

Contents - Standards and Quality Report

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1. Context of the School

Cornbank St James Primary School is a non-denominational and co-educational school. It was opened in June 1968 and serves the Penicuik community. During session 2020/21 we had 11 classes from Primary 1 to Primary 7, and provided full-time Early Learning and Childcare for 58 children. Our roll was 333 including Nursery. The school is situated in extensive grounds with beautiful views over the Pentland Hills. Cornbank Primary School is one of three primary schools associated with Penicuik High School. At Cornbank Primary School we strive to create an engaging and nurturing environment for learning. We aim for excellence and celebrate diversity, inclusion and effort. Our pupils are well behaved, motivated and keen to learn. We use our Cornbank Toolkit to help children understand their learning dispositions and to discuss their progress in their learning. In May 2021, Cornbank's attendance rate was recorded at 97.5%, which is above the local average. There were no formal exclusions this session.

Our school building closed to most children for a period of time, from December 2020 - March 2021, due to international pandemic and Government guidance. Following this closure, online learning was provided to all children through Google Classroom. The school supported 58 children whose parents are keyworkers as well as 6 children who were identified as requiring additional in-person support during this period of time. Almost all pupils, approximately 90%, engaged in their daily home learning with feedback from all staff provided. Some children received paper copies of learning activities. Our digital resources were shared and support for families to access digital learning was provided. All staff ensured that there was regular contact with every individual family throughout this school building closure period.

Cornbank has been awarded its 7th Green Flag, the only school in Midlothian to achieve this. Feedback from Eco School Scotland highlighted our successes were the communication with local community, development of the school grounds and continuing to ensure waste minimisation as a priority. The school was awarded the Sports Scotland Gold Sports Award; this is recognition of our school's achievement in putting sport at the heart of planning, practice and ethos. The hard work of the staff and Health and Sports Pupil Voice group continues to ensure that this is a focus throughout this year.

All staff in Cornbank Primary work hard to provide a high quality education for all children. Although Covid restrictions have led to challenges in our normal close working relationships, creative solutions have been found to working with our partners in the school community. All classes completed a 'Day in the Life' video which allowed families to view the routines and typical activities in their child's class. During lockdown, almost all families engaged with learning through daily Google Classroom contact, regular Google Meets and, for some, virtual meetings with specialist staff. In addition, staff spoke with all families to ensure learning continued, and health and wellbeing was supported. Staff have continued to communicate through Google Classroom, and all meetings between staff, families and partnership agencies have taken place online. Our active School Partnership (Parent Council) have regularly met online, and have participated in policy developments and support of the school in its drive towards continuous improvement.

This session we have welcomed Newly Qualified Teacher, Hannah Grieve, to Cornbank. We also have welcomed Miss Young and Miss Johnstone, class teachers, and Ms Innes, Learning Assistant, to the school. All teaching staff led within an Enquiry Group which focuses on the School Improvement Plan priorities. All staff contributed to this Standards and Quality report.

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

Over the last three sessions we have been working with all stakeholders to develop our Vision, Values and Aims. We asked for feedback from our stakeholders about what makes us unique as a school, and this resulted in the Thumbprint wordle which is displayed on the front of this document.

Teaching staff engaged with the GTCS standards and had professional dialogue around Scottish Values. Staff reflected and identified their core personal and professional values using the 'Values Wheel'. Teaching staff collaborated and selected common values which they felt that were at the heart of all they do with in the Cornbank Community. Twelve values were selected and shared with our stakeholders. A Dotmocracy was held with all stakeholders including parents, partnership agencies and all Cornbank staff. Teachers worked with classes to support their understanding of what values are and then children selected the values which were important to them in school. #RISE (Respect, Inclusion, Safe and Excellence) was selected as being pertinent to Cornbank. We focused then on our Vision Statement. Key phrases were highlighted from stakeholder discussion on Values.

Stakeholders were also asked for feedback about the Aims of our Cornbank Community. There were 22 different suggestions from parents. All staff worked together to 'look outwards' at relevant documents to select the relevant Aims e.g NIF, Building the Curriculum 4, HGIOS 4, ASG schools as well as our stakeholder feedback. 6 relevant and key aims were selected and shared with our community. Our Vision, Values and Aims were launched across the school 2018 and have continued to be discussed and communicated widely throughout the year e.g. restorative approaches, discussions, assemblies, classroom walls, newsletters, Twitter, emails and Website.

At our recent virtual Pupil Conference (May 2021) we reviewed our Vision, Values and Aims with children and their families. Almost all children were able to identify our school values and 80% of the children believed in our school vision and values. All families who contributed to surveys recognised our School Values and agreed that they were central to our school community either all (86.5%) or some (13.5%) of the time.

3. Our School Vision, Values and Aims

Our Shared Vision

Cornbank - Where everyone works together to inspire learners to be their best now and in the future.

Our Core Values

Respect

Inclusion

Safe

Excellence

#RISE

Our Aims

- To form strong and trusted partnerships within our learning community
- To support and challenge our pupils to develop and apply their skills in literacy and numeracy
- To use our Cornbank Toolkit to support development of skills for lifelong learning, and for pupils to be Successful Learners, Responsible Citizens, Effective Contributors and Confident Individuals
- To nurture and support emotional and social well being for all
- To encourage respect for each others' differences, and embrace and celebrate diversity as a Rights Respecting School
- To ensure everyone's voice is valued, and they are able to contribute to and lead improvements

4. 2020/21 Priorities

MIDLOTHIAN COUNCIL NATIONAL IMPROVEMENT FRAMEWORK PLAN: OVERVIEW OF HIGH LEVEL PRIORITIES (2020/21)

Priority 1 Attainment and Achievement	Priority 2 Included, Engaged and Involved: Wellbeing and Equity	Priority 3 Self-Improving Systems	Priority 4 Lifelong Learning and Career-Ready Employability	Priority 5 Finance and Resources
<p>1.1 Improve attainment within the broad general education stages, by focusing on:</p> <p>a) Improvements in planning, tracking and assessment and curriculum design and progression.</p> <p>b) Innovative pedagogical approaches and enhanced use of digital technology to support learning.</p> <p>c) Pedagogy, play and progression across Early Level.</p> <p>1.2 Improve attainment within the senior phase by</p>	<p>2.1 Develop a Nurturing Authority.</p> <p>2.2 Develop and improve the Health and Wellbeing curriculum to support the wellbeing of all children and young people, from Early Level to Senior Phase.</p> <p>2.3 Support schools and ELC settings to provide high quality EY services, which focuses on early intervention and prevention.</p> <p>2.4 Support schools to implement a range of mental health and wellbeing strategies for children, young people and staff.</p>	<p>3.1 Develop a quality improvement framework to support schools to achieve Good or Better in inspection QIs through:</p> <p>a) Empowering leaders at all levels, leading to an empowered system.</p> <p>b) Improving quality of leadership at all levels.</p> <p>c) Delivering a minimum data set and supporting data literacy to improve self-evaluation.</p>	<p>4.1 Improve the number of young people entering further and higher education:</p> <p>a) Implement a positive destination strategy to increase the number of young people entering a positive destination on leaving school;</p> <p>b) Increase the number of Foundation Apprenticeships supported by CLL, working in partnership with schools, business partners and Edinburgh College.</p> <p>c) Increase the number of Modern Apprenticeships supported by CLL</p> <p>4.2 Improve the number and type of positive destinations for young people with ASN and care-experienced young people:</p> <p>a) Operate the school work experience programme</p>	<p>5.1 Deliver Best Value through: reviewing and implementing the Learning Estate strategy, taking cognisance of the ASN learning estate.</p> <p>b) Robust workforce planning.</p> <p>5.2 Implement the Education Digital Asset strategy, ensuring that digital learning tools are high quality and support excellence in learning and teaching.</p>

