



Standards and Quality Report 2020-21

Improvement Plan - Year 2021-22



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1. Context of the School

Our School Vision, Values and Aims

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 were flagged as being in the top performing schools Digitally when receiving our Digital Schools Award feedback in March 2020. We go forward for our European Digital Schools Award.

We have implemented positive changes within the school where impact can be seen through significant evidence in many parts.

Newbattle High School 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 over 1000 pupils with projections to continue 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. Around 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 different groups of students (e.g. be it Care Experienced, our National 5/Higher, music 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 Digital 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 projects 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 on how we improve attainment, achievement and sustained positive destinations through partnership working with Edinburgh University, Edinburgh College partners and businesses.

Strengths from our self-evaluation:

- Improved achievements/attainment
- 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:

- Continue improving learning and teaching
 - Consistency across the school
 - Pace and challenge
 - Practitioner enquiry
 - Feedback and learner conversations
- Further consult on school improvement with stakeholders

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 extensively consulted upon and agreed across our community from 2018. It 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.

Aims

Newbattle community

Helps everyone

Succeed together

- Aims reflect key priorities in education, e.g. 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.

Values

- Values reflect social, economic and cultural factors of the school's community. The school community agreed our values in late 2019 and launched them in January 2020 in line with so many other successful changes. All stakeholders were consulted three times and provided with a "Have your say" in June 2019, on what our values should finally be. This ranged from questionnaires, focus groups, votes, parent council feedback, community user feedback etc.
- Values are referenced in key school documents and guidance, eg assemblies, Home Room (registration), school handbook, the improvement plan, parent/carer communications and is encompassed in our logo and #aimhigher etc.
- Student voice wanted new ties with our values embroidered on them so a new tie per pupil will be given to all students on return (after COVID restrictions).

3. Our vision, values and aims

Vision

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. Newbattle were referenced in the authority Care Inspection for good practice. 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.

Values - AIMHIGHER

A – ACHIEVE

- I aim beyond my potential.
- I help others see their potential.
- I am ambitious about what we can achieve together.

I – INCLUDE

- I welcome all.
- I look forward to working with everyone.
- I know it's important to be part of our community.

M – MOTIVATE

- I take every opportunity.
- I encourage others when they need it.
- I make the most of every situation.

R- RESPECT

- I see the best in myself.
- I make others feel valued.
- I show care for our community.



4. Review of Progress and Impact in Session 2020/21

NIF and Midlothian Priority (highlight as applicable)

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

NIF Driver(s) (highlight as applicable)

- School Leadership
- Teacher Professionalism
- Assessment of Children's Progress
- Performance Information
- Parental Engagement
- School Improvement

HGIOS 4 Quality Indicator(s) / HGIOELC (highlight as applicable)

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

Progress and Impact:

Newbattle continues to show a pattern of improvement in attainment. Our school is fully poverty proofed. Our Quality Improvement Framework, policy and calendar allow for more rigour in analysis. Newbattle's bespoke tracking system (TAMAR) has allowed for more targeted interventions for our students from, for example, PT half termly meetings, attainment mentors, House Team, Support for Learning, Year Heads, trusted adults and subject staff.

All staff (prior to lockdown) began the year engaging in a planned Learning, Teaching and Assessment (LTA) programme in our Working Time Agreement, Inservice days and School Improvement Working Groups. This was also underpinned by our initial engagement in Phase 2 of the SEIC Research School programme. Teachers are committed to further research and professional learning based upon Dylan Williams 'Formative Assessment Strategies'. In addition a new LTA policy was introduced along with a Learning & Teaching Framework and Self Evaluation Toolkit. Moderation has significantly improved through more opportunities within and beyond, through the networks established in line with the SQA Alternative Certification Model. A revised L&T steering group has been set up. Significant progress has been made in the use of technology to support remote and blended learning, and weekly feedback from pupils, parents and staff was very positive.

The new broader curriculum continues to be embedded and evolve with previous national recognition of emerging best practice including being referenced in Education Scotland, Education Skills Committee and OECD examples. Digital Centre opportunities have improved e.g. our S1, S2 and S3 core digital literacy courses are improving teacher pedagogy and pupils' digital skills. Our aim continues to be that every young person leaves with a Digital qualification to support them in the future.

Relationships between staff and learners are stronger and based on mutual respect. This creates a purposeful, focused and calm climate for learning. We have consulted and developed this through our new values of 'AIM higher' and the new LT&A and Positive Learning Policies. All staff understand the context of our school community and are aware of young people's potential barriers to learning. Learners are more active and eager participants in their learning which is real and relevant. The use of technology in the delivery of learning, teaching and assessment motivates and engages learners. Students' views and opinions are sought on a range of whole-school improvements and developments, particularly during lockdown, e.g. "You said we did". Faculties take account of pupil views and are developing a variety of strategies for furthering this, e.g. "Have your say" in Digital Literacy and Digital Learning, Google form evaluations in English, focus groups and Impact 360 in Science.

Staff have developed a shared understanding of quality learning, teaching and assessment supported by a Learning & Teaching SE Toolkit, planned whole-school working group programmes within the Working Time Agreement, and through self-evaluation and quality assurance.

The school's Learning, Teaching and Assessment Policy (LT&A) has been revised to reflect the values, agreed skills, and key principles of formative assessment and digital learning. A consistent approach to LT&A has clear expectations of staff demonstrating positive outcomes in classrooms and ensuring quality learning, teaching and assessment is delivered more consistently. Teachers provide clear instructions and explanations in lessons and a range of creative teaching approaches are used across the school. Lessons are well planned and teachers share the purpose of learning through clear learning intentions and success criteria. Learners understand and can talk about their learning, progress and next steps. Effective feedback to support progress occurs in a variety of ways through verbal, written and peer feedback. Teachers developed and transferred these classroom skills and approaches to remote learning during the lock down period, and all staff embraced the shift to using technology both to deliver and enhance the curriculum. Innovative approaches were also deployed to engage and motivate learners as well as provide them with meaningful feedback. Staff effectively and confidently use digital technologies to support learning with faculties enriching learners' experiences through its use. A fully consulted upon Digitally Equipped for Learning Policy allows full access to a range of technologies resulting from the deployment of chromebooks.

Effective moderation is conducted regularly across faculties, which has increased confidence and reliability of assessment standards by staff. Cluster moderation is established for literacy and numeracy. Moderation in all other curricular areas is developing across local authority networks and at regional level, through collaborative working (QAMSOs). The use of National Benchmarks is leading to valid and reliable assessment evidence. In the Senior Phase, teachers make strong use of National Qualifications criteria to assess learning. Staff are confident in planning lessons and assessing progress in the BGE using CfE Experiences & Outcomes and National Benchmarks. Robust evidence is gathered through a variety of assessments and is used to provide reliable and valid judgements on progress within and achievement of a level. In the Senior Phase, professional judgements are supported through a number of SQA appointees (close to one third of our staff) sharing their understanding of the standards through departmental and inter-school verification. This has been a key requirement of the ACM this year. The school has developed its own bespoke tracking and monitoring system to track targets, progress, attainment and achievement, coursing and pathways over time in BGE and Senior Phase. This system also provides information on learner needs. Five reports are provided to parents/carers for each year group per session and this is linked to a parents/carers' meetings for seniors, which this year was virtual. BGE pupils were allocated a 'Learner Coach' who tracked and monitored progress during remote learning and maintained regular contact with parent / carers. Senior leaders, departments and pupil support staff use this data to monitor learners, target support and put in place appropriate and timely interventions.

Impact

More confident and innovative learning and teaching during the period of remote learning has accelerated plans for digital learning and the integral use of technology in the classroom.

Google classrooms for every pupil, subject and level across the school.

Attainment in our Senior Phase is predicted to spike in line at least or above our virtual comparator in some aspects. We have improved attainment over the last 5 years which is set to continue (e.g. 5@5, 5@6). BGE levels continue to rise. Since 2016 Newbattle have improved level 3 in S3 as follows:

- Reading by +8%
- Writing by +12%
- Listening and Talking by +10%
- Numeracy by +3%

No Achievement of a level in 2020 or 2021.

Our S4 leavers data shows an increase in literacy and now above our virtual comparator for both level 4 and 5. Numeracy continues to be above our virtual comparator for level 4 and in line with our virtual comparator for level 5.

Attendance has increased by 3% in the last 3 years. Exclusions are significantly down e.g. 152 exclusions in 2015 to around 6 this session.

No Care Experienced or ASN pupil has been excluded.

Over 90% of senior phase students now receive their first choice subjects.

