiate engagement in professional dialogue, collaborative planning of learning experiences and assessment of writing- using benchmarks to identify progress at a level. Examples of writing have been collated to support professional judgement of a level engaged with Benchmarks.

Learners are very well supported by our team of pupil support assistants. Learning environments and teaching approaches are varied throughout the school. Learners have many opportunities to learn independently, in pairs and in groups.

Processes for tracking and monitoring are well embedded and impact on the changing needs of our learners. Engagement with EDICT has supported this. We use a range of measures to evaluate progress and understand, and plan, for those children who are care experienced or living with financial hardship.

A major focus this session was developing writing across the school. Staff undertook training in the teaching of spelling and writing. Progressive plans and differentiated spelling lists were developed and resources purchased. Staff modelled lessons for each other and provided effective feedback before changing their approach with the children. Feedback from staff, learners and parents state there is greater understanding of phonics and word building. Progressive writing plans have also been created for each stage incorporating spelling, grammar, punctuation, handwriting, writing genres and a Scots focus ensuring progression, pace, depth of learning and application of skills.

Progressive plans for each stage for Maths and Numeracy were also created ensuring SEAL approaches, Mental Maths strategies and all areas are covered annually.

Next Steps

- Increased staff engagement in the analysis and evaluation of data, and use of EDICT.
- Revisit and focus on consistent approaches to feedback to enhance children's understanding of their progress and next steps
- Continue to promote pupil voice and opportunities for the children to plan and influence learning.
- Review our approaches to learning conversations and identification of targets

- Staff to engage with CLPL to develop a progressive programme for learning in the outdoors.
- Pilot progressive plans for Writing and Maths and Numeracy.

3.1 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

We focus on ensuring a high level of social and emotional support for all learners. Children demonstrate increasing levels of resilience, and confidence. Continued progress is supported by whole school engagement in Nurture training, and will be enhanced when our PT completes training as a trainer and completion of building work allows access to the Nurture base.

Almost all learners are using Building Resilience strategies in class, the playground, and at home. The positive impact of this is reflected in increased confidence displayed by children in resolving issues, and shared by most children at Head Teacher Bonus Ball conversations. We continue to develop our skills in restorative conversations to support learners. We value opportunities to play, and to be active, and we support the children to understand how to regulate their emotions, when faced with difficult situations.

There are effective arrangements in place to involve families and relevant partner agencies in designing transitions for those requiring additional support. We take account of what makes for effective transitions into, during and beyond any stage of our children's learning.

All staff take account of legislation and engage in appropriate professional learning related to well-being and inclusion. Getting it Right for Every Child underpins our work and the principles of GIRFEC are reflected in our planning for children.

Our arrangements for transitions are well-planned, supportive, and in line with current guidance. We plan and consult with partners, and other agencies to ensure transition arrangements are effective for all learners, including those requiring additional support. These plans take account of transitions for cohorts of learners as well as individuals. We work collaboratively across our learning community to ensure effective information sharing about learners' progress and needs.

Our families are actively engaged in transitions at all stages of learning. We take good account of learner's mental, emotional, social and physical needs when planning transitions; including during any shared activities and experiences.

Our arrangements for transferring information from one named person to another ensure continuity of plans, such as, Child's Plan or Support and Strategies plan. Our cluster transition

approach to record keeping, and sharing information and or using digital technology is understood by all.

An ASL policy was created to ensure all staff are aware of roles, responsibilities, processes and procedures. It gives clear advice for all staff should they be concerned about an ASL need.

Pupil Support Assistants embarked on a comprehensive programme of professional reading and training during School Closure. This will enhance practice. Areas covered were Literacy and Numeracy programmes and interventions, Circle, Up, Up & Away documents, ASD, Dyslexia, Down's Syndrome. They also took this opportunity to develop play, outdoor learning, coding, cooking, literacy, music, craft and gardening activities.

