

**Stobhill Primary School **

**Standards and Quality Report 2018-19**

**Improvement Plan - Year2019-20**



**Contents – Standards and Quality Report**

1. Context of the School

2. How our Vision, Values and Aims were developed and how our Stakeholders were consulted

3. Our School Vision, Values and Aims

4. 2018/19 Priorities

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

6. Successes and Achievements in Session 2018/19

7. What is Our Capacity for Continuous Improvement?

**1. Context of the School**

**Our School Vision, Values and Aims**

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| Stobhill Primary School is a non denominational, co-educational school situated within the Gorebridge area of Midlothian. The new school building opened in April 2008 and provides fantastic resources both within and outwith the building. There are 8 classroom bases in two units of four, all with sliding doors which open onto a bright shared atrium area. Other facilities include a gym/assembly area, an expressive arts room, library, additional support needs base, and a number of small tutorial rooms. The school kitchen serves a dining area with the opportunity for outdoor eating when the weather is bright. The school currently has eight classes for P1 and P7 pupils with a roll of 204 pupils and a morning and afternoon nursery class with 30 pupils aged 3-5 in each class. Due to the increased number of catchment pupils the Primary 1 intake was 31 in 2018-2019 which requires a composite class at P1/2 to accommodate class sizes. (This is increased to 33 for 2019-2020 which will require more than 1 composite class in future). There is a Nursery Class with its own kitchen area and fantastic outdoor learning space. There is a Community Room and a Community Facility used by Arniston Playgroup. Arniston Playgroup and Stobhill Nursery class have continued to develop their partnerships this year to include weekly team meetings to discuss plans, themes and needs of pupils. In August 2018 – 2019 our Acting Depute undertook the Health and Wellbeing Coordinator role across the school which includes Support for Learning. We used resources to pay for 9 Learning Assistants working a range of hours to support behaviour, wellbeing and to increase attainment by working 1-1 with specific pupils.  We work closely with Newbattle High School and the other feeder primaries, to promote social and educational inclusion and to provide a supportive and healthy environment for pupils and staff. As Newbattle Learning Community we work together with a range of partners to improve the outcomes of all of our learners and their families. Partners include e.g. Social Work, Women’s Aid, Empowering Families and playtherapy. From our PEF we paid £22,490.60 towards the appointment of Newbattle Learning Community Practice Manager, admin assistant and to Empowering Families for therapeutic services. Within the school community we also work in partnership with the Active Schools Team, Library Services and Midlothian Outdoor Learning Team and Gorebridge Development Trust and with our PEF funded Home School Practitioner.  The catchment area is changing with the arrival of new social and private housing around the school. This is bringing in new pupils throughout the school year which is impacting on class sizes and class relationships. Some of the families moving into the new housing are not Gorebridge people and are new to the area which is having an impact on the local community. As a school we are helping new families to make connections. There are families receiving social benefits or tax credits and requiring food hampers from the local Gorebridge foodbank alongside a number of families with both parents working long hours in professional careers. Stobhill Primary is in an area of deprivation and it is important that pupils are shown fairness and equity. The mixed catchment area, mixed housing, mixed employment and mixed attitude of parents towards education impact on the school. The way we share the learning throughout the year has had to be reconsidered to account for the changes in the catchment area.  Stobhill Primary was awarded £7290 Participatory Budget in March 2018. Following extensive consultation and voting procedures to gain a genuine Stobhill Community voice, a number of projects were agreed and implemented. Projects to spend this money on to reduce the cost of the school day included paying for breakfast club staffing and for free breakfasts for those entitled to free meals, paying for school trips for all pupils and having a pot of money to help those families in need through paying for lunches and snacks and providing school uniform. There was also enough to purchase a range of PE kits for the new session.  We aim to provide a warm and caring learning environment where pupils, parents and members of the community feel welcome and where a positive partnership between home and school is encouraged. We encourage parents to contact school if they have any concerns so that we can work together to resolve any issues without delay. Using our Home School Practitioner we can help support families through a range of issues including mental health, domestic abuse, debt worries, behaviour and anger management strategies, parenting issues. |

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

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| Following extensive collaboration between pupils, parents, staff and community members from January 2018 onwards we have decided on our new vision statement which will be launched fully in August 2019. The strap line is still under consideration.  Our school values are well embedded and can be seen through the actions of staff and pupils throughput the school. Our values match into our vision statement with respect being paramount to all. One pupil has stated that there is only one value and rule in school and that is to show respect!  Our aims were discussed and amended in May 2018 and will be considered again in May 2020.  The school rules remain unchanged and are being taught as life rules to use in the school, home and in the community. A number of parents have asked for a list of the rules from school so that they can reinforce the same rules at home to improve their child’s behaviour. Our positive learning/ behaviour policy continues to include a traffic light system and pupils move their name following a warning. After some consultation with parents and pupils it has been agreed to continue the system into the new session with some consideration given to promoting praise for those who are continually “on green.” Further consultation will take place during 2019-2020 in line with our new vision statement. This will include more research based practice around Paul Dix ideas of recognition boards. |

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| **3. Stobhill Vision**  **Our Stobhill Vision is to work together to create a community who live, learn and grow together. We nurture confidence, respect, acceptance and positivity in everyone.**  **Stobhill Strapline**:-  Live , Learn and grow together.  **Stobhill Values** are:-   * Respect * Honesty * Learning * Fairness * Our Environment   **Stobhill School Aims:-**   * Be a welcoming, inclusive school that promotes positive behaviour and celebrates achievement. * Raise attainment by promoting and sharing high but realistic expectations. * Support and challenge our pupils through quality learning and teaching experiences. * Create an ethos in which the individual is valued, morale is high and there is a positive partnership between school, parents and the wider community. * Provide a wide range of high quality, accessible resources. * Further enhance our professional skills and work effectively, both with other agencies and as a team. * Provide a carefully planned curriculum which has relevance, breadth and depth, challenge, enjoyment and progressio   **Stobhill Life Rules**  Stobhill Primary School rules are linked to our vision and values and are referred at as “life rules”:-   * Follow instructions at the first time of asking * Keep hand and feet and objects to yourself * Respect everyone, their right to learn, their property and our environment * Listen when others are talking   We aim to provide a friendly, happy, caring, secure and stimulating environment where children are encouraged to reach their fullest potential, supported by a fantastic team of teachers and support staff. We aim for everyone to be Successful Learners, Confident Individuals, Effective Contributors and Responsible Citizens. We really value the support of parents/carers and families as we work together to provide the best opportunities for our pupils in all aspects of school life. Life rules are being taught to help with conflict in the community. |

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

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| **Priority 1**  **Improvement in attainment, particularly literacy and numeracy** | **Priority 2**  **Closing the attainment gap between most and least disadvantaged children** | **Priority 3**  **Improvement in children and young people’s health and wellbeing** | **Priority 4**  **Improvement in employability skills and sustained, positive school leaver destinations for all young people** |
| (1a) To bring CfE levels in line with the national average in Literacy and Numeracy by the end of P1, P4, P7 and S3 where they are not yet at that level   * Where CfE levels are in line with national averages then schools should aim to reach the national stretch aim of 90% of students achieving the relevant level in every measure.   1(b) All Secondary schools have set appropriate targets across key local and national measures to reach targets based on trends against their virtual comparator.   * Level 3   Numeracy 98% Literacy 98%   * Level 4   Numeracy 90% Literacy 90%    1(c) 100% of schools have a self- evaluation calendar that reflects moderation, tracking, assessment and shared classroom experiences that involve all practitioners and learners  1(d) That at least 80% of teaching staff are involved in regular and supported practitioner enquiry in all schools.  1(e) 100% of schools have a written curriculum rationale which reflects appropriate pathways for all learners.  1(f) 100% of schools reviewed and inspected receive a grading of satisfactory or above for QI 1.3  1(g) Increase numbers accessing LLE literacy and numeracy/ESOL (target 430) | 2(a) Interrupt the cycle of poverty (PEF): CfE attainment for those living in SIMD 1-2 should be at the national average in terms of achieving the expected CfE level in Literacy and Numeracy by the end of P1, P4, P7 and S3  2(b) Continue to develop and implement an Early Years Strategy on closing the gap to reduce the literacy gap by the end of P1 supported by the Attainment Advisor  2(c) Maximise the use of Family Learning approaches to increase the number of family learning interventions across Midlothian by 5% with an LLE target 415 family learners.  2(d) Increase % of young people achieving National Qualifications at Levels 3 to 5 with a focus on level 3 and 4 based on comparison with the virtual comparator e.g. looked after, particularly those looked after at home.  2(e) Increase the number of LLE opportunities and attendance at learning activities for adults, families and young people.  2(f) Increase the influence of young people in the planning of services.  (2g) 5% increase in Award youth work per ASG including DOE  (2h) Ensure that all youth work is delivered at low or no cost to support reduction in child poverty and increase accessibility.  2(i) Increase in youth work offer. (Target 4450 young people access LLE opportunities).  2(j) Increase accredited Lifelong Learning Employability Courses and qualifications (25 accredited courses) and (1550 qualifications) and increase number of learners accessing Individual Training Accounts (target 75+ learners) | 3(a) 100% of schools reviewed and graded receive a grading of satisfactory or above for QI 3.1  3(b) The majority of young people with ASN / LAC are offered timely and appropriate interventions within Midlothian Council  3(c) Further Improve attendance: Primary 96%  Secondary 92%  3(d) Reduce exclusions:  Primary- below 15 per 1000 including a maximum of 1 LAC exclusion per thousand. *LAC exclusion in exceptional circumstances only.*  Secondary- reduce exclusions to 49 per thousand as a first step to exclusions being below the national average. This figure includes a maximum of 2 LAC exclusions per thousand. *LAC exclusions in exceptional circumstances only.*  3(e) Support schools to implement a range of universal mental health initiatives | 4(a) 100% of schools have Senior Phase curriculum models that are fulfilling the recommendations of the delivery plan for Education  4(b) Secure a three year pattern of 95% Sustained Positive Destinations and reduce unknowns to under 100.  4(c) Increase provision aligned to DYW for vulnerable learners to improve their long term outcomes  4(d) Implement priority areas from 36 DYW recommendations: including digital, stem, disability, work experience, learning opportunities, and careers in line with the regional skills assessment. Increase provision aligned to DYW for vulnerable learners to improve their long term outcomes.  4(e) Increase the number of STEM opportunities for young people, adults, families and communities.  4(f) Continue to increase number of Modern Apprenticeship’s on SDS Contract, supported by LLE in particular increase Early Years and Childcare to meet 2020 National targets |

