



# Bilston Primary School

## Standards and Quality Report 2018 - 2019 Improvement Plan 2019 - 2020

Midlothian



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## 1. Our School Vision and Values :

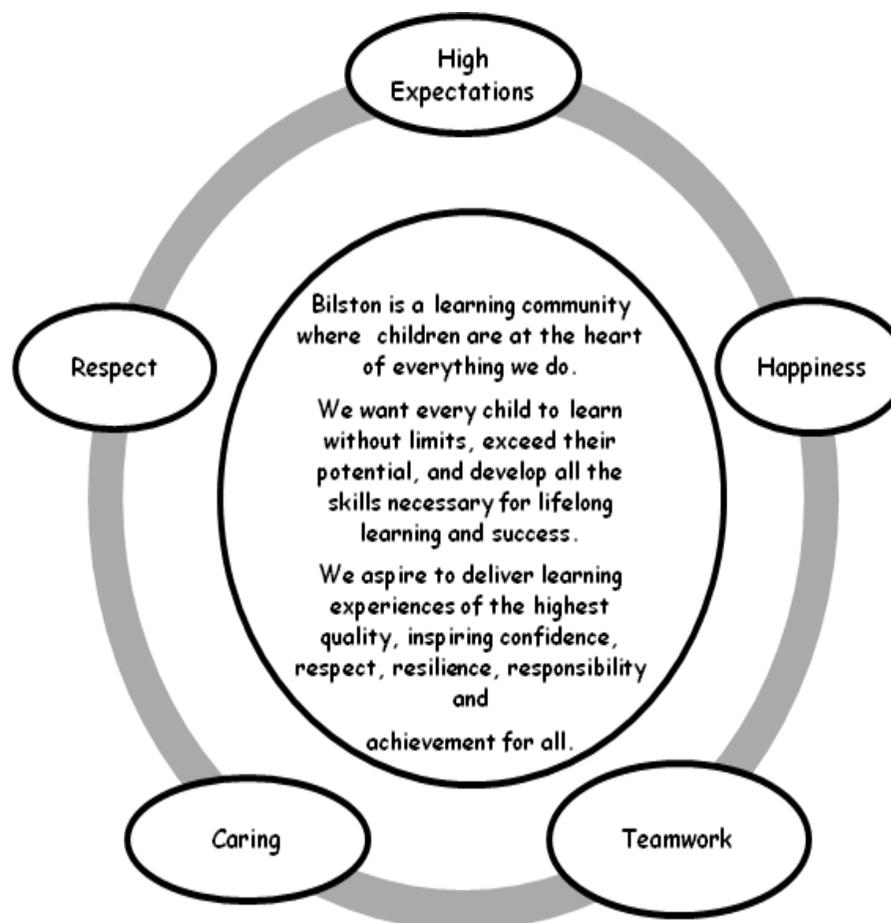
*Our vision is for a strong, cohesive, caring learning community, committed to delivering learning experiences of the highest quality, where everyone works together to improve life chances for all children.*

*The school community will have :*

- A strong sense of identity.
- A shared sense of belonging.
- Collective pride in their school community.

*Strengthened through :*

- Strong, open communication.
- Reassurance and care for all.
- Respect for everyone.
- Building positive relationships.



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

During the session 2017/2018, the HT led workshops involving our pupils and staff to gather their thoughts and ideas. She then shared the outcomes of these workshops with the Parent Council, parents and carers and a draft set of agreed values and a vision was established. This work continued during session 2018/2019, involving consultation with the wider school community, partner agencies and wider stakeholders. There has been an identified need however to make these aims and values more cohesive and used by all. Further revision and work on the aims and values will be undertaken during the next session.

### 3. Context of the School

Bilston Primary serves the catchment of Bilston and the surrounding area, within Midlothian Council's Education Division. Our catchment includes areas of local authority housing and private housing, including an extensive new housing estate. Further new private housing is due to be built in the next few years within our catchment area which is expected to increase the school roll over the coming years.

Bilston is part of Beeslack Associated School's Group which includes Beeslack High School, Roslin, Mauricewood and Glencorse Primary Schools. It is a co-educational, non-denominational school.

Our pupil roll is currently 78 in Primary 1-7. We currently have 23 children in our nursery who attend full-time and 7 children who attend nursery in the morning. *77% of our pupils live in SIMD 4, 12% in SIMD 8 and 4% in SIMD 10. (We currently have 7% unmatched due to new housing addresses).* 18% of our P1-7 pupils last session received Pupil Equity Funding for session 2018/19. We currently have 7 children who have English as an Additional Language. We have no children on the Child Protection register or who are Care Experienced.

