King's Park Primary School

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

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1. Our School Vision, Values and Aims

Vision and Values

Our Vision: In King's Park we endeavour to: foster self esteem and success; motivate everyone to reach their potential; encourage communication and support and thereby achieve the highest possible standards.

Our values: Wisdom, Justice, Compassion and Integrity

Our School Motto: Learners Today, Leaders Tomorrow

Our Aims: All students at KP will have a shared language of learning, will know the characteristics of a good learner and understand the learning process. Using this foundation, all students will be assessment capable learners; they will understand what they are learning, how they are getting on and where they will go next.

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

Our Vision, Values and Motto were established through the introduction of Curriculum for Excellence and through consultation with the school community. Since then, we have worked with pupil and parent groups to lead change in line with the overall vision and values and motto.

This session, we continued to develop our shared vision, values and incorporated aims relevant to the whole school community. School Huddles (assemblies) take place and we use these to help our learners reflect on our vision, values and aims.

Our recently incorporated aims are aligned to our ongoing understanding of Hattie's research and we have shared this with the school community via Curriculum Information evenings and Parent Council meetings.

We have also recently incorporated 3 fundamental rights and responsibilities that are aligned to our existing vision and values. These are:
- The right to learn and the responsibility to ensure everyone is able to get on with their learning.
- The right to be safe and the responsibility to protect to the safety of others.
- The right to be respected and the responsibility to demonstrate good social skills when interacting with others.

These rights and responsibilities are the framework that is used when classes create their rules and routines at the start of each school session.

3. Context of the School

Our school has a very good reputation in the local community and we receive a significant number of placing requests as a result of this.

King's Park Primary was built in 1903. There is a 60/60 Nursery and 18 primary stage classes. There are two buildings within the grounds accommodating Nursery–P3 learners and P4-P7 learners, respectively.

The combined preschool and primary roll is circa 600 and projected to rise in coming years. The roll is very diverse and includes pupils from all 10 SIMD data zones and this range is also reflected in each year group. SIMD data evidenced a significant increase in pupils living in SIMD 1 and 2.

In Session 2016 /2017, the Senior Management Team comprised of the HT, a DHT, 2 part time DHTs and a PT. We had two, part time, Support for Learning Teachers. We also had a large team of Learning Assistants who support children in the classroom, playground and on a 1-1 basis where required.

 Our 60/60 Nursery Team was staffed by 2 SCCDWs, 3 full time and 2 part time CCDWs.

We continued to offer a range of training experiences:
- Work experience placements, in partnership with Dalkeith High School and Lasswade High School.
- MA 3 Undergraduate teaching placement, in partnership with Edinburgh University.
- Edinburgh College placements
- PAVE placements

14% of our pupils were living in top 20% most deprived areas at the start of session 2016/2017

4. Review of progress for Session 2016-17

School priority 1: Improving our Leadership and Management of Improvement

NIF Priority	**HGIOS 4 Quality Indicator(s)**
• Improvement in attainment, particularly in literacy and numeracy • Closing the attainment gap between the most and least disadvantaged children. • Improvement in children and young people's health and wellbeing	1.1 Self Evaluation for Self Improvement 1.2 Leadership of Learning 1.3 Improving our Leadership of Change 1.5 Management of resources to promote equity
NIF Driver • School leadership • Teacher professionalism • Parental engagement • Assessment of children's progress • School improvement • Performance information	**Local Priority** **To build excellence in self-evaluation for self-improvement** • We will support the delivery of the National Improvement framework, GIRFEC Named Person; and How Good Is Our School V4 **To build excellence in our leadership of change** • We will grow our school into a Learning Community in order to build the self-improving system

Progress and Impact:

Further SEAL (numeracy) training took place for staff, including peer learning and team teaching opportunities to ensure that we are increasingly ensuring consistent practice across the school.

SfL teachers provided training to Learning Assistants in order to ensure resources and support strategies were used to best effect when working with targeted support groups.

A workshop was run by the SfL teachers and one of our pupils to help a group of identified parents support the child's additional learning needs at home.

