



St David's RC Primary and ELC Setting

Standards and Quality Report 2020/2021
Improvement Plan 2021/2022



REFLECTIVE
ROOTS



RESILIENT
RIB



RESOLUTE
REBECCA



RELATIONSHIP
REX

To be read in conjunction with St David's ELC Action Plan 2021/2022



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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 190 across P1-7 with a number of children accessing Shared Placements. The school has undergone considerable renovation in the past four years. P1-4 learners are accommodated in the main building, a purpose built, semi open plan space. This building contains four classrooms, 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. In 2020, we proudly adopted a local woodland which is providing a rich learning environment for our learners to access.

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 saw the recruitment of a Senior Early Years Practitioner (SEYP), three Early Years Practitioners (EYP) and a Modern Apprentice (MA). During 2020/2021, this team grew considerably with several more staff being deployed from Midlothian Council's Early Years Team. The ELC Setting has capacity to welcome 40 3-5 year olds at any one given time. At present the setting is full with a waiting list. The ELC provided a range of engaging a quality learning experiences to 32 learners for five weeks prior to COVID-19 and has reviewed and adapted to a COVID safe environment throughout 2020/2021.

Currently thirteen teachers provide high quality learning experiences for learners. This includes a Head Teacher, Depute Head Teacher, 1.0FTE Support for Learning teacher 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, a team of 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. 13% of learners live in SIMD bands 1-4 whilst a further 39% of learners live in bands 5-8. 11% of learners are in receipt of free school meals and clothing allowances. We do not believe this to be reflective of the pupil population and continue to support and assist applications to the authority. We have seen an increase in the number of families seeking access to these supports following COVID-19 and have signposted and supported accordingly.

£64,497 of Pupil Equity Funding (PEF) supported the school to work to close the poverty related attainment gap in 2020/2021. This funding will continue for 2021/2022 focusing on improved outcomes for learners. 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 five 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 has been unable to run for the duration of 2020/2021. Active Schools provide a range of after school clubs including basketball, football and dance at the end of the school day. These have been significantly impacted by COVID-19 restrictions.

We have a strong working partnership with St David's RC High School and work with other 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 maintain 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, including our PEF priorities using these levers 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 by linking school improvement priorities to learning, primarily through social media. We are committed to learning and growing together and therefore regularly gather data and seek feedback.

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

We have a committed staff team who are eager to drive change and improve outcomes for learners. Given the considerable growth and development at St David's, our staff team has changed and evolved over the past two years. Our values and the needs of the school community are central to decision making and processes. Time and input from senior leaders is now required to ensure a shared vision is met and understood by new and developing staff. This will lead to sustained improvement and quality assurance. Leadership is promoted at every level and staff take collective responsibility for planning and evaluating the school's progress. Professional learning and development of individuals is an important aspect of our continued school improvement. A number of staff have engaged in a range of professional accredited courses/ studies to further develop themselves as practitioners. For Session 2021/2022 this includes certificates in teaching RCRE curriculum (CREDL), master level study and learning for sustainability. We are passionate about developing people and are invested in maintaining a culture of opportunity. All staff are supported to develop and grow in the workplace. This is leading to positive impacts for learners.

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 are given regular opportunities to lead aspects of learning and champion change. Our House Captains continue to advocate for change to support their work as role models and influencers for the school.

We are supported by our Parent Council who work exceptionally hard to assist the school. Their efforts and contributions provide essential fundraising for school funds and assist with the development of key objectives. Their input and work has been facilitated remotely this past session. Members have coordinated and hosted a range of events on digital platforms to help enable families to remain connected and involved in the wider life of the school. Events include class parties and P1 bingo night. 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 enabling greater participation from families.

We work hard to maintain strong parish links, ensuring our faith remains central to our mission. Our parish priest, Father Andrew continues to be a key member of our school community, supporting staff, engaging with learners and attending Parent Council meetings.

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 delivering quality learning throughout COVID-19. Key learning from supporting at Woodburn Hub in 2019/2020 enabled a strong start to 2020/2021, ensuring systems and procedures were in place. Quality feedback and a focus on learning and teaching have featured highly. 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 realign, recalibrate and ensure a broad understating of our vision, values and aims. This will ensure new and developing staff recognise the unique community in which we serve. In particular, the new ELC Setting requires time and support to align with the aspirations, values and practices which continue to develop and evolve at St David's.

4. Review of Progress and Impact in Session 2020/2021

<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: Attainment and Achievement Improvements in planning, tracking and assessment



PROGRESS Did we meet our improvement targets?		
● Green: met in full by June 2021	● Amber: met in part by June 2021	● Red: not met by June 2021

- 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

IMPACT:

- The majority of teaching staff have an evolving understanding of the expectations and standards across writing. This has led to a more consistent approach to writing delivery however further work is required to collegiately plan and evaluate daily/ weekly lessons to strengthen the coherence of the writing curriculum. Almost all staff have benefited from continued discussions relating to the Learning, Teaching and Assessment Cycle and have provided their views and input to the development of a St David's Learning, Teaching and Assessment working document. 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 an 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.
- Some teaching staff have begun to explore how Seesaw can be used as a reporting tool to share summative data with families. This continues to strengthen our approaches to reporting. Almost all families have benefited from regular updates about their child's learning on Seesaw. Learners continue to receive regular feedback from a range of staff to promote learning. Almost all learners were able to access in-home learning during 2021 lockdown as a result. Seesaw continues to provide a cohesive, central approach to sharing, celebrating and profiling each learner's journey. Further moderation of teacher feedback is required to strengthen this process.
- Learners continue to receive feedback about their progress and are increasingly able to give details about their learning. A small number of learners are able to provide key details about their progress and necessary next steps. Learners in P4 have benefited from the setup of a 'metacognition station' with prompt cards to assist them to talk about their

learning. This has led to an improved understanding of self-assessment, assisting learners to talk about their learning. At present there is an inconsistency between learner dialogue within and across classes.

