



# Strathesk Primary School

Standards and Quality Report 2018-19  
&  
Improvement Plan 2019-2020

*'Learning together benefits all'*



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## 1. Context of the School



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 2018/19 there were 342 children in 14 classes within the Primary School and 70 children in the Nursery (34 full time, 18 am and 18 pm). 23% of pupils qualify for free school meals.

There are 4 children with shared placements with Saltersgate School, 1 child with a shared placement with Burnbrae School Enhanced Complex Needs Base and 2 children with shared placements with Cuiken Primary Provision.

There are two Support for Learning teachers, sharing the position. 21% of our pupils have an identified ASN.

The Strathesk Support Hub provides holistic support for our children and families. Support is responsive and wide ranging, from curriculum related areas, to support at home for e.g. school attendance and lateness, sleep and routines..

As well as visiting instrumental teachers to teach brass, woodwind and strings, the school has a successful choir that runs as an after-school club. Each year there are a variety of other after-school clubs put on.

The school has had a challenging year, with the headteacher absent for the second half of the session. While this has had an impact on staffing levels, learning and teaching has remained of consistent high quality and children and classes have experienced many successes.



## 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 Shared 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 –Support Hub



### 3. Our School Values

We have consulted with pupils, staff and parents/carers to develop a new set of values, set to be launched next session by our school mascot, Purpleman!



# S.T.A.R.R.

Successful Tolerant Ambitious Responsible Respectful



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

<b>Priority 1 Improvement in attainment, particularly literacy and numeracy</b>	<b>Priority 2 Closing the attainment gap between most and least disadvantaged children</b>	<b>Priority 3 Improvement in children and young people's health and wellbeing</b>	<b>Priority 4 Improvement in employability skills and sustained, positive school leaver destinations for all young people</b>
<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  <input type="checkbox"/> 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> <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.  <input type="checkbox"/> Level 3</p> <p>Numeracy 98% Literacy 98%  <input type="checkbox"/> Level 4</p> <p>Numeracy 90% Literacy 90%</p> <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>	<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:                      Primary- below 15 per 1000 including a maximum of 1 LAC exclusion per thousand. <i>LAC exclusion in exceptional circumstances only.</i>                      Secondary- 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</p>



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

School priority 1: Development of the Curriculum/ Improvement in Attainment (Literacy/Numeracy)	
<p><b>NIF and Midlothian Priority</b></p> <ol style="list-style-type: none"> <li>1. Improvement in attainment, particularly literacy and numeracy</li> <li>2. Closing the attainment gap between most and least disadvantaged children</li> <li>3. Improvement in children and young people's health and wellbeing</li> <li>4. Improvement in employability skills and sustained, positive school leaver destinations for all young people</li> </ol> <p>NIF Driver(s) (<i>highlight as applicable</i>)</p> <ul style="list-style-type: none"> <li>• School Leadership</li> <li>• Teacher Professionalism</li> <li>• Assessment of Children's Progress</li> <li>• Performance Information</li> <li>• Parental Engagement</li> <li>• School Improvement</li> </ul>	<p><b>HGIOS 4 Quality Indicator(s) / HGIOELC</b></p> <ol style="list-style-type: none"> <li>1.1 Self-evaluation for self-improvement</li> <li>1.2 Leadership of learning</li> <li>1.3 Leadership of change</li> <li>1.4 Leadership and management of staff</li> <li>1.5 Management of resources to promote equity</li> <li>2.1 Safeguarding and child protection</li> <li>2.2 Curriculum</li> <li>2.3 Learning, teaching and assessment</li> <li>2.4 Personalised support</li> <li>2.5 Family learning</li> <li>2.6 Transitions</li> <li>2.7 Partnerships</li> <li>3.1 Ensuring wellbeing, equality and inclusion</li> <li>3.2 Raising attainment and achievement/ Securing children's progress</li> <li>3.3 Increasing creativity and employability</li> </ol> <p><b>Green = Main QIs</b></p>
<p><b>Progress and Impact:</b></p> <p>Key developments:</p> <ul style="list-style-type: none"> <li>• Tracking meetings with SLT using prediction spreadsheet. Most class teachers have a clear overview of their class' attainment.</li> <li>• Both Fresh Start and Read Write Ink being successfully implemented by SfL staff and learning assistants. Fresh Start and RWI are impacting academically and all children are making progress through regular 6-8 weekly assessments.</li> <li>• Maths Basic Facts used regularly in most classes. Very effective and pupils motivated to succeed.</li> <li>• Pupil profile guidance developed and profiles completed by all classes, including Strathesk Learning Toolkit rubric for self-assessment. It gives pupils and opportunity to reflect on their learning.</li> <li>• Revised planning formats developed for use in session 19/20.</li> <li>• Both P7 classes involved with Edinburgh College – STEM Inspiration Day / use of resources produced by college / college lecturers visiting school to deliver session. Positive feedback from pupils and staff.</li> <li>• All teaching staff attended CAT session at Penicuik High on positive destinations.</li> <li>• All teaching staff involved in working parties in operation throughout the year – 1. Learning and Teaching 2. Literacy. 3. Early Years. Impact includes – the physical environment being reworked to be more conducive to play, developing the Strathesk Learning Toolkit into a rubric that was used by most pupils in their Pupil Profiles. There is scope for better organisation of the working parties next session, with more regular meetings, more progress and greater impact.</li> <li>• Numeracy Co-ordinator and Literacy co-ordinator in place but progress has been limited to maintenance of existing practice.</li> </ul>	



