



# King's Park Primary School

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



# **Contents – Standards and Quality Report**

1. Context of the School
2. How our Vision, Values and Aims were developed and how our Stakeholders were consulted
3. Our School Vision, Values and Aims
4. 2018/19 Priorities
5. Review of Progress and Impact in Session 2018/19
6. Successes and Achievements in Session 2018/19
7. What is Our Capacity for Continuous Improvement?

## 1. Context of the School

### Our School Vision, Values and Aims

King's Park Primary School is a non-denominational school that was built in 1903 and serves the Dalkeith community. The school is built next to King's Park and the children have access to this for leisure and to enrich their learning opportunities. The school has a roll of 460 children from P1- P7 and 80 part time and 16 full time Nursery places. 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.

Our school consists of two buildings within the grounds. Our Infant building comprises of Nursery-P3 learners, a combined library/ICT suite, a Support for Learning base and a dining hall. Our Senior building comprises of P4-7 learners, our School Office, a gym hall and Nurture Room. We have separate playground areas for P1&2, P3&4 and P5-7. P5-7 classes also have access to the King's Park to enrich learning.

Our school is part of the Dalkeith Learning Community and most of our P7 learners transition to Dalkeith High School. We have good links with the high school and with the other primary schools in our learning community.

We have highly committed staff who provide high quality teaching and learning experiences, and who contribute to the daily running of the school. We have visiting specialists for PE. Children can participate in woodwind, strings and brass instrumental tuition. There is a Breakfast and After School Club. There are a variety of opportunities for our learners to take part in after school clubs, including a homework club for P4-7 learners run by our teaching staff.

We have recently focused upon developing effective partnerships with parents, carers and the wider community. We recognise the important role that parents and carers play in their child's learning and development and we offer a range of opportunities for parents and carers to share in their child's learning.

We have an active Parent Council whose role is to support the school in developing policy and promoting positive partnerships. We have an enterprising P.T.A. who organise social and fundraising events to support the school in achieving improvement.

We recognise the importance of pupil voice and have recently established Our Pupils Are Leaders (OPAL) where all learners are active participants in decision making and have the opportunity to express their views and have their opinions taken into account on aspects of school life that directly affect them. OPAL groups enable learners to be actively involved in self-evaluation and school improvement.

We strive to ensure that all learners within King's Park Primary achieve their full potential whilst demonstrating a commitment to our vision, values and aims.

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

As part of our school improvement priorities for 2018 – 2019, we set out to review and develop the vision, values and aims of King's Park Primary School. During the October In-set day, Gillian Allan (Educational Psychologist) delivered a session to all members of staff to develop a vision of who we are, what we stand for and what our mission is at King's Park Primary School. It was through this that the vision of 'King's Park C.A.R.E.S' was developed.

In order to consult with all stakeholders, parents and carers were invited to an Open Morning in May 2019. This provided an opportunity for families to take part in activities with their children to promote discussion and gather feedback in identifying what we stand for at King's Park Primary School and what we want to be known for. This enabled us to identify the key values shared by all.

Key messages were gathered from the Open Morning and a survey was created to allow all stakeholders to vote on the values that they thought should be most evident and promoted in King's Park Primary School. A dot-mocracy voting system was used in classes and displayed within the main reception area. An online survey was also used to gather the views of the wider school community.

Over the course of the year, the school's behaviour policy has also been reviewed and developed. Using 'When Adults Change, Everything Changes' by Paul Dix, all staff and members of the parent council have fed back and contributed to the creation of a Behaviour Blueprint. Three rules were identified and these have been used as an over-arching theme under which the school aims have been developed.

It was through gathering this feedback from pupils, staff and the wider school community that we have created our new vision, values and aims.

**Next Steps:** As we move forward, we have booked Fischy Music to run several workshops to create a new school song. This will be an opportunity to further share, promote and embed our new vision, values and Aims. We are currently consulting with parents to identify opportunities to effectively launch and share our vision, values and aims with the wider school community to ensure that this shared language is being used by staff, pupils and families. We will seek the support of a graphic designer to create posters and banners which can be displayed in our classrooms, around the school and included in all visual communications.

