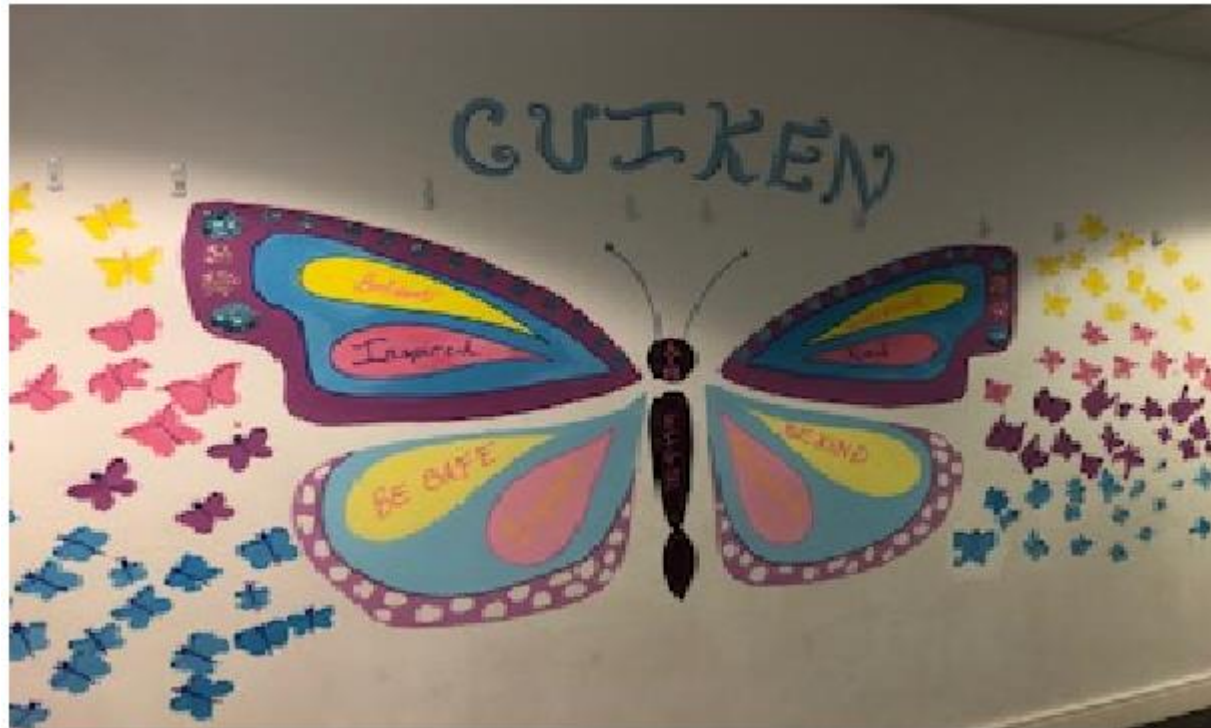# Cuiken Primary School

Standards and Quality Report 2018-19
Improvement Plan - Year 2019-20

Confident Understood Inspired Kind Engaged Nurtured
Be Safe, Be Kind, Aim High

Contents – Standards and Quality Report

1. Context of the School - Our School Vision, Values and Aims

Context of the School

Cuiken Primary School is situated on Cuiken Terrace in Penicuik and is one of four 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 ten classes. Our school role currently sits at 239 with a 60 / 60 Nursery.

A Provision which supports Midlothian children experiencing social, emotional and behavioural difficulties completes our school and currently has a school role of 8. Our provision is a part of our school which makes us unique however it can also bring its challenges. The provision provides opportunities for us explore the themes of inclusion and equality within our school curriculum. This service has recently been subject to a review and the Principal Teacher will now oversee 2 provisions and we welcome a new teacher to our provision team in August.

Our Cuiken family will continue to grow as our school is being extended to include 6 new classrooms. The extension has been a big part of school life this session with part of our playground being closed off due to the building site. We have taken this opportunity to engage with Hadden Construction to explore DYW and we will continue to do so until completion in October 2019.

There have been significant changes within the Senior Leadership Team this year. The Depute Head Teacher went on maternity leave in February 2018 and returned in January 2019, she is currently on maternity leave for the next year. 2 Acting Depute Head Teachers were successful in interview and begin their new roles in August 2019. 2 Acting Principal Teachers were appointed in February 2018 and have clear remits in leading Health and Wellbeing and Numeracy however for the past term they have been teaching full time due to staffing cover.

Staff absence continues to be a challenge and the lack of available supply teachers has meant that any staff absence has usually had to be covered by our Learning Hub Team, resulting in less support available to children across the school who have identified additional support needs. Due to the increasing number of pupils who have more complex additional social, emotional and behaviour needs, we have had to target our learning assistants and the learning hub team towards these children needs.

While we have no pupils live in The **Scottish Index of Multiple Deprivation (SIMD)** 1 and 2, there are 43% of our learners living in SIMD 3-5. Cuiken Primary School has been allocated £52,800 from the Pupil Equity Fund for the session 2019-2020 to ensure equity of opportunity for learning.

We have an active Parent Council whose role is to participate in policy developments and support the school in its drive towards continuous improvement as well as organising many fundraising events during the school year.

