Woodburn Primary School

Standards and Quality Report Year 2017 – 2018
& Improvement Plan 2018 - 2019
Contents – Standards and Quality Report

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1. Our School Vision, Values and Aims

Woodburn – Working Well Together

Values:
Woodburn Primary School is committed to providing a safe, nurturing and supportive learning environment for all. We strive to equip our children with the necessary skills for learning, life and work in the 21st Century. As an inclusive school we believe in and promote the values of respect, care, justice and honesty. We place our learners at the centre and strive to ensure that all children achieve their highest potential.

Our aims are as follows:

School Aims
- To make our school a secure and caring community.
- To provide learning experiences which will allow each child to realise his/her full potential and attain the highest possible standards.
- To encourage each child to develop self-esteem and a sense of personal, social and moral responsibility.
- To encourage co-operation between parents/carers, school and the community.
- To foster a sense of ownership and respect for the environment.
- To be forward-looking, efficient and professional in all matters concerning the wellbeing of the school.
- To be inclusive in all our practices.
- To identify, develop and celebrate each child’s achievements.
2. How our vision, values and aims were developed and how our stakeholders were consulted.

**Working Well Together Logo:**

The whole school were encouraged to take part in designing a piece of artwork for the school website that reflected the value of ‘Woodburn, Working Well Together’. Lucy’s drawing was selected as the winner from a selection of very good designs. Her picture represents the whole school community.

**Values Wordle:**

In May 2017, the new Head Teacher (August 2017) led sessions with the teaching staff, Learning Assistant and Nursery Team exploring individual and collective values that impact on our work at Woodburn. This was part of the strategic planning for the effective use of the Pupil Equity Fund. A wordle was produced providing a graphic for our collated values.

**Rights respecting Schools Silver Award**

Within the 2017-2018 Woodburn PS was awarded the Rights Respecting Schools Silver Award. As part of this achievement, the school’s work around developing Charters, including a Parent/Carer Charter was recognised. Within the 2018-2019 session Woodburn’s Charters and Community Vision, Values and Aims will be re-visited.
3. Context of the School

Woodburn Primary School is a non-denominational school that serves the Woodburn area of Dalkeith. Our new school building opened in 2009 within the Dalkeith Campus. The school has a roll of 480 (Primary 1-7) and 160 part time Nursery places. In the 2018-2019 school session there will be 20 classes. Our school has two wings. The first wing comprises of our School Office, Nursery, Family Learning Centre, dining and activity halls. Our second wing has our classrooms and community facilities. This wing is split into three sections with all classrooms opening out onto the atriums. In addition, we have an Expressive Arts Hall, Library and ICT suite. The school has multi sport facilities including basketball, badminton and athletics. We benefit from a Multi Use Games Area (MUGA) used by our children for P.E and for recreation. Members of our community make use of the school’s facilities. We are a growing community due to new housing developments and our school roll is projected to increase further in the next few years.

We have an active Parent Partnership whose role is to participate in policy developments and support the school in its drive towards continuous improvement. The group of committed parents/carers also organise fundraising events through the year.

School Improvement:
Through the school session 2017-2018 we focussed on the following four priorities:

1. To raise attainment in Numeracy and Maths.
2. To raise attainment in Literacy and English (Reading and Writing).
3. To develop learning and teaching practices (through OTI) \(\Rightarrow\) impact on learners.
   - To develop assessment frameworks/practices that support staff understanding of achievement of a level.
   - To continue to focus on learning dispositions and feedback to improve learners’ mindset, engagement and attainment.
4. To build positive relationships with parents/carers through increasing engagement.
   - To support learners with Additional Support Needs effectively ensuring they are ‘Ready to Learn’ and make progress \(\Rightarrow\) Close the Gap.

These priorities were linked with Pupil Equity Funded interventions, The Dalkeith Associated Schools Group priorities and our work towards Rights Respecting Schools Silver Award.
4. Review of progress for Session 2017-2018

School Priority 1 : To raise attainment in Numeracy and Maths

<table>
<thead>
<tr>
<th>NIF Priority</th>
<th>HGİOS / HGİOELC  Quality Indicator(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Improvement in attainment (Numeracy)</td>
<td>3.2 Raising Attainment and Achievement</td>
</tr>
<tr>
<td>• Closing the attainment gap between the most and least disadvantaged children.</td>
<td></td>
</tr>
<tr>
<td>NIF Driver/s</td>
<td>Local Priority</td>
</tr>
<tr>
<td>• Teacher Professionalism</td>
<td>1. Raising attainment</td>
</tr>
<tr>
<td>• Performance Information</td>
<td></td>
</tr>
</tbody>
</table>

Progress and Impact:

Curriculum for Excellence Levels

There has been an increase in the percentage of pupils achieving the CfE expected level at Early and First Level but a decrease at Primary 4.

<table>
<thead>
<tr>
<th>Mathematics</th>
<th>% pupils at P1 achieving Early Level or higher</th>
<th>% pupils at P4 achieving First Level or higher</th>
<th>% pupils at P7 achieving Second Level or higher</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>June 2017</td>
<td>June 2018</td>
<td>June 2017</td>
</tr>
<tr>
<td>% pupils at P1 achieving Early Level or higher</td>
<td>47.22</td>
<td>71.8</td>
<td>21.1</td>
</tr>
<tr>
<td>% pupils at P4 achieving First Level or higher</td>
<td>77</td>
<td>73.4</td>
<td>21.1</td>
</tr>
<tr>
<td>% pupils at P7 achieving Second Level or higher</td>
<td>21.1</td>
<td>60.3</td>
<td>60.3</td>
</tr>
</tbody>
</table>
School Priority 1: To raise attainment in Numeracy and Maths

SIMD 1 and 2 June 2017 and June 2018 Comparison

The percentage of pupils within SIMD 1 and 2 achieving the expected level of attainment at P1 has remained the same. At Primary 4 and 7 there has been an increase.

<table>
<thead>
<tr>
<th>Numeracy</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>P1 % Attaining CfE Expected Level June 2017</td>
<td>75</td>
</tr>
<tr>
<td>P1 % Attaining CfE Expected Level June 2018</td>
<td>75</td>
</tr>
<tr>
<td>P4 % Attaining CfE Expected Level June 2017</td>
<td>57.1</td>
</tr>
<tr>
<td>P4 % Attaining CfE Expected Level June 2018</td>
<td>81.8</td>
</tr>
<tr>
<td>P7 % Attaining CfE Expected Level June 2017</td>
<td>0</td>
</tr>
<tr>
<td>P7 % Attaining CfE Expected Level June 2018</td>
<td>37.5</td>
</tr>
</tbody>
</table>

Standardised Assessment Nb. National Standardised (average) score is 100

There has been a slight decrease at Primary 4, at Primary 7 the 2017 and 2018 results are approximately the same.

<table>
<thead>
<tr>
<th>Maths Standard Age Score (SAS)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary 4 March 2017</td>
<td>98.36</td>
</tr>
<tr>
<td>Primary 4 March 2018</td>
<td>93.6</td>
</tr>
<tr>
<td>Primary 7 March 2017</td>
<td>92.48</td>
</tr>
<tr>
<td>Primary 7 March 2018</td>
<td>91.9</td>
</tr>
</tbody>
</table>

Primary 1 PIPS June 2017 and June 2018 Nb. National Standardised (average) score 50

There has been a slight decrease from 2017 to 2018 and PIPS scores remain below the National Average.

