



Midlothian



St David's RC Primary Standards and Quality Report & Improvement Plan

Year 2019/2020



Contents – Standards and Quality Report

1. Context of the School
2. How our Vision, Values and Aims were developed and how our Stakeholders were consulted
3. Our School Vision, Values and Aims
4. 2018/19 Priorities
5. Review of Progress and Impact in Session 2018/19
6. Successes and Achievements in Session 2018/19
7. What is Our Capacity for Continuous Improvement?

1. Context of the School

Local community (Dalkeith/ Woodburn) (See Neighbourhood Profile, July 2016)

Dalkeith is a historic town situated eight miles south-east of Edinburgh and approximately one mile beyond the city bypass. Throughout the 19th century Dalkeith was a prosperous market town boasting Scotland's largest corn exchange. This situation deteriorated in the 20th century with the loss of the railway line, the coal mining industry and markets. The downturn consequently led to loss of investment and a decline in socioeconomic conditions in the area. According to the overall Scottish Index of Multiple Deprivation, in 2012, two of the eleven datazones were in the country's top 10% most deprived, with a further three in the top 30% most deprived.

Dalkeith is currently the largest town in Midlothian and serves as Midlothian's commercial and administrative centre. Several distinct areas make up what is often considered to be the Dalkeith locality. This profile focuses on the Dalkeith/ Woodburn area.

- At the time of the 2011 Scotland Census, the population of Dalkeith/Woodburn was 7,752, accounting for 9.3% of Midlothian's population. Professional occupations employ 8.6% of the working population of Dalkeith/Woodburn which is almost half the national average and over 5% lower than the Midlothian average. Skilled trade occupations account for the highest proportion of working adults. No qualifications are held by 35% of the over 16's while a further 30% have level 1 qualifications at their highest level of academic achievement. Both these figures are lower than the Midlothian and Scotland average.
- The mean house prices in the Dalkeith and Thornybank intermediate areas are over £30,000 less than the Midlothian average. Despite the area containing approximately 20% of Midlothian Council homes, the proportion of households in temporary accommodation is relatively high.
- Supporting adults and young people to build skills for learning, life and work is a key area for Midlothian Council. The area however faces a number of challenges. In Dalkeith/Woodburn 35.2% of the population aged 16 or over have no qualifications. This is higher than the national average (26.8%) and the Midlothian average (28.6%).
- The majority (64.8%) of the population of Dalkeith/Woodburn have either level 1 qualifications (e.g. Standard Grade) or no qualifications. This is 8.9% higher than the Midlothian figure (55.9%) and 14.9% higher than the national average of 49.9%.
- Significantly fewer people in Dalkeith/Woodburn have level four qualifications (e.g. a degree) (14.5%) than the average at the Midlothian (21.1%) and Scotland level (26.1%).
- The percentage of Primary 1 and Primary 7 pupils in Dalkeith/Woodburn in 2013/14 with good dental health was lower than the percentage in Midlothian and Scotland.
- The number of teenage pregnancies in Dalkeith (87.2) and Thornybank is (82.8) per 1,000 females (measured as a three year average from 2011-2013) is significantly higher than Midlothian (57.8 per 1,000) and double the Scotland figure of 41.1 per 1,000.
- Between 2002/03-04/05 and 2012/13-14/15 the percentage of babies in Dalkeith/Woodburn exclusively breastfed at 6-8 weeks was consistently

below the percentage of babies in Midlothian and Scotland by as much as 18%.

- Between 2004/5 and 2014/15 the maternal smoking rate in Dalkeith/Woodburn has been consistently above the national and Midlothian rate.
- For nine of the ten years considered, the percentage of obese children in Dalkeith/Woodburn was greater than the Scottish and Midlothian percentage.
- 19.5% of Looked After and Accommodated Children (LAAC) were from Dalkeith/Woodburn.

When asked 'To what extent do you feel you are connected to and participate in your local community?' 18.7% of the Dalkeith/Woodburn respondents said 'a fair amount' while 22.7% said 'not at all'. The majority answer was 'neither/nor' accounting for 53.3%. 39.1% of Dalkeith/Woodburn had taken part in a community event in the past year. 30.0% of the respondents in Dalkeith/Woodburn volunteer in the local community.

It is important to note that this neighbourhood plan does not capture the data and views of our full catchment area, particularly Danderhall. It is also important to note that the data collected relating to children's views was captured from non-denominational Dalkeith schools and not St David's RC Primary.

Context of the School

St. David's is situated on the south side of Dalkeith in Kippielaw. It is a one stream co-educational Roman Catholic Primary School for children of primary school age with a catchment area that serves Dalkeith, Eskbank, King's Lines, Danderhall, Pathhead and surrounding areas. We continue to strengthen our links with St David's RC Church and work closely with Father Andrew Garden.

Our role currently stands at 201 across 7 classes with a number of children accessing Shared Placements. The school is in the process of extension, making space for a nursery provision and creating new learning spaces. P1-4 learners are accommodated in the main building, a purpose built, semi open plan school. This building contains four classrooms, Family Hub, Support for Learning Base, school hall and library. The new nursery (scheduled for completion October 2019) will be self-contained, benefit from a separate entrance and landscaped garden and is located within the front of this building. P5-7 learners are accommodated in the Upper School annexe, made up of three classrooms which were erected by Portakabin in 2018. Learners moved into this new building in January 2019. This has provided greater space and allowed us to improve the conditions for learning, with noise levels being reduced considerably. There are outdoor learning areas within the extensive school grounds which are utilised for both curricular and extra-curricular activities. Further work is required to landscape and maximise the use of this space.

At present, fourteen teachers provide high quality learning experiences for learners. This includes a Head Teacher, Acting Depute Head Teacher, Acting Principal Teacher, three Support for Learning teachers and visiting teachers of art and religious education. The school also benefits from visiting instructors who offer brass, woodwind and violin instruction for P6 and P7 learners and an English as an Additional Language (EAL) Assistant.

The school also employs the support of an Administrative Assistant, Office Support, four Learning Assistants, a Senior Child Care Development Worker and Breakfast Club supervisors. Cleaning and catering are contracted to the Midlothian's catering and cleaning services. A crossing patrol operates

at the entrance to the school on Lauder Road and there are various other crossing patrol points which serve the school along Lauder Road.

The levels of deprivation in our school are high with 58% of our families living in SIMD 1 - SIMD 4. 15% of children are in receipt of free school meals and clothing allowances which we recognise is not reflective of the pupil population. This is a 4% reduction from 2018/2019. We continue to promote free school meals and seek solutions to support families who are entitled to apply for these supports. At present we are in receipt of £80,400 in Pupil Equity Funding to close the poverty related attainment gap. In addition to this, St David's Primary was also allocated £6804 to reduce the cost of the school day. The allocation of PEF funding will fall dramatically to £73,200 for session 2019/2020. Part of this money will continue to protect and minimise the cost of the school day.

