



Midlothian



St David's RC Primary and ELC Setting

Standards and Quality Report 2019/2020
Improvement Plan 2020/2021



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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.

The Dalkeith Woodburn Neighbourhood Plan sets out a clear rationale to support school improvement. The facts and figures in this plan continue to support us to review and reflect on the needs of the local community and provide a context to underpin our school priorities and actions. Our school improvement plan takes account of the Woodburn Dalkeith Action Plan, particularly focusing on themes 1 and 4, community facilities and activities and health and wellbeing.

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.

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.

The school roll currently stands at 195 across 7 classes with a number of children accessing Shared Placements. The school has undergone considerable renovation in the past three years. P1-4 learners are accommodated in the main building, a purpose built, semi open plan space. This building contains four classrooms, Family Hub, Support for Learning Base, school hall and general purpose space. 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 providing greater space and scope 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.

A new, self-contained ELC Setting (non-denominational) opened in February 2020 consisting of a playroom and enclosed garden to the front of the main building. The setting has seen the recruitment of a Senior Child Care Worker, three Child Care Development Workers and a Modern Apprentice. The ELC Setting has capacity to welcome 40 3-5 year olds at any one given time. At present there is a mix of full time and part time placements offered to families. The ELC provided a range of engaging a quality learning experiences to 32 learners for five weeks prior to COVID-19.

Currently thirteen teachers provide high quality learning experiences for learners. This includes a Head Teacher, Depute Head Teacher, 1.5FTE Support for Learning teachers and a visiting teacher of art and design. The school also benefits from visiting music specialists who offer brass and woodwind instruction for P6 and P7 learners. The school also employs the support of an Administrative Assistant, Office Support, four Learning Assistants and Breakfast Club supervisors. Midlothian Council Facilities and Catering Team continue to provide cleaning and catering services to the school. 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 51% of families living in SIMD 1 - SIMD 4. 16% of children are in receipt of free school meals and clothing allowances. This is not reflective of the pupil population although does show an increase of 1% from 2019/2020. We have seen an increase in the number of families seeking access to these supports following COVID-19 and have signposted and supported accordingly.

£73,200 of Pupil Equity Funding (PEF) supported the school to work to close the poverty related attainment gap in 2019/2020. The allocation of PEF funding will fall dramatically to £64,497 for session 2020/2021. Part of this money will continue to protect and minimise the cost of the school day. This sees a £20,000 reduction of PEF allocated to the school over the past four years.

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 and sponsored by Greggs Foundation. This enables up to 200 pupils to receive a breakfast each week. This provision has been largely impacted by COVID-19 and it is unclear how this facility will run in 2020/2021. Active Schools provide a range of after school clubs including basketball, football and dance. All clubs are free and accessible to all however numbers have fallen considerably in 2019/2020 due to the introduction of an online booking system.

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. We have worked hard to provide a quality and robust transition process for learners during COVID-19 and have continued to plan for and deliver a range of enhanced transition opportunities for identified learners.

Visitors frequently comment on our happy and welcoming school and our well-mannered, engaged and enthusiastic learners. St David's is a great place to learn for staff, learners and families.

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.

We welcome the views and input of all stakeholders and engage in regular dialogue in a range of ways.

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. All staff are fully involved and committed to school improvement. There are regular opportunities provided for self-evaluation, professional dialogue and review of progress.

Our learners are eager and enthusiastic participators. We continue to engage them in discussions about things that matter to them. Regular opportunities are given to involve them in school improvement. Primary 7 in particular are given regular opportunities to lead aspects of learning and champion change. Our House Captains continue to advocate for changes to support their work as role models and influencers for the school.

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 and taking on a range of volunteering roles. We continue to work to widen participation and ensure authentic engagement for all parents/ carers to further strengthen our school community. The Parent Council continue to be involved in the improvement priorities of the school. Their role has developed considerably with the continued 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.

Our families are provided with regular opportunities to engage with their child's learning. Our online learning profiles provide an improved, ongoing, dialogue between learners, staff and families. This is considered an equal partnership with families being provided with increased opportunities to share information about their child and their learning preferences. Families are encouraged to share their views and feedback to support us to learn and improve. An annual calendar is published for all families, linking school events to school improvement priorities using symbols. A more diverse range of families attend events however participation continues to be varied. Most staff recognise that this approach is improving participation for families.

We work hard to maintain strong parish links, ensuring our faith remains central to our mission with the leadership of our Wellbeing, Equality and Inclusion Development Officer.

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**.

All staff have demonstrated a commendable commitment to the school throughout COVID-19. Staff have live out our values and aims in all their interactions including through distance learning, support at Woodburn Hub, delivering food packages in the local community and maintaining close contact with families. Quality feedback and a focus on quality learning and teaching have featured highly throughout this time and the strong, reciprocal relationships we have formed with partners has continued to ensure achievement, progress and success for learners throughout this difficult time.

There is further work to do to revisit our vision, values and aims in 2020/2021 to ensure the new ELC Setting is aligned with the aspirations, values and practices which are rapidly developing at St David's Primary.

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> <p>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>
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PRIORITY 1: Improvement in attainment, particularly literacy and numeracy



PROGRESS Did we meet our improvement targets?