Links to key documents: School website: http://cuiken.mgfl.net/   School Twitter page: https://twitter.com/Cuiken_Primary

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

We asked our Cuiken Family what our current vision and values were in August 2018. 350 people were asked and 0% knew.

Developing a shared understanding of our vision and values became a priority within our school improvement plan.

With ALL members of the Cuiken Family we explored what we wanted our dream school to sound like, look like and feel like. This was done through assemblies, class circle times, parent consultations, meet the teacher event, twitter, survey monkey and talking to our grown-ups within the playground.

We collated the response and 2 contenders were established.

We opened a voting booth over the period of a week and 605 votes were cast.

Our new vision:

Confident
Understood
Inspired
Kind
Engaged
Nurtured

Won with 443 votes.

3. Our vision, values and aims

Cuiken Primary School

Vision and Aims

Our vision at Cuiken is for our learners to be…

Confident

Understood

Inspired

Kind

Engaged

Nurtured

Values

3 consistent rules underpinned by our values

Be Safe

Be Kind

Aim High

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

| Priority 1
Improvement in attainment, particularly literacy and numeracy | Priority 2
Closing the attainment gap between most and least disadvantaged children | Priority 3
Improvement in children and young people's health and wellbeing | Priority 4
Improvement in employability skills and sustained, positive school leaver destinations for all young people |
|---|---|---|---|
| (1a) To bring CfE levels in line with the national average in Literacy and Numeracy by the end of P1, P4, P7 and S3 where they are not yet at that level
• Where CfE levels are in line with national averages then schools should aim to reach the national stretch aim of 90% of students achieving the relevant level in every measure.

1(b) All Secondary schools have set appropriate targets across key local and national measures to reach targets based on trends against their virtual comparator.
• Level 3
Numeracy 98%   Literacy 98%

• Level 4
Numeracy 90%   Literacy 90%

1(c) 100% of schools have a self- evaluation calendar that reflects moderation, tracking, assessment and shared classroom experiences that involve all practitioners and learners

1(d) That at least 80% of teaching staff are involved in regular and supported practitioner enquiry in all schools.

1(e) 100% of schools have a written curriculum rationale which reflects appropriate pathways for all learners.

1(f) 100% of schools reviewed and inspected receive a grading of satisfactory or above for QI 1.3

1(g) Increase numbers accessing LLE literacy and numeracy/ESOL (target 430) | 2(a) Interrupt the cycle of poverty (PEF): CfE attainment for those living in SIMD 1-2 should be at the national average in terms of achieving the expected CfE level in Literacy and Numeracy by the end of P1, P4, P7 and S3

2(b) Continue to develop and implement an Early Years Strategy on closing the gap to reduce the literacy gap by the end of P1 supported by the Attainment Advisor

2(c) Maximise the use of Family Learning approaches to increase the number of family learning interventions across Midlothian by 5% with an LLE target 415 family learners.

2(d) Increase % of young people achieving National Qualifications at Levels 3 to 5 with a focus on level 3 and 4 based on comparison with the virtual comparator e.g. looked after, particularly those looked after at home.

2(e) Increase the number of LLE opportunities and attendance at learning activities for adults, families and young people.

2(f) Increase the influence of young people in the planning of services.

(2g) 5% increase in Award youth work per ASG including DOE

(2h) Ensure that all youth work is delivered at low or no cost to support reduction in child poverty and increase accessibility.

2(i) Increase in youth work offer. (Target 4450 young people access LLE opportunities).

2(j) Increase accredited Lifelong Learning Employability Courses and qualifications (25 accredited courses) and (1550 qualifications) and increase number of learners accessing Individual Training Accounts (target 75+ learners) | 3(a) 100% of schools reviewed and graded receive a grading of satisfactory or above for QI 3.1

3(b) The majority of young people with ASN / LAC are offered timely and appropriate interventions within Midlothian Council

3(c) Further Improve attendance: Primary 96%
Secondary 92%

3(d) Reduce exclusions:
<u>Primary-</u> below 15 per 1000 including a maximum of 1 LAC exclusion per thousand. *LAC exclusion in exceptional circumstances only.*

<u>Secondary-</u> reduce exclusions to 49 per thousand as a first step to exclusions being below the national average. This figure includes a maximum of 2 LAC exclusions per thousand. *LAC exclusions in exceptional circumstances only.*

3(e) Support schools to implement a range of universal mental health initiatives | 4(a) 100% of schools have Senior Phase curriculum models that are fulfilling the recommendations of the delivery plan for Education

4(b) Secure a three year pattern of 95% Sustained Positive Destinations and reduce unknowns to under 100.

4(c) Increase provision aligned to DYW for vulnerable learners to improve their long term outcomes

4(d) Implement priority areas from 36 DYW recommendations: including digital, stem, disability, work experience, learning opportunities, and careers in line with the regional skills assessment. Increase provision aligned to DYW for vulnerable learners to improve their long term outcomes.

4(e) Increase the number of STEM opportunities for young people, adults, families and communities.