### 3. Our vision, values and aims

#### Our Vision

## King's Park C.A.R.E.S

We strive to create an environment where all our learners experience and demonstrate...

Creativity

Aspiration

Resilience

Empathy

Success

#### Our Values

Our vision at King's Park Primary School is underpinned by our core set of shared values:

**Effort**

**Happiness**

**Inclusiveness**

**Kindness**

**Respect**

#### Aims: 3 Rules

Through our three King's Park Rules, we are committed to...

#### **Ready to Learn**

... Creating an environment where all learners are fully engaged in high quality teaching and learning experiences.

... Meeting the needs of every learner through appropriate pace, challenge and effective support.

#### **Be Responsible**

... Promoting leadership at all levels where learners are engaged in all aspects of school life.

... Developing a community where everyone demonstrates a responsibility for care towards peers, staff and property.

#### **Respect for All**

... A Rights Respecting School where all members of our school community feel included and welcomed.

... Working together to create a caring, safe and trusting environment.

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

<p style="text-align: center;"><b>Priority 1</b> <b>Improvement in attainment, particularly literacy and numeracy</b></p>	<p style="text-align: center;"><b>Priority 2</b> <b>Closing the attainment gap between most and least disadvantaged children</b></p>	<p style="text-align: center;"><b>Priority 3</b> <b>Improvement in children and young people's health and wellbeing</b></p>	<p style="text-align: center;"><b>Priority 4</b> <b>Improvement in employability skills and sustained, positive school leaver destinations for all young people</b></p>
<p>(1a) To bring CfE levels in line with the national average in Literacy and Numeracy by the end of P1, P4, P7 and S3 where they are not yet at that level</p> <ul style="list-style-type: none"> <li>Where CfE levels are in line with national averages then schools should aim to reach the national stretch aim of 90% of students achieving the relevant level in every measure.</li> </ul> <p>1(b) All Secondary schools have set appropriate targets across key local and national measures to reach targets based on trends against their virtual comparator.</p> <ul style="list-style-type: none"> <li>Level 3 Numeracy 98%                  Literacy 98%</li> <li>Level 4 Numeracy 90%                  Literacy 90%</li> </ul> <p>1(c) 100% of schools have a self- evaluation calendar that reflects moderation, tracking, assessment and shared classroom experiences that involve all practitioners and learners</p> <p>1(d) That at least 80% of teaching staff are involved in regular and supported practitioner enquiry in all schools.</p> <p>1(e) 100% of schools have a written curriculum rationale which reflects appropriate pathways for all learners.</p> <p>1(f) 100% of schools reviewed and inspected receive a grading of satisfactory or above for QI 1.3</p> <p>1(g) Increase numbers accessing LLE literacy and numeracy/ESOL (target 430)</p>	<p>2(a) Interrupt the cycle of poverty (PEF): CfE attainment for those living in SIMD 1-2 should be at the national average in terms of achieving the expected CfE level in Literacy and Numeracy by the end of P1, P4, P7 and S3</p> <p>2(b) Continue to develop and implement an Early Years Strategy on closing the gap to reduce the literacy gap by the end of P1 supported by the Attainment Advisor</p> <p>2(c) Maximise the use of Family Learning approaches to increase the number of family learning interventions across Midlothian by 5% with an LLE target 415 family learners.</p> <p>2(d) Increase % of young people achieving National Qualifications at Levels 3 to 5 with a focus on level 3 and 4 based on comparison with the virtual comparator e.g. looked after, particularly those looked after at home.</p> <p>2(e) Increase the number of LLE opportunities and attendance at learning activities for adults, families and young people.</p> <p>2(f) Increase the influence of young people in the planning of services.</p> <p>(2g) 5% increase in Award youth work per ASG including DOE</p> <p>(2h) Ensure that all youth work is delivered at low or no cost to support reduction in child poverty and increase accessibility.</p> <p>2(i) Increase in youth work offer. (Target 4450 young people access LLE opportunities).</p> <p>2(j) Increase accredited Lifelong Learning Employability Courses and qualifications (25 accredited courses) and (1550 qualifications) and increase number of learners accessing Individual Training Accounts (target 75+ learners)</p>	<p>3(a) 100% of schools reviewed and graded receive a grading of satisfactory or above for QI 3.1</p> <p>3(b) The majority of young people with ASN / LAC are offered timely and appropriate interventions within Midlothian Council</p> <p>3(c) Further Improve attendance: Primary 96% Secondary 92%</p> <p>3(d) Reduce exclusions: <u>Primary</u>- below 15 per 1000 including a maximum of 1 LAC exclusion per thousand. <i>LAC exclusion in exceptional circumstances only.</i> <u>Secondary</u>- reduce exclusions to 49 per thousand as a first step to exclusions being below the national average. This figure includes a maximum of 2 LAC exclusions per thousand. <i>LAC exclusions in exceptional circumstances only.</i></p> <p>3(e) Support schools to implement a range of universal mental health initiatives</p>	<p>4(a) 100% of schools have Senior Phase curriculum models that are fulfilling the recommendations of the delivery plan for Education</p> <p>4(b) Secure a three year pattern of 95% Sustained Positive Destinations and reduce unknowns to under 100.</p> <p>4(c) Increase provision aligned to DYW for vulnerable learners to improve their long term outcomes</p> <p>4(d) Implement priority areas from 36 DYW recommendations: including digital, stem, disability, work experience, learning opportunities, and careers in line with the regional skills assessment. Increase provision aligned to DYW for vulnerable learners to improve their long term outcomes.</p> <p>4(e) Increase the number of STEM opportunities for young people, adults, families and communities.</p> <p>4(f) Continue to increase number of Modern Apprenticeship's on SDS Contract, supported by LLE in particular increase Early Years and Childcare to meet 2020 National targets</p>