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|-----------------------------------|-----------------------------------|-----------------------------|
| ● Green: met in full by June 2020 | ● Amber: met in part by June 2020 | ● Red: not met by June 2020 |
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WHOLE SCHOOL

- 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

LEARNERS

- 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 online learning profiles, Seesaw
- Offer writing sessions for cohorts of learners to stretch and challenge
- Develop child version of moderation cycle with P7 learners

TEACHER EXPERTISE

- 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

IMPACT:

- Almost all teaching staff have contributed to the rationale, design and ongoing development of the writing curriculum resulting in increased standards across all stages. This is leading to improvements in the quality of teaching, ensuring more consistent standards and expectations and as a result, ensuring a more cohesive learning experience. This is evidenced by writing attainment levels at P4 and P7 (2019/2020) with a 7% and 15% increase on last session.
- Good progress has been made to implement agreed planning formats providing greater consistency across levels. Almost all teaching staff have an improved understanding of expectations and standards within a level and are increasingly able to access a range of evidence to make judgements about a learners progress.
- Learners receive increasing feedback about their progress and are encouraged to identify next steps in their learning. These are captured and evidenced on online

learning profiles and accessed by staff, pupils and parent/ carers.

- Almost all teaching staff have engaged in professional dialogue around the Learning, Teaching and Assessment Cycle and have an improved understanding of this process. Further work is required around moderation to ensure this is well understood and embedded into practice.
- All P3-7 learners have benefited from weekly opportunities to rigorously target and improve basic facts with the support of a learning assistant. Evidence of progress demonstrates a direct impact on the fast recall and accuracy of number facts. This in turn will lead to improvements in attainment in numeracy over time.
- Considerable progress has been made in understanding the solid foundations required within listening and talking in Primary 1 and Primary 2 following the introduction of a Speech and Language Therapist. 27% of P1 and 40% of P2 were identified as having a severe or moderate listening difficulty in August 2019 in comparison to 19% and 21% in March 2020 following a collaborative Teaching Children to Listen Intervention delivered by Speech Therapist, class teachers and parent volunteer.
- COVID-19 demonstrated the progress made in relation to learners and families being able to upload learning to Seesaw, our online learning profile. This provided a strong platform to share and celebrate learning and showed a clear increase in the level and type of engagement from staff, learners and family members. A weekly round up shared with parents profiled the number of posts, opportunities for feedback and number of times family members accessed this platform. On average this equated to 2350 posts, 3500 comments related to learning and around 560 family members connecting to online profiles each week. This platform continues to provide a cohesive, central approach to sharing, celebrating and profiling a learners journey.

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
2019/2020 (COVID-19)	85	92	85	88	93	86	90	86	93	96	93	78
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	-7%	0%	-7%	-4%	0%	-4%	+7%	-4%	-3%	0%	+15%	0%
It is important to note that 2019/2020 attainment levels have been impacted by COVID-19. Due to missed learning opportunities in school there has been a slight reduction in the number of learners achieving a level at P1, P4 and P7.												

NEXT STEPS:

- Further opportunities need to be provided to support staff to engage in the moderation process to enable them to arrive at valid, reliable decisions based on learners progress towards and achievement of a level. This now needs to become embedded in everyday practice with assessment and review of progress being catalysts to support planning and next steps.
- Continued implementation of grammar, extending writing and handwriting progressions across all stages to ensure consistency and high expectations
- Share summative assessments via Seesaw for learners and parents/ carers to access correlating evidence with class work and teacher/ reporting feedback

5. 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
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PRIORITY 2: Closing the attainment gap between most and least disadvantaged children

PROGRESS Did we meet our improvement targets?

● Green: met in full by June 2020

● Amber: met in part by June 2020

● Red: not met by June 2020



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 ABL 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

IMPACT:

- Approximately 37% pupils have benefited from Support for Learning (SfL) interventions this session focusing on Phonics, Toe-by-Toe, sensory circuits, Seasons for Growth, social skills, Lego Therapy and Fresh Start. 1.5FTE SfL teachers and 2.6FTE Learning Assistants have provided a robust and quality programme of around 135 planned interventions per week which support approximately 72 pupils. This is contributing greatly to the progress of individuals.
- Almost all learners from P2-P7 benefited from weekly swimming instruction developing basic life skills and water confidence. These were cut short due to COVID-19. A recent survey (June 2020) asked staff and parents to identify the impact of these lessons. Staff reported 8.25/10 and parents reported 7.59/10. Feedback showed that this was linked to personal achievement, general confidence and overall swimming progress. Learners were asked to consider how much they enjoyed these lessons with an overall score of 7.49/10. Swimming achievements have been actively celebrated across the school and evidence of progress has been recorded following on from last year.
- Parent Council have led and continue to manage funds allocated from PEF to promote Cost of the School Day interventions ensuring all learners have access to nutritional and healthy snacks throughout the day to maximise participation and their ability to engage in the wide and varied learning programme offered.
- All learners continue to have access to necessary resources to enable them to participate in the breadth of curriculum on offer e.g. welly loan, PE kit
- 100% of P5 attended Skiing instruction at Hillend and 100% of P7 signed up to attend camp, maintaining our ambition that every child experiences these opportunities. 19% of P7 pupils benefitted from access to Participation Fund to allow them to benefit from this experience and a small number of P5 pupils were assisted financially to access this opportunity. Unfortunately school camp was cancelled due to COVID-19.
- 10% of P1-7 pupils (2018/2019) achieved a Blue Peter badge as part of our widening participation focus, resulting in them having access to over 200 attractions for life across the UK.
- 100% of P6 learners achieved Bikeability Level 2 led fully by parent volunteers. Primary 5 were unable to complete Level 1 due to COVID-19.
- All staff have engaged in professional learning around Young Carers legislation and have an increased understanding of the definition, factors giving rise to support and possible barriers to learning. All Young Carers have an up to date and regularly reviewed Young Carer statement and are provided with opportunities to talk to a trusted adult and access , timely, appropriate support as required.
- Almost all learners have an improved understanding of what makes a St David's Learner and can give examples of how to show they are ready and giving their best to learning. This is evidenced throughout the school year on online learning journals and is shared with parents/ carers through our reporting channels. Most learners are able to identify simple next steps to work towards. All staff are committed to promoting and modelling behaviour and promote the wellbeing of all. This is underpinned by the Dignity at Work Policy which is regularly revisited.
- Almost all learners who require additional support have an ABLe Plan which is reviewed with key staff and parents/ carers regularly. Outcomes are measurable and demonstrate progress. We continue to take a multi agency approach to learners with additional support needs, ensuring timely and appropriate support and interventions are offered and evaluated.
- All support staff have benefited from Lego Therapy training and continued support to deliver small group sessions with the support of our link Speech and Language Therapist. Support staff have taken a leading role in creating and developing resources to lead this initiative which has benefited a number of P1 learners, focusing on social skills.
- A number of individuals continue to benefit from a safe and therapeutic space each week. Approximately 16% of all learners have benefited from a therapeutic intervention in response to an identified need over the past 3 years. Learners report feeling listened to and heard in these sessions and there are direct impacts within the child's readiness to learn e.g. asking for help, improved focus and concentration, ability to recognise emotions and seek help to work through them. This is having a direct impact on the wider school as learning is less disrupted as a result.
- A wide range of learners continue to benefit from Seasons for Growth offering an engaging programme to work through change, grief and loss. Companions were able to maintain positive links and reconstructor sessions during COVID-19 and continued to keep in contact with key learners.
- Almost all classes benefited from outdoor learning sessions delivered by Play Midlothian alongside parent volunteers (P7 were unable to completed these due to COVID-19). Learners reported that these sessions made them feel good and that they were able to work with a range of peers to complete activities. Staff reported the positive impacts of learners engaging with the outdoors and were able to identify clear benefits to the wellbeing, behaviour and problem solving skills of individuals and groups in this environment. Two parent volunteers attended these sessions weekly to support the delivery of these sessions. This provided opportunities for parents and teaching staff to increase their

