



**Roslin Primary School  
Standards and Quality Report 2018-19  
Improvement Plan - Year 2019-20**



## **Contents – Standards and Quality Report**

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 Successes and Achievements in Session 2018/19
4. 2018/19 Priorities
5. Review of Progress and Impact in Session 2018/19
6. What is Our Capacity for Continuous Improvement?

## 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 Successes and Achievements in Session 2018/19

Roslin has 8 classes from P1-7 and a 40:40 nursery. The school roll is 195 and the FME 14%. The school has a Head teacher, Principal Teacher, 7 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](http://www.roslin.mgfl.net), Twitter and we track our VL journey on a school blog - [www.visiblejourneyatroslin.wordpress.org](http://www.visiblejourneyatroslin.wordpress.org).

The new school build opened in August 2017. We celebrated an official opening in October 2018. This gave us the opportunity to share how successful the first year in the school had been. It was opened by the DFM John Swinney. 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. P1 have been developing loose parts play outdoors. Pupils are encouraged to eat outside every day if they wish to.

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. We have continued to focus on 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**. This year we have focused on DYW - Developing Young Workforce. Staff have engaged with the Career Education Standards document. 'Dotmocracy' process took place in September 2018 with pupils, staff, Parent Council and all families given the chance to vote on 2 skills - 'working with others' and 'communication' came out as top. At parental evening parents were asked what they would like taught in the 2 skills. This has had a positive impact on parents due to inclusive approach involving parents in the planning of learning. We did a baseline questions linked to employability skills. See appendix. At end of year impact was measured - see appendix. Achievement books were launched for all learners to include profiles, achievements and evidence of the 2 skills. Feedback from pupils and parents is overwhelmingly positive. Can now see clear progression from nursery to P7. Achievement book will travel with the pupil throughout their learning journey through the school. This was evidenced in pupil conference feedback, focus groups and parent feedback. Through SLT observations there is evidence of learners being able to talk about and recognize skills being used and link to employability.

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. This year 3 P7s attended an event in Stirling along with the HT/CT where all JTGs from as far away as Orkney came together for a joint celebration to share their good practice. 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 and Early Years' environments 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 has set up a nursery parent garden committee led by the SCCDW. We were successful in gaining a grant from Tesco of £2000 to develop a nursery community garden. We are wanting to create a space that is not only educational but will also be good for wildlife and the environment. There will be raised planters to grow our own vegetables, a designated wildlife area with adjacent seating, an outdoor snack and native hedging planted around the perimeter. We are hoping to involve a number of local communities including Midlothian Community Service Payback Scheme, Roslin's Men Shed, The Rotary Club and the Midlothian Ranger Service. 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 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

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 Parent Council, the SLT and all the staff and pupils have worked together on key aspects of the school's work using HGIOS4, HGIOELC4 and HIGIOS for pupils, 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. This year we now have an ASG Learning Council - Beeslack, Mauricewood, Bilston, Glencorse and Roslin. 3 pupils from each school are represented. They all met together and did a Learning Walk in each school focusing on Literacy/Numeracy/HWB. This is to increase links and communication across the cluster and share effective practice. 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 use Benchmarks to support with assessments and achieving a CfE level. In the nursery, planning is responsive to children. Planning is now done using floorbooks and the impact has been positive on the children's learning experiences. The nursery team use 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 through the floorbooks so that the whole staff team and most importantly children can contribute. Staff observations support evaluations and next steps are identified. 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 2019 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 has shown an increasing trend over the last 4 years maintaining a figure between 95 and 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 and school assemblies. Last session we had one wider achievement floor book for the class where each child had one page for their achievements. This year we have successfully launched individual achievement books for every child. The focus of these books has been on profiles, achievements and skills and shows evidence of a learning journey for each pupil from nursery through to P7.

Pupil Voice is valued through wide ranging opportunities for pupils to take on leadership roles -Learning Council, ASG Learning Council, Eco Committee, JRSOs, Prefects, House Captains, reading buddies, P7 buddies, Health Committee, Playground Team, Peer mediators, Jotter Monitors . We also have Junior Librarians and one of their key roles is to lead the First Ministers Reading Challenge. 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 achieved our 2<sup>nd</sup> Green Flag in November 2018. We promote HWB at Roslin through healthy eating, active school clubs and coaches which include karate, judo, dance, table tennis, rugby, swimming, skiing, cricket, badminton, and basketball. During Health Week children had the opportunity to try out tasters of many different activities. Pupils are then given information on how to access these activities within their local area. 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. The healthy school tuck shop is very popular and we have statistics to prove that the number of children bringing sweets has majorly decreased. See appendix. HMIe recognised the promotion of expressive arts and in particular music. We have a school choir which has performed at the Christmas Fair, the local sheltered housing and at a Midlothian event at Penicuik House. Many pupils choose to play an instrument in P6/7.

Strong and useful links have been established and maintained with parents. Parents are 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, 97.8% in March 2018, 98% in October 2018 and 98% in March 2019. 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 DYW this year. We are keen for parents/carers to walk round the whole school to see the progression in learning taking place. 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 a STEM experience at Edinburgh College linked with the high school. P7 have also had a weekly art lesson with a Beeslack art teacher. From Jan till June they took part in a new initiative with Edinburgh College on Nutrition and Cooking which will prepare them well for lessons in Home Economics at high school. The nursery also has transition into P1. Activities are planned by the nursery team and P1 teachers to ensure a smooth transition for all children including those not at our own nursery. Our Sfl teacher supports with any deferrals for P1 and visits all the partner nurseries to ensure smooth transition for all children. P1 staff are in their second year of exploring learning through play. The impact of this is increased readiness to learn and increase in their social skills and their overall HWB. It also ensures a smoother transition from the nursery setting into the P1 setting. This was evidenced in feedback from both children and parents.

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

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

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

**School Priority 1: Closing the Attainment Gap** - To raise attainment in literacy and maths & numeracy across the school

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|---|---|
| <p><b>NIF and Midlothian Priority</b> (<i>highlight as applicable</i>)</p> <ol style="list-style-type: none"> <li>1. Improvement in attainment, particularly literacy and numeracy</li> <li>2. Closing the attainment gap between most and least disadvantaged children</li> <li>3. Improvement in children and young people's health and wellbeing</li> <li>4. Improvement in employability skills and sustained, positive school leaver destinations for all young people</li> </ol> <p><b>NIF Driver(s)</b> (<i>highlight as applicable</i>)</p> <ul style="list-style-type: none"> <li>• School Leadership</li> <li>• Teacher Professionalism</li> <li>• Assessment of Children's Progress</li> <li>• Performance Information</li> <li>• Parental Engagement</li> <li>• School Improvement</li> </ul>   | <p><b>HGIOS 4 Quality Indicator(s) / HGIOELC</b> (<i>highlight as applicable</i>)</p> <p>1.1 Self-evaluation for self-improvement</p> <p>1.2 Leadership of learning</p> <p>1.3 Leadership of change      1.4 Leadership and management of staff</p> <p>1.5 Management of resources to promote equity</p> <p>2.1 Safeguarding and child protection      2.2 Curriculum</p> <p>2.3 Learning, teaching and assessment      2.4 Personalised support</p> <p>2.5 Family learning      2.6 Transitions      2.7 Partnerships</p> <p>3.1 Ensuring wellbeing, equality and inclusion</p> <p>3.2 Raising attainment and achievement/ Securing children's progress</p> <p>3.3 Increasing creativity and employability</p> |
| <p><b>Progress and Impact:</b></p> <p><b>READING</b></p> <ul style="list-style-type: none"> <li>• There has been an increase of 2% in P1 Early Level, 8% increase in P4, 2% increase in P7</li> <li>• 30% of P7 are progressing well within 3<sup>rd</sup> level</li> <li>• 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</li> <li>• LAs working with small focus groups on literacy/numeracy - all children have shown improvement in fluency and comprehension</li> </ul> <p><b>NUMERACY</b></p> <ul style="list-style-type: none"> <li>• There has been an increase of 2% in P1 Early level, 5% in P7 Second level and P4 First level remains at 84%</li> <li>• 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</li> <li>• LAs working with small focus groups on numeracy - most have improvement in basic facts and times tables</li> </ul> <p><b>TRACKING AND PLANNING</b></p> <ul style="list-style-type: none"> <li>• New tracking document at tracking meetings (SLT/SfL/CT) using data from Cfe levels/SNSA/PIPS/GL has helped staff to identify any gaps in individual learning in literacy and numeracy and focus on reasons for it e.g. PEF, nurture, ASD, dyslexia, attendance, SIMD.</li> <li>• All staff attended an ASG CAT delivered by HT focusing on Beeslack's attainment data for literacy and numeracy - impact was teachers now able</li> </ul> |   |

to look at their own school's data and see journey 3-18 and impact from P5 - S1

- ASG writing moderation for P7 teachers had positive impact on teacher confidence in deciding CfE levels for learners
- 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
- Extension activities are included in Forward Plans and FP dialogue is done collaboratively at Early/First/Second Level to ensure planning is differentiated at correct level for our learners.
- Peer learning visits including SLT evidenced learners being appropriately challenged. Most learners are able to discuss how they are challenged. There is more use of real life contexts in learning. The learner's voice has become more critical in how the teachers plan for learning. We also included our parent's voice in planning how we taught our 2 keys skills within the DYW programme.

#### APPROACH TO WELLBEING

- New school environment has fully embedded 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 full access to the curriculum
- 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/play therapy/mentoring which showed children had achieved their individual targets e.g. increase in listening skills, increase in participation.
- SfL teacher has trained LAs in order to support nurture, meaning learners are rejoining their classes for learning much quicker
- Staff are more skilled in de-escalation and this has meant more children accessing the curriculum
- Primary ASN interventions for literacy/numeracy/HWB have been shared by our SfL teacher with Beeslack DHT to ensure consistency in transition

#### Next Steps:

- SLT will continue to use authority guidance to analyse results from SNSA along with class teachers
- Target P5s again in numeracy for middle 60% building on last session's feedback
- Analyse PIPS results for reading at the end of P1 to see impact of our new reading strategy

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

**School Priority 2:** Improving Curriculum, learning and teaching and assessment - Continue to improve learning and teaching across the school

**NIF and Midlothian Priority** (*highlight as applicable*)

5. Improvement in attainment, particularly literacy and numeracy
6. Closing the attainment gap between most and least disadvantaged children
7. Improvement in children and young people's health and wellbeing
8. Improvement in employability skills and sustained, positive school leaver destinations for all young people

**NIF Driver(s)** (*highlight as applicable*)

- School Leadership
- Teacher Professionalism
- Assessment of Children's Progress
- Performance Information
- Parental Engagement
- School Improvement

**HGIOS 4 Quality Indicator(s) / HGIOELC** (*highlight as applicable*)

- 1.1 Self-evaluation for self-improvement
- 1.2 Leadership of learning
- 1.3 Leadership of change      1.4 Leadership and management of staff
- 1.5 Management of resources to promote equity
- 2.1 Safeguarding and child protection      2.2 Curriculum
- 2.3 Learning, teaching and assessment      2.4 Personalised support
- 2.5 Family learning      2.6 Transitions      2.7 Partnerships
- 3.1 Ensuring wellbeing, equality and inclusion
- 3.2 Raising attainment and achievement/ Securing children's progress
- 3.3 Increasing creativity and employability

**Progress and Impact:** Establishment phase plans extended to include feedback and the language of learning, helping staff in delivering discrete lessons

- Evidence gathered from establishment phase reflects a big impact from discrete lessons on how we learn; learners were confident to discuss learning that had taken place in relation to the brain, mindset and making mistakes
- Pauline Lawson worked closely with Karen Clarke to further develop our HWB approach with learners, helping to identify next steps in our learning and teaching of mindfulness and overall good mental wellbeing
- 3 pupils from P5 are on our ASG Learning Council - they have visited all the cluster schools including Beeslack. Impact has been sharing of learning across cluster schools using learning walk approach and challenge questions focusing particularly on literacy/numeracy/HWB. This has led to a more consistent approach across the cluster into secondary
- P7 did Head Strong programme delivered by the school nurse leading to pupils having a fuller understanding of mental health and can now use their own personal strategies to help them improve their own well being. Positive impact for moving onto S1 and a lifelong skill.
- Pupil conference evidence shows most learners can talk confidently about how mental health is linked to their learning
- Impact coach training continued, helping to further develop our VL school action plan - impact is that coaches will now have a role helping to develop practitioner enquiry in the new session
- New ASG maths policy to ensure consistency across cluster
- Practitioner enquiry P1 play based learning has resulted in a 20% increase in a positive attitude to learning by the children where the play based environment has supported the needs of the children. On transfer into P1 in August children responded by saying "this looks just like nursery!"
- 4 P6 and P7 pupils did a learning walk with a focus on how to improve their own classroom environments. This led them to create an action plan to

work on which has improved their classroom layout and use of resources.

- 8 pupils from P4-7 presented a workshop about pupil participation at the Visible Learning Conference in Edinburgh in November 2018. Pupils shared how learning at Roslin has changed and improved over the last 3 years. Impact was increase real in skills of learners - presenting, leading, communication, working with others and listening
- Continued engagement in VL Osiris courses for SLT and staff (Impact coaching, VLAT, Feedback) has resulted in a continued positive learning culture where innovative ideas are tried out based on evidence and research
- New pupil profiles launched and shared with parents in October 2018. Profiles included in individual achievement books. There has been positive feedback from pupils and parents. There has been an increase in the amount of learners recording achievements and teachers are now more aware of wider achievements outside of school.

### **Next Steps:**

- Working party to look at Play Strategy Document to share key information with staff
- Nursery/P1 - discussions about SEAL and setting up Maths Hut
- Consolidate the professional development of staff in improving learning and teaching by focusing on an impact cycle/practitioner enquiry approach across all classes
- Share Midlothian Learner qualities using a whole school approach in assemblies - follow up with Learning Council
- Develop a robust peer observation format to help improve learning and teaching

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

**School Priority 3:** Improving curriculum, learning and teaching and assessment - Continue to improve L & T in Science across the school

|  |  |
|--|--|
| <p>NIF and Midlothian Priority (<i>highlight as applicable</i>)</p> <p>9. Improvement in attainment, particularly literacy and numeracy</p> <p>10. Closing the attainment gap between most and least disadvantaged children</p> <p>11. Improvement in children and young people's health and wellbeing</p> <p>12. Improvement in employability skills and sustained, positive school leaver destinations for all young people</p> <p>NIF Driver(s) (<i>highlight as applicable</i>)</p> <ul style="list-style-type: none"> <li>School Leadership</li> <li>Teacher Professionalism</li> <li>Assessment of Children's Progress</li> <li>Performance Information</li> <li>Parental Engagement</li> <li>School Improvement</li> </ul>  | <p>HGIOS 4 Quality Indicator(s) / HGIOELC (<i>highlight as applicable</i>)</p> <p>1.1 Self-evaluation for self-improvement</p> <p>1.2 Leadership of learning</p> <p>1.3 Leadership of change      1.4 Leadership and management of staff</p> <p>1.5 Management of resources to promote equity</p> <p>2.1 Safeguarding and child protection      2.2 Curriculum</p> <p>2.3 Learning, teaching and assessment      2.4 Personalised support</p> <p>2.5 Family learning      2.6 Transitions      2.7 Partnerships</p> <p>3.1 Ensuring wellbeing, equality and inclusion</p> <p>3.2 Raising attainment and achievement/ Securing children's progress</p> <p>3.3 Increasing creativity and employability</p> |
| <p><b>Progress and Impact:</b></p> <ul style="list-style-type: none"> <li>ASG group finalised skills progression document ensuring clear guidelines for staff and clear learning pathways for children</li> <li>Forward plan dialogue in T2 included skills progression - ensured staff were engaging with document and were aware of the language to be used</li> <li>Learning and teaching is more focused and relevant to age and stage</li> <li>High quality CLPL has made staff more confident in teaching science; impact has been learners are more actively involved and have had more science opportunities</li> <li>Continued strong links established with the Easter Bush Science Centre meaning staff are aware of the resource and have a key contact</li> <li>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 now using these from August 2018</li> <li>Parents, science professionals from Roslin Institute, Edinburgh College, Uni of Ed have inspired learners and increased the enthusiasm and engagement of learners exposing them to science in real environments</li> <li>Science moderation session (16.11.18) allowed us to reflect on how good our practice is in science, specifically skills, depth and progression</li> <li>Staff meeting 'learning and teaching' section includes reflecting on current science learning, ensuring consistent reflection and improvement</li> <li>P7 STEM workshop hosted by Edinburgh College ensures increased understanding around STEM subjects and career pathways</li> </ul> <p><b>Next Steps:</b></p> <ul style="list-style-type: none"> <li>To ensure momentum is continued using established links/resources and peer knowledge and experience</li> <li>To continue to develop links with BCHS Science Dept to include shadowing of teachers</li> <li>To build on our experience of moderation to further develop shared understanding of good practice</li> </ul> |  |



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

**School Priority 4:** Improvement in employability skills for all young people - To better prepare our learners for the world of work

|  |   |
|--|---|
| <p><b>NIF and Midlothian Priority</b> (<i>highlight as applicable</i>)</p> <p>13. Improvement in attainment, particularly literacy and numeracy<br/> 14. Closing the attainment gap between most and least disadvantaged children<br/> 15. Improvement in children and young people's health and wellbeing<br/> 16. Improvement in employability skills and sustained, positive school leaver destinations for all young people</p> <p><b>NIF Driver(s)</b> (<i>highlight as applicable</i>)</p> <ul style="list-style-type: none"> <li>• School Leadership</li> <li>• Teacher Professionalism</li> <li>• Assessment of Children's Progress</li> <li>• Performance Information</li> <li>• Parental Engagement</li> <li>• School Improvement</li> </ul>   | <p><b>HGIOS 4 Quality Indicator(s) / HGIOELC</b> (<i>highlight as applicable</i>)</p> <p>1.1 Self-evaluation for self-improvement<br/> 1.2 Leadership of learning<br/> 1.3 Leadership of change      1.4 Leadership and management of staff<br/> 1.5 Management of resources to promote equity<br/> 2.1 Safeguarding and child protection      2.2 Curriculum<br/> 2.3 Learning, teaching and assessment      2.4 Personalised support<br/> 2.5 Family learning      2.6 Transitions      2.7 Partnerships<br/> 3.1 Ensuring wellbeing, equality and inclusion<br/> 3.2 Raising attainment and achievement/ Securing children's progress<br/> 3.3 Increasing creativity and employability</p> |
| <p><b>Progress and Impact:</b></p> <ul style="list-style-type: none"> <li>• Staff took part in reading DYW document at August In-Service session and workshop delivered by Maria Lloyd - impact was that staff could see importance of making learners aware of these skills and how much it links to all of our work on learning</li> <li>• 'Dotmocracy' process took place in September 2018 with pupils, staff, Parent Council and all families given the chance to vote on 2 skills - 'working with others' and 'communication' came out as top</li> <li>• At parental evening parents were asked what they would like taught in the 2 skills. Results were communication and working with others. Positive impact on parents due to inclusive approach involving parents in the planning of learning</li> <li>• 2 skills were launched start of October and baseline completed by P3-7 ensuring a focused approach</li> <li>• Baseline questions linked to employability skills. See Appendix.</li> <li>• Achievement books launched for all learners include profiles and achievements. Feedback from pupils and parents overwhelmingly positive. Can now see clear progression from nursery to P7. Achievement book will travel with the pupil throughout their learning journey through the school. Evidenced in pupil conference feedback, focus groups and parent feedback.</li> </ul> <p><b>Next Steps:</b></p> <ul style="list-style-type: none"> <li>• Staff to continue to engage with Career Education Standards and continue to focus on 2 key skills: communication and working with others</li> <li>• Use establishment phase to do this</li> <li>• Staff to include Learning Council feedback as part of their learning and teaching</li> <li>• Continue to develop achievement books using feedback from Pupil Conference</li> </ul> |   |

## 6. What is Our Capacity for Continuous Improvement?

| Quality Indicator  | LA/School Self Evaluation theme process (calendar) | Authority Inspections / Theme visits | HMIe/ Care Inspectorate Inspection Grades |
|--|--|--------------------------------------|---|
| 1.3 Leadership of Change   | 5  | 5                                    | 4   |
| 2.3 Learning, Teaching and Assessment                                      | 5  | 5                                    | 4 CI Jan 2019 grade VG                    |
| 3.1 Ensuring Wellbeing, Equity and Inclusion<br>(Take into account QI 2.1) | 5  | 5                                    | 4 CI Jan 2019 grade VG                    |
| 3.2 Raising Attainment and Achievement/ Securing Children's Progress       | 4  | 4                                    | 4 CI Jan 2019 grade VG                    |

## Part 2: Midlothian Education Improvement Planning - 2019-20

|                |         |
|----------------|---------|
| Establishment  |         |
| Area           |         |
| Session        | 2019/20 |
| Planning Cycle |         |

| SIGNATURES            |  |      |  |
|-----------------------|--|------|--|
| Head of Establishment |  | Date |  |
| Schools Group Manager |  | Date |  |
|                       |  |      |  |