- SLT supported writing feedback for some classes but not as regularly as in 2017-18.
- P5 Diagnostic Assessments introduced as part of ASG planning for progress in numeracy.
- Some staff attended Shirley Clark course and using strategies in classes.
- Penicuik Learners meetings held regularly with other ASG pupils
- See attached data for Curriculum for Excellence Levels achieved / SNSA results

**Next Steps:**

- Review and development of Pupil Profiles and Strathesk Learning Toolkit for self-assessment, particularly in relation to early years.
- Implementation of revised planning formats. More context-based work.
- Ensure holistic assessments are being used regularly (link to new planning format)
- Ongoing implementation of working party recommendations.
- Read Write Ink training for P1-3 staff
- Read, Write Ink and Fresh Start to continue.
- Use of Talk for Writing approach to be spread further up the school
- Staff to feedback on Shirley Clarke course/practice
- Improved opportunities for moderation and monitoring to be build into calendar / SLT remits / teacher balance time
- Tracking Meetings to increase focus on practical advice and use of resources
- IEP meetings with SfL teachers and relevant staff
- Development of staff awareness of creativity and employability skills





**Pupils' Achievement by June 2019 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

	P1				P4				P7			
	ELT	ER	EW	N	ELT	ER	EW	N	ELT	ER	EW	N
Strathesk PS	% Achieved	% Achieved	% Achieved	% Achieved	% Achieved	% Achieved	% Achieved	% Achieved	% Achieved	% Achieved	% Achieved	% Achieved
<b>2016/2017</b>	59	43	39	41	57	86	14	80	25	78	13	48
<b>2017/2018</b>	96	96	98	98	87	80	80	87	94	80	70	78
<b>2018/2019</b>	89	86	81	89	91	85	70	83	80	78	67	76
<b>Midlothian 2017/2018</b>	90.2	86.2	83	86.3	82.3	77.6	73.9	75.1	84.9	79.3	76	75.1

**Scottish National Standardised Assessment 2018/19**

	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6+
<b>P1 Literacy</b>	0%	3%	41%	41%	8%	8%
<b>P1 Numeracy</b>	3%	3%	27%	30%	35%	3%
	Band 4-	Band 5	Band 6	Band 7	Band 8	Band 9+
<b>P4 Reading</b>	11%	22%	18%	20%	18%	11%
<b>P4 Writing</b>	13%	10%	29%	27%	13%	8%
<b>P4 Numeracy</b>	6%	17%	42%	25%	11%	0%
	Band 6-	Band 7	Band 8	Band 9	Band 10	Band 11+
<b>P7 Reading</b>	9%	20%	29%	27%	7%	9%
<b>P7 Writing</b>	12%	10%	29%	33%	14%	2%
<b>P7 Numeracy</b>	8%	17%	23%	33%	15%	4%



**Comparison of SNSA results using the following method:**

(Lowest two bands = Low, middle two bands = middle, highest two bands = high)

	<b>P1</b>					
	<b>Literacy</b>			<b>Numeracy</b>		
	<b>% Low</b>	<b>% Med</b>	<b>% High</b>	<b>% Low</b>	<b>% Med</b>	<b>% High</b>
<b>2017/18</b>	20	50	30	2	41	57
<b>2018/19</b>	3	82	16	6	57	38

	<b>P4</b>								
	<b>Reading</b>			<b>Writing</b>			<b>Numeracy</b>		
	<b>% Low</b>	<b>% Med</b>	<b>% High</b>	<b>% Low</b>	<b>% Med</b>	<b>% High</b>	<b>% Low</b>	<b>% Med</b>	<b>% High</b>
<b>2017/18</b>	19	32	49	20	20	60	2	43	55
<b>2018/19</b>	33	38	29	23	56	25	23	67	11

	<b>P7</b>								
	<b>Reading</b>			<b>Writing</b>			<b>Numeracy</b>		
	<b>% Low</b>	<b>% Med</b>	<b>% High</b>	<b>% Low</b>	<b>% Med</b>	<b>% High</b>	<b>% Low</b>	<b>% Med</b>	<b>% High</b>
<b>2017/18</b>	5	38	57	7	11	83	4	37	59
<b>2018/19</b>	29	56	16	22	62	16	25	56	19



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

**NIF and Midlothian Priority**

1. Improvement in attainment, particularly literacy and numeracy
2. Closing the attainment gap between most and least disadvantaged children
3. Improvement in children and young people's health and wellbeing
4. Improvement in employability skills and sustained, positive school leaver destinations for all young people

