We strive to create an enjoyable and caring environment for learning and development in our community. We aim for excellence and celebrate diversity, inclusion and effort.
Introduction

Welcome to our Standards and Quality Report for Session 2014-2015. Within this document we highlight strengths in key areas of our work from 2014-2015 and share our priorities for the new session. We value the involvement and input of our stakeholders in evaluating impact and progress and in planning next steps. Stakeholders include learners, parents/carers, education division staff and the wider community.

Standards and Quality Report 2014-2015

How well do children learn and achieve?

Using the research evidence base of John Hattie we have focussed on making learning visible through developing use of feedback to support learners' progress and achievement. This has impacted positively on the climate and ethos of the school community where all learners are using feedback more effectively to reflect on their learning, refocus and plan their next steps. This has been framed around our aspirational statement and the three key feedback questions.

‘On my journey as a Successful Learner I use feedback to progress from where I am to help me reach my goals’.

Where am I going?
What are my goal/s?

How am I going there?
What progress is being made towards the goal/s?

Where to next?
What activities need to be undertaken next to make better progress?

It’s good that you don’t only get feedback from the teacher but also from friends.
Sean P5/6

Once you have been given feedback it helps you think about what you have to do next time to improve.
Alix P7

Staff have engaged in school, ASG and authority Career Long Professional learning opportunities. This has provided an opportunity to reflect share learning and reflect on practice. Three members of staff attended a Shirley Clarke course ‘Outstanding Formative Assessment’. Their learning and practice was shared with the whole staff. Alongside Primary 7 pupils, key staff presented at Parent Council and at Parent Consultations gathering feedback from parents/carers through using a video booth.

Learners at all stages have made progress in reading. Standardised assessment data shows that from P2-7 attainment in Reading is inline with or above the national average. Learners are motivated and actively engaged with texts. A reading working group focussed on developing materials to support the teaching of specific reading strategies incorporating higher order thinking skills. This is beginning to have an impact on learners and will continue to be developed in the classroom throughout next session. The Accelerated Reader Programme has become further embedded this year. Children from P4-7 take part with children in the Provision accessing it within their mainstream class or within the Provision. Most children enjoy and look forward to this time each day where they can engage with texts of their choice. Teachers are beginning to use Accelerated Reader data more effectively to track children’s progress, to support and challenge. In the early years stories are shared with the whole class and the children then quiz together, this is supporting the development of early comprehension skills.
During the year some Primary 3 children who were ready, began to participate in the Accelerated Reader Programme. Accelerated Reader is well supported by our Support for Learning Teacher, Learning Assistants and the Admin team who monitor the Library and books and engage with children visiting the Library to ensure they are accessing books at the right level.

I like AR because it’s not just about reading the book to enjoy it, you’re trying to achieve something too.

Erin P4

I like reading my book and then answering questions on it, it really makes you think about things that happen.

Skye P3

There are good examples of buddy ing across the school to support the development of reading, for example, the Primary 1 and Primary 7 children have shared story sacks on a regular basis and the Primary 5 class wrote stories and shared these with Nursery children. Peer reading buddies have been put in place to support those children who have a specific need. The Nursery Library is well used and parents/carers have continued to support reading at home through the Big Bedtime Read.

I liked reading books with the P7s.

Logan P1

Eve - I like how they can help us with a meaning of a word.

Eve P3

In order to ensure a sound foundation of knowledge to support reading and spelling, children in Primary 1-3 have focussed on the development of phonemic awareness only moving on to more structured spelling programmes when ready. We will continue to monitor the impact of this change but initial evaluations highlight that children are developing a more secure knowledge and are using and applying this more confidently in their reading and writing.

New planning frameworks for Early and First Level Numeracy and Maths are now in place and this supports the effective planning of learning experiences and progressions. Within Numeracy and Maths staff at different stages have trained in SEAL (Stages of Early Arithmetical Learning). Teachers and Learning Assistants are beginning to implement this understanding with groups. A Numeracy Working Group has focussed on developing materials to support the teaching of problem solving, these are beginning to impact on learners’ experiences. Approaches and strategies related to Problem Solving will continue to be a focus next session. Through our Maths Outdoors Week learners had many opportunities to use and apply their mathematical knowledge, understanding and skills.

It was fun going outside to look for right angles. Some angles that we thought might be right angles turned out not to be.

Niamh P2/3
A Science Focus Week immersed learners in a wide variety of experiences where they were able to build on existing knowledge and skills and apply their learning in meaningful contexts. Parents and members of the community with a professional background in the field of Science shared their expertise with classes and supported the planning and carrying out of experiments. Later in the session the Early Years and the whole school community developed their understanding of life cycles as they hatched and looked after nine chicks.

