



St Mary's RC Primary

Standards and Quality Report 2018-19

Improvement Plan - Year 2019-20



Contents – Standards and Quality Report

1. Context of the School
2. How our Vision, Values and Aims were developed and how our Stakeholders were consulted
3. Our School Vision, Values and Aims
4. 2018/19 Priorities
5. Review of Progress and Impact in Session 2018/19
6. Successes and Achievements in Session 2018/19
7. What is Our Capacity for Continuous Improvement?

1. Context of the School

We are a Catholic school at the heart of the Community of Bonnyrigg and Lasswade. 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.

This means that as a school team we benefit from having strong relational trust and can challenge and support each other in a professional capacity. We are able to welcome over 95% of our families to Parental Consultations and families regularly support our Sharing the Learning Events which are led by the children. As we have moved forward in our understanding of Visible Learning, we have been working with pupils and parents to develop the attributes of a Midlothian Learner and the children 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 eight years. Effective and regular communication with parents has led to a reduction in parental complaints and we are proud of our Learning Environment which emphasises care, nurture 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, and 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. 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, CIRCLE, +1Mentoring to improve outcomes for our learners. Collaboration with partner agencies such as CAMHS, SALT, Behaviour Support Team and ASD Outreach, means that we can also provide a very good level of personalised support for learners. Learners have benefited from a range of short term targeted interventions in addition to longer term Multi Agency Planning. Strong relational trust means that parents are confident in sharing well being information with staff and IEP planning and assessments can therefore be more relevant and effective.

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 was re-inspected in October 2017 with gradings of “very good” across all areas. Feedback from parents included:

"Great nursery friendly staff my child loves it".

"The nursery is a very caring environment which always uses the children's ideas to drive forward improvement.

My child is very happy and progressing well".

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 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 single priority to improve the quality of learning and teaching, we have been able to share our collaborative expertise and improve outcomes for our learners. Next session we will further develop this by engaging in practitioner enquiry to further enhance the quality of teaching and learning in our classrooms.

The Senior Leadership of the school continued on a Shared Headship basis with St Andrew's RC PS, with the Acting DHT and seconded PT supporting the management of St Mary's. We experienced significant staff absences for extended periods of time this session which has impacted on our ability to move forward with some of our planned priorities and PEF plan.

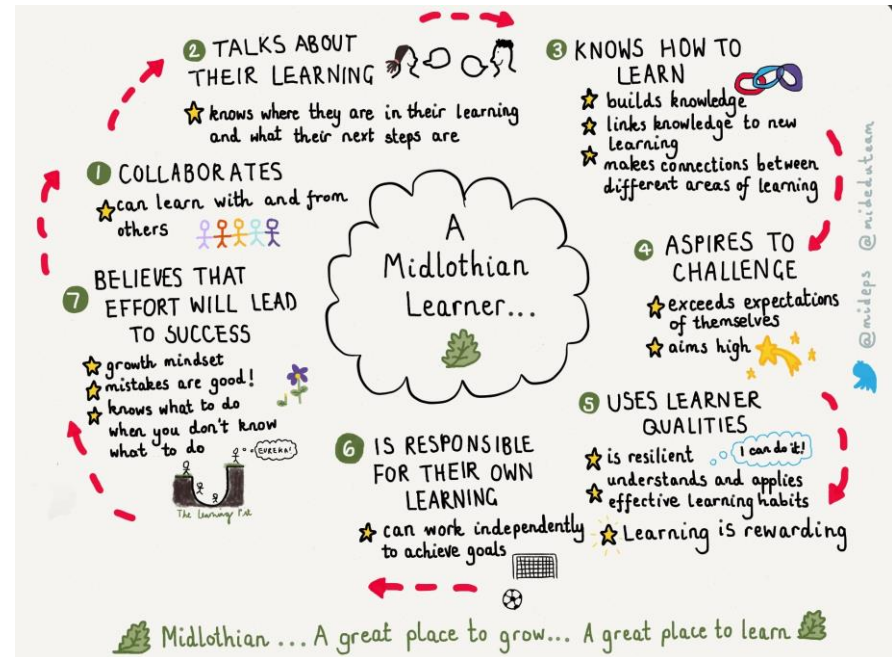
The HT and Depute HT have been working in close collaboration with the Project Manager and Building Contractor for the new school which is now well underway with plans to open in Easter 2020.

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.

In Session 2017-2018 we placed our school vision, values and aims at the heart of our collaborative work both with pupils and parents.

- I can CARE for myself, other people and our school.
- I show COURTESY and good manners.
- I show CONCERN by respecting people's rights and feelings.
- COOPERATION is important to me when I work with others
- I use my COMMUNICATION skills to work things out and build friendships.



Our Pupil Voice groups used the school aims to underpin the work that they did across the school. 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 session 2018 – 2019, the attributes of a Midlothian Learner were included in our final report to parents.

3. Our vision, values and aims

At St Mary'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

<p>NIF and Midlothian Priority</p> <p>1. Improvement in attainment, particularly literacy and numeracy</p> <p>NIF Driver(s) (<i>highlight as applicable</i>)</p> <ul style="list-style-type: none"> • School Leadership • Teacher Professionalism • Assessment of Children's Progress • Performance Information • Parental Engagement • School Improvement 	<p>HGIOS 4 Quality Indicator(s) / HGIOELC (<i>highlight as applicable</i>)</p> <p>1.1 Self-evaluation for self-improvement</p> <p>1.2 Leadership of learning</p> <p>1.3 Leadership of change 1.4 Leadership and management of staff</p> <p>1.5 Management of resources to promote equity</p> <p>2.1 Safeguarding and child protection 2.2 Curriculum</p> <p>2.3 Learning, teaching and assessment 2.4 Personalised support</p> <p>2.5 Family learning 2.6 Transitions 2.7 Partnerships</p> <p>3.1 Ensuring wellbeing, equality and inclusion</p> <p>3.2 Raising attainment and achievement/ Securing children's progress</p> <p>3.3 Increasing creativity and employability</p>
<p>Progress and Impact:</p> <p>NUMERACY</p> <ul style="list-style-type: none"> • setting into smaller groups has been really successful – smaller classes more targeted assessments and planning, faster pace of learning, pupils less anxious, feel safe to make mistakes • much improved attainment - <p>LITERACY</p> <ul style="list-style-type: none"> • significant improvements in attainment and confidence of learners with RWInc phonics • Significant increase in attainment and confidence with Freshstarts group • Writing attainment decreased – need to review the use of RWInc Language and Literacy in P3-P7 • 	<p>Next Steps:</p> <p>NUMERACY</p> <ul style="list-style-type: none"> • Develop numeracy trackers to aid assessment and planning • Consistently use ASG poster as guide to quality L&T <p>LITERACY</p> <ul style="list-style-type: none"> • Refresh all staff RWInc Phonics and Language and Literacy training • review Literacy strategy to clarify expectations for writing and moderation of writing – more structure required for teaching grammar and clarity for parents on how to support with reading • increase workshops for parents beyond BOATS morning • embed RWInc Assessments onto Literacy trackers

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

<p><u>NIF and Midlothian Priority</u> 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>HGIOS 4 Quality Indicator(s) / HGIOELC (highlight as applicable)</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</p> <p>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</p> <p>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 NHS PARTNERSHIP Positive outcomes have been identified for children who have participated in the range of interventions described in NHS Project Report. This has been evidence through children's oral narrative, run charts measuring attainment over time, qualitative data obtained from teaching staff and through observations (see full report in school for details) Staff reported more confidence in identifying and supporting children with speech, language and communication difficulties with many linking these to increased levels of anxiety – a sustainable outcome for the school.</p> <p>FRESHSTARTS</p> <ul style="list-style-type: none"> • All learners increased fluency in reading and sight vocabulary recognition • All learners increased swst scores • Parental feedback positive especially from EAL families <p>ADDITIONAL LA HOURS TO SUPPORT PHONICS</p> <ul style="list-style-type: none"> • Limited impact due to long term absence of member of staff 	<p>Next Steps:</p> <ul style="list-style-type: none"> • Maintain strategies learned this session and implement with small groups next session – increase SfL hours – train new LA to deliver with Social Communication Groups • Use of music instructor LA to embed social communication skills via guitar group targeting lowest SIMD group • Visual school to be maintained and to transfer to new school • Additional SfL hours to be used to support social communication and Freshstarts groups next session

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

<p><u>NIF and Midlothian Priority</u></p> <p>3. Improvement in children and young people's health and wellbeing</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>HGIOS 4 Quality Indicator(s) / HGIOELC (<i>highlight as applicable</i>)</p> <p>1.1 Self-evaluation for self-improvement</p> <p>1.2 Leadership of learning</p> <p>1.3 Leadership of change 1.4 Leadership and management of staff</p> <p>1.5 Management of resources to promote equity</p> <p>2.1 Safeguarding and child protection 2.2 Curriculum</p> <p>2.3 Learning, teaching and assessment 2.4 Personalised support</p> <p>2.5 Family learning 2.6 Transitions 2.7 Partnerships</p> <p>3.1 Ensuring wellbeing, equality and inclusion</p> <p>3.2 Raising attainment and achievement/ Securing children's progress</p> <p>3.3 Increasing creativity and employability</p>
<p>Progress and Impact:</p> <ul style="list-style-type: none"> • Use of PE planners has improved quality of PE lessons for learners • Use of specialist instructors in Rugby and through Active Schools has been good • Increased uptake of Lunchtime Clubs • Pupils report enjoyment and achievement in sports events • Health fortnight raises profile but H&WB Curriculum needs to be updated to encompass new resources and increase awareness of Mental Health and Emotional well being 	<p>Next Steps:</p> <ul style="list-style-type: none"> • Further develop self regulation awareness implementing training from SALT – expected and unexpected behaviours • Review current Behaviour Policy linked to SCERTS via Practitioner Enquiry next session • Continue to add PE plans to server • All staff trained in new Healthy Respect programme – all Sex Ed resources updated to reflect lessons in LGBT • Parental information about e- safety/new sex ed resource and KMS • Protected time to develop H&WB curriculum – update – PT to provide cover and support • Increase focus on mental health awareness throughout school • Bigger push on health initiatives in the school – Health Weeks Sept and summer term linked to sports day • Re-establish Seasons for Growth Groups in school next session • Mindfulness sessions designed to reduce anxiety – partnership working with EP – practitioner enquiry

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

<p><u>NIF and Midlothian Priority</u></p> <p>4. Improvement in employability skills and sustained, positive school leaver destinations for all young people</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 (highlight as applicable)</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: IMPROVEMENTS IN PEDAGOGY</p> <ul style="list-style-type: none"> • All teachers using revised planning formats consistently – <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 • pupils more engaged in feedback on their learning but inconsistent picture across the school • aim is to have all pupils literate and numerate beyond age of 9.5 in P7 – more targeted intervention needed which will require a refined curriculum for some individual pupils 	<p>Next Steps:</p> <ul style="list-style-type: none"> • 100% of staff engage in Practitioner Enquiry next session linked to improving outcomes within 2.3 see ASG Plan • Interventions planned and targeted following example of NHS project • Practitioner enquiry to explore Readiness to learn and removal of barriers to learning

6. Successes and Achievements in Session 2018-19

This session St Mary's has benefitted from having a stable staff team and we were able to retain all staff as well as welcome some new ones.

STAFFING

Mrs Laird continued in the Shared Headship of St Mary's and St Andrew's with Mrs Macaulay continuing as Acting DHT and Miss Murphy seconded from St Andrew's as PT. Next session Miss Murphy will return to St Andrew's as PT and will be known as Mrs Graham following her marriage in the summer. Mrs Laird will change her management time at St Andrew's to be more at St Mary's from August 2020.

OFFICE

Lesley Black finished at St Mary's as our Admin Assistant and Mrs Phillips was successful at interview to take on this role on a permanent basis. Mrs Hogg was permanently appointed as Office Support Assistant.

NURSERY

Our Nursery hours were increased to offer 24 full time spaces in January. The Nursery team were supported by the introduction of a Modern Apprentice Sara Palmer this session and she will continue with us next session. Additional CCDW were seconded from the Early Years team to support ASN in the Nursery and to cover for long term absence.

LEARNING ASSISTANTS

Mrs McAllister supported learning for a short spell between Christmas and February break, and she is now working as a CCDW in the Nursery at St Andrew's. Miss Pilcher joined us in the school at Easter and will be continuing next session. In June, Mrs Gibson announced her retirement after 14 years at St Mary's. She will continue to visit the school and support on a voluntary basis and we all wished her well at our final assembly of the year.

VISITING SPECIALISTS

This year all classes benefitted from specialist teaching in RE with Miss Gordon and in music with Ms Askew. They both finished with us in June. Next session specialist teaching in music will be provided by Mrs Macaulay and Chery Aird will be joining the staff one day per week to teach drama.

The new school is beginning to take shape and Mrs Laird and Mrs Macaulay have been in regular meetings with the project managers to finalise furniture options and to be kept informed about the progress of the build. The school is currently on schedule to be completed by Christmas with a plan for the school to move by Easter 2020. In session 2019 – 2020, the build of the new school will be a focus for our STEM work and along with the PC the SLT will be involved in weekly meetings with the project manager to ensure a smooth handover of the building.

Over the course of Session 2018-2019 the school offered opportunities for our learners to develop under the four contexts of CfE, for example:

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

- Pupils participated in the full range of sporting events organised by the Active Schools teams and again ran a full timetable of lunchtime activity clubs to promote health and well being and an active lifestyle.
- 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 P6 and P7 pupils have enjoyed buddy reading opportunities with P1 and P2 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.
- Targeted support for learning for pupils in P4-P7 resulted in increased attainment in reading and spelling for all learners and most importantly increased levels of confidence and fluency in reading.
- All learners in P3- P7 had the chance to participate in Pupil Voice Groups this session and all have contributed to developing the wider life and ethos of the school through charitable work, learning about poverty in the world, contributing to decisions about school improvements and social events.
- P5 enjoyed a successful block of skiing lessons in the summer term and P4 have completed a block of swimming lessons.
- 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.

DISCRETE CURRICULUM AREAS and INTER DISCIPLINARY LEARNING

- All learners have experienced a wide and varied curriculum mapped to progressive and coherent planning frameworks.
- 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 by participating in Showcasing the Learning events
- Senior pupils have participated in transition events at St David's High School developing their understanding of learning in Science, French and English

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

Part 2: Midlothian Education Improvement Planning – 2019-20

Establishment	St Mary's RC PS
Area	Bonnyrigg
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)

<p style="text-align: center;">Priority 1 Improvement in attainment, particularly literacy and numeracy</p>	<p style="text-align: center;">Priority 2 Closing the attainment gap between most and least disadvantaged children</p>	<p style="text-align: center;">Priority 3 Improvement in children and young people's health and wellbeing</p>	<p style="text-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, 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>Continue with numeracy setting – incorporate planning using Numeracy Hub, SEAL, MUMP</p> <p>Develop overview sheet for literacy and numeracy to track coverage of E's and O's and benchmarks to inform transition. Develop pupil numeracy and maths trackers-bank of shared resources created for teaching SEAL strategies</p> <p>Continue with Freshstart Programme New baseline assessment tool to replace PIPS</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>Practitioner enquiry to explore lack of progress in writing</p>	<p>Mrs Macaulay and all staff In service Day October 2019</p> <p>Karen Clarke and LA to support</p> <p>Additional training on August In Service Day – Shawna Stewart and Kim Kristoffersen to support</p> <p>HT, DHT, All staff</p> <p>HT, DHT, SfL teacher, all staff</p> <p>All staff across both schools</p> <p>All staff as per ASG Plan</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>Embed Communication skills work from SALT project Increased SfL hours used to support Social Communication Groups</p> <p>Closer analysis of data to highlight progress of most vulnerable pupils</p> <p>Staff to use practitioner enquiry to plan and implement interventions to improve attainment of lowest performing and lowest SIMD pupils</p> <ul style="list-style-type: none"> • Removal of barriers to learning • Building positive relationships • increasing parental involvement particularly lowest SIMD profile • Increase understanding of SCERTS • Implementation of vocabulary assessment in Nursery/P1 	<p>All staff, Karen Clarke</p> <p>HT, DHT, all staff</p> <p>All staff, DHT, Barbara Gill EP</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>
--	---	--	---	--

<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> <ul style="list-style-type: none"> • Establish quiet zones in playground • Establish friendship benches • Check in zones/mindfulness <p>Awareness of anxiety in children – use of ABLE and CIRCLE resource to support staff (practitioner enquiry) Connect – Mind Body and Soul</p> <p>Re-establish Seasons for Growth Groups</p> <p>All staff trained in new Healthy Respect Course – information shared with parents via Sex Ed /KMS meeting</p> <p>Revisiting Team Teach – PHP used to identify triggers – greater use of supportive and restorative scripts</p>	<p>All Staff 1 X In Service September 1 x CAT – working parties</p> <p>Maria Brolly, Rosemary Bowman, Barbara Gill</p> <p>Maria Brolly, Alison Mackerron, Caron Hogg, Rosemary Bowman – HT to provide cover</p> <p>All staff</p> <p>All staff 1 x CAT</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>
--	---	--	---	--

<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>Digital Literacy Policy created</p> <p>Develop world of work focus with Pupil Council to highlight skills for life learning and work, gender issues, financial literacy, diversity in the work place – children sharing learning across school</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 – applying learning to real life contexts</p> <p>Start the Pope Francis Award – focus on community voluntary work</p>	<p>HT with Grant McGowan January In Service</p> <p>Shawna Stewart</p> <p>HT, Pupil Council</p> <p>PT and LLE</p> <p>Parent and Pupil Councils Charities Group</p> <p>DHT, all staff</p> <p>HT</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>
--	---	---	---	---



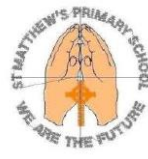
3. Interrupting the Cycle of Poverty – The Pupil Equity Fund Planning Template

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
Low attainment in writing	Re-established 7 seven smaller classes – additional teacher partially funded. Revised approach to teaching writing – progress monitored and reviewed monthly	HT Ms Scola All classes	£13,721.12	Writing sampled and moderated monthly – progress tracked – gaps in attainment highlighted	Improved quantity and quality of writing for purpose
	Additional Learning Assistant employed to support implementation of revised Literacy strategy		£22,679.39		Improved grammar and punctuation
	Purchase additional RWInc resources to support phonics in P1-P3	Shawna Stewart	£1000		Improved attainment of SIMD 1, 2, 3, 4 learners, and EAL learners
Increased levels of anxiety in learners	Establish lunchtime guitar club to embed social communication skills and explore use of music in reducing levels of anxiety– (practitioner enquiry for LA) purchase extra guitars	Ms Pilcher	£500	Pupil feedback Pupil uptake Quality of interactions	Fewer behaviour referrals Improved play experience for pupils Increased self regulation of behaviour by pupils
	Refresh playground equipment to improve quality of play at break times. Work with Gavin Menzies to develop P5/6/7 as	Gavin Menzies	£1400	Feedback from LA, Pupil Council, P5/6/7	Safer play

	<p>playground leaders</p> <p>Review of H&WB curriculum – Teacher Practitioner Enquiry reducing anxiety – additional resources purchased to support Adult and pupil learning in emotional literacy and SCERTS</p>	<p>Maria Brolly, Morven Atkinson</p>	<p>£2000</p>	<p>pupils</p> <p>Fewer referrals to CAMHS, increased self regulation by pupils</p>	<p>Increased understanding of emotional literacy and regulation by staff, pupils and parents</p>
<p>Families experiencing financial hardship</p>	<p>Create a hardship fund to be used at SLT discretion to support payments for skiing, Camp, school meal arrears etc, lunch clubs Families supported to complete FME applications and other benefit forms</p>	<p>Liz Laird Fiona Macaulay Office Staff</p>	<p>£1500</p>	<p>Pupils supported to attend Lunch clubs,</p>	<p>Targeted families attending lunch clubs, Camp, skiing, play musical instruments, etc</p>
	<p>School excursion planned for each class linked to theme.</p>	<p>All teachers</p>	<p>£2000</p>		<p>All pupils participate in quality educational visit</p>
			<p>Total:£44800.51 (Should be full allocation of PEF)</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 Mary's ELC Improvement Plan Review 2018-19

<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>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>Staff record of professional reading undertaken.</p> <p>Planning and learning journals evidence children leading their own learning.</p> <p>2.3 Learning, Teaching & Assessment</p> <p>Monitoring calendar not consistently planned & recorded</p> <p>2.2 Curriculum</p> <p>EM has trained staff. Staff are confident in higher order questioning in relation to children’s learning. Children are using more extensive vocabulary and variety of words to describe.</p> <p>Parents have had good attendance at Playdates & Family nights. More consistent approach to support feedback on folios and next steps.</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>Action</p> <p>Staff to plan consistent approach to daily discussions such as Mondays:wellbeing, Tuesdays:reflection on learning etc.</p> <p>Carry forward 2019-20 to include possible support from EYLC.</p> <p>All staff to complete audit on Observations for JMCA to address support required. Completed forms to be returned to AL by 31st May.</p> <p>Format an observation sheet to suit setting using appropriate learning lenses to allow for tracking progress</p> <p>Action</p> <p>More consistent approach to support feedback on folios and next steps. Share example from St Andrew’s.</p>