St David's has a wide range of supports available to all learners and families. The school provides an extensive range of personalised, pastoral support responsive to the needs of individuals and their families. The school has widened its partnership working through PEF. It is currently able to provide additional therapeutic services through Play Therapy Base and Home Link Family Support.

St David's has an extensive programme of extra-curricular activities before and after school. We provide a fantastic Breakfast Club which is entirely free. This enables up to 200 pupils to receive a breakfast each week. We have further increased numbers attending the club throughout 2018/2019, resulting in almost 10,000 free breakfasts being served across the session. Active Schools provide a range of after school clubs including basketball, football and dance. We have also been able to provide a wider range of extra-curricular activities including family fitness, family yoga and Relax Kids in 2018/2019. All of these clubs have been free and accessible to all through the use of Cost of the School Day funds.

We have a strong working partnership with St David's RC High School and feeder nurseries and provide rich opportunities to support transition from Nursery to Primary 1 and from Primary 7 to S1.

Visitors frequently comment on our happy and welcoming school and our well-mannered, engaged and enthusiastic learners. We have a strong staff team who are eager to drive improvements and improve outcomes for learners. The team are united and work well together. Leadership is promoted at every level and staff take collective responsibility for planning and evaluating the school's progress. We have been able to enhance our staffing provision greatly through the use of PEF.

We are supported by our Parent Council who work exceptionally hard to support the school. Their efforts and contributions provide essential fundraising for school funds and assist with the development of key objectives. Some of their work this session has included delivery of Bikeability, hosting Christmas parties, part-funding the Pantomime trip, developing the school garden and supporting our eco work. We continue to work to widen participation and ensure authentic engagement for all parents/ carers to further strengthen our school community.

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

We work hard to harness the values and aims of our school into all school improvement, particularly our PEF priorities and use them to drive forward change. Our values focus on partnerships, healthy lifestyles and showing respect and responsibility. We bring these values to life through our relentless focus on improvement.

We continue to develop and grow our vision statement and aspire to 'enable all to flourish'. We continue to communicate this message to families and the wider community, linking school improvement priorities to learning, primarily through social media. We are committed to learning and growing together and therefore regularly gather data and ask for feedback. Our families told us they wanted to be more involved in the school community and have a clearer understanding of the range of opportunities and learning experiences on offer at St David's. As a result, a number of consultation events, drop ins and family learning sessions were offered. Parents/ carers shared that they ultimately want their child/ren to be happy and have friends at school.

An annual calendar is published for all families, linking all school events to school improvement priorities using symbols. A much more diverse range of families are attending these varied events. Almost all have reported that this has developed their understanding of the work of the school and the steady improvements being made. Many of these events have been tailored to the needs of our families and as a result most events have been represented by different groups. Most staff recognise that this approach is improving participation for families. Overall, there is further work to do to increase the numbers attending and highlight the relevance of these events to learning.

We work hard to maintain strong parish links, ensuring our faith remains central to our mission with the leadership of our Acting Principal Teacher. The Parent Council have been heavily involved in the improvement priorities of the school. Their role has developed considerably across the year with the allocation of funds and regular implementation of priorities through Cost of the School Day. This has resulted in significant improvements to the school setting and benefited almost all pupils. This has also created an open, trusting relationship driven by improvement. As a result, most members of the Parent Council have an improved understanding of how we are trying to close the poverty related attainment gap and are beginning to recognise the extensive barriers to participation some of our most vulnerable families face. This is building empathy, understanding and inclusion as a result.

3. Our vision, values and aims

Our vision, values and aims make up our:

- heart
- faith
- body

We want to celebrate our learning journeys in our families, school, parish and community.

We value:

- **our faith** by creating a positive, inclusive environment
- **partnerships** with all stakeholders to celebrate achievements, personal success and progress made by all
- the **promotion of a healthy lifestyle** and **show respect and responsibility** for ourselves, others and our environment
- honesty, fairness, justice and equality.

Our aims are to:

- create a school environment where **all members of the school community feel valued and respected**
- provide the **highest quality teaching and learning** environment with a **wide range of learning experiences** which develop creative thinkers
- work closely with the **parish**
- **plan, monitor and evaluate** teaching and learning experiences
- promote **healthy** and **active living**.

St David's has been heavily involved in a number of local initiatives throughout session 2018/2019. This includes allocation of an additional £6.804 to reduce the Cost of the School Day in partnership with Police Scotland and Lifelong Learning. This work allows us to live out our values in everyday school life and is creating an inclusive environment for all members to be able to access and participate in the ethos and wider life of the school.

Our ongoing extension and expansion is creating new spaces which are improving the quality and range of learning environments the school can offer. The majority of staff have identified positive improvements in the children's readiness to learn with good progress being made here. These extensive works will lead to improvements to the quality of teaching over time however have been disruptive and taken considerably longer than originally outlined. The staff team have a clear understanding of the necessary next steps for improvement however have been held back by the ongoing delays relating to building works. Staff have very skilfully managed transition points and supported all learners to manage these changes in a supportive and effective way.

There is further work to do to revisit our vision, values and aims in 2019/2020 to ensure the new nursery provision is aligned with the aspirations, values and practices which are rapidly developing at St David's Primary.

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

2018/2019
 Developing
 Building evidence
 Strong evidence

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

5. Review of Progress and Impact in Session 2018/19

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

1. Streamline planning, assessment and moderation approaches across the curriculum to ensure consistency and progression.

- teaching staff to contribute to the rationale, design and ongoing development of curriculum planning and development at St David's
- streamlined process for planning and assessment files
- progressive curricular programmes embedded into all classes
- holistic assessment embedded into practice



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:

A large proportion of improvement this session has focused on improving the class learning environment by creating the best conditions possible for learners to learn. Alongside improvements to the emotional and mental health curriculum, the majority of learners report feeling safe and ready to learn in school. This has contributed to a more inclusive and focused learning environment with improvements for almost all.

Classroom observations demonstrate that most staff are providing stimulating, differentiated learning activities. Many lessons are active and show increasing pupil participation. Active learning approaches are emerging and supporting learners in the upper school whilst improvements to play opportunities for all learners has further supported the range of styles and approaches to teaching. Some staff have benefited from sharing practice with Play Midlothian through PEF funding, observing children in an outdoor, free flow play environment. This has allowed them to consider how to plan more holistically for children who struggle to settle or focus on core learning.

