



**Roslin Primary School
Standards and Quality Report 2020-21
Improvement Plan - Year 2021-2022**



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 2020/21
4. 2020/21 Priorities
5. Review of Progress and Impact in Session 2020/21
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 2020/21

Roslin has 9 classes from P1-7 and had a 40:40 nursery which has been expanding throughout this session. The school roll is 222 (269 with nursery) and the FME 14%. The school has a Head teacher, Deputy Head Teacher, 8 full time class teachers, 1 job-share class and 1 Support for Learning teacher 0.6. We have 2 specialist teachers (music 1.5 days, HWB 1 day) and 3 instructors of music (Brass, Woodwind & Strings), 6 Learning Assistants ASN, 1 job share SEYP, 5 full-time and 3 part-time EYPs, 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, school Twitter, individual teacher Twitter accounts and email.

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 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 has changed this year with the addition of a second nursery room. This was part of Midlothian's Early Years Expansion programme. We now have 47 full time nursery children. Transition has improved significantly over the last 2 years and results for literacy and numeracy shows this positive impact. 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 and P2 have embedded loose parts play outdoors. There has been an increased uptake of children choosing to eat outside during lunch time. Due to Covid 19 the fact that we had already been working on increasing and improving our outdoor learning has proved invaluable in our return to school after the Lockdown. On return to school after Lockdown we used the Recovery curriculum to focus on the 3 core areas of Literacy, Numeracy and Health and Well Being. We did baseline assessments to identify the gaps using a mixture of quality teacher assessments and standardised assessments (SNSA, PIPS, GL).

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. Due to Covid we had to adapt how we organised for nurture groups. The SfL and LAs each take a small group from within each class for a social skills/nurture time. This was necessary as children needed to stay within their own bubble. 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. This was of paramount importance on the return to nursery after Lockdown. The nursery staff led by the SEYPs re-organised the children into 2 groups and laid out the nursery into 2 separate spaces including the garden. Due to the level of planning gone into it, the transition to this new way of working went very smoothly. The children showed resilience and adapted to the new layout and organisation. 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.

Relationships amongst staff, children, and parents are a very strong feature of the school. This was critical in ensuring a calm, positive start to the new school term after Lockdown. We all followed the Risk Assessment for the school and nursery to ensure we all felt safe. All staff and pupils adhered to the guidelines as laid out by the Scottish Government and Midlothian Council. This meant we were providing a positive environment for all our learners. 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. A baseline was carried out in September. 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. There is a consistency in the quality of learning experiences across the school and nursery.

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 introduced a third key skill in DYW (Developing Young Workforce) - Employability. This is a critical skill particularly with the jobs crisis due to Covid. We also continued with the other two skills - communication and working with others.

The children have been incorporating the two skills into their daily life in school. We have linked the three skills with the World of Work and their personal achievement books. Particularly in P6 and P7 we are encouraging the children to think of their future careers and subjects at high school. It links well with Beeslack as they use resources from the World of Work. Due to Lockdown and Covid we have not been able to continue our P6/7 STEM club where the children were learning to build and program robotic kits to complete challenges using Scratch coding software. They then moved on to the Python programming language, as well as learning about computer hardware components and basic electronics and soldering. The P6/7 learners have covered some of this work during class curricular time. Achievement books have continued to be developed for all learners to include profiles, achievements and evidence of the three skills. Children are now taking more ownership of them. Feedback from pupils and parents is overwhelmingly positive. We can now see clear progression from nursery to P7. The 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 recognise 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. We worked closely with Illuminate and the Chapel to think about how we could deliver this during Covid. The result has been an incredible film which was launched across Scotland. The children all acted out their Junior Tour Guide parts via the film. Their drama performances were superb and their diction very clear and articulate. As a result of thinking creatively the children actually learnt new and different skills. Children develop skills such as talking in front of an audience, increasing confidence, self esteem and team work. They will be able to keep this as evidence of their achievements for the future and it links in very well with our work on Developing Young Workforce. 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 visits have been restricted this year due to Lockdown. In normal sessions we cover fire building, pond dipping, exploration, craft skills and exploring pollution levels. One of our SEYP 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 SEYP. We have created a space that is not only educational but is also be good for wildlife and the environment. There are raised planters to grow our own vegetables, a designated wildlife area with adjacent seating, an outdoor snack and native hedging planted around the perimeter. 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 usually have P7 science transition days at Beeslack High School and a P7 STEM event at Edinburgh

College but due to Lockdown this could not happen. The teacher replaced it this year with a planned programme of STEM learning experiences in the classroom, playground and Roslin Glen. We have had a STEM Grant for 19/20 and 20/21 for collegiate time working with an ASG school (Mauricewood Primary).

The Learning Council has continued to flourish this year with its key role being to focus on school improvement linked to learning and teaching. We had to adapt our way of working with the Learning Council. Some meetings took place outside due to Covid with children 2m apart. The children also fed back individually to their own classes rather than the usual way of whole school assemblies. 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. 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 had to make adjustments to how we carried out our quality assurance e.g. Learning Walks, shared classroom experiences, peer learning in trios, professional dialogue and engagement with pupils. All of these activities were risk assessed and carried out safely - sometimes virtually. 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. All staff are taking part in their second Practitioner Enquiry and will feed back to the whole staff team in May/June 2021. The nursery team are doing a collective Practitioner Enquiry on a project Moving Matters led by one of the PTs in the Early Years Team. In October 2020 all staff fed back on their Practitioner Enquiry for the session 19/20.

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 achievement of a CfE level. The SNSA results are also used to support with achievement of a level and next steps. The SNSA provides very useful data for each child as well as the whole year group. SLT and staff have been engaging with the rich SNSA data to inform us in our tracking and monitoring. In the nursery, there is a combination of both intentional and responsive planning to meet the needs of all the children. Planning is now done using floor books and this has impacted positively 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 floor books 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. After lockdown we put in a Recovery Curriculum with our main focus being Literacy, Numeracy and HWB in order to bridge any gaps due to the distance learning. In 2021 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 1 to 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 1 to 9 with 88% being within 6-9, 25% of which are at SIMD 9. In 2020 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 have been leading focus groups for 4 years. 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. Social skills/nurture groups have ran within individual classes due to Covid. They are led by the SfL teacher and the LAs. 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 (pre-Covid) and individual learning achievement books for each 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. There continues to be very positive feedback from both parents and pupils. Pupils and nursery children are very keen to share these books with adults.

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, Peer mediators, Jotter Monitors. Due to Covid we had to think creatively about how we could continue these leadership roles. We set up leaders within each class and they fed back to their own class rather than at whole school assemblies. Technology was also used to create videos that all classes could watch. It was not possible to have prefects/buddies/peer mediators due to Covid. In the nursery wider achievements are recognised through our WOW tree and learning folders. We continue to have digital leader roles. Six children in P7 were chosen this year. We are continuing to develop CDT and electronic skills in the upper school linked into our DYW focus skills and maths/ numeracy/problem solving. The pupil digital leaders will continue to play a significant role within the school particularly with the lockdown. Now more than ever digital learning is critical for moving forward. In term one we invested a lot of time in preparing P4-7 for online learning - training and practising with Teams and Assignments. During lockdown, parents commented how proficient their children were in the use of a Chromebook. The feedback from parents is extremely positive saying the children could now work independently at home doing their assignments online.

Pupils have opportunities for increased responsibilities and roles in the nursery e.g. litter picking and recycling. We achieved our second Green Flag in November 2019 and our third green flag in Nov 2020 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 - we have offered some of these activities when Covid allowed us to. Health Week was scheduled but due to Lockdown this could not happen. In October 2019 we achieved our Gold School Sport Award. This award is in recognition of our school's achievements in putting sport at the heart of our school's planning, practice and ethos. It also highlights that our school has demonstrated an on-going commitment to increase young people's opportunities and engagement in physical education, school sport and leadership and provide clear pathways to life-long participation in sport. 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. During Covid P6 and P7 pupils received their instrumental tuition online and in the final term it returned to face to face teaching.

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. In 2020 we issued written reports to parents due to Covid. This decision was made in partnership with the Parent Council. 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. In 2020 these meetings were either by a phone call or Teams. Parent consultations in April 2021 were held over the phone and there was nearly 100% engagement. This year we have had to postpone our open mornings for parents as well as our Stay and Play sessions in P1 /2 and the nursery. We have worked hard during this Covid period to keep parents fully informed of what is happening through regular emails, twitter, texts and school website. This has been a key priority during this pandemic and the feedback from the parents has been extremely positive. 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 due to Lockdown we have had to think creatively and have worked closely with Beeslack in order to ensure the smoothest transition possible during this unprecedented situation. Vulnerable pupils had visits to the high school. The normal 3 day induction this year was done virtually. Some pupil support and Guidance staff also visited. The nursery also had to adapt their transition into P1 due to Covid. The nursery team and P1 teachers worked together on the Mid Mouse project. Children with additional needs could have a visit to the P1 classroom. Other children watched the virtual tour of the school. The Early Years team provided weekly stories and activities for both nursery and P1 and for home learning too. Our SfL teacher supports with any deferrals for P1. The Senior Early Years Practitioner phoned all the partner nurseries to ensure smooth transition for all children. We will again think creatively to ensure when we do go back to school the new P1 children will be given extra support and nurture by increasing the level of support of learning assistants, Early Year Practitioners and SfL in the first 6 weeks of school. P1 staff are in their third year of exploring learning through play. Aspects of this have been continued and adapted in P2 this year and the atrium and playground have been used to support this. 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.

MIDLOTHIAN COUNCIL NATIONAL IMPROVEMENT FRAMEWORK PLAN: OVERVIEW OF HIGH LEVEL PRIORITIES (2020/21)

Priority 1 Attainment and Achievement	Priority 2 Included, Engaged and Involved: Wellbeing and Equity	Priority 3 Self-Improving Systems	Priority 4 Lifelong Learning and Career- Ready Employability	Priority 5 Finance and Resources
<p>1.1 Improve attainment within the broad general education stages, by focusing on:</p> <p>a) Improvements in planning, tracking and assessment and curriculum design and progression.</p> <p>b) Innovative pedagogical approaches and enhanced use of digital technology to support learning.</p> <p>c) Pedagogy, play and progression across Early Level.</p> <p>1.2 Improve attainment within the senior phase by maximising opportunities through curriculum planning, consortium arrangements and partnership delivery, including addressing the ASN Senior Phase attainment gap.</p> <p>1.3 Reduce the attainment gap between the most and least deprived children, including care-experienced children.</p>	<p>2.1 Develop a Nurturing Authority.</p> <p>2.2 Develop and improve the Health and Wellbeing curriculum to support the wellbeing of all children and young people, from Early Level to Senior Phase.</p> <p>2.3 Support schools and ELC settings to provide high quality EY services, which focuses on early intervention and prevention.</p> <p>2.4 Support schools to implement a range of mental health and wellbeing strategies for children, young people and staff.</p>	<p>3.1 Develop a quality improvement framework to support schools to achieve Good or Better in inspection QIs through:</p> <p>a) Empowering leaders at all levels, leading to an empowered system.</p> <p>b) Improving quality of leadership at all levels.</p> <p>c) Delivering a minimum data set and supporting data literacy to improve self-evaluation.</p>	<p>4.1 Improve the number of young people entering further and higher education:</p> <p>a) Implement a positive destination strategy to increase the number of young people entering a positive destination on leaving school;</p> <p>b) Increase the number of Foundation Apprenticeships supported by CLL, working in partnership with schools, business partners and Edinburgh College.</p> <p>c) Increase the number of Modern Apprenticeships supported by CLL</p> <p>4.2 Improve the number and type of positive destinations for young people with ASN and care-experienced young people:</p> <p>a) Operate the school work experience programme working with schools and employers</p> <p>b) Offer 60 places to vulnerable young people and adults under the Scottish Government funded 'No one left behind' programme</p> <p>c) Deliver the merged PAVE/PAVE2 programme supporting care experienced and other vulnerable young people in transition from schools to post school living</p>	<p>5.1 Deliver Best Value through:</p> <p>a) Reviewing and implementing the Learning Estate strategy, taking cognisance of the ASN learning estate.</p> <p>b) Robust workforce planning.</p> <p>5.2 Implement the Education Digital Asset strategy, ensuring that digital learning tools are high quality and support excellence in learning and teaching.</p>

			<p>4.3 STEM</p> <p>a) Continue to support STEM activities to increase uptake in related qualifications and progression into STEM career pathways</p> <p>4.4 Preparing children and young people for the world of work:</p> <p>a) carry out an audit of career education standards 3-18 to ensure children and young people receive their entitlement and the authority is delivering on the expectations placed on teachers and practitioners, Skills Development Scotland, employers and parents to support all children and young people in their development of skills and understanding of the world of work;</p> <p>b) Embed the standards and guidance within learning and teaching across all levels in our schools, in partnership with stakeholders in order to provide pathways for learners that best support the realisation of young peoples' future aspirations.</p>	
--	--	--	--	--

5. Review of Progress and Impact in Session 2020/21

School Priority 1: Closing the Attainment Gap: Practitioner Enquiry and Language of Learning

<p><u>NIF and Midlothian Priority (highlight as applicable)</u></p> <ol style="list-style-type: none"> 1. Attainment and Achievement 2. Included, Engaged and Involved: Wellbeing and Equity 3. Self-Improving Systems 4. Lifelong Learning and Career-Ready Employability 5. Finance and Resources <p><u>NIF Driver(s) (highlight as applicable)</u></p> <ul style="list-style-type: none"> • School Leadership • Teacher Professionalism • Assessment of Children's Progress • Performance Information • Parental Engagement • School Improvement 	<p><u>HGIOS 4 Quality Indicator(s) / HGIOELC (highlight as applicable)</u></p> <ol style="list-style-type: none"> 1.1 Self-evaluation for self-improvement 1.2 Leadership of learning 1.3 Leadership of change 1.4 Leadership and management of staff 1.5 Management of resources to promote equity 2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning, teaching and assessment 2.4 Personalised support 2.5 Family learning 2.6 Transitions 2.7 Partnerships 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement/ Securing children's progress 3.3 Increasing creativity and employability
<p>Progress and Impact:</p> <p>Language of learning</p> <ul style="list-style-type: none"> • Impact coaches reviewed establishment phase plans and shared with staff. These were then used in first three weeks of term with a particular focus on language of learning. Displays around school reflected a large focus on this at the start of term. When asked by SLT, almost all learners could share an aspect of this learning through discussion. • Baseline Language of Learning task completed by staff Sept 2020; this reflected a good understanding of most key terms and will be used to update and improve our current establishment phase frameworks • Most of our learners are more familiar with the language of learning at Roslin and are able to discuss how it is applied to their learning environment. This has enabled them to discuss their own progress more confidently, as well as their levels. This was evident during remote learning as children were confident to ask for challenging work or letting their teacher know if something was too hard. Equally, we had examples of children challenging teachers' lessons and backing it up with evidence of what they had found. <p>Practitioner Enquiry</p> <ul style="list-style-type: none"> • Sept 2020 staff shared results of projects from last session; result was a very rich dialogue about what these mean for our learners and how this will inform teacher's practice this session • All teaching staff taking part in a practitioner enquiry project which has now become embedded into our culture of learning and teaching 	

- our practitioner enquiries are impacting on attainment gap through improved teaching practice for all our learners
- Now learning through play embedded across nursery to P7 which has been part of our Practitioner Enquiry journey
- End of year dialogue allowed staff to think about their Practitioner Enquiry for 21/22
- P1 literacy - **Phonics results** from PIPS - In August 2017, 12.5% entered with a score of 60 or over, in August 2019 37.5% rising to 50% in 2020. In August 2017, 8.3% entered with a score of under 40 and in August 2018 and August 2019, 0% entered with a score of under 40. In 2020 2.6% had a score under 40.
- Interrogating SNSA results to address gaps e.g. P4 results used to address gaps at start of P5 and help the teacher plan effectively. Focus on spelling in P7 to improve attainment in writing in SNSA.

Next Steps:

- 1) Practitioner Enquiry - flexibility in continuing projects from this session and all teachers to continue engaging in PE
- 2) Language of Learning - carry out pupil baseline; update current frameworks for establishment phase; share at whole school level throughout session

5. Review of Progress and Impact in Session 2020/21

School Priority 2: DYW and STEM

<p><u>NIF and Midlothian Priority (highlight as applicable)</u></p> <ol style="list-style-type: none"> 1. Attainment and Achievement 2. Included, Engaged and Involved: Wellbeing and Equity 3. Self-Improving Systems 4. Lifelong Learning and Career-Ready Employability 5. Finance and Resources <p><u>NIF Driver(s) (highlight as applicable)</u></p> <ul style="list-style-type: none"> • School Leadership • Teacher Professionalism • Assessment of Children's Progress • Performance Information • Parental Engagement • School Improvement 	<p><u>HGIOS 4 Quality Indicator(s) / HGIOELC (highlight as applicable)</u></p> <ol style="list-style-type: none"> 1.1 Self-evaluation for self-improvement 1.2 Leadership of learning 1.3 Leadership of change 1.4 Leadership and management of staff 1.5 Management of resources to promote equity 2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning, teaching and assessment 2.4 Personalised support 2.5 Family learning 2.6 Transitions 2.7 Partnerships 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement/ Securing children's progress 3.3 Increasing creativity and employability
<p>Progress and Impact:</p> <p><u>STEM</u></p> <ul style="list-style-type: none"> • October 2020 In-Service Day - Kat James, Science lead, created and presented a clear and thorough summary of what STEM work is being developed this session with Mauricewood. Staff were given the opportunity to reflect on what was shared and ask questions. As a result, KJ has action points to take away and will develop professional learning opportunities for this year based on requests directly from teachers. The STEM professional learning grant project has helped KJ link with Mauricewood and plan together to further enhance teacher confidence and application • KJ using funding for days out of class to plan alongside Mauricewood (11.11.20, 21.4.21, 28.4.21, 5.5.21) which has helped to improve consistency across schools in delivery of key science outcomes • Staff's confidence in teaching STEM has improved through the development of professional learning opportunities • 2nd year of STEM professional learning grant project - developing plans for bringing together maths and science skills - Roslin working in partnership with Mauricewood Primary. The impact has been increased collaboration across the ASG and increase in teacher confidence <p><u>DYW</u></p> <ul style="list-style-type: none"> • Staff engaging with the Careers Education Standards to support them in delivering DYW. NCCT teacher focusing on teaching the 3 DYW skills - communication, working with others and employability. Pupils, staff, Parent Council and all families given the chance to 	

vote on introducing a third skill - Employability came out on top which is very relevant during these Covid times and very important for our vulnerable learners to improve their long term outcomes. The impact of this is that staff can see the importance of making learners aware of these skills and how much it links to all of our work on learning.

- LL and AH created a visual for DYW skills in an effort to support children in their dialogue within the classroom - to be launched Aug 2021
- P5 and P6 have been using the online website My World of Work to support them - good link with Beeslack who use it
- Achievement books now embedded 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, parent and staff feedback.
- Teaching of DYW skills has been enhanced through our specialist teacher.

Next Steps:

- STEM - Share Gender Balance and Equity in STEM Strategy with staff and create action plan
- Continue to collaborate with our ASG colleagues at Mauricewood through STEM training sessions, professional dialogues and delivery of STEM lessons
- DYW - continue with 3 skills from this session, monitor use of achievement books, launch DYW visual for classrooms to encourage dialogue amongst learners during lessons

5. Review of Progress and Impact in Session 2020/21

School Priority 3: Improvement in attainment in literacy and numeracy across the school

NIF and Midlothian Priority (<i>highlight as applicable</i>)	HGIOS 4 Quality Indicator(s) / HGIOELC (<i>highlight as applicable</i>)
<p>1. Attainment and Achievement</p> <p>2. Included, Engaged and Involved: Wellbeing and Equity</p> <p>3. Self-Improving Systems</p> <p>4. Lifelong Learning and Career-Ready Employability</p> <p>5. Finance and Resources</p> <p><i>as applicable</i>)</p> <ul style="list-style-type: none"> • School Leadership • Teacher Professionalism • Assessment of Children's Progress • Performance Information • Parental Engagement • School Improvement 	<p>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>

Progress and Impact:

TRACKING AND PLANNING

- Due to Covid the emphasis all year was focusing in on Literacy, Numeracy, HWB with a particular focus on bridging gaps from home learning during the pandemic
- Tracking meetings held in Sep 2020 and Nov 2020 (zoom due to Covid) with SLT and SfL teacher - these helped target intervention across the school
- 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
- School self evaluation calendar reflects rigorous moderation, tracking and assessment - during Covid we did this by Teams and quarantining work so we could moderate it
- 25% of pupils receiving literacy support, 20% receiving numeracy support, 25% receiving Health and Well Being support- overall 35% are receiving additional support to help them with their learning. This is a significant increase in support that we have put in place for our recovery programme from Covid. The remaining 65% receive the support they need from their teachers in their learning and HWB.
- Detailed analysis of SNSA results. SfL has individual reports for key children which highlight gaps. All teachers will have ongoing support and training led by the DHT in order to maximise the use of this data in delivering Early/First/Second/Third level.

- ASG writing moderation for P7 teachers will happen again once Covid restrictions are lifted. It has a positive impact on teacher confidence in deciding CfE levels for learners. P7 teacher and DHT continue an effective productive partnership with Beeslack ASG.
- Staff are aware of pupils achieving beyond the expected level in the context of our school, meaning differentiation is more effectively targeted. Any new staff to Roslin are made aware of the CfE data and the high expectations required for our learners.
- Extension activities are included in Forward Plans. FP dialogue is done collaboratively amongst teachers working at different stages of the school. Due to Covid meetings took place over zoom with a restricted amount face to face. Teachers reported positive impact as it showed children's prior learning and where they are going to so gave teachers a broader/wider perspective.
- 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. With remote learning SLT used rigour to monitor assignments for P4-7 and Learning Grids for N - P3 to ensure pace and challenge and differentiation.
- Due to Covid the emphasis all year was focusing in on Literacy, Numeracy, HWB with a particular focus on bridging gaps from home learning during the pandemic
- Tracking meetings held in Sep 2020 and Nov 2020 (Teams due to Covid) with SLT and SfL teacher - these helped target intervention across the school

LITERACY

- Over the last 4 years there has been an increase in trend in reading at Early/First/Second Level ranging between 80 - 90%
- 20% of P7 are progressing well within 3rd level
- In P3 at least 20% have achieved First level and in P6 at least 20% have achieved Second level - this shows significant impact on challenging our more able learners
- LAs working with small focus groups on literacy/numeracy - all children have shown improvement in fluency and comprehension
- DHT led intervention on reading and spelling in P6 - impact has been increased engagement in reading, parents feel there has been a marked improvement. Plan is to share this intervention with other staff.

NUMERACY

- Over the last 4 years there has been an increase in trend in Numeracy at Early/First/Second Level ranging between 80 - 90%
- 20% of P7 are progressing well within 3rd level
- In P3 at least 20% have achieved First level and in P6 at least 20% have achieved Second level - this shows significant impact on challenging our more able learners
- LAs working with small focus groups on numeracy - most have improvement in basic facts and times tables

FRENCH

- CAT 3 (Oct 2020) - CAS pulled together all of the courses and videos available to support the teaching of French into one document for staff to use. Ann Robertson provided two videos for us to use during this CAT session. It helped guide staff through the French resources available and also highlighted how we could go about structuring L3.
- Nov 2020 - Learning Council gathered evidence of French learning; all classes except one were able to describe their French learning at great length and could describe the ways in which they were learning (songs, games, videos etc)
- French learning was incorporated into remote learning tasks and within some teacher's daily videos
- French Fridays was an initiative led by Ann Robertson and promoted at school by our lead learner Mrs Selfridge. Impact was seen by an increase in interest and confidence of the pupils in speaking French words and phrases.

Next Steps:

- 1) 1+2 Languages - Develop a unit of learning on L3 (Scots language) for P5-7
- 2) Continue with method of tracking with a focus on Literacy, Numeracy and HWB

5. Review of Progress and Impact in Session 2020/21

School Priority 4: HWB

<p><u>NIF and Midlothian Priority (<i>highlight as applicable</i>)</u></p> <ol style="list-style-type: none"> 1. Attainment and Achievement 2. Included, Engaged and Involved: Wellbeing and Equity 3. Self-Improving Systems 4. Lifelong Learning and Career-Ready Employability 5. Finance and Resources <p><u>NIF Driver(s) (<i>highlight as applicable</i>)</u></p> <ul style="list-style-type: none"> • School Leadership • Teacher Professionalism • Assessment of Children's Progress • Performance Information • Parental Engagement • School Improvement 	<p><u>HGIOS 4 Quality Indicator(s) / HGIOELC (<i>highlight as applicable</i>)</u></p> <ol style="list-style-type: none"> 1.1 Self-evaluation for self-improvement 1.2 Leadership of learning 1.3 Leadership of change 1.4 Leadership and management of staff 1.5 Management of resources to promote equity 2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning, teaching and assessment 2.4 Personalised support 2.5 Family learning 2.6 Transitions 2.7 Partnerships 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement/ Securing children's progress 3.3 Increasing creativity and employability
<p>Progress and Impact:</p> <ul style="list-style-type: none"> • all forward plans in term one included reference to the Resilience Toolkit and/or Nurture Reflection tool • Nurture groups were formed based on updated Boxall assessments and to suit Covid restrictions • Circle Resource used by SfL and class teacher to identify needs of children and strategies to support classroom practice • All learners had access to support for their resilience and coping strategies through: use of the reflection and nurture toolkit, nurture groups, mentoring, social and emotional skills groups - all had to be adapted to be in line with our Covid risk assessments <p>APPROACH TO WELLBEING</p> <ul style="list-style-type: none"> • 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 which supports the learners in the classroom environment • 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 	

- New outdoor play equipment for P2-5 has given more opportunities for collaborative play

Next Steps:

- 1) Continue our use of *CIRCLE* resource as a fundamental tool in supporting children
- 2) Nurture Lead to work closely with SfL and feedback to staff; follow Midlothian's Nurture plan to ensure consistency
- 3) Continue to ensure transfer of information sessions have updated and clear information on ASN strategies for key pupils

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 (all next steps from Hmie 2 years ago implemented fully). At time of Hmie we were told we had "just missed a VG by a fraction"	5	4
2.3 Learning, Teaching and Assessment	5	5	4 CI Jan 2019 grade VG
3.1 Ensuring Wellbeing, Equity and Inclusion (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 - 2021-22

Establishment	
Area	
Session	2021/22
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 (2021/22)

