



St Andrew's RC Primary Standards and Quality Report 2018-2019 Improvement Plan Year 2019-2020



Contents – Standards and Quality Report

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1. Context of the School

We are a Catholic school at the heart of the ever expanding Community of Gorebridge. We have a clear vision for the holistic development of every child in the school firmly rooted in an ethos of trust and respect. This vision has been refined over the years and is one that gives a clear and consistent message of high expectations for all of our learners and clear expectations for positive behaviour, respect and tolerance. We continue to work hard to build positive relationships and staff have a firm commitment to an open door policy for parents, which begins in our Nursery, and recognises the importance of sharing information to benefit our learners.

The school is currently led by an Acting Headteacher on a shared Headship basis and has an Acting Depute Headteacher, a Principal Teacher and a Permanent PT in the complex needs provision. There has been a number of staffing changes in the school over the past five years, including four Headteachers and PTs in the complex needs provision, which has impacted on school improvements being taken forward. The school has recently been extended and next session can offer 32 full time Nursery spaces and 7 classes from P1-P7.

Our Core Values are aligned with Midlothian Council priorities for schools and are closely married to developing the attributes of a Midlothian Learner. The children are encouraged to recognise and value these qualities in themselves and their peers.

Clear and consistent expectations of positive behaviour have resulted in a significant reduction in behaviour referrals over the past year. Effective and regular communication with parents has led to a reduction in parental complaints. We are proud of our Learning Environment which emphasises care, nurture, respect and a strong sense of community.

As a Catholic School, we have a strong commitment to social justice and firmly believe in GIRFEC in the broadest sense. We work hard to remove barriers to learning and inclusion not just because it is a national and local priority, but because it is the right thing to do. We have a wide ranging SIMD profile, which is not always reflective of the level of need our learners and families have. St Andrew's SIMD profile is very mixed and we have many families working with partner agencies in children's services to address wellbeing concerns. We regularly audit and track the ASN of all learners and aim to provide a range of Universal Support in addition to comprehensive targeted support. We regularly work with our Third Sector partner agencies such as Children 1st and Sure Start to improve outcomes for our learners. Collaboration with partner agencies such as CAMHS, SALT and ASD Outreach, means that we can also provide a very good level of personalised support for learners. The school participates with the Newbattle Learning Community to work in collaboration with community partners to improve outcomes for pupils and families. Learners have benefited from a range of short term targeted interventions in addition to longer term Multi Agency Planning. Parents are confident in sharing well being information with staff and IEP planning and assessments can therefore be more relevant and effective. The school benefits from having a Home School Practitioner in school who monitors attendance and lates for our most vulnerable children and works closely with families and groups of children in school.

We have experienced significant staffing changes in our Nursery over the past five years with an entire new team led by a Senior CCDW. Our Nursery team has worked closely with the Early Years Community Team to improve the Learning environments and to increase parental engagement. Next session we will implement the expansion of Nursery hours to offer 32 full time spaces, and our PT will oversee these changes and monitor progress with the Nursery Plan for Improvement.

A key feature of our plans for improvement last year was to further develop the St David's Learning Community. Our Learning Community is geographically widespread making collaborative working slightly more difficult. This is further compounded by the need to work with locality schools and initiatives to achieve better outcomes for our learners by using local resources and locality based teams. We also experience very different socio economic factors within our local contexts and this means that we have different attainment gaps at different ages and stages within our schools. By identifying a common priority to improve the quality of learning and teaching, we have been able to work with colleagues across our Learning Community to share expertise and experience. Next session our priority will be to engage in Practitioner Enquiry to further improve the impact of teaching approaches with our learners.

Within the framework for improvement St Andrew's plan has had to reflect different priorities this year to ensure effective systems for whole school evaluation were in place – this has included rebuilding positive relationships throughout the school and establishing relational and professional trust.



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

Our school vision, values and aims have been created in joint consultation with staff, pupils and parents and are regularly revisited and reviewed alongside national and local priorities. Our revised values are a culmination of work carried out in the school over the past few years with many changes in the senior Leadership team.

In Session 2017-2018 we placed our school vision, values and aims at the heart of our collaborative work both with pupils and parents. All of our rewards and certificates in school are based on the attributes of the Midlothian Learner in tandem with developing the four capacities of Curriculum for Excellence. In 2018-2019 these values and attributes were also reflected in the end of year report.

- I can show **RESPECT** for myself, other people and our school.
- I can be **KIND** and **THOUGHTFUL** to others by respecting people's rights and feelings.
- I can show my **UNDERSTANDING** when other people are having difficulties or are upset.
- I am **GRATEFUL** for my skills and talents and use them to the best of my ability.
- I am **HONEST** with people and don't tell lies or make up stories.
- I use my **RESILIENCE** to learn from my mistakes and to carry on working things out.



The children regularly reflect on the core values of the school and the attributes of a Midlothian Learner throughout the year to help them recognise their own achievements in learning as well as their contributions to the wider life of the school and the community.

3. Our vision, values and aims

At St Andrew's we aim to:

Put your child at the centre of everything we do

Have high aspirations and expectations of everyone

Provide high quality leadership

Provide innovative and inspiring learning opportunities

Meet all learners' needs

Work in collaboration and partnership

Work together to develop our children holistically
within a culture and ethos of mutual trust and respect



St Matthew said,
“treat other people the way you
would like to be treated”.

Promote a secure and happy Catholic Christian environment, which extends into a close partnership between school, home, parish and the wider community

Show consideration for individuality, promote and celebrate diversity, inclusion and tolerance based on Gospel values