knowledge and confidence in outdoor learning.

- By January 2020, 27% of P5-7 pupils had attended a sporting event, representing the school at authority level. This has led to a sustained number of achievements which are profiled and recorded on online learning profiles

NEXT STEPS:

- Embed mental and emotional health progressive planners across whole school to promote wellbeing and self-regulation
- Create further opportunities to develop and evidence our progress as a nurturing school
- Deliver nurture and resilience programme developed by Midlothian Council in response to COVID-19
- Offer Seasons for Growth COVID-19 programme to support learners who have experienced change, loss or grief as a result of COVID-19
- Further develop outdoor learning provision at St David's, particularly in Primary 1

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

<p><u>NIF and Midlothian Priority (highlight as applicable)</u></p> <p>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</p> <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> <p>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>
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PRIORITY 3: Improvement in children and young people's health and wellbeing



PROGRESS Did we meet our improvement targets?

● Green: met in full by June 2020	● Amber: met in part by June 2020	● Red: not met by June 2020
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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 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

IMPACT:

- All staff have engaged in professional learning around Visual Supports Project. A consistent approach to using symbols and a visual timetable have been implemented across all classes. Learners report feeling confident about what is happening now and next. A range of additional symbols and tools have been developed, particularly in Primary 1 and Primary 2 which act as prompts to support learners to understand expectations. These are referred to throughout the school day and some families, particularly in Primary 1 have reported creating similar resources for home. Learners requiring an enhanced transition from P1-P6 have also received a visual timetable

and set of symbols to support them with their return to school ahead of August 2020. Learners consistently respond well to the consistency and predictability of these visual representations. Regular learning walks with an agreed checklist have been completed by a range of staff and partners throughout the school year to provide feedback and profile our progress towards accreditation. Evidence has been submitted for consideration of bronze level.

- Attendance at extra curricular activities has fallen dramatically this academic session. We believe this is primarily due to the new online booking system which has been implemented. We have worked closely with Active Schools to try and support families to access this platform to book on but turnout has been considerably lower. The range of club and activities on offer this session have also been more restricted as a result of coach availability. We continue to reivew which pupils would benefit from these experiences and encourage accordingly.
- See Priority 1 for impact of Speech and Language interventions in Primary 1 and Primary 2. In addition learners benefited from narrative groups. From a sample of 10 pupils per class, 90% of Primary 1 and 60% of Primary 2 were identified as being below average than expected at being able to retell a story with or without visual prompts pre intervention. Unfortunately a follow up assessment was not able to be completed due to COVID-19 however evidence of progress was captured through short film clips and observations of learning. All children are now confident opening and closing a story using “Once upon a time” and “The end”. All of the children demonstrated an understanding of wh- (who, where, doing and what) questions and most were able to answer a range of questions appropriately, including making predictions and inferencing. The children were then able to use this information to contribute to a map of the story. All of the children had an opportunity to work as part of a small group to sequence pictures to retell the story. Towards the end of this intervention all children were able to do this independently with minimal adult support. All children were able to retell a story using visual prompts. The level of detail varied amongst the children in the class however all children were able to recall the main details in the correct order using the visual prompts to help them. These story retells were recorded and sent home via Seesaw to parents. The recorded evidence and written retells from across the class show improved sentence and story structure. Despite the large variation in ability amongst the Primary 1 and 2 children, we were able to maintain most of the children’s attention and engagement with the tasks. We did this by differentiating the learning depending on spoken language and literacy abilities e.g. some children were asked to verbally retell the story and others were asked to write the story. Many children were able to recall the ‘focus words’ and used these appropriately when retelling the story.
- Almost all teaching staff have engaged in CIRCLE training and have an improved understanding of the inclusion framework. Some staff have used the audit tools and checklists to engage more fully in discussions about the classroom environment and how best to respond to the needs of individuals. The headings of the framework are improving the structure of our ABLe plans.
- Following on from 100 Day Challenge learning in 2018/2019, all learners were encouraged to engage in discussions about their learning environment, focusing on routines and structures and transitions. Each class created a vision and set of actions which was depicted into a class action plan to support improvement. All learners were fully engaged in the process and provided with age appropriate prompts and tools to facilitate discussions about what they need from their learning environment to enable them to flourish. Class actions plans were shared in January 2020 with all classes. We have not yet been able to evidence the improvements as a result of COVID-19 however this work will carry on into 2020/2021.
- Almost all support staff benefited from a range of professional learning opportunities to review and reflect on play opportunities in the playground. This has resulted in improved interactions in the playground and a considerable reduction in the number of learners who were previously not ready to return to learning after break and lunch each day. Social interactions and relationships have improved considerably and almost all learners report that they enjoy spending time in the playground.