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

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

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| NIF and Midlothian Priority (*highlight as applicable*)   1. **Improvement in attainment, particularly literacy and numeracy** 2. **Closing the attainment gap between most and least disadvantaged children** 3. **Improvement in children and young people’s health and wellbeing** 4. **Improvement in employability skills and sustained, positive school leaver destinations for all young people**   NIF Driver(s) (*highlight as applicable*)   * **School Leadership** * **Teacher Professionalism** * **Assessment of Children’s Progress** * **Performance Information** * **Parental Engagement** * **School Improvement** | HGIOS 4 Quality Indicator(s) / HGIOELC (*highlight as applicable*)  **1.1** Self-evaluation for self-improvement  **1.2** Leadership of learning  **1.3** Leadership of change **1.4** Leadership and management of staff  **1.5** Management of resources to promote equity  **2.1** Safeguarding and child protection **2.2** Curriculum  **2.3** Learning, teaching and assessment **2.4** Personalised support  **2.5** Family learning **2.6** Transitions **2.7** Partnerships  **3.1** Ensuring wellbeing, equality and inclusion  **3.2** Raising attainment and achievement/ Securing children’s progress  **3.3** Increasing creativity and employability |
| **Progress and Impact**: *STOP –Impact must be about the NIF priority outcomes and your own contextual targets, should be evaluative and include qualitative and quantitative data*  Two Acting PT posts and leadership opportunities within Numeracy and Literacy were created and working parties were led by Acting PT’s and Chartered teacher. All staff undertook a role and responsibility within a working party and beyond.  **Implementation of the Numeracy Action Plan was achieved:-**   * Clear leadership and management of actions by PT for the working party * Clear guidance, resourcing, sharing strategies with parents, and implementation of Basic Maths Facts across the school * Targeted interventions based on attainment data for 1-1 pupils * SEAL diagnostic assessments undertaken for identified pupils * Maths Club set up with P7 pupils to trial numeracy and maths contexts for learning and applying skills (holistic assessments) * Maths Club for parents to explain and work through SEAL strategies in practical way * Sharing the Learning n in a variety of ways * Increase of more than 5% across achievement of 1st and 2nd level numeracy and 1% across Early level.   **Impact:-**   * Every pupil in P3 upwards assessed to find correct level for Basic Maths Facts and, following successful grant funding, relevant games were implemented into every class to plug the gaps and increase recall speed on daily basis resulted in pupils having a clearer understanding of their own next steps and a greater motivation to improve their recall skills in order to move up a level. Numeracy rotations were more focussed for independent tasks. Greater responsibility for each pupil to record games played and to decide when they should be re-assessed. * Following parent workshops to introduce Basis Maths Facts, an online resource was given to parents to use. This proved to be unsuccessful for many parents and families as it did not fulfil the desired outcomes. Parents began to request paper games to play at home which were resourced and handed out. * Targeted SEAL diagnostic assessments were time consuming but allowed for those individuals to know exactly what they still had to achieve and showed the areas they needed to develop further understanding. 1-1 work was undertaken on a daily basis by a number of learning assistants in a consistent manner and approach and with this dedicated focus on this work progress was made. Two pupils have now achieved 2nd Level who were not predicted to do so and all Primary 2 and 3 pupils have now achieved early level numeracy. * SFL numeracy teaching daily basis for group of P5 and P6 pupils to achieve 1st level – all achieved 1st level by June 2019. * Setting up activities in maths week and attendance at SEIC numeracy conference resulted in renewed energy and focus to develop contexts to learn, transfer and apply skills – these contexts were trialled at Maths Club and will be ready for staff to use in own classes as a starting point. Further moderation of each context will be required. * Increased parental engagement through maths club to explain SEAL strategies and Basic Maths Facts. 4-6 families attended weekly * Development of leadership and management qualities of Acting PT in line with her Leadership Masters Course led to a range of conversations around strategic and operational leadership and management thus building capacity and strengths in staff. * Conversations with parents and carers at parent consultation times highlighted the areas of concern and how partnership working could help to close the gap. This then led to further discussion around homework procedures and policy. * Impact on timetabling of Learning Assistants was huge and due to the nature of behaviour, trauma experiences and ASN pupils in the school it was a great task to keep the 1-1 times in place and unchanged. The impact of 1-1 times was huge for each individual child but also very time consuming and impactful on the life of the school in management terms. * End of session results for CFE achievement of levels has already led to new timetabling to be set up with specific individuals highlighted and curriculum set for each child to close the gap. * Overall numeracy has increased across all levels – with 7% increase at 1st level and 24% increase at 2nd level.   .   |  |  |  |  | | --- | --- | --- | --- | | Numeracy | Primary 1 | Primary 4 | Primary 7 | | June 2018 | 76% | 62% | 64% | | June 2019 | 77% (24 out of 31) | 69% achieved 1st Level (20 out of 29)  2 pupils have achieved 1st level with 65% and 63% but require more input to be sure no gaps will prevent 2nd level achievement in future  P4 SIMD 2,3 = 21 out of 29 pupils  72% of year group | 88% achieved 2nd Level (23 out of 26)  3 pupils not achieved 2nd level with 1 pupil achieved 1st Level and 2 still working within First Level.  P7 SIMD 2,3 = 20 out of 26 pupils  77% of year group |   **Implementation of Literacy Action Plan was achieved:-**   * Clear leadership and management of working party by Chartered Teacher who split the targets and staff members into smaller groups in order for all targets to be addressed and achieved. One smaller group was led by Acting PT and one by class teacher thus building staff capacity to lead and manage. * Clear written guidance for staff for assessing writing using Benchmarks * Further implementation of Fresh Start programme with individuals in P6 and P7 * Read Write Inc within P1 and P2 classes and 1-1 daily work to reinforce sounds for those who are not achieving within the group * Read Write Inc Spelling programme researched and implemented * 1st Ministers challenge data collection to show the state of play with reading attitudes, values and understanding across the school. * Written Mindmaps for Reading and Listening and Talking linked to Benchmarks to be sure teacher know what is expected from their learners. * Maintaining of achievement across levels was achieved but 5% increase was not attained by June 2019.   **Implementation of Literacy Action Plan was achieved:-**   * Clear written guidance for staff for assessing writing using Benchmarks following 1:1 writing meetings where each member of staff was able to chat about writing for 30 mins each ironing out discrepencies in how people were using the big writing criterion thus we moving towards using benchmark criterion for uniformity * Further implementation of Fresh Start programme with individuals in P6 and P7 * Read Write Inc within P1 and P2 classes and 1-1 daily work to reinforce sounds for those who are not achieving within the group * Spelling * 1st Ministers challenge data collection to show the state of play with reading attitudes, values and understanding across the school. * Written Mindmaps for Reading and Listening and Talking linked to Benchmarks to be sure teacher know what is expected from their learners. * Maintaining of achievement across levels was achieved but 5% increase was not attained by June 2019. * Book squad – promoting books/ personal reading (closing the gap – bringing books to children who don’t have access to them): World book day celebration, beginning to re-establish links with local library (P1 all now members of local library after visit), book competitions across year, promotion of book fair etc led to more books being bought this year than last. * Writing tri learning – observing each other/sharing good practise/ professional dialogue around teaching of writing/next steps/suggestions for improvement etc. P1, P1/2 and P4 * In school writing moderation – professional dialogue around engaging with new benchmarks and what achievement of a level looks like etc * Assessed writing policy written & shared with staff to ensure new staff following same guidelines therefore embedding systems/good practice etc   **Impact**   * Clear assessment and moderation of guidelines has clarified the use of Big Writing criteria and Benchmark criteria so that there is commonality of assessing writing and staff have a better understanding of what achievement of a level means/looks like now using benchmarks . Big Writing criteria are used to breakdown targets and next steps in more detail for the pupils. Achievement of level assessments linked very closely to Benchmark statements. * Read Write Inc Fresh Start programme with P6 and P7 pupils has resulted in every pupil improving their phonic knowledge, blending ability and reading fluency. Only one child in P7 is still working through the programme to be completed in High School. Confidence and self belief in each pupil has been noted and this has impacted on all of their learning across the curriculum. The programme will be used with new P6 pupils in 2019-2020 with only 1 pupil not achieved 1st Level reading being identified at present who is presently working through RWInc programme with success. * Read Write Inc programme has been implemented across Primary 1 as a year group again and following training August and October the implementation of the programme has improved. All pupils know set 1 sounds and all pupils are reading at the ditty level or beyond. In Primary 2 the pupils have been taught through the programme for the whole year with set 2 and set 3 sounds and moving through the stages of books. Primary 3 pupils who required extra reading support in RWInc have received 1-1 work and each pupil has progressed in their reading ability. * Change of timetabling and rotations following staff training with RWInc has resulted in more settled rotations and more time to teach the reading lesson. 