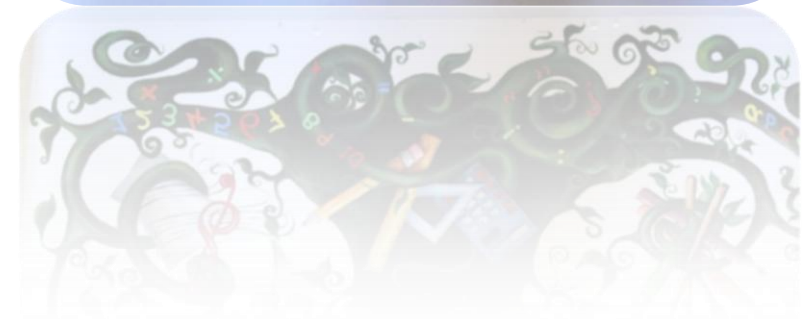


St David's R C Primary

Standards and Quality Report & Improvement Plan

Parents/ Carers/ Partners in our school community

Year 2018/2019



Our School Vision, Values and Aims

Our vision, values and aims make up our

- heart
- faith
- body

We want to celebrate our learning journeys in our families, school, parish and community.

We value:

- **our faith** by creating a positive, inclusive environment
- **partnerships** with all stakeholders to celebrate achievements, personal success and progress made by all
- the **promotion of a healthy lifestyle** and **show respect and responsibility** for ourselves, others and our environment
- honesty, fairness, justice and equality

Our aims are to:

- create a school environment where **all members of the school community feel valued and respected**
- provide the **highest quality teaching and learning** environment with a **wide range of learning experiences** which develop creative thinkers
- work closely with the **parish**
- **plan, monitor and evaluate** teaching and learning experiences
- promote healthy and active living

How our vision, values and aims were developed and how our stakeholders were consulted

We have revisited our vision, values and aims throughout Session 2017/2018 through:

- strengthening our links with the parish – classes have attended Mass on a monthly basis and we have implemented weekly opportunity for classes to come together in worship through 'This is Our Faith' and employed an RE teacher for one day a week (January-June 2018)
- redefining classroom environments and making improvements to ensure learners are provided with high quality learning spaces
- developing more regular, informal opportunities for parents and carers to engage with the school and their child's learning
- widening our partnerships and working with a range of services and agencies to improve outcomes for our learners including: outdoor learning service, Play Therapy Base, Home Link Family Support and Your Space
- focusing on wellbeing and ensuring the needs of our learners are met in a range of ways

In Session 2018/2019 we intend to engage authentically, our parents/ carers and wider community, through a range of activities which will strengthen our relationships, streamline our vision, values and aims and ensure a shared understanding of our purpose and role.

Context of the local community (Dalkeith/ Woodburn)

(See Neighbourhood Profile, July 2016)

Dalkeith is an historic town situated eight miles south-east of Edinburgh and approximately one mile beyond the city bypass. Throughout the 19th century Dalkeith was a prosperous market town boasting Scotland's largest corn exchange. This situation deteriorated in the 20th century with the loss of the railway line, the coal mining industry and markets. The downturn consequently led to loss of investment and a decline in socioeconomic conditions in the area. According to the overall Scottish Index of Multiple Deprivation, in 2012, two of the eleven datazones were in the country's top 10% most deprived, with a further three in the top 30% most deprived.

Dalkeith is currently the largest town in Midlothian and serves as Midlothian's commercial and administrative centre. Several distinct areas make up what is often considered to be the Dalkeith locality. This profile focuses on the Dalkeith/Woodburn area.