Next Steps:

Yet to be consulted more fully due to COVID-19

- Continued focus on attendance and attainment improvements.
- Embed new LTA policy and SE Toolkit, and recently reviewed Positive Learning Policy
- Fully engage in the SEIC Research School Programme, and raise the profile and importance of individualised ongoing professional learning
- Increased staffing and time towards Literacy and Numeracy interventions to support whole school recovery
- More robust and targeted tracking of BGE progress, and further embed strategies and curriculum changes to support pupils in their transition to senior phase

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

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NIF Driver(s) (highlight as applicable)

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- 3.3 Increasing creativity and employability

Progress and Impact:

The number of courses offered to senior students has again increased ensuring that students are gaining qualifications at the appropriate level supporting them with their future pathway. A number of new qualifications have been introduced including Engineering Science, Scottish Studies, Mental Health and Wellbeing, Emergency First Aid at Work, Wellbeing Awards, Personal Finance, Personal Fitness Instruction Level 2, and Sports Development.

This session we continued to close the digital divide. Over 700 devices were issued to learners over lockdown 1 and 2. Since returning to in school, all pupils at Newbattle are given a one to one Chromebook device.

Our Positive Destinations data at for this session is above all comparators (Midlothian, South East Improvement Collaborative and National) at 98% (only x3 pupils who are not yet in a sustained destination) Our three year average is again above comparators at 95%.

Study Support - Revision Masterclasses, Easter Revision: number of classes, subjects and levels, pupil attendance and proportion of SP year groups

Supported study took the form of after school masterclasses and Easter revision classes. These ran right throughout the session, including during lockdown. Study support classes were offered by every subject and at all levels in the senior phase.

Year Group	Total	Attended Masterclass	% of Cohort
S4	160	71	44%
S5	111	72	69%
S6	63	43	64%
Total	334	186	56%

Attainment Champions

Attainment Champions are members of staff who have volunteered to coach and mentor pupils in the senior phase. Their main priorities are

- To ensure that pupils all reach their full potential
- To build confidence and resilience
- To make up for any lost time

This session we had 18 members of staff who volunteered as Attainment Champions. They supported 32 pupils: 16 in S4, 12 in S5 and 4 in S6. Pupils were identified using SIMD and from their tracking report. Pupils who were off track for 2 or more subjects by at least 2 grades were targeted for support. Due to lockdown the Attainment Champion meetings began in February 2021.

Meetings took place once per week and were arranged along the following lines:

- Review of timetable and period 2 tracking report.
- Discussion of and identification of any issues.
- Review of Google classrooms, noting any major coursework pending.
- Agreed next steps for learner. Subsequent Meetings
- Review of progress since the last meeting (using reports if available).
- Review of Google classrooms and discussion of coursework and/or study currently being undertaken.
- Advice given.
- Agreed next steps for learner.

Tutoring

A private tutoring company was employed in order to redress the reduced learning and teaching time as a result of lockdown and school closures. This provided support for pupils who required extra support in 1-1 or small group settings. Pupils most likely to benefit from this highly targeted support were selected by teaching staff. 1-1 tuition was provided at Higher level for the following subjects: English Maths, French, Modern Studies, Music, Geography, Human Biology and Chemistry. Group tuition was provided for English, Maths, Modern Studies, History and Biology. In total 46 pupils received tuition from EH5. They each received 10 hour long sessions over the course of the session.

Evaluation Feedback:

1. The Learning Online Tutoring Support has helped me achieve better within the subject area I have been getting support in? **92% felt that this was the case.**
2. The Learning Online Tutoring Support has helped build up my confidence levels within the subject area I have been getting support in? **88% felt that this was the case.**
3. The Learning Online Tutoring Support has improved my attitude to learning within the subject area I have been getting support in? **92% felt that this was the case.**
4. Would you recommend this to other young people in schools? **88% would recommend this to other young people.**

We also had students tutored from Edinburgh University and through our South East Improvement Collaborative.

Improvements in attainment 2018-2020:

S4 improvements 2018 to 2020:

- 1 qualification at level 6 = up 6%
- 1 qualification at level 5 = up 7%
- 3 qualifications at level 5 = up 14%
- 5 qualifications at level 5 = up 13%

S5 improvements 2018 to 2020:

- 1 qualification at level 6 = up 27%
- 3 qualifications at level 6 = up 24%
- 5 qualifications at level 6 = up 10%
- 3 qualifications at level 5 = up 10%
- 5 qualifications at level 5 = up 12%

More to follow from our September INSIGHT update and analysis.

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

<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>We have created a leadership "AIMHIGHER" Academy. This brings opportunities for S1 to S6 to lead in aspects of our school. This ranges from School Captains, Sports Ambassadors, DYW Ambassadors, House Heads, Pastoral Ambassadors, SCQF Ambassadors...</p> <p>Throughout lockdown, staff supported all students. This ranged from Learner Coaches who called their allocated 5 pupils per week tracking their engagement, Learning Assistants calling pupils and helping online live lessons or Senior Phase pupils Attainment Champions coaching them. All S5/6 studied Mental Health and Wellbeing Award as part of their Wider Achievements in our newly introduced Wider Achievement Academy.</p> <p>We have launched our new school community values and have these promoted more widely than before. Our revamped House competitions took hold before lockdown with pupil ownership. We have data that shows the positive impact that our focus on young people's Health and Wellbeing has made further improvements at Newbattle High school. Attendance shows an increasing positive trend over the last three years and exclusions have decreased significantly. The restructuring of pupil support, curricular changes and a focus on Restorative Approaches has demonstrated positive impact through reduced exclusions. The coursing stay on rates are increasing over time, which is in line with the school vision. Interventions for the Wellbeing of our students continue to provide necessary support. These range from Y2K groups targeting confidence, aspiration, risk taking behaviours and provide Dynamic Youth Awards. Other providers are used such as Human Utopia, Skill Zone, Columba 1400, Commando Joes, RUTs, Nurture have previously and will continue to help support pupils. A new equalities policy has been consulted on and launched. A new Positive Learning Policy provides support in classroom management in a restorative way. Nurture, SfL and the House Teams continue to deliver results with pupils feeling safe, cared for and helping to increase attainment. New roles have been more embedded such as Principal Teacher Support for Learning, Teacher of Wellbeing, Pupil Care and Welfare Officers, Positive Relationship Officer, Learning Technologists etc. Staff are trained in Mental Health first aid. 100% of the HTs 6-a-day feel safe in school.</p> <p>Impact</p> <p>Lammermuir are this years House points champions. Attendance has increased by 3% in the last 3 years. Exclusions are significantly down e.g. 152 exclusions in 2014/15 to around 10 this session. No care experienced or ASN pupil has been excluded. Over 90% of senior phase students now receive their first choice subjects. Around 90% of seniors want to stay on for the their full senior phase at coursing</p>	

LGBT silver status
Rights Respecting School Bronze
Digital Schools Award
SCQF Ambassador Bronze school

Next Steps

- Support students back to school following COVID-19
- Track pupils attainment and possible positive destinations rigorously in data sets

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

<p><u>NIF and Midlothian Priority (highlight as applicable)</u></p> <ol style="list-style-type: none"> 5. Improvement in attainment, particularly literacy and numeracy 6. Closing the attainment gap between most and least disadvantaged children 7. Improvement in children and young people's health and wellbeing 8. Improvement in employability skills and sustained, positive school leaver destinations for all young people <p><u>NIF Driver(s) (highlight as applicable)</u></p> <ul style="list-style-type: none"> • School Leadership • Teacher Professionalism • Assessment of Children's Progress • Performance Information • Parental Engagement • School Improvement 	<p><u>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>Our Positive Destinations data for this session is above all comparators (Midlothian, South East Improvement Collaborative and National) at 98% (only x3 pupils who are not yet in a sustained destination) Our three year average is again above comparators at 95%.</p> <p>29 of our S6 students and leavers passed their Emergency First Aid at Work qualification. COVID restricted the full success of this planned qualification A targeted group of leavers passed their Personal Training L2 award. All S5 contributed to the Youth Philanthropy Project where this years winners won £3000 for their charity Held in Our Hearts. All S6 studied the Leadership Award at level 5 or 6.</p> <p>Our vision still stands as Career ready, College ready, University ready and Digitally ready. Our award winning curriculum holds sustained positive destinations at the heart of it. To that end our S2/3 employability electives continue to allow overt career education standards with our skills framework together. Horse care, chef academy, STEM, drone academy, mountain bike mechanics are a few courses on offer. Wider opportunities with intergenerational projects and extracurricular clubs also provide a chance to develop employability skills for e.g. code club, music, volunteering. Our data in the senior phase shows that we expect to see significant improvements in the number of young people achieving x5 or more courses at SCQF level 5 and 6. A significant increase in level 7 comparing our schools previous 3 years too. Courses and attainment have been tracked rigorously throughout the year in TAMAR and can be shown on request. Accounting for this amongst other aspects described are:</p> <ul style="list-style-type: none"> • Newer courses such as Health Sector, Laboratory Skills, Customer Service, Religious Beliefs and Values, Leadership, PC Passport and other NPAs help support individual pupils in subject choice • Removed study column in our curriculum structure and replaced with a wider achievement academy for almost all of the year group • S6 Leadership at level 5 or 6. During this current session S6 students were timetabled into a Leadership class in which they achieved a level 5 or 6 in the Leadership Award. This has supported more students in gaining qualifications at these levels. <p>Our Digital Centre of Excellence continues to demonstrate impact as highlighted further in this document.</p>	