<table>
<thead>
<tr>
<th>Maths</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Standardised Score 2017</td>
<td>47.22</td>
</tr>
<tr>
<td>Standardised Score 2018</td>
<td>44.39</td>
</tr>
</tbody>
</table>
**School Priority 1 : To raise attainment in Numeracy and Maths**

- Targets for improvements in achievement and attainment are being supported by the following:
  - Almost all of teaching staff have trained in SEAL, 4 completing the training this session.
  - A few of Learning Assistants have also attended training and this has supported targeted intervention and teaching of groups through carousel activities.
  - There are Numeracy and Maths Working Walls in most classes, these are supporting children in becoming more independent.
  - Monitoring of learning and teaching in Numeracy and Maths shows learners in most classes are engaged in appropriately challenging experiences.
  - Tracking of learners progress through the Stages of Early Arithmetical Learning (SEAL) and through a CfE level, demonstrates that most children are making expected progress.
  - Heinemann Active Maths (Early Level), Problem Solving (Prim-Ed) and Teejay, have supplemented existing resources ensuring that teachers are better equipped to plan for breadth, challenge and application.
  - NUMICON has supported children at Primary 3 who are achieving below the expected level of attainment.
  - A focus on Learning Dispositions / Growth Mindset has impacted positively on the majority of children’s ability to tackle challenge. Almost all children are able to articulate the importance of problem solving with others and learning from mistakes. Fluid groupings allow a ‘no limits’ learning approach where children respond to challenge.
  - Within the Nursery a focus on developing opportunities to develop Numeracy and Maths skills throughout the indoor and outdoor learning environments has improved provision for learning. Numeracy and Maths has been included in Nursery activities such as the ‘Wellie Walk’, PEEP, Messy Play and key group time.

**Next Steps:**

- In Nursery, continue to plan meaningful opportunities for young learners to develop Numeracy and Maths skills across the Nursery indoor and outdoor environments. Specifically highlight these opportunities within weekly planning.
- In Nursery and Primary 1-7, support parents/carers in understanding approaches to teaching concepts through Shared Learning/Stay and Play sessions, leaflets and drop-ins.
- Primary 1-7 implement agreed approach to planning and create Numeracy and Maths Policy which details aspects such as time spent each week in Numeracy and Maths, pedagogy, use of formative and summative assessment including holistic assessments.

**Resource Priorities:**

- iPads to support carousel/group activities
- Resource HAM across school
- Create a bigger bank of NRQ
- Identify additional problem solving resources
- Resources to support Maths play opportunities

**Assessment and Tracking**

- Implement new MUMP assessments which are aligned to the Benchmarks.
- Holistic Assessments (some of which may link to new curricular ‘bundles’).
- Moderation activities.
- ‘Child friendly’ progression pathways/benchmarks.
- Link to work looking at use of Feedback.

**Learning and Teaching**
<table>
<thead>
<tr>
<th>School Priority 1: To raise attainment in Numeracy and Maths</th>
</tr>
</thead>
<tbody>
<tr>
<td>o Ensure carousel activities can be monitored to ensure staff have an understanding of children’s ability. Spend time at the start of the year training children / teaching the games.</td>
</tr>
<tr>
<td>• Collaborative Practices:</td>
</tr>
<tr>
<td>o Free up time and opportunities to observe each other’s practice, particularly management of carouselling and use of Feedback.</td>
</tr>
<tr>
<td>o Link with Dalkeith High School to support expectations for Primary 6, 7 → S1. Identify opportunities for Maths teachers to visit and work with children in the upper classes.</td>
</tr>
</tbody>
</table>
### School Priority 2: To raise attainment in Literacy and English (Reading and Writing)

<table>
<thead>
<tr>
<th>NIF Priority</th>
<th>HGIOS 4 / HGIoELC Quality Indicator(s)</th>
</tr>
</thead>
</table>
| - Improvement in attainment, particularly in literacy and numeracy.  
- Closing the attainment gap between the most and least disadvantaged children. | 3.2 Raising Attainment and Achievement |
| NIF Driver | Local Priority |
| - Teacher Professionalism  
- Performance Information | 1. Raising attainment |

### Progress and Impact:

**Curricular for Excellence Levels June 2017 and June 2018**

There has been an increase in the percentage of pupils achieving the CfE expected levels with the exception of a slight decrease in Reading at Primary 4.

<table>
<thead>
<tr>
<th>% pupils at P1 achieving Early Level or higher</th>
<th>% pupils at P4 achieving First Level or higher</th>
<th>% pupils at P7 achieving Second Level or higher</th>
</tr>
</thead>
<tbody>
<tr>
<td>June 2017</td>
<td>June 2017</td>
<td>June 2017</td>
</tr>
<tr>
<td>Listening and Talking</td>
<td>Reading</td>
<td>Writing</td>
</tr>
<tr>
<td>78.3</td>
<td>62.1</td>
<td>54</td>
</tr>
<tr>
<td>91.4</td>
<td>72.8</td>
<td>64.2</td>
</tr>
<tr>
<td>67.2</td>
<td>78.6</td>
<td>62.2</td>
</tr>
<tr>
<td>80.6</td>
<td>73.1</td>
<td>67.2</td>
</tr>
<tr>
<td>55.7</td>
<td>63.4</td>
<td>50</td>
</tr>
<tr>
<td>74.1</td>
<td>70.7</td>
<td>57.2</td>
</tr>
</tbody>
</table>
SIMD 1 and 2 June 2017 and June 2018 Comparison

The percentage of pupils within SIMD 1 and 2 achieving the expected level of attainment at P1 has remained the same. At Primary 4 and 7 there has been an increase.

<table>
<thead>
<tr>
<th></th>
<th>Listening and Talking</th>
<th>Reading</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>P1 % Attaining CfE Expected Level June 2017</td>
<td>100</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td>P1 % Attaining CfE Expected Level June 2018</td>
<td>66.7</td>
<td>75</td>
<td>66.7</td>
</tr>
<tr>
<td>P4 % Attaining CfE Expected Level June 2017</td>
<td>57.1</td>
<td>57.1</td>
<td>42.9</td>
</tr>
<tr>
<td>P4 % Attaining CfE Expected Level June 2018</td>
<td>81.8</td>
<td>81.8</td>
<td>72.7</td>
</tr>
<tr>
<td>P7 % Attaining CfE Expected Level June 2017</td>
<td>50</td>
<td>50</td>
<td>33.3</td>
</tr>
<tr>
<td>P7 % Attaining CfE Expected Level June 2018</td>
<td>75</td>
<td>62.5</td>
<td>62.5</td>
</tr>
</tbody>
</table>

**Standardised Assessments – Reading**

Attainment in Reading at Primary 4 is approximately in line with last year. There is a very slight decrease at Primary 7.

<table>
<thead>
<tr>
<th></th>
<th>Reading Standard Age Score (SAS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary 4 March 2017</td>
<td>101.6</td>
</tr>
<tr>
<td>Primary 4 March 2018</td>
<td>101</td>
</tr>
<tr>
<td>Primary 7 March 2017</td>
<td>103.7</td>
</tr>
<tr>
<td>Primary 7 March 2018</td>
<td>100.4</td>
</tr>
</tbody>
</table>

**PIPS June 2017 and 2018 (nb. National Standardised Average score 50)**

There has been a slight decrease from 2017 to 2018. The PIPs score remains below the national average.

<table>
<thead>
<tr>
<th></th>
<th>Reading Standardised Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standardised Score 2017</td>
<td>48.09</td>
</tr>
<tr>
<td>Standardised Score 2018</td>
<td>45.07</td>
</tr>
</tbody>
</table>
Read, Write Inc (Primary 1) June 2017 and June 2018

Within the RWI Assessment framework there has been a 24% increase in the number of children achieving the expected level of attainment.

