



**Strathesk Primary School**  
**Standards and Quality Report 2017-18**  
**&**  
**Improvement Plan 2018-19**



*'Learning together benefits all'*



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## 1. Our School Vision, Values and Aims

### ***‘Learning together benefits all’***

‘A school where every child is provided with learning opportunities of the highest quality which nurture their ambitions and where pupils are encouraged to achieve their full potential academically, physically, socially and personally.’

#### **Our Values**

- The importance of life-long learning skills and attitudes in a changing society
  - A partnership between pupils, staff, parents and the wider community.
    - Achievement for all
    - Respect and responsibility
    - Our health and well being
  - Our environment and community
    - Equality and Citizenship
  - Creativity, independence and choice
    - Celebrating success

#### **Our School Aims**

##### **Key Performance Outcomes**

To ensure that all pupils are able to realise their potential through the promotion and recognition of achievement and excellence.

##### **Impact on Learners**

To strengthen the supportive partnership within the school with parents and the wider community.

##### **Impact on Staff**

Staff are committed to, and actively involved in, the life of the school.

##### **Life in the Community**

To engage successfully with the local community



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

In evaluating key areas of the service we deliver, we have drawn on a range of evidence including:

- Parent voice – data and opinion sought throughout the year, The Parent Partnership & Feedback at Sharing Learning sessions
- Pupil Voice (focus groups based on quality indicators and data gathering methods, Pupil Council feedback)
- Pupil Council links with parents – working together to improve our school
- Parent questionnaire (school and support hub)
- Teachers' Voice (Self-Evaluation, robust collegiate activities and meetings, high level of consultation and participation)
- Attainment data reflecting pupil performance in ongoing assessments and areas of need
- A planned programme of observations of classroom experiences and moderation of impact
- Monitoring of teacher planning
- Ongoing review of service through self-evaluation
- Responsive approach to child, family and community needs – new Support Hub

Our mission statement was developed collegiately as were the school aims and vision. However, over the past three years and with changing circumstances and opportunities, it may be worth revisiting the vision, values and aims in relation to:



### **3. Context of the School - *Include some or all of the following:***

Local contextual issues, involvement in local or national initiatives, factors affecting progress and self evaluation outcomes – *maximum 2 pages*

Strathesk Primary School was officially opened on 20 June 2008 as a Private Partnership Programme. The School is the result of a merger between the former Ladywood and Eastfield Primaries and Strathesk Nursery. The school supports transition arrangements for both Beeslack Community High School and Penicuik High School.

During session 2017/18 there were 345 children in 14 classes within the Primary School and 100 children in the Nursery (50 am and 50 pm).

Strathesk Primary School has had a settled year with an increased management team. Time management has allowed for robust tracking and monitoring, focused work with groups and individuals and cover for teachers allowing for focused feedback in writing. The entire staff team work extremely well together, adopting solution focused approaches. Learning and teaching has remained of consistent high quality and children and classes have experienced many successes.

There has been a significant increase in attainment in literacy and numeracy in 2018-19 in Primary 1, 4 and 7 as a result of targeted interventions and improved staff assessment judgements.

Strathesk Primary School was awarded £105,000 from the Scottish Government to support pupil equity in session 2018-19. The key development using this fund was 'Strathesk Support Hub'. The Hub is designed to provide holistic support for the children and families of Strathesk Primary School. Support is responsive and wide ranging, from curriculum related areas, to support at home for e.g. school attendance and lateness, sleep and routines. Every child and family have different areas of need and for this reason, the staff in the hub will forge close links with families to discern exactly which type of support will help children reach and exceed their full potential and have the best opportunities the school community can offer. Feedback gathered shows the significant success of this initiative. Consideration needs to be given as to how to make this support sustainable.



## 4. Review of progress for Session 2017-18

School priority 1: Development of the Curriculum/ Improvement in attainment (Literacy/Numeracy)

NIF Priority

Improvement in attainment (Lit/Num)  
Improvement in employability skills and sustained positive school leaver destinations for all young people

NIF Driver

Assessment of children's progress

HGIOS 4 Quality Indicator(s)

**1.2 Leadership of learning**  
**2.3 Learning, teaching and assessment**  
**2.2 Curriculum**  
**3.2 Raising attainment and achievement**  
**3.3 Increased creativity and employability**

Local Priority

Literacy/Numeracy and Cross – Curricular approaches to support the development of the curriculum and raised attainment

### Key developments:

Robust re-design of aspects of literacy and numeracy curriculum to enable – confident staff level judgements, depth of curriculum delivery – writing adaptations, learning journeys, maths basic facts, group re-structuring to enable pupil choice and challenge, planning support, cross stage planning (TFW), enabling writing feedback – very useful

Literacy Coordinator & Numeracy Coordinator – effective lead roles

1+2 – in progress, still delivering French, next steps to be considered (liaise with ASG)

Profiling – pupil profile in place 17-18, formed part of sharing learning, useful as sharing agenda, needs to be tweaked and adaptations made for early years pupils

Homework – in progress, re-designed expectations for session 18-19

Visible Learning – session on quality feedback by EP, teachers taking part in Shirley Clarke test of change, feedback in writing for P2-7 well received by pupils and staff

Science – Planners/learning pathways developed and practical experiences for staff – real progress in this area, class teachers as leaders of learning and development, practical support for staff team

Progress and Impact: Improved attainment in writing, improved staff level judgements and school systems to support

Next Steps: Continue to develop holistic/integrated assessments, focus on reading session 18-19, robust literacy, numeracy, health & wellbeing plans and working parties in order to maintain improvements in all areas



**School priority 2: Improved Health and Wellbeing for all Service Users**  
***Including - Pupil Equity priority for 2017-18 – Interrupting the Cycle of Poverty***

NIF Priority

Improvement in children and young people's health and wellbeing  
Closing the attainment gap between the most and least disadvantaged children

NIF Driver

School improvement  
Assessment of children's progress  
Performance information

HGIOS 4 Quality Indicator(s)

**1.4 Leadership and management of staff**  
**3.2 Raising attainment and achievement**  
**3.1 Ensuring wellbeing, quality and improvement**  
**Equality and inclusion**