Impact

98% positive destination 2021. Above Midlothian, National and Regional Improvement Collaborative results.
Predicted senior phase attainment and achievement set to show an increase again over the three year trend.
Digital Schools Award. Now working on European Digital Schools Award

Next Steps

- Prepare an employability coursing offer for students to return after COVID-19 lockdown where previously accepted offers of employment have been retracted
- Investigate the opportunity of a Newbattle 'Enterprise Academy'

5. Successes and Achievements in Session 2019-20

Awards for our School:

Scottish School of the Year 2019



Education Scotland Awards Creativity and Innovation Winners

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

Rights Respecting School Bronze Status



LGBT Silver



Gib McMillan Retweeted



Newbattle LGBT @NewbattleLGBT · Mar 11

So, so excited and proud that we have achieved this incredible accolade. Well done to all involved. We are the first school in Midlothian to achieve the LGBT Charter and, of course, we had to go straight for Silver 😊 #aimhigher



AnnCMarriott @AnnCMarriott · Mar 11

Congratulations @NewbattleCHSHT Newbattle Community High School on being awarded the SILVER #LGBTCharter: The first School in Midlothian to be awarded this accolade. What a fantastic achievement.

Digital Schools Award



- “Only one other school (private in England) ahead of Newbattle”.
- Invited to European Digital Schools programme
- Resources and Infrastructure – 100%
- Professional Learning – 100%
- Leadership/Vision - 99%
- Digital Learning and Teaching – 94%

Scottish Technologies Transforming Learning Winners 2020



Teaching and Curriculum Award Education Buildings Scotland Conference

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

UK Outstanding Music & Drama Department Award Finalists



SCQF Ambassador School – Bronze In recognition of our wide range of courses



Y2K Partnership

Gib McMillan @NewbattleCHSHT · Mar 14
Lyndsey is definitely a winner @newbattlehigh with the tireless work she does to help our students. Well done and we're all very proud to be a partner with @Y2K_Project #AIMHIGHER #proudHT

Y2K @Y2K_Project · Mar 14
Wonderful night had at #YLSAwards! Congratulations to Lyndsey Ritchie who was runner up in this years youth worker of the year category. We are super proud of our 180 project for being a runner up in the youth justice and prevention category.



Poverty Proof of School

Newbattle High School Digital Centre of Excellence Retweeted



Toni Scullion @ScullionToni · Feb 12

Wow @NewbattleCHSHT this is amazing!! @newbattlehigh leading the way! Brilliant!!



Gib McMillan @NewbattleCHSHT · Feb 12

Absolutely agree. We're very proud to have poverty proofed our full school working day (HE, music, art, CDT, sports...). Everything is free as soon as the students come in to our school. Students, staff and parent/carers appreciate this. #AIMHIGHER #proudHT twitter.com/parentforumsco...

COVID-19

Thank you

Newbattle would like to take this opportunity to thank everyone who is connected to our school. The strong partnerships were apparent through two lockdowns, remote learning, blended learning and our in school return. Our weekly communication and questionnaires helped shape our offering and plans for in school return.

Some Successes

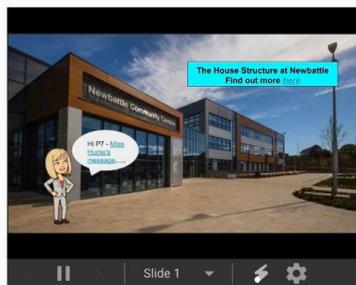
- Our Hub was very busy supporting key workers and identified young people.
- Learner Coaches (staff in school) made regular contact with their S1, S2 or S3 case load to review progress with online engagement.
- Attainment Champions and tutors helped Senior Phase pupils navigate the SQA expectations.
- We continue to have well over 1000 Google classrooms and a full 1:1 device roll out.
- From a large number of replies weekly through lockdown, we averaged 95% of people rating our remote offering good or very good.
- Newbattle was the pilot school for Lateral Flow Testing on site for the Scottish Government which helped shape the safe return to school.
- Virtual course choice (dept, employers, college, uni, parent/carer support)
- Virtual parent/carer consultation

Primary Transition (and virtual transition)

We again supported our P7 throughout the full year with a virtual transition. This

Primary Transition

**P7 Pupils – Test Your
Newbattle Knowledge – Click
Here!**



Gib McMillan Retweeted



Ms Hume @ms_mhume · May 21

Join us on the Transition classrooms set up for Midlothian P7s, your teachers sent the codes. Hoping to see lots of you log on 🙌
[@StobhillPS](#) [@GorebridgePS](#) [@GoreGlen](#) [@LawfieldPS](#) [@MayfieldPS](#)
[@NewtongrangePS](#) [@MoorfootPS](#) [@woodburnps](#) [@StAndrewsTweets](#)

Some comments from our parents/carers and pupils can be seen below.

Newbattle High School is brilliant and its all because of all the people who work there ,the teachers and office staff and everyone else who is looking after our kids and they are our superstars 🙌 I am lucky that my son is in this school and we are grateful .Thank you 😊 !!!!!

The school is doing it's best to support everyone which is not an easy task as each family has its own barriers and situations. I'm very happy with the remote learning and we are doing the best we can with the time we have. I'm not at all worried about my child falling behind, children can pick up later on when things are more normal in the world. Thanks to all staff

all home. Thankful to the teachers updating and uploading information while they will also have their own family challenges. Well done all.

Great work, well done Newbattle High

Just wanted to express thanks to staff for all their efforts.

Thank you so much.

I would like to send my thanks to you all at Newbattle High School for the support you are giving during these strange times, it is much appreciated by us all and mostly by , who without the routine and guidance would be completely stressed.

Firstly how well the school are doing the home learning. finds the timetable a brilliant way to work and it gives her a good structure for the week. The teachers are also doing a great job providing feedback and marking work quickly which really does help make this whole thing a more positive experience.

classes have already been doing this and I've found it useful.

Big mention this week goes to Mrs for her live lesson. Great fun & learning at the same time. Thank you.

It's all working out very well thanks everyone for all your efforts in making this happen.

My son has no complaints, and communication from the school is excellent

The teachers have all been amazing, thank you. Well done to all the staff.

Working Group or Management Framework for Improvement Plan

2021-2022 Whole School Collegiate Time Working Groups/ Faculty & Departments – Improvement Plans

In 2020-21 our Whole School Collegiate Time Working Groups was re-structured to provide maximum impact with Learning, Teaching and Assessment (LTA) as a priority. This replaces our NIF driving working groups and is 8 hours within our WTA as well as significant time at Inservice days. Working Group A will only be on LTA and work towards our plan for being a SEIC Research School.

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:

Positive Learning, Vision/Values and Restorative Practices	LTA policy Embedding a Skills Framework (literacy/numeracy/HWB/digital/DYW)	Rights Respecting Schools	LGBTI+
Mentors in Violence Prevention	Mental Health Ambassadors	Digital	SCQF/SQA Ambassador / Wider Achievement
Sustainability	Community Intergenerational Relationships and Projects		

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.

