



Strathesk
Primary School



Strathesk Primary School

Standards and Quality Report 2019-20
Improvement Plan - Year 2020-21

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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 2019/20 there were 322 children in 13 classes within the Primary School and 53 children in the Nursery (40 full time, 20 part time). 20% of pupils qualify for free school meals.

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

There are two Support for Learning teachers, sharing the position. 25% 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.

Covid-19 closed school on the 20th March, 2020. Our year had been positive and progressive and the school community pulled together tremendously well to cope with the challenges posed by Covid-19, particularly in relation to setting up high-quality content for distance learning.

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 vision, values and aims

Vision

“Learning together in harmony; opening hearts, minds and doors.”

Values



S.T.A.R.R.

Successful Tolerant Ambitious Responsible Respectful

Aims

1. To strive to embrace our values in everything we do

2. To provide a supportive, nurturing and safe environment for our whole school community
3. To raise expectations of ourselves and others

4. 2019/20 Priorities

<p>1. Improvement in attainment, particularly literacy and numeracy</p>	<ol style="list-style-type: none"> 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 built into calendar / SLT remits / teacher balance time 7. Tracking Meetings to increase focus on practical advice and use of resources 8. Increasing parental involvement 	<p>Leigh Henderson DHT</p> <p>Emily Reynolds DHT</p> <p>Nicola Sloan PT</p>	<p>To bring CfE levels in line with the national average in Literacy and Numeracy by the end of P1, P4, and P7 where they are not yet at that level</p> <p>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>100% of classes completing 4 holistic assessments by May 2020</p> <p>100% of P1-3 teachers trained in Read, Write, Ink by May 2020</p> <p>50% of families to attend Meet the Teacher</p>
<p>2. Closing the attainment gap between most and least disadvantaged children</p> <p>(see PEF plan)</p>	<ol style="list-style-type: none"> 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 	<p>Mandy McConnachie DHT</p>	<p>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>Deliver the requirements of the child poverty act through the local action plan developed with community planning partners.</p> <p>100% of children with IEPs to have meetings each term</p>
<p>3. Improvement in children and young people's health and wellbeing</p>	<ol style="list-style-type: none"> 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>Mandy McConnachie DHT</p> <p>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>4. Improvement in employability and creativity skills and sustained, positive school leaver destinations for all young people</p>	<ol style="list-style-type: none">1. Development of staff awareness of creativity and employability skills2. More context-based work.3. Improved links with local employers, higher educational establishments4. Parental involvement	<p>Ian Armstrong PT</p>	<p>95% of teacher self-assess that they have improved their knowledge of creativity and employability skills</p>
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5. Review of Progress and Impact in Session 2019/20

