



# Cuiken Primary School



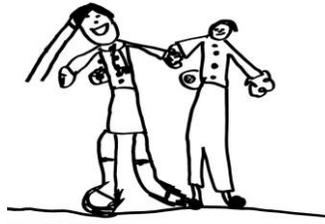
## Standards and Quality Report & Improvement Plan Year 2016 - 2017



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# 1. Our School Vision, Values and Aims



***We strive to create an enjoyable and caring environment for learning and development in our community. We aim for excellence and celebrate diversity, inclusion and effort.***

## **Climate for Learning**

Everyone at Cuiken wants our school and the people in it to be the best they can be. We strive to create an enjoyable, safe and caring environment for learning.

We think about our rights and responsibilities. We look after our school and each other; listen when someone is upset or worried and work together to reach solutions. Our school is sometimes quiet and peaceful and sometimes noisy with the sound of us learning together. We learn on our own, with others and from others. We see mistakes as an opportunity to learn something new and celebrate achievements.

We reach out beyond our school walls and look at our wider world to learn and make a difference.

## **Cuiken's Learning Toolkit**

Our Cuiken Learning Toolkit' supports learners in developing a growth mindset and learning dispositions. Characters related to each disposition support all children, but particularly our youngest in understanding the tools needed to help you make progress in your learning.

The toolkit ensures consistency of approach and language across the school, each class teacher has had the freedom to be creative in developing this with their children.



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

As a school community we continually reflect on our vision, values and aims.

### **Climate for Learning**

To create our Climate for Learning statement which encompasses our vision, values and aims, we gathered evidence from learners about the climate and ethos needed to support a learning powered school. We centred this around the question - In our school what does learning look like, sound like and feel like? Our 'Climate for Learning Policy' links to our 'Ready to Learn Policy' which provides a framework for promoting positive behaviour and ensuring pupil wellbeing.

### **Cuiken's Learning Toolkit**

In creating our 'Cuiken's Learning Toolkit' learners and staff were supported by Midlothian's Educational Psychology Service.

Learners were given the task of identifying what they believed to be the attributes and characteristics of successful learners. The staff team looked at the Successful Learner statements generated by pupils. Through professional dialogue these statements were discussed and staff considered them alongside professional reading:

Guy Claxton - 'A Learning Powered School '  
Shirley Clarke - 'Outstanding Formative Assessment'

Staff used these texts to re-formulate the statements to the final 'Cuiken's Learning Toolkit'.

The Parent Partnership was consulted throughout this process and learners have shared information at key events such as Parent/Carer Consultations and Shared Starts.

### 3. Context of the School

Cuiken Primary School is situated on Cuiken Terrace in Penicuik and is one of three primary schools associated with Penicuik High School. The catchment area stretches from the immediate vicinity of the school to the countryside to the west of Penicuik including Silverburn and Ninemileburn. The school was built in 2009 and has nine classrooms, a learning resource centre, dining room, gym hall and expressive arts room as well as several smaller tutorial rooms. There is a 50 / 50 Nursery and a Provision which supports Midlothian children experiencing social, emotional and behavioural difficulties.

There are a variety of opportunities for parents and families to be involved in their child's learning journey including open events, drop-ins, shared starts, class assemblies, classroom visits and special concerts/events. We acknowledge the importance of working with and engaging the local community and utilise links effectively.

We have an active Parent Council whose role is to participate in policy developments and support the school in its drive towards continuous improvement. Cuiken is also fortunate in having an active and supportive Parent Council sub-committee, which organises many fundraising events during the school year.

Through the school session 2016-2017 we have prioritised key areas:

- To raise attainment in Literacy and Numeracy.
- To implement assessment practices and procedures which support teacher confidence in making judgements/achievement of a level
- To support learners dispositions through embedding 'Cuiken's Learning Toolkit'
- To develop a cohesive curriculum that provides opportunities for learners to access the 4 contexts for learning through 'bundled' Inter-disciplinary themes.
- To raise staff confidence in teaching Science and improving learners' knowledge and skills.
- To improve learners' experience in Languages (French and Italian).
- To support learners effectively through reducing barriers to learning.

We have made good progress in most areas. There have been several other priorities that have arisen through the session:

- Implementation of Midlothian's Literacy Profile to support assessment of dyslexia.
- Partnership with local councillors and the Hunter and Lass Committee to increase school involvement in community events.

In the following areas progress has not been made as expected.

- The Visual Support Programme has not yet been implemented at Cuiken PS.

Staff have engaged in a variety of self-evaluation activities throughout the year including a Validated Self-Evaluation Visit with a focus of Numeracy and Maths. We have also had two visits from the Midlothian School Group Manager Team focussing on:

- 1.3 Leadership of change
- 2.3 Learning, teaching and assessment
- 3.2 Raising attainment and achievement

## 4. Review of progress for Session 2016-17

<p><b>School Priority 1 : Principles</b></p> <ul style="list-style-type: none"> <li>• Develop a high level curriculum plan</li> <li>• Embed learning for sustainability across the curriculum</li> <li>• Support learners acquisition of 'skills for learning life and work'</li> </ul>	
<p><u>NIF Priority</u></p> <ul style="list-style-type: none"> <li>• To improve attainment for all, particularly in literacy and numeracy.</li> <li>• To improve the learning progress of every child, by reducing inequality in education.</li> <li>• To improve employability skills and sustained positive school leaver destinations for all young people.</li> <li>• Improvement in children and young people's health and wellbeing.</li> </ul> <p><u>NIF Driver</u></p> <ul style="list-style-type: none"> <li>• School leadership</li> <li>• Teacher professionalism</li> <li>• Parental engagement</li> <li>• Assessment of children's progress</li> </ul>	<p><u>HGIOS 4 Quality Indicator(s)</u></p> <p>1.2 Leadership of Learning 2.2 Curriculum 2.3 Learning, Teaching and Assessment 3.3 Increasing creativity and employability</p> <p><u>Key Visible Learning Strands:</u></p> <ul style="list-style-type: none"> <li>• Inspired and Passionate Teachers</li> <li>• Know Thy Impact</li> </ul> <p><u>Local Priority 2</u></p> <ul style="list-style-type: none"> <li>• Moderation, tracking and assessment of progress through the Broad, General Education.</li> </ul>
<p><b>Progress and Impact:</b></p> <p>A Long Term Curriculum Plan ensures a coherent progressive curriculum is in place where learners experience a broad, general education with opportunities for breadth, challenge and application. Although a significant change in practice, staff have engaged well with the curricular 'bundles' to engage learners in a inter-disciplinary (IDL) themes across the year. Self-evaluation has identified the following strengths, challenges and next steps.</p> <p>Strengths:</p> <ul style="list-style-type: none"> <li>• Learners have had opportunities to engage with a breadth of Experiences and Outcomes (E&amp;Os). Learners have participated in a wide variety of cross curricular themes within the year. Although the pace through these has felt fast at times, learners have not been 'stuck' in a theme that they may not necessarily be interested in. There has been an opportunity to link themes together to extend some themes e.g. a Social Studies historical theme (World War 2) with a Literacy and English novel study (The Boy in the Striped Pyjamas).</li> <li>• The high level curriculum plan focuses on the same E&amp;Os at each level making progression evident. Particular highlights were Science (human body) and Social Studies (local study).</li> <li>• Learning within each theme is recorded and tracked through 'talking and thinking floorbooks'. Time is taken each week for learners to reflect on what they have done and to add to the floorbook. There is a good range of evidence within the floorbooks, they contain photographs of active involvement, pupil work and reflective comments. Learners demonstrate ownership of their floorbooks and pupil voice is clear. They enjoy sharing their floorbooks and use them to confidently to talk about their learning and opportunities to apply their skills across the curriculum. The floorbooks also demonstrate use of learning dispositions e.g. collaborative learning, managing challenge positively, giving feedback to others, self-assessment, and reflecting on their learning and plan next steps.</li> <li>• The IDL themes allow learning for Sustainability and Global Citizenship to be embedded across the curriculum. A class teacher has lead this area</li> </ul>	

## School Priority 1 : Principles

- Develop a high level curriculum plan
- Embed learning for sustainability across the curriculum
- Support learners acquisition of 'skills for learning life and work'

through participating in CPD connected to the Global Goals and Sustainability and sharing this with staff. This professional learning has increased staff confidence in teaching Sustainability and through the final term each year group took one of the Global Goals as a focus. All learners including the Nursery have increased their understanding of local and global issues. The school developed a partnership with the buttonbox, a community based project that works in partnership with Midlothian residents and groups to gather and recycle clothing to give back to the community.

- The IDL themes have included E&Os related to developing skills for learning, life and work. The nursery worked in partnership with parents and carers to look at the World of Work. Parents and carers discussed their jobs with the children and they were able to ask questions in return. The Primary 1-3 worked together to produce a Christmas Nativity and Primary 4-7 participated in a Christmas enterprise project developing their understanding of product, design, marketing, profit and loss.
- Staff have focussed assessment on key E&Os within each 'bundle' giving consideration at the planning stage. Assessment approaches and evidence gathered have been shared between staff, it was agreed that this will be something to revisit along with the benchmarks.
- Through the implementation of the IDL 'bundles', long and medium term planning workload for teachers has reduced allowing them to focus on short term planning with the children, moving them from where they are to the next phase in their learning. Implementing the themes has involved staff in collaboration, reflection and the sharing of ideas and resources. Staff have stretched their own knowledge and skills through teaching E&Os that they previously felt were 'out of their comfort zone'. The IDL Science themes in have been supported by professional learning delivered by SERCC (Priority 4).