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

<p align="center">Priority 1 Improvement in attainment, particularly literacy and numeracy</p>	<p align="center">Priority 2 Closing the attainment gap between most and least disadvantaged children</p>	<p align="center">Priority 3 Improvement in children and young people's health and wellbeing</p>	<p align="center">Priority 4 Improvement in employability skills and sustained, positive school leaver destinations for all young people</p>				
<p>(1a) To bring CfE levels in line with the national average in Literacy and Numeracy by the end of P1, P4, P7 and S3 where they are not yet at that level</p> <ul style="list-style-type: none"> Where CfE levels are in line with national averages then schools should aim to reach the national stretch aim of 90% of students achieving the relevant level in every measure. <p>1(b) All Secondary schools have set appropriate targets across key local and national measures to reach targets based on trends against their virtual comparator.</p> <ul style="list-style-type: none"> Level 3 <table border="0" style="margin-left: 20px;"> <tr> <td>Numeracy 98%</td> <td>Literacy 98%</td> </tr> </table> Level 4 <table border="0" style="margin-left: 20px;"> <tr> <td>Numeracy 90%</td> <td>Literacy 90%</td> </tr> </table> <p>1(c) 100% of schools have a self- evaluation calendar that reflects moderation, tracking, assessment and shared classroom experiences that involve all practitioners and learners</p> <p>1(d) That at least 80% of teaching staff are involved in regular and supported practitioner enquiry in all schools.</p> <p>1(e) 100% of schools have a written curriculum rationale which reflects appropriate pathways for all learners.</p> <p>1(f) 100% of schools reviewed and inspected receive a grading of satisfactory or above for QI 1.3</p> <p>1(g) Increase numbers accessing LLE literacy and numeracy/ESOL (target 430)</p>	Numeracy 98%	Literacy 98%	Numeracy 90%	Literacy 90%	<p>2(a) Interrupt the cycle of poverty (PEF): CfE attainment for those living in SIMD 1-2 should be at the national average in terms of achieving the expected CfE level in Literacy and Numeracy by the end of P1, P4, P7 and S3</p> <p>2(b) Continue to develop and implement an Early Years Strategy on closing the gap to reduce the literacy gap by the end of P1 supported by the Attainment Advisor</p> <p>2(c) Maximise the use of Family Learning approaches to increase the number of family learning interventions across Midlothian by 5% with an LLE target 415 family learners.</p> <p>2(d) Increase % of young people achieving National Qualifications at Levels 3 to 5 with a focus on level 3 and 4 based on comparison with the virtual comparator e.g. looked after, particularly those looked after at home.</p> <p>2(e) Increase the number of LLE opportunities and attendance at learning activities for adults, families and young people.</p> <p>2(f) Increase the influence of young people in the planning of services.</p> <p>(2g) 5% increase in Award youth work per ASG including DOE</p> <p>(2h) Ensure that all youth work is delivered at low or no cost to support reduction in child poverty and increase accessibility.</p> <p>2(i) Increase in youth work offer. (Target 4450 young people access LLE opportunities).</p> <p>2(j) Increase accredited Lifelong Learning Employability Courses and qualifications (25 accredited courses) and (1550 qualifications) and increase number of learners accessing Individual Training Accounts (target 75+ learners)</p>	<p>3(a) 100% of schools reviewed and graded receive a grading of satisfactory or above for QI 3.1</p> <p>3(b) The majority of young people with ASN / LAC are offered timely and appropriate interventions within Midlothian Council</p> <p>3(c) Further Improve attendance: Primary 96% Secondary 92%</p> <p>3(d) Reduce exclusions: <u>Primary</u>- below 15 per 1000 including a maximum of 1 LAC exclusion per thousand. <i>LAC exclusion in exceptional circumstances only.</i> <u>Secondary</u>- reduce exclusions to 49 per thousand as a first step to exclusions being below the national average. This figure includes a maximum of 2 LAC exclusions per thousand. <i>LAC exclusions in exceptional circumstances only.</i></p> <p>3(e) Support schools to implement a range of universal mental health initiatives</p>	<p>4(a) 100% of schools have Senior Phase curriculum models that are fulfilling the recommendations of the delivery plan for Education</p> <p>4(b) Secure a three year pattern of 95% Sustained Positive Destinations and reduce unknowns to under 100.</p> <p>4(c) Increase provision aligned to DYW for vulnerable learners to improve their long term outcomes</p> <p>4(d) Implement priority areas from 36 DYW recommendations: including digital, stem, disability, work experience, learning opportunities, and careers in line with the regional skills assessment. Increase provision aligned to DYW for vulnerable learners to improve their long term outcomes.</p> <p>4(e) Increase the number of STEM opportunities for young people, adults, families and communities.</p> <p>4(f) Continue to increase number of Modern Apprenticeship's on SDS Contract, supported by LLE in particular increase Early Years and Childcare to meet 2020 National targets</p>
Numeracy 98%	Literacy 98%						
Numeracy 90%	Literacy 90%						

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

ST ANDREW'S RCPS – SELF EVALUATION - JANUARY 2019

February 2018

PRIORITIES

- re-establishing positive ethos and identity of St Andrew's school within school and wider community - rebuild relational trust across the School community – rebuild staff morale
- re-establish positive behaviour policy with clear focus on core values all feeling respected and valued and high expectations – employ new support staff
- re-establish positive and inclusive learning environment – expectations are clear – Midlothian Learner at heart – successes shared and rewarded
- re-establish effective and consistent approaches to planning, tracking and assessment
- demonstrate clear leadership in implementing and engaging with change – include and engage staff with school self evaluation and improvement planning
- nurture and develop talented but inexperienced staff
- include and engage staff with wider ASG and authority policies
- re-establish Pupil voice groups in school – engage with regular reflective evaluation of school priorities
- re-establish safeguarding procedures and administration systems throughout the school and Nursery – re-establish effective financial and resource management
- reduce parental complaints – re-engage parents in life of school community

MASSIVE PRIORITIES FROM HGIOS 4

1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.3, 2.4, 3.1, 3.2

NURSERY

PROVISION

NEWBATTLE LEARNING COMMUNITY AND ASG

SHARED HEADSHIP – ST MARY'S – NEW SCHOOL

Dec 2018

WHERE ARE WE NOW?

- Vision, values and aims re-established and communicated with pupils and parents – regular revisiting through Assembly, pupil voice groups – 93% attendance at Parents' Evening – feedback from parents/Newbattle Learning Community/ visitors to the school/ professional trust from colleagues in wider community
- Behaviour policy in place, fewer behaviour referrals, expectations clearly communicated – new support staff employed and feeling valued – all staff trained in Child Protection and Team Teach – consistent approaches in place to manage behaviour
- Attributes of Midlothian Learner recognised and rewarded in class and assembly – reflections on what these attributes look like at St Andrew's
- Planning, tracking and monitoring systems reviewed and changed – staff piloting new systems
- Collegiate working with staff at St Mary's – sharing effective practice and expertise between two schools – inexperienced staff working alongside stage partners across two schools
- Retention of staff to the profession and school – written testimony from staff – feedback at PR&D meetings feeling trusted, valued, respected, willingness to pursue career in teaching
- Pupil voice meetings protected in annual calendar – regular focus groups with HT – feedback using HGIORS
- Office staffed and effective systems being put in place – safeguarding issues being addressed, finance audit with support from centre almost completed reconciliation of dormant accounts etc
- No ongoing complaints from parents – increased involvement with the school/attendance at BOATS day/assemblies/ Mass etc
- Staff describe the school as feeling SAFE – professional safety - HEALTHY – professional health

Jan 2019
PRIORITIES

- Pastoral care of staff and pupils
- Attendance and Lates
- Managing behaviour/safety of staff and pupils
- Managing well being referrals / PHP incidents/risk assessments
- Statutory meetings/ MAM/HEARINGS/CPCC/LAAC
- Retention of staff
- Recruitment of staff
- Transition paperwork
- Completion of safeguarding action plan
- Completion of Nursery Action Plan – Care Inspection action Plan
- Implementation of SQIP – preparation and delivery of CAT sessions
- Staff appraisals – Teacher PR&D meetings – 41 members of staff
- ASG planning
- Whole school self evaluation and priorities for next session
- Transitions/final assessments/
- Staff planning
- Administer SNSA's
- MUMP assessments
- Moderation of Numeracy and Literacy – ASG and SEAC
- Tracking and monitoring attainment
- School camp
- Sacramental preparation – Archbishop visit
- Parental involvement

BARRIERS TO ACHIEVING THIS

- TIME!!!
- NPA/ Recruitment process/paperwork/IT Talentlink
- Day to day operational priorities in school – time taken up with ASN pupils – violent incidents classes being evacuated for pupil safety
- Staffing – absence no supply cover- impact on CCR cover/curriculum development time/ staff morale /energy/time for monitoring etc
- Janitorial changes
- Maintenance – security of the building

WHERE ARE WE NOW- JUNE 2019

- full evaluation of SQIP with all staff, parents, pupils
- Priorities set for year ahead – involvement of staff, pupils and parents
- All safeguarding actions met
- All Nursery Actions met
- All Office and admin systems up and running

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

<p><u>NIF and Midlothian Priority</u></p> <p>1. Improvement in attainment, particularly literacy and numeracy</p> <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</u></p> <p>1.1 Self-evaluation for self-improvement</p> <p>1.2 Leadership of learning</p> <p>1.3 Leadership of change 1.4 Leadership and management of staff</p> <p>1.5 Management of resources to promote equity</p> <p>2.1 Safeguarding and child protection 2.2 Curriculum</p> <p>2.3 Learning, teaching and assessment 2.4 Personalised support</p> <p>2.5 Family learning 2.6 Transitions 2.7 Partnerships</p> <p>3.1 Ensuring wellbeing, equality and inclusion</p> <p>3.2 Raising attainment and achievement/ Securing children's progress</p> <p>3.3 Increasing creativity and employability</p>
<p>Progress and Impact:</p> <ul style="list-style-type: none"> • new planning formats used consistently throughout the school: IMPACT: <ul style="list-style-type: none"> ➢ ensures progression in learning ➢ places assessment of and for learning at centre of planning ➢ provides clarity of information for handover/transitions ➢ reduces paperwork and more focussed on next steps in learning for children • most staff trained in RWInc Phonics P1-P3 including Learning assistants IMPACT: see PEF evaluation INSERT ATTAINMENT • practitioner enquiry completed in P6 with input from EP IMPACT <ul style="list-style-type: none"> ➢ increased self regulation ➢ improved learning environment • moderation of writing between ASG schools IMPACT <ul style="list-style-type: none"> • increased confidence in teacher assessment • BOATS morning for RWInc IMPACT <ul style="list-style-type: none"> • increased parental engagement 	<p>Next Steps:</p> <ul style="list-style-type: none"> • create Literacy and Numeracy overview trackers • maintain a bank of holistic assessments • maintain an archive of planning to aid moderation and future planning • Refresh all staff RWInc Phonics and Language and Literacy training • review Literacy strategy to clarify expectations for writing and moderation of writing • 100% of staff engage in Practitioner Enquiry next session see ASG Plan • Monitoring timetable in place and followed more robustly by SLT and to offer more peer observations • Increase sharing the learning events for parents – include daytime and evening sessions to enable as many parents as possible to participate – written curriculum overview to go home at start of the year • Include BOATS session for P7 parents ahead of transition to St David's High School – share expectations

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



Read Write Inc/Language & Literacy within St Andrew's PS Teaching Staff Evaluation & Feedback - May 2019

SCHOOL PRIORITY 2 – INCREASE ATTAINMENT AND ACHIEVEMENT IN LITERACY

NIF PRIORITY: Improvement in attainment in Literacy (LINKED TO PEF PLAN)

NIF DRIVER: Teacher Professionalism, assessment of children's progress , performance information

<u>Stage:</u>	<u>Focus/Resource:</u>	<u>Points for discussion:</u>	<u>Impact:</u>	<u>Evidence:</u>	<u>Next Steps:</u> for Session 2019/20
P1	RWI Phonics	<ul style="list-style-type: none"> Learners engaged by resource & teaching/learning activities Teacher's 2nd year of using resource, at P1 stage, so more confident in planning, delivery & assessment of programme Support of learning assistant & SFL teacher allowed more targeted teaching & so higher quality learning experiences for all pupils 	<ul style="list-style-type: none"> Increased pupil engagement & confidence across literacy Pace of learning increased Most pupils reading at an earlier stage than previously Improved attainment in spelling assessments Most pupils writing independently by end P1 	<ul style="list-style-type: none"> PIPs data RWI assessment data SNSA data Writing samples assessed against CFE Benchmarks Teacher observation 	<ul style="list-style-type: none"> Continue to prioritise staffing to support rotation model used 2018/19 (DHT) Ensure that training is available for any staff new to programme in August '19 (KK) Move interim phonic assessment forward to January '20 to identify more able pupils who could be included in P2/3 setting model, from February onwards (KK)
P2	RWI Phonics	<ul style="list-style-type: none"> Learners engaged by resource & teaching/learning activities 	<ul style="list-style-type: none"> Increased pupil engagement & confidence across 	<ul style="list-style-type: none"> RWI assessment data SWST data 	<ul style="list-style-type: none"> Continue to prioritise staffing to support setting model used 2018/19 (DHT)

		<ul style="list-style-type: none"> Multiple staffing changes at this stage, but clear structure & routines enabled continuity & consistency in delivery of programme. Setting model across P2 & P3 (including 2X learning assistants & SFL teacher) allowed more targeted teaching, & so higher quality learning experiences for all pupils 	<p>literacy</p> <ul style="list-style-type: none"> Pupils writing more independently Improved attainment in spelling assessments & in writing generally Pace of learning across literacy increased Clear structure and routines of programme have facilitated greater inclusion of ASN pupils 	<ul style="list-style-type: none"> Writing samples assessed against CFE Benchmarks Teacher observation 	<ul style="list-style-type: none"> Ensure that training is available for any staff new to programme in August '19 (KK) Establish short, 1:1 speed-sound sessions, for pupils requiring additional input (KK) Match speed-sounds progression with SWST lists to clarify/consolidate overall spelling progression (KK) Rotate groups termly to allow staff overview of all learners
P3	RWI Phonics	<ul style="list-style-type: none"> Learners engaged by resource & teaching/learning activities Teacher's 2nd year of using resource, albeit at different stage, so more confident in planning, delivery & assessment of programme Setting model across P2 & P3 (including 2X learning 	<ul style="list-style-type: none"> Increased pupil engagement & confidence across literacy Pupils writing more independently Improved attainment in spelling assessments & in writing generally Pace of learning in 	<ul style="list-style-type: none"> RWI assessment data SWST data Writing samples assessed against CFE Benchmarks Teacher observation 	<ul style="list-style-type: none"> Continue to prioritise staffing to support setting model used 2018/19 (DHT) Ensure that training is available for any staff new to programme in August '19 (KK) Establish short, 1:1 speed-sound sessions, for

		assistants & SFL teacher) allowed more targeted teaching, & so higher quality learning experiences for all pupils	reading noticeably increased <ul style="list-style-type: none"> • Clear structure and routines of programme have facilitated greater inclusion of ASN pupils 		pupils requiring additional input (KK) <ul style="list-style-type: none"> • Match speed-sounds progression with SWST lists to clarify/consolidate overall spelling progression (KK) • Rotate groups termly to allow staff overview of all learners
P4 - 7	Language & Literacy	<ul style="list-style-type: none"> • P4/5 learners generally engaged by resource & teaching/learning activities. P6/7 less motivated • Wide variety of reading genre provided via core teaching text across all stages • Detailed scaffolding of writing activities, particularly suited to supporting less able learners • Detailed scaffolding of writing activities, assisted less experienced staff in 	<ul style="list-style-type: none"> • All readers had access to a wider range of genre – resulted in greater confidence in reading across the curriculum • Less able pupils writing more independently • Increased technical accuracy from most pupils • Higher quality feedback feed-back from peer & teacher 	<ul style="list-style-type: none"> • SNSA data P4 & P7 • SWST data • Writing samples assessed against CFE Benchmarks • Teacher observation 	<ul style="list-style-type: none"> • Ensure that basic training is available for any staff new to programme in August '19 (KK) • Use resource as a starting point/reference, but also adapt/extend tasks to ensure appropriate pace & challenge for all , NB: more able learners (all staff) • Regular moderation with stage partner to ensure consistency across levels (teaching staff) • Match speed-sounds

