



Roslin Primary School

Standards and Quality Report 2017 - 2018
Improvement Plan 2018 - 2019



Contents

Section 1 – Standards and Quality Report 2017 - 2018

1. Our School Vision, Values and Aims
2. How our Vision, Values and Aims were developed and how our Stakeholders were consulted
3. Context of the School and Highlights from Session 2017-2018
4. Review of Progress for Session 2017-18
5. Self Evaluation and Quality Indicators

Section 2 – Improvement Plan 2018 - 2019

1. Priorities for Improvement in 2018 - 2019
2. School Improvement Plan 2018-2019 - Priority Summary and High Level Strategic Targets

1. Our School Vision, Values and Aims

ROSLIN PRIMARY SCHOOL



Our values are:

RESPECT

TRUST & RELATIONSHIPS

SUPPORT

INDIVIDUALS

LEARNING THROUGH PLAY

Our aims are:

Every day at ROSLIN we aim:

- For everyone in our Learning Community to have high expectations to achieve their potential and beyond
- To foster a culture that recognises and nurtures attitudes and behaviour and how they impact on learning
- To create a Learning Community that is welcoming, caring and helpful to all
- To promote an ethos of inclusion and the celebration of individuality
- For the school to be a safe place for all

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

Our vision, values and aims were developed by consulting all our stakeholders – pupils, staff, parents and community. Everyone had a voice in what was most important to them. Staff worked with the pupils. Parents were consulted through both the Parent Council and on parental evenings. For the vision statement, we narrowed it down to 3 and then everyone had a vote to pick the winner. With the opening of our new school in August 2017 it was an appropriate time to update our vision, values and aims which reflect our current pupils, staff, parents/carers and the wider community. We felt it was imperative to have values and aims that the pupils could easily understand and reflected their own thoughts and ideas and what Roslin meant to them. HMIe recognised the motivated and enthusiastic practitioners in the nursery who are working well together to promote the whole school values. The motto of the setting 'Inspiring, Playful, Learning' underpins all that they hope to achieve for their children.

3. Context of the School and Highlights from Session 2017-2018

Roslin has 7 classes from P1-7 and a 40:40 nursery. T. The school roll is 180 and the FME 14%. The school has a Head teacher, Principal Teacher, 6 full time class teachers, 1 job-share class, 1 Support for Learning teacher 0.8 and 1 part-time teacher who covers 2 days for the PT. We have 2 specialist teachers (music 1.5 days, HWB 1 day) and 3 instructors of music (Brass, Woodwind & Strings), 5 Learning Assistants ASN, 1 job share SCDW, 2 full-time and 2 part-time CDWS, 1 Facilities Manager, 4 staff from Midlothian Cleaning Services, 1 Admin Assistant, 1 Office Support, 1 Crossing Guide. The school effectively communicates with parents through the school website www.roslin.mgfl.net, Twitter and we track our VL journey on a school blog - www.visiblejourneyatroslin.wordpress.org.

This has been a highly significant year for the school as there has been a new build for the school, opening in August 2017. The HT has led the SLT and the staff/pupils/parents successfully through this programme of change along with Maurice McCann the Project Manager and John Campbell the Site Manager. The pupils' voice has been valued and heard and there is evidence of this throughout the new school build e.g. graphics of Roslin Glen, Science and the school vision badge, all designed by pupils. The nursery environment which was carefully thought out to create an innovative learning environment with stronger links with P1 has been a success with more joined up working between nursery and P1. Outdoor learning is a key feature in the new school building for both the nursery and primary settings and we have seen increased opportunities this year to use our outdoor space for rich learning experiences as the classroom doors lead straight to the playground. Pupils are encouraged to eat outside every day if they wish to. HMIe stated *"there has been a very recent move to the new school building and the headteacher and her staff have worked very hard to create a warm and creative environment. The school building offers children and staff a highly positive environment in which to work, play and learn. Children, staff and parents are rightly very proud of their school and this has been a motivating factor in raising expectations and further improving children's behaviour."*

Roslin Primary is a nurturing, inclusive school with the wellbeing indicators at the centre to our learning environment. HMIe recognised the school shows a clear commitment to the wellbeing of all children as set out in its school vision and in the school values of respect, trust and relationships. All staff receive training which equips them well to understand their responsibility for the wellbeing of children. Children benefit from the positive and nurturing relationships evident within the school and feel safe and cared for. Our PEF targets key children and supports our 2 nurture groups and play therapy. There is a strong sense of community and family in the nursery setting. Practitioners are alert to the care and wellbeing of all. They have caring relationships with children and this is helping to promote children's emotional wellbeing. Practitioners are aware of the importance of nurturing children's wellbeing in line with Getting it Right for every Child indicators. Children who require additional support with their learning are well supported. Practitioners work closely with a variety of support agencies and parents to implement suggested strategies and advice.

