



Standards and Quality Report 2018-19

Improvement Plan - Year 2019-20



Contents – Standards and Quality Report

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1. Context of the School

Our School Vision, Values and Aims

- Include some or all of the following:

Local contextual issues, involvement in local or national initiatives, risk factors affecting progress and self evaluation outcomes – **maximum 2 pages**

Newbattle High School were winners in the Scottish Education Awards 2019-20 for our innovation and creativity for improving our school. We also won the Scottish Technologies Transforming Learning, Teaching and Curriculum Award at the Education Buildings Scotland Conference as well as being shortlisted in a number of other awards. Times Education Supplement Scotland (Scotland's leading educational magazine) wrote an editorial on our school in May 2019 on the changing improvements.

We have implemented changes within the school where positive impact can be seen through our evidence. Newbattle High School welcomed a very thorough and experienced review team who spent three full days in our school observing classes, meeting focus groups of all stakeholders and evaluating our progress to date. The team comprised of our South East Improvement Collaborative (SEIC) Quality Improvement Manager, Head Teachers from our SEIC and authority leads. They all agreed with our self-evaluation where we are strong and where we are looking to make further improvements as highlighted in our Improvement Plan 2020.

Newbattle High School has moved to our state of the art new building as a Digital Centre of Excellence within our new Newbattle Campus. The Campus includes the community library services, internet cafe, sport and leisure as well as the school. A virtual tour can be seen at <https://www.youtube.com/watch?v=46G52CsDgSg>. A day in the life here at Newbattle can be viewed at <https://www.youtube.com/watch?v=fEaYPdaWjE>.

Newbattle High School is a non-denominational secondary school that meets the learning needs of pupils from ages 11 to 18. Our current roll is just under 900 pupils with projections to increase significantly. The new school building opened in June 2018 and currently serves the communities of Mayfield, Easthouses, Newtongrange, Gorebridge, North Middleton, Temple and the surrounding areas. Three quarters of our young people come from Scottish Index of Multiple Deprivation one to four, but we firmly believe that this will not impact on their education experience, opportunities and the attainment gap will be closed. To that end, staff mentor students (be it Looked After and Accommodated, our Highest Able or our Sports Athletes) within and outwith the school.

The school is less than three miles by road from the Edinburgh bypass and this is one of the factors that have caused significant amounts of new housing to be built around the community in the last decade which will lead to a growth in school roll. There are very good public transport links with Edinburgh including the nearby Newtongrange railway station, the Waverley Line that runs from Edinburgh to the Borders.

The school works with a wide range of businesses, colleges and universities to ensure the curriculum is up-to-date and that young people develop the skills they need to compete in the global knowledge economy. The focus is on digital industries such as robotics, data science, informatics, digital marketing, graphic design, video and music production. A key aim is to help tackle the cycle of poverty by providing equity of access to excellent learning opportunities. The school also offers an enhanced curriculum and state-of-the-art IT provision, together with specialist teaching, dedicated resources and the highest quality work-based learning opportunities. Activities within the centre of excellence are also closely aligned with the Data-Driven Innovation Programme being led by the University of Edinburgh. We have exciting new projects ready with a range of partners including significant research and development opportunities with the University of Edinburgh.

Newbattle High School have consulted with Education Scotland, Scottish Government and are held in high esteem with our vision and plans to further improve attainment, achievement and sustained positive destinations through partnership working with Edinburgh University, Edinburgh College partners and businesses (like Standard Life/Aberdeen, Apex Hotels etc).

Strengths from our self-evaluation:

- Leadership of change
- Pupil leadership opportunities within school
- Vision of employability, care and raising attainment/achievement
- New structures making positive impact
- Curriculum meeting learners needs through flexibility, personalisation
- Pastoral structure growth
- Tracking system allowing more information
- More staff leadership opportunities
- Strong partnerships across the school

Areas to further improve from our self-evaluation:

- Learning and teaching
 - Review policy
 - Feedback and learner conversations
- Further consult on school improvement with stakeholders
- Create a more rigorous self-evaluation framework for the school

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

Vision

- Career ready, College ready, University ready, Digitally ready!
- The vision has been consulted upon and agreed across our community and is ambitious, reflecting the highest possible standards and outcomes for all learners. All learners are encouraged to stay on until the end of S6 to ensure they complete their full senior phase with appropriate courses. Our Digital Centre of Excellence helps provide equity of this forward vision. Unique partnership working with Edinburgh University, Edinburgh College and businesses permeate through the vision.
- The vision reflects social, economic and cultural factors of the school's community.
- The school's vision is shared and promoted throughout the school community. The school's vision influences decisions about future improvement priorities.
- Effective leadership at all levels enables the school to turn the vision into a sustainable reality.

Values

- Values reflect social, economic and cultural factors of the school's community. The school have agreed to review these in August 2019 in line with so many other successful changes priorities over these. All stakeholders were provided with a "Have your say" in June 2019 on what our values should be.
- Values are referenced in key school documents and guidance, eg assemblies, Home Room (registration), school handbook, the improvement plan etc.

Aims

Newbattle community

Helps everyone

Succeed together

- Aims reflect key priorities in education, eg Closing the Attainment Gap, NIF, Raising Attainment for All, Digital learning. Staff and student leadership opportunities now demonstrate these aims e.g. working groups with student involvement, Closing the Gap Development Officer, Teacher of Wellbeing, Learning Technologists etc.
- Our aims reflect social, economic and cultural factors of the school's community e.g. partnership working within our curriculum where students stay on rates and positive destinations have increased.

3. Our vision, values and aims

Career Ready, College Ready, University Ready, Digitally Ready!

Newbattle High School - at the heart of our community. Newbattle High School ensures that *all* students enjoy their learning in a caring, nurturing ethos and will exceed their potential. All young people will be digitally literate and have the opportunities to progress through pathways towards employment, apprenticeships, College or University. Our school is the first Digital Centre for Excellence in Scotland. This will advantage our pupils and community within, and beyond, the school curriculum digitally.

A few aspects of our vision which sets us apart. All students are strongly encouraged to stay on until the end of S6 with correct courses to suit every young adult. These range from Advanced Higher, Work Based Learning, College Delivery onsite, Mountain Bike Mechanics... We have an overwhelmingly nurturing ethos here where every student counts. We are a Centre for Excellence Digitally with resources, partners, learning pedagogy etc to ensure that our pupils are advantaged digitally ready for the 4th Industrial/Digital revolution. We have learner pathways for Career, College or University and have engaged Higher Education (Edinburgh University being a pivotal partner), Further Education (Edinburgh College being a pivotal partner) and Businesses as partners in the totality of our curriculum and school.

Our Values for Life (being reviewed with all stakeholders in session 2019-2020)

Trust	- to feel confident and secure by building relationships based on honesty and fairness
Respect	- to be considerate of the needs, wishes and feelings of others as well as your own worth
Perseverance	- continued determination to succeed and never give up in spite of difficulties
Responsibility	- making informed decisions and being accountable for your own actions
Humour	- maintain a positive outlook on life even in the face of adversity
Focus	- concentrate fully on the task in hand and avoid distractions

Our Aims

- ✓ To offer the best possible learning experience
- ✓ To use digital as default
- ✓ Offer a curriculum which meets everyone's needs
- ✓ Our learners continue to develop skills for learning, life and work
- ✓ Nurture positive relationships and effective partnerships
- ✓ To ensure everyone has a voice in the ongoing improvement and leadership of our school
- ✓ Promote equity and equality of opportunity
- ✓ Recognise and value achievements of all types and at all levels
- ✓ Encourage parent/carers to support and participate in the life and purpose of the school
- ✓ Develop and maintain active links with associated primaries, partners and the community