<table>
<thead>
<tr>
<th></th>
<th>% Meeting RWI Expected Level of Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>P1 June 2017</td>
<td>50%</td>
</tr>
<tr>
<td>P1 June 2018</td>
<td>64%</td>
</tr>
</tbody>
</table>

- **Read, Write Inc:**
  - Almost all pupils have made progress within the RWI programme.
  - P1-3 have expected targets to achieve at various points throughout the year.
  - Within P1, less than half of P1 were making appropriate progress at December 2017. In April, the majority are now making appropriate progress against RWI benchmarks. 41% to 64% - an increase of 22%.
  - Within P2, less than half of P2 were making appropriate progress at October 2017. In June, 33% are making appropriate progress. This is an increase from 23% in October. An increase of 10%.
  - Within P3, 22% of the pupils were making appropriate progress within RWI in October 2017 and now 38% are making appropriate progress. An increase of 18%.
  - Within P4 and P5 the data is based on pupils requiring the additional support of RWI.
  - Within P4, in October 2017, 38% of the year stage required support from this programme. By May 2018, 23% still need this support. So the majority of P4 started the year not needing RWI but now most of P4 do not need this support.
  - Within P5, in October 2017, 11% of the year stage required support from this programme. By May 2018, 8% still need this support. So most of P5 started the year not needing RWI but now almost all do not need this support.
  - Within P6, we have 2 pupils who have received individual RWI support this year and both of them have moved at least 2 levels. 1 of the pupils (EAL) has made such good progress we are considering transferring him to Fresh Start programme.

- **RWI SIMD 1-2/RWI:**
  - P1- The 11 pupils within SIMD 1-2 have almost all made progress within the programme with 4 children meeting expectation in December 2017 and they have continued to meet expectation throughout the year.
  - P2- The 3 pupils within SIMD 1-2 have all made progress within the programme. Two of the pupils are working on set 3 sounds and are 1 group away from meeting RWI benchmark expectations. The 3rd pupil was identified as needing 1 to 1 tutoring and has progressed by 3 groups as a result.
  - P3- The 10 pupils within SIMD 1-2 have all made progress within the programme with 4 no longer involved in the programme which is the aim for this stage of P3. The remaining 6 pupils are all working within set 3 sounds and should be finished RWI early P4.
  - P4- Out of the 8 pupils within SIMD 1-2, four pupils began the year no longer needing RWI support. The remaining 4 pupils have all made progress and 3 of them are working within set 3 sounds and the remaining 1 pupil no longer needs RWI support.
  - P5- Out of the 7 pupils within SIMD 1-2, five pupils began the year no longer needing RWI support. The remaining two pupils have both made progress within the programme.

- **RWI 1-1 Tutoring**
  - From the regular assessments pupils were identified who were making slower progress. These children were then included in a 1 to 1 tutoring programme in P1 to P3.
- P1 – 11 children have been involved in 1 to 1 tutoring
  - P2 – 8 children have been involved in 1 to 1 tutoring and since beginning the tutoring all have made progress, significantly one pupil progressed by 4 groups following 1 to 1 tutoring between February and May.
  - P3 – 4 children have been involved and since beginning the 1 to 1 tutoring all have progressed at least 2 levels. One of the P3 has achieved her literacy target within her IEP for the first time since starting 1 to 1 tutoring.

- **Fresh Start (data is based on the percentage of pupils requiring this support).**
  - P6 - in August 2017, 31% of the year stage required support from this programme. By May 2018, 18% still need this support. So the majority of P6 started the year not needing Fresh Start but now most do not need this support.
  - P7 - in August 2017, 18% of the year stage required support from this programme. By May 2018, 10% still need this support. So most of P7 started the year not needing Fresh Start but now almost all do not need this support.

- **Fresh Start - SIMD 1&2**
  - P6 – The 2 pupils within SIMD1-2 have made progress, especially the pupil who is EAL. Her confidence and understanding of vocabulary has greatly improved.
  - P7 - The 2 pupils within SIMD1-2 have made progress. 1 of the pupils finished needing the support by October 2017 and the other pupil (identified dyslexic) has made progress by 3 groups. He is now confidently able to read text at the set 2 sounds level.

- **Within the Nursery a number of interventions have been put in place this session that are supporting children’s progress along with developing links with the family to support their child/ren effectively.**
  - 57 families are attending Language is Fun Together (LIFT). This is supported by SaLT and the Early Years Homelink CDW.
  - PEEP – X2 groups a week attended by our Nursery families.
  - Messy Play sessions have been attended by 18 families.
  - The Nursery has worked hard to improve the communication strategies in place for children with ASD.
  - Small group and Talk Time are used well by Key Group CDWs to support the development of Listening and Talking skills.
  - The Big Mac was purchased and is used well by staff to support children with ASN communicate with adults and their peers.

- **Improvements in achievement and attainment are being supported by the following:**
  - The development of RWI and Fresh Start across the school to develop children’s early phonic and reading skills.
  - All teaching staff and school Learning Assistants have now completed the 2 day RWI training. All staff have developed confidence, knowledge and skills are leading groups across the school. Drop-in CLPL with the SfL teachers at the start of the session were well used by the Learning Assistants but the need for this has lessened.
  - Monitoring of learning and teaching in Literacy and English shows learners are engaged in appropriately challenging experiences.
  - Staff have also been trained in ‘Talk for Writing’ and this is being implemented / piloted in pockets across the school.
  - Oxford Reading Tree, RWI and Bug Club resources have been resourced, replenished and organised.
  - In addition to improvements to reading environments in classrooms, the school library has continued to be improved with book stocks being added to through commission from the Scholastic Book Fair. We continue to benefit from regular parent/carer librarian support.
  - Changes in class reading environments as part of a Practitioner Enquiry has improved children’s engagement in reading. Staff completed a questionnaire to review practice in reading based on research from the Open University. Some of the initial findings/impact are shown below (first graph September 2017, second graph May 2018).
How often do you invite children to contribute ideas and suggestions about reading spaces and books in the classroom?

What do you know about the children's opinions of reading spaces in the classroom?
Total Staff

How frequently are reading areas and displays updated in your classroom in terms of physical space?

Regularly | Sometimes | Rarely | Never
--------- |----------- |------- |--------
|           |           |       |        |

Total Staff

How much do you know about with whom the children in your class like to read, both at school and at home?

A great deal | A fair amount | Not much | Very little
----------- |---------------|--------- |-------------
|            |               |         |             |

Total Staff

How much do you know about with whom the children in your class like to read, both at school and at home?

A great deal | A fair amount | Not much | Very little
----------- |---------------|--------- |-------------
|            |               |         |             |
Pupil comments:

'I like the reading area. It's big and we can spread out and all fit in it. It makes me feel relaxed and helps me read.'

'It's good because lots of people can get in it at one time. It makes me feel happy and I don't know what we could do to make it better.'

'I like it, it's cool. I like sitting at my desk but lots of other people use it'.

Data from the pupils demonstrated that more children are engaged in reading within the improved classroom reading environments though the school Library remains a favoured place.