NEXT STEPS:

- Progress to silver accreditation of Visual Supports Project
- Provide further opportunities through Monitoring calendar to use CIRCLE toolkit to offer feedback to staff
- Use Class Action Plans to evidence learners making decisions about their learning environment and chart progress/ changes
- Further progress Speech and Language early intervention to address oral narrative (Primary 1 90% below average, Primary 2 40% below average) and expressive language (Primary 1 Grammar 30%, Information 20% and Primary 2 Grammar 40%, Information 20% below range expected) difficulties

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

<p><u>NIF and Midlothian Priority</u> (<i>highlight as applicable</i>)</p> <ol style="list-style-type: none"> 13. Improvement in attainment, particularly literacy and numeracy 14. Closing the attainment gap between most and least disadvantaged children 15. Improvement in children and young people's health and wellbeing 16. Improvement in employability skills and sustained, positive school leaver destinations for all young people <p><u>NIF Driver(s)</u> (<i>highlight as applicable</i>)</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</u> (<i>highlight as applicable</i>)</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 	
<h3>PRIORITY 4: Ensure a shared understanding of our vision, values and aims.</h3>		
<p>PROGRESS Did we meet our improvement targets?</p>		
<p>● Green: met in full by June 2020</p>	<p>● Amber: met in part by June 2020</p>	<p>● Red: not met by June 2020</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>IMPACT:</p> <ul style="list-style-type: none"> ● P1-7 pupils have benefited from more regular opportunities to engage with Learning Powers which are directly linked to the four capacities of Curriculum for Excellence. Weekly challenges set in assembly have provided real life opportunities for learners to practice and exemplify these skills in their everyday learning. Further work is required to embed this approach. ● All P1-7 pupils benefited from opportunities to engage in Pupil Participation groups this year however due to a variety of factors, these were not able to be sustained and we are not yet able to evidence the wider impact the children's decision making and voice is having on school improvement through these forums. 		
<p>NEXT STEPS:</p> <ul style="list-style-type: none"> ● Considerable delays to the opening of our ELC Setting prevented us revisiting and reigniting our vision statement in 2019/2020. It is essential that all staff as well as new families and learners are included in this process to ensure a shared vision is understood. This will continue to be revisited in 2020/2021 as we progress through our denominational review. 		



6. Successes and Achievements in Session 2019-20

The opening of our ELC Setting welcomed new staff, learners and families to St David's. This is a very exciting time for St David's as we extend our provision to support 3-5 year olds.

Our continued, strong partnerships with local organisations including Play Therapy Base, Home Link Family Support and Play Midlothian which improve outcomes for all and support us to provide a wide and varied curriculum.

Our parent volunteers who give their time, energy and expertise to support and extend learning at St David's. This session this has included Bikeability/ Cycle Training leaders, outdoor learning supporters, Speech and Language support in P1 and P2, upskilling parents/ carers to facilitate learning and maximise achievement for learners.

An outstanding community effort in response to COVID-19. This includes but is not limited to:

- Continued focus on quality learning and teaching delivered through Seesaw, our online learning profiles
- Daily/ weekly delivery of packed lunches and hot meals supported by LLE and Dalkeith Community Council
- Food parcels and house calls to check in on families
- Regular contact with families in a range of ways to maintain links and communication
- Delivery of learning packs and iPads to families with no access to a device
- Staff commitment to providing critical childcare for key workers
- Staff commitment to meeting the pastoral needs of vulnerable learners through Woodburn Hub
- Collegiate approach to school improvement and recovery curriculum planning by all staff
- Partner agencies ongoing commitment and pastoral support for individuals, providing weekly emotional check ins and communicating closely with school to ensure a joined up approach
- Quality transition experience for P7 in their final week at St David's, attending an outdoor learning session to celebrate their many achievements during their time at St David's
- Quality transition experience for P1 in their final week at St David's following a varied distance learning transition experience. Almost all learners were settled and secure as they were welcomed into the P1 classroom and given opportunities to experience how learning might look in P1

7. What is Our Capacity for Continuous Improvement?

Quality Indicator	LA/School Self-Evaluation	Authority Reviews / Theme visits	HMle/ 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 – 2020-21