<p>maximising opportunities through curriculum planning, consortium arrangements and partnership delivery, including addressing the ASN Senior Phase attainment gap.</p> <p>1.3 Reduce the attainment gap between the most and least deprived children, including care-experienced children.</p>			<p>working with schools and employers</p> <p>60 places to vulnerable young people and adults under the Scottish Government funded 'No one left behind' programme</p> <p>the merged PAVE/PAVE2 programme supporting care experienced and other vulnerable young people in transition from schools to post school living</p> <p>STEM</p> <p>ue to support STEM activities to increase uptake in related qualifications and progression into STEM career pathways</p> <p>4.4 Preparing children and young people for the world of work:</p> <p>a) carry out an audit of career education standards 3-18 to ensure children and young people receive their entitlement and the authority is delivering on the expectations placed on teachers and practitioners, Skills Development Scotland, employers and parents to support all children and young people in their development of skills and understanding of the world of work;</p> <p>b) Embed the standards and guidance within learning and teaching across all levels in our</p>	
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			schools, in partnership with stakeholders in order to provide pathways for learners that best support the realisation of young peoples' future aspirations.	
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5. Review of Progress and Impact in Session 2020/21: Literacy and Numeracy

<p>NIF and Midlothian Priority</p> <ol style="list-style-type: none"> 1. Improvement in attainment, particularly literacy and numeracy 2. Closing the attainment gap between most and least disadvantaged children 3. Improvement in children and young people's health and wellbeing 4. Improvement in employability skills and sustained, positive school leaver destinations for all young people <p>NIF Driver(s) (highlight as applicable)</p> <ul style="list-style-type: none"> • School Leadership • Teacher Professionalism • Assessment of Children's Progress • Performance Information • Parental Engagement • School Improvement 	<p>HGIOS 4 Quality Indicator(s) / HGIOELC</p> <ol style="list-style-type: none"> 1.1 Self-evaluation for self-improvement 1.2 Leadership of learning 1.3 Leadership of change 1.4 Leadership and management of staff 1.5 Management of resources to promote equity 2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning, teaching and assessment 2.4 Personalised support 2.5 Family learning 2.6 Transitions 2.7 Partnerships 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement/ Securing children's progress 3.3 Increasing creativity and employability
<p>Progress and Impact</p> <p><i>Literacy</i></p> <p>Pupils continue to benefit from a wide range of experiences in Literacy, with Teaching and Learning adapted to take account of Covid 19 restrictions. This has been evidenced through forward planning consultations and tracking meetings which, together, have looked at curricular coverage as well as pupils' progress. We now have clear policies across all areas of Literacy ensuring improved consistency of teaching and learning across the school. These continue to be updated annually to take account of staff turnover and curricular developments.</p> <p>Jolly Grammar is now fully embedded from P2-7, providing a clear progression of patterns in spelling. SWST results in March 2021 demonstrated that pupils had, in the main, made appropriate progress despite prolonged periods of remote learning. Literacy Resources have been updated and new books and teaching resources have been purchased for use across most stages, with input from pupils and staff. In P5-7, the recent Pupil Conference survey showed that most children enjoyed the novels now available. Reading for enjoyment in the Early Years has been resourced through refreshed Story Sacks, for use when mitigations permit. The school is now registered for the First Minister's Reading Challenge, and we aim to use this project to encourage reading for enjoyment at all stages next session.</p> <p>Signalong has continued to be implemented throughout the school to aid communication. In September 2020, the majority of pupils knew 3 signs, less than half knew 7, few knew 1. In May 2021, almost all pupils knew 2 signs, most knew 7, and the majority knew 2. The whole school took part in Christmas</p>	

Signalong Singalong, which was shared online with parents.

Numeracy

Attainment remains high in Numeracy at the end of P1 (85%) and P4 (89%). We identified areas to support in P7, where the majority of pupils achieved Second Level by June 2021. Engagement with Maths in the wider world was developed during Maths Week Scotland when P4-7 classes took part in activities such as outdoor Maths hunts, learning about the Golden Rule and practical measure activities. During our Pupil Conference in May 2020 pupils identified that they were less confident at identifying their next steps in Numeracy. As a result, mindmaps were developed at Second Level. These have not yet had an opportunity to be fully embedded, but will be a maintenance priority for session 2021-22. Covid restrictions meant that our existing methods of using Basic Maths Facts resources had to be rethought, but additional resources were provided to enable P3-7 classes to take part in these, which has supported our attainment at P4 stage in particular. We also purchased a Sumdog subscription for P3-7 classes, providing pupils with another opportunity to develop their mental agility in Numeracy. This was particularly useful during the period of remote learning in January-March 2021 and pupils have found this motivating. Problem Solving resources have been rolled out to classes from P3-7. Responses from our Pupil Conference showed that this requires further work to ensure pupils are confident with different strategies.

As SLT and peer observations were not possible, self-evaluation of teaching and learning in Numeracy and Maths by teachers in May 2021, against Midlothian criteria for Numeracy lessons, provided an overview of strengths and next steps. Staff felt there were strengths in sharing of learning intentions, use of digital devices, use of support materials and direct teaching. Next steps were identified as developing the Maths environment, integration of questioning, and problem solving. Staff also felt that planning formats were helpful and identified next steps. We continue to need to further develop assessment to include real life contexts.

Assessment and Moderation

All classes took part in reading moderation in March/April, using video recordings of reading groups. Pupils' reading was moderated using benchmarks, by class teachers from different stages. Despite limitations with recordings, moderation provided evidence that most teachers were in agreement about levels. Listening and Talking moderation highlighted the need for more day to day discussion to be used to support judgements. Moderation activities for Reading and Listening and Talking increased teacher confidence in assessing across all levels, not just the level they are working within, and in being aware of benchmarks and next steps. It also helped to confirm achievement levels for some children. Key Word booklets are currently being used as a transition document, and they can be used as a start of year assessment at the beginning of next session. Use of the booklets has, and will continue to provide consistency in assessment of reading and spelling of key words, and allows teachers to identify gaps in learning.

Formal moderation activities in Numeracy were unable to take place due to lockdown, with discussions and Midlothian material used to confirm judgements this session. The Numeracy Enquiry Group created and shared High Quality Assessments based around enterprise and Health. This has upskilled staff members and now needs to be embedded in practice across the school, to ensure pupils have the opportunity to put their Maths learning

into practice in an unfamiliar setting. Effective tracking procedures are in place, which have identified those exceeding expectations and pupils who are not on track. This has led to further input at P7 stage and the use of SEAL assessments to identify next steps for pupils at other stages.

Next Steps:

- Develop Reading for Enjoyment through participation in First Minister's Reading Challenge and arrange author/library visits when possible
- Develop Moderation processes in Literacy and Maths to ensure consistency for all pupils, and work with partners across our ASG to ensure consistency
- Develop Signalong further so pupils are clear about purpose for learning
- Review how Spelling and Reading resources are used to support teaching and learning
- Develop Maths environment within classrooms to provide pupils with engagement, motivation and tools for learning
- Develop Numeracy pedagogy in classes, using Education Scotland materials and re-engage with SEAL to identify next steps for pupils not on track
- Develop assessment and tracking further across the school in both Literacy and Numeracy, continuing the rollout of mindmaps, trackers and High Quality Assessments and reviewing how Reading organisers are assessed

5. Review of Progress and Impact in Session 2020/21: Digital Learning

NIF and Midlothian Priority

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

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

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

Progress and Impact:

In order to provide a consistent approach across the school, a draft Digital Technologies Policy was created in January 2020 and shared with staff and families for feedback. To ensure relevance, the policy was reviewed and updated in January 2021 and again in April 2021. The Midlothian Promise Policy (Jan 21) was personalised for Cornbank families. During the period of Home Learning, SLT provided a weekly 'What to expect' document and supporting hints. 95.5% of families who responded to a survey found this weekly communication helpful.

