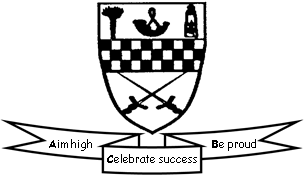
**Mauricewood Primary School**

Standards and Quality Report 2022-23

Improvement Plan 2023-24

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Section 1: Our context

### a) School/setting information

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### School/setting name: Mauricewood PS

School/setting location: Penicuik

Associated School Group: Beeslack

School/setting roll: 372 School + 54 ELC (with capacity to increase)

Overall school attendance to May 2023: 94.27%

Service pupils (Armed Forces Families): 21% at June 2023

Mauricewood Primary School is a non-denominational, co-educational school serving the north-western quadrant of Penicuik, built in the 1970s. We have 14 primary classes and an Early Learning & Childcare Setting. We are the catchment school for the main army housing estate for families from ‘2 Scots’ based at Glencorse Barracks, part of the Edinburgh Garrison. Our school roll and percentage of Armed Forces children fluctuate year-on-year and we have increased mobility of learners as a result with less consistent cohorts of children moving through the school.

Our senior leadership structure consists of a Head teacher, 2 Deputes and a Principal teacher. For the coming session, we will have 1 Support for Learning Teacher for the school, and currently have 1 Senior EYP in our Early Learning and Childcare Setting

We work closely with our associated schools, Roslin Primary School, Bilston Primary and Beeslack Community High School. The majority of our pupils attend Beeslack for S1, and a minority of our learners attend Penicuik High School.

## b) School vision, values and aims

## Our Vision

## At Mauricewood Primary our school vision is ‘Aim High, Be Proud and Celebrate Success’. This expresses our commitment to every child achieving the best possible outcomes. We aim to foster positive attitudes towards learning, and towards others within our school, local and global community

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Our Values

During the coming session, we will be reviewing our school values with all stakeholders. Through our Curriculum review, key values came out of the consultation with parents, pupils and staff, which have given us a starting point. The key values emerging are: Resilience, Inclusion, Creativity, Confidence, Compassion, Responsibility, Nurture, Kindness, and Independence. We will now narrow these down and choose 3 core values that exemplify the attributes we want for our learners at Mauricewood.

Our School Aims

We aim, within a stimulating learning environment, to:

* Provide a secure foundation of Literacy, Numeracy and Health and Wellbeing within Curriculum for Excellence
* Develop effective assessment procedures and encourage pupils to attain highest levels of achievement
* Deliver via a range of appropriate teaching and learning approaches learning of the highest quality across the curriculum
* Develop learners as leaders of their own learning
* Foster self-esteem and positive attitudes towards others and the environment
* Recognise the importance of equity and take action to ensure all children can achieve success
* Ensure all our pupils develop skills for learning, life and work by developing a creative curriculum and partnerships within and beyond our community
* Create a safe and welcoming school where every individual is valued as a person in their own right
* Set high standards of work and behaviour
* Build upon the existing good relationships to achieve a genuine partnership between home and school



Our school behaviour principles

* Be respectful
* Be safe
* Be ready to Learn

Our Nurture Wordle captures what nurture means to all stakeholders at Mauricewood. It was co-created in session 2022-23 with parents, pupils and staff.

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## c) Consultation & communication

This year, we have consulted in the following ways.

With learners:

* focus groups to discuss challenge and engagement in learning as part of quality assurance
* Learning Council consultation on quality learning and teaching and co-planning of Visit 2
* ASG Learning Council discussing Learning Environments across the ASG schools and creating success criteria for a good learner
* Curriculum Rationale - aspirational statement - “What do we want for our young people?”, and “What skills will we need to develop for the future?”
* Anti-bullying questionnaire
* Digital Charter

With parents, carers & families:

* Curriculum Rationale - aspirational statement - “What do we want for our young people?”, and “What skills will we need to develop for the future?” This was broken down into aspirations, knowledge, skills and attributes.
* Parental engagement focus group sharing views as part of Visit 2.
* Padlet consultation on Seesaw as an online Learning Journal
* Anti-bullying questionnaire

With staff

* Curriculum Rationale - aspirational statement - “What do we want for our young people?”, and “What skills will we need to develop for the future?” This was broken down into aspirations, knowledge, skills and attributes.
* What makes Mauricewood unique, what knowledge do we have about our context and what further knowledge do we need to fully understand our context.
* 2.3 Learning Teaching and Assessment self-evaluation and next steps
* Evaluation of planning and feedback on planning processes and formats
* SQIP feedback - key successes, evaluation and identification of next steps

With others:

* Regular consultation with Educational Psychology Service feeding into individual pupil plans, supporting strategic planning and problem solving with SLT, meeting with staff to offer support and advice for supporting learners with SEBN.
* Joint project with IWBS and EPS supporting a class teacher and SLT to create whole class intervention aimed at improving relationships.
* Consultation with ASD Outreach teacher - feeding into a small number of children’s plans.
* Consultation with School Nurse supporting parental concerns around anxiety-based non-school attendance.
* Local community police officers supported the school to deliver key messages about anti-social behaviour at P6 & P7.

