



BURNBRAE PRIMARY SCHOOL, NURSERY & COMPLEX NEEDS PROVISION

**Standards and Quality Report 2018-19
Improvement Plan - Year 2019-20**

2. How would you describe our school to other parents?
Open - Fabby - Supportive !!
A learning community.
The warmest, friendliest and supportive learning + community that any parent could hope for their child + family.
A GIANT HUG when you come into the school + caring + committed staff.
Very Supportive, warm, friendly + good teachers!
Unbeatable.
An open environment for learning
Welcoming, caring environment
Excellent community school.
good.
Great!
Pat 14/10/19

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1. Context of the School

Burnbrae Primary School is a non-denominational school that serves the area of Bonnyrigg. Our school building opened in 2012 in the Burnbrae area of Bonnyrigg. Previously our school was situated on the Hopefield site in Bonnyrigg. The school has a roll of 520 which includes, from August 2019, 60 part time and 30 full time nursery places. We currently have 18 classes. Our school has three atriums and a nursery. A 2 class extension, with toilets, is being built over the summer of 2019. An extension is also being built on a joint campus, sharing with St Mary's Roman Catholic Primary School. This extension is due to be opened in April 2020. The premises on the joint campus will house our nursery and P1 classes. There are to be 3 nursery classes with spaces for up to 144 nursery children and 4 x P1 classes. During this coming session the staff to lead on the site are to be identified. A Depute Head Teacher and Head Teacher will share the responsibility for leading on the site. The Parent Council are working with the school to plan for and celebrate the joint campus coming on stream. Burnbrae Parent Council are keen to work collaboratively with the Parent Council from St Mary's.

Learners from across Midlothian can be allocated a place at Burnbrae Complex Needs Provision. Shared placements with children's community school are fostered and developed. There are currently 41 learners supported in this way.

Children share the 2 atrium spaces with classrooms off, and for next session the library is being used as accommodation one class.

Currently Burnbrae Nursery class and Cabin plus an outdoor play area are situated at the front of the school.

The school is keen to foster relationships with families from the earliest moments so 3 youth workers move into their 3rd year of working to grow and support our community. Stay and Play sessions, Tots sessions as well as many outdoor learning opportunities plus experiences where many of our children can celebrate their success by gaining a qualification, such as Jazz Award, John Muir and Dynamic Youth Award. Adult learning has planned for several training opportunities that families however thus far there has been no uptake. Families were involved in identifying the adult learning with Alasdair McDonald, Adult Life Long Learning. Youth Workers visit family homes to build positive, trusting relationships before children join us in nursery and to encourage positive attitudes to attendance.

Additional spaces include the School Office, Parent / Carer Room, Universal Support Base, Expressive Arts Room Dining, which also doubles up as Out of School Care facilities and Activity Hall. The school has multi sport facilities including basketball, badminton and gymnastics. We benefit from a Multi Use Games Area used by our children for P.E and for recreation. Students from Edinburgh College and Scottish Universities join us to develop their practice – the school is to welcome an Edinburgh MA3 student, across the whole session 2019 – 2020. Members of our community are beginning to make use of the school's facilities. Parent Council and School has a plan to create a Community library when this space becomes available for this purpose again. We are a growing school and our school roll is projected to increase significantly.

Our nursery and primary children are represented at Poltonhall Gala each year. Boys and girls football teams regularly represent our community. We participate in the annual Athletics competition in Midlothian. Many of our children attend Bonnyrigg and Lasswade Kic Dance Company. Many children take part in its bi-annual show at the Churchill Theatre. Burnbrae After School Drama club continues to grow in numbers. P3-P4 performed at Christmas this year. P5-P7 performed Mary Poppins over 3 nights to sell out crowds. Active Schools clubs are well attended by our children across the stages. We review with our children what activities they take part in out of school and our Life Long Learning Team plan for offering out of school activities across stages. We have both a P5-P7 youth club and a P3-P4. A club for P1, P2 is to be started in August 2019. There is also a plan to establish a Saturday Dads Group.

We work closely with our parents and carers to ensure that we meet the needs of all our learners. Parent Council work in partnership with the school community striving to ensure that each individual learner has positive experiences while learning at Burnbrae Primary School. In session 2018- 2019 the Parent Council funded 15 Ipads at the request of the school staff. An 80s themed family night was held in November proving a big success. Christmas celebrations and Spring fairs are led by the Parent Council also. We work to develop an active Parent Partnership and they understand their role is to participate in policy developments and support the school in its drive towards continuous improvement. The Parent Council led x 2 sessions with Heather Fleming, Positive Destinations Officer with a view to develop our understanding of The Cost of the School Day. We are improving in our methods for gathering ideas/opinions and comments from all stakeholders. At Parent/Carer Consultations x 2 session we hosted Burnbrae Blether. This was an opportunity to showcase our improvement agenda and partnerships that support our work. Bacon Buttie and a Blether takes place at the end of each month – if staffing can support this. This is a chance for families to meet with Mrs Beveridge on a more informal way to try to understand how their children learn, how the school is staffed, what resources support learners etc. This session we have established our own community foodbank and 16 families benefited from a hamper at Christmas, New Year and Easter.

Staff are keen to further their own learning and development. 8 teachers presented aspects of their own professional development that has had positive impacts for learners at GTCS event in June 2019. Led by Mrs Knight, 18 staff participated in collaborative learning, learning alongside Mount Esk, Hawthornden and Woodburn. This learning enabled staff to understand the principles of Froebel and to consider and action their own individual or small group project within their own setting. A celebration was hosted at Burnbrae in June 2019. The project moves into its second year and includes Cuiken and Moorfoot Primary also. Lynne McNair from Cowgate Nursery and Jackie Matthews from Play Scotland, are supporting this professional learning in the coming session.

The school thinks outside the box in planning for the best possible outcomes for children. A part time teacher has been employed through Pupil Equity Funding to enable learners across P6 and P7 to close their gap or realise their entitlements within 3rd level. The teacher is currently on maternity leave. The post is to be filled for August 2019.

This session there has been significant change within the staff team. 5 teachers have gone on maternity leave and there has been significant staff absence over the session. Both deputies have had a considerable teaching commitment over the session. While this has had some impacted on change and improvement, we continue to drive forward our priorities to the best of our abilities.

In the coming session we need to continue to be realistic and accountable for our improvement agenda – the school welcomes 6 new class teachers in session 2019- 2020. 5 class teachers may return to our community over the coming session.

