

Danderhall Primary School Standards and Quality Report 2019-20 Improvement Plan - Year 2020-21



Contents – Standards and Quality Report

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1. Context of the School

Our School Vision, Values and Aims

The current Danderhall Primary School was built in the late 1950's. During the summer of 2019 work began on the building of a new school on site. The new school is part of a community hub comprising leisure facilities, library and café. This is an exciting time for our community as we prepare for the new school opening in October 2020 (this may change due to COVID-19).

In May 2020, Mrs Campbell, Headteacher, commenced her maternity leave. Mrs Mouat, Depute Headteacher, will be Acting Headteacher in her absence and Miss Clarke, Principal Teacher, fills Mrs Mouat's role as Acting Depute Headteacher.

Our school role increased from 286 in August 2019 to 320 in August 2020. Currently we have 13 classes, with the expectation of this increasing further, as the new school will facilitate the provision of up to 21 classes, with 144 ELC spaces within 3 ELC rooms. In 2019-2020 we continued to be a pilot school for the increased entitlement to Early Years education with a capacity of 56 full time places and 20 morning and 20 afternoon places. The ELC was effectively led this session by our Senior CDWs, Miss Duff and Mrs McManus, supported by the Early Years Team and managed by our Senior Leadership Team.

Our pupils, parents, staff and wider community have all been able to influence our new school in terms of facilities, layout, themed learning atriums, design of atrium spaces, colours, fabrics, furniture and outdoor play space. The senior practitioners have enjoyed being included in the plans for the new ELC setting.

The contracted construction company, Heron Brothers, attended Parent Council meetings, assemblies, open evenings and staff meetings to ensure that information regarding the phases of the build were communicated effectively. We worked closely with all those involved in the new build, especially optimising learning opportunities for our pupils through the Construction Resource Manager, Shauna Young. This included opportunities linked to STEAM, construction, Health and Safety and careers. The school received additional funding to support us through the new build and additional opportunities planned for children included additional swimming lessons for classes and additional out of school trips. Contingency plans had to be put in place to enable our children some useful outdoor learning space. We split break times and lunch times to provide adequate space for our learners but due to the weather and the ground conditions alternative arrangements had to be made. Astro turf was laid in the front playground in January 2020. Due to the COVID-19 pandemic the building works stopped on 24th March 2020. This will inevitably have an impact on the timescale of the completion of the works.

In January 2020 we had an authority review of 2.3 (Learning, Teaching and Assessment), 3.1(Ensuring Wellbeing, Equality and Inclusion) and 2.1 (Safeguarding and Child Protection). The findings in the report reflected the self-evaluation of staff. The Parent Council also contributed to our self-evaluation as did the pupils through questionnaire responses and Pupil Council. As a staff we have engaged in more rigorous self-evaluation over session 2019-20, which has highlighted where we are on our journey and identified areas for development. The review provided a platform from which we can move forward with agreed priorities in order continue to improve the service that we provide for our school community. Collectively we have a very good understanding of where our priorities lie. We have vehicles in place for developing Pupil Voice including MAD Assemblies, Pupil Council and the Dalkeith Learning Council. With the ongoing work of the Wider Achievement Learning Team we look to expand the potential for Pupil Voice through learning committees.

Danderhall After School Club operates from within the school and they offer before/after school and holiday childcare. Due to our expanding role, the school and ASC worked together to create a new learning space for the pupils that attend the ASC. Our former nursery space is now used every morning and afternoon to cater for these pupils.

We participated in work led by The Health Improvement Fund. This allowed us to access therapeutic work within the school from Surestart and also created opportunities for staff training in Adverse Childhood Experiences and Play Therapy, led by Linda Cuthbert.

As we continued to develop our Positive Behaviour Policy, we worked closely with the Wellbeing and Inclusion Team and changed the priorities within last year's School Improvement Plan to reflect this. We worked in partnership with pupils, parents and practitioners to improve behaviour throughout the school, focussing on scripted language, logical and natural consequences, with the end goal of creating a supportive and inclusive behaviour blueprint reflecting shared and consistent understanding across the school. This continues to be a priority for development as we move into session 2020-21.

We adapted our Assessment Framework to use our SNSA data more effectively and this will continue to inform our assessment policy. New paperwork and policies were shared and implemented by the Support for Learning Teacher, Mrs Barratt, and the Senior Leadership Team which changed the way we support our learners on Individual Education Programmes and those with Dyslexia. This will continue to inform how we support pupils as we further review our practices in IEPs, Positive Handling Plans, and Co-ordinated Support Plans.