Our teachers identified that they were keen to receive training about the resources and support strategies used by SfLTs in order to better support learners in their classes.

SfL teachers undertook a range of training this year in preparation of developing all 5 of their roles in the future. The training focus was identified by analysing the needs of our pupils .(e.g. training focussed on SEAL, Read, Write Inc, Seasons for Growth, Boardmaker and Speech & Language training). This will ensure that the SfLT lead change by contributing to the development of teaching staff and offering specialist services.

We raised parental awareness of poverty factors impacting on some of our learners. This resulted in parents being more aware of the school's demographic picture and that different families in our school community have different needs. The high response rate to our PEF consultation, along with the overwhelming support for the proposals on how the PEF allocation should be used was evidence of a deepening understanding of the needs of the most vulnerable learners. In addition, the consultation exercise enabled parents to contribute thoughtful and creative ideas on how to take the PEF proposals forward. These will be incorporated into the project plans. This is helping to develop a vision that is developing through ongoing reflection and debate across the school community. As a result of this active collaboration, the school community is beginning to develop more ownership of the vision values and aims.

Staff identified individual CLPL priorities via PRD processes and professional dialogue / self evaluation opportunities. These connect well with School and Council level priorities have been incorporated into the School Improvement Plan, the ASG Improvement Plan and individual's Professional Development Plans.

Pupils, staff and parents were given the opportunity to share their views on how well the school was doing via a Survey Monkey questionnaire. The results will be analysed and incorporated into improvement planning in due course.

Pupils were given the opportunity to help lead change via the Pupil Council and Eco / Health Committees. Parents had opportunity to be involved in decision making via the PTA and PC groups.

Overall, our pace of change was impacted on by a range of staffing issues, mostly arising from secondments and maternity leaves. To address the need for consistency for learners in 2 of our classes, the Deputes taught full time for most of the year. The Support for Learning Teachers also had to provide class cover throughout the year. Despite the constraints placed on the Senior Management and SfL Team, we remained committed to improvement and managed to put in place a number of improvements that will be essential to the progress and impact we can make in the next school session. In particular, a recently created risk matrix will ensure all staff can learn to analyse all known data and intelligence and decide how best to address learners' needs accordingly. The 2017/2018 Devolved School Budget has been utilised creatively to ensure enhanced Senior Management time is in place for August 2017. This will ensure that any unforeseen staffing vacancies do not have a detrimental impact on the Leadership of Change in the year ahead.

Next Steps:
- We will create more opportunities for the staff, parents and learners to understand the social, economic and cultural context in which children, young people and their families live.
- SMT will work collaboratively to develop a clear rationale and choose appropriate approaches to effectively facilitate change leading to greater equity for all learners.
- SMT will effectively guide and manage the strategic direction and pace of change in the areas they are leading in the 2017/18 SIP.
- Dept DHTs will develop effective strategies to monitor and evaluate the impact of changes on outcomes for learners in their departments.
- Dept DHTs will support and challenge all staff to ensure they have consistently high expectations of all learners
- Create more opportunities for staff, parents and learners to be involved in evaluating and improving the work of the nursery and school.
- Incorporate Professional Enquiry, Learning Trios and Book Clubs so that **all staff** have a support network and a forum for regular professional dialogue.
- Create more opportunities for staff, parents and learners to be involved in contributing to decision making and in evaluating and improving the work of the school.

School priority 2: Improving our Learning Provision

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

NIF Driver

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

HGIOS 4 Quality Indicator(s)

2.2 Curriculum
2.3 Improving our Learning, Teaching and Assessment

Local Priority:

To build excellence in Learning, Teaching and Assessment:

- We will develop our knowledge and understanding of planning, moderation, tracking and assessment within the Broad, General Education
- We will develop assessment capable learners and support teachers in knowing their impact.

Progress and Impact:

We continued our journey towards developing assessment capable learners. We created a common definition of what an effective learner is and ways to promote learning characteristics. Staff helped learners to develop their awareness of what an effective learner is so that they can identify how and when they are using effective learner characteristics.