## **Contents – School Improvement Plan**

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

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

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

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

| NIF Priority<br>(paste from above)  | Links to HGIOS4?   | Key Actions  | Lead Person<br>Timescale<br>Links to WTA   | Expected measurable outcomes for learners- please refer to NIF targets at start of this section for 2019-20 AND use your own contextual targets IF REQUIRED   |
|---|--|--|--|---|
| Improvement in attainment, particularly literacy and numeracy   | 1.1 Self evaluation<br>2.3 Learning, teaching and assessment   | Effective use of SNSA/PIPS<br>Tracking and intervention<br>Real life maths contexts<br>Flash moderation of maths/numeracy<br>ASG P5/6 maths project<br>** All actions are linked to WTA - see attached   | JW/AB March/May<br>JW/AB/LL Termly<br>LP/RB All Year<br>LP/RB Termly<br>LP/JD All Year           | Aim for national target of 90% for all learners<br>School self evaluation calendar reflects moderation, tracking, assessment and peer obs.<br>Learners can talk about real life contexts<br>Consistency of learners experiences   |
| Closing the attainment gap between most and least disadvantaged children                                  | 1.2 Leadership of learning<br>1.5 Management of resources to promote equity<br>2.3 Learning, teaching and assessment | All staff will engage in Practitioner Enquiry/Impact Cycles with learners<br>Clear focus on our most disadvantaged learners<br>Sharing Midlothian Learner qualities using a whole school approach<br>Develop robust peer observation format<br>Continue to implement Early Years Strategy Nursery-P1 for reducing literacy gap   | JW/AB/KJ All Year<br>Claire Finlay<br>JW/AB/LL Termly<br>AB/KJ All Year<br>LP/AB/KJ Twice a year | Results from practitioner enquiry projects will reflect improved teaching practice for all learners<br>All learners from SIMD3/4 to achieve expected level by P1/4/7<br>Higher number of learners will be entering P1 with improved literacy attainment   |
| Improvement in children and young people's health and well being  | 2.1 Safeguarding and child protection<br>2.4 Personalised support<br>3.1 Ensuring wellbeing, equality and inclusion  | Learners will have access to mentoring and nurture groups/approaches<br>Learners will be taught skills for life in mental and emotional health<br>Dyslexia tracking for targeted pupils<br>Social skills groups for targeted pupils<br>Focus groups for literacy and numeracy P1/4/7   | LL All Year<br>KC/CTs All Year<br>LL and CTs Termly<br>LL and LAs Termly<br>LL and LAs Termly    | All ASN/LAC learners receive targeted intervention and offered appropriate assessment<br>Continue to reach attendance target of 96%<br>Learners will have access to support for their emotional mental health through: nurture, mentoring, social skills groups and focus groups for Lit/Num P1/4/7 |
| Improvement in employability skills & sustained, positive school leaver destinations for all young people | 2.7 Partnerships<br>3.3 Increasing creativity and employability  | Staff continue to engage in Career Education Standards focusing on 2 key skills: communication & working with others<br>Use establishment phase frameworks for the teaching of the 2 skills and revisit throughout year<br>Achievement Books for all learners will include 2 key skills and learners will take more ownership for their books<br>Continue to promote STEM learning activities as part of our context | LL/RB Termly<br>CTs Term 1 and<br>ngoing<br>CTs/LAs/ Learners All Year<br>KJ/CP                  | DYW implemented for 2 skills for all our learners<br>DYW will support our vulnerable learners to improve their long term outcomes<br>Continue to promote STEM learning opportunities within the school  |



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

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

**Total Funding Received: £30,000**

| Gap Identified   | Intervention Planned                    | Led by whom and by when      | Cost   | How will the impact of the intervention be monitored? | Measure of Success   |
|--|---|------------------------------|--|---|--|
| Social/emotional needs impacting on learners               | Play Therapy                            | Play Therapist<br>All Year   | £2725  | Evaluation by play therapist and SLT                  | Improvement of learners ability to work in the classroom environment and fully engage in learning  |
| Social/emotional needs impacting on learners               | Drop in lunch time service P4-7         | Play Therapist<br>All Year   | £1980  | Evaluation by play therapist and SLT                  | Positive impact on social and emotional needs of learners and children can mix with their peers more successfully particularly in the playground |
| Intervention to close attainment gap for targeted learners | Targeted focus groups literacy/numeracy | LAs led by SfL teacher       | 42 hrs LAs<br>£22295                                       | Monitored by SfL teacher                              | Children achieving expected CfE level  |
|  | Targeted focus groups numeracy/maths    | J Finlayson<br>Class Teacher | £3000  | Monitored by SLT                                      | Children achieving expected CfE level  |
|  |   |                              | <b>Total:30,000<br/>(Should be full allocation of PEF)</b> |   |  |