4. MIDLOTHIAN COUNCIL NATIONAL IMPROVEMENT FRAMEWORK PLAN: OVERVIEW OF HIGH LEVEL PRIORITIES (2018/19)

<p style="text-align: center;">Priority 1 Improvement in attainment, particularly literacy and numeracy</p>	<p style="text-align: center;">Priority 2 Closing the attainment gap between most and least disadvantaged children</p>	<p style="text-align: center;">Priority 3 Improvement in children and young people's health and wellbeing</p>	<p style="text-align: center;">Priority 4 Improvement in employability skills and sustained, positive school leaver destinations for all young people</p>				
<p>1(a) To bring CfE levels in line with the national average in Literacy and Numeracy by the end of P1, P4, P7 and S3 where they are not yet at that level</p> <ul style="list-style-type: none"> Where CfE levels are in line with national averages then schools should aim to reach the national stretch aim of 90% of students achieving the relevant level in every measure. <p>1(b) All Secondary schools have set appropriate targets across key local and national measures to reach targets based on trends against their virtual comparator.</p> <ul style="list-style-type: none"> Level 3 <table style="margin-left: 20px; border: none;"> <tr> <td style="padding-right: 20px;">Numeracy 98%</td> <td>Literacy 98%</td> </tr> </table> Level 4 <table style="margin-left: 20px; border: none;"> <tr> <td style="padding-right: 20px;">Numeracy 90%</td> <td>Literacy 90%</td> </tr> </table> <p>1(c) 100% of schools have a self- evaluation calendar that reflects moderation, tracking, assessment and shared classroom experiences that involve all practitioners and learners</p> <p>1(d) That at least 80% of teaching staff are involved in regular and supported practitioner enquiry in all schools.</p> <p>1(e) 100% of schools have a written curriculum rationale which reflects appropriate pathways for all learners.</p> <p>1(f) 100% of schools reviewed and inspected receive a grading of satisfactory or above for QI 1.3</p> <p>1(g) Increase numbers accessing LLE literacy and numeracy/ESOL (target 430)</p>	Numeracy 98%	Literacy 98%	Numeracy 90%	Literacy 90%	<p>2(a) Interrupt the cycle of poverty (PEF): CfE attainment for those living in SIMD 1-2 should be at the national average in terms of achieving the expected CfE level in Literacy and Numeracy by the end of P1, P4, P7 and S3</p> <p>2(b) Continue to develop and implement an Early Years Strategy on closing the gap to reduce the literacy gap by the end of P1 supported by the Attainment Advisor</p> <p>2(c) Maximise the use of Family Learning approaches to increase the number of family learning interventions across Midlothian by 5% with an LLE target 415 family learners.</p> <p>2(d) Increase % of young people achieving National Qualifications at Levels 3 to 5 with a focus on level 3 and 4 based on comparison with the virtual comparator e.g. looked after, particularly those looked after at home.</p> <p>2(e) Increase the number of LLE opportunities and attendance at learning activities for adults, families and young people.</p> <p>2(f) Increase the influence of young people in the planning of services.</p> <p>(2g) 5% increase in Award youth work per ASG including DOE</p> <p>(2h) Ensure that all youth work is delivered at low or no cost to support reduction in child poverty and increase accessibility.</p> <p>2(i) Increase in youth work offer. (Target 4450 young people access LLE opportunities).</p> <p>2(j) Increase accredited Lifelong Learning Employability Courses and qualifications (25 accredited courses) and (1550 qualifications) and increase number of learners accessing Individual Training Accounts (target 75+ learners)</p>	<p>3(a) 100% of schools reviewed and graded receive a grading of satisfactory or above for QI 3.1</p> <p>3(b) The majority of young people with ASN / LAC are offered timely and appropriate interventions within Midlothian Council</p> <p>3(c) Further Improve attendance: Primary 96% Secondary 92%</p> <p>3(d) Reduce exclusions: <u>Primary</u>- below 15 per 1000 including a maximum of 1 LAC exclusion per thousand. <i>LAC exclusion in exceptional circumstances only.</i> <u>Secondary</u>- reduce exclusions to 49 per thousand as a first step to exclusions being below the national average. This figure includes a maximum of 2 LAC exclusions per thousand. <i>LAC exclusions in exceptional circumstances only.</i></p> <p>3(e) Support schools to implement a range of universal mental health initiatives</p>	<p>4(a) 100% of schools have Senior Phase curriculum models that are fulfilling the recommendations of the delivery plan for Education</p> <p>4(b) Secure a three year pattern of 95% Sustained Positive Destinations and reduce unknowns to under 100.</p> <p>4(c) Increase provision aligned to DYW for vulnerable learners to improve their long term outcomes</p> <p>4(d) Implement priority areas from 36 DYW recommendations: including digital, stem, disability, work experience, learning opportunities, and careers in line with the regional skills assessment. Increase provision aligned to DYW for vulnerable learners to improve their long term outcomes.</p> <p>4(e) Increase the number of STEM opportunities for young people, adults, families and communities.</p> <p>4(f) Continue to increase number of Modern Apprenticeship's on SDS Contract, supported by LLE in particular increase Early Years and Childcare to meet 2020 National targets</p>
Numeracy 98%	Literacy 98%						
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5. Review of Progress and Impact in Session 2018/19

On the following 4 pages complete a table for each of your 4 key school priorities from your SIP as per the SQIP Model exemplifying content

<p><u>NIF and Midlothian Priority (highlight as applicable)</u></p> <ol style="list-style-type: none"> 1. Improvement in attainment, particularly literacy and numeracy 2. Closing the attainment gap between most and least disadvantaged children 3. Improvement in children and young people's health and wellbeing 4. Improvement in employability skills and sustained, positive school leaver destinations for all young people <p><u>NIF Driver(s) (highlight as applicable)</u></p> <ul style="list-style-type: none"> • School Leadership • Teacher Professionalism • Assessment of Children's Progress • Performance Information • Parental Engagement • School Improvement 	<p><u>HGIOS 4 Quality Indicator(s) / HGIOELC (highlight as applicable)</u></p> <ol style="list-style-type: none"> 1.1 Self-evaluation for self-improvement 1.2 Leadership of learning 1.3 Leadership of change 1.4 Leadership and management of staff 1.5 Management of resources to promote equity 2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning, teaching and assessment 2.4 Personalised support 2.5 Family learning 2.6 Transitions 2.7 Partnerships 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement/ Securing children's progress 3.3 Increasing creativity and employability
<p>Progress and Impact:</p> <p>Newbattle have created a draft Quality Improvement Framework which will launch in August 2019 to help raise attainment. We consulted upon this and have used NIF and HGIOS4 documentation to produce a rigorous calendar. Using our Closing the Gap Development Officers, we have predicted to increase our 5 @ level 3 to make our target of 95%. All indicators of BGE levels in literacy and numeracy at level 4 have increased significantly (all increased by over 20%). Our PT numeracy has created a whole school approach to the promotion of numeracy skills as well as an S1-S3 numeracy day. Our PT Literacy has created a whole school approach to the promotion of literacy skills including the purchase of a new reading recovery programme. Our senior phase literacy and numeracy at level 4 and 5 are predicted to be above our virtual comparator.</p> <p>Next Steps:</p> <ul style="list-style-type: none"> • Implement our new Quality Improvement Framework. • More rigorous moderation opportunities throughout the year. • Implement a new Positive Learning Policy with skills framework embedded. 	

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<p>Progress and Impact:</p> <p>Newbattle have created a new bespoke tracking system (TAMAR) has been created to allow staff to be given information easily to then put in place earlier interventions. Parent/carers now receive 5 opportunities in the year to see progress of their child as well as their consultation evening. The new pastoral structure has been embedded with huge success. Over 20 staff are now in the pastoral team. SLT remits have been revised and are more in line with HGIOS4. The new curriculum has made great progress with national recognition of emerging practice. Digital Centre opportunities have improved e.g. our S1, S2 and S3 core digital literacy core courses improving pedagogy.</p> <p>Impact. Close to 200 Google classrooms. All indicators of BGE levels in literacy and numeracy at level 4 have increased significantly (all increased by over 20%). Attendance has increased by 4% in the last 2 years. Exclusions are significantly down e.g. 152 in 2014/15 to 10 this session. No care experienced pupil has been excluded. Best positive destinations (above National and Midlothian averages and better than Virtual Comparators).</p> <p>Next Steps:</p> <ul style="list-style-type: none"> • Continued focus on attendance improvements. • Engrain Digital Centre of Excellence into our Learning Provision policy. • Continue to progress our curricular offerings particularly around the NPAs, celebrating achievements and profiling. 	

