St Mary’s RC Primary
Standards and Quality Report & Improvement Plan
Year 2017-2018
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1. Our School Vision, Values and Aims

At St Mary’s we aim to:

- Put your child at the centre of everything we do
- Have high aspirations and expectations of everyone
- Provide high quality leadership
- Provide innovative and inspiring learning opportunities
- Meet all learners’ needs
- Work in collaboration and partnership
- Work together to develop our children holistically within a culture and ethos of mutual trust and respect

St Matthew said, “treat other people the way you would like to be treated”.

Promote a secure and happy Catholic Christian environment, which extends into a close partnership between school, home, parish and the wider community

Show consideration for individuality, promote and celebrate diversity, inclusion and tolerance based on Gospel values
2. How our vision, values and aims were developed and how our stakeholders were consulted.

Our school vision, values and aims have been created in joint consultation with staff, pupils and parents and are regularly revisited and reviewed alongside national and local priorities.

In Session 2016-2017 we placed our school vision, values and aims at the heart of our collaborative work both with pupils and parents. Our Pupil Voice groups used the school aims to underpin the work that they did across the school. During Parental Consultations, our parents reflected on the school aims and how we could work together to develop the attributes of a Midlothian Learner.

The children have been using the attributes of a Midlothian Learner throughout the year to help them recognise their own achievements in learning as well as their contributions to the wider life of the school.
3. Context of the School

We are a Catholic school at the heart of the Community of Bonnyrigg and Lasswade. We have a clear vision for the holistic development of every child in the school firmly rooted in an ethos of trust and respect. This vision has been refined over the years and is one that gives a clear and consistent message of high expectations for all of our learners and clear expectations for positive behaviour, respect and tolerance. We continue to work hard to build positive relationships and staff have a firm commitment to an open door policy for parents, which begins in our Nursery, and recognises the importance of sharing information to benefit our learners.

This means that as a school team we benefit from having strong relational trust and can challenge and support each other in a professional capacity. We are able to welcome over 95% of our families to Parental Consultations and families regularly support our Sharing the Learning Events which are led by the children. As we have moved forward in our understanding of Visible Learning, we have been working with pupils and parents to develop the attributes of a Midlothian Learner and the children recognise and value these qualities in themselves and their peers.

Clear and consistent expectations of positive behaviour have resulted in a significant reduction in behaviour referrals over the past seven years. No child has been excluded in the past two years. Effective and regular communication with parents has led to a reduction in parental complaints and we are proud of our Learning Environment which emphasises care, nurture and a strong sense of community.

As a Catholic School, we have a strong commitment to social justice and firmly believe in GIRFEC in the broadest sense, and work hard to remove barriers to learning and inclusion not just because it is a national and local priority, but because it is the right thing to do. We have a wide ranging SIMD profile, which is not always reflective of the level of need our learners and families have. We regularly audit and track the ASN of all learners and aim to provide a range of Universal Support in addition to comprehensive targeted support. We regularly work with our Third Sector partner agencies such as Children 1st, CIRCLE, +1Mentoring to improve outcomes for our learners. Collaboration with partner agencies such as CAMHS, SALT, Behaviour Support Team and ASD Outreach, means that we can also provide a very good level of personalised support for learners. Learners have benefited from a range of short term targeted interventions in addition to longer term Multi Agency Planning. Strong relational trust means that parents are confident in sharing well being information with staff and IEP planning and assessments can be more relevant and effective.

We have experienced significant staffing changes in our Nursery over the past three years with an entire new team now led by a Senior CCDW. The introduction of 600 hours, withdrawal of teachers and introduction of an Early Years Community Team to support Nursery provisions has been challenging for a school the size of St Mary’s, as detailed in the Nursery Inspection. However, the dedication and commitment of staff to take on feedback and guidance from the Inspection has been outstanding. Our Nursery Action Plan for Improvement has reflected this and we have just been re-inspected in October 2017 with gradings of “very good” across all areas. Feedback from parents included:

"Great nursery friendly staff my child loves it".