Establishment	St David's RC Primary and ELC Setting
Area	St David's ASG
Session	2020/2021
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> <p>a) Improvements in planning, tracking and assessment and curriculum design and progression.</p> <p>b) Innovative pedagogical approaches and enhanced use of digital technology to support learning.</p> <p>c) Pedagogy, play and progression across Early Level.</p> <p>1.2 Improve attainment within the senior phase by maximising opportunities through curriculum planning, consortium arrangements and partnership delivery, including addressing the ASN Senior Phase attainment gap.</p> <p>1.3 Reduce the attainment gap between the most and least deprived children, including care-experienced children.</p>	<p>2.1 Develop a Nurturing Authority.</p> <p>2.2 Develop and improve the Health and Wellbeing curriculum to support the wellbeing of all children and young people, from Early Level to Senior Phase.</p> <p>2.3 Support schools and ELC settings to provide high quality EY services, which focuses on early intervention and prevention.</p> <p>2.4 Support schools to implement a range of mental health and wellbeing strategies for children, young people and staff.</p>	<p>3.1 Develop a quality improvement framework to support schools to achieve Good or Better in inspection QIs through:</p> <p>a) Empowering leaders at all levels, leading to an empowered system.</p> <p>b) Improving quality of leadership at all levels.</p> <p>c) Delivering a minimum data set and supporting data literacy to improve self-evaluation.</p>	<p>4.1 Improve the number of young people entering further and higher education:</p> <p>a) Implement a positive destination strategy to increase the number of young people entering a positive destination on leaving school;</p> <p>b) Increase the number of Foundation Apprenticeships supported by CLL, working in partnership with schools, business partners and Edinburgh College.</p> <p>c) Increase the number of Modern Apprenticeships supported by CLL</p> <p>4.2 Improve the number and type of positive destinations for young people with ASN and care-experienced young people:</p> <p>a) Operate the school work experience programme working with schools and employers</p> <p>b) Offer 60 places to vulnerable young people and adults under the Scottish Government funded 'No one left behind' programme</p> <p>c) Deliver the merged PAVE/PAVE2 programme supporting care experienced and other vulnerable young people in transition from schools to post school living</p> <p>4.3 STEM</p> <p>a) Continue to support STEM activities to increase uptake in related qualifications and progression into STEM career pathways</p>	<p>5.1 Deliver Best Value through:</p> <p>a) Reviewing and implementing the Learning Estate strategy, taking cognisance of the ASN learning estate.</p> <p>b) Robust workforce planning.</p> <p>5.2 Implement the Education Digital Asset strategy, ensuring that digital learning tools are high quality and support excellence in learning and teaching.</p>

			<p>4.4 Preparing children and young people for the world of work:</p> <p>a) carry out an audit of career education standards 3-18 to ensure children and young people receive their entitlement and the authority is delivering on the expectations placed on teachers and practitioners, Skills Development Scotland, employers and parents to support all children and young people in their development of skills and understanding of the world of work;</p> <p>b) Embed the standards and guidance within learning and teaching across all levels in our schools, in partnership with stakeholders in order to provide pathways for learners that best support the realisation of young peoples' future aspirations.</p>	
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2. Priority Summary and High Level Strategic Targets

Priority (paste from above)	Links to HGIOS4?	Key Actions	Lead Person Timescale Links to WTA	Expected measurable outcomes for learners – please refer to NIF targets at start of this section for 2020-21 AND use your own contextual targets IF REQUIRED
<p>Priority 1 Attainment and Achievement</p> <p>Improvements in planning, tracking and assessment</p>	<p>QI 2.3 Learning, teaching and assessment</p> <p>QI 3.2 Raising attainment and achievement</p>	<ul style="list-style-type: none"> Develop summative assessment data on Seesaw to share with families Agree shared expectations/ standards across writing including presentation skills, handwriting, tools for writing and link these to benchmarks to ensure agreed standards within and across levels x1 per term tracking meetings (KWa Early, GMc 1st and CH 2nd Level) further staff development on Learning, Teaching and Assessment Cycle to improve knowledge and confidence 	<p>CH Term 1</p> <p>GMc/ KWa/ CH Termly PH Feb 2021</p>	<ul style="list-style-type: none"> 100% of teaching staff report feeling confident about shared expectations (staff survey) 100% of staff know and implement QI 2.3. features of highly effective practice Tracking records demonstrate summary of progress, discussions, interventions and supports for individuals/ small groups Creation of St David's Learning, Teaching and Assessment Cycle evidences shared understanding of process
<p>Priority 2 Attainment and Achievement</p> <p>Reduce the attainment gap between the most and least deprived children, including care-experienced children.</p>	<p>QI 2.4 Personalised Support</p> <p>QI 3.2 Raising attainment and achievement</p>	<ul style="list-style-type: none"> Identify gaps following COVID-19 and establish supports and programmes to respond through class teaching and SfL provision Review attainment data for 2019/2020 and create interventions for learners who have not yet achieved expected levels at P1, P4 and P7 Target learners in receipt of FME to ensure appropriate progress is being made in relation to achievement of a level Maintain attendance levels following COVID-19 by working with families to reestablish routines and reintegrate them into school 	<p>GMc in conjunction with SfL Team March 2021</p>	<ul style="list-style-type: none"> Maintain attainment progress across literacy and numeracy at P1, P4 and P7 Seek to narrow the gap between quintile 2 and quintile 5 at P1, P4 and P7 in numeracy Support for Learning timetables demonstrate distribution and frequency of targeted supports offered and will evidence improved outcomes for learners with: Improvements in literacy and numeracy (identified in individual learners progress) through: - Toe by Toe interventions -Basic Facts interventions Improvements in readiness for learning by: -Sensory Circuits interventions -Targeted social skills groups