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

**PRIORITY 1: Raise attainment** and achievement in literacy, numeracy and health and wellbeing with a particular focus upon **literacy** and **health and wellbeing**.

<p><b>NIF and Midlothian Priority</b></p> <ol style="list-style-type: none"> <li>1. Improvement in attainment, particularly literacy and numeracy</li> <li>2. Closing the attainment gap between most and least disadvantaged children</li> <li>3. Improvement in children and young people's health and wellbeing</li> <li>4. Improvement in employability skills and sustained, positive school leaver destinations for all young people</li> </ol> <p><b>NIF Driver(s)</b></p> <ul style="list-style-type: none"> <li>• School Leadership</li> <li>• Teacher Professionalism</li> <li>• Assessment of Children's Progress</li> <li>• Performance Information</li> <li>• Parental Engagement</li> <li>• School Improvement</li> </ul>	<p><b>HGIOS 4 Quality Indicator(s) / HGIOELC</b></p> <ol style="list-style-type: none"> <li>1.1 Self-evaluation for self-improvement</li> <li>1.2 Leadership of learning</li> <li>1.3 Leadership of change</li> <li>1.4 Leadership and management of staff</li> <li>1.5 Management of resources to promote equity</li> <li>2.1 Safeguarding and child protection</li> <li>2.2 Curriculum</li> <li>2.3 Learning, teaching and assessment</li> <li>2.4 Personalised support</li> <li>2.5 Family learning</li> <li>2.6 Transitions</li> <li>2.7 Partnerships</li> <li>3.1 Ensuring wellbeing, equality and inclusion</li> <li>3.2 Raising attainment and achievement/ Securing children's progress</li> <li>3.3 Increasing creativity and employability</li> </ol>
---	---

### Progress and Impact:

All staff have been introduced to and are using literacy progression pathways resulting in improved tracking of children's attainment and achievement within a level. Most staff are using these effectively to identify gaps and to plan for learning, with a focus upon raising attainment. Staff will benefit from continued use of the pathways to improve engagement with the benchmarks leading to a better understanding of achievement of a level. All Primary One and Two staff have engaged with and implemented the phonics Edinburgh Literacy Rich programme. This has improved the pace of learning within these stages and enabled a clear phonics progression resulting in improved learning experiences for the children. Almost all children are confident in blending and segmenting and learners are more able to talk about the strategies that they use to help them to read and spell tricky words. This has resulted in improved confidence amongst our learners and greater independence during reading and spelling activities. The phonics programme will support staff at transition points to ensure that children continue in their learning and avoid any unnecessary repetition of learning.