### Challenges

- Staff felt that adding depth at the moment is difficult as the themes are generally much shorter in length, however it was acknowledged that this will come as learners progress into the second and third year of a level and revisit skills.
- There are some frustrations that the long term plan takes away some flexibility to respond to learners' interests or a learning and teaching opportunity that comes in through the year.
- Teachers felt they required further time to plan for assessment as identifying key E&Os to focus on required a level of dialogue.
- Teachers felt that some E&Os didn't fit where you would expect or wish them to be.

### Next Steps:

- Look at the link of skills from one year to the next so that staff can be confident that children are having depth in their learning.
- Through time, use developing knowledge to make some topics longer and some shorter and tweak E&Os so that all are happy with where they fit within a 'bundle'.
- Map (flexibly) the themes across the year to allow assemblies to be planned and for trips or experience to stimulate the topic. Focus on skills for learning, life and work and continue to embed Global Citizenship/Sustainability through the curriculum
- Highlight key E&Os for focus and assessment using the Benchmarks to support this. Moderate assessment and build a bank of moderated evidence.
- Build more time in for staff to collaborate and reflect on IDL.

## School Priority 2 : Literacy and English

- Improve learners' reading for enjoyment
- Raise attainment in reading through the direct teaching of comprehension skills/strategies
- Raise attainment in spelling at Primary 4 and 5

### NIF Priority

- Improvement in attainment, particularly in literacy and numeracy.
- Closing the attainment gap between the most and least disadvantaged children.

### NIF Driver

- School leadership
- Teacher professionalism
- Assessment of children's progress
- Performance information

### HGIOS 4 Quality Indicator(s)

- 1.1 Self-evaluation for self-improvement
- 1.2 Leadership of Learning
- 2.2 Curriculum
- 2.3 Learning, Teaching and Assessment

### Key Visible Learning Strands:

- Know Thy Impact
- Effective Feedback
- Visible Learners

### Local Priority - 1 and 2

- Raising attainment and achievement
- Moderation, tracking and assessment of progress
- Assessment capable learners

### **Progress and Impact:**

- A focus on teaching comprehension, accuracy, fluency and vocabulary has been implemented at some stages to good effect. These approaches have supported staff in assessing, tracking and planning next steps for learners while also informing reports to parents/carers.
- The Accelerated Reader Programme continues to engage learners in reading for enjoyment. Progress is tracked and staff use data effectively to support discussions with learners about their progress. Data analysed by the Support for Learning Teacher support early intervention.
- The school has participated in the First Minister's Reading Challenge, in some classes where it has been well supported by teachers, this has effectively encouraged learners to read and reflect on a wider range of texts.
- Reading buddies across school has enhanced links between year groups and learners have particularly enjoyed creating and sharing their texts with younger pupils.
- Opportunities for learners in the Nursery to develop early reading and writing skills have increased through careful planning of experiences across all areas of the Nursery. Through observations, next steps are planned for learners and these are tracked and recorded.
- Participation in an Associated Schools Group (ASG) in assessment and moderation of Listening and Talking provided staff with new ideas and approaches which have begun to be utilised.
- Learners within Primary 4 and 5 have made notable progress in their spelling and the programme has supported staff in their approaches to teaching spelling rules and patterns.
- Literacy and English assessments are carried out with more consistency across the school which has allowed teachers to use data more effectively to inform learning and teaching. Moderation with the benchmarks has supported teachers' understanding of achievement of a level (priority 6).

## School Priority 2 : Literacy and English

- Improve learners' reading for enjoyment
- Raise attainment in reading through the direct teaching of comprehension skills/strategies
- Raise attainment in spelling at Primary 4 and 5

### Curriculum for Excellence Levels:

	Listening and Talking	Reading	Writing
% pupils at P1 achieving Early Level or higher May 2016	93%	73%	80%
% pupils at P1 achieving Early Level or higher May 2017	89%	82%	82%
% pupils at P4 achieving First Level or higher May 2016	91%	81%	81%
% pupils at P4 achieving First Level or higher May 2017	81%	70%	78%
% pupils at P7 achieving Second Level or higher May 2016	59%	61%	54%
% pupils at P7 achieving Second Level or higher May 2017	74%	66%	58%

### PIPs Results

	Reading
% scores above the national average June 2016	57%
% scores above the national average June 2017	57%

### Standardised Assessment Information

	Reading Standard Age Score (SAS)
Primary 4 March 2016	110
Primary 4 March 2017	102
Primary 7 March 2016	104
Primary 7 March 2017	104

## **School Priority 2 : Literacy and English**

- Improve learners' reading for enjoyment
- Raise attainment in reading through the direct teaching of comprehension skills/strategies
- Raise attainment in spelling at Primary 4 and 5

### Next Steps:

- Nursery refresh the Big Bedtime Read (BBR), by implementing 5 story book bags.
- Implement consistent approach to teaching, assessing and tracking reading skills from Primary 1 (comprehension, accuracy, fluency and vocabulary).
- Extend First Minister's Reading Challenge linking to Cuiken reading events and challenges.
- Training for staff in the Read, Write, Inc programme and approaches.
- Continue to implement Read, Write, Inc Spelling at Primary 4 and look at strategies and programmes to support those children experiencing difficulties.
- Allow for more opportunities to access Listening and Talking resources and strategies.

### School Priority 3 : Numeracy and Maths

- To raise attainment in Numeracy and Maths

#### NIF Priority

- Improvement in attainment, particularly in literacy and numeracy.
- Closing the attainment gap between the most and least disadvantaged children.

#### NIF Driver

- Teacher professionalism
- Assessment of children's progress
- Performance information

#### HGIOS 4 Quality Indicator(s)

- 2.3 Learning, Teaching and Assessment
- 3.2 Raising attainment and achievement

#### Key Visible Learning Strands:

- Inspired and Passionate Teachers
- Effective Feedback
- Visible Learners
- Know Thy Impact

#### Local Priority 1 and 2

- Raising attainment and achievement
- Moderation, tracking and assessment
- Assessment capable learners

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

Staff have continued to implement and embed approaches to learning and teaching in Numeracy and Maths through the year. School self-evaluation and a Validated Self-evaluation Visit identified the following strengths and next steps.

#### Strengths:

- Staff worked collegially to agree key features of a Numeracy and Maths lesson at Cuiken. This is now in use and has allowed for more consistency across classes and clear expectations for all. There is evidence of staff taking account of these within their planning. Some classes have Numeracy and Maths on display in their classrooms and there are some good examples of 'working walls'.
- Most class teachers are now SEAL trained which has resulted in the implementation of those strategies in some classes. Numeracy and Maths planning now includes SEAL approaches which means there is a clearer expectation for what class teachers, therefore increasing confidence.
- The nursery has put in place a Numeracy and Maths area for learners to access every day. This is changed and updated regularly to ensure a wide range of experiences. Numeracy and Maths experiences are planned across the Nursery learning areas including the outdoors.
- IDL Planning includes Numeracy and Maths E&Os which allows cross-curricular links to be made. There are some good examples of learners being engaged in active learning experiences. Learners can talk about using their learning in other contexts. In the upper classes they were able to make links to their work in Science.
- Learners at all stages are positive about their learning in Numeracy and Maths and from talking to them it is clear that Cuiken's Learning Toolkit has had an impact on their approach to tackling challenge within Numeracy and Maths. In some classes a focus on 'stuck strategies' 'brain buddies' is supporting children in 'knowing what to do when they don't know what to do'. Learners demonstrate an understanding of their progress in Numeracy and Maths and appropriate feedback ensures they are able to set goals and next steps.
- Staff take ownership of summative data (GL, MUMP), and use it to inform learners' strengths and next steps. Attainment meetings are used to scrutinise data and evidence of progress addressing challenges, interventions and next steps. There are some good examples of teachers sharing MUMP assessments with children to support learners' engagement in tracking their progress and planning next steps.
- Staff have taken part in 'flash' moderation of Numeracy focussing on achievement of a level, using the benchmarks to support judgements. Staff have

increased their understanding of what is expected in order to 'achieve a level' in terms of breath, challenge and application.

- The SfL Teacher has a good understanding of SEAL, has organised resources well and has supported some teachers through assessing learners 'at risk'. Learning Assistants have a basic understanding of SEAL and there are some good examples of Learning Assistants planning and leading learning with individuals and small groups.
- Parents/carers appreciate opportunities such as Shared Starts and curriculum evenings and spoke positively about times when these had a Numeracy and Maths focus.
- The ethos and culture ensures staff feel able to try ideas e.g. flexible setting in the early years, alternative planning frameworks, carouselling and staff engage in dialogue about approaches and impact. Staff have engaged in peer visits to observe maths and numeracy which has led to useful professional dialogue and the taking forward of teaching and planning ideas from classroom to classroom.