<p>Priority 3 Included, Engaged and Involved: Wellbeing and Equity</p> <p>Support the health and wellbeing of all following COVID-19</p>	<p>QI 3.1 Ensuring wellbeing, equality and inclusion</p>	<ul style="list-style-type: none"> • Provide staff return to work meetings and ensure regular wellbeing opportunities are offered and planned through Wellbeing Working Group • Work towards Silver accreditation in Visual Supports Project to re-establish routines and expectations upon return to school • Use class action plans created in 2019/2020 to engage learners in discussion about what they need from their learning environment to support them to learn (i.e. P3 class action plan moves to P4) • Develop CDW role within school to deliver nurture based approaches to support identified learners/targeted groups • Embed mental and emotional health progressions across all classes • All staff use Resilience and Nurture framework developed by Midlothian Council to welcome and reconnect with learners and staff • Deliver Seasons for Growth COVID-19 programme through training of SfG companions • All staff continue to engage in developed Working Groups (May 2020) to support Recovery • Maintain enhanced transition links over summer period to October to support P1 learners into school • Develop outdoor learning programme to enrich P1 learning provision 	<p>GMc September 2020</p> <p>GMc June 2021</p> <p>KWa March 2021</p> <p>GMc June 2021 GMc October 2020</p> <p>PMcK/ NC/ LC/ EA</p> <p>GMc/ HLFS October 2020</p> <p>MC June 2021</p>	<ul style="list-style-type: none"> • Almost all learners report feeling safe and secure at school through annual wellbeing survey • Learner feedback and evidence gathered of action plans being implemented demonstrates that learners are fully engaged in the improvement process • Learners from nurture groups provide rating scales prior to, during and after nurture interventions to share feedback about the impact of support they are receiving • Boxall profiles demonstrate individual progress pre and post intervention • Parent feedback captured from new parents provides feedback and next steps for transition/ induction process
<p>Priority 4</p> <p>Ensure a shared understanding of our vision, values and aims</p>	<p>QI 1.3 Leadership of Change</p>	<ul style="list-style-type: none"> • Revisit vision statement with learners, staff and families • Create visual representation to display vision statement for learners and families to contribute to, recognise and understand • Ensure new ELC Setting and school are aligned in terms of vision, values, aims and approaches • New staff have a developing understanding of the St David's community and the social, economic and cultural context of the local community 	<p>GMc November 2020</p> <p>KWa December 2021</p>	<ul style="list-style-type: none"> • The majority of pupils report that staff have consistently high expectations of them as learners through Ready to Learn grids completed throughout school year and wellbeing surveys.



STRENGTHENING OUR CATHOLIC SCHOOLS 2020/2021

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
Exploring	ASG self evaluation	NA	1.4	All Aspects	Y	Priority 3: Self-improving systems	ASG Collaboration SCES/ Archdiocese
Key Target(s)			Expected outcomes for learners which are measurable and/ or observable				
<ul style="list-style-type: none"> Maintain the profile of good mental health and wellbeing in the workplace through continual use of ASG Dignity at Work Policy, liaison around Denominational Review process and senior leaders signposting to relevant supports and services All staff feel welcome and included in their place of work All staff report that their wellbeing is taken into consideration and that senior leaders are approachable All staff are included in communications and updates relating to Denominational Review process and receive timely information and support sessions with HR as appropriate ASG schools take a collegiate approach to enhancing the Catholicity of each school through quality, coordinated approaches to RERC CLPL Senior Leaders support Midlothian Council and Archdiocese to further Denominational Review and ensure all stakeholders are communicated key information relating to the process 			<ul style="list-style-type: none"> 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 staff have opportunities to develop professional relationships across the ASG to strengthen learning community 100% of teaching staff are aware of the Church Approval process should they wish to consider an application 100% of teaching staff know how to access further CLPL and professional learning opportunities to achieve a Catholic Teaching certificate/ accreditation through external bodies 100% NQTs across ASG access CLPL through SCES and Archdiocese 				

ASG Priority 2: strengthen our collaborative expertise and maintain a strong learning community: Almost all teaching staff know and use ASG RE planners to deliver high quality, progressive RERC curriculum programmes.

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	2.2	Achieving	Y	Priority 1: Attainment and Achievement	ASG Collaboration Archdiocese
Key Target(s)			Expected outcomes for learners which are measurable and/ or observable				
<ul style="list-style-type: none"> Time is protected for professional learning and collegiate working to strengthen delivery of the RERC curriculum across all ASG schools Quality planned learning experiences are challenging and motivating for learners ASG RERC planners ensure consistency and progression across all ASG primaries Learners experience consistency across stages and schools through shared planning formats All teaching staff are confident in the responsibilities to deliver the RERC curriculum All teaching staff are able to access additional support across ASG through virtual drop in workshops Shared understanding across schools of the development and delivery of the RE curriculum in line with core resources of God's Loving Plan and RHSP Consistent use and application of ASG Learning checklists to be used alongside posters to form focus and feedback of self, peer and senior manager observations relating to RERC teaching 			<ul style="list-style-type: none"> 100% of primary teaching staff attend a virtual CLPL session to consolidate and gain knowledge and confidence in delivery of ASG RE curriculum planners delivered by ASG RERC leads (Main Stewart (SHPS), Jennifer Kelly (SHPS) and Francesca Bebbin (SHPS)) 100% of learners benefit from quality, progressive learning experiences which build on knowledge and understanding 100% of teaching staff know and use RERC curriculum planners across ASG which match core learning with God's Loving Plan and appropriate strands of RHSP 100% of RC P7 learners benefit from quality, planned Sacramental Preparation in partnership with Parishes 100% of P7 learners benefit from transition opportunities with SHPS related to RERC curriculum The majority of staff report improved knowledge and confidence in the delivery of the RERC curriculum (baseline and follow up survey) 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 delivery of RERC curriculum Planned opportunities are offered within individual schools to share practice in relation to RERC curriculum and moderate learning/ practice 100% of teaching staff know how and when to access planned workshops to support knowledge, understanding and delivery of RERC curriculum 				

What should we be doing and when?