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# Section 2: Standards & quality report 2022-23

This year we worked on the following improvements:

* Improve digital inclusion & learning in all classrooms
* Improved progression across Early Level by embedding play pedagogy and targeted interventions
* Raising Attainment in Literacy and Numeracy through improved pace and challenge, robust moderation and tracking
* Improved wellbeing and equity through readiness to learn, building on emotional regulation and social communication skills
* Developing our Curriculum Rationale

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| **Improvement outcome we were trying to reach** | **What happened?** | **Impact on the improvement outcome.** | **What next?** |
| Curriculum:   * Improved progression across Early Level by embedding play pedagogy and targeted interventions. * Development of Mauricewood Curriculum Rationale. | | | |
| Literacy, Numeracy and HWB progression pathways in use across Early Level to improve planning, tracking and progression across the level.  Implementation of Up, Up and Away across Early Level.  Evidence of intentional and responsive planning. Play pedagogy embedded in P1 planning approaches.  All stakeholders contribute to the rationale, design and development of the curriculum. All stakeholders understand what Mauricewood is seeking to achieve through its curriculum and all stakeholders are able to talk about the unique features of our school community which inform the design of the curriculum. | We agreed a system for recording progress within the pathways which will be used consistently by all practitioners. Progression pathways were used to inform teachers’ planning and the development of play contexts across P1.  All ELC staff, and 4 Early Level teachers were trained in Up, Up & Away.  ELC & P1 staff worked collegiately across Early Level to share approaches and planning processes. Staff created planning expectations and guidance which will be ready to implement in August 2023.  All stakeholders were consulted. SLT collated feedback and teaching staff combined staff and parental feedback to create an aspirational statement which will underpin the design of our curriculum.  Almost all staff contributed their ideas about what makes our school unique and identified key questions that would help them to understand our context better. | 100% of pupils coming from Mauricewood ELC now have a progression pathway for Literacy, Numeracy and HWB which more clearly shows their progress within the level.  For 17 ELC learners (approx. 30%) identified as requiring additional support, based on observations and pathways, with literacy and communication skills, Up Up & Away toolkits and observation schedules helped to inform targeted interventions. P4 P1 pupils were included in these interventions. Almost all of the identified learners have made progress towards their Literacy & HWB targets.  Almost all ELC pupils have appropriate and relevant learning priorities set.  Planned, high quality play was observed in all P1 classes through SLT class visits. There is evidence of responsive and pupil-led planning in all Early Level classes.  The shared area reflects the needs and interests of the learners and is refreshed and evaluated regularly. All learners have access to high quality resources and most can lead their learning effectively through play.  Aspirational statement created which clearly states what we want for our young people and begins to articulate how we will develop this through the provision of our curriculum. 100% of learners had the opportunity to contribute to this, and all families were consulted. | As we continue with this, the 3 year progression within Early Level will be clearer for all learners and we will be able to more effectively track Early Level attainment.  Ensure robust tracking of Early Level with timely interventions to support achievement of the level. Track these learners as they move through the level, to see future impact of interventions on attainment.  Build on our provision of high-quality play at P1 & P2 and ensure that planning for play captures and completes the cycle, showing clearly where the learning has evolved from, assessment based on observation, and next steps feeding into a new planning block.  Roll our play pedagogy at First Level.  Create a ‘rooted in pedagogy’ wall which clearly reflects the staples of quality learning and teaching at Mauricewood.  Embed the curriculum frameworks for Literacy and Numeracy (Midlothian progressions). Begin to implement the frameworks in all other areas of the curriculum.  All learners will have opportunities to learn outdoors.  Develop learner voice in planning through IDL across the school from P1 - 7. |
| **Improve digital inclusion & digital literacy in all classrooms** | | | |
| Digital Charter to be created with pupils and staff.  Learners share their learning through a Seesaw Learning Journal with consistent expectations set across all classes.  Staff training to further develop skills in embedding digital technologies as a tool for delivering high quality learning and teaching.  All pupils will experience progressive learning in Coding, with increased staff confidence.  All pupils become more confident in using features of digital devices to enhance their learning making use of training opportunities offered by the Digital Technologist. | Digital charter was co-created with pupils and shared across the school with pupils, staff and parents. This is now displayed and in use in 100% of classes.  100% of learners participated in the Internet Legends programme of work as part of a whole school focus.  Consistent expectations were agreed and Seesaw use was monitored across the school to ensure equity of experience. All pupils have a Seesaw account.  We monitored ELC Seesaw profiles and practitioners engaged in paired self-evaluation, setting specific next steps.  ELC are using Seesaw effectively to share targets, assess and as a feedback tool as well as to share with parents.  Staff engagement with RTC courses.  The majority of teachers at second-level were trained in microbit with follow up lessons for pupils.  Our STEM coordinator worked with the authority & STEM lead to plan sessions using Sphero-Indi’s.  4 teachers began to create a coding progression through block meetings.  Digital technologist has consulted with class teachers to find out what support was required. Support has been tailored to need. | There is a better shared understanding of safe, respectful and purposeful use of devices. Almost all pupils adhere to this charter and are able to discuss how to keep safe online. Most pupils put this into practice.  Almost all learners have positive parental engagement with their online learning journal and 100% of parents who contributed to our Seesaw engagement survey spoke positively about the impact of Seesaw in terms of increased parental engagement. 