7. What is Our Capacity for Continuous Improvement?

Quality Indicator	LA/School Self-Evaluation	Authority Reviews / Theme visits	HMIe/ Care Inspectorate Inspection Grades
1.3 Leadership of Change	Very Good – June 2020	Commented on as Very Good - March 2019	Wasn't an indicator for HMI
2.3 Learning, Teaching and Assessment	Good/Very Good - June 2020	Satisfactory March 2019	Good 2009 HMI
3.1 Ensuring Wellbeing, Equity and Inclusion (Take into account QI 2.1)	Good/Very Good - June 2020	Satisfactory (some weak) - June 2017	Good 2009 HMI
3.2 Raising Attainment and Achievement/ Securing Children's Progress	Satisfactory/Good – June 2020		Satisfactory 2009 HMI

Part 2: Midlothian Education Improvement Planning – 2020-21

Establishment	NEWBATTLE HIGH SCHOOL
Area	
Session	2020/21
Planning Cycle	

Contents – School Improvement Plan

1. Overview of High Level NIF Priorities
2. Priority Summary and High Level Strategic Targets
3. ASG Plan

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

Priority 1 Attainment and Achievement	Priority 2 Included, Engaged and Involved: Wellbeing and Equity	Priority 3 Self-Improving Systems	Priority 4 Lifelong Learning and Career-Ready Employability	Priority 5 Finance and Resources
<p>1.1 Improve attainment within the broad general education stages, by focusing on:</p> <ul style="list-style-type: none"> ● CFE analysis shows improvements as a school S3 <p>a) Improvements in planning, tracking and assessment and curriculum design and progression.</p> <ul style="list-style-type: none"> ● Imp Plan – WG A LTA and B – Ed Scot Moderation cycle <p>b) Innovative pedagogical approaches and enhanced use of digital technology to support learning.</p> <ul style="list-style-type: none"> ● Digital Schools Award evidence <p>c) Pedagogy, play and progression across Early Level.</p> <p>1.2 Improve attainment within the senior phase by maximising opportunities through curriculum planning, consortium arrangements and partnership delivery, including addressing the ASN Senior Phase attainment gap.</p> <ul style="list-style-type: none"> ● Improved SP data evidence (improved attainment doc) ● More rigour and analysis on ASN/CE etc at points in the year <p>1.3 Identify and reduce the attainment gap between the most and least deprived children, including care-experienced children.</p> <ul style="list-style-type: none"> ● Care Inspection report p20 – good practice statement ● Improved SP data evidence (improved attainment doc) ● More rigour and analysis on CE etc at points in the year 	<p>2.1 Improve Equity and Inclusion, through the following areas:</p> <ul style="list-style-type: none"> ● Nurture ● Attendance and Engagement ● Family Learning ● ASN <p>Embedding the principles of UNCRC and The Promise</p> <p>2.2 Develop and improve health and wellbeing of staff and all children and young people, from Early Level to Senior Phase through:</p> <ul style="list-style-type: none"> ● HWB curriculum development ● local authority, school and community supports <ul style="list-style-type: none"> ● Data on attendance, exclusions etc ● New structures with significantly more staff ● PEF interventions e.g. PCWO's <ul style="list-style-type: none"> ● Leisa Randall and Dee Kieron involved ● Mental Health ambassadors ● WellBeing Award for all S5/S6 	<p>3.1 Develop a quality improvement framework to support schools to achieve Good or Better in inspection QIs through:</p> <ul style="list-style-type: none"> ● Implemented session 2019-20 and taken from good practice/HMI's <p>a) Empowering leaders at all levels, leading to an empowered system.</p> <ul style="list-style-type: none"> ● Ethos and culture in school ● Large number of staff leading aspects of school improvement in and outside of school <p>b) Improving quality of leadership at all levels including leadership of learning</p> <ul style="list-style-type: none"> ● Developing an empowered system in school ● Leadership Matters Programme through Pastoral team ● More engaged in Leadership Matters lockdown ● Dylan Williams Formative Assessment through all teaching staff 2019-20 ● Senior prefect body actively involved in working groups <p>c) Delivering a minimum data set and supporting data literacy to improve self-evaluation.</p> <ul style="list-style-type: none"> ● TAMAR, QIF, Results analysis etc <p>d) developing a Parental Engagement Strategy</p>	<p>4.1 Improve senior phase progression pathways to increase positive destinations, including for young people with ASN and who are care experienced</p> <p>4.2 Prepare children and young people for the world of work:</p> <p>a) carry out an audit of career education standards 3-18 and embed them within learning and teaching across all levels in our schools, in partnership with stakeholders in order to provide pathways for learners that best support the realisation of young peoples' future aspirations</p> <ul style="list-style-type: none"> ● Employability electives in S2/3 ● MWOW ambassadors ● DYW links reduced due to COVID ● Strong SDS worker ● DEC starting ● 1FTE CDT Teacher appointed <p>4.4 Preparing children and young people for the world of work:</p> <ul style="list-style-type: none"> ● Employability electives in S2/3 ● MWOW ambassadors ● DYW links reduced due to COVID ● Strong SDS worker ● 	<p>5.1 Deliver Best Value through:</p> <p>a) Reviewing and implementing the Learning Estate strategy, taking cognisance of the ASN learning estate.</p> <p>b) Robust workforce planning.</p> <p>c) DSM Review</p> <p>5.2 implementing 'Equipped for Learning' Digital Strategy to support transformational change in digital learning</p> <ul style="list-style-type: none"> ● Piloted this already with success ● Digital Schools Award ● 1:1 next step

2. Priority Summary and High Level Strategic Targets *(Please see PPP 69 April 2021 for guidance)*

Priority (paste from above)	Links to HGIOS4?	Key Actions	Lead Person Timescale Links to WTA	Expected measurable outcomes for learners – <i>please refer to NIF targets at start of this section for 2021-22 AND use your own contextual targets IF REQUIRED</i>
Digital	QI 2.3	<p>Every school will participate in the following;</p> <ul style="list-style-type: none"> • Half day in service training in Aug, focusing on new systems and processes • Half day in service training in Jan, focusing on professional learning in digital pedagogy <p>Three mandatory e-learning modules, 3x30mins, linked to innovative pedagogical approaches and enhanced use of digital technology to support learning</p>	<p>Digital learning team and digital leaders in each school</p> <p>See Key Actions</p>	<p>Equity of access for learners baseline, Aug 2021</p> <p>Equity of access for learners measure, May 2022, expected to be 100%</p> <p>Staff confidence baseline in use of digital platforms, August 2021</p> <p>Staff confidence measure, March 2022</p>
Nurture		<p>Every school will:</p> <ul style="list-style-type: none"> • Appoint a Nurture Lead to support the development of whole school nurture • Complete a self-evaluation audit to identify areas of strength and target development needs • Be enabled x2 hours minimum protected time to support development of whole school nurture and, where required access to bespoke training to meet identified learning needs 	<p>Nurture Strategy Group and Nurture Leads in each school and early years setting</p> <p>June 2021</p> <p>June 2021</p> <p>October 2021</p>	<p>100% schools will have identified specific Nurture targets in their SQIP, June 2021.</p> <p>100% of schools will have demonstrated an increase in whole school nurture knowledge and understanding and in applying nurture in practice</p> <p>Baseline evidence from School Nurture Audit, June 2021.</p> <p>Follow-up evidence gathering from School Nurture Audit, May 2022 with sample of schools. Training Evaluation Surveys</p> <p>All Nurture Leads will show an increase in skill and confidence in developing a nurturing school</p> <p>Baseline evidence - focus group with Nurture Leads, June 2021</p> <p>Follow-up evidence focus group, May 2022.</p>

2. Newbattle High School Improvement Plan 2021-22

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 2020-21 AND use your own contextual targets IF REQUIRED</i>
Self-Improving Systems (3) School Recovery 2021-2022	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	<ul style="list-style-type: none"> School recovery following the 2yrs of disruption to procedures, policies and ethos. Health and safety documentation created including staff reconnection. Implement structure of Strategic SLT meeting (including x1 member of ELT and a rotating School Captain) 	G.McMillan and SLT by December 2021	<p>All school return safely by Autumn 2021 in line with the latest Government Health and Education principles.</p> <p>SQA principles for 2022 shared and understood</p> <p>Attendance positive Staff and community feedback positive Union feedback positive</p>
Attainment and Achievement (1) Self-Improving Systems (3)	1.1 Self-evaluation for self-improvement 1.2 Leadership of Learning 2.3 Learning Teaching and Assessment 3.2 Raising Attainment & Achievement	<ul style="list-style-type: none"> Re-embed our Quality Improvement Framework, policy and calendar to provide checks on progress (1.1) Staff and students have more opportunity to lead learning (1.2) Improve pace and challenge (2.3) Embed and promote skills needed to support learning, attainment and achievement, including Literacy and Numeracy (2.3) Differentiation is developed further to ensure the needs of all learners are met(2.3) Digital learning embedded in lessons taking best practice from remote learning (2.3) 	G.McMillan – December 2020	<ul style="list-style-type: none"> ✓ Stakeholders views being taken into account on school decisions ✓ Greater stakeholder engagement ✓ Attainment increased in line with our VC ✓ Achievement improved ✓ Reduction of changes to presentation levels by 10% ✓ Digital Centre of Excellence to have self-evaluated ✓ All staff be observed 2 times in the session if possible through COVID ✓ Regular meetings between faculty link and PTs ✓ Departments to evaluate and make a return in accordance to each NIF priority ✓ 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%). Digital Schools Award ✓ Attainment increased at every stage and level <ul style="list-style-type: none"> ○ Winter Leaver/CE/YC/ASN focus ✓ Data on referrals/exclusions demonstrating greater self-regulation ✓ Pupil engagement improved ✓ Learner conversations conducted in all classrooms ✓ Newbattle Positive Learning Policy shared and used to support lesson planning and consistency of classroom routines ✓ Agreed observation schedule digitally to be used ✓ Increased expectation and aspiration of achievement by staff ✓ More secure understanding of pace and challenge ✓ Increased expectation and aspiration of achievement by staff