Target 1 - Improvement in attainment, particularly literacy and numeracy

<p>NIF and Midlothian Priority (<i>highlight as applicable</i>)</p> <ol style="list-style-type: none"> 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 <p>NIF Driver(s) (<i>highlight as applicable</i>)</p> <ul style="list-style-type: none"> • School Leadership • Teacher Professionalism • Assessment of Children's Progress • Performance Information • Parental Engagement • School Improvement 	<p>HGIOS 4 Quality Indicator(s) / HGIOELC (<i>highlight as applicable</i>)</p> <p>1.1 Self-evaluation for self-improvement</p> <p>1.2 Leadership of learning</p> <p>1.3 Leadership of change 1.4 Leadership and management of staff</p> <p>1.5 Management of resources to promote equity</p> <p>2.1 Safeguarding and child protection 2.2 Curriculum</p> <p>2.3 Learning, teaching and assessment 2.4 Personalised support</p> <p>2.5 Family learning 2.6 Transitions 2.7 Partnerships</p> <p>3.1 Ensuring wellbeing, equality and inclusion</p> <p>3.2 Raising attainment and achievement/ Securing children's progress</p> <p>3.3 Increasing creativity and employability</p>
<p>Progress and Impact:</p> <ol style="list-style-type: none"> 1. New pupil profiles being developed, feedback has been given on new format by staff, pupil and parent council. Almost all staff agreed with that new format would be a tool to inform learning and next steps. The Parent Council agreed that a hard copy would be more user friendly than a digital one. New format was to be implemented after Easter but will now be put on hold until the new Head Teacher starts as she has ideas of how to take it forward.. No impact measured to date. 2. New planning formats in place and staff like this new way of planning. However, the majority of staff are still not making connections between E's and O's, planned activities, Benchmarks and assessments. Many staff are still not competent in planning and using High Level Assessments and therefore did not meet the target of creating 4 this session. Encouraged staff to start engaging with the Benchmarks, and therefore becoming more confident at identifying when a child has achieved a level. This will be a priority for next session- planning assessment and moderation cycle. 3. 2/3 of Early Years teachers are trained in Read, Write Ink, along with SFL and 5 LA's. Fresh Start continues to have a positive impact on attainment - see SFL Data. 4. Talk for Writing planning and training was to start in May 2020 but this has been delayed and then cancelled due to lack of funding, an alternative is being looked at. No impact can be measured. 	

5. Staff gave feedback on Shirley Clark session in June 2019. This has impacted positively on almost all teachers' approach to teaching of numeracy, ensuring children have choice and challenge within their lessons.
6. More moderation and monitoring has taken place this school session and this has allowed SLT to have a clearer understanding of the learning and teaching taking place. SLT have then used this information to be responsive when planning PD and CAT sessions. The majority of staff feel supported in their teaching.
7. All tracking meetings have taken place with a focus on how we can support teachers and pupils. Improved attainment due to regular reviews on children's progress and support put in place as a result of this such as numeracy, writing and comprehension focus groups. Please see predicted and actual attainment below.
8. 50% of parents still did not attend the Meet the Teacher, although higher attendance was noted in the Early Years. Anti Bullying workshop had a higher than normal attendance. Bring an Adult to School has seen an increase in numbers, due to change of day to Friday morning, however, this needs to be tracked next session. In future we would be aiming for a 70% attendance for Meet the Teacher and 50% BATs etc

Next Steps:

1. Pupil profiles – New profiles to be implemented next year in consultation with the new Head Teacher. Review impact in June 2021. Make decisions about how to celebrate wider achievement and parents having more access (signing profiles in and out) to profiles and what this will look like.
2. Continue to monitor planning and provide feedback. Go over planning again at the start of next session, share policy, examples and expectations. Start of next session encourage more pupil voice and involving pupils at the planning stage. Support all teachers to make the connections between Es and Os, Benchmarks, planned activities and assessments. Revisit High Level Assessments next year and have as a monitoring focus to continue to support staff in developing and understanding how to use them effectively for assessment and moderation purposes. Ensure there's an element of pupil choice and input in planning where appropriate.
3. P1 and P2/3 teachers for next year are trained in Read, Write Ink and will continue to implement in the early years along with support from SFL and trained LA's. Run information sessions for both staff and parents on RWI and Fresh Start.
4. Make further plans to rearrange Talk for Writing Training for next year, due to Covid-19.
5. A further session to be run incorporating Shirley Clarke numeracy method developed in the school alongside Learning Journey method to ensure all children are challenged across numeracy and maths at their own level.
6. Continue to have a strict moderation and monitoring timetable set up for next year. Plan the focus areas in advance and it would be beneficial if one area was High Level Assessments. Professional reading of Visible Learning Feedback by all teachers. Put a timetable in place for staff and pupils to observe and give feedback to each other.
7. Continue with focused tracking meetings and numeracy and Literacy support. Staff engage with new tracking system, updating regularly. Staff and SLT to look at attainment within each class at the start of the year to identify any significant changes that may have occurred due to school closures in previous term.
8. Rethink Meet the Teacher and what this might look like to encourage more parents to attend. 'Bring an Adult to School' could take place more often and on an informal basis.. Continue to hold workshops for parents to attend and build into the CAT and PD calendar. Send out a parent survey about Meet the Teacher, workshops and how they would like to become more involved in school.