September 2020	October 2020	November 2020	December 2020	January 2021	February 2021	March 2021	April 2021	May 2021	June 2021	
Baseline survey sent to all teaching staff to gather baseline assessment of knowledge and confidence in delivering RERC curriculum	ASG CAT 1 (Priority 2) 9 OCT 20 Virtual CLPL session led by RERC leads AC make contact to establish whether additional CLPL/ authority focused sessions can be offered to support uptake of Catholic Teaching Certificate Senior Leaders to establish if any funding available centrally to support RERC teacher development/ CLPL	Implementation of ASG RERC curriculum planners including GLP and RHSP			Follow up survey sent to all teaching staff to gather assessment of knowledge and confidence in delivering RERC curriculum following ASG development plan	ASG CAT 2 (Priority 1) Wellbeing event for all staff Venue TBC Planning and evaluation of ASG SQIP 20/21	Formulation of planning for ASG SQIP 21/22			

ST DAVID'S ELC SETTING ACTION PLAN

Session 2020/2021



PRIORITIES FOR IMPROVEMENT

Priority 1:

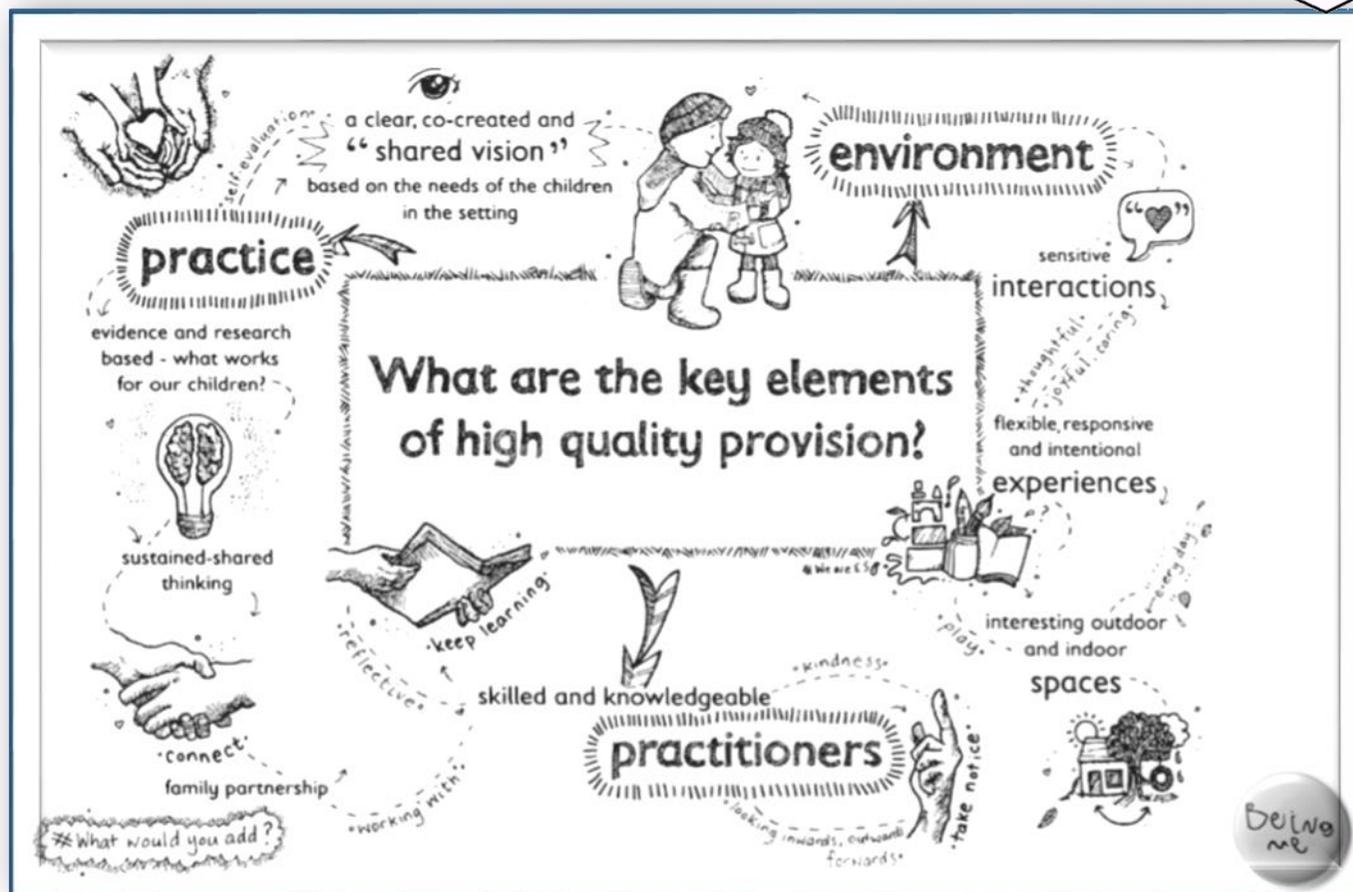
Making it happen – developing the workforce

Priority 2:

Considering the **learning environment** – interactions, experiences and spaces both outside and in

Priority 3:

Putting pedagogy into practice – connecting responsive and intentional learning to **progress and next steps**