Early Level
While the survey results at Early and First Level were generally positive, at Second Level (graphs below), there was a downturn in the children’s own perceptions of themselves as a reader and a decrease in the number of children reading at home or talking about books and reading at home.
Next Steps (all areas of Literacy and English):

- In the Nursery:
  - Some of the Language interventions that are working well are constrained by resources, including staffing, to run in only one session. These opportunities will be extended to both sessions from August 2018.
  - Fully implement the Big Bedtime Read as this provision has slipped during the 2017-2018 session.
  - Following on from the SaLT audit, provide further staff training opportunities to focus on strategies to improve children’s acquisition of Language.
  - CLPL related to Authority guidance on Literacy Rich Environments.
- In Primary 1 consider Literacy curriculum as a whole to ensure vocabulary, reading, writing and listening and talking are equally weighted (Edinburgh Literacy/Talk for Writing)
- In Nursery and in Primary 1-7 consider ways of closing the vocabulary, narrative language gap through implementing Talk for Writing strategies.

- Resource Priorities
  - Audit Bug Club and prioritise requirements.
  - Resources to support the acquisition of Literacy skills through play.
  - Resources to support the development of children's narrative language e.g. Pie Corbett Story Chests, puppets, story sacks.

- Assessment and Tracking
  - Work towards consistency of feedback and marking within Writing.
  - Holistic Assessments (some of which may link to new curricular ‘bundles’).
  - Moderation activities.
  - ‘Child friendly’ progression pathways/benchmarks.
  - Consider effective transitions between RWI sessions including ensuring effective tracking of assessment, progress and achievement information.

- Learning and Teaching
  - Work towards consistency of approaches to teach Writing across school. Use Talk for Writing along with parts of Big Writing that are working well.
  - Implement Spelling Progression.
  - Implement Grammar Progression.
  - In view of concerns regarding a gap between progress/attainment in Reading and Writing, move to a balance of learning and teaching approaches in Primary 1:
    - Phonic development (Edinburgh Literacy)
    - Talk for Writing
    - Learning through play.

- Community
  - Engage children in reading and talking about books with others – buddies, family members, male role models.
**School Priority 3:**

To develop learning and teaching practices (through OTI) → impact on learners.

To develop assessment frameworks/practices that support staff understanding of achievement of a level.

To continue to focus on learning dispositions and feedback to improve learners’ mindset, engagement and attainment.

<table>
<thead>
<tr>
<th>NIF Priority</th>
<th>HGIOS 4 / HGIOELC Quality Indicator(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Improvement in attainment, particularly in literacy and numeracy.</td>
<td>2.3 Learning, teaching and assessment</td>
</tr>
<tr>
<td>• Closing the attainment gap between the most and least disadvantaged children.</td>
<td></td>
</tr>
<tr>
<td>NIF Driver</td>
<td>Local Priority</td>
</tr>
<tr>
<td>• Teacher professionalism</td>
<td>1. Raising attainment</td>
</tr>
<tr>
<td>• Assessment of children’s progress</td>
<td>2. Learning provision</td>
</tr>
<tr>
<td></td>
<td>4. Leadership of change</td>
</tr>
</tbody>
</table>

**Progress and Impact:**

- **In Nursery:**
  - Staff worked together with the Learning Community Team to develop observation techniques which are recorded in Learning Journals and feed into weekly planning. Expectations for the practitioner’s role in observing and recording children’s progress are clearer, as a result this process is much more effective at recording an individual’s significant learning events and in meeting learners’ needs and interests.
  - Almost all children are happy to share their learning journal and are proud of the achievements recorded within them.
  - All staff have developed a clearer ‘language of learning’ which is reflected both in their communication with children and evidenced in the Learning Journals. In most Learning Journals there are now clearer next steps articulated for the children. Through monitoring and evaluation CDWs whose Learning Journals have not met expectations are being supported to improve their practice.

- **Outstanding Teacher Intervention (OTI)**
  - 5 members of teaching staff have completed OTI and a second cohort’s training is underway. All participants shared their learning journey and were able to articulate positive changes in their practice and on the children’s progress and achievement.
  - Evidence from baseline and end of participation in OTI demonstrates positive impact on teacher confidence, skills and on pupils’ learning experience.

- **Assessment Practices and Moderation**
  - Clear assessment frameworks/practices alongside opportunities for collegiate reflection, sharing of practice and moderation support staff understanding of progress and achievement of a level.
  - Staff use a range of valid, reliable assessment evidence to identify the impact they are having on learners.
  - Staff have benefited from protected time to analyse standardised assessments (PIPS, GL, SNSA). They have used this information to support understandings of children’s attainment and to plan interventions/challenge.
Staff have moderated as a school and in some curricular areas as an Associated School Group (ASG).

Professional, reflective discussions have supported teacher’s understandings of learning, progress and achievement.

All staff have planned a holistic assessment.

- **Learning Dispositions**
  - Evidence from school self-evaluation and external visitors highlights the school’s progress in embedding the Learning Skills/Dispositions. Children have a better understanding if these and are able to use them to support their learning.
  - Children have responded well to feedback, they increasingly demonstrate a Growth Mindset and understand that mistakes are part of the learning process.
  - Evidence from OSIRIS Visible Learning Scoping evidenced the following within the ‘Visible Learner’ Strand:
    - The school has a clear picture of the types of learners they are aspiring to have. This has been achieved through the development of their Learning Skills (8), which has also helped provide a shared language of learning across the school.
    - There has also been development in Growth Mindsets, metacognition and the Learning Pit. At Citizenship Gatherings these have been introduced and modelled. Focus areas are shared with staff (of what will be covered at these meetings) so that teachers can reinforce these back in their classes.
    - Discussions with the school leaders indicate that most teachers help to empower pupils to take more ownership of their learning eg. more choices in learning, pupils having a say in what to do within a topic (use of learning wall) and more fluid groupings.
    - The school provides a range of opportunities for pupils to have a say in decision making across the school including JRSO, Rights Respecting Steering Group. This year House Captains meet with the SLT and have input to a range of school planning.
    - When asked what makes a good learner most pupils readily identified deeper skills related to the school’s Learning Skills. Some needed a little prompting. P1 could identify most of the Learning Skills and talked about using them when they were stuck. Some pupils also identified Growth Mindset and could explain what it meant and also what the opposite was — a fixed mindset. P5 and P3 pupils also talked about the Learning Pit. When asked how they got out of the pit one P5 said, “You go up by using the Learning Skills- like have a go, keep trying”.
    - All pupils were comfortable with the idea that mistakes were OK and helped you learn.

**Next Steps:**
- Use more opportunities e.g. staff meetings to feedback to colleagues e.g. about OTI.
- Develop whole school understanding of effective approaches to Feedback.
- Further staff training exploring Higher Order Thinking Skills’ (HOTS).
- Further develop and share holistic assessments.
- Further opportunities for moderation and in a wider range of curricular areas.
- Implement Woodburn Learning Skills Progression, Nursery → Primary 7 and work with Dalkeith High School colleagues on transition to S1.
**School Priority 4:**

To build positive relationships with parents/carers through increasing engagement.

To support learners with Additional Support Needs effectively ensuring they are ‘Ready to Learn’ and make progress → Close the Gap.