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

Annually, as a staff team, we explore and agree our vision and values .From August newsletters, school assemblies, citizenship gatherings, drop ins are some of the vehicles for sharing the vision, expectations and values. Children & families give their support to the vision, expectations & values. We continue to refer to our vision and values in our daily work of supporting learners to grow and to be ready to learn.

We regularly use social media including our school App. This is used and supported by 97% of our families. Facebook and Twitter are also media we use to share learning, highlights, events, good practice or ideas.

Our vision and values are regularly linked to the information we are share. We seek feedback from families about how well we are communicating in a variety of ways – we have taken on board feedback in regard to the school App being the best way to share information.

3. Our vision, values and aims

Our vision for Burnbrae Community is that we play, learn and grow together. A theory of action was created by staff in August and, with our expectations, underpins our commitment to the community's vision.

"Together we are committed to the continual development of our knowledge, attitudes, skills and habits to exceed highest expectations. Burnbrae is a place where we encourage and challenge each other in building our nurturing and inclusive community. We are all valued and supported to play, grow and learn together.

- Listen
- Look at the person speaking
- Appropriate body language
- Use of hand/thumb to contribute an idea/opinion
- Positive attitude to the task – give it all you've got
- Be respectful of the opinion/ideas of others
- Work alongside others
- Be aware of the noise level and how it affects the learning environment
- Move around safely
- Learn to the best of your ability
- Share with an adult any reason that may affect you achieving your best
- Arrive on time
- Take pride in each learning experience
- Accept responsibility for your own actions
- Respect the property of others
- Respect the feelings of others
- Tidy up after yourself
- Persevere
- Accept that everyone is different but the same

4. MIDLOTHIAN COUNCIL NATIONAL IMPROVEMENT FRAMEWORK PLAN: OVERVIEW OF HIGH LEVEL PRIORITIES (2018/19)

<p align="center">Priority 1 Improvement in attainment, particularly literacy and numeracy</p>	<p align="center">Priority 2 Closing the attainment gap between most and least disadvantaged children</p>	<p align="center">Priority 3 Improvement in children and young people's health and wellbeing</p>	<p align="center">Priority 4 Improvement in employability skills and sustained, positive school leaver destinations for all young people</p>
<p>(1a) To bring CfE levels in line with the national average in Literacy and Numeracy by the end of P1, P4, P7 and S3 where they are not yet at that level</p> <ul style="list-style-type: none"> Where CfE levels are in line with national averages then schools should aim to reach the national stretch aim of 90% of students achieving the relevant level in every measure. <p>1(b) All Secondary schools have set appropriate targets across key local and national measures to reach targets based on trends against their virtual comparator.</p> <ul style="list-style-type: none"> Level 3 Numeracy 98% Literacy 98% Level 4 Numeracy 90% Literacy 90% <p>1(c) 100% of schools have a self- evaluation calendar that reflects moderation, tracking, assessment and shared classroom experiences that involve all practitioners and learners</p> <p>1(d) That at least 80% of teaching staff are involved in regular and supported practitioner enquiry in all schools.</p> <p>1(e) 100% of schools have a written curriculum rationale which reflects appropriate pathways for all learners.</p> <p>1(f) 100% of schools reviewed and inspected receive a grading of satisfactory or above for QI 1.3</p> <p>1(g) Increase numbers accessing LLE literacy and numeracy/ESOL (target 430)</p>	<p>2(a) Interrupt the cycle of poverty (PEF): CfE attainment for those living in SIMD 1-2 should be at the national average in terms of achieving the expected CfE level in Literacy and Numeracy by the end of P1, P4, P7 and S3</p> <p>2(b) Continue to develop and implement an Early Years Strategy on closing the gap to reduce the literacy gap by the end of P1 supported by the Attainment Advisor</p> <p>2(c) Maximise the use of Family Learning approaches to increase the number of family learning interventions across Midlothian by 5% with an LLE target 415 family learners.</p> <p>2(d) Increase % of young people achieving National Qualifications at Levels 3 to 5 with a focus on level 3 and 4 based on comparison with the virtual comparator e.g. looked after, particularly those looked after at home.</p> <p>2(e) Increase the number of LLE opportunities and attendance at learning activities for adults, families and young people.</p> <p>2(f) Increase the influence of young people in the planning of services.</p> <p>(2g) 5% increase in Award youth work per ASG including DOE</p> <p>(2h) Ensure that all youth work is delivered at low or no cost to support reduction in child poverty and increase accessibility.</p> <p>2(i) Increase in youth work offer. (Target 4450 young people access LLE opportunities).</p> <p>2(j) Increase accredited Lifelong Learning Employability Courses and qualifications (25 accredited courses) and (1550 qualifications) and increase number of learners accessing Individual Training Accounts (target 75+ learners)</p>	<p>3(a) 100% of schools reviewed and graded receive a grading of satisfactory or above for QI 3.1</p> <p>3(b) The majority of young people with ASN / LAC are offered timely and appropriate interventions within Midlothian Council</p> <p>3(c) Further Improve attendance: Primary 96% Secondary 92%</p> <p>3(d) Reduce exclusions: <u>Primary</u>- below 15 per 1000 including a maximum of 1 LAC exclusion per thousand. <i>LAC exclusion in exceptional circumstances only.</i> <u>Secondary</u>- reduce exclusions to 49 per thousand as a first step to exclusions being below the national average. This figure includes a maximum of 2 LAC exclusions per thousand. <i>LAC exclusions in exceptional circumstances only.</i></p> <p>3(e) Support schools to implement a range of universal mental health initiatives</p>	<p>4(a) 100% of schools have Senior Phase curriculum models that are fulfilling the recommendations of the delivery plan for Education</p> <p>4(b) Secure a three year pattern of 95% Sustained Positive Destinations and reduce unknowns to under 100.</p> <p>4(c) Increase provision aligned to DYW for vulnerable learners to improve their long term outcomes</p> <p>4(d) Implement priority areas from 36 DYW recommendations: including digital, stem, disability, work experience, learning opportunities, and careers in line with the regional skills assessment. Increase provision aligned to DYW for vulnerable learners to improve their long term outcomes.</p> <p>4(e) Increase the number of STEM opportunities for young people, adults, families and communities.</p> <p>4(f) Continue to increase number of Modern Apprenticeship's on SDS Contract, supported by LLE in particular increase Early Years and Childcare to meet 2020 National targets</p>

