



# Strathesk Primary School

## Standards and Quality Report 2021-22

### Improvement Plan 2022-23



# Contents

Click on the titles below to navigate to the different sections of this document.

<b>School Context</b>	<b>3</b>
School Information	3
Our Vision, Values and Aims	4
Consultation & Communication	5
<b>Standards and Quality Report 2021-22</b>	<b>6</b>
Successes and Achievements in Session 2021-22	7-8
Review of Progress and Impact	
Improvement Priority 1: Building and sustaining a professional staff team	9
Improvement Priority 2: Management of resources and environment for learning	10-13
Improvement Priority 3: Learning, teaching and assessment	14
Capacity for Continuous Improvement	15
<b>Improvement Plan 2022-23</b>	
Midlothian Education Service Priorities	17
Associated Schools Group Improvement Plan 2022-23	18
Data to Inform Improvement	19-21
Priority Summary and High Level Strategic Targets	
Improvement Priority 1: Raising Attainment	22
Improvement Priority 2: Improve Learning, Teaching & Assessment using Digital Technology	23
Improvement Priority 3: Equality and Inclusion, including Nurture	24
Pupil Equity Fund Plan 2022-23	25-26
<b>ELC Standards and Quality Report 2021-22</b>	<b>27-33</b>
<b>ELC Improvement Plan 2022-23</b>	<b>34-39</b>

# School Context

## School Information

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 2021/2022 there were 268 children in 12 classes within the Primary School and 46 children in the Nursery. 26% of pupils qualify for free school meals.

There are 6 children with shared placements between ourselves and Saltersgate and/or provisions across Midlothian.

There is one Support for Learning teacher and 40% of our pupils have an identified additional support need. Our enhanced learning class, 'The Ocean Room' supports children with a range of barriers to learning. Children access this space as best meets their individual needs.

There is one Home School Practitioner who works closely with 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 part of our Recovery Curriculum, there is an Outdoor Learning teacher who works closely with class teachers and local partners to ensure all children receive excellent learning opportunities beyond the classroom environment.

There are visiting instrumental teachers to teach brass, woodwind and strings.

## 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

## Consultation & Communication

Teaching and ELC staff have worked in consultation during level meetings to assess and evaluate progress of the 2021/2022 School Quality Improvement Plan and agree priorities for 2022/2023 School Quality Improvement Plan.

Support staff have worked in consultation during staff meetings to assess and evaluate progress of the 2021/2022 School Quality Improvement Plan and agree priorities for 2022/2023 School Quality Improvement Plan.

Children have worked closely with teaching and support staff in order to share their views in relation to our successes of 2021/2022 and our priorities for 2022/2023.

Parents and carers have been consulted via a short survey in relation to the evaluation of our 2021/2022 achievements and their views and suggestions have been sought with regards to the priorities for our 2022/2023 School Quality Improvement Plan.

# Standards and Quality Report 2021-22

This year's progress has been limited as a result of COVID. Although a full year in school with no further lockdowns, staff absence in relation to COVID continued throughout the year. Added to this, staff absence generally was very high during the latter part of this academic year with three members of staff on long-term sick leave.

Engaging with the Recovery Curriculum supported the health and wellbeing of our children over the course of the year, in particular the increased outdoor learning opportunities and development of play pedagogy across the Early Level. Working collaboratively in levels supported staff to share practice and learn from one another.

Returning to the 'new normal' was challenging for staff as we recovered from the impact of COVID 19. Staff members engaged with CLPL opportunities and embraced curriculum developments such as Talk for Writing, however staff morale was low at times when adapting to the 'normal' of school life, focusing on raising attainment and achievement whilst returning from the 'normal' of lockdowns and home learning. A shift in mindset and expectations was necessary and was often tiring and challenging for staff especially as government guidance surrounding COVID restrictions and mitigations continued to change frequently for the majority of the year.

Recognition and credit must be given to our whole school community for the resilience and determination shown to ensure children received very good learning experiences and raised attainment and achievement as a result. The School Quality Improvement Plan, although not fully completed, was embraced by all throughout the year and progress achieved as a result.

# Successes and Achievements in Session 2021-22

**Positive Relationships** Policy and Procedures as a nurturing school.



**Home School Practitioner** supporting children and families; introduction of **Seesaw** in ELC and P1 to share learning with families; **Big Bedtime Read** relaunched in conjunction with **Sleep Scotland** initiative.



**'Talk for Writing'** introduced across school. Staff trained across ASG.



Introduction of **ipads** and **chromebooks**. Staff training to support digital rollout. Move to Google.

**Play pedagogy** in P1. Staff working closely across Early Level to support development. P1 staff engagement with professional learning.





## Outdoor Learning



## STEM



## Partnership working

## Celebrating wider achievements







## Review of Progress and Impact

### Improvement Priority 1: Building and sustaining a professional staff team

Midlothian and National Links

#### Midlothian Education Service Priorities)

1. Attainment & Achievement
2. Included, Engaged and Involved: Wellbeing and Equity
3. Self-Improving Systems
4. Lifelong Learning and Career-Ready Employability
5. Finance and Resources

#### National Improvement Framework Driver(s)

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

#### HGIOS/HGIOELC Quality Indicators

- 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

#### Progress

- SLT have clearly defined remits which are shared with all staff.
- Individual strengths were identified during PR&Ds and MPMs and staff roles agreed in relation to individual areas of interest. Necessary staff training also identified.
- Level meetings took place regularly which provided the opportunity for collaboration, sharing practice, moderation and exploration of school priorities in relation to each level's context.
- Planning and tracking meetings combined in order to make a strong connection between planning, tracking and assessment.
- Learner Participation introduced to staff and children, particular exploration of 4 arenas and how LP differs/offers more than previous pupil voice opportunities.

#### Impact

- SLT defined remits promote school development in specific areas whilst providing a clear overview of successes and next steps in these areas. Named persons overseeing levels ensures a contextual focus in each level to raise engagement primarily and attainment subsequently. 85% of teachers advised they felt more involved in school development as a result of regular level meetings.
- Staff identifying interests and strengths has provided an opportunity for a school CLPL programme to be created in line with the authority's learning academy. Staff taking on leadership roles within areas of interest promotes the opportunity for empowerment across the staff team.
- Exploration of Learner Participation (Yr1 of 3) has enabled teaching staff to review and evaluate the extent of opportunities for children to engage in the 4 arenas. Learning and teaching approaches have been planned with this in mind eg. target setting, success criteria.

#### Next Steps

- During August Inservice staff will work together to develop an annual planner taking account of staff leadership roles and remits alongside SQIP.
- Roles and remits of staff will be shared with the whole school community.
- CLPL undertaken by all staff as relevant to individual roles and responsibilities.
- Learner Participation to be developed with children and families more involved. Learning and teaching to be planned with LP as a focus.

## Improvement Priority 2: Management of resources and environment for learning

### Midlothian and National Links

#### Midlothian Education Service Priorities)

1. Attainment & Achievement
2. Included, Engaged and Involved: Wellbeing and Equity
3. Self-Improving Systems
4. Lifelong Learning and Career-Ready Employability
5. Finance and Resources

#### National Improvement Framework Driver(s)

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

#### HGIOS/HGIOELC Quality Indicators

- |     |   |     |   |
|-----|---|-----|---|
| 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         | 3.1 | Ensuring wellbeing, equality and inclusion                      |
| 2.2 | Curriculum                                | 3.2 | Raising attainment and achievement/Securing children's progress |
| 2.3 | Learning, teaching and assessment         | 3.3 | Increasing creativity and employability                         |
| 2.4 | Personalised support                      |     |   |
| 2.5 | Family learning                           |     |   |
| 2.6 | Transitions                               |     |   |
| 2.7 | Partnerships                              |     |   |

### Progress

- Mitigations and risk assessments were updated and maintained in line with government guidance.
- Outdoor Learning has been a priority as part of the Recovery Curriculum. NCCT was covered by teacher who focused on the development of outdoor learning and engaged children in a wide range of learning opportunities including Bikeability, Kerbcraft and John Muir.
- Enhanced class introduced and adapted to responsively meet the needs of named children.
- Targeted intervention programmes and supports in place across the whole school.
- Staff undertook training of CIRCLE, Up Up and Away, Zones of Regulation and Emotion Works.
- ELC and P1 worked closely to develop play pedagogy.
- Learning and teaching with a level focus.