During session 2019-20 we welcomed a number of new staff into our team, including 2 Newly Qualified Teachers, 5 additional new members of teaching staff, 3 Learning Assistants and a number of ELC staff members. We recognise the need to build a strong, cohesive team and support new staff members, ensuring that they are welcomed, well-informed and encouraged to share their ideas and contributions too. Staff absence impacted on our provision of Support for Learning and also on the remit of the DHT and PT, all of whom had to be utilised to cover long term absence.

Our CfE Levels were impacted by the school closure period in term 4. Prior to school closure our predicted levels indicated that we needed to target writing across the school, which we hoped would be supported by the introduction of the Big Writing programme. A programme of targeted support was planned for P4 based on the predicted levels of attainment for that year group. Our standardised testing which would usually take place had to be cancelled. This would usually provide us with a lot of our quantitative data with regards to attainment. This makes it harder than usual to evaluate the impact of our work, and naturally is a source of concern for parents and staff. As a team we recognise the significant impact of COVID-19 and the period of school closure on our school community and we move into session 2020-21 focussed on recovery, recognising and embracing the authority priorities of Resilience and Nurture and our role in supporting the Health and Wellbeing of all stakeholders.

During the period of school closure, as a team we rose to the challenges of distance learning and supporting our vulnerable families. 8 teaching staff, 4 learning assistants and 1 member of SLT supported regularly in the Woodburn Hub providing critical childcare for keyworkers and vulnerable children. 6 keyworker children from Danderhall PS regularly accessed the hub, with a further 10 vulnerable children offered nurture or outdoor learning places on a weekly basis, brought to the hub by minibus and supported by school staff. Feedback from these children and their families was extremely positive, indicating that this was a support at a very challenging time. Throughout this time, we delivered lunches to 38 families within the school (78 children) plus another 15 ELC children. Although we utilised the support of redeployed staff from other departments, our ELC lunches were delivered daily by a team of our own ELC staff, and our school lunches were delivered on Mondays and Fridays by school staff, including our Principal Teacher and a Class Teacher. This helped us to stay connected to our families, offering doorstep welfare checks and important social interactions. A team of 8 staff members conducted a programme of 'Outreach' in the form of walks around the local area for pupils deemed to be requiring additional support. Again, this support was very well received by pupils and parents and staff saw a positive impact on their relationships with pupils as a result.

We monitored engagement in learning through Seesaw and Google Classrooms, with class teachers taking a weekly 'register'. We operated a system of referrals from class teachers to SLT and Support for Learning and held weekly Wellbeing meetings. There were two branches of referral – a Wellbeing concern which resulted in SLT making phone contact with families or in some cases doing doorstep checks, and Support for Learning referrals, which resulted in the provision of paper learning packs, hand delivered by the SfL teacher. This supported those families who were not managing the technology associated with distance learning. At its height, this list of pupils receiving paper learning packs numbered 30 across the school. 27 pupils were supported by the council's Chromebook Loanbank with the provision of a device. Many of these pupils were able to successfully access distance learning opportunities as a result. Our records show that 90% of pupils engaged with distance learning via Seesaw or Google classrooms. Staff reported a significant increase in their own skills in using digital platforms and engaged in CLPL to further their knowledge. Support staff engaged in a wide range of courses and online learning opportunities and spoke positively about the impact of this learning on their practice.

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

Our vision statement – Healthy, Happy Individuals Achieving More Together - was created in 2016 – 2017. It was developed by staff and subject to parent and pupil consultation through MAD Assemblies and parental Open Evenings. The logo was designed by the staff team to reflect the importance of collaboration and teamwork within our school. We worked together with all stakeholders to agree our school values at the same time and created an accompanying statement to explain each of the values in practice. This coincided with our priority to describe a good Danderhall Citizen – both within school and in the wider community. The parent body were very engaged with this concept and shared their ideas and positive citizenship which we then incorporated into our Values statements.

During Session 2015-16 we created our Danderhall Learner Qualities, which are: Reflect, Persevere, Collaborate, Investigate, Think, Be Resourceful and Challenge. These are well known and used by pupils and we continue to work hard each session to ensure that pupils understand the meaning behind these qualities and can recognise them in their own and others' learning.

In session 2018-19 it became clear that the school community was not routinely using the terminology associated with our school values, and we questioned whether they were sufficiently embedded in our school culture. At the same time, the staff team studied the book "When the Adults Change, Everything Changes" and streamlined our 'Golden Rules' into three behaviour principles: Ready Respectful and Safe. We realised that pupils were finding it difficult to differentiate between the Vision, the Values, the Learner Qualities and the Behaviour Principles. They were able to tell us so, and we listened to this feedback and conducted a consultation in March 2019 to identify the qualities held most dear to our stakeholders. Honesty and Kindness were frequently mentioned.