Almost all teaching staff have an enhanced understanding of the features of highly effective practice in learning, teaching and assessment as a result of the significant work our team led across the cluster. Almost all teaching staff have engaged in a range of self-evaluation activities to deepen their knowledge and understanding of the four themes of QI 2.3. The creation of a learning and teaching poster which is displayed in all ASG classrooms has resulted in a shared understanding of what excellent learning and teaching should look like across the community. Most staff have actively participated in sharing practice within and across schools. This has been closely linked to Head Teacher classroom observations. Further work is required to normalise and embed this approach. Further opportunities to enquire into practice will allow staff to deepen their understanding of pedagogy resulting in improved approaches to learning, teaching and assessment. This will be done through a Practitioner Enquiry model in 2019/2020.

Our approaches to planning and reporting are continuing to impact on the quality of curriculum delivery. We have a growing understanding of progressive programmes and are working to implement these in a systematic way. These are not yet in place and will be a key focus for 2019/2020. The Learning and Teaching Working group have made a positive start to this work. The creation of a Development Officer role in 2019/2020 will oversee the implementation and evaluation of the planning formats. Further work is required to ensure a balanced, coherent and progressive curriculum.

Our learners have an emerging understanding of feedback and the four capacities. At present, some learners are able to recognise and give very simple examples of how to use a Learning Power to support them e.g. Relationship Maxi means you have to work as a team. We are in the early stages of formulating an approach to aligning these characters to the four capacities and further consideration is required around how learners use the language of learning to support and challenge themselves.

We have a breadth of data available to support our judgements. Almost all teaching staff access this data and are beginning to interrogate results. Almost all teaching staff are able to reflect on this data and consider creative responses to support learners. Having reflected on the range of evidence we have gathered, we have taken the decision to reduce the quantity of standardised assessments as most teacher judgements are secure. As a result there is more time for quality learning and teaching.

St David's Attainment Levels	P1				P4				P7			
	Listening and Talking	Reading	Writing	Numeracy	Listening and Talking	Reading	Writing	Numeracy	Listening and Talking	Reading	Writing	Numeracy
	% Achieved	% Achieved	% Achieved	% Achieved	% Achieved	% Achieved	% Achieved	% Achieved	% Achieved	% Achieved	% Achieved	% Achieved
2018/2019	92	92	92	92	93	90	83	90	96	96	78	78
2017/2018	90	90	86.7	90	100	85	85	75.8	88.9	88.9	78.6	89.3
2016/2017	81.4	81.4	81.4	81.4	76.6	76.6	76.6	76.6	78.5	78.5	75	64.2
Impact	+ 2%	+ 2%	+ 5.3%	+ 2%	-7%	+ 5%	-5%	+14.2%	+ 7.1%	+7.1%	-0.6%	-11.3%

Our attainment levels demonstrate a positive trend overtime. Most learners are making good progress however further work is required to improve the quality and range of writing opportunities across the school. With a large proportion of pupils who have English as an Additional Language (EAL), further work is required to understand the needs of these learners and consider appropriate ways to profile and support their learning journeys. This in time should impact on the writing attainment, seeking to bring it closer to the national expectation of 90%. The creation of a partnership with Speech and Language Therapy will also support listening and talking skills and the allocation of a learning assistant to support teaching staff with Basic Facts and mental agility in the upper school should continue to yield positive attainment results in numeracy.

Next steps:

- Review and improve whole school writing approaches including grammar, spelling, handwriting and extended writing opportunities
- Develop Speech and Language Therapist role to target listening, talking and language acquisition skills
- Profile learning journeys of EAL pupils to ensure timely, effective support and interventions
- Implement whole school planning formats
- Develop knowledge and understanding of moderation
- Develop language of learning to support learners to give and receive quality feedback about their progress and next steps

5. Review of Progress and Impact in Session 2018/19

2. Build emotional capital to enable all (pupils, staff and parents/ cares) to flourish through the promotion of wellbeing.



Explore emotional capital as a wellbeing resource for the whole school community

PARENTS

- engage parents positively in discussions on possibilities for the school community in terms of parental engagement and further learning opportunities
- explore opportunities and inspire parents to consider how they can shape their own community by focusing on their own wellbeing as well as their children's

PUPILS

- provide daily, planned opportunities for pupils to develop self-care, self-help and self-regulation
- embed Pivotal Approach so children can demonstrate how they are being ready, respectful and safe

STAFF

- recognise the role of self compassion and gratitude to stay resourceful
- reflect on own purpose and role within school community
- develop self-supporting systems to manage workload and challenges within professional role and support colleagues
- support staff to plan for and assess emotional and mental wellbeing of pupils responding to 'Responsibility of All' within Health and Wellbeing curriculum

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:

We have created a varied programme of interventions and inputs across the session to develop the wellbeing of all. This in turn has recognised the difficulties we face on a daily basis and resulted in us understanding the importance of own wellbeing and self-talk. Almost all staff as a result are more resilient and supportive towards one another and feel their wellbeing is understood in the work place. The development of a Dignity at Work Policy for the cluster has established clear guidance and expectations as set out by the GTCS code of conduct. All staff have an understanding of the professional responsibilities they hold and know how to translate their professional values into action. The majority of staff report that they feel supported and encouraged in their workplace. A menu of events will be offered throughout 2019/2020 to continue to promote their wellbeing.

Almost all staff take responsibility collectively for planning, supporting and nurturing the wellbeing of all pupils. A bespoke pupil wellbeing programme has been developed in conjunction with Emotion-All and class teachers. This has enabled regular planning and assessment of learners needs. The Responsibility of All health and wellbeing outcomes are evident in everyday classroom practice and planned experiences. There is a good understanding collectively of how to meet learners needs through regular, responsive planning. A bespoke programme has been delivered in partnership with Play Midlothian providing high quality outdoor play experiences for identified classes (P2, P6 and P1). This has resulted in improved play experiences and allowed learners to develop skills in problem solving and conflict resolution.

Almost all learners report that their school is helping them to be more confident and that they enjoy learning. 100% of staff surveyed in May 2019 agreed or strongly agreed that staff treat all pupils equally and staff and pupils treat each other with respect. This has remained consistent since our baseline survey in September 2018.

Most staff understand the principles of GIRFEC which supports them in their role. Wellbeing indicators are effectively used by staff to identify any areas of concern and all staff know how to complete and log wellbeing concerns. The school maintains high levels of record keeping and is able to evidence a wide range of inputs, support and interventions linked to individual learners and their identified needs.

Children are increasingly well supported by the support for learning team, including learning assistants, who provide bespoke programmes, responsive to class and individual need. 80% of staff agree or strongly agree (May 2019) that support for pupils with additional support needs is effective in comparison to 63% in October 2018. There has been a significant increase in the number of children accessing a wider range of supports through support for learning this session through PEF. This is providing a more varied, diverse approach to the support for learning model. Learning assistant breaks and lunches have been modified to respond to the needs of learners i.e. wrap around support before, during and after break and lunchtimes. This is providing good, timely support for learners who require additional support to manage these transition points. Considerable changes to the roles and responsibilities of the support staff team are demonstrating improved outcomes for some learners. Support for learning teachers take a leading role in coordinating, reviewing and updating learning assistant timetables to readily meet the changing needs of learners. Further consideration needs to be given to reviewing and refining the model to ensure consistency across the school. Delivering a range of programmes beyond literacy and numeracy has demonstrated a positive impact for a number of individuals. Updated approaches to gathering information and summarising literacy difficulties has resulted in positive improvements

to the supports available for dyslexia. Further work is required to embed this approach and ensure quality, regularly reviewed ABL plans are in place across the school which match learning to learners needs.