### Impact

- Health and wellbeing of our whole school community was protected as a result of mitigations and risk assessments protecting against the risk of COVID.
- 97% of children surveyed confirmed that they have enjoyed outdoor learning and that their learning about the outdoors has improved as a result of the opportunities provided this year. All teachers confirmed that children are more able to engage in learning and show a readiness to learn following a session of outdoor learning.
- 100% of children supported by the enhanced class have been able to access their mainstream class at least 15% more than they were doing before the introduction of this support.
- Impact of targeted intervention programme between Aug 21 - June 22 (Fresh Start):
  - P5 - 25% reading age increased up to 10 months; 41.2% reading age increased between over 1 and 2 years;  
16.7% reading age increased over 2 years
  - P6 - 35.7% reading age increased up to 10 months; 14.3% reading age increased between over 1 and 2 years;  
7.1% 7% reading age increased over 2 years
  - P7 - 50% reading age increased up to 10 months; 33.3% reading age increased between over 1 and 2 years;

## Impact

16.7% reading age increased over 2 years

- Tracking meetings confirmed an increase in attainment in Numeracy and Literacy and identified children requiring interventions.
- Writing attainment June 2022 compared with June 2021 as a result of introduction of Talk for Writing:  
P1 - 23% increase (82%); P4 - 14% increase (65%); P7 - 17% increase ((77%)

## Next Steps

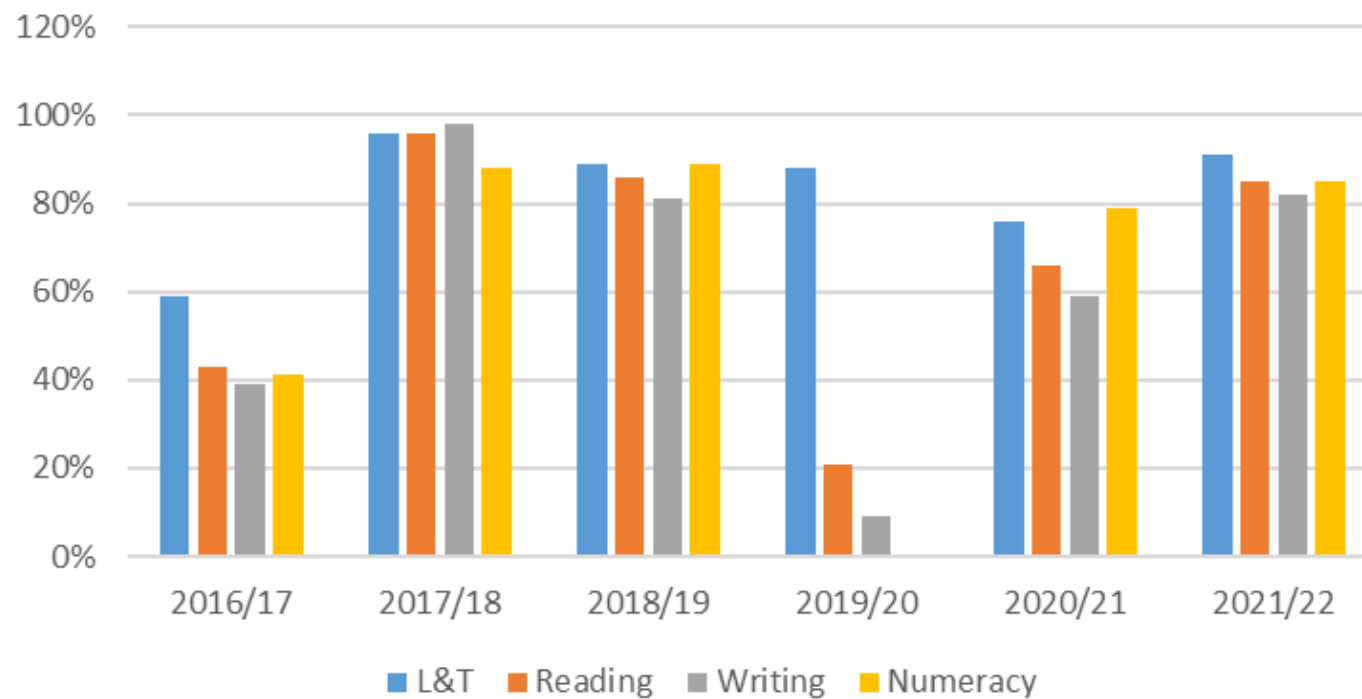
- Track and record impact of outdoor learning, specifically, on children's health and wellbeing.
- Create curriculum rationale based on review of our curriculum ensuring relevance and context.
- Use Midlothian Matrix and practice papers to inform our policy and procedures in relation to 2.4 Personalised Support.
- Engage with Visual Support Project as part of Learner Participation focus during 2022/2023.
- STEAM, digital, outdoor learning and play will be developed as part of our curriculum focus during 2022/2023.



P1

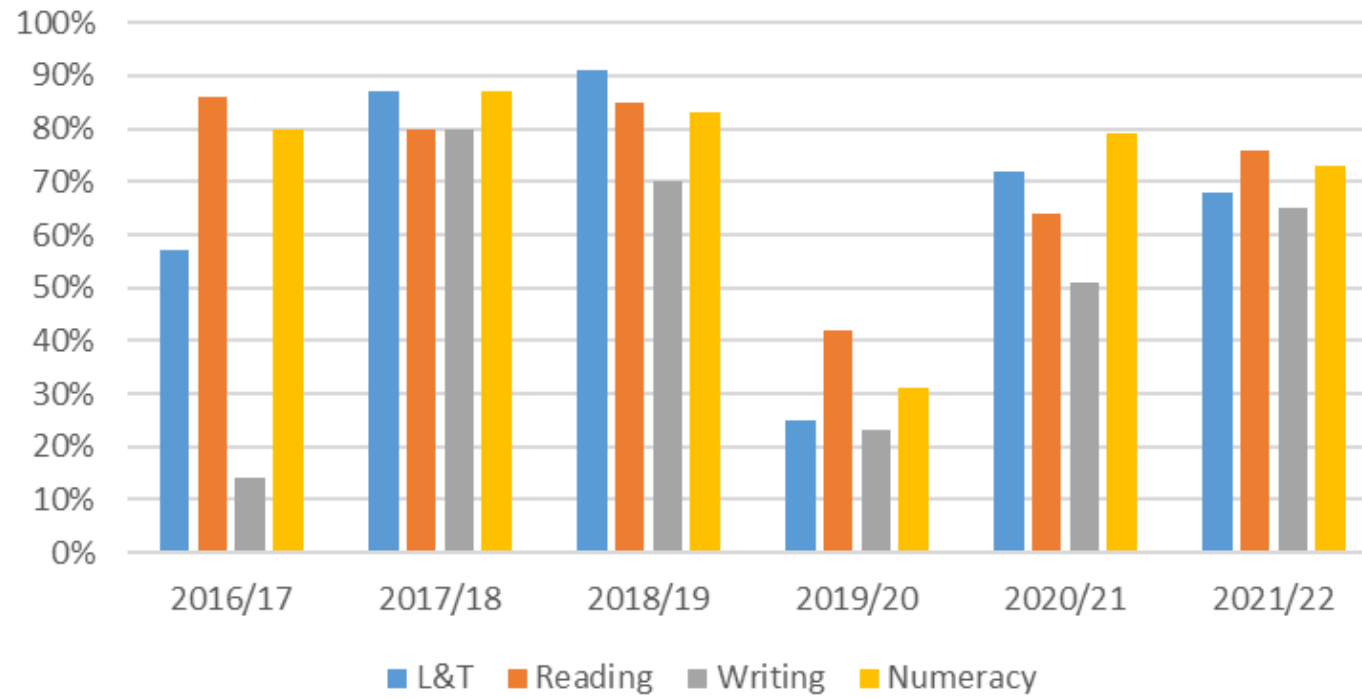
	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
L&T	59%	96%	89%	88%	76%	91%
Reading	43%	96%	86%	21%	66%	85%
Writing	39%	98%	81%	9%	59%	82%
Numeracy	41%	88%	89%	0%	79%	85%

