Roslin Primary School
Standards and Quality Report 2022-23
Improvement Plan 2022-23 - Summary

Contents

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School Context

School Information

Roslin is a Midlothian school, part of the Beeslack Cluster with Mauricewood and Bilston Primaries and Beeslack Community High School.

Roslin has 10 classes from P1-7 and has a nursery with a capacity for 64 children. The roll is 303 (including 56 in the nursery) and the FME 4%. Leading the school is a new Head Teacher this session and a Deputy Head Teacher. The school is rapidly growing, with many of the classes now full, hence the increase from 9 to 10 classes. Moving forward an extension is planned for the coming session to accommodate children from new housing in the catchment. We expect the nursery roll to rise significantly this session.

At Roslin Primary School, we take great pride in the collaborative culture and ethos that exists. Staff and learner health and wellbeing is paramount and we know this makes a difference to learning. What makes Roslin special is the focus on nurture, learning through play and the weight given to evidence based practice. This session the GTCS awarded the school for Excellence in Professional Learning, the key feature noted was the devolved leadership that has developed over the years of enquiry cycles.

Relationships amongst staff, children, and parents are a very strong feature of the school. Pupil voice is central to all of this and in the nursery this is embedded in the planning cycle. There is a consistency in the quality of learning experiences across the school and nursery.

Pupil Voice is valued through wide ranging opportunities for pupils to take on leadership roles – Learning Council, Eco Committee, JRSOs, House Captains and Vice-Captains, Early Years team, Library Team, Digital Leaders, Art and Design Group and Sports Leaders.

The school communicates with parents through the school website www.roslin.mgfl.net, school Twitter, individual teacher Twitter accounts, monthly newsletters and email as well as through the Parent Council. The nursery has begun this session to use Seesaw to strengthen communication with families.

Skills for learning, life and work are developed using the context for our school. The 3 main contexts are **Rosslyn Chapel, Roslin Glen and Science**. We are particularly proud of our P7 Junior Tour Guide programme where we work in partnership with Rosslyn Chapel. This close-working is currently being extended and our P6 learners are undertaking some work experience in the Chapel.

Our Vision, Values and Aims

We have begun the process of updating the school's Vision, Values and Aims in 2022. We began with the Values but have not yet completed this with the Vision or Aims. The new values we developed initially with the children and narrowed down by the Learning Council, it was clear that the children felt Nurture and Play were key to the school, we then worked with the Parent Council and sent a survey to parents through which the third value of Respect was chosen.

Our new values are:

PLAY   NURTURE   RESPECT

Our Vision is currently:

Learning and Growing to Achieve Success

Our aims are currently:

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

Consultation & Communication

The priorities for this SQIP have been developed over the year in consultation with all stakeholders. These have been aligned to the National and Authority priorities for the 2022/2023 session.

The focus on development of play has been led by one of our Pedagogy Pioneers, working with the South East Improvement Collaborative (SEIC). The Building Racial Literacy priority was developed by the Head Teacher, following conversations with pupils and a course run by Education Scotland this session. The 'Cost of the School Day' publication and current economic crisis led to the priority on inclusion. This was developed as a plan through conversations at the Parent Council meetings and surveys for families, staff and children. Our literacy focus has come from analysis of the school's data and systems currently used for learning and teaching of spelling.

The school will continue to extend the use of Practitioner Enquiry for teachers and begin the process in nursery.

Nursery specific priorities have come from discussion around next steps for the service with our Principal Teacher for Early Years. The focus on introduction of new planning is part of a wider initiative and links well to Realising the Ambition. Parental and Community Engagement is a post-COVID priority, which developed after discussion with some parents. Our hope is to reform links with other pre-school groups and the wider community.

Discussion with staff was during the INSET day in May 2022 and with nursery staff during a session as part of the Continuous Improvement cycle.

Priorities were shared with parents initially through the Parent Council and then during events this term and available for feedback.

The ASG plan was developed during a planning session with the other local Headteachers. It was decided to continue and embed the 2021/2022 priorities.

Standards and Quality Report 2021-22

There has been good progress towards all of the priorities for this session, despite a new Headteacher and Nursery Lead in post and ongoing issues with COVID absences.

In 2022 CfE results for P1/4/7 are all above 77%, achieving the appropriate level for age and stage which is above both the Midlothian average and the National average.