At the start of session 2018/19, we had a staff team of 16 which included, 4 full-time teachers, 4 part-time teachers, 3 learning assistants (27.5 hours) and 1 learning assistant (5 hours). The nursery staff consisted of 1 SCCDW, 2 CCDWs and an MA.

The Senior Management Team comprises of the Head Teacher and a PT with full-time class responsibility.

Support for Learning is covered by one of our full-time teachers who is also responsible for the non-contact cover in school.

In January 2019, the SCCDW began a secondment and one long-term supply CCDW left. Our MA began a prolonged period of absence. The permanent CCDW became the SCCDW (Acting) and two further permanent CCDW appointments were made. In April, our nursery setting began to offer full-time places to 24 children. 23 children currently attend full-time.

The school continues to benefit from the support of our Parent Council who meet monthly with the HT and who continue to work hard to raise funds for the school.

We have worked closely with our Active Schools Co-ordinator to establish clubs offering dance, football and gymnastics. Our children have thoroughly enjoyed the experience and we hope to increase the number of clubs offered next session.

#### 4. Review of progress for Session 2018-19

### School Priority 1: GIRFEC - Building a Nurturing Learning Community

#### **NIF and Midlothian Priority (*highlight as applicable*)**

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

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

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

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

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

## Progress and Impact:

- All staff continue to follow the positive behaviour system with shared expectations and a common language. They are able to identify, recognise, praise and support positive behaviour and the language is used by all adults in school.
- All staff continue to use a common approach to managing all types of behaviour and offer appropriate and constructive support to all children in developing self-regulation strategies.
- Further training for all staff on attachment (Ed Pysch input) and positive behaviour management strategies undertaken.
- A positive, nurturing, inclusive ethos and learning environment continues to develop allowing both children and adults to thrive and achieve.
- Children are becoming more secure, confident, nurtured and supported, and are better able to access the curriculum constructively.  
***Most children access the curriculum effectively and are making age and stage appropriate progress. 73% ( 8 out of 11 children) at Primary 1 have achieved Early Level in Reading, Writing and Numeracy. All children in Primary 2 and 3 have achieved Early Level Reading, Writing and Numeracy and are making steady progress towards achieving First Level. 2 children in P3 have achieved First Level in numeracy and are working towards second level. 84% at Primary 4 (10 children out of 12) achieved their appropriate CfE levels. 67% (4 out of 6 children) of children in Primary 5 have achieved First Level Reading, Writing and Numeracy and are making steady progress towards achieving Second Level. 100% of children in Primary 6 have achieved First Level Reading, Writing and Numeracy and are making steady progress towards achieving Second Level. 56% (5 out of 9 children) have achieved Second Level Reading, Writing and Numeracy in Priamry 7. 3 children out of 7 have made significant progress in Third Level numeracy, reading and writing.***
- There are regular opportunities to share and celebrate success and achievement in all their forms. Children are happy and confident in sharing their achievements with others in the school/community. Children regularly lead these assemblies.
- Sharing the Learning events are a regular feature of our school's life and work. (termly, both in class and whole school events). Parents/carers regularly share in the learning from nursery (Stay and Play sessions) to P7 , covering this session literacy, numeracy, problem-solving, health and well-being and IDL topic work.
- A comprehensive and sustainable programme of support is in place for individuals and groups to access on an ongoing basis. e.g., small group support for specified children, social and communication group running weekly (P4 – P7), 1:1 support for targeted individuals (nursery children and identified individuals from P1 and P7).
- Soft start in place for all children continues to have a positive impact on timekeeping and readiness to learn at the start of the day.
- Children continue to self-regulate, making choices as to when they need timeout in a specified safe space or spending time with a trusted adult. Resilience and self-confidence is developing in our children. Quiet spaces have been identified for all individuals who require them and are used on a needs basis. Reflection spaces/quiet spaces have been established in every classroom.
- Established timetable of support delivered by SfL teacher to groups, individuals and in class support/ team teaching oppportunities, as well as targeted support for individuals implemented by LAs and monitored and planned by SfL teacher. We also have a homework buddy system and paired reading partners (P6 and P7 pupils).
- Vision and values work undertaken with wider school community.
- Social and Communication groups extended to include P4 – P7 children.
- Families Connect training undertaken by SfL teacher and SCCDW. Very successful first course ran over a period of 8 weeks with 5 families. Very positive feedback from families and excellent evaluation from Save the Children.
- P7 pupils participated in Headstrong programme with school nurse.

**Next Steps:**

- Emotions Talk training to be undertaken by **all** staff to further enhance the support of emotional language with children.
- Seasons for Growth groups to run, on a needs basis, including individual work. Additional staff to be trained as this didn't happen this session due to issues with central training.
- Social and Communication groups to continue nursery – P7.
- Play Therapy to continue and be extended to include filial play sessions and a series of play workshops to be delivered to parents and carers with Play Therapist/school staff. (this didn't happen this session because of long-term illness of Play Therapist).
- Extend Families Connect programme to include P1 and P2 parents/ carers and children, as well as running another course for 3 and 4 year olds. CCDW already trained via attendance at course and further training in place for next session.
- Further parental engagement to be encouraged through a programme of family learning. (Akin to FAST programme but adapted to suit Bilston Primary).
- Introduce Healthy Respect programme.
- Begin Year 1 of Nurturing Schools Programme.
- Run raising Children with Confidence course for interested parents/carers.
- Introduce tracking system for monitoring and tracking wider achievement.
- Staff members to be trained in LIAM (Low Intensity Anxiety Management programme)

## School Priority 2: Excellence Through Raising Attainment & Closing the Gaps – Literacy & Numeracy

### **NIF and Midlothian Priority (*highlight as applicable*)**

5. Improvement in attainment, particularly literacy and numeracy

6. Closing the attainment gap between most and least disadvantaged children

7. Improvement in children and young people's health and wellbeing

8. Improvement in employability skills and sustained, positive school leaver destinations for all young people

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

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

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

1.1 Self-evaluation for self-improvement

1.2 Leadership of learning

1.3 Leadership of change

1.4 Leadership and management of staff

1.5 Management of resources to promote equity

2.1 Safeguarding and child protection

2.2 Curriculum

2.3 Learning, teaching and assessment

2.4 Personalised support

2.5 Family learning

2.6 Transitions

2.7 Partnerships

3.1 Ensuring wellbeing, equality and inclusion

3.2 Raising attainment and achievement/ Securing children's progress

## Progress and Impact:

***Most children access the curriculum effectively and are making age and stage appropriate progress. 73% ( 8 out of 11 children) at Primary 1 have achieved Early Level in Reading, Writing and Numeracy. All children in Primary 2 and 3 have achieved Early Level Reading, Writing and Numeracy and are making steady progress towards achieving First Level. 84% at Primary 4 (10 children out of 12) achieved their appropriate CfE levels. 67% (4 out of 6 children) of children in Primary 5 have achieved First Level Reading, Writing and Numeracy and are making steady progress towards achieving Second Level. 100% of children in Primary 6 have achieved First Level Reading, Writing and Numeracy and are making steady progress towards achieving Second Level. 56% (5 out of 9 children) have achieved Second Level Reading, Writing and Numeracy in Primary 7.***

- We have worked hard to ensure learners' experiences are challenging, enjoyable and matched to the learners' needs in ALL classes. High expectations and standards are being applied more consistently in all classes, ensuring there is evidence of children exercising choice, involvement in planning and taking responsibility for their learning.
- We have continued to work towards embedding the learner voice in all classrooms, providing opportunities for them to make choices and to self evaluate learning and teaching and to be fully involved in planning their next steps.
- We continue to support planning through regular professional dialogue to ensure that all learning activities are appropriately challenging, enjoyable and match the needs of learners, (with HT and teaching colleagues) through collaborative planning and focused Learning and Teaching sessions.
- We continue to ensure there is appropriate pace of learning, differentiation, support and challenge through a rigorous process of monitoring and evaluating. (HT and peer shared classroom practice; school monitoring and evaluating programme, all involved in monitoring of written work).
- Staff have undertaken further training in:
  - ❖ creating and sharing appropriate learning intentions and success criteria
  - ❖ the use of effective questioning
  - ❖ the use of quality feedback
  - ❖ peer and self-assessmentthrough quality CLPL including professional dialogue and peer support.

### **Curriculum developments:**

#### **Reading:**

Revised Literacy planners, linked to CfE benchmarks used across the school ensure greater clarity of planning.

Reading programme with progression of skills introduced. Literature Circles used in P3 – P7.

Reading for enjoyment continued through successful programme of activities – Bilston's Reading Challenge extended.

Read, Write, Inc programme introduced – P4 and P5. Two staff trained.

LAs working with individuals and small groups – all children have shown improvement in comprehension, fluency and confidence.

**Writing:**

Writing programme with progression of skills and genre in place.

Grammar progressions introduced.

All staff trained in Reflective Writing approaches. (August 2018).

LAs working with individuals and small groups – all children have shown improvement in spelling, structure and content in extended writing.

**Numeracy:**

A whole school programme of problem-solving has been successfully introduced and evaluated from P1 – P7. This programme is supplemented by a Mental Agility programme used from P2 – P7. SEAL continues to be used from P1 – P4.

Revised MUMP planners, linked to CFE benchmarks used across the school ensure greater clarity in planning.

LAs working with individuals and small groups – all children have shown improvement in confidence, mental agility.

**Other areas:**

- STEM room established and draft programme of discrete science lessons introduced.
- Links established with University of Edinburgh and science sessions experienced by P4 – P7 led by visiting scientists.
- Links with the Bush established. Visits there by P6 and P7.

**Next Steps:**

- Consolidate use of writing programme and reading programme to ensure consistency at all stages and levels.  
Use Mighty Writer to enhance literacy skills
- Develop a whole school IDL programme, ensuring progression across levels and linking with literacy programme where appropriate.
- Develop a whole school RME programme, ensuring progression across levels.
- Develop a whole school Science and Technology programme, ensuring progression across levels and linked to work with University of Edinburgh.
- Develop and introduce Learning Portfolios ensuring pupil voice and that children have a clear understanding about the purpose of their learning, have opportunities to lead their learning and set targets and next steps. They will be fully involved assessing their learning and evaluating their portfolios.
- Develop a whole school programme of IT, ensuring progression across levels.

**Moderation**

We have continued to engage fully with moderation work in literacy and numeracy at school and ASG level.

- A programme of holistic assessment has been established in the planning calendar with information used to inform the planning of learning and teaching opportunities.
- We have continued to train staff in the understanding and use of standardised assessment data to inform planning and tracking of progress using SNSA and PIPS results.
- We have continued to develop our school's tracking system.
- Staff knowledge and understanding has increased and we have engaged more fully with the benchmarks, including nursery staff at Early level..
- Quality literacy experiences continue to be provided in a literacy rich nursery environment.
- Quality early numeracy experiences in the nursery continue to be provided to develop the skills of early mathematical awareness and skill.

**Next Steps**

- Continue to develop and strengthen the opportunities for planning and sharing of experiences in both literacy and numeracy across Early level between P1 and nursery team.
- Continue to engage with benchmarks in literacy and numeracy to ensure that staff have a robust understanding of levels and can confidently judge children's progress through levels/ attainment of a level. Staff confidence is increasing and judgements are becoming accurate and more robust but are not yet consistent across all staff.
- Continue to develop tracking system, ensuring consistent use by all staff.

**Nursery:**

- Stage stories successfully introduced to enhance literacy skills. There has been a marked increase in children's oral literacy and confidence.
- Revised planning formats introduced linked closely with improved system of observations to ensure responsive planning and child led learning experiences.
- Revised HWB, literacy and numeracy trackers introduced.
- Full involvement of nursery in all reading activities including Bookbug sessions, paired reading sessions with older pupils and all activities included in Bilston's Reading Challenge.
- Interactive board introduced in nursery setting. Children are confident and enthusiastic in their use of the board.
- Numeracy experiences enhanced through Early SEAL experiences. Not all staff are familiar with this approach however.

**Nursery:****Next Steps:**

- Continue to embed stage stories to enhance literacy skills
- Use Mighty Writer to enhance literacy skills where appropriate.
- Continue to work with Early Years team to improve quality of observations and adapt planning accordingly, ensuring new staff are trained and supported.
- Ensure all new staff use revised HWB, literacy and numeracy trackers introduced this session and that children's progress is evidenced and supported by observations and evidence in floorbooks and profiles.
- Continue to engage with Early Level benchmarks, linking them to planning, profiles and observations.
- Work with children, staff and community to modify and adapt school vision, values and aims to make them specific to nursery.
- Introduce programme of outdoor learning experiences to be enjoyed by ALL children on a regular basis.
- Work with numeracy co-ordinator to extend and enhance numeracy experiences ensuring progression and continuity across early level, linking in with numeracy experiences in P1, possible SEAL training.
- Work with ITC co-ordinator at school level and authority to develop use of interactive board and to ensure a wide variety of opportunities are being offered to support and challenge learning.
- Strengthen links with P1 through Play Strategy, development of atrium and learning experiences across Early Level starting in August with literacy project.
- Continue to extend programme of parental engagement to include outdoor learning, woodwork, cooking as well as ongoing stay and play experiences and involvement in the self-evaluation of the nursery.

### School Priority 3: Visible Learning : Developing Assessment Capable Learners

#### **NIF and Midlothian Priority (*highlight as applicable*)**

- 5. Improvement in attainment, particularly literacy and numeracy
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- 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

### **Progress and Impact:**

- A baseline of what the characteristics are of assessment capable learners had been established by gathering evidence through observations, discussions and video recordings (pupils), survey monkey, discussions with staff. There are still discrepancies in levels of confidence and knowledge amongst staff in gathering evidence and interpreting it however. Most staff have knowledge of the characteristics of an assessment capable learner.
- A programme of work on Learning Powers to embed characteristics of ACL among learners and give children the language of learning has begun. Learning characteristics of assessment capable learners and learning powers with focus weeks, shared learning events and 'together times' have been established and involve all children however staff confidence and pupil confidence in identifying these characteristics and applying these powers is not **consistently** high and needs further consolidation. Thus, the process will be revisited with the Learning Council leading the work.

### **Next steps:**

- Continue to involve all children – nursery children to work with P7 pupils – led by Learning Council reps (P1 –P7).
- Child friendly explanations to be created to support and exemplify the learning powers, accessible by everyone.
- Learning Powers wall to be established in school.
- Link learning powers with focus weeks, shared learning events and 'together times' will continue
- Nursery profiles to include evidence of learning powers. Learning journals (P1 – P7) to include evidence of learning powers.
- Continue to gather evidence through observations, discussions and video recordings (pupils), survey monkey, discussions, interviews (staff and parents/carers).
- Ensure that **all** staff have a good understanding of what the characteristics are of an assessment capable learner.
- Hold parental/carer workshop to share action plan and to raise awareness of the importance of developing assessment capable learners and introduce learning powers work.
- Involve parents/carers in evidence gathering of learning powers characteristics that children display at home – link to Wall of Achievements (photos, written evidence, emails, texts).

## 5. What is Our Capacity for Continuous Improvement?

Quality Indicator	LA/School Self Evaluation	Authority Inspections / Theme visits	HMle Inspection Grades
1.3 Leadership of Change	<b>3 - Satisfactory</b>		
2.3 Learning, teaching and assessment	<b>3 - Satisfactory</b>		
3.1 Ensuring well being equity and inclusion (Take into account QI 2.1)	<b>4 - Good</b>		
3.2 Raising attainment and achievement	<b>3 - Satisfactory</b>		<b>3- Satisfactory</b>

## 6. Highlights from Session 2018-2019

Pupil Voice Groups - ECO group, Learning Council, Health Committee, Sports Committee, Community Group, Communication Committee established – all children involved.

Silver Award achieved by Sports Committee.

Very successful World of Work Week in collaboration with parents/carers and local community.

All children involved in a programme of Outdoor Education.

Nursery children participated in a series of nursery sessions/outdoor learning experiences based entirely in the local woods.

P5 pupils participated in school visits ASG schools, undertaking self-evaluation work looking at learners' experiences in literacy and numeracy and the learning environment – ASG Beeslack Learners' Council

P7 pupils enjoyed a residential experience at Benmore Camp.

All pupils participated in literacy experiences (nursery to P7) as part of the Edinburgh Book Festival

P4 – P7 pupils involved in skiing.

P6 and P7 pupils participated in Bikeability Level 1 and 2

P4 and P5 pupils took part in swimming, cross country events, golf festival.

P1 – P7 pupils participated in cricket coaching.

P4 – P7 pupils took part in rugby coaching and the authority rugby festival.

P5-P7 participated in the authority athletics event

P6 and P7 participated in the basketball festival .

Individual class visits – Risk Factory, Apple Store, Mining Museum, Almond Valley park, Vogrie Country Park, STEM experience.

Specialist visits from **Wildlife group**, Emergency services, University of Edinburgh scientists,

Drumming workshops for nursery to P7 with Infectious Grooves .

Halloween and Easter discos, as well as other fundraising activities in collaboration with Parent Council.

Establishing of school website and increased use of twitter to share and celebrate successes.

Christmas service, including nativity and activities (carol singing, Christmas Card deliver to over 700 houses in community) with community involvement.

Scottish Celebration and performance for families and friends.

Very successful enterprise events including Christmas Fair (P2/3), Scottish arts and crafts (P4/5), Healthy Eating Café (P1/2) and Fairtrade Enterprise (P6/7)

End of year 'Bilston's Got Talent' talent showcase including dance, singing and drumming performance involving nursery to P7.

Very successful shared learning/development of early years atrium as a result of professional collaboration between nursery staff and P1 teacher.

Various successful shared learning opportunities with school/parents and carers (literacy, numeracy, HWB, Stay and Play sessions)

Bilston's Reading Challenge four month reading challenge with various activities involving nursery to P7 pupils, staff, parents, carers and local community.

Visits from local librarian.

Paired reading throughout the school involving nursery to P7 pupils – direct impact on confidence, enjoyment, fluency and expression of all readers.

Soft start for all pupils – creating a positive atmosphere and enhancing readiness to learn.

Bespoke transition process for P7 pupils –IT, Science, Food Science and Art – positively supported the established transition process.

P6 buddy system introduced to support younger children.

Series of successful house events led by P7 house leaders, including sports activities, art opportunities and literacy activities.

Successful clubs led by staff (athletics, basketball, art, dance, choir) and children (art, construction, football).

## Part 2: Midlothian Education Improvement Planning

<b>Establishment</b>	Bilston Primary School
<b>Area</b>	Beeslack ASG
<b>Session</b>	2018-2019
<b>Planning Cycle</b>	Baseline – cycle 2

<b>SIGNATURES</b>			
<b>Head of Establishment</b>		<b>Date</b>	
<b>ASG Manager</b>		<b>Date</b>	

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

<b>Priority 1</b> <b>Improvement in attainment, particularly literacy and numeracy</b>	<b>Priority 2</b> <b>Closing the attainment gap between most and least disadvantaged children</b>	<b>Priority 3</b> <b>Improvement in children and young people's health and wellbeing</b>	<b>Priority 4</b> <b>Improvement in employability skills and sustained, positive school leaver destinations for all young people</b>
<p><b>1a)</b> 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"> <li><input type="checkbox"/> 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.</li> </ul> <p><b>1b)</b> 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"> <li><input type="checkbox"/> Level 3</li> </ul> <p>Numeracy 98% Literacy 98%</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Level 4</li> </ul> <p>Numeracy 90% Literacy 90%</p> <p><b>1c)</b> 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><b>1d)</b> That at least 80% of teaching staff are involved in regular and supported practitioner enquiry in all schools</p> <p><b>1e)</b> Maximising the tariff scores for all learners in the Senior Phase</p>	<p><b>2a) Interrupt the cycle of poverty (PEF)</b> 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><b>2b)</b> 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><b>2c)</b> Ensure that all youth work is delivered at low or no cost to support reduction in child poverty and increase accessibility.</p> <p><b>2d)</b> Deliver the requirements of the child poverty act through the local action plan developed with community planning partners</p>	<p><b>3a)</b> Support schools and ELC settings to provide high quality EY services which:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Ensure children and families are offered appropriate, timely support</li> <li><input type="checkbox"/> Encompass the requirements of the National Quality Standard</li> <li><input type="checkbox"/> 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</li> </ul> <p><b>3b)</b> The majority of young people with ASN / LAC are offered appropriate assessment which is timely and appropriate.</p> <p><b>3c)</b> Achieve attendance targets Primary to 95% overall Secondary 91.5% overall with a reduction in unexplained absences</p> <p><b>3d)</b> 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><b>3e)</b> Support schools to implement a range of universal mental health initiatives as</p>	<p><b>4a)</b> Continue to work towards a three year pattern of 95% Sustained Positive Destinations and reduce unknowns to under 100.</p> <p><b>4b)</b> 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><b>4c)</b> Deliver adult literacy &amp; numeracy and family learning services</p>

## 1. Priority Summary and High Level Strategic Targets

NIF Priority	Links to HGIOS4	Key Actions	Lead Person Timescale Link to WTA	Expected Measurable Outcomes For Learners
Improvement in attainment, (particularly literacy and numeracy)	1.1 Self Evaluation 2.3 Learning, teaching and assessment	<p>Consolidate use of revised literacy and numeracy planners to ensure consistency/ close M&amp;E to ensure consistency involving all staff.</p> <p>Moderation work to continue to increase staff understanding, knowledge and confidence. Continue to engage fully with moderation work (literacy and numeracy) at school. ASG level and authority levels. Create a bank of examples to exemplify literacy and numeracy levels (work with partner school)</p> <p>Embed literacy and numeracy programmes, adapt where appropriate.</p>	<p>HT with all staff Throughout session on a twice termly basis.</p> <p>HT/PT with all staff involvement. CAT and L&amp;T sessions Termly.</p> <p>HT/ Literacy Co-ordinator HT/Numeracy Co-ordinator Throughout session with termly evaluations at L&amp;T meetings</p>	<p>Increase attainment levels in literacy and numeracy across all levels and stages, aiming for 90% national target. Teachers will be able to better engage in quality discussion about assessment and children's progress within a level.</p> <p>Maintain progress of individuals who are on target to achieve age and stage appropriate progress and support those who are not, at present, with targeted interventions.</p> <p>Staff knowledge and confidence will increase with more accurate assessment of children's progress across a level, in turn allowing more precise and accurate planning for next steps in learning.</p> <p>To ensure age and stage appropriate progress for all learners To share best practice in moderation, tracking and assessment of progress</p> <p>Regular assessment will show progress of targeted individuals (eg PM Benchmark, SWRT, SWST)</p> <p>Tracked data will be shared and analysed through professional dialogue in order to identify areas of need for support and monitored termly at attainment meetings.</p>

		Consolidate literacy strategy in nursery – P1 to ensure strong transition and continuity across Early Level.	P1 teachers and SCCDW Termly planning and monitoring	Increased confidence and literacy levels of our nursery and P1 pupils.
Closing the attainment gap between most and least disadvantaged children	1.2 Leadership of Learning 1.5 Management of resources to promote equity 2.3 Learning, teaching and assessment	Targeted support for individuals and groups will continue – SfL and in class support, specifically in literacy and numeracy.  Buddy programmes to continue.  Tracked data will continue to be shared and analysed through professional dialogue in order to identify areas of need for support.	SfL teacher with LAs. Throughout session. Weekly monitoring and termly evaluations of pupil progress.  HT/SfL teacher with CTS Termly attainment meetings	Targeted individuals to achieve age and stage appropriate levels at P1, P4 and P7 (where possible).  CTS will have a clear understanding of the levels children are working towards ensuring appropriate pace and challenge in learning. Children will have a better understanding of their progress and next steps and can talk about their learning with confidence and understanding.
Improvement in children's health and well being	2.1 Safeguarding and child protection 2.4 Personalised support 3.1 Ensuring wellbeing, equality and inclusion	Nurture work and interventions to continue for identified individuals and groups.support (social and communication groups, LIAM, play therapy etc)  All learners will continue to be nurtured and supported through whole school nurturing approaches.They will continue to develop skills in resilience, mental and emotional well-being and health.  Targetted interventions in literacy and numeracy for specified individuals/groups (see above)  Further improve attendance to be in line with national average	HT/SfL teacher with LAs Throughout the session and monitored monthly and evaluated on a termly basis  Play Therapy and Health colleagues to support where necessary – work to continue throughout the session  SfL teacher and LAs –work to continue throughout the session  HT – weekly monitoring and interventions where appropriate following authority guidance.	All children will have access to the support and interventions they need to be emotionally well and to access the curriculum, allowing them to make appropriate academic progress.  To further improve attendance in line with national average.

<p>Improvement in children's health and well being</p> <p>Nursery</p>	<p>1.1 Self Evaluation 2.3 Learning, teaching and assessment 2.4 Personalised support 3.1 Ensuring wellbeing, equality and inclusion</p>	<p>Parental Engagement programme extended and developed: to include outdoor learning, woodwork, self-evaluation as well as continuing with literacy, numeracy and HWB focus during the Stay and Play sessions.</p> <p>Continue to develop use of floorbooks, observations, trackers (Literacy, numeracy and HWB) after training from EY team for all new staff. Ensure all staff are involved in and responsible for planning in the setting.</p> <p>Continue to engage with Early level benchmarks (with P1 staff), link to tracking and record progress appropriately in profiles. Develop these profiles for use in P1</p> <p>Develop Play Strategy with colleagues in P1.</p>	<p>HT and SCCDW with CCDWs</p> <p>Work will take place throughout the session with specific pieces of work happening on a termly basis.</p> <p>Training led by EY staff (hopefully) and supplemented with professional dialogue and additional training with HT and SCCDW at nursery team meetings (fortnightly).</p> <p>Ongoing throughout the session. Led by HT and SCCDW.</p> <p>Ongoing throughout the session. Led by HT, SCCDW and Sfl teacher and Literacy Co-ordinator</p>	<p>Children fully supported in their learning by both nursery staff and parents and carers.</p> <p>A range of learning experiences provided for the children utilising skills of visitors.</p> <p>Children's learning experiences will be enhanced as a result of astute planning, key observations and timely interventions to develop appropriate next steps. Children will continue to be fully involved in their learning with raised levels of literacy and numeracy as they enter P1.</p> <p>Accurate assessment and tracking against the benchmarks will lead to relevant and accurate planning of children's play and learning experiences, involving them fully in the planning process and encouraging dialogue and understanding about their learning and next steps.</p> <p>Positive play experiences will enhance children's learning and development.</p> <p>Even stronger links and transition between nursery/P1</p>
<p>Improving curriculum and learning, teaching and assessment</p>	<p>1.2 Leadership of Learning 2.3 Learning, teaching and assessment</p>	<p>Implement and <b>embed</b> a programme of work on Learning Powers to embed characteristics of ACL among learners and give children the language of learning, ensuring consistency across all ages and stages.</p> <p>Ensure that <b>all</b> children and staff have a good understanding of what the characteristics are of an assessment capable learner.</p> <p>Across all curriculum areas and particularly literacy and numeracy, have regular discussions with children about the levels they are working at and their next steps. Involve them in evidence gathering, including Learning Journal work and portfolios.</p>	<p>HT – work to continue throughout the session with termly evaluations.</p>	<p>Children and staff will have a better understanding of the characteristics of assessment capable learners/language of learning/Learning Powers.</p> <p>Children will exhibit these characteristics in their learning.</p> <p>Pupils will be visibly more engaged in the planning process, have a better understanding of their progress and next steps and can talk about these with confidence and understanding. Teachers will be able to better engage in quality discussion about assessment and children's progress within a level</p>

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

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

**Total Funding Received: £11 000**

Gap Identified	Intervention Planned	Led by whom and by when	Cost	How will the impact of the intervention be monitored?	Measure of Success
<b>Intervention to close attainment gap for targeted learners</b>	Individual programmes of work  Focus groups  In literacy and numeracy	SfL teacher leading LAs	£11 000 to recruit LA on a part-time basis	Monitored on a weekly basis and evaluated termly.  Overall monitoring by HT	Learners making appropriate progress and achieving age and stage attainment levels.
			<b>Total: £11 000</b> (Should be full allocation of PEF)		

## Part 2: Midlothian Education Improvement Planning – 2019-20

<b>Establishment</b>	Beeslack and Penicuik ASG
<b>Area</b>	Session 2019-20
<b>Session</b>	
<b>Planning Cycle</b>	Cycle 3

<b>SIGNATURES</b>			
<b>Head of Establishment</b>		<b>Date</b>	
<b>ASG Manager</b>		<b>Date</b>	

# 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 *(Please see PPP 69 February 2018 for key priorities for 2019-20)*

Overview	Planning cycle	Session:
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Number	NIF Priority	ASG Priority	Stage of Development	Main driver of priority					
				Self-evaluation/ school review/VSE	Education Scotland Report	HGIOS 4 QI	Well Being Wheel	Midlothian strategic priorities (✓)	Partnership working
		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	<b>Raising attainment, particularly numeracy</b>	<b>Raising attainment, particularly numeracy</b>	Developing	n/a	n/a	3.2	Achieving	✓ Priority 1	
2	Improvement in children and young people's <b>health and wellbeing</b>	Improvement in children and young people's <b>health and wellbeing</b>	Developing	n/a	n/a	3.1	Healthy	✓ Priority 3	
3	Raising attainment	<b>Improvements in</b> developing the Collaborative Leadership Culture at all Levels by continuing to grow our ASGs into Learning Communities	Developing	n/a	n/a	1.3	Included		

## 2. Priority Summary and High Level Strategic Targets

Priority No.	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?
	<b>Raising attainment,</b> particularly numeracy	<p>Continue with impact cycles and adapt as necessary</p> <p>Share pedagogy across the ASG</p> <p>Challenge for P7 regarding Basic Maths</p> <p>Increased number of staff involved in regular and supported practitioner enquiry in all schools</p> <p>Opportunities for class observation across ASG</p>	<p>Raised numeracy attainment in P5 and S1 (2018-19) focusing on the middle 60% by the end of May 2019</p> <p>Ensure that there is an increased focus on numeracy at ASG meetings</p> <p>Dates agreed within the group for 4 meetings throughout the year</p>		
	Improvement in children and young people's <b>health and wellbeing</b>	PEF plans shared, evaluations supported and challenged by each other and using the HGIOS challenge questions.	Focus on ACEs/trauma informed practices		
	<b>Improvements in</b> developing the Collaborative	Share initial ideas of vision statements Representation from	Create an ASG Vision, Values and Aims. Develop our ASG learners		

	<p>Leadership Culture at all Levels by continuing to grow our ASGs into Learning Communities</p>	<p>pupils (P5 and S3) to create the vision statement for ASG</p> <p>Consultation with stakeholders and partnerships to agree statement</p> <p>Build upon Penicuik Learners and merge with Beeslack to create a whole ASG learning council</p> <p>Evaluations of ASG plan include contributions from stakeholders, especially children and young pupil</p> <p>Transition calendar created at the beginning of the year</p> <p>A shared agreement of information shared between Primary and Secondary eg Year plan (retrospectively - to be agreed), assessment data, HWB info and Profiles</p> <p>Shared focus on tracking and monitoring of attainment data</p>	<p>and Council. This would link to the Year of the Young People.</p> <p>Shared Vision for our learners and communities across Beeslack and Penicuik</p> <p>Improvements for learners in their transition from primary to secondary</p>		
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**NB: Develop and Implement a newly revised ASG programme for 1+2**  
**The very beginning stages of exploring how High Schools can support technology in Primary schools**