<table>
<thead>
<tr>
<th>NIF Priority</th>
<th>HGIOS 4 Quality Indicator(s)</th>
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<tr>
<td>• Closing the attainment gap between the most and least disadvantaged children.</td>
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<td>• Improvement in children’s and young people’s health and wellbeing.</td>
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<tr>
<td><strong>NIF Driver</strong></td>
<td><strong>Local Priority</strong></td>
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<tr>
<td>• School leadership</td>
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<td>• Parental engagement</td>
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<td>• Assessment of children’s progress</td>
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<td>2.7 Partnerships</td>
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<th>Local Priority</th>
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<td>4. GIRFEC and Learning Community</td>
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**Progress and Impact:**

**Parent/Carer Participation and Relationships**

- In Nursery this year there have been a number of opportunities for families to be involved in supporting their child’s learning and development. These include ‘Messy Play’, PEEP, PICL, Language is Fun Together (LIFT), Stay and Play. In addition, these opportunities have built trust and relationships.
- All children in the Nursery have participated in a Wednesday Wellie Walks which have developed children’s resilience, independence and knowledge & understanding of the natural world.
- Stay and Play and Shared Learning events have been well attended in Nursery and school. With most children in Nursery – Primary 3 having a ‘special person’ attend at least one opportunity, P4-5 the majority and P6-7 less than half.
- ‘Meet the Staff’ at the start of the year was well attended with most families represented, this allowed staff and families to build first relationships.
- Class assemblies such as Harvest, Burn Celebration, Nativity and Easter were well supported by families.
- Primary 1 curricular Shared Learning (Literacy and Numeracy) provided families with the opportunity to see their child involved in learning in the classroom environment, most families attended.
- Drop-ins and Coffee Stops as part of events have evidenced an increasing attendance.
- Youth Worker and Early Years Homelink Worker (in post from February and March 2018)
  - These roles have added to the supports that we can provide for children and families. They have focussed on engaging with vulnerable families, supporting attendance and participation.
  - Relationships are key and both the Youth Worker and Early Years Homelink have utilised every opportunity to meet with families and build trust. This has been in a variety of ways including a postcard drop, a ‘bacon buttie and a blether’, being visible around Nursery/School and by making targeted contact.
  - Primary 1-7
    - With attendance as a starting point, contact has been made with 20 children’s parent/carer. Support has been provided and some
barriers to attending have been addressed. Barriers include Parent/Carer mental health issues. 70% of the focus group’s attendance has improved.

- There is a targeted Walking Bus now in place. This involves a text in the morning to let the families know the workers are on their way, followed by knocking on the door and collecting the child from their house.
- There are 9 children targeted by the walking bus. Out of these 9, 6 have not been late since it began.
- The Youth Worker has worked alongside Life Long Learning and Employability (LLE) to support 20 pupils to achieve accreditation.
- A group of vulnerable Primary 6 and 7 boys have begun attending a local boxing club utilising a 6 week free pass secured by the Youth Worker.
- Working alongside LLE there are plans to support children as they transition from Primary 7 to S1.
- Work has begun to plan additional after school opportunities including football and a Youth Club. 144 families received the information about the Youth Club and there were 28 positive responses.
  - Nursery
    - Again, with a focus on attendance, 13 children’s parents/carers have been supported and this has seen a 84.62% improvement.
    - The Language is Fun Together Project (LIFT) has been made available to all Nursery children and families. There have been 8 sessions with 57 parents attending in total. There have also been individual sessions for the targeted families, 3 of these session have been done. The LIFT project will run again in October. Feedback from the parents/carers attending was overwhelmingly positive. As a further step, the Early Years Homelink Worker is carrying out peer reviews with the nursery team.

- Nurture
  - Through PEF 5 children in the Early Years have been supported by Play Therapy.
  - Play Therapy provides support in the Nursery and in Primary 5 and 6. Sessions offered include 1-1, group, drop-in and work with children and the parent/carer. In Primary 5 and 6 all children have had the opportunity to access Play Therapy Drop-in. 5 children have attended group Play Therapy and 2 children have had 1-1. This has only been in place since February 2018 but early feedback is positive.
  - Areas of school have been transformed into more nurturing spaces to provide suitable environments for therapeutic interventions e.g. Messy Play, Play Therapy, Seasons for Growth.

- Rights Respecting Schools Award
  - The school successfully achieved The Rights Respecting Schools Silver Award. The report highlighted the school community’s work in ensuring that learners are involved in decision making and undertaking active roles in the school and community. There is a raised awareness of Global Citizenship/Sustainability and practices and principles of RRS are embedded and support Woodburn’s positive culture and ethos.

- Additional Support Needs
  - All staff completed the Open University Dyslexia Module and now have a sound understanding of identification and strategies to support learner’s needs.
  - Literacy Profiles have been completed for learners where appropriate.
  - All staff support children well and ABLe Plans have enabled staff to work alongside SfL staff to take ownership of addressing barriers to learning.
  - LA support roles have been clarified and this has enabled focussed and targeted support for pupils.
  - Wellbeing Information is shared with staff as required, this has been appreciated by staff who feel better informed and able to support children and families.
  - This year we have completed 13 literacy profiles and as a result 9 pupils across P5 to P7 have been identified as dyslexic with 1 being monitored. We currently have 34 children from P2-7 who are involved in the literacy profile process.
  - Nb. Also reference progress and impact on SIMD 1-2 through RWI (Priority 2).
Next Steps

- Parent/Carer Engagement and Participation:
  - In Nursery, timetable groups and activities throughout the year offering equality of opportunity to afternoon and morning children.
  - Develop sensory room within the Nursery room.
  - Consult parents further regarding what activities and supports they would wish to see happening / be involved in.
  - Create a calendar of events to share with parents at the start of the year.
  - Further develop targeted role of Early Years Homelink Worker and Youth Worker. Within this continue to target attendance/non-engagement but also look at family learning, after school clubs etc.

- Nurture
  - Develop nurturing approaches and nurturing spaces further and implement targeted nurture groups.
  - Look at using the Boxall Profile as a baseline for measuring the impact of interventions.
  - Extend Play Therapy.

- Rights Respecting Schools Award
  - Embed and extend working towards the Gold Award.
  - Within IDL curriculum planning teachers identify and link learning to RRS, Global Citizenship and Sustainability.

- Additional Support Needs
  - Support staff in completing referrals e.g. TATC, CAMHS.
  - Dyslexia Awareness Event/s.
5. What is Our Capacity for Continuous Improvement?

<table>
<thead>
<tr>
<th>Quality Indicator</th>
<th>School Self Evaluation</th>
<th>Authority Inspections / Theme visits</th>
<th>HMie Inspection Grades</th>
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<tbody>
<tr>
<td>1.1 Self Evaluation for self improvement</td>
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<td>Satisfactory</td>
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<tr>
<td>1.3 Leadership of change</td>
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<tr>
<td>2.1 Safeguarding and child protection</td>
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<tr>
<td>2.2 Curriculum</td>
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<tr>
<td>2.3 Learning, teaching and assessment</td>
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<tr>
<td>2.4 Personalised support</td>
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<tr>
<td>2.7 Partnerships</td>
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<tr>
<td>3.1 Ensuring well being equity and inclusion</td>
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<td></td>
<td></td>
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<tr>
<td>3.2 Raising attainment and achievement</td>
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<td></td>
<td>Satisfactory</td>
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</table>
6. Highlights from Session 2017-2018

Leadership and Management

The Senior Leadership Team at Woodburn this session has provided stability after several years of change. All staff are highly committed to supporting learners. Self-evaluation is integral to how we work within our community and is an on-going feature of school life. All staff understand the need to be outward and forward looking in their evaluation and improvement activities. We continue to make effective use of research from Scotland and beyond to inform learning and development. A good example are our links with James Nottingham (Challenging Learning) and OSIRIS. We have continued this session to host Challenging Learning study tours. The school hosted visitors from Denmark, Sweden and Norway who were keen to understand how children at Woodburn Primary School learn. House Captains and Vice House Captains are school tour guides for any visitors that we welcome to Woodburn and there have been many positive comments regarding how well they can share their knowledge related to learning and teaching and how enthusiastic and proud they are of their school.