	Mathematics
% pupils at P1 achieving Early Level or higher May 2016	63%
% pupils at P1 achieving Early Level or higher May 2017	61%
% pupils at P4 achieving First Level or higher May 2016	78%
% pupils at P4 achieving First Level or higher May 2017	70%
% pupils at P7 achieving Second Level or higher May 2016	63%
% pupils at P7 achieving Second Level or higher May 2017	63%

PIPs

	Maths
% scores above the national average June 2016	63%
% scores above the national average June 2017	68%

Standardised Assessment Information

	Maths Standard Age Score (SAS)
Primary 4 March 2016	102
Primary 4 March 2017	95
Primary 7 March 2016	88
Primary 7 March 2017	94

#### Next Steps:

- More time is required for staff to implement SEAL planning, approaches and strategies in order to develop confidence. Alongside this staff would benefit from more opportunities to collaborate, observe and moderate pupil work together.
- Look again at resources to support SEAL planning including Scottish Heinemann resources, Teejay, Basic Facts.
- Agree approaches to and use of Maths and Numeracy displays and working walls.
- Look more closely at Numeracy and Maths in context, making meaningful and relevant links e.g. developments in Science and increase confidence in making connections through the IDL bundles. Address play within lower atrium – more collaborative working and responsibility to ensure there are opportunities for learners to develop skills in context.
- Fluid groupings, link to mindset/learning dispositions, develop children's use of strategies to 'know what to do when they don't what to do' and continue emphasis on Cuiken Learning Toolkit / Learning Dispositions. Ensure everyone is focussing and exemplifying these to allow us to quicken pace → display.
- Use formative assessment information, MUMP assessments and GL data to consider learners' strengths and next steps (on-going through year). Use data as feedback of teachers' impact on pupil progress. More carefully evaluate impact of approaches on attainment within Numeracy and Maths (evidence based impact cycles). Use professional dialogue to unpick what our next steps are as a school.
- Further moderation and building staff confidence in interpreting criteria for achieving a level. *Focus on progress within in a level and achievement of a level.* Look more closely at expectations of coverage/evidence, particularly at Second Level.
- SfL Teacher support staff in administering SEAL assessments and plan more effectively (targeted) for Learning Assistants to support learners.
- Increase information available to parents/carers - Curriculum events, Shared Starts, clips on the website, newsletters, information leaflets etc.

## School Priority 4 : Science

- To increase teacher confidence in teaching Science
- To engage learners' in high quality learning and teaching experiences
- To increase attainment in Science across the school

### NIF Priority

- Improvement in attainment, particularly in literacy and numeracy.
- Improvement in employability skills and sustained positive school leaver destinations for all young people.

### NIF Driver

- School leadership
- Teacher professionalism
- Assessment of children's progress

### HGIOS 4 Quality Indicator(s)

- 1.2 Leadership of Learning
- 2.2 Curriculum
- 2.3 Learning, Teaching and Assessment
- 3.2 Raising Attainment and Achievement

### Key Visible Learning Strands

- Inspired and Passionate Teachers
- Know Thy Impact

### Local Priority 1, 2 and 4

- Raising attainment and achievement
- Moderation, tracking and assessment through Broad, General, Education
- Growing learning communities

### **Progress and Impact:**

There has been a great deal of progress made in relation to this priority which was also part of the ASG Improvement Plan. It was lead by a very effective cross school mentor group in partnership with the Scottish Schools Education Research Centre (SSERC). Below are outlined the strengths and next steps.

- The school mentor attended a range of SSERC courses through the session and along with the ASG mentors disseminated this training to staff. Staff also attended other training opportunities which enhanced their knowledge, skills and confidence. There has been good networking between the primary school mentors and their high school colleagues. This has helped to build strong relationships and the ability to share resources if necessary.
- The continued support from SSERC has ensured focus and momentum, the profile of Science has been raised, there is more Science being taught from Nursery to Primary 7 and a wider range of E&Os are being covered as staff skill levels have increased.
- There have been many quality learning experiences planned and learners have responded very enthusiastically to these opportunities. Progression across the school has been clearly evidenced.
- A Science curriculum evening for families was very well attended and provided the school with lots of positive feedback. Learners enjoyed participating in Science experiments and parents/carers felt they had a better idea about the key elements of Science taught within the primary school and how this linked to learning across the curriculum.
- Baseline questionnaires and end of session demonstrate increased confidence, enjoyment and achievement.

### **Next Steps:**

- Continue focus on science as an ASG working in partnership with SSERC for a further year.
- Staff to ensure they continue to provide quality learning and teaching experiences in Science linked to our planning' bundles'.
- Plan a Science transition project from Nursery to Primary 1 and Primary 7 to S1.
- Develop further opportunities to share learning with parents/carers.
- Create a science resource inventory.

**School Priority 4 : Science**

- To increase teacher confidence in teaching Science
- To engage learners' in high quality learning and teaching experiences
- To increase attainment in Science across the school

- Extend partnership working to include:
  - organisations providing Science workshops e.g. Dr Bunhead
  - Links with the Science festival
  - Links with the Bush to make connections to our local community and the world of work.

### School Priority 5: 1+2 Languages

- To engage learners in high quality learning and teaching experiences in Languages (French and Italian)
- To improve attainment in Languages
- To engage in a town-twinning initiative (P7)

#### NIF Priority

- Improvement in attainment, particularly in literacy and numeracy.
- Improvement in employability skills and sustained positive school leaver destinations for all young people.

#### NIF Driver

- Teacher professionalism
- Assessment of children's progress

#### HGIOS 4 Quality Indicator(s)

- 1.2 Leadership of Learning
- 2.2 Curriculum
- 2.3 Learning, Teaching and Assessment
- 3.2 Raising Attainment and Achievement

#### Key Visible Learning Strands

Inspired and Passionate Teachers

Effective Feedback

Know Thy Impact

#### Local Priority 1 and 2

- Raising attainment and achievement
- Moderation, tracking and assessment through Broad, General Education

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

- Specialist teachers for Italian and French have taught in classes P4-7 for the year. This has given pupils an insight into other cultures and languages from native speakers. Learners have developed their knowledge and skills, some demonstrating a natural aptitude for languages.
- Some staff have attended French training, including French speaking courses which has supported learning in the classroom through ideas, resources and raising teacher confidence.
- Primary 7 learners have twinned with a school/town in France. Through partnership they have built their knowledge of place/culture. They have utilised and developed language skills by communicating with twin peers.

#### Next Steps:

- Implement use of RCCT teacher to deliver French across the school and ensure that collaboration with class teachers enables staff to teach a second lesson building on skills, consistency and continuity.
- Clarify expectations of the learning and teaching of Languages.
- Further training opportunities for staff as appropriate.

## School Priority 6 : Learning, Teaching and Assessment

- To implement assessment practices and procedures which support teacher confidence in making judgements/achievement of a level
- To support learners dispositions through embedding 'Cuiken's Learning Toolkit'

### NIF Priority

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

### NIF Driver

- Assessment of children's progress
- Performance information

### HGIOS 4 Quality Indicator(s)

- 2.3 Learning, Teaching and Assessment
- 3.2 Raising Attainment and Achievement

### Key Visible Learning Strands

- Effective Feedback
- Visible Learners
- Know Thy Impact

### Local Priority

- Raising attainment and achievement
- Assessment capable learners

### **Progress and Impact:**

- Literacy Champions and the Numeracy Co-ordinator have attended meetings disseminating information ensuring that staff have been kept up-to-date regarding Education Scotland and Midlothian advice regarding assessment and moderation. This has supported prioritising areas for improvement next session related to resources, planning and assessment approaches.
- Staff have familiarised themselves with the benchmarks for Literacy & English and Numeracy & Maths. Along with other assessment evidence, these have supported them in making judgements about learners' achievement and attainment.
- A summative assessment calendar has ensured that there is consistency in the timings of summative assessments and these are used to inform staff of pupil progress and attainment. Staff have used this information to plan appropriate, supportive and challenging next steps for individuals and groups.
- Summative assessments including PIPS, GL, Accelerated Reader and SWST have provided feedback to staff about the impact of their teaching. Staff have engaged in dialogue about learners' progress using the benchmarks as part of moderation.
- Two members of teaching staff attended the Visible Learning Into Action course which gave them new ideas of how to implement evidence based impact cycles in their classes. These are now being used and to improve the learning and teaching experiences of pupils.
- Staff have continued to focus on learning dispositions through Cuiken's Learning Toolkit and the associated characters. Soft toys of each character have been purchased and these have supported younger children's understanding. The language around each learning tool/character has been exemplified and shared with parents/carers. The older classes created stories and books to share the toolkit with younger classes. All learners enjoyed and responded well to this experience.
- **Next Steps:**
- All staff to have a focus on learning dispositions across the school in term 1 with the tools/characters and associated language being re-introduced and practices embedded from Nursery to P7. Alongside continue to focus on Growth Mindset.
- Focus on assessment within Broad, General Education through developing work with the bundles.
- Further opportunities for moderation to enable staff to be secure in their judgements about achieving a level.

**School Priority 6 : Learning, Teaching and Assessment**

- To implement assessment practices and procedures which support teacher confidence in making judgements/achievement of a level
  - To support learners dispositions through embedding 'Cuiken's Learning Toolkit'
- 
- Continue to create a positive culture of feedback (peer/self/teacher) from Primary 1-7 with a common language being used.
  - Create child-friendly benchmarks for jotters so that children can accurately discuss their progress and next steps.
  - Engage with the new National Assessment Frameworks.