Children have benefitted from our growing visible learning journey in line with the authority policy. HMIe recognised relationships amongst staff, children, and parents as a very strong feature of the school. This is reflected in the quality of learning experiences which children receive. Work on

making learning more visible has clearly had a positive impact on how children approach their learning. As a result, there is an inclusive ethos of learning clearly evident around the school. The focus this year has been feedback along with embedding the language of learning . Pupil voice is central to all of this and in the Nursery this is the basis of how they plan and develop play based learning for all their learners. HMIe stated *"the headteacher, principal teacher and staff have worked hard to ensure a consistency in the quality of learning experiences across the school and nursery. This is evident in activities both within classrooms, the nursery and beyond. The quality of children's learning experiences is a key strength of Roslin School."*

Skills for learning, life and work are developed using the context for our school. The 3 main contexts are **Rosslyn Chapel, Roslin Glen and Science**. We are particularly proud of our Junior Tour Guide programme where we work in partnership with Rosslyn Chapel and the Education Centre. Children develop skills such as talking in front of an audience, increasing confidence, self esteem and team work. The children reach a global audience as the Chapel is visited by thousands every year from across the world. We have continued to work closely in partnership with Alan Krumholds, our local Midlothian Ranger at Roslin Glen, to further develop our outdoor learning. Roslin Glen is a fabulous facility on our doorstep. The whole school did a walk through the Glen along with many parents and the local Rotary Club. Classes visit regularly to do a variety of activities e.g. fire building, pond dipping, exploration, craft skills and exploring pollution levels. Our nurture and mentor groups visit the Glen to develop their team building skills. One of our SCDDW is forest trained and leads the nursery in outdoor learning and in particular their Glen trips where they learn about identification, creative work with natural resources and risk taking. Outdoor learning is always accessible in our nursery environment and is a key central feature. The nursery outdoor play spaces are safe, secure and inviting and again with the new school this has been an important feature to extend innovative outdoor learning spaces for our Early Years. Parents in Roslin continue to lead a gardening club and have supported pupils to grow vegetables which are used by kitchen staff. The nursery is planning to set up a nursery parent garden committee. Roslin nursery grows their own vegetables in their garden. HMIe recognised in the nursery the high quality learning experiences in the outdoors. HMIe stated *"children show excitement and adventure being in the rich natural woodland environment, which is used effectively to promote children interests in nature and living things. While exploring, children are also developing investigation skills. Children are supported to move freely between the playroom and outdoors for almost all of their session. Practitioners offer opportunities for children to make their own decisions about where they will play and the resources they will use."*

STEM (science, technology, engineering and maths) is very much central to the context of Roslin with Edinburgh University campuses close by e.g. the Bush institute. The ASG has worked closely with SSERC (Scottish Schools Education Research Centre). All areas of school have STEM related independent learning activities available. We have actively been working on increased partnership working with Roslin Institute and Edinburgh University GeoScience team. We have also had P7 science transition days this year at Beeslack High School and a P7 STEM event at Edinburgh College. Visits to further support Science have been Dynamic Earth and the Science museum. In the nursery the children learn hammering skills with wood and nails.

The Learning Council has continued to flourish this year with its key role being to focus on school improvement linked to learning and teaching. The Learning Council has spoken to other Midlothian schools and visitors from across the UK and Holland about their Visible Learning journey and the

impact it has had on their learning. The Parent Council, the SLT and all the staff and pupils have worked together on key aspects of the school's work using HGIOS4 and HGIOELC4 to help identify areas of strength and next steps for development. HMIe recognised children and their parents are regularly consulted and involved in school decision making, for example through the pupil conference where children's views on many topics are highlighted and recorded. This has helped to identify key priorities in the school improvement plan. We continue to use a learning round approach for self evaluation and school improvement. HMIe stated *"self-evaluation is based on a variety of school activities involving all stakeholders. The headteacher has been in post for 4 years and has engaged and mobilised the staff team, leading towards raised expectations and raised attainment. She has promoted the collective responsibility of all staff by involving them in leadership roles, which link to school plans."* We carry out Learning Walks, shared classroom experiences, peer learning in trios, professional dialogue and engagement with pupils. A culture of professional reading has become embedded within the teaching staff which has enriched our professional dialogue and reflection and impacted positively on our learners.

Effective Forward Planning for teachers has had a positive impact on the learners and the curriculum. Teacher's feedback has been hugely positive stating that they are now more focussed in their planning and assessment and have started to use Benchmarks to support with assessments and achieving a CfE level. In the nursery, planning is responsive to children. The nursery team are piloting new tracking sheets for literacy and numeracy and there is a key worker system for overseeing learning folders. Floor books provide evidence of learning experiences. Planning is visible so that the whole staff team can contribute and evaluations and next steps developed. Learning environments are natural and neutral to create calming experiences indoors and outdoors.

Cfe results (P1-7) and standardised assessment data (P1,4,7) demonstrate an upward trend in results since 2014. In 2018 Cfe results for P1/4/7 are all above 80%, achieving the appropriate level for age and stage which is above both the Midlothian average and the National average. Our attendance figures over the last 4 years have remained steady at 95/96%. The SLT and Support for Learning Teacher have successfully worked closely together to embed a clear vision for SfL within the school and nursery. The main focus has been on Nurture and closing the attainment gap. There is a PEF plan in place. Pupil equity funding will continue to be targeted to support our SIMD 3 and 4 but will also support all pupils who are in our bottom 20% of each class in order to close the gap. SIMD profile ranges from 3 to 10 with 60% being within 6-9. In 2018 we reached the target of an increase of 10% in attainment for those pupils targeted by PEF. Tracking meetings are useful and well-documented and form a main core of the school's approach to tracking children's progress. They provide an opportunity to explore progress and attainment and to identify further support and challenge for individual learners. All of this is used effectively to identify and address children's needs and to begin to close any attainment gap which may exist in the school at any given time. The school meets legislative requirements in relation to the Additional Support for Learning Act. Children with barriers to learning are identified early and plans are put in place to outline the supports required to overcome these barriers. Parents and children are included in planning and targets are shared with teaching staff through regular tracking meetings as well as through written confidential files. The Support for Learning Teacher continues to train the learning assistants to further enhance the support children are receiving. Learning assistants now take responsibility for focus groups. Robust systems for identifying children's educational and emotional needs at an early stage allows for appropriate early interventions. Learning assistants are deployed effectively to support the needs of the children in school and in the nursery classes. 2 nurture groups have run all session for P1-3 and P4-7 led by the SfL teacher. SfL has also led mentoring sessions. Advice and