5. Review of Progress and Impact in Session 2018/19
Developing the Curriculum

<p>NIF and Midlothian Priority (<i>highlight as applicable</i>)</p> <ol style="list-style-type: none"> 1. Improvement in attainment, particularly literacy and numeracy 2. Closing the attainment gap between most and least disadvantaged children 3. Improvement in children and young people's health and wellbeing 4. Improvement in employability skills and sustained, positive school leaver destinations for all young people <p>NIF Driver(s) (<i>highlight as applicable</i>)</p> <ul style="list-style-type: none"> • School Leadership • Teacher Professionalism • Assessment of Children's Progress • Performance Information • Parental Engagement • School Improvement 	<p>HGIOS 4 Quality Indicator(s) / HGIOELC (<i>highlight as applicable</i>)</p> <p>1.1 Self-evaluation for self-improvement 1.2 Leadership of learning 1.3 Leadership of change 1.4 Leadership and management of staff 1.5 Management of resources to promote equity 2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning, teaching and assessment 2.4 Personalised support 2.5 Family learning 2.6 Transitions 2.7 Partnerships 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement/ Securing children's progress 3.3 Increasing creativity and employability</p>
<p>Progress and Impact:</p> <p>Staff are committed to the health & wellbeing of all learners. Your Space Counselling Service continues to impact positively for children, staff and families. Daily softstarts & emotional check ins enable staff and children to be ready for learning. At all stages there are improved levels of attainment, achievement & equity of opportunity for targeted groups in reading, writing & numeracy. Targeted groups: 10% of learners from P6, P7 SIMD 2-6 have been able to access the curriculum in a more meaningful way. P6??? The appointment of a part time teacher to support learners to achieve 2nd level by end of P7 has had a positive impact. This teacher has targeted small groups and individuals for literacy and numeracy. Along with support for learning teacher data has been collated to inform progress and next steps doesn't make sense? – this includes: GLs, A.R., S.W.S.T and pieces of writing. In some classes children have regular conversations with their teacher about progress in the key areas and about what the learner has to do to make expected progress. This approach is being adopted by all class teachers for next session. This will be led by a P5 teacher.</p> <p>Opportunities such as bike maintenance, swimming and football, all working towards achieving Dynamic Youth Awards have been on offer and had excellent uptake from families. Children across stages have achieved High Five, John Muir, Jazz, and Dynamic Youth Awards having participated in Active Schools experiences, gymnastics, ski-in & P5 & P7 had the opportunity to take part in a residential experience.</p> <ul style="list-style-type: none"> • P7 Camp • Dynamic Youth Awards - 50 - P6 Skiing. 70% SIMD 2-6 • SQA Level 2 Cycle Safety and Maintenance – – 10% in SIMD 2-6– these are P6 & P7 learners who are at risk of becoming chronic latecomers/non attendees School refusers – in SIMD 2-6 • HI5 Award – 58/58 - P3 Scottish Football Association Coaching – 17% SIMD 2-6 • Bikeability Level 1 – 43/44 - P6F & P6J –22% in SIMD 2-4 • Bikeability Level 2 – 31/34 - P7 – 20% SIMD 2-6 • 100% of P5 achieved Dynamic Youth Awards for P5 for their camp at Broomlee – 73% of learners are from SIMD 2-6. • 7% of P7 learners achieved their Young Leader Award in supporting the P4 –P5 Youth Club weekly. 	

- 47% of children who attended the P4 – P5 Youth Club been awarded accreditation.

The role of the Youth Worker x 3 continues to have made considerable impact on the attitudes, habits and achievements of some of the more vulnerable children and their families. A focus on wider achievement has supported these improvements. 76 children from P6-P7 regularly attend a Tuesday youth club at Burnbrae. A youth club for P4-P5 was started in August 2018 running weekly from 1730 – 1830. 61 children attend regularly. Burnbrae Youth Clubs are the highest attended regularly across Midlothian. A club for P1 and P2 children will start up from August 2019. All families talk extremely positively about the roles of the LLE team. There are significant improvements in attendance for key families

3.5% of the school roll who are in SIMD 2-6 have increased percentages of attendance and decreased numbers of lates & arrive at school by means of the Walking Bus. Children have breakfast together at the start of the school day. Learners are now more ready to learn at the start of each school day. We know this because..... This continues to build positive working relationships with key families. Children identify positively with the Walking Bus and are building trusting relationships with key staff members. How many go on the walking bus? Lack of engagement has improved with families with the walking bus resource. There is flexibility with the resource to enable families to join or use the walking bus as their need arises. Almost all children engage with youth worker team. They provide many opportunities within and outside school hours dependent on the need of individual children and families.

Learners in the provision have had planned access to local resources including Bright Sparks and Lasswade High School Community swimming pool.

Key staff (what kind of staff) have supported the transition of learners into P1 this session, making visits to nursery settings and providing flexible arrangements for families to ensure that the children are able to take up all opportunities that are offered For the first time 3 Senior CCDWs have worked collaboratively and led sessions with the identified P1 teacher team. They have carefully planned and organised all aspects of transition including class groupings. This is building leadership capacity at all levels. In the absence of the DHT(early years) the nursery Seniors have continued to demonstrate their commitment to the Power of Partnership collaborative enquiry. Impact of professional learning is visible in the nursery settings. Both Play Scotland and the Edinburgh Froebel Network have visited the school and the team leads are presenting at the Froebel Network Conference in September 2019.

All staff have participated in whole school Read Write Inc training. Staff talk about the positive impact on overall literacy experience. There is increased confidence and ability for almost all learners in P1-P3. See attached information- make sure you include this. Burnbrae Twitter feed continues to share some learning experiences linked with the curriculum. Regular practice of basic facts across classes has contributed to improvements in numeracy for learners. Third level learners in P7 have been challenged by regular teaching from high school staff in Burnbrae as well as frequent opportunities to join classes at Lasswade High. 13/20 P7 learners who have received targeted support for reading have made progress between 6 months – 12 months in a 9 month period.

The school has achieved its target for 80% or above in P1,P4 &P7 . High quality training opportunities have continued to build individual and collective teacher confidence in judgements linked to pupil progress. 3 X termly pupil progress meetings were planned however staffing shortage meant that not every meeting took place. Staff are beginning to make better use of data including CfE levels, and this has enabled individual teachers to plan for more aspirational outcomes for children in regard to achieving a level.