## P1 Level Achieved by Year



	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
L&T	57%	87%	91%	25%	72%	68%
Reading	86%	80%	85%	42%	64%	76%
Writing	14%	80%	70%	23%	51%	65%
Numeracy	80%	87%	83%	31%	79%	73%

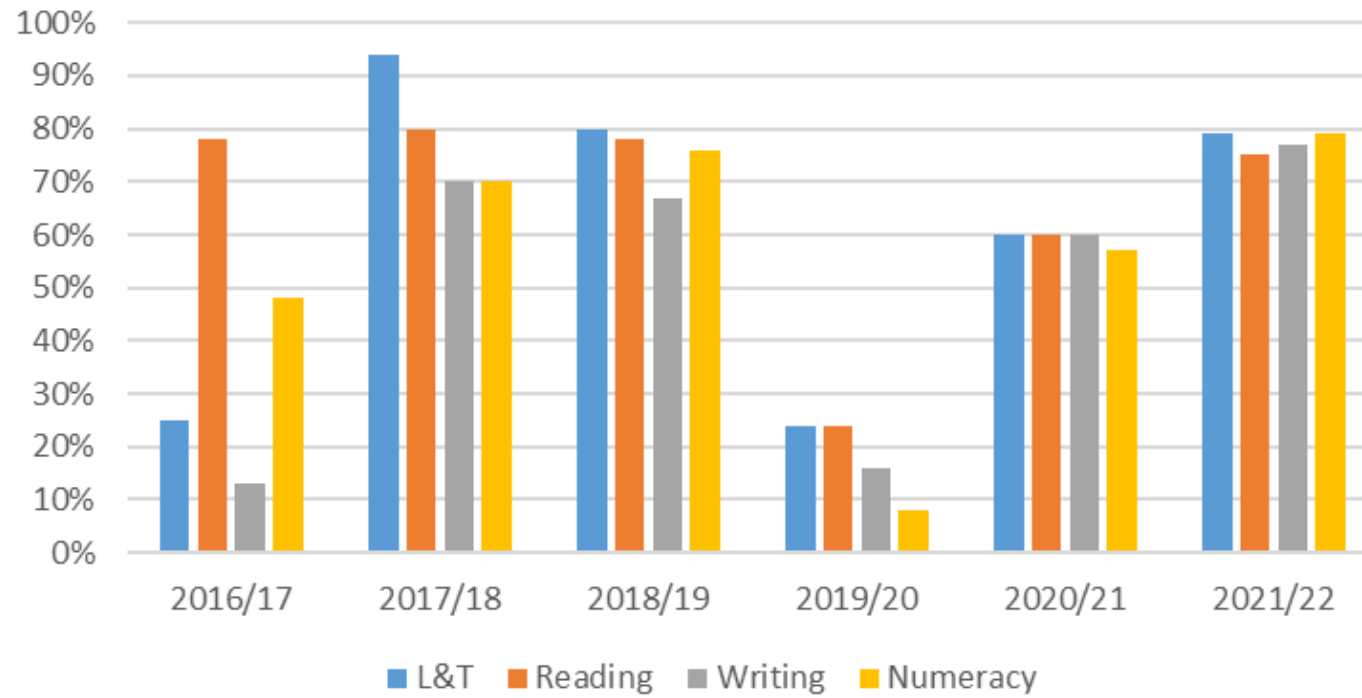
## Levels Achieved year on Year





	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
L&T	25%	94%	80%	24%	60%	79%
Reading	78%	80%	78%	24%	60%	75%
Writing	13%	70%	67%	16%	60%	77%
Numeracy	48%	70%	76%	8%	57%	79%

## P 7 Level Achieved Year on Year



### Improvement Priority 3: Learning, teaching and assessment

#### Midlothian Education Service Priorities

1. Attainment & Achievement
2. Included, Engaged and Involved: Wellbeing and Equity
3. Self-Improving Systems
4. Lifelong Learning and Career-Ready Employability
5. Finance and Resources

#### National Improvement Framework Driver(s)

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

#### HGIOS/HGIOELC Quality Indicators

- 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 inclusio
- 3.2 Raising attainment and achievement/Securing children's progress
- 3.3 Increasing creativity and employability

#### Progress

- Planning, tracking and assessment procedures reviewed.
- Talk for Writing developed across the whole school in partnership with local schools.
- Parental engagement promoted in line with government guidance.

#### Impact

- Tracking meetings confirmed an increase in attainment in Numeracy and Literacy and identified children requiring interventions.
- Monitoring of planning changed from review of plans to discussion between SLT and teachers which provided an opportunity for professional dialogue and challenge questions.
- Writing attainment June 2022 compared with June 2021 as a result of introduction of Talk for Writing:
  - P1 - 23% increase (82%)
  - P4 - 14% increase (65%)
  - P7 - 17% increase ((77%)
 Teachers' confidence has increased in relation to teaching writing and children are engaging more readily.
- Families have attended events such as transition sessions, sports days, coffee mornings, PEEP groups in line with government guidance which has allowed us to extend our open door policy again and develop a sense of whole school community meeting in person rather than requiring to meet remotely as per previous restrictions..

#### Next Steps

- Planning, tracking and assessment will be monitored as part of the Quality Assurance calendar. Children will be included in this process as part of Learner Participation.
- Talk for Writing further embedded during 2022/2023 with PM Reading being introduced alongside it.
- Parental engagement will be further promoted across the school with a particular focus on the Parental Engagement Strategy - Engaging Parents and Families Toolkit for Practitioners and Enhancing Parental Engagement through Digital Technology.
- All school policies and procedures, including Learning and Teaching and Curriculum, will be reviewed and updated following staff evaluation of our curriculum and in relation to our school context and curriculum rationale.

## Capacity for Continuous Improvement

Quality Indicator	LA/School Self-Evaluation	Authority Reviews / Theme Visits	HMle/ Care Inspectorate Inspection Grades
1.3 Leadership of Change	4	3	
2.3 Learning, Teaching and Assessment	3	3	
3.1 Ensuring Wellbeing, Equity and Inclusion	4	3	
3.2 Raising Attainment and Achievement / Securing Children's Progress	3	3	



# Improvement Plan 2022-23

<b>Establishment</b>	Strathesk Primary School
<b>Area</b>	Penicuik
<b>Session</b>	2022-23

Establishment

Manager





Prepared by: **Pauline Marr**, Head of

Date: 20.06.22

Reviewed by: **Annabel Bates**, Schools Group

Date:

## Midlothian Education Service Priorities

	Priority 1 Attainment and Achievement	Priority 2 Included, Engaged and Involved: Wellbeing and Equity	Priority 3 Self-Improving Systems	Priority 4 Lifelong Learning and Employability
<b>NIF Key Priorities</b>				
	<p><i>Improvement in attainment, particularly in literacy and numeracy.</i></p> <p><i>Closing the attainment gap between the most and least disadvantaged children and young people</i></p>	<p><i>Placing the human rights and needs of every child and young person at the centre of education</i></p> <p><i>Closing the attainment gap between the most and least disadvantaged children and young people</i></p> <p><i>Improvement in children and young people's health and wellbeing</i></p>	<p><i>Improvement in attainment, particularly in literacy and numeracy.</i></p> <p><i>Placing the human rights and needs of every child and young person at the centre of education</i></p> <p><i>Closing the attainment gap between the most and least disadvantaged children and young people</i></p> <p><i>Improvement in children and young people's health and wellbeing</i></p> <p><i>Improvement in skills and sustained, positive school-leaver destinations for all young people</i></p>	<p><i>Improvement in skills and sustained, positive school-leaver destinations for all young people</i></p>