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<p>Progress and Impact:</p> <p>Our new pastoral system has been implemented successfully with more targeted, preventative support in place. All staff have undergone adverse childhood experience in-service linked to restorative practice. A short life working group was set up to look at positive ethos/learning and are feeding back in August. School working groups (involving pupils) have contributed and fed back to all staff at the May in-service day on their progress and impact. Nurture continues to deliver results with pupils feeling safe, cared for and helping to increase attainment. New roles have been implemented such as Teacher of Wellbeing, Pupil Care and Welfare Officers, Positive Relationship Officer, Learning Technologists etc.</p> <p>Referrals to the House Heads have been reduced and are documented across the school weekly. Attendance has increased by 4% in the last 2 years. Exclusions are significantly down e.g. 152 in 2014/15 to 10 this session. 100% of the Head Teachers 6-a-day feel safe in school. No care experienced pupil has been excluded. Best positive destinations (above National and Midlothian averages and better than Virtual Comparators). We are now Rights Respecting School Bronze, predicted LGBT silver charter status, engaged in Mentors in Violence Prevention with staff and pupils trained. 7 staff have been mental health first aid trained. Human Utopia have delivered to S2, S4, S5 and S6. Student mentors have been trained for the younger year groups.</p> <p>Next Steps:</p> <ul style="list-style-type: none"> • Review the school values with the community • Continue to provide support with working groups e.g. restorative approaches 	

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<p>Progress and Impact:</p> <p>Our new curriculum continues to flourish with a large number of partners connected to the school. Business partners offer positive destinations at the end of a successful pre-apprenticeship, pre-employment etc. College deliver on site to prevent travel being a barrier to learning. Edinburgh University are a close partner for our Digital Centre of Excellence with a number of projects together e.g. Data fit, everyone makes a school. Third sector like Y2K continue to work positively with small groups in raising their confidence, aspiration and receiving Dynamic Youth Awards. S2/S3 employability electives grow where young people enjoy their choices. Partners like Apex hotel, Cloudreach, Riding for the Disabled, Borders College and others co-deliver the courses all year.</p> <p>Impact – Best positive destinations (above National and Midlothian averages and better than Virtual Comparators).</p> <p>Next Steps:</p> <ul style="list-style-type: none"> • Skills framework to be implemented within our employability electives • Use a wider range of SQA qualifications (also for the employability electives) • Target positive destinations to be 96% 	

6. Successes and Achievements in Session 2018-19

Scottish Awards for the School:

Scottish School of the Year 2019

Education Scotland Awards
Creativity and Innovation Winners

<https://www.scottisheducationawards.co.uk/2019-winners.html>



Scottish Technologies Transforming Learning Winners 2019

Teaching and Curriculum Award
Education Buildings Scotland Conference

<https://www.scottishconstructionnow.com/article/education-building-award-for-pioneering-midlothian-high-school>



Times Education Supplement Scotland (TESS) Editorial

Scotland's largest education magazine ran a 6 page article on our schools Digital Centre of Excellence and our partnership with Edinburgh University.

New School Move

We moved to our new state of the art Campus in June 2018. 10,000 boxes were moved and the calm, caring ethos has continued throughout this session.

A virtual fly through in our school can be seen at <https://www.youtube.com/watch?v=46G52CsDgSg>

A virtual fly over the old school and our new school can be seen at <https://www.youtube.com/watch?v=Ml9gBZq-384>

A day in the life at Newbattle can be seen at <https://vimeo.com/298829715>

The official opening article can be seen at www.midlothianview.com/news/newbattle-high-school-officially-open/



Official Opening Ceremony - 7th November 2018



New School Campus opening was a huge success with over 130 pupils directly involved from start to finish. The ceremony was streamed live throughout the building and further afield. This allowed all of our pupils, staff and users to be part of the event.

New Curriculum Continues to Deliver Results

- Partnership delivery with College, Businesses and partners
- Pre-apprenticeships with Standard Life/Aberdeen, Dentsu Aegus
- S2/3 together in classes for employability electives
- S2/3 masterclasses
- Significant increases of levels of attainment in the BGE
- S4-S6 classes include mountain bike mechanics, hair dressing alongside Advanced Highers
- Wide subject choice (free choice from over 70 subjects)



Hyperlink:
<https://www.midlothianadvertiser.co.uk/news/people/newbattle-high-school-promotes-chefs-of-the-future-with-apex-hotels-1-4936870>

Last visit to the RDA for the Horse Care class this year. The girls have loved it. Big thanks to @ThorntonRoseRDA and @tommylawson for their time and hard work over the last year and to the awesomely behaved ponies for teaching the girls so much.



What a great day out at Borders College Horse Care open day. Some great demonstrations from the students and the girls got to speak to the students and staff about future courses and careers. #borderscollege #horsecare



Memories group were on the move today. In the school theatre for a tea dance. Tray bake, truffles and rice krispies made by Robbie were served. Music from the music department and Dancers from PE. Intergenerational working across the curriculum. @NewbattleLib



Other Successes

- Andrew Stables won the Midlothian Schools Golf Championship Handicap prize at Newbattle Golf Club on 10th May.
- The following pupils won their events at the Midlothian Schools Athletics Championships on 29th May:
 - Erin Westaby S4 - Long Jump
 - Mackenzie Ewing S4 - Shot Put
 - Lewis Cunningham S4 - High Jump
- Jennifer Robertson S3 - regular gigs all over Scotland for her talent as a singer
- Struan McIntosh S2 selected to play bagpipes at the Captain Stagg Memorial, and playing with the Red Hot Chilli Pipers
- Dylan Kerr S3 and Zofia Sikora S2: UK Maths Trust gold award in the Junior maths challenge. Dylan qualified for the next level of competition.
- Pupils involved in the Midlothian Percussion Ensemble - Gold award winners at the Scottish Youth Championships
- Inter-generational Tea Dance
- Rotary Young Musician success for Zak Costello S3 and Lara Neher
- String players working with Nicola Benedetti as part of Midlothian String Orchestra
- Usher Hall concert was again amazing with the largest number of participants.
- R&B Orchestra Christmas primary tour
- Slient Discos for Exercise and Fitness week
- Ashleigh Gray opening the theatre
- Kaitlyn Frew S4 performing in the Fringe this summer as part of Beyond Broadway musical theatre company



Midlothian's pioneering Newbattle High School, which focuses on equipping young people with 21st century digital skills, was officially opened this morning by Deputy First Minister and Cabinet Secretary for Education and Skills, @JohnSwinney. A fantastic day!



At the opening of the @newbattlehigh, a Digital Centre of Excellence, @JohnSwinney enjoyed a flavour of our virtual reality class. Pictured with Mr Swinney are Kaitlyn Frew, Dylan Hill, Euan Bernard and Matthew Ferguson.



Midlothian Council · 07/11/2018

Here's @JohnSwinney enjoying some top tips on keeping his mountain bike repaired from CDT technician Dave Baur and @newbattlehigh pupils Logan Chapman, Michael McCraw and Conor Luke. Great morning at the official opening!



Miss Lyall @misslyallchem · 14 Nov 2018
 It was the S3 elective classes turn to talk to scientist with @imascientist today. Some of the comments included 'such an amazing time' 'quickest 30 minutes ever' 'wish I could do it all again' and 'nice to talk to people who had the same dreams I have' #futurescientists



Baillie Gifford launches apprenticeship to support inclusion



Baillie Gifford early careers consultant Victoria MacGillivray with Newbattle High School pupils Jack, Megan and Nathan. Picture: Contributed

Newbattle HE dept @HeNewbattle · Jan 9
 Thank you to @LaFavoritaEd for an excellent day of pizza making with S2. All thoroughly enjoyed the experience



Gorebridge Primary @GorebridgePS · Jan 9
 Some staff took part in a virtual reality training session ahead of pupil sessions next week. Thanks to Ewan and Mark from @newbattlehigh for taking the session.