On return to school in August 2020, continued use of Google Classroom for homework and communication provided consistency and skills. This allowed for a more natural transition back to online learning when the school closed again in December 2020. Feedback from Parental Survey (February 2021) confirmed this with parents saying it felt more natural for a continuation of learning. Staff saw the impact of this with most children returning work in Google Classrooms in a digital format e.g. Google Docs instead of written work and photos which had been the case previously.

At the start of the school year, transition of information to next teacher, and communication with parents, personalised support and inclusion was planned for and implemented. Support for Learning and other teacher resources were able to direct targeted support to these pupils for tools such as Read, Write Toolbar and Nessy Spelling. The impact of this was that almost all children were able to access education with tools appropriate to their needs. Staff feedback suggests increased parental/pupil communication through Google Classroom and through phonecalls provided a means to build relationships and reconnect when face-to-face conversations were not possible.

All staff have engaged in digital professional development. A variety of tools were used to engage learners e.g. Loom to record themselves reading

stories, 'how to' guides or talking over presentations. Staff set up a Google Drive folder where they placed videos and guides on how to use different technologies. Online peer support sessions where staff triangulated across stages to give advice and support were crucial to provide consistency and increased confidence in teaching online.

During both school closures, online learning engagement was tracked and monitored. It was identified that there was increased engagement from 1st (Mar 20-June 20) to 2nd Lockdown (Jan 21- Mar 21). There was an increase in online learning engagement from approx. 70% to 87.6%. All families were emailed to ask whether they required support with devices and this was followed up with phone call. Families were more willing to inform the school that they required a device to support their child's learning from home. Equipment was requested and 32 children were provided with a device. Parental Engagement phone calls continued throughout Lockdown and almost all families were able to confirm they had access to the online activities - any families who were unable to were provided with alternatives. In response to parental enquiries, 'How to guides' were issued to families on how to access and add feedback or comments in Google Classroom. The impact meant that children and parents felt comfortable using the tools provided and pupils made progress with their learning when questions and feedback were shared. This then informed next steps in teaching and learning.

Google Meet was introduced for all classes during the 2nd Lockdown and attendance was tracked across all classes. Feedback back from Parental Survey during this time showed that 80% found Google Meets helpful or very helpful. All respondents said that help provided by the school to access these was helpful or that they found they did not need anything extra. Parent Feedback also confirmed that being able to see their teacher and listen to them talking/teaching made a difference in engagement and for Health & Wellbeing. During our annual Pupil Conference in May 2021, most children mentioned how important having the opportunity to meet in real time with their teachers and peers was.

This session, staff and pupils adapted their recording and sharing of achievements by accessing and using Jamboards on Google Classrooms. This also allowed parents to contribute from home. A majority of children did so but we will look to increase engagement including reminder on communications and on Linking our Learning homework.

A whole school pupil survey in May 2021 asked children about Digital Learning experiences this year. All children said that they had used Digital tools such as iPads and Chromebooks this year. When asked about their home learning experience almost all children mentioned having enjoyed using Google Meet to see their teacher and classmates. It was evident from the survey that children could refer to many different kinds of digital technologies and are motivated to want to use them to support their learning. Through forward planning consultations, it was evident that all teachers and classes were planning for the use of Digital Technologies across the curriculum.

Next Steps:

- Create technologies progression across all levels
- Increase staff professional learning in digital pedagogy
- To help children understand why we are using and teaching digital technologies - to support their learning and skills for future careers/jobs etc

5. Review of Progress and Impact in Session 2020/21: Learning and Teaching

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

1. Closing the attainment gap between most and least disadvantaged children
2. Improvement in children and young people's health and wellbeing
3. 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)

- 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:

Following our return from lockdown in August 2020, we had 100% attendance on the first day. SLT spent significant time putting in place mitigations (e.g. staggered starts and finishes, playground zoning) to enable staff, pupils and families to feel safe within the school and its surrounding area. This contributed to the positive return and helped families feel confident that their children were secure at school - this was commented on in our recent parents' survey. Teaching staff adapted their practice on an ongoing basis to comply with Covid 19 restrictions, while still providing high quality teaching and learning. Google Classroom continued to be used as a link with families for communication and home learning activities, which resulted in a much smoother transition to remote learning in January 2021. During the establishment phase in school, a number of assessments were sensitively completed with children to ensure pupils were not overwhelmed. This included Single Word Spelling Tests, Writing Assessments and formative numeracy activities. These assessments indicated that children were not significantly off track for achievement of levels. Thorough handover meetings from previous teachers and tracking with SLT helped identify pupils who would benefit from additional support. Following the second lockdown, further assessments were completed and results analysed by SLT and SfL teacher. The second lockdown led to further digital interventions being used, such as Nessy Phonics for 25 pupils from P3-P7. It also led to a number of referrals being made to Speech and Language Therapy for additional support and guidance.

Two staff members completed Practitioner Enquiry as part of further training. Staff in the Early Years continued to embed play into their pedagogy, with this now rolled out in to Primary 2. This contributed to children being engaged in their learning and provided further opportunities for speech and language development. Practitioner Enquiry has been discussed throughout the PRD process and there will be a commitment from all staff to engage in this next session.

Next Steps:

- Develop staff awareness of Speech and Language interventions that can be used in school
- Develop use of assessments in Literacy and Numeracy to provide further in class interventions
- Almost all staff have identified a focus for Practitioner Enquiry next session.

5. Review of Progress and Impact in Session 2020/21: Health and Wellbeing

<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) (highlight as applicable)</u></p> <ul style="list-style-type: none"> • School Leadership • Teacher Professionalism • Assessment of Children's Progress • Performance Information • Parental Engagement • School Improvement 	<p><u>HGIOS 4 Quality Indicator(s) / HGIOELC</u></p> <ol style="list-style-type: none"> 1.1 Self-evaluation for self-improvement 1.2 Leadership of learning 1.3 Leadership of change 1.4 Leadership and management of staff 1.5 Management of resources to promote equity 2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning, teaching and assessment 2.4 Personalised support 2.5 Family learning 2.6 Transitions 2.7 Partnerships 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement/ Securing children's progress 3.3 Increasing creativity and employability
<p>Progress and Impact:</p> <p>All staff engaged with Recovery Curriculum materials, provided by Midlothian Education and Educational Psychology teams. 70% of staff used activities from this material directly, while others used material that followed a similar theme. This included activities such as worry monsters, reflecting sensitively on lockdown experiences, Circle Time and NHS Sheffield resources. As a result, staff and families reported almost all children feeling settled and ready to learn on their return to school.</p> <p>At the start of the session, professional learning, delivered by our Support for Learning Teacher, introduced all staff to Zones of Regulation. This was then rolled out to Primary 2-7 classes, following on from a successful introduction in ELC and Primary 1 over previous sessions. All staff report feeling confident or very confident in delivering lessons using this. Activities in class include check in activities and displays are in place in almost all classrooms, resulting in a common language being used across the school from ELC-Primary 7. 76% of staff feel that children are better able to talk about their emotions as a result of this work. Our Pupil Conference showed that almost all pupils surveyed could identify the different colours used in the zones and were able to talk about some strategies to support them if necessary. Zones of Regulation activities were used by class teachers during lockdown, which helped introduce this further to families who had already received an information leaflet.</p> <p>The school is participating in Penicuik Mental Health and Wellbeing Early Action Group. Baseline questionnaires and interviews took place early in the session and identified strengths and next steps. A key focus was for staff and families to be supported with their understanding of Mental Health and supporting strategies for dealing with anxiety. All staff participated in an online development session led by 2 Educational Psychologists which aimed to</p>	

develop a deeper understanding of Mental Health and the importance of staff wellbeing. Two online Parent Anxiety Workshops were offered to families and targeted parents of children experiencing high levels of anxiety. These were run jointly by EPS and CAMHS and 5% of families joined these sessions. Headstrong sessions, delivered by EPS, took place for Primary 7 in April 2021 and a further Digital Wellbeing workshop was delivered by EPS and CLL. Alongside this project, the school participated in Jigsaw, a pilot partnership addressing child and family mental health. Jigsaw is the title under which Home Link Family Support, Play Therapy Base, Midlothian Sure Start and Play Midlothian are working together to deliver mental health interventions within the Penicuik Learning Community. The school have worked closely with families to identify 16 children and families who have benefited from additional support and mental health interventions. Two classes have also experienced weekly Mindfulness sessions delivered a qualified teacher funded through this project. All partnership agencies are measuring progress and early evidence suggests that these interventions are having a positive impact.