		<p>planning progression of writing lessons, & identifying key assessment focus</p> <ul style="list-style-type: none"> • Some of more able learners found scaffold approach to writing tasks overly repetitive, & sometimes limiting, with regard to pace & scope for development 	<p>assessment</p> <ul style="list-style-type: none"> • Number of pieces of writing produced overall, tended to be less, as cycle took several sessions to complete • Less evidence of extended pieces of writing – depending on focus of tasks, which often required less pupil text 		<p>progression with SWST lists to clarify/consolidate overall spelling progression (KK)</p>
P5-7 Pupils identified for SFL	Fresh Start	<ul style="list-style-type: none"> • See SFL evaluation by KK 	<ul style="list-style-type: none"> • See SFL evaluation by KK 	<ul style="list-style-type: none"> • See SFL evaluation by KK 	<ul style="list-style-type: none"> • See SFL evaluation by KK

JH (May 2019)

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

<p><u>NIF and Midlothian Priority</u></p> <p>2. Closing the attainment gap between most and least disadvantaged children</p> <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</u></p> <p>1.1 Self-evaluation for self-improvement</p> <p>1.2 Leadership of learning</p> <p>1.3 Leadership of change 1.4 Leadership and management of staff</p> <p>1.5 Management of resources to promote equity</p> <p>2.1 Safeguarding and child protection 2.2 Curriculum</p> <p>2.3 Learning, teaching and assessment 2.4 Personalised support</p> <p>2.5 Family learning 2.6 Transitions 2.7 Partnerships</p> <p>3.1 Ensuring wellbeing, equality and inclusion</p> <p>3.2 Raising attainment and achievement/ Securing children's progress</p> <p>3.3 Increasing creativity and employability</p>
<p>Progress and Impact:</p> <ul style="list-style-type: none"> • Targeted support in P1-3 phonics with SfL teacher • Targeted support for social communication skills • All staff trained in using RWInc Language and Literacy – mixed responses from staff about how effective it is in addressing writing • HSP monitoring attendance and lateness – picture has not improved for key families despite targeted input – lateness insert data • Direct support from HSP has supported families to access benefits and maintain tenancies • HSP has supported P7 girls group by providing a safe space for them to talk and has built trusting relationships 	<p>Next Steps:</p> <ul style="list-style-type: none"> • Re-establish monitoring timetable to include attainment meeting each term • Continue support of HSP – extend her work to younger groups of children in school • Continue literacy support via Learning Assistants – SfL teacher to have more focus on developing social communication skills with groups of learners •

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

<p><u>NIF and Midlothian Priority (<i>highlight as applicable</i>)</u> 3. Improvement in children and young people's health and wellbeing</p> <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> <p>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>
<p>Progress and Impact:</p> <ul style="list-style-type: none"> • Seasons for growth groups – children asking for these to be run again • SALT delivered SCERTS introductory training to P1-P3 teachers – limited impact – need time to process and share learning • EP worked with P6 class on self regulation – limited impact due to limited input • Basketball and sports coaching should have been delivered in all classes – postponed to next session due to serious injury of sports coach • PE plans on the server to support progression of skills and experiences – all learners experiencing 2 hours quality PE lessons each week. • KMS delivered in P5-P7 – consistent language and approaches delivered in all classes. 	<p>Next Steps:</p> <ul style="list-style-type: none"> • Run SfG groups throughout the year • Introduce check in zones as a whole school approach – common language from SCERTS programme – Amy Richmond to lead • Bigger push on health initiatives in the school – Health Weeks Sept and summer term linked to sports day • Re-establish kerbcraft and bikeability • Continue to add PE plans to server • All staff trained in new Healthy Respect programme – all Sex Ed resources updated to reflect lessons in equality and diversity • Parental information about e- safety • Introduce breakfast club to improve readiness to learn – link with community partner eg Greggs/MacDonalds • Protected time to develop H&WB curriculum – update – PT to provide cover and support • Establish links with Leisure Centre and Library – Healthy Minds, Healthy Body • Increase focus on mental health awareness throughout school

6. Successes and Achievements in Session 2018-19

STAFFING

Last session St Andrew's experienced a number of staffing changes which were managed to minimise disruption to learning. Mrs Laird continued in the Shared Headship with St Mary's RC PS and Mrs Hunter continued in her post as Acting Depute Head.

OFFICE

We welcomed a new Office Support Assistant Mrs Rosslyn Allen following Ms Lambert's departure and Mrs Brown became permanent in her role as Admin Assistant.

NURSERY

In our Nursery, Mrs Millar went off on Maternity Leave at Easter and we welcomed Mrs McAllister in her place. Mrs Wilson joined us as a Modern Apprentice and we were able to offer 8 full time spaces in the room from January 2019. Mrs Wilson will continue her training at Gore Glen next session and we welcome Ms McLean as our new MA for next session. From August the Nursery will also welcome Ms Baur CCDW as we expand to 32 full time spaces.

PROVISION

The Provision team was further strengthened with the addition of another teacher, Mrs Tuiwaiwai at Easter.

LEARNING ASSISTANTS

Our Learning Assistants Mrs Crawford and Miss McDevitt finished with us, but we were joined by Mrs MacMillan. Our Learning Assistant team in the school now consists of 5 permanent members of staff.

TEACHERS

Next session we welcome back Mrs Wiseman and Mrs Valentine from Maternity Leave. Miss Allum will return to her full time post while Mrs Green will reduce her hours to three days. Miss Kydd finished with us in June but has transferred to St Mary's and Miss Murphy will be returning to her substantive post as PT at St Andrew's in August. We also welcome a NQT Miss Wilkinson to P6. Ms Quin will be returning as Mrs Flynn and Miss Murphy will be known as Mrs Graham following their weddings in the summer.

CARETAKERS

Danny Irvine left the Council earlier in the year and we are currently without a Caretaker or Janitor to the school.

St Andrew's has made use of staff specialism to cover the Class Contact Reduction Time (CCR) in 2018/2019. Music CCR has been covered by the P5 class teacher who is a former music instructor. Music has been planned responsively to supplement classroom learning by the class teacher and augment school wide themes such as STEM and novel studies. Music STEM lessons have involved practical experiments, investigating properties of sound and building instruments. ICT has been used to develop skills in music technology and composition, using Garageband & MuseScore. P7 have created their own mp3 recorded compositions for use in their leaver's school show, which also showcase their instrumental music skills. All learners have been taught the basics of reading musical notation using the Kodaly method. St Andrew's offers a wide range of instrumental music opportunities: Guitar, Ukulele, Recorder, Tuned Percussion, African Drumming and Keyboard. Pupil input has been central to the planning and development of the music curriculum. Musical concepts and techniques have been taught through well-known pop and rock songs to engage reluctant learners. Primary 6 and 7 pupils receiving instrumental music lesson are involved in an extra-curricular school orchestra that play at assemblies and wider school events.