Target 2 - Closing the attainment gap between most and least disadvantaged children

<p>NIF and Midlothian Priority (<i>highlight as applicable</i>)</p> <ol style="list-style-type: none"> 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 <p>NIF Driver(s) (<i>highlight as applicable</i>)</p> <ul style="list-style-type: none"> ● School Leadership ● Teacher Professionalism ● Assessment of Children's Progress ● Performance Information ● Parental Engagement ● School Improvement 	<p>HGIOS 4 Quality Indicator(s) / HGIOELC (<i>highlight as applicable</i>)</p> <ol style="list-style-type: none"> 1.1 Self-evaluation for self-improvement 1.2 Leadership of learning 1.3 Leadership of change 1.4 Leadership and management of staff 1.5 Management of resources to promote equity 2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning, teaching and assessment 2.4 Personalised support 2.5 Family learning 2.6 Transitions 2.7 Partnerships 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement/ Securing children's progress 3.3 Increasing creativity and employability
<p>Progress and Impact:</p> <ol style="list-style-type: none"> 1. Impressive progress by the majority children taking part in Read, Write, Ink and Fresh Start (see data below). Nurture Room and Nurture Group successfully set up, having a positive impact on the engagement and achievements of identified children. The Strathesk Support Hub continuing to provide 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. Hugely positive impact relating to supporting hard to reach families, supporting families with economic and social issues. New play therapist working in school running weekly sessions, for identified children, including drop-in sessions for upper primary children. Positive feedback from the majority of children about feeling supported. 2. 100% of IEP meetings with SfL teachers were held each term. Implemented new guidelines on IEPs. 3. 100% of staff attended training on adverse childhood experience and being 'trauma aware'. Many staff demonstrated a better understanding of the impact early trauma had on children, this was noted in the way they talked about children in their classes. 4. Visual Support Programme continuing to be applied in classes, with many classes consistently using the principles daily. All classes are displaying symbols in their classrooms. All staff use the symbols to display visual timetables. 5. See above about Strathesk Support Hub. 	

Next Steps:

1. Adaptation of PEF plan as a result of Covid-19.
2. Further pupil voice to guide the IEP process.
3. Staff request further information on adverse childhood experience and being 'trauma aware'
4. Continuation of Visual Support Programme, with more consistency across classrooms, in order to achieve Bronze Award.
5. Develop parental confidence in supporting their children with access online learning opportunities

Pupils' Achievement by February 2020 in Curriculum for Excellence (CfE) Levels

Please note that the percentages for 2019/20 below reflect the recorded levels as of **February 2020**. The vast majority of pupils are awarded levels in May/June each year so teacher predictions made prior to school closures have been included for reference.

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

	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
2017/2018	96	96	98	98	87	80	80	87	94	80	70	78
2018/2019	89	86	81	89	91	85	70	83	80	78	67	76
Achieved 2019/2020	88	21	9	0	25	42	23	31	24	24	16	8
Predicted 2019/2020	94	79	73	94	94	71	71	77	92	72	62	74

Midlothian/ 2018/2019	89	83	82	84	88	78	74	76	83	78	70	72
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Impact of Fresh Start literacy programme for P6/P7 pupils run by Support for Learning 2019/20 (Reading Age)

Pupil	Start RA (Aug 2019)	Finish RA (February 2020)	Gain
Pupil A	6.3	Did not Finish	-
Pupil B	6.3	6.9	0.6
Pupil C	7.3	8.0	0.7
Pupil D	7.6	8.9	1.3
Pupil E	7.3	8.6	1.3
Pupil F	7.9	10.9	3
Pupil G	6.3	7.6	1.3
Pupil H	6.6	8	1.4