Staff have been consulted about the school’s current achievements and the next steps needed to move the school forward. All staff work effectively as a team. There is a strong ethos of sharing practice and of peer support and challenge. Staff plan together and participate in improvement activities with Dalkeith Learning Community colleagues. In the 2017-2018 session this has focused on raising attainment in reading and included practitioner enquiry and moderation activities. This has supported collaboration, staff understanding of impact cycles and through looking more closely at the benchmarks, understanding of progress and achievement of a level. There have been opportunities for children in Primary 7 to visit the Dalkeith High School and High School teachers in a variety of subjects have visited Woodburn to teach lessons. This has supported learners through transition.

Many members of staff have taken on leadership responsibilities across school, these include:
- Teaching staff who have completed Impact Coaching Training and will lead work focussing on ‘Feedback’ next session.
- Teaching staff who have lead curricular areas leading CAT sessions, supported staff and contributed to evaluation.
- Learning Assistants who have trained in RWI and are competently leading groups.
- Teaching staff who have mentored a MA3 student.
- Senior Childcare and Development Workers and Childcare and Development Workers who have taken responsibility for leading areas such as PEEP, Messy Play and The Big Bedtime Read.

Learning Provision Successes and Achievements

A great deal of work has been put into developing our school library and this continued during the session where book fair money was used to extend the range of reading materials available to borrow. Committed parents/carers continue to support each week in our Library. Reading environments were extended to other areas of the school where pupil voice shaped a range of different ‘spaces’ to relax and read. This was part of the Dalkeith Learning Community Practitioner Enquiry.
Two members of staff are in the process of undertaking an Action Research Project linked to the work of Shirley Clarke. They will continue to develop this through the 2018-2019 school session.

Five members of teaching staff complete the Outstanding Teacher Intervention Programme. It supports teachers through three modules (Engagement, Challenge, Feedback) through a taught day, practice being videoed, reflection and focused planning of next steps to improve practice. Staff attending were able to state positive impacts on their practice and on learners’ experience.

“I now use my time to observe more, rather than always feeling I need to be helping someone or ‘speaking’ during an independent/group task.”

“Backwards planning has helped to pinpoint exactly where the end goal was for learners.”

“Children have more ownership on their learning and more independent. They are aware of own next steps, self/peer assessing. Children are becoming highly skilled at this. They are embracing mistakes and seeing them as proof of learning.”

Staff have continued to focus on learning dispositions. The language around each learning tool/character has been exemplified and shared with parents/carers. OSIRIS supported a Visible Learning Scoping exercise which highlighted our strengths in many areas related to learning dispositions and growth mind set. The language of learning in Woodburn was evidenced to be particularly strong with focus groups able to articulate their use of different learning skills. Reflecting our own self-evaluation the next area for development was identified as ‘Feedback’.

Woodburn’s shared how we have promoted a Language of Learning Culture at the Launch of Midlothian’s Centre for Research and Innovation in Learning.

Read, Write Count was launched successfully from Primary 4-7 with a Reading and Numeracy focus week which included staff and children coming dressed up as a number, there were very creative ideas. Parents/carers were initially invited into school to look at the resources with their children before they were sent home for families to engage with together.

We held a whole school Science Week where classes engaged in learning activities related to STEM subjects, this was shared successfully with parents/carers through a Shared Learning.

A parent/carer who works at BT trained staff in a programme created to support Technology Experiences and Outcomes related to Computing Science. The programme and resources have been utilised by staff.

Primary 7 pupils participated in the ‘Grow a Pound’ Enterprise Project where with an initial loan of £1 they had to plan one or a few projects to grow profit from the money loaned. This supported the development of enterprising knowledge and skills.
The children in our school are supported in developing positive, nurturing relationships with consistent adults that they trust. This year procedures for highlighting and tracking children’s wellbeing have supported outcomes for children by implementing effective interventions. This has included work undertaken along with the Family Learning Centre and Early Years ASN Team and two new members of staff appointed through Pupil Equity Funding (PEF). The Early Years Homelink Worker and a Youth Worker roles compliment our work other interventions. These include:

- Supports to increase attendance and reduce lates.
- PEEP
- Language is Fun Together (LIFT)
- Messy Play
- Participation fund for camp and after school activities
- Nurturing approaches/environments
- Play Therapy (1-1, group and drop-in)

Staff and children have developed a good knowledge of learners’ rights (UNCRC) and we were successful in being awarded Rights Respecting School Silver Award.

Lead by two members of teaching staff, our choir became a ‘Glee’ Choir who performed in a National competition at the Brunton Hall, Musselburgh. They performed with confidence in front of an audience including their families and school staff. Further performances of the Glee choir have followed including at the Parent Partnership Summer Fair.

In June 2018 we were awarded a Silver Sports Award. This highlights our commitment to ensuring that within school and as extra-curricular activities we are providing opportunities for our children to participate in sport.

Primary 6 and 7 took part in a competition workshop with Sustrans to design the Milestone standing at the entrance to our School Campus. This marks part of the route of the National Cycle Network. From all the schools who took part, 8 of the shortlisted entries were from Woodburn Primary. In addition to this, the two competition winners were also from Woodburn Primary. The shortlisted and winning designs were displayed in Dalkeith Arts Centre and the children were invited to see their designs being painted on to the milestone markers.

We continue to make links and extend curricular learning outdoors. Primary 5 enjoyed a two night residential at Dalguise and Primary 7 pupils joined other schools within our ASG to attend Whitaugh Camp for three nights. The Nursery children have enjoyed a ‘Wednesday Wellie Walk’ and a group of teaching staff and Learning Assistants completed two sessions of Forest Schools Training with Edinburgh and Lothians Greenspace Trust and the Forestry Commission. They also lead Forest Schools activities with classes as part of the project.

Staff have undertaken a variety of training opportunities to further develop their practice to support our children including:

- Team Teach Training
- Clicker
- Nurture ABC
Call Scotland Training – use of the technologies to support children with Additional Support Needs

Three members of staff attended ‘Nurture ABC’ and in the Summer term worked with one learner each using Lego as a therapeutic play intervention to support emotional wellbeing during what can be a challenging few weeks for children who find managing change difficult.

Through the session there have been opportunities for parents/carers to be involved in school events. They have been invited for curriculum evenings in Primary 1 and information afternoons have been held to inform parents about how the school and parents can support their child’s reading/phonics using the Read, Write Inc approach. There have been several opportunities through the year for parents/carers to join their child in learning experiences in Nursery and school and key events such as Nativity, Scots Night, and Harvest Assemblies.

Parents have been consulted regarding a number of school decisions. This included focus groups of children and families who worked through exercises focusing on the cost of the school day to agree how to spend an additional £11,000 granted to the Parent Partnership.

The Parent Partnership continues to support the work of the school, increasingly at a strategic level and also through planning social events for children and families. These included Monster Mash, Primary 1/2 ‘Movie Night’ and a Summer Fair. This session they have used funds raised to help the school subsidise the cost of buses to take children to the Pantomime (December 2018) and to purchase iPads to support learning and teaching.

Links have been made with local MSPs to support the Learning and Teaching of the Scottish Democracy topic taught in the upper school. The Primary 6 children attended a story telling session at St Mary’s Church in Dalkeith to commemorate 100 years since women were given the vote and to reflect on the suffragette movement.

Thanks to two of our Primary 4 parents, our playground planters have been repaired and painted. Our lunchtime gardeners have been busy weeding them and over the Summer they will be planted.