Newbattle High pupils on Sky's Deep Ocean Live

Tuesday March 26th 2019



Newbattle High School pupils Lucy Burnett, Jennifer Robertson, Jessica Reid, Connor Stewart and Dylan Kitt are pictured at Sky TV in London with Head of PE Bob Foley and PE teacher Lianne Middlehurst.

Five pupils from Newbattle High School have represented Scotland at a special event organised by Sky TV in London.

Lucy Burnett, Jennifer Robertson, Jessica Reid, Connor Stewart and Dylan Kitt were selected by PE staff at the school for their outstanding effort in sport and positive attitude in school.

The event related to the Sky Ocean Rescue project which aims to:

- highlight the issues affecting ocean health
- find innovative solutions to the problem of ocean plastics
- inspire people to make small everyday changes that collectively make a huge difference

During a live transmission of a programme called Deep Ocean Live, the pupils in London got the chance to interview marine scientists in remote coral reefs of the Seychelles to ask how the oceans are changing due to human behaviour. The scientists were 300 metres under the sea in an area known as the Twilight Zone where sunlight barely reaches yet thousands of never seen before species of marine life flourish.

Miss Lyall @misslyallchem · Apr 24
 Chemistry elective class hard at work and loving their experience @HeriotWattUni #scientistsofthefuture #girlsinstem



Mrs Reynolds @MissMacDonald · 30 Nov 2018
 Fantastic day at Vogrie with @skillforcscot. The pupils were brilliant demonstrating their survival skills, showing great leadership and team work. @newbattlehigh @EnhancedNurture



ements

Newbattle High School Digital Centre of Excellence @newbattl... · May 13
 Our learners are using green screen and editing software to create short presentations. This approach engages learners and gives them confidence in talking to an audience as well as developing their digital and creativity skills. #ndw19 @DigiLearnScot @EducationScot





Newbattle High School robotics team win

Thursday December 20th 2018



Written by Richard Watt, STEM Coordinator, Newbattle High School

In early December Newbattle High School sent a team of S2 pupils to Glasgow Clyde College to compete in the Scottish regional finals of the VEX IQ 2019 competition.



Miss Porteous, Miss Ross and Miss Halliday ran the Edinburgh Half marathon to raise awareness and funds for Mental Health charity SAMH.



@MissKellyNBCH 1st place in Cheer and 3rd in Pom, now that's an amazing night for Newbattle Cheer and Staff. All that hard work brings results, we are so delighted.



Scottish Cheerleading Champions and 3rd place Pom.

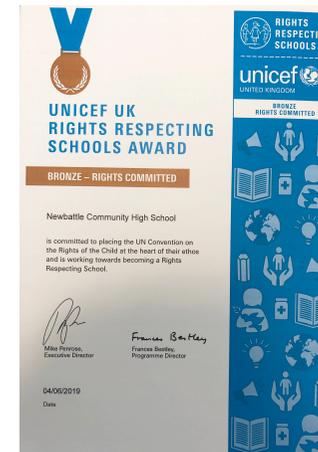


Euan Donaldson representing Scotland at football.

Vex Robotic Scottish Champions – qualified for the UK championship.



STAT Wars Ava Harvey and Erin Black for their presentation of their film "The Hidden Secret". They won best overall idea for a film or television show, got a trophy and some film props from the film "The Outlaw King" starring Chris Pine.



Started our Rights Respecting School journey and are already Bronze

LGBT charter started with silver predicted by August 2019.

Contents – School Improvement Plan

1. Overview of High Level NIF Priorities
2. Priority Summary and High Level Strategic Targets
3. Interrupting the Cycle of Poverty - Pupil Equity Fund Plan
4. ASG Plan Draft

MIDLOTHIAN COUNCIL NATIONAL IMPROVEMENT FRAMEWORK PLAN: OVERVIEW OF HIGH LEVEL PRIORITIES (2019/20)

Priority 1 Improvement in attainment, particularly literacy and numeracy	Priority 2 Closing the attainment gap between most and least disadvantaged children	Priority 3 Improvement in children and young people's health and wellbeing	Priority 4 Improvement in employability skills and sustained, positive school leaver destinations for all young people
<p>1a) To bring CfE levels in line with the national average in Literacy and Numeracy by the end of P1, P4, and P7 where they are not yet at that level</p> <ul style="list-style-type: none"> Where CfE levels are in line with national averages then schools should aim to reach the national stretch aim of 90% of students achieving the relevant level in every measure. <p>1b) All Secondary schools will have set appropriate targets across key local and national measures to reach targets based on trends against their virtual comparator.</p> <ul style="list-style-type: none"> Level 3 Numeracy 98% Literacy 98% Level 4 Numeracy 90% Literacy 90% <p>1c) 100% of schools have a self- evaluation calendar that reflects moderation, tracking, assessment and shared classroom experiences that involve all practitioners and learners</p> <p>1d) That at least 80% of teaching staff are involved in regular and supported practitioner enquiry in all schools</p> <p>1e) Maximising the tariff scores for all learners in the Senior Phase</p>	<p>2a) Interrupt the cycle of poverty (PEF) CfE attainment for those living in SIMD 1-2 should be at the national average in terms of achieving the expected CfE level in Literacy and Numeracy by the end of P1, P4, P7 and S3</p> <p>2b) Increase % of young people achieving National Qualifications at Levels 3 and 5 with a focus on level 3 and 4 based on comparison with the virtual comparator eg looked after, particularly those looked after at home.</p> <p>2c) Ensure that all youth work is delivered at low or no cost to support reduction in child poverty and increase accessibility.</p> <p>2d) Deliver the requirements of the child poverty act through the local action plan developed with community planning partners.</p>	<p>3a) Support schools and ELC settings to provide high quality EY services which:</p> <ul style="list-style-type: none"> Ensure children and families are offered appropriate, timely support Encompass the requirements of the National Quality Standard Continue to increase Early Years and Childcare to meet 2020 National targets with an unrelenting focus on high quality provision whilst ensuring that all settings delivering the early learning and childcare entitlement are compliant <p>3b) The majority of young people with ASN / LAC are offered appropriate assessment which is timely and appropriate.</p> <p>3c) Achieve attendance targets Primary to 95% overall Secondary 91.5% overall with a reduction in unexplained absences</p> <p>3d) Reduce exclusions: Primary- below 15 per 1000 Secondary- 40 per with LAC exclusions in exceptional circumstances only and following discussion with ASL Schools Group Manager</p> <p>3e) Support schools to implement a range of universal mental health initiatives as part of the Midlothian Big Lottery funding</p>	<p>4a) Continue to work towards a three year pattern of 95% Sustained Positive Destinations and reduce unknowns to under 100.</p> <p>4b) Continue to increase number of Modern Apprenticeships on SDS Contract, supported by LLE in particular increase Early Years and Childcare to meet 2020 National targets</p> <p>4c) Deliver adult literacy & numeracy and family learning services</p>