"The nursery is a very caring environment which always uses the children's ideas to drive forward improvement. My child is very happy and progressing well".
A key feature of our plans for improvement last year was to further develop the St David’s Learning Community. Our Learning Community is geographically widespread making collaborative working slightly more difficult. This is further compounded by the need to work with locality schools to achieve better outcomes for our learners by using local resources and locality based teams. We also experience very different socio economic factors within our local contexts and this means that we have different attainment gaps at different ages and stages within our schools. We identified the need to improve the way that we tracked and monitored attainment and achievement with an aim to creating SMART planning, tracking and assessment systems that were consistent across the Learning Community. In line with national and local priorities this meant that we could work collaboratively to engage in professional dialogue and critical enquiry, share learning and teaching approaches and moderate assessments using new benchmarks as a framework. To this end we have worked together in a range of groups and QIPs to audit our tracking and assessment systems and to develop new ones linked to the newly created Benchmarks in Literacy and Numeracy and have been able to recognise and develop our collaborative expertise.
4. Review of progress for Session 2016-17

ASG Priority 1 – Developing the St David’s Learning Community

NIF Priority: Improvement in attainment, particularly in literacy and numeracy

NIF Driver: Teacher Professionalism

<table>
<thead>
<tr>
<th>HGIOS 4 Quality Indicator(s)</th>
<th>Local Priority</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Self Evaluation for self improvement – collaborative approaches to self evaluation</td>
<td>Improve the effectiveness of moderation of teacher judgement of CfE levels in Literacy and Numeracy</td>
</tr>
<tr>
<td>1.2 Leadership of Learning – professional engagement and collegiate working – career long professional learning</td>
<td>Establish consistent approaches to tracking and monitoring pupil progress</td>
</tr>
<tr>
<td>1.3 Leadership of change – strategic planning for continuous improvement</td>
<td>Develop collaborative expertise and establish a stronger learning community</td>
</tr>
<tr>
<td>2.2 Development of the Curriculum – learning pathways</td>
<td></td>
</tr>
<tr>
<td>2.3 Quality of teaching – effective use of assessment – planning, tracking and monitoring</td>
<td></td>
</tr>
<tr>
<td>2.6 Transitions – collaborative planning and delivery – continuity and progression in learning</td>
<td></td>
</tr>
<tr>
<td>3.2 Attainment in literacy and numeracy, attainment over time</td>
<td></td>
</tr>
</tbody>
</table>

Progress and Impact: Good progress in the area of literacy – new tracking and assessment documents created for writing linked to the new benchmarks have been piloted in some schools.

Feedback has been mostly positive – teachers can see the progression in planning and can track pupil progress and attainment easily. Teachers valued the opportunities to get together and share good practice and learn from each other.

- stronger links between primary school and opportunities for moderation and collaboration
- Greater voice for teachers
- Consistent assessment across Learning Community
- Sharing of ideas and development of expertise

Next Steps:
- Review attainment data across the Learning Community
- Develop pedagogy in literacy via a series of teacher led workshops
- Develop practitioner enquiry
- Pilot use of holistic assessments
### SCHOOL PRIORITY 1 – EMBED SEAL APPROACHES AND ASSESSMENTS IN TEACHING OF MATHS AND NUMERACY

#### NIF PRIORITY: Improvement in attainment in Numeracy and Maths

#### NIF DRIVER: Teacher Professionalism, assessment of children’s progress, performance information

#### HGIOS 4 QUALITY INDICATORS

<table>
<thead>
<tr>
<th>2.2 Curriculum – learning pathways, skills for learning life and work</th>
<th>LOCAL PRIORITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.3 Learning teaching and Assessment</td>
<td>Improve the quality of teaching in maths and numeracy</td>
</tr>
<tr>
<td>3.2 Raising attainment and achievement</td>
<td>Establish consistent approaches to tracking and monitoring pupil progress</td>
</tr>
</tbody>
</table>

### PROGRESS AND IMPACT:

- All teachers were updated on SEAL training and where it fits within revised MUMP programme CAT session 26th August
- Maths and Numeracy Policy revised
- All SEAL materials made available for all classes
- Support staff trained in using SEAL games and support materials
- SEAL approaches observed during classroom visits
- All teachers observed teaching maths and using SEAL approaches in particular
- Pupil progress tracked and monitored throughout the year –
- Basic Maths Facts piloted in P5 and P7 then in all classes from Easter

All staff report increased confidence in using SEAL approaches and offer a variety of learning experiences for the children. Children report enjoying their maths lessons and can measure their own individual progress using Basic Maths Facts tracker. In P1, all pupils have achieved Early Level in Maths and Numeracy. In P4, 67% of pupils have achieved First Level or are working within Second Level. In P7, 58% of pupils achieved Second Level or are working within Third Level.