We have a clear understanding of our local and national context. Our Neighbourhood Plan formed the rationale for our SQIP 18/19 ensuring the needs of the wider community were considered and responded to. We have actively sought the views of our parents/ carers through our Hive of Wellbeing partnership attempting to understand the current difficulties and how we can work together to improve our partnership. We have worked hard to strengthen relationships with our families creating a two way dialogue and more equally balanced partnership. Most parents/ carers told us they felt included and supported in their children's learning from our reporting feedback and wellbeing surveys carried out in October 2018. There have been considerable improvements in the frequency and range of parent/ carer events on offer following requests from families to be more actively involved in their child's learning. An annual calendar has been published linking improvement priorities to school events and a wide range of drop in sessions have been offered including a wellbeing programme, reporting drop in sessions, open classrooms and assemblies. A bespoke programme providing family learning workshops in partnership with Hive of Wellbeing and Emotion-All provided a small group of parents/ carers with the rationale behind our approaches to behaviour and all participants reported that they had gained knowledge and understanding from these workshops. Some teaching staff have also delivered a workshop in response to parental request on the curriculum. Of the 39 respondents to our wellbeing survey in May 2019, 87% of parents/ carers agree or strongly agree that the school asks for their views and takes them into account. This is an increase from 77% in October 2018. An example includes recognising and celebrating our international community by running an Inter Faith week where families were invited to share aspects of their culture. Class teachers have individually led, coordinated and planned Wellbeing Fortnight, Inter-Faith week and bespoke class programmes responsive to the needs of individuals and whole classes.

We have a shared language of 'ready', 'respectful' and 'safe' which are the identified attributes of a St David's learner. This work initiated from an informal discussion with a class teacher who recognised the current barriers to participation and need for a greater focus on relationships across the whole school. The majority of staff are developing a shared understanding of the above terms and how we enact this in all that we do at St David's through our relentless commitment to improving outcomes and experiences for each and every learner. All staff are committed to making a difference and building reciprocal, trusting relationships with all learners – this is evident in all that we do. 95% of parents in our May 2019 wellbeing survey agreed or strongly agreed that their child feels safe at school and is treated fairly, an increase of 3% from our survey conducted in October 2018.

Readiness for Learning boxes have been developed and created by a Learning Assistant in conjunction with Emotion-All. These were initially delivered to classes providing all learners with access to sensory equipment and strategies to pause, reflect and begin to self-regulate. Learners are increasingly able to take responsibility for their own emotions and work through these in a progressive and purposeful way. Regular emotional check in's provided by learning assistants are reducing playground conflict and result in learners being able to talk through difficulties and move on for a small number of children

Our expectations of learners have increased and daily routines have improved considerably across the school. There have been barriers to this as a result of the former layout of the school. The open plan environment, noise levels, insufficient cloakrooms, limited opportunities to move around the building and lack of communal spaces were detrimental to the progression of this work however following completion of the Upper School building, significant progress has been made.

All teaching staff regularly engage with self-evaluation activities and professional dialogue relating to school improvement. All teaching staff have had good exposure to HGIOS and readily engage in reflective activities which recognise our strengths and areas for development. Further opportunities for support staff to engage in professional learning and improvement priorities will support progress.

The Head Teacher has had opportunities to share the school's practice through SEIC (Parental Engagement workstream) in recognition of the empowering work we are doing to build and maintain quality partnerships with our families. This in turn is improving outcomes for learners. We continue to review and improve this.

A few staff have worked alongside partners to complete 100 Day Challenge which focused on improving the mental health and wellbeing opportunities for the Primary 6 class. This has created new learning and highlights important next steps for staff across the whole school to take forward. This work was innovative and highlighted major strengths in inter-agency working. STV news featured a short film about this project in June 2019.

Overall there have been considerable improvements in relation to the wellbeing, inclusion and promotion of good mental health across the school community. There are some aspects of very good practice emerging which will continue to support us on our improvement journey.

Next steps:

- Maintain a menu of wellbeing events for all staff to access
- Implement progressive emotional wellbeing planners in classes created by working group
- Implement learning from 100 Day Challenge to school wide project using PEF funds
- Further develop support for learning model to continue to build timely support and input
- Continue to seek to provide a range of emotional and mental health inputs for learners across the school
- Achieve bronze level accreditation for Visual Support Project

5. Review of Progress and Impact in Session 2018/19

3. Widen participation and profile learner achievements.

- review and implement revised approaches to reporting
- implement Seesaw as an online platform to capture progress and achievement and share this with parents/ carers
- widen opportunities to access clubs outwith the school day e.g. swimming lessons, football, loose parts play, Relax Kids and ensure these are free and available to all through Cost of the School Day and Pupil Equity Fund
- provide greater opportunities to support local community through citizenship links



increase pupil attendance inline with Midlothian Council priority to maximise learning opportunities and maintain attendance of 97%

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:

We offer a wide and varied programme of interventions, supports and strategies to ensure our pupils (individually and collectively) have access to quality, bespoke and relevant programmes of work. This has been made possible through our significant PEF and Cost of the School day funding. Our aim to widen participation and make opportunities accessible to all is having a positive impact on the poverty related attainment gap. Examples this session include:

- x1 day of Play Therapy provided by Play Therapy Base Ltd including x1 lunchtime Drop In Session
- x ½ day Art Therapy provided by Home Link Family Support
- Systemic counselling available and funded through PEF for identified families ensuring a robust, cohesive, longer term programme of work, carried out in the home environment