We have continued to celebrate children’s out of school achievements and this session children have completed slips to record and celebrate these in school. Wider achievements have also been acknowledged through our Citizenship Gatherings. In addition to children sharing achievements in areas such as sport, we have had lovely examples of good citizenship which include:

- A Primary 6 child who raised funds and bought food to deliver to those in need.
- Two children who had their hair cut and donated it to the Princess Cancer Trust.
- A Primary 7 pupil who wanted the children at our school to have somewhere to go if they needed a friend to play with and speak to. She began fundraising and successfully raised over £400 for her friendship benches. Scottish War Blinded veterans built the benches and unveiled them at Woodburn. One of the veterans described producing these benches as a “privilege”. He said, “This was such a fantastic initiative and we were delighted to make them so her idea could become a reality. We love making things for people to enjoy in their gardens, we hope many children will benefit for years to come.”
- Children from our school planned and organised a litter pick in our local woodland area.

We have continued to link with Queen Margaret University and the Children’s University. We had 9 children gain accreditation with the Children’s University and graduate this session, this brings the total to 25.
We have continued our link with Storehouse who support a weekly Home Learning Club for some of our children who find completing this at home difficult. We have 30 regular attendees.

Part 2: Midlothian Education Improvement Planning

<table>
<thead>
<tr>
<th>Establishment</th>
<th>Woodburn Primary School</th>
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<tbody>
<tr>
<td>Area</td>
<td>Education</td>
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<td>Session</td>
<td>2018-2019</td>
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<td>Planning Cycle</td>
<td>Baseline – cycle 2</td>
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**SIGNATURES**

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<th>Head of Establishment</th>
<th>Joanna Findlay</th>
<th>Date</th>
<th>June 2018</th>
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<tr>
<td>ASG Manager</td>
<td>Nicola McDowell</td>
<td>Date</td>
<td>June 2018</td>
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Midlothian Education Strategic Overview

The Single Midlothian Plan

Creating a World Class Education System through Excellence and Equity

Visible Learning
Creating a pedagogy of excellence that is about evidence based practice and the best current research

Leadership Learning Community
Creating strategic leaders who collaborate across the system

Creating a Competent System
Common values, aims and core beliefs
Systems leadership
System enablers

HGIOS 4

NIF
## 1. Priorities for Improvement in Current Year

### Overview

**Planning cycle**

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### 2. Priority Summary and High Level Strategic Targets

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<thead>
<tr>
<th>Priority No.</th>
<th>Priority Area / Theme</th>
<th>Key Actions to meet targets</th>
<th>Expected outcomes for learners which are measurable and/or observable – please refer to LA targets in PPP 69</th>
</tr>
</thead>
</table>
| 1            | To raise attainment in Literacy and English | **Literacy and English:** *(Nursery)*:  
- Extend Language interventions to both sessions.  
- Fully implement the Big Bedtime Read.  
- Implement actions from SaLT audit and link to CLPL opportunities.  
- CLPL related to Authority guidance on Literacy Rich Environments.  
- CLPL – assessment and tracking of children’s skills within Literacy (Authority guidance). *(Nursery-Primary7)*:  
- Support development of vocabulary, narrative language and writing by implementing ‘Talk for Writing’ strategies.  
- Identify Resource Priorities to support play and language rich environments.  
- Put strategies/approaches/events in place to encourage reading at home/reading with adult role models/reading with male role models (raising attainment of disengaged boys).  
**Numeracy and Maths:** *(Nursery)*:  
- Plan meaningful opportunities for young learners to develop Numeracy and Maths skills across the Nursery indoor and outdoor environments. Specifically highlight these opportunities within weekly planning. *(Nursery-Primary7)*:  
- Support parents/carers in understanding approaches to teaching concepts through Shared Learning/Stay and Play sessions, leaflets, drop-ins.  
- Implement policy and practice - agreed approach to planning, pedagogy, formative & summative assessment and time/balance across the week.  
- Identify resource priorities to support SEAL and play in the Early Years.  
- Collaborative Practices – peer observations and links with DHS.  
**Through observations of Learning and Teaching:**  
- Monitoring of learning experience of pupils meets agreed policy and practice for Literacy & English Numeracy & Maths and expectations related to “Feedback”.  
- Monitoring of learning and teaching in Literacy & English / Numeracy & Maths shows learners are engaged in appropriately challenging experiences.  
**Through Assessment and Tracking:**  
- Attainment in Literacy & English increases and Numeracy & Maths comes in line with the National Average at P1, P4 and P7, (CfE expected levels of attainment)  
- Attainment in Maths and Numeracy increases by 10% at P1, P4, P7 (CfE expected levels of attainment) for pupils in SIMD 1 & 2.  
- Summative information e.g. PIPS, GL, SNSA, SEAL assessments, holistic assessment demonstrate learners’ progress and achievement. |
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<tr>
<th>Priority No.</th>
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<th>Expected outcomes for learners which are measurable and/or observable – please refer to LA targets in PPP 69</th>
</tr>
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</table>
| 2          | To build positive relationships with parents/carers increasing engagement. To increase attendance/participation. To support learners through interventions which support their wellbeing ensuring readiness to learn and make progress → Close the Gap. To support learners with ASN to make progress. **PEF Action Plan** | **Implement approaches and strategies linked to Pupil Equity Funding including:**  
- YW and EYHW focus on engaging with children and families to increase attendance and lower lates.  
- After school clubs and participation in community learning.  
- Participation fund – camp, clubs etc.  
- Links with vulnerable families (YW and EYHW)  
- Targeted LA support  
- Nurturing approaches and Nurture Groups  
- Nurturing environments/spaces  
- Forest Schools/Outdoor Learning  
- Play Therapy (1-1, groups, drop-in)  
- Messy Play  
- PEEP  
- Toddler Group  
- Language is Fun Together  
- Sensory Room  
- Walking Bus Breakfast Club  
- Boxall Profile  
**Additional Support Needs**  
- Support staff in completing referrals e.g. TATC, CAMHS  
- Dyslexia Awareness Event/s. | Through monitoring engagement and gathering feedback:  
- Can the school community articulate shared values and vision?  
- Parents/Carers access an increased number of opportunities to share in the work of the school.  
- Parents/carers enjoy being in school and finding out more about their child’s school experience and learning journey.  
- Numbers attending events/workshops.  
- Capturing of individual stories / journeys, particularly where impact on pupils can be linked to improved parent/carer participation.  
Through tracking and monitoring attendance:  
- Pupils’ attendance, including the number of lates, is tracked and trends identified.  
- Specific groups are tracked rigorously e.g. vulnerable children, Young Carers, LAC/LAAC.  
- Pupils’ attendance demonstrates an increase for individuals, groups and whole school.  
Through tracking baseline assessments and attainment:  
- Pupils’ ability to engage in their learning improves.  
- There is evidence of learners’ progress (achievement and attainment) → Data evidences closing the gap.  
Through Boxall Profile  
- Boxall Profile identifies needs of child.  
- Boxall Profile after an intervention evidences impact on areas of wellbeing. |
| 3          | To work towards becoming a ‘nurturing school’. To ensure effective safeguarding of all children. **Wellbeing/Child Protection and Safeguarding** | **Engage in Nurturing Schools Programme**  
- CLPL auditing current practice around nurturing principles, identify key actions.  
- Link to work within Priority (targeted).  
**Wellbeing/Child Protection and Safeguarding**  
- Implement procedures and guidelines that ensure safeguarding.  
- Involve parents/carers in Internet Safety / understanding of impact of technologies. | Education Scotland ‘Nurturing Schools Audit’:  
- Use of evidence tool at the start of the session and the end demonstrates an improvement in nurturing environments/spaces and approaches → impact on learners.  
**Take a Close Look at QI 2.1:**  
- Safeguarding and arrangements to ensure wellbeing. |
<table>
<thead>
<tr>
<th>Priority No.</th>
<th>Priority Area / Theme</th>
<th>Key Actions to meet targets</th>
<th>Expected outcomes for learners which are measurable and/ or observable – please refer to LA targets in PPP 69</th>
</tr>
</thead>
</table>
| 4 | Curriculum: To improve BGE curriculum long term / medium term planning frameworks. | **Curriculum:**  
- Implement long term planning framework of ‘bundled’ E&Os.  
- Link framework to holistic assessments.  
- Make links to skills for life, learning and the world of work.  
- Link IDL to RRS to ensure understandings are embedded within the curriculum.  
**Learning, Teaching and Assessment:**  
- X2 cohorts (10 teaching staff) participate in OTI.  
- X2 staff Shirley Clarke Practitioner Enquiry.  
- Implement Woodburn Learning Skills Progression Nursery → Primary 7 → DHS.  
- Develop whole school understanding of ‘Feedback’ and effective practices to support learners’ progress (Woodburn Impact Coaches).  
- Develop assessment frameworks/practices that support understanding of achievement of a level.  
- Implement holistic assessments linked to bundled E&Os.  
- Moderation (stage, school and Dalkeith Learning Community).  
**Reporting:**  
- Put in place X3 Parent Consultations.  
- Review processes and procedures for reporting to parents/carers. Pilot approach to sharing progress and a ‘written’ summary.  
| Through monitoring and evaluation of planning / learning and teaching within BGE:  
- Take a close look at QI 2.2 to consider the impact of new framework on learners’ experience; engagement, relevance, of learning pathways including skills for learning, life and work.  
- On-going self-evaluation against the RRSA Gold standards demonstrate raised awareness of Global Citizenship/Sustainability through IDL.  
**Through self-evaluation of Learning and Teaching (OTI & Shirley Clarke):**  
- Evidence from baseline and end of participation in OTI / Shirley demonstrates positive impact on teacher confidence, skills and on pupils’ learning experience.  
**Analysis of attainment information:**  
- Clear assessment frameworks/practices alongside opportunities for collegiate reflection, sharing of practice and moderation support staff understanding of progress and achievement of a level.  
- Staff use a range of valid, reliable assessment evidence to identify the impact they are having on learners, this includes the use of holistic assessments linked to IDL.  
**Through gathering baseline and impact cycles (Impact Coaches):**  
- Through a continued focus on feedback, all learners in the school community use feedback to progress from where they are to help them reach their goals.  
- Learners develop their understanding of learning dispositions which ensures a growth mindset. Learners respond to challenge and move from surface to deep learning.  
- Through partnership with parents/carers, their understandings of feedback, learning dispositions and growth mindset allow them to effectively support their children as learners.  
- In all aspects of school improvement a focus on self-evaluation ensures the right things are prioritised, ‘Know Thy Impact’.
### 3. Action Plan: Summary for Stakeholders e.g. Parent Council, Pupils, Partners