All teachers have been involved with Practitioner Enquiry, for the third cycle. This has embedded a culture of risk taking with practice, embedding evidence based practice supporting learning and teaching in the classroom context.

The school continues close links with Rosslyn Chapel and Illuminate through the Junior Tour Guide program and the new work experience program.

Recently we have been working to reintroduce some important aspects of the school which were missing during COVID. Transition into P1 has been reformatted and an extended program introduced. Stay and Play sessions for Nursery-P2 restarted this term and were well supported. Health Week was restarted too with children engaging in a range of sports and relaxation activities, along with the reinstatement of sports clubs. We have been able to begin to work again with the Midlothian Rangers and visits to Roslin Glen have restarted.

Parental engagement with school has remained high over the last two challenging years with about 97% of parents connecting with teachers during Parent Appointments.

Roslin continues to work in partnership with a Data team from Edinburgh University, looking at the impact of data gathered around the school.

In February we were part of the Equipped for Learning initiative by the Authority and each of our school learners received a 1-1 device, an I-Pad for P1s and 2s and a Chromebook for P3-7. In the nursery Seesaw has been rolled out to, being used to share learning with families and track learners engagement with the curriculum.

The nurturing approach to support learners post-COVID, has been supported through Nurture group, a nurture room, micro-nurture approaches, play therapy, art therapy, counselling and nurture yoga sessions.

Our attendance has been 95% this session and there have been no exclusions.

Successes and Achievements in Session 2021-22

This session the school was awarded the Excellence in Professional Learning Award from the General Teaching Council of Scotland. This recognises the learning by teachers through practitioner enquiry. This year was the third cycle of practitioner enquiry. The pictures capture just some of the learning that has been shared.

We are also proud of the work that has been completed with the support of P7 Library and Art groups to support raising the profile of Reading for Enjoyment. Our space-themed library is now very popular with the children.

The school has taken a lead role in the Data Education in Schools project run in partnership with Edinburgh University. Details of the project can be found here, but this has also been featured in the Scotsman, in Computing Weekly and on STV News. In June the group attended a 'Town and Gown' event in Edinburgh University showcasing their learning. This linked video was part of the presentation - Tonga Eruption.
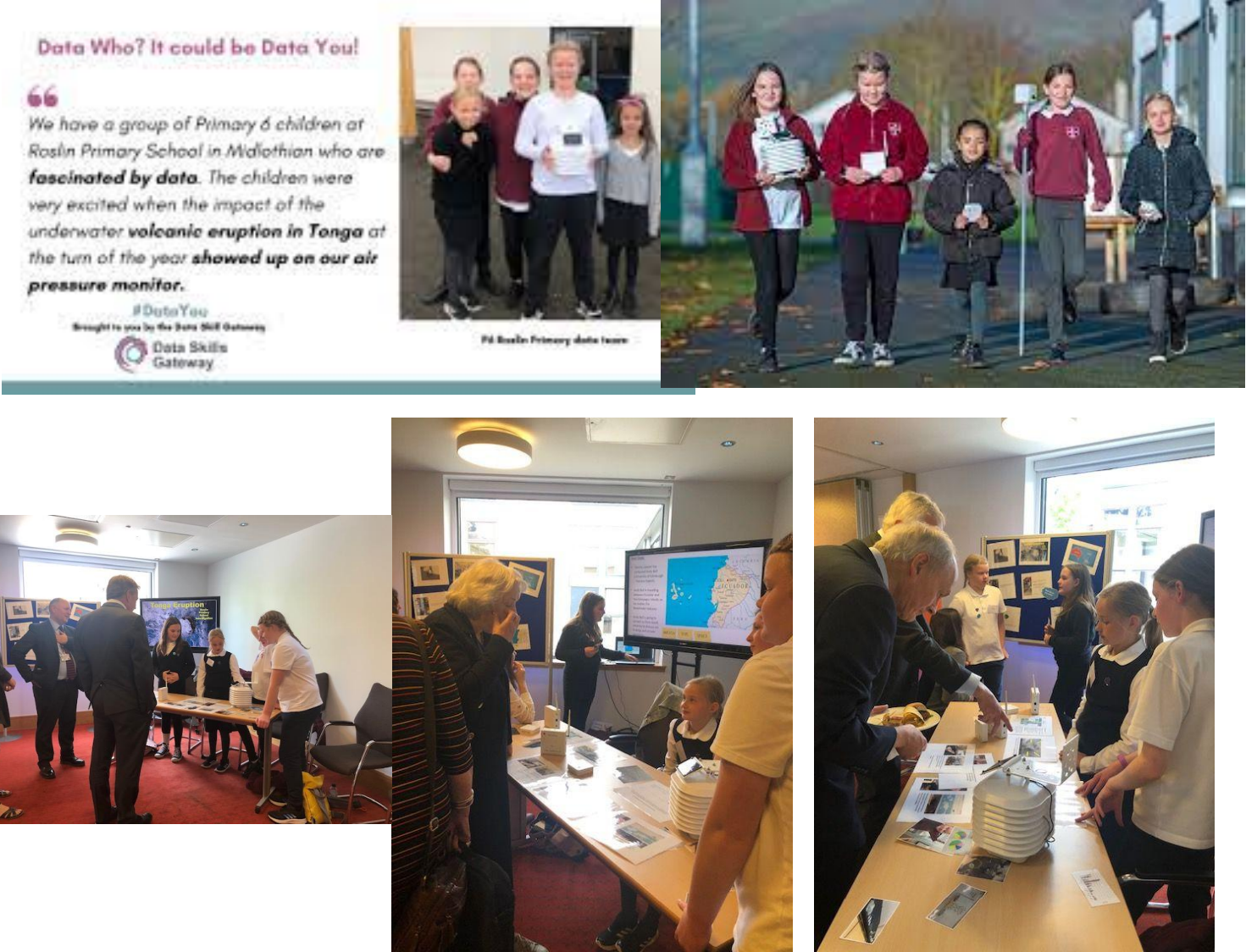
Review of Progress and Impact