Our Primary One curriculum has been reviewed and refreshed resulting in most learners engaging well and making good progress in their learning. Our Primary One learners are able to demonstrate improved independence which is evident in the way in which they engage in activities, make decisions, and talk about their learning. Carefully planned experiences allow for progression in children's learning and take account of the four contexts. Staff plan play-based experiences to develop the children's knowledge, understanding, and skills, enabling these to be built up over time. The Discovery Room promotes literacy, numeracy and health and wellbeing across learning. The experiences within this room are providing meaningful contexts for the children to apply their learning in unfamiliar contexts and to lead their own learning. The recent introduction of bundled experiences and outcomes should be reviewed in Primary One to ensure that child led planning is responsive and meaningful, leading to improved outcomes for all learners. This approach to planning learning experiences should now be developed in Primary Two.

All classes across the school engaged with Book Week activities leading to an increased community feel across the school whilst promoting reading for enjoyment, improved engagement with texts and a greater love for reading. Shared reading experiences through reading buddies across some early years stages and upper stages has resulted in increased confidence and fluency of the older children, whilst younger peers have benefited from additional support with reading leading to improved confidence.

Targeted interventions for literacy and numeracy are beginning to close the attainment gap. Gaps in learning have been identified through these interventions and planning is focused to target these. Most children within the targeted interventions have made good progress from their prior levels of attainment.

Targeted learning and support should now be embedded, ensuring that learners' needs are identified through reliable and valid assessment information and

include increased liaison with class teachers.

Staff have benefited from the introduction of attainment meetings. These have led to learners' needs being identified and universal supports being put in place to close the gap. Attainment meetings focus upon raising attainment and this is beginning to impact positively upon the quality of universal support and expectations for learners. Attainment meetings need to take place for all staff to ensure greater impact upon raising attainment across the school.

Most staff engaged in writing moderation and reading moderation. This is beginning to increase confidence in teacher judgements and has led to greater engagement with the benchmarks.

New reading books have been purchased and shared with staff to provide a broader range of texts available throughout the school and improve engagement with reading. These need to be organised and readily available to all staff. Staff have identified the core skills for reading that are required by learners to ensure progression in learning and achievement of a level. This should now be implemented next session to ensure planning for progression across all stages. Numicon materials have been purchased and shared with staff. Clearly planned numeracy interventions need to be embedded to support identified learners.

Quality observations are taking place in Nursery which is improving planning for children to enable them to achieve next steps in their learning. 'Talk Time' sessions allow some children an opportunity to develop their vocabulary, turn taking and listening skills. Learning Tree stories have built confidence and provided an opportunity to develop language skills for some children. They help staff to identify any developmental delays which may require further intervention from other services.

#### Attainment data

Curriculum Area	Three Year Trend	P1	P4	P7	All pupils achieving expected level
Reading	KPPS 2018/19	91%	87%	86%	88%
	KPPS 2017/18	90%	85%	88%	-
	KPPS 2016/17	94%	75%	87%	-
	KPPS SIMD 1-2 2018/19	85%	90%	71%	83%
	KPPS SIMD 1-2 2017/18	82%	70%	44%	-
	Midlothian Average 2017/18	87.21%	79.47%	79.19%	-
	National Average 2017/18	81%	77%	79%	79%

Curriculum Area	Three Year Trend	P1	P4	P7	All pupils achieving expected level
Writing	KPPS 2018/19	82%	90%	82%	85%
	KPPS 2017/18	88%	77%	86%	-
	KPPS 2016/17	73%	70%	72%	-
	KPPS SIMD 1-2 2018/19	77%	90%	71%	80%
	KPPS SIMD 1-2 2017/18	73%	60%	67%	-
	Midlothian Average 2017/18	83.69%	76.37%	75.94%	-
	National Average 2017/18	78%	72%	73%	74%