100% of learners in ELC have learning priorities and progress towards these evidenced on Seesaw.All ELC - P2 staff have achieved Apple Teacher. Seesaw posts evidence use of Apple tools  The majority of Learning Assistants engaged with Digital training provided by the local authority and most felt more confident about supporting learners with Literacy skills particularly.  During Visit 2, purposeful use of digital technology to support and extend learning was observed in almost all classes visited. SLT class visits also evidenced learners in the majority of classes using digital tools to demonstrate and share their learning in a variety of ways.  A minority of classes at First level improved their coding skills using Spheros.  A minority of classes learned to upload work onto seesaw, how to use the digital toolbar and how to use IMovie as part of their literacy work. | Digital Charter to be refreshed in Session 23/24 and displayed in all classrooms.  Consultation with staff - Seesaw to play a greater role in our assessment and reporting processes.  Continue to signpost staff to training via the Professional Learning Academy and offer in-house training and support as required.  Finalise Coding progression for all Levels.  Consider setting up a coding club as one of our extra-curricular activities.  Offer sessions with Digital Technologist throughout the session for all classes so that digital devices are being used to enhance learning. Ensure new primary 1 children have sessions to learn how to upload work onto Seesaw. |
| Improve wellbeing and equity through readiness to learn, building on emotional regulation and social communication skills | | | |
| All identified ‘Amber’ learners in ELC improve their emotional regulation and social communication skills (as evidenced by baseline and endpoint observations). Expand these interventions to include identified P1 learners, and support school staff to deliver social communication and nurture sessions.  Embed the Zones of Regulation as a social and emotional learning framework across the school. Provide specific input for those learners who require additional support.  Review our Mauricewood values with all stakeholders as part of our Curriculum Rationale | 30% of ELC learners participated in small group interventions in addition to the universal provision within the ELC setting. Practitioners used Up, Up and Away observation toolkits to establish baseline and endpoint evidence for individuals and delivered well-planned small group interventions for those learners where a gap was identified in Listening & Talking and / or HWB (linked to priority above). This was rolled out to include a minority of P1 pupils, with these pupils being identified through observation and in tracking meetings with teachers. A football group was introduced to develop Listening and Talking skills.  All classes focussed on Zones of Regulation during a whole school 3 week Health and Wellbeing plan.  A Support for Learning teacher focussed on emotional, social and mental health delivering small group work, individual sessions and drop-ins focussed on managing anxiety, thoughts and feelings.  Parents, pupils and staff were consulted about what they value in terms of knowledge, skills and attributes. From this, values were identified for further consultation. | Social Communication: the majority of identified learners made progress with listening and talking skills.  Nurture Group and Nature Play Nurture Group: All identified learners made progress in recognising and describing their emotions.  Football Group: Most identified learners made progress with Listening and Talking skills including confidence in speaking in unfamiliar situations, and listening for information  All classrooms have a visual display to encourage most learners to express their feelings in relation to the 4 zones. Almost all staff use a consistent language of support when engaging with individuals to self-regulate. A few learners have individual toolkits (Zone lanyards or similar) which help them to communicate their feelings and in most cases these were co-created with the children.  We have a draft set of values which will support us to deliver our School Vision. All learners and parents have had the opportunity to engage in consultation and contribute their views. | Track the progress of these children throughout P1 and identify if these interventions impact on achievement of Early Level.  Build on this common approach throughout the whole school using the Zones of Regulation and Colour Monster, supported by other HWB programmes.  Identify individuals requiring additional support with social skills and emotional regulation.  Use the Circle document to ensure all learners have access to an inclusive, nurturing learning environment that supports their learning, and to inform child’s plans for the minority of individuals requiring more support.  Confirm the 3 Values we will take forward as part of our Curriculum Rationale  Embed Rights=based approaches in all improvement priorities next session. |
| Raise Attainment in Literacy and Numeracy through improved pace and challenge, robust moderation and tracking | | | |
| Achieve Stretch Aims:    Increased number of children achieving First Level in P3, and Second Level in P6.  All learners are challenged. | We tracked attainment for all classes at key points throughout the year. We monitored support in place for ‘Amber’ learners and challenge opportunities for ‘Green’ learners.  Adapted tracking formats were used and all teachers identified learners capable of exceeding a level. Teachers made predictions for when these learners would achieve and identified strategies in place to challenge them.  The Education Recovery Team supported moderation of First Level (P4) during the summer term to validate our judgments of achievement of First Level. | In Numeracy we met or exceeded our Stretch Aims at P1 and P7 (P1 - 88%, P7 - 83%).  In Listening and Talking we met or exceeded our Stretch Aims at P1 and P7 (P1 - 89.7%, P7 - 91.8%)  In Reading, we met or exceeded our Stretch Aims at P1 and P7 (P1 - 82.8%, P7 - 91.8%)  In Writing, we met or exceeded our stretch aims at P7 (82%).  We did not meet our stretch aims at P4 in Literacy and Numeracy, and we did not meet stretch aims for P1 writing. We have clear plans to close these gaps. | Create a class profile which builds across the year and keeps track of changes in attainment picture. All interventions make use of targeted support plans.  Targeted support for P5 between August and October to tackle the attainment gap at this stage (SFL, LA & SLT support). Try to meet the expected levels of attainment for these learners by October 2023.  Involve ELC staff better in Early Level tracking meetings to support earlier identification of ‘amber’ learners with targeted Literacy / Numeracy interventions in P1. |