Impact of Read Write Ink literacy programme for P3/4 pupils run by Support for Learning 2019/20 (RWI Levels)

Pupil	Groups	Movement	Date Began
Pupil I	Pink to Blue	+3	September 2019
Pupil J	Red to Pink	+3	January 2019
Pupil K	Green to Blue	+5	September 2019
Pupil L	Red to Purple	+2	January 2019
Pupil M	Red to Pink	+3	September 2019
Pupil N	Green to Blue	+5	September 2019
Pupil O	1-1 - Red	+1	September 2019
Pupil P	Green to Purple	+1	September 2019
Pupil Q	Ditty to Purple	+3	January 2019
Pupil R	Red to Pink	+3	September 2019
Pupil S	Red to Purple	+2	January 2019
Pupil T	Pink to Blue	+3	January 2019
Pupil U	Pink to Blue	+3	January 2019
Pupil V	Pink to Grey	+4	January 2019
Pupil W	Green to Orange	+3	September 2019

Pupil X	1-1 - Purple	+3	September 2019
Pupil Y	Green to Orange	+3	September 2019
Pupil Z	Green to Pink	+2	September 2019
Pupil A1	Ditty to Purple	+3	January 2019

Target 3 - Improvement in children and young people's health and wellbeing

<p>NIF and Midlothian Priority (<i>highlight as applicable</i>)</p> <ol style="list-style-type: none"> 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 <p>NIF Driver(s) (<i>highlight as applicable</i>)</p> <ul style="list-style-type: none"> ● School Leadership ● Teacher Professionalism ● Assessment of Children's Progress ● Performance Information ● Parental Engagement ● School Improvement 	<p>HGIOS 4 Quality Indicator(s) / HGIOELC (<i>highlight as applicable</i>)</p> <p>1.1 Self-evaluation for self-improvement</p> <p>1.2 Leadership of learning</p> <p>1.3 Leadership of change 1.4 Leadership and management of staff</p> <p>1.5 Management of resources to promote equity</p> <p>2.1 Safeguarding and child protection 2.2 Curriculum</p> <p>2.3 Learning, teaching and assessment 2.4 Personalised support</p> <p>2.5 Family learning 2.6 Transitions 2.7 Partnerships</p> <p>3.1 Ensuring wellbeing, equality and inclusion</p> <p>3.2 Raising attainment and achievement/ Securing children's progress</p> <p>3.3 Increasing creativity and employability</p>
<p>Progress and Impact:</p> <ol style="list-style-type: none"> 1. Building Resilience programme has been well received by the majority of staff and pupils. Some children are beginning to refer to the analogy of a boat on rocky water when encountering tough times. Many are also showing more perspective and empathy- these skills will be so important in the coming months. One of the Shared Learning sessions for parents focused on resilience and information sheets for each unit we sent home. Although it may have 'planted a seed', it has not involved as many parents as we would have liked. 2. New values successfully launched, children are able to identify these. Referred to at assemblies and daily activities. New vision created in consultation with parents, children and staff. We need to raise awareness of the vision and use it to inspire our learning community next session. 3. Nurture and Play Therapy have proven to be effective, positive feedback from the majority of children and improvements in their self-esteem, positive thinking and behaviour. P6 play therapy drop-in was well received by those children who took this up. 4. Ready to Learn framework and behaviour policy is used by some teachers but not consistent throughout the school. A more individualised approach needed to meet the needs of some of our learners. 5. Our Base has provided a space for learners who need break out time from the classroom environment. All children who used the base had successes 	

in learning experiences due to a quiet, safe space being provided for them. All pupils who found the dinner hall a challenging space due to noise have also used the Base successfully at this time.