	Priority 1 Attainment and Achievement	Priority 2 Included, Engaged and Involved: Wellbeing and Equity	Priority 3 Self-Improving Systems	Priority 4 Lifelong Learning and Employability
Midlothian Priorities	<p><b>1.1</b> Improved attainment within the broad general education stages</p> <p><b>1.2</b> Improved attainment within the senior phase.</p> <p><b>1.3</b> The poverty related attainment gap is narrowed</p> <p><b>1.4</b> Improved attainment of children and young people who require additional support including young carers/care experienced children</p>	<p><b>2.1</b> There's an improvement in children and young people's behaviour and attendance</p> <p><b>2.2</b> There's an improvement in children and young people's wellbeing</p> <p><b>2.3</b> Children have a greater understanding of their rights (UNCRC) and these rights are being met across our establishments</p>	<p><b>3.1</b> Leaders at all levels work together within an empowered system to improve outcomes for children, young people and families</p> <p><b>3.2</b> Children and families participate, influence and inform how we deliver our services</p> <p><b>3.3</b> Quality Assurance activities lead to improvements in the quality of education provision across our early learning and childcare (ELC) settings and schools</p>	<p><b>4.1</b> Improved progression pathways for all learners lead to an increase in positive destinations</p>

# Associated Schools Group Improvement Plan 2022-23

Penicuik - Priorities for Improvement in current year

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 2021-22 AND use your own contextual targets IF REQUIRED</i>
<p><b>Priority 1 Attainment and Achievement</b></p> <p>Improved attainment within the broad general education stages</p> <p><b>1.2</b> Improved attainment within the senior phase.</p> <p><b>1.3</b> The poverty related attainment gap is narrowed</p>	<p>2.3 3.2</p>	<p>Data analysis of Numeracy outcomes CFE – P1, P4, P7 and S3. Will feed into CAR process and next steps</p> <p>Identify strengths and areas for development through curriculum review within each ASG school.</p> <p>Secondary CAR review in first Term 2022 - LA input</p> <p>Primary School review template to be developed with input from school numeracy champions and ASG Numeracy lead - C Hadden and follow Secondary model in terms of inputs</p> <p>CAT session TBC after discussion with CH Possible moderation cycle</p> <p>ch/cb/ic to discuss Lasswade strategies</p>	<p>Primary school Numeracy Co-ordinators PT of Numeracy PHS Enhanced Numeracy lead</p>	<p>All teachers within Penicuik ASG will develop a better understanding in literacy and numeracy.</p> <p>The moderation process will assist teachers in arriving at valid and reliable decisions on learners’ progress towards, and achievement of, a level.</p> <p>The aim is for there to be a consistent approach in assessments and shared expectation of children’s progress across the ASG. This will further support transitions between Primary and Secondary.</p>

## Data to Inform Improvement ([Strathesk Primary School - Data to Inform Improvement - SQIP 22-23](#))

### Core Stretch Aims

	2017			2018			2019			2021			Ave.	Mid Ave.	Nat. Ave.	Diff to Mid Ave.	Diff to Nat Ave.	School Stretch Aim Average
	Sch	Mid	Nat	Sch	Mid	Nat	Sch	Mid	Nat	Sch	Mid	Nat						
Literacy	<b>22.30%</b>	62.25 %	69.24 %	<b>77.86 %</b>	74.68 %	71.41 %	<b>65.71 %</b>	72.76 %	72.30 %	<b>50.85%</b>	65.75 %	66.88%	<b>54.18 %</b>	68.86%	69.96%	- 14.68 %	- 15.78 %	<b>58%</b>
Numeracy	<b>56.83%</b>	71.14 %	76.36 %	<b>84.29 %</b>	79.63 %	78.42 %	<b>81.43 %</b>	77.77 %	79.07 %	<b>72.03%</b>	72.80 %	74.69%	<b>73.65 %</b>	75.34%	77.14%	- 1.69%	- 3.49%	<b>75%</b>

### FSM vs No FSM Curriculum for Excellence Attainment Gap - P1, P4 P7 combined

	2017		2018		2019		2021		Ave.	Mid Ave.	Diff to Mid Ave.	School Stretch Aim Average
	Sch	Mid	Sch	Mid	Sch	Mid	Sch	Mid				
PRI Literacy	<b>4.66%</b>	28.63%	<b>5.73%</b>	22.47%	<b>24.89%</b>	29.35%	<b>14.55%</b>	32.24%	<b>12.46%</b>	28.17%	-15.72%	<b>10%</b>
PRI Numeracy	<b>9.79%</b>	23.93%	<b>7.33%</b>	20.69%	<b>4.91%</b>	22.69%	<b>7.20%</b>	27.98%	<b>7.31%</b>	23.82%	-16.52%	<b>6%</b>
PRI Reading	<b>12.64%</b>	23.65%	<b>8.31%</b>	21.11%	<b>12.39%</b>	23.66%	<b>8.11%</b>	27.91%	<b>10.36%</b>	24.08%	-13.72%	<b>5%</b>
PRI Writing	<b>5.69%</b>	28.36%	<b>7.02%</b>	22.33%	<b>14.85%</b>	27.68%	<b>16.89%</b>	30.42%	<b>11.11%</b>	27.20%	-16.08%	<b>10%</b>
PRI Listening & Talking	<b>18.92%</b>	22.03%	<b>8.93%</b>	17.07%	<b>11.65%</b>	17.70%	<b>11.59%</b>	21.62%	<b>12.77%</b>	19.60%	-6.83%	<b>8%</b>

## Attendance and Exclusions

	2017/18			2018/19			2019/20			2020/21			2021/22 YTD			Ave.	Mid Ave.	Nat. Ave.	Diff to Mid Ave.	Diff to Nat Ave.	School Stretch Aim Averag
	Sch	Mid	Nat	Sch	Mid	Nat	Sch	Mid	Nat	Sch	Mid	Nat	Sch	Mid	Nat						
% Attendance Rate	<b>94.84%</b>	94.43 %		<b>94.45 %</b>	94.70 %	93.22 %	<b>93.51 %</b>	94.04 %		<b>93.12%</b>	95.06 %	91.42%	<b>90.60 %</b>	92.48 %		<b>93.30 %</b>	94.14 %	92.32%	- 0.84 %	0.98 %	<b>95%</b>
Exclusion Rate per 1,000	<b>0.00</b>	14.09		<b>8.62</b>	16.16	8.1	<b>3.11</b>	8.36		<b>6.85</b>	6.33	3.6	<b>3.60</b>	3.71		<b>4.43</b>	9.73	5.85	-5.29	-1.42	<b>0%</b>