- Attainment meetings have enabled all class teachers and senior leaders to engage in reflective, ongoing dialogue about learners progress and next steps. These meetings have enabled open and honest dialogue about strengths and areas for development, leading to clear action plans and necessary supports being put in place. The interventions and supports provided by the Support for Learning team are instrumental to achieving these. The majority of staff are increasingly able to consider how each child is unique and are increasingly able to see the breadth of evidence to be planned for and captured to demonstrate achievement of a level varies and differs. This now needs to be demonstrated across all class planning and assessment.
- The Support for Learning teacher, Literacy and Numeracy EYP and support staff have been instrumental in delivering a range of interventions to support and extend learning. Notably considerable progress has been made in the delivery of Basic Facts with a number of children already completing the programme (See Priority 2). This has resulted in the creation of a bronze level. Learners are demonstrating increasing awareness and responsibility for their progress in this area and being skilfully challenged by staff. Almost all learners from P3-P7 have demonstrated good progress across Basic Facts levels resulting in increased speed and recall. Almost all P3-P7 learners have progressed one or more levels between October 2020 and June 2021. With time, this will lead to improvements in numeracy and strengthen the current numeracy curriculum delivery. This is not yet evidenced in P4 and P7 attainment results. A similar approach has been developed for Fry's Words to assist learners with the accurate and consistent spelling of high frequency words. Further work is required to develop and evolve this approach to ensure improvements in writing attainment. Whilst support for learning interventions have been impaired considerably due to COVID-19, the team have continued to push forward with consistent, meaningful interventions which are supporting learners individually and collectively in a variety of ways.
- Insufficient evidence has been able to be captured across the academic year resulting in P4 reading and writing attainment falling dramatically this session. Whilst it is important to acknowledge that 33% of this year stage have an identified additional support need and a further 33% of the year group have English as an additional language, a rigorous plan of action is required for 2021/2022 to address this shortfall and assist learners to attain First Level as they move into Primary 5.
- Consistent progress has been made with the delivery of the listening and talking curriculum. This has led to sustained improvements in attainment for P1, P4 and P7 year on year. In part, this can be attributed to teacher knowledge and expertise having been enhanced. In 2019/2020, the input of a Speech and Language Therapist in P1 and P2 working alongside teaching staff to model and deliver Teaching Children to Listen assisted teaching staff to skilfully deliver this programme. This has led to almost all learners at early level making good progress and demonstrating a clear readiness for learning. This provides a strong foundation as these learners progress through school.

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
2020/2021 (COVID-19)	100	93	96	100	96	67	63	85	97	90	84	77
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	+15%	+1%	+11%	+12%	+3%	-19%	-27%	-1%	+4%	-6%	-7%	-1%

It is important to note that 2019/2020 and 2020/2021 attainment levels have been impacted by COVID-19.

NEXT STEPS:

- Systematic, summative data to be more regularly shared with learners and families through Seesaw to inform and assist a learner's journey towards achieving a level. This will help correlate evidence with class work and teacher reporting and feedback. This will also support families to understand the correlation between daily/ weekly learning, summative data and achievement towards a level.
- Regular team meetings within departments (Early, First and Second Level) will ensure consistency and high expectations are set and met. Regular planning and evaluation sessions will enable staff to review curriculum content and assist with planning and assessment.
- Moderation of writing jotters will be planned to assist teacher confidence in delivering quality writing lessons.
- Moderation will be a key focus for 2021/2022.
- Key learning from the 'metacognition station' in P4 classroom will be shared to assist all classes to set up a similar area to support learner reflection and discussion around their progress and next steps.
- Senior leaders will monitor and share examples of good practice on Seesaw to support teacher development, quality assure and strengthen learning comments/ feedback on progress and next steps.
- Staff will self and peer assess learning comments/ feedback on progress and next steps to ensure continuity and learning focused statements.
- 'Independent learning time' already established in some classes will be implemented across all classes to support learners to take accountability and responsibility for their own learning with increased independence within Basic Facts and Fry's Words.
- Senior leaders will formulate and share a clear action plan to assist P5 learners to make the necessary progress to achieve First Level in Reading and Writing in the coming academic session.

5. Review of Progress and Impact in Session 2020/2021

<p><u>NIF and Midlothian Priority (highlight as applicable)</u></p> <p>5. Improvement in attainment, particularly literacy and numeracy</p> <p>6. Closing the attainment gap between most and least disadvantaged children</p> <p>7. Improvement in children and young people's health and wellbeing</p> <p>8. 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</p> <p>1.2 Leadership of learning</p> <p>1.3 Leadership of change 1.4 Leadership and management of staff</p> <p>1.5 Management of resources to promote equity</p> <p>2.1 Safeguarding and child protection 2.2 Curriculum</p> <p>2.3 Learning, teaching and assessment 2.4 Personalised support</p> <p>2.5 Family learning 2.6 Transitions 2.7 Partnerships</p> <p>3.1 Ensuring wellbeing, equality and inclusion</p> <p>3.2 Raising attainment and achievement/ Securing children's progress</p> <p>3.3 Increasing creativity and employability</p>
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PRIORITY 2: Attainment and Achievement

Reduce the attainment gap between the most and least deprived children, including care-experienced children.



PROGRESS Did we meet our improvement targets?