### NEXT STEPS:

- All classes using Basic Maths Facts and SEAL approaches from August 2017
- Assessments used as a regular feature of measuring progress and attainment
- All learners progress mapped on revised progression pathways linking with new benchmarks – next steps in learning communicated clearly to parents at first parental Consultation in October
- Timetabled support from Learning Assistants and PT to support teaching of maths and numeracy particularly from P4-P7
### SCHOOL PRIORITY 2 - INFORM TEACHERS OF ABLE (ADDRESSING BARRIERS TO LEARNING)

**NIF PRIORITY** – closing the attainment gap between most and least disadvantaged children

**NIF DRIVER** – school leadership, teacher professionalism, performance information

<table>
<thead>
<tr>
<th>HGIS 4 QUALITY INDICATORS</th>
<th>LOCAL PRIORITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.2 Leadership of learning</td>
<td>All teachers to provide Universal Support for every child in their class</td>
</tr>
<tr>
<td>1.5 Management of Resources to promote equity</td>
<td>Staff familiar with the referral process in school and Midlothian to optimize inclusion</td>
</tr>
<tr>
<td>2.4 Personalised support</td>
<td></td>
</tr>
<tr>
<td>3.1 Improving wellbeing, equality and inclusion</td>
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</tbody>
</table>

### PROGRESS AND IMPACT:

- All staff made aware of the checklist and resource materials available for supporting children at Level 1 – log in and resources stored on school server CAT session 26th August
- All staff using Stage 1 Referral forms consistently to monitor pupils against well being indicators appropriately
- SfL consultations took place regularly throughout the year to monitor all learners
- SfL Audit 6th September
- SfL and HT weekly meeting to monitor referrals and IEP progress
- Pupils identified for Seasons for Growth groups to run in P7, P6 and P5
- Emotional Literacy established as a key feature in P3-P7 Songteach Assembly linking stories music and emotions

Interventions for personalised support have been more targeted and for a shorter period of time with clear evaluation of impact on learners. Teachers have valued the support and advice offered by the SfL teacher throughout the year, and have been able to use strategies to enhance learning experiences for individuals. Some ASN services have had limited availability this year due to staffing absences and unfilled vacancies which has meant that services such as ASD Outreach have been less frequent in school – staff have had to rely on experience and shared learning within school to support individuals

### NEXT STEPS:

- To work within the new structure for ASN and inclusion as per Inclusion review
- To carefully target support for learning across the school next session – clearer, measurable, outcomes for learners communicated to all staff and parents
- To closely track and monitor individual pupils as per PEF plan
### SCHOOL PRIORITY 3 - EMBED VISIBLE LEARNING APPROACHES IN ALL CLASSES

**NIF PRIORITY** – Improvement in employability skills – skills for learning, life and work

**NIF DRIVER** – Parental Engagement

<table>
<thead>
<tr>
<th>HGIOS 4 QUALITY INDICATORS</th>
<th>LOCAL PRIORITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.2 Leadership of change</td>
<td>All teachers to be trained in principles of Visible Learning</td>
</tr>
<tr>
<td>2.3 Learning and engagement; Quality of teaching</td>
<td>Attributes of Midlothian Learner to be developed in all classes</td>
</tr>
<tr>
<td>2.5 Family Learning</td>
<td></td>
</tr>
<tr>
<td>2.7 Partnerships</td>
<td></td>
</tr>
<tr>
<td>3.3 Increasing creativity and employability</td>
<td></td>
</tr>
</tbody>
</table>

**PROGRESS AND IMPACT:**

- Midlothian Learner attributes aligned with School Vision, Values and Aims
- Termly reward cards re-written to marry 4 capacities with attributes of Midlothian Learner
- Parents asked to reflect on the attributes of a Midlothian Learner in relation to their own child’s progress as a learner – next steps identified
- Language of learning is used more by teachers to acknowledge achievements of children – children can identify attributes in each other and use language appropriately

Our inspection in November put on hold some of our plans to review the Learning Pit – a key feature from the inspection was to further develop feedback with the children about their learning and to communicate their progress and pathways more clearly.