- At the time of the 2011 Scotland Census, the population of Dalkeith/Woodburn was 7,752, accounting for 9.3% of Midlothian's population. Professional occupations employ 8.6% of the working population of Dalkeith/Woodburn which is almost half the national average and over 5% lower than the Midlothian average. Skilled trade occupations account for the highest proportion of working adults. No qualifications are held by 35% of the over 16's while a further 30% have level 1 qualifications at their highest level of academic achievement. Both these figures are lower than the Midlothian and Scotland average.
- The mean house prices in the Dalkeith and Thornybank intermediate areas are over £30,000 less than the Midlothian average. Despite the area containing approximately 20% of Midlothian's Council homes, the proportion of households in temporary accommodation is relatively high.
- Supporting adults and young people to build skills for learning, life and work is a key area for Midlothian Council. The area however faces a number of challenges. In Dalkeith/Woodburn 35.2% of the population aged 16 or over have no qualifications. This is higher than the national average (26.8%) and the Midlothian average (28.6%).
- The majority (64.8%) of the population of Dalkeith/Woodburn have either level 1 qualifications (e.g. Standard Grade) or no qualifications. This is 8.9% higher than the Midlothian figure (55.9%) and 14.9% higher than the national average of 49.9%.
- Significantly fewer people in Dalkeith/Woodburn have level four qualifications (e.g. a degree) (14.5%) than the average at the Midlothian (21.1%) and Scotland level (26.1%).
- The percentage of Primary 1 and Primary 7 pupils in Dalkeith/Woodburn in 2013/14 with good dental health was lower than the percentage in Midlothian and Scotland.
- The number of teenage pregnancies in Dalkeith (87.2) and Thornybank is (82.8) per 1,000 females (measured as a three year average from 2011-2013) is significantly higher than Midlothian (57.8 per 1,000) and double the Scotland figure of 41.1 per 1,000.
- Between 2002/03-04/05 and 2012/13-14/15 the percentage of babies in Dalkeith/Woodburn exclusively breastfed at 6-8 weeks was consistently below the percentage of babies in Midlothian and Scotland by as much as 18%.
- Between 2004/5 and 2014/15 the maternal smoking rate in Dalkeith/Woodburn has been consistently above the national and Midlothian rate.
- For nine of the ten years considered, the percentage of obese children in Dalkeith/Woodburn was greater than the Scottish and Midlothian

percentage.

- 19.5% of Looked after and accommodated children were from Dalkeith/Woodburn.

When asked 'To what extent do you feel you are connected to and participate in your local community?' 18.7% of the Dalkeith/Woodburn respondent's said 'A fair amount' while 22.7% said 'not at all'. The majority answer was 'neither/nor' accounting for 53.3%. 39.1% of Dalkeith/Woodburn had taken part in a community event in the past year. 30.0% of the respondents in Dalkeith/Woodburn volunteer in the local community.

Context of the School

St. David's is situated on the south side of Dalkeith in Kippielaw. It is a one stream co-educational Roman Catholic Primary School for children of primary school age with a catchment area that serves Dalkeith, Eskbank, King's Lines, Danderhall, Pathhead and surrounding areas. We continue to strengthen our links with St David's R C Church and work closely with Father Andrew Gardener.

Our role currently stands at 208 across 7 classes with a number of children accessing Shared Placements from St Andrew's Complex Needs Base and Saltersgate. Learners are accommodated in a purpose built, semi open plan school. The building contains seven classrooms, a Family 'Hub', Support for Learning Base, school hall and library. There are outdoor learning areas with extensive school grounds utilised for both curricular and extra-curricular activities. The local area is growing and expanding and the school will soon benefit from an extension providing three new classrooms (due for completion October 2018) and a nursery provision (due for completion February 2019).

At present, fourteen teachers provide high quality learning experiences for learners. This includes an Acting Head Teacher, Acting Depute Head Teacher, Acting Principal Teacher, two Support for Learning teachers and visiting teachers of art and religious education. The school also benefits from instructors of brass, woodwind and violin providing musical instruction for P6 and P7 learners and an English as an Additional Language (EAL) Assistant.

The school also employs the support of an Administrative Assistant, four Learning Assistants, a Senior Child Care Development Worker and Breakfast Club and dining room supervisors. Cleaning and catering are contracted to the Midlothian's catering and cleaning services. A crossing patrol operates at the entrance to the school on Lauder Road and there are various other crossing patrol points which serve the school along Lauder Road.