6. The Games Club has also been set up for children who find socialising in the playground hard. This has been well received by some children in P5-7.
7. Ideas to develop the infant playground were discussed and some resources were donated by parents.
8. Additional resources have been added to the Relationships and Sexual Health Programme, this has been used in P3,5 and 6

Next Steps:

1. Complete the final units of Year 2 Building Resilience and buy Year 3. Plan to celebrate and promote work and experiences of the children through Sharing Assemblies and displays around the school. Increase parents awareness next session through inviting them to Sharing Assemblies, themed Shared Learning sessions (if possible) and home learning tasks
2. Values continue to be promoted. Consider how we could incorporate and celebrate the tool kit/ values and perhaps resilience skills together. Display and refer to our new vision throughout the day to inspire and focus our school community. New Head Teacher to develop work on ACES.
3. Ready to Learn framework and behaviour policy to be reviewed. Working party of SLT, CT and LA and children. Increase parental awareness through phone calls/ email. Staff development/ best practice visits
4. More opportunities for planned outdoor learning.
5. Working Party to incorporate appropriate RSHP units into school's Health and Wellbeing plans.
6. New behaviour policy to be developed by Head Teacher, with input from staff, children and parents.

Target 4 - Improvement in creativity and employability skills and sustained, positive school leaver destinations for all young people

<p><u>NIF and Midlothian Priority (<i>highlight as applicable</i>)</u></p> <ol style="list-style-type: none"> 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 <p><u>NIF Driver(s) (<i>highlight as applicable</i>)</u></p> <ul style="list-style-type: none"> ● School Leadership ● Teacher Professionalism ● Assessment of Children’s Progress ● Performance Information ● Parental Engagement ● School Improvement 	<p><u>HGIOS 4 Quality Indicator(s) / HGIOELC (<i>highlight as applicable</i>)</u></p> <p>1.1 Self-evaluation for self-improvement 1.2 Leadership of learning 1.3 Leadership of change 1.4 Leadership and management of staff 1.5 Management of resources to promote equity 2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning, teaching and assessment 2.4 Personalised support 2.5 Family learning 2.6 Transitions 2.7 Partnerships 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement/ Securing children’s progress 3.3 Increasing creativity and employability</p>
<p>Progress and Impact:</p> <ol style="list-style-type: none"> 1. Professional Dialogue and CAT sessions held about creativity skills - 100% of teachers self-assessed that they had improved their knowledge. 2. P7 continued to engage with Edinburgh College this year, visiting the college and lecturers visiting the school. Real-life applications of STEM subjects investigated. 3. All primary 6 children took part in an extensive Enterprise project making class calendars on behalf of the Parent Partnership. 4. The school adopted a new planning format which is tailored to the goal of having more context-based work. Planning format adopted by 100% of teachers. 5. School closures interrupted our efforts to improve links with local employers. We sourced a list of local employers who have shown interest in engaging with schools and pupils had drafted letters about Developing the Young Workforce and Career Day but they weren’t finished or sent. 6. Questionnaire to be sent to parents about their interest in creativity skills and willingness to participate in Career’s Day – Uptake still to be measured. 7. 	

Next Steps:

1. Sharing examples of planned teaching and learning in creativity and employability skills, including Christmas Fayre projects.
2. Increase parental awareness- workshop?
3. Pupils to develop knowledge of creativity skills, through whole school and class-based methods of delivery.
4. Make contact with local employers and organise Career's Day.
5. Hold *When I Grow Up Day* for whole school engagement.

5. Successes and Achievements in Session 2019-20



We held a very well attended Anti-Bullying Workshop for parents and carers, who worked with pupils and staff to examine attitudes, challenges and solutions!



The establishment of our new Nurture Base was a huge success, providing a space for pupils to receive support with their learning, health and wellbeing. Pupils with a wide variety of needs were able to access the Base during class time and at breaks and lunchtimes.



Many of our classrooms used environmental features like lighting and uncluttered walls to create a calming atmosphere.



There were many special visitors that came to Strathesk to work with our pupils on a wide variety of curricular areas. The children loved meeting Dinoman, Bookman and many others!