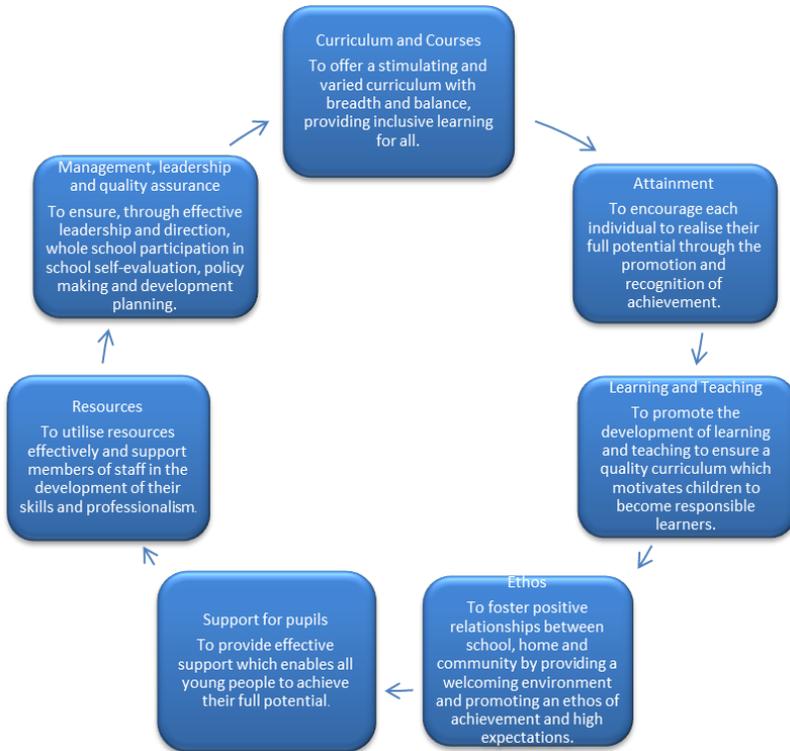
Therefore, in session 2019-20 we simplified our language around this. We continue to maintain our Vision of **Happy, Healthy Individuals Achieving More Together** and as a school we value being **Ready, Respectful and Safe**. With staff and pupils we created statements which explained what each of these words meant within our school context and ensured that **Honesty** and **Kindness** were acknowledged as integral to respect of self and respect of others.

We now feel more confident that our learners know our school Values, and can distinguish these from our Learner Qualities. Values are a way of *being*, whilst Learner Qualities are practical skills which aid us in our learning. By implementing our Values and Learner Qualities on a daily basis, we achieve our Vision.

As we finalise our behaviour blueprint in session 2020-21, supported by the Inclusion and Wellbeing Service, we will review and update our school Aims in line with the Vision and Values of our school and through consultation with all stakeholders.

3. Our vision, values and aims

Aims: to be reviewed in Session 2020-21



5. Review of Progress and Impact in Session 2019/20

Improvement in attainment, particularly literacy and numeracy (Curriculum)

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)

- 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:

a. Maximise opportunities to work with the construction company, enhancing learning opportunities and making connections to the world of work.

Progress: Partially achieved with some strengths

We had good communication with the construction company. All classes were involved in assemblies and class visits from the builders. P1 and ELC started with a topic based around 'The Building Site' and made links to technologies / the world of work. Almost all pupils and all staff were involved in making decisions that impact the new build which made the context real and relevant. All pupils from P5-7 were involved in a STEAM task led by the construction company. The impact this had was to increase engagement in Technology for most pupils and allowed us to foster links with the building company. . More opportunity could have been taken to maximise the learning, making stronger links to the outcomes and experiences. There were regular meetings with the New Build group (featuring representatives from each class) but all pupils were involved at different stages of the process, increasing their participation and awareness of the construction industry. Information boards, visuals, video presentations and plans were shared and incorporated into the learning of some classes. Members of the construction company were interviewed by a class which provided positive learning experiences in Social Studies and Literacy. The Ivor and Honour session led by Heron Brothers further enhanced 'The Building Site' topics in P1 –P3 by providing opportunities for the children to ask questions of the builders in an engaging, age-appropriate context. Pupils in P6 and 7 worked with an artist on the design of a sculpture for the new school, enhancing their knowledge of public art.

Impact: We were unable to fully maximise the opportunities the new build provided. Some of the activities on offer, such as P5-7 STEAM tasks, were not structured to maximise opportunities for *all* learners. Some of our planned activities (Roving Reports) did not happen and this could be embedded as part of class planning in session 20-21.