2. Priority Summary and High Level Strategic Targets *(Please see PPP 69 February 2019 for key priorities for 2019-20)*

A MORE DETAILED PLAN CAN BE ASKED FOR ON REQUEST

NIF Priority (paste from above)	Links to HGIOS4?	Key Actions	Lead Person Timescale Links to WTA	Expected measurable outcomes for learners– please refer to NIF targets at start of this section for 2019-20 AND use your own contextual targets IF REQUIRED
Improvement in attainment, particularly in literacy and numeracy	1.1 1.2 2.3	<ul style="list-style-type: none"> Implement our Quality Improvement Framework. Policy and calendar to provide checks on the school (1.1) Staff and students have more opportunity to lead learning (1.2) Review and create a new learning, teaching and assessment policy (2.3); All classes to have the purpose of their lesson shared (2.3) All classes use the same language consistently (2.3) Effective feedback to be given to students (2.3) Identify and promote skills needed to help learning, attainment and achievement (2.3) Differentiation (2.3) Moderate assessments of the Broad General Education S1-S3 (2.3) Review the impact of digital technologies within learning and teaching (2.3). Support all departments in improving the use of technology for learning and teaching (2.3). 	<p>G.McMillan – October 2019</p> <p>J.Fair – June 2020</p> <p>M.Davidson – June 2020</p>	<ul style="list-style-type: none"> ✓ Stakeholders views being taken into account on school decisions ✓ Consistency in L+T based on formative assessment principles ✓ Greater stakeholder engagement ✓ Pace and challenge increased ✓ Attainment increased in line with our VC ✓ Achievement improved ✓ Reduction of changes to presentation levels by 75% ✓ Digital Centre of Excellence to have self-evaluated ✓ All staff be observed 2 times in the session ✓ Monthly meetings between faculty link and PTs ✓ Departments to evaluate and make a return in accordance to each NIF priority ✓ Appropriate support and challenge will be given to staff to meet GTCS professional standards ✓ All staff to have their entitled PRD ✓ Creation of a session long CLPL calendar ✓ All staff familiar with embedded formative assessment (D.Wiliam) and adopting principles ✓ Free course choice in senior phase – 90% choices ✓ 6-a-day showing learners have opportunities to lead learning ✓ Pupil leading learning including the use of digital technologies in almost all classes (>90%+) ✓ Attainment increased at every stage and level ✓ Data on referrals/exclusions demonstrating greater self-regulation ✓ Pupil engagement improved ✓ Learner conversations conducted in all classrooms ✓ Newbattle Positive Learning Policy created and used to frame lesson planning ✓ Establish a group of lead learners to plan and develop staff training in embedded formative assessment ✓ 9hrs provided in the BTA towards 2.3 with a discrete working group created including all staff. Also Inservice day time prioritised ✓ Agreed observation schedule digitally used ✓ Increased expectation and aspiration of achievement by staff ✓ More secure understanding of pace and challenge ✓ All teachers sharing the focus of learning ✓ Skills framework agreed and can be seen within all classes ✓ Establish common language using ‘Midlothian Learner’ model ✓ Increased expectation and aspiration of achievement by staff ✓ Newbattle Learning Community – 3 events around moderate literacy, numeracy and HWB

NIF Priority (paste from above)	Links to HGIOS4?	Key Actions	Lead Person Timescale Links to WTA	Expected measurable outcomes for learners – please refer to NIF targets at start of this section for 2019-20 AND use your own contextual targets IF REQUIRED
Closing the attainment gap between the most and least disadvantaged children and young people	2.2 3.1 3.2	<ul style="list-style-type: none"> Review our new curriculum and courses offered (2.2) Offer more of our appropriate subjects, qualifications and levels (2.2 and 3.2) Continue to improve attendance (3.1) Develop the curriculum to provide more experiences of using technology and more SQA courses (3.2) Continue to improve the way we celebrate and recognise wider achievement and attainment (3.2) 	<p>C.Philp – June 2020</p> <p>SLT / House Team – June 2020</p> <p>M.Davidson – June 2020</p> <p>House Team (EB) – June 2020</p>	<ul style="list-style-type: none"> ✓ Broad number of subjects on offer – over 70 to pupils ✓ Breadth within SCQF framework used for successful pathways e.g. use of personal achievement, development, employability, ASDAN, leadership awards. Volunteering award for all S6 ✓ Accreditation for employability electives ✓ Free choice in senior phase – 90% achieving 1st choice ✓ Increase work based learning opportunities ✓ Create personal pathways for S3 pupils in particular ✓ Stay on rates to be 90% for S4 and S5 ✓ Jan in-service day – time provided for faculty curriculum development/planning ✓ Employability skills seen within all class walkthroughs ✓ All students in BGE have a profiling tool with S3 completing a profile, TAMAR capturing achievements ✓ P7 profile being used and shared with all staff - NLC ✓ Provision of equity of opportunity for all learners – poverty proofed school day ✓ Appoint a Home School Practitioner with targeted bandings 50%-80% HSP. ✓ PT M+T monthly update on House trends/patterns ✓ Targeted approach to S1 (95%), S6 (95%) ✓ Raising awareness with families on impact of drop in attendance (PSE, groupcall etc) ✓ Implement the NPA Data Science course and consult upon NPA cyber security and review the 2 new digital electives ✓ Digital outcomes, experiences and benchmarks mapped across subject areas ✓ Greater number of pupils increasing achievements through active participation, including LAAC, ASN ✓ Track LAAC, ASN through TAMAR ✓ DCoE - create an area digitally where pupils have an individual portfolio of achievements

NIF Priority (paste from above)	Links to HGIOS4?	Key Actions	Lead Person Timescale Links to WTA	Expected measurable outcomes for learners– <i>please refer to NIF targets at start of this section for 2019-20 AND use your own contextual targets IF REQUIRED</i>
Improvement in children and young people's health and wellbeing	1.3 3.1	<ul style="list-style-type: none"> • Review and create a new, shared set of school community values (1.3) • Continue to provide staff training on restorative approaches, diversity, equality and wellbeing (3.1) • Build more of a school House identity (3.1) • Also have our own detailed PEF Improvement Plan 	<p>G.McMillan – October 2019</p> <p>M.Hume – June 2020</p> <p>House Team – June 2020</p> <p>Senior Leadership Team</p>	<ul style="list-style-type: none"> ✓ Consulted and agreed set of values implemented and demonstrated throughout the school community ✓ Equality and diversity policy reviewed and agreed ✓ Tracking of bullying and reviewed termly ✓ All staff and pupils aware of wellbeing indicators ✓ 5hrs in BTA for inservice day training ✓ Equality input into pupil voice through Homerooms ✓ House identity established and promoted ✓ House points allocated in achievements, competitions etc across the year ✓ Raised profile of House captains e.g. delivering assemblies

NIF Priority (paste from above)	Links to HGIOS4?	Key Actions	Lead Person Timescale Links to WTA	Expected measurable outcomes for learners– <i>please refer to NIF targets at start of this section for 2019-20 AND use your own contextual targets IF REQUIRED</i>
Improvement in employability skills and sustained, positive school-leaver destinations for all young people	1.3 2.7 3.3	<ul style="list-style-type: none"> • Further develop our staff and pupil leadership (1.3) • Support pupils in being involved in digital projects. (2.7) • Grow the Digital Leaders team and look at ways in which pupils can gain qualifications for their work. (2.7 and 3.3) • Increase the opportunities for students to study work based learning in businesses (3.3) 	<p>G.McMillan – June 2020</p> <p>M.Davidson – June 2020</p> <p>C.Philp – June 2020</p>	<ul style="list-style-type: none"> ➢ All staff contributing to working groups within the BTA ➢ Increased capacity for leadership of change across whole school ➢ Track staff and students into a profile of leadership in school ➢ Senior prefects using HGIOURS 2 ➢ Pupil voice ➢ Students contributing to working groups ➢ Teacher empowerment. Survey results analysed and findings demonstrate increased sense of empowerment. ➢ Progress of Digital leaders, MVP, RRS, LGBT, Mental Health, Human Utopia mapped ➢ RRS Bronze achieved ➢ LGBT silver achieved ➢ Increase the range of sectors and providers for work based learning ➢ All pupils on Pre-apprenticeship taking up positive destination ➢ Continue to maintain (and increase) our positive destinations of 95%

3. Interrupting the Cycle of Poverty – The Pupil Equity Fund Planning Template

Pupil Equity funding should be focused on activities and interventions that will lead to improvements in literacy and numeracy across the Broad General Education, increased levels of engagement, participation, health and wellbeing and an improvement in attendance and a reduction in exclusions. Head Teachers can work at an individual school and local community level or collegiately in wider school clusters and beyond at local authority level to address common interests.