## Core Plus Stretch Aims Curriculum for Excellence overall levels by stages

	2017			2018			2019			2021			Ave.	Mid Ave.	Nat. Ave.	Diff to Mid Ave.	Diff to Nat Ave.	School Stretch Aim Average
	Sch	Mid	Nat	Sch	Mid	Nat	Sch	Mid	Nat	Sch	Mid	Nat						
P1 Literacy	<b>37.25%</b>	67.68 %	75.23 %	<b>93.62 %</b>	80.33 %	71.41 %	<b>70.27 %</b>	78.34 %	76.10 %	<b>58.62%</b>	71.93 %	70.76%	<b>64.94 %</b>	74.57%	73.38%	- 9.63%	- 8.43%	<b>65%</b>
P4 Literacy	<b>14.29%</b>	62.31 %	67.88 %	<b>76.09 %</b>	71.31 %	68.98 %	<b>69.81 %</b>	72.50 %	69.99 %	<b>40.43%</b>	61.07 %	63.78%	<b>50.15 %</b>	66.80%	67.66%	- 16.65 %	- 17.51 %	<b>55%</b>
P7 Literacy	<b>12.82%</b>	55.69 %	65.79 %	<b>63.83 %</b>	71.85 %	70.05 %	<b>58.00 %</b>	66.86 %	70.98 %	<b>57.14%</b>	64.06 %	66.35%	<b>47.95 %</b>	64.62%	68.29%	- 16.67 %	- 20.34 %	<b>65%</b>
P1 Numeracy	<b>41.18%</b>	76.45 %	83.44 %	<b>97.87 %</b>	85.64 %	84.65 %	<b>89.19 %</b>	84.00 %	84.70 %	<b>79.31%</b>	81.74 %	81.07%	<b>76.89 %</b>	81.96%	83.47%	- 5.07%	- 6.58%	<b>80%</b>
P4 Numeracy	<b>79.59%</b>	73.00 %	74.82 %	<b>82.61 %</b>	78.27 %	75.84 %	<b>83.02 %</b>	76.54 %	76.79 %	<b>80.85%</b>	71.32 %	71.59%	<b>81.52 %</b>	74.78%	74.76%	6.74%	6.76%	<b>60%</b>
P7 Numeracy	<b>20.51%</b>	62.77	70.46	<b>72.34</b>	74.29	74.77	<b>74.00</b>	72.25	75.99	<b>57.14%</b>	64.53	71.90%	<b>56.00</b>	68.46%	73.28%	-12.46	-17.28	<b>65%</b>

## Curriculum for Excellence overall levels by stages and components

	2017			2018			2019			2021			Ave.	Mid Ave.	Nat. Ave.	Diff to Mid Ave.	Diff to Nat Ave.	School Stretch Aim Average
	Sch	Mid	Nat	Sch	Mid	Nat	Sch	Mid	Nat	Sch	Mid	Nat						
P1 Reading	43.14%	76.19 %	80.21 %	95.74 %	85.99 %	81.28 %	83.78 %	83.20 %	81.53 %	65.52%	77.90 %	76.61%	72.05 %	80.82%	79.91%	- 8.77%	- 7.86%	70%
P1 Writing	39.22%	71.26 %	77.08 %	97.87 %	82.59 %	78.30 %	83.78 %	82.14 %	79.04 %	58.62%	74.49 %	74.05%	69.87 %	77.62%	77.12%	- 7.75%	- 7.24%	65%
P1 Listening & Talking	58.82%	84.87 %	85.26 %	95.74 %	91.56 %	87.02 %	89.19 %	89.39 %	86.86 %	75.86%	87.71 %	83.96%	79.90 %	88.38%	85.78%	- 8.48%	- 5.87%	80%
P4 Reading	85.71%	75.96 %	76.88 %	80.43 %	78.74 %	77.49 %	84.91 %	78.56 %	78.02 %	63.83%	72.01 %	73.32%	78.72 %	76.32%	76.43%	2.40%	2.29%	70%
P4 Writing	14.29%	65.78 %	71.11 %	80.43 %	75.64 %	71.81 %	69.81 %	74.17 %	72.71 %	51.06%	64.08 %	66.67%	53.90 %	69.92%	70.58%	- 16.02 %	- 16.68 %	60%
P4 Listening & Talking	57.14%	78.44 %	83.04 %	86.96 %	84.76 %	84.55 %	90.57 %	88.31 %	85.38 %	72.34%	82.86 %	82.04%	76.75 %	83.59%	83.75%	- 6.84%	- 7.00%	75%
P7 Reading	79.49%	73.93 %	76.04 %	78.72 %	78.69 %	78.75 %	76.00 %	77.94 %	79.84 %	59.52%	73.96 %	75.74%	73.43 %	76.13%	77.59%	- 2.70%	- 4.16%	68%
P7 Writing	12.82%	58.48 %	68.60 %	65.96 %	75.46 %	72.87 %		70.00 %	73.68 %	59.52%	66.80 %	69.01%	46.10 %	67.69%	71.04%	- 21.58 %	- 24.94 %	65%
P7 Listening & Talking	25.64%	74.25 %	81.24 %	89.36 %	83.19 %	84.10 %	80.00 %	83.43 %	85.61 %	59.52%	81.89 %	82.32%	63.63 %	80.69%	83.32%	- 17.06 %	- 19.69 %	70%

### School Specific Core Stretch Aims based on interventions at P4

	2017			2018			2019			2021			Ave.	Mid Ave.	Nat. Ave.	Diff to Mid Ave.	Diff to Nat Ave.	School Stretch Aim Average
	Sch	Mid	Nat	Sch	Mid	Nat	Sch	Mid	Nat	Sch	Mid	Nat						
Literacy	<b>22.30%</b>	62.25 %	69.24 %	<b>77.86 %</b>	74.68 %	71.41 %	<b>65.71 %</b>	72.76 %	72.30 %	<b>50.85%</b>	65.75 %	66.88%	<b>54.18 %</b>	68.86%	69.96%	- 14.68 %	- 15.78 %	<b>58%</b>
Numeracy	<b>56.83%</b>	71.14 %	76.36 %	<b>84.29 %</b>	79.63 %	78.42 %	<b>81.43 %</b>	77.77 %	79.07 %	<b>72.03%</b>	72.80 %	74.69%	<b>73.65 %</b>	75.34%	77.14%	- 1.69%	- 3.49%	<b>75%</b>

### School-Specific Core Plus Stretch Aims Overall Levels

	2017			2018			2019			2021			Ave.	Mid Ave.	Nat. Ave.	Diff to Mid Ave.	Diff to Nat Ave.	School Stretch Aim Average
	Sch	Mid	Nat	Sch	Mid	Nat	Sch	Mid	Nat	Sch	Mid	Nat						
P4 Reading	<b>85.71%</b>	75.96 %	76.88 %	<b>80.43 %</b>	78.74 %	77.49 %	<b>84.91 %</b>	78.56 %	78.02 %	<b>63.83%</b>	72.01 %	73.32%	<b>78.72 %</b>	76.32%	76.43%	2.40%	2.29%	<b>70%</b>
P4 Writing	<b>14.29%</b>	65.78 %	71.11 %	<b>80.43 %</b>	75.64 %	71.81 %	<b>69.81 %</b>	74.17 %	72.71 %	<b>51.06%</b>	64.08 %	66.67%	<b>53.90 %</b>	69.92%	70.58%	- 16.02 %	- 16.68 %	<b>60%</b>
P4 Listening & Talking	<b>57.14%</b>	78.44 %	83.04 %	<b>86.96 %</b>	84.76 %	84.55 %	<b>90.57 %</b>	88.31 %	85.38 %	<b>72.34%</b>	82.86 %	82.04%	<b>76.75 %</b>	83.59%	83.75%	- 6.84%	- 7.00%	<b>75%</b>
P4 Numeracy	<b>79.59%</b>	73.00 %	74.82 %	<b>82.61 %</b>	78.27 %	75.84 %	<b>83.02 %</b>	76.54 %	76.79 %	<b>80.85%</b>	71.32 %	71.59%	<b>81.52 %</b>	74.78%	74.76%	6.74%	6.76%	<b>60%</b>



# Priority Summary and High Level Strategic Targets

## Improvement Priority 1: Raising Attainment

### Midlothian Education Service Priorities

1. Attainment & Achievement
2. Included, Engaged and Involved: Wellbeing and Equity
3. Self-Improving Systems
4. Lifelong Learning and Employability

### National Improvement Framework Driver(s)

- School and ELC Leadership
- Teacher and practitioner professionalism
- Curriculum and assessment
- Performance Information
- Parental/carer involvement and engagement
- School and ELC Improvement