Next Step: This is a maintenance item – planned class visits to the new build site were cancelled due to school closures. Next session will be an exciting time as we prepare to move into our new building and pupils are likely to be highly motivated by this. Class teachers should plan to optimise opportunities to make learning relevant via the bundled planning approach.

b. Progression pathways for Literacy(Reading), Expressive Arts (Music and Dance), HWB, Technology and Science

Progress: Partially achieved in some areas (with Technologies being a strength)

Progression pathways were finalised for Technologies and disseminated for use throughout the school. We created these to ensure consistent and progressive learning in this area across the school, building on the work of the previous year. The school closure and distance learning opportunities created by the COVID-19 pandemic led to all teachers developing their practice and dedicating CLPL time to use of digital technology to support learning.

Impact: The Technologies Progression Pathway has improved the planning and provision of Technologies at all stages. This is still to be fully evaluated and monitored by the Technology SIP Team, but the majority of staff are more confident in the teaching of technologies and felt supported by the progression. There were some improvements in provision of learning, for example with some classes tackling coding.

Next Steps: This is a maintenance item – progression pathways for all curriculum areas will be developed in line with authority work on curriculum frameworks. In session 2020-21 we will use East Lothian's Framework documents to provide a structure for our RME and Expressive Arts curriculum, areas in which staff have identified a gap in our planning.

c. **Launch the new writing programme – 'Big Writing' – and develop a consistent approach across the school**

Progress: Beginning stages

The Writing SIP Team led an excellent CAT session for teachers, sharing the resources and methodology of Big Writing in a way that was engaging and informative. They inspired the majority of staff to begin to incorporate aspects of Big Writing into their practice, and this was evidenced in classrooms and some class Learning Conversations. In particular, the use of VCOP and the editing and up-levelling of writing could be seen across the school. Primary 1 and 2 classes used 'Talk Homework' to support the development of verbal storytelling, making use of Seesaw to share the context for writing with parents / carers. As a staff we agreed to continue to use the Midlothian writing criteria for assessment, rather than the Scottish Criterion Scale which accompanies Big Writing, as we found the SCS focussed on 'Tools for Writing' rather than 'Creating Texts'

Impact: There has been some good progress in the use of Big Writing methodologies across the school, however this is inconsistent and many teachers are at the initial stages of implementation. Prior to lockdown, predictions for achievement in writing indicated that the majority of children were on track to obtain the appropriate level. This is evidenced further in end of year reports with the majority of pupils 'on track'. We now have a consistent use of the Midlothian Writing Criteria for assessing writing.

Next Steps: This is a maintenance item: We plan to analyse the achievement of P2 and P5 pupils by October 2020. We still lack the consistency of a fully implemented programme which will support progression and raise attainment across the board. We will utilise the experience of staff members more familiar with using the programme to support other teachers through collegiate planning and peer learning visits.

d. **SSERC – allow increased access of meaningful learning opportunities in Science and support teachers to deliver effective learning in this area (ASG priority)**

Progress: Beginning stages, successful in some areas of the school, where there is particular teacher expertise.

Two members of staff worked on the ASG SSERC group to deliver high quality CLPL to staff, at an ASG CAT and through twilight sessions in school. There were good experiences provided in some stages of the school as a direct result of this training.

Impact: There was an increased awareness of Science amongst all staff, but the impact was most strongly felt in the upper school, as Early Level workshops had to be cancelled due to school closures. Where there was an increased focus on Science, pupil feedback was positive. Teachers feel that the activities provided and modelled by their colleagues provide accessible and effective learning experiences – some staff felt they had not yet had time to try these ideas out in practice but are enthusiastic about moving this forward. The majority of staff attended CLPL SSERC meets led by the SIP Team and these were reported to be of high quality. All P7 pupils were engaged in the 'CSI' Task which developed science skills in an engaging, inter-disciplinary context.

Next Steps: This is a maintenance item and needs time to embed. Class Teachers to look at how SSERC experiences align with planning bundles.

Next Steps:

- Develop progressions for Reading, Health and Wellbeing (Emotional and Social) and Expressive Arts, but we plan to benefit from the work being done on curriculum frameworks in the authority. We will make use of the Health Recovery Curriculum as we focus on Health and Wellbeing in the new session. We will evaluate the impact of the recovery curriculum through a staff survey.
- Through the Literacy SIP team, further embed Big Writing. We will use self evaluation to identify areas for development and promote collegiate activity as part of class teacher's CLPL to enable teachers to upskill their practice - this will be led and facilitated by the SIP team / Literacy Coordinators. The impact of this will be collated by the Literacy Team.
- Embed SSERC through SIP Team development through continued involvement in the SSERC programme, and fully evaluate the impact, ensuring all, and not some, teachers – and therefore all learners – are able to benefit from the consistency and quality of learning in Science.
- As the new build reaches its final stages, we will make more use of the opportunities this offers us (dependent on Government advice and restrictions due to COVID-19). In particular the 'Roving Reporters' sharing progress of the new build.
- Our curriculum rationale is still a work in progress, and needs to be developed in consultation with all stakeholders.