Year	Seed Code	School name	Stage	English Reading	English Writing	English Listening and Talking	English Literacy	Numeracy
2019	5546621	Burnbrae Primary School	P1 (achieve Early Level)	93.8	95.1	92.6	92.6	95.1
2019	5546621	Burnbrae Primary School	P4 (achieve First Level)	93.4	93.4	91.8	91.8	90.2
2019	5546621	Burnbrae Primary School	P7 (achieve Second Level)	77.3	77.3	77.3	77.3	77.3
2018	5546621	Burnbrae Primary School	P1	94.3	94.3	94.3	94.3	94.3
2018	5546621	Burnbrae Primary School	P4	81.8	81.8	83.3	81.8	81.8
2018	5546621	Burnbrae Primary School	P7	83.8	81.1	83.8	81.1	78.4

Next Steps:

- PEF: Interrupting the cycle of poverty: Further 5% increase in number of children from SIMD 2 and 6 achieving the expected or beyond CfE level in Literacy and Numeracy by the end of P1, P4, P7
- Additional 10 staff undertake Outstanding Teacher Intervention
- Collaboration with Woodburn Primary – OTI

- Collaboration with Mount Esk/Moorfoot/Cuiken/Woodburn as Power of Partnership moves into its second year.
- Identified group of class teachers to lead sharing best practice in learning & teaching, moderation, tracking and assessment of progress
- Drop ins for RWI and Numeracy – led by lead class teacher/Ruth Miskin champion and SfL reading champion
- 3 x class teachers to attend Talk for Writing conference in September – plan for how to fit in with current curriculum
- Third level learners in P7 supported appropriately to ensure potential is reached
- Second level learners across P6 & P7 provided with additional support to close the gap and ensure that individuals attain second level by end of P7 or before
- Read Write Inc programme adopted across P1-P3- data analysed every 6 weeks – flexibility for learners to move on – drop ins for families
- SfL is reading leader – co-ordination of appropriate groupings for Read Write Inc- using appropriate baselines as set out in the programme - targeted groups from P5-P7 supported using Fresh Start
- Science co-coordinator to participate in ASG science working group to consider and build the science curriculum from early to third level
- CTs to lead staff trios for walkthroughs focusing on literacy/numeracy – monitoring programme also
- Lead adult to explore and improve pupil voice through How Good is OUR School
- Review and use improved bundles for planning
- CFE levels – increase to 90% of learners reach their expected levels

Review of Progress and Impact in Session 2018/19

Closing the attainment gap between the most and least disadvantaged children

NIF and Midlothian Priority (*highlight as applicable*)

5. Improvement in attainment, particularly literacy and numeracy
6. Closing the attainment gap between most and least disadvantaged children
7. Improvement in children and young people's health and wellbeing
8. Improvement in employability skills and sustained, positive school leaver destinations for all young people

NIF Driver(s) (*highlight as applicable*)

- School Leadership
- Teacher Professionalism
- Assessment of Children's Progress
- Performance Information
- Parental Engagement
- School Improvement

HGIOS 4 Quality Indicator(s) / HGIOELC (*highlight as applicable*)

- 1.1 Self-evaluation for self-improvement
- 1.2 Leadership of learning
- 1.3 Leadership of change 1.4 Leadership and management of staff
- 1.5 Management of resources to promote equity
- 2.1 Safeguarding and child protection 2.2 Curriculum
- 2.3 Learning, teaching and assessment 2.4 Personalised support
- 2.5 Family learning 2.6 Transitions 2.7 Partnerships
- 3.1 Ensuring wellbeing, equality and inclusion
- 3.2 Raising attainment and achievement/ Securing children's progress
- 3.3 Increasing creativity and employability

Progress and Impact: In August 2018 staff the head teacher led staff in understanding and owning data pertinent to the children in their class and across a stage. A few staff also attended a drop in to better understand data led by the senior leadership team. Staff understand their responsibility to own and use the data robust however agree that this will take time to ensure best use of data. 1 class teacher has created his own spreadsheet and will share with staff in the coming session. Staff are keen to identify the most user friendly document to record and track progress. Staff report that they feel some ownership for the data and will continue to plan for using the information to inform judgements.

A working group to analyse 2017 2018 GL information was not established as staff felt that the timing was not right for this. 5 full time teachers left for maternity leave over the session and 2 teachers were absent with long term sickness – Depute Head Teacher absent for term 4 and P7 class teacher absent for term 4. To support maternity cover and absence other Depute Head Teacher and Support for Learning teacher in class fulltime for term 4. Dance teacher absent for term 3 and term 4. To continue to provide continuity both Depute Head Teachers led learning in classes for 80% of the week across the school year.

The DHT & Support for Learning teacher have planned for improvements to the school's systems and procedures for identifying and planning for support for individual learners. More varied and less useful procedures existed before and did not necessarily provide a useful trail for individual learners. There are Systems Papers in place as of this session. Senior leaders are using both phone logs (for every call made |) and dialogue proforma which are then stored in individual children's folder on the server. To improve communication from partners a confidential folder has been set up on the server to briefly store documents for relevant staff, including the class teacher, to read. The documents are signposted by office staff and deleted within a 7 day deadline.

The role of the teacher supporting P6 & P7 has supported 20 learners across P6 & P7 – to attain 2nd level in literacy. This role is valued by staff and families. 94% of the 20 learners told their teacher they value the additional support and protected time to plan and discuss targets. 47% of the 36 learners in P6 supported in this way made progress between 3 months and 12 months. One learner made over 2 years progress. It is the intention to appoint a full time teacher in session 19/20 to support across P6 & P7.

Staff are growing in confidence in making professional judgements

There is a Quality Assurance Calendar that details the school's assessment expectations.

Learner's Story Tracker used to track across a range of indicators including attendance, wider achievement

SEESAW was used from September 18 with one provision class as a trial. Parental feedback was positive so in November 2018 SEESAW was used by all provision classes. In one class it supported links with shared placements as staff were able to update the children's learning journal with mainstream experiences – this helped to build an improved picture of the whole child.

A staff working group led with the pilot creating an improved report for families. Feedback was gathered. 5% of families provided feedback of which 2 % did not favour the format. The school will include parent/carer representatives as they consider the report format for session 19/20. This was agreed at a parent council meeting in August.