Curriculum Area	Three Year Trend	P1	P4	P7	All pupils achieving expected level
Talking and Listening	KPPS 2018/19	91%	97%	89%	<b>93%</b>
	KPPS 2017/18	91%	97%	91%	-
	KPPS 2016/17	93%	93%	92%	-
	KPPS SIMD 1-2 2018/19	85%	100%	86%	<b>90%</b>
	KPPS SIMD 1-2 2017/18	91%	90%	44%	
	Midlothian Average 2017/18	92.68%	85.12%	83.63%	-
	National Average 2017/18	87%	85%	84%	<b>85%</b>

Curriculum Area	Three Year Trend	P1	P4	P7	All pupils achieving expected level
Numeracy	KPPS 2018/19	85%	86%	77%	<b>83%</b>
	KPPS 2017/18	88%	79%	84%	-
	KPPS 2016/17	89%	74%	82%	-
	KPPS SIMD 1-2 2018/19	85%	80%	57%	<b>77%</b>
	KPPS SIMD 1-2 2017/18	73%	70%	44%	
	Midlothian Average 2017/18	86.68%	78.81%	74.75%	-
	National Average 2017/18	85%	76%	75%	<b>56%</b>

### Next Steps:

- Attainment meetings need to be embedded and included within a moderation calendar.
- Increased opportunities for quality moderation.
- Implement tracking for all learners across literacy and numeracy.
- Improve teaching and learning within writing.
- Improve teaching and learning within numeracy.
- Ensure consistency within planning and assessment for writing and numeracy.
- Improved engagement with the benchmarks and assessment data to ensure a clear understanding of achievement of a level.
- Review the bundling of experiences and outcomes within P1 to allow for improved child led planning.
- Develop a play-based learning approach within Primary 2.
- Implement the reading skills progression across all stages.
- Revise how Nursery is tracking children's learning within literacy, numeracy and health and wellbeing to improve transition arrangements.
- Teachers and support staff trained in Numicon.
- Read, Write, Inc training for staff.
- Learning Tree Stories approach to be cascaded to all Nursery staff and extended to P1 staff.