Next Steps

- Revist and re-establish the well-being indicators in line with the Edinburgh Learns Health and Well-being framework.
- Develop the children's understanding of the well-being indicators.
- Update our curriculum for relationships, sexual health and parenthood and develop our anti-bullying work to promote further children's understanding of bullying, disagreements and resolutions, and to reflect the influence of social media.
- Continue to embed our whole school approaches to nurture and positive relationships.
- Develop Play Leaders at P6 and Peer Mediators in P7, working with 'Peacebuilders'

3.2 Securing Children's Progress

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

Learners make good progress across the school; attainment in literacy and numeracy is good, with most learners making progress from their prior levels of attainment in literacy and numeracy. Teacher professional judgement is based on a range of evidence including; daily learning and teaching, planned assessments at key points, and the analysis of standardised assessments.

March 2020

- In Listening and Talking almost all children in P1, P4 and P7 were on track to achieve the expected level.

- At P1, P4 and P7 most learners were on track to achieve the expected level in Reading and in Writing.
- Most learners in P1, P4 and P7 were on track in Numeracy and Maths to achieve the expected level.

Through engagement with EDICT, we continue to improve our overall arrangements for tracking individual learners' attainment over time. Regular attainment and tracking meetings led by SLT at key points throughout the year support staff to make confident professional judgements about pupils' progress and attainment levels. Our established tracking system currently operates alongside EDICT plans to extend tracking of individual pupils and associated interventions were impacted by school closure and lack of access to school systems.

All stakeholders, including our pupils, have participated in ownership of our evidence regarding our strengths and next steps. The Pupil Council engaged in opportunities to influence school improvements, shaped by Wee HGIOS. Planned feedback sessions for parents to gather views of parents was impacted by school closure.

Our learners are successful learners, confident individuals who effectively contribute to the life of the school through the many leadership opportunities and events we offer and are responsible in school and the community. The ECO Warriors led us through another Green Flag achievement. Our Rights Respecters were on track to achieve Silver status as a Rights Respecting school. Through our House Teams learners successfully supported charities, and local community work linked to our Global Goal focus.

Attendance in March 2020 was at 93% for almost all learners. There are a few identified and tracked learners with attendance less than 70%. Where possible support was put in place to improve attendance.

We have no exclusions. Inclusion is successful and very well supported by staff, parents, carers and partnership services and CEC ASL Team.

Overall our standards of attainment over the last three years have improved, and we are improving levels of attainment and achievement, and support learners with complex needs.

Next Steps

- Revisit numeracy teaching approaches to ensure consistency
- Maintain teaching support at Second Level maths, and plan interventions for identified learners at First level.
- Continue to focus on current approaches to teaching and assessing writing
- Develop parental engagement built during school closure to include their views on school improvement, through key family learning events

Equity and Best Value

Pupil Equity Fund

- What were the approaches taken pre-lockdown to improve outcomes for targeted children?
- What impact did you record?
- What does your needs analysis conclude about addressing inequality for Session 20/21?

Information about the approaches taken to improve outcomes for targeted children.

We have increased teaching support at Second Level - intervention groups are in place to support identified children and include using SEAL approaches, and Power of Two. Smaller groups, concrete materials and a focus on number strategies is impacting on confidence and achievement. Our PT has supported upskilling staff in using key resources to support closing gaps and next steps in learning. '6-minute SEAL' is supporting children who need lots of repetition and practice of key concepts. Achievement at Second Level was on track in March and overall progress in numeracy is improving.

Paired Reading had an impact on literacy, observations included improved confidence and fluency. Adult volunteer groups from ICAS, Anderson Strathern and Scottish Funding Council supported learners in school twice a week in p1, p2 classes. A successful partnership targeting younger groups now as older children did not want withdrawn from class.

Refurbishment and development of the Nurture Base; including staff lead Nurture trainer and training in Seasons for Growth, purchase of additional resources; furniture to support a play-based approach in Early Years have been impacted by Asset Management Works and school closure.

We continue to gift uniform, Swimming costumes and school supplies to families requiring support. The Parent Partnership Rosebud fund supports school trips, and clubs provided without cost. If required food parcels and digital technology were provided during school closure.