We learned how to make a tomato float by adding salt to the water.
Ossian P1/2

Going to the High School was great for Science, it would be good if this could continue.
Jack P7

I thought it was cool to see the reaction of the powders in the water and vinegar.
Vaila P5

We had fun using the portable kitchen. We made delicious, healthy pitta bread sandwiches.
Charly P6

I enjoyed finding out that healthy food was tasty. It was awesome going to the High School. We learned lots of new skills.
Alexander P5

Cuiken has worked with other primaries within the ASG and Penicuik High School on the Scottish Government funded 'Food for Thought Project'. All teaching staff attended a cook session lead by Penicuik High School Home Economics Department. Learners in Primary 5, Primary 5/6 and the Provision involved have developed their understanding of ‘Growing, Cooking and Eating’ and thoroughly enjoyed cooking sessions at the High School. Funding was also used to purchase a portable kitchen which has been accessed by all classes and was particularly well used through health week.

There has been more extensive use of iPads throughout the school. Funded by the Parent Council and Fundraisers children have begun to use apps to support learning in a variety of curricular areas. Early Years use of I-Pads with P7 buddies has been very successful.

The school has begun to engage with the 1+2 Languages with a number of staff undertaking training in French and Spanish.

I like learning French because my brother is also learning.
Matthew P2/3

Within the Nursery a further focus on garden development and use of the indoor spaces has had an impact on children's opportunities for learning. A heuristic play area has been implemented to support sensory awareness, children are accessing this, engaging and responding well.
There has been a greater focus on recognising and celebrating achievements within the 4 capacities and systems in place now track and record children’s wider achievements. These are celebrated at our achievement assembly and there is a ‘Pathway of Success’ that winds its way round our school. Across classes Focus Groups have increased pupil voice in key areas including School Publicity, Rights Respecting Schools, Global Citizenship, Outdoor Learning and Eco. Learners have developed skills in leadership and working with others in addition to fundraising for Nepal, running a Breakfast Club, working to improve understanding of eco and producing ‘Chit Chat’ a school magazine.

I like the wider achievements because you can find out about other things that people get up to out of school.
Kate P6

I really liked making ChitChat because I got to know what was going on in school.
Joshua P6

Highlighting achievements makes you want to do even better.
Orlaith P4

This session there was a successful collaboration with P4-7 pupils and the community group UPower, a youth led cycle project dedicated to tackling climate change within Midlothian. Their aim to support schools in promoting sustainable travel and reducing our carbon footprint was explored through a number of engaging and worthwhile activities including demonstrating using a ‘Smoothie Bike’ just how much power we can generate cycling and every child creating and agreeing to an iPledge where they decided to change one habit to reduce carbon emissions. A group of children were also involved in creating a promotional video which was shared at a Parliamentary Reception in March. This video was well received. Our links with UPower have continued and they recently supported our Parent Volunteers in running another very successful Bikeability training programme for Primary 6.

Priorities for Further Improvement

Continue to engage with the work of John Hattie focussing on feedback, learning powers and mind set.

Within Numeracy and Maths, support greater understanding of SEAL (Stages of early Arithmetical Development) through staff Professional Development with time to embed practice and to observe, share and discuss practice. Work in partnership with parents/carers so that they are able to effectively support their children.

Effectively track experiences and outcomes to ensure a coherent curriculum where learners have opportunities for breadth, challenge and application.

How well does the school support children to learn?

In supporting the development of Literacy for all learners, children from the Provision and mainstream who lacked a solid foundation of phonic knowledge and struggled in reading and spelling were identified to access the phonological intervention programme Read Write Inc. Learning Assistants are skilled at delivering this programme and the children continue to make progress. This session we have also hosted the Penicuik Literacy Support Base. This has greatly benefitted the children from our school who attended and has also enhanced staff knowledge of strategies to support children with specific difficulties.

In order to improve children’s numeracy skills a number of staff have attended the Stages of Early Arithmetical Development (SEAL) within Midlothian Understanding Number (MUNP) Academy. SEAL is used to support children with specific numeracy needs throughout the school. Where a concern arises
with a specific child, SEAL assessments are used to identify gaps in knowledge and plan effectively to provide interventions and support the learner. The children work as an individual or in small groups with a teacher or a Learning Assistant, this has increased engagement and confidence and is leading to children having a more secure grasp of early number concepts.

Fischy Music visited school and worked with all classes learning and performing songs that related to areas of personal, social and emotional development. We have continued to sing and share these songs which link well to our Creating Confident Kids Programme. There have been focussed interventions in order to strengthen strategies currently in place for children with social and emotional needs. These include two blocks of Seasons for Growth, art/play therapy sessions on an individual and small group basis, and drawing and talking sessions.

