



**Roslin Primary School
Standards and Quality Report 2019-20
Improvement Plan - Year 2020-21**



Contents - Standards and Quality Report

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1. Our School Vision, Values and Aims

ROSLIN PRIMARY SCHOOL



Our values are:

RESPECT

TRUST & RELATIONSHIPS

SUPPORT

INDIVIDUALS

LEARNING THROUGH PLAY

Our aims are:

Every day at ROSLIN we aim:

- For everyone in our Learning Community to have high expectations to achieve their potential and beyond
- To foster a culture that recognises and nurtures attitudes and behaviour and how they impact on learning
- To create a Learning Community that is welcoming, caring and helpful to all
- To promote an ethos of inclusion and the celebration of individuality
- For the school to be a safe place for all

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

Our vision, values and aims were developed by consulting all our stakeholders - pupils, staff, parents and community. Everyone had a voice in what was most important to them. Staff worked with the pupils. Parents were consulted through both the Parent Council and on parental evenings. For the vision statement, we narrowed it down to 3 and then everyone had a vote to pick the winner. With the opening of our new school in August 2017 it was an appropriate time to update our vision, values and aims which reflect our current pupils, staff, parents/carers and the wider community. We felt it was imperative to have values and aims that the pupils could easily understand and reflected their own thoughts and ideas and what Roslin meant to them. HMIe recognised the motivated and enthusiastic practitioners in the nursery who are working well together to promote the whole school values. The motto of the setting 'Inspiring, Playful, Learning' underpins all that they hope to achieve for their children.

3. Context of the School and Successes and Achievements in Session 2019/20

Roslin has 8 classes from P1-7 and a 40:40 nursery. The school roll is 210 plus nursery and the FME 14%. The school has a Head teacher, Deputy Head Teacher, 7 full time class teachers, 1 job-share class and 1 Support for Learning teacher 0.6. We have 2 specialist teachers (music 1.5 days, HWB 1 day) and 3 instructors of music (Brass, Woodwind & Strings), 5 Learning Assistants ASN, 1 job share SCDW, 2 full-time and 2 part-time CDWS, 1 Facilities Manager, 4 staff from Midlothian Cleaning Services, 1 Admin Assistant, 1 Office Support, 1 Crossing Guide. The school effectively communicates with parents through the school website www.roslin.mgfl.net, school Twitter, individual teacher Twitter accounts and email.

The new school build opened in August 2017. We celebrated an official opening in October 2018. This gave us the opportunity to share how successful the first year in the school had been. It was opened by the DFM John Swinney. The pupils' voice has been valued and heard and there is evidence of this throughout the new school build e.g. graphics of Roslin Glen, Science and the school vision badge, all designed by pupils. The nursery environment which was carefully thought out to create an innovative learning environment with stronger links with P1 has continued to be a success with more joined up working between nursery and P1. Transition has improved significantly. Outdoor learning is a key feature in the new school building for both the nursery and primary settings and we have seen increased opportunities this year to use our outdoor space for rich learning experiences as the classroom doors lead straight to the playground. P1 and P2 have embedded loose parts play outdoors. There has been an increased uptake of children choosing to eat outside during lunch time.

Roslin Primary is a nurturing, inclusive school with the wellbeing indicators at the centre to our learning environment. HMIe recognised the school shows a clear commitment to the wellbeing of all children as set out in its school vision and in the school values of respect, trust and relationships. All staff receive training which equips them well to understand their responsibility for the wellbeing of children. Children benefit from the positive and nurturing relationships evident within the school and feel safe and cared for. Our PEF targets key children and supports our 2 nurture groups and play therapy. There is a strong sense of community and family in the nursery setting. Practitioners are alert to the care and wellbeing of all. They have caring relationships with children and this is helping to promote children's emotional wellbeing. Practitioners are aware of the importance of nurturing children's wellbeing in line with Getting it Right for every Child indicators. Children who require additional support with their learning are well supported. Practitioners work closely with a variety of support agencies and parents to implement suggested strategies and advice.

Relationships amongst staff, children, and parents are a very strong feature of the school. This is reflected in the quality of learning experiences which children receive. Work on making learning more visible has clearly had a positive impact on how children approach their learning. As a result, there is an inclusive ethos of learning clearly evident around the school. We have continued to focus on feedback along with embedding the language of learning. Pupil voice is central to all of this and in the Nursery this is the basis of how they plan and develop play based learning for all their learners. There is a consistency in the quality of learning experiences across the school and nursery.