Total Funding Received: £178,376 (with carry forward due to staffing issues in re-recruiting)

Gap Identified	Intervention Planned	Led by whom and by when	How will the impact of the intervention be monitored?	Measure of Success
<p>Data on the school and pupils is not easily identifiable with a reliance on SEEMIS. This is causing a delay in information to and from staff.</p>	<p>Tracking and Monitoring and Recording (TAMAR)</p> <p>Creation of a rigorous tracking system to identify any interventions required. Tracking and Monitoring and Recording (TAMAR) created. We will build a 'fit for purpose' monitoring and tracking system which will be accessible to all staff. This will allow information to be gathered in one place and will be user friendly. Progress, achievements will allow for more regular and targeted, identified conversations with pupils to help raise attainment and attendance.</p>	<p>M.Davidson June 2019</p>	<p>Regularity of tracking with learner conversations from June 2018. Parent, staff and pupil feedback.</p>	<p>Increased attendance. Increased attainment over time.</p>
<p>Pupils in SIMD 1-3 have an attendance gap. 2017 attendance sat at 85.32%</p>	<p>Home School Practitioner</p> <p>Home School Practitioner Review current policies and procedures for monitoring and recording attendance and punctuality. Employ a dedicated Home link worker who will deploy a variety of interventions to strengthen links with hard to reach families and improve attendance and punctuality.</p>	<p>M.Hume October 2019</p>	<p>Baseline data reviewed, measured at check points and amended each termly</p> <p>Focus groups including all stakeholders to measure impact. Tests of change type activities and impact measures built in and check points identified reporting back from coordinators about the success of interventions</p>	<p>Pupils in SIMD 1-3 need to increase attendance by 10% and decrease late openings by 10%.</p> <p>Overall school attendance has increased by close to 4% in 2 years.</p>

<p>Tackle bearocracy and empower staff. A large number of exclusions and stages.</p>	<p>Pupil Care and Welfare Officers Pupil care and welfare officer posts will be created from our current learning assistant team. We will appoint 3 and increase their responsibilities and pay. They will be specifically assigned to their house and maintain the relationships between pupils, parents and House teams. All staff will be restorative practice ambassadors proactively sorting any student relationship difficulties as well as assisting the House Team.</p>	<p>G.McMillan and M.Hume August 2020</p>	<p>Focus groups including all stakeholders. Data from baseline figures on attendance, exclusion, 5@level 3. Develop to focus on lates.</p>	<p>Reduction of exclusions 152 in 2015, 10 in 2019 (no LA(A)C). Increase of 5@3 to 95% prediction 2019 Significant reductions in stages. Increased attendance, increased attainment from our disengaged, increased positive mental health with a point of contact throughout the day, reduced exclusion. Reduce the number of late openings.</p>
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<p>Not yet 100% of S4 pupils leaving with 5 qualifications at a minimal SCQF level 3</p>	<p>Closing the Gap Development Officer The Development Officer works collaboratively across the school and with external agencies to improve educational outcomes and sustained positive destinations for all pupils requiring enhanced educational support. The Development Officer (3 staff in a 1FTE role) identify and intervene early to ensure success for all pupils to achieve 5 qualifications at minimal SCQF level 3.</p>	<p>M.Hume C.Philp G.McMillan August 2020</p> <p>Started in session 2018</p>	<p>Through the school self evaluation meetings e.g. improvement plan, attainment review, INSIGHT review etc</p>	<p>Trends should positively increase until 100% of S4 pupils achieving 5 at level 3.</p> <p>Predicted 95% so an increase of over 10% since 2018.</p>
<p>BGE literacy and numeracy levels low. Under 20% achieving level 4 by the end of S3 in 2016. Figures available on request for literacy and numeracy level 3 and 4.</p> <p>In S1/2/3 10-15% of pupils are not accessing the mainstream curriculum effectively due to low levels of literacy and numeracy. Pupils are entering the senior phase unprepared.</p>	<p>Literacy and Numeracy Intervention Programme In S1/2/3 approximately 10-15% of pupils are not able to access the mainstream curriculum effectively due to low levels of literacy and numeracy. We want to initiate a Literacy intervention programme for targeted pupils in S1/2/3. We also want to include a similar approach to improving numeracy levels. Staff will be trained and upskilled in intervention approaches. Bespoke units of work can be created in line with baseline data for our least able to become functionally literate. Interventions will be increased time in the curriculum, bespoke units, fast track reading etc to ensure all learners are functionally literate.</p>	<p>PT Literacy - C.Penny, H. Leonard and PT Numeracy S.Ahmed</p>	<p>PT literacy and numeracy will be updating SLT. PT literacy and numeracy will collate evidence from reading ages, maths data.</p>	<p>Reading ages will increase; writing skills will improve; numeracy levels will increase and the ability to access all subjects across the curriculum will be improved. All of this will better prepare targeted pupils for their Senior Phase qualifications and enhance their life skills. Target of 100% achieving literacy and numeracy qualifications.</p> <p>2018 senior phase literacy and numeracy above virtual comparators. 2019 to come.</p> <p>Increased progress through 2018 into 2019. 2019 BGE June uplift. All indicators at level 4 literacy and numeracy have increased by over 20%. All indicators up on previous year except writing at level 3.</p>

<p>Insight benchmark improving attainment for all to be in line with our virtual comparator.</p>	<p>Attainment Champions Appointing Attainment Champions who will monitor track and plan for further progress of groups of learners identified as residing in SIMD 1-4, Looked after children, sporting able students and those on free school meals. DHT C.Philp will coordinate this.</p> <p>Attainment Coaches will be selected from current teaching staff. As an additional paid duty, staff will be allocated up to 8 pupils to coach throughout the session to support their attainment, resulting in around 80 pupils, the vast majority of whom are in SIMD 1-4, benefiting from this intervention. The meetings will be out with the school day. DHT C.Philp will lead, organise and manage throughout the session with termly monitoring and evaluations. Training for the coaches will be planned and delivered by DHT C.Philp with advice and assistance from school link Educational Psychologist. Parent/carer involvement will be overt with regular updates staged throughout the session. Staff will be encouraged to seek GTCS accreditation for their work in this area. Having an 'assertive mentor champion' that is engaging weekly will ensure the pupil will be unable to underachieve without being noticed and preventative action taken. A hard target is to increase attainment in the areas of SCQF level 5 and level 6 (Nat 5 and Higher). Within Year 1 of intervention we aim to match our virtual comparator school in 3 key areas: 5@level 5, 3@level 6 and 5@level 6, targets are as follows:</p> <p>5@level 5, 2015: 27% Target for 2020: 45%</p> <p>3@level 6, 2015: 15% Target for 2020: 33%</p> <p>5@level 6, 2015: 12% Target for 2020: 20% (Please note 2015 data quoted when plan was formulated).</p>	<p>SLT August 2021</p>	<p>TAMAR reports. Tests of change type activities and impact measures built in and check points identified reporting back from coordinators about the success of interventions. Baseline data reviewed, measured at check points and amended each termly</p> <p>Focus groups including all stakeholders to measure impact.</p>	<p>All pupils by the end of S4 achieving a minimum of 5 @ level 3 by August 2019</p> <p>Reduce the tariff pt. Gap for the middle 60% and highest attaining 20% by 20 pts per year for middle attainers and 45 pts for the highest attaining 20%</p> <p><i>Reviewing impact in August 2019. May review to use for mental health officer instead.</i></p>
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<p>Social engagement and community principles identified for pupils. Relationship breakdowns and low level disturbance in classes or to build confidence and leadership skills.</p>	<p>Y2K charity intervention.</p> <p>Girls confidence group and boys social behaviours group to raise confidence and break barriers between the community and school.</p>	<p>M.Hume – June 2020</p>	<p>Classroom observations, Level of engagement and qualifications. Students will also feedback.</p>	<p>Reduced exclusion, improved engagement, improved attendance. Less stages from other classes and better engagement. Delivery of Dynamic Youth Awards</p>
<p>A lack of information across agencies shared which could positively assist with educational outcomes. Family partnerships. A high level of exclusions.</p>	<p>Positive Learning and Community Officer Recruited from J Division Police Scotland. To promote positive pupil learning behaviour and community learning in the school and community by providing support for pupils and parent/carers, recommending and implementing strategies, and co-ordinating contributions from internal and external specialists which lead to increased positive destinations. Provide direct support within class, the Learning Hub or elsewhere in the community for pupils at risk of, or returning from, exclusion. This includes other community difficulties which may impact on the education of Newbattle pupils. Information will be shared with the House team from Police Scotland where appropriate and regularly. This allows our Youth Community Officer to also be targeting Primaries alongside our Police CAT team.</p>	<p>M.Hume G.McMillan June 2020</p>	<p>Through the school self evaluation meetings e.g. improvement plan, attainment review, exclusion data etc</p>	<p>Exclusions will be reduced. Engagement of students with community projects.</p>