Next Steps:

- Embed Zones of Regulation within our Establishment Phase work and continue to develop the toolkit to support more challenging times
- Continue to work with Penicuik Mental Health and Wellbeing Project
- Use baseline questionnaires to identify next steps for Nurture priority.

5. Review of Progress and Impact in Session 2020/21: ELC

Priority 1: Ensuring Wellbeing, Equality and Inclusion (HGIOELC 3.1)

Children's wellbeing and rights. (CI Quality framework 5.1)

<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) (highlight as applicable)</u></p> <ul style="list-style-type: none"> • School Leadership • Teacher Professionalism • Assessment of Children's Progress • Performance Information • Parental Engagement • School Improvement 	<p><u>HGIOELC</u></p> <ol style="list-style-type: none"> 1.1 Self-evaluation for self-improvement 1.2 Leadership of learning 1.3 Leadership of change 1.4 Leadership and management of staff 1.5 Management of resources to promote equity 2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning, teaching and assessment 2.4 Personalised support 2.5 Family learning 2.6 Transitions 2.7 Partnerships 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement/ Securing children's progress 3.3 Increasing creativity and employability
<p>Progress and Impact:</p> <p>Action plans were formed in June 2020 to ensure that all families and staff were able to connect/reconnect following our closure in March 2020. This was achieved through a variety of actions including letters, phone calls, virtual tours, virtual walk through of routines, and clear guidance about new routines communicated, sharing of staff profiles and contacting every family for induction/reconnection call. During the settling in period, staff ensured that families felt part of the transition process and encouraged 2-way communication through garden meetings and messages/photos through Twitter. Follow up calls were also made 2 weeks after start dates and care plans were also discussed. All of these measures impacted families, children and staff positively and ensured a consistent and nurturing approach. 95% of our families who responded to our survey in November stated they were satisfied with the communication from staff.</p> <p>All staff and children contributed to a Wellbeing and Recovery Floorbook. This has allowed children to document their journey coming out of the first lockdown then back to home learning throughout the second school building closure. This Floorbook has supported children and practitioners to identify and reflect where the need for targeted intervention was and ensure all children's wellbeing needs were met during ongoing changes due to Covid-19.</p> <p>Strong communication between setting and home has continued throughout the year. Learning, achievements and special milestones have been shared and</p>	

celebrated. This has also supported children to share their learning with parents at home and developed their confidence, self-esteem and self-worth. In a recent survey with the children, almost all children said they feel safe, welcome and included.

Wellbeing meetings took place twice through phone consultations. Feedback from families was gathered following these calls. In November, 98% of families surveyed said they found the consultations useful. 100% of families also stated that staff knew the children well and all families shared that the communication from staff supported them knowing what their child learns and does in a nursery day. Positive verbatim comments evidenced that families felt that the staff team were responding to Priority One competently. "We are confident in the nursery and know the staff go above and beyond to ensure the nursery day is as normal as possible" "The staff have made a fantastic effort using different ways to communicate."

Feedback from stakeholders suggested that some children were missing the nursery being one nursery. Staff also felt the impact of the two cohorts. In response to this, staff introduced 'Together Thursdays'. This was an opportunity for both cohorts to meet outdoors at a safe distance and engage in an activity, game or dance altogether. The response to this was very positive from staff, children and parents. Staff morale was boosted and parents supported the new implementation of 'Together Thursday'. "This is a fantastic idea and S said it was lots of fun".

All practitioners demonstrated their understanding of the need for Wellbeing and Recovery to be a priority. This was evidenced through Floorbook contributions, children's learning journals and weekly meetings. A new format for cohort meetings ensured that wellbeing and pastoral chats were logged too. This supported all practitioners to have an understanding of the wellbeing needs of all children, supporting a consistent and fair approach. Staff participated in training in January and all engaged in moderation of wellbeing logs. Staff found this training positive and appreciated the examples as this gave them a better understanding of the expectation.

The impact of the progress this year has been further evidenced by parent and children surveys. In our family survey which took place in May, 49 out of 56 families responded. 98% of families were happy with the communication at drop off and pick up. 100% felt staff made every effort to support children into nursery. 98% felt that staff know their child well. 100% felt satisfied that they can contact the nursery at any time to speak to a member of staff. 100% found the over the phone keyworker consultations helpful. Positive verbatim comments included. "The staff know my child really well and always do what they can to meet her needs" "The staff in the ante pre-school cohort have settled so many of my anxieties about my child coming to nursery without even knowing it". Individual next steps were recorded and have been actioned. Children were surveyed using a traffic light emoji sticker system and asked about Wellbeing Indicators mixed with our vision, values, and aims. All children shared that they were healthy and active and almost all said they were respected valued and listened to.

5. Review of Progress and Impact in Session 2020/21: ELC

Priority 2: Learning, Teaching and Assessment (HGIOELC 2.3)

Staff have the right skills, knowledge and values to support children and families. (CI Quality framework 4.1)

<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) (highlight as applicable)</u></p> <ul style="list-style-type: none"> • School Leadership • Teacher Professionalism • Assessment of Children's Progress • Performance Information • Parental Engagement • School Improvement 	<p><u>HGIOELC</u></p> <p>1.1 Self-evaluation for self-improvement</p> <p>1.2 Leadership of learning</p> <p>1.3 Leadership of change 1.4 Leadership and management of staff</p> <p>1.5 Management of resources to promote equity</p> <p>2.1 Safeguarding and child protection 2.2 Curriculum</p> <p>2.3 Learning, teaching and assessment 2.4 Personalised support</p> <p>2.5 Family learning 2.6 Transitions 2.7 Partnerships</p> <p>3.1 Ensuring wellbeing, equality and inclusion</p> <p>3.2 Raising attainment and achievement/ Securing children's progress</p> <p>3.3 Increasing creativity and employability</p>
<p>Progress and Impact:</p> <p>All staff have made significant progress with planning, observations and tracking. Almost all staff have developed confidence and understanding in the importance of this in order to ensure children's learning and development needs are being met. Staff are able to incorporate child's learning into daily plans. All staff use Early Level trackers to support observations and have gained confidence in identifying next steps for children.</p> <p>During our setting closure in January and February 2021, home learning experiences were planned and shared with families. This included the learning intentions, dispositions, Es and Os, cognitive processes and wellbeing indicators, as well as the 4 capacities. This supported parents with understanding the purpose of the learning experiences as well as supporting staff planning for progression.</p> <p>Learning has continued to be a focus for weekly meetings. Learner Journals were moderated by SEYP and feedback was provided. Staff also engaged in moderating Learner Journals. This will continue to be focus next session and will be built into our Quality Assurance calendar.</p> <p>Staff have stated that they feel confident with the planning and evidencing learning in the Floorbooks. Staff are all able to contribute to the planning and the Floorbooks and can identify learning, next steps and evaluate experiences effectively. Staff have also identified that a strength is taking</p>	

ownership and responsibility for documenting learning PLODs and next steps for individual children and for groups of children. Children are discussed at cohort meetings and next steps identified ensuring consistency across the team. All staff have also become more confident with the full planning process. This has been identified as an ongoing priority for the team.