Local Priority

Whole school approach to improved health and wellbeing for all service users

**Key developments:**

As per Pupil Equity Plan 2017-18

**Additional school developments:**

Staff attending HIVE of Wellbeing – well received, staff feel valued

Reviewed behaviour/sanctions – test of change: Ready to Learn Framework, increased consistency across classes, aim to roll out school wide 18-19

Development of House System & Cross Stage Learning – ongoing but requires review

Outdoor learning – Forest Schools, John Muir - great impact on vulnerable pupils (social skills, team work)

Robust establishment phase – positive and calm start to academic year

Emotional Literacy – carry forward as part of resilience planning 18-19

Seasons for Growth – very positive for key pupils who have experienced change and/or trauma

Sleep School – initial stages of plan successful

Purpleman – positive reinforcement of key messages

Play Therapy Drop In – targeted transition support for P7 and social skills for P6

Yoga – more widely used by individual classes

**Progress and Impact: PEF Support Hub – responsive support for children and families, re-developed behaviour code – successful in formative stages**

**Next Steps: Potential for Hive parental input as part of resilience work and responsive, focused support for staff as required. Sport Scotland Bronze Award (now without Gold status). Building Resilience programme for 18-19 in order to build collective school community understanding of resilience, working towards improved resilience for all (reduced concerns and complaints, improved self confidence and risk awareness, enhanced learning opportunities)**



### School priority 3: Improved Partnerships

NIF Priority

**Improving outcomes for children through positive working relationships**

NIF Driver

**School improvement  
Parental engagement**

HGIOS 4 Quality Indicator(s)

**2.7 Partnerships  
2.5 Family Learning**

Local Priority

**Improved engagement with parents and the wider community**

**Key developments:**

- As per Pupil Equity Bid 2017-18 (PEEP, Family Learning, Raising Children with Confidence, Sleep Workshops)

**Additional school developments: 'Communication is key'**

**School strategy for working with parents – reviewed Participation Policy**

**Enhanced role of Parent Partnership - continue into 18-19 with new membership**

**Sharing learning – popular with parents, termly contact worked well**

**Stay and play – informal and well received in early years**

**Development of school website – ongoing, lead role for admin staff member**

**Parent consultations - children leading learning discussion – some teachers experimenting with this construct**

**Profiling - to support shared learning and parent consultations – early stages of this but some effective use**

**Meet the teacher – term 1 – continue with this as best practice**

**PEEP – engaging families from the start - 2 groups running well**

**Seek feedback at Parent Consultations – feedback received, consider 'you said, we did' and/or other mechanism for feedback**

**Career afternoon – next session**

**STEM – positive Inspiration Days for P7**

**Questionnaires: School and Support Hub – feedback received and analysed**

**Penicuik Learners - well received**

**Pupil/Parent council link up & Pupil Council meet with own parents to share school developments and seek input**

**Pupil Focus Groups – looking at core QI's**

**Progress and Impact: Positive impact through Hub connections, increase in pupil focus groups using QI's**

**Next Steps: Continue with pupil focus groups, include 'partnerships' as key element of all working parties 18-19 so as to embed partnership working throughout all key areas**





### **Attainment Data**

In order to assess attainment we use a range of assessment procedures including data from standardised assessments. Their findings are:

#### **PIPs results for P1 Cohort 2016-17**

##### **Analysis of the Value Added of our P1 2016-17 cohort**

<b>Value Added</b>	
<b>Maths</b>	<b>Reading</b>
<b>(Average)</b> 19/52 children (37.2%)	<b>(Average)</b> 20/51 children (39.2%)
<b>(--)</b> 8/51 children sitting in bottom 10% = 15.6%	<b>(--)</b> 5/51 children sitting in bottom 10% = 9.8%
<b>(-)</b> 11/51 children sitting in bottom 15% = 21.5%	<b>(-)</b> 7/51 children sitting in bottom 15% = 13.7%
<b>(+)</b> 8/51 children sitting in top 15% = 15.6%	<b>(+)</b> 5/51 children sitting in top 15% = 9.8%
<b>(++)</b> 1/51 children sitting in top 10% = 1.9%	<b>(++)</b> 9/51 children sitting in top 10% = 17.6%

#### **PIPs results for P1 Cohort 2017-18**

##### **Analysis of the Value Added of our P1 2017-18 cohort**

<b>Value Added</b>	
<b>Maths</b>	<b>Reading</b>
<b>(Average)</b> 18/41 children (43.9%)	<b>(Average)</b> 12/41 children (29.2%)
<b>(--)</b> 9/41 children sitting in bottom 10% = 21.9%	<b>(--)</b> 17/41 children sitting in bottom 10% = 41.4%
<b>(-)</b> 11/41 children sitting in bottom 15% = 26.8%	<b>(-)</b> 11/41 children sitting in bottom 15% = 26.8%
<b>(+)</b> 1/41 children sitting in top 15% = 2.4%	<b>(+)</b> 1/41 children sitting in top 15% = 2.4%
<b>(++)</b> 2/41 children sitting in top 10% = 4.8%	<b>(++)</b> 0/41 children sitting in top 10% = 0%



**Annual Progress Table of the Mean Standardised Assessment Scores P2-P7 classes:**

**GLs Year on Year Comparison**

P2	NGRT	PT Maths
2017/18	90.6	89.3

P3	NGRT	PT Maths
2016/17	99.2	101.6
2017/18	96.2	95.0

P4	NGRT	PT Maths
2015/16	97.0	101.7
2016/17	93	99.6
2017/18	100.7	103.8

P5	NGRT	PT Maths
2015/16	91.4	104.1
2016/17	102.6	102.1
2017/18	98.7	95.6

P6	NGRT	PT Maths
2015/16	102.1	94.5
2016/17	99.9	98
2017/18	102.7	98

P7	NGRT	PT Maths
2015/16	99.6	90.5
2016/17	103.1	95.1
2017/18	101.8	92.7

**P2**

**Observation**

Low mean GL score and slow progress through A Curriculum for Excellence.

**Likely Causes**

Both Classes had a difficult start to school, having 4 different teachers throughout the year. Both classes have at least one child with SEBD that can be a huge disruption.

**Action**

A nurture group will be set up next year to work with specific children. An extra teacher will be working with the classes in the establishment phase of P3. Target SFL and SMT support to take place in P3.

**P4**

**Observation**

A great improvement in mean GL score, especially in reading. A Curriculum for Excellence levels don't necessarily reflect this.