## 4. ASG Plan



### Part 2: Midlothian Education Improvement Planning – 2019-20

|                |                           |
|----------------|---------------------------|
| Establishment  | Beeslack and Penicuik ASG |
| Area           | Session 2019-20           |
| Session        |                           |
| Planning Cycle | Cycle 2                   |

| SIGNATURES            |  |      |  |
|-----------------------|--|------|--|
| Head of Establishment |  | Date |  |
| ASG Manager           |  | Date |  |
|                       |  |      |  |



# 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*

Strategy

## 1. Priorities for Improvement in Current Year *(Please see PPP 69 February 2018 for key priorities for 2018-19)*

|          |                |          |
|----------|----------------|----------|
| Overview | Planning cycle | Session: |
|----------|----------------|----------|

| Number | NIF Priority   | ASG 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 (✓) | Partnership working |
| 1      | <b>Raising attainment</b> , particularly numeracy                      | <b>Raising attainment</b> , particularly numeracy   | Developing                         | n/a                                | n/a                       | 3.2        | Achieving        | ✓ Priority 1                        |                     |
| 2      | Improvement in children and young people's <b>health and wellbeing</b> | Improvement in children and young people's <b>health and wellbeing</b>  | Developing                         | n/a                                | n/a                       | 3.1        | Healthy          | ✓ Priority 3                        |                     |
| 3      | Raising attainment   | <b>Improvements in</b> developing the Collaborative Leadership Culture at all Levels by continuing to grow our ASGs into Learning Communities | Developing                         | n/a                                | n/a                       | 1.3        | Included         |                                     |                     |

## 2. Priority Summary and High Level Strategic Targets

| Priority No. | Priority Area / Theme   | Key Actions to meet targets   | Expected outcomes for learners which are measurable and/ or observable – <i>please refer to LA targets in PPP 69</i>  | Impact Statement: Level 5+ <i>How good are we now?</i><br>What evidence do we have of our strengths and areas for development? (please use this section to RAG the statements) | Next Steps for Improvement<br><i>How good can we be?</i><br>What action will we take to improve current practice? |
|--------------|---|---|---|--|---|
|              | <b>Raising attainment,</b> particularly numeracy  | <p>Continue with impact cycles and adapt as necessary</p> <p>Share pedagogy across the ASG</p> <p>Challenge for P7 regarding Basic Maths</p> <p>Increased number of staff involved in regular and supported practitioner enquiry in all schools</p> <p>Opportunities for class observation across ASG</p> | <p>Raised numeracy attainment in P5 and S1 (2018-19) focusing on the middle 60% by the end of May 2019</p> <p>Ensure that there is an increased focus on numeracy at ASG meetings</p> <p>Dates agreed within the group for 4 meetings throughout the year</p> |  |   |
|              | <b>Improvement in children and young people's health and wellbeing</b>  | PEF plans shared, evaluations supported and challenged by each other and using the HGIOS challenge questions.   | Focus on ACEs/trauma informed practices   |  |   |
|              | Improvements in developing the <b>Collaborative Leadership</b> Culture at all Levels by continuing to grow our ASGs into Learning Communities | <p>Share initial ideas of vision statements</p> <p>Representation from pupils (P5 and S3) to create the vision statement for ASG</p>  | <p>Create an ASG Vision, Values and Aims.</p> <p>Develop our ASG learners and Council. This would link to the Year of the Young People.</p>   |  |   |

|  |  |  |   |  |  |
|--|--|--|---|--|--|
|  |  | <p>Consultation with stakeholders and partnerships to agree statement</p> <p>Build upon Penicuik Learners and merge with Beeslack to create a whole ASG learning council</p> <p>Evaluations of ASG plan include contributions from stakeholders, especially children and young pupil</p> <p>Transition calendar created at the beginning of the year</p> <p>A shared agreement of information shared between Primary and Secondary eg Year plan (retrospectively - to be agreed), assessment data, HWB info and Profiles</p> <p>Shared focus on tracking and monitoring of attainment data</p> | <p>Shared Vision for our learners and communities across Beeslack and Penicuik</p> <p>Improvements for learners in their transition from primary to secondary</p> |  |  |
|  |  |  |   |  |  |

NB:

Develop and Implement a newly revised ASG programme for 1+2

The very beginning stages of exploring how High Schools can support technology in Primary schools