PEF IMPACTS

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| **Gap** | **Intervention** | **Evaluation** | **Impact** |
| Concerns around attendance - below national and local average. Minority of children experiencing anxiety-based non-school attendance (growing number across the school year)  We combined PEF and MOD funding to support equity across the school.  At the start of the year the attainment gap between forces and non-forces children was established.   * 3% gap in reading * 12% gap in writing * 4% gap in listening and talking * 10% gap in numeracy   A small number of our children are entitled to free school meals. The poverty-related attainment gap at the start of the year was:   * 47% gap in reading * 39% gap in writing * 50% in listening and talking * 44% in numeracy   We identified children who it was felt would benefit from targeted support to develop life skills.  18 children have been identified as finding the transition from home to school difficult and are not ready to learn at the start of the day. This is for a variety of reasons, depending on the individual, including:   * lack of breakfast * chaotic morning routines * Additional support needs adding pressure to morning routines * school-based anxiety | The appointment of a Home-school Practitioner working alongside SLT has allowed for a more robust system of monitoring attendance across the school. We are at the early stages of improving attendance.  Additional Learning Assistant hours supported targeted interventions in order to close the equity related attainment gap. The children in these groups were identified as being amber on our attainment trackers. Other children identified as amber were included in these groups. Targeted support plans ensured measurable progress outcomes for these children.  Life skills sessions were planned to teach managing a budget, preparing healthy snacks and sewing.  The Early Bird Club was run all year by 2 Learning Assistants and the PT has overall responsibility for it. Spaces were offered, monitored for suitability and reviewed. The club offered:   * breakfast * nurturing adults * safe, supportive environment * social experiences with other children in a small-group environment * a better start to the school day | Attendance snapshot March 2023 - 94.3%. This is similar to last uplifted data. Attendance for individuals was more closely scrutinised with trends and patterns identified.  The families of 38 children were supported by the Home-school Practitioner between January and June. This support included:   * food referrals * provision of uniform and other donated clothing items * barriers to attendance * soft start and support for anxiety-based non-school attendance * Signposting and referring to third sector agencies * Sleep Scotland sessions for parents and children   84% of all targeted learners made progress compared to baseline assessment data.  We closed the attainment gap for Armed Forces children by 4% in Writing, 3% in Listening and Talking and 1% in Numeracy.  We closed the poverty-related attainment gap by 12% in reading, 30% in Listening/ Talking and 5% in Numeracy. It is worth noting that due to small numbers the percentages may be less significant than individuals’ progress. The gap for writing increased slightly.  Due to staff absence, 2 children benefited from these sessions. A Confidence Wheel was used to establish a baseline  Children who attend Early Bird Club and their parents and teachers answered a short survey. Almost all children reported that attending Early Bird Club had a positive impact on their school day. Almost all parents of attending children reported that Early Bird Cub had a positive impact on transition from home to school. Most teachers of attending children reported that it made a positive difference to the child’s readiness to learn | Improve pathways for support through regular school wellbeing meetings, and referral systems for staff to flag children they are concerned about.  Continue to develop the attendance monitoring processes set up this year, with measurable outcomes for individuals identified.  For these children, the impact has been varied and significant, including:   * reducing the impact of poverty * supporting parenting of pupils with ASN * supporting children to attend school and overcome anxiety * accessing wider supports aimed at improving family life and routines * improved sleep hygiene leading to increased readiness to learn   Forces learners :   * Writing -number of children on track increased from 57% to 64% * Listening and Talking - the percentage of children on track increased from 77% to 81%   The poverty-related attainment gap   * Reading attainment - percentage of children on track increased from 22% to 40% * Listening and Talking - the percentage of children on track increased from 39% to 60% * Numeracy attainment gap- the number of children on track increased from 22% to 30% * the number of children on track overall increased from 13% to 30%   Both children’s self-reported confidence levels improved. High levels of engagement in the shopping / cooking tasks were observed by staff and parents and increased confidence in meeting Listening and Talking benchmarks  Attendingchildren were positively impacted by Early Bird Club, as they were more able to be fully included and engaged in learning thanks to a more productive soft start to the school day.  . |

Our current key strengths include:

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| **Strength** | **How do we know?** |
| ***Learning Teaching and Assessment:***  *In all classes, there are high levels of engagement in creative contexts for learning including digital technologies used effectively across the curriculum. Almost all learners are motivated to learn and talk confidently about themselves as learners.* | *Pupils are engaged in a variety of learning experiences, motivated by working independently and collaboratively. Evidenced through peer and SLT learning visits (validated by Visit 2) Almost all children are enthusiastic about sharing learning and talking about skills / knowledge - evidenced in learning visits, Spotlight, and focus groups.* |
| ***Wellbeing, Equity and Inclusion:***  *Almost all classroom learning environments are warm, nurturing and well-resourced to provoke rich learning/ The culture and ethos of Mauricewood is positive. Our staff are committed to developing nurturing relationships based on children’s rights.* | *Observed in more than 90% of classrooms during SLT visits Peer Learning Visits, Walkthroughs and feedback from parents and visitors. Validated by Visit 2. Promoting Positive Relationships Policy is embedded by almost all staff.* |
| ***Raising Attainment and Achievement:***  *Increased pace and challenge, allowing more learners to exceed expectations in terms of achievement of a level - more robust tracking and interrogation of progress for ‘Green’ Learners through SLT / CT Tracking meetings.* | *In P1, 20% of learners achieved Early Level prior to the end of P1 in Literacy and / or Numeracy.*  *In P4, 30% of learners achieved First Level in Literacy and/ or Numeracy either at the end of P3 or throughout the course of P4, but prior to the expected timescale of June 2023.*  *In P7, 33% of learners achieved Second Level in Literacy and/ or Numeracy either at the end of P6 or throughout the course of P7, but prior to the expected timescale of June 2023.* |

Our areas for development, over the next 4 years, include:

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| 2023-24 | 2024-25 | 2025-26 | 2026-27 |
| Embed the Midlothian Literacy & Numeracy Progressions Introduce the others with a focus on RME & Expressive Arts.  Continue to develop our Curriculum Rationale and embed learner voice in planning. | Monitor and embed the frameworks introduced last session and introduce the rest of the frameworks.  Finalise our Curriculum Rationale with all stakeholders. | Review and adapt the progression planners / frameworks  Embed the Curriculum Rationale. | All learners experience a cohesive, progressive curriculum within the 8 curricular areas and across the 4 contexts for learning. Our curriculum offer will fully reflect the unique context of Mauricewood and respond to the needs and views of our learners and stakeholders. |
| Identify with staff and learners, the core elements of quality learning, teaching and assessment at Mauricewood (link to Curriculum Rationale)  All staff make effective use of tracking and assessment data to inform their planning, and plan targeted interventions - introduce class profiles. | Create a draft Learning Teaching and Assessment policy, co-created and shared with all stakeholders.  Further develop Class Profiles and support teachers to make informed decisions about interventions to raise attainment, and the measuring of impact. Learning assistants are involved in the planning of targeted support. | Implement and review the Learning Teaching and assessment policy ensuring that pupils develop as leaders of their learning.  All support interventions are planned, evaluated and measured ensuring regular review, taking into account pupil and parent voice, and fully involving support staff. | Our fully embedded Learning, Teaching & Assessment policy supports high expectations, high levels of attainment and ensures pupils are at the heart of planning, learning, assessment and reporting, and able to lead their own learning from ELC to P7.  Our class profiles reflect the demographic and needs within each class and staff can talk confidently about class and school-wide data, evidencing how this informs practice. |
| Identify what makes a rights-respecting school at Mauricewood. Develop a shared understanding of inclusive learning environments, with all staff engaging with the Circle framework.  Language of the Zones of Regulation fully embedded in all classes through Health and Wellbeing Curriculum.  Co-create the Anti-bullying charter with learners.  Continue to develop planned approaches to delivering Anti-racist education (3 year implementation plan). | Consistent language and visual supports used across the ELC and school.  All classrooms will be dyslexia-friendly and autism friendly making use of toolkits and resources.  Draft Anti-bullying charter in place, shared and understood by all stakeholders, with links to the Promoting Positive Relationships policy.  Year 2 of the Anti-racist education implementation plan. | Classrooms and learning spaces are increasingly and consistently inclusive and supportive of all learners.  Pupils can talk confidently about their learning, the supports and strategies that help them, and can use the language of the Zones of Regulation.  Embed the anti-bullying charter with all learners.  Year 3 of the Anti-racist education implementation plan. | Our school community is welcoming, nurturing and inclusive for all learners with rights-based approaches fully embedded in all aspects of our practice. |

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## Successes and achievements in 2022-23

Our wider achievements and successes this year include

**Enhancing Learning, Teaching and Assessment:**

* Support from Midlothian STEM to deliver high quality learning experiences in 5 classes across the school. This included using Spheros and Micro-bits to develop coding skills. STEM Week for all.
* A successful and engaging Scottish Maths Week event, with parents in school to share in the learning. Our ‘Book Week Scotland’ events were also positive.
* Macastory delivered a series of workshops for all P7 learners called ‘Oor Toon’ which was a high quality IDL experience incorporating social subjects and expressive arts
* Delivery of Bookbug by an Early Years Practitioner in ELC, P1 & P2
* Increased confidence in using digital tools to offer creative ways to present learning
* Bikeability sessions for all P6 & P7 pupils
* A range of sporting opportunities including swimming for P4, skiing for P5 and local sporting festivals such as Clubgolf, athletics, basketball and football.
* Playmaker Award delivered to both P6 classes to prepare them supporting P1 buddies
* Drumming for Excellence workshops for 4 classes including Samba, Pow Wow and African drums.
* ASG Camp for most P7 learners with opportunities to make new friends and challenge themselves in various adventurous activities
* All teaching staff delivered extra-curricular clubs including musical theatre, cooking, Lego, Sumdog etc.
* The development of our school lending library with a volunteer librarian, building capacity and pupil voice and training of junior librarians for the next session.