4(f) Continue to increase number of Modern Apprenticeship's on SDS Contract, supported by LLE in particular increase Early Years and Childcare to meet 2020 National targets |

5. Review of Progress and Impact in Session 2018/19 **- Priority 1 - To improve attainment within Literacy**

NIF and Midlothian Priority (*highlight as applicable*)	HGIOS 4 Quality Indicator(s) / HGIOELC (*highlight as applicable*)
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**	**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 and Impact: *STOP –Impact must be about the NIF priority outcomes and your own contextual targets, should be evaluative and include qualitative and quantitative data*

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Priority 1 - To improve attainment within Literacy

(1a) To bring CfE levels in line with the national average in Literacy and Numeracy by the end of P1, P4, P7 and S3 where they are not yet at that level

• **Where CfE levels are in line with national averages then schools should aim to reach the national stretch aim of 90% of students achieving the relevant level in every measure.**

2(a) Interrupt the cycle of poverty (PEF): CfE attainment for those living in SIMD 1-2 should be at the national average in terms of achieving the expected CfE level in Literacy and Numeracy by the end of P1, P4, P7 and S3

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Attainment levels in literacy are a central feature of the schools priorities for improving and raising attainment.   There has been a steady increase in attainment levels across literacy over the past 2 years with almost all areas of literacy rising. The most noticeable areas of improvement are P4&7 listening and talking and P1& P7 reading and writing.

Listening and Talking Pupils who have achieved:	% of pupils 2017	% of pupils 2018	% of pupils 2019	PEF	ASN	Care Experienced	PEF
early level by the end of P1	89.5	88.6	92.1	7/7-100%	13/15 – 86.6%	1/1-100%	7/7-100%
first level by the end of P4	71.1	75	90.9	¾-75%	2/5-40%	1/1-100%	¾-75%
second level by the end of P7	71.8	88	87.1	2/3-66.6%	3/6-50%	0	2/3-66.6%

Writing Pupils who have achieved:	% of pupils 2017	% of pupils 2018	% of pupils 2019	PEF	ASN	Care Experienced
early level by the end of P1	81.6	85.7	92.1	7/7-100%	13/15-86.6%	1/1-100%
first level by the end of P4	68.4	71.4	75.8	¾-75%	2/5-40%	1/1-100%
second level by the end of P7	56.4	88	87.1	2/3-66.6%	3/6-50%	0

Reading Pupils who have achieved:	% of pupils 2017	% of pupils 2018	% of pupils 2019	PEF	ASN	Care Experienced
early level by the end of P1	78.9	88.6	89.5	6/7-85.7%	12/15-80%	1/1-100%
first level by the end of P4	73.7	71.4	75.8	¾-75%	2/5-40%	1/1 – 100%
second level by the end of P7	66.7	87.5	87.1	2/3-66.6%	3/6-50%	0

1(c) 100% of schools have a self- evaluation calendar that reflects moderation, tracking, assessment and shared classroom experiences that involve all practitioners and

learners

We developed a self-evaluation calendar this session which includes moderation, tracking, assessment and shared classroom experiences. This has increased staff confidence leading to improvements in attainment. All staff (100% - 15 out of 15) have said that attainment and tracking meetings have improved staff confidence with CfE levels.

The literacy working party was established this session and has started to explore change around our reading programme Accelerated Reading (AR). This year we have focussed on hearing views from the Cuiken Family which has empowered our children and grown-ups by allowing all to have a say on how to improve AR. Almost all grown-ups (94%) and almost all children (96%) feel that AR is worthwhile and an intervention that we should continue to develop and embed as a school. As a result of gathering these views, relaunching AR will be a priority within session 19/20.

There has been no clear, consistent literacy programme within our infant department therefore Read Write Inc was introduced for P1 and P2 this session. The aim of this is to reduce literacy gaps that are very apparent within our upper school however the impact of this will not be seen for a few years. It is important to note that there has been an improvement across ALL literacy CfE levels in P1 this session and our children have enjoyed this new programme:
'I like reading my sentences', I like making words with sound cards or on smart board, 'I love having a reading book.'

Although our CfE writing levels have improved over the past 2 years, we are working towards building staff confidence in the delivery of writing. Almost all (93%) of staff highlighted the need for writing professional learning opportunities. 2 members of staff attended talk for writing training in December 2018 and there are plans to build capacity with others next session. Each class continues to have a writing slot supported by an LA and all staff (100%) spoke positively this dedicated support.

We introduced a literacy journey from P3-7. The purpose of this was to ensure progression across the school and it is evident from discussions at attainment, tracking and planning meetings that this is beginning to embed across the school.

Next Steps:

- – Develop writing policy
- – Whole school training and consultancy days provided by Talk for Writing
- – Continue to embed RWI across P1-3 and engage with grown-ups. This is a new way of delivering literacy in the early years and we need to ensure clarity and transparency for all involved.
- – Re-launch AR
- – Develop homework policy
- – Continue to develop assessment and moderation across literacy

Review of Progress and Impact in Session 2018/19 - Priority 2 - To improve attainment within Numeracy

Progress and Impact: *STOP –Impact must be about the NIF priority outcomes and your own contextual targets, should be evaluative and include qualitative and quantitative data*

Priority 1 - To improve attainment within Numeracy

(1a) To bring CfE levels in line with the national average in Literacy and Numeracy by the end of P1, P4, P7 and S3 where they are not yet at that level
- Where CfE levels are in line with national averages then schools should aim to reach the national stretch aim of 90% of students achieving the relevant level in every measure.