The levels of deprivation in our school are high with 58% of our families living in SIMD 1 - SIMD 4. 19% of children are in receipt of free school meals and clothing allowances which we recognise is not reflective of our pupil population. We are currently working with University of Edinburgh to understand the possible barriers to families applying for free school meals and seeking solutions to support families who are entitled to apply for these supports. At present we are in receipt of £84,000 in Pupil Equity Funding to close the poverty related attainment gap. In Session 2018/2019, the school will benefit from a further £80,400. In addition to this, St David's Primary will also receive £6804 to reduce the cost of the school day from Child Poverty Action Group (CPAG).

St David's has a wide range of supports available to all learners and families. The school provides an extensive range of personalised, pastoral support responsive to the needs of individuals and their families. The school has widened its partnership working through PEF. It is currently providing additional therapeutic services through Play Therapy Base and Home Link Family Support.

St David's has an extensive programme of extra curricular activities before school, during lunchtime break and after school. We provide a fantastic Breakfast club which is entirely free enabling up to 200 pupils to receive a breakfast each week. Active Schools provide a range of after school clubs including basketball, football and dance.

We have an excellent working partnership with St David's R C High School and feeder nurseries and provide rich opportunities to support transition from Nursery to Primary 1 and from Primary 7 to S1.

Visitors frequently comment on our happy and welcoming school and our well mannered, engaged and enthusiastic learners. We have a strong staff team who are eager to drive improvements and improve outcomes for learners. The team are united and work well together. Leadership is promoted at every level and staff take collective responsibility for planning and evaluating the school's progress. We have been able to enhance our staffing provision greatly through the use of PEF.

We are supported by our Parent Council who work exceptionally hard to support the school. Their efforts and contributions provide essential fundraising for school funds and assist with the development of key objectives. Some of their work this session has included delivery of Bikeability, hosting of Christmas parties, funding of travelling Pantomime, development of school garden and eco work and the initial planning of reducing the cost of the school day. We are eager to widen participation and ensure authentic engagement for all parents/ carers to further strengthen our school community.

4. Review of progress for Session 2017-2018

School priority 1: Increase achievement and attainment in literacy

- increase reading ability of all children
- implement interventions for children not achieving expected levels
- teachers to engage in practitioner enquiry to develop their skills in the teaching of literacy across the curriculum
- pilot and monitor use of ASG tracking and monitoring documents created last year for achievement of a level

NIF Priority

Improvement in attainment, particularly in literacy and numeracy

NIF Driver

Assessment of children's progress

Local Priority

Identify pupils who are not making expected or better progress and intervene to accelerate their learning and resolve underachievement promptly.

HGIOS 4 Quality Indicator(s)

3.2 Raising attainment and Achievement
1.1 Self-evaluation for self-improvement

Progress and Impact:

100% teaching staff (Session 2016/2017) were trained in Read, Write Inc Phonics, Spelling and Literacy and Language. These programmes have been implemented across the whole school ensuring a consistent and progressive approach to literacy and language acquisition. We recognise gaps from P3 onwards as these pupils were previously taught using Jolly Phonics. Therefore pupils having difficulty accessing these programmes have been widely supported through Support for Learning interventions, teacher input and the effective use of Learning Assistants. 28% of our pupils have received one or more regular inputs from our Support for Learning teachers this session to develop their literacy skills. We have been able to enhance our Support for Learning provision by 50% with the use of PEF.

We have worked hard to develop a shared understanding of 'achievement of a level' and planned targeted, meaningful next steps to support individuals/ small groups towards achieving this. Our staff team have an improved understanding of using data and evidence to inform their decisions and have engaged in regular dialogue to moderate their thinking. There has been a considerable shift in understanding here which has had a positive impact on learners and demonstrated significant improvement in attainment.

We have worked hard to create a reading culture across our school. 26% of the Primary 7 cohort accessed S1 reading challenge at St David's RC High to stretch and challenge them. These children also offered their free time and expertise to support younger pupils to select and enjoy a range of texts in our school library. We led a whole school open day titled #creatingabuzz for parents/ carers and our partner agencies in March

2018 to share our achievements in reading. This included the launch of Read, Write, Count literacy and numeracy boxes for P4-7 which are sent home on a monthly basis. Primary 1 pupils were challenged to create Story Sacks with their parents/ carers and shared these widely with their peers and other education staff.