5. Review of Progress and Impact in Session 2019/20

Improvement in attainment, particularly literacy and numeracy (Learning, Teaching and Assessment)

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:

CFE Levels

Below are predicted levels of attainment prior to school closures. These were collated during liaison meetings between SLT, SFL and CClass Teachers in January 2020. Not all predicted levels were reported as 'achieved' on the pupil end of year reports or on Seemis. We aim to update the achievement of a level data by October 2020 for our P2 and P5 pupils (session 2020-21).

P1 Predicted as 'On Track,' for achieving Early Level by June 2020:

- Listening and Talking - 83%
- Reading - 83%
- Writing - 76%
- Numeracy - 76%

P4 Predicted as 'On Track' for achieving First Level by June 2020:

- Listening and Talking - 85%
- Reading - 67%
- Writing - 67%
- Numeracy - 62%

P7 Predicted as 'On Track' for achieving Second Level by June 2020:

- Listening and Talking - 100%
- Reading - 83%
- Writing - 85%
- Numeracy - 80%

Most of our standardised testing which would usually take place had to be cancelled. This would usually provide us with a lot of our quantitative data with regards to attainment.

a. **Develop a planning format which included Pupil Voice, develops greater consistency across the school and improves the learning experiences of children by ensuring relevant contexts for learning.**

Progress: Partially achieved, but not consistent

A new approach to planning was introduced in August 2019, with Curriculum for Excellence outcomes organised into 'bundles'. An expectation of involving pupils in their learning from the planning stages was established, with class teachers working with stage partners to plan opportunities for this. Termly plans were monitored throughout Term 1, with teachers receiving feedback and support to further develop these in the following terms.

Impact: Through monitoring we know that the new planning bundles were being used at all stages, allowing for improved progression and coverage of outcomes and experiences, and aiding the handover of information at transition between classes. Almost all classes planned collegiately with a stage partner, building in moderation at the planning stage and supporting new members of staff. Pupil voice was not consistently evident at all stages. Where pupil voice was integral to the planning process, pupils indicated 'how' they would like to learn, with their ideas incorporated into the termly plan. This allowed pupils to feel more involved in their learning and supported the creation of individual learning targets. Many teachers felt more confident with planning, and saw a marked improvement in pupils taking ownership of learning and setting meaningful learning targets. It is essential that this becomes more consistent across the school.

Next Steps: This is a maintenance item. Planning bundles need continued monitoring and moderation. In staff consultation, some teachers felt that this format did not allow them to create more lengthy, engaging topics and found the format restrictive. This reflects the change in focus of our curriculum, with planning beginning with the bundled Experiences and Outcomes rather than starting with a 'topic'.

b. **Improved tracking and assessment approaches (analysis of attainment over time, Class Profiles, Quadrants to measure progress and attainment)**

Progress: Partially achieved with some strengths

Class teachers used provided data / information to create a comprehensive Class Profile for their pupils. The profile allows class teachers to identify which pupils in their class are in receipt of Free School Meals (and therefore generating PEF) and analyse the SIMD data across the class. They also identify supports for individuals and groups of pupils and match SIMD data to attainment within CfE Levels.

James Nottingham's Quadrants were introduced to staff as a useful tool to support tracking of progress over time.

Impact: This year, the creation of the class profiles provided a structure which will help us to improve our use of data to target support across the school, allowing for more focussed SLT and SFL meetings and attainment liaisons. For the first time all teachers were highly involved in the analysis of this data and having conversations about the attainment gap in their class. In some classes, there was a direct link to future planning, with the profiles and attainment quadrants feeding directly into subsequent plans, for example support groups in Literacy in the early years. Teachers noted greater discussion, awareness and analysis, with supported decision making during Liaisons with SLT. This is an area of strength to build on next session.

Next Steps: This is a maintenance item. There is scope to further develop the use of the quadrants and profiles in the upper school, linking to data-rich programmes such as Accelerated Reader. The absence of standardised data due to the COVID-10 period will be a challenge, with other forms of ongoing assessment used in conjunction with the quadrants to track progress. With a number of new staff joining Danderhall in Session 2020-21, the use of Quadrants will need revisited to ensure consistency.

c. **Ensure a self-evaluation and monitoring calendar which reflects moderation, tracking, assessment, classroom environment and Learning Conversations.**

Progress: Beginning stages

We introduced a robust Quality Assurance Calendar across the school year, to improve monitoring processes and support self-evaluation. Some items were led by SLT and others in conjunction with SIP Teams / individual teachers.