2(a) Interrupt the cycle of poverty (PEF): CfE attainment for those living in SIMD 1-2 should be at the national average in terms of achieving the expected CfE level in Literacy and Numeracy by the end of P1, P4, P7 and S3

Attainment levels in numeracy are a central feature of the schools priorities for improving and raising attainment.   There has been a significant rise in attainment levels across numeracy over the past 2 years. We have gone from the majority of our P1, 4and7 learners achieving to most and almost all .

Numeracy Pupils who have achieved:	% of pupils 2017	% of pupils 2018	% of pupils 2019	PEF	ASN	Care Experienced
early level by the end of P1	65.8	88.6	89.5	5/7-71.4%	11/15-73.3%	1/1-100%
first level by the end of P4	68.4	60.7	87.9	¾-75%	2/5-40%	1/1-100%
second level by the end of P7	59	88	90.3	2/3-66.6%	2/6-33.3%	0

1(c) 100% of schools have a self- evaluation calendar that reflects moderation, tracking, assessment and shared classroom experiences that involve all practitioners and learners

We developed a self-evaluation calendar this session which includes moderation, tracking, assessment and shared classroom experiences. This has increased staff confidence leading to improvements in attainment. All staff (100% - 15 out of 15) have said that attainment and tracking meetings have improved staff confidence with CfE levels.

We allocated 5 CATs for professional learning around SEAL. Yvonne Sommerville led these sessions. These sessions were received well:

Having completed the SEAL sessions delivered by Yvonne, how would you rate your knowledge of SEAL?
- May 2019 – 100% of staff (11) feel more confident since the first session in September 2018

What impact has the SEAL training had on learning teaching and assessment in your classroom?
- It has changed the way I focus on groups. I no longer set and have different groups for different areas of Numeracy.
- I have a wider selection of games that I am able to deliver to the children
- It has completely changed the way i deliver Numeracy – for the better!
- I am more aware of the different stages
- I can see the children becomming more confident and able e.g. dot patterns
- Learning and teaching – I have moved away from worksheets and using a more oral and practical based approach.

As well as the impact noted above, these sessions have developed and extended the way we deliver numeracy and maths. There has been a significant shift in the early years with children working through SEAL stages rather than go from page to page in the SHM workbooks. Learning walks and learning rounds have also highlighted this change. There is now a consistent use of MUMP/SEAL planners to show progression which is allowing fluidity across groupings.

The numeracy working party identified what resources were available and distributed these across the school. They also planned and led a CAT session to teaching staff in June 2019 and focussed on planning, holistic assessment and Sumdog.

Sumdog has been introduced and is seen as a valuable resource for home learning. The impact of the introduction of Sumdog is the engagement of our learners with this. 22nd -29th May 2019, 8517 Maths questions were answered and 76 logged onto the site during this time.

Majority of teachers (7/11 – 64%) have logged on this year and ALL classes (100%) have logged on since 25th March 2019.

We received many positive comments from our grown-ups:

'As a family we've always thought Sumdog was brilliant. It's fun and engaging.

'Sumdog is great. This has helped our daughter improve her maths through game play.'

'Sumdog has been a massive hit in our house. She was keen to log on in the morning before leaving for school.'

'Love Sumdog'

'Please keep Sumdog!'

'Sumdog is a great learning tool.

Next Steps:

- Continue to embed SEAL and Basic Maths Facts consistently across the school
- Working alongside our grown-ups to support with new numeracy interventions (SEAL) e.g. creation of videos that show how to use ten frames etc
- Basic Maths Facts training
- Continue to embed SEAL/MUMP planners
- Continue to develop assessment and moderation across numeracy
- Develop homework policy

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

NIF and Midlothian Priority (*highlight as applicable*)	HGIOS 4 Quality Indicator(s) / HGIOELC (*highlight as applicable*)
5. Improvement in attainment, particularly literacy and numeracy 6. Closing the attainment gap between most and least disadvantaged children 7. Improvement in children and young people's health and wellbeing 8. 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	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 and Impact: *STOP –Impact must be about the NIF priority outcomes and your own contextual targets, should be evaluative and include qualitative and quantitative data*

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Priority 3 - Improvement in our learners health and wellbeing

(a) 100% of schools reviewed and graded receive a grading of satisfactory or above for QI 3.1 – Grading 3 December 2018

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Prioritising the wellbeing of all children and young people has been our biggest focus this session. We have developed a shared understanding of wellbeing through the use of our big picture spreadsheet and discussion at attainment and tracking meetings. The impact of this has been a raised awareness of the realities our learners face and ALL staff (100%) are now aware of PEF, care experienced and ASN compared to majority (54%) in September 2017. There is focussed discussion around REAL barriers to learning e.g attendance and how we plan on removing these barriers

We have been exploring and developing nurturing approaches across the school however it was important for staff to understand what the theory around nurturing approaches. We have worked in partnership with our Educational Psychologist to develop this and the impact has been an increase in knowledge and understanding:
  – October 18 – Majority (71%) staff felt they understood the ethos around nurture
  – January 19 – All (100%) staff felt they understood the ethos around nurture
  – October 18 – Most (88%) of staff DID NOT feel confident with the nurturing principles
  – January 19 – Majority (90%) of staff now feel confident with the nurturing principles
  – October 18 - Most (83%) of staff DID NOT feel their environment was nurturing
  – January 19 – Most (80%) of staff now feel their environment is nurturing
We linked our shared classroom practice and learning rounds to the focus on nurturing approaches and our environmental checklist showed that all staff (100%) are using nurturing approaches.