		<ul style="list-style-type: none"> ● Track progress and moderate assessments of the Broad General Education S1-S3 (3.2) ● 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). ● Senior Prefect Team to lead aspects of student achievement through the #AimHigher Academy (3.2) ● Initiate a stronger CLPL offering to staff 	G.Williamson (June 2022)	<ul style="list-style-type: none"> ✓ Newbattle Learning Community – 3 events around moderate literacy, numeracy and HWB ✓ Middle leaders programme using Leadership Matters will further empower our curriculum PTs ✓ Recently Qualified Teacher mentoring programme will raise confidence in LTA when back to normal teaching and assessing.
<p>Attainment and Achievement (1)</p> <p>Included, Engaged and Involved: Wellbeing and Equity (2)</p>	<p>2.2 Curriculum</p> <p>3.1 Improving Wellbeing, Equality and Inclusion</p> <p>3.2 Raising Attainment and Achievement</p>	<ul style="list-style-type: none"> ● Review BGE curriculum pathways and courses offered (2.2) ● Continue to offer a broader range of appropriate subjects, qualifications and levels (2.2 and 3.2) ● Continue to improve attendance (3.1) ● Continue to improve the way we celebrate and recognise wider achievement and attainment (3.2) ● Pilot a Digital Blended Learning Wider Achievement Academy (3.2) ● Develop the curriculum further to provide more opportunities to embed technology and relevant SQA courses (3.2) 	<p>C.Philp – February 2021 SLT / House Team – June 2021 House Team (E.Rome) – June 2021</p> <p>M.Davidson – June 2021</p>	<ul style="list-style-type: none"> ✓ Target groups to improve attainment <ul style="list-style-type: none"> ○ Literacy, Numeracy, Winter Leavers, CE/YC/ASN ✓ 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 ✓ More ungraded level 5 and 6 courses for S4, S5 and S6 ✓ Accreditation for employability electives ✓ Free choice in senior phase – 90% achieving 1st choice ✓ Increase work based learning opportunities (COVID Level 0 pending) ✓ Create personal pathways for S3 pupils in particular ✓ Stay on rates to be 90% for S4 and S5 ✓ 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 ✓ Home School Practitioner impact shown 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) ✓ Appoint a designated PCWO to reduce lates and help increase attendance

		<ul style="list-style-type: none"> Track cohorts more rigorously with the new remit in DHT of attainment and achievement. 	J.Fair/G.Williamson April 2022	<ul style="list-style-type: none"> ✓ Expand the number of digital NPA courses available in Senior Phase ✓ All pupils working towards digital accreditation through BGE Digital Literacy ✓ Greater number of pupils increasing achievements through active participation, including Care Experienced, ASN ✓ Track Care Experienced, ASN through TAMAR ✓ DCoE - create an area digitally where pupils have an individual portfolio of achievements
<p>Attainment & Achievement (1)</p> <p>Self Improving Systems (3)</p> <p>Learning, Teaching & Assessment</p>	<p>2.3 Learning, Teaching & Assessment</p> <p>1.2 Leadership of Learning</p>	<ul style="list-style-type: none"> Fully embed our new Learning, Teaching and Assessment Policy, and SE Toolkit (2.3) Teachers engage with the new GTCS professional standards & updated Midlothian PRD Policy through the PRD process NHS will undertake a planned and focussed professional learning programme based upon a practitioner enquiry model as part of the SEIC Research School programme (1.2)(Refer to the SEIC plan in Section 5) Support and facilitate staff to engage in collaborative working practices and instructional coaching (1.2) Develop an RQT programme to complement and extend the existing NQT one Introduce and develop an ongoing Middle Leaders CLPL programme 	G.Williamson DHT LTA L&T Steering Group - ongoing through the year	<ul style="list-style-type: none"> ✓ Appropriate support and challenge will be given to staff to meet new GTCS professional standards ✓ All staff to have their entitled PRD and were fully engaged in the PRD process ✓ Half termly PL Bulletin raises awareness of the importance and opportunities for ongoing personalised professional learning ✓ All staff engaged in the Research School programme and developed their practice in their specific focus areas of formative assessment strategies (based on the work of D.William) resulting in greater consistency and improved quality in L+T ✓ Pace of lessons and challenge in the level of learning has improved based on feedback and observations resulting in improvements in attainment ✓ A group of lead learners planned and developed staff training for SEIC research school ✓ 9hrs provided in the BTA towards 2.3 with a discrete working group created including all staff. Also Inservice day time prioritised ✓ All teachers engaged in working collaboratively, with some taking the lead in developing the school's approach to instructional coaching ✓ Skills framework outlined in the LT&A Policy visible within all classes ✓ RQTs engaged in a programme which supported their progress in developing their skills in a range of areas linked to the Sfr ✓ Middle Leaders work collaboratively and share a common understanding of their role which will ensure consistency in both operational and strategic activities

<p>Included, Engaged and Involved: Wellbeing and Equity (2)</p> <p>Finance and Resources (5)</p>	<p>3.1 Improving Wellbeing, Equality and Inclusion</p>	<ul style="list-style-type: none"> ● Continue to provide staff training on restorative approaches, diversity, equality and wellbeing (3.1) ● Further develop a school House identity through the #AimHigher Academy (3.1) ● Have a NHS detailed PEF Improvement Plan and Digital Centre Of Excellence Plan 	<p>M.Hume – June 2022</p> <p>House Team – June 2022</p> <p>Senior Leadership Team</p>	<ul style="list-style-type: none"> ✓ Embed our agreed set of values demonstrated throughout the school community ✓ Tracking of Wellbeing ✓ All staff and pupils aware of WellBeing indicators ✓ S2-S4 used WellBeing Wheel to evaluate (continue to embed this with new S1-S3) ✓ 5hrs in WTA for in-service day training ✓ Equality input into pupil voice through Homerooms ✓ House identity continued and promoted ✓ House points allocated in achievements, competitions etc across the year ✓ Raised profile of House captains e.g. contributing to School Improvement Working Groups, evaluating school improvement using HGIOURS (2), delivering assemblies (when possible)
<p>Self-Improving Systems (3)</p>		<p>Continue to prepare for pending HMI where appropriate</p>		

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.

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 onwards</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 onwards</p>	<p>Baseline data reviewed, measured at check points and amended each termly 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%. Overall school attendance has increased over the 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>M.Hume August 2020 onwards</p>	<p>Focus groups including all stakeholders. Data from baseline figures on attendance, exclusion, 5@level 3 to now be level 4. Develop to focus on lates.</p>	<p>Reduction of exclusions 152 in 2015, 10 in 2019 (no Care Experienced). Increase of 5@3 to 95% prediction 2021 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 – L.White 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 2019/2020. 2019BGE 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 J.Fair 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.</p> <p>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: 5@level 5, 2015: 27% Target for 2020: 45% 3@level 6, 2015: 15% Target for 2020: 33% 5@level 6, 2015: 12% Target for 2020: 20% (Please note 2015 data quoted when plan was formulated).</p>	<p>J.Fair 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 2021</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 2020. 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>

Payment of music tuition causing a significant barrier to learning for families with over 100 pupils reliant on music tuition.	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.	G.McMillan	Continuation of music instruction at Newbattle to all pupils involved. INSIGHT results e.g. 7 Advanced Highers at 'A' after the first year.	Improved INSIGHT data. Improved graded music exams. 14 pupils started straight in Higher 2019. 10 AH in 2020 (9 A's).
Disengaged group of learners identified through tracking at risk of underachievement	Interventions SkillForce, Human Utopia, Columba 1400 etc 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.	E.Keeble	Reviewed termly with stages/attendance reports. Service level agreement each year.	Improved engagement from the group of learners. S2 – Skillforce S3 – Human Utopia from core

A full review of this plan and impact will be conducted from August 2021.