Funding was used to cover the following; a class teacher was released to provide specialist PE to deliver high quality lessons. Almost all staff and children shared this was beneficial in feedback. Principal Teacher was provided to support training PSAs, and delivery of reading and SEAL maths.

Information about the impact to March 2020

- Assessment data shows that for all targeted children there is an improvement in their number and/or reading/comprehension age.
- A majority of learners show steady improvement in STAR tests.
- Learners are reading books at the correct level and data from STAR test informs planning.

- We are beginning to close the attainment gap for some of our targeted children, particularly in Primary 2 and Primary 6.
- Development of Nurture base impacted by Asset Management Building works

Best Value

We continue to focus on improving our learning spaces, and furniture during school refurbishment. Some additional resources have been purchased, others replaced and renewed, progress with this is impacted by school closure and Assets Management works. Learning spaces in p1 where work has been completed has enhanced and upgraded the environment for learners. We have supplemented the provision of the Council refresh to promote an equitable use of digital resources for pupils and staff.

FOR SESSION 2019-20, THE PUPIL EQUITY FUND HAS TOTALLED £13,200 .

**THIS INCLUDED A CARRY-FROWARD OF £9,691 FROM THE PREVIOUS SESSION(S)
OF WHICH £9,856 HAS NOW BEEN SPENT.**

THERE IS A CURRENT CARRY-FORWARD OF £12,488 TO SESSION 2020-21.

**THIS SPEND IS DEEMED EXCEPTIONAL AND THE PLANS FOR THIS SPEND ARE
OUTLINED IN THE SCHOOL RENEWAL PLAN FOR 2020-21**

Quality Indicator Grades

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

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	✓			✓

Roseburn Primary School Renewal Plan Phase One: H & S June 20

Renewal Theme 1	Health & Safety	Overall Responsibility	HT: Natalie Borrowman
Outcomes	<p>By June 2020 we will have a robust mechanism for the first phase of reopening schools in accordance with the Scottish Government's Strategic Framework for Reopening Schools, Early Learning and Childcare provision in Scotland and the COVID-19 Framework for Decision Making.</p> <p>By June 2020 we will have Health & Safety measures are in place in order to operate safely and confidently, so all pupils can access learning for session 2020/21.</p>		
<p>NIF Priority</p> <ul style="list-style-type: none"> Closing the attainment gap between the most and least disadvantaged children and young people Improvement in children and young people's health and wellbeing <p>Care Inspectorate Themes</p> <ul style="list-style-type: none"> Quality of care and support Quality of environment Quality of staffing Quality of management and leadership 		<p>QIs/Themes</p> <ul style="list-style-type: none"> QI 1.1 Analysis and evaluation of intelligence and data QI 1.4 Leadership and management of staff (all themes) QI 1.5 Management of resources and environment for learning QI 2.1 Safeguarding and child protection (all themes) QI 2.3 Learning and engagement QI 2.4 Removal of potential barriers to learning QI 2.7 Transitions (all themes) QI 3.1 Ensuring wellbeing, equality and inclusion (all themes) QI 3.2 Equity for all learners QI 3.3 Creativity Skills QI 3.3 Digital Innovation QI 3.3 Digital literacy 	