**NIF Driver(s) (highlight as applicable)**

- School Leadership
- Teacher Professionalism
- Assessment of Children's Progress
- Performance Information
- Parental Engagement
- School Improvement

**HGIOS 4 Quality Indicator(s) / HGIOELC**

- 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

Green = Main QIs

**Progress and Impact:**

- Sports committee successfully established. Staff and pupils taking on leadership roles, including organising Sports Day, Big Pedal Week
- Big Pedal Week, Walk to School Week successfully encouraging healthy modes of transport to and from school
- 'Stafferschool Club' established to improve health and wellbeing for staff. There is scope for greater take-up and more regular sessions next year.
- Some pupils taking part in skiing lessons, Boyd Anderson ski competition
- Sleep Week – whole school initiative to increase awareness amongst pupil, staff and parents. Positive feedback from pupils, staff and parents.
- Successful engagement in a range of Midlothian sports festivals/ competitions. Winners of Midlothian Sportshall Athletics competition.
- Club Golf delivered by High School pupils.
- Very successful P6 and P7 residential camps for increased self-esteem and support in transition to High School. Excellent feedback from parents, staff and pupils.
- Ready to Learn Framework has been introduced throughout the school, although it is not yet a consistent feature of practice across classes.
- Behaviour Communication forms have been developed to replace behaviour logs, although they are not yet a consistent feature of practice across classes.
- Whole school *Building Resilience* programme introduced in assemblies and followed up with lessons in the classroom. Many children can describe the purpose of the programme and some of the strategies taught, and some children are able to independently put them into



practice.

- House point system relaunched. This is popular with children, but more consistent use and better organisation would produce a greater impact
- Several training sessions delivered on Team Teach, de-escalation, inclusion. Many staff now Team Teach trained and there is growing consistency in the use of de-escalation strategies, although there is still scope for greater consistency.
- Nurture room decorated – targeted groups in operation. Positive feedback from staff and pupils.
- Learning Assistants targeted to work with children with ASN. This has had a significant positive impact on the health and wellbeing of the targeted children, and their classes, although many challenges remain.
- Child Protection / communication policies redesigned after consultation with Beverley Thompson. These are now fully in line with statutory requirements so that procedures are in place to effectively identify the support needed by individual children.
- Play therapy in place for targeted children. Positive feedback from pupils and parents.
- Music sessions for targeted groups to develop social/emotional skills. Positive feedback from pupils and parents.
- Successful discussion with parents/pupils/staff to develop new set of school values. They clear and memorable and well-designed to have a significant impact in developing a shared understanding and a common language to discuss values.
- Seasons for Growth run to support children who have experienced change. Positive feedback from pupils and parents.
- Commencement of Visual Support Programme, in association with Speech and Language Services. Visual timetables consistently used in most classes and labels present across the school.
- New RHSP programme introduced for Sex Education. Positive feedback from pupils and staff.
- Leigh Currie, ASD Outreach, working with children and staff. Positive feedback from pupils and staff.

#### **Next Steps:**

- Continuing Building Resilience programme
- Launch new values
- Continued nurture, play therapy, targeted support- see PEF plan
- Review of Ready to Learn framework and behaviour policy
- IEP meetings with SfL teachers and relevant staff
- Increase outdoor learning / better use of space



### School priority 3: Improved Partnerships

#### NIF and Midlothian Priority

1. Improvement in attainment, particularly literacy and numeracy
2. Closing the attainment gap between most and least disadvantaged children
3. Improvement in children and young people's health and wellbeing
4. Improvement in employability skills and sustained, positive school leaver destinations for all young people

#### NIF Driver(s) (highlight as applicable)

- School Leadership
  - Teacher Professionalism
  - Assessment of Children's Progress
  - Performance Information
- Parental Engagement
- School Improvement

#### HGIOS 4 Quality Indicator(s) / HGIOELC

- 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

Green = Main QIs

#### Progress and Impact:

- Strathesk Support Hub making excellent progress in terms of developing partnerships with families.
- Penicuik High School extended transition programme in place but the need for a more robust system has been identified, particularly in relation to communication, administration and timescale.
- Successful inclusion of Saltersgate pupils on shared placements, including trips and improved links between staff.
- Meet the Teacher session introduced at start of session. Low attendance.
- Parents consulted on change to format of end of year reports
- Shared learning sessions taking place regularly. Reasonable attendance in younger classes but less in upper classes.
- Parents invited in for sharing success – Nativity, Music Concert, Oliver!, Sports Day, John Muir Award. Good attendance and excellent feedback.
- Upper school classes – many pupils chairing parent consultations.
- Review meetings in place for all children with ASN.
- Links made with Easter Bush Science Outreach team for participation in Great Science Share. All classes
- Continued development of links to Edinburgh College through STEM activities – STEM Inspiration Day / use of resources produced by college / college lecturers visiting school to deliver session. Positive feedback from pupils and staff.
- Penicuik Learners improving partnerships within ASG



**Next Steps:**

- Plan for improving partnership with Penicuik High School modern languages department
- Plan for improving transition arrangements with Penicuik High School
- Teachers to lead HGIOURS groups
- Plan to improve engagement with parent/carers in shared learning times





## 6. Successes and Achievements in Session 2018-19



Above: Improving health and wellbeing - our whole school *Building Resilience* project, *Big Pedal Week*, one of the family celebrations for *Seasons for Growth*, our beautiful new nurture room, promoting self-esteem and outdoor learning at Benmore camp for Primary 6 pupils.