- Out2Play providing family play sessions on a Friday/ Wednesday afternoon resulting in approximately 30 families accessing quality, active, structured sessions across the year
- Relax Kids (mental and emotional health) have delivered an after school club to 51 pupils, many of whom were signposted or referred to this club by school staff as it was free. Most of the learners attending these sessions have reported feeling anxious, upset, worried or stressed. Almost all of the learners attending have reported that the strategies and supports within this club have equipped them to manage and regulate their feelings.
- Free after school clubs are breaking down barriers to participation and enabling wider range of children to benefit from these sessions. This has resulted in a significant increase in the number of learners accessing these clubs on a weekly basis with a number of clubs oversubscribed. We are equally aware that many learners cannot access clubs outwith school hours due to transport and/ or parent/ carer work patterns and have therefore utilised PEF funding to offer quality programmes within the school day e.g. KIC dance.
- A Home Learning Club developed and run by Parent Volunteers on a weekly basis has supported 25 learners on average per term.
- The development of a family fitness trial in May and June of 2019 offered parent/ carer and child sessions with a qualified Personal Trainer and Yoga Instructor. These were exceptionally well received and ran outwith school hours, including on a Friday evening. They provided active, fun, free sessions for 14 families to enjoy.
- The development of practical, life skills within the curriculum including swimming lessons for P1-7 and weekly bread and smoothie making. 100% of learners have developed water confidence and skills with considerable improvements for many learners in their stroke development and distance. A baseline survey completed by parents/ carers alongside the profiling of progress being made is allowing us to gain insight into the skills each learner is developing.
- Healthy snack boxes are available in all classes ensuring all learners have access to a free, healthy snack at any time.
- Our free Breakfast Club funded by Greggs Foundation provides breakfast and play opportunities for over 200 pupils per week. Considerable improvements have been made to the provision to provide more healthy and varied options. This includes swapping from 100% white bread to 60% brown bread and 40% white bread, offering a wider range of fruit choices and hot chocolate now being served each Friday morning instead of daily.

Seesaw learning profiles are allowing for greater opportunities to talk about learning with learners beginning to set their own next steps. At present, 92% of families are able to view this learning which is linked to Benchmark statements due to the extensive and significant work undertaken by a class teacher. This includes multiple parents and extended family members of learners whose parents/ carers cannot access school e.g. separated/ LACC contact arrangements/ live away from local area. There is a more joined up approach to linking the national curriculum to whole school approaches and feeding information about learning back to parents. Many of our families do not yet recognise the extent of these links and require further support to understand the connection between information captured and its relevance to the curriculum. Learners are beginning to upload learning and feedback from home to their profiles. This creates opportunities to stretch and challenge individuals.

Many of our learners are able to talk about how they are feeling in school. They have an increased ability to share what they need to help them to learn. With support, some are able to articulate what the barriers are to their learning and actively work to overcome these issues. All learners have been involved in self assessing their 'Readiness for Learning' profiles resulting in supportive conversations with parents/ carers. The Reporting Working Party made up

of teaching staff have reviewed and updated our approaches to reporting and worked to support families to link the different ways in which we report on progress. Further input is now required to support learners to talk about their learning in a more meaningful way.

Pupils are largely involved in decision making at St David's however not all recognise the ways in which they can do this. Our wellbeing survey in October 2018 identified areas for development and a key trend of 'don't know' answers. Through ongoing dialogue and assemblies, learners are given regular opportunities to have a more meaningful say and recognise these opportunities. They are regularly asked to justify their choices and talk about bringing their ideas to life. Almost all teaching staff have undertaken collegiate activities relating to HGIOURS new guidance and are in the process of implementing Pupil Participation Groups, ensuring 100% of learners are involved in decision making and school improvement. We have clear next steps to build on this practice in 2019/2020.

The school has continued to extend and build links with the local community linking improvement priorities and poverty proofing with the local area. This has included food bank collections for Storehouse Dalkeith, class made advent wreaths being gifted to vulnerable members within the local community and lost property being donated to clothing bank, Sweet Dignity in Mayfield.

We are proud to have achieved Silver accreditation from Sports Scotland. This has been led by a class teacher alongside a Pupil Participation group. Our continued profiling of learners attending festivals and tournaments demonstrates our commitment to recognising and celebrating the many achievements our learners are making. 13% of P4, 25% of P5, 59% of P6 and 70% of P7 represented our school at an Active Schools festival or tournament this session. These numbers are lower than the previous year due to the removal of orienteering and Club Golf being offered.

100% of staff agree or strongly agree (May 2019) that they regularly discuss how to improve achievement for all pupils at both stage and whole school level in comparison to 91% in October 2018.

Our focus on widening participation and removing barriers for all families led to an opportunity to recognise, validate and celebrate the progress achieved in the summer term of 2019. Learners, with the support of their families, were challenged to achieve a Blue Peter badge based on a subject of their choice. A few learners profiled the preparation, development and evidence of them working towards a Blue Peter badge and uploaded and documented this on Seesaw. Many of the submissions linked to improvement within the community and focused on eco and biodiversity. Applications ranged from installing smart meters in homes to creating bug hotels to promote insects. We have increasing examples of evidence which capture and document learners achievements through Seesaw. Successful Blue Peter badge winners will receive unlimited free admission throughout their childhood to a huge range of attractions which we hope will continue to widen participation and provide new opportunities for all beyond the school community.

We have a good understanding of the local trends relating to attendance and recognise the continual need to review and improve our attendance statistics. Over a four year period we have demonstrated a 0.48 improvement however still remain under the Midlothian expectation. A pupil focus group on Attendance Matters has supported learners and their families to recognise the impact of attendance on learning. We continue to strive to improve our attendance figures and are confident that our Breakfast Club continues to minimise lateness.

We have successfully implemented the Cost of School Day project across the session. The whole community have immersed themselves in this inclusive practice to overcome possible barriers or stigmas to poverty. There have been very good, innovative examples of practice emerging, primarily led by the Parent Council in partnership with the Head Teacher. Many of these interventions will continue to be implemented into 2019/2020 using PEF.

Interventions include:

- part funding to ensure all extra-curricular activities are free
- part funding for transport to attend sports festivals
- part funding to attend Pantomime
- purchase of Primary 1 ties
- healthy snack boxes supplied in each classroom and regularly replenished to ensure all learners have access to a nutritious snack at any time
- purchase of outdoor equipment including ski gloves and socks, waterproof trousers and wellies to promote 100% participation in P5 ski lessons delivered by Midlothian Council and all learners being able to access the wet and muddy parts of our playground
- bespoke welly racks made by Mens Shed to store equipment outdoors
- individual pencil cases providing key resources for learning
- school gym kits including gym shoes to ensure all learners have the appropriate equipment to engage in all aspects of learning
- iron on school badges to reduce the cost of school uniform
- a Uniform Shop run by Parent Council members laundering nearly new uniform which can be purchased using an honesty box

Next Steps:

- Implement Cost of School day learning into PEF spend
- Further develop Seesaw as our online, reporting tool which captures, profiles and celebrates achievement both within and outwith school
- Work towards Gold accreditation for Sports Scotland Award
- Further develop Pupil Participation Groups using HGIOURS framework