Impact: Where teachers were involved in the monitoring process – e.g. the classroom environment walk-throughs – there were identifiable benefits, such as greater engagement and involvement of staff, but this was very challenging due to the impact of staffing issues. Staff noted that there was increased opportunity for self-evaluation and that we are moving in the right direction in this respect, however there were not yet sufficient opportunities for teachers to engage in shared classroom experiences such as peer visits. Teachers noted that they would feel supported by being made more aware of expectations for monitoring – e.g. clear success criteria. Seesaw monitoring led to the creation of ‘Seesaw Success Criteria’ which sets out the minimum expectations for the use of this online platform. Following the school closure period, this should be reviewed and the increased use and benefits of Seesaw recognised and built upon. The COVID period interfered with the completion of the Quality Assurance Calendar, and next steps should reflect this.

Next Steps: This is a maintenance item. The quality assurance calendar will continue to be agreed with staff at the start of the year.

d. **Raise attainment and increase consistency through regular moderation opportunities in Reading, Writing, Listening and Talking, Numeracy, Health and Wellbeing**

Progress: Partially achieved but not consistent

Formal moderation sessions took place for Numeracy and Listening and Talking, and representative staff members attended ASG Moderations sessions on Numeracy, Listening and Talking and Writing. Some of these activities were curtailed by the school closure period as we were unable to revisit our Listening and Talking moderation plans.

Impact: Some very positive work in moderation occurred through increased collegiate working at the initial stages of planning, with P1 and P2 working closely this session. There is scope for this to be increased. Teachers noted improved confidence in planning and assessment as a result of professional dialogue opportunities, but it is difficult to identify any correlation with attainment this session, as aforementioned.

Next Steps: Next session, we need to prioritise links across Early Level and ensuring the ‘closing’ of the moderation cycle – making sure that next steps are identified, acted on and reviewed.

e. **Audit the position of the school in relation to ASG quality learning and teaching plan**

Progress: Not achieved – but authority review provided a detailed evaluation of 2.3 Teaching and Learning.

Impact: The SIP priorities changed to reflect the need for consistency in improving behaviour across the school. Therefore, we made little progress with reviewing our Learning and Teaching Policy and this needs to be a priority next year.

Next Steps: The review feedback based on 2.3 gives us clear next steps to support with this. In particular, we need to review our use of formative assessment and the principles of Visible Learning, and evidence challenge and engagement through a programme of class and peer visits, linked to relevant research.

L&T SIP Team / SLT to support staff in developing their understanding and application of high quality questions / ‘Think Time’ / ‘Think-Pair-Share’ to support and extend learning. Class teachers will revisit work on Blooms Taxonomy and this will form part of the monitoring process through shared classroom visits (SLT / SIP Team). Through consultation with staff we will create a progression of skills which will enable teachers to build on strategies as children move through the school.

Differentiation will also be a main focus. This will result in increased motivation and engagement, with improvement in the pace of lessons and more children being challenged appropriately. We will evidence this through focus groups and class visits.

Next Steps:

- Continue to use the planning bundles, and build in time for evaluation of these through staff meeting. CAT session planned for August to share planning formation with new staff / re-visit with existing staff. Ensure all staff plan collegiately and not in isolation - time has been allocated for this via our annual calendar

- Continue to build on the success of the Class Profiles, using quadrants to evaluate progress and to target support accordingly. Tracking, Assessment and Reporting SIP Team to lead staff meeting / CAT on the use of quadrants to track progress. APT to lead on AR and the effective use of data to track attainment over time using STAR Reader reports.
- Reflect on the gaps in last year's Quality Assurance Calendar and create this year's calendar to reflect this – prioritising the 2.3 review feedback linked to our new Learning and Teaching policy.
- Ensure that moderation opportunities are revisited, with impact discussed and progress reviewed. Prioritise moderation of Health and Wellbeing, as this has not yet happened.
- Create a SIP Team focussing on reflecting upon the 2.3 review feedback, updating and reviewing our Learning and Teaching policy

5. Review of Progress and Impact in Session 2019/20

Improvement in Health and Wellbeing linked to Whole School Behaviour Policy

NIF and Midlothian Priority (*highlight as applicable*)

1. Improvement in attainment, particularly literacy and numeracy
2. Closing the attainment gap between most and least disadvantaged children
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4. Improvement in employability skills and sustained, positive school leaver destinations for all young people