Last year a number of children were involved in a very successful Empowering Families Project Art Therapy programme. This year, the children and families who had been involved in the Empowering Families Art Therapy Project were invited back to a 'Feedforward' session. This involved everyone, including the new class teacher sharing what changes had been observed since the input. This was immensely successful giving the school staff, the pupils involved and families an opportunity to reflect on the positive, sustained impact of previous input. This also helped support a positive transition and helped develop actions to support continued progress. Empowering Families have continued to be involved in helping provide systemic therapeutic input and this session have led a programme making use of play, mindfulness and relaxation to help develop self esteem, positive peer relationships and skills for effective collaboration.

Within the Provision staff have looked closely at the strategies in place to support children’s Health and Wellbeing, they have made adjustments to teaching, learning and the environment thinking creatively about use of resources including use of staff. They have developed a holistic approach to identifying and responding to a variety of needs of children and this has resulted in a range of approaches and interventions including Physical Education, Nature Play, Fine Motor Skills groups, Drawing and Talking Therapy, swimming lessons and horse-riding. To support inclusive practices there have been increased opportunities this year for mainstream children to access supports though the Provision.

By accessing a Scottish Government funding stream a Family Support worker has been employed in the Provision one day a week with the specific role of engaging and supporting families. Although in the early stages there has been some positive work undertaken in this area. Following a review of procedures, there is now protected time in the Provision to allow for the staff team to meet for discussion and to de-brief. This supports staff health and wellbeing and also improves outcomes for children as supportive plans can be put in place.

With less time available for staff to get together in the Nursery, responsive planning is having a greater impact. There is an increased focus on children’s interests, ideas and questions. Talking and Thinking floorbooks and the ‘Learning Tree’, have been used to support child-centred planning and strategies are continuing to evolve which meet children’s needs.
Stage 2 meetings held in school with staff from Children and Families support early intervention. Children within our review system who have Individual Education Plans (IEPs) have greater voice within these and are able to track their progress through traffic lighting their targets. There is increased evaluation and monitoring of IEP targets by all staff supporting a child. Additional Support Needs (ASN) meetings in the Nursery have identified barriers to children’s learning and referrals to outside agencies and strategies for support have been identified at an early stage. Staff in the Nursery have continued to increase the knowledge and skills required to support children with social and communication difficulties.

Staff have used qualitative data to focus support, inform intervention work and to extend challenge. As their awareness of the importance of using feedback to inform next steps has increased, children, including those with Additional Support Needs are responding to increased challenge and expectation. They are using Learning Intentions and Success Criteria to check how well they are doing, using mistakes as learning opportunities and working collaboratively with learning partners to provide feedback and set new goals.

Planning quality outdoor learning experiences promote health and wellbeing outcomes and enhances learning in a variety of curricular areas. The Eco and outdoor garden focus groups have further developed the outdoor learning space and the school grounds and the local area continues to be used by Nature Play Groups from the Nursery and Provision. More staff have been trained in Nature Play this session which ensures sustainability. Learners develop skills in collaborating and working together in addition improving their understanding of science and looking after their environment. In P7 learners achieved accreditation within the John Muir Award and these experiences support transition to High School.

I enjoyed the tree planting, making hot chocolate, and singing in the woods. I am looking forward to doing more for the John Muir Award.

Cole P6

I like Bertie Badger and I like climbing trees.

Nathaniel Nursery
There has been a whole school community focus on developing a Climate for Learning. To reach positive outcomes it is recognised that children need to be safe, healthy, achieving, nurtured, active, respected, responsible and included. Our Vision and Wheel of Success set high expectations for learning and behaviour.

Priorities for Further Improvement

Review our health and wellbeing curriculum including the systems and procedures which underpin our Climate for Learning Policy; rewards, consequences and recognition of achievements.

Extend staff knowledge in identifying, assessing and implementing strategies to support learners with dyslexia.

Within the implementation of SEAL (Stages of early Arithmetical Development) use assessment to identify gaps in knowledge and plan effectively to provide interventions and supports.

**How well does the school improve the quality of its work?**

Using the research base of John Hattie, we have used an increased variety of self-evaluation strategies to gather evidence from stakeholders. This information has ensured we prioritise the right things and make learning and improvement visible.

This has linked well to our focus on feedback where learners’ voice has resulted in pupils taking greater responsibility for their own learning and in planning next steps to further improve. The voice of the wider school community has been sought throughout the year, a good example being the use of a video booth at Parent Consultations, where parents were given key questions and asked to provide responses.