Left: Strengthening partnerships in the community – the generosity of our parents is always incredible. Look at the bumper harvest collection for the North Kirk! Our Strathesk Support Hub staff in reindeer-mode, about to deliver presents to some of our families!



Right: Transitions arrangements are well-established at Strathesk. There are regular visits from the nursery children to spend time with the Primary 1s, who take on the roles of buddies. The transition arrangements culminate in a teddy bear's picnic!

Primary 7 children attend the Penicuik High School Cluster Camp for a chance to make friends, form relationships with staff and have fun!







Left: Strathesk pupils have had the chance to develop their creativity and confidence. Primary 6 staged a wonderful version of *Oliver!*



Right: The Strathesk School Choir, P3 and instrumentalists took part in our annual Music Concert.



Left: Strathesk always participate in as many sports events as possible. This year was particularly successful; we won the Midlothian Sportshall Athletics competition and progressed to compete against other local authorities.



There were also with unbeaten performances in the Active Schools boys and girls football festivals, and strong showings in hockey, basketball and rugby. As usual, coaches from local sports clubs regularly came in to work with our pupils.



Above: There was victory in the annual Primary 7 quiz, held by the Rotary Club of Penicuik. Our quiztastic team worked extremely hard brushing up on their general knowledge and curriculum knowledge to lift the trophy for the first time, triumphing over other local primary schools!





Left: Primary 6 pupils experience a day in the life of a Victorian child as part of their interdisciplinary learning topics.



Right: If you go down to the woods today, you're in for a big surprise! Primary 2 on one of our many successful trips, making learning exciting!



Left: There were many successful themed days, including World Book Day, Sports Day, Dress Down Day and the Primary 7 fundraising and treat days.



Right: As part of our Health and Wellbeing programme, all classes are going to take part in *Sleep Week*. Pupils learned all about why it is important to get a good night's sleep and taught their parents and carers during a special shared learning session.

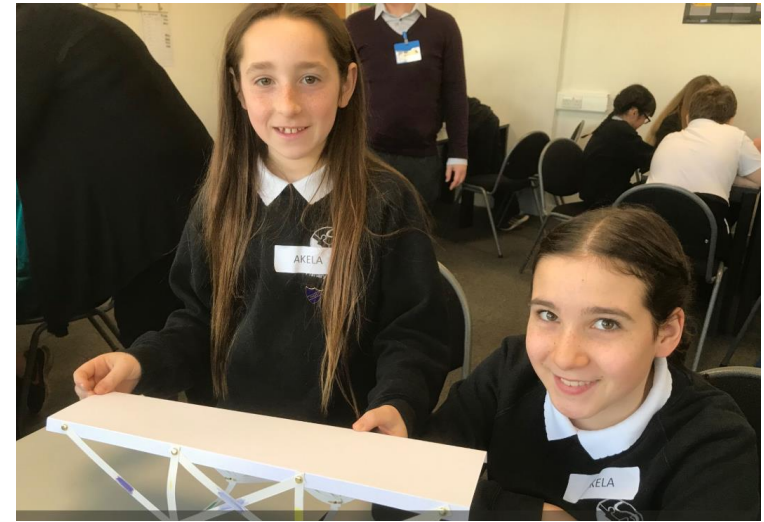






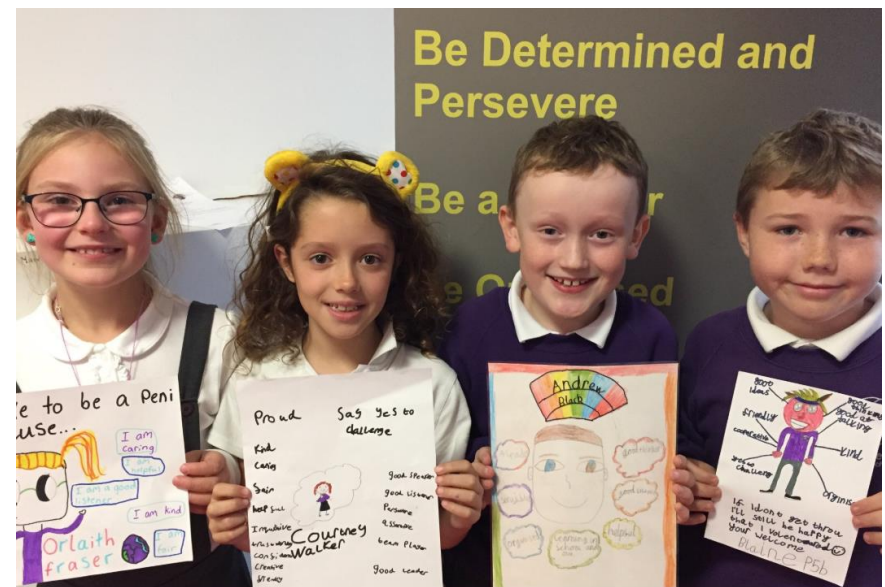
Left: Mrs Gray and Mrs Stevens have been working with formative assessment guru, Shirley Clarke, to develop innovative approaches to teaching and learning, integrate them into their classroom practice and share their expertise with other staff.