All families stated that they found the learning journals home to be useful and individual feedback has been very positive. Most parents made specific reference to the evident learning in the journals showing that parents understand the purpose of these. Almost all parents responded stated that they were aware of their child's learning and progression through the journals. 98% of parents felt their child was supported at nursery to develop skills in literacy and numeracy through a play environment. 98% of parents felt practitioners have an understanding of child development and learning and 95% felt welcomed and included in their child's learning and development at nursery. These results show that the majority of parents are in agreement that staff are clear in their focus on developing skills in this area.

In our recent child friendly survey, children were asked if they are achieving, nurtured and able to contribute to their learning. The feedback from this survey suggests that children are taking ownership of their own learning and feel nurtured and supported to do so.

5. Review of Progress and Impact in Session 2020/21: ELC

Priority 3: Partnerships (HGIOELC 2.7)

Family Learning and engagement. (CI Quality framework 1.4)

<p><u>NIF and Midlothian Priority</u></p> <p>13. Improvement in attainment, particularly literacy and numeracy</p> <p>14. Closing the attainment gap between most and least disadvantaged children</p> <p>15. Improvement in children and young people's health and wellbeing</p> <p>16. Improvement in employability skills and sustained, positive school leaver destinations for all young people</p> <p><u>NIF Driver(s) (highlight as applicable)</u></p> <ul style="list-style-type: none"> • School Leadership • Teacher Professionalism • Assessment of Children's Progress • Performance Information • Parental Engagement • School Improvement 	<p><u>HGIOELC</u></p> <p>1.1 Self-evaluation for self-improvement</p> <p>1.2 Leadership of learning</p> <p>1.3 Leadership of change 1.4 Leadership and management of staff</p> <p>1.5 Management of resources to promote equity</p> <p>2.1 Safeguarding and child protection 2.2 Curriculum</p> <p>2.3 Learning, teaching and assessment 2.4 Personalised support</p> <p>2.5 Family learning 2.6 Transitions 2.7 Partnerships</p> <p>3.1 Ensuring wellbeing, equality and inclusion</p> <p>3.2 Raising attainment and achievement/ Securing children's progress</p> <p>3.3 Increasing creativity and employability</p>
<p>Progress and Impact:</p> <p>Ensuring a high level of parental engagement and partnerships has had to be adapted this session due to ongoing Covid-19 guidance and risk assessments. As families are unable to physically be in the setting, staff have worked hard to ensure that there are positive interactions virtually. Engagement with families on Twitter throughout the year has been very high and this continued throughout the setting closure in January and February 2021.</p> <p>Staff identified that the team have been flexible, understanding and supportive of families' needs and felt that there is an inclusive and understanding approach to working in partnership with families. Most staff felt that there had been an increase in engagement.</p> <p>All families with children new to the setting responded to a recent survey stating that they felt the induction process had worked and was flexible to their and their child's needs. 100% of families stated that they find staff approachable and 98% stated that they feel valued and listened to. 100% of parents felt that the Twitter page is useful for sharing learning and verbatim comments included, "I am blown away by how well you have continued to create links between home and nursery" "I am always so impressed at the way the interests at home are extended into nursery" "Twitter is great and it is fantastic to have an insight into their day". 100% of parents said they appreciated being direct messaged about special occasions and achievements. 97%</p>	

said they had engaged in home learning during our building closure. 98% felt that the setting does well at establishing partnerships and uses these to enhance learning outcomes for children.

Almost all children stated that they feel they can share their learning. One child stated, "I just forget to tell mummy and daddy about what I have been learning but they see it on Twitter". This demonstrates an awareness that their parents have other means of sharing the learning with us. The results of the children's survey showed that children do feel able to share their learning between home and nursery.

6. Successes and Achievements in Session 2020-21

Leadership and Management

The Cornbank Community have continued together to embed our School Vision and #RISE Values. All staff are motivated and committed to the shared ambitious vision through their daily actions. We have a robust self- evaluation calendar that reflects moderation, tracking, assessment and shared classroom experiences involving all practitioners and learners. This has been evaluated at regular times throughout the year and impact has been recorded and shared with all staff. All moderation and peer discussions were adapted to be in line with Covid restrictions.

Regular ASG meetings and ASG Quality Assurance presentations have ensured a shared and consistent approach to Raising Attainment across our local schools. Engagement with PEF advisor, Helen Friel, has also ensured that support has been targeted appropriately and impact has been measured.

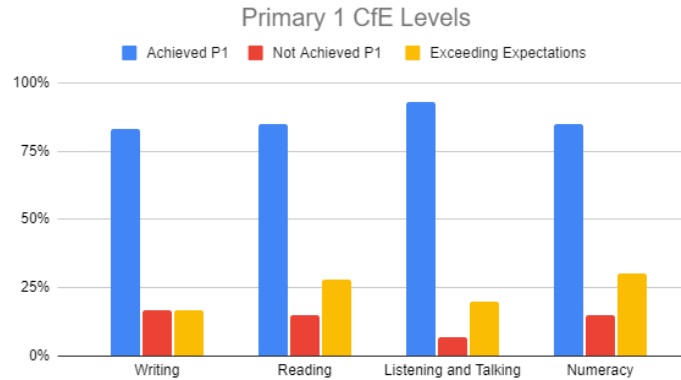
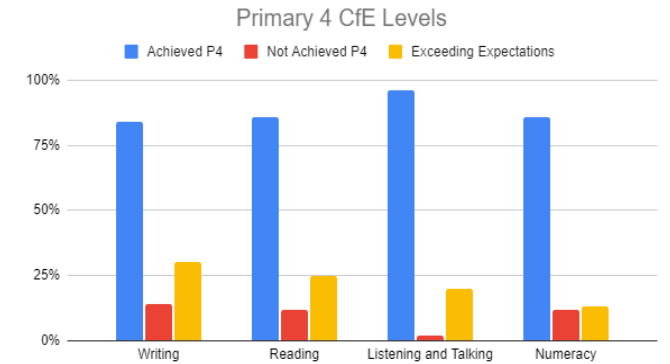
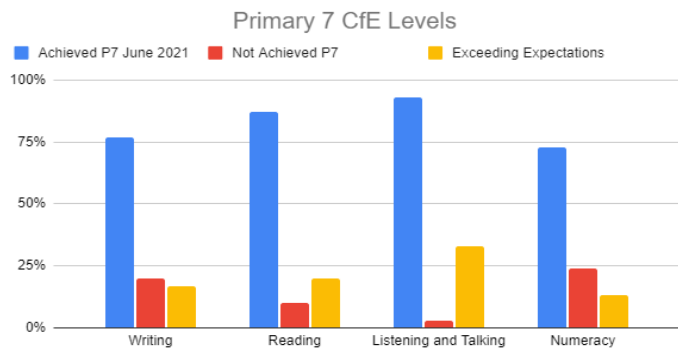
All staff have taken part in a range of professional learning and developed their practice to take account of changing restrictions and to best meet the needs of the learners in our care. This includes professional development in the use of digital devices and software, particularly during our period of remote learning in January-March 2021. Staff have continued to lead through Enquiry Groups (Digital Learning, Literacy and Numeracy) as well as whole school projects, such as the introduction of Zones of Regulation. Head Teacher has supported new Head Teachers to the Authority as well as being a mentor for colleagues participating in Into Headship Course.

