Action 1	Self evaluation				QI	5.9, 1.1
Strategic Outcome	**Staff Responsible**	**Timescale**	**Criteria for success**			**Evaluation procedures/Impact**
Through greater commitment by all staff there is improved rigour in self evaluation ensuring appropriate focus on improving the experiences of all learners	HT/PT All staff, pupils and parents	June 2011 June 2011	Amended QAI procedures and results ensure positive impact on learners. Continued self evaluation leading to clear priorities Planning meetings established and part of QA cycle Consistency across the school in Learning and Teaching and progression for all pupils. Strategic outcomes are met			Audit self evaluation & evidence collated –re self evaluation triangle Monitoring of L&T-HT & peer Monitoring of pupils work Clear tracking of pupil progress & achievement. SR & CPD files/records Teachers planning Feedback from parents pupils, staff & partners SfLT &A timetables & records of work.

Action 2	Leadership/Ethos/New school			QI	9.4, 9.1, 9.2, 9.3
Strategic Outcome	**Staff Responsible**	**Timescale**	**Criteria for success**		**Evaluation procedures/Impact**
Consistent & clear expectations are established by all staff to further improve the experience of all learners. There is a shared understanding of the budget cuts over the next 3 years and an established culture of change in light of these cuts. An established culture exists where all staff feel empowered to innovate and lead improvement across the school. An established culture exists where all staff feel respected and valued whatever their role. Staff maintain a healthy work life balance.	HT/PT All staff	Dec 2010 Dec 2010-2013 Dec 2010 June 2011	All staff are clear on expectations and moving towards outcomes. All staff have a clear understanding of the budget cuts and the impact this will have on the school's ability to deliver the new curriculum and the need to support staff/pupils in a more creative and flexible way. Establishment of transition group to develop and trial strategies for new school. Staff are volunteering to take the lead roles within the school and within Local Authority. Innovative approaches to L &T Ethos survey results are positive HWL Silver award achieved		SR& CPD records Questionnaires re ethos- parents, pupils, staff Monitoring of staff moral and stress levels. Monitoring L&T & pupils work Displays across the school. School council minutes Leadership activities reported through SQR & SPP for session 10/11 Leadership activities identified through PR&D Review outcomes in light of new school. HWL plan. External scrutiny to meet award standards.

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Action 3	Curriculum				QI	**5.1,5.2,** 1.1, 2.1, 4.1, 8.3
Strategic Outcome	**Staff Responsible**	**Timescale**	**Criteria for success**			**Evaluation procedures/Impact**
Pupils will have experienced a more meaningful curriculum which has given them opportunities to learn in different ways through a wider range of experiences. Pupils will have experienced transitions which maintain continuity and progression of their learning	HT/PT All staff, parents and local community	June 2011	Experiences are well planned especially in writing – continuum started to develop for maths and reading. Evidence of planned progression of skills. The GLOW environment is used by all staff & pupils and there are established glow groups. Experiences are highlighted for each stage. Assessment using new guidance is evident. Pupil personalisation is well integrated. The High scope model is developed and evident in the nursery. Transitions projects are integrated and transition information is coherent. Analysis and implementation of 5 entitlements			Teachers planning Pupil planning Obs feedback of T&L Pupils progress tracked Glow groups and school pages. PE timetable. Experiences plans /continuum Skills continuum Assessment information Feedback from pupils, parents and staff through ethos survey Displays and assemblies. Transition information.
		June 2012	A wider range of L&T approaches will be evident in planning and pupils activities Pupils will use the GLOW environment effectively in their learning. Assessment/skills are integrated as appropriate All staff will be confident in GLOW environment. Evidence that transitions are effectively supporting pupil development and progress of skills. Experiences are varied and relevant to all pupils. Pupils are challenged and make very good progress in their learning.			

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Action 4	Meeting learners needs	QI	5.3,7.2, 7.3, 8.1, 9.3

Strategic Outcome	Staff Responsible	Timescale	Criteria for success	Evaluation procedures/Impact
Clear procedure and consistent expectations have been established which have given all children the opportunity to achieve the highest level they can. Children who are at risk of experiencing barriers to learning and achievement have been successfully identified and effectively supported.	HT/PT SfLT All staff	Dec 2011 June 2011	Clear and consistent expectations in relation to the roles and responsibilities of all staff in meeting learners needs established. Effective stage intervention processes in place including clarity in parent and pupil involvement. Greater staff awareness in relation to meeting learners needs with a specific focus on GIRFEC, dyslexia friendly teaching and ASN. All pupils make very good progress in their learning. The ESST for SPS has been re established. Activities are matched to the needs of learners, including effective differentiation, support and challenge. All pupils make very good progress in their learning. Along with CfE developments a wider range of L&T approaches will be evident in planning and pupils activities. Support staff will have extended their role to cover early years as part of developing the 3-18 curriculum.	Teachers planning Pupil planning Obs feedback of T&L Pupils progress tracked IEP/PPR Assessment information Feedback from pupils, parents and staff through ethos survey Minutes of ESST. Feedback from outside agencies. Transition information.
		June 2012	Greater skills & heightened awareness by all staff in the shared roles and responsibilities for meeting learners needs. All pupils make very good progress in their learning. Proactive approaches to supporting pupils at risk are effective in minimising barriers to learning Parents, children and partner agencies are effectively involved in supporting children's needs where appropriate.	

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