Next Steps:

- Data informs progress - Individual learners on track - Support & challenge for levels beyond second level - Class teachers own their own data - Children own their own learning – children talk confidently about next steps
- Class teachers increase confidence in judging pupil progress – 90% of learners predicted to attain expected levels before or at expected time
- Shared Classroom Experience & Moderation planned for led by identified class teachers
- School plans effectively to meet the needs of all learners – build on existing systems and procedures. DHT with responsibility for Meeting Learners Needs and will focus on the needs of learners across the school in SIMD 2-6 in particular.
- School/families share learners achievements – in Midlothian survey – to high a percentage of families report that the school does not help them understand how and what their children learn
- Reporting to families is an effective collaboration which has the child at the centre – consider format adopted this year – analyse feedback and plan for report format for future – consider additional parent/carer/child consultation
- Teacher led curriculum drop- in

Review of Progress and Impact in Session 2018/19
Wellbeing – Building Community

<p>NIF and Midlothian Priority (<i>highlight as applicable</i>)</p> <p>9. Improvement in attainment, particularly literacy and numeracy 10. Closing the attainment gap between most and least disadvantaged children 11. Improvement in children and young people’s health and wellbeing 12. Improvement in employability skills and sustained, positive school leaver destinations for all young people</p> <p>NIF Driver(s) (<i>highlight as applicable</i>)</p> <ul style="list-style-type: none"> • School Leadership • Teacher Professionalism • Assessment of Children’s Progress • Performance Information • Parental Engagement • School Improvement 	<p>HGIOS 4 Quality Indicator(s) / HGIOELC (<i>highlight as applicable</i>)</p> <p>1.1 Self-evaluation for self-improvement 1.2 Leadership of learning 1.3 Leadership of change 1.4 Leadership and management of staff 1.5 Management of resources to promote equity 2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning, teaching and assessment 2.4 Personalised support 2.5 Family learning 2.6 Transitions 2.7 Partnerships 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement/ Securing children’s progress 3.3 Increasing creativity and employability</p>
<p>Progress and Impact:</p> <p>Burnbrae has continued this year in developing our youth clubs across primaries 4-7. Both youth club sessions take place on a Tuesday evening and are attended regularly by many P4-7 children. Three youth workers run the sessions weekly and due to their strong relationships with children from the walking bus. An alternative curriculum is in place to support learning and development of identified P6 and P7 learners- opportunities include swimming, The John Muir Award, active schools, Outdoor Learning and cycling proficiency, bike maintenance. Our youth work team have undergone further training including swimming coach and SFA referee to provide an increase of opportunity for learners who are currently working towards 2nd level and are under achieving. Family learning opportunities were also offered to parents and carers after an audit took place, however the uptake was low. The school will continue to identify with families and adult learning opportunities which families can benefit from. In order to address lateness and attendance the walking bus has increased to 3 areas with specific emphasis on our learners from SIMD 2-6 and those whose attendance required improvement. Throughout our weekly Senior Leadership Team meetings we have discussed learners with low attendance or wellbeing concerns across the school with the view to identifying other supports & building stronger relationships with families and a more insightful awareness of each child’s potential barriers to learning. Additionally, Burnbrae is committed to improving our relationships with families from early on in their children’s lives. A Senior Childcare & Development Worker and an Early Years Life Long Learning practitioner have regularly visited families in their own homes prior to children starting nursery. Weekly tot start groups have also been available to all families in the Hopefield Community to build our knowledge and relationships with young families in the area. PEEP approaches have also been introduced in the nursery in order to work closely with parents and carers. We have also recently trained some of our nursery team in Sleep Training as some of our families had expressed difficulties with their child’s sleeping patterns. Using PEF a teacher was seconded this year to work with learners at second sevel/third level in raising attainment and closing the gap in literacy and numeracy. Transition meetings for P7 learners occurred early in the first term where children who required enhanced transition were able to attend LHSC from January onwards. Learners working at third level in numeracy attended LHSC weekly with other cluster schools to raise attainment in numeracy and build relationships with the high school. P7 IEP and multi-agency meetings were also attended by key adults in LHSC in promoting equality and inclusion for learners. Our Support for Learning Teacher also worked daily with learners and staff to increase achievement in literacy by supporting, advising and assessing pupils across First Level every 6 to 8 weeks using the Read, Write, Inc programme. Regular soft start mornings and afternoons throughout the school year were available to families to attend and participate in literacy, numeracy and health and wellbeing sessions.</p>	

At the request of families the school planned drop ins to help families gain a better understanding of curricular areas. Drop In Themes were: Read Write Inc/Accelerated Reader & Numeracy. The Midlothian Survey of Families tells us that almost 50% of parents & carers do not consider that the school informs them well enough about their children's learning and expected progress. We continue to focus on communication as an area of improvement.

On identified dates during the school year the Burnbrae Blether was available to families. The Burnbrae Blether showcases resources and approaches available in the school community and key practitioners attended to inform families of how we plan for learning and support learner at Burnbrae Primary. Families are keen to still have information sessions led by the senior leadership team. Incoming P1 families when surveyed by Burnbrae Nursery Team asked for a meeting with the head teacher to feature as part of transition planning for their children. Bacon Buttie and a blether was also re-introduced monthly at the request of families as it allowed them to meet monthly with Mrs Beveridge and raise queries or concerns. Families asked that newsletters be reinstated. 97% of families use the school app however feel that at times finer detail is missing or indeed information is incorrect.

The school community and the Parent Council have worked more closely together this session. An 80s night at Bonnyrigg Roses Club in November was extremely well organised for our community. Consideration is being given about holding an adult social event annually. A key piece of learning took place around the Cost of the School Day. The Parent Council is committed to working to support all families by continuing to focus on cost. School photographs were tendered for by the chair of the Parent Council. A significantly cheaper option was agreed and the Parent Council continues to work to maintain lower costs. 15 I pads and protective cases were purchased at the school's request. The Parent Council are keen for the school to consider and identify key resources as they wish to apply for grants on behalf of the school. A most successful Spring Fair was held in May. P7 learners were involved in this to raise funds for their end of year celebration. All classes were given money on a per head basis from the Parent Council as a way of building relationships with all class teachers. This gesture was very warmly received and there are a few teachers who have already committed to attending Parent Council next session.

Your Space Therapeutic Service works in partnership with Burnbrae and is in its second year.. It offers therapeutic intervention to staff, children and families at times of crisis or when professional and or families consider it is appropriate. The service is available two days a week and is co-ordinated and run by two psycho-therapists, Natalie and Jackie. In order to access the service families ask for a referral directly or members of staff also refer families with their consent. The head teacher liaises with a therapist weekly. Head Teacher supervision is a built in element to the service weekly and provides insight and time to reflect on challenging or difficult situations that occur in school life This is invaluable and other senior leaders have agreed that they would benefit from this element also. Learners attend individual therapy sessions for 1 hr weekly or can self refer for a 15 minute lunchtime session to talk over issues that worry them or where they need help to find solutions independently. The staff team are also able to seek advice from Your Space regarding wellbeing concerns for their pupils or to discuss their own approaches or wellbeing in their workplace.