6. Successes and Achievements in Session 2018-19

- The completion of the Upper school annex allowing us to make changes and bring positive improvements to the environment
- The commitment and investment to play through Purposeful Play, our partnership with Play Midlothian and the purchase of new resources using PEF
- Considerable improvements to the dining hall resulting in a change of layout, reduction in plastic and purchase of a salad bar
- A wider range of clubs and activities accessible to all and entirely free
- A number of children achieving their Blue Peter badge gaining free entry to over 200 attractions across the UK
- A strong relationship with St David's RC Church, developing greater links with the Convent and hosting a beautiful, prayerful Advent service at Christmas
- Whole school excursions to Brunton Theatre for the pantomime and East Links Family Park to celebrate our wider achievement
- Our commitment to mental health and recognition of the innovative work we have initiated through partnerships with Emotion-All, 100 Day Challenge and Hive of Wellbeing
- Hosting an inter-faith week
- Achieving our Silver award from Sports Scotland and becoming a Cycle Friendly school due to the commitment and hard work of our parent helpers and staff leadership
- Providing food hampers and essential supplies to Storehouse, Dalkeith supporting those in need in our local community
- Participating in a wide range of events with local schools including Dalkeith Leaning Council, Active Schools festivals and tournaments
- A hugely successful Wellbeing Fortnight challenging our minds and bodies to be active and engaged
- Our Parent Councils significant contribution to school improvement
- The many wider achievements our families have shared on Twitter and Seesaw following taster sessions offered in school e.g. Judo accreditation
- Our strong partnerships with local services to work collaboratively to support individuals and families across the school community and beyond the school day
- Our commitment to leadership at all levels – encouraging all staff to push and challenge themselves
- 100% of pupils attending swimming lessons to develop confidence and water skills, an essential life skill
- A passionate, dedicated, hardworking staff team who work relentlessly to improve outcomes for all.

Follow our Twitter feed @stdavidsprimary to view the endless successes and achievements of our learners.

7. What is Our Capacity for Continuous Improvement?

Quality Indicator	LA/School Self Evaluation theme process (calendar)	Authority Inspections / Theme visits	HMIe/ Care Inspectorate Inspection Grades
1.3 Leadership of Change	Good		
2.3 Learning, Teaching and Assessment	Satisfactory		
3.1 Ensuring Wellbeing, Equity and Inclusion (Take into account QI 2.1)	Good		
3.2 Raising Attainment and Achievement/ Securing Children's Progress	Good		

Part 2: Midlothian Education Improvement Planning 2019-20

Establishment	St David's RC Primary School
Area	
Session	2019/20
Planning Cycle	

SIGNATURES			
Head of Establishment	G McPherson	Date	23.06.2019
Schools Group Manager		Date	

Contents – School Improvement Plan

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

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

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

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

NIF Priority (paste from above)	Links to HGIO S4?	Key Actions	Lead Person Timescale	Expected measurable outcomes for learners— <i>please refer to NIF targets at start of this section for 2019-20 AND use your own contextual targets IF REQUIRED</i>
<p>Priority 1 Improvement in attainment, particularly literacy and numeracy</p> 	<p>QI 2.2 Curriculum QI 2.3 Learning, Teaching and Assessment</p>	<p>WHOLE SCHOOL</p> <ul style="list-style-type: none"> Protect time within school timetable for extended writing opportunities Develop and implement genre calendar across whole school Implement P1-7 writing planners across whole school Develop and implement consistent use of grammar, extended writing and handwriting progressions across whole school Implement agreed Planning formats and folders in all classes <p>LEARNERS</p> <ul style="list-style-type: none"> Monitor, track and evaluate the progress of cohorts of learners e.g. LAAC, Young Carers, EAL, SIMD, ASN to ensure all learners are included and achieving Provide literacy planned interventions for identified learners through SfL and SALT partnership to raise attainment Use progressions to assess learner progress and identify clear next steps to work towards Profile learning on Seesaw Offer writing sessions for cohorts of learners to stretch and challenge Develop child version of moderation cycle with P7 learners <p>TEACHER EXPERTISE</p> <ul style="list-style-type: none"> Enhance pedagogical understanding of the moderation cycle and create regular opportunities for staff to engage in professional dialogue Support teachers to develop knowledge and confidence in delivering progressive Tools for Writing 	<p>CH October 2019</p> <p>CH/ JK Ongoing June 2020 PMcK/AA Ongoing CH All Staff June 2020 JN (Termly) PH April 2020</p> <p>PH April 2020 CH June 2020</p>	<p><u>Assessment of children's progress:</u></p> <ul style="list-style-type: none"> 90% of learners achieve Early, First and Second level by the end of P1, P4 and P7 100% teaching staff complete peer observations using ASG poster and checklist 5% increase in EAL learners achieving expected levels by end of P1, P4 and P7 inline with national average <ul style="list-style-type: none"> Seesaw profiles demonstrate learners sharing progress and next steps linked to progressions SfL, SALT and JN demonstrate progress and impact of interventions 100% P7 learners are able to share some information about the moderation cycle <p><u>Teacher professionalism:</u></p> <ul style="list-style-type: none"> 100% teaching staff report they feel more confident in delivering the writing curriculum Moderation poster created and displayed in all classrooms detailing staff shared understanding

**Priority 2
Closing the
attainment gap
between most
and least
disadvantaged
children**



QI 3.1 Ensuring equality, wellbeing and inclusion

QI 3.2 Raising attainment and achievement

WHOLE SCHOOL

- Implement mental and emotional health progressive planners created by small working party in June 2019
- Continue to build and develop Ready to Learn boxes to support learners to self-regulate
- Embed Cost of School Day interventions using PEF which include:
 - P1-7 swimming lessons delivered by Midlothian Council and Stepping Stones
 - provide and regularly replenish snack boxes in each classroom
 - provide a school tie for P1 pupils
 - continue to build on loaned items including gym kits and shoes to ensure all learners are suitably resourced for learning
 - provide academic opportunities using PEF e.g. skiing instruction at Hillend and school camp ensuring these are accessible to all

LEARNERS

Provide a varied range of interventions and supports using intelligence, data and assessment information relating to learners needs:

- Create streamlined, comprehensive, regularly reviewed ABLe plans which include measureable, achievable targets
- Support staff deliver weekly Lego Therapy sessions with a small group
- tailor the support for learning timetables inline with individual, class and school needs
- Provide therapeutic play, Play Therapy and Art Therapy for learners who require additional support
- Provide Seasons for Growth groups across P2-P7
- Ensure Young Carer statements and ASN associated paperwork is regularly reviewed and updated, gathering the views of the learner
- Develop outdoor learning groups alongside parent volunteers to run fortnightly (Friday mornings) with a clear focus and rationale
- Profile learner achievements in a systematic way using Seesaw taking account of the varied range of successes each individual is making and identify any gaps/ areas for development by offering above interventions
- Continue to profile learner achievements linked to sport and out of school achievements

All staff
Ongoing
SR
Ongoing

GMc/
Parent
Council
Ongoing

PMcK/AA
JK
Ongoing

MC
June 2019
CH/ All staff
Ongoing

KWh/ All
staff
Ongoing

Performance information:

- 100% P1-7 attend swimming lessons
- 100% learners have all resources required to participate in all aspects of school life
- 100% P7 learners attend school camp
- 100% P5 learners attend skiing

- ABLe plans evidence progress, next steps and regular, systematic review of needs
- Individual learner profiles demonstrate the range of inputs and supports provided and link to attainment and progress (CH/JK)

- 100% support staff complete Lego Therapy training with SALT and facilitate a small group weekly

- 10% increase in number of learners uploading learning/ achievements from home

**Priority 3
Improvement
in children and
young people's
health and
wellbeing**



QI 2.6 Transitions

QI 2.7 Partnerships

WHOLE SCHOOL

- Implement Visual Supports Project across whole school with regular walk through to ensure consistent implementation
- Provide extra-curricular activities at no cost to ensure they are accessible to all

LEARNERS

- Speech Therapist to work in partnership with staff to deliver interventions to address identified gaps for groups/ classes
- Purposeful Play to be further developed through partnership with Play Midlothian, sharing practice and evaluating play on offer
- All staff to complete CIRCLE training to develop a shared language of inclusive and collaborative working
- CIRCLE framework used to audit classroom environments/ learning spaces
- Facilitate discussion to be to gather learners views about what they need from their learning environment to form an action plan for change
- Action plans to be created by Visual Notetaker to represent views, displayed in classrooms and facilitate small changes in classrooms across the year
- Changes and learners voice captured across year to demonstrate progress/ next steps

STAFF EXPERTISE

- Quality play experiences developed in playground through regular development for support staff

GMc
May 2019

JK/ SfL

All staff

GMc
Ongoing

KWa
Oct 2019

Teacher Professionalism:

- Bronze accreditation received for Visual Supports project
- Regular walk through using checklist (learners and staff) demonstrate consistent implementation of visuals
- Diagnostic assessments demonstrate progress made
- 100% staff can evidence new play opportunities in their classrooms/ playground
- 100% teaching staff CIRCLE trained
- Class Action Plans displayed in all classrooms detailing learner voice
- 100% learners report their views have an impact on changes in school
- Support staff meeting minutes document professional learning and evidence improvements made to playground
- 100% support staff report feeling better equipped to carry out their role

<p>Priority 4 Ensure a shared understanding of our vision, values and aims.</p> 	<p>QI 1.3 Leadership of Change</p>	<p>WHOLE SCHOOL</p> <ul style="list-style-type: none"> • Revisit vision statement with learners, staff and families • Create visual representation in front garden to display vision statement • Open new nursery and unite as a whole school community • Relaunch Learning Powers, linking to regular Assemblies setting challenges to work towards • Create Assembly calendar with planned opportunities to develop Learning Powers • Further develop Pupil Participation groups across whole school 	<p>GMc Mar 2020</p> <p>GMc/ CH Ongoing</p>	<p>School Improvement:</p> <ul style="list-style-type: none"> • Learners can give some detail about the vision statement when asked • Almost all learners can share an example of what makes them unique and part of our school community • Almost all learners can discuss the four Learning Powers and their link to the four capacities with the support of learning captured on Seesaw
---	------------------------------------	--	--	---

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



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

Total Funding Received: £73,200 + Underspend from 2018/2019

Gap Identified	Intervention Planned	Led by whom and by when	Cost	How will the impact of the intervention be monitored?	Measure of Success
Disparity between cohorts of learners e.g. LAAC, young Carers, ASN, SIMD and EAL	<ul style="list-style-type: none"> Development Officer roles ensuring quality assurance in learning, teaching and assessment and wellbeing, inclusion and equality 	CH/ JK	£16,537	Self evaluation	<ul style="list-style-type: none"> Accurate profiling, tracking and monitoring of cohorts
	<ul style="list-style-type: none"> Learning Provision: Support for Learning staffing including teacher and Learning Assistant 	GMc	£15,433	Attainment meetings Diagnostic Assessment Self evaluation	<ul style="list-style-type: none"> SfL staff report feeling confident in identifying and addressing literacy difficulties Learning assistant timetables demonstrate directed support linked to ASN/ SIMD profiling
	<ul style="list-style-type: none"> SALT Partnership with NHS Lothian 1.5days 	JK	£15,980	Diagnostic assessment Regular review with service provider	<ul style="list-style-type: none"> Baseline and diagnostic assessment

	speech therapy in school per week				<ul style="list-style-type: none"> Learner profiles identifying progress and next steps
Promotion of good mental health and wellbeing from learning of Emotion-All Partnership and 100 Day Challenge	<ul style="list-style-type: none"> Visual Supports Project 	JK	£1,750	External accreditation Learning Walks Self evaluation	<ul style="list-style-type: none"> Bronze level accreditation Boardmaker symbols consistently used and displayed in all learning spaces
	<ul style="list-style-type: none"> CIRCLE Training including visual notetaker to chart learner views 	KWa	£3,500	Attainment meetings SfL record keeping	<ul style="list-style-type: none"> 100% of staff are able to recognise and use CIRCLE toolkit to address difficulties and identify next steps 100% class teachers are able to use CIRCLE toolkit to audit and create action plans with learners in partnership with DHT
	<ul style="list-style-type: none"> Ready to Learn resources replenishing 	SR	£2,000	Feedback	<ul style="list-style-type: none"> 100% learners know how and when to access Ready to Learn boxes
	<ul style="list-style-type: none"> Mental health and wellbeing resources for classes (£15 per pupil) 	Teaching staff	£3,015	Feedback Teacher evaluation	<ul style="list-style-type: none"> Emotional and mental health progressions used consistently across the school Learning captured on Seesaw to identify understanding and progress

	<ul style="list-style-type: none"> P1 Enhanced Transition 	JK	£800	Teacher evaluation	<ul style="list-style-type: none"> Families report feeling confident about their child beginning in P1
Learners requiring a safe, protected therapeutic space to work through identified themes e.g. trauma, anxiety, separation	<ul style="list-style-type: none"> Therapeutic Services including Home Link Family Support and Play Therapy Base 	GMc	£22,100	Regular reviews for service provider and feedback from users and families	<ul style="list-style-type: none"> Evaluations from providers demonstrate progress and impact Parental and pupil feedback 10% increase in number of children accessing drop in service knowing how and when to access this service
	<ul style="list-style-type: none"> Seasons for Growth including staffing and resources 	PMcK/LC/NC	£2,000	Self evaluation Registers	
Cost of School Day	<ul style="list-style-type: none"> Free extra-curricular activities including Out2Play and Active Schools Clubs 	GMc	£8,300	Registers Regular review with service providers	<ul style="list-style-type: none"> Maintain numbers attending clubs and identify new learners joining/ attending
	<ul style="list-style-type: none"> Breakfast Club staffing 	GMc	£3,910	Returns for Greggs Foundation to review numbers	<ul style="list-style-type: none"> Maintain numbers attending Breakfast Club
	<ul style="list-style-type: none"> Reducing Cost of School Day interventions 	GMc/ Parent Council	£4,000	Termly spending for class snack boxes Feedback	<ul style="list-style-type: none"> 100% know how to access a healthy snack during the school day