Developing positive relationships across the school community has been another priority this session. Through engagement with Paul Dix 'When the Adult Changes, Everything Changes' we introduced:
- Meet and greets
- Recognition boards

The impact of the introduction of both these strategies has ensured consistency and allowed a relentless focus on building relationships.

When engaging with shared classroom practice in December 2018, ALL classrooms were using meet and greets and majority (64%) were using the recognition board. More children also find it easier to talk to adults since the introduction of meet and greets with 132 children saying this in August 2018 compared to 161 in June 2019.

We have developed a draft positive relationships policy compared to our previous behaviour policy which we are developing in consultation with all stakeholders.

1(f) 100% of schools reviewed and inspected receive a grading of satisfactory or above for QI 1.3 – Grading 4 April 2019

As mentioned in detail at the start of this document a lot of work has gone into developing our vision, values and aims this year. As well as the creation of our vision we now have 3 school rules that underpin our values: be safe, be kind, aim high. These school rules have ensured a shared language across the school with many grown-ups referring to our rules in conversations and tweets. At the start of the year we had no clarity around school rules however ALL (100%) pupils now know our school rules. This work was highlighted as a strength as we were graded a 4 during our authority visit focusing on 1.3.

We have continued to comply and actively engage with statutory requirements and codes of conduct. We now have clear systems in place when dealing with child protection and safeguarding issues. Our Clear and consistent procedures have allowed us to respond to CP matters quickly and appropriately. Chronologies been vital to recent reporter proceedings and staff more aware of and sensitive to learners.

3(b) The majority of young people with ASN / LAC are offered timely and appropriate interventions within Midlothian Council
3(d) Reduce exclusions:
Primary- below 15 per 1000 including a maximum of 1 LAC exclusion per thousand. *LAC exclusion in exceptional circumstances only*

We are working hard to ensure inclusion and equality leads to improved outcomes for all our learners. Our aim is for our children and young people to feel well supported to do their best. There have been many interventions this session including nurture group , social skills groups, introduction of quiet club at breaks and lunch, use of LAs support – targeted groups and learners, Learning Hub, Your Space, Play Therapy, art therapy, therapet, rock climbing, alternatives for assembly and alternative timetables. We have also developed our pathway structure which incorporates strategy sheets and IEPs in partnership with all. There is an increased level of ASN within the school and while we have had 2 exclusions in the mainstream setting, the feeling is that we have reduced many more because of our pathway support and planned interventions. Children are feeling safer and more supported in school as a result of these interventions –August 2018 162 of our children felt safe and supported in school compared to 198 in June 2019.

We have developed strategies for our learners to feel safe and understood. Each class has bubble time, emotional check ins and all children have identified and explored the meaning of a trusted adult. This reflects in our recent relationships survey where August 2018 162 learners felt they had an adult in school they could speak to if they were worried/upset, compared to 210 in June 2019.

3(c) Further Improve attendance: Primary 96%
We appointed a member of our office staff to dedicate 4 hours a week to attendance which was funded through the pupil equity funding. There are regular meetings with the HT and we created a more robust way of tracking attendance trends. A breakfast club which targets attendance and lateness was established and we revised our attendance and lateness

policy. The impact of this work has been an increase in attendance – August 2017-April 2018 94.35% to August 2018 – April 2019 – 95.11%. We are also able to intervene at an earlier stage and support our grown-ups rather than then feeling judged. Our Breakfast Club has also had a positive impact and we have seen a huge increase in attendance for targeted individuals. One pupils attendance was 73.37% 2017-2018 and is now sitting at 99.4%. Another child was 81% 2017-2018 and is now 100% 2018-2019.

Next Steps:

- Continue to embed and develop positive relationships policy, vision and values and nurturing approaches
- Develop a curriculum rationale which embodies our vision
- Develop working relationship with Your Space
- Continue focus on attendance, lateness and breakfast club
- Explore trauma informed practice and ACEs
- Develop self regulation across the school
- Introduce Building Resilience resource
- Work in partnership with all stakeholders to develop our playground (playground games, peer mediators, loose parts, different zones)
- Continue to develop play based approaches in the early years and extend to upper atrium
- Develop pupil participation through introduction of Cuiken Cares
- Continue to track wider achievement and ensure ALL are celebrating success
- Begin to explore DYW links

6. Successes and Achievements in Session 2018-19

Breakfast Club

Breakfast Club was introduced in September 2018 after much consultation with our wider school community.
Over the past year 28 children have accessed this and the demand is growing.
Recent feedback from one grown-up was 'More space in breakfast club!'

Below is some feedback from the children and grown-ups who have been part of BC:

"It's good since starting breakfast club I haven't been late so much".
Mum says "It's helping me because I'm finding life a bit difficult at the moment it's helping me feel less stressed.
It means if we are running late I know he will have breakfast. It's made a really big difference".
It has reduced stress for both mum and son in the morning; he has to eat after taking medication
and sometimes it meant they were both late. Means they aren't falling out so much! It's a nice emotional check in.
"He is slow at eating breakfast at home and it was often making him late.
It was good to know he would be fed at school and on time for class."