Many staff have developed their own leadership skills through Enquiry Groups. All staff had full involvement in reviewing policies for key curricular areas to ensure a consistent approach across the school. All teaching staff have worked together to develop their professional understanding of the school priorities and all staff have been instrumental in driving forward improvements. The culture of improvement within the school is becoming increasingly reflective, open and honest, with staff voice influencing school improvement planning through robust audits and self-evaluation. Staff are continuing to develop their strategic vision through their involvement in leading and supporting recognised areas of planned improvement, acting as lead learners during virtual CAT sessions. Strong, trusted relationships are evident with new ideas and approaches being welcomed. Pupil voice in Cornbank is strongly valued: children have an expectation of involvement in their learning and have the ability to talk about their own and their teachers' learning, making connections which help them flourish.

Throughout the year, we have continued to consult all stakeholders using a variety of methods: Pupil Voice, virtual Pupil Conference, questionnaires, Google Forms, Twitter, Google Classroom, emails, virtual Partnership Meetings. There is very much an open door ethos across the school, and this has been positively commented on by staff, families and visitors to the school. In Midlothian's parental engagement survey, it stated that almost all Cornbank parents felt that school staff were approachable. Almost all agreed that they were confident that if they needed to contact the school, we would respond helpfully to questions and comments.

Learning Provision

Senior Leadership and staff have met regularly to ensure that there is appropriate support and challenge for pupils in all classes. There are robust systems in place to regularly track and monitor progress. Staff work together to analyse data and moderate across literacy and numeracy, ensuring shared expectations of progress. In June 2021 teachers predicted that in P1, P4 and P7, most children were on track to achieve the appropriate Level by the end of the session. All children who are not on track across the school were identified and support has continued to be in place. Teachers also identified through ongoing assessments and tracking that there are children across the school exceeding expectations of attainment of levels in Literacy and Numeracy. Remote Learning was differentiated with appropriate support and challenge provided.



As covered in our Learning and Teaching sections of our Standards and Quality report, Covid 19 restrictions had a significant impact on the delivery of classes during session 2020-21. This had an impact with staggered starts and finishes, playground zones and an impact on classroom layout. During our period of remote learning, our families were hugely supportive and engagement was high. 87% of our pupils regularly engaged with their online learning. Teachers developed their teaching methods by delivering lessons using videos, leading Google Meets and finding different ways of providing feedback. We also provided an emergency childcare setting for 64 pupils from ELC age - P7. This allowed keyworkers to attend work, and supported pupils who required further support. We engaged with HMIe about our experience of remote learning in January 2021, as part of their programme of support for schools and local authorities.

We worked with Covid 19 restrictions to find ways of involving families in children's learning. Families have continued to use Google Classroom to access home learning activities and as a way of maintaining informal links with teachers, rather than using written reading records. In September staff prepared 'Meet the Teacher' PowerPoints and voiceovers to highlight key points of the year ahead. Classes gave families an insight into what happens in a classroom with our 'Day in a Life of...' videos that showed the types of learning activities that children take part in as well as routines. We continue to use Twitter to highlight learning in classes. Over the course of the year, families have been surveyed about topics such as key priorities, reporting and our online provision during the period of remote learning and these have received a good uptake. Parental consultations took place as phone appointments, with a 100% turnout. All pupils took part in a whole school Christmas Signalong of 'Away in a Manger', shared with families over Google Classroom in December.

Throughout school and nursery we have built strong partnerships with outside agencies. We have had excellent feedback about how we support our pupils with Additional Support Needs. All staff are fully aware of potential barriers for learning for children in their class and across the school. Staff are aware of our local context and community. Virtual Child Planning meetings took place for children with ASN throughout the year. All children were represented by a family member, their teacher and in almost all cases other professionals. Older pupils also attended their meeting. Younger pupils met with SfL teacher to discuss targets and progress. Throughout the period of school building closure, our Support for Learning teachers continued to support children through distance learning as well as speak to families of children with IEPs. GTCS have previously identified that meeting pupil needs was a strong driver for professional learning with all staff showing commitment to developing their skills and expertise.

Transition continues to be robust and we have planned virtual transitions for ELC to Primary 1, as well as working with Penicuik High School to support transition to S1. ELC took part in the authority wide 'Midmouse' project and shared learning and activities with families using a Transition Twitter account. Primary 6 children also introduced themselves using video and SLT held an online information evening. Our Primary 7 pupils took part in a virtual transition with Penicuik High School over the course of a week. Stage to stage transition continues to take place virtually, allowing families to take part in activities.

Successes and Achievements

At Cornbank we continue to be proud of our many successes and achievements, including partnership working with other schools and Edinburgh College, Pupil and Staff Leadership, our Gold Sports award, seven Eco flags, approaches to Play Pedagogy across our Early Years and our Cornbank Toolkit.

Throughout the year, children continue to take part in a wide range of experiences. This session, a number of these have been online and shared through our Wider Achievements Jamboards within Google Classrooms. We have not tracked these consistently as this could have highlighted to some children the experiences which they were missing. However, it has developed children's understanding of what they have achieved in their own homes and as family activities.

At Cornbank we continue to be committed to ensuring the best possible outcomes for all our learners. We actively seek opportunities for our children to participate in and lead. Our House Captains and Vice Captains have been excellent ambassadors for the school and are proactive at promoting the strengths of the school. We took part in a number of Active Schools activities, including football, dance and hockey, allowing pupils the opportunity to take part in a range of competitions. Our links with the wider community have been developed and we worked with St James the Less Church to provide virtual input at Harvest, Remembrance, Christmas and Easter. Primary 1 and 2 participated in 'Hearts for Homes' with donations of biscuits and letters from pupils gathered and distributed to Broomhill Day Centre at Christmas, which were greatly appreciated by service users and helped encourage intergenerational links. P3/4 contributed to an Art trail round the precinct in Penicuik as part of a Christmas Community focus.

All Primary 5-7 pupils took part in our week long day camp with activities provided such as tent pitching, stone painting, orienteering and using barbecues. This was appreciated by pupils and families, allowing the opportunity to engage in a range of outdoor learning activities, during a period when residential camps were unable to happen. We continue with our school's commitment to global citizenship, with class cohorts taking the lead in place of Pupil Voice groups (Eco, JRSO, Fairtrade, Knights for Rights and HWB/Sports). We renewed our Fairtrade 'Fairactive' award in February 2021. P1-3 pupils took part in treasure hunts and P4-7 children had activities within their Google Classroom during Fairtrade Fortnight. Cornbank recognises the importance of listening to the voice of children. In a recent survey almost all of our pupils felt that they were listened to.

7. What is Our Capacity for Continuous Improvement?

Quality Indicator	LA/School Self-Evaluation	Authority Reviews / Theme visits	Care Inspectorate Inspection Grades (2018)
1.3 Leadership of Change	Very Good	Good (2017)	Quality of care and support 5 - Very Good Quality of staffing 5 - Very Good
2.3 Learning, Teaching and Assessment	Good	Good (2017)	
3.1 Ensuring Wellbeing, Equity and Inclusion (Take into account QI 2.1)	Very Good		
3.2 Raising Attainment and Achievement/ Securing Children's Progress	Very Good		

Part 2: Midlothian Education Improvement Planning - 2021-22

Establishment	Cornbank St James Primary School
Area	Penicuik ASG
Session	2021/22

Contents - School Improvement Plan

1. Overview of High Level NIF Priorities

2. Priority Summary and High Level Strategic Targets

3. ELC Priority Summary

4. Interrupting the Cycle of Poverty - The Pupil Equity Fund Planning

5. ASG Plan

MIDLOTHIAN EDUCATION: OVERVIEW OF HIGH LEVEL PRIORITIES (2021/22)