We have secured a fortnightly visit of Midlothian Mobile Library in our school car park and are now advertised on the Midlothian Libraries timetable. 100% of pupils and their parent/ carers are able to access this from 2.30pm every second Thursday and it remains open for pupils to use this valuable service with their parent/ carer until 4pm. The Library provides a service for the local community and is accessible throughout the year, including during the holidays. Early indications note that 30-45 individuals are accessing this service on a fortnightly basis.

100% of our pupils had access to First Minister's Reading Challenge and were given regular opportunities to read within their classes. Approximately 15% of these children achieved an award for their hard work and commitment to reading. To recognise the progress we have made in creating a reading culture and increasing attainment, our school won tickets to Scottish Friendly Children's Book Tour 20th Anniversary Jamboree in Glasgow and these children were invited to participate in this excursion.

St David's Attainment Levels	P1				P4				P7			
	Listening and Talking	Reading	Writing	Numeracy	Listening and Talking	Reading	Writing	Numeracy	Listening and Talking	Reading	Writing	Numeracy
	% Achieved	% Achieved	% Achieved	% Achieved	% Achieved	% Achieved	% Achieved	% Achieved	% Achieved	% Achieved	% Achieved	% Achieved
2017/2018	90	90	86.7	90	100	85	85	75.8	88.9	88.9	78.6	89.3
2016/2017	81.4	81.4	81.4	81.4	76.6	76.6	76.6	76.6	78.5	78.5	75	64.2
Impact	+ 8.6%	+ 8.6%	+ 5.3%	+ 8.6%	+23.4%	+8.4%	+ 8.4%	- 0.8%	+ 10.4%	+10.4%	+ 3.5%	+25.1%

Next Steps:

- embed Read, Write Inc programmes to ensure continuity and progression for learners
- develop approaches to planning, delivery, assessment and moderation of writing
- widen participation for all learners (translating offered opportunities into completed achievements)
- fully implement Fresh Start in upper school

School Priority 2: Increase Parental Engagement in pupil learning at all levels in St David's Primary

- 100% of parents and carers will increase engagement level in pupils learning by June 2017

NIF Priority

Closing the attainment gap between the most and least disadvantaged children

NIF Driver

Parental Engagement

Local Priority

To create a Parental Nurture Hub, establish Parent/Pupil homework project and showcase event to increase parental engagement throughout the school.

HGIOS 4 Quality Indicator(s)

2.5 Family learning

2.7 Partnerships

Progress and Impact:

Parents and carers have had widened opportunities to engage in their child's learning this session. This has included opportunities to attend open days, project showcases, parental consultations and assemblies. 86% of our families attended our initial Open Afternoon and Evening where their child was encouraged to talk about their learning and lead this event. A second event in February, #creatingabuzz had to be rescheduled due to the severe weather resulting in a less positive turnout of around 65%. Home Learning activities and the launch of initiatives such as Read, Write Count and the creation of homemade story sacks has ensured that families are more engaged in home learning through a family based learning model.

Opportunities to engage with parents and carers beyond the school environment have been utilised to open up two way communication between home and school. We have worked hard to increase engagement through social media and used our Twitter account to share a wide range of achievements as well as establish a dialogue between parents/ carers. Increased instances of families tweeting us with wider achievements and inputs are evidenced across our Twitter feed. We have used Learning Power postcards to gather input and feedback from our families during events. These have also been posted home with SAE's for return to school. This feedback is supporting us to continually review, improve and respond to the needs of our families.

100% of staff have engaged in CLPL on Family Learning and been exposed to the features of highly effective practice relating to Family Learning. All staff have a deepened understanding of authentic engagement and reciprocal relationships with families. Many families report they feel listened to and heard by the school. Examples include families who felt disempowered or unwelcome in the playground in previous years.