## School Priority 7 : Personal Support

- To support learners through effective identification of barriers to learning and interventions

### NIF Priority

- Improvement in attainment, particularly in literacy and numeracy.
- Closing the attainment gap between the most and least disadvantaged children.
- Improvement in children's and young people's health and wellbeing.

### NIF Driver

- Teacher professionalism
- Parental engagement
- Assessment of children's progress
- Performance information

### HGIOS 4 Quality Indicator(s)

- 1.5 Management of Resources to Promote Equity
- 2.4 Personalised Support
- 3.1 Ensuring, Wellbeing, Equity and Inclusion
- 3.2 Raising Attainment and Achievement

### Key Visible Learning Strands

- Inspired and Passionate Teachers
- Know Thy Impact

### Local Priority 1 and 3

- Raising attainment and achievement
- GIRFEC

### **Progress and Impact:**

The SfL Teacher and link Educational Psychologist lead a session exploring the programme 'Addressing Barriers to Learning' (ABLE). This raised awareness with staff about their responsibilities for ensuring Additional Support Needs are identified and the ways that they, along with appropriate partners, can reduce a child's barriers to learning.

The SfL Teacher and Depute Head Teacher have trained in the use of Lucid Lass to support the assessment of dyslexia through developing a learner's profile. This has identified some learners as dyslexic.

### **Next Steps:**

- Look at how ABLe can be used by class teachers and partners to reduce a child's barriers to learning.
- Continue to build learners' profiles using Lucid Lass to identify dyslexic learners.
- Following the Inclusion Review support staff in the Provision implement new expectations and staffing model.
- Implement new procedures and guidelines for chronologies (Child Protection, Additional Support Needs, Wellbeing Concerns).
- Implement approaches and strategies linked to Pupil Equity Funding (PEF):
  - Additional hours for SfL Teacher
  - Horse riding
  - STEP
  - Play Therapy.

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

Quality Indicator	School Self Evaluation	Authority Inspections / Theme visits	HMIe Inspection Grades
1.1 Self Evaluation for self improvement	<b>Very Good</b>		
1.3 Leadership of change	<b>Very Good</b>	<b>Visit 2</b>	
2.1 Safeguarding and child protection	<b>Very Good</b>		
2.2 Curriculum	<b>Good</b>		
2.3 Learning, teaching and assessment	<b>Good</b>		
2.4 Personalised support	<b>Very Good</b>		
2.7 Partnerships	<b>Good</b>		
3. 1 Ensuring well being equity and inclusion	<b>Good</b>		
3.2 Raising attainment and achievement	<b>Good</b>		

## 6. Highlights from Session 2016-2017

### How good is our leadership and approach to improvement?

Self-evaluation is integral to how we work within our community and is an on-going feature of school life. All staff understand the need to be outward and forward looking in their evaluation and improvement activities. We continue to make effective use of research from Scotland and beyond to inform learning and development.

Under the relatively new leadership of the Senior Childcare and Development Worker (SCDW), the Nursery has continued to evaluate learning spaces and experiences within the Nursery setting making decisions in consultation with learners, staff and partners. The nursery has held twilight sessions to share their good practice receiving very positive feedback. As part of this self-evaluation work they have also taken opportunities to visit other settings both within Midlothian and other authorities.

We engaged in a Validated Self-Evaluation (VSE) visit. This provided an opportunity for us to focus on key aspects of learners' successes and achievements in Numeracy and Maths. Following the VSE staff were able to reflect positively on the experience and the evidence gathered allowed us to demonstrate improvement in outcomes for learners.

The school has reached out to parents and carers to consult about how the Pupil Equity Funding (PEF) should be used to best support our target group of learners. The Parent Council provided feedback to the priority areas identified by staff, there was a survey circulated, discussion drop-ins and a dotmocracy held at Sports Day led by a group of parents/carers. This has supported our planning process.

Staff are empowered to take steps to develop their leadership and this has improved the overall capacity of the school. All members of teaching staff have curricular responsibility. Teachers, Learning Assistants, and Childcare and Development Workers are keen to discuss, share and promote their learning with others developing leadership at all levels across the school team. All staff routinely engage in Career-Long Professional Learning (CLPL). Professional learning activities are linked to the results of self-evaluation and with our improvement priorities. This year, linked to our School Improvement Plan, this includes:

- Two members of teaching staff attended 'Visible Learning into Action' and have implemented research into action projects in their classes as a result.
- Along with leads from other primaries in our Associated Schools Group (ASG), a teacher participated training in Science with the Scottish Schools Education Research Centre (SSERC). The teacher has successfully lead developments this session.
- To further develop knowledge and understanding of Learning for Sustainability, a teacher has participated in training with the University of Edinburgh and the British Council – Connecting Classrooms. They have also continued to participate in a Scotdec Cross European Group looking at Global Citizenship. This knowledge has shaped the learning experiences of the children in Primary 4/5 and through disseminating this within collegiate time, in classes across the school.
- A further two teachers from our team have now completed training in understanding the Stages of Early Arithmetical Learning (SEAL). Implementing this knowledge to raise attainment in Numeracy and Maths will continue to part of our priorities for next session.
- A teacher has engaged with the 1+2 Development Officer and Language Assistant to support the development of French across the school.
- To develop understandings of Formative Assessment, two members of teaching staff attended a day of training with Shirley Clarke. This related closely to our developments in feedback.

- There has been a positive impact through an ethos of fairness and equality as evidenced by the continued use of pupil voice groups, play therapy services, Seasons for Growth and Mindfulness.

There are a range of opportunities for children to take responsibility for their own learning, successes and achievements. A focus on feedback has ensured learners regularly engage in dialogue with others about their learning and progress and use this to set themselves clear targets and next steps.

## How good is the quality of the care and education we offer?

School improvements through the session have continued to be closely linked to developing the vision and rationale for our curriculum.

A High Level Curriculum Plan put in place ensures a coherent progressive curriculum where learners experience a broad, general education with opportunities for breadth, challenge and application. Staff have engaged well with the curricular 'bundles' to engage learners in a inter-disciplinary (IDL) themes across the year. Learning within each theme is recorded and tracked through 'talking and thinking floorbooks'. Learners enjoy sharing their floorbooks use them to confidently to talk about their learning and opportunities to apply their skills across the curriculum. The floorbooks also demonstrate learning and use of learning dispositions.



I liked following the footprints. I thought I saw the Gruffalo. I saw the smoke!

Holly P1

Our floorbook helps us share our learning, talk about what we have achieved and celebrate.

Patrycja and Logan P6/7



The IDL themes allow learning for Sustainability and Global Citizenship to be embedded across the curriculum. A class teacher has lead this area through participating in CPD connected to the Global Goals and Sustainability and sharing this with staff. This professional learning has increased staff confidence in teaching Sustainability. All learners including the Nursery have increased their understanding of local and global issues. The school developed a partnership with the buttonbox, a community based project that works in partnership with Midlothian residents and groups to gather and recycle clothing to give back to the community. A Primary 4/5 pupil came second in the National 'Show Racism the Red Card' poster competition.

I think our topic about Global Goal 4 helped pupils who don't always like school realise how lucky they are that it is there.

Alana P4/5



The IDL themes have included opportunities for learners to develop skills for learning, life and work. The nursery worked in partnership with parents and carers to look at the World of Work. Parents and carers discussed their jobs with the children and they were able to ask questions in return. The Primary 1-3 worked together to produce a Christmas Nativity and Primary 4-7 participated in a Christmas enterprise project developing their understanding of product, design, marketing, profit and loss.

There has been a great deal of progress made in relation to the teaching of Science. This priority was lead by a very effective cross school mentor group in partnership with the Scottish Schools Education Research Centre (SSERC). The school mentor attended a range of SSERC courses through the session and along with the ASG mentors disseminated this training to staff. Staff also attended other training opportunities which enhanced their knowledge, skills and confidence. There has been good networking between the primary school mentors and their high school colleagues. This has helped to build strong relationships and the ability to share resources if necessary.

The continued support from SSERC has ensured focus and momentum, the profile of Science has been raised, there is more Science being taught from Nursery to Primary 7 and a wider range of E&Os are being covered as staff skill levels have increased. There have been many quality learning experiences planned and learners have responded very enthusiastically to these opportunities. Progression across the school has been clearly evidenced.

I liked our topic about the body when we looked at a chicken wing and compared how it moved to the bones in our arms.

Skye P5/6



I love Science because it makes me feel like a Scientist. Scientists do lots of experiments just like us.

Jack P2

A Science curriculum evening for families was very well attended and provided the school with lots of positive feedback. Learners enjoyed participating in Science experiments and parents/carers felt they had a better idea about the key elements of Science taught within the primary school and how this linked to learning across the curriculum.

A link with a parent/carer enabled our Primary 6 learners to attend an event in celebration of International Women's Day. They worked with industries learning about Science and Technology.



It was an amazing day, it really made me think about Science and Technology and what I might want to do when I am older.

70e P6/7

Glad to see Science progressions into high school. The experiments make science exciting.

Parent



Within Literacy and English, the Accelerated Reader Programme continues to engage learners in reading for enjoyment. Progress is tracked and staff use data effectively to support discussions with learners about their progress. Data analysed by the Support for Learning Teacher supports early intervention. The school has participated in the First Minister's Reading Challenge, in some classes where it has been well supported by teachers this has effectively encouraged learners to read and reflect on a wider range of texts. We held a very successful celebration of World Book Day.