Recognition Board/Meet and Greets

This session has seen the introduction of meet and greets and recognition boards to build positive relationships and celebrate success.

It feels lovely that someone is pleased to see me in school

Meet and Greets

I love it because some families work so it can be a long time between leaving them in the morning and speaking to someone else

Class Recognition Board

It makes me feel safe because I know it will always happen

It is good because sometimes it can all be about bad behaviour but this focuses on children always making the right choices

More people have a chance to be noticed

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Learning Squad – Practitioner Enquiry – Whole school recognition board

Our learning squad are a group of children from P4-7 who have lead school improvement over the past year. This group have engaged with HGIOS and have lead change in relation to the school environment. This resulted in the creation of our whole school recognition board which has been a big success.

We have made changes to how we track and celebrate wider achievement and the response has been amazing.
Since August 2018 we have celebrated over 150 achievements out with school.

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7. What is Our Capacity for Continuous Improvement?

Quality Indicator	LA/School Self Evaluation theme process (calendar)	Authority Inspections / Theme visits	HMIe/ Care Inspectorate Inspection Grades
1.3 Leadership of Change	4		
2.3 Learning, Teaching and Assessment	3		
3.1 Ensuring Wellbeing, Equity and Inclusion **(Take into account QI 2.1)**	3		
3.2 Raising Attainment and Achievement/ Securing Children's Progress	3		

Part 2: Midlothian Education Improvement Planning – 2019-20

Establishment	**Cuiken**
Area	**Penicuik**
Session	**2019/20**
Planning Cycle	

SIGNATURES				
Head of Establishment	*Claire Bond*		*Date*	*June 19*
Schools Group Manager			*Date*	

Contents – School Improvement Plan

MIDLOTHIAN COUNCIL NATIONAL IMPROVEMENT FRAMEWORK PLAN: OVERVIEW OF HIGH LEVEL PRIORITIES (2019/20)

Priority 1	Priority 2	Priority 3	Priority 4

Improvement in attainment, particularly literacy and numeracy	Closing the attainment gap between most and least disadvantaged children	Improvement in children and young people's health and wellbeing	Improvement in employability skills and sustained, positive school leaver destinations for all young people
1a) To bring CfE levels in line with the national average in Literacy and Numeracy by the end of P1, P4, and P7 where they are not yet at that level • Where CfE levels are in line with national averages then schools should aim to reach the national stretch aim of 90% of students achieving the relevant level in every measure. **1b)** All Secondary schools will have set appropriate targets across key local and national measures to reach targets based on trends against their virtual comparator. • Level 3 Numeracy 98% Literacy 98% • Level 4 Numeracy 90% Literacy 90% **1c)** 100% of schools have a self- evaluation calendar that reflects moderation, tracking, assessment and shared classroom experiences that involve all practitioners and learners **1d)** That at least 80% of teaching staff are involved in regular and supported practitioner enquiry in all schools **1e)** Maximising the tariff scores for all learners in the Senior Phase	**2a)** Interrupt the cycle of poverty (PEF) CfE attainment for those living in SIMD 1-2 should be at the national average in terms of achieving the expected CfE level in Literacy and Numeracy by the end of P1, P4, P7 and S3 **2b)** Increase % of young people achieving National Qualifications at Levels 3 and 5 with a focus on level 3 and 4 based on comparison with the virtual comparator eg looked after, particularly those looked after at home. **2c)** Ensure that all youth work is delivered at low or no cost to support reduction in child poverty and increase accessibility. **2d)** Deliver the requirements of the child poverty act through the local action plan developed with community planning partners.	**3a)** Support schools and ELC settings to provide high quality EY services which: • Ensure children and families are offered appropriate, timely support • Encompass the requirements of the National Quality Standard • Continue to increase Early Years and Childcare to meet 2020 National targets with an unrelenting focus on high quality provision whilst ensuring that all settings delivering the early learning and childcare entitlement are compliant **3b)** The majority of young people with ASN / LAC are offered appropriate assessment which is timely and appropriate. **3c)** Achieve attendance targets Primary to 95% overall Secondary 91.5% overall with a reduction in unexplained absences **3d)** Reduce exclusions: Primary- below 15 per 1000 Secondary- 40 per with LAC exclusions in exceptional circumstances only and following discussion with ASL Schools Group Manager **3e)** Support schools to implement a range of universal mental health initiatives as part of the Midlothian Big Lottery funding	**4a)** Continue to work towards a three year pattern of 95% Sustained Positive Destinations and reduce unknowns to under 100. **4b)** Continue to increase number of Modern Apprenticeships on SDS Contract, supported by LLE in particular increase Early Years and Childcare to meet 2020 National targets **4c)** Deliver adult literacy & numeracy and family learning services