We have created an inviting multi purposeful space in our 'Hub' for pupils and families to access. This is primarily used by our SCCDW and partner services who provide therapeutic inputs throughout the school day due to the severe lack of space within the current school building. It is

anticipated this space will be more widely available once the new classrooms are in situ.

Families have received very good pastoral care and support this session to help them overcome adversities and barriers to participation. This has been achieved through robust wellbeing systems. An increased number of families are now accessing programmes and interventions to support their own learning at home e.g. Incredible Years.

Next Steps:

- **widen participation and achievements of all families**
- **complete Wellbeing Survey with parents/ carers, partners, staff and pupils**
- **engage authentically, our parents/ carers and wider community through a range of activities which will empower individuals, strengthen our relationships, streamline our vision, values and aims and ensure a shared understanding of our purpose and role**
- **engage families in the review of our approaches to reporting**
- **further evolve 'Hub' and a programme of activities on offer**
- **create Home School Practitioner to support most vulnerable families**

School priority 3: Ensure robust approaches to safeguarding, child protection and wellbeing to ensure that all children and young people are safe, well cared for and enabled to flourish.

- Wellbeing forms are used extensively throughout the school by all members of staff
- any cause for concern is reported and documented in a consistent manner across the school
- development of systems to ensure all relevant information is stored safely
- Safeguarding is embedded in our self evaluation and improvement activities

NIF Priority

Closing the attainment gap between the most and least disadvantaged children and young people
Improvement in children and young people's health and wellbeing

NIF Driver

School Improvement

Local Priority

Closing the attainment gap between the most and least disadvantaged children and young people
Improvement in children and young people's health and wellbeing

HGIOS 4 Quality Indicator(s)

2.1 Safeguarding

Progress and Impact:

27% of our families have received Wellbeing input through a range of forms resulting in improved outcomes for pupils and their families. 22% of pupils have been signposted to/ are working in partnership with one or more agencies to ensure appropriate support.

100% of staff have engaged in CLPL related to Safeguarding, Child Protection policies and training and have access to all key documents through a shared file. All staff can locate and complete a wellbeing concern form. Parents/ carers are also aware of how to raise a concern relating to wellbeing.

100% of staff have completed GDPR training and an Information Asset Register has been formed. All staff have a clear understanding of their professional responsibilities and the importance of confidentiality.

The Acting Head Teacher responsible for safeguarding is clear about the expectations of her role, and provides good support and direction for staff.

Effective systems provide a systematic and strategic overview of the number and nature of cause for concerns raised, initial referral discussions, child protection case conferences and child protection registration inline with national policy and guidance. 100% of Wellbeing and Child Protection files are securely stored ensuring all sensitive information is only accessible to relevant staff members. There are clear systems and procedures in place to monitor and respond to wellbeing concerns and the pastoral needs of the families of St David's.

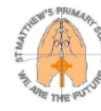
Next Steps:

- **implement coherent system to administer and manage health care needs and medication in school**
- **regularly monitor and respond to attendance and late patterns**
- **implement authority guidance relating to bullying log and publish equalities and child protection policies**
- **periodically review staff training on Safeguarding**
- **strengthen curricular programmes relating to emotional and mental wellbeing of pupils and provide planned, regular inputs focusing on self regulation and emotional wellbeing**
- **complete Child Protection update (September 2018) with all staff**
- **Acting DHT to complete Interagency Child Protection training**