Priority 1 Attainment and Achievement	Priority 2 Included, Engaged and Involved: Wellbeing and Equity	Priority 3 Self-Improving Systems	Priority 4 Lifelong Learning and Career- Ready Employability	Priority 5 Finance and Resources
<p>1.1 Improve attainment within the broad general education stages, by focusing on:</p> <p>a) improvements in planning, tracking and assessment and curriculum design and progression (including STEAM)</p> <p>b) innovative pedagogical approaches and enhanced use of digital technology to support learning</p> <p>c) pedagogy, play and progression across Early Level</p> <p>1.2 improve attainment within the senior phase by maximising opportunities through curriculum planning, consortium arrangements and partnership delivery, including addressing the ASN Senior Phase attainment gap</p> <p>1.3 identify and reduce the attainment gap between the most and least deprived children, including ASN and care-experienced children</p>	<p>2.1 Improve Equity and Inclusion, through the following areas:</p> <ul style="list-style-type: none"> • Nurture • Attendance and Engagement • Family Learning • ASN <p>Embedding the principles of UNCRC and The Promise</p> <p>2.2 Develop and improve health and wellbeing of staff and all children and young people, from Early Level to Senior Phase through:</p> <ul style="list-style-type: none"> • HWB curriculum development • local authority, school and community supports 	<p>3.1 Develop a quality improvement framework to support ELC and schools to achieve Good or better in inspection QIs through:</p> <p>a) empowering leaders at all levels, leading to an empowered system</p> <p>b) improving quality of leadership at all levels, including leadership of learning</p> <p>c) delivering a minimum data set and supporting data literacy to improve self-evaluation</p> <p>d) developing a Parental Engagement Strategy</p>	<p>4.1 Improve senior phase progression pathways to increase positive destinations, including for young people with ASN and who are care experienced</p> <p>4.2 Prepare children and young people for the world of work:</p> <p>a) carry out an audit of career education standards 3-18 and embed them within learning and teaching across all levels in our schools, in partnership with stakeholders in order to provide pathways for learners that best support the realisation of young peoples' future aspirations</p>	<p>5.1 Deliver Best Value through:</p> <p>a) reviewing and implementing the Learning Estate strategy, taking cognisance of the ASN learning estate</p> <p>b) robust workforce planning.</p> <p>c) DSM Review</p> <p>5.2 implementing '<i>Equipped for Learning</i>' Digital Strategy to support transformational change in digital learning</p>

2. Priority Summary and High Level Strategic Targets 21/22

NIF Priority (paste from above)	Links to HGIOS4?	Key Actions	Lead Person Timescale Links to WTA	Expected measurable outcomes for learners - please refer to NIF targets at start of this section for 2021-22 AND use your own contextual targets IF REQUIRED
Attainment and Achievement Self-Improving Systems	1.1 Self-evaluation for self-improvement 1.2 Leadership of learning 1.3 Leadership of change 2.3 Learning, teaching and assessment	Practitioner Enquiry <ul style="list-style-type: none"> CTs to conduct third enquiry project (using CATs and In-Service time) Share evidence across school and apply where appropriate for curriculum design and progression Digital Learning: <ul style="list-style-type: none"> Participate in Aug In-Service Day training (1/2 day) focusing on new systems and processes Participate in Jan In-Service Day training (1/2 day) focusing on professional learning in digital pedagogy Three mandatory e-learning modules (3 x 30mins) linked to innovative pedagogical approaches and enhanced use of digital technology to support learning Incorporate into weekly staff meeting agenda for updates 	HT/AB All Year All CTs Digital Leaders: JD/AB CTs	Results from PE projects will reflect improved teaching practice for all learners. Curriculum design will be adapted if findings indicate necessary. Equity of access for learners baseline, Aug 2021 Equity of access for learners measure, May 2022, expected to be 100% Staff confidence baseline in use of digital platforms Aug 2021 Staff confidence measure Mar 2022
Attainment and Achievement	1.2 Leadership of learning 2.2 Curriculum 2.3 Learning, Teaching and Assessment 3.2 Raising attainment and achievement/ Securing children's progress	Tracking <ul style="list-style-type: none"> Effective use of CfE/SNSA/high quality teacher assessments Tracking and intervention with clear focus on our most disadvantaged learners/ASN Focus groups for literacy and numeracy P1/4/7 Continual recovery from previous session with focus on Lit/Num/HWB 1+2 Languages <ul style="list-style-type: none"> CTs to continue using progression framework and support resources Plan L3 (Scots) learning model for P5/6/7 as per ASG agreement Develop and introduce L3 in 6 week language block P5/6/7 	Ongoing HT/AB/SfL/CTs Sept/Nov/March All Year Ongoing All year Term One Term Two	Aim for national target of 90% of all learners School self-evaluation calendar reflects rigorous moderation, tracking and assessment All focus groups receive targeted intervention and offered appropriate assessment Pupil conference feedback will reflect evidence of consistency across school in delivery of French, Learners will have an initial understanding of the Scots language. P5-7 will be able to share and evidence their learning.