### HGIOS/HGIOELC Quality Indicators

- 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

Key Actions	Lead Person / Timescales	Expected Measurable Outcomes for Learners
<ul style="list-style-type: none"> <li>• Curriculum rationale and progression pathways created based on a review of our curriculum.</li> </ul>	P Marr Aug - Dec 2022	<i>Curriculum will be relevant and contextualised to take account of our individual setting. Learning and teaching of curricular areas will be reviewed and updated in line with our curriculum rationale.</i>
<ul style="list-style-type: none"> <li>• Outdoor learning and Play developed as part of our curriculum review including the tracking, monitoring and recording of impact.</li> </ul>	C Howie & L Henderson Aug - Dec 2022	<i>Improvement in children and young people's health and wellbeing and in attainment, particularly literacy and numeracy with an increase of 10% across all year groups.</i>
<ul style="list-style-type: none"> <li>• PM Reading introduced and Talk for Writing further implemented.</li> </ul>	E Reynolds Aug 2022 - Apr 2023	<i>Improvement in children and young people's health and wellbeing. This will be determined through baseline, interim and final surveys informed by 'Building your Curriculum: Outside and In Reflection Tool'.</i>
<ul style="list-style-type: none"> <li>• Health and Wellbeing policy and procedures reviewed and updated to support engagement and readiness to learn.</li> </ul>	N Sloan Aug 2022 - Apr 2023	<i>Improved progression pathways for all learners lead to an increase in positive destinations.</i>
<ul style="list-style-type: none"> <li>• All school policies and procedures, including Learning and Teaching and Curriculum, will be reviewed and updated following staff evaluation of our curriculum and in relation to our school context, curriculum rationale and progression pathways.</li> </ul>	All staff Oct 2022 - May 2023	<i>Improved progression pathways for all learners lead to an increase in positive destinations.</i>

## Improvement Priority 2: Improve Learning, Teaching & Assessment using Digital Technologies

### Midlothian Education Service Priorities

1. Attainment & Achievement
2. Included, Engaged and Involved: Wellbeing and Equity
3. Self-Improving Systems
4. Lifelong Learning and Employability

### National Improvement Framework Driver(s)

- School and ELC Leadership
- Teacher and practitioner professionalism
- Curriculum and assessment
- Performance Information
- Parental/carer involvement and engagement
- School and ELC Improvement

### HGIOS/HGIOELC Quality Indicators

- 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

Key Actions	Lead Person / Timescales	Expected Measurable Outcomes for Learners
<ul style="list-style-type: none"> <li>• STEM will be planned for and progression pathways created. Resources will be audited and budgeted for as part of curriculum review and development.</li> <li>• Digital Technologies will be planned for and progression pathways created. Staff capacity will be increased. Resources will be audited and budgeted for as part of curriculum review and development.</li> <li>• Expressive Arts will be planned for and progression pathways created. Resources will be audited and budgeted for as part of curriculum review and development.</li> <li>• Parental engagement will be further promoted across the school with a particular focus on the Parental Engagement Strategy - Engaging Parents and Families Toolkit for Practitioners and Enhancing Parental Engagement through Digital Technology.</li> </ul>	<p>L Henderson Aug - Dec 2022</p> <p>I Armstrong Aug 2022 - Mar 2023</p> <p>I Armstrong Aug - Dec 2022</p> <p>L Henderson Oct 2022 - Mar 2023</p>	<p><i>Curriculum will be relevant and contextualised to take account of our individual setting. Improved progression pathways for all learners lead to an increase in positive destinations. Consistency across school planning, learning and teaching will ensure equity for all so that all learners achieve at least 0.4 value added by June 23.</i></p> <p><i>Families will have an increased knowledge and understanding of our curriculum and learning and teaching. This will be evidenced through a baseline and final survey.</i></p>

## Improvement Priority 3: Equality and Inclusion, including Nurture

### Midlothian Education Service Priorities

1. Attainment & Achievement
2. Included, Engaged and Involved: Wellbeing and Equity
3. Self-Improving Systems
4. Lifelong Learning and Employability

### National Improvement Framework Driver(s)

- School and ELC Leadership
- Teacher and practitioner professionalism
- Curriculum and assessment
- Performance Information
- Parental/carer involvement and engagement
- School and ELC Improvement

### HGIOS/HGIOELC Quality Indicators

- 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

Key Actions	Lead Person / Timescales	Expected Measurable Outcomes for Learners
<p><b><u>UNCRC</u></b></p> <ul style="list-style-type: none"> <li>• Review of our curriculum will place the human rights and needs of every child and young person at the centre and children will have a greater understanding of their rights and recognise that these rights are being met across our curriculum.</li> </ul> <p><b><u>Learner Participation</u></b></p> <ul style="list-style-type: none"> <li>• As a community we will develop Learner Participation in relation to all four arenas.</li> <li>• Children will be included in the planning, tracking and assessment process.</li> <li>• Visual Support Project (Bronze level)</li> </ul> <p><b><u>Personalised Support</u></b></p> <ul style="list-style-type: none"> <li>• Use Midlothian Matrix and practice papers to inform our policy and procedures in relation to 2.4 Personalised Support.</li> <li>• Learning spaces will be informed by the CIRCLE document.</li> <li>• Pivotal and nurturing approaches will be evident in all areas.</li> </ul>	<p>M McConnaghie and N Sloan Aug 2022 - Mar 2023</p> <p>P Marr &amp; All staff Children and families Aug 2022 - Mar 2023</p> <p>P Marr &amp; M McConnaghie Aug 2022 - Mar 2023</p>	<p><i>Placing the human rights and needs of every child and young person at the centre of education. Children will have a greater understanding of their rights (UNCRC) and be able to talk about them.</i></p> <p><i>Learner Participation will enable all children to take an active role in decision making at school level and consequently enable them to engage in self-evaluation for self-improvement on a learner and school level.</i></p> <p><i>Closing the attainment gap between the most and least disadvantaged children and young people - policies and procedures at school level will enable staff to plan, implement and monitor universal and targeted support for all children in their care.</i></p>

## Pupil Equity Fund Plan 2022-23

PEF Allocation for 2022-23:	£83,300
Carry Forward from 2021-22:	£10,911
<b>Total:</b>	<b>£94,211</b>

**Total: £86,159**

Gap Identified	Intervention Planned	Led by whom and by when	Cost	How will the impact of the intervention be monitored?	Measure of Success	Confirm Council Policies followed
Robust monitoring of interventions to address the poverty related attainment gap	Release DHTs from 0.3FTE NCCT commitment by employing NCCT teacher so that DHTs can act as PEF co-ordinator in their named stages	L Henderson Early Level A McConnaghie First Level E Reynolds Second Level  WEF Aug 22 ongoing until Apr (June) '23	Within DSM	Monitoring and interventions discussed and minutes recorded monthly at SLT meeting.	<ul style="list-style-type: none"> <li>- Measure impact of interventions across school throughout the year and amend plans accordingly</li> <li>- Targeted children will show an increase in Literacy and Numeracy attainment by at least 20% across the year</li> </ul>	Recruitment and redeployment discussed and agreed with Shona Mackie and HR
Named children suffering from ACEs or trauma can find it difficult to access class setting with a readiness to learn	Provide named children with coping and self-regulation strategies including: <ul style="list-style-type: none"> <li>- Zones of Regulation</li> <li>- Emotion Works</li> <li>- engagement with life skills group activities</li> <li>- Play Therapy block (as determined by baseline assessment)</li> </ul>	All staff trained in using Zones of Regulation across whole school - by Dec '22  LAs delivering pro-active approaches to upskill children plus delivering individual support packages to named children  Play Therapy monitored by DHTs in named stages	NIL  39 hours to address this gap at <b>£17,698</b> (Jan - Apr)  1 day Play Therapy (Aug - Apr) at <b>£8,000</b>	Discussions with children in relation to effectiveness of Zones of Regulation and staff observations  Tracking of engagement termly by class teachers and SLT  Baseline assessment for targeted children, initial discussion between Play Therapist and SLT, interim review at 8 weeks and final review at 15weeks between SLT, Play Therapist, class teacher, child and family	<ul style="list-style-type: none"> <li>- Children identified as those finding it difficult to access class setting with a readiness to learn will increase sustained engagement by at least 30%</li> <li>- Value added assessment carried out at start and end of intervention programmes</li> <li>- Professional judgement and dialogue between staff, child and family will identify success and help measure impact</li> <li>- Children identified as those finding it difficult to access class setting with a readiness to learn will increase attainment in Literacy and Numeracy by at least 20% as a result of sustained engagement</li> </ul>	Recruitment of LAs in line with Council Policies  Recruitment of Play Therapist in line with Council Procurement policy