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

- School Leadership
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- Assessment of Children's Progress
- Performance Information
- Parental Engagement
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- 1.1 Self-evaluation for self-improvement
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- 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:

- a. **Develop greater consistency in managing behaviour through reviewing the behaviour policy, engaging in research and developing our use of restorative practice.**

Progress: Partial progress

We have been in the process of updating our school behaviour policy since August 2018. All staff agreed that the previous policy (not updated since 2011) was outdated and in need of improvement. Staff were keen to get on board with a restorative practice model of behaviour management. During session 2018 – 2019 all staff were encouraged to engage with the book *When the Adults Change, Everything Changes* – Paul Dix. This shaped our thinking and the creation of a draft policy. In January 2019, we introduced a behaviour system to support teachers to manage behaviour in their classes. During session 2019 – 2020, managing the behaviour of a few pupils continued to have a significant impact on the running of the school and on staff morale. We know this through staff meeting feedback and staff / pupil surveys. This was more of an issue in the upper school as reflected in MAD Assembly feedback where 37% of P4-7 children reported feeling safe in school. Pupils reported that this was due to the unsafe behaviour of a few pupils in the upper school. In P1-3, this was 83%. Recognising the need to develop staff-pupil relationships and have a more consistent approach, we sought the support of The Wellbeing and Inclusion Team. We linked our priorities to the HIF work we were already engaged in, seeking support from Keith Millar and Linda Cuthbert to shape our next steps. This became a significant area for improvement, leading to us re-prioritising the existing SIP and allocating additional CAT sessions and staff meetings to work on scripted language, and logical and natural consequences.

Impact: There continues to be a lack of consistency across the school. The majority of staff perceive that attainment is adversely affected by behaviour.

They acknowledge the significant work being done on Restorative Practice, noting that this has had a positive impact on some pupils, but reflect that there is still a long way to go in ensuring consistency. Some teachers find our current system too restrictive and feel it doesn't work for some pupils, especially those for whom behaviour is a real challenge. There is a perception of a lack of 'justice' based on lack of consequences for serious misbehaviour and a significant level of frustration amongst staff regarding this issue.

Next Steps: Update school behaviour policy to reflect the work being carried out.

Next Steps:

As we move into a period of recovery and reconnection, positive relationships and fostering wellbeing have never been more important. It is vital that next year's SIP reflects this. We need a restorative, supportive and fair behaviour policy with high expectations of all learners and individualised support to ensure inclusion for all. This must reflect the views of all stakeholders and be consistently applied across the school community.

6. Successes and Achievements in Session 2019-20

New Build Involvement

Communication between school and Heron Bros has been timely and productive. Meetings have taken place to rectify any problems that have emerged and problem solving approaches have been implemented to cater for the needs for our school. Our pupil led Community Committee has worked very hard to disseminate information throughout the school to ensure that the pupil body have an input into decisions made about the new school. All staff have been highly involved in the decision making process and together we have made decisions on the furniture, colours schemes, atrium designs. Our P6 and P7 pupils are working with a partnership artist to design a feature for the entrance of the school.



First Minister's Visit

On 9th January we had the pleasure of welcoming Mr. John Swinney to our school for our Topping Out Ceremony. He was met by our Mary Smith our Director of Education, Communities and Economy and our Chief Executive Dr Grace Vickers. They were joined by many other members of our Midlothian team including Nicola McDowell, our School Group Manager, local councilors, community members and church representatives and our construction workers from Heron Bros. Our pupil voice teams (Pupil Council/Community Committee/Landscaping group) worked together to organize the visit to show Mr. Swinney the plans for our new build. Each group spoke confidently about their involvement in the project and were able to answer any questions. We took Mr. Swinney on the journey that we have experienced so far.



Partnership Working

Contents – School Improvement Plan

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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 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</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 working with schools and employers</p> <p>b) Offer 60 places to vulnerable young people and adults under the Scottish Government funded 'No one left behind' programme</p> <p>c) Deliver the merged PAVE/PAVE2 programme supporting care experienced and other vulnerable young people in transition from schools to post school living</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>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>least deprived children, including care-experienced children.</p>			<p>4.3 STEM</p> <p>a) Continue 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 schools, in partnership with stakeholders in order to provide pathways for learners that best support the realisation of young peoples' future aspirations.</p>	
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2. Priority Summary and High Level Strategic Targets