Improvement Priority 1: Practitioner Enquiry and Digital Learning

Midlothian and National Links

Midlothian Education Service Priorities
1. Attainment & Achievement
2. Included, Engaged and Involved: Wellbeing and Equity
3. Self-Improving Systems
4. Lifelong Learning and Career-Ready Employability
5. Finance and Resources
   ●

National Improvement Framework Driver(s)
● School Leadership
● Teacher Professionalism
● Assessment of Children's Progress
● Performance Information
● Parental Engagement
● School Improvement

HGIOS/HGIOELC Quality Indicators
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

- All class teachers completed a Practitioner Enquiry and have shared their learning with staff.
- One to one devices now available for all P1-7 learners, leading to 100% engagement
- All staff attended training sessions throughout the year on Digital Pedagogy
- Teacher confidence in using devices as tools for learning is improving with a wide range of tools being used by classes.
- All staff successfully migrated to GMail and to using the GSuite
- Digital Lead (staff) and digital leaders (pupils in place)
- A member of the digital team visited for two days to support learning and teaching, sharing information on Kahoot, Google Classrooms and Jamboards.
- Teacher discussion on expectations for devices, followed by a session with the Parent Council on this
- Digital Leaders developed and shared expectations on use of devices at home and in school

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Impact

- Teacher professionalism is high within the school, learning to a high level of devolved leadership.
- One teacher is a Pedagogy Pioneer for the SEIC and leads learning sessions for teachers across the collaborative.
- Teachers are learning change within their own classroom settings. Enquiries were wide ranging.
- One teacher, focused on Increasing Engagement through Nurturing Approaches noted a very significant shift when Boxall Profiling learners as well as increased engagement using the Leuven Scale.
- One teacher is developing Pupil Led learning through child inspired provocations for play, this will be part of the SIP priorities for the next session.
- Our NQT was developing their own practice considering teaching strategies to support learner engagement and enjoyment in numeracy.
- Feedback from teachers was that they value the time to reflect on their own practice and complete research

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Next Steps
- Continue cycle of practitioner enquiry, with time given as part of WTA and planning for continuous improvement. Extend the use of practitioner enquiry to the Early Years Practitioners.   - Extend the use of Digital devices across the curriculum.   - P3-6 will begin to use their devices for homework

Improvement Priority 2: Attainment - Tracking and 1+2 Languages

Midlothian and National Links

Midlothian Education Service Priorities (
1. Attainment & Achievement
2. Included, Engaged and Involved: Wellbeing and Equity
3. Self-Improving Systems
4. Lifelong Learning and Career-Ready Employability
5. Finance and Resources