**Supporting individuals, groups and families:**

* The appointment of a Home-school Practitioner with excellent knowledge of the school, who has begun to build networks and identify avenues of support for families (see PEF Plan Impact)
* Carefully planned interventions at Early Level focussed on improving social communication skills and readiness to learn, with a view to raising attainment in Literacy at P1 over time.
* Targeted equity support groups in Literacy and Numeracy for a range of learners across the school
* Lego Therapy delivered by trained Learning Assistants
* Working with external agencies to deliver therapeutic interventions
* Small group alternative curriculum sessions including yoga, arts and crafts, scooters and baking

**Representing the school and participating in the wider community:**:

* 2 of our P6 pupils were chosen to be Junior Hunter and Lass and participated in the Penicuik Gala
* P6 classes were invited to design welcome flags and signage for the newest development of Taylor Wimpey housing.
* Volunteer Midlothian ‘Name a Mascot’ competition
* Litter-picking club
* ELC Intergenerational link with Aaron House Care Home
* P7 Buddies programme and ‘Squad Jobs’ developing citizenship skills for all P7 learners

‘Food for Thought’ grant supported gardening initiatives in school and ELC gardens linked to food preparation and cooking skills.

Midlothian Education Service Priorities

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| **Why?**  Our vision | *All children, young people, adults and communities in Midlothian are supported to be the best they can be. This will be achieved through a nurturing, respectful and collaborative approach that promotes wellbeing, equity, inclusion and lifelong learning.* | |
| **What?**  Our improvement priorities | **Raising attainment to ensure that all children and young people in Midlothian achieve outcomes which lead to positive destinations**   * Learning, teaching & assessment * Curriculum * Equity | **All children & young people feel valued & included, and have the same opportunities to succeed**   * Relationships * Wellbeing & care * Inclusion & targeted support |
| **How?**  Our improvement drivers | * Continuous professional learning for all colleagues * Data which drives improvement * Quality improvement framework * Strong leadership at all levels * A children’s rights-based approach * Digital empowerment | |

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| **Raising attainment to ensure that all children and young people in Midlothian achieve outcomes which lead to positive destinations**   * Learning, teaching & assessment * Curriculum * Equity |

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| **Where we are in Summer 2023** | **By Summer 2024** | **By Summer 2027** |
| We have a co-created Curriculum Rationale aspirational statement and we have identified from consultation with stakeholders, key attributes which stakeholders’ value, and which we seek to develop through our curriculum.  Almost all learners are motivated and confident to discuss their learning. There are high levels of engagement in a variety of learning tasks in almost all classes.  We have begun to include learner voice in planning and this is beginning to be evident across the school.  Strengths in learning and teaching were observed in almost all classes during peer / SLT and local authority visits.  All teachers track their learners’ progress and attainment and engage in termly tracking meetings with SLT, identifying support for amber learners and how they are challenging more able learners. | Embed the Midlothian Literacy & Numeracy Progressions Introduce the Science, Health & Wellbeing and Technologies frameworks (HWB link to inclusion priority)  Continue to develop our Curriculum Rationale and embed learner voice in planning.  Identify with staff and learners, the core elements of quality learning, teaching and assessment at Mauricewood (link to Curriculum Rationale)  All staff make effective use of tracking and assessment data to inform their planning, and plan effectively for short targeted interventions - introducing class profiles and targeted support plans. | All learners experience a cohesive, progressive curriculum within the 8 curricular areas and across the 4 contexts for learning. Our curriculum offer will fully reflect the unique context of Mauricewood and respond to the needs and views of our learners and stakeholders  Our fully embedded Learning, Teaching & Assessment policy supports high expectations, high levels of attainment and ensures pupils are at the heart of planning, learning, assessment and reporting, and able to lead their own learning from ELC to P7.  Our class profiles reflect the demographic and needs within each class and staff can talk confidently about class and school-wide data, evidencing how this informs practice. |