**Action**

To monitor year group's progress to ensure there is accurate assessment of levels.

**P6**

**Observation**

A Curriculum for Excellence levels doesn't necessarily reflect GL scores.

**Action**

To monitor year group's progress to ensure there is accurate assessment of levels.

**P7**

**Observation**

Low mean GL score in numeracy but 78.3% have achieved 2<sup>nd</sup> level, up 30.8% up on last year's P7.



**Pupils' Achievement by June 2018 in Curriculum for Excellence (CfE) Levels**

**Early Years Level:** generally by the end of P1

**First Level:** generally by the end of P4

**Second Level:** generally by the end of P7

**Third Level:** generally by the end of S3

**Comparison of result**

2016/17

2017/18

Midlothian Average

Strathesk PS	P1				P4				P7			
	ELT	ER	EW	N	ELT	ER	EW	N	ELT	ER	EW	N
	% Achieved	% Achieved	% Achieved	% Achieved	% Achieved	% Achieved	% Achieved	% Achieved	% Achieved	% Achieved	% Achieved	% Achieved
2016/2017	58.8	43.1	39.2	41.1	57.1	85.7	14.2	79.5	25	77.5	12.5	47.5
2017/2018	95.7	95.7	97.9	97.9	87	80	80	87	93.5	80.4	69.6	78.3
Midlothian	90.2	86.2	83	86.3	82.3	77.6	73.9	75.1	84.9	79.3	76	75.1

Predictions for P4 Attainment 2018-19			
L&T	Reading	Writing	Numeracy
100%	96.0%	96.0%	96.0%

Predictions for P7 Attainment 2018-19			
L&T	Reading	Writing	Numeracy
100%	90.0%	88.0%	92.0%



**Scottish National Standardised Assessment  
2017/28**

	Literacy			Reading			Writing			Numeracy		
	Low	Medium	High	Low	Medium	High	Low	Medium	High	Low	Medium	High
<b>P1</b>	20% (9)	50% (23)	30% (14)	N/A			N/A			2% (1)	41% (19)	57% (26)
<b>P4</b>	N/A			19% (8)	32% (13)	49% (20)	20% (8)	20% (8)	61% (25)	2% (1)	43% (18)	55% (23)
<b>P7</b>	N/A			5% (2)	38% (16)	57% (24)	7% (3)	11% (5)	83% (38)	4% (2)	37% (17)	59% (27)

4 x P7 children accessed the P4 reading: 1 scored low, 2 medium and 1 high

4 x p4 children accessed the P1 Numeracy: All scored high

5 x p4 children accessed the P1 Literacy: All scored high



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

Quality Indicator	School Self Evaluation	Authority Inspections / Theme visits	HMle Inspection Grades
1.1 Self Evaluation for self improvement	HGIOS4 Self-evaluation as key element of all school working party action plans	Themed visit	
1.3 Leadership of Change	HGIOS4 ASG planning	Themed visit	
2.3 Learning, teaching and assessment	HGIOS4 QI Challenge questions Moderation timetable Monitoring – class visits and moderation	Themed visit	
3.1 Ensuring well being equity and inclusion	HGIOS4 PEF Measures HT Equality Education update August 2018	Themed visit	
3.2 Raising attainment and achievement	HGIOS4 Formal Assessment (SNSA, PIPS, GL P1,4,7) Robust tracking and progress meetings CfE Levels – making effective assessment judgements	Themed visit	
2.2 Curriculum – Theme: Learner pathways	HGIOS4 Engagement with benchmarks Update of Curriculum Overview/Rationale		
2.7 Partnerships – Theme: Impact on learners	Partnerships as key element of all school working party action plans How good is our school Focus groups Questionnaires		



## 6. Highlights from Session 2017-18

*The school provides quality experiences for our learners to develop under the four contexts of CfE, for example:*

### **Key Successes**

*'Ethos and life of the school as a community' and 'Opportunities for Personal Achievement':*

<b>Key Success</b>	<b>Impact</b>
Assemblies	Positive impact on pupil self esteem and confidence
Rotary Quiz	Healthy pupil attitude to competition and sense of achievement in community
Strathesk Choir & Music Concert	School ambassadors known in the community, positive impact on health and wellbeing and self esteem, positive feedback from parents
10 <sup>th</sup> Birthday celebration	Developing sense of belonging, positive school image in the community
Sharing Learning	Building staff and parent confidence and relationships, pupils becoming more familiar with learning conversations
Leading parents consultations	Developing ownership, confidence and responsibility for pupils
Informal opportunities for parental involvement in P1	Improved relations with parents
Active Schools Festivals	Healthy attitude to competition, building links with cluster schools, improved uptake in participation
John Muir Award	Increase in confidence and relations with particular children – team building, self esteem and confidence
Reorganisation of camp (P6 then P7 camp)	Camp is now more affordable for families, teachers for the following session get to know their new class – strong relationships for the year ahead

### **Literacy**

<b>Key Success</b>	<b>Impact</b>
Reduction in genre coverage and pace	Improved depth in learning and cross curricular links
Feedback in writing – one to one facilitated sessions	Stronger relationships and improved learning dialogue, recognition of skills and areas for development – positive impact for pupils and teachers
Talk for Writing	Success for all – staff confidence in structuring writing, wider use throughout school, improved parental links, pupils making progress in telling and writing stories
Raised attainment in writing	In P1,4,7 as per table above
Reading buddies	Greater interest in and motivation for reading, positive relationships between younger and older pupils
Increase in quality reading texts	Improved learner engagement, especially boys
Library Leadership Group	Greater access to school library, pupils excited about borrowing books, pupils as leaders of learning, skills for life – improved confidence and self esteem, reading more widespread
Story Sacks	Parental links – sharing books and resources to promote reading, positive response
Big Bedtime Read	Parental links – building parent and child positive reading habits and enthusiasm for reading
Critical literacy sessions	Embedded in upper primary, well received by staff
Holistic assessments	Greater staff confidence, engagement with benchmarks and improved level judgements



**The school provides quality experiences for our learners to develop under the four contexts of CfE, for example:**

**Numeracy**

Key Success	Impact
Maths Basic Facts	Quicker recall, improved GL scores, children motivated and almost all pupils in focus groups say they experience enjoyment and challenge
SEAL	Structure for early years enabling improved understanding of pupil development and learning and teaching
Learning journeys and removal of ability groups	Improved teacher judgement of achievement of a level, sense of equity for pupils who achieve at different rates in varied contexts