2. Priority Summary and High Level Strategic Targets *(Please see PPP 69 February 2019 for key priorities for 2019-20)*

NIF Priority (paste from above)	Links to HGIOS4?	Key Actions	Lead Person Timescale Links to WTA	Expected measurable outcomes for learners– *please refer to NIF targets at start of this section for 2019-20 AND use your own contextual targets IF REQUIRED*
Improvement in attainment, particularly <mark>literacy</mark> and numeracy which also links to- Closing the attainment gap between most and least disadvantaged children	1.1 1.3 2.2 2.3 3.1 3.2	– Develop writing policy – Whole school training and consultancy days provided by Talk for Writing – Continue to embed RWI across P1-3 and engage with grown-ups. This is a new way of delivering literacy in the early years and we need to ensure clarity and transparency for all involved. – Re-launch AR – Develop homework policy – Continue to develop assessment and moderation across literacy – Engage with practitioner enquiry	Dominique Pelosi/Lis McKie Ongoing throughout session CATs and in-service planned to support Scott Palmer/Karen Hancock Ongoing throughout session Department meetings Scott Palmer/Karen Hancock September 2019 Planned CAT in September and future staff meetings, CATs to review May be developed as practitioner enquiry project or SLT lead All staff In line with self-evaluation and moderation calendar Department meetings	**1a)** To bring CfE levels in line with the national average in Literacy and Numeracy by the end of P1, P4, and P7 where they are not yet at that level Where CfE levels are in line with national averages then schools should aim to reach the national stretch aim of 90% of students achieving the relevant level in every measure **1c)** 100% of schools have a self-evaluation calendar that reflects moderation, tracking, assessment and shared classroom experiences that involve all practitioners and learners **1d)** That at least 80% of teaching staff are involved in regular and supported practitioner enquiry in all schools **2a)** Interrupt the cycle of poverty (PEF) CfE attainment for those living in SIMD 1-2 should be at the national average in terms of achieving the expected CfE level in Literacy and Numeracy by the end of P1, P4, P7.

Improvement in attainment, particularly literacy and <mark>numeracy</mark> which also links to- Closing the attainment gap between most and least disadvantaged children	1.1 1.3 2.2 2.3 3.1 3.2	– Continue to embed SEAL and Basic Maths Facts consistently across the school – Working alongside our grown-ups to support with new numeracy interventions (SEAL) e.g. creation of videos that show how to use ten frames etc – Basic Maths Facts training – Continue to embed SEAL/MUMP planners – Continue to develop assessment and moderation across numeracy – Develop homework policy – Engage with practitioner enquiry	Katrina Cummings Ongoing Planned CATs, in service and engagement with authority numeracy coordinators All staff In line with self-evaluation and moderation calendar Department meetings May be developed as practitioner enquiry project or SLT lead	**1a)** To bring CfE levels in line with the national average in Literacy and Numeracy by the end of P1, P4, and P7 where they are not yet at that level Where CfE levels are in line with national averages then schools should aim to reach the national stretch aim of 90% of students achieving the relevant level in every measure **1c)** 100% of schools have a self-evaluation calendar that reflects moderation, tracking, assessment and shared classroom experiences that involve all practitioners and learners **1d)** That at least 80% of teaching staff are involved in regular and supported practitioner enquiry in all schools **2a)** Interrupt the cycle of poverty (PEF) CfE attainment for those living in SIMD 1-2 should be at the national average in terms of achieving the expected CfE level in Literacy and Numeracy by the end of P1, P4, P7.

Improvement in children and young people's health and wellbeing which also links to- Improvement in employability skills and sustained, positive school leaver destinations for all young people	1.1 1.3 2.2 2.3 3.1 3.2	− Continue to embed and develop positive relationships policy, vision and values and nurturing approaches	SLT Ongoing CATs, in-service	**3b)** The majority of young people with ASN / LAC are offered appropriate assessment which is timely and appropriate.
		− Develop a curriculum rationale which embodies our vision	Claire Bond August in-service August in-service and furture CATs/meetings to review	**3c)** Achieve attendance targets Primary to 95% overall Secondary 91.5% overall with a reduction in unexplained absences
		− Develop working relationship with Your Space	-Claire Bond Ongong	**3d)** Reduce exclusions: Primary- below 15 per 1000 Secondary- 40 per with LAC exclusions in exceptional circumstances only and following discussion with ASL Schools Group Manager
		− Continue focus on attendance, lateness and breakfast club	-Tracy Hamilton and Susan Dickson Ongoing Funded through PEF	
		− Explore trauma informed practice and ACEs − Develop self regulation across the school	Claire Bond September 19 – ASG CAT Continued work with Your Space	
		− Introduce Building Resilience resource	Lis Mckie Ongoing	
		− Work in partnership with all stakeholders to develop our playground (playground games, peer mediators, loose parts, different zones) − Continue to develop play based approaches in the early years and extend to upper atrium − Develop pupil participation through introduction of Cuiken Cares	Targeted through learner participation – Cuiken Cares Karen Hanock/Kerry Dolan Ongoing Department meetings, CATs, in-service Claire Bond CAT – Septmber 2019	

		– Continue to track wider achievement and ensure ALL are celebrating success – Begin to explore DYW links – Engage with practitioner enquiry	Claire Bond Through attainment and tracking meetings Through practitioner enquiry focus?	