	including Hardship fund and snack boxes				<ul style="list-style-type: none"> almost all learners are able to access resources to maximise their learning e.g. gym shoes, PE kit
Basic life skills	Swimming including transport			Swimming profiling tool	<ul style="list-style-type: none"> 10% increase in swimmers (moving from non-swimmer)
	<ul style="list-style-type: none"> P1-3 Dalkeith Campus (Stepping Stones) P4 (Midlothian Council funded) P5-7 Loanhead Leisure Centre (Midlothian Council) 	KWh	£4,940		
	<ul style="list-style-type: none"> Bread and smoothie making ingredients 	LC	£400		
			£0	£2,340	
Quality of play experiences provided across school setting including classroom and playground	Play Midlothian partnership including:	GMc	£10,463	Regular review with partners Minutes of LA meetings Feedback	<ul style="list-style-type: none"> 10% reduction in conflict on football pitch Wider range of play opportunities offered in classroom setting 100% of support staff are given professional learning opportunities to develop their knowledge and skills
	<ul style="list-style-type: none"> daily football refereeing play planning and evaluation with class teachers CLPL sessions for support staff reflection and planning sessions with learning assistants 				
			Total:	£117,468	



2019/2020 ASG Priority 1: mental health and wellbeing of all

Stage of Development	Main driver of priority		Alignment with:				
Exploring, Developing or Embedding	Self-evaluation/ school review/VSE	Education Scotland Report	HGIOS 4 QI	Wellbeing Wheel	Midlothian strategic priorities	NIF	Partnership working
Developing	ASG self evaluation	NA	1.4	All Aspects	Y	Priority 3: Health and Wellbeing	ASG Collaboration Health and third sector partners

Key Target(s)

- Maintain the profile of good mental health and wellbeing in the workplace through continual use of ASG Dignity at Work Policy, a menu of wellbeing related opportunities for staff and signposting to relevant supports and services
- All staff report that their wellbeing is taken into consideration and that senior leaders are approachable
- Pupils received timely and appropriate support to overcome any barriers to participation to maximise their potential
- Senior Managers take a coordinated approach to planning the Quality Assurance Calendar to ensure careful monitoring and implementation of the above

Expected outcomes for learners which are measurable and/ or observable

- 100% of staff know and use the Dignity at Work Policy
- 100% of staff are actively involved in wellbeing opportunities agreed and offered at school level
- 100% of pupils know and understand the Wellbeing Indicators and can use them to talk about their feelings and emotions
- 100% of pupils with ASN/ Care Experienced/ Young Carers have a measurable, outcome focused plan (where appropriate) and are appropriately recorded within SEEMIS

ASG Priority 2: strengthen our collaborative expertise and maintain a strong learning community: 100% of staff engage in Practitioner Enquiry related to QI 2.3

Stage of Development	Main driver of priority		Alignment with:				
Exploring, Developing or Embedding	Self-evaluation/ school review/VSE	Education Scotland Report	HGIOS 4 QI	Wellbeing Wheel	Midlothian strategic priorities	NIF	Partnership working
Exploring and Embedding	ASG self evaluation SGM Visits School Review	NA	2.3	Achieving	Y	Priority 1: Attainment	ASG Collaboration SEIC

Key Target(s)

- Embed High Quality Learning Experiences for all Learners:**
- Consistent use and application of ASG Learning and Teaching poster across all classrooms
 - Consistent use and application of ASG Learning and Teaching checklists to be used alongside posters to form focus and feedback of self, peer and Senior Manager observations
- Explore Practitioner Enquiry as a model of professional learning:**
- Build capacity and create opportunities for ASG staff to lead learning across ASG
 - All staff have an improved understanding of Practitioner Enquiry as a model to improve practice
 - Senior Managers take a coordinated approach to planning the Quality Assurance Calendar to ensure careful monitoring and tracking
 - All schools engage in moderation sessions at school/ ASG level in literacy and numeracy

Expected outcomes for learners which are measurable and/ or observable

- 100% of staff know and understand the features of effective practice and quality teaching; posters are displayed in each classroom across the ASG and features are observed in daily classroom practice
- All schools use the monitoring and evaluation ASG checklist for staff peer and self assessment
- Senior Managers use the monitoring and evaluation ASG checklist for quality feedback relating to Classroom Visits
- Through self, peer and Senior Manager observations, 100% of staff can evidence improvement in relation to their own practice
- Baseline survey to gauge number of staff who have engaged with Practitioner Enquiry to date with a follow up survey to gather feedback about impact
- 100% of staff (teachers and Learning Assistants) engage in Practitioner Enquiry CLPL
- 100% of staff identify and carry out a Practitioner Enquiry related to an aspect of QI 2.3 – themes include planning for assessment, tracking and monitoring and analysis of data, moderation, pupil engagement with Midlothian Learner and ASG poster

What should we be doing and when?

May 2019	June 2019		September 2019	October 2019	November 2019	December 2019	January 2020	February 2020	March 2020	April 2019	May 2019	June 2019
<ul style="list-style-type: none"> GMc to make contact with Christine Rednall to establish Practitioner Enquiry planning ASG HTs to share ASG SQIP with staff 20 MAY 19 ASG HTs to create Quality Assurance Calendar on 4 JUN 19 and protect time within WTAs for wellbeing opportunities Each school to identify ASG staff to lead learning across ASG and feedback on 4 JUN 19 ASG HTs to carry out baseline survey and feedback on 4 JUN 19 		July/ August 2019	<p style="text-align: center;">ASG CAT 1 6 SEPT 19 1.30-3.30 SDHS led by identified lead staff and Christine Rednall</p> <p>Mop up session arranged for any absent staff</p>	<ul style="list-style-type: none"> ACTIVITY: All staff carry out Practitioner Enquiry within chosen theme DROP INS: Each school to protect time within WTAs (Sept/Oct 19) for staff to be able to access Drop In Sessions facilitated by Christine Rednall 			<p style="text-align: center;">ASG LAs CLPL 6 JAN 20 Led by Christine Rednall LAs carry out 4 week Practitioner Enquiry</p> <p>ACTIVITY: Teaching staff evaluate and produce a visual representation of their enquiry e.g. poster, PPT, video</p>		<p style="text-align: center;">ASG CAT 2 20 MAR 20 1.30-3.30 Venue TBC Practitioner Enquiry Gallery</p> <p style="text-align: center;">CELEBRATION EVENT St David's ASG drinks</p>	Planning and evaluation of ASG SQIP 19/20		