National Improvement Framework Driver(s) (School Leadership
● Teacher Professionalism
● Assessment of Children's Progress
● Performance Information
● Parental Engagement
● School Improvement

HGIOS/HGIOELC Quality Indicators
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Progress
- School self-evaluation calendar reflects rigorous moderation, tracking and assessment   - All focus groups receive targeted intervention and offered appropriate assessment   - Move to online Boxall Profiling   - Tracking sessions twice over the year, CTs/SEYP met with SLT/SFL   - SFL tracking sheet has been developed   - Authority tracking meeting in March 22   1+2 has been a focus this session and the Scots language program was developed and delivered to P5-7 learners. This followed a planning session for the ASG in November   - Language Lead shares resources with CTs

Impact
- Stretch aim of 90% or learners meeting the national targets has not yet been met as learning and support have been disrupted and impacted by COVID and especially staff and pupil absences.   - CFE Levels are between 77% for P7 Numeracy and 97% for P1 Listening and Talking. The impact of COVID on Listening and Talking is positive with all stages 91% or higher.   - A significant focus on literacy for the current P7 group has raised attainment to 83% for reading and 90% for writing.   - During the tracking meetings all teachers were able to discuss learners attainment and engagement, there was a clear link with support in place.   - Pupil conference feedback reflects consistency across the school in delivery of French with P5-7 learners engaging with Scots this session.

Next Steps
● Continue to develop a robust tracking system for pupils with a whole school overview that supports transition to High School ● Training for CTs on the use of Boxall Profiling to support learners

Improvement Priority 3: HWB/Nurture

Midlothian and National Links

Midlothian Education Service Priorities
1. Attainment & Achievement
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5. Finance and Resources

National Improvement Framework Driver(s)
- School Leadership
- Teacher Professionalism
- Assessment of Children's Progress
-
- Performance Information
- Parental Engagement
- School Improvement

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Progress

- Nurture Lead was appointed and attended Nurture training
- Use of CIRCLE document now embedded in practice
- Nurture Group has restarted post-COVID
- Nurturing approaches used across the school, with micro-nurture a feature.
- PEF used to support Play Therapy

Impact

- Impact of nurture evidenced through Child Planning Meetings, almost all of the learners with Child Plans are meeting the set targets
- Nurture was chosen by the children as one of the school values this session
- Boxall Profiling shows progress for learners, most learners have improved scores over the year
- Challenging pupils have been well supported and there have been no exclusions
- Attendance has continued to be an issue this session as COVID continued to impact.
- Pupil conference in March 22 showed a clear understanding by pupils of Nurture

Next Steps

- Continue to embed nurture practices, sharing this with new staff as they join the school
- Develop nurture of the whole family with focus on Cost of the School Day

Improvement Priority 4: Developing a Young Workforce and STEM

Midlothian and National Links

Midlothian Education Service Priorities
1. Attainment & Achievement
2. Included, Engaged and Involved: Wellbeing and Equity
3. Self-Improving Systems
4. Lifelong Learning and Career-Ready Employability
5. Finance and Resources

National Improvement Framework Driver(s)
- School Leadership
- Teacher Professionalism
- Assessment of Children's Progress
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Progress

- The first three skills have been implemented for all school pupils and are reflected in their Achievement Books.
- Visual resource was introduced for classrooms
- Session on gender balance in STEM was delivered to all staff
- Policy on gender balance in STEM introduced
- P6 data team work in collaboration with Edinburgh University shared their learning with two other classes and showcasing learning at the University

Impact

- Professional dialogue reflects training on gender balance in STEM, consideration to this was clear in planning for learning in some classes.
- Data group have shared their learning widely, with other classes, school and through the prass.

Next Steps

- Continue to consider gender and racial bias when planning for learning
- Continue to consider gender and racial bias when considering resources to support learning
- Reform links with the Bush Science Park
- Maintain STEM focus as an ASG

Capacity for Continuous Improvement

Quality Indicator	LA/School Self-Evaluation	Authority Reviews / Theme Visits	HMIe/ Care Inspectorate Inspection Grades
1.3 Leadership of Change	4	5	4
2.3 Learning, Teaching and Assessment	4	5	4 CI Jan 2019 grade VG
3.1 Ensuring Wellbeing, Equity and Inclusion	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

Improvement Plan 2022-23

Midlothian

Establishment	Roslin Primary School
Area	Midlothian
Session	2022-23

Prepared by:Helen Love, Head of Establishment   Date: June 2022

Reviewed by: **Julie Fox**, Schools Group Manager   Date:June 2022

Midlothian Education Service Priorities

	Priority 1 **Attainment and Achievement**	**Priority 2** **Included, Engaged and Involved: Wellbeing and Equity**	**Priority 3** **Self-Improving Systems**	**Priority 4** **Lifelong Learning and Employability**
NIF Key Priorities	*Improvement in attainment, particularly in literacy and numeracy.* *Closing the attainment gap between the most and least disadvantaged children and young people*	*Placing the human rights and needs of every child and young person at the centre of education* *Closing the attainment gap between the most and least disadvantaged children and young people* *Improvement in children and young people's health and wellbeing*	*Improvement in attainment, particularly in literacy and numeracy.* *Placing the human rights and needs of every child and young person at the centre of education* *Closing the attainment gap between the most and least disadvantaged children and young people* *Improvement in children and young people's health and wellbeing* *Improvement in skills and sustained, positive school-leaver destinations for all young people*	*Improvement in skills and sustained, positive school-leaver destinations for all young people*
Midlothian Priorities	1.1 Improved attainment within the broad general education stages 1.2 Improved attainment within the senior phase. 1.3 The poverty related attainment gap is narrowed 1.4 Improved attainment of children and young people who require additional support including young carers/care experienced children	2.1 There's an improvement in children and young people's behaviour and attendance 2.2 There's an improvement in children and young people's wellbeing 2.3 Children have a greater understanding of their rights (UNCRC) and these rights are being met across our establishments	3.1 Leaders at all levels work together within an empowered system to improve outcomes for children, young people and families 3.2 Children and families participate, influence and inform how we deliver our services 3.3 Quality Assurance activities lead to improvements in the quality of education provision across our early learning and childcare (ELC) settings and schools	4.1 Improved progression pathways for all learners lead to an increase in positive destinations

Associated Schools Group Improvement Plan 2022-23

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	Literacy Numeracy	Moderation Data sharing Interventions	Embedding Exploring Exploring	n/a	n/a	2.3 3.2	Achieving	✔ Priority 1	
	Attainment and Achievement	Develop STEM across the ASG		Developing	N/A	N/A	QI 2.2 2.3 2.6			SERCC

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*
Attainment and Achievement: Moderation	- Confirm dates across both ASGs for Quality Assurance calendars. - Working group plan moderation format - Moderate literacy across ASG (CAT 2 hours) to be extended to include other curricular areas - Moderate numeracy across both ASGs (CAT 2 hours) to be extended to include other curricular areas - Network of SfL across primary and secondary to explore interventions for literacy and numeracy (ASG CAT)	September 2022 Sept 2022 October 2022 March 2023 October 2022	1.1 Improve attainment within the broad general education by focusing on: Improvements in planning, tracing and assessment and curriculum design and progression. 1.2 Identify and reduce the attainment gap between the most/ least deprived children.
Develop STEM across the ASG Links with Beeslack Science Team Increase STEM opportunities across the cluster	Enhance opportunities for Secondary science staff to support and deliver science to Primary pupils in particular P7 Visits to Beelsack (Public Health permitting) to experience science/ STEM in a science lab environment Secondary Science teacher delivering and supporting science in cluster primary schools Develop STEM ambassador accreditation for S6 students including delivery of science skills and STEM projects to P7 pupils (Public Health permitting). Jointly develop Level 2 and Level 3 science curriculum with a key focus on transferable skills.	Academic year 2021 - 2022 will be focusing on reflecting and planning on what transferable Science skills would be most beneficial and practical to develop across the cluster. Academic year 2021 - 2022 will also focus on preparing and delivering key STEM lessons with primary schools utilising S6 Stem ambassadors and Science staff. Academic year 2022 - 2023 will focus on reflecting on lessons learnt and developing a cohesive ongoing programme of STEM activities and curricular planning with Primary.	A MacDonald - PTC Science BCHS K Munro - STEM Ambassador BCHS increased exposure to STEM opportunities for Primary pupils (P7 in the first instance) Develop skills, knowledge and understanding of primary pupils in science/STEM Support the delivery of Science and STEM related Es and Os CLPL opportunities for primary teachers delivering science Enhance transition from primary to secondary and information sharing - deepen understanding of skills of pupils at point of transition in science.