● Green: met in full by June 2021	● Amber: met in part by June 2021	● Red: not met by June 2021
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- 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 re-establish routines and reintegrate them into school

IMPACT:

- In session 2019/2020, approximately 37% pupils benefited from Support for Learning (SfL) interventions 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 provided a robust and quality programme of around 135 planned interventions per week, supporting approximately 72 pupils. Due to COVID-19 restrictions, targeted groups and individual supports had to be curtailed and revised considerably. With learners being restricted to classrooms, support staff have delivered an alternative approach to assist individuals and groups. It is essential that as restrictions ease, the many interventions on offer can be re-established to maximise children's progress.
- PEF funding has secured additional staffing roles to target improvements in basic literacy skills (reading and writing of high frequency words (Fry's words) and numeracy recall (basic facts). Miss Resta has led in this area, developing a whole school, targeted approach to improving learners performance. Data demonstrates that positive improvements can be attributed to the fast paced, regular, targeted approach of these interventions. All support and teaching staff are able to recognise and explain the benefits these interventions are having towards learners attitudes and efforts. 70% of all P3-7 learners have moved up one level or more in Fry's Words between

BASIC FACTS	P3	P4	P5	P6/5	P7/6	P7	Totals	P3	P4	P5	P6/5	P7/6	P7	Totals
	October 2020							June 2021						
Black	10	7	1	2	2	0	22	0	1	0	0	1	2	2
Yellow	14	12	5	5	6	2	44	14	7	3	2	3	29	29
Red	1	7	13	7	5	13	46	9	16	11	6	6	55	55
Blue	0	0	5	7	4	5	21	2	2	5	7	1	21	21
Green	0	0	0	0	3	2	5	0	0	3	0	2	9	9
Purple	0	0	0	0	2	0	2	0	0	1	2	3	8	8
Bronze	0	0	0	0	0	0	0	0	0	1	4	6	16	16

October 2020 and June 2021. Similarly, learners are motivated and eager to progress through Basic Facts. The development of certificates, personalised, targeted support and follow up for individuals has resulted in learners demonstrating awareness and commitment to improving their score and accuracy over time. 75% of all P3-7 learners have progressed one or more levels in Basic Facts between October 2020 and June 2021. Data analysed of learners who have not progressed one or more levels in Basic Facts highlights that the attainment gap is not directly related to most and least disadvantaged children, with 45% of this group being made up of learners living in SIMD bands 1-8. Further data is required to evidence if this correlates with Fry's Words progress.

- All learners continued to be exposed to quality learning experiences throughout in-home learning. This included daily emotional check in's with key staff, daily learning tasks posted, individual feedback to learners on Seesaw and planned interventions responsive to the needs of individuals/ small groups. The majority of learners transitioned to this format of learning well and accessed the range of learning experiences offered at home.
- Learners of key workers continued to benefit from in-school learning whilst our most vulnerable learners accessed a high quality, outdoor learning provision during the school week alongside targeted inputs to support and extend learning. Google Meets were established across the school to provide more face to face interactions. P3-7 learners were able to attend weekly Google Meets hosted by Miss Resta to focus on Basic Facts and Fry's Words. Data was gathered to identify when learners accessed this input over the course of school closure. The majority of learners accessed these meets to continue to consolidate and build on their good progress.
- All learners continue to have access to necessary resources to enable them to participate in the breadth of curriculum on offer e.g. welly/ waterproofs loan.
- 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. Reducing the Cost of the School Day remains a central focus for us.
- 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. Some staff have benefited from a refresher session on Young Carers and how best to support them in a primary setting.
- 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. New staff continue to be supported to understand our approaches to building and sustaining reciprocal relationships and assisting learners in need.
- 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.
- A number of individuals continue to benefit from a safe and therapeutic space each week. Learners report feeling listened to and heard in these sessions and there are direct impacts observed in 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 number of these individuals have been identified and supported as a direct result of COVID-19 related impacts. Staff observed and reflected on increased anxieties and distress for a very small number of learners following their return to school in August 2020. Supportive, reflective dialogue with parents and carers has led to positive partnerships and support being suitably targeted to meet the needs of individuals in a sensitive and timely manner. PEF discussions have fully considered the impacts and next steps for individuals as a result of COVID-19.
- 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 skilfully deliver these sessions even with interruptions from in-home learning. A small number of learners continue to benefit from 1:1 and group sessions from Richmond Hope.
- The majority of classes benefited from outdoor learning sessions focused on learning for sustainability. These were delivered by Mrs Curle alongside class teachers (interruptions caused due to COVID-19 school closure). Learners enjoyed these sessions immensely and contributed to our continued accreditation of Green Flag status. Staff reported the positive impacts of learners engaging with the outdoors and were able to develop their own practice alongside a skilled, outdoor practitioner.

Learner cohort	Basic Facts Turnout (highest weekly %)	Fry's Words Turnout (highest weekly %)
P3	56	60
P4	81	52
P5	83	65
P6/5	71	67
P7/6	70	61
P7	64	55

NEXT STEPS:

- Develop, embed and evidence our progress as a nurturing school.
- Further consolidate and build on attainment progress with Basic Facts and Fry's Common Word.
- Build on Learning for Sustainability offering.

5. Review of Progress and Impact in Session 2020/2021

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

PRIORITY 3: Included, Engaged and Involved: Wellbeing and Equity Support the health and wellbeing of all following COVID-19



PROGRESS Did we meet our improvement targets?

● Green: met in full by June 2021

● Amber: met in part by June 2021

● Red: not met by June 2021

- 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

IMPACT:

- All P1 learners benefited from additional transition inputs in the lead up to commencing P1. Home visits over the summer holiday by senior leaders enabled transition packs developed by Home Link Family Support to be shared. In addition, a small number of learners benefited from additional telephone communication and links with Home Link to support this transition. These ran to October 2020. As a direct result, relationships with families were quickly established leading to referrals/ further supports being quickly put in to place to address any identified needs and/ or concerns.
- All P7 learners transitioning to S1 benefited from transition events in the final week of 2019/2020 term. This provided a positive ending for many ahead of their move to secondary. P7 learners requiring an enhanced transition were supported with additional visits in the final term of 2021.
- For health and safety reasons, classes were reorganised prior to 2020/2021 session. This was a necessary part of our school recovery plan following extensive consultation with Midlothian Council. This resulted in an additional class leading to composite classes in P5, P6 and P7. Whilst this provided smaller class groupings affording many benefits, there were a number of drawbacks including the development of class bubbles to assist with infection control.
- All staff engaged with Midlothian Council's Resilience and Nurture framework and provided regular inputs through class lessons. As a result, a shared language was able to be adopted to assist learners with the transition back to school. In addition, Pauline Lawson, Emotional Wellbeing coach and consultant provided a range of themes to deliver virtual lessons/ interactions which could be extended within class. This led to increased exposure to the health and wellbeing curriculum for learners and staff and provided a common thread across the school as assemblies and whole school events have not been possible.
- We received bronze level accreditation from the Visual Supports Project this session. Learners consistently respond well to the consistency and predictability of these visual representations. Regular learning walks with an agreed checklist have been completed by staff throughout the school year to provide feedback and profile our progress. Teacher professional learning was planned for January 2021 to commence progress towards Silver accreditation however this was postponed due to school closure.
- Attendance at extra-curricular activities has not been possible this session. One trial club delivered by Active Schools was used to target gross motor skills in Primary 1. This enabled a small number of identified learners to benefit from football sessions to improve core skills. P1 teachers were able to identify appropriate learners using the CIRCLE framework. It is hoped that this approach can be further developed as clubs begin to run.
- The development of our outdoor learning provision has been a key success for 2020/2021. Mrs Curle, funded by PEF, has provided a range of groups in P1, P2 and P5 (0.5FTE) alongside Miss Resta. A number of P5 learners achieved bronze level in the John Muir Award from participating in these sessions. A number of P4 learners have also benefited from planned sessions delivered by Play Midlothian. Learners were identified based on a range of needs and benefited from weekly group sessions. Groups, identified (through professional dialogue using the CIRCLE framework and Boxall profiling) benefited from quality learning experiences underpinned by the six principles of nurture. All staff involved in this work have benefited from the ongoing input and feedback from our educational psychologist to challenge and support thinking and learning. All learners in these groups demonstrate good or very good progress in these sessions. Data has demonstrated some positive improvements within the classroom for these learners.
- Following the adoption of the local woods area, all learners from ELC to P7 have benefited from increased opportunities to explore the outdoors. With the support of Parent Council members and the local community, a clear up and development of this space has been instrumental to the advancement of this provision.
- P1 learners have benefited from regular outdoor based learning as part of their everyday learning across the academic year. This has led to an improved learning environment both within and beyond the classroom. Learners report they enjoy learning in both environments immensely and this remains a focus for further development next session.

NEXT STEPS:

- Review Visual Supports progress and develop next steps.
- Review progress towards becoming a nurturing school and evidence this across 2021/2022.
- Further explore the impact of outdoor learning in P1 provision and extend where possible in to Primary 2 cohort.

5. Review of Progress and Impact in Session 2020/2021

<p><u>NIF and Midlothian Priority (highlight as applicable)</u></p> <ul 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) (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> <ul style="list-style-type: none"> 1.1 Self-evaluation for self-improvement 1.2 Leadership of learning 1.3 Leadership of change 1.4 Leadership and management of staff 1.5 Management of resources to promote equity 2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning, teaching and assessment 2.4 Personalised support 2.5 Family learning 2.6 Transitions 2.7 Partnerships 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement/ Securing children's progress 3.3 Increasing creativity and employability 						
<p>PRIORITY 4: Ensure a shared understanding of our vision, values and aims</p> <div style="text-align: right;">  </div> <table border="1" style="width: 100%; text-align: center;"> <tr> <th colspan="3">PROGRESS Did we meet our improvement targets?</th> </tr> <tr> <td style="width: 33%;">● Green: met in full by June 2021</td> <td style="width: 33%;">● Amber: met in part by June 2021</td> <td style="width: 33%;">● Red: not met by June 2021</td> </tr> </table> <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>IMPACT:</p> <ul style="list-style-type: none"> • See ELC Action Plan 2020/2021 to review progress and impact. • All new staff have benefited from induction and mentoring. All recently qualified teachers were provided with additional support and input at authority level and have been exposed to quality professional dialogue in both formal and informal settings. Regular support and mentoring was offered to develop these teacher's confidence and skills. <p>NEXT STEPS:</p> <ul style="list-style-type: none"> • See ELC action plan 2021/2022 – considerable input is required to assist the new team to understand and adapt to our ways of working. Recognition and celebration of the successes and achievements within the ELC to date will be a priority for 2021/2022 following a highly disrupted start to the opening and establishment of a new setting. 		PROGRESS Did we meet our improvement targets?			● Green: met in full by June 2021	● Amber: met in part by June 2021	● Red: not met by June 2021
PROGRESS Did we meet our improvement targets?							
● Green: met in full by June 2021	● Amber: met in part by June 2021	● Red: not met by June 2021					

6. Successes and Achievements in Session 2020/2021

On 23 March 2020 Scotland, and therefore the St David's learning community, was placed into 'lockdown' as an emergency public health response to control the transmission of COVID-19. The team were well placed to manage the demands of remote learning and transitioned quickly to this new way of learning and teaching. St David's reopened in the autumn of 2020 but a second lockdown was introduced at the end of December. At the start of January 2021 we remained closed to face-to-face teaching with a return to in-home learning for the majority of learners. From 22 February 2021 learners in P1–P3 were able to return to school. During both lockdowns we ensured that our most vulnerable learners and children who had parents working as part of the COVID response (key workers) were accommodated in a face-to-face environment. This provided continuity and stability for some of our learners.

Although our learners are less likely than older age groups to suffer the direct health consequences of COVID-19, the pandemic, and on-going associated infection control measures, are likely to have a significant impact on their development, health, wellbeing and education. It is also important to recognise that some of these impacts may be positive, for example our increased digital connectedness.

Session 2020/ 2021 has been an extraordinary year in terms of schooling. School improvement has slowed as a result of COVID-19 as staff have grappled with updated guidance and been hindered by the necessary guidelines to prioritise the health and safety of learners, staff and the general public.