Next Steps:

Unify our community by nurturing, growing and sustaining the power of partnership using research, best practice and a principled approach

Targeted groups of learners – SIMD 2-6 continue to make improve attendance & make expected progress

Wider achievement opportunities / Family learning opportunities/relationships/ support equity and interrupt the poverty cycle and support all learners to achieve their potential

All learners are appropriately challenged in literacy/numeracy

Families have opportunities to regularly be in school and understand more how their child learns and what supports are in place for children to ensure they all grow and develop

Your Space supports individual children and groups as identified and linked to level of need – SIMD 2-6 focus

**Review of Progress and Impact in Session 2018/19
Learning Provision**

<p><u>NIF and Midlothian Priority (<i>highlight as applicable</i>)</u></p> <p>13. Improvement in attainment, particularly literacy and numeracy</p> <p>14. Closing the attainment gap between most and least disadvantaged children</p> <p>15. Improvement in children and young people's health and wellbeing</p> <p>16. Improvement in employability skills and sustained, positive school leaver destinations for all young people</p> <p><u>NIF Driver(s) (<i>highlight as applicable</i>)</u></p> <ul style="list-style-type: none"> • School Leadership • Teacher Professionalism • Assessment of Children's Progress • Performance Information • Parental Engagement • School Improvement 	<p><u>HGIOS 4 Quality Indicator(s) / HGIOELC (<i>highlight as applicable</i>)</u></p> <p>1.1 Self-evaluation for self-improvement</p> <p>1.2 Leadership of learning</p> <p>1.3 Leadership of change 1.4 Leadership and management of staff</p> <p>1.5 Management of resources to promote equity</p> <p>2.1 Safeguarding and child protection 2.2 Curriculum</p> <p>2.3 Learning, teaching and assessment 2.4 Personalised support</p> <p>2.5 Family learning 2.6 Transitions 2.7 Partnerships</p> <p>3.1 Ensuring wellbeing, equality and inclusion</p> <p>3.2 Raising attainment and achievement/ Securing children's progress</p> <p>3.3 Increasing creativity and employability</p>
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Progress and Impact:

Data analysis has now begun to support teacher planning and judgements – Burnbrae is keen to learn how to do this better. 2 staff shadowed a colleague at Lasswade High regarding tracking and monitoring however felt that the system does not best suit primary. A Class teacher has explored their own system this year and will lead with staff development in this area for the coming session.

A further 10 teachers have gone through the Outstanding Teacher Intervention. Their presentations to the senior leadership team demonstrated a significant shift in thinking and practice. The whole staff team has explored how the pedagogy can impact for learners now. This professional learning has enabled staff to create and agree on a Burnbrae Shared Classroom Experience proforma as well as agreeing expectations across the school for learner's experiences. This is from August 2019.

Staff sharing practice linked to a focus on engagement/challenge/feedback has existed on an informal basis due to staffing changes and absences.

Staff absence from as early as September 2018 has impacted on the school's ability to carry out the monitoring procedures formally. Senior leaders know staff and children well.

Please refer to the information attached about the Power of Partnership project –see appendice

2 x Staff undertook Froebel Early Learning and Childcare certificate over this year. Impact from this can be seen in both settings of the nursery indoor environment and provision outdoor area.

The school has a more consistent shared language of learning and will continue to implement our agreed shared language of learning in the next session – it is vital we creatively share this with families as well as children.

Literacy/Numeracy champions have provided drop ins for staff linked to Shirley Clark research and also in regard to best using Accelerated Reader. Staff speak very positively about the drop ins linked to their professional learning.

We use a variety of assessment approaches to allow learners to demonstrate their knowledge and understanding, skills, attributes and capabilities in different contexts across the curriculum

Outdoor education opportunities planned for all learners

Ensure children experience increasing levels of challenge

Emphasis on enterprise and creativity across areas of learning

Transition planning across all sectors has continued to support individual learners. P1 teachers have visited children in their private nursery settings. Nursery staff have planned creatively for individuals – i.e. providing transport to ensure a child can regularly attend transition events & collected a child from their home every lunchtime to ensure that the child can attend nursery regularly. Staff have worked very closely with Lasswade High staff and staff from other secondary settings to ensure smooth transition for key learners.

Wider Achievement is being celebrated by senior leaders –needs to be formalized and equitable.

Next Steps:

- Data informs learner next steps
- Almost all children making predicted progress – all needs taken into account and being planned for
- Interventions support individual and targeted groups of learners
- Transitions continue to be effective
- Staff pedagogy continues to develop and improves learner's experiences
- Holistic assessment provides evidence of learner skills/knowledge/progress – is planned for as part of learning and teaching – individual class teachers lead staff team

- Most children demonstrate their understanding and speak confidently about their own learning –linked to a skills based curriculum & is more closely connected with wider achievement.

6. Successes and Achievements in Session 2018-19

<https://vimeo.com/307342273>***<https://vimeo.com/307342273>***

<https://vimeo.com/344768563>***<https://vimeo.com/344768563>***

7. What is Our Capacity for Continuous Improvement?

Quality Indicator	LA/School Self Evaluation theme process (calendar)	Authority Inspections / Theme visits	HMIe/ Care Inspectorate Inspection Grades
1.3 Leadership of Change	School monitoring calendar	Quality Indicator returns	Satisfactory
2.3 Learning, Teaching and Assessment	<ul style="list-style-type: none"> • Shared classroom experience • Planning to include holistic assessment • Moderation • Professional learning - Outstanding Teacher Intervention & professional enquiry 		Satisfactory
3.1 Ensuring Wellbeing, Equity and Inclusion (Take into account QI 2.1)			Satisfactory
3.2 Raising Attainment and Achievement/ Securing Children's Progress	<ul style="list-style-type: none"> • Data tracking • Wider achievement – focus on P2-P4 SIMD 3-6 • Meeting Learner's Needs – systems and procedures 		Satisfactory

Part 2: Midlothian Education Improvement Planning – 2019-20

Establishment	BURNBRAE PRIMARY
Area	BONNYRIGG LASSWADE
Session	2019/20
Planning Cycle	

SIGNATURES			
Head of Establishment	DEBBIE BEVERIDGE	Date	
Schools Group Manager	Nicola McDowell	Date	

Contents – School Improvement Plan

1. Overview of High Level NIF Priorities
2. Priority Summary and High Level Strategic Targets
3. Interrupting the Cycle of Poverty - Pupil Equity Fund Plan
4. ASG Plan

MIDLOTHIAN COUNCIL NATIONAL IMPROVEMENT FRAMEWORK PLAN: OVERVIEW OF HIGH LEVEL PRIORITIES (2019/20)