1-1 pupils have been identified at a speedier pace and 1-1 work has taken place at the same time as RWInc teaching in class. * Acting PT for Reading introduced the 1st Ministers challenge and used this as a basis for data collection which identified areas in the school where more books, ranges of texts, attitudes need to be addressed in the following year. Buddy reading alongside the Book Bug packs involved every pupil across the school in reading activities and voting programmes. * Reading and Listening and Talking Mindmaps were updated in line with benchmarks to give a planning and assessment tool for teachers to be clear as to what is to be taught and what has been achieved as a group or a class. * Read Write Inc Spelling has been introduced as a year group to P3 as per the Teachers handbook with parent workshops opportunities for other staff members to shadow and learn. The pupils have understood the systems and routines quickly and are now making more connections between reading, writing and spelling which is impacting on their deepening of learning. Primary 4 and Primary 5 implemented eth programme at eh P3 level at a quicker speed to their classes and all pupils were able to grasp the routines and teaching points and have progressed through the programme * Common words and Fry’s words have been updated to match RWInc words and new folders for each 100 words have been implemented to P1 and P2 pupils to assess knowledge and learning. * Storytelling by Macastory resulted in less confident readers being able to perform texts to the rest of the school ad showed their increased ability with listening and talking. Teaching staff recognised this as a means to assess knowledge and understanding and presentation skills. * VCOP was delivered throughout the second half of term 1 by Chartered Teacher in place of Specialist PE teacher and this increased the ability to speed write and to use VCOP in all areas of writing. Teaching staff were encouraged to shadow this work. * All P1s now members of local library and able to borrow their books to keep in class (closing the poverty gap) * Impact on timetabling of Learning Assistants was huge and due to the nature of behaviour, trauma experiences and ASN pupils in the school it was a great task to keep the 1-1 times in place and unchanged. The impact of 1-1 times was huge for each individual child but also very time consuming and impactful on the life of the school in management terms. * End of session results for CFE achievement of levels has already led to new timetabling to be set up with specific individuals highlighted and curriculum set for each child to close the gap. * Overall literacy has increased across all levels – with 13% increase for writing at 1st level and 12% increase for reading and listening and talking at 2nd level. For those pupils who have not achieved the level required this is due to attaining the previous level at a later stage than peers and all have been part of 1-1 or small group work al year to increase progress and close the gap.  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | Literacy  June 2018 | Primary 1  Achieved Early Level | Primary 4  Achieved 1st Level |  | Primary 7  Achieved 2nd Level |  | | Reading | 79% | 72% |  | 80% |  | | Writing | 79% | 59% |  | 88% |  | | Listening and Talking | 90% | 86% |  | 92% |  | | Literacy June 2019 |  |  |  |  |  | | Reading | 81%  6 pupils not achieved | 72%  8 pupils not achieved | P4 SIMD 2,3  = 21 out of 29 pupils  72% of year group | 92%  2 pupils not achieved | P7 SIMD 2,3  = 20 out of 26 pupils  77% of year group | | Writing | 77%  7pupils not achieved | 72%  8 pupils not achieved | 85%  4 pupils not achieved | | Listening and Talking | 87%  4 pupils not achieved | 83%  5 pupils not achieved | 92%  2 pupils not achieved |   In Primary 4, 72% of all pupils are within SIMD 2, 3 with all 8 of the pupils who have not achieved 1st level writing being in SIMD 2 or 3. These 8 pupils did not achieve Early level until middle or end of P2 or into P3 and are predicted for December 2019. Speed writing, daily free writing, tri learning discussions and learning assistant support was put in place this session... Of these 8 pupils 7 received small group and 1-1 reading support through RWInc with SFL teacher all year. One pupil has been supported 1-1 with a learning assistant for 2 terms across literacy and numeracy. Of those pupils not achieving 1st Level literacy 6 have experienced family issues with all 6 having intensive work with HSP or SW  Regular progress meetings to rigorously track and interrogate data has enabled staff to identify specific pupils in need of 1-1 or small group interventions in order to support them to achieve their expected level at the expected time. Predictions made in October/ November and engagement with Benchmarks has focussed minds to know what should be taught in order for those pupils to achieve as predicted. Support for Learning and 1-1 pupils were discussed in depth.  Next Steps:   * Basic Maths Facts games to be reproduced to send home with targeted pupils to practise at home * Holistic assessments and learning contexts to be further developed alongside the new planning system for both literacy and numeracy and maths * Find ways to reduce parental and pupil anxiety in numeracy and literacy to allow for more progress to be achieved * Implement homework tasks for those pupils who require extra support following meeting with parents to explain homework tasks. * Implementation of RWInc into P3 and P4 and FreshStart into P6 and P7 to continue to support those pupils who have not yet achieved early or first level. * Close examination of teaching of writing in P3 and P4 to enable all pupils to achieve 1st level writing in P4. * Embed 1-1 work with Learning Assistants and good use of timetabling for SFL teacher * Use pupil voice next steps and strengths from June 2019 report writing to tailor teaching and learning for each pupil * Implement Mediated Learning training to develop staff understanding as to the issues preventing pupils from making progress and finding solutions to these issues. * Further develop effective moderation in school for literacy and numeracy and link to our Joint ASG CAT sessions to develop further understanding of achieving a level across the ASG – develop networks across schools. | |  |

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

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| NIF and Midlothian Priority (*highlight as applicable*)   1. **Improvement in attainment, particularly literacy and numeracy** 2. **Closing the attainment gap between most and least disadvantaged children** 3. **Improvement in children and young people’s health and wellbeing** 4. **Improvement in employability skills and sustained, positive school leaver destinations for all young people**   NIF Driver(s) (*highlight as applicable*)   * **School Leadership** * **Teacher Professionalism** * **Assessment of Children’s Progress** * **Performance Information** * **Parental Engagement** * **School Improvement** | HGIOS 4 Quality Indicator(s) / HGIOELC (*highlight as applicable*)  **1.1** Self-evaluation for self-improvement  **1.2** Leadership of learning  **1.3** Leadership of change **1.4** Leadership and management of staff  **1.5** Management of resources to promote equity  **2.1** Safeguarding and child protection **2.2** Curriculum  **2.3** Learning, teaching and assessment **2.4** Personalised support  **2.5** Family learning **2.6** Transitions **2.7** Partnerships  **3.1** Ensuring wellbeing, equality and inclusion  **3.2** Raising attainment and achievement/ Securing children’s progress  **3.3** Increasing creativity and employability |
| Progress and Impact: *STOP –Impact must be about the NIF priority outcomes and your own contextual targets, should be evaluative and include qualitative and quantitative data*  Acting Depute Headteacher has led the initiatives for Health and Wellbeing, working closely with partnership agencies.    Implement of HWB action plan was achieved:-   * Implementation of new Health and Wellbeing curriculum resource across the school has given a shared language of learning and a clearer understanding for pupils as to what does health and wellbeing mean to them . Year 1 of Building Resilience programme delivered to all learners through NCCT. * Introduction of relaxation techniques and mindfulness strategies and Yoga to all pupils * Developing understanding of equity and equality racism and diversity in community * Embedding a culture of nurture and calmness within the school ethos * Continuing our work on developing a Growth Mindset. * Working with small groups or individuals to enhance their wellbeing * Working with parents and carers to enhance their own wellbeing * Implementation of Early Years resilience project and follow up reflective practice sessions * Continue to implement STEP programme – Year 2 of a 2 year programme. * From January 2019 – March 2020, DHT part of Health and Wellbeing in Education, Quality Improvement Practicum with 3 members of staff from ASG (Newbattle High School – Cat McDonald, Lawfield PS – Arlene Limerick and Mayfield PS – Chris Wilson)   Impact   * All pupils show understanding of resilience and the need to have a back up team around them to be able to be healthy and achieve. * All pupils able to take part in relaxation lesson for at least 5 minutes or longer. * All pupils able to talk about the calm atmosphere in the school and how this impacts upon their learning, helping them to appreciate why there is the need for rules and the ned to uphold those rules and why there is the need for the traffic light system in each lesson. * All children able to talk about how they are developing a growth mindset. * 9 children have participated in the STEP programme to improve “readiness to learn”. * We welcomed Kenny Logan, ex Scottish International Rugby player, who gave a motivating talk to the whole school. “Believe in yourself and great things will happen,” Kenny is Dyslexic and he was undiagnosed until he was in his 30’s. He shared his story with us * Clearer understanding of early trauma and Adverse Childhood experiences has enabled all staff to appreciate how and why we nurture the pupils. Behaviour strategies have been better employed following clear notification of similarities between early trauma ACES and ADHD. HT and DHT have been able to have conversations with parents re impact of early trauma on their child’s learning and also how their own early childhood experiences have impacted on their lives. * Reflective sessions have enabled all staff to be supported and has allowed for frank and open discussions to take place as to how well they feel supported in order to support their pupils – staff now speaking to HT and DHT at start of day if any personal issues may affect them in the classroom that day so that they can be supported and the pupils are not “traumatised” by the staff’s behaviour and use of tone of voice that day. * Reflective sessions allowed a greater understanding of how family life is impacting on the ability to learn for a large number of our pupils. * Parental involvement through assemblies and homework tasks and through the opening up of the Wellbeing room at parents evenings has allowed parent a clearer understanding of what the programme is about had why we are implementing this p[programme. Parents have asked for further individual sessions for themselves to learn how to relax. * Close working with HSP and DHT and HT allow for a range of strategies and supports to be in place for parents and carers. * Claire Lavelle from Hive of Wellbeing was invited to the family picnic to talk about how the way you speak to your child affects them. Over 10 families were represented at the talk with all learning assistants released to attend too. * Primary 5 pupils were able to successfully choose which “club” they required to enhance their own wellbeing e.g. anxiety, anger management, friendships and were able to work within this club for a number of weeks to develop strategies and social skills. The introduction of these clubs helped to settle the parents of this class to know that each individual was being listened to and supported through a difficult time in the classroom. * Participatory Budget projects looking at Cost of the school day have resulted in all pupils returning excursion permission forms in time and al pupils have been able to attend excursions. This has shown the staff that offering to pay for some pupils was not accepted by parents and seen as “charity” or as being unfair. All pupils have received a free breakfast at Breakfast Club if entitled to do so and if they have attended the club. Late arrivers within 10 minutes of the bell still receive breakfast items. Snack is provided by HT for those pupils without snack. No child is hunger in school if an adult has been alerted by a pupil. All pupils receive a school lunch regardless of parent payment and the debt from Parent Pay was cleared for 7 families before Easter. * Uniform exchange scheme has resulted in more pupils in school uniform and parents saving money * HSP has undertaken a range of work to interrupt the cycle of poverty so that all learners can achieve potential and have positive outcomes and to support families and maintains contact with families after a piece of work has been completed * Food parcels are now available from school in conjunction with Trussel Trust so no referral required initially * Attendance and lateness has been a targeted intervention this session. HSP makes weekly check in calls with each identified family assigned to her and monitors late or attendance issues with evidence showing increased attendance since her involvement as developing relationships with these families is what will make the difference. The number of pupils with attendance less than 95% over year was 61 which equates to 30% of pupils which is a decrease of 10% from last year. Of this 30% 8 pupils (4% of school population) were below 85%. Of this 4% 2 pupils were absent due to bereavement issues and 3 were absent due to illness, 2 pupils were absent due to family circumstances and both families worked closely with Social Work and /or HSP. This means less than 1% of pupils have a low unexplained attendance or require significant support to improve attendance. Of the families within the below 85% range 3 have intensively worked with HSP over the year and 1 with Playtherapy service. One family were below 73% attendance last year and are now sitting at 92% attendance. The number of pupils with more than 10 lates over the year was 20 which equates to 10% of which there are 18 families. Of these 18 families 6 work with Social work, 4 work with our HSP and the rest either live outside the catchment area or are late due to illness e.g. diabetes. * Through our Behaviour Policy we tracked 53 P4-7 - 49% of pupils in upper school - as staying on green all year which means 51% pupils received a reflection time over the year of which 33% pupils received more than one reflection time. The number of reflections each term was 58, 45, 58 and 54 with only 4 pupils in term 1 and 2 reaching 3 or more. In term 3 and term 4 6 pupils passed 3 reflections each term and all 6 of these pupils were already receiving support for anger management, family circumstances=, social work or HSP input.   Next Steps:   * Implement year 2 of Nurture Wellbeing Curriculum - Building Resilience Year 2 * Develop “clubs” across the school to enhance knowledge and implementation of strategies to help them to cope with the school environment as need arises. * Develop lunchtime clubs run by pupils for those who struggle to cope with playground experiences. * Continue to support those families who struggle to arrive on time or have attendance issues * Continue to track patterns of attendance to lack of achievement of a level * Continue with the role of HSP * Continue to offer zero cost for school trips so that all pupils can be engaged * Formally write Nurture and Wellbeing policy for Stobhill Primary and develop shared guidance across Newbattle Learning Community * Develop learning through play opportunities with Upper atrium pupil * DHT involved with Health and Wellbeing Practicum – Children and Young People Improvement Collaborative (CYPIC) - Collaborative Improvement work with 3 members of staff from our ASG. Our aim is to increase retention of learners in class. * Improve the environment in our dining room by creating a calm eating space – engage with some of Jenny Mosley’s strategies – whole staff led by DHT and LA. * Organise and display new Visual School resources – continuity for all our learners – Lower Atrium / Upper Atrium * Re launching Fischy Music – connected with both Building Resilience Programme and learning about our emotions. | |  |