I like Accelerated Reader because it helps me use my reading strategies and then do better in the quizzes.  
Lorraine P4

I liked the First Minister's Reading Challenge because I love reading, but not all books so I read books from my house and books I like from the school library.  
Rachael P7

World Book Day was good, it was a celebration of reading.  
Ana P3

Opportunities for learners in the Nursery to develop early reading and writing skills have increased through careful planning of experiences across all areas of the Nursery. Through observations, next steps are planned for learners and these are tracked and recorded. Curriculum learning is planned in a responsive way involving children. Changes have been made to the entrance area and parents/carers have commented positively on how their child's learning and progress is shared with them.

Staff have familiarised themselves with the benchmarks for Literacy & English and Numeracy & Maths, along with other assessment evidence, these have supported them in making judgements about learners' achievement and attainment. A summative assessment calendar has ensured that there is consistency in the timings of summative assessments and these are used to inform staff of pupil progress and attainment. Staff have used this information to plan appropriate, supportive and challenging next steps for individuals and groups. Summative assessments including PIPS, GL, Accelerated Reader and SWST have provided feedback to staff about the impact of their teaching. Staff have engaged in dialogue about learners' progress using the benchmarks as part of moderation.

In Nursery, the SCDW attended a British Association of Early Childhood Education (BAECE) looking specifically at block play in the Early Years. Following this, a visit was made to another Nursery to observe good practice in the use of blocks. Learning was shared with the Nursery team and changes to practice implemented. There has been a very positive impact on children's co-operative and creative play and their use of language, reasoning and problem solving skills.



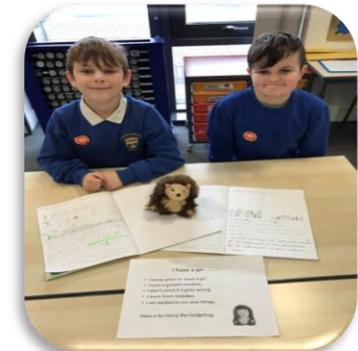
I learned so much French with Bruno that when I talked to a French person I could, it was a real experience.  
Imogen P4/5

I like the blocks you can build lots of things like a shop.  
Quinn Nursery

Specialist teachers for Italian and French have taught in classes P4-7 for the year. This has given pupils an insight into other cultures and languages from native speakers. Learners have developed their knowledge and skills, some demonstrating a natural aptitude for languages. Some staff have attended French training, including French speaking courses which has supported learning in the classroom through ideas, resources and raising teacher confidence. Primary 7 learners have twinned with a school/town in France. Through partnership they have built their knowledge of place/culture. They have utilised and developed language skills by communicating with twin peers. We have developed a children's story collection in French and children have enjoyed listening to and reading well known tales.



Staff have continued to focus on learning dispositions through Cuiken's Learning Toolkit and the associated characters. Soft toys of each character have been purchased and these have supported younger children's understanding. The language around each learning tool/character has been exemplified and shared with parents/carers. The older classes created stories and books to share the toolkit with younger classes. All learners enjoyed and responded well to this experience.



The learning characters help us develop our skills. 'Have a go Hedgehog' encourages us to try new things.  
Neve and Phoebe P3

I really loved making the Tool Kit Books and reading to the Nursery Children.  
Anthonie P7

As part of the 'Save a Life for Scotland' campaign, all children from Primary 1 to 7 learned about CPR.



I'm lucky I learned CPR because I want to be a nurse when I grow up.  
Ava P1/2

I liked feeling all grown up because I could help someone and not just leave them.  
Elodie P1/2

We continue to make links and extend curricular learning outdoors. In addition to Primary 6 attending camp at Benmore and Primary 7 at Netherurd, active schools and outdoor learning have also supported at different stages. Learners have been provided with a range of outdoor learning opportunities throughout the year such as skiing, bushcraft, bikeability, rock climbing, canoeing, Benmore and ASG transition camps. Pupils have been provided with the opportunity to engage in a range of tournaments and competitions with other schools. Learners in Nursery, Primary 1 and a mainstream/Provision group have benefitted from the nurturing experiences of Nature Play where they have worked together, solved problems, met personal challenges and learnt about the local environment. The Nursery have continued to extend and enhance opportunities for learning outdoors working in partnership with The Law Society and the Community Payback Team.



It's nice and peaceful in the woods and it makes me feel calm and happy.  
Holly P5/6



The garden has lots of new things to play with like wheels.  
Madison Nursery



Through gardening activities in the Provision and through the gardening club with runs through 'Together Time', learners are developing their understanding of where food comes from and how it is produced, the school kitchen is supplied with home grown foods and vegetables and this support learners' understanding of their role in conserving resources, food waste and recycling. Volunteers from the community have continued to support gardening activities.



We have worked in partnership with The Rotary Club through participating in the Annual Quiz, undertaking the Garden challenge and entering the Writing competition. We had great success in the writing competition being placed locally and having a national winner.

The Cuiken Choir has performed at several events over the course of the year including Edinburgh Airport, Tesco, Broomhill Day Centre, and at Parent/Carer events and celebrations. The Music Specialist and a Class Teacher have worked together to support a group of 18 children to learn the guitar. The drum kit funded by the Choir fundraising activities is well used across the classes



This year we have contributed more fully to the Penicuik Hunter and Lass celebrations. We held our own 'Cuiken's Got Talent' and the finalists performed at the Town Hall along with other local schools. A group of staff and children participated in the Pram Race, where we won best costume. This year it was also very exciting to have Cuiken Primary 6 pupils as the very first Junior Hunter and Lass.

Parents/carers welcome opportunities such as Shared Starts, curriculum evenings and class assemblies to find out more about learning at Cuiken and to contribute to our plans for continuous improvement.



## How good are we at ensuring the best possible outcomes for all our learners?

Cuiken promotes a climate of trust and a safe environment for the whole school community. Most children display enjoyment of learning and are happy and confident. There is clear recognition in school that young people are more able to access the curriculum and learning when their health and wellbeing issues have been addressed. A range of supports are provided to nurture and enhance the health and wellbeing of pupils, these include Seasons for Growth and a lunchtime Yoga Club. Existing links with play therapy have been strengthened with this support being extended into the mainstream school. A mindfulness group was also successfully implemented within the mainstream school, building on an existing partnership link with Empowering Families. Staff health and Wellbeing is beginning to be addressed with the introduction of the Hive of Wellbeing sessions.



I like yoga because it makes me relaxed. I have a bit of anxiety and it helps me manage.

Millie P5/6

In Play Therapy I have someone I can tell my secrets to. Helen listens to me and it has helped me get back to my own school.

Shauna P5/6

We have strengthened existing processes in place to track learners' progress, including those facing additional challenges. We use this information to ensure pace and challenge and to identify interventions and supports.

The Sfl Teacher and link Educational Psychologist lead a session exploring the programme 'Addressing Barriers to Learning' (ABLE). This raised awareness with staff about their responsibilities for ensuring Additional Support Needs are identified and the ways that they, along with appropriate partners, can reduce a child's barriers to learning.

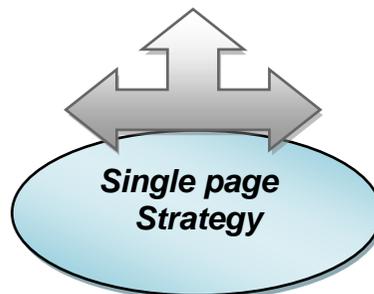
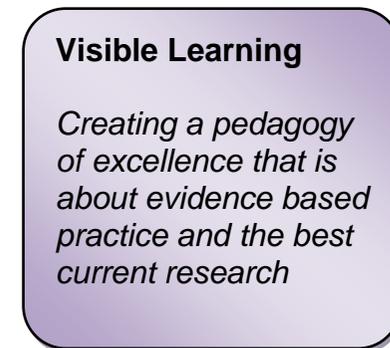
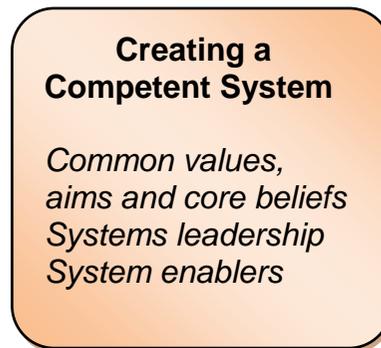
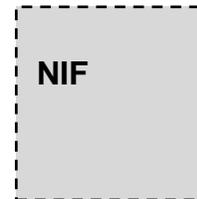
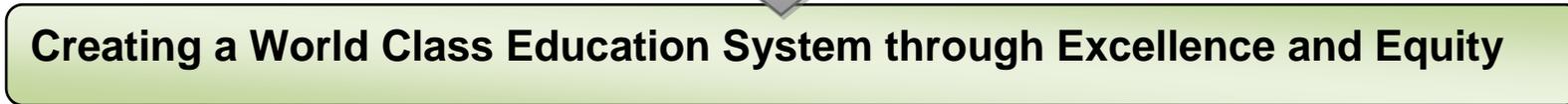
The Sfl Teacher and Depute Head Teacher have trained in the use of Lucid Lass to support the assessment of dyslexia through developing a learner's profile. This has identified some learners as dyslexic.