Priority Summary and High Level Strategic Targets

Improvement Priority 1: Raising Attainment; Enhancing Learning, Teaching and Assessment with Digital Technology

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1. Attainment & Achievement
2. Included, Engaged and Involved: Wellbeing and Equity
3. Self-Improving Systems
4. Lifelong Learning and Employability

National Improvement Framework Driver(s)
- School and ELC Leadership
- Teacher and practitioner professionalism
- Curriculum and assessment
- Performance Information
- Parental/carer involvement and engagement
- School and ELC Improvement

HGIOS/HGIOELC Quality Indicators
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Key Actions	Lead Person / Timescales	Expected Measurable Outcomes for Learners
Digital Learning ● Enhancing Learning and Teaching and Assessment using Digital Technology ● Create a new Digital Learning and Teaching Strategy ● Create a portfolio of evidence of digital learning ● Exchange of learning of teachers and how technology is integrated in the classrooms during staff meetings through 'Bitesize' sharing sessions. ● All class teachers to complete Google Workspace - Foundation level training - March 2023 Development of whole school spelling approach ● Evaluation of current spelling teaching in school ● Development of a whole school approach to spelling with a range of strategies ● Clear expectations of teaching of spelling and daily input	**Digital Lead Teacher/DHT/HT April 23** **Literacy Lead Teacher/DHT September 23** **Literacy Lead Teacher/DHT**	● **Narrowing the gap in numeracy and literacy through increased engagement of pupils using digital strategies linked to Core Plus stretch aims. FSMv non-FSM gap - stretch aim - 15% literacy and 17% numeracy.** ● **Work towards the Digital Schools Award, with the aim to achieve this by 2024.** ● **Learners and teachers will be able to identify how digital technology makes a difference to learning and teaching. (Discussion during learner conference)** ● **Move to online homework using digital workspace.**

Key Actions	Lead Person / Timescales	Expected Measurable Outcomes for Learners
Continue to update whole school reading scheme • Replace books from ORT 4-6, linking these to those already purchased Planning for the Whole Child - Nursery Care Inspectorate QI 3.2 • New planning will be embedded in practice this session • Training session during the INSET day - August 2022 and ongoing through regular meetings • Monthly wellbeing checks to inform conversations with families • Wellbeing plans to be created and feed into pastoral notes • New planning sheets will be available in each area of the nursery to record pupil voice and next steps • New documentation to inform planning and shared during weekly meetings	**December 23**	• **Spelling improvement measured using the SWST in June 2022 and June 2023. Expected raise of 4 standardised points for the whole school average from 98 (June 2022) to 103 (June 2023).** • **Reading progress remains high, with children excited about their reading. Stretch aims P1 Reading CFE - 88%, P4 - 86%, P7 77%** • **Nursery staff to be all contributing to planning and aware of the cycle of planning**

Improvement Priority 2: Equity and Inclusion

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3. Self-Improving Systems
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National Improvement Framework Driver(s)
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Key Actions	Lead Person / Timescales	Expected Measurable Outcomes for Learners
Developing Play Pedagogy in school • Staff training on the different types of play - August INSET • Use of Fife Audit Tools and Confidence Wheels • Audit and develop the range of resources for play - 1st term • Develop the school atriums for play - 1st term • Introduction of a core provision document linking play to Experiences and Outcomes at Early, 1st and 2nd levels - by October 2022 • EYPs to be linked with and support CTs as they develop play in 2nd Level • Learning Council will speak to the Parent Council on play journey - Spring 23 • Parental engagement on play with a film produced by Digital Team in P7 • Play to be discussed during LA meetings, training for LAs on observing and extending play • Flash moderation to check in with staff during staff meeting (Term 2)	**CT leading play/DHT/HT**	• **Improvement in children and young people's health and wellbeing, pupils focus groups in May 2022 repeated in May 2023.** • **There will be an increase in the variety of play experienced by pupils, class floorbooks will record the play journey. Almost all children will be able to discuss the value of play during a learners conference.** • **Pupil film on learning through play to be shared with parents - parents will be able to identify the value of play** • **Adults in school will be actively involved in planning for play and responding to children's developing interests and needs. Evidenced through planning.**