Gap Identified	Intervention Planned	Led by whom and by when	Cost	How will impact of the intervention be monitored?	Measure of Success	Confirm Council Policies followed
Attainment gap in Literacy and Numeracy across the school	Provide named children with targeted support in Literacy and Numeracy in order to address the poverty related attainment gap	Mandy McConnaghie DHT responsible for 2.4 Personalised Support  DHTs in role of PEF co-ordinator in named stages of school  Intervention/SfL teacher delivering targeted support in Literacy and Numeracy	0.814FTE <b>£29,800</b> (Aug - Apr)	Ongoing tracking by LAs, teachers and SLT	Named children will increase attainment in Literacy and Numeracy by at least 20% as a result of targeted intervention	Recruitment in line with Council Policies
Wellbeing concerns in relation to children's experiences beyond school which influence their attendance, readiness to learn, engagement and attainment	HSP will support named children and their families within Early and First Level eg. - Emotion Works - Drop In sessions - Parental learning and engagement initiatives - Life skill group activities - Local community developments	Pauline Marr (HT) Ali Turbitt (HSP)	<b>£20,661</b> HSP (Aug - Apr)	Wellbeing meetings fortnightly - minutes and actions recorded  Ongoing tracking by HSP  Feedback from families	- Named children will increase attendance and punctuality by at least 30% - Value added assessment carried out at start and end of intervention programmes - Professional judgement and dialogue between staff, child and family - Named children will increase attainment in Literacy and Numeracy by at least 20% due to increased attendance and sustained engagement	In line with Council Policies
Inclusion and Wellbeing - Named children unable to sustain full time mainstream education due to complex needs	Provide named children with individual support packages to include: - bespoke timetable - group activities - life skills to support positive destinations - responsive planning led by child's interests - digital learning	Pauline Marr (HT) Mandy McConnaghie DHT responsible for 2.4 Personalised Support  DHTs in role of PEF co-ordinator in named stages of school  2 x LAs	Costs included in Action 2 above	Wellbeing meetings fortnightly - minutes and actions recorded  Ongoing tracking by staff  Tracking of engagement termly by class teachers and SLT	- Zero exclusions across school - 100% of children will sustain full-time mainstream education unless on shared placement	Recruitment and redeployment as per Council Policies
Equity gap within wider curriculum	Subsidize school residential trips  Engage with Cost of the School Day toolkit	E Reynolds Second Level  P Marr & N Sloan	<b>£5,000</b>  <b>£5,000</b>	Observations by staff and discussions with children	Professional judgement and dialogue between staff, child and family will identify success and help measure impact	Residential options selected in line with Council policy

# Strathesk ELC



## Standards and Quality Report 2021 - 2022

## Standards and Quality Report 2021 – 2022

**Nursery priority 1: How good is our leadership and approach to improvement?**

### 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

### Key Actions:

1. Staff to take on a leadership role within:

Outdoor learning

Maths/Numeracy

Literacy (Talk for Writing focus)

Peep

|  
 Work closely with another colleague to plan (taking account of responsive nature of nursery) and resource

2. Termly meetings with line manager to review

3. Seek feedback from colleagues, children and parents

#### Progress and Impact:

- Outdoor Learning (DK, SH, HR) Staff have planned and implemented visits to the woods, however, this has not been as regular as hoped due to staff absence.
- Sponsored walk has raised £1000 which will be used to develop the playground. This will enable the children to have high quality outdoor experiences on the school grounds. Parents have also kindly donated resources.
- Maths and Numeracy (JW) Maths/numeracy area has been developed and monitored regularly to ensure core resources are always present
- Peep (LD) Miss Donaldson has completed her Peer training. The group has re started in T4 with great success. We had 5 families who attended regularly. Miss Donaldson would like to continue to deliver sessions next year.
- Talk for Writing (KT, SF) 2 members of staff attended whole school training sessions this year. Miss Fyfe and Mrs Todd worked well together to plan which stories to introduce. All of the children engaged well. A floorbook has been created which included the children's pictorial representations of the story.

#### Next steps:

- DK to attend further training in Forrest Schools
- Develop outdoor learning further within playground and local community
- Seniors to release members to staff to meet and plan developments within their area.
- Senior EYPS to meet monthly with staff to evaluate progress
- DHT to support the continued development of Talk for Writing



<p><b>Nursery priority 2: Improved knowledge of the curriculum to support next steps in learning</b></p>	
<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) (highlight as applicable)</p> <p>School Leadership</p> <p>Teacher Professionalism</p> <p>Assessment of Children's Progress</p> <p>Performance Information</p> <p>Parental Engagement</p> <p>School Improvement</p>	<p><b>H6IOS 4 Quality Indicator(s) / H6IOELC</b></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>Green = Main QIs</p>
<p><b>Key Actions:</b></p> <ol style="list-style-type: none"> <li>1. All staff to continue to engage in planning and observation training (Early Years Team and reference to <u>Realising the Ambition</u>)</li> <li>2. Regular meetings with EYPs, P1 teachers and DHT to discuss progression and support through Early Level.</li> <li>3. All EYPS to refer to the progression pathways in Literacy, Numeracy and Health and Wellbeing to set targets for each child.</li> <li>4. Regular meetings with SEYPS and DHT to discuss targets and play experiences to support development of the child.</li> </ol>	

#### **Progress and Impact:**

- All EYPS have engaged in the use of the progression pathways to create the targets. This has helped to focus learning, identify progress and next steps.  
96% of the children now have a target in Literacy, Numeracy, Health and Wellbeing which is displayed on Seesaw. 87% have 3 or more targets. 89.5% of parents who responded to surveys were aware of these.
- EYPS have met with DHT mid-way through the year to discuss general progress and more specifically, development in literacy, numeracy and health and wellbeing. This has been beneficial in creation of targets and identification of needs across the nursery.
- Early level staff met monthly to discuss whole school initiatives eg planning, Talk for Writing, Pupil Participation, use of Seesaw etc. We are seeing more consistency across the level.
- Observations and targets are offered by most staff regularly and influence weekly planning. The planning sheet has now been included in a floorbook alongside evidence and pupil voice. PLODS have been identified as a result which has encouraged all staff to view the process as an ongoing cycle.
- Overview sheets are shared at staff meetings to highlight progression through Early Level in all curricular areas.

#### **Next steps:**

- Continue to engage in planning and observation training (Google Classroom and Realising the Ambition), using guidance to reflect and evaluate our plans. Monitor the balance of intentional and responsive planning.
- 4 x training sessions for staff led by DHT and PT on early numeracy and literacy skills.
- Individual targets discussed as a team and used to influence play experiences within the nursery spaces.
- Regular meetings with Seniors, DHT and EYPS to discuss progress and targets.
- Moderation of observations through 'critical friend' process
- Share success through looking at profiles and observations regularly with the children (individually and in groups)

**Nursery priority 3: Strong Parental Partnerships**

How do we communicate, plan, monitor and evaluate our work with parents?

**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

**Key Actions:**

1. Introduction of Seesaw to share learning/ news with parents. (Folders to be used if parents opt out)
2. Peep groups to restart to offer parents advice or ideas to support learning at home
3. Surveys to be sent out to parents to seek views on improvements

#### **Progress and Impact:**

- The introduction of Seesaw has been well received by staff. All members of staff are uploading observations and targets. Announcements and Weekly updates have been added.  
98% of parents are accessing and engaging with Seesaw (liking and commenting on posts)  
100% of parents who completed the survey found this useful and user friendly.  
Most of the parents were happy with the means of communication, one describing it as excellent! However some would like more opportunities for chats in private or informal phone calls as the setting can be a very busy environment.  
Most of the parents were happy with the content on Seesaw, some parents would like to see more informal 'snap shots' of the day
- Stay and Plays were introduced at the end of T4
- SEYPS and DHT trained on PICL approach
- Peep sessions have been run by Laura Donaldson and Ali Turbitt (HSP) in T4 with 5 families. The feedback was extremely positive with all of the families stating that it has made transition to nursery easier. 40% of parents felt that it has increased their confidence when helping their child with their learning.
- PI and Nursery coffee mornings were held weekly, however there was not a huge uptake.