The opening of our ELC Setting welcomed new staff, learners and families to St David's. Although an extremely challenging time for a new setting to establish and run, the ELC staff team have worked exceptionally hard to provide consistently good experiences for learners in their care.

Our continued, strong partnerships with local organisations including Play Therapy Base, Home Link Family Support and Play Midlothian continue to grow, providing a wide and varied curriculum.

Our parent volunteers who give their time, energy and expertise to support and extend learning at St David's. The remote events our Parent Council members have facilitated are highly commendable and have been well received within the school community.

A commendable commitment from the staff team to adopt and respond to new practices to ensure a safe learning environment for all.

Securing our Green flag status following the continued hard work and commitment towards a pupil centered approach to learning for sustainability.

Achieving bronze level accreditation from Visual Supports Project.

7. What is Our Capacity for Continuous Improvement?

Quality Indicator	LA/School Self-Evaluation	Authority Reviews / Theme visits	HMIe/ Care Inspectorate Inspection Grades
1.3 Leadership of Change	Satisfactory		
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	Satisfactory		

Part 2: Midlothian Education Improvement Planning – 2021/2022

To be read in conjunction with St David's ELC Action Plan 2021/2022

Establishment	St David's RC Primary and ELC Setting
Area	St David's ASG
Session	2021/2022
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 (2021/2022)

Priority 1 Attainment and Achievement	Priority 2 Included, Engaged and Involved: Wellbeing and Equity	Priority 3 Self-Improving Systems	Priority 4 Lifelong Learning and Career- Ready Employability	Priority 5 Finance and Resources
<p>1.1 Improve attainment within the broad general education stages, by focusing on:</p> <ul style="list-style-type: none"> a) improvements in planning, tracking and assessment and curriculum design and progression (including STEAM) b) innovative pedagogical approaches and enhanced use of digital technology to support learning c) pedagogy, play and progression across Early Level <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 identify and reduce the attainment gap between the most and least deprived children, including ASN and care-experienced children</p>	<p>2.1 Improve Equity and Inclusion, through the following areas:</p> <ul style="list-style-type: none"> • Nurture • Attendance and Engagement • Family Learning • ASN <p>Embedding the principles of UNCRC and The Promise</p> <p>2.2 Develop and improve health and wellbeing of staff and all children and young people, from Early Level to Senior Phase through:</p> <ul style="list-style-type: none"> • HWB curriculum development • local authority, school and community supports 	<p>3.1 Develop a quality improvement framework to support ELC and schools to achieve Good or better in inspection QIs through:</p> <ul style="list-style-type: none"> a) empowering leaders at all levels, leading to an empowered system b) improving quality of leadership at all levels, including leadership of learning c) delivering a minimum data set and supporting data literacy to improve self-evaluation d) developing a Parental Engagement Strategy 	<p>4.1 Improve senior phase progression pathways to increase positive destinations, including for young people with ASN and who are care experienced</p> <p>4.2 Prepare children and young people for the world of work:</p> <ul style="list-style-type: none"> a) carry out an audit of career education standards 3-18 and embed them within learning and teaching across all levels in our schools, in partnership with stakeholders in order to provide pathways for learners that best support the realisation of young peoples' future aspirations 	<p>5.1 Deliver Best Value through:</p> <ul style="list-style-type: none"> a) reviewing and implementing the Learning Estate strategy, taking cognisance of the ASN learning estate b) robust workforce planning. c) DSM Review <p>5.2 implementing '<i>Equipped for Learning</i>' Digital Strategy to support transformational change in digital learning</p>

2. Priority Summary and High Level Strategic Targets

Links to HGIOS4?	Key Actions	Lead Person Timescale Links to WTA	Expected measurable outcomes for learners <i>please refer to NIF targets at start of this section for 2021-22 AND use your own contextual targets IF REQUIRED</i>
 PRIORITY 1: Attainment and Achievement innovative pedagogical approaches and enhanced use of digital technology to support learning			
<p>QI 1.3 Leadership of Change</p> <p>Challenge questions:</p> <ul style="list-style-type: none"> How effective are we at nurturing creativity and innovation? How well do we create collaborative conditions for staff to learn with and from others through critical enquiry? Are we maximising all opportunities available to support peer collaborative learning? <p>QI 1.5 Management of resources to promote equity</p> <p>Challenge questions:</p> <ul style="list-style-type: none"> How effectively do we monitor the use and impact of available resources on learning and teaching? How effectively are learners using a range of resources including outdoor spaces and community resources to support their learning? How rigorous are our auditing processes to enable us to effectively plan, monitor and manage our resources? 	<p>AUTHORITY LEVEL</p> <p>Every school will participate in the following;</p> <ul style="list-style-type: none"> Half day in service training in Aug, focusing on new systems and processes Half day in service training in Jan, focusing on professional learning in digital pedagogy Three mandatory e-learning modules, 3x30mins, linked to innovative pedagogical approaches and enhanced use of digital technology to support learning <p>SCHOOL LEVEL</p> <p>Use national strategy resource to ensure all learners and educators benefit from digital technology in education 'Enhancing learning and teaching through the use of digital technology', Scottish Government, 2016) through four interrelated objectives:</p> <p>Develop the skills and confidence of educators in the appropriate and effective use of technology to support learning and teaching.</p>	<p>Digital learning team and digital leaders in each school</p> <p>GMc Aug 21</p> <p>GMc Aug 21</p> <p>GMc/ CH Aug 21</p>	<p>AUTHORITY LEVEL</p> <p>Equity of access for learners baseline, Aug 2021 Equity of access for learners measure, May 2022, expected to be 100% Staff confidence baseline in use of digital platforms, August 2021 Staff confidence measure, March 2022</p> <p>SCHOOL LEVEL</p> <ul style="list-style-type: none"> 100% of staff complete mandatory LearnPro modules 100% of teaching staff engage with school based CLPL delivered by Learning Technology Team to enhance confidence and skills ICT skills progression from Early to 2nd Level adopted to planning folders and implemented across ELC to P7 100% of learners receive weekly explicit teaching input/ purposeful learning from the technologies curriculum (ICT skills progression planners)