The support we offered pupils became more fair and consistent across the school. Literacy and Numeracy targeted support groups were set up. DHTs, SfLTs and CTs were assigned to team-teach in specific classes across various points in the year. The SfL teachers have successfully taught pupils how to use iPads to improve their learning. Pupils who started using iPads attended an after school support club run by the SfL teachers to enhance their understanding of the various apps. Of the 19 pupils who use individual iPads, almost all are feeling more confident, are engaged with their learning and have achieved more in Literacy, particularly writing. This has been evidenced through discussion with pupils and evidence of pupils' work in their portfolios.

We implemented progressive learning pathways for Literacy, Sciences and Social Subjects These will need to be evaluated against finalised benchmarks to ensure they remain fit for purpose.

Next Steps:

- Take a closer look at learning pathways, (Literacy, Digital Learning, STEAM, Outdoor Learning, Skills for LLW) including N/P1 transition, in order to deliver the curriculum as a hook to improve engagement and participation resulting in improved outcomes for all learners.
- Ensure all staff have accessed and applied relevant findings from educational research via VL and S Clarke SIP work.
- As part of the above, we will have developed a more consistent approach to: Learning Intentions and Success Criteria / Pace and Challenge / Differentiation.
- All teachers to develop their ability to use more **skilful questioning** and engagement to promote curiosity, independence and confidence and to regularly enable higher-order thinking skills in all learners.
- All teachers to develop their ability to provide high quality feedback to learners
- Children will be giving more **effective** feedback to peers about learning and suggesting ways they can improve.
- Develop approaches to target setting in relation to next steps for learners in order to develop a shared understanding of Assessment Capable Learners

- Ensure more of our children can demonstrate that they are assessment capable learners.
- Assessment to be integral to our planning of learning and teaching.
- Ensure a **quality body** of evidence is used to support assessment judgements and decisions about next steps.
- Ensure our assessment and tracking system is robust and linked to effective interventions to ensure continuous progress for learners across the curriculum and all phases in their education, including points of transition.
- Tracking and monitoring will be **well understood and used effectively** to secure improvement.
- All staff will have **well developed** skills of data analysis which are focussed on improvement.

School priority 3: Improving Outcomes for all our learners

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

NIF Driver

- Assessment of children's progress
- Performance information

HGIOS 4 Quality Indicator(s)
3.2 Raising Attainment and Achievement
3.1 Ensuring Wellbeing, Equality and Inclusion
1.1 Self Evaluation for Self-Improvement

Local Priority
To build excellence by raising attainment overall:
- We will achieve a 2% increase in the number of children achieving the expected level in Reading, Writing, Listening & Talking, Numeracy & Maths by end of P1, P4 and P7.
- We will achieve a 2% increase in attendance.

To close the gap between the least and most disadvantaged:
- We will achieve a 5% increase in the number of children from SIMD 1 and 2 achieving the expected level in Reading, Writing, Listening & Talking, Numeracy & Maths by end of P1, P4 and P7

Standardised Assessments			
Year Group	**Curriculum Area**	**Average Score**	**Comment**
P1	Reading	Our average standard age score for this group was 53% (National Average = 50)	End of P1 results were **higher** than the Midlothian average.
P1	Maths	Our average standard age score for this group was 56.5% (National Average = 50)	End of P1 results were **higher** than the Midlothian average.
P4	Reading	Our average standard age score for this group was 103.4 (National Average =100)	This was not significantly different from the National average and was in broadly in line the Midlothian average. The spread of standard age scores for this group was not significantly different from the National average.
P4	Maths	Our average standard age score for this group was 117.1 (National Average = 100)	This was **higher** than the National and Midlothian averages. The spread of standard age scores for this group was not significantly different from the National average.
P7	Reading	Our average standard age score for this group was 104.6 (National Average = 100)	This was **higher** than the National and Midlothian averages. The spread of standard age scores for this group was not significantly different from the National average.
P7	Maths	Our average standard age score for this group was 109.6 (National Average = 100)	This was **higher** than the National and Midlothian averages. The spread of standard age scores for this group was not significantly different from the National average.