Key Actions	Lead Person / Timescales	Expected Measurable Outcomes for Learners
Building Racial Literacy ● Beginning of a three year plan to embed Racial Literacy across learning ● This session - two more staff to attend Building Racial Literacy course (by Spring 23) ● Professional dialogue on Racial Literacy to be developed at an Authority level working with Equalities Officer, through reading groups (whole session) ● Consideration and positive bais to resources purchased this session by the school, developing a wider range of inclusive books, inclusive visitors and wider resources. (whole session) ● Engagement with a diverse range of pupils once each term, led by a non-white teacher to collate learners' experiences in school and develop actions for next 2 sessions. Learning from this to be shared with staff. (shared with staff January INSET)	**HT/ 2 CTs attending course**	● **Staff will have an increased understanding of the issues faced by some of our learners, raising awareness of challenges and supporting a sense of belonging.** ● **Wider range of visitors to the school and books that represent our diverse culture.** ● **Pupils and staff will be more confident in discussing racial challenges, measured in August 22 and June 23.** ● **Racial incidents will be reduced from three- (2021-22) to one (2022-23).**

Improvement Priority 3: Promoting family engagement

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1. Attainment & Achievement
2. Included, Engaged and Involved: Wellbeing and Equity
3. Self-Improving Systems
4. Lifelong Learning and Employability

National Improvement Framework Driver(s)
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3.3 Increasing creativity and employability

Key Actions	Lead Person / Timescales	Expected Measurable Outcomes for Learners
Following our Cost of the School Day survey of parents, teachers and children: • Development of a small food bank within school accessible to parents (October 22) • Nursery to organise a 'swap shop' for clothes twice during the year • Other local supports available to nurseries to be shared as a leaflet - September 22 • School to look at the cost of events as they are spread across the year and target finance towards subsidising events during November and December (September 22) • Calendar to be developed outlining expected costs for the session and shared with parents, (September 22) • Uniform exchanges to be organised once a term • Ongoing reminders of support available from the school to be in each correspondence - ongoing • Engage with other supports organisations, referring families who would benefit from support - ongoing • Develop a school leaflet to share support or grants available. (September 22) • Use of PEF funding to support access to clubs, camps and trips as well as the purchase of P7 hoodies for some learners.	**HT/DHT/ COTSD working group/SEYPs**	• **Parents will have an increased awareness of the support available to families through school and the wider community. Continue to engage with the Parent Council for feedback.** • **Engagement with school camp and events and trips will be maximised with financial support.** • **Parents of children 0-3 will begin to develop links with the school post-COVID, PEEP sessions will be attended by 16 families.** • **Actions taken should increase engagement with the community.**

Key Actions	Lead Person / Timescales	Expected Measurable Outcomes for Learners
Nursery - Care Inspectorate QI 1.4 ● Nursery to develop transition program for children coming into nursery ● Build a relationship with the local playgroup through PEEP - Learning Together sessions - Series of sessions in the playgroup (Autumn 2022), series of session in the nursery (Spring 2023) ● Build a relationship with the Book Bug organisers - contact to develop sessions within the nursery (October 2022) ● Extend the use of Seesaw in the nursery, posting activities for each of the holidays over the year. ● Develop link with local Care home (June 2023)		

Improvement Priority 4: Practitioner Enquiry

Midlothian Education Service Priorities
1. Attainment & Achievement
2. Included, Engaged and Involved: Wellbeing and Equity
3. Self-Improving Systems
4. Lifelong Learning and Employability

National Improvement Framework Driver(s)
● School and ELC Leadership
● Teacher and practitioner professionalism
● Curriculum and assessment
● Performance Information
● Parental/carer involvement and engagement
● School and ELC Improvement

HGIOS/HGIOELC Quality Indicators
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

Key Actions	Lead Person / Timescales	Expected Measurable Outcomes for Learners
● Continue the cycle of Practitioner Enquiry within the school ● Extend this to include Early Years Practitioners this sessionEYPs training for PE - May 2022 and August 2022 (Care Inspectorate QI 4.1) ● Three sessions over the year for EYPs to engage with the process, three CAT sessions dedicated to this for CTs ● Time in Improvement planning to be given to sharing of learning ● Projects to be supported with resources from the school budget ● Where possible support projects with visits to other settings	**HL/SEYP/DHT**	● **Developing self-improving systems across the school to embed evidence based practice and improve outcomes for all learners.** ● **Developing devolved leadership within the nursery and empowering staff to lead projects, supporting staff development.** ● **Extending devolved leadership within the school.** ● **Measurable outcomes linked to individual projects.**