## Part 2: Midlothian Education Improvement Planning



<b>Establishment</b>	<b>Cuiken Primary School</b>
<b>Area</b>	<b>Education</b>
<b>Session</b>	<b>2017-2018</b>
<b>Planning Cycle</b>	<b>Baseline – cycle 1</b>

<b>SIGNATURES</b>			
<b>Head of Establishment</b>	<i>Joanna Taylor</i>	<b>Date</b>	<i>June 2017</i>
<b>ASG Manager</b>	<i>Alan Wait</i>	<b>Date</b>	<i>June 2017</i>



# 1. Priorities for Improvement in Current Year

Overview	Planning cycle	Session: 2017-2018
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No	Priority	Stage of Development	Main driver of priority		Alignment with:				
			Self-evaluation/ school review/VSE	Education Scotland Report	HGIOS 4 QI	Well Being Wheel	Midlothian strategic priorities	NIF	Partnership working
1.	<b>High Level Curriculum Plan, (Sustainability and Science)</b>	Developing	School self-evaluation		2.2 Curriculum	Achieving Responsible	2. Learning Provision	<ul style="list-style-type: none"> <li>Improvement in attainment, particularly in literacy and numeracy.</li> <li>Improvement in employability skills and sustained positive school leaver destinations for all young people.</li> </ul>	Collegiate working with peers and schools to share practice.
2.	<b>Numeracy and Maths</b>	Developing	School Self-evaluation  Validated self-evaluation		3.2 Raising Attainment and Achievement	Achieving	1.Raising attainment	<ul style="list-style-type: none"> <li>Improvement in attainment, particularly in literacy and numeracy.</li> <li>Closing the attainment gap between the most and least disadvantaged children.</li> </ul>	Collegiate working with peers and other schools to share practice.
3.	<b>1+2 Languages</b>	Developing	School Self-evaluation		2.2 Curriculum	Achieving	1.Raising attainment 2. Learning provision 4.Leadership of change	<ul style="list-style-type: none"> <li>Improvement in attainment, particularly in literacy and numeracy.</li> <li>Improvement in employability skills and sustained positive school leaver destinations for all young people.</li> </ul>	Leadership of NCCT Teacher in working with class teachers. NCCT Teacher linking with 1+2 Midlothian lead.
4.	<b>Visible Learning, Assessment and Moderation</b>	Developing	School self-evaluation		2.3 Learning, teaching and assessment	Achieving Responsible Included	1.Raising attainment 2. Learning provision 4.Leadership of change	<ul style="list-style-type: none"> <li>Improvement in attainment, particularly in literacy and numeracy.</li> <li>Closing the attainment gap between the most and least disadvantaged children.</li> </ul>	Collegiate working with other schools to share practice.  Educational Psychology
5.	<b>Wellbeing, Inclusion and Nurture</b>	Developing	School self-evaluation		3.2 Ensuring wellbeing, equality and inclusion	Safe Healthy Achieving Nurtured Active Respected Responsible Included	4. GIRFEC	<ul style="list-style-type: none"> <li>Closing the attainment gap between the most and least disadvantaged children.</li> <li>Improvement in children's and young people's health and wellbeing.</li> </ul>	Collegiate working with other schools to share practice.  Educational Psychology  Partners detailed in PEF e.g. Play Therapy.

## 2. Priority Summary and High Level Strategic Targets

Priority No.	Priority	Key Target(s)	Expected outcomes for learners which are measurable and/ or observable
1	High Level Curriculum Plan, (Sustainability and Science)	To revise and embed the high level long term curriculum plan to ensure appropriate challenge & enjoyment, breadth, progression, depth, personalisation & choice, coherence and relevance. (A particular focus on Science and Sustainability)  <a href="#">Link to ASG Plan – Science</a>	<b>Principles / practice evidenced across the school through:</b> <ul style="list-style-type: none"> <li>Monitoring learning and teaching experiences</li> <li>Talking to learners</li> <li>Twitter feed /Website</li> <li>Class newsletters</li> <li>Feedback from parents/carers through class assemblies, Shared Learning, events</li> <li>Learning Journals / Nursery display</li> <li>Feedback from parents/carers through responsive planning</li> <li>Talking and Thinking floorbooks/Working Walls</li> <li>Assessment information/Moderation activities (attainment and achievement)</li> <li>Evaluating Science baseline against current picture (staff and Learners)</li> </ul>
2	Numeracy and Maths	To raise attainment in Numeracy and Maths  <a href="#">Link to PEF</a>	<b>Through Assessment and Tracking:</b> <ul style="list-style-type: none"> <li>Monitoring of learning and teaching in Numeracy and Maths shows learners are engaged in appropriately challenging experiences.</li> <li>Learners make progress through the Stages of Early Arithmetical Learning (SEAL)</li> <li>Attainment in Maths and Numeracy increases by 2% at P1, P4, P7 (CfE expected levels of attainment).</li> </ul>
3	1+2 Languages	To raise attainment in Languages (French)	<b>Through Assessment and Tracking:</b> <ul style="list-style-type: none"> <li>Monitoring of learning and teaching in Languages shows learners are engaged in appropriately challenging experiences. Class teachers build on RCCT lessons ensuring progression and continuity.</li> <li>Learners make progress through Midlothian tracking document.</li> </ul>
4	Visible Learning, Assessment and Moderation	To develop assessment frameworks/practices that support staff understanding of achievement of a level.  To continue to focus on learning dispositions and feedback to improve learners' mindset, engagement and attainment.  <a href="#">Link to ASG Plan – Visible Learning</a>	<b>Analysis of attainment information:</b> <ul style="list-style-type: none"> <li>Clear assessment frameworks/practices alongside opportunities for collegiate reflection, sharing of practice and moderation support staff understanding of progress and achievement of a level.</li> <li>Staff use a range of valid, reliable assessment evidence to identify the impact they are having on learners.</li> </ul> <b>Through observation and talking to pupils:</b> <ul style="list-style-type: none"> <li>Learners talk about and demonstrate the learning dispositions.</li> </ul>
5	Wellbeing, Inclusion and Nurture	To support learners with Additional Support Needs effectively ensuring they are 'Ready to Learn' and make progress.  <a href="#">Link to PEF</a>	<b>Through tracking baseline assessments and attainment:</b> <ul style="list-style-type: none"> <li>Pupils' ability to engage in their learning improves.</li> <li>There is evidence of learners progress (achievement and attainment),</li> </ul> <b>Parent/carer engagement evidenced through</b> <ul style="list-style-type: none"> <li>Numbers attending events/workshops.</li> <li>Parent/carer feedback.</li> <li>Capturing of individual stories / journeys, particularly where impact on pupils can be linked to improved parent/carer participation.</li> </ul>

Priority No.	QI	Priority	Expected outcomes for learners which are measurable or observable
1.	Learning Provision 2.2 Curriculum	To revise and embed the high level long term curriculum plan to ensure appropriate challenge & enjoyment, breadth, progression, depth, personalisation & choice, coherence and relevance. (A particular focus on Science and Sustainability)  <a href="#">Link to ASG Plan – Science</a>	<ul style="list-style-type: none"> <li>Principles / practice evidenced across the Nursery and school through: <ul style="list-style-type: none"> <li>Monitoring learning and teaching experiences</li> <li>Talking to learners</li> <li>Twitter feed /Website</li> <li>Class newsletters</li> <li>Feedback from parents/carers through class assemblies, Shared Learning, events</li> <li>Learning Journals / Nursery display</li> <li>Feedback from parents/carers through responsive planning</li> <li>Talking and Thinking floorbooks/Working Walls</li> <li>Assessment information/Moderation activities (attainment and achievement)</li> <li>Evaluating Science baseline against current picture (staff and Learners)</li> </ul> </li> </ul>

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
<b>High Level Curriculum Plan – IDL</b> <ul style="list-style-type: none"> <li>In Nursery further develop responsive planning that links to High Level Plan. (Parent/Carer communication).</li> <li>Use developing knowledge to make some topics longer and some shorter and tweak E&amp;Os so that all are happy with where they fit within a 'bundle'.</li> <li>Map (flexibly) the themes across the year to allow assemblies to be planned and for trips or experience to stimulate the topic.</li> <li>Focus on skills for learning, life and work using community partnerships and links.</li> <li>Continue to embed Global Citizenship/Sustainability through the curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>On-going through year with checkpoints to build reflection and self-evaluation.</li> </ul>	<ul style="list-style-type: none"> <li>SLT</li> <li>Class Teachers</li> <li>West Linton PS partnership link</li> <li>Community partnerships developed through themes</li> </ul>	Professional reflection within in-service. Flash moderation (floorbooks).
<b>Science:</b> <ul style="list-style-type: none"> <li>Continue focus on science as an ASG working in partnership with SSERC and accessing CPD opportunities.</li> <li>Link learning to planning learning and teaching experiences in 'bundles'.</li> <li>Develop further opportunities to share learning with parents/carers.</li> <li>Extend partnership working to include:</li> </ul>	<ul style="list-style-type: none"> <li>On-going through year.</li> <li>Mentor sessions supported by SSERC</li> </ul>	<ul style="list-style-type: none"> <li>SLT</li> <li>Class Teachers</li> <li>ASG Science Mentors</li> <li>PHS</li> <li>SSERC</li> <li>Science partnerships developed through</li> </ul>	Science resources where required (inventory)