<p>Payment of music tuition causing a significant barrier to learning for families with over 100 pupils reliant on music tuition.</p>	<p>Poverty Proof the School Day Steps have been taken to remove any financial barrier which may impact detrimentally on pupils. With the large numbers of pupils in SIMD 1-4 and in working poor environments, the school has taken the decision to ensure that all costs are covered. These include the removal of the new music tuition fees introduced.</p>	<p>G.McMillan</p>	<p>Continuation of music instruction at Newbattle to all pupils involved. INSIGHT results e.g. 7 Advanced Highers at 'A' after the first year.</p>	<p>Improved INSIGHT data. Improved graded music exams. 14 pupils starting straight in Higher.</p>
<p>Disengaged group of learners identified through tracking at risk of underachievement</p>	<p>SkillForce Prince William Award delivered by ex veterans. Outdoor learning targeting skills, confidence building and teamwork so that pupils are equipped with skills to have resilience in learning.</p>	<p>C.MacDonald</p>	<p>Reviewed termly with stages/attendance reports. Service level agreement each year.</p>	<p>Improved engagement from the group of learners. S2 – Skillforce S3 – Human Utopia from core</p> <p><i>Skillforce is currently looking for a buyer – under risk August 2019</i></p>

Working Group or Management Framework for Improvement Plan

2019-2020 Whole School Collegiate Time Working Groups/ Faculty & Departments – Improvement Plans

In 2019-20 our Whole School Collegiate Time Working Groups have been re-structured to provide maximum impact Learning, Teaching and Assessment as a priority. This replaces our NIF driving working groups and is 9 hours within our BTA as well as significant time at Inservice days.

In addition the school will operate further groups which will again be tasked with making ongoing improvements to the work of the school and will not necessarily feature in the School Improvement Plan, but has local contextualised needs. Teaching staff will be given a further 5 hours to carry out work in the group/s of their choice. The groups are below, but new groups may emerge:

Restorative Practices	Embedding a Skills Framework (literacy/numeracy/HWB/digital/DYW)	Rights Respecting Schools	LGBTI+
Mentors in Violence Prevention	Mental Health Ambassadors	Intergenerational Projects	SQA Wider Achievement
Sustainability			

Student representation will also feature heavily within almost all of these groups and help deliver the impact.

All faculties & departments each year engage in self-evaluation of their practice and design a faculty/departmental improvement plan which guide members throughout the session. The Working Groups present back to all staff during the May Inservice day to assist with the following years planning.



NEWBATTLE LEARNING COMMUNITY

IMPROVEMENT PLAN

2019-2020

DRAFT



Part 2: Midlothian Education Improvement Planning

Establishment	Newbattle Learning Community
Area	Newbattle
Session	2019-2020
Planning Cycle	Baseline – cycle 1

SIGNATURES			
ASG Manager	Julie Fox	Date	April 2019
ASG Chair	Zena Diggle & Pauline Marr		

1. Our Community Vision, Values and Aims

The Newbattle Learning Community vision is :-

STRONGER TOGETHER; A GREAT PLACE TO GROW, LIVE AND LEARN

Our Aims for 2019 -2020 and beyond are: -

Raising Aspirations and Attainment - remove barriers

Developing and building relationships of Trust - passionate and committed people

Prioritise health and wellbeing for all - using all partners to achieve every person's full potential

We have a positive ethos of working together in partnership to improve the life outcomes of all of our pupils and now in our Learning Community to work together to improve the life chances of all in the community .

All planned targets and activities are linked to our 3 broad aims.

The Single Midlothian Plan

Midlothian Education Strategic Overview

Creating a World Class Education System through Excellence and Equity

HGIOS 4

NIF

Creating a Competent System

*Common values,
aims and core beliefs
Systems leadership
System enablers*

Leadership Learning Community

Creating strategic leaders who collaborate across the system

Visible Learning

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

Single page Strategy

1. Review of progress for Session 2018/19

NLC Priority 1: Continued development of cross school/sector working as Newbattle Learning Community	
<p><u>NIF Priority</u></p> <ul style="list-style-type: none"> Closing the attainment gap between the most and least disadvantaged children and young people <p><u>NIF Driver</u></p> <ul style="list-style-type: none"> Assessment of Children's Progress Performance Information Parental Engagement 	<p><u>HGIOS 4 Quality Indicator(s)</u></p> <ul style="list-style-type: none"> 1.1 Self-evaluation for self-improvement 1.3 Leadership of change 2.4 Personalised Support 2.5 Family Learning 3.1 Ensuring Wellbeing, Equity and Inclusion <p><u>Local Priority</u></p> <ul style="list-style-type: none"> Successes and Achievements Leadership & Management
<p>Progress and Impact:</p> <ul style="list-style-type: none"> Funding for NLC project agreed and in place. Partnership Manager has continued to provide report of interventions and successes. She has tracked the referral process and monitored the number of families and children benefiting from interventions. See attached reports Appendix 1. EFP have also been working across all NLC schools – see Appendix 2 for data. As a result there is a heightened awareness of need/themes/causes of challenges across our learning community. We observe an increase in parental engagement and trust across the learning community and attendance has improved in some schools. Wellbeing meeting structure is revised and now consists of Early Intervention & Prevention (EIP) meetings at school level. Impact is also shown in Appendix 1. EIP minutes show impact of intervention at an early stage and this has led to a reduction in CAMHS referrals of ???%. Steering Group for NLC reviews was appointed and have met 3 times during the year. Development of Health Visitor and Early Years Team Meetings has begun. NLC Vision, Values and Aims has been revisited by leadership team. <p>Next Steps:</p> <ul style="list-style-type: none"> Obtain clear reports showing impact of interventions on attainment and also attendance/exclusions for individual children or groups of children involved in this work. Health Visitor Meetings to be fully planned and in place. Early Years team meetings to be fully planned and in place. Structure for NLC meetings needs to be reviewed and decision made as to who attends and when. Consider partners – police, NHS, etc. We need to be more strategic about NLC leadership meeting agenda to allow for effective collaboration and sharing for improvement. Vision Values and Aims to be revisited by wider community – school staff teams and partner agencies. Improve clarity of roles – Team Around The Child and NLC. NLC Admin Post has been cut due to lack of budget. Need to review how admin of wellbeing is supported in schools. 	

NLC Priority 2: Prioritise Health & Wellbeing for All – using all partners to achieve every person’s full potential.

NIF Priority

- Improvement in attainment, particularly in literacy and numeracy
- Closing the attainment gap between the most and least disadvantaged children and young people

NIF Driver

- Teacher Professionalism
- Assessment of Children’s Progress
- Performance Information

HGIOS 4 Quality Indicator(s)

- 1.2 Leadership of learning
- 2.1 Safeguarding and Child Protection
- 2.2 Curriculum
- 3.1 Ensuring Wellbeing, Equity and Inclusion
- 3.2 Raising attainment and achievement
- 3.3 Increasing creativity and employability

Local Priority

- Successes and Achievements
- Learning Provision
- Leadership & Management

Progress and Impact:

- Joint CAT session focusing on HWB was held involving all school staff resulting in improved levels of awareness across the ASG and improved links between partners across the NLC. This is evidence in feedback from joint CATs and work in schools with partners since the CAT session.
- 6 principles of nurture shared across the community.
- Partners and colleagues in schools led Learning Conversations regarding nurture principles and practice in each of our schools.
- Learners’ emotional health and wellbeing more supported and this has had a positive impact on their engagement in learning, attainment and achievements.