CfE Results			
Year Group	**Curriculum Area**	**% Achieving Level**	**Comment**
P1	Reading	94.2 %	This was **higher** than the Midlothian average.
P1	Writing	72.8 %	This was **higher** than the Midlothian average.
P1	Listening and Talking	92.8 %	This was **higher** than the Midlothian average.
P1	Maths	88.5 %	This was **higher** than the Midlothian average.
P4	Reading	75.4 %	This was in line with the Midlothian average.
P4	Writing	70.4 %	This was **higher** than the Midlothian average.
P4	Listening and Talking	93.4 %	This was **higher** than the Midlothian average.
P4	Maths	73.7 %	This was **higher** than the Midlothian average.
P7	Reading	87.3 %	This was **higher** than the Midlothian average.
P7	Writing	72.1 %	This was **higher** than the Midlothian average.
P7	Listening and Talking	92.4 %	This was **higher** than the Midlothian average.
P7	Maths	82.2 %	This was **higher** than the Midlothian average.

This year, staff moved away from classifying pupil achievement within a level as 'developing, consolidating or secure' and began to engage with literacy and numeracy draft benchmarks in order to determine achievement of a level. As a result, we identified that we need to develop the range of evidence we plan to gather in order to make professional judgements, particularly within Reading and Writing. We began to develop a shared understanding of 'achieving a level' by engaging with training materials from the National Improvement Hub and through ASG working, with a focus on Reading.

Our standardised assessment results continued to show a positive trend, with many pupils scoring above or well above the Midlothian and National average in reading and maths at P4 and P7. Our P1 results showed that children made average to above average progress in their P1 year.

When our staffing levels allowed, we deployed designated members of staff to provide additional literacy and numeracy support for identified learners.

We raised staff awareness of poverty factors impacting on learners. Staff identified factors that were getting in the way of achievement and attainment for our most vulnerable learners. We analysed CfE levels, standardised test results and SIMD factors to identify pupils across all stages requiring targeted support. This is enabling us to be far more proactive. We have significantly improved how we record and analyse all available intelligence and data and now have a robust tracking system in place for use in session 2017/18. This has allowed us to identify individuals and groups requiring support and we have planned Early Intervention and Prevention work that will be implemented from August 2017.

Pupil Attendance
Our average pupil attendance rate was 96%. There was no significant difference when comparing attendance by gender. There was no significant difference across Year Groups. Unauthorised absence was less than 1%.

Exclusions
There were no exclusions in session 2016/17

Next steps:
- Help children to be active participants in discussions and decisions which may affect their lives by contributing to meetings about them.
- Ensure that **all** staff and children know, understand and use the wellbeing indicators as an integral feature of school life.
- Review our HWB curriculum to ensure it provides children and young people with well-planned and progressive opportunities.
- Use Outdoor spaces effectively to promote positive relationships and wellbeing.
- Raise the attendance/ punctuality of our most disadvantaged children. We will achieve a 5% increase in the attendance / punctuality rate of identified children living in PEF target areas.
- Maintain our risk matrix to create a robust tracking system, together with effective interventions, to ensure continuous progress for learners.
- Increase staff knowledge and understanding of achievement of a level, using benchmarks, formative and summative assessments and professional judgement.
- Consistently use evidence from tracking meetings, professional dialogue and assessments to measure progress over time and in particular at points of transition.
- Ensure that **all** children are fully engaged in their learning and participate in decision-making about their learning pathways and future career aspirations.
- Ensure that **all** children are empowered to have a say in the quality of their learning experience and how to improve.
- Via CU and JASS, utilise accreditation systems to recognise and celebrate achievement.
- Recognise and value the personal achievements of all learners during departmental assemblies.
- Establish ways to recognise and track achievements.
- Develop our network of partners and businesses to ensure positive outcomes for children.
- Improve outdoor learning experiences to ensure children make progress and have more opportunities for achievement.
- Through PEF work, ensure that inclusion is successful for all and that we are we removing barriers to learning and ensuring equity for all.
- Implement Early intervention and prevention approaches in P1-3.
- Provide staff with literacy and numeracy training, including peer learning and team teaching opportunities.
- Improve our partnership working with SaLT, OT, LLLE Team, Colleges, Charities and Volunteering services.
- Ensure our CfE Levels will be in line, or exceed, the National average by end of P1, P4 & P7.
- Raise the attainment of our most disadvantaged children and achieve a 5% increase in the number of children from SIMD 1 and 2 achieving the expected level in Reading, Writing, Listening & Talking, Numeracy & Maths by end of P1, P4 and P7
- Raise the achievement of our most disadvantaged children and achieve a 5% increase in the number of children from SIMD 1 and 2 taking part in extra curricular activities.