**Health & Wellbeing**

Key Success	Impact
Cool in School	Consistency of approach and use of scripts provides effective support for pupil self regulation
Establishment phase	Whole school ethos reinforced at beginning of session, pupils aware of expectations
PE Specialists (rugby, swimming, cricket)	Teacher up-skilling, pupil engagement in varied activities
Bike Club	Pupils aware of healthy lifestyles, pupil confidence increased over time
Whole school behaviour targets (Raise a hand, superb walking, one voice)	Consistency across school and clear expectations – working well to support daily life in school and as preparation for Ready to Learn Framework 18-19

**Cross-curricular and Interdisciplinary Learning**

Key Success	Impact
Purpleman whole school IDL project	Positive whole school approach, applying previous learning, high level of pupil engagement and excitement, staff motivated
Holistic/Integrated Assessments	Applying learning in different contexts, improved teacher judgement of achievement of a level
Use of ICT in IDL (Book Creator, Expeditions, X Mind etc)	High level of pupil engagement, producing a range of evidence
P4 show	Improved self esteem, confidence and teamwork for pupils, sense of pride and achievement in creativity

**How well does the school support children to develop and learn?**

Key Success	Impact
Seasons for Growth	Children more aware of feelings and have coping strategies to help manage these
School Camp	Children are included and are learning in other environments, positive outdoor learning experiences building confidence and self esteem, team work and resilience
Outdoor learning experiences - John Muir Award/Bikeability	Positive outdoor learning experiences building confidence and self esteem, team work and resilience, especially valuable for more vulnerable pupils
Pupil Equity Fund – supportive strategies including Fresh Start, STEP programme, Curriculum and Social Groups	Targeted support for pupil learning and development, improving various skills specific and individual to the children – positive feedback and observed improvements as per Pupil Equity Evaluation



Support for Learning	IEPs / Able Plans for learners – ensure best progress over time Small focused groups – pupils show improved learning in focused environment Sparkle Time – focused support for children making the transition to P1, observed positive impact on pupils
Play Therapy	Children supported through feelings and issues, helpful strategies for children to help manage these issues
Shared Language – Learning Toolkit and School Rules	Children comment that they would like to use the toolkit more in different contexts, school rules have been positively received

***How do you ensure equality and inclusion and promote diversity across the school?***

<b>Key Success</b>	<b>Impact</b>
Creating Confident Kids Packs	Streamlined curriculum and shared language and understanding enabling improved self-regulation and calm school environment
PEF and Hub	Children are accessing after school clubs and active school clubs – improved Health & Wellbeing and improved opportunities for developing social skills and confidence Focused curriculum groups – extra support where required (balanced with curriculum input) measured using wellbeing indicators at start and end of session Improved parental links – positive feedback verbal and in questionnaires
Shared Placements	Positive impact on mainstream pupils as they support Saltersgate pupils in the school environment, SS pupils developing relationships with pupils from local community
Celebrating Wider Achievements	Assemblies – sense of belonging and celebration of effort and achievement
Breakfast Club	Ensuring children have breakfast, start the day the best way, includes PEF and FME children, club is now at 45 children so has increased dramatically in uptake





**How well does the school improve the quality of its work?**

**Self-Evaluation at Strathesk Primary School**

*This session 2017-18 staff at Strathesk Primary School used HGIOS 4 'Quality Indicator Performance Report' to evaluate school performance and to plan next steps in school development. Quality Indicator evaluative statements and development points as well as ratings using the 1-6 grading scale. We also wanted to identify our current strengths when working with parents, and identify how we can further promote good home -school relationships. We also aim to consult and involve pupils in all areas of the life and work of the school. Please see below.*

**Working with Parents - Audit 2017-18 and Next Steps 2018-19**

Current Effective Practice	Impact	Next Steps
-Sharing Learning	Parents are positive Children can be upset as parents leave Children with no adults can get upset (how inclusive is this for working parents)	Evaluate impact, purpose etc Possibly end of topic shared learning Look at year plan in 1 <sup>st</sup> planning sessions to highlight natural shared learning opportunities. Give dates to parents early to enable attendance
-Sports Day – positive changes 16-18	Children enjoy country groupings – sense of competition in healthy way	To continue
-P1 Sharing Learning/Stay and Play	Positive story telling/ sharing literacy – end of day	To continue
-Nursery Stay and Play	Successful in engaging parents	To continue
-Nursery and P1/2 parent volunteers	Always same parents	Consider how to reach all parents
-Parent Consultations well attended	Children have a voice at meetings – ownership of learning	To continue and use profiles to enhance
-Spanish Club – sharing with parents	Positive feedback and good turn out	NQT special interest club for 18-19
-Parent Partnership	Nursery staff now attend and some new parents have joined	New membership expected for 18-19, staff to join in some PLC meetings to enable wider contribution
-Sharing John Muir success	Very positive this session especially for key individuals (self esteem , social skills, team work)	To use this as shared learning sessions as part of resilience message
-'Talk for Writing in the Early Years' increased parent participation	Parents feel more informed about programme, better able to support their children	Seek more formal feedback as time goes on
-Profiling – sharing pupil profile with parents	Staff becoming used to using profiles and finding opportunities	Profiles may need adapted for early years and explore how to increase learner and staff engagement with these
-Meet the Teacher – Term 1	Valuable opportunity for staff and parents and pupils	Continue as best practice



**Pupil Voice – Audit 2017-18 and Next Steps 2018-19**

Current Effective Practice	Impact	Next Steps
-Pupil Focus Groups	Pupils feel valued and listened to	Use of <i><b>How Good is Our School</b></i> to support pupil voice and influence meaningful engagement
-Pupil Learning Council	Pupils feel confident in a lead role, see their ideas and contributions valued	Further develop links with parents to share and develop school priorities in order to develop collective understanding
-Sharing Learning	Pupils developing a language of learning and are more able to confidently talk about and reflect on their learning, also supported by focused writing feedback	Continue and develop in line with pupil profile
-Pupil Profile	Pupils have sense of ownership of their learning journey and can see their progress over time	Profile to be adapted for early years, transitional use to be considered
-Eco Club	Pupils are contributing effectively and carrying out key actions to maintain Eco School status	Improved sharing of eco tasks e.g. assembly in order to promote collective responsibility



## Consultation with Pupils, Staff and Parents 2018

### Staff and Pupil Discussions Jan 2018

#### SLT clear on the focus for QI 3.2 following attainment meeting.

A plan of Professional Dialogue and training in the following area has had an impact:-

- \* Achievement of a level (teacher confidence)
- \* Engagement with benchmarks
- \* Attendance at moderation events

The school focus on writing with reducing genre and more time for pupils to embed learning. The 1 hour time for feedback has also been well used. Attainment is improving across the school.