**NEXT STEPS:**

- Audit and evaluate how feedback is currently given and received
- Develop practice in this area as a key feature of moving forward with Visible Learning as per Midlothian Collaborative Impact programme 2017-18
## 5. What is Our Capacity for Continuous Improvement?

<table>
<thead>
<tr>
<th>Quality Indicator</th>
<th>School Self Evaluation</th>
<th>Authority Inspections / Theme visits</th>
<th>HMie Inspection Grades</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Self Evaluation for self improvement</td>
<td>Grading 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.3 Leadership of Change</td>
<td>Grading 4</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>2.3 Learning, teaching and assessment</td>
<td>Grading 4</td>
<td></td>
<td>4 Did not report on this but agreed with our self evaluation</td>
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<tr>
<td>2.4 Personalised Support</td>
<td>Grading 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Ensuring well being equity and inclusion</td>
<td>Grading – 4</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>3.2 Raising attainment and achievement</td>
<td>Grading 4</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>2.2 Curriculum – Theme: Learner pathways</td>
<td>Grading 4</td>
<td></td>
<td>4 – did not report on this but agreed with our self evaluation</td>
</tr>
<tr>
<td>2.7 Partnerships – Theme- Impact on learners</td>
<td>Grading 4</td>
<td></td>
<td>4 – did not report on this but agreed with our self evaluation</td>
</tr>
</tbody>
</table>
6. Highlights from Session 2016-2017

In August 2016, we welcomed Mr Kenny Duraj as our new school janitor. We also welcomed Ms Amy Dolan as a Learning Assistant, and we now wish her well as she leaves to take up her Post Graduate studies at Moray House to become a Primary Teacher, where we know she will continue to flourish. We also welcomed Mr Niall Harris to the teaching team part time, and he has provided blocks of lessons in Outdoor Learning, Problem Solving and Thinking Skills and Music. We have thanked Mr Harris for his contributions to learning and the wider life of the school and wish him well as he takes up a teaching post closer to home.

 Sadly, in June, we also said goodbye to Mrs Lillian Wheater, who is currently working as the Senior CCDW in our Nursery. She has worked in the school for over eight years both as a Learning Assistant ASN and in our Nursery as a CCDW, where she has led the team as Senior CCDW since February 2016. We will be very sorry to see her go and wish her well in her new post at Cuiken Nursery in Penicuik. Our Nursery has undergone a number of changes over the past two years, and this session was morning only for 30 children. We were delighted to start a St Mary’s Little Seedlings Group on a Thursday afternoon, and next session hope to run a PEEP group for our two year olds. Mrs Sandra Henderson will take on the role of Senior CCDW next session and Miss Laura Kibble will continue to work in the Nursery in the mornings too.

Over the course of Session 2016 – 2017, the school offered opportunities for our learners to develop under the four contexts of CFE, for example:

**ETHOS AND WIDER LIFE OF THE SCHOOL AS A COMMUNITY and OPPORTUNITIES FOR PERSONAL ACHIEVEMENT**

- Pupils participated in the full range of sporting events organised by the Active Schools teams and again ran a full timetable of lunchtime activity clubs to promote health and well being and an active lifestyle.
- Once again we had our pupils’ artistic expertise recognised by the National Gallery in Edinburgh and had three winning posters in the Fringe Poster competition.
- Our P6 and P7 pupils participated in a range of learning opportunities with staff at St David’s High School as part of our Transition planning.
- Our Nursery pupils also enjoyed a series of transition visits to P1 where our current P1 pupils led them admirably through a series of activities.
- Our P6 and P7 pupils have enjoyed buddy reading opportunities with P1 and P2 throughout the year and our P5 pupils are already in waiting to buddy up with our new P1 learners.
- P7 had a wonderful time at Lockerbie Manor at School Camp with P7 pupils from across the St David’s Learning Community.
- Our P6 class had an exciting year of Science, Technology, Engineering and Maths challenges as part of the MiSpace project. Two of our pupils picked up certificates of Distinction for their engineering designs with six others receiving certificates of merit.
• Some of our P5 pupils have put themselves forward to be trained as Digital Leaders in the school and have shared their learning in the use of technology with all classes in the school in addition to running a lunchtime club.
• All learners in P3- P7 had the chance to participate in Pupil voice Groups this session and all have contributed to developing the wider life and ethos of the school through charitable work, learning about poverty in the world, contributing to decisions about school improvements and social events.
• P5 enjoyed a successful block of skiing lessons in the summer term and P4 have completed a block of swimming lessons.
• We also celebrated with our P4 pupils who received the Sacraments of Reconciliation, Confirmation and First Holy Communion.
• Learning in and with the Community has been explored by all classes this year with visits to Vogrie, the High St, the Mining Museum. Dynamic earth, Museum of Childhood and the Royal Mile being key features.

DISCRETE CURRICULUM AREAS and INTER DISCIPLINARY LEARNING

• All learners have experienced a wide and varied curriculum mapped to progressive and coherent planning frameworks.
• All learners have experienced opportunities to learn outdoors and apply their learning outdoors
• All learners have been encouraged to make connections across curriculum areas by working on interdisciplinary projects in class and at home
• All learners have been able to share their learning with parents and peers by participating in Showcasing the Learning events
• Senior pupils have participated in transition events at St David’s High School developing their understanding of learning in Science, French and English

All learners are encouraged to set themselves targets in their learning and next year we aim to progress this further by using newly revised planners and tracking documents to make the steps in learning more visible for the children. Most of our learners are working within Benchmarked levels for their age and stage with targeted support being provided for learners in all classes.

In November 2016 we were visited by a team of Inspectors from Education Scotland for a week long Inspection of the school. The inspection team found the following strengths in the school’s work:

• The experienced headteacher who has gained a high level of respect for the school within its community.
• Children who are confident, enjoy learning and are motivated to do their best.
• All children in the primary stages are involved in committees and have ideas about how to make further improvements to their school. They feel valued and are well cared for by staff. Across the nursery class and primary stages, staff work well with parents and other professional partners to support children.
• Children are making good progress in literacy and in particular are developing effective talking and listening skills.
• The school provides well-targeted support for children who have additional support needs and strives to ensure they make the best progress possible.

Whilst the Inspection report highlighted a number of key strengths across learning and teaching in the school, we were delighted to see the recognition that was given to the many examples of Gospel values being embedded in the wider life of the school. In practice, this was exemplified by the high standards of behaviour witnessed by the Inspection team throughout the school. The Inspectors commented on the positive impact Pupil Committees have in shaping the wider life of the school. Our commitment to supporting Catholic and other local and national charities was recognised as a key factor in developing with our learners, an understanding of social justice around the world. The Inspection team also commented on the tolerance, patience and kindness evident in positive relationships across the school community, all within a safe, caring, nurturing learning environment.

We were delighted to hear in December 2016, that Midlothian Council had decided to build St Mary’s a new school on the site of the former Hopefield Primary. We are now in the early planning stages for the school and look forward to moving in session 2019 - 2020. We have a very hard working and committed Parent Council who contributed hugely to reaching this positive decision for a new school and we look forward to working together in partnership with the Council as we plan together our new school.