Next Steps:

- Improve opportunity for, and understanding of, follow up activities in each school after Joint CAT sessions.
- ELCC moderation
- Further embedding of 6 principles of nurture through working group, policy and practice, including 0-5 approaches.
- Quantify the impact on engagement in learning, attainment and achievements.
- Move forward with Mental Health collaborative.
- Tree House – seek further information regarding planned developments for this.
- Create a wider HWB policy/approach which includes nurture and is consistent across the NLC.

NLC Priority 3: Developing & building relationships of trust – passionate and committed people

NIF Priority

- Closing the attainment gap between the most and least disadvantaged children and young people
- Improvement in children and young people's health and wellbeing

NIF Driver

- School Improvement
- Teacher Professionalism
- Parental Engagement

HGIOS 4 Quality Indicator(s)

- 1.2 Leadership of learning
- 2.1 Safeguarding and Child Protection
- 2.2 Curriculum
- 3.1 Ensuring Wellbeing, Equity and Inclusion
- 3.2 Raising attainment and achievement
- 3.3 Increasing creativity and employability

Local Priority

- Learning Provision
- Successes & Achievements
- Leadership & Management

Progress and Impact:

- Families have been very well supported, particularly by Home School Practitioner Team, to engage with and support their child's learning and this has had a positive impact on attainment and achievements for targeted children.
- A Joint CAT session was held around Parental Engagement – we raised awareness across the learning community of the Learning Together document and used this as an opportunity for colleagues to have Learning Conversations with each other to share best practice and ideas for moving forward.
- Attendance has improved in most of our schools (data attached??). There are greater levels of parental engagement across the schools and levels of trust between families and schools have improved.

Next Steps:

- Continue to develop the role of Home School Practitioners.
- Develop the NLC leadership group – vision, values, develop relational trust.
- More networks at different levels – e.g. Pupil Learning Council
- Continue to develop family learning approaches as part of ELC expansion.
- Focus on mental health supported
- Develop NLC App

NLC Priority 4: Raising Aspirations and Attainment – remove barriers

NIF Priority

- Closing the attainment gap between the most and least disadvantaged children and young people
- Improvement in children and young people's health and wellbeing

NIF Driver

- School Improvement
- Teacher Professionalism
- Parental Engagement

HGIOS 4 Quality Indicator(s)

- 1.2 Leadership of learning
- 2.1 Safeguarding and Child Protection
- 2.2 Curriculum
- 3.1 Ensuring Wellbeing, Equity and Inclusion
- 3.2 Raising attainment and achievement
- 3.3 Increasing creativity and employability

Local Priority

- Learning Provision

Progress and Impact:

- Each school identified a % increase for attainment in literacy/numeracy for the session. Appendix 3 shows where these were met or exceeded for each school.
- Networking between schools during joint CAT sessions has supported and challenged colleagues who have enthusiastically shared good practice.
- CfE levels in the NLC for literacy and numeracy across the NLC are attached showing % increase/decrease on last year. Difference between NLC levels and national average are shown.
- Greater consistency across learning community in terms of good practice and shared strategies for raising attainment. Staff have opportunities to observe others' good practice.
- Using PEF, some schools are having a positive effect in interrupting the cycle of poverty.
- Staff have increased awareness of impact of PEF and knowledge of data.

Next Steps:

- Continue networking beyond NLC CATs – build in time as part of Working Time Agreement.
- Working across SEIC collaborative
- Evidence of pilot data approach measuring achievement???
- Moderation must happen.
- Training – review approaches to teaching literacy/numeracy – pedagogical approaches. Facilitate peer learning for staff through digital technology.

2. Priorities for Improvement in Current Year (2019-20)

Overview					Planning cycle		Session: 2019/20		
Number	Priority	Stage of Development	Main driver of priority		Alignment with:				
		Exploring, Developing or embedding	Self-evaluation/ school review/VSE	Education Scotland Report	HGIOS 4 QI	Well Being Wheel	Midlothian strategic priorities	NIF	Partnership working
1	Attainment	Developing	Self- Evaluation		1.1 2.3 3.2	Achieving	Learning Provision	Improvement in attainment, particularly in literacy and numeracy. Improvement in employability skills and sustained, positive school leaver destinations for all young people.	Across Primary and Secondary sectors and between schools within NLC.
2	Equity & Inclusion	Developing	Self-Evaluation		1.2 2.4 3.1	Nurtured Respected Included	Successes & Achievements	Closing the attainment gap between the most and least disadvantaged children and young people	Empowering Families Project Other 3 rd Sector Police NHS Play Therapy Base
3	Health & Wellbeing	Developing	Self-Evaluation		1.5 2.5 3.1	Safe Healthy Achieving Nurtured Respected Included		Improvement in children and young people's health & wellbeing.	

3. Priority Summary and High Level Strategic Targets

There are 2 planned Joint CAT sessions for schools and partners with set dates – the projected themes may change according to need.

Dates	Theme	Activities
ASG Joint CAT 1	Moderation Literacy	-
ASG Joint CAT 2	Moderation Numeracy	-

Priority No.	Priority	Key Target(s)	Expected outcomes for learners which are measurable and/ or observable
1	Improvement in attainment, especially literacy and numeracy.	<ul style="list-style-type: none"> 100% of schools have a self-evaluation calendar that reflects moderation, tracking, assessment and shared classroom experiences that involve all practitioners and learners. SSERC Teaching, Learning & Assessment Continue networking beyond NLC CATs – build in time as part of Working Time Agreement. Working across SEIC collaborative Evidence of pilot data approach measuring achievement??? Moderation must happen. Training – review approaches to teaching literacy/numeracy – pedagogical approaches. Facilitate peer learning for staff through digital technology. Obtain clear reports showing impact of interventions on attainment and also attendance/exclusions for individual children or groups of children involved in this work. 	

Priority No.	Priority	Key Target(s)	Expected outcomes for learners which are measurable and/ or observable
2	Equity & Inclusion: Closing the attainment gap between most and least disadvantaged children.	<ul style="list-style-type: none"> • Ensure that all youth work is delivered at low or no cost to support reduction in child poverty and increase accessibility. • Deliver the requirements of the child poverty act through the local action plan developed with community planning partners. • Continue to develop the role of Home School Practitioners. • Develop the NLC leadership group – vision, values, develop relational trust. • More networks at different levels – e.g. Pupil Learning Council • Continue to develop family learning approaches as part of ELC expansion. • Develop NLC App • Improve opportunity for, and understanding of, follow up activities in each school after Joint CAT sessions. • ELCC moderation • Structure for NLC meetings needs to be reviewed and decision made as to who attends and when. Consider partners – police, NHS, etc. • We need to be more strategic about NLC leadership meeting agenda to allow for effective collaboration and sharing for improvement. • Vision Values and Aims to be revisited by wider community – school staff teams and partner agencies 	

Priority No.	Priority	Key Target(s)	Expected outcomes for learners which are measurable and/ or observable
3	Improvement in children and young people's health and wellbeing	<ul style="list-style-type: none"> • Support schools to implement a range of universal mental health initiatives as part of the Midlothain Big Lottery funding. • Focus on mental health supported • Further embedding of 6 principles of nurture through working group, policy and practice, including 0-5 approaches. • Quantify the impact on engagement in learning, attainment and achievements. • Move forward with Mental Health collaborative. • Tree House – seek further information regarding planned developments for this. • Create a wider HWB policy/approach which includes nurture and is consistent across the NLC. • Health Visitor Meetings to be fully planned and in place. • Early Years team meetings to be fully planned and in place. • Improve clarity of roles – Team Around The Child and NLC. • NLC Admin Post has been cut due to lack of budget. Need to review how admin of wellbeing is supported in schools. 	Achieve attendance targets for primary to 95% overall and secondary 91% overall with a reduction in unexplained absences.