Provision Improvement Plan 2019-2020

WHAT ARE OUR PRIORITIES THIS SESSION?	WHYARE THESE OUR PRIORITIES?	HOW ARE WE GOING TO ACHEIVE THEM?
– **To develop skills for learning, life and work** – **To improve attainment and achievement through STEM based activities** – **Improvement in our learners health and wellbeing though quality targeted support**	– **Parent, Pupil and Staff self-evaluation all highlighted these are areas that need to be prioritised.** – **Our priorities sit alongside Scotland's and Midlothian Council's educational vision of achieving equity and excellence through raising attainment.**	**Plan range of enterprise projects for our learners to take on different roles and responsibilities** **Develop partnerships with local businesses and learn about skills needed in different working environments** **CTs to engage with professional learning around STEM to develop their skills and confidence in this area** **Develop links with mainstream STEM coordinator at Cuiken PS and access opportunities offered through mainstream and shared placements** **Plan more opportunities for grown ups/learners/class teachers to discuss and input on individual plans and targets** **Shared placement and provision teachers to communicate regularly around planning and supports/strategies** **Continue to develop our positive relationship policy through using learner self evaluation to inform improvements**
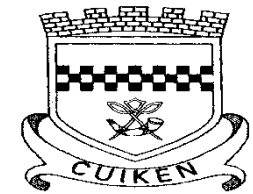
Our Nursery Class Improvement Plan 2019-2020

WHAT ARE OUR PRIORITIES THIS SESSION?	WHYARE THESE OUR PRIORITIES?	HOW? ARE WE GOING TO ACHEIVE THEM?
-To improve attainment within Literacy -To improve attainment within Numeracy	– Parent, Pupil and Staff self-evaluation all highlighted these are areas that need to be prioritised. – Our priorities sit alongside Scotland's and Midlothian Council's educational vision of achieving equity and excellence through raising attainment.	- Carry out a Literacy audit within our nursery setting and create an action plan to enhance and improve the opportunities we provide for literacy. - Using the Literacy Floor Book to show how we plan and develop learning within the nursery. - Undertaking professional reading, discussing and sharing learning with Early Level staff within the school. - Trial and evaluate the use of literacy baskets at group time and also evaluate the value of group time. - To involve the wider community to help support literacy in the setting. (Bookbug sessions, authors, parents/carers and peer involvement.) - Including children's voice on all displays/floor books and to make use of the voice recording postcards. - Carry out a numeracy audit within the nursery setting to ensure a range of opportunities are available to children to enhance their learning in this area - Numeracy Floor book to be used for planning and developing learning experiences within numeracy. - Staff will be given opportunities to develop their knowledge of S.E.A.L. in order to support the children's development within numeracy. - Trial and evaluate the use of numeracy baskets at group time (6 baskets to be rotated around the groups) - Liaison with Early Level staff to share ideas and resources.

3. Interrupting the Cycle of Poverty – The Pupil Equity Fund Planning Template

Pupil Equity funding should be focused on activities and interventions that will lead to improvements in literacy and numeracy across the Broad General Education, increased levels of engagement, participation, health and wellbeing and an improvement in attendance and a reduction in exclusions. Head Teachers can work at an individual school and local community level or collegiately in wider school clusters and beyond at local authority level to address common interests.

Total Funding Received: £52,800

Gap Identified	Intervention Planned	Led by whom and by when	Cost	How will the impact of the intervention be monitored?	Measure of Success
Supporting wellbeing	Therapeutic intervention - Your Space	Your Space 2019-2020	£18900.00	Termly reports Regular check ins with HT	
	Horse Riding for provision	Provision staff	£840.00	Provision working alongside stable staff to establish baselines at beginning and end 'Soft' feedback from children	Increased engagement
	Coaching/Supervision provided for ENP and SLT	Claire Lavelle	£2000.00	Staff surveys	Staff feeling supported to be at their best.
Improving attendance and lateness	Breakfast Club	Tracy Hamilton	£2700.00	Monthly meetings with HT	Increase in attendance and reduction in lateness for targeted individuals
	Attendance	Susan Dickson	£1700.00		

Raising attainment	ADHT remit of developing learning and teaching across the school	Kerry Dolan	£7825.00	Learning and teaching audit Sharing classroom practice, learning walks	Increased engagement from learners Raised attainment in literacy and numeracy.
	Use of Sumdog	Brodie Abbott	£640.00	Monthly reports of engagement, useage and home learning engagement	Raised attainment in numeracy.
	Talk for Writing package	Dominique Pelosi	£8500.00		
Equity for all	Funding provided for trips, camp, wider achievements	Claire Bond	£4000.00	Participation from children	Children accessing wider achievement opportunities.
Professional learning an leadership	Opportunities to engage with professional learning	All	5695.00		
			Total: £52,800 (Should be full allocation of PEF)		

Part 2: Midlothian Education Improvement Planning – 2019-20

Establishment	Beeslack and Penicuik ASG
Area	Session 2019-20
Session	
Planning Cycle	Cycle 2

SIGNATURES			
Head of Establishment		Date	
ASG Manager		Date	

The Single Midlothian Plan

Midlothian Education Strategic Overview

Creating a World Class Education System through Excellence and Equity

HGIOS 4

NIF

Creating a Competent System

*Common values, aims and core beliefs
Systems leadership
System enablers*

Leadership Learning Community

Creating strategic leaders who collaborate across the system

Visible Learning

Creating a pedagogy of excellence that is about evidence based practice and the best current research

Strategy

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

Overview						Planning cycle		Session:	

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

2. Priority Summary and High Level Strategic Targets

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

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

NB:

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

The very beginning stages of exploring how High Schools can support technology in Primary school