Areas for further development:

- Further performance opportunities to showcase skills and increase parental engagement.
- Further develop inclusive practices to support pupils in the ASN base with mainstream music.
- Further CPD of teacher use of the Kodaly method.



Miss Allum used her expertise in maths to develop a progressive whole school approach to teaching maths concepts. This has highlighted the gaps in learning in maths across the school and also the need for more rigor in assessing applied maths skills via holistic assessments. All learners have engaged in lessons on measure, shape position and movement, data handling and interpretation and senior students have had the opportunity to apply their learning to real life contexts such as running a pop up shop.

Areas for further development:

- Develop a BOATS morning with a maths focus to increase parental engagement
- Further develop the bank of maths plans and materials and create a maths tracking document to ensure progression



Despite the many staffing changes the children have continued to enjoy a full and vibrant curriculum, devised by their teachers and have engaged in a range of activities throughout the year working with a range of Community partners. Over the course of Session 2018-2019 the school offered opportunities for our learners to develop under the four contexts of learning within curriculum for Excellence, for example:

ETHOS AND WIDER LIFE OF THE SCHOOL AS A COMMUNITY and OPPORTUNITIES FOR PERSONAL ACHIEVEMENT

- Our P6 and P7 pupils participated in a range of learning opportunities with staff at St David's High School as part of our Transition planning
- Our Nursery pupils also enjoyed a series of transition visits to P1 where our current P1 pupils led them admirably through a series of activities
- Our P7 pupils have enjoyed buddy reading opportunities with P1 throughout the year and our P5 pupils are already in waiting to buddy up with our new P1 learners.
- P7 had a wonderful time at Lockerbie Manor at School Camp with P7 pupils from across the St David's Learning Community, developing important social skills prior to transition to High School
- Targeted support for learning for pupils in P1-P3 resulted in increased attainment in literacy for all learners and most importantly increased levels of confidence and fluency in reading.
- Targeted support in literacy for learners in P4-P7 with Freshstarts improved fluency in reading and improved spelling scores
- We also celebrated with our P3 and P4 pupils who received the Sacraments of Reconciliation and First Holy Communion.
- Learning in and with the Community has been explored by all classes this year with a range of educational visits to contextualise learning in STEM subjects.
- Parents provided a series of Hallowe'en activities in school for the children
- P7 wrote, composed, led and performed their end of year show for parents
- P1 & P2 led and performed the Christmas Nativity
- P5 enjoyed a block of skiing lessons
- P4 enjoyed a 12 week block of swimming
- P6 and P7 were given the opportunity to participate in the School Orchestra led by Mr Paterson
- P6 & P7 pupils had the opportunity to work with visiting instrumental instructors for brass and violin
- The school participated in the Active Schools programme of events throughout the year with children participating from P4-P7
- Pupils enjoyed MACASTORY Christmas Pantomime
- All pupils in P3- P7 participated in Pupil voice groups
- Charities group organised events which raised over £500 for different charities
- Pupils learned more about Participatory Budgeting and reducing the cost of the school day
- JRSO group raised the profile of Being Safe Being seen and encouraged everyone to walk, cycle or scoot to school

DISCRETE CURRICULUM AREAS and INTER DISCIPLINARY LEARNING

- We welcomed a range of community partners to school to support learning across the curriculum
- All learners have experienced a wide and varied curriculum
- All learners have been encouraged to make connections across curriculum areas by working on interdisciplinary projects in class and at home
- All learners have been able to share their learning with parents and peers
- Senior pupils have participated in transition events at St David's High School developing their understanding of learning in Science, French and English
- All learners participated in an educational visit to support learning within STEM subjects
- Targeted support for learning for pupils in P1-P3 resulted in increased attainment in literacy for all learners and most importantly increased levels of confidence and fluency in reading.
- Targeted support in literacy for learners in P4-P7 with Freshstarts improved fluency in reading and improved spelling scores

PARTNERSHIP WITH PARENTS

St Andrew's has a strong and active Parent Council who support the work of the school in a variety of ways. Last year they fund raised to support investment in new digital technology in school, supported Sacramental preparation, organised and ran social events in school and were instrumental in achieving changes to signage around the school to ensure safety of pupils walking to and from school. They secured funding from the Child Poverty Action Group to reduce the cost of the school day, and worked with the wider parent body to spend funds via the Participatory Budgeting Method. This was very successful and supported all classes to experience a Pantomime in school at Christmas, enabled all classes to book a high quality school excursion linked to their topic, created a hardship fund to support families in need and paid for additional sports coaching from Gavin Menzies.

Our BOATS events have been well attended and Parents' Evenings had 95% turnout. Families are generally becoming more engaged in learning about the curriculum and have responded positively to showcasing the learning events and attendance at assemblies at key points in the year.

7. 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	4		
2.3 Learning, Teaching and Assessment	4		
3.1 Ensuring Wellbeing, Equity and Inclusion (Take into account QI 2.1)	3		
3.2 Raising Attainment and Achievement/ Securing Children's Progress	3		

Part 2: Midlothian Education Improvement Planning – 2019-20

Establishment	
Area	
Session	2019/20
Planning Cycle	

SIGNATURES			
Head of Establishment		Date	
Schools Group Manager		Date	

Contents – School Improvement Plan

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

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

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

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

NIF Priority (paste from above)	Links to HGIOS4?	Key Actions	Lead Person Timescale Links to WTA	Expected measurable outcomes for learners – <i>please refer to NIF targets at start of this section for 2019-20 AND use your own contextual targets IF REQUIRED</i>
<p>Priority 1 Improvement in attainment, particularly literacy and numeracy</p> <p>1a) To bring CfE levels in line with the national average in Literacy and Numeracy by the end of P1, P4, and P7 where they are not yet at that level</p> <ul style="list-style-type: none"> Where CfE levels are in line with national averages then schools should aim to reach the national stretch aim of 90% of students achieving the relevant level in every measure. <p>1d) 100% of teaching staff are involved in regular and supported practitioner enquiry in all schools</p>	<p>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>	<p>Develop overview sheet for literacy and numeracy to track coverage of E's and O's and benchmarks to inform transition.</p> <p>Develop pupil numeracy and maths trackers-bank of shared resources created for teaching SEAL strategies</p> <p>Continue Read Write Inc Phonics providing additional training for staff – revise use of Language and Literacy for teaching writing skills</p> <p>Robust assessment calendar in place for RWInc – age and stage appropriate to include Assessment of reading at First and Second Level</p> <p>Closer analysis of data to highlight progress of most vulnerable pupils</p> <p>Plan for additional reading out with RWInc</p> <p>More opportunities to moderate progress in Literacy</p> <p>See ASG Plan</p>	<p>Numeracy and Literacy Coordinators 1 X CAT Session October 2019</p> <p>Numeracy coordinator 1 X CAT session plus protected time from PT by October 2019</p> <p>Kim Kristofferesen and Liz Laird August 16th In Service Day</p> <p>HT, DHT, PT, all staff</p> <p>DHT</p> <p>PT</p> <p>HT</p> <p>DHT and HT</p>	<p>1a) To bring CfE levels in line with the national average in Literacy and Numeracy by the end of P1, P4, and P7 where they are not yet at that level</p> <ul style="list-style-type: none"> Where CfE levels are in line with national averages then schools should aim to reach the national stretch aim of 90% of students achieving the relevant level in every measure. <p>1c) 100% of schools have a self-evaluation calendar that reflects moderation, tracking, assessment and shared classroom experiences that involve all practitioners and learners</p> <p>Literacy Strategy re-written with input from staff, pupils and parents</p> <p>Numeracy strategy re-written with input from staff, pupils and parents</p> <p>Literacy and Numeracy BOATS days show increased parental engagement</p> <p>1d) 100% of teaching staff are involved in regular and supported practitioner enquiry in all schools</p>

<p>Priority 2 Closing the attainment gap between most and least disadvantaged children</p> <p>2a) Interrupt the cycle of poverty (PEF) CfE attainment for those living in SIMD 1-2 should be at the national average in terms of achieving the expected CfE level in Literacy and Numeracy by the end of P1, P4, P7 and S3</p> <p>2d) Deliver the requirements of the child poverty act through the local action plan developed with community planning partners.</p> <p>See PEF Plan See ASG Plan</p>	<p>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>	<p>Closer analysis of data to highlight progress of most vulnerable pupils</p> <p>HSP employed two days per week to support families with poor or consistent absences and lateness</p> <p>HSP to continue to work with families in crisis and to offer Parenting with Confidence where necessary</p> <p>Increased SfL hours used to support Social Communication Groups</p> <p>SCERTS training rolled out to all staff – improve readiness to learn</p> <p>Staff to use practitioner enquiry to plan and implement interventions to improve attainment of lowest performing and lowest SIMD pupils</p>	<p>DHT – September 2019 and termly</p> <p>Kirsty Page</p> <p>Kirsty Page</p> <p>Kim Kristofferesen</p> <p>Amy Richmond October In Service</p> <p>All staff September ASG CAT 10 hours Practitioner Enquiry WTA March ASG CAT</p>	<p>2a) Interrupt the cycle of poverty (PEF) CfE attainment for those living in SIMD 1-2 should be at the national average in terms of achieving the expected CfE level in Literacy and Numeracy by the end of P1, P4, P7 and S3</p> <p>2c) Ensure that all youth work is delivered at low or no cost to support reduction in child poverty and increase accessibility.</p> <p>2d) Deliver the requirements of the child poverty act through the local action plan developed with community planning partners.</p>
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<p>Priority 3 Improvement in children and young people's health and wellbeing</p>	<p>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>	<p>Review and revise Health and Well Being Curriculum and make explicit links with RERC Curriculum – Increase focus and understanding of mental health and emotional literacy</p> <p>Re-establish Seasons for Growth Groups</p> <ul style="list-style-type: none"> Establish quiet zones in playground Establish friendship benches Links with Midlothian Playbase to develop aspects of outdoor play eg den building Utilise funding to provide playground games training <p>All staff trained in new Healthy Respect Course – information shared with parents via Sex Ed /KMS meeting</p> <p>Develop whole school approach to SCERTS</p> <p>Re-establish kerb craft, bikeability, and maintain Active School involvement</p> <p>Establish Breakfast Club/Walking Bus to improve lateness and attendance</p>	<p>Mhairi Stewart, Elaine Murphy, Barbara Gill EP 1 X In Service September 1 x CAT – working parties</p> <p>Mhairi Stewart, Kim Kristoffersen, Elaine Murphy</p> <p>Parent Council, Pupil Council</p> <p>Kirsty Page</p> <p>Gavin Menzies – Term 1</p> <p>All staff, HT and DHT, 1 x In Service Oct</p> <p>Amy Richmond</p> <p>DHT, Andrew Paterson</p> <p>Kirsty Page, Learning Assistants</p>	<p>3b) The majority of young people with ASN / LAC are offered appropriate assessment which is timely and appropriate.</p> <p>3c) Achieve attendance targets Primary to 95% overall Secondary 91.5% overall with a reduction in unexplained absences</p> <p>3d) Reduce exclusions: Primary- below 15 per 1000 Secondary- 40 per with LAC exclusions in exceptional circumstances only and following discussion with ASL Schools Group Manager</p> <p>3e) Support schools to implement a range of universal mental health initiatives as part of the Midlothian Big Lottery funding</p>
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<p>Priority 4 Improvement in employability skills and sustained, positive school leaver destinations for all young people</p>	<p>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>	<p>Develop STEM curriculum in school – provide high quality CPD for staff working with external partners in LLE</p> <p>Develop world of work focus with Pupil Council to highlight skills for life learning and work, gender issues, financial literacy</p> <p>Explore opportunities for vocational studies at Primary school with Children's University, St Andrew's Ambulance, St David's High School, Active Schools</p> <p>Develop opportunities for each class to participate in enterprising learning eg fund raising, micro tyco enterprises, Christmas and Summer Fairs</p>	<p>HT with Grant McGowan January In Service</p> <p>DHT, Pupil Council</p> <p>PT and LLE</p> <p>Parent and Pupil Councils Charities Group</p>	<p>4a) Continue to work towards a three year pattern of 95% Sustained Positive Destinations and reduce unknowns to under 100.</p> <p>Increased parental involvement</p>
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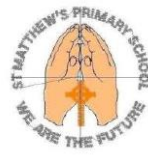
3. Interrupting the Cycle of Poverty – The Pupil Equity Fund Planning Template

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
Increase in number of pupils arriving late to school, without breakfast, non attendance	Liaison with parents on a weekly basis to target lateness and absences	HSP HT Parent Council	LA and HSP to support Breakfast Club £800	Weekly attendance/late reports Attendance of SIMD 1,2,3,4. Pupils at Breakfast Club	Reduction in lateness and absences from school Increased numbers of families receiving benefits they are entitled to Pupils ready to learn – reduction of reds in check in zones
	Establishment of a breakfast club with local partners eg Greggs, Tesco, Scotmid, MacDonalds – Munch and Move, Wake up Shake up – improve readiness to learn				
Families in financial crisis	HSP to work directly with families to support tenancy applications, rent arrears, free school meal applications, budgeting, awareness of local support via food banks, etc. Establish a hardship fund to be used at HSP/HT discretion in relation to above and to include payment for School Activities such as Camp. Increase parental engagement via Breakfast Club – BOATS events refreshments. Each class to participate in an out of school trip linked to project	HSP	£3961.98 each 4 months Grade 6 Sessional approx £15, 844 £2500 £1500	Reduction in behaviour referrals Increase in FME numbers	Increased parental engagement Increased engagement in learning

Attainment in literacy and numeracy	<p>Supporting literacy and numeracy in P1-P3 Easter to June</p> <p>Additional LA to support with implementation of RWInc Phonics and to support improvements in reading and writing Additional RWInc Resources and SEAL resources to support attainment in literacy and numeracy</p> <p>Macastory – drama/story writing workshops Pantomime in school</p>	Teacher	£7996.93 £23825.63 £1000 £1000	<p>Supporting SNSA and PIPS assessments</p> <p>Targeted reading and phonics support for those children making least progress</p>	<p>Increased attainment in literacy and numeracy</p> <p>Increased engagement in writing</p>
Low uptake of Active Schools clubs, after schools activities, children cycling to school	<p>Re-establish Bikeability, Kerbcraft, After schools Clubs</p> <p>Buy in Gavin Menzies to support with developing fitness clubs within school, lunch time and after school – purchase additional PE kit for use at clubs – washed and stored in school to remove stigma of no kit – purchase equipment to support children leading play sessions/quiet activities at play time.</p> <p>Development of school orchestra</p>		<p>In house staff PT to support with cover</p> <p>In house staff PT to support with cover</p> <p>£1500</p> <p>Total: £55,929.18 (Should be full allocation of PEF)</p>	<p>Numbers attending clubs including breakfast club</p> <p>SiMD 1,2,3,4 pupils to be specifically targeted and encouraged to join clubs and orchestra – school to support with provision of school instruments</p>	<p>Increased attendance of lowest SIMD pupils at clubs</p> <p>More purposeful play in playground – fewer behaviour referrals</p>



2019/2020 ASG Priority 1: mental health and wellbeing of all

Stage of Development	Main driver of priority		Alignment with:				
Exploring, Developing or Embedding	Self-evaluation/ school review/VSE	Education Scotland Report	HGIOS 4 QI	Wellbeing Wheel	Midlothian strategic priorities	NIF	Partnership working
Developing	ASG self evaluation	NA	1.4	All Aspects	Y	Priority 3: Health and Wellbeing	ASG Collaboration Health and third sector partners
Key Target(s)			Expected outcomes for learners which are measurable and/ or observable				
<ul style="list-style-type: none"> Maintain the profile of good mental health and wellbeing in the workplace through continual use of ASG Dignity at Work Policy, a menu of wellbeing related opportunities for staff and signposting to relevant supports and services All staff report that their wellbeing is taken into consideration and that senior leaders are approachable Pupils received timely and appropriate support to overcome any barriers to participation to maximise their potential Senior Managers take a coordinated approach to planning the Quality Assurance Calendar to ensure careful monitoring and implementation of the above 			<ul style="list-style-type: none"> 100% of staff know and use the Dignity at Work Policy 100% of staff are actively involved in wellbeing opportunities agreed and offered at school level 100% of pupils know and understand the Wellbeing Indicators and can use them to talk about their feelings and emotions 100% of pupils with ASN/ Care Experienced/ Young Carers have a measurable, outcome focused plan (where appropriate) and are appropriately recorded within SEEMIS 				

ASG Priority 2: strengthen our collaborative expertise and maintain a strong learning community: 100% of staff engage in Practitioner Enquiry related to QI 2.3

Stage of Development	Main driver of priority		Alignment with:				
Exploring, Developing or Embedding	Self-evaluation/ school review/VSE	Education Scotland Report	HGIOS 4 QI	Wellbeing Wheel	Midlothian strategic priorities	NIF	Partnership working
Exploring and Embedding	ASG self evaluation SGM Visits School Review	NA	2.3	Achieving	Y	Priority 1: Attainment	ASG Collaboration SEIC
Key Target(s)			Expected outcomes for learners which are measurable and/ or observable				
<p>Embed High Quality Learning Experiences for all Learners:</p> <ul style="list-style-type: none"> Consistent use and application of ASG Learning and Teaching poster across all classrooms Consistent use and application of ASG Learning and Teaching checklists to be used alongside posters to form focus and feedback of self, peer and Senior Manager observations 			<ul style="list-style-type: none"> 100% of staff know and understand the features of effective practice and quality teaching; posters are displayed in each classroom across the ASG and features are observed in daily classroom practice All schools use the monitoring and evaluation ASG checklist for staff peer and self assessment Senior Managers use the monitoring and evaluation ASG checklist for quality feedback relating to Classroom Visits Through self, peer and Senior Manager observations, 100% of staff can evidence improvement in relation to their own practice 				
<p>Explore Practitioner Enquiry as a model of professional learning:</p> <ul style="list-style-type: none"> Build capacity and create opportunities for ASG staff to lead learning across ASG All staff have an improved understanding of Practitioner Enquiry as a model to improve practice Senior Managers take a coordinated approach to planning the Quality Assurance Calendar to ensure careful monitoring and tracking All schools engage in moderation sessions at school/ ASG level in literacy and numeracy 			<ul style="list-style-type: none"> Baseline survey to gauge number of staff who have engaged with Practitioner Enquiry to date with a follow up survey to gather feedback about impact 100% of staff (teachers and Learning Assistants) engage in Practitioner Enquiry CLPL 100% of staff identify and carry out a Practitioner Enquiry related to an aspect of QI 2.3 – themes include planning for assessment, tracking and monitoring and analysis of data, moderation, pupil engagement with Midlothian Learner and ASG poster 				

What should we be doing and when?

May 2019	June 2019	July/August 2019	September 2019	October 2019	November 2019	December 2019	January 2020	February 2020	March 2020	April 2019	May 2019	June 2019
<ul style="list-style-type: none"> GMc to make contact with Christine Rednall to establish Practitioner Enquiry planning ASG HTs to share ASG SQIP with staff 20 MAY 19 ASG HTs to create Quality Assurance Calendar on 4 JUN 19 and protect time within WTAs for wellbeing opportunities Each school to identify ASG staff to lead learning across ASG and feedback on 4 JUN 19 ASG HTs to carry out baseline survey and feedback on 4 JUN 19 		July/August 2019	<p>ASG CAT 1 6 SEPT 19 1.30-3.30 SDHS led by identified lead staff and Christine Rednall</p> <p>Mop up session arranged for any absent staff</p>	<ul style="list-style-type: none"> ACTIVITY: All staff carry out Practitioner Enquiry within chosen theme DROP INS: Each school to protect time within WTAs (Sept/Oct 19) for staff to be able to access Drop In Sessions facilitated by Christine Rednall 			<p>ASG LAs CLPL 6 JAN 20 Led by Christine Rednall LAs carry out 4 week Practitioner Enquiry</p> <p>ACTIVITY: Teaching staff evaluate and produce a visual representation of their enquiry e.g. poster, PPT, video</p>		<p>ASG CAT 2 20 MAR 20 1.30-3.30 Venue TBC Practitioner Enquiry Gallery</p> <p>CELEBRATION EVENT St David's ASG drinks</p>	Planning and evaluation of ASG SQIP 19/20		

St Andrew's ELC Improvement Plan Evaluation 2018-19 – May In Service Day

<p>1.1 Self Evaluation for Self Improvement</p> <p>Monitoring calendar: Nursery & SMT meetings not consistently planned & recorded. Observations still to be completed.</p> <p>Planning is evidencing “seven principles of planning” in accordance with Midlothian Early Years best practice.</p> <p>Staff record of professional reading undertaken.</p> <p>Changes have been made to the environment in light of Expansion and greater access to outdoors.</p>	<p>Action</p> <p>Carry forward 2019-20 to include possible support from EYLC.</p> <p>All staff to complete audit on Planning for JMCA to address support required. Completed forms to be returned to AL by 31st May.</p>
<p>1.2 Leadership of Learning</p> <p>Training recorded and is up to date and is being shared and taken forward to impact on environment and learning – outdoors, children having own tray, loose parts.</p> <p>Changes have been made to the environment in light of Expansion and greater access to outdoors.</p> <p>Staff are working well as a team with a democratic ethos.</p> <p>Staff have designated responsibilities such as Peep & Talk Time.</p> <p>Planning folder and learning journals evidence children leading their own learning.</p>	<p>Action</p> <p>Monitor impact of training.</p> <p>Continue to review on regular basis using Environment floorbook as part of monitoring calendar.</p> <p>Format an observation sheet to suit setting using appropriate learning lenses to allow for tracking progress</p>
<p>2.2 Curriculum</p> <p>Peer support within two settings and SMT observations not concluded through feedback.</p> <p>Evaluations and feedback from families is more evident.</p> <p>Structure and flow of the day have improved in light of Expansion – timeline.</p> <p>Loose parts has demonstrated a higher engagement of involvement for the learners, particularly outdoors and encouraged creativity, imagination, problem solving and risk.</p>	<p>Action</p> <p>Carry forward 2019-20 to include possible support from EYLC.</p>
<p>CI inspection recommendation</p> <p>1.1 to support children’s health & wellbeing: HSCS1.15</p> <p>Paper work has been addressed and filed accordingly.</p>	<p>Action</p> <p>Liaise with PT in ASD provision to use consistent visuals across the setting & school. All staff to ensure they have & use lanyards with children requiring visual supports.</p> <p>EYLC PT to share current Midlothian Early Years Safeguarding & Wellbeing best practice folder in light of being reviewed by Beverley Thomson.</p>

NURSERY ACTION PLAN

HGIOELC	Evaluation	What we will do	How will we know - Impact
<p>1.1 Self Evaluation for self improvement</p> <ul style="list-style-type: none"> • Collaborative approaches to self evaluation • Evidence based improvement • Ensuring impact of success for children and families <p>1.2 leadership of learning</p> <ul style="list-style-type: none"> • professional engagement and collegiate working • impact of career long professional learning • children leading learning 	<p>Improve self evaluation systems to include regular self reflection/monitoring of action plan/management observations and peer observations</p> <p>Keep up to date with professional reading</p>	<p>Monitoring calendar to be produced for Nursery and shared with whole school Elaine Murphy PT, leading on this with Nursery Staff and in liaison with HT</p> <p>Elaine Murphy to check Care Inspectorate weekly and to create Professional Reading folders for all staff with key documents</p>	<p>Professional dialogue at Nursery/SMT meetings</p> <p>Feedback from planned SMT observations</p> <p>Planning documents reflect wide range of learning styles and interests of learners</p> <p>Improvements in the learning environment lead to more quality interactions with learners and evidence children leading their own learning</p>
<p>2.2 Curriculum</p> <ul style="list-style-type: none"> • Rationale and design • Learning and development pathways • Pedagogy and play • Skills for life and learning 	<p>Need to revise the organisation of the room due to expansion to 32 full time places</p> <p>Continue to develop the use of loose parts in planned way – rotate resources</p> <p>Revise the use of the outdoor space and the organisation of the children with increased numbers and longer day</p>	<p>Clarify and agree expectations for time line for the day establishing new routines for full time places</p> <ul style="list-style-type: none"> • re-visit start and finishing routines • embed daily toothbrushing times • establish key worker groups • Agree and use a consistent control signal in the room – reduce volume of adults and children in the room 	<p>PT planned observations within the room – feedback from peer support from staff at St Mary’s Nursery</p> <p>Feedback from learners and parents</p> <p>Observed productive play – children leading learning safely and confidently</p> <p>Learning journals</p> <p>Feedback from learners, parents</p> <p>Feedback from SMT observations</p> <p>Evidence of progress in learning – mapped on tracking documents and consultations with parents</p>

<p>2.3 Learning, Teaching and Assessment</p> <ul style="list-style-type: none"> • Learning and engagement • Effective use of assessment • Planning tracking and monitoring 	<p>Need to improve quality of observations to inform planning and assessment</p> <ul style="list-style-type: none"> • To involve pupils • To engage with parents more • Use observations to respond more appropriately to children’s learning <p>Improve tracking and assessment linked to observations</p>	<p>Change the format for recording observations</p> <p>Observations to be focussed on observed learning and next steps</p> <p>Observations to be used to inform tracking and planning</p> <p>Tracking and monitoring timetable in place to ensure every child is observed regularly</p>	<p>Feedback from learners and parents</p> <p>Increased parental engagement in learning opportunities within the Nursery setting</p> <p>Improved and more accurate and relevant observations of learning and planned next steps</p> <p>SMT observations of learning</p>
<ul style="list-style-type: none"> • Quality of interactions 	<p>Embed use of Bloom’s questioning across all areas of learning to develop quality interactions and interventions with learners</p> <ul style="list-style-type: none"> • Develop the vocabulary of learning with children • Increase confidence and skill of staff • Improve quality of observations and feedback to the children <p>Develop the use of Talking Tubs with the children – link to Bloom’s questioning</p> <ul style="list-style-type: none"> • Improve responsive planning with learners 	<p>Share information with parents and carers via playdates and family nights</p> <ul style="list-style-type: none"> • 2 playdates and 2 family nights per session • Encourage parents to take the folios home and provide specific feedback including milestones <p>Use surveys with parents to gain more targeted feedback about quality of learning environment and experiences</p>	<p>PT observations</p>
<p>2.4 Personalised support</p> <ul style="list-style-type: none"> • Universal support • Role of practitioners and leaders • Identification of learning needs and targeted support <p>Removal of barriers to learning</p>	<p>Need to improve understanding of barriers to learning for individuals</p> <p>More support required from SMT to address concerns and access timeous support</p>	<p>Work with Amy Richmond to develop understanding of ASD in particular and range of strategies that could be used to support learners</p> <p>Continue to use Stage 1 referral forms and documentation of concerns raised by practitioners and parents on chronology</p> <p>Weekly meeting with Elaine Murphy Fortnightly meeting between PT and HT</p>	<p>Universal supports accessed for all learners</p> <p>Liaise with PT in ASD provision to use consistent visuals across the setting & school. All staff to ensure they have & use lanyards with children requiring visual supports.</p>

<p>2.1 Safeguarding</p>	<p>Check list completed for all paperwork and procedures in Nursery by September 2019</p>	<p>PT to action and report to HT</p>	<p>EYLC PT to share current Midlothian Early Years Safeguarding & Wellbeing best practice folder in light of being reviewed by Beverley Thomson.</p> <p>All staff refreshed in safeguarding and child protection procedures August 15th In Service Day.</p>
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