Right: Strong links have been made with Edinburgh College, who are working in partnership with Midlothian schools to promote STEM subjects. Our Primary 7s attended the *STEM Inspiration Day* at the college and lecturers visited Strathesk to deliver workshops



Left: Strathesk pupils have lots of opportunities to take on leadership roles. The pupil learning council represented their classes brilliantly, as others took on house captain, prefect, recycling, Junior Road Safety Officer and buddy roles.

Right: The Strathesk representatives of *Penicuik Learners*, who meet regularly with children from other local schools to discuss teaching and learning.





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

Quality Indicator	LA/School Self Evaluation theme process (calendar)	Authority Inspections / Themed visits	HMIe/ Care Inspectorate Inspection Grades
1.3 Leadership of Change	3		
2.3 Learning, Teaching and Assessment	3		
3.1 Ensuring Wellbeing, Equity and Inclusion <b>(Take into account QI 2.1)</b>	3	3	
3.2 Raising Attainment and Achievement/ Securing Children's Progress	3		



## Part 2: Midlothian Education Improvement Planning

<b>Establishment</b>	Strathesk Primary School
<b>Area</b>	Penicuik
<b>Session</b>	2019-20
<b>Planning Cycle</b>	

<b>SIGNATURES</b>			
<b>Head of Establishment</b>	<i>Amanda McConnachie</i>	<b>Date</b>	
<b>ASG Manager</b>	<i>Nicola McDowell</i>	<b>Date</b>	



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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><b>Priority 1</b> <b>Improvement in attainment, particularly literacy and numeracy</b></p>	<p><b>Priority 2</b> <b>Closing the attainment gap between most and least disadvantaged children</b></p>	<p><b>Priority 3</b> <b>Improvement in children and young people's health and wellbeing</b></p>	<p><b>Priority 4</b> <b>Improvement in employability skills and sustained, positive school leaver destinations for all young people</b></p>
<p><b>1a)</b> 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  <input type="checkbox"/> 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> <p><b>1b)</b> All Secondary schools will have set appropriate targets across key local and national measures to reach targets based on trends against their virtual comparator.  <input type="checkbox"/> Level 3</p> <p>Numeracy 98% Literacy 98%  <input type="checkbox"/> Level 4</p> <p>Numeracy 90% Literacy 90%</p> <p><b>1c)</b> 100% of schools have a self- evaluation calendar that reflects moderation, tracking, assessment and shared classroom experiences that involve all practitioners and learners  <b>1d)</b> That at least 80% of teaching staff are involved in regular and supported practitioner enquiry in all schools  <b>1e)</b> Maximising the tariff scores for all learners in the Senior Phase</p>	<p><b>2a) Interrupt the cycle of poverty (PEF)</b>            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  <b>2b)</b> 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.  <b>2c)</b> Ensure that all youth work is delivered at low or no cost to support reduction in child poverty and increase accessibility.  <b>2d)</b> Deliver the requirements of the child poverty act through the local action plan developed with community planning partners.</p>	<p><b>3a)</b> Support schools and ELC settings to provide high quality EY services which:  <input type="checkbox"/> Ensure children and families are offered appropriate, timely support  <input type="checkbox"/> Encompass the requirements of the National Quality Standard  <input type="checkbox"/> 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> <p><b>3b)</b> The majority of young people with ASN / LAC are offered appropriate assessment which is timely and appropriate.  <b>3c)</b> Achieve attendance targets            Primary to 95% overall            Secondary 91.5% overall with a reduction in unexplained absences  <b>3d)</b> 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  <b>3e)</b> Support schools to implement a range of universal mental health initiatives as part of the Midlothian Big Lottery funding</p>	<p><b>4a)</b> Continue to work towards a three year pattern of 95% Sustained Positive Destinations and reduce unknowns to under 100.  <b>4b)</b> 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  <b>4c)</b> Deliver adult literacy &amp; 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>
Improvement in attainment, particularly literacy and numeracy	1.2 Leadership of learning 1.3 Leadership of change 2.2 Curriculum 2.3 Learning, teaching and assessment 3.2 Raising attainment and achievement/ Securing children’s progress 3.3 Increasing creativity and employability	1. Review and development of Pupil Profiles and Strathesk Learning Toolkit for self-assessment, particularly in relation to early years. 2. Implementation of revised planning formats. Ensure holistic assessments are being used regularly. 3. Read Write Ink training for P1-3 staff. Read, Write Ink and Fresh Start to continue. 4. Use of Talk for Writing approach to be spread further up the school 5. Staff to feedback on Shirley Clarke course/practice 6. Improved opportunities for moderation and monitoring to be build into calendar / SLT remits / teacher balance time 7. Tracking Meetings to increase focus on practical advice and use of resources 8. Increasing parental involvement	Leigh Henderson DHT Emily Reynolds DHT Nicola Sloan PT	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  Create a self- evaluation calendar that reflects moderation, tracking, assessment and shared classroom experiences that involve all practitioners and learners  100% of classes completing 4 holistic assessments by May 2020  100% of P1-3 teachers trained in Read, Write, Ink by May 2020  50% of families to attend Meet the Teacher
Closing the attainment gap between most and least disadvantaged children  (see PEF plan)	1.5 Management of resources to promote equity 2.1 Safeguarding and child protection 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	1. Continued implementation of PEF plan 2. IEP meetings with SfL teachers and relevant staff 3. Staff training and development on adverse childhood experience and being ‘trauma aware’ 4. Continuation of Visual Support Program 5. Parental involvement	Mandy McConnachie DHT	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  Deliver the requirements of the child poverty act through the local action plan developed with community planning partners.  100% of children with IEPs to have meetings each term