<p>Priority 1 Improvement in attainment, particularly literacy and numeracy</p>	<p>Priority 2 Closing the attainment gap between most and least disadvantaged children</p>	<p>Priority 3 Improvement in children and young people's health and wellbeing</p>	<p>Priority 4 Improvement in employability skills and sustained, positive school leaver destinations for all young people</p>
<p>1a) To bring CfE levels in line with the national average in Literacy and Numeracy by the end of P1, P4, and P7 where they are not yet at that level</p> <ul style="list-style-type: none"> Where CfE levels are in line with national averages then schools should aim to reach the national stretch aim of 90% of students achieving the relevant level in every measure. <p>1b) All Secondary schools will have set appropriate targets across key local and national measures to reach targets based on trends against their virtual comparator.</p> <ul style="list-style-type: none"> Level 3 Numeracy 98% Literacy 98% Level 4 Numeracy 90% Literacy 90% <p>1c) 100% of schools have a self- evaluation calendar that reflects moderation, tracking, assessment and shared classroom experiences that involve all practitioners and learners</p> <p>1d) That at least 80% of teaching staff are involved in regular and supported practitioner enquiry in all schools</p>	<p>2a) Interrupt the cycle of poverty (PEF) CfE attainment for those living in SIMD 1-2 should be at the national average in terms of achieving the expected CfE level in Literacy and Numeracy by the end of P1, P4, P7 and S3</p> <p>2b) Increase % of young people achieving National Qualifications at Levels 3 and 5 with a focus on level 3 and 4 based on comparison with the virtual comparator eg looked after, particularly those looked after at home.</p> <p>2c) Ensure that all youth work is delivered at low or no cost to support reduction in child poverty and increase accessibility.</p> <p>2d) Deliver the requirements of the child poverty act through the local action plan developed with community planning</p>	<p>3a) Support schools and ELC settings to provide high quality EY services which:</p> <ul style="list-style-type: none"> Ensure children and families are offered appropriate, timely support Encompass the requirements of the National Quality Standard Continue to increase Early Years and Childcare to meet 2020 National targets with an unrelenting focus on high quality provision whilst ensuring that all settings delivering the early learning and childcare entitlement are compliant <p>3b) The majority of young people with ASN / LAC are offered appropriate assessment which is timely and appropriate.</p> <p>3c) Achieve attendance targets Primary to 95% overall Secondary 91.5% overall with a reduction in unexplained absences</p> <p>3d) Reduce exclusions: Primary- below 15 per 1000</p>	<p>4a) Continue to work towards a three year pattern of 95% Sustained Positive Destinations and reduce unknowns to under 100.</p> <p>4b) Continue to increase number of Modern Apprenticeships on SDS Contract, supported by LLE in particular increase Early Years and Childcare to meet 2020 National targets</p> <p>4c) Deliver adult literacy & numeracy and family learning services</p>

<p>1e) Maximising the tariff scores for all learners in the Senior Phase</p>	<p>partners.</p>	<p>Secondary- 40 per with LAC exclusions in exceptional circumstances only and following discussion with ASL Schools Group Manager</p> <p>3e) Support schools to implement a range of universal mental health initiatives as part of the Midlothian Big Lottery funding</p>	
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2. Priority Summary and High Level Strategic Targets *(Please see PPP 69 February 2019 for key priorities for 2019-20)*

NIF Priority (paste from above)	Links to HGIOS4?	Key Actions	Lead Person Timescale Links to WTA	Expected measurable outcomes for learners – <i>please refer to NIF targets at start of this section for 2019-20 AND use your own contextual targets IF REQUIRED</i>
<p>Assessing Children's progress School Improvement</p>	<p>2.3 3.2</p>	<ul style="list-style-type: none"> • Staff engage in collaborative enquiry • Your Space – staff training behaviour • Monthly Curriculum Drop Ins for staff led by staff – use of data • Shared Classroom experience led by teachers as well as SLT • All staff consistently and effectively using systems papers to identify and provide appropriate support for individual learners 	<p>Head Teacher & Literacy Champion Your Space</p> <p>Nick Burton/Emma Johnston/Chrissie Thornton/Susan Marrins</p>	<p>90% of P1, P4 & P7 learners attain expected levels or beyond for reading, writing & numeracy</p>
<p>Performance Information</p>	<p>1.1 2.3 2.4 3.2</p>	<ul style="list-style-type: none"> • 1:1 teacher/HT data analyse – target set for CfE levels →90% • DHT, Support for Learning & Class teacher discussion to plan for intervention & next steps for individual pupils • Improved systems and procedures for meeting learner needs • Whole staff analysis of SNSA –next steps identified • Further building of data to demonstrate progress over time 	<p>PT & DHT – Meeting Learner Needs</p>	<p>Curriculum progression and balance identified as appropriate for all</p>

3. Interrupting the Cycle of Poverty – The Pupil Equity Fund Planning Template

Pupil Equity funding should be focused on activities and interventions that will lead to improvements in literacy and numeracy across the Broad General Education, increased levels of engagement, participation, health and wellbeing and an improvement in attendance and a reduction in exclusions. Head Teachers can work at an individual school and local community level or collegiately in wider school clusters and beyond at local authority level to address common interests.

Total Funding Received:

Gap Identified	Intervention Planned	Led by whom and by when	Cost	How will the impact of the intervention be monitored?	Measure of Success
Attainment	Teacher support for closing the gap – literacy/numeracy – targeted individuals / small group P5-P7 Learners in P7 at 3 rd level taught 3 x weekly at LHSC	HT/CTs/Creative Learning Teacher	27.000	Target setting with young person termly – identifying next steps – liaison with HT and CTs	90% of P5,P6, P7learners reach second level/third level
Wellbeing	1:1 therapeutic intervention for x number of identified learners	Senior Leaders / therapists/class teacher/youth workers	24.000	Impact report from Your Space Monitoring of readiness to learn. Progress in basic subjects	Learners are more able to learn and make progress – specific targets set
Teacher Professionalism	10 x class teachers undertake Outstanding Teacher Intervention	Osiris Education	20,000 Total: (Should be full allocation of PEF)	Shared Classroom experience Ongoing1:1 provided by Osiris Teacher Presentation	Learner experience video x 3 session Class teacher led drop ins led by individual staff to share good practice Shared Classroom Experience and feedback from learners Shared classroom experience and feedback – led by 3 x class teachers already through intervention Pupil progress – agreed sample

<p>School Improvement</p>	<p>Employment of 3 x youth worker</p>	<p>HT/LLE</p>	<p>40,000 – 47,000 from DSM o be added also – school supporting individual learner and allocated this money for the adult support team</p>	<p>Attendance, including lates of targeted individuals Alternative curriculum for targeted learners in P5-P7 Offer of wider achievement opportunities including youth clubs x 3 for all year groups/ targeted groups undertaking awards including John Muir, Dynamic Youth, Jazz</p>	
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4. ASG Plan

Lasswade ASG Draft Improvement Action Plan for Session 2019-20

Priority No.	QI	Priority	Expected outcomes for learners which are measurable or observable
1	2.2	Construction of a consistent and coherent BGE Science Curriculum; working collegiately to develop Science resources.	Experience of consistent skills development within the Science curriculum. Learners will accurately know which level they have achieved in Science and what their next steps in learning are. There will be a smooth and coherent transition into S1 from P7 in the Lasswade ASG primaries.

Following on from last session's Science plan, we have revised the tasks and aim. A coherent experience, relating to knowledge, is no longer the desired outcome; learners' skills are now the focus of development and consistency across the BGE.

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
SSERC mentors attend part 1 of the residential programme.	June 4 th – 6 th 19	Identified SSERC mentors	
SSERC mentors meet with A. McGinty	By end of June	A. McGinty/ SSERC mentors	Sharing of experience and planning for cluster professional learning
Assessment & Evidence gathering <ul style="list-style-type: none"> Identifying the level of engagement with benchmarks per establishment Moderating common approaches to assessing the achievement of a level/ progress within a level Focus on Skills <ul style="list-style-type: none"> Identification of key skills and how these are assessed Moderation of how skills are planned and taught Key skills for development identified 	September 19	Working Group	Meeting to be held with one representative from each primary school. Meeting should last 1 day – A Friday might be the most suitable day for this. Friday 27 th September

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
Creating Resources <ul style="list-style-type: none"> Development of resources to support skills development Development of rubrics to assess skills 	November 19	Working Group	1 day - Friday 22 nd November Key development tasks decided and delegated.
KU Science Masterclass <ul style="list-style-type: none"> Science matserclasses delivered at LHS by subject specialists to ensure consistency and improve confidence in delivering scientific skills and content 	December 19	Primary Staff/ Science Faculty at LHS.	½ day – 6 th December 'open house' approach, using materials primary staff have access to through SSERC finding.
SSERC residential part 2	21 st -22 nd February	Mentors/ A.McGinty	Showcase/ planning for development
Twilight meeting to discuss next steps following SSERC sessions	28 th February	Mentors/ A.McGinty	PTC BGE Science then to report to ASG group on 2 nd March.
KU Identifying and Evaluating Practical Resources (experiements) <ul style="list-style-type: none"> Existing practical resources identified and issues relating to equipment identified Sessions delivered by Royal Society of Chemistry. 	March 20th	Working Group/ Science Faculty at LHS/ Royal Society of Chemistry	13 th March (1 full day/ twilight)
Evaluation <ul style="list-style-type: none"> Discussion of progress and identification of nest steps. 	April 20th	Working Group/ ASG Group	Evaluation to be shared at ASG meeting, in line with improvement planning for session 20-21.
Evidence of Impact on learners – How do we know?			
Feedback of opinions from primary school staff regarding the consistency and coherence of the curriculum and confidence within this including use of the scientific resources, and benchmarks and assessment strategies to gauge progress.			

Link with Dalkeith and Newbattle to be explored – as both are also taking part in the SSERC programme.

Priority No.	QI	Priority	Expected outcomes for learners which are measurable or observable
2	2.3	Create a shared understanding and consistent approaches to the learning and teaching of numeracy across the Lasswade ASG	A wide range of creative approaches and strategies used to develop, increased engagement, appropriate challenge, effective feedback and increased learner autonomy in numeracy

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
Establish the role and remit for our ASG Numeracy Development Officer and Numeracy Co-ordinators	April 2019	Sub Group of primary HTs & LHS DHT Learning & Teaching	The ASG will fund this post – approximately £18,000 (2 day post) Supporting the further development of creative and effective approaches to support numeracy.
Numeracy Coordinators meet to discuss plans for this session	September 17th	C. Haddon/ Numeracy Coordinators	September 17 th (1/2 day)
Lesson Study – Round 1 <ul style="list-style-type: none"> Lesson study approach used to enhance teachers understanding of planning a numeracy lesson. Staff session 1 used to plan the 	4 th October (launch event) To be completed by 29 th November	Primary Teaching Staff/ Maths Department/ C. Haddon	To be arranged by C. Haddon. Each primary to take a 'stage'. Numeracy coordinators will lead this event.

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
<p>lesson together</p> <ul style="list-style-type: none"> Lesson is then taught by one member of staff Lesson is then evaluated and changed, as appropriate. Lesson is then delivered by second member of staff Staff then discuss their approaches and share their learning. 			<p>30 minutes from balance time agreement allocated for post-lesson discussion.</p> <p>C. Haddon will feedback to ASG</p>
<p>Lesson Study – Round 2</p> <ul style="list-style-type: none"> Lesson study approach used to enhance teachers understanding of planning a numeracy lesson. Staff session 1 used to plan the lesson together Lesson is then taught by one member of staff Lesson is then evaluated and changed, as appropriate. Lesson is then delivered by second member of staff Staff then discuss their approaches and share their learning. 	<p>24th April (launch event 2)</p> <p>To be completed by 29th May</p>	<p>Primary Teaching Staff/ Maths Department/ C. Haddon</p>	<p>To be arranged by C. Haddon. Each primary to take a 'stage'.</p> <p>Numeracy coordinators will lead this event.</p> <p>Staff to work with a different partner.</p> <p>30 minutes from balance time agreement allocated for post lesson discussion.</p>
<p>Evaluation</p> <ul style="list-style-type: none"> Staff evaluations to be collated and shared at ASG. 	<p>8th June</p>	<p>ASG Group</p>	

Evidence of Impact on learners – How do we know?

Lesson observations detail the use of effective strategies to engage learners and revisions how staff have reflected on their choices. Increased skill in using SEAL and other methodologies to provide learners with support and challenge at an appropriate level, are evident in planning and evaluations.

Other actions to be added, in discussion with numeracy development officer. These will focus on the following areas:

- SEAL training: continued roll out of SEAL training and the development of resources to build confidence in delivering numeracy.
- Moderation: planning for robust assessment judgements. By October a plan to improve moderation and share good practice should be devised by C. Haddon.

DRAFT