#### Staff members

##### Teachers spoken to said the following:-

They were clearer of what achievement of a level looks like and are more confident in this. They now realise that their CfE levels were below what they should have been. Predictions made may need to be more ambitious. Professional dialogue and discussion with colleagues has really helped improved confidence. They think the time for 'feedback' i.e. 1 hour given to them is 'wonderful' and really helping with attainment.

#### Other comments

Staff feel pace of change is okay even though a lot to take on board.

#### Pupils

Pupils didn't know what level they were at, but did know their steps. They commented positively on learning pathways. They spoke about different groups they were in and when asked was it okay to be in different groups and levels, they responded 'yes' as they have different skills.

They were all enjoying writing and the time given to it in class. They especially liked editing. The upper pupils commented on how this was helping them to enjoy reading more.

In terms of feedback- pupils spoke about time with teachers to improve their work. They also spoke about peer and teacher assessment.

They like the one to one time with teachers even if it is short.

They felt they were not challenged often enough.



**P3-7 Pupil Focus Group  
Focus on Quality Indicator 1.3**

Focus group of 6 pupils	Strongly disagree	Disagree	Agree	Strongly agree
I enjoy learning at school			5	1
I understand what the vision and the values of the school are			3	3
The pupil council suggestions are listened to and acted upon			3	3
I am encouraged to lead learning		1	1	4
Overall, I am happy with the school				6

**I enjoy learning at school**

Most popular responses were around Numeracy and Maths:

Learning journeys: children enjoy being able to revise prior learning and make decisions with their teacher about when to move on.

Maths Basic Facts: P6 & 7 pupils enjoy these and really seem to feel the challenge.

P7 children spoke well about improvements in writing, valuing one to one feedback with their teacher and knowing their next steps.

P3 pupil enjoys topic and especially if it is very interesting e.g. Scottish Wildlife.

**I am aware of the school vision and values**

Although the children didn't use the exact terminology from our vision and values e.g. what is in the SIP, there were able to talk at length about the school ethos and what it is like to be a pupil at Strathesk.

They were all aware of the need for a good job when leaving school and the importance of working hard.

They discussed positive relationships, how to seek help if needed, and that everyone gets along well. P7 pupils referred to the learning toolkit and challenging themselves.

We may need to consider reviewing our vision and values to make them more child friendly or improve our sharing.

**The Pupil Council suggestions are listened to and acted upon**

The children agreed that the system worked re feedback from classes and minutes from the Council. They did say sometimes things don't change and gave examples which I tried to explain.

They said they feel listened to generally.

**I am given the opportunity to take part in activities leading to school improvement**

Children gave many examples of groups and clubs e.g. Eco Club, The Fun Ones, Peer Mediators, Prefects, Buddy System, Learning Focus Groups, P2/6 Reading buddies, Pupil Learning Council, helping at parents evenings etc.



### **I am encouraged to lead learning**

P7 pupils discussed supporting other pupils in learning e.g. in Numeracy learning journeys and they enjoy this type of peer support. The children had less examples of bringing their own ideas to develop the direction of learning.

Pupils said they have grown in confidence in sharing their ideas and opinions and they enjoy class discussions.

One P6 boy said he now feels able to share and lead learning at assembly while previously he was shy.

### **Overall I am happy with the school**

Really nice responses about e.g. approaches to bullying, staff dealing with problems, feeling listened to. They were able to say that there is a nice atmosphere and they enjoy learning in all subjects.

Gave examples of fun learning in numeracy, art, language and science experiments.

## **P1-7 Pupil Focus Group**

### **Focus on Quality Indicator 3.2- Raising attainment and achievement**

#### **Observations**

Children were keen to talk about their learning and all said that their teacher helps them to know what to do. They referred to the use of success criteria and goals.

At lower stages the children were not familiar with terms such as attainment. It wasn't clear if they were able to see a progression in their learning or whether it was viewed as separate learning experiences.

The children found learning journeys helpful to identify their next steps and see the progression.

Pupils welcomed feedback from teachers and peers.

The children from P1-P3 were not aware of the level they were working within and where they would be going next. Upper children were more aware of CfE levels but did not talk in terms of them, favouring discussion about learning journey steps etc.

Children were not familiar with the official benchmarks for achieving a level but understood and used success criteria regularly.

Some children felt they were not being challenged enough.

#### **Next steps**

Make children aware of the level they are working within and where they are going next to facilitate improved understanding of learning progress.

Regular learning conversations using success criteria and Learning Journeys to identify what is going well and what to do to improve.

Remind children of Strathesk toolkit and what to do if you find things tricky, encourage the language of learning and growth mindset – so children fully understand the value of mistakes in learning.

Ask the children to evaluate their learning and our teaching and make this explicit in order to improve quality learning and teaching.

Teachers to give and receive feedback from learners – develop meaningful methods.



## Parent Questionnaire 2018

	Agree	Unsure	Disagree	Next Steps/Actions
<b>1. My child is happy in school</b>	85	4	4	Share this data more widely to promote positive school image
<b>2.I am aware of school development priorities</b>	55	39	0	Explore additional meaningful ways to share school improvement priorities (pupil council)
<b>3.I am aware of the school rules</b>	87	6	0	Ensure new families have appropriate school information
<b>4.My child can tell me about the school rules</b>	81	6	2	Share this data more widely to promote positive school image Reinforce rules at establishment phase
<b>5.I know what my child is learning in school</b>	72	13	4	Further reinforce learning toolkit and language of learning
<b>6.My child regularly talks about their learning</b>	63	12	13	Continue to develop language of learning enabling children to have dialogue with parents
<b>7.My child and I enjoy doing homework together</b>	61	13	15	Revisit homework expectations, seek parental opinion and explore potential for creative, enjoyable homework
<b>8.I use the school website and twitter to find out school information</b>	42	10	36	Improve website and delegate key responsibilities
<b>9.I would like to play a more active role in the life and work of the school</b>	38	28	19	Partnership working as key element of each working party priority