Pupil Equity Fund Plan 2022-23

PEF Allocation for 2022-23: £34.300
Carry Forward from 2021-22: £666
Total: **£34,966**

Gap Provide details of the gap you want to address.	**Outcome Statement** What do you hope to achieve? What is going to change? For whom? By how much? Timescale?	**Measures** What data will you gather to determine whether or not improvement is taking place? When will data be collected?	**Lead Staff Member** Who is responsible for this element of your PEF plan?	**Details of Intervention** What are you going to do to achieve the outcome?	**Cost**
<u>Cost of the school Day</u> During 21/22 session COTSD survey showed current barrier for families accessing activities 1. All letters that go out with a cost implication to include banner with financial support offered 2. Camp is the biggest single expense in school and we want this to be accessible to all learners. 3. Access to school events, clubs and activities for all learners	There will be an increased engagement with clubs, events and activities. All learners will be offered the chance to engage with wider learning activities, considering financial barriers. 1. By August 2022 all letters to be branded with finance offer 2. By October 2022 all P7 pupils will have had the offer of financial support to make sure finance is not a barrier to attending camp 3. Over the session all activities with a cost implication will include an offer of support. Increase the number of families asking for support from 5 to 10.	1. Audit of school letters to ensure this is happening 2. 100% of P7 pupils will have an offer that all attend where cost is a barrier to inclusion 3. Record the number of families asking for support.	COTSD working group/HT	1. Include an invitation on all correspondence that requires finance from parents to contact the school for support. 2. Contact all families if they are not engaging with activities, check if support is needed. 3. Contact all families if they are not engaging with activities, check if support is needed.	**£2400**
<u>Learning Assistant Support</u> Narrow the attainment gap for vulnerable learners Stretch aims -	Engage extra learning assistant support for classes. Support for learners to be targeted linking to tracking in place.	Use of Attainment Data and tracking meetings to gather evidence of impact Use of MUMP planners to assess and plan for learners,	HT/DHT/SFL T	Careful consideration to be given to supports for learners, LAs to work in pairs to minimise the risk of absences impacting attainment.	**1225 hours @19.10 or 31 hours/week**

Gap Provide details of the gap you want to address.	Outcome Statement What do you hope to achieve? What is going to change? For whom? By how much? Timescale?	Measures What data will you gather to determine whether or not improvement is taking place? When will data be collected?	Lead Staff Member Who is responsible for this element of your PEF plan?	Details of Intervention What are you going to do to achieve the outcome?	Cost
FSM v non-FSM gap to be 17% - Numeracy 15% - Literacy Overarching P1/4/7 aim Literacy 82% Numeracy 84%	Learners who struggle to engage in learning will be supported By June 2023, gap will have decreased 17% for numeracy and 15% for literacy	Use of CFE data to track progress of learners. Maintain exclusions at zero. Data gathered through the GIRFEC Child Planning Processes		LAs to support vulnerable learners, nurturing relationships to allow them to access learning.	£23,092
Play Therapy Gap is the Health and Wellbeing of some of our learners and their engagement in learning. One child is at risk of non-attendance.	Maintain engagement with drop-in sessions over session Maintain targeted support, initially to support transition then engaging with new learners. Increased engagement and attendance.	In 2021-22 47 children from P4-7 engaged with these drop in sessions, Discussion on a wide range of issues with anxiety and loss being the main ones. Promote the service further to increase engagement. During termly attainment meetings a review of the LS data will be reviewed	HT/DHT	Continue to fund and support the service coming into school Promote the service drop in sessions during assemblies. Play therapist to be in the playground at times and so visible and accessible. Include monitoring process as part of the detail	£7800 for 2 focused sessions and one drop in session over the year
Nurture Yoga Engagement in learning and attitude to school for some of our older learners Supporting self-regulation through calming measures.	Maintain targeted support for six pupils from Nurture Yoga teacher. This will build relationships with staff and other learners. Other learners co-regulating and peer support focus learners.	Maintain exclusion rate at zero. Increase engagement, measured using Boxall profiling. Record the number of outbursts and violent outbursts.	DHT/HT	Nurture Yoga sessions to be continued for P6 and P7 learners.	£35/session 39 sessions/year £1365

Total: **£34,657**