Further progress was made to promote STEM learning (Science, Technology, Engineering and Mathematics). Initiatives include a continued partnership with Edinburgh College, workshops with the Midlothian Science Festival and participation in the Great Science Share!



Strathesk pupils showed of their creativity and enterprise skills in a variety of contexts, including a successful P6 project making class calendars, a delicious P4 bakesale in aid of Children in Need and one of the most successful Christmas Fayres we've ever had!



A successful Scots Night showcased the high standard of poetry recitals this year, with some pupils representing the school in a national competition!



There were plenty of opportunities for pupils to take part in sports activities, with the school sending teams to several competitions and events, and fantastic progress made by everyone who took part in skiing lessons!



There some more fantastic performances this year. The Nativity was a smash hit and the Strathesk School Choir had a full schedule of carol singing, including entertaining the residents of Cowan Court!



Practical, creative and play based learning contexts were regularly utilised to make learning exciting!



6. What is Our Capacity for Continuous Improvement?

Quality Indicator	LA/School Self-Evaluation	Authority Reviews / Theme visits	HMle/ Care Inspectorate Inspection Grades
1.3 Leadership of Change	Satisfactory		
2.3 Learning, Teaching and Assessment	Satisfactory		
3.1 Ensuring Wellbeing, Equity and Inclusion (Take into account QI 2.1)	Satisfactory		

3.2 Raising Attainment and Achievement/ Securing Children's Progress	Satisfactory		
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Part 2: Midlothian Education Improvement Planning – 2020-21

Establishment	Strathesk Primary School
Area	
Session	2020/21
Planning Cycle	

Contents – School Improvement Plan

1. Overview of High Level NIF Priorities
2. Priority Summary and High Level Strategic Targets
3. ASG Plan

MIDLOTHIAN COUNCIL NATIONAL IMPROVEMENT FRAMEWORK PLAN: OVERVIEW OF HIGH LEVEL PRIORITIES (2020/21)

Priority 1 Attainment and Achievement	Priority 2 Included, Engaged and Involved: Wellbeing and Equity	Priority 3 Self-Improving Systems	Priority 4 Lifelong Learning and Career- Ready Employability	Priority 5 Finance and Resources
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<p>1.1 Improve attainment within the broad general education stages, by focusing on:</p> <p>a) Improvements in planning, tracking and assessment and curriculum design and progression.</p> <p>b) Innovative pedagogical approaches and enhanced use of digital technology to support learning.</p> <p>c) Pedagogy, play and progression across Early Level.</p> <p>1.2 Improve attainment within the senior phase by maximising opportunities through curriculum planning, consortium arrangements and partnership delivery, including addressing the ASN Senior Phase attainment gap.</p> <p>1.3 Reduce the attainment gap between the most and least deprived children, including care-experienced children.</p>	<p>2.1 Develop a Nurturing Authority.</p> <p>2.2 Develop and improve the Health and Wellbeing curriculum to support the wellbeing of all children and young people, from Early Level to Senior Phase.</p> <p>2.3 Support schools and ELC settings to provide high quality EY services, which focuses on early intervention and prevention.</p> <p>2.4 Support schools to implement a range of mental health and wellbeing strategies for children, young people and staff.</p>	<p>3.1 Develop a quality improvement framework to support schools to achieve Good or Better in inspection QIs through:</p> <p>a) Empowering leaders at all levels, leading to an empowered system.</p> <p>b) Improving quality of leadership at all levels.</p> <p>c) Delivering a minimum data set and supporting data literacy to improve self-evaluation.</p>	<p>4.1 Improve the number of young people entering further and higher education:</p> <p>a) Implement a positive destination strategy to increase the number of young people entering a positive destination on leaving school;</p> <p>b) Increase the number of Foundation Apprenticeships supported by CLL, working in partnership with schools, business partners and Edinburgh College.</p> <p>c) Increase the number of Modern Apprenticeships supported by CLL</p> <p>4.2 Improve the number and type of positive destinations for young people with ASN and care-experienced young people:</p> <p>a) Operate the school work experience programme working with schools and employers</p> <p>b) Offer 60 places to vulnerable young people and adults under the Scottish Government funded 'No one left behind' programme</p> <p>c) Deliver the merged PAVE/PAVE2 programme supporting care experienced and other vulnerable young people in transition from schools to post school living</p> <p>3. STEM</p> <p>a) Continue to support STEM activities to increase uptake in related qualifications and progression into STEM career pathways</p> <p>4.4 Preparing children and young people for the world of work:</p> <p>a) carry out an audit of career education standards 3-18 to ensure children and young people receive their entitlement and the authority is delivering on the expectations placed on teachers and practitioners, Skills Development Scotland, employers and parents to support all children and young people in their development of skills and understanding of the world of work;</p> <p>b) Embed the standards and guidance within learning and teaching across all levels in our schools, in partnership with stakeholders in order to provide pathways for learners that best support the realisation of young peoples' future aspirations.</p>	<p>5.1 Deliver Best Value through:</p> <p>a) Reviewing and implementing the Learning Estate strategy, taking cognisance of the ASN learning estate.</p> <p>b) Robust workforce planning.</p> <p>5.2 Implement the Education Digital Asset strategy, ensuring that digital learning tools are high quality and support excellence in learning and teaching.</p>
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2. Priority Summary and High Level Strategic Targets *(Please see PPP 69 April 2020 for guidance)*