	<p>Improve access to digital technology for all learners.</p>	<p>AD Jun 22</p> <p>GMc/ Parent Council/ Digital Learning Team Jun 22</p> <p>TBC GMc/ CH Jun 22</p> <p>PMcK/ CH Jun 22</p> <p>CH Dec 21 All staff Dec 21</p>	<ul style="list-style-type: none"> • 100% of teaching staff know and consistently use school working document: Seesaw minimum expectations to ensure consistency and quality assurance across ELC-P7 • Boardmaker software used consistently across whole school setting to support communication and lead to VSP further accreditation • 100% of staff have benefited from high quality CLPL and report an increase in confidence when using digital software to support and enhance learning (authority baseline and follow up) • Parent Workshops feedback show parents and carers feel better equipped and informed to support in-home learning (baseline and follow up to measure impact) focusing on: <ol style="list-style-type: none"> 1. Understanding the purpose of 1:1 devices 2. Increasing awareness and understanding of cyber security 3. Possible delivery of Keeping Myself eSafe as a parent/ pupil project 4. Increased understanding of how to purposefully use and maximise devices in home
	<p>Ensure that digital technologies is a central consideration in all aspects of the curriculum and assessment delivery.</p>	<p>CH Jun 22 All staff Jun 22</p> <p>LPen/CH Apr 22</p> <p>KWh/ CH Oct 21</p> <p>PMcK Jun 21</p> <p>KWh Aug 21 All staff Jun 22 All staff Jun 22</p> <p>CH Jun 22</p> <p>SR Jun 22</p>	<ul style="list-style-type: none"> • 100% of learners will have access to a device to enrich learning (1:1 roll out) • Investigate funding streams to offer a wider range of in class/ cohort devices to enrich learning particularly at early level • Maximise use of additional 16 Chromebooks to ensure appropriate interventions and targeted support (SfL) • 100% Seesaw journals moved to be accessible via Google • 100% of learners can access their Seesaw profile independently and post an example of their learning to the journal <ul style="list-style-type: none"> • ELC to P7 maintain consistency and progression across digital platforms i.e. frequency of posting, handover/ transition points • A minimum of three learning posts are shared on Twitter each week to capture and celebrate class learning • A minimum of three learning posts per child per week are captured and shared on individual Seesaw learning journals • 100% of Primary 6 learners can access and engage with Google Classroom as a digital platform to collaborate in learning in Term 4 (April to June 2022) • 100% of Primary 7 learners access and engage with Google Classroom as a digital platform to support transition and evidence learning progress and next steps • SfL records demonstrate digital interventions and impact for learner • Strengthen and ensure consistency to approaches in digital assessment/e-assessment including: <ul style="list-style-type: none"> Formative <ul style="list-style-type: none"> - KWh share masters learning of metacognition with a view to supporting whole school implementation of Seesaw recording booth - Evidence of recording booth in each classroom alongside uploads of pupil dialogue to Seesaw - Evidence of success criteria and pupil self-assessments for extended writing uploaded to Seesaw to share progress and next steps with learners and families Summative <ul style="list-style-type: none"> - End of year processes demonstrate 100% journals on Seesaw are appropriately concluded and handed on as part of transition process - EYP to support recording and sharing progress of P3-7 Basic Facts and High Frequency words periodically and systematically on Seesaw to evidence progress over time

	Empower leaders of change to drive innovation and investment in digital technology for teaching and learning.	P4-7 staff Jun 22 CH Aug 21	- Evidence of P4-7 units of numeracy/ maths published with pre and post units on Seesaw captures progress and next steps
GMc/ CH ongoing		<ul style="list-style-type: none"> Identify Digital Leaders across school to deliver Digital improvement strategy across ELC and school (made up of EYP, LA, admin support staff and teacher) 	
All staff Jun 22 CH Aug 21		<ul style="list-style-type: none"> Work alongside Midlothian Council and Project Leads to ensure adequate infrastructure and necessary Wi-Fi improvements to capitalise digital capacity (authority level) 100% of staff access Google Suite as the primary application for storing and editing documents and collaborating on school improvement 	
GMc/ CH Oct 21 CH Jun 22		<ul style="list-style-type: none"> Seesaw subscription moved from school account to authority account to support transition points/ promote partnership working with Shared Placements/ ensure transfer of journals 	
GMc/ CH Jun 22		<ul style="list-style-type: none"> revision and update of Digital Citizenship Responsible Use Policy Acquire and adopt secure devices to support staff to capture 'on the moment' learning and profile on Seesaw Achieve Digital Schools Award following collation of evidence of above 	

Links to HGIOS4?	Key Actions	Lead Person Timescale Links to WTA	Expected measurable outcomes for learners <i>please refer to NIF targets at start of this section for 2021-22 AND use your own contextual targets IF REQUIRED</i>
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Priority 2 Included, Engaged and Involved: Wellbeing and Equity