Staff and pupils were given the opportunity to take part in a dialogue with the Educational Psychology team about what feedback looks like, sounds like and feels like. This was then used as a baseline assessment to help form our next steps in relation to the work being done in school.
Staff have participated enthusiastically in Career Long Professional Learning opportunities. Teachers, Learning Assistants, and Childcare and Development Workers have been keen to discuss, share and promote their learning with others developing leadership at all levels across the school team. This has included a Learning Assistant becoming a Team Teach Trainer, three teachers attending Shirley Clarke’s ‘Outstanding Formative Assessment’ course implementing changes and sharing impacts, Learning Assistants supporting teaching groups within the Stages of Early Arithmetical Learning (SEAL), a teacher supporting others in implementing Global Citizenship across learning and a Childcare and Development Worker using their knowledge to implement heuristic play in the Nursery. Staff have also engaged in professional reading, and have implemented a research into practice model for improvement.

In the Nursery staff have engaged well with ‘Building the Ambition’, a key document which highlights areas of good practice and supports self-evaluation, reflection and planning areas of improvement. This was particularly useful in planning use of spaces within the indoor and outdoor environments. The Nursery also effectively used ‘ditch, dissect and defend’ to review processes in light of the extended hours.

Collegiate planning teams implemented this year have supported staff in working collaboratively, promoting effective dialogue and the development of quality learning experiences for pupils. Further collegiate activities have included peer observations of feedback in action within a classroom which have allowed staff to share good practice and plan future steps. Staff have also fully utilised time set aside to analyse and discuss summative assessment data and to participate in moderation activities. These professional, reflective opportunities have supported improvement and changes to practice and link well to staff engaging with the Professional Update.

The Learning Assistant team have also benefitted from time allocated each week in which to hold a meeting where they can raise any points for reflection and identify the next steps for pupil development. They liaise well with the Support for Learning teacher to evaluate progress and this is impacting positively on outcomes for pupils.

**Priorities for Future Improvement:**

Further develop opportunities for personal and collegiate reflection and sharing of practice.

Further engage with strategies to gather evidence to support self-evaluation and planning for improvement.
# School Improvement plan 2015-2016

## Where are we going next?

**Our Improvement Priorities for Session 2015-2016**

|----------------------------------|-----------------------------|--------------------------------|---------------------------------|
| **1. To Shape the Curriculum**   | Implement RME and Religious Observance guidance, including chaplaincy approach. | John Hattie - Visible Learning  
Develop use of iPads to enhance Learning and Teaching, (focus on Reading and Numeracy and Maths)  
Organisation of groups (Numeracy and Maths) | Totality of the Curriculum – The 4 Contexts  
Long term planning and tracking of BGE Curricular Pathways  
1+2 Languages  
Art and Design |
| **2. Learning and Teaching**     | John Hattie - Visible Learning  
Develop use of iPads to enhance Learning and Teaching, (focus on Reading and Numeracy and Maths)  
Organisation of groups (Numeracy and Maths) | Visible Learning  
Continue focus on feedback  
Language of learning; learning powers/dispositions, growth mindset, Cognitive Abilities Profile |
| **3. Literacy, Numeracy and Health and Wellbeing** | Implement the Accelerated Reader Programme Primary 4-7  
Big Bedtime Read as part of EYC TOC. | Development of Phonological Awareness (P1-3)  
Focus on reading strategies | Numeracy and Maths  
Stages of Early Arithmetical Learning (SEAL)  
SEAL and Midlothian Understanding Maths (MUMP) Planning Frameworks  
Balance and expectations |
| **4. Assessment, Recognising and Reporting Achievement** | Learning/observations within the 600 hours (Nursery)  
Assessment and Moderation of Reading, Numeracy and Maths | JASS (Provision)  
John Muir Award (Primary 6&7)  
Personal achievements within Climate for Learning |
| **5. Skills for Learning, Life and Work** | Science to support the delivery of the Experiences and Outcomes. | Recognising and celebrating achievement – 4 Capacities | Recognising and celebrating achievement – 4 Capacities |
Strategies/approaches at Early Level (Nursery) to develop learners Speech, Language and Communication. ‘Playbox’ to support engagement and communication of children with autism. | Phonological intervention programmes/strategies  
Number counts Assessments  
Use of iPad functions and apps | Developing understanding of dyslexia |
| **7. Wider Development of CfE**  | Learners’ Focus Groups to enhance pupil voice and participation in areas of school improvement - Progress towards accreditation – Rights Respecting Schools. | Outdoor Learning  
Outdoor Learning and Adventurous Activity (Provision) | Totality of the Curriculum – The 4 Contexts  
Global Citizenship |

## Midlothian Key Priorities 2013-2014

- Totality of the Curriculum – The 4 Contexts
- Long term planning and tracking of BGE Curricular Pathways
- 1+2 Languages
- Art and Design
Readers’ Evaluation


It would be very helpful if you could take a little time to answer the questions below. This will help us to judge how useful the information is and decide how it might be improved upon next year.

Thank you in anticipation of your help.

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Please return survey form to: Cuiken Primary School