5. What is Our Capacity for Continuous Improvement?

Quality Indicator	School Self Evaluation	Authority Inspections / Theme visits	HMIe Inspection Grades
1.1 Self Evaluation for self improvement	3-4		
1.3 Leadership of Change	4	4	
2.3 Learning, teaching and assessment	4	4	
3. 1 Ensuring well being equity and inclusion	4		
3.2 Raising attainment and achievement	4		
2.2 Curriculum – Theme: Learner pathways	3-4		
2.7 Partnerships – Theme- Impact on learners	4		

6. Highlights from Session 2016-2017

Community Highlights

Children's University and Queen Margaret University

We promoted engagement with Children's University through drop-in sessions and Huddles. This resulted in greater pupil participation. We worked closely with Queen Margaret University to establish a system to ensure all pupils will receive their certificates in a timely manner.

Storehouse

Parents and carers responded supportively to the needs of the local community. They by donated a record amount of produce to the Storehouse foodbank collection.

Pupil Equity Fund

Parents and carers were consulted about how to use the Equity Funding for session 2017/2018 and were overwhelmingly in favour of the proposals put forward by the school.

Health and Wellbeing

Through the work of our Sports Committee, we achieved a Gold Award from the Sport Scotland School Sport Awards.

We applied for an NHS grant to support healthy eating initiatives and received almost £3000!

The school participated in a range of sports events and competitions. As well as successes, the impressive sportsmanship, behaviour and attitude of our pupils was a regular feature of feedback we received.

We changed the format for our Sport's Day to create a more progressive set of challenges over Early, First and Second levels. We received positive feedback overall about the changes made.

We helped with tree planting in the area next to the school grounds to replace old trees and ensure our local area was safe and attractive in the years to come.

Communication and Parental Engagement

Our Parent Council worked in partnership with the school and Midlothian Council to develop home/school communication. A 'paper free' communication pilot will take place with next year's P1 intake.

Our Nursery offered more informal coffee mornings so that changes to how the nursery operated could be explained and discussed.

Our PTA raised over £3000 via the annual Summer Fair which will go towards a range of improvements including developing the playground environment.

Music

We continued to showcase our impressive musical talents via a range of performances such as Singalongs, Concerts, Church Services and Assemblies. We held these events in the school and in our local church. These events were very well attended and the feedback we received was overwhelmingly positive.

Part 2: Midlothian Education Improvement Planning

Establishment	**King's Park Primary School**
Area	**Dalkeith**
Session	**2017-2018**
Planning Cycle	**Baseline – cycle 1**

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

Single page Strategy

1. Priorities for Improvement in Current Year *(Please see PPP 68 March 2017 for key priorities for 2017-18)*

Overview					Planning cycle 1		Session: 2017-2018	

Number	Priority	Stage of Development	Main driver of priority		Alignment with:					
		Exploring, Developing or embedding	Self-evaluation / school review/ VSE	Education Scotland Report	HGIOS 4 QI	Well Being Wheel	Midlothian strategic priorities	NIF	Partnership working
1	1	**Exploring / Developing**	X		1.1 1.2 1.3 1.4	Achieving	• Measuring with Meaning: To develop an evidence-based practice approach in classrooms including careful analysis of data on children and young people's progress to plan targeted interventions. • To share best practice in learning and teaching • To continue to implement Visible Learning including Impact Cycle Training	School leadership. Parental engagement. School improvement.	MLC Volunteering Outdoor Learning Active Schools Local Colleges & Universities. PAVE Storehouse School Chaplain Local Church MOPS
2	2	**Developing**	X		1.1 1.3 2.2 2.3	Achieving Respected Included	• Measuring with Meaning: To develop an evidence-based practice approach in classrooms including careful analysis of data on children and young people's progress to plan targeted interventions. • To continue to support teachers with moderation, tracking and assessment of progress through the BGE. • **BGE:** Taking a closer look at learning pathways, including transitions, in order to deliver a curriculum that acts as a hook to improve engagement and participation resulting in improved outcomes for all learners. • *I-Collaborate* Creating a Collaborative Leadership Culture at all Levels by continuing to grow our ASGs into Learning Communities and building the professional networks	School leadership. Teacher professionalism. Assessment of children's progress. Performance information.	Dalkeith ASG Health Visitors OT S&LT Health Vistors C&F Team School Nurse Psych Services ASD Service BST Service Parent Council PTA

3	3	Developing	X		3.1	Safe Healthy Achieving Nurtured Active Respected Responsible Included	• Interrupt the cycle of poverty (PEF): 5% increase in number of children from SIMD 1 and 2 achieving the expected CfE level in Literacy and Numeracy by the end of P1, P4, P7	School leadership. School improvement.	
4	4	Developing	X		3.2	Achieving Nurtured Active Respected Included	To bring CfE levels in line with the national average in Literacy and Numeracy by the end of P1, P4, P7 • Interrupt the cycle of poverty (PEF): 5% increase in number of children from SIMD 1 and 2 achieving the expected CfE level in Literacy and Numeracy by the end of P1, P4, P7	Assessment of children's progress. School improvement. Performance information.	

2. Priority Summary and High Level Strategic Targets

Priority No.	Priority	Key Target(s)	Expected outcomes for learners which are measurable and/ or observable
1	**Improving our Leadership and management of 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	**Observable Outcomes:** • We will have created more opportunities for the staff, parents and learners to understand the social, economic and cultural context in which children, young people and their families live. • SMT will be working collaboratively to develop a clear rationale and choose appropriate approaches to effectively facilitate change leading to greater equity for all learners. • SMT will be effectively guiding and managing the strategic direction and pace of change in the areas they are leading in the 2017/18 SIP. • Dept DHTs will have developed effective strategies to monitor and evaluate the impact of changes on outcomes for learners in their departments. • Dept DHTs will be supporting and challenging all staff to ensure they have consistently high expectations of all learners • We will have created more opportunities for staff, parents and learners to be involved in evaluating and improving the work of the nursery and school. • We will have incorporated Professional Enquiry, Learning Trios and Book Clubs so that **all staff** have a support network and a forum for regular professional dialogue. • We will have created more opportunities for staff, parents and learners to be involved in contributing to decision making and in evaluating and improving the work of the school.
2	**Improving our Learning Provision**	**2.2** **Learning pathways** **2.3** Learning, Teaching and Assessment	**Observable Outcomes:** • We will have taken a closer look at learning pathways, (Literacy, Digital Learning, STEAM, Outdoor Learning, Skills DYW) including N/P1 transition, in order to deliver the curriculum as a hook to improve engagement and participation resulting in improved outcomes for all learners. • More of our children will be demonstrating that they are assessment capable learners. • All teachers will have accessed and applied relevant findings from educational research via VL and S Clarke SIP work. • All teachers will have had opportunity to engage with practitioner enquiry via ASG Reading priority. • As part of the above, we will have developed a more consistent approach to: Learning Intentions and Success Criteria / Pace and Challenge / Differentiation. • All teachers will be using more **skilful questioning** and engagement to promote curiosity, independence and confidence and to regularly enable higher-order thinking skills in all learners. • All teachers will be providing high quality feedback to learners and we will have developed approaches to target setting in relation to next steps for learners in order to develop a shared understanding of Assessment Capable Learners. • Children will be giving more **effective** feedback to peers about learning and suggesting ways they can improve. • We will have a robust assessment and tracking system together with effective interventions to ensure continuous progress for learners across the curriculum and all phases in their education, including points of transition. • Assessment will be integral to our planning of learning and teaching. • A **quality body** of evidence will be used to support assessment judgements and decisions about next steps. • Tracking and monitoring will be **well understood and used effectively** to secure improvement. • All staff will have **well developed** skills of data analysis which are focussed on improvement.

3	**Improving Outcomes for all our learners**	**3.1** Ensuring wellbeing, equality and inclusion	**Observable Outcomes:** • Children will be active participants in discussions and decisions which may affect their lives by contributing to meetings about them. • **All** staff and children know, understand and use the wellbeing indicators as an integral feature of school life. • We will have reviewed our HWB curriculum to ensure it provides children and young people with well-planned and progressive opportunities. • We will have introduced a Relationships and Behaviour Framework. • Outdoor spaces will be being used effectively to promote positive relationships and wellbeing. **Measureable Outcome:** • We will have, in particular, raised the attendance/ punctuality of our most disadvantaged children. We will achieve a 5% increase in the attendance / punctuality rate of identified children.(PEF)
4	**Improving Outcomes for all our learners**	**3.2** Raising attainment and achievement	**Observable Outcomes:** • We will be maintaining our risk matrix to create a robust tracking system, together with effective interventions, to ensure continuous progress for learners. • We will have increased staff knowledge and understanding of achievement of a level, using benchmarks, formative and summative assessments and professional judgement. • We will be using evidence from tracking meetings, professional dialogue and assessments to measure progress over time and in particular at points of transition. • We will have ensured that **all** children are fully engaged in their learning and participate in decision-making about their learning pathways and future career aspirations. • We will have ensured that **all** children are empowered to have a say in the quality of their learning experience and how to improve. • Via CU and JASS, we will utilise accreditation systems to recognise and celebrate achievement. • Recognise and value the personal achievements of all learners during departmental assemblies. • We will establish a way to recognise and track achievements. • We will have developed our network of partners and businesses to ensure positive outcomes for children. • We will have improved our outdoor learning experiences to ensure children make progress and have more opportunities for achievement. • Through PEF work, we will have ensured that inclusion is successful for all and that we are we removing barriers to learning and ensuring equity for all. • We will have implemented Early intervention and prevention approaches in P1-3. • Our staff will have engaged with literacy and numeracy training, including peer learning and team teaching opportunities. • We will have improved our partnership working with SaLT, OT, LLLE Team, Colleges, Charities and Volunteering services. **Measurable Outcome:** • We will have raised the attainment of all our learners. • Our CfE Levels will be in line, or exceed, the National average by end of P1, P4 & P7. • We will have, in particular, raised the attainment of our most disadvantaged children. We will achieve a 5% increase in the number of children from SIMD 1 and 2 achieving the expected level in Reading, Writing, Listening & Talking, Numeracy & Maths by end of P1, P4 and P7 (PEF) • We will have, in particular, raised the achievement of our most disadvantaged children. We will achieve a 5% increase in the number of children from SIMD 1 and 2 taking part in extra curricular activities. (PEF)

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

	Priority	Expected outcomes for learners which are measurable or observable	Lead responsibility	Timescales
1	**Improving our Leadership of Change** **What we will do** … • *Continue to improve our website in order to share updates, news and information with you. (This will include piloting a School App.)* • *In particular, we will consult with you and take your views into account, via the Parent Council, to create a 'Reporting to Parents' Policy based on National guidance.* • *Consult with you about the impact of a new Relationships and Behaviour Framework that we will be implementing this year.*	**Observable Outcomes:** • We will have created more opportunities for staff, parents and learners to be involved in contributing to evaluating and improving the work of the nursery and school. • We will have ensured that we make it clear how everyone's views are taken into account.	Senior Management Team Parent Council and Forum	August 2017 – June 2018
2	**Improving our Learning and teaching** **What we will do** … • *Provide further training and support for staff to improve how we teach and assess Reading and Writing and Numeracy.* • *Have a school-wide focus on handwriting and jotter presentation skills and expect 'best effort' from your child.* • *Your child will be provided with opportunities to evaluate their own work and that of others.* • *Regularly ask your child for their views on how their learning experiences in class could be improved.* • *Develop more consistent approaches across the school in relation to the pace and challenge of learning.* • *Expect 'best effort' from your child.* • *Ensure that your child's learning is progressing well.* • *Work with you to raise attendance if your child's attendance falls below 95% or if there are issues with punctuality.*	**Observable Outcomes:** • More of our children will be demonstrating that they are 'assessment capable' learners. • Learners will be receiving high quality feedback from staff. • Learners will be able to give effective feedback to their peers. • We will have developed more consistent practice across the school in relation the pace, challenge and differentiation of learning and teaching. •	Senior Management Team Working Group members	August 2017 – June 2018

3	**Improving wellbeing, equality and inclusion**
	What we will do …
	
	- *Our PTA will focus on raising funds for playground improvements.*
	- *Our Health and Wellbeing Committee will continue with their plans to develop Mindfulness, Healthy Eating and Sport.*
	- *Continue to promote Children's University Learning Destinations and other clubs and classes.*
	- *Continue to develop the range of PE, Sports, Active Schools and Outdoor Education opportunities we offer your child.*
	- *Notify you quickly if we are concerned about your child's behaviour as part of a Relationships and Behaviour Framework.*
	- *Use our Pupil Equity Funding to:*
	   - *help towards paying for places on clubs, trips, camps for your child (if you meet certain criteria).*
	   - *help towards provide healthy breakfasts for your child if (if you meet certain criteria).*
	- *Improve the school playgrounds to ensure our outdoor spaces are used effectively to promote positive relationships and wellbeing.*
	- *Raise awareness of the range of activities and youth groups that are available in the local area.*
	- *Have a transparent way of responding to and notifying you of any inappropriate or unacceptable behaviour.*
	- *Raise the levels of achievement of our most disadvantaged children.*
		Observable Outcomes:
		- We will have reviewed our HWB curriculum to ensure it provides children and young people with well-planned and progressive opportunities.
		- Outdoor spaces will be being used effectively to promote positive relationships and wellbeing.
		
		Measureable Outcome:
		- We will have, in particular, raised the attendance/ punctuality of our most disadvantaged children. We will achieve an increase in the attendance / punctuality rate of identified children.
		- We will have, in particular, raised the **achievement** of our most disadvantaged children. We will achieve an increase in the number of children from SIMD 1 and 2 taking part in extra curricular activities.
			Senior Management Team
			
			Committee members
			
			PTA
			
			Parent Council and Parent Forum
				August 2017 – June 2018

4	**Improving attainment and achievement**
	What we will do …
	
	- *The Senior Management Team and Teachers will meet regularly to discuss how to raise your child's attainment.*
	- *Discuss concerns with you and identify ways to address any learning gaps.*
	- *Ensure that, if your child has additional support needs, the support they receive is effective.*
	- *Ensure your child receives regular, high quality feedback on what he/she needs to do to improve.*
	- *Strive to ensure our Curriculum for Excellence Levels will be in line, or exceed, the Midlothian and National average by end of P1, P4 & P7.*
	- *Use our Pupil Equity Funding to:*
	   - *employ some extra staff to support you or your child if your household is affected by poverty.*
		Observable Outcomes:
		- We will recognise and track the personal achievements of all learners
		- Through Pupil Equity Fund work, we will have ensured that inclusion is successful for all and that we are we removing barriers to learning and ensuring equity for all.
		- We will have improved the ways we keep you and your child informed about your child's progress.
		
		Measurable Outcome:
		- Our Curriculum for Excellence Levels will be in line, or exceed, the National average by end of P1, P4 & P7.
		- We will have, in particular, raised the **attainment** of our most disadvantaged children. We will achieve an increase in the number of children from this group achieving the expected level in Reading, Writing, Listening & Talking, Numeracy & Maths by end of P1, P4 and P7
		   - Make sure our school attainment levels are in line with, or exceed, Council & National levels.
			Senior Management Team
			
			Working Group members
				August 2017 – June 2018