



Glencorse Primary School

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



'A Small School Building Big Dreams

Contents - Standards and Quality Report

1. Context of the School
2. How our Vision, Values and Aims were developed and how our Stakeholders were consulted
3. Our School Vision, Values and Aims
4. 2018/19 Priorities
5. Review of Progress and Impact in Session 2018/19
6. Successes and Achievements in Session 2018/19
7. What is Our Capacity for Continuous Improvement?

1. Context of the School

Glencorse Primary School sits on the outskirts of Penicuik and serves the villages of Milton Bridge and Auchendinny. Our catchment includes areas of local authority and private housing. The school was built in 1875 and is a traditional, stone-built, 2-storey building, surrounded by a walled, fenced play area. Midlothian Early Years Team now use upstairs as base. The dining hall is located in a separate building.

Glencorse Primary is part of the Beeslack Associated School Group along with Bilston, Mauricewood and Roslin Primary Schools. We also work with the Penicuik Associated School Group. Glencorse is a co-educational, non-denominational school. Our roll is currently 15 children who are taught within one multi-composite class of P2-7. Currently 7% of our children come from army families.

Staff consists of a teaching Head Teacher (3 days per week), a part-time teacher, a part-time Support for Learning Teacher and a PE specialist. The school benefits from a Learning Assistant, an Administrative Assistant and a Playground Supervisor. We also have a dining room supervisor, an assistant and a facilities assistant.

All of our pupils live in SIMD 4 - 8 (Social Index of Multiple Deprivation). In session 2018-19 47% of our P2-7 pupils were supported with money from Pupil Equity Funding which helps support some additional initiatives to help reduce barriers to learning.

The school continues to benefit from the support of the 'Friends of Glencorse' (all parents belong to this group) who work throughout the year to raise funds to support all children in school by subsidising the cost of school trips. This session this supportive group have organised a Hallowe'en party, the Christmas Fayre and provided refreshments at sports day. This group also offers support and informal advice throughout the session.

With the support of our Active Schools Coordinator, we run a lunchtime club every term. Our parents run a homework club every week.

Due to the decreasing pupil roll, Glencorse is subject to statutory consultation.

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

The school's vision and values were reviewed and revised in session 2016-2017 through meetings and questionnaires with our pupils, staff and parents. Our vision evolves through ongoing reflection and debate across the school and community. Views are sought through an annual parent/carer questionnaire, 'Friends of Glencorse' meetings, feedback questionnaires and opportunities for feedback at events throughout the session. Our pupil groups within school share their views throughout the session as well as through pupil questionnaires. As a result of this active collaboration, the school and community have ownership of the vision and values. During session 2018/19, we chose one of our school values to focus on in the classroom. This value was also the focus of our assembly. We shared the school value focus with the parents with a weekly update on Seesaw.

All parents evaluated our priorities for 2018-2019 and all agreed that we had achieved these. At the same time, all parents were asked if they agreed with our curriculum map and identified priorities for 2019-2020 and again, all agreed. Parents were given the opportunity of making further suggestions, no suggestions were forthcoming.

Parents were also given the opportunity of commenting on our revised Positive Behaviour and Anti-Bullying Policies - no comments were received.

In our annual parent/carer questionnaire, 100% of parents/carers were happy with the school and believed that their children felt safe while 100% felt that their children were treated fairly.

100% of children say that they feel safe in school, that they feel safe from bullying and that they have someone in school they can talk to if they are worried.

3. Our vision, values and aims

We use our vision, values and aims as a foundation for developing a school that is focused on equity and excellence.

Our Vision Statement - 'A small school building big dreams'

Our Values: -

Confident	Independent	Resilient	Reflective	Inquisitive
Collaborative	Ambitious	Responsible	Included	Equality
Respected	Healthy	Happy		

Our aims: -

- To provide breadth, balance and progression across a broad and balanced curriculum
- To provide knowledge and skills in Literacy, Numeracy and Health and Wellbeing
- To meet the needs of all pupils and encourage each child to realise their potential
- To plan learning opportunities which provide children with skills for learning, life and work
- To support each child's emotional and physical wellbeing within a positive, caring environment
- To encourage a positive ethos within the school where individuality is recognised and valued and all children have a voice
- To work together with parents and our local community
- To encourage pupils and staff to have high expectations and ambitions

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

<p style="text-align: center;">Priority 1 Improvement in attainment, particularly literacy and numeracy</p>	<p style="text-align: center;">Priority 2 Closing the attainment gap between most and least disadvantaged children</p>	<p style="text-align: center;">Priority 3 Improvement in children and young people's health and wellbeing</p>	<p style="text-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 <table style="margin-left: 20px; border: none;"> <tr> <td style="padding-right: 40px;">Numeracy 98%</td> <td>Literacy 98%</td> </tr> </table> • Level 4 <table style="margin-left: 20px; border: none;"> <tr> <td style="padding-right: 40px;">Numeracy 90%</td> <td>Literacy 90%</td> </tr> </table> <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>	Numeracy 98%	Literacy 98%	Numeracy 90%	Literacy 90%	<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>
Numeracy 98%	Literacy 98%						
Numeracy 90%	Literacy 90%						

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

<p><u>NIF and Midlothian Priority</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)</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)</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>School Priority 1: To raise attainment through increased parental engagement</p> <p>Progress and Impact:</p> <ul style="list-style-type: none"> • 100% of staff familiarised themselves with Seesaw • 42% attended family engagement session held to introduce Seesaw • The majority of children have taken ownership of their learning journal by updating successes and achievements weekly • Staff review all pupil updates, add comments and next steps, monitor and post parental comments and share weekly learning power and school value focus • 100% parents signed up • Fortnightly drop in sessions for parents/carers introduced - no parents attended • Positive informal feedback received from pupils and parents • Feedback from parent questionnaire - 75% responded - included <ul style="list-style-type: none"> ○ All parents found Seesaw easy to use and wish it to be continued next session. ○ All parents felt more involved in their child's learning ○ "I really like that I can 'like' things that the pupils are doing. I feel engaged with the school and I enjoy hearing about specifics of my child's learning." ○ "Seesaw is a great way to let us see what is being taught at school so we can help reinforce new knowledge at home." ○ "It's fantastic to see your child's daily learning and goals within the classroom. It gives us a chance to be involved in our 	

child's learning."

- "We love to see what our child has been learning and the experiences he's engaging with. It gives us more to talk about with him, allowing us to support him better and feel a part of his school life."
- "I think Seesaw encourages children to be positive and proud of their work. It's also good to see what their focus of the week will be."

- Feedback from children

- 100% wish to continue with Seesaw next session.
- 100% agree that they like using Seesaw
- 100% agree that it is easy to use

Next Steps:

Continue to use Seesaw as a means of engaging parents in 2019-2020

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

<p><u>NIF and Midlothian Priority</u></p> <ol style="list-style-type: none"> 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 <p><u>NIF Driver(s)</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)</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>School Priority 2: To reduce the attainment and achievement gap</p> <p>Progress and Impact:</p> <p>Curriculum for Excellence levels</p> <ul style="list-style-type: none"> ○ P4 - 67% pupils attained First Level in Reading, Writing and Maths ○ P7 - 100% pupils attained Second Level in Reading, Writing and Maths • Standardised Reading and Maths Assessments carried out for every child - March 2019 <ul style="list-style-type: none"> ○ Most children have a standard maths score over 100 ○ The majority of children have a reading age above their chronological age • SNSA results for P4 and P7 - March 2019 <ul style="list-style-type: none"> ○ P4 - 3 pupils <table border="1" data-bbox="504 1106 2027 1185"> <tr> <td>○ Writing</td> <td>○ Reading</td> <td>○ Numeracy</td> </tr> <tr> <td>33% band 9, 33% band 7, 33% band 5</td> <td>33% band 9, 33% band 8, 33% band 7</td> <td>33% band 8, 67% band 7</td> </tr> </table> ○ P7 - 3 pupils <table border="1" data-bbox="504 1257 2027 1337"> <tr> <td>○ Writing</td> <td>○ Reading</td> <td>○ Numeracy</td> </tr> <tr> <td>33% band 11, 67% band 10</td> <td>67% band 11, 33% band 10</td> <td>67% band 11, 33% band 10</td> </tr> </table> • Pupil Equity Fund (PEF) used to buy additional Support for Learning hours. • Staff held 'Closing the Gap' meetings in September, January, May - every child, their progress and needs were discussed. 		○ Writing	○ Reading	○ Numeracy	33% band 9, 33% band 7, 33% band 5	33% band 9, 33% band 8, 33% band 7	33% band 8, 67% band 7	○ Writing	○ Reading	○ Numeracy	33% band 11, 67% band 10	67% band 11, 33% band 10	67% band 11, 33% band 10
○ Writing	○ Reading	○ Numeracy											
33% band 9, 33% band 7, 33% band 5	33% band 9, 33% band 8, 33% band 7	33% band 8, 67% band 7											
○ Writing	○ Reading	○ Numeracy											
33% band 11, 67% band 10	67% band 11, 33% band 10	67% band 11, 33% band 10											

- Staff agreed and planned appropriate interventions as required
- Targeted support to close the gap in literacy and numeracy given weekly
- Baseline assessments given to identify starting level
- Assessments carried out in December/January and May to evaluate impact
- Impact of PEF evaluated - May 2019
- Analysis of standardised reading and maths assessments as well as other assessment information to identify year on year progress - May 2019
- Impact of interventions reviewed and gaps in learning identified - May 2019

Next Steps:

- Review progress of targeted students based on official Curriculum for Excellence data and standardised testing
- Use SNSA and standardised test information to target areas identified for development

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

<p><u>NIF and Midlothian Priority</u></p> <p>9. Improvement in attainment, particularly literacy and numeracy</p> <p>10. Closing the attainment gap between most and least disadvantaged children</p> <p>11. Improvement in children and young people's health and wellbeing</p> <p>12. Improvement in employability skills and sustained, positive school leaver destinations for all young people</p> <p><u>NIF Driver(s)</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)</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>School Priority 3: To support the emotional, mental, social and physical wellbeing of all pupils through the use and implementation of 'Rights Respecting Schools'</p> <p>Progress and Impact:</p> <ul style="list-style-type: none"> • All families aware of UNCRC • 100% of teaching staff completed online training to become familiar with UN Convention on the Rights of the Child • Starting point measured through pupil and staff questionnaire - January 2019 <ul style="list-style-type: none"> ○ 86% of children say they learn about their rights at school ○ 50% of children say that they have talked about children's rights to their parents/carers in the last three months, 21% have spoke to wider family and 0% have spoken to other children ○ 50% of staff strongly agreed that they felt comfortable talking to pupils about their rights • Impact measured through pupil and staff questionnaire - May 2019 <ul style="list-style-type: none"> ○ 100% of children say they learn about their rights at school ○ 100% of children say that they have talked about children's rights to their parents/carers in the last three months, 87% have spoke to wider family and 73% have spoken to other children • Teaching staff planned activities to introduce pupils to Articles within the Convention - weekly focus • Action Plan completed & Bronze Award - 'Rights Committed' achieved • Behaviour Policy and Anti-bullying policy revised in line with RRS 	

- Parents asked for feedback on revised Behaviour Policy and Anti-bullying Policy - no comments received
- Children have devised 'BEhaviour Triangle' - their behaviour code of conduct.
- Children designed Class Charter
- Feedback from pupils about Rights Respecting Schools work:-
 - "You can find out what other children's lives are like and understand that not all children have the same things in their lives."
 - "We get to know all of the rights we have, some people didn't know these. We are also learning and understanding that some children don't have these rights given to them."
 - "It's shown me a window into other people's worlds and how I might help others."
 - "I have more understanding of other people's situation."
 - "It has taught me that no child is more important than any other."

Next Steps:

- Continue our RRS journey to achieve Silver Award

6. Successes and Achievements in Session 2018-19

This session has been another successful one for Glencorse Primary School.

Leadership of Change

Our vision and values evolve through ongoing reflection and debate across the school and community. Views are sought from parents, pupils and staff throughout the session. As a result of this active collaboration, the school and community have ownership of the vision and values. Our vision and values are at the heart of our BEhaviour Code and revised Behaviour and Anti-Bullying Policies. This session we chose one of our school values to focus on in the classroom every week. This value was also the focus of our assembly and we shared the school value focus with the parents with a weekly update on Seesaw.

A member of Glencorse Guild commented, *"Your motto always comes to mind, 'A Small School Building Big Dreams'. Excellent! Well done everyone."*

Glencorse staff work effectively as a team. All staff are involved in the process of school improvement planning and self- evaluation is at our heart as we continually strive to improve. We are aware of the need to be outward and forward looking and all staff work with ASG colleagues and attend training opportunities and courses throughout the year to develop skills and knowledge. This session staff engaged in professional dialogue by reading, 'When the Adults Change Everything Changes' by Paul Dix. Actions taken from this include the introduction of a handshake to welcome the children every morning, the introduction of a 'Recognition Board' and a class cheer. This work also influenced our BEhaviour Triangle. Our annual planning calendar was developed in consultation with staff and in line with our identified priorities. Teaching and support staff have additional leadership responsibilities e.g. leading Eco Schools, Learning Council, Health Committee and Bikeability training. Our Learning Council is involved in self- evaluation through using HGIOURS and our P5 learners also had an additional leadership role, as School Ambassadors, representing Glencorse across the ASG.

Next Steps -

- Teaching staff to engage in practitioner enquiry
- Supporting school community through school statutory consultation process

Learning, Teaching and Assessment

This session a main focus for us has been the introduction of SeeSaw, online Learning Journals where children take ownership of their learning by updating examples of work and adding reflective comments. This has increased parental engagement and parental involvement in children's learning. Parental feedback includes, *"I really like that I can 'like' things that the pupils are doing. I feel engaged with the school and I enjoy hearing about specifics of my child's learning."* *"Seesaw is a great way to let us see what is being taught at school so we can help reinforce new knowledge at home."* *"It's fantastic to see your child's daily learning and goals within the classroom. It gives us a chance to be involved in our child's learning."* *"We love to see what our child has been learning and the experiences he's engaging with. It gives us more to talk about with him, allowing us to support him better and feel a part of his school life."* *"I think Seesaw encourages children to be positive and proud of their work. It's also good to see what their focus of the week will be."*

We continued to develop our 'Learning Powers', the dispositions required to be a good learner with a focus of the week. As children achieved success their name was put on the 'Recognition Board' and when all names were on the board, all children joined in our class cheer. The weekly focus was shared with parents through SeeSaw.

Children participated in a series of Maths Problem Solving lessons. Prior to these lessons, children wrote a list of problem solving strategies they already knew, this was then compared with their knowledge at the end. Very positive feedback was received from the children with 100% stating that they now knew more strategies. Comments included, *"I feel good because I can use all of the problem solving strategies to help me understand what to do and how to get the right answer."* *"I feel more confident with problem solving because I know all the strategies and what to do in any situation."* As part of ongoing quality assurance, a learning and teaching observation of a Maths Problem Solving lesson was carried out. Pupil feedback included, *"I love the challenge of problem solving because you have to use every ounce of knowledge you have."* *"I love learning and applying problem solving skills."*

This session we introduced a new Reporting format to parents, this included comments from children including what they were proud of as well as identifying skills developed during the session. We continued with next Steps in Maths, Writing and Reading which were also shared with parents. Children use these and assess their progress.

Effective forward planning for teachers has had a positive impact on the learners and the curriculum. Staff plan together to ensure there are opportunities for children to apply their learning and skills across the curriculum. Staff also plan for learning opportunities across the key principles of Curriculum for Excellence. Holistic assessments are planned together. Work on this will continue to be developed next session.

Feedback from children about their teaching and learning included, *"This school is very good at allowing us to work at our own level regardless of our year group". "Children are able to work where they feel they will work best". "Everyone has next steps and knows what they have to do next to improve".*

100% of children were happy with the amount and quality of feedback.

Next Steps

- Develop digital literacy skills
- Assess impact of pupils and teachers agreeing next steps in writing
- Glencorse to work with Mauricewood Primary to develop Citizenship and Creativity

Ensuring Wellbeing, Equality and Inclusion

All children and families are known as individuals in Glencorse. Our attendance rate is 98.36%, above the local and national average. The Wellbeing needs of individual children are met through accessing different groups as need arises e.g. Seasons for Growth, OT support and Behaviour Support. P7 pupils participated in Headstrong, a 6 week programme to support good mental health and a group of children participated in a Social Skills group.

We have received positive feedback from pupils, parents and staff about how we ensure Wellbeing, Equality and Inclusion.

- 100% of pupils feel safe in school.
- 100% of pupils feel that they can contribute to the life of the school.
- All children feel that their concerns are listened to.
- All children have an adult in school they can talk to.

Children feel that staff care about them, comments included. *"You can ask for a little chat - they listen carefully and try their best to make you feel better." "Staff treat people as individuals." "Staff treat people fairly."*

When asked if staff have high expectations and aspirations for you, comments included - *"Staff are determined to help you." "Staff give us strategies to help us improve." "Staff push us to our limits."*

100% parents feel that school supports their child in developing their health and wellbeing. Feedback includes, *"School know my child and family really well and are flexible in their approach to supporting appropriately. They constantly encourage and educate children in growth mindset, learning powers and building resilience." "School understands and supports my child's particular needs."*

100% parents feel that school is an inclusive learning environment and that staff respect each learner as an individual and know their families well. 100% staff feel that there is an ethos and culture of inclusion, participation and positive relationships across the school learning community.



As part of our Rights Respecting Schools work, children and staff worked together to develop a new BEhaviour code and a Class charter. Our school Behaviour and Anti-Bullying policies were also revised in line with RRS principles. Parents were invited to comment - no comments were received.

Staff hold regular review meetings of IEP plans and target setting involving parents, outside agencies and children. All staff attended Child Protection training and CP procedures are regularly reviewed. The Daily Mile was re-launched. All children enjoy this and feel that their mental and physical health is improved by doing it.

One parent commented, *"Glencorse is not just a school. It's a community that allows children to thrive and families prosper."*

Next Steps

- Introduce 'Jigsaw' a Health and Wellbeing resource
- Monthly focus on wellbeing indicators

Raising Attainment and Achievement

Attainment
100% of P7 pupils and 67% P4 pupils have achieved expected CfE levels in Literacy, Maths and Numeracy and Health and Wellbeing. For P2-7 Reading standardised assessment information has told us the majority of children are reading at or above their chronological age. Most children have a standard score of over 100 in Maths. The information tells us that achievement continues to be in line with the national average and that there is no significant difference in the achievement of boys and girls. Staff hold termly 'Closing the gap' meetings to evaluate impact of interventions and identify next steps. Staff also meet to review standardised assessment information and agree targeted next steps. PEF money was used to buy additional Support for Learning time so that targeted groups and individual children could be supported.

Achievements

Glencorse has a positive school ethos where children are encouraged to do their best. All children have a say in the life of the school as all children are part of our Learning Council, Health Committee and Eco Committee. Pupils in our Learning Council are engaging with HGIOURS and pupils in P5 have visited other schools in the ASG as school ambassadors. During these visits children lead tours of their school and give suggestions for improvement. This year we achieved our 3rd Eco Green flag, a Silver Sports Scotland Award and Bronze Level Rights Respecting Schools Award.

Pupils at Glencorse Primary have had access to a wide range of experiences and events to develop, demonstrate and celebrate their wider achievement. These include active involvement in a range of sports and activities such as swimming, skiing and drumming. This year there were lunch time clubs for all children in ball skills, gymnastics, multi-sports, fitness and athletics. Parents run a homework club every week. The children received dance lessons as part of the curriculum. Children participated in 'Walk to School' events and P6/7 learned how to keep themselves safe when on the road through the Bikeability programme.

Children participated in a range of charity work such as Children In Need, Save the Children Christmas jumper day, Green Santa toy collection and Comic Relief. We have sponsored an Osprey and Falcon, our school teams, through the Scottish Wildlife trust. This, together with our Rights Respecting Schools work, has made the children develop their skills as Responsible Citizens by considering the needs of others.



A major achievement this session was our Open Evening in November when we held the 'Glencorse Oscars'. This event was the world premiere of our animation, World War 2, The Home Front which had been created by the children. The evening was a great success and very positive feedback was received. *"Best event at Glencorse, in my 14 years of being a parent!"* *"Such a great night! Brilliant for*

children and parents." *"What a brilliant night. Lots of hard work and effort by teachers. Thank you." "Outstanding! So much effort from everyone to produce a great and informative evening. Thank you. Looking forward to 2019!" "Thank you for a lovely morning. Teachers and pupils have worked so hard together."*

Our animation was shortlisted in the Edinburgh and Lothian's Schools Film Competition at the Edinburgh International Film Festival and all children attended the screening and awards ceremony at the Edinburgh Filmhouse. Our animation was also submitted to the Scottish Youth Film Festival.

Community links have been developed with the Guild from Glencorse Church as part of our Second World War project, the children visited the church where members of the Guild shared their WW2 experiences. The children then invited members of the Guild to a number of events in school including a viewing of our animation, WW2, The Home Front as well as to our Nativity and Christmas Fayre.

Children had the opportunity of visits outside school including Royal Botanic Garden, Royal Highland Show and the Brunton Theatre. P7 pupils visited the Risk Factory and participated in a Science, Technology, Engineering and Maths project at Edinburgh College which helped the children develop their co-operation and team working skills. As part of the transition programme, P7 pupils spent a week at Benmore residential centre. This resulted in increased confidence about the transfer to High School, especially important when coming from a very small school. Children participated in a number of local community events such as the Penicuik litter pick and the Rotary Club quiz. The Rotary Club also donated plants to the school garden. Members of the Rotary Club then visited school and met with children to discuss the school garden. Children have also developed their safety skills through visits from NSPCC and a Fire Safety talk.

This year we introduced Achievement Books so that pupil achievement, across the 4 capacities, both inside and outside school can be tracked. All personal achievements outside school are also recognised in our 'Wall of Achievement' where photographs of children with medals and certificates are displayed.

Next Steps

- Continue with 'Closing the Gap' meetings and interventions
- Work towards achieving John Muir Explorer Level Award
- Continue to develop skills for learning, life and work
- Develop links with Edinburgh Technopole

Overall we have made very good progress this session. We have received some excellent feedback.

- *"We are lucky to be part of such a wonderful school. The experiences and opportunities provided allow the children to be the very best versions of themselves."*
- *"The teachers of Glencorse Primary give the children fantastic learning opportunities and we can't thank you enough for all that you do."*
- *"It's so evident that this small school gives the children such self-confidence and poise."*
- *"This is an excellent school; equipping the children with confidence and excellent educational skills. Can't praise teachers enough for their dedication which shines through."*
- *"The staff and pupils always seem to work so well together. The small numbers seem to enhance rather than detract from the learning experiences."*



7. What is Our Capacity for Continuous Improvement?

Quality Indicator	LA/School Self Evaluation theme process (calendar)	Authority Inspections / Theme visits	HMle/ Care Inspectorate Inspection Grades
1.3 Leadership of Change	4		
2.3 Learning, Teaching and Assessment	5		
3.1 Ensuring Wellbeing, Equity and Inclusion (Take into account QI 2.1)	5		
3.2 Raising Attainment and Achievement/ Securing Children's Progress	5		

Part 2: Midlothian Education Improvement Planning – 2019-20

Establishment	Glencorse Primary
Area	Beeslack ASG
Session	2019/20
Planning Cycle	

SIGNATURES			
Head of Establishment	<i>Julie Barnes</i>	Date	
Schools Group Manager	<i>Julie Fox</i>	Date	

Contents – School Improvement Plan

1. Overview of High Level NIF Priorities
2. Priority Summary and High Level Strategic Targets

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

<p style="text-align: center;">Priority 1 Improvement in attainment, particularly literacy and numeracy</p>	<p style="text-align: center;">Priority 2 Closing the attainment gap between most and least disadvantaged children</p>	<p style="text-align: center;">Priority 3 Improvement in children and young people's health and wellbeing</p>	<p style="text-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>

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>
Improvement in attainment, particularly literacy and numeracy	1.3 2.3 3.2	<ul style="list-style-type: none"> • Pupil/teacher dialogue to agree next steps in writing • Practitioner enquiry 	<p>J. Barnes October 19 - IS January 20 - IS March 20 - CAT - 2 hours</p> <p>Oct 19 - May 20 3 x 2 hr CAT - Oct, Jan, May</p>	<p>Self- evaluation calendar that reflects moderation, tracking, assessment and shared classroom experiences that involve all practitioners and learners</p> <p>All teaching staff are involved in practitioner enquiry</p>
Closing the attainment gap between most and least disadvantaged children	1.1 2.4 3.2	<ul style="list-style-type: none"> • Identify the gap in attainment by reviewing progress made by every child • Plan appropriate interventions to support groups/individuals in literacy and numeracy • Hold termly meeting to review interventions and determine next steps • Analyse assessment information 	<p>J. Barnes September 2019 - CAT 2 hours January 2020 - CAT 2 hours May 2020 - CAT 2 hours</p>	<p>All children are achieving expected CfE levels</p>

Improvement in children and young people's health and wellbeing	2.2 3.1	<ul style="list-style-type: none"> • Introduce a new teaching resource - 'Jigsaw'. • To work towards achieving RRS Silver Award 	J. Barnes August 2019 - IS Day October 2019 - IS Day January 2020 - IS Day	More than 90% of children feel safe, healthy, achieving, nurtured, active, respected, responsible & included
Improvement in employability skills and sustained, positive school leaver destinations for all young people	2.2 2.3 3.3	<ul style="list-style-type: none"> • Work towards achieving John Muir Discovery Level Award • Develop transferable literacy and digital skills in an outdoor learning context • Develop links with local business to raise children's awareness of a range of careers 	J. Barnes V. Beveridge November 2019 - CAT - 2 hours August 2019 - ongoing October 2019	John Muir Discovery Level achieved Develop children's skills for learning, life and work