#### **Next steps:**

- Continue with Seesaw into next session as a means to communicate observations and general communication. Include less formal 'snap shots of week'
- Invite parents into the setting for 'quieter chats' where appropriate
- Re -introduce termly Stay and Play sessions (if covid mitigations allow)
- Peep sessions to be extended to 8 week blocks

## Priority Targets 2022/23

Priority	Links to HSOB/CLC?	Key Actions	Lead Person Timescale	Expected measurable outcomes for learners-
Priority 1 Leading People	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	<ul style="list-style-type: none"> <li>• Staff to continue to develop leadership roles within: Outdoor learning Maths/Numeracy Literacy (Talk for Writing focus) Peep Visual Support Programme</li> <li>• Staff to engage in training within Forrest Schools, Early Literacy and Numeracy</li> <li>• Staff to work closely with another colleague to plan (taking account of responsive nature of nursery) and resource</li> <li>• .Ternly meetings with line manager to review</li> <li>• .Seek feedback from colleagues, children and parents</li> </ul>	L Henderson (DHT) D Kincaid (SEYPS) L Wright (SEYPS)	<p>Outdoor learning activities are engaging and 100% of staff confidence increased.</p> <p>Increased interest and engagement within storytelling/ literacy based activities</p> <p>Increased motivation of staff</p> <p>Increased parental confidence.</p>
Priority 2 -Improved knowledge of the curriculum to support next steps in learning	2.3 Learning, teaching and assessment 3.2 Raising attainment and achievement/ Securing children's progress	<ul style="list-style-type: none"> <li>• Continue to engage in planning and observation training (Google Classroom and <u>Realising the Ambition</u>), using guidance to reflect and evaluate our plans. Monitor the balance of intentional and responsive planning.</li> <li>• 4 x training sessions for staff led by DHT and PT on early numeracy and literacy skills.</li> <li>• Individual targets discussed as a team and used to influence play experiences within the nursery spaces.</li> <li>• Staff to engage with Progression Pathways and Benchmarks when creating and assessing targets</li> <li>• Regular meetings with <u>Seniors</u>, DHT and EYPS to discuss progress and targets.</li> <li>• Moderation of observations through 'critical friend' process</li> </ul>	All early years staff	<p>Improved knowledge of child centred pedagogy.</p> <p>100% of staff trained in early literacy and numeracy Skills which will lead to appropriate and engaging experiences</p> <p>100% of next steps are appropriate and progressive.</p> <p>100% of children will receive targets which are Regularly reviewed within Literacy, numeracy and health and wellbeing</p> <p>Potential barriers to learning identified early and <u>supports</u> put in place.</p>

<p><b>Priority 3 - Strong Parental Partnerships</b> How do we communicate, plan, monitor and evaluate our work with parents?</p>	<p>2.6 Transitions 2.7 Partnerships 3.2 Raising attainment and achievement/ Securing children's progress</p>	<ul style="list-style-type: none"> <li>• Continue to <u>utilise</u> <u>Seesaw</u> next session as a means to communicate observations and general communication. Include less formal 'snap shots of week'</li> <li>• Have private spaces available for parents to meet with EYDS</li> <li>• Re -introduce family Stay and Play sessions (if <u>COVID</u> mitigations allow)</li> <li>• Peep sessions to be extended to 8 week blocks</li> </ul>	<p>All staff</p>	<p>Parents are aware of their child's progress and <u>next</u> steps in learning.</p> <p>100% of parents responding to experiences/ <u>asking</u> for further information.</p> <p>A sizeable uptake of parents joining Peep groups and feeling more reassured and confident as a result</p>
--	--	---	------------------	---

## Standards and Quality Report 2022 – 2023

<b>Nursery priority 1: How good is our leadership and approach to improvement?</b>											
<p><b>NIF and Midlothian Priority</b></p> <ol style="list-style-type: none"> <li>1. <b>Improvement in attainment, particularly literacy and numeracy</b></li> <li>2. Closing the attainment gap between most and least disadvantaged children</li> <li>3. <b>Improvement in children and young people's health and wellbeing</b></li> <li>4. Improvement in employability skills and sustained, positive school leaver destinations for all young people</li> </ol> <p>NIF Driver(s) (highlight as applicable)</p> <p><b>School Leadership</b></p> <p>Teacher Professionalism Assessment of Children's Progress Performance Information Parental Engagement</p> <p><b>School Improvement</b></p>	<p><b>HGIOS 4 Quality Indicator(s) / HGI OELC</b></p> <p><b>L1 Self-evaluation for self-improvement</b></p> <p>L2 Leadership of learning</p> <p><b>L3 Leadership of change L4 Leadership and management of staff</b></p> <p>L5 Management of resources to promote equity</p> <p>2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning, teaching and assessment 2.4 <u>Personalised support</u> 2.5 Family learning 2.6 Transitions 2.7 Partnerships</p> <p>3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement/ <u>Securing children's progress</u> 3.3 Increasing creativity and employability</p> <p>Green = Main QIs</p>										
<p><b>Key Actions:</b></p> <p>1. Staff to continue to develop leadership roles within:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 70%;">Outdoor learning</td> <td>(DK, SH, HR)</td> </tr> <tr> <td>Maths/Numeracy</td> <td>(LW, DK, JW)</td> </tr> <tr> <td>Literacy (Talk for Writing focus)</td> <td>(KT, SF, LW)</td> </tr> <tr> <td>Peep</td> <td>(LD)</td> </tr> <tr> <td>Visual Support Programme</td> <td>(<u>NMc</u>)</td> </tr> </table> <p>Staff to engage in training within Forrest Schools, Early Literacy and Numeracy</p> <p>Staff to work closely with another colleague to plan (taking account of responsive nature of nursery) and resource</p> <p>DHT to support continued development of Talk for Writing</p>		Outdoor learning	(DK, SH, HR)	Maths/Numeracy	(LW, DK, JW)	Literacy (Talk for Writing focus)	(KT, SF, LW)	Peep	(LD)	Visual Support Programme	( <u>NMc</u> )
Outdoor learning	(DK, SH, HR)										
Maths/Numeracy	(LW, DK, JW)										
Literacy (Talk for Writing focus)	(KT, SF, LW)										
Peep	(LD)										
Visual Support Programme	( <u>NMc</u> )										

2. Termly meetings with line manager to review

3. Seek feedback from colleagues, children and parents

**Progress and Impact:**

**Next steps:**



**Nursery priority 2: Improved knowledge of the curriculum to support next steps in learning**

**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) / H6IOELC**

- 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

**Key Actions:**

- Continue to engage in planning and observation training (Google Classroom and Realising the Ambition), using guidance to reflect and evaluate our plans. Monitor the balance of intentional and responsive planning.
- 4 x training sessions for staff led by DHT and PT on early numeracy and literacy skills.
- Individual targets discussed as a team and used to influence play experiences within the nursery spaces.
- Staff to engage with Progression Pathways and Benchmarks when creating and assessing targets
- Regular meetings with Seniors, DHT and EYPS to discuss progress and targets.
- Moderation of observations through 'critical friend' process

**Progress and Impact:**

**Next steps:**

### Nursery priority 3: Strong Parental Partnerships

How do we communicate, plan, monitor and evaluate our work with parents?

#### 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

#### Key Actions:

- Continue to use Seesaw next session as a means to communicate observations and general news/information. Include less formal 'snap shots of week'. All members of staff to take part in Apple Teacher training to make use of tools to present learning in various ways to parents and children.
- Have private spaces available for parents to meet with EYPS
- Re-introduce termly Stay and Play sessions (if covid mitigations allow)
- Peep sessions to be extended to 8 week blocks

Progress and Impact:

Next steps: