



Midlothian



Newtongrange Primary School

Standards and Quality Report 2022-23

Improvement Plan 2022-23



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School Context

School Information

Newtongrange Primary School is a non-denominational school for children living within the Newtongrange community. The school is built next to the park in the centre of the village. The school roll is currently 420 learners. This session, there are 15 primary classes from P1-P7 including composite classes and our Early Learning and Childcare (ELC) setting currently offers 62 full time places. Within the school building, there is a gym hall, dining hall, school library, nurture room, Expressive Arts room and other learning spaces. There are playground facilities at the rear of the school and classes have access to the local park to enrich learning and play.

The school is part of the Newbattle Learning Community and most of our P7s transfer to Newbattle Community High School. There are strong links with the High School and with the other Primary Schools in the learning community.

At Newtongrange Primary School we provide a safe, caring environment where every child is valued as an individual and where diversity is celebrated. We believe it is important that individual talents and interests are promoted and we aim to provide wider curriculum activities both within and out with school to support and extend skills for life, learning and work. Newtongrange Primary School is a values based learning community where we take pride in developing all aspects of children's learning. We have high expectations of our learners, both in terms of working hard in class and life outside the classroom. We encourage our learners to consider the needs of others, to be helpful and polite and to look after their surroundings.

We are committed to building effective partnerships with parents and the wider community so that together we can share the important task of preparing our children for the opportunities and challenges of the future, and ultimately to enable them to achieve their full potential and follow their dreams. We offer parents opportunities to share their child's learning through regular planned activities. We have an active Parent Council, an enterprising P.T.A. who organise many social and fundraising events over the school year and many parents support their children at school in a variety of ways.

We believe that learning should be enjoyable and believe that fun is an essential part of life at Newtongrange Primary School. We want our children to leave with very happy memories of their time here, having achieved success and feeling motivated and enthusiastic about their future.

We have a highly committed staff of teachers, Early Years Practitioners (EYP) and school support staff who provide high quality learning and teaching experiences, and who contribute to the daily running of the school. We have visiting specialists for music and PE. Children can participate in woodwind and brass instrumental tuition. Playground and dinner hall supervisors help the children to develop play, stay safe and enjoy the wider experiences in school. There is a Breakfast and After School Club on site. The senior leadership team full complement consists of a Head Teacher, two Depute Head Teachers, two Principal Teachers and an Acting Principal Teacher supporting Pupil Equity Funding interventions.

Staff changes and staff illness have been significant this session. Ms Vicky Morgan, Head Teacher, joined Education Scotland in January 2022. Mrs Laura Cameron was appointed as new Permanent Head Teacher and joined in April 2022. Mr Steven McBride, Acting Head Teacher Jan 2022- April 2022, (Depute Head) undertook a new secondment in April 2022.

Throughout this year, we have gathered the views and opinions of our learners, parents and carers and staff on what matters most with regards to wellbeing, learning, school procedures in response to the Covid pandemic and what we need to do next as a school to improve all learners attainment and achievement.

Our Vision, Values and Aims

After consulting with learners, parents and staff about what is important in our school, we have chosen three key words that we believe will support us to make a positive difference to our learners.

Aspire, Believe, Achieve

Aspire

It is important that all our learners aspire to be the best they can be, to set high goals for themselves and to work hard to reach these. Our role, as staff and parents, is to encourage and support all learners to aspire to great things in their lives – both what they can do now and what they will do in the future.

Believe

Our learners need to have faith in themselves and believe that they can achieve what they set out to do. They need to be supported to develop a positive mind set for this; to overcome the challenges on route. We endeavour to encourage all learners to be confident in their abilities and work together to achieve their best.

Achieve

Every learner can achieve. We are determined to empower our learners to achieve the very best they can. We do this by providing excellent teaching, high quality resources and carefully planned learning opportunities. By working together we do whatever it takes to help ensure every learner succeeds each and every day.

Our vision at Newtongrange Primary School is underpinned by our set of core values:

Kind Fair Hardworking Confident Respectful Responsible

Our school aims are to:

- Value every child as an individual.
- Provide excellent learning and teaching experiences, which allow all learners to develop the knowledge and skills relevant to their individual needs.
- Provide an exciting, creative and challenging curriculum that is broad and balanced.
- Create a learning community, where everyone works together in a supportive environment of mutual care, respect and consideration for each other.
- Promote our learners' health and wellbeing, encouraging self-esteem and a respect for diversity and fairness in life.
- Involve parents and carers in the work of the school and keep them fully informed of their children's progress, valuing their contributions and support.
- Develop links with the wider community to enable the school to play a full and active role in the community which it serves.
- Manage the school resources efficiently and effectively to maintain high standards and meet the needs of the school's continuous improvement.
- Establish learning as a life-long experience accessible to everyone involved with the school.

Standards and Quality Report 2021-22

At Newtongrange Primary School over session 2021/22, we have focused on high quality learning and teaching through the 'Building Back Better' Curriculum. Returning from 'Remote Learning' and Lockdown, we wanted to focus on three key messages which underpinned our learning and teaching practice.

Every interaction matters, Every lesson counts, All feedback has an impact

During this time teachers, support staff and ELC set out a clear statement of intent to deliver a broad and meaningful curriculum and to prioritise the physical, mental and emotional wellbeing of children and young people, practitioners and families. We have maximised opportunities for communications and dialogue with children and their families and continuing to build relationships and resilience. Benefits of play and outdoor learning have been factored into learning plans - including opportunities for learners to be physically active, to enjoy and learn about their natural environment, and to relax.

The 'Building Back Better' curriculum has taken appropriate steps to develop breadth, depth and meaning and to cover all areas of learning in the curriculum whilst maintaining a focus on literacy, numeracy and HWB. Cross curricular linked themes can help learners' experiences and activities across the BGE. All curricular areas can provide a context for HWB, literacy and numeracy as well as subject content and skills. In all instances, practitioners will want to take a proportionate approach as they develop and deliver a curriculum that best meets the needs of their learners. In some instances, it may be appropriate to make literacy, numeracy and health and wellbeing the focus of the curriculum initially with learning progressively broadening out to take in wider aspects and all four contexts of learning.

Our key priority of Nurture has ensured regular contact for children with a key adult from their usual place of learning who knows them well, to talk about their wellbeing; to share experiences during lockdown, including successes and challenges; to offer compassion and individual support as required; and to support engagement with learning.

Digital Technologies and the new digital rollout of devices has allowed teachers to focus on promoting and developing skills that will help equip children and young people for the uncertainties of the future, including their ability to learn remotely, should remote learning need to be re-introduced.

This year has led to changes in senior leadership as well as staff absence which has been supported through flexibility and adaptability within our working schedule. Our staff team has been able to support our children and young people through a variety of approaches to demonstrate their learning, skills, knowledge and understanding across the curriculum, e.g. through discussions, writing, reflection, observation and practical activities.

Successes and Achievements in Session 2021-22

Leadership and Management

The Newtongrange Community has continued together to embed our School Values and 'Aspire, Believe, Achieve' approach. All staff are motivated and committed to shared ambitious vision through their daily actions. We have a robust self-evaluation calendar that reflects moderation, tracking and assessment and shared classroom experiences involving all practitioners and learners. This has been evaluated at regular times throughout the year and impact has been recorded and shared with all staff. All moderation and peer discussions were adapted in line with Covid restrictions.

Regular ASG meetings and ASG Quality Assurance presentations have ensured a shared and consistent approach to Raising Attainment across our local schools. Engagement with Scottish Attainment Advisor, Jane Gray, has also ensured that support has been targeted appropriately and impact has been measured.

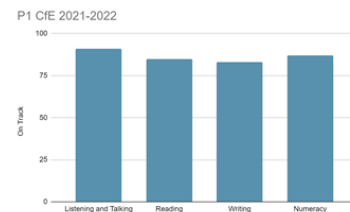
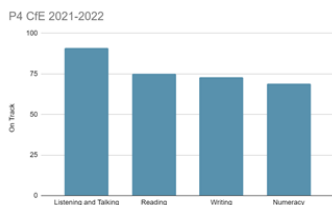
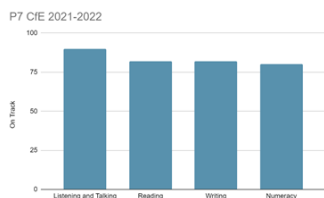
All staff have taken part in a range of professional learning and developed their practice to take into account changing restrictions and best meet the needs of learners in our care. This includes professional development in the use of digital devices and software, particularly in relation to the roll out of new devices and launch of Google Workspace for all staff and learners. All staff have continued to engage in Nurture training through sessions on the principle of 'Creating the Classroom as a Safe Space' in August to 'Regulate, Relate and Reason' through the year. In January, our Principal Teacher of Health and Wellbeing led a session on 'Trauma Informed Practice' supported by our Education Psychologist Team.

A key highlight of the 2021-2022 session was our part in the National Thematic Visits by HMIE which focused on approaches to supporting children and young people's wellbeing. Through this it was clear that the school vision 'Aspire Believe Achieve' is reflected in all staff. There is great coherence in the ethos of our school, we are all working towards the same goal and to improve outcomes for our learners. We have a very strong and clear approach to nurture and targeted support and this has really supported our learners with the return to school following periods of Remote Learning. It is clear the work to support recovery has grown from where we were pre-Covid and our approaches to this are commendable. Parents were very complimentary about our approaches to remote learning and appreciate all we are doing to rebuild our school community and they look forward to more mitigations being removed. HMIE reported that it was clear that we are using evidence to inform our approaches and using data well to identify gaps in our individual children.

Many staff have developed their own leadership skills through leading key areas of the school improvement plan and Decision Making Groups. Key staff were able to lead themed events such as World Book Day, Global Recycling Day and Child In Need Staff. Staff also lead key events in the school such as Extra Curricular Clubs and Sports Day. Our DHT and Support for Learning have trained as QAMSO's, utilising their skills in leading moderation sessions throughout the year. All staff have been instrumental in driving forward school improvement through their professional understanding of the school priorities. This has given way for our children to become their own leaders of learning taking on key roles through the school such as Rights Ambassadors, JRSO's and P7 Buddies. Learners have been involved in their learning and decisions within the school, making connections which has helped them to flourish.

Learning Provision

Senior Leadership and staff have met regularly to ensure there is appropriate support and challenge for learners in all classes. There are robust systems in place to regularly track and monitor progress. Staff work together to analyse data through data dialogue sessions and moderate across literacy and numeracy, ensuring shared expectations of progress. In January 2022, teachers predicted that in P1, P4 and P7, most children were on track to achieve the appropriate level by the end of the session. All children who are not on track across the school were identified and support has continued to be in place. Teachers also identified through ongoing assessments and tracking that there are children across the school exceeding expectations of attainment of levels in Literacy and Numeracy.



Successes and Achievements

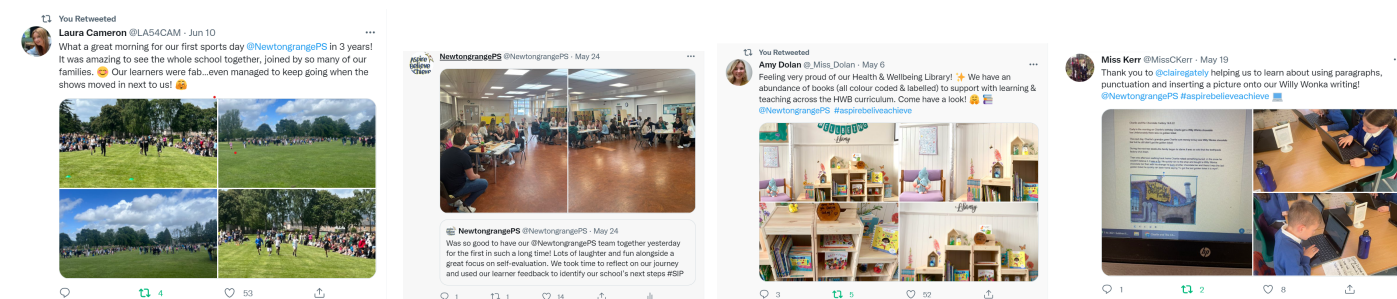
At Newtongrange Primary, we have continued to be proud of many successes and achievements, including working in partnership with other schools and our connections with the National Mining Museum, Play Midlothian and the local church.

Throughout the year, children continue to take part in a wide range of experiences. Our primary 6 - 7 learners were able to be part of Bikeability with our P5-6 learners taking part in skiing lessons and drumming workshops were offered to P2-3 learners. P7's were able to visit Dalguise School Camp in June 2022. We were delighted to welcome back our extra-curricular clubs which allowed almost 200 hundred learners to participate in clubs such as Netball, Art, Athletics and STEM after school.

At Newtongrange we are committed to ensuring the best possible outcomes for learners. Our Decision Making Groups have been excellent ambassadors for the school and are proactive in promoting and leading key events. Our Health and Wellbeing Heroes led 'Children's Mental Health Week' through assemblies and Kindness challenges. The Rights Ambassadors led 'Global Recycling Day' introducing a new clothing bank to the school playground and organising Red Nose Day through an assembly and dress down day. Our Primary 1's further embedded the 'Right To Play' through gifting Kapla to each class in the school and setting challenges for learners to participate in. World Book Day was led by our Reading Reps who arranged a 'Where's Wally Hunt' and parent/carers book recommendation.

Keeping connections with parents/carers has been key through our regular Twitter updates, Seesaw shared learning posts and our school app. During Maths Week Scotland, we involved families through Maths trail taking place in the local community. The school was involved in key events such as the tree planting as part of the Jubilee Celebrations and the Gala Day. Our ELC has invited parents/carers into the setting as part of our 'Stay and Play' activities. We were also lucky to be able to invite families and learners into school for an 'in-person' P1 transition visit. It was a huge privilege to welcome back learners and families for the whole school Sports Day taking place in the local park.

At Newtongrange, we recognise the importance of listening to the voice of our learners. In a recent survey almost all learners shared that they feel safe, respected and nurtured in school. 97% of parents/carers shared that their child likes being at Newtongrange and 100% shared that their child feels safe in school.



Review of Progress and Impact

Improvement Priority 1: Attainment and Achievement in Literacy

Midlothian and National Links

Midlothian Education Service Priorities)

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

National Improvement Framework Driver(s)

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

HGIOS/HGIOELC Quality Indicators

- 1.1 Self-evaluation for self-improvement
 - 1.2 Leadership of learning
 - 1.3 Leadership of change
 - 1.4 Leadership and management of staff
 - 1.5 Management of resources to promote equity
-
- 2.1 Safeguarding and child protection
 - 2.2 Curriculum
 - 2.3 Learning, teaching and assessment
 - 2.4 Personalised support
 - 2.5 Family learning
 - 2.6 Transitions
 - 2.7 Partnerships
-
- 3.1 Ensuring wellbeing, equality and inclusion
 - 3.2 Raising attainment and achievement/Securing children's progress
 - 3.3 Increasing creativity and employability

Progress

During this session we have continued to work on embedding Talk for Writing within the school. Our SfL PT delivered a CAT session in August to introduce a new genre year planner and planning format to promote consistency across the school. Resources for each stage for each genre have now been gathered centrally on the school server in order to create a bank of resources for future years. Following on from the CAT, a question and answer drop in session was provided for staff to support with the teaching of Talk for Writing within school. Throughout the year the library has been used as a resource to support Talk for Writing. An "Every Child Has a Story" display as well as writing certificates given out as assembly have been used to celebrate the success of learners who have put in considerable effort with their writing. In order to measure the impact Talk for Writing has had on the perception of writing felt by our learners, writing questionnaires were distributed and analysed both at the beginning and end of the year, producing very positive results. Hot tasks from different Talk for Writing units have also been used as assessment pieces throughout the year to evaluate the effect this approach has had on attainment.

Targeted literacy interventions continue to run successfully across the school to support learners narrow the attainment gap and progress towards or become on track with their learning. New and existing Learning Assistants have been re/trained on our Read Write Inc 1:1 intervention and have effectively delivered these to 47 learners across P1-P7 over the year. A further 29 learners from P4-P7 have been engaged in new additional focused reading groups provided by Learning Assistants to work towards becoming a successful balanced reader. The impact of these have been evaluated using our new PM Benchmarking resource that we purchased this year. Our two SfL PT have both delivered successful literacy support groups to 55 learners from P4-7. The reading/spelling groups have mainly followed the Fresh Start outline but were adapted to suit the specific needs of the learners and incorporated teaching for promoting the development of becoming a balanced reader. Additionally they targeted consolidation of phonological awareness, developing sight vocabulary and developing key spelling and reading strategies. The writing groups have focused on developing confidence and independence using an everyday writing toolkit, developing knowledge of specific features of different genres and up-levering writing using more challenging vocabulary etc. After attending several Stephen Graham sessions over the course of the year, our SfL PT adapted the P4 writing intervention groups in term 4 and began targeted work on up-levering writing by introducing the "Description Bubble" as outlined by Stephen Graham. Training was also delivered on this aspect of writing to our P1's who also implemented this within the final term. Both of which had a positive impact on the perception and quality of the learners' writing. All of the interventions provided were reviewed after each term to evaluate their impact, ensure the correct learners were included and adapted as necessary to meet the exact needs of the learners.

Progress

A Support for Learning Toolkit was created and provided for each classroom. The purpose of this was to provide a supportive and informative toolkit for staff to refer to as and when needs arise in their class. It also acts as a robust written chronology when seeking further assistance or guidance from SfL PT or SLT to address barriers to learning, provide the right support for learners and assist in narrowing the attainment gap.

In terms of resourcing, this year there has been a focus on up-levelling the quality and range of both assessment and teaching resources within reading. Although currently using RWInc and SWRT as an assessment tool for reading across the school, this year we purchased the PM Benchmark Kit as a further tool to allow us to evaluate and analyse not only our learners decoding skills but also their comprehension and fluency and phrasing. This provides staff with more robust reading data and clearer next steps and direction for teaching. SLT and SFL staff all received formal training on using this assessment and our SfL PT then delivered CAT and SIP sessions to all staff to relay this training. Our SfL also led 3 further CAT/SIP sessions on each aspect of a balanced reader to evaluate where we currently are as a school, create next steps and implement changes to up-level current practice in the teaching of reading as well as promoting consistency across the school. Furthermore we have also purchased a range of 1st level reading texts to support class teachers with their reading groups in class.

Both our DHT and SfL PT are now fully QAMSO trained and development of our moderation sessions has been ongoing throughout the year. In September our DHT led a CAT session where teachers were asked to support in the development of new writing rubrics to support them with their professional judgement of achievement of a level and to identify next steps for learners. Following on from the CAT these were finalised and then implemented successfully across the school. To develop this further we then used our progression pathways to create new rubrics for reading and listening and talking and again these were implemented across the school. The listening and talking rubric was also introduced alongside a new year plan to ensure consistency across the school and to encourage explicit teaching of skills across the year. The rubrics have since been used throughout the year for moderation sessions and as part of monitoring and tracking discussions.

A key priority for ELC was making improvements in planning, tracking and assessment whilst ensuring progression through the Early Level of the Curriculum. The planning format was reviewed with staff and changes were made to ensure significant learning opportunities were identified whilst highlighting the adult role in ensuring progression. This format has been evaluated on an ongoing basis and adaptations made. Daily 'huddles' were introduced to ensure consistency across the setting through professional dialogue.

ELC Staff have been trained in 'Teaching Children to Listen' and other literacy programmes. All staff have introduced 'Talktime' for pre-school children and 1-1 for many ante-pre-school children.

Impact

Overall the feedback from our learner writing questionnaires was very positive. Firstly 77% of learners stated that they enjoyed writing in school. 35% of learners "strongly agreed" with this statement which is an increase of 9% from the baseline writing assessment completed earlier in the year. Similarly 75% of our learners now perceive themselves to be good writers. At the baseline assessment although only 18% "strongly agreed" with this statement this increased to 32% of learners in the final assessment. When asked if they found it easy to think of things to write about 61% of learners at the baseline agreed compared with 67% at the final...a positive increase of 6% over the year. This view was echoed by the teachers who felt that Talk for Writing has provided a strong level of structure, inspiration and support for learners when creating their own writing pieces based on model texts. Levels of frustration amongst learners during the writing process has decreased by 8% over the year which shows learners are feeling more confident in their abilities and what is being asked of them within writing tasks. Finally 86% of learners feel like their writing is improving over time. In another overall literacy questionnaire provided to all learners 67% of learners felt like Talk for Writing specifically has actively improved their writing showing a positive impact from the introduction of the program. Comments from teachers also included feeling that they had noticed an increase in learners enthusiasm for writing since implementing Talk for Writing, a more consistent approach and structure across the school with the introduction of the year planner and increased motivation levels with the new Star Writer certificates awarded after each unit.

Impact

The range of targeted literacy interventions provided across the school continue to have a positive impact on the attainment and confidence of the learners. 92% of our learners receiving RWInc 1:1 tutoring support have made progress and moved up 1 or more levels beyond their baseline RWInc assessment level. 70% of learners moved up at least 2 levels, 53% moved up 3 or more levels, 36% moved up 4 or more levels and 21% moved up 5 or more levels. At the last assessment point, 85% of P1 learners were on track or had moved beyond expected RWInc progress, the majority of P2 learners were on track or had moved beyond expected RWInc progress and the majority of P3 learners were on track or had moved beyond expected RWInc progress. All P4 and P5 learners attending Literacy support groups now know all of their set 1,2 and 3 RWInc sounds and have shown an increase in fluency in their reading. 100% of them have made progress and moved up 1 or more levels beyond their Fresh Start baseline assessment. 61% moved up 2 or more levels, 50% moved up 3 or more levels and 22% moved up 4 or more levels. In reading, 9 P4 and P5 learners attending the literacy group have now achieved First Level having not been on track for achievement in December. In writing, 64% of the learners improved their writing by at least one modular level. Teachers also commented that they feel they are noticing improvements in the confidence of the learners participating in literacy interventions and particularly liked the introduction of the focused reading groups.

In terms of whole school progress in literacy. In reading 85% of P1s, 73% of P2s and 71% of P3s are now on track. In writing 83% of P1s, 80% of P2s and 71% of P3s are now on track. In listening and talking, 91% of P1s, 89% of P2s and 92% of P3s are now on track.

82% of P7 learners are on track for reading and writing, with 90% on track for listening and talking. In Primary 4, 75% of learners across 3 classes are on track for achieving First Level in Reading, 73% in Writing and 91% for listening and talking.

All classes are using the literacy rubrics for assessment and moderation purposes and 100% of staff felt that the new rubrics were supportive with learning and teaching and moderation. 65% of learners felt like the literacy rubrics have given them a better understanding of where they are with their learning and how they can improve. PM Benchmarking has now been trialled on 22 learners within the school. Teachers reported they felt positively about the potential of this resource and are looking forward to using this in a more structured format next year.

In ELC, the responsive planning now shows that the majority of staff are able to identify significant learning to inform well timed interactions. Most staff are aware of the importance of pedagogical strategies to support learning eg questioning, scaffolding. All staff have identified an improvement in children's listening and communication skills. Most children have an increased confidence when speaking in front of a small group. Children are more confident to approach adults to support learning.

Next Steps

- Continue to develop writing within the school with a particular focus on non-fiction, looking at specific teaching of genre features, achieving consistency across the school and using the rubrics to support with assessment of this.
- Roll out PM Benchmarking on a wider basis across the school and use the data gathered from this to track progress across the year and up-level teaching on creating a balanced reader.
- Up-level focused reading group interventions by investigating and incorporating comprehension strategies into these.
- Re-evaluate the literacy rubrics, looking at making these more visual for the early years and fine tuning criteria to suit each level and focus area.
- Carry out audit of current reading books for first and second level and continue to add to these to support teaching in PM Benchmarking and the creation of a balanced reader.
- In ELC, all staff will continue to develop a deeper knowledge and understanding of quality interactions with children and the role of the adult to support planning and observations.
- Staff will work collaboratively to review and evaluate interactions, spaces and experiences. Staff will engage with Realising the Ambition, HGIOELC and Midlothian Bitesize Training to adapt practice and environment.
- All Learning Journals evidence progress and next steps in Literacy, Numeracy and HWB.

Next Steps

- Focused intervention using PEF to support in P7 writing through both SFL and Learning Assistants to gain over 65% attaining Second Level.

Improvement Priority 2: Attainment and Achievement In Numeracy

Midlothian and National Links

Midlothian Education Service Priorities (highlight only main area(s))

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

National Improvement Framework Driver(s) (highlight only main area(s))

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

HGIOS/HGIOELC Quality Indicators (highlight only main area(s))

- 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

During Maths Week Scotland, every class promoted the use of our Taking Maths Outdoors resources to mirror the theme 'Natural World' aiming to take part in two experiences across the week, recording their activity with a reflection sheet. Alongside this, a successful Family Maths Trail was set up within our community with prizes for 1st, 2nd and 3rd.

This session, we revisited 'Blast off with Numbers' packs for P1 learners to support with numeracy learning at home. The packs included resources and activity ideas to support number processes. In term 4, further resources and activity ideas were added to the packs to consolidate learning about time, fractions and direction and movement. Alongside this, teaching videos from P1 teachers were posted on seesaw as a means to direct parents/carers within these activities and a parental survey was provided to gather feedback.

For teaching staff, 4 virtual training sessions were delivered from La Salle showing the CPAL approach and use of Cuisenaire Rods. This involved using these rods to support a variety of numeracy concepts as a mathematical learning aid. Following these sessions, our Numeracy Lead Development Officer shared these activities with our support staff to develop their confidence in using Cuisenaire Rods.

In relation to targeted numeracy interventions, learners from P4, P5, P6 and P7 were identified for group support to tackle the attainment gap. This support was provided through our Numeracy Lead Development Officer and our SFL PT. Alongside this, learners from across different year groups were identified for 1:1 Ready Set Go interventions to support those who have not made expected progress in numeracy. This support was provided through our support staff and monitored by our Numeracy Lead Development Officer.

Finally, towards the end of Term 3, we embedded Outdoor Maths and Numeracy opportunities within our forward planning, using our Taking Maths Outdoors resources. This involved a SIP session which provided staff with a graffiti wall for excellent Maths and Numeracy, a refresher of the resources available and an overview of planning expectations.

Impact

All classes took part in 1 Outdoor Maths and Numeracy experience for Maths Week Scotland with the majority of classes taking part in 2. Most classes completed an Outdoor Learning Log Reflection Sheet as evidence. One third of our families took part in the Family Maths Trail with positive feedback and sharing on twitter. One tweet said 'enjoyed a calculated wander round Nitten with this pair this afternoon for the Family Maths Trail'.

With regards to our 'Blast off with Numbers' packs, 14 responses to our survey came back with positive feedback regarding the resource. For example, 64.3% indicated they 'sometimes' use the pack, 21.4% said they 'often' use the pack, 64.3% said the instructions were 'very clear' to understand and all of the resources were found to be useful.

Almost all teachers reported to have developed their confidence and understanding in using Cuisenaire Rods, viewing the sessions as providing 'useful, practical activities'. All teachers have used the rods in their classroom as a mathematical learning aid.

228 responses were gathered from learners with regards to their use of Cuisenaire Rods and Outdoor Maths and Numeracy. There was a variety of feedback such as 'Cuisenaire rods have helped me with some difficult maths before' and 82% of learners either agreeing or strongly agreeing with their enjoyment of Outdoor Maths and Numeracy.

Most classes planned in experiences for these within Term 4 with a planning sheet developed for use within Forward Planning folders.

Finally, in relation to our predicted levels of numeracy attainment, P4, P5, P6 and P7 all saw an increase in these predictions with P4 showing 69% attaining First Level Numeracy, P5 showing 80% as on track for achievement of second level, P6 showing 63% as on track for achievement of second level and P7 having 80% of learners attaining Second Level Numeracy.

Next Steps

- Set up a Maths and Numeracy priority group involving staff from all stages for 2022-2023 to support key events, including Maths Week Scotland, Maths Focus Weeks and the introduction of Maths Assessments to support teacher judgement.
- Continue to focus on using concrete materials as a mathematical learning aid across the stages through moderation of planning.
- Continue to embed Outdoor Maths and Numeracy experiences within each term, following our yearly overview and ensuring all classes plan for this.
- Continue to provide 'Blast off for Numbers' packs for our new P1 learners increasing parent/carer engagement of this and introduce these into Primary 2 as well, following staff feedback.
- Continue to use data and assessments to identify learners who need targeted intervention at both group and individual level, focusing on Primary 5 and Primary 7, aiming to increase both year groups to over 75% attaining the level.
- Ensure that 1:1 Ready Set Go Numeracy Interventions are in place for all year groups where support is needed.
- Create links with the High School for P7 transition, sharing practice and developing understanding.

Improvement Priority 3: Included, Engaged and Involved: Wellbeing and Equity

Midlothian and National Links

Midlothian Education Service Priorities

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

National Improvement Framework Driver(s)

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

HGIOS/HGIOELC Quality Indicators

- 1.1 Self-evaluation for self-improvement
 - 1.2 Leadership of learning
 - 1.3 Leadership of change
 - 1.4 Leadership and management of staff
 - 1.5 Management of resources to promote equity
-
- 2.1 Safeguarding and child protection
 - 2.2 Curriculum
 - 2.3 Learning, teaching and assessment
 - 2.4 Personalised support
 - 2.5 Family learning
 - 2.6 Transitions
 - 2.7 Partnerships
-
- 3.1 Ensuring wellbeing, equality and inclusion
 - 3.2 Raising attainment and achievement/Securing children's progress
 - 3.3 Increasing creativity and employability

Progress

Our initial whole school project in August involved the Nurturing Principle, 'the classroom offers a safe space'. Resources and lesson plans were shared with teachers and support staff during the in-service day. We followed this by implementing a 'Return to School' Questionnaire to gather views of all learners upon their return to school, following the summer holidays. Our well-being webs were also used in September and May to gather views on how learners were feeling linked to our Wellbeing indicators.

During this year our Principal Teacher of Health and Wellbeing was appointed Nurture Lead for the school and has worked with others across the authority to develop a whole school nurturing approach. Nurture training for all staff, including teachers and support staff has also involved 'Regulate, Relate and Reason' and 'Trauma Involved Practice' which was supported by our educational psychology team. Whole school approaches such as Meet and Greet, Recognition Boards, Positive Notes home and Star Learners certificates are becoming embedded to recognise and celebrate learners 'over and above' attitudes and behaviours towards learning. These approaches continue to be well received by both learners and their parents

The development of our Nurture Room has led this space to be rebranded as 'The Nest' which has provided a safe and welcoming environment for learners throughout the school. Through our Nest, we were able to plan purposeful nurture interventions, supporting learners across the school to improve their social and emotional wellbeing and increase their readiness to learn. In November, we undertook a 'National Thematic Visit' with Education Scotland where we discussed our approaches to supporting children and young people's wellbeing.

The Zones of Regulation has continued to be embedded through classes and in our ELC with refresher training being offered for new staff in September 2021. Further to this, we continued to implement the Building Resilience Programme to support the development of learner's mental and emotional health and wellbeing. We began Year 3 of the programme in October. As a whole school, we have completed units 9-12, focusing on the importance of having a goal, expecting the unexpected and being kind to others. HWB curriculum overview has been implemented to link UNCRC to Building Resilience units, Wellbeing Indicators and Relationships, Sexual Health and Parenthood.

In August 2022, all learners participated in our Rights Challenge, familiarising themselves with key aspects of the UNCRC. All classes have appointed a Rights Ambassador who have been involved this year in a Decision Making Group which lead to a new Clothing Bank being introduced into the playground in April 2022, as part of Global Recycling Day. Displays created throughout the school and ELC highlight understanding of specific rights and our journey so far.

Impact

All staff felt that the Building Resilience Programme had a good structure and resources that were able to be implemented easily in the classroom. Almost all learners were able to link back the ideas within previous units and make connections with their own lives. 80% of learners agreed that our Building Resilience Programme has given them strategies which they could use during difficult situations. Class teachers reported that the majority of classes are confident in their use and understanding of the Zones of Regulation, with most classes using the Zones of Regulation for daily check-ins. ELC staff highlighted that most children are able to recognise their feelings appropriately and some children are able to use emotion words to support their self-regulation. The majority of staff felt that the Nurture Training across the year has been useful and supported their understanding of a Whole School Nurturing Approach.

The majority of learners shared that they felt nurtured in our school. Almost all learners could identify that Nurture was about feeling safe and having someone to talk to all. They could identify staff members and friends as people who made them feel nurtured.

Targeted interventions have been implemented to support learner's wellbeing needs, including enhanced nurture support, drop-ins and wood workshop courses. We have supported 43 learners across the school.

Through our Rights Respecting Schools Silver project, almost all staff felt that learners could recognise the Rights when key symbols were used on displays and more than half of our learners could identify ways in which we discuss the rights in their classes and in assemblies.

Next Steps

- Continue to embed learner's understanding of the wellbeing indicators through lessons and wall displays.
- To continue on our journey with Midlothian council to become a Nurturing Authority through further training for staff. Staff were keen to have more support in using the 'Kit Bags' as a targeted intervention approach
- To develop our Nurture Groups to include mixed groups of learners throughout the school.
- Create a 'Zones of Regulation' Toolkit for each classroom which individualised resources and spaces so learners can feel supported in their classrooms.
- Restart the Building Resilience Programme at Year 1 in 2022-2023.
- Return to in person assemblies to celebrate the launch of each unit and have learners share their understanding of the programme.
- To continue on our journey towards gaining a Silver Right Respecting School through embedding the UNCRC Rights and supporting our learners to elaborate on the rights and how they affect us.
- Learners and adults collaborate to develop and maintain a school community based on equality, dignity, respect, non-discrimination and participation.
- All ELC staff will further engage with 'Up UP Away' training to ensure that all learning needs are identified and supported appropriately.

Improvement Priority 4: Improve Digital Technology to Support Learning

Midlothian and National Links

Midlothian Education Service Priorities

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

National Improvement Framework Driver(s)

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

HGIOS/HGIOELC Quality Indicators

- 1.1 Self-evaluation for self-improvement
- 1.2 Leadership of learning
- 1.3 Leadership of change
- 1.4 Leadership and management of staff
- 1.5 Management of resources to promote equity

- 2.1 Safeguarding and child protection
- 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

All staff including support staff were involved in Midlothian wide training on the in-service day on 16th August where they engaged in challenges to support the introduction of the new Google Workspace. All staff were transferred to the new Google Workspace in October 2021 and all staff then participated in school training in October in-service day where they engaged in a question and answer session and were shown how to access key aspects of the Google Workspace. Collegiate time was identified on the school calendar to further enhance and embed staff's digital technology skills. Staff participated in collegiate activities provided by Midlothian Council.

All learners from P2/3 – P7 were involved in training with Midlothian council Digital Learning Technologists on how to access the new Google Workspace for Education. Midlothian.education email addresses and passwords were shared with all learners. All learners have been able to access Google Meet through their classrooms and participate in whole school assemblies. P1 and P2 learners were each given an ipad and P2-3 learners were each given a chromebook device. New trolleys were purchased for P1 and P2 classes to keep ipad devices safe and charging. All classes participated in creating a class charter to share how to bring our devices carefully to school and how to use these safely. Further to this, our Digital Leaders lead an assembly where they share examples through videos and posters of how to look after their devices sensibly.

Progression Pathways for the learning and teaching of Digital Skills were used to plan digital technologies lessons. Our Learning Digital Technologist, Claire Gately, has visited our school 3 day over term 4 sharing good practice and team teaching with class teachers.

Impact

All staff are able to access their emails independently and stated that they felt confident in using the new Google Workspace for Education. Google Meet has been used for all staff meetings since October 2021. The majority of staff have been able to use the 'chat' function within Google Workspace to share information and key documents with colleagues. Some staff have now chosen to use Google Drive as a way of storing, sharing and editing planning

Impact

documents across stages. ELC staff are beginning to regularly use Google Shared Drive to support planning and sharing of information.

All learners in P1 – P7 have been issued with a Google Workspace and P2/3 – P7 have been supported to access this independently. The majority of learners have been able to take their chromebook back and forward to school independently. 83% of learners felt that they could access their device independently at home and were able to confidently access and complete learning tasks

In ELC, Ipads are beginning to be used in setting with learners; storytelling, taking videos and photos, research.

Claire Gately, Digital Learning Technologist has been involved within 10 classes throughout the school sharing how to embed digital technologies within learning and teaching. 93% of learners felt that they used their devices at least once a week for learning and teaching. 47% of these learners felt that they used their devices at least once per day.

Next Steps

- To continue on our journey with midlothian.education and Google Workspace with further training.
- To move to a paperless format for planning, using the Google Drive as a location for storing, sharing and editing plans across classes and stages.
- To use the Google Workspace as a moderation tool for planning and assessing learner's work.
- To continue to work with our P1 and P2 learners to ensure they are able to confidently access Google Workspace ahead of P3.
- To continue to upskill all staff through digital training to ensure they have the skills necessary to support learners with digital technology.
- To continue to have visits from specialists such as our Digital Learning Technologist who can support us to embed the use of digital technologies in our classroom.
- To continue to incorporate devices into everyday learning and teaching tasks.
- In ELC, staff to continue to engage in training to enhance and support learners' experiences.
- IN ELC, to ensure plans incorporate a shared agreement in how to use technology effectively to improve learning experiences.

Capacity for Continuous Improvement

Quality Indicator	LA/School Self-Evaluation	Authority Reviews / Theme Visits	HMIe/ Care Inspectorate Inspection Grades
1.3 Leadership of Change	Very Good		CI: Management and Leadership Good
2.3 Learning, Teaching and Assessment	Good	May 2018: Authority Review Satisfactory	
3.1 Ensuring Wellbeing, Equity and Inclusion	Good	May 2018: Authority Review Satisfactory	CI: Quality of Care and Support Good
3.2 Raising Attainment and Achievement / Securing Children's Progress	Good		

Improvement Plan 2022-23

Establishment	Newtongrange Primary School
Area	Newbattle Learning Community
Session	2022-23





Prepared by: **Laura Cameron**, Head of Establishment

Date: 20.06.22

Reviewed by: **<XYZ>**, Schools Group Manager

Date: **<XYZ>**

Midlothian Education Service Priorities

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

Associated Schools Group Improvement Plan 2022-23

Improvement Priority: Enhancing Learning Teaching and Assessment and Moderation

Midlothian Education Service Priorities

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

National Improvement Framework Driver(s)

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

HGIOS 4 Quality Indicators

- 1.1 Self-evaluation for self-improvement
- 1.2 Leadership of learning
- 1.3 Leadership of change
- 1.4 Leadership and management of staff
- 1.5 Management of resources to promote equity

- 2.1 Safeguarding and child protection
- 2.2 Curriculum
- 2.3 Learning, teaching and assessment
- 2.4 Personalised support
- 2.5 Family learning
- 2.6 Transitions
- 2.7 Partnerships

- 3.1 Ensuring wellbeing, equality and inclusion
- 3.2 Raising attainment and achievement/Securing children's progress
- 3.3 Increasing creativity and employability

Priority 1	Key Actions	Lead Person / Timescales	Expected Measurable Outcomes for Learners
Enhancing Learning, Teaching and Assessment Through (2.3)	<ol style="list-style-type: none"> 1. ASG to develop and launch a consistent LTA policy with toolkit (tbc) 0. Embed principles of practitioner enquiry with an ASG approach 	<p>Primary Collaborative Facilitators - January 2023</p> <p>Secondary LTA Lead Teachers - June 2023</p> <p>All teaching staff in ASG - June 2023</p>	<ul style="list-style-type: none"> • All ASG staff use the same LTA policy and toolkit which will improve learner experiences in the classroom. • Qualitative data from walkthroughs using the toolkit at points in the year will show improvements in areas of focus. • Data from the professional enquiries show improvements in the x4 identified themes leading to improved outcomes for learners.

Priority 1	Key Actions	Lead Person / Timescales	Expected Measurable Outcomes for Learners
	<ul style="list-style-type: none"> o Primary in partnership with Learning Academy Programme o Secondary to continue last year's programme through faculties <p>3. Young people's conference to launch the process and then to evaluate LTA section.</p>		<ul style="list-style-type: none"> • All staff to have completed a practitioner enquiry related directly to learner outcomes and moderated across ASG. • Learner feedback will be sought using HGIOURS in pupil voice to provide evidence of improved learner experiences.

Priority 2	Key Actions	Lead Person / Timescales	Expected Measurable Outcomes for Learners
Moderation	<p><u>Literacy</u></p> <ul style="list-style-type: none"> • Appoint an ASG PT literacy • ASG PT to support moderation activities at all levels in all schools through literacy champions • Analyse the full ASG literacy levels to identify the necessary gaps for intervention <p><u>Numeracy</u></p> <ul style="list-style-type: none"> • To continue with the visiting moderation activities in numeracy at 2nd/3rd level through PT Numeracy at NHS. <p>Analyse Literacy and Numeracy levels at 3 points in the year.</p>	<p>ASG PT Literacy</p> <p>ASG Literacy Champions</p> <p>NHS PT Numeracy</p> <p>A.Carse</p>	<p>To action:</p> <ul style="list-style-type: none"> • Data on gaps (Lit and Num) from A.Carse • Increase data by 2.5% in 2yrs • Increase data by 5% in 4yrs

Data to Inform Improvement

The statistical data used to inform improvement is contained within a separate spreadsheet which can be accessed by clicking on the link below:

[!\[\]\(2bdfe261b986065ee0ac76460d6528c9_img.jpg\) **Newtongrange Primary School - Data to Inform Improvement - SQIP 22-23**](#)

Priority Summary and High Level Strategic Targets

Improvement Priority 1: Raising Attainment: Literacy

Midlothian Education Service Priorities

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

National Improvement Framework Driver(s)

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

HGIOS/HGIOELC Quality Indicators *(highlight only main area(s))*

- 1.1 Self-evaluation for self-improvement
- 1.2 Leadership of learning
- 1.3 Leadership of change
- 1.4 Leadership and management of staff
- 1.5 Management of resources to promote equity

- 2.1 Safeguarding and child protection
- 2.2 Curriculum
- 2.3 Learning, teaching and assessment
- 2.4 Personalised support
- 2.5 Family learning
- 2.6 Transitions
- 2.7 Partnerships

- 3.1 Ensuring wellbeing, equality and inclusion
- 3.2 Raising attainment and achievement/Securing children's progress
- 3.3 Increasing creativity and employability

Key Actions	Lead Person / Timescales	Expected Measurable Outcomes for Learners
<ul style="list-style-type: none"> • Continue to develop writing within the school with a particular focus on non-fiction, looking at specific teaching of genre features, achieving consistency across the school and using the rubrics to support with assessment of this. • Roll out PM Benchmarking on a wider basis across the school and use the data gathered from this to track progress across the year and up-level teaching on creating a balanced reader. • Up-level focused reading group interventions by investigating and incorporating comprehension strategies into these. • Re-evaluate the literacy rubrics, looking at making these more visual for the early years and fine tuning criteria to suit each level and focus area. 	<p>Lynsay Mitchell SfL PT</p> <p>Staff Priority Group</p> <p>June 2023</p>	<p>NIF Key Priority 1: Raising attainment in literacy.</p> <ul style="list-style-type: none"> • Targeted interventions in reading focusing on P2 and P3 to raise percentage of children on track for achieving First Level to 80% • Primary 7 learners increase to over 65% attaining Second Level by June 2023. • Consistent understanding about nonfiction writing approaches with clear progression.

Key Actions	Lead Person / Timescales	Expected Measurable Outcomes for Learners
<ul style="list-style-type: none"> ● Carry out audit of current reading books for first and second level and continue to add to these to support teaching in PM Benchmarking and the creation of a balanced reader. ● In ELC, all staff will continue to develop a deeper knowledge and understanding of quality interactions with children and the role of the adult to support planning and observations. ● Staff will work collaboratively to review and evaluate interactions, spaces and experiences. Staff will engage with Realising the Ambition, HGIOELC and Midlothian Bitesize Training to adapt practice and environment. ● All Learning Journals evidence progress and next steps in Literacy, Numeracy and HWB. ● Focused interventions using PEF to support in P7 writing through both SFL and Learning Assistants. . 		<p>In ELC, all practitioners will have a clear focus on the development of children's skills in early language and mathematics.</p> <p>High quality observations will be taking place regularly and used to plan next steps.</p>

Improvement Priority 2: Raising Attainment: Numeracy

Midlothian Education Service Priorities

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

National Improvement Framework Driver(s)

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

HGIOS/HGIOELC Quality Indicators

- 1.1 Self-evaluation for self-improvement
- 1.2 Leadership of learning
- 1.3 Leadership of change
- 1.4 Leadership and management of staff
- 1.5 Management of resources to promote equity

- 2.1 Safeguarding and child protection
- 2.2 Curriculum
- 2.3 **Learning, teaching and assessment**
- 2.4 Personalised support
- 2.5 Family learning
- 2.6 Transitions
- 2.7 Partnerships

- 3.1 Ensuring wellbeing, equality and inclusion
- 3.2 Raising attainment and achievement/Securing children's progress
- 3.3 Increasing creativity and employability

Key Actions	Lead Person / Timescales	Expected Measurable Outcomes for Learners
<ul style="list-style-type: none"> • Set up a Maths and Numeracy priority group involving staff from all stages for 2022-2023 to support key events, including Maths Week Scotland, Maths Focus Weeks and the introduction of Maths Assessments to support teacher judgement. • Continue to focus on using concrete materials as a mathematical learning aid across the stages through moderation of planning. • Continue to embed Outdoor Maths and Numeracy experiences within each term, following our yearly overview and ensuring all classes plan for this. • Continue to provide 'Blast off for Numbers' packs for our new P1 learners increasing parent/carer engagement of this and introduce these into Primary 2 as well, following staff feedback. • Continue to use data and assessments to identify learners who need targeted intervention at both group and individual level, focusing on Primary 5 	<p>Sarah Burrell DHT</p> <p>Staff Priority Group</p> <p>June 2023</p>	<p>NIF Key Priority 1: Raising attainment in numeracy.</p> <ul style="list-style-type: none"> • Focus on Primary 5 and Primary 7, aiming to increase both year groups to over 75% attaining the level. <p>In ELC, all practitioners will have a clear focus on the development of children's skills in early language and mathematics. High quality observations will be taking place regularly and used to plan next steps.</p>

Key Actions	Lead Person / Timescales	Expected Measurable Outcomes for Learners
<p>and Primary 7, aiming to increase both year groups to over 75% attaining the level.</p> <ul style="list-style-type: none"> • Ensure that 1:1 Ready Set Go Numeracy Interventions are in place for all year groups where support has been identified. • Create links with the High School for P7 transition, sharing practice and developing understanding. 		

Improvement Priority 3: Enhancing Learning Teaching and Assessment using Digital Technology

Midlothian Education Service Priorities

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

National Improvement Framework Driver(s)

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

HGIOS/HGIOELC Quality Indicators

- 1.1 Self-evaluation for self-improvement
- 1.2 Leadership of learning
- 1.3 Leadership of change
 - 1.4 Leadership and management of staff
 - 1.5 Management of resources to promote equity
- 2.1 Safeguarding and child protection
- 2.2 Curriculum
- 2.3 Learning, teaching and assessment
- 2.4 Personalised support
- 2.5 Family learning
- 2.6 Transitions
- 2.7 Partnerships
- 3.1 Ensuring wellbeing, equality and inclusion
- 3.2 Raising attainment and achievement/Securing children's progress
- 3.3 Increasing creativity and employability

Key Actions	Lead Person / Timescales	Expected Measurable Outcomes for Learners
<p>To improve the use of digital technology to enhance learning and teaching.</p> <ul style="list-style-type: none"> ● 'Digital Enquiry Group' to be set up to lead progression of digital within school. ● Equipped for learning programmes to continue to support the up levelling of digital resources for primary schools. ● Regular Visits from Digital Learning Technologist, Claire Gately. ● To embed the use of digital technologies within the curriculum through upskilling our pedagogical approaches. ● To continue to work with our P1 and P2 learners to ensure they are able to confidently access Google Workspace ahead of P3. <p>To improve staff confidence in using digital technologies within learning and teaching.</p> <ul style="list-style-type: none"> ● To continue on our journey with midlothian.education and Google Workspace with further training. ● To move to a paperless format for planning, using the Google Drive as a location for storing, sharing and editing plans across classes and stages. 	<p>Chelsea Kerr Class Teacher</p> <p>Digital Enquiry Group/Sept 2022</p> <p>Digital learning team and digital leaders in each school</p>	<p>Outcome for learners</p> <ul style="list-style-type: none"> ● All learners will develop appropriate digital skills to support and enhance their learning. ● All learners are able to independently access devices and clear progression of skills identified and implemented. ● P1 and P2 confident in accessing Google Workspace. ● Learners confident in using Read, Write programme for writing support. <p>Impact Measurements</p> <ul style="list-style-type: none"> ● Staff confidence baseline in use of digital platforms, August 2022 ● Staff confidence measure, May 2023 ● Learner confidence measure, May 2023 ● Progress towards key targets in Digital Schools Award

Key Actions	Lead Person / Timescales	Expected Measurable Outcomes for Learners
<ul style="list-style-type: none"> To use the Google Workspace as a moderation tool for planning and assessing learner's work. To continue to upskill our staff through digital training to ensure they have the skills necessary to support learners with digital technology. To continue to have visits from specialists such as our Digital Learning Technologist who can support us to embed the use of digital technologies in our classroom. <p>To use digital technology to support learners with ASN.</p> <ul style="list-style-type: none"> Ensure learners with ASN have appropriate devices to support needs. To use Read, Write resources to support learning and teaching through the school. 	<p>SLT/September 2022</p> <p>Claire Gately/June 2023</p> <p>LM SfL/ June 2023</p>	<ul style="list-style-type: none"> Tracking of Writing progress (Sept, Dec, March, June) for comparison of value added.

Improvement Priority 4: Equity and Inclusion, Including Nurture

Midlothian Education Service Priorities

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

National Improvement Framework Driver(s)

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

HGIOS/HGIOELC Quality Indicators

- 1.1 Self-evaluation for self-improvement
- 1.2 Leadership of learning
- 1.3 Leadership of change
- 1.4 Leadership and management of staff
- 1.5 Management of resources to promote equity

- 2.1 Safeguarding and child protection
- 2.2 Curriculum
- 2.3 Learning, teaching and assessment
- 2.4 Personalised support
- 2.5 Family learning
- 2.6 Transitions
- 2.7 Partnerships

- 3.1 **Ensuring wellbeing, equality and inclusion**
- 3.2 Raising attainment and achievement/Securing children's progress
- 3.3 Increasing creativity and employability

Key Actions	Lead Person / Timescales	Expected Measurable Outcomes for Learners
<p>To develop and implement a whole school nurturing approach.</p> <ul style="list-style-type: none"> • 'Nurture Enquiry Group' to be formed and use hours of SIP time to develop key areas. • Continue to embed learner's understanding of the wellbeing indicators through lessons and wall displays. • To continue on our journey with Midlothian council to become a Nurturing Authority through further training for staff. Staff were keen to have more support in using the 'Kit Bags' as a targeted intervention approach • To develop our Nurture Groups to include mixed groups of learners throughout the school. • Create a 'Zones of Regulation' Toolkit for each classroom which individualised resources and spaces so learners can feel supported in their classrooms. • Restart the Building Resilience Programme at Year 1 in 2022-2023. 	<p>SLT/June 2023</p> <p>Nurture Enquiry Group/Sept 2022</p> <p>SLT/October 2022</p> <p>Ongoing/SLT and PT's</p> <p>SLT/October 2022</p> <p>SLT/October 2022</p>	<p>Outcome for learners</p> <ul style="list-style-type: none"> • School will have demonstrated an increase in whole school nurture knowledge and understanding and in applying nurture in practice. • All learners will demonstrate increased resilience through motivation in their approach to new learning, willingness to learn from mistakes, engagement in challenging learning and ability to cope with adversity/disappointment by using a range of self-regulating strategies. • All children within our ELC will be able to recognise and talk about different emotions. • All learners know and understand they have rights as a child and that they feel safe, valued and respected in school.

Key Actions	Lead Person / Timescales	Expected Measurable Outcomes for Learners
<ul style="list-style-type: none"> Return to in person assemblies to celebrate the launch of each unit and have learners share their understanding of the programme. <p>To embed the principles of the UNCRC and The Promise within learning and teaching.</p> <ul style="list-style-type: none"> To continue on our journey towards gaining a Silver Right Respecting School through embedding the UNCRC Rights and supporting our learners to elaborate on the rights and how they affect us. Learners and adults collaborate to develop and maintain a school community based on equality, dignity, respect, non-discrimination and participation. 	<p>June 2023</p> <p>SLT/June 2023</p> <p>SLT/June2023</p>	<ul style="list-style-type: none"> All learners will be able to identify key rights and explain how these link to everyday tasks within and out with school. <p>Impact Measurements</p> <ul style="list-style-type: none"> All Nurture Leads will show an increase in skill and confidence in developing a nurturing school. By June 2023 targeted learners with ASN will demonstrate improvements in their HWB, readiness to learn and attainment in learning. Wellbeing Web - Data analysis will show an increase in learners feeling safe, included and nurtured. Follow-up evidence focus group, May 2023. Analysis of HWB data and discussions during achievement meetings on the improvements of learner' mental wellbeing Learner feedback on the strategies they can use to help with self-regulation. Analysis of safe-guarding data and RSS practice is evidenced within learning and teaching and the wider life of the school. Achievement of Silver Rights Respecting School Award