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
<ul style="list-style-type: none"> <li>○ organisations providing Science workshops e.g. Dr Bunhead</li> <li>○ Links with the Science festival</li> <li>○ Links with the Bush to make connections to our local community and the world of work.</li> </ul>		<p>themes</p>	
<p><b>Assessment Practices within IDL:</b></p> <ul style="list-style-type: none"> <li>• Highlight key E&amp;Os for focus and assessment.</li> <li>• Further develop curriculum progressions and identify strategies and approaches to effectively share and reflect on next steps with learners.</li> <li>• Look at the link of skills from one year to the next so that staff can be confident that children are having depth in their learning.</li> <li>• Moderate assessments using benchmarks. Build a bank of moderated evidence.</li> </ul>	<p>Checkpoints through year to share evidence of pupil learning and moderation.</p>	<ul style="list-style-type: none"> <li>• SLT</li> <li>• Class Teachers</li> <li>• West Linton PS</li> <li>• ASG Science Mentors</li> <li>• PHS</li> <li>• SSERC</li> <li>• \partnerships developed through themes</li> </ul>	<ul style="list-style-type: none"> <li>• CAT – assessment within BGE, exploring benchmarks and progressions.</li> <li>• CAT – moderation.</li> </ul>

**Evidence of Impact on learners – How do we know?**

Priority No.	QI	Priority	Expected outcomes for learners which are measurable or observable
2.	<b>Successes and Achievements</b> <b>3.2 Raising Attainment and Achievement</b>	<b>To raise attainment in Numeracy and Maths</b>  <a href="#">Link to PEF</a>	<b>Through Assessment and Tracking:</b> <ul style="list-style-type: none"> <li>Monitoring of learning and teaching in Numeracy and Maths shows learners are engaged in appropriately challenging experiences.</li> <li>Learners make progress through the Stages of Early Arithmetical Learning (SEAL)</li> <li>Attainment in Maths and Numeracy increases by 2% at P1, P4, P7 (CfE expected levels of attainment).</li> </ul>

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
<b>Learning and Teaching -Implementation of SEAL:</b> <ul style="list-style-type: none"> <li>Implement SEAL planner.</li> <li>Opportunities to collaborate and observe others' practice.</li> <li>Agree Maths and Numeracy displays and working walls.</li> <li>Make meaningful and relevant links e.g. developments in Science and increase confidence in making connections through the IDL bundles.</li> <li>Address play within lower atrium – more collaborative working and responsibility to ensure there are opportunities for learners to develop skills in context.</li> <li>Fluid groupings, link to mindset/learning dispositions, develop children's use of strategies to 'know what to do when they don't what to do' and continue emphasis on Cuiken Learning Toolkit / Learning Dispositions.</li> </ul>	<ul style="list-style-type: none"> <li>Cat Term 1</li> <li>Peer observations term 2</li> <li>On-going opportunities for reflection</li> </ul>	<ul style="list-style-type: none"> <li>Numeracy and Maths Co-ordinator (ASG)</li> <li>Linda Sinclair</li> <li>SLT</li> <li>Class Teachers</li> </ul>	<ul style="list-style-type: none"> <li>Peer observations.</li> <li>CAT – focussing on expectations for Learning and Teaching.</li> <li>Opportunities for professional reflection (focus staff meeting).</li> </ul>
<b>Resources:</b> <ul style="list-style-type: none"> <li>Look again at resources to support SEAL planning including: <ul style="list-style-type: none"> <li>Games, activities, outdoor play within Nursery</li> <li>Scottish Heinnemann resources</li> <li>Teejay</li> <li>Basic Facts.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Evaluate as part of Learning and Teaching</li> </ul>	<ul style="list-style-type: none"> <li>Numeracy and Maths Co-ordinator</li> <li>SLT</li> <li>Class Teachers</li> </ul>	<ul style="list-style-type: none"> <li>Prioritise resources (PC support funding).</li> <li>CAT – focussing on Basic Facts and any new resources purchased</li> </ul>
<b>Assessment:</b> <ul style="list-style-type: none"> <li>Use formative assessment information, MUMP assessments and summative data to consider learners' strengths and next steps (on-going</li> </ul>	<ul style="list-style-type: none"> <li>As per summative assessment calendar</li> <li>Moderation after</li> </ul>	<ul style="list-style-type: none"> <li>Numeracy and Maths Co-ordinator</li> <li>Linda Sinclair</li> <li>SLT</li> </ul>	<ul style="list-style-type: none"> <li>CAT – Moderation of assessment</li> </ul>

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
<p>through year). Use data as feedback of teachers' impact on pupil progress. More carefully evaluate impact of approaches on attainment within Numeracy and Maths (evidence based impact cycles). Use professional dialogue to unpick what our next steps are as a school.</p> <ul style="list-style-type: none"> <li>• Further moderation and building staff confidence in interpreting criteria for achieving a level. <i>Focus on progress within in a level and achievement of a level.</i> Look more closely at expectations of coverage/evidence, particularly at Second Level.</li> <li>• Put learners' progressions in place so that children have a better understanding of their progress and next steps. Link to Visible Learning developments - Feedback.</li> </ul>	<p>Jan MUMP</p>	<ul style="list-style-type: none"> <li>• Class Teachers</li> </ul>	
<p><b>Support for Learners:</b></p> <ul style="list-style-type: none"> <li>• Sfl Teacher support staff in administering SEAL assessments and plan more effectively (targeted) for Learning Assistants to support learners.</li> </ul>	<ul style="list-style-type: none"> <li>• Learning Assistant team meetings with DHT and Sfl Teacher</li> <li>• Sfl Liaison</li> </ul>	<ul style="list-style-type: none"> <li>• Numeracy and Maths Co-ordinator</li> <li>• Sfl Teacher</li> <li>• SLT</li> <li>• Class Teachers</li> <li>• Learning Assistants</li> </ul>	<ul style="list-style-type: none"> <li>• Sfl Teacher and Learning Assistants time from class for training sessions (supported by DHT)</li> </ul>
<p><b>Partnerships:</b></p> <ul style="list-style-type: none"> <li>• Increase information available to parents/carers - Curriculum events, Shared Starts, clips on the website, newsletters, information leaflets etc.</li> </ul>	<p>Checkpoints:</p> <ul style="list-style-type: none"> <li>• Shared Learning Workshops</li> <li>• Parent Consultations</li> </ul>	<ul style="list-style-type: none"> <li>• Numeracy and Maths Co-ordinator</li> <li>• SLT</li> <li>• Class Teachers</li> <li>• Parents/Carers</li> </ul>	<ul style="list-style-type: none"> <li>• P1 Numeracy and Maths Workshop</li> <li>• Shared Learning with a focus on SEAL / Numeracy and Maths.</li> </ul>

### Evidence of Impact on learners – How do we know?

Priority No.	QI	Priority	Expected outcomes for learners which are measurable or observable
3.	Learning Provision 2.2 Curriculum	To raise attainment in Languages (French)	<b>Through Assessment and Tracking:</b> <ul style="list-style-type: none"> <li>Monitoring of learning and teaching in Languages shows learners are engaged in appropriately challenging experiences. Class teachers build on RCCT lessons ensuring progression and continuity.</li> <li>Learners make progress through Midlothian tracking document.</li> </ul>

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
Implement use of RCCT teacher to deliver French across the school and ensure that collaboration with class teachers enables staff to teach a second lesson building on skills, consistency and continuity.	<ul style="list-style-type: none"> <li>On-going evaluation</li> </ul>	<ul style="list-style-type: none"> <li>1+2 Lead</li> <li>SLT</li> <li>Class Teachers</li> <li>Authority Lead</li> </ul>	<ul style="list-style-type: none"> <li>Collaborative working with class teachers.</li> </ul>
Clarify expectations of the learning and teaching of Languages.	<ul style="list-style-type: none"> <li>Term 3 CAT</li> </ul>	<ul style="list-style-type: none"> <li>1+2 Lead</li> <li>SLT</li> <li>Class Teachers</li> <li>Authority Lead</li> </ul>	<ul style="list-style-type: none"> <li>CAT – looking at expectations and benchmarks</li> <li>Parent/Carer Curriculum evening</li> </ul>
Further training opportunities for staff as appropriate.	<ul style="list-style-type: none"> <li>On-going (individual opt-in CPD)</li> </ul>	<ul style="list-style-type: none"> <li>Class Teachers</li> <li>Training partners</li> </ul>	<ul style="list-style-type: none"> <li>Appropriate training (Midlothian or other)</li> </ul>

Evidence of Impact on learners – How do we know?