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 2020-21 AND use your own contextual targets IF REQUIRED</i>
<p>Priority 1 Attainment and Achievement</p> <p>May need to be postponed due to restrictions</p>	<p>1.2 Leadership of learning</p> <p>1.3 Leadership of change</p> <p>2.2 Curriculum</p> <p>2.3 Learning, teaching and assessment</p> <p>3.2 Raising attainment and achievement/ Securing children's progress</p>	<p>1. Implement and develop Pupil Profiles.</p> <p>2. Support teachers to develop new plans in order to show a connection between the planning, teaching and assessment.</p> <p>3. Inform all staff and parents of the Read, Write Ink and Fresh Start programmes.</p> <p>4. Train all staff in Talk for Writing and implement throughout the school.</p> <p>5. Further developed approaches to feedback throughout the school.</p> <p>6. Continued opportunities for moderation and monitoring to be built into calendar / SLT remits / teacher balance time</p>	<p>Emily Reynolds</p> <p>January-June 6hrs WTA</p> <p>September- April 10hrs WTA</p> <p>On hold due to COVID restrictions</p> <p>October- December 6hrs</p> <p>September- June 6hrs</p>	<p>All Stakeholders value and are engaged with Pupil Profiles. 60% target for feedback from parents 100% learner feedback</p> <p>Es and Os, Benchmarks, planned learning experiences and assessments are linked in all teachers' plans. In ALL plans this is evident. Moderation assessment and planning show clear links- use of t least 3HLA</p> <p>!00% of staff attend an information session on RWI. Interested parents attend an information session on RWI. Dependant on restrictions</p> <p>100% of teachers and LAs begin training for Talk for Writing. All teachers begin to use Talk for Writing in their classes.</p> <p>All teachers read and share relevant chapters in Visible Learning Feedback, Teachers attempt at least 2 new methods of how they use feedback in their classrooms. Class observations of feedback.</p> <p>Self evaluation calendar is in place and</p>