<p>Improvement in children and young people's health and wellbeing</p>	<p>2.1 Safeguarding and child protection 2.4 Personalised support 2.5 Family learning 2.6 Transitions 2.7 Partnerships 3.1 Ensuring wellbeing, equality and inclusion</p>	<p>1. Continuing Building Resilience programme 2. Launch new values 3. Continued nurture, play therapy, targeted support 4. P6 play therapy drop-in 5. Review of Ready to Learn framework and behaviour policy 6. Increase outdoor learning / better use of space 7. Continuation of RHSP programme and Headspace programme 8. Parental involvement</p>	<p>Mandy McConnachie DHT Leigh Henderson DHT</p>		<p>The majority of young people with ASN / LAC are offered appropriate assessment which is timely and appropriate.</p> <p>Achieve attendance targets Primary to 95% overall</p> <p>Reduce exclusions: Primary- below 15 per 1000 with LAC exclusions in exceptional circumstances only and following discussion with ASL Schools Group Manager</p> <p>Last 3 units of Building Resilience programme completed by May 2020</p> <p>95% positive feedback from attendees of Play Therapy drop-in</p>
<p>Improvement in employability skills and sustained, positive school leaver destinations for all young people</p>	<p>2.2 Curriculum 2.3 Learning, teaching and assessment 2.6 Transitions 2.7 Partnerships 3.2 Raising attainment and achievement/ Securing children's progress 3.3 Increasing creativity and employability</p>	<p>1. Development of staff awareness of creativity and employability skills 2. More context-based work. 3. Improved links with local employers, higher educational establishments 4. Parental involvement</p>	<p>1. Baseline Assessment In-service session 2. In-service session 3. Write to local employers, higher educational establishments. (DYW) 4. Hold Careers Day</p>	<p>02.10.20 IA 06.01.20 IA 06.01.20 IA Jan-Jun 2020 P6a / IA Jan-Jun 2020 IA, Parents, Local Employers, Summer Term 2020</p>	<p>95% of teacher self-assess that they have improved their knowledge of creativity and employability skills</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
<p><b>Attainment in Literacy and numeracy.</b></p> <p><b>Wellbeing- included, nurtured, achieving</b></p>	<p><b>2.4 Personalised support. To ensure all identified children are receiving targeted curricular and wellbeing support- where relevant. This would be through individual or small group work.</b></p>	<p><b>Mandy McConnachie (DHT) Ali Turbitt (HSP) and Debi Black (SCDW)</b></p> <p><b>All session</b></p>	<p><b>(Hub staffing)</b></p>	<p><b>Hub staff will provide direct support . They will plan, deliver and evaluate supports given. This will be progressive and flexible to enable support to be individualised taking into account personal circumstances or barriers to learning</b></p>	<p><b>Data evaluated- assessment and wellbeing indicators</b></p>
<p><b>Support staff in becoming trauma aware and enabling early identification of children experiencing ACEs including poverty</b></p>	<ul style="list-style-type: none"> <li>• Nurture groups</li> <li>• Social groups</li> <li>• Seasons for Growth</li> <li>• Playtherapy- 2 full</li> <li>• days</li> </ul>	<p><b>DHT SfL staff LA's</b></p>	<p><b>Resources- Season for growth materials Nurture/ games/food Playtherapy (£24,000)</b></p>	<p><b>Evidence will be recorded in PEF evidence folder. DHT will monitor impact through liaison and direct input.</b></p> <p><b>Communication improves with families and families signposted</b></p>	<p><b>Data including assessments Wellbeing indicators</b></p>