improve equity and inclusion through nurture

<p>QI 1.1 Self evaluation for self improvement</p> <p>Challenge questions:</p> <ul style="list-style-type: none"> How do we ensure improvement for the learner is central to all self-evaluation activity? Do all staff have sufficiently high aspirations and expectations for all children and young people? Do all staff and partners have up-to-date knowledge about the local community and understand circumstances affecting children's lives and learning? 	<p>AUTHORITY LEVEL</p> <p>Every school will:</p> <ul style="list-style-type: none"> Appoint a Nurture Lead to support the development of whole school nurture Complete a self-evaluation audit to identify areas of strength and target development needs Be enabled x2 hours minimum protected time to support development of whole school nurture and, where required access to bespoke training to meet identified learning needs <p>The Education Service within the Directorate will</p> <ul style="list-style-type: none"> Circulate termly Nurture Newsletters to schools showcase good practice and share learning about how to apply whole school nurturing approaches Improve access to practice ideas through shared Professional Learning Resources #nurturemidlothian <p>Nurture Leads will have an opportunity to attend 8-10 (2 per term) online sessions 'Professional Learning for Nurturing Schools'.</p>	<p>Nurture Strategy Group and Nurture Leads in each school and early years setting</p> <p>Jun 21</p> <p>Jun 21</p> <p>Oct 21</p> <p>Apr 21 – May 22</p>	<p>AUTHORITY LEVEL</p> <p>100% schools will have identified specific Nurture targets in their SQIP, June 2021.</p> <p>100% of schools will have demonstrated an increase in whole school nurture knowledge and understanding and in applying nurture in practice</p> <p>Baseline evidence from School Nurture Audit, June 2021. Follow-up evidence gathering from School Nurture Audit, May 2022 with sample of schools.</p> <p>Training Evaluation Surveys</p> <p>All Nurture Leads will show an increase in skill and confidence in developing a nurturing school Baseline evidence - focus group with Nurture Leads, June 2021 Follow-up evidence focus group, May 2022.</p>
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<ul style="list-style-type: none"> How well do we take action to remove barriers to success? How well have we identified our whole-school, departmental and individual strengths and areas for improvement through self-evaluation? How do we know that the changes we have made have improved outcomes for children? How well is evidence from self-evaluation being used to drive forward change? <p>QI 3.1 Ensuring wellbeing, equality and inclusion</p> <ul style="list-style-type: none"> How well do all staff understand their role and responsibility in supporting learners' health and wellbeing? How well do we ensure that all children feel safe, healthy, achieving, nurtured, active, respected, responsible and included? 4 How well do children and young people show consideration for others and demonstrate positive behaviour and relationships? Have we successfully established an inclusive learning environment? How do we know? How do we ensure there is an ethos and culture of inclusion, participation and positive relationships across the whole learning community? 	<p>There will be approx. 8-10 sessions (approx. 2 each term).</p> <p>A sample of pupils' views will be gathered to explore experience and impact of nurture.</p> <p>SCHOOL LEVEL</p> <p>Develop a shared definition of what nurture is at St David's.</p> <p>Use Six Principles of Nurture from 'Applying Nurture as a Whole School Approach' (Glasgow City Council and Education Scotland) to self evaluate progress to date.</p> <p>Strengthen and embed nurturing approaches across whole school.</p> <p>Children's learning is understood developmentally</p> <p>The classroom offers a safe space</p> <p>The importance of nurture for the development of wellbeing</p> <p>Language is a vital means of communication</p>	<p>Sept 21 – May 22</p> <p>May 2022</p> <p>All staff Jun 21 All staff Jun 21</p> <p>All staff Jun 21</p> <p>All staff All staff</p> <p>All staff</p> <p>KWa ongoing KWa QA calendar</p> <p>All staff termly All staff daily MC/ SR/ PMcK ongoing GMc ongoing MC/ SR/ PMcK/ GMc</p> <p>AD ongoing PMcK QA Calendar</p>	<p>Selection of schools including pupil voice in self-evaluation (bespoke by school or Education Scotland self-evaluation pupil voice tools) demonstrate improvement in pupil well-being</p> <p>SCHOOL LEVEL</p> <ul style="list-style-type: none"> St David's infographic/ poster demonstrates shared definition of nurture for learners, staff and families St David's infographic/ poster evidences the range of interventions/ supports/ approaches to nurture existing at St David's <ul style="list-style-type: none"> Evidence in planning and assessment files and SfL records demonstrate CIRCLE toolkit as core resource to focus discussion points, leading to thoroughly planned interventions/ supports CIRCLE framework is consistently used to review and evaluate learners needs <ul style="list-style-type: none"> Use of CIRCLE framework regularly reviews and evaluates learning space needs, evidence is collated within planning and assessment files Development of learning space between P1 and P2 classroom underpinned by nurture P1 and P2 learners are able to provide feedback about the purpose and impact of this learning space HNIOS challenge questions capture learner views through focus groups 100% learners requiring support and assistance are consistently tended to by all staff, showing compassion and dignity for the individual <ul style="list-style-type: none"> Planning and assessment folders demonstrate learning in this area and evaluation of teaching/ next steps Consistent delivery of emotional wellbeing planners Continued development of nurture groups/ interventions through SfL and outdoor learning provision (PEF action) Continued access to third sector inputs and therapies (PEF action) PEF data and analysis captures identified learners needs, purpose of interventions and impacts <ul style="list-style-type: none"> Consistent use of visual supports (VSP) observed and evidenced across whole school (ELC to P7) Visual prompts/ supports implemented and observed to be used by SfL team including LAs Learner focus groups capture voice and actions
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	<p>All behaviour is communication</p>	<p>AD Aug 21 AD QA calendar</p> <p>AD asap</p> <p>CH Aug 21 All staff ongoing</p> <p>GMc Aug 21 GMc/ CH Jun 22 CH/ GMc QA calendar All staff ongoing</p> <p>GMc Aug 21 GMc Aug 21 GMc Aug 21 CH/ GMc Jun 22 All staff Oct 21</p>	<ul style="list-style-type: none"> • 100% of staff benefit from refresher session of VSP expectations • VSP quality assurance visits planned across academic year to capture progress and ensure next steps are actioned • 100% of new staff benefit from VSP training through SALT partner <ul style="list-style-type: none"> • Revision of high expectations and principles of approaches to relationship building across whole school • All staff model excellent communication, behaviour, attitudes and interactions in all they do • All staff promote positive relationships at all levels • All staff live out Dignity at Work Policy and Charter for Catholic Schools • Revision and update of Relationships Policy • Routines and high expectations within classrooms/ learning spaces are overt and understood by all • HNIOS challenge questions capture learner views through focus groups • Consistently high expectations are set for all learners • 100% of teaching staff are exposed and make use of revised Professional Standards to ensure they are clear about their roles and responsibilities • 100% of staff know and access Dignity at Work Policy and are aware of their professional responsibilities • 100% of staff know and access Charter for Catholic Schools and are aware of their professional responsibilities • Revised Relationships Policy clearly outlines St David's approaches to behaviour and relationships • 100% of learners are clear about their roles and responsibilities within the classroom/ school environment and can provide examples through learner focus groups
	<p>The importance of transition in people's lives.</p>	<p>GMc/ KWa/ CH/ PMcK ongoing</p>	<ul style="list-style-type: none"> • Identified learners/ families benefit from enhanced support evidenced in wellbeing files • 100% of learners report feeling prepared for changes/ transition points