support is provided to all staff on appropriate and effective interventions needed to support children's learning and weekly drop in sessions are offered for both staff and parents. In the nursery there is a continuous review of well being indicators by key workers and any concerns are highlighted at staff meetings and recorded. In nursery HMIe stated *"to reduce potential barriers to learning the setting has strategies in place to take careful account of children's individual needs. Where appropriate, practitioners have identified a range of specialists to work in partnership to plan for individualised support. This ensures children are achieving their best."*

Children's achievements and successes within the 4 capacities of Curriculum for Excellence, in and beyond school are celebrated in our classroom, corridor displays, school assemblies and wider achievement floor books. Pupil Voice is valued through wide ranging opportunities for pupils to take on leadership roles -Learning Council, Eco Committee, JRSOs, Prefects, House Captains, reading buddies, P7 buddies, Health Committee, Playground Team. In the nursery wider achievements are recognised through our WOW tree and learning folders. Pupils have opportunities for increased responsibilities and roles in the nursery eg health team and recycling. We are delighted to have our Green Flag flying this year outside our new school. We promote HWB at Roslin through healthy eating, active school clubs and coaches which include karate, judo, dance, table tennis, rugby, swimming, skiing, rugby, cricket, badminton, and basketball. During Health Week children had the opportunity to try out tasters of many different activities. Children are given the opportunity to take part in activities which allow them to make connections with learning, life and work. This has resulted in pupils using their own time and initiative to come up with their own ideas including pupil fundraisers and the setting up of a healthy school tuck shop. HMIe recognised the promotion of expressive arts and in particular music. We have a school choir and many pupils choose to play an instrument in P6/7. We achieved the Silver School Sport Award and are now actively working towards the Gold Award.

Strong and useful links have been established and maintained with parents. Parents who met with the inspection team were highly positive about their involvement with the school and the headteacher. Parents, partners and staff spoke very highly of their involvement and inclusion in the school. 94% attended the parent's night in October 2017 and 97.8% attended in March 2018. Parents are included in many school activities and parents with children who may have barriers to learning are included in termly meetings and discussions on progress. The school and nursery have held open mornings for literacy, maths and science this year. We are keen for parents/carers to walk round the whole school to see the progression in learning taking place. For the science morning parents/carers worked on a challenge together. The Parent Council has been invited along to various pupil group meetings eg Learning Council and Eco. Parents are confident that their children are safe, happy and learning in the nursery setting. Parents that HMIe spoke to during the inspection confirmed that they felt practitioners worked in a positive partnership with them to care for and educate their child. Practitioners are committed to the promotion, delivery and support for family learning. They value the contribution families make to children's learning and are developing trusting relationships. Parents spoke highly of the supportive relationships they have with practitioners.

P7 have a strong supportive transition to Beeslack High School. This session this included a Creative Transition group, an Associated Schools Group residential camp to Benmore, induction days, guidance visits, extra support visits for pupils with additional support needs. This year P7s also benefitted from 2 further transition activities: a science focus day at Beeslack and a STEM experience at Edinburgh College linked with the high

school. The nursery also has transition into P1. Activities are planned by the nursery team and P1 to ensure a smooth transition for all children including those not at our own nursery. HMIe recognised the setting's transition programme supports children well as they move on to school. Prior learning and the range of experiences offered within the setting is shared with primary one teaching staff. Teachers and practitioners from across the early level are working together to share expectations and their understanding of early learning pedagogy. We are piloting new tracking sheets for literacy and numeracy.

4. Review of progress for Session 2017-18

School Priority 1: Learning Provision - Improve the Learning and Teaching of Science & Technology

NIF Priority
Learning Provision

NIF Driver

School Improvement
School Leadership

HGIOS 4 Quality Indicator(s):

2.3 Learning, Teaching & Assessment
1.2 Leadership of Learning

Local Priority:

Taking a closer look at learning pathways in order to deliver a curriculum that acts as a hook to improve engagement and participating resulting in improved outcomes for all learners

To share best practice in learning and teaching

Progress and Impact:

- Stronger links have been established with the Easter Bush Science Centre meaning staff are aware of the resource and have a key contact to communicate with
- KM and ASG colleagues created a science skills progression Early to Second Level in line with the benchmarks and the '5 lines of science enquiry' so that this will lead to more thorough planning and improved progression/challenge for learners
- staff at Roslin PS are now trialling with forward plans (Jan-June 2018) and providing feedback to be taken on board for Aug 2018
- Parents and other science professionals have visited classes throughout the session, exposing learners to possible career choices and they are aware of the local context in this field
- P5 class have worked with Geo Science department of U of E in March 2018 on a sequence of learning (planned with teacher) resulting in learners benefitting from expert knowledge and skills
- ASG science moderation session (23.3.18) allowed us to reflect on how good our practice is in science, specifically skills, depth and progression
- Our staff meeting 'learning and teaching' section includes reflecting on what science learning has taken place, ensuring consistent reflection and improvement
- Staff have engaged with science resources within school more often resulting in more practical science taking place in classes
- Pupil Conference results reflect a good understanding from pupils in terms of what they have learned in science which is an improvement from previous session
- Professional dialogue, forward planning dialogue and pupil conference evidence all reflect an increase in teaching science from teachers therefore learners have benefitted from an improved curriculum experience

Nursery:

- Parent visit and science expert visit - impact was enthusiasm and interest for science in pupils who were involved
- Developing plants in garden with children - science is being integrated into daily life of nursery learning
- Work on local insects/bees - pupils bringing in objects of interest - cycle of life linked to Mrs Baird's maternity leave so making real life connections

Next Steps:

- To use feedback from staff to finalise science skills progression document and consider how Nursery can link to this
- To continue to develop links with BCHS Science Dept to include shadowing of teachers
- To build on our first experience of moderation to further develop shared understanding of good practice - time to dig deeper (observe, enquiry, dialogue?_

| | |
|---|--|
| School Priority 2: Learning Provision - To develop the learning and teaching of French | |
| NIF Priority: Learning Provision NIF Driver: School Improvement School Leadership | HGIOS 4 Quality Indicator(s): 2.3 Learning Teaching & Assessment 1.2 Leadership of Learning Local Priority Taking a closer look at learning pathways in order to deliver a curriculum that acts as a hook to improve engagement and participating resulting in improved outcomes for all learners To share best practice in learning and teaching |
| Progress and Impact: <ul style="list-style-type: none"> Staff continue to embed French into their daily routine (class commands, date, simple conversations/interactions) but find discrete lessons each week a challenge to maintain; suggestions were made to the authority after this was fed back by ASG colleagues Forward Plans now include French as part of the literacy planning, allowing progression to be visible across all stages Staff have discussed British Sign Language being the 3rd language and all are keen - not needing to confirm until 2020 All key areas of new school building are labelled in French and English so that it is embedded in children and staff's everyday language C-AS highlights CPD opportunities to all staff through emails and board in staff room, allowing all teachers to further develop their skills Termly ASG meetings have been arranged which has established a better link with Roslin PS; good links with BCHS and P7s getting involved in transition day activities in June A baseline assessment has been introduced for P7 pupils so improvement can be assessed and info from all schools gathered to see gaps Learning Council have taken an active role in developing French, including it in their Pupil School Improvement Plan, meaning pupils see the importance of language learning and know their voices are being heard | |
| Nursery: <ul style="list-style-type: none"> Modern Languages assistant was timetabled for a weekly session. This encouraged staff to use French within the Nursery. | |
| Next Steps: <ul style="list-style-type: none"> Continue to embed French into daily routine to ensure consistency across the school Continue to develop opportunities for pupils to share learning across stages | |

School Priority 3: Success and Achievements

- Improving outcomes for children. School's approach to wellbeing underpins children's ability to achieve success. Raised attainment in literacy and numeracy

NIF Priority:

Success and Achievements

NIF Driver:

Performance Information

Teacher Professionalism

School Leadership

Assessment of Children's Progress

HGIOS 4 Quality Indicator(s):

3.1 Ensuring wellbeing, equality and inclusion

3.2 Raising attainment and achievement

2.3 Learning, teaching and assessment

1.2 Leadership of learning

1.1 Self-evaluation for self improvement

Local Priority:

To bring CfE levels in line with the national average in Literacy and Numeracy by the end of P1, P4 and P7

Interrupt the cycle of poverty (PEF): %increase in number of children from SIMD 3 & 4 achieving the expected CfE level by the end of P1, P4 and P7

Progress and Impact:**READING**

- Our SIMD 3 and 4 pupils have been targeted using data from CfE, GL and Pips data resulting in 10% of them achieving the expected level in June 2018
- There has been an increase of 4% in P1 Early Level, 6% increase in P4, 2% increase in P7
- In P3 30% have achieved First level and in P6 30% have achieved Second level - this shows significant impact on challenging our more able learners

NUMERACY

- There has been an increase of 8% in P1 Early level, 2% in First level and 2% in P7 Second level
- Our SIMD 3 and 4 pupils have been targeted using data from CfE, GL and Pips data resulting in 10% of them achieving the expected level

- New tracking format has been developed to include how those achieving beyond the expected level are being challenged so this will be trialled in August
- Staff have an increased awareness of those pupils achieving beyond the expected level in the context of our school, meaning differentiation is more effectively targeted

APPROACH TO WELLBEING

- New school environment has developed our nurturing approach through the effective use of a nurture room (for use of all pupils and 2 nurture groups) and in-school support from staff, allowing access to the curriculum more consistently
- Sfl teacher has trained LAs in order to support nurture, meaning learners are rejoining their classes for learning much quicker
- Boxall profiles were used to identify key pupils in order to ensure targeted intervention at the correct level
- Boxall profiles completed by staff evaluated impact of nurture group which showed children had achieved their individual targets eg increase in listening skills, increase in participation
- Staff are more skilled in de-escalation and this has meant more children accessing the curriculum

Nursery:

- Staff have been continuously building on the children's own interests to develop skills in numeracy and literacy
- Big Bedtime Read has impacted positively as children now keen to access stories and books more in the nursery setting
- Rich and varied literacy and numeracy resources are now available and accessible in the learning environment
- Nursery included in open events for literacy and numeracy has increased parent awareness of how they can support at home

Next steps:

- New tracking format document to be trialled by all staff
- SLT will use authority guidance to analyse results from SNSA along with class teachers
- Consult pupils on contributing to life of the Roslin community beyond the Junior Tour Guide Programme (for example, linking with Bowling Club and local care home)

| | |
|--|---|
| School Priority 4: Success and Achievements - Raising attainment in Maths and Numeracy. Improving outcomes for all our learners | |
| NIF Priority: Success and Achievements NIF Driver: Teacher Professionalism Assessment of Children's Progress Parental Engagement | HGIOS 4 Quality Indicator(s): 2.3 Learning, teaching and assessment 1.1 Self-evaluation for self improvement 2.7 Partnerships Local Priority: To bring CfE levels in line with the national average in Literacy and Numeracy by the end of P1, P4 and P7 Interrupt the cycle of poverty (PEF): %increase in number of children from SIMD 3 & 4 achieving the expected CfE level by the end of P1, P4 and P7 |
| Progress and Impact: <ul style="list-style-type: none"> • Early Years staff in the school have engaged more effectively with SEAL through play-based learning activities in P1, flexible use of number in P2, along with collaborative learning with P6 pupils which has increased engagement and participation of learners • Staff continued to choose organisers within maths and numeracy planning but felt more consistency needed so will review in August planning session • Within P1, class teacher has explored maths and play, linking with other P1 colleagues in Midlothian Schools which was extremely useful and encouraging. • SEAL refresher course helped further develop maths and numeracy in P1, allowing learners to learn number in a play-based environment • ASG have been working on updating maths policy to ensure consistency across the cluster and final draft still to be written up • School CAT session on open-ended tasks and mixed ability grouping Nov '17 resulted in a higher awareness from staff of open-ended tasks and more classes have been trying different groupings Nursery: <ul style="list-style-type: none"> • Rhymes, counting games, numerical language and displays are all used to develop number skills of nursery learners. Opportunities are based on children's interests, with open ended questions using adult input • Lots of problem solving resources for open-ended discussion - outdoor learning resources used well which has developed learners thinking skills and improved their health and wellbeing Next steps: <ul style="list-style-type: none"> • Working party to look at Play Strategy Document to share key information with staff • Maths policy to be submitted to SLTs and staff for review - linked specifically to what we do • Nursery/P1 - discussions about SEAL and setting up Maths Hut • Nursery staff trained in Early Years SEAL - possibility of nursery/P1 team teaching | |

5. Self-Evaluation Gradings

| Quality Indicator | School Self Evaluation | Nursery Self-Evaluation | Authority Inspections / Theme visits | HMIe Inspection Grades <u>School</u> (from Session 17-18) | HMIe Inspection Grades <u>Nursery</u> (from Session 17-18) |
|--|------------------------|-------------------------|--------------------------------------|---|--|
| 1.1 Self Evaluation for self improvement | 5 | 4 | 5 | | |
| 1.3 Leadership of Change | 5 | 4 | 5 | 4 | 4 |
| 2.3 Learning, teaching and assessment | 5 | 5 | 5 | 5 | 4 |
| 3.1 Ensuring well being equity and inclusion | 4 | 4 | 4 | 4 | 4 |
| 3.2 Raising attainment and achievement | 4 | 4 | 4 | 4 | 4 |
| 2.2 Curriculum - Theme: Learner pathways | | | | | |
| 2.7 Partnerships - Theme- Impact on learners | | | | | |

The Single Midlothian Plan

Midlothian Education Strategic Overview

Creating a World Class Education System through Excellence and Equity

HGIOS 4

NIF

Creating a Competent System

*Common values,
aims and core beliefs
Systems leadership
System enablers*

Leadership Learning Community

Creating strategic leaders who collaborate across the system

Visible Learning

Creating a pedagogy of excellence that is about evidence based practice and the best current research

Single page Strategy

Part Two

1. Priorities for Improvement in 2018 - 2019

| | | |
|----------|------------------|--------------------|
| Overview | Planning cycle 2 | Session: 2018-2019 |
|----------|------------------|--------------------|

| Number | NIF Priority | Aligned School Priority | Stage of Development | Main driver of priority | | | | | |
|--------|---|--|------------------------------------|--|---------------------------|-------------------|---|-------------------------------------|---|
| | | Main priorities must align with NIF/LA Priorities | Exploring, Developing or Embedding | Self-evaluation/ school review/VSE | Education Scotland Report | HGIOS 4 QI | Well Being Wheel | Midlothian strategic priorities Y/N | Partnership working |
| 1 | Improvement in attainment Closing the Attainment Gap | To raise attainment in literacy and maths & numeracy across the school | Developing | Self-evaluation School Review | 4 | 2.3 1.2 | Achieving | Y | ASG colleagues Literacy Champions Numeracy Coordinators |
| 2 | Improving curriculum, learning and teaching and assessment | Continue to improve learning and teaching across the school | Developing | VL Capability Assessment/ Self-Evaluation | 5 | 3.2 2.3 1.2 | Achieving Included Nurtured | Y | Impact Coaches ASG colleagues |
| 3 | Improving curriculum, learning and teaching and assessment | Continue to improve learning and teaching in Science | Embedding | Self-evaluation | 5 | 2.3 1.2 | Achieving | N | SSERC BCHS Penicuik/Beeslack Cluster |
| 4 | Improvement in employability skills for all young people | To better prepare our learners for the world of work | Exploring | Self-evaluation | 4 | 1.2 2.6 3.3 | Achieving Responsible Included Respected | Y | Parent Partnerships BCHS |

2. School Improvement Plan 2018-2019 - Priority Summary and High Level Strategic Targets

| | | | | | | |
|---|---|------------------------|---|---|--|--------------|
| Priority 1 (School) | Improvement in attainment; Closing the Attainment Gap <i>To raise attainment in literacy and maths & numeracy across the school</i> | | | Expected outcomes for learners which are measurable and/ or observable - please refer to LA targets in PPP 69 | | |
| Overall Outcomes | * Raise attainment in Literacy by 2% in P1, 4 and 7, ensuring they continue to be above the Midlothian and National averages * Raise attainment in Maths & Numeracy by 2% in P1, 4 and 7, ensuring they continue to be above the Midlothian and National averages * Raise attainment by 5% in Literacy and Numeracy by the end of P1, 4 and 7 for our SIMD 3 and 4 pupils | Overall Responsibility | SLT SfL All staff | * Ensure CfE levels in Literacy and Numeracy by the end of P1, P4 and P7 are above the national average * PEF: Interrupting the cycle of poverty: Further % increase in number of children from SIMD 3 and 4 achieving the expected CfE level in Literacy and Numeracy by the end of P1, P4 and P7 | | |
| Key Tasks to achieve outcome | | Key Staff | Expected outcomes for learners which are measurable and/ or observable | | | Time Scale |
| <ul style="list-style-type: none">To make effective use of data from new SNSA assessments and comparative analysis of PIPS/GLReflect on and adapt new tracking documentTarget learners who are achieving beyond expected level when planningPEF - see separate PEF plan for details on targeted intervention for FME pupils(ASG target) Raise numeracy attainment in P5 focusing on the middle 60%Share interventions and good practice across primary and secondary sectors | | JW/AB/LL/AH/LB/CA/CP | Any gaps in individual learning will be highlighted and addressed and discussed with learners so they are aware of where they are as a learner and what they are aiming to achieve. | | | Aug - Jun 19 |
| | | All staff | Tracking meetings and FP dialogue will focus on challenge for our learners. All learners will know what level they are working on and what they are trying to achieve. New tracking document will ensure staff track PEF, attendance and wellbeing more purposefully. | | | Termly |
| | | All | There will be evidence of extension tasks in plans by teachers and seen in classroom visits by SLT. Learners will be able to discuss how they are being challenged. Learners help to plan the learning with teachers, emphasising real life contexts. | | | Termly |
| | | JF/LP | Raised numeracy attainment in P5 for our middle 60% | | | Jun 19 |
| | | LP | More learners moving on to upper primary on target to achieve Cfe second level numeracy which will impact positively on our learners during transition from P7 into S1 | | | Jun 19 |

| Priority 1 (Nursery) | Improvement in attainment; Closing the Attainment Gap Develop Literacy and Numeracy skills in the Early Years | | | QI 2.3 Learning, Teaching and Assessment | |
|--|---|------------------------|---|--|--------------------|
| Overall Outcomes | Planned learner experiences will support progression in literacy and numeracy skills for all children | Overall Responsibility | SCCDW CCDWs | | |
| Key Tasks to achieve outcome | | Key Staff | Expected outcomes for learners which are measurable and/ or observable | | Time Scale |
| Nursery: | | | | | |
| <ul style="list-style-type: none"> Introduce new tracking sheets to assess children's progress in 3 key areas. | | HT SCCDW CCDW | Tracking sheets will be more manageable so it will be easier to identify where the children are in their learning and identify which literacy and numeracy areas to focus on. Increased identification of learning needs and targeted support which will help the learner to access the experiences on offer. Literacy and Numeracy skills will be further developed by the nursery environment and what is available to the children each day. PIPS on entry for numeracy already high so need to sustain this. Standardised scores on PIPS entry for literacy will have increased from 2017-2018. | | Aug - Jun 19 |
| <ul style="list-style-type: none"> Improve transition documents for P1. Ensure transition programme continues using evaluations from staff and parents. | | HT SCCDW CCDW | New tracking sheets will identify the key strengths and needs of each child. In addition, P1 teacher able to meet needs of her learners at transition point due to her engagement with the children during the transition process. Ensures equity for all children entering P1. | | Apr - Jun 19 |
| <ul style="list-style-type: none"> Staff to plan for high quality learning experiences in literacy and maths. | | SCCDW CCDW | Quality interactions linked to maths and literacy with children will be observed through use of responsive planning Improved outcomes for children through staff using skilled questioning, quality engagement to promote curiosity, independence and confidence. | | Aug- Jun 19 |
| <ul style="list-style-type: none"> Continue to develop the Big Bedtime Read. P6s to be buddied up with nursery children. | | SCCDW P6s | Positive relationships fostered across year groups. Nursery children have increased engagement with reading at home and school. | | Launched in term 1 |
| <ul style="list-style-type: none"> Stay and Play will be launched next session | | SCCDW | Increased home link partnership will help parent/carers to support their child in their literacy and numeracy real life skills. | | Term 1 launch |

| | | | | | | |
|--|---|------------------------|--|---|--|--------------|
| Priority 2 (School) | Improving curriculum, learning, teaching and assessment <i>Continue to improve learning and teaching across the school</i> | | | Expected outcomes for learners which are measurable and/ or observable - please refer to LA targets in PPP 69 | | |
| Overall Outcomes | To make a difference to learner outcomes by improving teacher pedagogy. | Overall Responsibility | Impact Coach x2 All staff | * To share best practice in moderation, tracking and assessment of progress through the BGE * To continue to implement Visible Learning including Impact Cycle training to improve pedagogy and impact on learner outcomes * To share best practice in learning and teaching across schools | | |
| Key Tasks to achieve outcome | | Key Staff | Expected outcomes for learners which are measurable and/ or observable | | | Time Scale |
| <ul style="list-style-type: none">Update establishment phase (first 3 weeks of term) activities and progression by including the language of learning and Midlothian LearnerPauline Lawson and Karen Clarke to link mental health to learning during establishment phase across all classes.(ASG target) Establish ASG Learning Council to help promote Midlothian Learner qualitiesDevelop pupil understanding across the school of the Midlothian Learner qualities by gathering baseline information in August. Impact Coaches will decide next steps based on baseline data.Continue reviewing feedback methods by holding more professional dialoguesCarry out peer observations using the Reflective Approach to help improve quality of teaching | | AB, KM | Staff will have delivered a range of discrete lessons during the first 3 weeks of term linked to language of learning and the Midlothian learner. Staff will observe most children beginning to use and understand the key terms in our language of learning within class and discussions. | | | Aug - Oct 19 |
| | | PL & KC | Most learners will be able to discuss confidently how mental health links to learning and carry this on to their Relax Kids sessions. Our Pupil Conference evidence will reflect their understanding. | | | Aug - Jun 19 |
| | | SLT | Selected learners from Roslin will take part in Council meetings. Learners will share work from the ASG Council with the school. Impact for learners is consistency across schools, leading to secondary. | | | By Oct 18 |
| | | All staff AB, KM | An increased number of learners will be confident in discussing key vocabulary linked to Midlothian Learner and be able to offer examples to add to school floor book. This will be observed in class and in focus groups. Consider an open morning for parents. | | | Aug - Jun 19 |
| | | All staff | Focus groups of learners on feedback (3 times per year) - learners will describe more varied and purposeful feedback. | | | Termly |
| | | AB, KM | Learners will benefit from an improved focus on quality learning and teaching. We will evidence this through staff peer feedback. | | | Termly |

| Priority 2 (Nursery) | Using Self Evaluation to improve outcomes for children | | | <i>QI 1.1 Self-evaluation for self improvement</i> <i>QI 1.2 Leadership of learning</i> | |
|--|--|--|--|--|--------------|
| Overall Outcomes | Children will have experienced high quality learning experiences across the curriculum | Overall Responsibility | SCCDW CCDWS | | |
| Key Tasks to achieve outcome | | Key Staff | Expected outcomes for learners which are measurable and/ or observable | | Time Scale |
| Nursery: | | HT, PT Early Years, SCCDWs, CCDWs | All staff understand the importance of self evaluation and reflective practice which impacts positively on the learners. Staff are more confident using HGIOELC as a tool to improving experiences and outcomes for children. Continue to evaluate one QI at each monthly meeting to increase the understanding of staff and for all practitioners to be reflective. | | Monthly |
| <ul style="list-style-type: none"> Monthly HGIOELC self-evaluation meetings | | | | | |
| <ul style="list-style-type: none"> Continue with weekly team planning/evaluation meetings | | SCCDWs CCDWs | Planning will focus on 3 key areas: HWB, Literacy, Numeracy. Children's voice will be captured more by involving them in planning which will increase the learner's engagement. Positive impact on learners through effective planning and evaluations | | Weekly |
| <ul style="list-style-type: none"> To build a closer relationship with PEEPS (babies attend a weekly session run by PEEPS in Roslin) | | SCCDW | Information will be gathered at an early stage for children that will enter our nursery. | | Aug - Jun 19 |
| <ul style="list-style-type: none"> All staff to participate in EYC training opportunities/share good practice with other nursery provisions | | SCCDWs CCDWs | All staff are knowledgeable of current good practice in order to improve outcomes for our children and families. To meet registration requirement for SSSC | | Aug - Jun 19 |

| | | | | | | |
|--|--|------------------------|---|---|--|--------------|
| Priority 3 (School) | Improving curriculum, learning, teaching and assessment <i>Continue to improve learning and teaching in Science across the school</i> | | | Expected outcomes for learners which are measurable and/ or observable - please refer to LA targets in PPP 69 | | |
| Overall Outcomes | * To improve our teaching of the 5 skills of science enquiry and to further develop progression across all levels. | Overall Responsibility | KM SLT | * To share best practice in moderation, tracking and assessment of progress through the BGE * To share best practice in learning and teaching across schools | | |
| Key Tasks to achieve outcome | | Key Staff | Expected outcomes for learners which are measurable and/ or observable | | | Time Scale |
| <ul style="list-style-type: none">Continue to offer high quality CLPL opportunities for all staff in order to help improve quality of learning and teaching across classesTo finalise the draft skills progression document so that feedback from staff can be includedEnsure progression document is incorporated into forward planning and assessment so as to ensure consistency across the schoolTo continue developing links with BCHS Science Department, Roslin Institute, Edinburgh College, Geo Science Dept at U of E and parents by inviting in speakers and taking class tripsBuild on the moderation process by matching learning activities to Es and Os and levels. | | ASG group | Better quality teaching of science from confident and enabled staff will lead to more active involvement from pupils being observed. | | | Aug - Jun 19 |
| | | ASG group | Formalised, robust documentation will allow ongoing progressive learning in science. Offers clear guidelines for staff and clear learning pathways for children. | | | Aug - Jun 19 |
| | | All staff | Allowing a variety of learning through exposure to progressive skills within a meaningful context. Learning and teaching is more focused and relevant to age and stage. Includes extension through breadth and depth of contexts. | | | Aug - Jun 19 |
| | | All staff | Learners are gaining exposure to science in 'real environments' with 'experts', therefore an increase in enthusiasm. | | | Aug - Jun 19 |
| | | All staff | Learners are undertaking relevant learning that is progressive from previous learning. Moderation activities undertaken throughout the year (and in forward planning dialogue) to reflect on successes and areas that require amendment or further development. | | | Aug - Jun 19 |

| Priority 3 (Nursery) | Improving curriculum, learning, teaching and assessment <i>Continue to improve the learning experiences for the children in Science</i> | | | QI 2.2 Curriculum QI 2.3 Learning, teaching and assessment | |
|---|---|------------------------|---|---|--------------|
| Overall Outcomes | Children will develop skills and knowledge in science. | Overall Responsibility | SCCDW | | |
| Key Tasks to achieve outcome | | Key Staff | Expected outcomes for learners which are measurable and/ or observable | | Time Scale |
| <ul style="list-style-type: none"> Staff to plan for high quality learning opportunities linked to science and create further links with the school in science Continue to build on parental engagement by sharing of skills by parents Use playbase in Newtongrange for resources to support with science | | SCCDWs CCDWs KM | Children are actively involved in learning through spontaneous play opportunities, well planned scientific purposeful play and through relevant real life experiences. | | Aug - Jun 19 |
| | | All staff | Sharing of skills by parents eg marine biologist, bee keeper, will enhance learning experiences for the children and impact positively by increasing the children's awareness of science. | | Aug - Jun 19 |
| | | All staff | Increased resources for children to improve their environment and their learning experiences will be observed being used. | | Aug - Jun 19 |

| | | | | | | |
|--|--|------------------------|--|--|--|--------------|
| Priority 4 (School) | Improvement in employability skills for young people <i>To better prepare our learners for the world of work</i> | | | Expected outcomes for learners which are measurable and/ or observable - please refer to LA targets in PPP 69 | | |
| Overall Outcomes | * To develop the understanding and application of two key skills as identified in Developing the Young Workforce programme | Overall Responsibility | SLT | * Secure a three-year pattern of 96% Sustained Positive Destinations * Using enhanced partnerships to deliver a tailor made curriculum that acts as a hook to improve engagement an participation resulting in improved outcomes for all learners | | |
| Key Tasks to achieve outcome | | Key Staff | Expected outcomes for learners which are measurable and/ or observable | | | Time Scale |
| * Staff to become familiar with DYW programme and progression of skills by reading Career Education Standard | | All staff | Staff will have read and engaged throughout the year with the Career Education Standards document. | | | Aug - Jun 19 |
| * Agree on two skills to focus on as voted by parents/learners/staff | | All staff | Two of the five DYW skills will have been agreed upon by all stakeholders. Allows for a more focused approach than tackling all five skills. | | | Aug - Oct 18 |
| * Gather baseline evidence of learners' knowledge and understanding of two identified skills. | | Class Teachers | Learners will engage in discrete lessons on the two key skills to understand direct relevance for the workplace. Learners and adults will be observed being able to talk about and recognise skills being used/needed for employability. This will be observed in classroom visits by SLT and in the Pupil Conference. | | | Aug - Jun 19 |
| * Develop the idea of the current 'Wider Achievement' books to progress throughout their schooling - refer to as 'Achievement' now | | All staff | Learners in P3-7 will be observed taking more ownership of discussing/updating their Achievement Folder. P1 and P2 to complete with the help of buddies. Some of these achievements will include evidence of the two key skills identified across the school. | | | Aug - Jun 19 |

| Priority 4 (Nursery) | Improvement in employability skills for young people To raise awareness of skills in the Early Years | | | QI 3.3 Developing creativity and skills for life and learning | |
|--|--|------------------------|--|---|--------------|
| Overall Outcomes | To develop the understanding of two key skills at Early Level as identified in Developing the Young Workforce programme. | Overall Responsibility | SCCDW | | |
| Key Tasks to achieve outcome | | Key Staff | Expected outcomes for learners which are measurable and/ or observable | | Time Scale |
| <ul style="list-style-type: none"> Staff to become familiar with DYW framework and progression of skills | | SCCDWs CCDWs | Staff will have read and engaged throughout the year with the Career Education Standards document. | | Aug - Jun 19 |
| <ul style="list-style-type: none"> Consult all stakeholders to choose 2 skills | | SCCDWs | Two of the five DYW skills will have been agreed upon by all stakeholders. Allows for a more focused approach than tackling all five skills. | | Term 1 |
| <ul style="list-style-type: none"> Gather baseline evidence of learners' knowledge and understanding of two identified skills | | SCCDWs | Using floor book to evidence learners knowledge. | | Term 1 |
| <ul style="list-style-type: none"> Staff to simplify the skills for children and their families | | All staff | Children will be able to share their knowledge and skills with their peers. | | Term 1 |
| <ul style="list-style-type: none"> Incorporate with our WOW tree in the nursery and the I Can statements Colour code skills with our WOW tree | | All staff | Children will celebrate their achievements and put their WOW card in their learning journal. | | Aug - Jun 19 |
| <ul style="list-style-type: none"> Link with sharing of skills of parents | | All staff | Sharing of skills by parents will enhance the real life learning experiences and opportunities for the children at an early age and will improve home link partnerships. | | Oct - Jun 19 |