Included, Engaged and Involved: Wellbeing and Equity	<p>3.1 Ensuring wellbeing, equality and inclusion</p> <p>2.4 Personalised support</p> <p>2.6 Transitions</p> <p>2.1 Safeguarding and child protection</p>	<p>HWB/Nurture</p> <ul style="list-style-type: none"> Staff to continue to use CIRCLE resource to support children due to long term impact on learners post-pandemic Learners will have access to mentoring and nurture group/approaches Social/emotional skills groups for targeted pupils Bespoke attendance target of 96% (TBC) Appoint Nurture Lead to support whole school nurture development Complete self-evaluation audit to identify strengths & areas of need Be enabled x2 hours minimum protected time to support development of whole school nurture and where required access to bespoke training to meet identified learning needs Nurture Lead to attend 8-10 online sessions in reference to Nurture Provide a sample of pupils' views to explore experience and impact of nurture 	<p>Ongoing</p> <p>HT/AB/LL</p> <p>All year</p> <p>All Year</p> <p>June 2021</p> <p>October 2021</p> <p>2 each term</p> <p>May 2022</p>	<p>All learners will have access to support for their resilience and coping strategies through: use of the reflection and nurture toolkit, nurture groups, mentoring, social and emotional skills groups. Boxall profiles will show progress for learners.</p> <p>School will have identified specific Nurture targets in their SQIP in June 2021</p> <p>School will have demonstrated an increase in whole school nurture knowledge and understanding and in applying nurture in practice</p> <p>Baseline evidence from School Nurture Audit June 2021</p> <p>Follow-up evidence gathering May 2022 with sample of schools</p> <p>All Nurture Leads will show an increase in skill and confidence in developing a nurturing school</p>
Lifelong Learning and Career-Ready Employability	<p>3.3 Increasing creativity and employability</p> <p>2.2 Curriculum</p>	<p>DYW</p> <ul style="list-style-type: none"> Staff continue to engage in Career Education Standards embedding the 3 skills: communication, working with others and employability. Achievement Books for all learners will include the 3 skills and learners will continue to take ownership for their books supported by teachers and LAs. Share visual resource for classrooms <p>STEM</p> <ul style="list-style-type: none"> Professional dialogue sessions to support teachers with the use of skills progression document and delivery of lessons - link with Mauricewood Share Gender Balance and Equity in STEM Strategy with staff 	<p>AH, LL</p> <p>All staff</p> <p>CTs</p> <p>CTs/LAs/Learners</p> <p>AH/LL Aug 2021</p> <p>KJ - Term 1 & 3</p> <p>KJ - Aug 2021</p>	<p>DYW implemented for 3 skills for all our learners</p> <p>DYW will support our vulnerable learners to improve their long term outcomes</p> <p>Staff will be able to talk about their learning in this area. Staff confidence in teaching STEM will increase. Pupil conference evidence will reflect STEM subjects being taught across the whole school.</p> <p>Staff will consider gender balance when planning and teaching STEM. Pupils' perceptions around gender and careers will be more.</p>

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: £

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 All year	1x20 week block £1425 1x15 block£1115	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 All Year	£2356	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 including Nurture	Targeted focus groups literacy/numeracy/nurture Targeted focus groups numeracy/maths/nurture	LAs led by SfL teacher	£29693 (43 hrs) £27,567 allocation for 21/22 plus £7,126.61 underspend equals £34,693.61	Monitored by SfL teacher	Children achieving expected CfE level and HWB needs being met in particular their emotional and mental health

4. ASG Plan



Part 2: Midlothian Education Improvement Planning – 2021-22

Establishment	Beeslack ASG
Area	Session 2021-22
Session	
Planning Cycle	Cycle 3

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

Number	NIF Priority	NIF Driver(s)	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	Attainment and Achievement	Assessment of Children's Progress & Performance Information	Moderation	Embedding	n/a	n/a	2.3 3.2	Achieving	✓ Priority 1	

2. Priority Summary and High Level Strategic Targets

Priority Area / Theme	Key Actions to meet targets	Timescale	Expected outcomes for learners which are measurable and/ or observable – please refer to LA targets in PPP 69	Impact Statement: Level 5+ <i>How good are we now?</i> What evidence do we have of our strengths and areas for development? (please use this section to RAG the statements)	Next Steps for Improvement <i>How good can we be?</i> What action will we take to improve current practice?
Attainment and Achievement Moderation	<ul style="list-style-type: none"> Confirm dates across both ASGs for Quality Assurance calendars Working group plan moderation format Moderate writing across ASG (2 hrs) Working group plan moderation format Moderate maths & numeracy (TBC) across both ASGs (2 hrs) 	June 2021 Sept 2021 Oct – Dec 2021 Jan 2022 Mar – Apr 2022	1.1 Improve attainment within the broad general education by focusing on: a) Improvements in planning, tracking and assessment and curriculum design and progression 1.2 Identify and reduce the attainment gap between the most/least deprived children		

DRAFT