NIF Priority	Links to HGIOS4?	Key Actions	Lead Person Timescale Links to WTA	Expected measurable outcomes for learners
Priority 1: Attainment and Achievement	1.2 Leadership of learning 2.3 Learning, teaching and assessment 3.2 Raising attainment and achievement/ Securing children's progress	Improvements in Learning and Teaching in response to review feedback 2.3 (January 2020) 1: Improve learning and teaching of writing across the school in the following ways: <ul style="list-style-type: none"> ● Use of a consistent writing programme. ● Ensure writing lessons are motivating and engaging. ● Learning Intentions and Success Criteria support learners to understand the purpose of learning. ● Ensure clear differentiation approaches to meet learners' needs. ● Provide learners with high quality feedback. 2: Develop a shared understanding of achievement of a level in writing through moderation. 3: Evidence progress in writing through the use of quadrants.		1.1 Improve attainment within the broad general education stages, by focusing on: <ul style="list-style-type: none"> a) Improvements in planning, tracking and assessment and curriculum design and progression. b) Innovative pedagogical approaches and enhanced use of digital technology to support learning. c) Pedagogy, play and progression across Early Level. <ul style="list-style-type: none"> ● Increased attainment in writing at all stages (aiming for an increase of 10% across all year groups on baseline predicted levels) ● Improved feedback in writing evident in all class observations and monitoring of pupil work ● Improved Differentiation evident in all class observations and monitoring of pupil work ● Learning Intentions and Success Criteria are evident in all writing lessons ● Pupils are engaged and motivated - evidenced through pupil feedback
Priority 2: Included, Engaged and Involved:	1.3 Leadership of change 1.5 Management of resources to promote equity	1: Use the Health and Wellbeing Recovery Curriculum, Nurture Reflection Toolkit and Resilience Tools from Midlothian Council to focus on Emotional Wellbeing on our return to school.	-	2.1 Develop a Nurturing School within a Nurturing Authority 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>Wellbeing and Equity</p>	<p>2.6 Transitions 3.1 Ensuring wellbeing, equality and inclusion</p> <p>1.1 Self-evaluation for self-improvement 1.4 Leadership and management of staff 1.5 Management of resources to promote equity</p>	<p>2: Review and agree a fair and equitable Behaviour Blueprint which aligns with other key policies and meets the needs of all learners, including those with Additional Support Needs. The Blueprint will ensure that more consistent, positive approaches towards pupil behavior are used by all staff, which align with our school vision and values and are equitable for all.</p> <p>3: Continue to develop our school culture and reduce instances of bullying, working alongside Human Utopia to complete the Heroes Programme</p> <ul style="list-style-type: none"> ● If Covid-19 restrictions allow, this is planned to take place January 2021. ● In the event of continued restrictions, this will be postponed and form part of the 21-22 action plan <p>4: Class profiles will be expanded to include a section which analyses behaviour. This will allow us to</p> <ul style="list-style-type: none"> ● identify the impact of behaviour within / outwith the classroom ● analyse any correlation between behaviour and additional support needs ● identify if there are instances where additional support needs are not being met, resulting in a deterioration of behaviour ● plan specific interventions for those pupils whose behaviour is identified as impacting on their learning 	<p>2.4 Implement a range of mental health and wellbeing strategies for children, young people and staff.</p> <ul style="list-style-type: none"> ● The whole school will engage in a 3 week Health and Wellbeing, Recovery focus on the return to school. This will be evidenced through class planning in all classes. Staff will be canvassed regarding the impact of this. ● The Behaviour Blueprint will align with other key policies. ● The number of staff members who feel confident in managing pupil behaviour will increase. All staff will be aware of the approaches outlined in the Behaviour Blueprint and be able to access support if required - staff views gathered regularly. ● Pupils will receive consistent, supportive messages which ensure they feel welcomed, supported, included and listened to – measurable through pupil and parent Feedback. ● Through monitoring of the behaviour needs section of the class profile, we will see a decrease in the impact of behaviour recorded in almost all classes. ● Improvements in behaviour will be evidenced for all pupils with additional support needs, whose behaviour is identified as impacting on their learning ● Pupil survey data will show an increase in the number of pupils in P4-7 who feel safe in school compared to the 2019-20 return
		<p>Maintenance/Ongoing issues arising from last year's School Improvement Plan</p> <ul style="list-style-type: none"> - Continue to use the new planning bundles and evaluate – all staff, evaluate May 2021 	

		<ul style="list-style-type: none">- Continue to review processes for supporting pupils with Additional Support Needs including paperwork such as Dyslexia toolkit, CSPs, Positive Handling Plans and IEPs (SLT and SFL Teacher, Michelle Barratt).- Continue to develop use of Seesaw as a reporting tool and to support learning – training of new staff, building on skills developed during period of school closure- Continue to engage in the New Build process preparing for our new school	
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