4. ASG Plan



STANDARDS & QUALITY REPORT 2020-2021 and IMPROVEMENT PLAN 2021-2022

Part 2: Midlothian Education Improvement Planning

Establishment	Newbattle Learning Community
Area	Newbattle
Session	2021-22
Planning Cycle	Baseline – cycle 2

SIGNATURES			
ASG Manager	<i>Nicola McDowell</i>	Date	<i>June 2021</i>
ASG Chair	<i>Zena Diggle</i>		<i>June 2021</i>

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 2020-2021 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 .

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

Review of Progress and Impact in Session 2020/21

NLC Priority 1: Improvement in attainment, especially literacy and numeracy.

NIF and Midlothian Priority (*highlight as applicable*)

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

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

- School Leadership
 - Teacher Professionalism
 - **Assessment of Children's Progress**
 - Performance Information
 - Parental Engagement
- School Improvement

HGIOS 4 Quality Indicator(s) / HGIOELC (*highlight as applicable*)

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

Progress and Impact:

- We continued with moderation activities in school to the best of our abilities given lockdowns.
- Education Scotland supported some of our schools (Lawfield and Mayfield) by giving further input to their teams. This has improved teachers' understanding of the moderation cycle as embedded in the Teaching, Learning & Assessment Cycle.
- 2 staff members are being trained as QAMSOS
- RWI has been provided online throughout remote learning and we practice has improved. RWI training has also been held for some schools. Staff confidence has improved and delivery is more inclusive and differentiation has improved.
- Talk for Writing – part one of the training has been held in some schools and we J Mathers (HT at Mauricewood) shared their experience and development journey with many of us.
- All schools have progression pathways in place but there isn't a consistent set of PPs yet – waiting for LA to issue these.

Next Steps:

- We will carry this forward into 21/22.
- RWI - We now need to gauge impact of this work following the return to schools after lockdown and remote learning.
- Talk 4 writing – day 2 of training to take place and impact on attainment to be measured in each school.
- Awaiting Progression Pathways and Curriculum Framework from LA which will then be implemented.
- Validated Self Evaluation – take forward into next year.

NLC Priority 2: Improvement in Young People's Health & Wellbeing.

NIF and Midlothian Priority (highlight as applicable)

5. Improvement in attainment, particularly literacy and numeracy
6. Closing the attainment gap between most and least disadvantaged children
7. Improvement in children and young people's health and wellbeing
8. Improvement in employability skills and sustained, positive school leaver destinations for all young people

NIF Driver(s) (highlight as applicable)

- School Leadership
- Teacher Professionalism
- Assessment of Children's Progress
- Performance Information
- Parental Engagement
- School Improvement

HGIOS 4 Quality Indicator(s) / HGIOELC (highlight as applicable)

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

Progress and Impact:

- Each school received a tailored package of therapeutic support from our partners. Pupils have responded positively to interventions. Due to lockdown, it was not possible to provide face to face support and some of the support continued online.
- Summary of input from partners attached.
- Funding was used from ELC Inclusion Funding to buy in sessions from Midlothian Play Therapy Base to look at attachment and attainment. The impact of this was
- Early Years consultation session were offered to support staff meeting the needs of key children. The impact of this was ...

Next Steps:

- To refresh NLC Vision, Values and Aims in line with new Midlothian Vision.
- Individual schools will take forward Zones of Regulation as appropriate to their setting.
- Develop Nurture in schools as part of the Nurturing Authority project.

NLC Priority 3: Improvement in employability skills and sustained, positive school leaver

NIF and Midlothian Priority (*highlight as applicable*)

- 9. Improvement in attainment, particularly literacy and numeracy
- 10. Closing the attainment gap between most and least disadvantaged children
- 11. Improvement in children and young people's health and wellbeing
- 12. Improvement in employability skills and sustained, positive school leaver destinations for all young people

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

- School Leadership
- Teacher Professionalism
- Assessment of Children's Progress
- Performance Information
- Parental Engagement
- School Improvement

HGIOS 4 Quality Indicator(s) / HGIOELC (*highlight as applicable*)

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

Progress and Impact:

- Newbattle High School has the highest positive destinations in our authority for 2020 at 98% - above the virtual comparator, Midlothian and national statistics.
- Newtongrange have created skills progression linked to their 'Keys to Achieve'.
- SSERC Cluster Programme for STEM – limited progress due to lockdown and pandemic.
- Whole school STEM termly challenges took place and termly STEM boxes given to schools.
- SSERC mentors set up workshops for schools to attend to improve their skills and receive resourcing.

Next Steps:

- Establish how the cluster programme will move forward next year.
- Carry forward development of Skills Progressions – working with colleague at Stobhill and AT Lawrie.

Contents – Newbattle Learning Community Improvement Plan

1. Priority Summary and High Level Strategic Targets
2. Interrupting the Cycle of Poverty - Pupil Equity Fund Plan

Priority Summary and High Level Strategic Targets

NIF Priority	Links to HGIOS4	Key Actions	Lead Person Timescale Links to WTA	Expected measurable outcomes for learners
Improvement in attainment, particularly literacy and numeracy “ACCELERATING OUR DIGITAL AMBITION”	1.3 Leadership of change 2.2 Curriculum 2.3 Learning, teaching and assessment 3.2 Raising attainment and achievement/ Securing children’s progress	Digital Learning Project Outline	½ day In Service 1.5 hours outwith in service time	
Improvement in attainment, particularly literacy and numeracy “TEACHING, LEARNING & ASSESSMENT”	1.3 Leadership of change 2.2 Curriculum 2.3 Learning, teaching and assessment 3.2 Raising attainment and achievement/ Securing children’s progress	<ul style="list-style-type: none"> Validated Self Evaluation (Fife model) Digital First approach embedded within the LTA policies in school. Moderation – carried forward – as ‘Teaching, Learning & Assessment Cycle’ Curriculum Framework Progression Pathways 	Vicky Morgan	
Improvement in children and young people’s health and wellbeing “NURTURING AUTHORITY – YEAR 1”	1.3 Leadership of change 2.4 Personalised support 3.1 Ensuring wellbeing, equality & inclusion	<ul style="list-style-type: none"> Complete Nurture self-evaluation audit to identify priorities for year ahead. All schools services to have Nurture Approaches within their Service Improvement Plans NLC representation on Strategy Group 	Lisa Barnes	

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
Friday, 29 October 2021		
Friday, 18 March 2022		

5. South East Improvement Collaborative Research School Plan



SOUTH EAST IMPROVEMENT COLLABORATIVE
Working together, empowering all, improving outcomes

School & Local Authority	Newbattle High School	Chosen Research Frame e.g. Practitioner Enquiry/Improvement Methodology	Practitioner Enquiry
School Improvement Priorities & Intended Focus of Research	<p>Think about how your overarching school research focus fits in with your SIP</p> <p>School Improvement Priorities : Attainment & Achievement : Learning, Teaching & Assessment</p> <p>These priorities have been ongoing in the NHS SIP for the past two years and continue to be a key focus linked to closing the attainment gap, improving outcomes for all learners, and further developing consistency in high quality approaches to learning and teaching. Taken together they will move the school from being 'Good' to 'Very Good' in QI 2.3</p> <p>This includes further embedding digital technology to support and enhance L&T and developing pedagogy using digital platforms.</p>		
Intended Outcomes for Learners	<p>What particular outcomes are you hoping to improve?</p> <p>Think about Achievement, Attainment, Attendance, Engagement, Confidence, Quality of Learner Experience, Learning and Teaching – be specific</p>		

may be grouped by school or specific groups

- *Learning & Teaching*

To develop and embed consistent formative assessment approaches in daily classroom practice which has a positive impact on learners engagement and outcomes. Many teachers routinely work collaboratively, however in the year ahead there is an expectation that all teachers will work with colleagues in groups of 3 or 4. This approach should result in a more supportive and relevant experience of professional learning and should allow us to make progress in sharing good practice which is sustainable.

Learning & Teaching (QI 2.3) moves from being 'Good' to 'Very Good'. Our self-evaluation process as well as a previous authority review, which included SEIC representatives, recognised areas of practice which ranged between satisfactory and very good. Following the work on formative assessment last year the school is confident that with a continued focus on research informed practice and pedagogies specifically in the use of success criteria, retrieval practice, questioning and feedback we will be able to ensure all staff are confident and capable of reaching this goal. They will have opportunities to access relevant and recent resources to inform their research. They will also work collaboratively with colleagues and will participate in ongoing self and peer assessment activities when they can reflect on their practice, review progress and consider next steps. Research School status will help us to formalise our current model of professional learning activities.

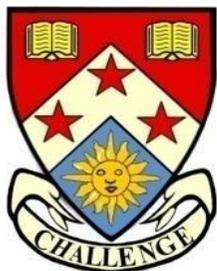
- *Quality of Learner Experience*

To further develop and share best practice in the use of digital technology which motivates pupils and ensures all pupils have access to a curriculum which supports them to achieve and provides opportunities for them to activate learners as owners of their own learning and instructional resources for one another.

- *Attainment*

Continued and sustained improvements in attainment will be achieved to a large extent by similar improvements in high quality teaching and learning. Our aim is to have 'Very Good' levels of attainment by 2022. Attainment has improved in recent years, however with a focus on teachers developing their expertise in specific areas of formative assessment approaches we would expect to find that there is a positive impact for learners which results in more pupils achieving a broader range of qualifications, particularly at L5 and L6.

6. Digital Centre of Excellence Plan



Newbattle High School Centre for Digital Excellence



Digital Centre of Excellence Improvement Plan - Year 2021-22

Each priority represents a three-year aim for the digital centre; the traffic lighting of the priorities is a measure of progress on the priorities set for that year. As aspects of the priorities are achieved the overarching aims will evolve year on year and will be reflected in the improvement plan.

Green – Complete, Yellow – still in progress, White – still to start.

- **Curriculum and Learner Journeys** – Alongside partners in Midlothian Council, Education Scotland, Scottish Government, Scottish Qualifications Authority, Skills Development Scotland, Further Education, Higher Education, Industry and Commerce, school staff are beginning to map out the development of learner journeys to equip the students with the skills and expertise to thrive in a future workplace and be safe and responsible citizens within their digital communities.
- **Leadership and Community Ownership** – It is essential that members of the wider community have a strong voice in the development of the Centre and its services. All members of the community will have the opportunity to develop their capacity to lead and inspire within the realms of digital.

- **Investment in the Learning Community, Enterprise** – The Centre will achieve its goals through investing in its learners, quality career long professional learning for staff and technical support that is appropriate for the learning environment. Normalize the funding of the Digital Centre into the council Digital Learning Budget.
- **Learning and Teaching: Partnerships, Research and Innovation** – working with a range of partners the Centre will research the use of digital technologies in learning teaching and assessment, seeking to identify and develop innovative ways of improving learning and teaching in school and beyond. Improve the schools use of data in tracking, monitoring and improving attainment.
- **Digital Participation** - The Centre will strive to deliver equity of opportunity and look for innovative ways to address barriers to learning such as poverty and disability. It will adopt a universal design for learning in its digital resources and look to support device ownership and bandwidth with an 'Equipped for Learning' policy.
- **Digital Hub** – The Centre will act as a digital hub, sharing the experiences and technical expertise, developing pedagogy and learner pathways to Midlothian Council, SEIC, Scottish Education and beyond.

Green – overtaken, Yellow – still in progress, White – still to start.

A detailed report and summary of progress of the Digital Centre was presented to the Midlothian Council Education Sub Committee in February 2021. Digital Schools Award was achieved in January 2020 full report.

Priorities for Digital Centre in 2021-22

- 1. Digital Participation (QI: 2.3, QI2.5)** Technical implementation of Multi-media Recording Studio, Innovation and Design Learning Space, Equipped for Learning: Devices for all learners, Enhanced Drama Studio and Stage. This includes the ongoing technical support and training learners, and staff require in using the new technology. **(QI 1.5)**
- 2. Learning and Teaching: Partnerships, Research and Innovation:** Improve the schools use of data in tracking, monitoring to make interventions and improve attainment.
- 3. Learning and Teaching: Partnerships, Research and Innovation** Embed Digital Learning in the school's Learning, Teaching and Assessment policy and Toolkits. Participation in the SEIC research school project with a focus on Digital Learning.
- 4. Curriculum and Learner Journeys** Develop a digital literacy curriculum and lessons in the BGE (Broad General Education) that provides learners with the skills and knowledge to act as safe and responsible digital citizens and maximise the use of digital technology in lifelong learning and work. Continue to develop the

curriculum to cover the outcomes and benchmarks for Digital Literacy outcomes, Computing Science outcomes, Literacy and Numeracy Outcomes. All S3 pupils will gather evidence for NPA (National Progression Awards) Digital Literacy, NPA Level 4 Data Science. **(QI 2.2, 2.3, 3.3)**

5. **Curriculum and Learner Journeys** Develop curriculum pathways in NPA Digital Media, NPA Cyber Security, NPA Web Development and NPA Computer Games Development. Support other departments in developing learner journeys and using technology to enhance the curriculum. **(QI 2.2, 2.3)**

6. **Partnerships, Research and Innovation** – Re-establish existing partnership and develop new links with Business, College and Universities to work collaboratively on research and development projects aimed at improving learning and teaching, developing curriculum and activating learners as agents of change in school. **(QI:1.2, 2.2, 3.3, 3.2)**

7. **Curriculum and Learner Journeys** Re-establish Pupil Digital Leadership roles and responsibilities across a wide range of areas, ensuring that achievements are recognised across the school and community through awards. **(QI 3.3, QI3.2)**

8. **Digital Hub** Support Midlothian Learning Technology Team and Schools in overtaking the priorities in the Midlothian's Digital Learning Strategy. Share knowledge of deployment of technology, use of digital pedagogies, curriculum development and policy in this area with other schools in Midlothian, SEIC and Nationally.

	<p>Technical implementation of Multi-media Recording Studio</p>	<p>Studio with the capability of producing high quality sound and video production.</p> <p>Training and Technical support provided to staff and pupils to develop a wider group of trainers.</p> <p>As part of Edinburgh University Pupil led Inspired Learning Space Project Research and set up an Innovation and Design space on first floor open plan space.</p> <p>For all projects:</p> <ul style="list-style-type: none"> ● Research latest technology and practice. Agree purpose, design and implementation with relevant staff and Digital Services. ● Agree the measures of impact of the space on the school. ● Produce short project evaluation papers of each aspect of the spaces. 	<p>Faculties make use of technology in the Multimedia room to enhance the curriculum. These examples are used as case studies to support other curricular areas in the development of these areas.</p> <p>Records of pupils/teachers who have been trained in the use of the space.</p> <p>Pupil led research, design and implementation group work evidenced through minutes, plans and pupil feedback.</p> <p>Learning Space opens in for April 2021 and used by pupils at Newbattle and other ASG (associated schools' groups) primary schools as a trial of the learning that can take place in the space.</p> <p>Feedback from pupils/teachers.</p>
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<p>2</p>	<p>Further develop the whole school tracking and monitoring system. QI: 2.3.</p>	<ul style="list-style-type: none"> ● Training and support of transition of responsibilities with regards to reports and regular import of pupil data to Office. ● Continue to develop pedagogy around moderation of tracking levels, learner conversations and target setting. ● Track attainment over time across BGE. ● Add a Young Carers tracking column. ● Provide departments with a quarterly report on attainment from TAMAR (Tracking and Monitoring and Reporting) at Senior Phase and BGE. ● Update learning, teaching and assessment and SQA (Scottish Qualification Authority) policies to reflect the school tracking and monitoring policy. ● Include Literacy and Numeracy levels in TAMAR. 	<p>TAMAR used across the school to monitor and track pupils' progress.</p> <p>Pupils aware of levels of study, next steps and current attainment.</p> <p>Staff extensively use TAMAR to access information on pupils such as PEF (Pupil Equity Funding), ASN (Additional Support Needs), Young Carers LAC (&pervious).</p> <p>All staff, including leadership, are confident in the analysis and use of Data to identify and plan interventions for individuals and cohorts of learners.</p>
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<p>3</p>	<p>Learning and Teaching: Partnerships, Research and Innovation</p> <p>. (QI 2.3, QI3.3)</p>	<p>Embed Digital Learning in the school’s Learning, Teaching and Assessment policy and assessment toolkit.</p> <p>Support staff in their chosen area of focus for SEIC research schools. Continue to research, develop and implement digital solutions and tools to help deliver key Formative assessment strategies in:</p> <ul style="list-style-type: none"> ● Working with Success Criteria and Learning Intentions ● Eliciting Evidence of Learning (Questioning) ● Providing feedback that moves learning forward. ● Activating Learners as Instructional resources for one another ● Activating learners as owners of their own learning <p>Focus training on ensuring all staff have the skills and confidence to provide a consistent experience for learners using digital technology.</p>	<p>Evidence and Impact</p> <p>Inservice training in learning and teaching has an overt digital theme to model practice.</p> <p>Use of learning technology is regularly observed in classroom observations and walk throughs. Showing an increase from 2019-20.</p> <p>Pupil Digital Learning Survey 2020-21 continues to show improvements in pupils using technology in their classes across the school from 2018-19 and 2019-20 survey.</p> <p>Digital approaches feature heavily in the whole school practitioner enquiry projects. (SEIC research school)</p> <p>Digital School reports demonstrate impact in improving learning and teaching.</p>
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<p>4</p>	<p>Curriculum and Learner Journeys</p> <p>Develop a digital literacy curriculum in the BGE that provides learners with the skills and knowledge to act as safe and responsible digital citizens and maximise the use of digital technology in learning and work.</p> <p>QI:2.2, 2.3, 3.3.</p>	<p>High level planning documents for Digital Literacy including curriculum rationale to map learner experiences, outcomes and benchmarks across technologies, literacy, numeracy and health and wellbeing continues to be updated.</p> <p>Continue to develop curriculum content for S1-3 lessons reviewing coverage of E&Os.</p> <p>Continue to develop assessment and moderation strategy for Digital Literacy.</p> <p>Introduce achievement awards for S1-2 courses based on established courses such as ChildNet Digital Leaders Award, Young Enterprise Digital Awards, and idea badges/awards.</p> <p>Introduce evidence gathering for qualifications in S3 for NPA Digital Literacy and Data Science NPA Level 4.</p> <ul style="list-style-type: none"> ● Map NPA Outcomes to BGE Digital Literacy benchmarks. ● Devise appropriate assessment tools. ● Devise appropriate storing and recording of assessment data. ● Ensure all SQA presentations for pupils at start of S4 (2021-22) made for NPA's. <p>Gathering learners' views of learning and curricular content in Digital Literacy.</p>	<p><u>Evidence and Impact</u></p> <p>Minutes of Learning Technology meetings and QIF returns.</p> <p>Majority of S1/2 pupils gain digital awards and badges.</p> <p>Most S3 learners have banked, moderated evidence for SQA qualifications in NPA Digital Literacy and NPA Data Science Level 4.</p> <p>Pupil Digital Learning Survey continues to show improvements from 2018-19 and 2019-20 survey' in the areas of Digital Literacy.</p> <p>Learners' views taken for each unit. Learners' views used to develop the courses and learner experience.</p> <p>Curricular area review of Digital Literacy takes place in 2020-21 supported by the Midlothian Digital Learning team.</p>
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<p>5</p>	<p>Curriculum and Learner Journeys Develop curriculum pathways in NPA Digital Media, NPA Cyber Security, NPA Web Development and NPA Computer Games Design and/or Computer Games Development. Support other departments in developing learner pathways that have a focus on the use of technology.</p>	<p>Support faculties in Developing courses in:</p> <p>Definite NPA Computer Games Development (Lev 4/5/6) NPA Website Design (Lev 4/5/6) NPA Cyber Security (Lev 4/5/6) NPA Digital Media (L4/5/6) -----</p> <p>Audit Local Authority coverage in these courses.</p> <p>Develop innovative approaches to deliver an any time anywhere model/universal design of learning and teaching in partnership with Midlothian Digital Learning team and other Midlothian secondary's.</p> <ul style="list-style-type: none"> ● Shared vision ● Training in current pedagogy/digital skills ● Looking outwards for best practice 	<p>Evidence and Impact</p> <p>School achieved approval for each course.</p> <p>Comparison of choice sheets shows increase in digital courses and qualifications since 2017.</p> <p>Uptake of Digital Qualifications supported by Digital Centre increased from 2017.</p> <p>Begin to track leaver destinations connected to Digital courses.</p> <p>Course plans and resources developed for NPA's.</p> <p>(PC Passport, Digital Photography, Higher Music Tech, Data Science, SCP (School College Partnership) Software Engineering, Engineering Science H5/Higher,</p> <p>NPA Computer Games Development, NPA Digital Literacy, NPA Website Design NPA Games Development</p>
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			<p>NPA Cyber Security</p> <p>NPA Digital Media,</p> <p>NPA Sound Production,</p> <p>Design Engineer Construct</p>
6	<p>Partnerships, Research, and Innovation – Re-establish existing partnership and develop new links with Business, College and Universities to work collaboratively on research and development projects aimed at improving learning and teaching, developing curriculum, and activating learners as agents of change in school. QI:1.2, 2.2, 3.3, 3.2</p>	<p>Pupils and Teachers will be given the opportunity to participate in joint research and development projects:</p> <ul style="list-style-type: none"> ● Innovation Hub and Creative Learning Space ● Data Fit ● DDI (Data Driven Innovation), IOT (Internet of Things) and Lora wan ● Internships from schools (Computing) ● Creative Media (Audio Visual) Studio - Newbattle <p>Support innovation and projects within school</p> <ul style="list-style-type: none"> ● Data Science in PE (Physical Education) (Data vests) ● HWB App to promote HWB Healthy Eating/Cooking ● Procreate iPad App and apple pencils to develop creative media skills. ● Classroom casting solutions ● Learner journeys and profiling <p>Pursue wider partnership with businesses and other academic institutions.</p> <p>Continue to participate in the wider debates on educational technology online through Twitter, Blogs, and enhanced Website.</p>	<p>Evaluation of experiences, skills and impact from each project.</p> <p>Increase number, roles, and visibility of digital leaders.</p> <p>Each project is summarised with evaluation of evidence and impact for learners.</p> <p>Digital Centre has Wider social media presence.</p> <p>Achieve the European Digital Schools award.</p> <p>New business partners working with the school in 2021-22.</p> <p>Digital Centre Depute involved in National debate. presenting at Edu Tech Conference</p>

<p>7</p>	<p>Curriculum and Learner Journeys Re-establish Pupil Digital Leadership roles and responsibilities across a wide range of areas, ensuring that achievements are recognised across the school and community through awards. (QI 3.3, QI3.2)</p>	<p>Embed the Digital Leaders rolls across the school with cohorts:</p> <ul style="list-style-type: none"> ● Tech Bar ● Creative Computing/Design, ● Digital Citizenship. ● Digital Researchers. ● Digital Learning & Literacy. ● Technicians; (work experience) ● Media Elective Team. ● Google Leaders. ● Sound and Light Leaders. ● Girls Code Club. (20) ● Read/Write Ambassadors ● Games designers ● Web Designers <p>Recognise the skills being developed and mark achievements through certification and wider achievements awards.</p> <p>Apply for the European Digital Schools award.</p>	<p>Evidence and Impact</p> <p>Wider achievement qualifications for working as a digital leader or on research projects identified and in place.</p> <p>Projects and Leadership Tracker shows/tracks pupils involved in leadership and Wider Achievements.</p> <p>Pupils achieving a range of Wider Achievement Awards such as:</p> <ul style="list-style-type: none"> Canopy Young Scot Idea ChildNet Digital Leaders CEOP (Child Exploitation and Online Protection) World of Work Digital Leaders
		<p>With the Midlothian Digital Learning Team agree priorities in supporting LA (Local Authorities) and schools in delivering Midlothian's New Digital Strategy.</p> <p>Yr1: Midlothian Equipped for Learning Pupil Devices.</p>	<p>Midlothian Digital Learning Team agree a 1yr, 2yr, 3yr strategy which is approved by all stakeholders.</p>

8	<p>Support Midlothian Learning Technology Team and Schools in overtaking the priorities in the Midlothian's Digital Learning Strategy. Share knowledge of deployment of technology, use of digital pedagogies, curriculum development and policy in this area with other schools in Midlothian, SEIC and Nationally.</p>	<p>With the Midlothian Digital Learning Team agree priorities in supporting LA and schools in delivering Midlothian's New Digital Strategy.</p> <p>Yr1: Midlothian Equipped for Learning Pupil Devices.</p> <p>Become a Data Education in Schools Knowledge Sharing School.</p> <p>Revamp website, social media presence to share knowledge gained, and engage in National Debates on Digital Learning.</p> <p>Investigate the feasibility of a Midlothian Digital School.</p> <p>Apply for European Digital Schools Award.</p>	<p>All learners have a device for learning across Midlothian.</p> <p>Newbattle staff/Pupils involved in Data Education in Schools projects.</p> <p>Updated website signposts to past and current Newbattle Projects.</p> <p>Scoping exercise on Digital Schools across Scotland,</p>
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