Highlights from Session 2017/2018

- **Attainment:** significant improvement across the school in attainment figures
- **STEP Programme:** John Swinney, Deputy First Minister visited STEP pupils to hear about the impact of this intervention
- **Breakfast Club:** up to 200 pupils continue to receive a free breakfast in school each week ensuring alert, punctual and ready to learn individuals
- **Development of school environment:** new flooring and defining the purpose of classroom spaces has developed the use of space and learning opportunities for pupils as we prepare to grow and expand in 2018/2019
- **Sporting Achievements:** there has been a significant increase in the number of pupils accessing festivals and sports in 2017/2018 including: 100% of P5 achieving Level 1 Bikeability (including previous non riders), 52% of P4 attended one or more sporting events, 59% of P5 attended one or more sporting events, 76% of P6 attended one or more sporting events and 43% of P7 attended one or more sporting events
- **Eco:** established a garden within our playground and are working hard to achieve accreditation through Eco Schools Scotland
- **Transition:** 100% of our P7 pupils received an enhanced transition this session ensuring they were well prepared for the move to secondary. We also provided an enhanced transition for our new Primary 1 pupils in June in partnership with Home Link Family Support
- **Learning Powers:** have taken a prominent position in our school this year enabling all learners to share their learning in a focused and constructive way as part of our Visible Learning journey
- **Storyteller Residency:** Lea Taylor visited P1-P6 classes on a weekly basis to promote storytelling and a love of language
- **Development of Play:** 100% of staff have undertaken CLPL on the importance of play and invested heavily in resources resulting in high quality play opportunities for Primary 1 and Primary 2 pupils
- **Seasons for Growth:** 20 pupils have engaged with Seasons for Growth programme to build resilience for children dealing with loss or change
- **Therapeutic Inputs:** a range of services and expertise have supported our pupils to overcome challenges and enable them to believe and achieve their potential
- **Appointment of SCDDW:** widened opportunities to stretch learners through play based themes e.g. designing marble runs and completing mini STEM challenges.





ASG Priority 1: Protect the health and Wellbeing of all St David's ASG staff 2018/2019

Stage of Development	Main driver of priority		Alignment with:				
Exploring, Developing or embedding	Self-evaluation/ school review/VSE	Education Scotland Report	HGIOS 4 QI	Wellbeing Wheel	Midlothian strategic priorities	NIF	Partnership working
Developing	ASG self evaluation	NA	1.4	All Aspects	N	NA	ASG Collaboration Hive of Wellbeing
Key Target(s)			Expected outcomes for learners which are measurable and/ or observable				
<ul style="list-style-type: none"> A "dignity at work" 1 page policy is in place and shared with all staff (RF/ GMCp to draft based on GTCS standards and share at HT meeting) Local policies and procedures to manage staff discipline, attendance/absence and grievance are clear and implemented appropriately All staff report that their wellbeing is taken into consideration and that senior leaders are approachable 			<ul style="list-style-type: none"> 100% staff in all schools including HTs to complete the staff wellbeing survey (by July 2018) as a baseline and repeat in June 2019 100% of I staff are exposed to the 'dignity at work policy' 100% of school staff are supported/ encouraged to attend Hive of wellbeing twilight 				

ASG Priority 2: Further develop a collaborative expertise and establish a stronger learning community: 100% of staff know and implement the features of highly effective practice from 2.3




Stage of Development	Main driver of priority		Alignment with:				
Exploring, Developing or embedding	Self-evaluation/ school review/VSE	Education Scotland Report	HGIOS 4 QI	Well Being Wheel	Midlothian strategic priorities	NIF	Partnership working
Developing	ASG self evaluation School Review Feedback	NA	2.3	Achieving	Y	Improving curriculum and learning, teaching and assessment	<ul style="list-style-type: none"> ASG Collaboration QAMSO Parents/ Pupils
Key Target(s)			Expected outcomes for learners which are measurable and/ or observable				
Ensure High Quality Learning Experiences for all Learners: <ul style="list-style-type: none"> A shared understanding of the key features of <i>Learning and Engagement</i> and <i>Quality of Teaching</i> are developed through the formation of an ASG Learning and Teaching Poster A self and peer assessment/ monitoring and evaluation ASG checklist to be developed and used consistently across the ASG 			<ul style="list-style-type: none"> 100% of staff know and understand the features of effective practice and quality teaching ; posters are displayed in each classroom across the ASG and features are observed in daily classroom practice All schools use the monitoring and evaluation ASG checklist for peer and self assessment; analysis across the year will show deeper theoretical understanding and increasingly meaningful pedagogical practice 				
Continue to develop Holistic Assessment: <ul style="list-style-type: none"> Examples of holistic assessment (from across the school year) are evident in planning; all staff demonstrate their understanding of the key features of holistic assessment Forward plan feedback notes should explore planned holistic assessments All school attend LA moderation session (at least 1 rep) Pupil views about assessment are gathered Primary ASG HTs to invite another HT (not St David's ASG) to do a mini school visit to explore and discuss Holistic assessment practice 			<ul style="list-style-type: none"> Planning is proportionate and manageable and clearly identifies what is to be learned and assessed. Assessment approaches are matched to the learning needs of learners and are used to support them to demonstrate where they are in their learning A quality body of evidence is used to support assessment judgments and decisions about next steps. Processes for assessment and reporting are manageable and very effective in informing improvements in learning and teaching Staff report increased confidence in both discrete and holistic approaches 				

What should we be doing and when?

May 2018	June 2018		September 2018	October 2018	November 2018	December 2018	January 2019	February 2019	March 2019	April 2019	May 2019	June 2019
<ul style="list-style-type: none"> Lead staff to create baseline 3.2 survey and send to HTs for dissemination to teachers and LAs HTs to send an identified lead staff member to meet with NMCD on Thursday 17th May at 4pm. This group will plan ASG CAT 1, create poster and the ASG checklist to match poster All staff complete wellbeing survey 		July/August 2018	ASG CAT 1 7 SEPT 18 1.30-3.30 SDHS led by identified lead staff and NMCD	<ul style="list-style-type: none"> ACTIVITY 1: Between October and December, all staff should share practice using the ASG checklist in a context of their choosing HTs must collect and collate this information Posters and checklists delivered to schools (October 2018) Posters to be discussed at individual parent council meetings NOVEMBER 8th: Based on their feedback from t from SGM re 2.3 return, present (5 minutes max) their toolkit with any amendments to the ASG Thursday, 8th November 8.30-12 at St Matthew's RC. 			HTs to share data from checklists with identified lead staff so they can plan ASG CAT 2 (NMCD)	ASG CAT 2 22 FEB 19 1.30-3.30 SDHS led by identified lead staff and NMCD	<ul style="list-style-type: none"> ACTIVITY 2: Between March and May , all staff should share practice using the ASG checklist in an unfamiliar HTs must collect and collate this information HTs to conduct pupil/parent/staff focus groups re poster and its associated impact 		<ul style="list-style-type: none"> Identified lead staff members to meet with NMCD and evaluate progress and next steps All staff complete wellbeing survey 	

SCHOOL IMPROVEMENT ACTION PLAN SUMMARY

(Parent/ Carers/ Partners in our school community)

Number	Priority	Expected outcomes for learners which are measurable or observable	Lead responsibility	Timescales
1. 	Streamline planning, assessment and moderation approaches across the curriculum to ensure consistency and progression.	<ul style="list-style-type: none"> 100% of staff know and implement features of highly effective practice from QI 2.3 (HGIOS 4) 100% of staff can provide a range of evidence to support judgements about the progress of a learner 100% of staff use agreed planning and assessment formats to plan, deliver and assess high quality learning experiences 100% of pupils and their families receive regular communication about the planned learning and experiences for their child/ class 	Learning and Teaching Working Group AHT	Aug 2018-June 2019
2. 	Build emotional capital to enable all (pupils, staff and parents/ carers) to flourish through the promotion of wellbeing.	<ul style="list-style-type: none"> 10% increase in pupils feeling safe and included in school (baseline and follow up) improved emotional and mental wellbeing of pupils and staff through Wellbeing Survey 10% reduction of incidences of bullying behaviours/ playground incidents 100% of pupils can discuss 'safe', 'ready' and 'respectful' and their meaning 100% of school staff engage with Hive of Wellbeing sessions in school 100% parents/ carers have opportunities to engage in Hive of Wellbeing events to help shape the school community 100% of staff can evidence their role in 'Responsibility of All' Health and Wellbeing curriculum 	AHT Hive of Wellbeing Emotion-All	Aug 2018-June 2019
3. 	Widen participation and profile learner achievements.	<ul style="list-style-type: none"> 100% of pupils will participate in Pupil Participation groups and be able to talk about school improvement within their given area 100% of pupils will have an online profile and be able to share details about the information within this 25% increase in the number of pupils accessing one or more after school clubs 100% of P1-7 will access free swimming lessons to learn to swim/ develop their water skills 100% of pupils and their parents/ carers will have access to a free hot lunch and social/ active Out2Play scheme run by Play Midlothian on a Friday afternoon regular opportunities for school to support local community citizenship events/ initiatives e.g. supporting foodbank/ litter picking increase pupil attendance to 97% inline with Midlothian Council priority 	Reporting Working Group AHT	Aug 2018-June 2019

St David's R C Primary

Pupil Equity Fund (PEF)

Staffing

- Support for Learning/ Teacher x1.5 (facilitating leadership at all levels)
- Acting PT
- SCCDW early intervention
- Learning Assistant resource

Parental Engagement

- Home School Practitioner
- Engaging with wider school community (Claire Lavelle)

Learning Experiences

- Improved play opportunities throughout the school day (trauma informed approach)
- Developing high quality planning, learning and environments through play based learning and collaboration with Pauline Lawson (Emotion-All)
- Staff and pupil wellbeing collaboration with Fischy music
- Wellbeing sessions with Claire Lavelle (staff)

Nurture wellbeing (physical and emotional) and widen participation

- Swimming lessons
- Subsidise after school clubs/ activities
- Out2Play/ hot lunch on a Friday
- Smoothie/ bread making
- Therapeutic inputs – HLFS and Play Therapy Base



THE COST OF THE SCHOOL DAY

£6804 allocated to St David's R C Primary Session 2018/2019 to help reduce the Cost of the School day.



Free healthy snacks

- ✓ healthy snack box for each class will be purchased and given to each class to be filled with healthy, long life snacks per term i.e. breakfast bars, raisins etc
- ✓ £304.20 will be split across 4 terms for this.
- ✓ classes have created healthy snack ideas which have been shared with the Parent Council



Afterschool clubs/ activities

- ✓ focus on a wider range of clubs/range of activities and looking how to make them more accessible
- ✓ tournaments/festivals will be attended throughout school year through Active Schools/ Festivals – Miss Whyte is leading on this and funds could contribute to transport costs
- ✓ investigating use of this money to provide additional clubs/ activities within the school day to maximise participation
- ✓ further discussion required here



Pantomime/ Brunton Theatre

- ✓ booked for 29th November at Brunton Theatre, Musselburgh final ticket, transport prices and times still to be finalised



Pencil case for every student

- ✓ pack of pencil, rubber, rubber and metal sharpener could be given to each child with names labelled – concerns raised by school and Parent Council about how to ensure this money is well utilised by buying quality resources
- ✓ possibility of a class stationary box being purchased for each class with different, creative resources for art based activities
- ✓ further discussion required here



Thrift Shop

- ✓ Supply of gym kits will be available for kids who don't have one on a loaning basis. These would remain in school and be laundered termly
- ✓ dependent on numbers, gym shoes could be purchased for each child who currently does not have them - the intention would be that these were recycled/ gifted back into the Thrift Store
- ✓ Parent Council intend to manage all the laundering in house
- ✓ Mrs Culbertson will lead on this and supported with uniform Lost Property with non uniform being laundered and gifted to local charity, The Button Box
- ✓ school ties and iron badges will be available through the Thrift Shop



Iron on badges

- ✓ box will be held in school office with suggested donation of £1.50 if people would like to buy a badge and free to the families that need it
- ✓ badges will also be made available to families accessing the Thrift Shop
- ✓ Parent Council have sent for several samples to gauge quality and will feedback on next steps



School tie for Primary 1 pupils

- ✓ 24 P1 pupils to receive school tie
- ✓ New pupils in P2 and P4 to receive a school tie
- ✓ ties to be presented to pupils on Wednesday 26th September with Parent Council and LLE attending
- ✓ ties have been priced at £5 per tie