Priority 1: Making it happen – developing the workforce

Key Actions	Links to HGIOELC Quality Indicator	Lead Person and timescale	Expected measurable outcomes for learners	Scrutiny and Improvement Toolbox Improvement and Supporting questions
<ul style="list-style-type: none"> • Mentoring and development of Modern Apprentice CDWs in setting • Implementation of national induction resource (tailored to St David's) • Implementation of Dignity at Work Policy in new ELC Setting • Continued access to high quality CLPL and regular updates to SSSC registration • Access to mandatory/ key training (e.g. Child Protection, First Aid) • Opportunities to build relationships and develop new staff team • Ensuring a shared vision, values and aims for new setting and team which aligns with school setting (linked to school priorities) 	<p>QI 1.4 Leadership and management of practitioners</p> <p>QI 1.3 Leadership of change</p>	<p>E Aitchison, K Szatkowska, T Elden, June 2021 L Connolly, December 2020</p> <p>All Staff</p> <p>L Connolly</p> <p>K Wales</p> <p>K Wales/ L Connolly</p> <p>K Wales/ L Connolly in partnership with school priorities September 2020 and April 2021</p>	<ul style="list-style-type: none"> • 100% practitioners are clear about their roles and responsibilities in setting • 100% practitioners promote a welcoming and inclusive culture for all in all interactions (colleagues, visitors, ELC learners and families) • 100% practitioners are confident on procedures and policies in place to ensure good support for ELC learners • 100% practitioners are able to evidence attendance and impact of CLPL • Team Meetings chart evidence of professional dialogue and impact on setting/ practice • 100% practitioners have clear, manageable targets to work towards through MPM • The majority of parents/ carers report feeling included and supported by practitioners through feedback/ regular surveys • 5% ELC parents/ carers are actively involved in the wider life of the school e.g. Parent Council 	<p>What arrangements are in place for new or temporary practitioners to feel they are welcome and well supported in our setting?</p> <p>How do we know that our professional learning is making a difference for children and families? How effective are our approaches to planning for continuous improvement?</p> <p>How well do our vision, values and aims inform our daily practice? What impact do they have on improving the quality of the early learning and childcare we offer?</p>

Priority 2: Considering the learning environment – interactions, experiences and spaces both outside and in

Key Actions	Links to HGIOELC Quality Indicator	Lead Person and timescale	Expected measurable outcomes for learners	Scrutiny and Improvement Toolbox Improvement and Supporting questions
<ul style="list-style-type: none"> • Development of play space (inside and out) inline with infection control guidance • Adherence to health and safety protocols reviewed and updated regularly inline with local and national guidance • Robust risk assessments in place reviewed and updated regularly • Preparation of setting to reconnect with learners and their families • Planned, quality opportunities to welcome new learners and families into setting • Shared understanding and consistent approach to planning understood by all • Development of outdoor learning spaces within and beyond ELC garden to ensure a broad range of quality experiences are planned and delivered 	<p>QI 5 COVID-19</p> <p>QI 3.1 Ensuring wellbeing, equality and inclusion</p> <p>QI 2.2 Curriculum</p>	<p>L Connolly/ G McPherson Ongoing</p> <p>All staff August 2020 All staff November 2020</p> <p>L Connolly June 2021</p> <p>All staff June 2021</p>	<ul style="list-style-type: none"> • 100% ELC learners benefit from quality play experiences which are well planned, considered and evaluated • 100% ELC learners benefit from equitable play opportunities as practitioners plan for separate cohorts/ individuals within cohorts • 100% of ELC learners benefit from a quality transition and induction process to familiarise and settle into setting • ELC learners and families requiring an enhanced transition receive timely and appropriate support developed with partner agencies and underpinned by CIRCLE framework evidence with appropriate plans/ associated paperwork • Daily/ weekly planning formats demonstrate planned use of spaces, range of experiences offered and links to curriculum, in particular, literacy, numeracy and health and wellbeing • 100% ELC learners have benefited from a range of experiences outdoors and beyond the ELC garden, evidenced in learning journals and floorbooks • ELC Floorbook demonstrates journey of outdoor space development and pupil involvement • ELC learners provide feedback about their outdoor learning experiences 	<p>Are children regularly involved in evaluating their play experiences and can they describe what they are learning? What do we do with this information? What changes could we make to use this more effectively?</p> <p>To what extent has creating an ethos and culture of inclusion an participation been successful in supporting children to make very good progress? How can this be strengthened?</p>

Priority 3: Putting pedagogy into practice – connecting responsive and intentional learning to progress and next steps

Key Actions	Links to HGIOELC Quality Indicator	Lead Person and timescale	Expected measurable outcomes for learners	Scrutiny and Improvement Toolbox Improvement and Supporting questions
<ul style="list-style-type: none"> Progress and learning is captured and evidenced on Seesaw learning journals and in ELC learners journals ELC learners are actively encouraged to engage and reflect on their progress to inform next steps ELC learners are actively involved in planning and evaluating learning Actively involve parents/ carers in ELC learners progress and next steps through six monthly Learning Conversations and review of Care Plans Practitioner observations and interactions are systematically recorded and used to evidence progress across learning Learning experiences explicitly link to numeracy, literacy and health and wellbeing benchmarks ELC learners achievements are captured and recorded on Seesaw Provide overt opportunities for parents/ carers to share children's achievements from home 	<p>QI 3.2 Securing Children's Progress</p> <p>QI 2.3 Learning, Teaching and Assessment</p>	<p>All staff Daily/ weekly</p> <p>All staff October and March</p> <p>T Elden Monthly</p>	<ul style="list-style-type: none"> Almost all ELC learners are making good or very good progress towards Early Level 100% practitioners are able to record and document observations and engage in professional dialogue about how this is leading to a individuals progress Floorbooks capture ELC learners participation and views of planning and evaluation cycle 100% of ELC learners have individualised learning intentions created in partnership with families documented in Care Plans 100% ELC learners have achievable next steps to work towards 100% families have access to Seesaw learning journals and are actively encouraged by all staff to engage and comment on children's learning Almost all ELC learners are able to demonstrate achievements in practical life skills at home, facilitated by ELC staff e.g. brushing teeth, zipping up jacket 100% ELC learners achievements are celebrated through Achievement Wall and Seesaw shared posts with wider families 	<p>In what ways do we ensure children are making progress across all aspects of their learning and development?</p> <p>How do we ensure children understand their own progress in a meaningful way? How effective are our approaches to tracking progress and achievement? What needs to improve?</p> <p>Do we truly value contributions and children's achievements from beyond the setting? Would parents/ carers recognise their role in this?</p> <p>How well does the information we gather about children's progress inform our planning and improvement?</p>