Skills for learning, life and work are developed using the context for our school. The 3 main contexts are **Rosslyn Chapel, Roslin Glen and Science**. This year we have continued to focus on 2 key skills in DYW - Developing Young Workforce. The 2 skills are - 'working with others' and 'communication'. The children have been incorporating the 2 skills into their daily life in school as well as at weekly assemblies. We have linked the 2 skills with the World of Work and their personal achievement books. Particularly in P6 and P7 we are encouraging the children to think of their future careers and subjects at high school. It links well with Beeslack as they use resources from the World of Work. For the first time there has been a P6/7 STEM club where the children were learning to build and program robotic kits to complete challenges using Scratch coding software. They then moved on to the Python programming language, as well as learning about computer hardware components and basic electronics and soldering. Achievement books have continued to be developed for all learners to include profiles, achievements and evidence of the 2 skills. Children are now taking more ownership of them. Feedback from pupils and parents is overwhelmingly positive. We can now see clear progression from nursery to P7. The achievement book will travel with the pupil throughout their learning journey through the school. This was evidenced in pupil conference feedback, focus groups and parent feedback. Through SLT observations there is evidence of learners being able to talk about and recognize skills being used and link to employability. We began evidence folders for DYW for P1-7 which we use at our weekly achievement time.

We are particularly proud of our Junior Tour Guide programme where we work in partnership with Rosslyn Chapel and the Education Centre. Children develop skills such as talking in front of an audience, increasing confidence, self esteem and team work. The children reach a global audience as the Chapel is visited by thousands every year from across the world. This year 3 P7s attended an event in Stirling along with the HT/CT where all JTGs from as far away as Orkney came together for a joint celebration to share their good practice. We have continued to work closely in partnership with Alan Krumholds, our local Midlothian Ranger at Roslin Glen, to further develop our outdoor learning. Roslin Glen is a fabulous facility on our doorstep. The whole school did a walk through the Glen along with many parents and the local Rotary Club. Classes visit regularly to do a variety of activities e.g. fire building, pond dipping, exploration, craft skills and exploring pollution levels. Our nurture and mentor groups visit the Glen to develop their team building skills. One of our SCDDW is forest trained and leads the nursery in outdoor learning and in particular their Glen trips where they learn about identification, creative work with natural resources and risk taking.

Outdoor learning is always accessible in our nursery and Early Years' environments and is a key central feature. The nursery outdoor play spaces are safe, secure and inviting and again with the new school this has been an important feature to extend innovative outdoor learning spaces for our Early Years. Parents in Roslin continue to lead a gardening club and have supported pupils to grow vegetables which are used by kitchen staff. The nursery has set up a nursery parent garden committee led by the SCCDW. We were successful in gaining a grant from Tesco of £2000 to develop a nursery community garden. We want to create a space that is not only educational but will also be good for wildlife and the environment. There will be raised planters to grow our own vegetables, a designated wildlife area with adjacent seating, an outdoor snack and native hedging planted around the perimeter. We are hoping to involve a number of local communities including Midlothian Community Service Payback Scheme, Roslin's Men Shed, The Rotary Club and the Midlothian Ranger Service. HMIe recognised in the nursery the high quality learning experiences in the outdoors. HMIe stated *"children show excitement and adventure being in the rich natural woodland environment, which is used effectively to promote children interests in nature and living things. While exploring, children are also developing investigation skills. Children are supported to move freely between the playroom and outdoors for almost all of their session. Practitioners offer opportunities for children to make their own decisions about where they will play and the resources they will use."*

STEM (science, technology, engineering and maths) is very much central to the context of Roslin with Edinburgh University campuses close by e.g. the Bush institute. The ASG has worked closely with SSERC (Scottish Schools Education Research Centre). All areas of school have STEM related independent learning activities available. We have actively been working on increased partnership working with Roslin Institute and Edinburgh University team. We usually have P7 science transition days at Beeslack High School and a P7 STEM event at Edinburgh College but due to Lockdown this could not happen. We have had a STEM Grant for 19/20 and 20/21 for collegiate time working with an ASG school (Mauricewood Primary).

The Learning Council has continued to flourish this year with its key role being to focus on school improvement linked to learning and teaching. The Parent Council, the SLT and all the staff and pupils have worked together on key aspects of the school's work using HGIOS4, HGIOELC4 and HIGIOS for pupils, to help identify areas of strength and next steps for development. HMIe recognised children and their parents are regularly consulted and involved in school decision making, for example through the pupil conference where children's views on many topics are highlighted and recorded. This has helped to identify key priorities in the school improvement plan. We continue to use a learning round approach for self evaluation and school improvement. HMIe stated *"self-evaluation is based on a variety of school activities involving all stakeholders. The headteacher has been in post for 4 years and has engaged and mobilised the staff team, leading towards raised expectations and raised attainment. She has promoted the collective responsibility of all staff by involving them in leadership roles, which link to school plans."* We carry out Learning Walks, shared classroom experiences, peer learning in trios, professional dialogue and engagement

with pupils. A culture of professional reading has become embedded within the teaching staff which has enriched our professional dialogue and reflection and impacted positively on our learners. All staff are taking part in Practitioner Enquiry and feed back to the whole staff team.

Effective Forward Planning for teachers has had a positive impact on the learners and the curriculum. Teacher's feedback has been hugely positive stating that they are now more focussed in their planning and assessment and use Benchmarks to support with assessments and achievement of a CfE level. The SNSA results are also used to support with achievement of a level and next steps. The SNSA provides very useful data for each child as well as the whole year group. SLT and staff have been engaging with the rich SNSA data to inform us in our tracking and monitoring. In the nursery, planning is responsive to children. Planning is now done using floor books and this has impacted positively on the children's learning experiences. The nursery team use tracking sheets for literacy and numeracy and there is a key worker system for overseeing learning folders. Floor books provide evidence of learning experiences. Planning is visible through the floor books so that the whole staff team and most importantly children can contribute. Staff observations support evaluations and next steps are identified. Learning environments are natural and neutral to create calming experiences indoors and outdoors.

CfE results (P1-7) and standardised assessment data (P1,4,7) demonstrate an upward trend in results since 2014. In 2019 CfE results for P1/4/7 are all above 80%, achieving the appropriate level for age and stage which is above both the Midlothian average and the National average. Our attendance figures has shown an increasing trend over the last 4 years maintaining a figure between 95 and 96%. The SLT and Support for Learning Teacher have successfully worked closely together to embed a clear vision for SfL within the school and nursery. The main focus has been on Nurture and closing the attainment gap. There is a PEF plan in place. Pupil equity funding will continue to be targeted to support our SIMD 3 and 4 but will also support all pupils who are in our bottom 20% of each class in order to close the gap. SIMD profile ranges from 3 to 10 with 60% being within 6-9. In 2019 we reached the target of an increase of 10% in attainment for those pupils targeted by PEF. Tracking meetings are useful and well-documented and form a main core of the school's approach to tracking children's progress. They provide an opportunity to explore progress and attainment and to identify further support and challenge for individual learners. All of this is used effectively to identify and address children's needs and to begin to close any attainment gap which may exist in the school at any given time. The school meets legislative requirements in relation to the Additional Support for Learning Act. Children with barriers to learning are identified early and plans are put in place to outline the supports required to overcome these barriers. Parents and children are included in planning and targets are shared with teaching staff through regular tracking meetings as well as through written confidential files. The Support for Learning Teacher continues to train the learning assistants to further enhance the support children are receiving. Learning assistants have been leading focus groups for 3 years. Robust systems for identifying children's educational and emotional needs at an early

stage allows for appropriate early interventions. Learning assistants are deployed effectively to support the needs of the children in school and in the nursery classes. 2 nurture groups have run all session for P1-3 and P4-7 led by the SfL teacher and 2 learning assistants. SfL has also led mentoring sessions. Advice and support is provided to all staff on appropriate and effective interventions needed to support children's learning and weekly drop in sessions are offered for both staff and parents. In the nursery there is a continuous review of well being indicators by key workers and any concerns are highlighted at staff meetings and recorded. In nursery HMIe stated *"to reduce potential barriers to learning the setting has strategies in place to take careful account of children's individual needs. Where appropriate, practitioners have identified a range of specialists to work in partnership to plan for individualised support. This ensures children are achieving their best."*

Children's achievements and successes within the 4 capacities of Curriculum for Excellence, in and beyond school are celebrated in our classroom, corridor displays, school assemblies and individual learning achievement books for each child. This year we successfully launched individual achievement books for every child. The focus of these books has been on profiles, achievements and skills and shows evidence of a learning journey for each pupil from nursery through to P7. There has been very positive feedback from both parents and pupils. Pupils and nursery children are very keen to share these books with adults.

Pupil Voice is valued through wide ranging opportunities for pupils to take on leadership roles -Learning Council, ASG Learning Council, Eco Committee, JRSOs, Prefects, House Captains, reading buddies, P7 buddies, Health Committee, Playground Team, Peer mediators, Jotter Monitors. We also have Junior Librarians and one of their key roles is to lead the First Ministers Reading Challenge. A STEM after school club proved very successful and had a waiting list. It was led by 1 teacher and 2 parents. In the nursery wider achievements are recognised through our WOW tree and learning folders. For the first time we have new digital leader roles. 6 boys in P7 were chosen this year. We are beginning to develop CDT and electronic skills in the upper school linked into our DYW focus skills and maths/ numeracy/problem solving. The pupil digital leaders will continue to play a significant role within the school particularly with the lockdown. Now more than ever digital learning is critical for moving forward.

Pupils have opportunities for increased responsibilities and roles in the nursery e.g. health team and recycling. We achieved our 2nd Green Flag in November 2019. We promote HWB at Roslin through healthy eating, active school clubs and coaches which include karate, judo, dance, table tennis, rugby, swimming, skiing, cricket, badminton, and basketball. Health Week was scheduled but due to Lockdown this could not happen. In October 2019 we achieved our Gold School Sport Award. This award is in recognition of our school's achievements in putting sport at the heart of our school's planning, practice and ethos. It also highlights that our school has demonstrated an on-going commitment to increase young people's opportunities and engagement in physical education, school sport and leadership and provide clear pathways to life-long

participation in sport. Children are given the opportunity to take part in activities which allow them to make connections with learning, life and work. This has resulted in pupils using their own time and initiative to come up with their own ideas including pupil fundraisers. The healthy school tuck shop is very popular and we have statistics to prove that the number of children bringing sweets has majorly decreased. See appendix. HMIe recognised the promotion of expressive arts and in particular music. We have a school choir which has performed at the Christmas Fair, the local sheltered housing and at school events. Many pupils choose to play an instrument in P6/7.

Strong and useful links have been established and maintained with parents. Parents are highly positive about their involvement with the school and the headteacher. Parents, partners and staff spoke very highly of their involvement and inclusion in the school. 94% attended the parent's night in October 2017, 97.8% in March 2018, 98% in October 2018 and 98% in March 2019. Parents are included in many school activities and parents with children who may have barriers to learning are included in termly meetings and discussions on progress. The school and nursery have held open mornings for literacy, maths and DYW this year. We are keen for parents/carers to walk round the whole school to see the progression in learning taking place. We have Stay and Play sessions for parents in P1 and P2 every Friday. 40% of parents in P1 are attending regularly. The Parent Council has been invited along to various pupil group meetings eg Learning Council and Eco. Parents are confident that their children are safe, happy and learning in the nursery setting. Parents that HMIe spoke to during the inspection confirmed that they felt practitioners worked in a positive partnership with them to care for and educate their child. Practitioners are committed to the promotion, delivery and support for family learning. They value the contribution families make to children's learning and are developing trusting relationships. Parents spoke highly of the supportive relationships they have with practitioners.

P7 have a strong supportive transition to Beeslack High School. This session due to Lockdown we have had to think creatively and have worked closely with Beeslack in order to ensure the smoothest transition possible during this unprecedented situation. Usually we have a Creative Transition group, an Associated Schools Group residential camp to Benmore, induction days, guidance visits, extra support visits for pupils with additional support needs. P7 have also had a weekly art lesson with a Beeslack art teacher. P6 and P7 have had lessons from our partnership with Edinburgh College on Nutrition and Cooking which will prepare them well for lessons in Home Economics at high school. The nursery also has transition into P1. This has also been affected by Lockdown. Activities are usually planned by the nursery team and P1 teachers to ensure a smooth transition for all children including those not at our own nursery. Our Sfl teacher supports with any deferrals for P1 and would have visited all the partner nurseries to ensure smooth transition for all children. We will again think creatively to ensure when we do go back to school the new P1 children will be given extra support and nurture by increasing the level of support of learning assistants, CCDWs and Sfl in the first 6 weeks of school. P1 staff are in their second year of exploring learning through play. Aspects of this have been continued and adapted in P2 this year and the introduction of a playbase has been very beneficial. The impact of this is increased readiness to learn and increase in their social skills and their overall HWB. It also ensures a smoother transition from the nursery setting into the P1 setting. This was evidenced in feedback from both children and parents.

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

<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, 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>1e) Maximising the tariff scores for all learners in the Senior Phase</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 partners.</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 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>	<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>

5. Review of Progress and Impact in Session 2019/20

School Priority 1: Improvement in attainment - To raise attainment in literacy and maths & numeracy across the school

<p><u>NIF and Midlothian Priority (highlight as applicable)</u></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><u>NIF Driver(s) (highlight as applicable)</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 (highlight as applicable)</u></p> <ol style="list-style-type: none"> 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>Progress and Impact:</p> <ul style="list-style-type: none"> • Tracking meetings held in Sep 2019 and Nov 2019 with SLT and SfL teacher - these helped target intervention across the school • Focus groups carried out by DHT in Oct 2019 to gather evidence on learners' awareness of real life maths contexts - evidence suggests more work needs to be done on learners understanding across the stages of jobs that use maths & numeracy; strong evidence for most organisers and how they use them in real life; next steps are to focus on the ones they struggled with - overall showed a very good understanding of real life contexts (wording had previously tricked them). RBS Money Talks workshop for P2 help real life skills understanding. • flash moderation maths 8.11.19 (focus on moderating planning) • OCT 2019 DHT provided Numeracy Coordinator with individual SNSA data of P5 learners to help support progress of all learners* Tracking meetings held in Nov 2019 with SLT and SfL teacher - main focus was learners who we feel are in danger of not achieving their expected level and our lowest SIMD level children • *DHT held focus groups across P3-7, asking children about real-life contexts linked to maths & numeracy - evidence shows children have a good understanding of how maths & numeracy are used in a variety of jobs. They could describe how they use most areas of maths in their own lives but struggled more with 'Chance & Uncertainty', Maths and its Impact on the World • STEM professional learning grant project - developing plans for bringing together maths and science skills - Roslin working in partnership with Mauricewood Primary. 	

- Over the last 4 years there has been an increase in trend in reading at Early/First/Second Level ranging between 80 - 90%
- 30% of P7 are progressing well within 3rd level
- In P3 at least 30% have achieved First level and in P6 at least 30% have achieved Second level - this shows significant impact on challenging our more able learners
- LAs working with small focus groups on literacy/numeracy - all children have shown improvement in fluency and comprehension

NUMERACY

- Over the last 4 years there has been an increase in trend in Numeracy at Early/First/Second Level ranging between 80 - 90%
- 30% of P7 are progressing well within 3rd level
- In P3 at least 30% have achieved First level and in P6 at least 30% have achieved Second level - this shows significant impact on challenging our more able learners
- LAs working with small focus groups on numeracy - most have improvement in basic facts and times tables

TRACKING AND PLANNING

- Tracking document at tracking meetings (SLT/SfL/CT) using data from CfE levels/SNSA/PIPS/GL has helped staff to identify any gaps in individual learning in literacy and numeracy and focus on reasons for it e.g. PEF, nurture, ASD, dyslexia, attendance, SIMD.
- 16% of pupils receiving literacy support, 11% receiving numeracy support, 10% receiving Health and Well Being support- overall 30% are receiving additional support to help them with their learning. The remaining 70% receive the support they need from their teachers in their learning and HWB.
- Detailed analysis of SNSA results. Sfl has individual reports for key children which highlight gaps. DHT led training on analysis of SNSA. All teachers will have ongoing support and training led by the DHT in order to maximise the use of this data in delivering Early/First/Second/Third level.
- ASG writing moderation for P7 teachers had positive impact on teacher confidence in deciding CfE levels for learners. P7 teacher and DHT continue an effective productive partnership with Beeslack ASG.
- Staff have an increased awareness of those pupils achieving beyond the expected level in the context of our school, meaning differentiation is more effectively targeted
- Extension activities are included in Forward Plans. FP dialogue is done collaboratively amongst teachers working at different stages of the school. Teachers reported positive impact as it showed children's prior learning and where they are going to so gave teachers a broader/wider perspective.

- Peer learning visits including SLT evidenced learners being appropriately challenged. Most learners are able to discuss how they are challenged. There is more use of real life contexts in learning. The learner's voice has become more critical in how the teachers plan for learning.

APPROACH TO WELLBEING

- New school environment has fully embedded our nurturing approach through the effective use of a nurture room (for use of all pupils and 2 nurture groups) and in-school support from staff, allowing full access to the curriculum
- Boxall profiles were used to identify key pupils in order to ensure targeted intervention at the correct level
- Boxall profiles completed by staff evaluated impact of nurture group/play therapy/mentoring which showed children had achieved their individual targets e.g. increase in listening skills, increase in participation.
- SfL teacher has trained LAs in order to support nurture which supports the learners in the classroom environment
- Staff are more skilled in de-escalation and this has meant more children accessing the curriculum
- Primary ASN interventions for literacy/numeracy/HWB have been shared by our SfL teacher with Beeslack DHT to ensure consistency in transition

Next Steps:

- SLT will continue to use authority guidance to analyse results from SNSA along with class teachers
- Use of ACES in Tracking and Monitoring at all stages
- Analyse PIPS results for reading at the end of P1 to see impact

5. Review of Progress and Impact in Session 2019/20

School Priority 2: Closing the attainment gap - Using practitioner enquiry as a whole school approach

<p><u>NIF and Midlothian Priority (highlight as applicable)</u></p> <p>5. Improvement in attainment, particularly literacy and numeracy</p> <p>6. Closing the attainment gap between most and least disadvantaged children</p> <p>7. Improvement in children and young people's health and wellbeing</p> <p>8. Improvement in employability skills and sustained, positive school leaver destinations for all young people</p> <p><u>NIF Driver(s) (highlight as applicable)</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 (highlight as applicable)</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>
<p>Progress and Impact:</p> <ul style="list-style-type: none"> • all teaching staff taking part in a practitioner enquiry project • DHT using tracking meetings and assessment data to monitor progress of our most disadvantaged learners (in terms of SIMD); most are achieving as should be expected (Dec 19) Midlothian Learner qualities - first three have been shared at whole school gatherings (collaborates, talks about learning and knows how to learn) as of Dec 19. Continue to focus on this across the school. • P1 literacy - Phonics results from PIPS - In August 2017, 12.5% entered with a score of 60 or over and in August 2019, 37.5% entered with a score of 60 or over. In August 2017, 8.3% entered with a score of under 40 and in August 2018 and August 2019, 0% entered with a score of under 40. • Interrogating SNSA results to address gaps e.g. P4 results used to address gaps at start of P5 and help the teacher plan effectively. <p>Next Steps:</p> <ul style="list-style-type: none"> • How do we show that our practitioner enquiries are impacting on attainment gap • End of year presentations - how will we keep evidence/track/roll out to school to allow for a positive impact for all? • 20/21 STEM development project - maths and science skills - improve our IDL in this area - professional practitioner enquiry in this area 	

5. Review of Progress and Impact in Session 2019/20

School Priority 3: Improvement in children and young people's health and wellbeing

<p><u>NIF and Midlothian Priority (highlight as applicable)</u></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><u>NIF Driver(s) (highlight as applicable)</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 (highlight as applicable)</u></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> <ul style="list-style-type: none"> • 30% of our learners receive a variety of targeted intervention to support their learning • 10% are in a social skill group aimed at supporting them with real life skills and resilience and strategies to help them with their emotional and mental health • We have focus groups in P1 - 7 led by learning assistants who are line managed and trained by the Sfl teacher • 11% are in a focus group for number concentrating on basic number facts, times tables. Impact has been that all have improved in confidence and numerical skills • 16% are in a focus group for literacy concentrating on word building and reading. Impact has been all/most have improved in their de-coding skills • 10% attend nurture group/mentoring/social skills group. Boxall profiles are used to identify who is most at need for places and also used to measure impact at the end of the year. Boxall profiles are also completed online for BCHS as part of P7/S1 transition. Evaluation is on-going throughout the year and places given when need occurs • For the last 4 years there has been consistently high attendance and presently it sits at 96.2%. This is closely monitored by the SLT to ensure it remains at a high level. Letters are sent to parents when we identify a drop in attendance. At parental evenings 98% of parents/carers attended and letters about lates are shown to parents if their child has been late too many times. It is this robust communication with parents that results in high attendance figures along with our whole nurturing ethos. 	

- All teaching staff attended an ASG HWB event which showed a Resilience video around ACES. Learning Walk with the focus being 'The Circle Inclusive Classroom' where the physical environment was evaluated. Evaluations indicated many of the strategies for an inclusive classroom were operational and evidenced. The Learning Council did their own Learning Walk and their voice was strong in how important their learning environment is in order for them to maximise their own learning. There are clear next steps for the whole school to work on next term.

Next Steps:

- Link with Beeslack to try and get Boxall profiles online in order to measure impact and identify children for targeted intervention
- Continue nurturing school approach to whole HWB
- Continue ASG HWB links around ACES
- Staff to now take account of ACES within their own classes and ACES to be added to our Tracking Sheet for discussion at Tracking Meetings
- See next steps from our Learning Walk where we used the resource for Circle Inclusive Classroom

5. Review of Progress and Impact in Session 2019/20

School Priority 4: Improvement in employability skills for all young people - To better prepare our learners for the world of work

<p><u>NIF and Midlothian Priority (highlight as applicable)</u></p> <p>13. Improvement in attainment, particularly literacy and numeracy 14. Closing the attainment gap between most and least disadvantaged children 15. Improvement in children and young people's health and wellbeing 16. Improvement in employability skills and sustained, positive school leaver destinations for all young people</p> <p><u>NIF Driver(s) (highlight as applicable)</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 (highlight as applicable)</u></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>
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Progress and Impact:

- Staff engaging with the Careers Education Standards to support them in delivering DYW. The impact of this is that staff can see the importance of making learners aware of these skills and how much it links to all of our work on learning
- Pupils, staff, Parent Council and all families given the chance to vote on 2 skills - 'working with others' and 'communication' came out as top and we are continuing to embed them.
- Achievement books now embedded for all learners include profiles and achievements. Feedback from pupils and parents overwhelmingly positive. Can now see clear progression from nursery to P7. Achievement book will travel with the pupil throughout their learning journey through the school. Evidenced in pupil conference feedback, focus groups and parent feedback.
- P1-3 held a job fair where parents and grandparents came in to talk about their jobs which brought the work on DYW to life and made it much more relevant for the learners
- Teaching of skills through specialist visitors. 2 key examples are the Edinburgh College Cooking and Nutrition Project for P6 and P7 and the introduction of a STEM club led by the teacher and 2 parents. The STEM professional learning grant project will help teachers link science and maths skills with the world of work.

Next Steps:

- Staff to continue to engage with Career Education Standards and continue to focus on 2 new key skills
- 2 new key skills to be introduced - this requires consultation with pupils, staff and parents/carers
- Use establishment phase to focus on the 2 new skills
- Continue use of Achievement Books Possibly P7 pilot a new online resource - My World of Work - this would link with Beeslack as they use it.

6. 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	5 (all next steps from Hmie 2 years ago implemented fully). At time of Hmie we were told we had "just missed a VG by a fraction"	5	4
2.3 Learning, Teaching and Assessment	5	5	4 CI Jan 2019 grade VG
3.1 Ensuring Wellbeing, Equity and Inclusion (Take into account QI 2.1)	5	5	4 CI Jan 2019 grade VG
3.2 Raising Attainment and Achievement/ Securing Children's Progress	4	4	4 CI Jan 2019 grade VG



Part 2: Midlothian Education Improvement Planning - 2020-21

Establishment	
Area	
Session	2020/21
Planning Cycle	

SIGNATURES			
Head of Establishment		Date	
Schools Group Manager		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 (2020/21)

<p>Priority 1 Attainment and Achievement</p>	<p>Priority 2 Included, Engaged and Involved: Wellbeing and Equity</p>	<p>Priority 3 Self-Improving Systems</p>	<p>Priority 4 Lifelong Learning and Career- Ready Employability</p>	<p>Priority 5 Finance and Resources</p>
<p>1.1 Improve attainment within the broad general education stages, by focusing on:</p> <p>a) Improvements in planning, tracking and assessment and curriculum design and progression.</p> <p>b) Innovative pedagogical approaches and enhanced use of digital technology to support learning.</p> <p>c) Pedagogy, play and progression across Early Level.</p> <p>1.2 Improve attainment within the senior phase by maximising opportunities through curriculum planning, consortium arrangements and partnership delivery, including addressing the ASN Senior Phase attainment gap.</p> <p>1.3 Reduce the attainment gap between the most and least deprived children, including care-experienced children.</p>	<p>2.1 Develop a Nurturing Authority.</p> <p>2.2 Develop and improve the Health and Wellbeing curriculum to support the wellbeing of all children and young people, from Early Level to Senior Phase.</p> <p>2.3 Support schools and ELC settings to provide high quality EY services, which focuses on early intervention and prevention.</p> <p>2.4 Support schools to implement a range of mental health and wellbeing strategies for children, young people and staff.</p>	<p>3.1 Develop a quality improvement framework to support schools to achieve Good or Better in inspection QIs through:</p> <p>a) Empowering leaders at all levels, leading to an empowered system.</p> <p>b) Improving quality of leadership at all levels.</p> <p>c) Delivering a minimum data set and supporting data literacy to improve self-evaluation.</p>	<p>4.1 Improve the number of young people entering further and higher education:</p> <p>a) Implement a positive destination strategy to increase the number of young people entering a positive destination on leaving school;</p> <p>b) Increase the number of Foundation Apprenticeships supported by CLL, working in partnership with schools, business partners and Edinburgh College.</p> <p>c) Increase the number of Modern Apprenticeships supported by CLL</p> <p>4.2 Improve the number and type of positive destinations for young people with ASN and care-experienced young people:</p> <p>a) Operate the school work experience programme working with schools and employers</p> <p>b) Offer 60 places to vulnerable young people and adults under the Scottish Government funded 'No one left behind' programme</p> <p>c) Deliver the merged PAVE/PAVE2 programme supporting care experienced and other vulnerable young people in transition from schools to post school living</p> <p>4.3 STEM</p>	<p>5.1 Deliver Best Value through:</p> <p>a) Reviewing and implementing the Learning Estate strategy, taking cognisance of the ASN learning estate.</p> <p>b) Robust workforce planning.</p> <p>5.2 Implement the Education Digital Asset strategy, ensuring that digital learning tools are high quality and support excellence in learning and teaching.</p>

			<p>a) Continue to support STEM activities to increase uptake in related qualifications and progression into STEM career pathways</p> <p>4.4 Preparing children and young people for the world of work:</p> <p>a) carry out an audit of career education standards 3-18 to ensure children and young people receive their entitlement and the authority is delivering on the expectations placed on teachers and practitioners, Skills Development Scotland, employers and parents to support all children and young people in their development of skills and understanding of the world of work;</p> <p>b) Embed the standards and guidance within learning and teaching across all levels in our schools, in partnership with stakeholders in order to provide pathways for learners that best support the realisation of young peoples' future aspirations.</p>	
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2. Priority Summary and High Level Strategic Targets 20/21

NIF Priority (paste from above)	Links to HGIOS4?	Key Actions	Lead Person Timescale Links to WTA		Expected measurable outcomes for learners- please refer to NIF targets at start of this section for 2019-20 AND use your own contextual targets IF REQUIRED
Attainment and Achievement Self-Improving Systems	1.1 Self evaluation for self-improvement 1.2 Leadership of learning 2.3 Learning, teaching and assessment	Teachers to build on understanding of Practitioner Enquiry from previous session by conducting second enquiry project with learners. PE evidence to be shared across school and applied where appropriate for curriculum design and progression. Language of Learning: Establishment phase plans to be reviewed and implemented within term one. Regular focus groups led by teachers and professional dialogue. Peer observations to be focused on language of learning.	JW/AB All CTs All year	Results from PE projects will reflect improved teaching practice for all learners. Curriculum design will be adapted if findings indicate necessary.	
			AB/KJ/LP CTs All year	Almost all of our learners will be more familiar with the language of learning at Roslin and be able to discuss how it is applied in their learning environment. This will enable them to discuss their own progress more confidently, as well as their levels.	
Lifelong Learning and Career-Ready Employability	3.3 Increasing creativity and employability	DYW Staff continue to engage in Career Education Standards embedding the 2 skills: communication and working with others and now introducing 1 new skill Employability. Use establishment phase frameworks for the teaching of the new skill and revisit throughout the year Achievement Books for all learners will include the 3 skills and learners will continue to take ownership for their books supported by teachers and LAs. STEM Share and implement new STEM skills progressions Dialogue sessions set up to support teachers with their learning/share practice (may be digital)	AH All staff CTs CTs/LAs/Learners Weekly	DYW implemented for 3 skills for all our learners DYW will support our vulnerable learners to improve their long term outcomes Weekly	
			KJ - Term 2	Staff and pupils will be more aware of connections between skills in maths and science planning will consider this. Pupils will begin to be able to talk about this	
			KJ - Term 2 + 3	Staff will be able to talk about their learning in this area. Staff confidence in teaching STEM will increase.	