Priority 1 Attainment and Achievement	Priority 2 Included, Engaged and Involved: Wellbeing and Equity	Priority 3 Self-Improving Systems	Priority 4 Lifelong Learning and Career- Ready Employability	Priority 5 Finance and Resources
<p>1.1 Improve attainment within the broad general education stages, by focusing on:</p> <p>a) improvements in planning, tracking and assessment and curriculum design and progression (including STEAM)</p> <p>b) innovative pedagogical approaches and enhanced use of digital technology to support learning</p> <p>c) pedagogy, play and progression across Early Level</p> <p>1.2 improve attainment within the senior phase by maximising opportunities through curriculum planning, consortium arrangements and partnership delivery, including addressing the ASN Senior Phase attainment gap</p> <p>1.3 identify and reduce the</p>	<p>2.1 Improve Equity and Inclusion, through the following areas:</p> <ul style="list-style-type: none"> • Nurture • Attendance and Engagement • Family Learning • ASN <p>Embedding the principles of UNCRC and The Promise</p> <p>2.2 Develop and improve health and wellbeing of staff and all children and young people, from Early Level to Senior Phase through:</p> <ul style="list-style-type: none"> • HWB curriculum development • local authority, school 	<p>3.1 Develop a quality improvement framework to support ELC and schools to achieve Good or better in inspection QIs through:</p> <p>a) empowering leaders at all levels, leading to an empowered system</p> <p>b) improving quality of leadership at all levels, including leadership of learning</p> <p>c) delivering a minimum data set and supporting data literacy to improve self-evaluation</p> <p>d) developing a Parental Engagement Strategy</p>	<p>4.1 Improve senior phase progression pathways to increase positive destinations, including for young people with ASN and who are care experienced</p> <p>4.2 Prepare children and young people for the world of work:</p> <p>a) carry out an audit of career education standards 3-18 and embed them within learning and teaching across all levels in our schools, in partnership with stakeholders in order to provide pathways for learners that best support the realisation of young peoples' future aspirations</p>	<p>5.1 Deliver Best Value through:</p> <p>a) reviewing and implementing the Learning Estate strategy, taking cognisance of the ASN learning estate</p> <p>b) robust workforce planning.</p> <p>c) DSM Review</p> <p>5.2 implementing '<i>Equipped for Learning</i>' Digital Strategy to support transformational change in digital learning</p>

attainment gap between the most and least deprived children, including ASN and care-experienced children	and community supports			
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2. Priority Summary and High Level Strategic Targets

Priority (paste from above)	Links to HGIOS4?	Key Actions	Lead Person Timescale Links to WTA	Expected measurable outcomes for learners- please refer to NIF targets at start of this section for 2021-22 AND use your own contextual targets IF REQUIRED
Digital	2.3	<p>Every school will participate in the following;</p> <ul style="list-style-type: none"> • Half day in service training in Aug, focusing on new systems and processes • Half day in service training in Jan, focusing on professional learning in digital pedagogy <p>Three mandatory e-learning modules, 3x30mins, linked to innovative pedagogical approaches and enhanced use of digital technology to support learning</p> <p>The Enquiry Group will create technologies progression across all levels</p> <p>Increase staff professional learning in digital pedagogy</p>	<p>Digital learning team and digital leaders in each school (Laura Macgregor and Enquiry Group)</p> <p>See Key Actions</p>	<p>Equity of access for learners baseline, Aug 2021 Equity of access for learners measure, May 2022, expected to be 100% Staff confidence baseline in use of digital platforms, August 2021 Staff confidence measure, March 2022</p> <p>Consistency and progression in teaching and learning technologies across all levels.</p> <p>Children will have increased opportunities to engage in digital technology and to have this embedded in</p>

		Incorporate DYW, Skills for Life, Learning and Work and Career Education Standard to support children's understanding of purpose of using technology.		daily learning. Help children to understand why we are using and teaching digital technologies and to support their learning and skills for future careers/jobs etc
Nurture		<p>Every school will:</p> <ul style="list-style-type: none"> • Appoint a Nurture Lead to support the development of whole school nurture • Complete a self-evaluation audit to identify areas of strength and target development needs • Be enabled x2 hours minimum protected time to support development of whole school nurture and, where required access to bespoke training to meet identified learning needs <p>The Education Service within the</p>	<p>Nurture Strategy Group and Nurture Leads in each school and early years setting (Sarah Denholm and Enquiry Group)</p> <p>June 2021</p> <p>June 2021</p> <p>October 2021</p> <p>April 2021 - May 2022</p>	<p>100% schools will have identified specific Nurture targets in their SQIP, June 2021.</p> <p>100% of schools will have demonstrated an increase in whole school nurture knowledge and understanding and in applying nurture in practice</p> <p>Baseline evidence from School Nurture Audit, June 2021. Follow-up evidence gathering from School Nurture Audit, May 2022 with sample of schools. Training Evaluation Surveys</p> <p>All Nurture Leads will show an increase in skill and confidence in developing a nurturing school Baseline evidence - focus group with Nurture Leads, June 2021 Follow-up evidence focus group, May 2022.</p>

		<p>Directorate will</p> <ul style="list-style-type: none"> - Circulate termly Nurture Newsletters to schools showcase good practice and share learning about how to apply whole school nurturing approaches - Improve access to practice ideas through shared Professional Learning Resources #nurturemidlothian <p>Nurture Leads will</p> <ul style="list-style-type: none"> - Have an opportunity to attend 8-10 (2 per term) online sessions 'Professional Learning for Nurturing Schools'. There will be approx. 8-10 sessions (approx. 2 each term). <p>A sample of pupils' views will be gathered to explore experience and impact of nurture.</p> <p>All staff to engage in CPD opportunities to develop understanding of the principles of nurture</p>	<p>September 2021 - May 2022</p> <p>May 2022</p>	<p>Selection of schools including pupil voice in self-evaluation (bespoke by school or Education Scotland self-evaluation pupil voice tools) demonstrate improvement in pupil well-being</p> <p>Staff will have an increased understanding of principles of nurture.</p>
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		<p>Nurture to be included and recognised in forward plans and through forward planning consultations</p> <p>Further promotion of nurture ethos across whole school to wider authority.</p> <p>Whole school focus on importance of nurture. Including Meet and Greets at the start of day as come in the door (Covid allowing)</p>		<p>Consistent approach to recognising nurture across the school.</p> <p>Excellent practice and examples will be shared across Authority through Nurture Newsletter.</p> <p>Children experience a consistent approach including welcomes in the morning.</p>
Raising Attainment in Literacy and Numeracy	2.3 3.2	<ul style="list-style-type: none"> • Staff are confident at implementing interventions in Literacy and Numeracy (Dyslexia and SEAL) • Moderation in Literacy and Numeracy supports and challenges staff to ensure consistency across the school • Develop progression and pedagogy to best meet needs of learners in Literacy and Numeracy • Develop assessment methods in Literacy and Numeracy to ensure assessment decisions are based on a wide range of information 	<p>Lesley Deas (Literacy) Andrew Drysdale (Numeracy)</p> <p>Enquiry Groups</p>	<p>Staff will be better equipped to identify needs and support pupils within Literacy and Numeracy</p> <p>Achievement of a level expectations will be consistent across the school</p> <p>Pedagogy will reflect best practice</p> <p>Assessment activities will offer opportunities for children to apply their learning in unfamiliar situations and across all organisers; children will be able to articulate their next steps in learning.</p>