Tasks	By Whom	Resources	Time	Progress & Impact
<ul style="list-style-type: none"> Set up a Health & Safety (H & S) working group. 	<ul style="list-style-type: none"> HT BM Staff EIS rep, PSA, and non-teaching including FT 	<ul style="list-style-type: none"> Teams access Risk Assessments School Guidance 	<ul style="list-style-type: none"> June 2020 Ongoing 	<ul style="list-style-type: none"> Appropriate risk assessments completed with H & S group Walk through
<ul style="list-style-type: none"> SLT aware of the essential national and local advice and legislative requirements for reopening schools and share with staff where relevant. 	<ul style="list-style-type: none"> H & S Group Corporate Facilities Management Corporate Procurement Corporate Health & Safety (H & S) 	<ul style="list-style-type: none"> Link to national guidance Link to School Operation Sheets SOS contents 	<ul style="list-style-type: none"> June 2020 Ongoing as advice is updated and shared 	<ul style="list-style-type: none"> From now Ongoing as advice is updated and shared All guidance made available to School team
<ul style="list-style-type: none"> SLT aware of the roles and responsibilities of School Leaders and others in relation to Infection Control and action in collaboration with other services in order to open safely. LCC Staff Meeting to ensure procedures in place. Ensure signage in place. Implement one-way system. Ensure PPE available and pack in each classroom. Flowchart for use of PPE. 	<ul style="list-style-type: none"> School Leaders All staff Corporate Facilities Management Corporate Procurement Corporate H & S 	<ul style="list-style-type: none"> Link to SORT – Infection Control spreadsheet SOS Infection Control 	<ul style="list-style-type: none"> By June 2020 	<ul style="list-style-type: none"> Risk assessments shared Staff awareness of COVID infection guidance SOS Infection Control Advice BM identified areas for hand dispensers

					<ul style="list-style-type: none"> All staff aware of PPE and Isolation room
<ul style="list-style-type: none"> SLT aware of the roles and responsibilities of School Leaders and others in relation to Risk Assessment and action in collaboration with other services in order to open safely. Ensure all risk assessments in place and shared with all staff. Update Emergency Evacuation procedure as required. Flowchart for use of PPE. Workplace Inspection/Assessment completed. Outdoor Area Risk Assessment amended. 	<ul style="list-style-type: none"> H & S Group All staff Corporate Facilities Management Corporate Procurement Corporate H & S 	<ul style="list-style-type: none"> Link to SORT – Risk Assessment spreadsheet SOS Risk Assessment 	<ul style="list-style-type: none"> By June 2020 		<ul style="list-style-type: none">
<ul style="list-style-type: none"> Audit the needs and requirements of the school's cohort (staffing, pupils, parents) using SORT- People so that school can identify its priorities for accessing a new model for learning. Carry out workforce planning following briefing on 18.06.20. Create School Guidance for parents/carers and staff. 	<ul style="list-style-type: none"> H & S Group All Staff Pupils Parents 	<ul style="list-style-type: none"> Link to SORT – People spreadsheet 	<ul style="list-style-type: none"> June 20 Ongoing 		<ul style="list-style-type: none">

<ul style="list-style-type: none"> • Translation of School Guidance. • Create School Guidance for visitors. • Create individual resource packs for each pupil. • Review School Guidance and implement requirements. • Create model for Blended Learning. • Create Bubble Groups for whole school consideration given to siblings, keyworkers and academic grouping, additional support needs. • Procedures in place for personal care, including identification of spaces and PPE required. • Identify and share supports available to staff. • Staff Wellbeing group to meet at start of session. • Fortnightly Teacher/ PSA Meeting. • Identify and arrange opportunities for parents to access support through SLT. • 					
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<ul style="list-style-type: none"> • Audit the needs and requirements within learning environments so that specific requirements are put in place that provide quality learning and teaching. • Identify staff training needs. • Identify areas which can be used/out of access. • Signage in school. • One-way system implemented. • Signs on door re: maximum number of people in room. • Order resources required. • Workplace Inspection/Assessment completed. • Outdoor Area Risk Assessment amended. 	<ul style="list-style-type: none"> • H & S Group • All staff • Pupils 	<ul style="list-style-type: none"> • Link to SORT – Place spreadsheet 	<ul style="list-style-type: none"> • Aug 2020 		<ul style="list-style-type: none"> •
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Roseburn School Renewal Plan Phase One: Transitions June 2020