### Support Hub Parent Questionnaire Results 2017/18

Services used by families:	Out of <u>13</u> completed forms
Food Hampers	7
Sleep support	3
Support with routines	2
Payment of school trips	7
Play Therapy	5
Curriculum support	1
Button Box clothing/resources	3
Referral to Food Bank	2
Behaviour support	5
Breakfast Club	6
Payment of school camp	4
Social skills group	0
Christmas gifts	9
Information/advice	4
Other	

Impacts these supports have had on the child/family:	Out of <u>13</u> completed forms
Financial support	9
Improved child attendance	4
Improved child self-confidence	5
Improved family relationships	2
Positive relationship with school	9
Less late comings	3
Improved sleep	3



<b>patterns</b>	
<b>Improved child behaviour</b>	4

<b>How the support has been rated:</b>	Very helpful	Unsure	Not helpful
	13	0	0

**Additional benefits noticed:**

- Children are looking forward to coming to school and breakfast club.
- The support I have received was amazing and I cannot thank you both enough.
- Less pressure/stress on family i.e. no worrying on how we would pay for activities.
- The Hub is my first point of contact for any kind of support. It improves parents' relationship with the school.

**Any additional supports suggested that the Hub could offer to children and families:**

- Trying to work on getting child to school.
- Financial support of clothes/equipment for school camp.

**Next steps for Hub as per Support Hub Improvement Plan 2018-19 (attachment)**





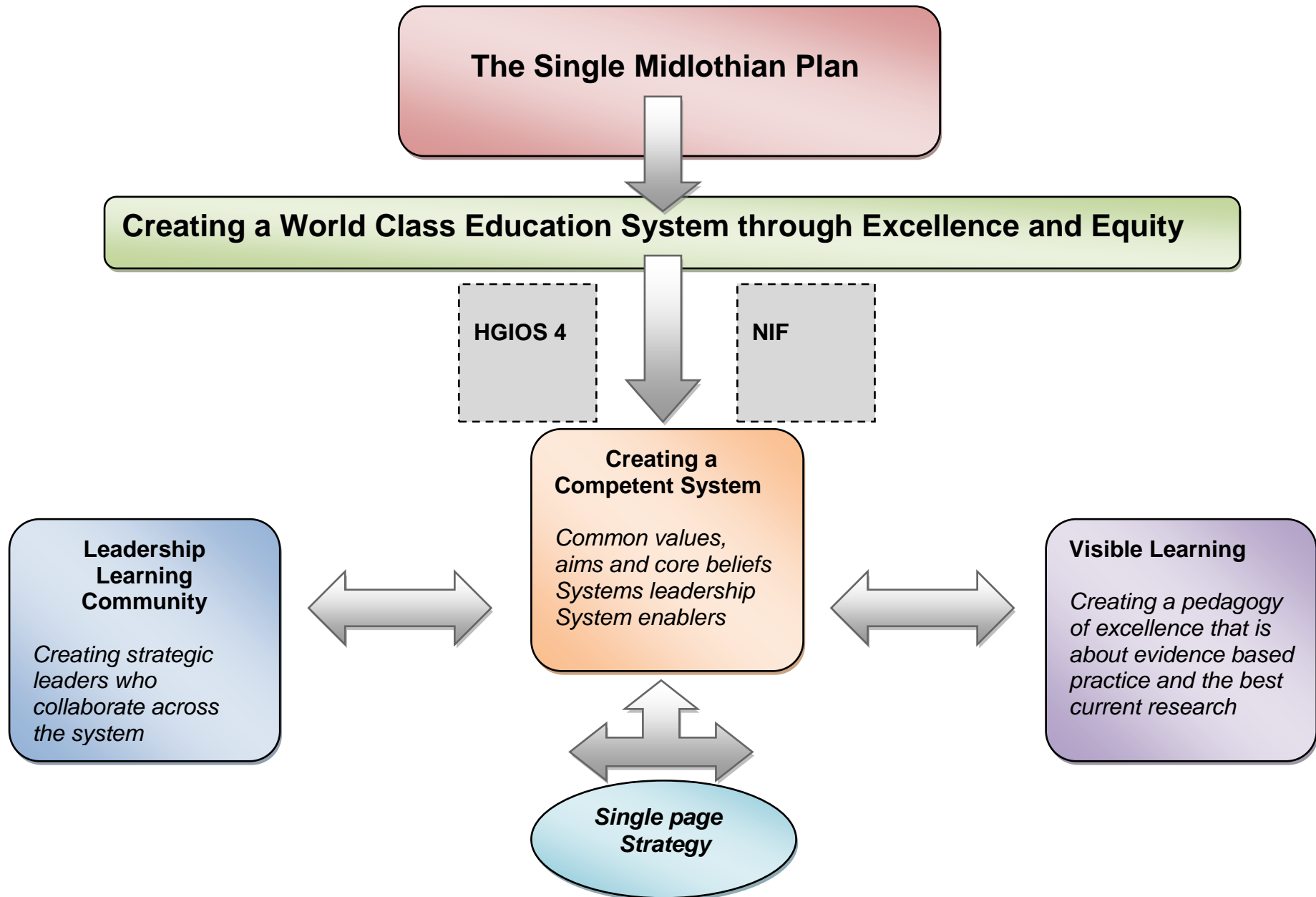
## Part 2: Midlothian Education Improvement Planning

<b>Establishment</b>	Strathesk Primary School
<b>Area</b>	
<b>Session</b>	2018-19
<b>Planning Cycle</b>	Baseline – cycle 2

<b>SIGNATURES</b>			
<b>Head of Establishment</b>	<i>Vicky Donaldson</i>	<b>Date</b>	20.6.18
<b>ASG Manager</b>	<i>Andrew Sheridan</i>	<b>Date</b>	