3. Early Learning and Childcare: Priority Summary and High Level Strategic Targets

Priority	Links to HGIOELC	Key Actions	Lead Person Timescale	Expected measurable outcomes for learners
Literacy Up, Up and Away	HGIOELC 3.2 CI 1.3	<p>All early Years staff will be part of The CIRCLE Collaboration Early Years, Up, Up and Away pilot. This resource focusses on a universal and targeted approach to support developing early communication, literacy and learning.</p> <p>All Early Years staff will participate in two, 2 hour training sessions approximately two weeks apart.</p> <p>The first training will focus on looking at the document in detail.</p> <p>Staff then will have time to practice with the resource and have professional dialogue. The second session will be for staff to feedback how they have used it and identify next steps.</p>	<p>All Early Years staff including ELC and P1.</p> <p>Up, Up and Away Champion is Emma Hopkirk (Enhanced P1 teacher)</p>	<p>Staff supported in identifying children who need additional literacy intervention</p> <p>Practical, developmentally appropriate principles and strategies to meet literacy needs of children</p> <p>Practitioners able to optimise literacy opportunities using the environment and adults</p> <p>Framework implemented for profiling children's stages of development, in relation to their environment, routines, motivation and skills</p> <p>Staff supported to engage with parents and share strategies for progression in learning</p>

Numeracy		<p>Staff will plan for a numeracy rich environment and continue to track children's progress and achievement.</p> <p>Moderation will take place throughout the year to ensure consistent approaches across the setting.</p> <p>All staff will be supported accessing Bitesize training through Midlothian Early Years Glow Page.</p>		<p>Staff supported in identifying children who need additional numeracy intervention</p> <p>Practitioners able to optimise numeracy opportunities using the environment and adults</p>
Digital	<p>QI 2.3</p> <p>CI 2.1</p>	<p>Every setting will participate in the following;</p> <ul style="list-style-type: none"> • Half day in service training in Aug, focusing on new systems and processes • Half day in service training in Jan, focusing on professional learning in digital pedagogy <p>Three mandatory e-learning modules, 3x30mins, linked to innovative pedagogical approaches and enhanced use of digital technology to support learning</p>	<p>Digital learning team and digital leader Laura Macgregor</p>	<p>Equity of access for learners baseline, Aug 2021</p> <p>Equity of access for learners measure, May 2022, expected to be 100%</p> <p>Staff confidence baseline in use of digital platforms, August 2021</p> <p>Staff confidence measure, March 2022</p> <p>Children will have increased access to Digital devices. Children will be able to use simple functions to support their learning and development eg camera, voice recording, coding</p>

Nurture	HGIOELC 1.3 CI 5.1	<p>Every setting will:</p> <ul style="list-style-type: none"> • Appoint a Nurture Lead to support the development of whole school nurture • Complete a self-evaluation audit to identify areas of strength and target development needs • Be enabled x2 hours minimum protected time to support development of whole school nurture and, where required access to bespoke training to meet identified learning needs. 	<p>Nurture Strategy Group and Nurture Lead Sarah Denholm (P1 teacher)</p> <p>June 2021 (completed)</p> <p>June 2021</p> <p>October 2021</p>	<p>100% schools will have identified specific Nurture targets in their SQIP, June 2021.</p> <p>100% of schools will have demonstrated an increase in whole school nurture knowledge and understanding and in applying nurture in practice</p> <p>Baseline evidence from School Nurture Audit, June 2021. Follow-up evidence gathering from School Nurture Audit, May 2022 with sample of schools. Training Evaluation Surveys</p> <p>All Nurture Leads will show an increase in skill and confidence in developing a nurturing school Baseline evidence - focus group with Nurture Leads, June 2021 Follow-up evidence focus group, May 2022.</p> <p>Staff will have a clearer understanding of principals of nurture.</p> <p>Excellent practice and examples will be shared across Authority through Nurture Newsletter.</p>
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4. Interrupting the Cycle of Poverty – The Pupil Equity Fund Planning

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: £15 499 **Carry Forward:** £8 069 **Total:** £23 468

Gap Identified	Intervention Planned	Led by whom and by when	Cost (include any use of funding for participatory budgeting)	How will the impact of the intervention be monitored?	Measure of Success	Confirm Council Policies followed Eg Procurement, Recruitment
Using Evidence and Data for Early intervention Additional support for Literacy and Numeracy to support pupils who are not on track for achievement of Level.	Small group interventions with fully trained LA focusing on literacy and numeracy skills	Laura Cameron Sara Innes	8.5 hrs LA time (£5980) Literacy/ numeracy resources eg Toe by Toe, Nessy and Sumdog (£1000) Read Write Inc Fresh Start (£1245)	Tracking meetings to include HT, SfL, Teacher and LA	Children who are not on track are continuing to make progress	All policies followed

	P3 Social Skills group		Wee Thinkers (£250)			
Social and Emotional Support 20% of the children in SIMD 3 and 4 have been identified as children with Social and Emotional Needs, including being referred to CAMHs	Additional Hours for LA and SfL to deliver Seasons for Growth. Children identified in P3 - P7 who have recently experienced loss and bereavement.	Alison Cole Lesley Capaldi	3.5 hrs LA time (£2462) Resources (£400)	Evaluations at the end of the sessions	Children feel supported in their wellbeing and are ready to learn	
Partnership working/Engaging Beyond the School	Home School Practitioner. 1/2 day per week secondment. Supporting families identified who are requiring financial and further support. Including grants, holiday referrals and feedback referrals.	Laura Cameron Ali Turbett	Costs to be confirmed HSP August-August secondment	Regular meetings with SLT and HSP Referrals for additional community support	Families feel supported financially and emotionally	
Engaging Beyond the School	All children who in receipt of FME in P6 and P7 will have a substantial contribution towards School Camp	Lesley Deas	£600	Tracking attendance at camp Check in calls with parents	All children are able to attend camp	
Differentiated Support	Using Up Up and Away to support Literacy Interventions across the Early Years	Emma Hopkirk	SALT resources/P1 resources (£1000)	Regular meetings across early level	Early intervention identifying children with literacy challenges and ensuring appropriate support through the environment	

Targeted Approaches to Literacy	Dyslexia	Alison Cole Louise McGlade	Dyslexia Support Resources and interventions (£1000)	Tracking meetings with HT, SfL, Teacher and LA	Children have an identification of dyslexia and are understanding what helps them to learn. Children continuing to make progress	
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At Cornbank we have 71% of our pupils in SIMD 8-10. We have no families in SIMD 1 or 2. 7% of our pupils are in SIMD 3. The SIMD data does not fully correlate with the children who receive Free School Meal Entitlement.

Our average overall attendance for the school is 97% and our children are mostly on time for school. This is not an area that we will use PEF money to focus on. There have been no formal exclusions this session or in the past 8 years.

Staff were fully consulted about this process and all identified that supporting social and emotional needs would in turn support an increase in attainment. HT works closely with families identified and plans have been discussed with parents and children.

Partnerships will continue to be formed with Play Therapist and this will support staff and pupils.

5. ASG Plan



Establishment	Penicuik ASG
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Priorities for Improvement in Current Year (2021)

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 2021-22 AND use your own contextual targets IF REQUIRED</i>
1.1a	3.2	<p>All practitioners will engage in a Moderation Cycle across the ASG in Literacy and Numeracy.</p> <p>Literacy and Numeracy Leads from each school will be supported by their HT to plan for Moderation sessions. Planning session will take place on 9th September with HTs and Curricular Leads.</p> <p>Writing moderation will take place in levels. Early - 5th October First - 7th October Second/Third - 6th October</p> <p>Numeracy moderation will take place across levels during WB 22nd March.</p>	<p>Literacy and Numeracy Leads from each school</p> <p>Numeracy Cornbank: Andrew Drysdale Cuiken: Strathesk: Sacred Heart: Penicuik High School:</p> <p>Literacy Cornbank: Lesley Deas Cuiken: Strathesk: Sacred Heart: Penicuik High School:</p>	<p>All teachers within Penicuik ASG will develop a better understanding in literacy and numeracy.</p> <p>The moderation process will assist teachers in arriving at valid and reliable decisions on learners' progress towards, and achievement of, a level.</p> <p>The aim is for there to be a consistent approach in assessments and shared expectation of children's progress across the ASG. This will further support transitions between Primary and Secondary.</p>