Renewal Theme 2	Transitions- Early Years, Primary-Secondary To manage the transition back into our setting safely and effectively	Overall Responsibility	Early Years – G. O'Rourke & I. Finlayson-Crawshaw P7/S2 – S. Gilhooley Senior – R. Porter
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Outcomes	<p>Children and staff will feel safe and supported. Children will access an environment that offers both reassurance and learning opportunities informed by national guidance. Environmental risks will be managed through robust risk assessments and protocols.</p>			
<p>Care Inspectorate Themes: Quality of Environment Quality of Care and Support Quality of Management and Leadership</p> <p>NIF Priority: Improvement in children and young people's health and wellbeing Improvement in employability skills and positive school leaver destinations</p>			<p>QIs/ Themes; 1.3 Leadership of Change 2.2 & 2.6 Transitions 2.3 Learning, Teaching & Assessment 3.1 Ensuring Wellbeing, Equality and Inclusion</p>	
Tasks	By Whom	Resources	Time	Progress & Impact
<p>Health & Safety Protocols</p> <ul style="list-style-type: none"> • Induction for staff returning on INSET day. • update Risk Assessment for Staff in School June 2020 • Share updated risk assess with staff. Staff to sign to confirm they have read on return to school building. • Update Staff and Parent post COVID return to school guidance to be shared with all – 	<ul style="list-style-type: none"> • HT • PT • All Staff • H&S Group 	<p>National and local guidance Risk Assessments</p>	<p>Aug 20</p>	

<p>including non-staff visitor as appropriate on arrival.</p> <ul style="list-style-type: none"> • Update the following in line with SG guidance: maximum number of people in areas to be identified and shared via signage. • Staff Toilet – procedure created and shared with staff. Limited use of cubicles and sinks to ensure social distancing. • Pupils Toilets - procedure created and shared with staff. Limited use of cubicles and sinks to ensure social distancing. Urinals not in use. Limited number of pupils in communal toilet at one time – signs to be created. • Hygiene Guidance added to School Reopening Guidance with link to NHS website. • New changing area identified for nappy changing in the nursery. • Ensure ventilation in all rooms – requested contractor to address this. Staff instructed to keep windows and doors open where safe to do so. • Staff instructed to keep up to date with government and NHS Guidance – links to be provided. 					
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<p>Planning transitions into familiar and unfamiliar spaces for children:</p> <ul style="list-style-type: none"> • CLPL for staff shared with all staff. • HT shared updates/ part of SLWG Moving On SLT. • Ensure clear communication with families and staff. • Opportunity for parents to ask questions about how model will work. Use of Forms. • CEC P1 Transition Project – Bear Hunt and school packs to be delivered. • CEC S1 Transition Project – Moving On. • Enhanced Transition meeting as targeted support and action arising. • Social Stories created for pupils identified from Nursery – P7. 	<ul style="list-style-type: none"> • HT, PTs • P1/P7 CTs • Educational Psychologist 	<p>CLPL</p> <ul style="list-style-type: none"> • Moving on coming together • CEC Podcasts & reflective questions focusing RtA • Education Scotland Transition Guidance • CEC Bear Hunt Project <p>'Moving on' P7/S1 Project My World of Work P7 Learning Profile Wellbeing Indicators Digital transition guidance</p>	<ul style="list-style-type: none"> • June 20 • ongoing 		
<p>Plan for empowerment</p> <ul style="list-style-type: none"> • Voice • Agency <p>SLT to engage with guidance for An Empowered System.</p> <p>Staff to engage with reflective questions from National Improvement Hub.</p> <p>Update distributed Leadership policy to take account of PRDs and identify area of leadership. Allocate areas of leadership for probationers</p>	<ul style="list-style-type: none"> • HT • Staff 	<p>An Empowered System – Education Scotland</p> <p>CEC Enhanced Transition Documentation for CPMs and Vulnerable Children</p> <p><i>A&R Inclusive Practice Guidance</i></p>	<ul style="list-style-type: none"> • Oct 20 • Dec 20 		<ul style="list-style-type: none"> •

[My World of Work – Teacher guide to P7 Learning Profile](#)

See further plans for priorities on:

- Health & Wellbeing/ Resilience.
- Learning Experiences & Pedagogy.