Our current roll in the school is 147 plus a 30 place Nursery provision. We have welcomed a number of new pupils to the school throughout the year as new families have moved into the local area. Classes for session 2017-2018 will be P1/2, P2/3, P3/4, P4/5, P6 and P7.
Part 2: Midlothian Education Improvement Planning

<table>
<thead>
<tr>
<th>Establishment</th>
<th>St Mary’s RC PS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Area</td>
<td>Bonnyrigg</td>
</tr>
<tr>
<td>Session</td>
<td>2017 - 2018</td>
</tr>
<tr>
<td>Planning Cycle</td>
<td>Baseline – cycle 1</td>
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</table>

**SIGNATURES**

<table>
<thead>
<tr>
<th>Head of Establishment</th>
<th>Date</th>
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<tr>
<td>ASG Manager</td>
<td>Date</td>
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</tbody>
</table>

Creating a World Class Education System through Excellence and Equity

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

Leadership Learning Community
Creating strategic leaders who collaborate across the system

Creating a Competent System
Common values, aims and core beliefs
Systems leadership
System enablers

Single page Strategy

Midlothian Education Strategic Overview

The Single Midlothian Plan

HGIOS 4

NIF
1. Priorities for Improvement in Current Year *(Please see PPP 68 March 2017 for key priorities for 2017-18)*

<table>
<thead>
<tr>
<th>Number</th>
<th>Priority</th>
<th>Stage of Development</th>
<th>Main driver of priority</th>
<th>Alignment with:</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Exploring, Developing or embedding</td>
<td>Self-evaluation/school review/VSE</td>
<td>HGIOS 4 QI</td>
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<tr>
<td>1</td>
<td>3.2 Raising attainment and achievement</td>
<td>Developing</td>
<td>X Links with PEF plan</td>
<td>3.2</td>
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<tr>
<td>2</td>
<td>2.3 Learning Teaching and Assessment</td>
<td>Developing</td>
<td>X Links with PEF plan</td>
<td>2.2 2.3</td>
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<tr>
<td>3</td>
<td>3.1 Ensuring wellbeing, equity and inclusion</td>
<td>Developing</td>
<td>X</td>
<td>3.1</td>
</tr>
<tr>
<td>4</td>
<td>1.1 Self evaluation for self improvement 1.3 Leadership of change</td>
<td>Developing</td>
<td>X</td>
<td>1.1 1.3</td>
</tr>
</tbody>
</table>

Overview

Planning cycle 1
Session:2017 - 2018
## 2. Priority Summary and High Level Strategic Targets

<table>
<thead>
<tr>
<th>Priority No.</th>
<th>Priority</th>
<th>Key Target(s)</th>
<th>Expected outcomes for learners which are measurable and/or observable</th>
</tr>
</thead>
</table>
| 1           | Raising attainment and achievement in Literacy and Numeracy  
*See PEF Plan* | Consistent strategy for teaching core comprehension skills  
Attainment in reading to increase by  
20% in P4  
10% in P5  
20% in P6  
10% in P7  
Consistent approaches used to teach core numeracy and maths skills  
Increased attainment in maths and numeracy  
20% in P4  
10% in P5  
20% in P6  
10% in P7 | Pupils supported by parents in acquisition of early literacy skills  
Pupils able to read, write and spell common words  
Pupils reading more confidently and expressively  
Pupils writing more accurately and fluently  
Children reading more fluently and expressively  
Children developing skills progressively and applying them to reading of real books  
Increased attainment in reading and writing and talking and listening  
Increased fluency and understanding in reading monitored and assessed during reciprocal reading activities  
Improved scores in GL assessments, SWST, comprehension cards  
Pupils can see their progression in learning and identify next steps  
Pupils take responsibility for their own learning  
Children are reading more and writing more – using feedback effectively  
All learners know their key maths facts and can use them and apply them in a range of contexts  
Increased attainment in maths |
| 2 | Developing Curriculum pathways and tracking and assessment systems | Further develop a shared understanding of achievement of a level  
Embed opportunities for cross sector moderation  
Further develop QIPs across Learning Community Schools and share and develop practice | Pupil progression mapped on Literacy progression pathways  
Learners can track their progression in learning in maths and identify next steps  
Consistent use of assessments and analysis of data to support next steps for learners  
See PEF Plan – increased attainment for learners in SIMD 2,3 and 4 |
|---|---|---|
| 3 | Implement outcomes of Inclusion review | Training in understanding Attachment Theory for all staff in school  
Review SfL policy in school  
Pilot different approaches to learning and teaching as per PEF plan  
Create EAL Policy  
Work with families to reduce absences and lateness | Staff can display an understanding of pupil behaviour in relation to attachment theory  
Understanding is applied when creating IEP and PHP  
Fewer behavioural referrals  
Fewer well being concerns raised  
Staff use staged assessment EAL more accurately  
Parental workshops informs parents about strategies for supporting children in school  
Pupils supported in acquisition of English – more opportunities to practise oral language in games and imaginative play  
Attendance to improve by 5% and lateness to improve by 20%  
See PEF Plan – increased attainment for learners in SIMD 2,3 and 4 |
| 4 | School Improvement | Develop a shared understanding of achievement of a level across sectors  
| | Further develop a collaborative expertise and establish a stronger learning community | Embed opportunities for cross sector moderation  
| | | Establish earlier transition opportunities  
| | | Further develop QIPs across Learning Community Schools and share and develop good practice  
| | | Implement collaborative impact programme | Evidence of progression in learning at transition points  
| | | | Raised attainment  
| | | | Learners from associated primary schools go to St David’s HS |
3. Action Plan: Summary for Stakeholders e.g. Parent Council, Pupils, Partners