Priority No.	QI	Priority	Expected outcomes for learners which are measurable or observable
4.	Learning Provision 2.3 Learning, teaching and assessment	<p>To develop assessment frameworks/practices that support staff understanding of achievement of a level.</p> <p>To continue to focus on learning dispositions and feedback to improve learners' mindset, engagement and attainment.</p> <p><a href="#">Link to ASG Plan – Visible Learning</a></p>	<p><b>Analysis of attainment information:</b></p> <ul style="list-style-type: none"> <li>• Clear assessment frameworks/practices alongside opportunities for collegiate reflection, sharing of practice and moderation support staff understanding of progress and achievement of a level.</li> <li>• Staff use a range of valid, reliable assessment evidence to identify the impact they are having on learners.</li> </ul> <p><b>Through observation and talking to pupils:</b></p> <ul style="list-style-type: none"> <li>• Learners talk about and demonstrate the learning dispositions.</li> </ul>

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
<p><b>Focus on Teacher Pedagogy:</b></p> <ul style="list-style-type: none"> <li>• Continue to create a positive culture of feedback (peer/self/teacher) from Primary 1-7 with a common language being used.</li> <li>• Higher Order Thinking / Questioning</li> <li>• Assessment / data as feedback for the teacher</li> <li>• Development of Assessment Capable Learners</li> </ul>	<ul style="list-style-type: none"> <li>• On-going, look to embed and monitor across the curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>• VL Lead</li> <li>• SLT</li> <li>• Class Teachers</li> <li>• Educational Psychologist</li> </ul>	<ul style="list-style-type: none"> <li>• CAT – pedagogy</li> <li>• VL ASG meets</li> <li>• Peer observation</li> </ul>
<p><b>Learning Dispositions:</b></p> <ul style="list-style-type: none"> <li>• Focus on learning dispositions across the school in term 1 with the tools/characters and associated language being re-introduced and practices embedded from Nursery to P7.</li> <li>• Alongside continue to focus on Growth Mindset.</li> </ul>	<ul style="list-style-type: none"> <li>• Key focus through Term 1 /2.</li> </ul>	<ul style="list-style-type: none"> <li>• VL Lead</li> <li>• SLT</li> <li>• Class Teachers</li> <li>• Educational Psychologist</li> </ul>	
<p><b>Progress and Attainment:</b></p> <ul style="list-style-type: none"> <li>• In Nursery, develop learning journals and strategies to ensure meaningful observations / tracking of progress.</li> <li>• Create child-friendly progressions/benchmarks for jotters so that children can accurately discuss their progress and next steps.</li> <li>• Utilise progressions and Benchmarks to support assessments and judgements of achievement of a level</li> <li>• Engage with the new National Assessment Frameworks.</li> </ul>	<ul style="list-style-type: none"> <li>• Focus each term</li> </ul>	<ul style="list-style-type: none"> <li>• SLT</li> <li>• Class Teachers</li> <li>• SGM</li> </ul>	<ul style="list-style-type: none"> <li>• Nursery Network sessions</li> <li>• X2 CAT – new assessments</li> </ul>

**Evidence of Impact on learners – How do we know?**

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Priority No.	QI	Priority	Expected outcomes for learners which are measurable or observable
5.	Successes and Achievements 3.2 Ensuring wellbeing, equality and inclusion	To support learners with Additional Support Needs effectively ensuring they are 'Ready to Learn' and make progress.  (link to PEF)	Through tracking baseline assessments and attainment: <ul style="list-style-type: none"> <li>Pupils' ability to engage in their learning improves.</li> <li>There is evidence of learners progress / closing the gap (achievement and attainment),</li> </ul> Parent/carer engagement evidenced through <ul style="list-style-type: none"> <li>Numbers attending events/workshops.</li> <li>Parent/carer feedback.</li> <li>Capturing of individual stories / journeys, particularly where impact on pupils can be linked to improved parent/carer participation.</li> </ul>

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
<b>Dyslexia / ABL:</b> <ul style="list-style-type: none"> <li>Look at how ABL can be used by class teachers and partners to reduce a child's barriers to learning.</li> <li>Class Teachers to become familiar with (Dyslexia) Learner's Profile.</li> <li>Continue to build learners' profiles using Lucid Lass to identify dyslexic learners.</li> </ul>	<ul style="list-style-type: none"> <li>SfL Liaison</li> <li>SfL Reviews</li> </ul>	<ul style="list-style-type: none"> <li>SfL Teacher</li> <li>Educational Psychologist</li> <li>Teaching Staff</li> <li>Learning Assistants</li> <li>CDWs</li> </ul>	<ul style="list-style-type: none"> <li>CAT focussing on dyslexia profile and expectations for Class Teacher</li> </ul>
<b>Inclusion Review:</b> <ul style="list-style-type: none"> <li>Following the Inclusion Review support staff in the Provision implement new expectations and staffing model.</li> </ul>	<ul style="list-style-type: none"> <li>Weekly Team Meetings</li> <li>Provision meetings</li> </ul>	<ul style="list-style-type: none"> <li>Provision Team</li> <li>SLT</li> <li>ASL SGM</li> <li>Link Provisions and staff</li> </ul>	<ul style="list-style-type: none"> <li>As designated by Midlothian e.g. Nurture training, CBT</li> </ul>
<b>Wellbeing/Child Protection:</b> <ul style="list-style-type: none"> <li>Implement new procedures and guidelines for chronologies (Child Protection, Additional Support Needs, Wellbeing Concerns).</li> </ul>	<ul style="list-style-type: none"> <li>School wellbeing meetings</li> <li>Team Around the Child (TATC)</li> </ul>	<ul style="list-style-type: none"> <li>Authority CP Lead</li> <li>SLT</li> <li>All school staff</li> </ul>	<ul style="list-style-type: none"> <li>Focus staff meeting to look at new procedures guidelines for chronologies.</li> </ul>
<b>Implement approaches and strategies linked to Pupil Equity Funding (PEF):</b> <ul style="list-style-type: none"> <li>Additional hours for SfL Teacher</li> <li>Targeted LA support</li> <li>FSW/CDW – family link</li> <li>Horse riding</li> <li>STEP</li> <li>Play Therapy</li> </ul>	<ul style="list-style-type: none"> <li>On-going monitoring of impact on engagement → attainment</li> <li>PEF SLT and SfL Meetings</li> </ul>	<ul style="list-style-type: none"> <li>SfL Teacher</li> <li>Educational Psychologist</li> <li>Teaching Staff</li> <li>Learning Assistants</li> <li>CDWs</li> <li>Play Therpaybase</li> <li>FSW/CDW</li> <li>Parents/Carers</li> </ul>	<ul style="list-style-type: none"> <li>PEF Money</li> </ul>
<b>Big Bedtime Read (BBR):</b> Nursery refresh the BBR, by implementing 5 story book bags.	<ul style="list-style-type: none"> <li>Evaluation with key group (target families)</li> </ul>	<ul style="list-style-type: none"> <li>SCDW</li> <li>CDWs</li> <li>SLT</li> </ul>	<ul style="list-style-type: none"> <li>Team meetings</li> <li>Observation of practice in other settings</li> </ul>

**Evidence of Impact on learners – How do we know?**

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### 3. Action Plan: Summary for Stakeholders e.g. Parent Council, Pupils, Partners

Number	Priority	Expected outcomes for learners which are measurable or observable	Lead responsibility	Timescales
1	High Level Curriculum Plan, (Sustainability and Science)	<p><b>Principles / practice evidenced across the school through:</b></p> <ul style="list-style-type: none"> <li>Monitoring learning and teaching experiences</li> <li>Talking to learners</li> <li>Twitter feed /Website</li> <li>Class newsletters</li> <li>Feedback from parents/carers through class assemblies, Shared Learning, events</li> <li>Learning Journals / Nursery display</li> <li>Feedback from parents/carers through responsive planning</li> <li>Talking and Thinking floorbooks/Working Walls</li> <li>Assessment information/Moderation activities (attainment and achievement)</li> <li>Evaluating Science baseline against current picture (staff and Learners)</li> </ul>	SLT	Year 2 of 3 year rolling programme
2	Numeracy and Maths	<p><b>Through Assessment and Tracking:</b></p> <ul style="list-style-type: none"> <li>Monitoring of learning and teaching in Numeracy and Maths shows learners are engaged in appropriately challenging experiences.</li> <li>Learners make progress through the Stages of Early Arithmetical Learning (SEAL)</li> <li>Attainment in Maths and Numeracy increases by 2% at P1, P4, P7 (CfE expected levels of attainment).</li> </ul>	SLT and Numeracy and Maths Co-ordinator	By end of year
3	1+2 Languages	<p><b>Through Assessment and Tracking:</b></p> <ul style="list-style-type: none"> <li>Monitoring of learning and teaching in Languages shows learners are engaged in appropriately challenging experiences. Class teachers build on RCCT lessons ensuring progression and continuity.</li> <li>Learners make progress through Midlothian tracking document.</li> </ul>	SLT and 1+2 Lead	By end of year
4	Visible Learning, Assessment and Moderation	<p><b>Analysis of attainment information:</b></p> <ul style="list-style-type: none"> <li>Clear assessment frameworks/practices alongside opportunities for collegiate reflection, sharing of practice and moderation support staff understanding of progress and achievement of a level.</li> <li>Staff use a range of valid, reliable assessment evidence to identify the impact they are having on learners.</li> </ul> <p><b>Through observation and talking to pupils:</b></p> <ul style="list-style-type: none"> <li>Learners talk about and demonstrate the learning dispositions.</li> </ul>	SLT and VL Lead	On-going
5	Wellbeing, Inclusion and Nurture	<p><b>Through tracking baseline assessments and attainment:</b></p> <ul style="list-style-type: none"> <li>Pupils' ability to engage in their learning improves.</li> <li>There is evidence of learners progress (achievement and attainment),</li> </ul> <p><b>Parent/carer engagement evidenced through</b></p> <ul style="list-style-type: none"> <li>Numbers attending events/workshops.</li> <li>Parent/carer feedback.</li> <li>Capturing of individual stories / journeys, particularly where impact on pupils can be linked to improved parent/carer participation.</li> </ul>	SLT SfL Provision PT	Year 1 of 4