## Midlothian Education Strategic Overview





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

Overview					Planning cycle	Session:18-19				
Number	NIF Priority	Aligned School Priority	Stage of Development	Main driver of priority						
		Main priorities must align with NIF/LA Priorities	Exploring, Developing or embedding	Self-evaluation/ school review/VSE	Education Scotland Report	HGIOS 4 QI	Well Being Wheel	Midlothian strategic priorities (✓)	Partnership working 2.5 2.7	
1	<b>NIF – Raising attainment,</b> particularly literacy and numeracy	Raising attainment Learning, teaching and assessment Development of the Curriculum	D	Self evaluation Data analysis		1.1 2.2 2.3 3.2		✓	-QIP challenge and support projects (attainment journey & resilience)	
2	<b>Closing the attainment gap</b> between the most and least disadvantaged children	PEF: Strathesk Support Hub -Poverty proof the school day -Rigorous data analysis -Support for learning -Supported Transitions	D	Self evaluation		1.1 1.5 2.4 2.6 3.1	✓	✓	-PEF Links through LLE -Sleep Scotland -Play Therapy -ASG links -Children & Families links	
3	Improvement in children and young people's <b>health and wellbeing</b>	-Building Resilience Prog -Ready to Learn Framework -Nurture Support -Bronze Award ambition -Transitions	D	Self evaluation Wellbeing Indicators Wheel		1.1 2.1	✓	✓	-Parents -Link with HT colleagues -Parent partnership -Active Schools	



## 2. Priority Summary and High Level Strategic Targets **ASG linked targets highlighted green**

### School priority 1: Development of the Curriculum/ Improvement in Attainment (Literacy/Numeracy)

NIF Priority

Improvement in attainment (Literacy)  
Improvement in employability skills and sustained positive school leaver destinations for all young people

NIF Driver

Assessment of children's progress

HGIOS 4 Quality Indicator(s)

**1.2 Leadership of learning**  
**2.3 Learning, teaching and assessment**  
**2.2 Curriculum**  
**3.2 Raising attainment and achievement**  
**3.3 Increased creativity and employability**

Local Priority

Literacy/Numeracy and Cross – Curricular approaches to support the development of the curriculum and raised attainment

**Key developments:**

Continued work on staff confidence when making level judgements, using holistic/integrated assessments, benchmarks etc in order to provide realistic attainment picture

**ASG focus on use of data and the bigger picture of attainment relating to positive destinations**

Working Parties in *Learning and Teaching, Literacy, Early Years, Health and Wellbeing* – identified through monitoring of learning and teaching session 17-18 and to share best practice and promote improvement

Literacy Action Plan - Lead by Literacy Coordinator and supported by working party and to include key focus on reading/links to writing, in order to improve reading and writing across school, Fresh Start and Read Write Inc – targeted support for individuals and groups

Literacy Support Plan (Appendix 1) – SMT and RCCT teachers to support reading at key school stages in order to achieve consistency of approaches and raised attainment

Numeracy Action Plan – Lead by Numeracy Coordinator

**ASG Numeracy action point – Primary 5 project** – sharing effective practice in developing learning to promote raised attainment

Profiling – pupil profile in place 17-18, to further develop and adapt 18-19 for ease of use and improved staff/learner engagement

Visible Learning Action Plan – to be taken forward by Impact Coaches (Appendix 2)

**Progress and Impact:**

**Next Steps:**



**School priority 2: Improved Health and Wellbeing for all Service Users**  
***Including - Pupil Equity priority for 2018-19 – Interrupting the Cycle of Poverty***

NIF Priority

Improvement in children and young people’s health and wellbeing  
Closing the attainment gap between the most and least disadvantaged children

NIF Driver

School improvement  
Assessment of children’s progress  
Performance information

HGIOS 4 Quality Indicator(s)

**1.4 Leadership and management**  
**3.2 Raising attainment and achievement**  
**3.1 Ensuring wellbeing, quality and improvement**  
**Equality and inclusion**

Local Priority

Whole school approach to improved health and wellbeing for all service users

**Key developments:**

- As per Support Hub Improvement Plan 2018-19

**Additional school developments:**

Aiming for Sport Scotland Award (Bronze) in order to re-develop sporting agenda and maintain effective school and wider community links  
Ready To Learn Framework – fostering intrinsic motivation in children as oppose to external reward – enabling positive behaviour and clear parental understanding of school systems  
Building Resilience Programme – across school, linked to positive behaviour and ready to learn framework **and to link with ASG resilience/mental health priority**  
Development of House System & Cross Stage Learning – engaging learners in meaningful way in order to promote wider relationships in school  
HIVE of Wellbeing - tailored and responsive sessions for staff to maintain health and wellbeing, potential for work with parents to develop resilient mindsets

**Progress and Impact:**

**Next Steps:**



### School priority 3: Improved Partnerships

NIF Priority

**Improving outcomes for children through positive working relationships**

NIF Driver

**School improvement  
Parental engagement**

HGIOS 4 Quality Indicator(s)

**2.7 Partnerships  
2.5 Family Learning**

Local Priority

**Improved engagement with parents and the wider community**

**Key developments:**

- As per Pupil Equity Plan 2018-18 (Links with families, supported transitions)

**Parental feedback requests increased and improved communication – review Communication Policy, improve website and delegate key tasks**

**‘Partnerships’ is a core requirement for all curricular working parties to enable effective engagement through key curriculum areas**

**Career afternoon – to engage learners in options for world of work**

**Questionnaires as per 17-18: School and Support Hub – enabling meaningful feedback and service success**

**Focus Groups for parents, staff and learners, relating to key QI’s – engagement to illicit parent, staff, learner voice**

**Making school actions visible to parents e.g. ‘You said, we did’ – as part of Learning & Development 18-19 booklet and throughout year**

**Reporting 2018-19 - develop school plans to include:**

*Sharing Learning – review format and content to maintain parent/pupil interest and engagement*

*Parent Consultations - consider format and content (pupil led using profile)*

*Profiling – further develop to promote engagement of all*

*Consider one page ‘highlights and necessary information’ report based on parent feedback*

**Progress and Impact:**

**Next Steps:**



### Focused Support & Teaching Approaches in Literacy 2018-19

	Primary 1	Primary 4	Primary 7
<b>Fresh Start</b>		✓Activities	✓
<b>Talk for Writing</b> (linked reading skills)	✓	Current P3	
<b>Reading Workshops (weekly)</b> Skills for reading Blooms etc	✓	✓	✓
<b>Reading Comprehension Focus Groups (weekly)</b>		✓	✓ (and current P5 & 6)
<b>Support for Learning:</b> Magic belt/Code cracker/SWAP Toe by Toe		✓	✓
<b>Jolly Phonics</b>	✓		
<b>Support Hub: focused support in literacy (Pupil Equity Fund)</b>	✓	✓	✓
<b>Focused feedback (writing)</b>		✓ (and current 2,3,5,6)	✓
<b>Read Write Inc: targeted intervention at all stages</b>			



# Visible Learning Overview 2018-19 Strathesk Primary School

## ROLES

Senior Management Overview & Vision  
Impact Coaches – support and develop  
Practitioner enquiry – leadership at all levels  
Educational Psychologist – support in key areas

## USING THE EVIDENCE

Using the research base of John Hattie, to drive self-evaluation and improvement ensuring we prioritise the right things and make learning visible.