<table>
<thead>
<tr>
<th>Number</th>
<th>Priority</th>
<th>Expected outcomes for learners which are measurable or observable</th>
<th>Lead responsibility</th>
<th>Timescales</th>
</tr>
</thead>
</table>
| 1      | To raise attainment in Literacy and English To raise attainment in Numeracy and Maths | Through observations of Learning and Teaching:  
- Monitoring of learning experience of pupils meets agreed policy and practice for Literacy & English Numeracy & Maths and expectations related to ‘Feedback’.
- Monitoring of learning and teaching in Literacy & English / Numeracy & Maths shows learners are engaged in appropriately challenging experiences.  
Through Assessment and Tracking:  
- Attainment in Literacy & English increases by a further 2% at P1, P4, P7 (CfE expected levels of attainment).  
- Attainment in Numeracy & Maths increases by 5% at Early Level and a further 2% at P4 and P7 (CfE expected levels of attainment)  
- Attainment in Maths and Numeracy increases by 5% at P1, P4, P7 (CfE expected levels of attainment) for pupils in SIMD 1&2.  
- Summative information e.g. PIPS, GL, SNSA, SEAL assessments, holistic assessment demonstrate learners’ progress and achievement. | Head Teacher  
DHTs  
Literacy Champion  
Numeracy Coordinators | 2018-2019 |
| 2      | To build positive relationships with parents/carers increasing engagement. To increase attendance/participation. To support learners through interventions which support their wellbeing ensuring readiness to learn and make progress → Close the Gap. To support learners with ASN to make progress. PEF Action Plan | Through monitoring engagement and gathering feedback:  
- Can the school community articulate shared values and vision?  
- Parents/Carers access an increased number of opportunities to share in the work of the school.  
- Parents/carers enjoy being in school and finding out more about their child’s school experience and learning journey.  
- Numbers attending events/workshops.  
- Capturing of individual stories / journeys, particularly where impact on pupils can be linked to improved parent/carer participation.  
Through tracking and monitoring attendance:  
- Pupils’ attendance, including lates is tracked and trends identified.  
- Specific groups are tracked rigorously e.g. vulnerable children, Young Carers, LAC/LAAC.  
- Pupils’ attendance demonstrates an increase for individuals, groups and whole school.  
Through tracking baseline assessments and attainment:  
- Pupils’ ability to engage in their learning improves.  
- There is evidence of learners’ progress (achievement and attainment) → Data evidences closing the gap.  
Through Boxall Profile  
- Boxall Profile identifies needs of child.  
- Boxall Profile after an intervention evidences impact on areas of wellbeing. | Head Teacher  
DHTs  
PTs (PEF)  
Early Years Homelink  
Youth Worker | 2018-2019 |
<table>
<thead>
<tr>
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<th>Expected outcomes for learners which are measurable or observable</th>
<th>Lead responsibility</th>
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| 3      | To work towards becoming a ‘nurturing school’.  
To ensure effective safeguarding of all children. | Education Scotland ‘Nurturing Schools Audit’:  
- Use of evidence tool at the start of the session and the end demonstrates an improvement in nurturing environments/spaces and approaches → impact on learners.  
*Take a Close Look at QI 2.1:*  
- Safeguarding and arrangements to ensure wellbeing. | Head Teacher  
DHTS  
PT (PEF) | 2018 - 2019 |
| 4      | **Curriculum:**  
To improve BGE curriculum long term / medium term planning frameworks.  
**Learning, Teaching and Assessment:**  
To develop learning and teaching approaches that impact on attainment.  
- To focus on Feedback to improve learners’ mindset, engagement and attainment.  
- To develop assessment frameworks/practices that support staff understanding of achievement of a level.  
- To review processes to report to parents/carers.  
**Rights Respecting Schools**  
**VL Action Plan**  
**Dalkeith Learning Community Action Plan** | **Through monitoring and evaluation of planning / learning and teaching within BGE:**  
- Take a close look at QI 2.2 to consider the impact of new framework on learners’ experience; engagement, relevance, of learning pathways including skills for learning, life and work.  
- On-going self-evaluation against the RRSA Gold standards demonstrate raised awareness of Global Citizenship/Sustainability through IDL.  
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- Through partnership with parents/carers, their understandings of feedback, learning dispositions and growth mindset allow them to effectively support their children as learners.  
- In all aspects of school improvement a focus on self-evaluation ensures the right things are prioritised, ‘Know Thy Impact’ . | Head Teacher  
DHTs  
Impact Coaches  
OTI Staff  
Shirley Clarke  
Participants | 2018-2019 |