<p><b>Foodbanks-continue to work with Penicuik North Church and Children and Families to identify and deliver</b></p>	<p><b>At identified times (summer , Christmas and Easter) When required identified families</b></p>	<p><b>Ali Turbitt Debi Black</b></p>		<p><b>to supports and where necessary, supported to make contact (if appropriate)</b></p> <p><b>Evidence through Boxall profiles to identify Wellbeing indicators for assessing outcomes from groups and identifying next steps</b></p>	<p><b>Data Statistics of foodbank referrals</b></p> <p><b>Evidence collated in PEF evidence folder and regularly reviewed to adapt supports as necessary.</b></p> <p><b>Monitor foodbank up take.</b></p>
<p><b>Parental engagement Support families who are experiencing ACEs and poverty</b></p>	<p><b>2.5 and 2.7 Continue working with LLE and Beeslack to offer opportunities for identified families to come together. To support engagement of families with each</b></p>	<p><b>Ali Turbitt (HSP) All session</b></p>	<p><b>HUB staffing Resources for craft, cooking etc</b></p>	<p><b>Identify those who attend. Feedback from families.</b></p> <p><b>Success would be improved relationships with identified families. Continued</b></p>	<p><b>Data -attendance at organised groups. Continual attendance at groups.</b></p> <p><b>More involvement with the life of the school.</b></p>



<p>Increase participation for Dad's. Promote and support third party group to involve Dads in the life of the school.</p> <p>Create an environment where Dads may feel comfortable being involved in life of the school</p>	<p>other where this is an identified need and engagement with life of the school and community to improve outcomes for our learners,</p> <p>Identify families based on knowledge of identified need and develop project from there. Small test of change.</p> <p>Consider fathers (with right and responsibilities) who may not receive information. Ensure they are included in school communications.</p> <p>Promote sharing of skills as an opening to being involved in school life.</p>	<p>Ali Turbitt (HSP)</p>		<p>attendance at groups.</p> <p>Breaking down the barriers between home and school.</p> <p>Increased involvement of identified families</p>	<p>The group will be successful- even 2 initial members but with capacity to expand.</p>
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			<b>Total:</b> (Should be full allocation of PEF)		
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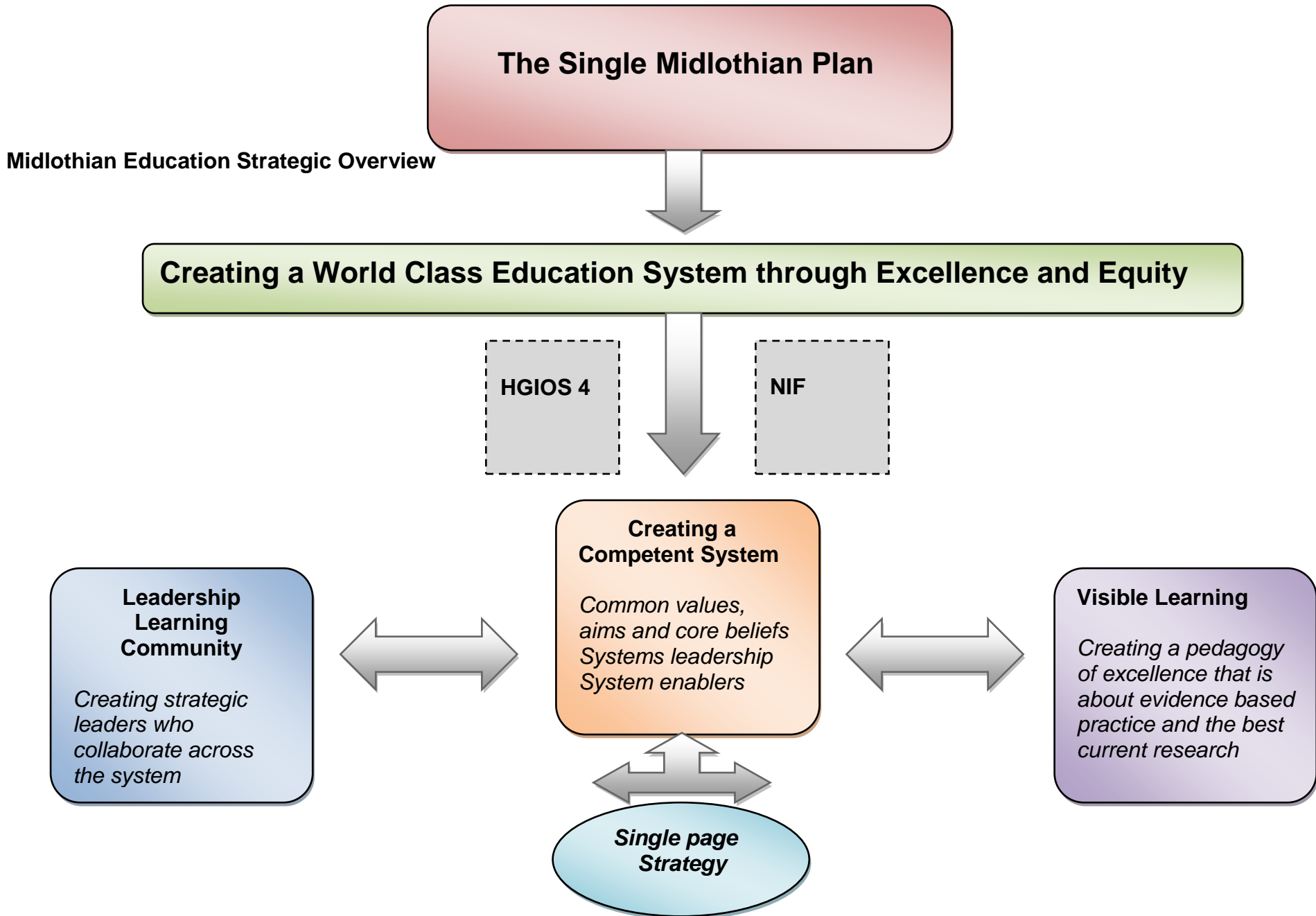