		<p>7. Continue Tracking Meetings to identify progress and children in need of support.</p> <p>8. Increased parental involvement in BATS Days, 'Meet the Teacher and Parent Workshops.</p>	<p>4 hrs WTA</p> <p>Leigh Henderson DHT/PT</p>	<p>adhered to by all staff.</p> <p>One tracking and monitoring per term. All tracking and monitoring spreadsheets kept up to date. Support put in place where needed.</p> <p>Track parental participation throughout the year.</p> <p>Stronger partnership between school and home. Improvements in attainment improved participation in home learning/ online P3-P7 using GC for homelearning tasks</p>
		<p>1. Adaptation of PEF plan as a result of Covid-19.</p> <p>2. Further pupil voice to guide the IEP process.</p> <p>3. Staff request further training on adverse childhood experience and being 'trauma aware'</p> <p>4. Continuation of Visual Support Program, with more consistency across classrooms, in order to achieve Bronze Award.</p> <p>5. Develop parental confidence in supporting their children with access online learning opportunities</p>	<p>Mandy McConnachie DHT</p> <p>September- October</p> <p>TBA – 10hrs WTA</p> <p>September- June</p> <p>2 hrs</p> <p>September</p>	<p>Improved mental wellbeing of families affected by covid – target using PEF 100% children involved in IEPs Increased involvement of pupils within their own learning Strengthening of relationships between staff and pupils All teachers to discuss IEP targets with learner All learners with ASN to have placemat which identifies supports and environment changes needed so that all Learners feel more at ease within the environment Improved uptake in pupils accessing online learning- All pupils in P3-P7</p>

<p>Target 3 - Improvement in children and young people's health and wellbeing</p>		<p>1.Complete the final units of Year 2 Building Resilience and buy Year 3.</p> <p>2.Plan to celebrate and promote work and experiences of the children through Sharing Assemblies and displays around the school.</p> <p>3.Increase parents awareness next session through inviting them to Sharing Assemblies, themed Shared Learning sessions (if possible) and home learning tasks</p> <p>4.Values continue to be promoted. Consider how we could incorporate and celebrate the tool kit/ values and perhaps resilience skills together.</p> <p>5.Display and refer to our new vision throughout the day to inspire and focus our school community.</p> <p>6.Ready to Learn framework and behaviour policy to be reviewed. Working party of SLT, CT and LA and children. Increase parental awareness through phone calls/ email. Staff development/ best practice visits</p> <p>6.More opportunities for planned outdoor learning. Working Party to incorporate</p>	<p>Leigh Henderson DHT/PT</p> <p>August- June</p> <p>September-June Virtual assemblies led by SLT</p> <p>This will be put on hold until restrictions lifted</p> <p>Mandy McConnachie DHT</p> <p>2 hrs WTA- link to review of Behaviour policy</p> <p>2 hrs WTA</p>	<p>The children will be able to apply the skills to cope with difficult situations. Parents will be able to support the children when applying these skills.</p> <p>All pupils will be able to identify skills needed- development of class charters demonstrate knowledge of skills.</p> <p>The children will be guided by the values and will aid them to make better choices. Values will be added to certificates/ behaviour plan</p> <p>Vision displayed throughout the school</p> <p>Consistent approach used throughout the school Strengthened relationship between staff and pupils Improved behaviour from pupils particularly low level</p>
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		appropriate RSHP units into school's Health and Wellbeing plans.	January- June 6 hrs	100% of class to plan for and engage in regular outdoor learning experiences
4. Improvement in employability and creativity skills and sustained, positive school leaver destinations for all young people	2.2 Curriculum 2.3 Learning, teaching and assessment 2.7 Partnerships 3.3 Increasing creativity and employability	1. Development of teacher's ability to integrate creativity and employability skills into planned learning and teaching 2. Pupils to increase understanding of creativity and employability skills 3. Consistent use of context-based work across school 4. Improved links with local employers, higher educational establishments 5. Parental involvement in Career's Day	Ian Armstrong PT April- June 2021 6 hrs-	100% of teachers to have included some teaching of creativity and employability skills. 100% of teachers to self-assess that they have increased the amount of context-based learning. 80% of pupils to self-assess that they have improved their understanding of creativity and employability skills. Letters sent to 50+ local employers