| **Key Actions** | **Lead Person** | **Timescale** | **Expected measurable outcomes for learners** |
| --- | --- | --- | --- |
| Embed Midlothian Literacy and Numeracy progressions and develop a progressive Spelling programme.  Ensure that Literacy, Numeracy and HWB pathways in ELC track progress within a level and allow for smooth transition to P1.  Ensure that ELC is a Numeracy & Literacy rich environment. | Literacy & Numeracy coordinators TBC | Monitor & review October 2023 | Raised attainment, meeting stretch aims for Literacy and Numeracy.  Improved attainment in Writing at Early, First and Second Levels.  All learners experience progressive, coherent learning from ELC - P7. |
| Introduce the frameworks in the other curriculum areas, with a focus on Expressive Arts and RME from Early to Second Level. | Curriculum coordinators TBC | Monitor & review December 2023 | All learners experience progressive, coherent learning from ELC - P7. |
| Finalise curriculum rationale with a clear visual and statement of intent. Share with all stakeholders, and work with staff to determine the ‘how’ of our curriculum now that we have established the ‘what’ and the ‘why’.  Continue to embed pupil voice in planning through a whole school Interdisciplinary learning focus  Introduce the Midlothian skills progression. | Jen Mouat & Depute TBC | by June 2024 | All stakeholders contribute to a shared vision for the curriculum and understand what we are trying to achieve through the curriculum.  Learners have opportunities to lead their own learning and contribute to the planning of learning experiences.  Learners can discuss how they are building skills over time. |
| Agree core components of quality learning, teaching and assessment with staff and pupils. Monitor through peer / SLT and local authority visits and pupil walkthroughs Create an accessible visual display. Review the way we report to parents to embed pupil voice and rights-based approaches in the reporting process. | Jen Mouat & Depute TBC | by June 2024 | Learners are consulted about what constitutes quality learning and teaching. Learners understand the purpose of their learning, and can talk about the what / why and how of their learning experiences. Learners can set meaningful next steps in learning and understand themselves as learners.  In ELC pupil voice is a key component of Seesaw Learning journals. |
| Continue to embed Play Pedagogy at Early Level and begin to develop at First Level. | Jane Cunningham | by June 2024 | Learners from ELC - P4 have opportunities to lead their learning through play. |
| Introduce the class profile, making use of data from tracking, Data Dashboard, NSA and the range of assessment and tracking information held. | Jen Mouat & Depute TBC  Nicky Barr | Termly tracking meetings | All staff are ambitious and expect high levels of attainment and achievement for all learners. Learners are supported and challenged appropriately. |

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| **All children & young people feel valued & included, and have the same opportunities to succeed**   * Relationships * Wellbeing & care * Inclusion & targeted support |

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| **Where we are in Summer 2023** | **By Summer 2024** | **By Summer 2027** |
| Positive relationships and restorative practice policy implemented and evidenced in the practice of almost all staff members.  Zones of regulation embedded in the work of almost all classes. Individual toolkits and approaches in place for a minority of learners.  Almost all teachers understand and use the ASN matrix to identify levels of additional support and plan appropriately for additional support needs.  Targeted support plans are in place for a minority of classes / groups to track progress towards measurable outcomes related to equity interventions (Learning Assistant targeted support).  Introduction to Anti-racist education implemented Jan - Mar 2023. | Knowledge and understanding of UNCRC developed with all stakeholders.  CIRCLE document used to analyse and plan interventions to support inclusion and nurture in all classrooms. Develop a shared understanding of inclusive learning environments, with all staff engaging with the Circle framework. Targeted support plans in place across the school to measure impact of interventions.  Identify what makes a rights-respecting school at Mauricewood.  Language of the Zones of Regulation fully embedded in all classes through Health and Wellbeing Curriculum.  Co-create the Anti-bullying charter with learners.  Continue to develop planned approaches to delivering Anti-racist education (Year 1 of implementation) | Our school community is welcoming, nurturing and inclusive for all learners with rights-based approaches fully embedded in all aspects of our practice. |

| **Key Actions** | **Lead Person** | **Timescale** | **Expected measurable outcomes for learners** |
| --- | --- | --- | --- |
| Complete Year 1 of the Anti-Racist Education implementation plan (3 year plan to be developed with staff and pupils) | Anti-Racist Coordinator TBC | by June 2024 | All learners understand the importance of anti-racist education and experience a consistent message. Instances of racism are reduced. |
| Shared understanding of a Rights-Respecting school at Mauricewood (Rights Respecting Schools implementation plan to be created) - consultation with all stakeholders. | Rights Leads - Olivia Wallace & Nicky Barr  Pupil Voice group | by June 2024 | All learners understand their rights and how they can contribute to a Rights Respecting school. |
| Deliver staff sessions on Circle Framework and Zones of Regulation (Colour Monster at Early Level). Embed in practice in all classes - ensure a focus at Child’s Planning meetings, tracking meetings and Support for Learning liaisons. | Support for Learning teacher & Depute TBC | by December 2023 | All classrooms and pupils’ plans / timetables are inclusive and support learners to be included, engaged and achieving. |
| Following training / awareness raising sessions, ensure that Circle Framework / Zones / Up Up & Away feature in Child’s Plans and targeted intervention plans.  See also above, link to review of reporting to reflect learner voice. | Support for Learning teacher & Depute TBC | by March 2024 | All learners with Child Plans are consulted using a person-centred planning approach to ensure their plans meet their needs. |
| Anti-bullying charter co-created with stakeholders | Jen Mouat  Pupil Voice group | by December 2023 | Learners have a shared understanding of what bullying is and isn’t, why bullying happens and how it can be addressed. |