Pupil Equity Fund Plan 2022-23

PEF Allocation for 2022-23: £89 425
 Carry Forward from 2021-22: n/a
 Total: £89 425

Gap	Outcome Statement	Measures	Lead Staff Member	Details of Intervention	Cost
<p>Focus on reducing the attainment gap in writing across the school.</p> <p>Provide intervention within the P4, P6 and P7 year groups to support learners to be on track with achievement of level within writing.</p>	<p>By June 2023, greater than 78% of P4 learners will have achieved first level writing. Who? P4 learners How? Increase in % from June 2021 What? Achieve first level When? June 2023</p> <p>By June 2023, greater than 70% of P6 learners will be on track to achieve second level writing by June 2023. Who? P6 learners How? Increase in % from June 2022 What? On track to achieve second level When? June 2023</p> <p>By June 2023, greater than 65% of P7 learners will have achieved second level writing. Who? P7 learners How? Increase in % from June 2022 What? Achieve second level When? June 2023</p>	<ul style="list-style-type: none"> Tracking of RWI 8 weekly assessment data. ACEL tracking and monitoring – teacher judgement levels will show an increase from the Aug 2021 projected levels (Tracking dates – Aug, Nov, Feb, May). Analysis of SNSA data should demonstrate an improvement in learners spelling bands (Feb) Tracking of Writing progress (Sept, Dec, March, June) for comparison of value added. Scale will be developed to gain pre and post intervention attitudes towards numeracy of all learners receiving targeted support. 	LM SfL PT	<p>15 LA hours to support implementation of 1:1 RWINc tutoring for targeted learners</p> <p>Further training for all teachers in ‘Talk for Writing’ approach and purchase appropriate resources to support.</p> <p>Staffing – from school supports– not PEF</p> <ul style="list-style-type: none"> SfL teachers to support targeted writing groups SfL teachers to deliver Freshstart for P4, P6 and P7 learners LA hours to support implementation of 1:1 RWINc tutoring for targeted learners <p>Data driven dialogue collegiate sessions with teachers – interrogating data and planning next steps to address writing attainment gaps.</p>	£10 500
<p>Focus on reducing the attainment gap in numeracy across the school.</p>	<p>By June 2023, greater than 75% of P5 learners will be on track to achieve second level numeracy.. Who? P6 learners How? Increase in % from June 2022</p>	<ul style="list-style-type: none"> Tracking of MUMP assessment data termly. (June, Oct, Dec, March, June). ACEL tracking and monitoring – teacher judgement levels will 		<p>PT of numeracy to lead analysis of data, numeracy targeted interventions and professional learning groups.</p>	£6000.00

Gap	Outcome Statement	Measures	Lead Staff Member	Details of Intervention	Cost
Provide intervention within the P5 and P7 year groups to support learners to be on track with achievement of level within numeracy.	<p>What? On track to achieve second level When? June 2023</p> <p>By June 2023, greater than 75% of P7 learners will have achieved second level numeracy. Who? P7 learners How? Increase in % from June 2022 What? Achieve second level When? June 2022</p>	<p>show an increase from the Aug 2021 projected levels. (Tracking dates – Aug, Nov, Feb, May).</p> <ul style="list-style-type: none"> Analysis of SNSA data should demonstrate an improvement in learners' numeracy bands. (Feb) Targeted Numeracy ongoing assessment data. LAs upskilled in providing Numeracy interventions to support the development of numeracy skills for identified learners. Likert scale will be developed to gain pre and post intervention attitudes towards numeracy of all learners receiving targeted support. 		<p>25 LA hours to support implementation of 1:1 numeracy tutoring intervention, Ready Set Go – Achieving first level in numeracy.</p> <p>Data driven dialogue collegiate sessions with teachers – interrogating data and planning professional enquiries to raise numeracy attainment and close the gap.</p>	£17,500
ASG PT Literacy ASG Literacy Champions	<p>By June 2024, increase by 2.5% in literacy across ASG Who? Learners across ASG What? 2nd and 3rd Level</p>	<p>To action:</p> <ul style="list-style-type: none"> Data on gaps (Lit and Num) from A.Carse Increase data by 2.5% in 2yrs Increase data by 5% in 4yrs 		<p><u>Literacy</u> Appoint an ASG PT literacy</p> <p>ASG PT to support moderation activities at all levels in all schools through literacy champions</p> <p>Analyse the full ASG literacy levels to identify the necessary gaps for intervention</p>	£7100
HWB support for learners with ASN to reduce barriers to learning.	<p>By June 2022 targeted learners with ASN will demonstrate improvements in their HWB, readiness to learn and attainment in learning.</p> <p>Who? Learners with ASN How? Increase readiness to learn and ability to self-regulate.</p>	<p>Use of the Wellbeing Web to monitor and track learners wellbeing against the wellbeing indicators termly (Aug, Oct, Dec, March, June)</p>	SB DHT	<p>Therapeutic support for learners</p> <p>Work in partnership with Empowering Families to provide targeted interventions to support the development of learner's</p>	£10,000

Gap	Outcome Statement	Measures	Lead Staff Member	Details of Intervention	Cost
	<p>What? Improved Boxall scores. Improved self-assessed wellbeing. When? June 2022</p>	<p>Improvements in Boxhall Profile scores for individual learners (Sept/ Jan/ June)</p> <p>Reports from therapist (Mid and end of block).</p> <p>Increased time for identified learners in class and reduced need for individualised support from LA or SLT (reviewed at SI meetings) Feedback from learners, parents and staff. (Ongoing MAM meetings across the school year).</p>		<p>mental and emotional health and wellbeing through play or art therapy.</p> <p>1:1 drop in counselling offered to targeted learners.</p> <p>Drop in Play Therapy for P6 and P7</p> <p>Season for Growth supports</p> <p>25 LA hours to provided targeted support for individuals through attending the nurture group or 1:1 personalised interventions.</p> <p>Resources to support HWB and nurture provision</p>	<p>£3000</p> <p>£17,500</p>
Focus on attendance of learners within SMID 1-3.	<p>To reduce the number of learners in the below 85% attendance band by 50% by June 2022. Who? Learners(14) whose attendance in June 2021 was below 85% How? Reduce number of learners by 50% What? Attendance When? June 2022</p> <p>To increase the punctuality of a targeted group to that of less than 5 'lates' per term by June 2022. Who? Targeted group of learners (16) How? Decrease late comings What? Punctuality When? June 2022</p>	<ul style="list-style-type: none"> Attendance and lates data from June 2021 used as a baseline. Attendance/ lates rate/ trend monitored fortnightly via attendance meetings Review attendance/ lates rate end of PEF year. 	LC HT/ LG HSP	<p>Fulltime Home School Practitioner supported by LA interventions to provide targeted support to families with particular focus on attendance and lates.</p> <p>Reinstate and fund Toast Club to support timekeeping.</p> <p>Weekly attendance monitoring with follow up conversations/ home visits with learners and their families to ascertain reasons for lateness or absence</p> <p>HSP work with targeted learners and their families to identify and address individual</p>	£10500

Gap	Outcome Statement	Measures	Lead Staff Member	Details of Intervention	Cost
				attendance issues providing support/ advice and involving agencies as required. Tests of change with identified learners to improve timekeeping and timetabled meetings/focus groups with identified children to discuss any barriers to learning.	
Engaging in life beyond the school	All children Free School Meal Entitled will receive support towards School Camp in P7	FME data Camp numbers	LC HT LG HSP	A reduction in overall costs will allow all children to have the opportunity to attend school camp in P7	£3000

Total: **£85100**
(Extra to allow for Pay increase)