<table>
<thead>
<tr>
<th>Number</th>
<th>Priority</th>
<th>Expected outcomes for learners which are measurable or observable</th>
<th>Lead responsibility</th>
<th>Timescales</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Parental Engagement and Curriculum workshops to support parents with knowledge and understanding of Early Literacy Skills</td>
<td>Pupils supported by parents in acquisition of early literacy skills Pupils able to read, write and spell common words Pupils reading more confidently and expressively Pupils writing more accurately and fluently</td>
<td>Alison MacKerron and Nursery Team</td>
<td>Term 1 and Term 2</td>
</tr>
<tr>
<td>2</td>
<td>Introduce Read Write Inc Language and Literacy in P3 – P7 to address gaps in comprehension skills development Introduce revised Literacy progression pathways in all classes with all pupils to further develop attributes of Midlothian Learner</td>
<td>Consistent strategy for teaching core comprehension skills Children reading more fluently and expressively Children developing skills progressively and applying them to reading of real books Increased attainment in reading and writing and talking and listening Pupils can see their progression in learning and identify next steps Pupils take responsibility for their own learning Children are reading more and writing more – using feedback effectively</td>
<td>All Teachers Miss Todman and Mrs Bringmans</td>
<td>Throughout the year Evaluations in October, February, May</td>
</tr>
<tr>
<td>3</td>
<td>Further develop Basic Maths Facts in all classes linked to SEAL and MUMP – tracking learning using progression planners and Glasgow Hub Further develop learning through play in P1 &amp; P2</td>
<td>All learners know their key maths facts and can use them and apply them in a range of contexts Increased attainment in maths Learners can track their progression in learning and identify next steps Soft start and soft finish as hours are extended for P1 &amp; P2 – use of games in maths and literacy to develop skills of collaboration/turn taking/oral vocabulary Pupils can play games independently Pupils can lead their own learning across the curriculum</td>
<td>All Teachers Alison MacKerron, Francesca Bringmans, Karen Clarke, Nursery Team</td>
<td>Throughout the year – tracking and monitoring in November, March and June</td>
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<tr>
<td>4</td>
<td>Create EAL Policy</td>
<td>Staff use staged assessment more accurately Parental workshops informs parents about strategies for supporting children in school Pupils supported in acquisition of English – more opportunities to practise oral language in games and imaginative play</td>
<td>Alison MacKerron working with EAL team and SfL teacher</td>
<td>Term 1 and 2 – monitored throughout the year</td>
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| 5 | Training in understanding Attachment Theory for all staff in school | Staff can display an understanding of pupil behaviour in relation to attachment theory
Understanding is applied when creating IEP and PHP
Fewer behavioural referrals
Fewer well being concerns raised | All staff |
| 6 | Develop digital Learning strategy | All learners can log in to GLOW account
All learners can access appropriate apps and websites to enhance their learning
All learners are taught core word processing skills using Office 365 on GLOW and can maintain their accounts with increasing proficiency
All learners have the opportunity to learn about coding and programming | Mrs Stewart | By October and monitored and tracked in January to Easter |