**Improvement drivers**

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| Continuous professional learning for all colleagues  **How is continuous professional learning enabling you to achieve your school improvement priorities?**  Professional Learning Academy will have offers linked to raising attainment and Inclusion - continue to signpost staff.  Staff choose Masterclasses in August 2023 based on their interest and development needs.  Play Pedagogy to be continued at Early Level and developed into First Level with in-house sessions offered for staff and reading materials and research signposted for staff professional learning.  Rights Respecting school award to be started and sharing / professional discussion of Rights based approaches - led by our Children’s Rights Leads.  Continue to embed Zones of Regulation - developing toolkits with further training / discussion for support staff.  Awareness raising sessions for teaching and support staff on Circle Framework.  PRD and MPM meetings for all staff to set goals and evaluate progress / development needs. |
| Data which drives improvement  **How are you using data to drive school improvement?**  We are going to support our Senior Leadership team in using the Dashboard and information within the PEF workbook, linked to stretch aims and gap information.  Staff engage with the range of assessment data for their class and analyse this to determine interventions and support required to ensure learners are on track - class tracking and data profiles to reflect the range of data with all teachers fully understanding their class profile.  Tracking meetings between class teachers and SLT with a focus on teachers presenting their class data |
| Quality improvement framework  **What quality improvement activities do you have planned for the session?**  Peer learning visits to ensure inclusive learning environments and monitor learning and teaching  Monitoring (pupil / teacher peers / SLT / authority) of learning and teaching in all classes linked to the core elements of quality learning teaching and assessment  Monitoring of planning / frameworks and curriculum  Pupil Focus groups - monthly, linked to learner voice in planning / challenge and engagement / quality learning and teaching  Moderation - in house and ASG, with QAMSO support and leadership  Improved tracking meetings linked to use of data to inform improvement |
| Strong leadership at all levels  **How will leadership be developed across your school during the session?**  Curricular Lead roles developing distributed leadership - continue with Numeracy & Literacy Champions, Nurture Lead, UNCRC Leads, STEM Leads, Digital Leaders, 1+2 Modern Language Leads, QAMSO  New roles - RME and Expressive Arts Leads, Quality Learning & Teaching ASG group  ASG links integral to development - see ASG improvement plan  Transition ELC to P1 and P7 to S1  Pupil Voice groups: Learning Council / Rights Respecting Pupil Leads / Eco Committee.  Learning Councils within all classes as a mechanism for pupil voice at all levels & MAD assemblies to widen participation and develop pupil leadership  Play-maker- P7 pupils leading play at Early Level  SLT remits & core professional reading for SLT *Leading Impact Teams* & *Design Thinking for School Leaders*  Block meetings - teacher led with focus areas agreed by each team. |
| A children’s rights-based approach  **How will you continue to embed UNCRC within your school?**  (Children Rights Leads) to begin working towards Right Respecting Schools Award  Rights based approaches to be developed and shared with staff  Children’s Rights to be shared with all children at assemblies and lessons |
| Digital empowerment  **What are your digital inclusion & learning priorities**?  Develop use of Seesaw - linked to Learning and Teaching and Pupil Voice in learning (build on success from ELC)  Revisit Digital Charter with all pupils  Digital leads to implement Curriculum Framework to ensure a progression of skills  Staff to continue developing Google Workspace skills  Continue to get support to both staff and children, where required, from Digital technologist - updated Digital Action tracker |

**Associated School Group Improvement Plan**

| **Key Actions** | **Lead Person** | **Timescale** | **Expected measurable outcomes for learners** |
| --- | --- | --- | --- |
| Transition calendar to include key members of staff from English visiting primaries for focussed blocks of lessons to teach collaboratively (October / March)  Snapshot P7 evidence for Literacy / Numeracy shared with high school:   * Folio week per term for snapshot evidence * SWST results, 2 key pieces of writing (Oct / Mar linked to collaborative teaching input) and 2 pieces of High Quality Numeracy Assessment (Oct / Mar) * Reinstate Numeracy Transition exercises with an identified short term working group to look at these and see if they could be trialled in order to improve transition and transfer of information. | BCHS English Lead  DHT Pupil Support  HTs from each school  Numeracy Leads | August 2023  Folio Week - 1 per term  Oct / Mar  Working group - revisit by October 2023. Implement May / June 2024 | Improved progression and continuity of curriculum from P7 - S1 with a focus on Literacy and Numeracy (Increased attainment at 3rd and 4th Level)  Learners will experience continuity of learning in Literacy and Numeracy from Second into Third Level.  Raised attainment in Literacy and Numeracy at Second Level (measures to be linked to individual schools’ stretch aims) |
| ASN / Pastoral   * Clearer pathways identified for additional support in S1 * Improved continuity of supports and strategies in place for specific learners with ASN (Inclusion Teacher, to continue working closely with the primaries) | Support for Learning / Inclusion Leads from BCHS  Confidence wheels -  HT Roslin  HT - BCHS | By June 2024. | 100% of Learners with identified additional needs will experience excellent continuity of support. High school staff will be fully aware of their social, emotional and academic needs (beginning to be evidenced in secondary staff plans)  Improved confidence for learners in terms of starting high school (baseline and endpoint confidence wheel) - September / May. |
| Re-establish working groups across the ASG to increase teacher links across the ASG   * STEM * Literacy * Numeracy * Modern Languages   Work of these groups shared through 2 x Moderation CATs (Reading: Understanding and Evaluating and Numeracy)  All Schools within the ASG to be working on the ‘Reading Schools’ programme | STEM – Roslin HT  Literacy – Mauricewood HT  Languages - Bilston HT  Numeracy - BCHS HT  Literacy / Numeracy Leads |  | More consistent shared judgements about achievement of levels across the ASG lead to raised attainment at 2nd level (and more accurate and robust judgements).  Reading Schools measure specific to each school. |