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

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| NIF and Midlothian Priority (*highlight as applicable*)   1. **Improvement in attainment, particularly literacy and numeracy** 2. **Closing the attainment gap between most and least disadvantaged children** 3. **Improvement in children and young people’s health and wellbeing** 4. **Improvement in employability skills and sustained, positive school leaver destinations for all young people**   NIF Driver(s) (*highlight as applicable*)   * **School Leadership** * **Teacher Professionalism** * **Assessment of Children’s Progress** * **Performance Information** * **Parental Engagement** * **School Improvement** | HGIOS 4 Quality Indicator(s) / HGIOELC (*highlight as applicable*)  **1.1** Self-evaluation for self-improvement  **1.2** Leadership of learning  **1.3** Leadership of change **1.4** Leadership and management of staff  **1.5** Management of resources to promote equity  **2.1** Safeguarding and child protection **2.2** Curriculum  **2.3** Learning, teaching and assessment **2.4** Personalised support  **2.5** Family learning **2.6** Transitions **2.7** Partnerships  **3.1** Ensuring wellbeing, equality and inclusion  **3.2** Raising attainment and achievement/ Securing children’s progress  **3.3** Increasing creativity and employability |
| **Progress and Impact**: *STOP –Impact must be about the NIF priority outcomes and your own contextual targets, should be evaluative and include qualitative and quantitative data*  **Implement of Learning for Sustainability action plan was achieved:-**   * Edible garden set up with Gardening Club * Eco Green Flag achieved, launched and action plan written to continue to maintain the flag * Bundling of 2nd level Experiences and Outcomes through Sustainability themes * Achievement of Silver Sports Award and setting up of sports clubs * Implementation of 1+2 languages action plan * Parental engagement / family learning including parental volunteers working alongside staff * Setting up a range of Sharing the learning experiences across the year to help parents to understand progress and learning opportunities of their child.   **Impact**   * The Gardening Club and ECO have worked hard all year to maintain the green flag and implement the action plan to retain it and to keep ECO matters live e.g. battery hunt, earth hour, plastic pollution, litter pollution. A Visit from Marie Goujon MSP to witness gardening Club work and to hear the pupils talk about their work took place in June 2019. This included harvesting potatoes and “launching” the use of a polytunnel * Working party developments to bundle E’s and O’s has given staff a clearer understanding of sustainability and how to adapt the curriculum for our pupils now in school. .Technology curriculum will be developed alongside bundling and through holistic assessments * Sharing the learning journey of pupils through sharing proud work, opening school doors, assemblies, family picnic etc has enabled all parents and carers to access the learning and have an opportunity to give their views. Parent Carer questionnaire in February highlighted areas to continue working on which included Sharing the Learning which was developed further during term 3 and term 4. New reporting format allowed time for staff to meet informally with parents and pupils to have a learning conversation about the report with teacher voice, pupil voice and parent’s voice clearly understood and heard. * Enhanced partnerships through Gorebridge Development Trust enabled pupils and parents together to make Christmas jumpers, Christmas decorations, Christmas baking and also allowed pupils in Primary 6 to understand about Cu=circular Economy and then present their work at The National Museum of Scotland. * Primary 7 pupils all had to apply and be interviewed and then sign contracts of employment for their areas of responsibility. * Buddy classes helped all pupils to develop team work and social skills. * ( see HWB) * The Pupil Council worked tirelessly to enhance the environment of the school and to develop the vision of the school. * Linking to Numeracy working party the development of Holistic context based assessments to apply skills has been started and pupils in maths Club were able to trial and evaluate a number of these assessments to be used next session. * Interrupting the cycle of poverty so that all learners can achieve potential and have positive outcomes has been worked towards with the involvement of the HSP and uniform exchanges, budget information, parenting classes, mental health initiatives, food bank referrals. * Member of staff trained as SSERC mentor in June 2019 to deliver a programme throughout the new session to upskill staff * Implementation of SEESAW with one class as pilot project to gauge how parents perceive this way of sharing the learning.   **Next Steps:**   * Implementation and evaluation of Bundling for new planning system * Develop use of SeeSaw app across the school * Build on Sharing the Learning journey experiences for parents to take part in * Develop report template and parental learning conversations throughput the year * Achieve Gold Sports award * Continue to implement SDG’s * Embed School Vision statement, strap line and develop into a Rights Respecting school * Begin master classes with partnership working * Continue to involve parents as inspirational speakers to show pupils skills required for jobs * Implementation of STEM inspired lessons in school to inspire and motivate pupils to engage with STEM subjects. | |  |