Links to HGIOS4?	Key Actions	Lead Person Timescale Links to WTA	Expected measurable outcomes for learners <i>please refer to NIF targets at start of this section for 2021-22 AND use your own contextual targets IF REQUIRED</i>
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 **PRIORITY 3: Attainment and Achievement**
improve attainment through improvements in planning, tracking and assessment and curriculum design and progression

<p>QI 2.3 Learning, teaching and assessment Challenge questions:</p> <ul style="list-style-type: none"> • How confident are we that all learners experience activities which are varied, differentiated, active, and provide effective support and challenge? • How well do we apply the principles of planning, observation, assessment, recording and reporting as an integral feature of learning and teaching? • How well do we make use of a range of valid, reliable and relevant assessment tools and approaches to support the improvement of children and young people's learning? • How well do we record, analyse and use assessment information to identify development needs for individual learners and specific groups? • How well do we enable all children and young people to engage in self- and peer-assessment to improve their learning? <p>QI 3.2 Raising Attainment and Achievement</p> <ul style="list-style-type: none"> • How well do we use evidence from tracking meetings, professional dialogue and assessments to measure progress over time and in particular at points of transition? • How well is assessment evidence used to inform teacher judgements? 	<p>SCHOOL LEVEL</p> <p>Ensure shared understanding of Achievement of a Level through Moderation of Writing:</p> <ul style="list-style-type: none"> • Collegiate planning and evaluation of extended writing systematically planned and delivered across academic year (Early, 1st and 2nd level) • Genres for extended writing delivered across academic year with examples given to staff of quality written pieces at Early, 1st and 2nd levels to support planning and delivery of lessons • Learners to receive timely feedback on their writing progress • Feedback to learners to be moderated • Protected time within school week for extended writing ensuring continued whole school focus/ approach • Moderation CAT sessions delivered to support teacher judgements/ reaching a decision about achieving a level 	<p>All staff</p> <p>GMc 2nd Level CH 1st Level KwA Early Level x2 per term</p> <p>PH/ GMc Termly</p> <p>All staff weekly</p> <p>GMc 2nd Level CH 1st Level Kwa Early Level QA calendar</p> <p>All staff weekly</p> <p>PH x2 Oct 21 and Feb 22</p>	<p>SCHOOL LEVEL</p> <ul style="list-style-type: none"> • 100% teaching staff benefit from quality CLPL sessions to develop knowledge and practice • 100% teaching staff attend regular meetings which demonstrate consistency across planning and assessment • 100% know and can share examples of Quality teaching within writing from St David's QI 2.3 Poster created with ASG • 100% learners are exposed to a coherent breadth of quality writing lessons • 100% staff are clear about expectations and standards across writing curriculum to strengthen assessment • 100% learners can access feedback and give details about progress and next steps they are working towards • Quality assurance planned across academic year providing peer and SLT feedback • St David's Learning, teaching and assessment cycle poster evidences shared understanding of the cycle and how this is leading to improvements in attainments for learners
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ASG IMPROVEMENT 2021/2022



STRENGTHENING OUR CATHOLIC SCHOOLS 2021-2022

ASG Priority 1: strengthen our collaborative expertise and maintain a strong learning community: Almost all teaching staff know and use ASG Sex and Relationships Education plans and resources linked to RSHP resource

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 Curriculum 2.3 Learning, teaching and assessment 2.5 Family learning 2.7 Partnerships	Achieving Included	Nurture Curriculum Development	Priority 2: Improvement in children and young people's health and wellbeing	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 Sex and Relationships Education 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 Sex and Relationships Education Curriculum Shared understanding across schools of the development and delivery of the SRE in line with core resources of God's Loving Plan and RSHP RERC SRE Policy created to be used in all RC schools in Midlothian 			<ul style="list-style-type: none"> 100% of primary teaching staff attend a virtual CLPL session to familiarise and gain knowledge and confidence in delivery of RERC SRE 100% of learners benefit from quality, progressive learning experiences which build on knowledge and understanding 100% of teaching staff know and use RERC SRE 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 StDHS related to RERC SRE curriculum The majority of staff report improved knowledge and confidence in the delivery of the RERC SRE curriculum (baseline and follow up survey) <p>Planned opportunities are offered within individual schools to share practice in relation to RERC SRE curriculum and moderate learning/ practice</p>				

What should we be doing and when?

August 2021	September 2021	October 2021	November 2021	December 2021	January 2022	February 2022	March 2022	April – June 2022
Baseline survey sent to all teaching staff to gather baseline assessment of knowledge and confidence in delivering RERC SRE curriculum	Short life working party formed to develop the planners with links to RSHP, God's Loving Plan and agreed video and supplementary materials	ASG CAT session 8 th October to share materials Presented by Working Party	Implementation of ASG RERC SRE 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 Wellbeing event for all staff Venue TBC Planning and evaluation of ASG SQIP 21/22	Formulation of planning for SQIP 22-23