#### 4. ASG Plan

### Midlothian Education Improvement Planning – 2019-20

<b>Establishment</b>	Beeslack and Penicuik ASG
<b>Area</b>	Session 2019-20
<b>Session</b>	
<b>Planning Cycle</b>	Cycle 2

<b>SIGNATURES</b>			
<b>Head of Establishment</b>		<b>Date</b>	
<b>ASG Manager</b>		<b>Date</b>	





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

Overview					Planning cycle		Session:		
Number	NIF Priority	ASG Priority	Stage of Development	Main driver of priority					
		Main priorities must align with NIF/LA Priorities	Exploring, Developing or Embedding	Self-evaluation/ school review/VSE	Education Scotland Report	HGIOS 4 QI	Well Being Wheel	Midlothian strategic priorities (✓)	Partnership working
1	<b>Raising attainment, particularly numeracy</b>	<b>Raising attainment, particularly numeracy</b>	Developing	n/a	n/a	3.2	Achieving	✓ Priority 1	
2	Improvement in children and young people's <b>health and wellbeing</b>	Improvement in children and young people's <b>health and wellbeing</b>	Developing	n/a	n/a	3.1	Healthy	✓ Priority 3	
3	Raising attainment	<b>Improvements in</b> developing the Collaborative Leadership Culture at all Levels by continuing to grow our ASGs into Learning Communities	Developing	n/a	n/a	1.3	Included		

## 2. Priority Summary and High Level Strategic Targets



Priority No.	Priority Area / Theme	Key Actions to meet targets	Expected outcomes for learners which are measurable and/ or observable – please refer to LA targets in PPP 69	Impact Statement: Level 5+ <i>How good are we now?</i> What evidence do we have of our strengths and areas for development? (please use this section to RAG the statements)	Next Steps for Improvement <i>How good can we be?</i> What action will we take to improve current practice?
	<b>Raising attainment, particularly numeracy</b>	<p>Continue with impact cycles and adapt as necessary</p> <p>Share pedagogy across the ASG</p> <p>Challenge for P7 regarding Basic Maths</p> <p>Increased number of staff involved in regular and supported practitioner enquiry in all schools</p> <p>Opportunities for class observation across ASG</p>	<p>Raised numeracy attainment in P5 and S1 (2018-19) focusing on the middle 60% by the end of May 2019</p> <p>Ensure that there is an increased focus on numeracy at ASG meetings</p> <p>Dates agreed within the group for 4 meetings throughout the year</p>		
	Improvement in children and young people's <b>health and wellbeing</b>	PEF plans shared, evaluations supported and challenged by each other and using the HGIOS challenge questions.	Focus on ACEs/trauma informed practices		
	<b>Improvements in</b>	Share initial ideas of	Create an ASG Vision,		





	<p>developing the Collaborative Leadership Culture at all Levels by continuing to grow our ASGs into Learning Communities</p>	<p>vision statements Representation from pupils (P5 and S3) to create the vision statement for ASG</p> <p>Consultation with stakeholders and partnerships to agree statement</p> <p>Build upon Penicuik Learners and merge with Beeslack to create a whole ASG learning council</p> <p>Evaluations of ASG plan include contributions from stakeholders, especially children and young pupil</p> <p>Transition calendar created at the beginning of the year</p> <p>A shared agreement of information shared between Primary and Secondary eg Year plan (retrospectively - to be agreed), assessment data, HWB info and Profiles</p>	<p>Values and Aims. Develop our ASG learners and Council. This would link to the Year of the Young People.</p> <p>Shared Vision for our learners and communities across Beeslack and Penicuik</p> <p>Improvements for learners in their transition from primary to secondary</p>		
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		Shared focus on tracking and monitoring of attainment data			
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**NB:**

**Develop and Implement a newly revised ASG programme for 1+2**

**The very beginning stages of exploring how High Schools can**