What information do we have?  
What does it tell us?  
What gaps do we have?  
What could we be doing differently?

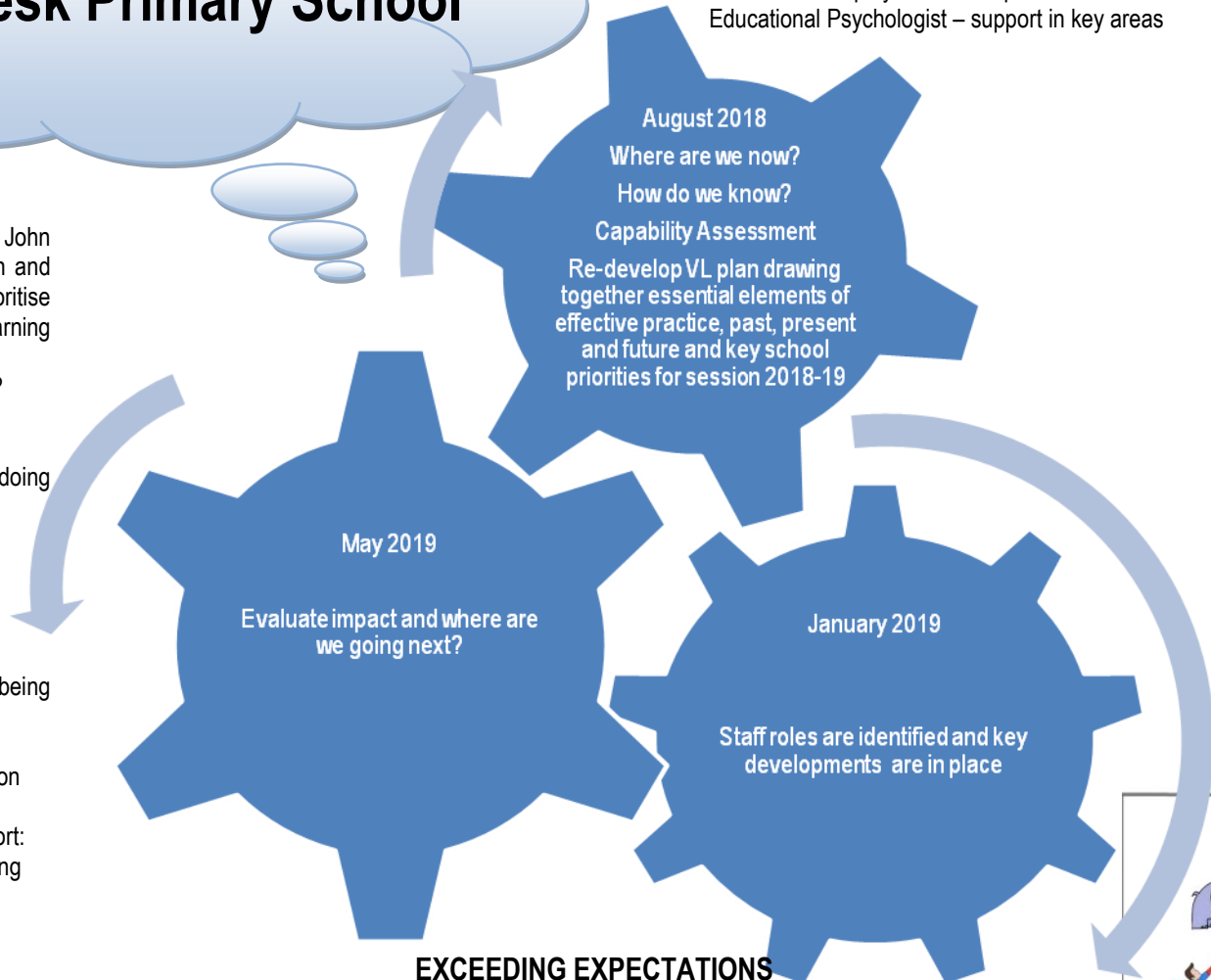
SIP 18-19  
Key focus on  
Raising Attainment  
Curriculum Development  
Improved Health & Wellbeing  
Partnerships

Themed Visits & Self-Evaluation

Using data effectively to support:  
-Improved learning and teaching  
-Raised attainment  
-Pupil equity  
-Attendance and lateness

ASG – collegiate working

Stakeholder Voice/Focus Groups  
What are our pupils, parents and teachers telling us?



## EXCEEDING EXPECTATIONS THROUGH FORMATIVE ASSESSMENT

Re-focus on the work of Shirley Clarke to inform best practice in the classroom.  
Staff take part in test of change based on Midlothian training session led by Shirley Clarke: Exceeding Expectations Through Formative Assessment – to follow with a whole school approach to introducing key components. Practitioners lead, support and develop key areas using own classroom based action research.

## THE VALUE OF FEEDBACK

Focus on Feedback:

Explore how we make feedback visible and how we evaluate the impact? Using this knowledge make changes that aim to improve the quality of feedback. In line with Hattie's findings - starter activities, learning intentions and success criteria are of a consistently high standard. Students are engaged in co-creating success criteria and reflecting on their learning in all classes. Regular, effective feedback is offered to all students. Plenaries are effectively used by all teachers.

Parents are informed as to key school developments in learning and teaching.

## PUPIL PROFILING & THE STRATHESK LEARNING TOOLKIT

Further embed the language of learning using the terminology in The Strathesk Learning Toolkit. Further develop Pupil Profiles to show pupil learning journey - linked to in-school achievement and effort, wider achievement and skills for learning, life and work. To be shared and developed with parents and form the basis for effective, informed transitions and reporting.