		Develop a strategy for promoting gender balance in STEM within our learning community	KJ - Term 2	Staff will consider gender balance when planning and teaching STEM. Pupils' perceptions around gender and careers will be more.
Attainment and Achievement	2.2 Curriculum 2.3 Learning, Teaching and Assessment	<p>Tracking Effective use of CfE/SNSA/PIPS Tracking and intervention with clear focus on our most disadvantaged learners/ASN/ACES Focus groups for literacy and numeracy P1/4/7</p> <p>1+2 Languages Refresh French language planning and progression from Nursery to P7, using the policy, progression framework and support resources School CAT session for L2 to be led by Ann Robertson Plan L3 (Scots) learning model for P5/6/7 as per ASG agreement Develop and introduce L3 in 6 week language block P5/6/7</p>	<p>JW/AB/SfL/CTs Sept/Nov/March</p> <p>All Year</p> <p>JW/AB/CAS Aug In-service All year</p> <p>AR Term 2 CAS and Term 1 working party CTs Term 2 Working group</p>	<p>Aim for national target of 90% of all learners School self evaluation calendar reflects rigorous moderation, tracking and assessment All focus groups receive targeted intervention and offered appropriate assessment</p> <p>Learners will be more confident in speaking French words and/or phrases. Pupil conference feedback will reflect evidence of consistency across school.</p> <p>Learners will have an initial understanding of the Scots language. P5-7 will be able to share and evidence their learning.</p>
Included, Engaged and Involved: Wellbeing and Equity	3.1 Ensuring wellbeing, equality and inclusion 2.4 Personalised support 2.6 Transitions 2.1 Safeguarding and child protection	<p>HWB/Nurture/Resilience Staff to use Resilience Reflection Tool and Nurture Reflection Tool to support children due to pandemic Learners will have access to mentoring and nurture group/approaches Social/emotional skills groups for targeted pupils Seasons for Growth Training for SfL teacher Virtual Headstrong Programme for P7 to be launched by authority - baseline to be done at start and completion.</p>	<p>JW/AB/LL All year All CTs</p> <p>LL P7 teacher And authority</p>	<p>All learners will have access to support for their resilience and coping strategies through: use of the reflection and nurture toolkit, nurture groups, mentoring, social and emotional skills groups. All learners will have access to support from the Seasons for Growth model led by SfL teacher. P7s will have completed the virtual headstrong programme and impact will be measured using a baseline approach.</p>



Midlothian

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
Social/emotional needs impacting on learners	Play Therapy	Play Therapist Till Feb (hope to top up budget then)	1x20 week block £1425 1x15 block£1115	Evaluation by play therapist and SLT	Improvement of learners ability to work in the classroom environment and fully engage in learning
Social/emotional needs impacting on learners	Drop in lunch time service P4-7	Play Therapist All Year	£2356	Evaluation by play therapist and SLT	Positive impact on social and emotional needs of learners and children can mix with their peers more successfully particularly in the playground
Intervention to close attainment gap for targeted learners	Targeted focus groups literacy/numeracy Targeted focus groups numeracy/maths	LAs led by SfL teacher	£18000 (26 hrs Aug 20 to Aug 21)	Monitored by SfL teacher Monitored by SLT	Children achieving expected CfE level Children achieving expected CfE level
Nurture	Nurture and support provided by Admin for both pupils, staff and parents	Admin	5 Hrs - £3500 Total £26500	Monitored by SLT	Positive supportive nurturing environment for whole school community

4. ASG Plan



Part 2: Midlothian Education Improvement Planning – 2020-21

Establishment	Beeslack and Penicuik ASG
Area	Session 2020-21
Session	
Planning Cycle	Cycle 2

SIGNATURES			
Head of Establishment		Date	
ASG Manager		Date	

The Single Midlothian Plan

Midlothian Education Strategic Overview

Creating a World Class Education System through Excellence and Equity

HGIOS 4

NIF

Creating a Competent System

*Common values,
aims and core beliefs
Systems leadership
System enablers*

Leadership Learning Community

Creating strategic leaders who collaborate across the system

Visible Learning

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

Strategy

1. Priorities for Improvement in Current Year

Overview					Planning cycle		Session: 2020-2021		
Number	NIF Priority	ASG Priority	Stage of Development	Main driver of priority					
		Main priorities must align with NIF/LA Priorities	Exploring, Developing or Embedding	Self-evaluation/ school review/VSE	Education Scotland Report	HGIOS 4 QI	Well Being Wheel	Midlothian strategic priorities (✓)	Partnership working
1	Improvement in children and young people's health and wellbeing	Improvement in children and young people's health and wellbeing	Developing	n/a	n/a	3.1	Healthy	✓ Priority 3	

2. Priority Summary and High Level Strategic Targets

Priority Area / Theme	Key Actions to meet targets	Expected outcomes for learners which are measurable and/ or observable – please refer to LA targets in PPP 69	Impact Statement: Level 5+ <i>How good are we now?</i> What evidence do we have of our strengths and areas for development? (please use this section to RAG the statements)	Next Steps for Improvement <i>How good can we be?</i> What action will we take to improve current practice?
Improvement in children and young people's health and wellbeing	Planning and implementing the recovery phase based on solution focused approaches which put Building Resilience and Nurturing Practices at the forefront of all decisions.	<p>2.1 Develop a Nurturing Authority.</p> <p>2.2 Develop and improve the Health and Wellbeing curriculum to support the wellbeing of all children and young people,</p> <p>2.4 Support schools to implement a range of mental health and wellbeing strategies for children, young people and staff.</p>		