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

### PRIORITY 2: Improving inclusion, wellbeing and equality.

<p><u>NIF and Midlothian Priority</u></p> <ol style="list-style-type: none"> <li>5. Improvement in attainment, particularly literacy and numeracy</li> <li>6. Closing the attainment gap between most and least disadvantaged children</li> <li>7. Improvement in children and young people's health and wellbeing</li> <li>8. Improvement in employability skills and sustained, positive school leaver destinations for all young people</li> </ol> <p><u>NIF Driver(s) (highlight as applicable)</u></p> <ul style="list-style-type: none"> <li>• School Leadership</li> <li>• Teacher Professionalism</li> <li>• Assessment of Children's Progress</li> <li>• Performance Information</li> <li>• Parental Engagement</li> <li>• School Improvement</li> </ul>	<p><u>HGIOS 4 Quality Indicator(s) / HGIOELC</u></p> <ol style="list-style-type: none"> <li>1.1 Self-evaluation for self-improvement</li> <li>1.2 Leadership of learning</li> <li>1.3 Leadership of change</li> <li>1.4 Leadership and management of staff</li> <li>1.5 Management of resources to promote equity</li> <li>2.1 Safeguarding and child protection</li> <li>2.2 Curriculum</li> <li>2.3 Learning, teaching and assessment</li> <li>2.4 Personalised support</li> <li>2.5 Family learning</li> <li>2.6 Transitions</li> <li>2.7 Partnerships</li> <li>3.1 Ensuring wellbeing, equality and inclusion</li> <li>3.2 Raising attainment and achievement/ Securing children's progress</li> <li>3.3 Increasing creativity and employability</li> </ol>
<p><b>Progress and Impact:</b></p> <p>Our staff take account of the legislative framework relating to wellbeing, equality and inclusion. Most staff have a good understanding of wellbeing indicators and use these to identify areas where children's needs are not being met. Collegiate activities with all staff and greater consistency in procedures have led to wellbeing concerns being raised promptly, and appropriate action being taken to ensure that our learners are safe, healthy, achieving, nurtured, active, respected, responsible and included. Through our work towards becoming a Rights Respecting School, staff and learners are more aware of the United Nations Convention on the Rights of the Child. This is enabling learners to talk with increasing confidence about their rights and responsibilities and is beginning to impact positively upon their decision making and behaviour.</p> <p>The introduction of Children's Planning Meetings (CPMs) has improved the school's partnership working and has led to a more robust 'team around the child' approach to meeting the needs of learners. Needs are clearly identified within a plan, and outcomes for learners are specific, measurable and realistic. Improved partnership working with a wider range of agencies is developing expertise amongst staff, leading to improved outcomes for most learners. Increased opportunities for staff to liaise with the educational psychologist, occupational therapists and ASD outreach teacher has led to improved planning to meet the needs of learners, and strategies to support learners are visible within some classroom environments. Through liaison and training, an increased number of staff feel more equipped to support learners with ASD. Nursery staff have engaged with the Early Years Support Team to identify strategies to support individual pupils and families. Most staff have engaged with the CIRCLE document and some staff are beginning to use this as a framework when engaging in dialogue about learners' needs and how to meet their needs. Some staff are more confident in addressing barriers to learning. This should be embedded in order to ensure that we continue to demonstrate improved attainment for groups of learners and individuals facing barriers to learning. Children facing barriers to their learning have shared that they are happy to attend nurture groups and feel that this is enabling them to talk about their emotions and how to manage these in different situations. Some learners have shared that they feel better knowing that some of their peers are experiencing similar difficulties to them. PEEP sessions in Nursery provide an opportunity for some parents and carers to talk about difficulties they may encounter with their children's emotions and this is ensuring early intervention. Most of the children involved in targeted supports are showing evidence of using learned strategies within the classroom. This is resulting in an increase in some of our children's resilience and their ability to self-regulate their behaviour. Forest School sessions have had a positive impact on children's relationships, behaviour and resilience and allowed children to take responsibility and manage their own risks. Our Successes and Achievements questionnaire shows that most parents agree that staff help pupils overcome any barriers that prevent them from taking part.</p> <p>Increased attainment monitoring is beginning to improve targeted support for learners. Staff are more aware of where children are within a level and are focusing upon next steps and universal supports to ensure that children who face challenges are benefiting from effective strategies to improve attainment and</p>	

achievement. We need to continue to strive to ensure that our universal support is high quality and embedded to enable targeted support to build upon this. The celebration of neuro-diversity week enabled our school community to build upon our understanding of diversity, enabling us to value and celebrate diversity and explore ways in which we can challenge discrimination. This should continue to evolve to ensure that the curriculum develops and promotes equality and diversity, eliminating discrimination.

Practitioner enquiry into improving positive relationships and behaviour has led to all teaching staff engaging in the work of Paul Dix. Staff, parents and learners have worked together to agree upon a set of visible consistencies and identify three rules. The implementation of our visible consistencies has led to increased expectations of behaviour amongst our school community and has improved behaviour amongst some of our learners. A stronger sense of community is developing and a focus upon relationships is leading to more positive and supportive relationships within the classroom and wider learning community. This needs to be extended to the playground. The creation of a 'behaviour blueprint' demonstrates our strategy for securing positive relationships and behaviour. All staff and partners need to take responsibility for implementing this next session. Staff engagement with Zones of Regulation is leading to most children having opportunities to benefit from an emotional check-in and to have a deeper understanding of how to take responsibility for being ready to learn. Greater consistency amongst adults in using the language of emotions is supporting our learners to become emotionally literate, leading to improved self-regulation. Visuals and scripted responses have led to an increase in the de-escalation of undesired behaviours. Some staff are trained in Team Teach. This has led to staff feeling more skilled in de-escalating undesired behaviours. Staff have worked collaboratively with enhanced nurture practitioners to develop their own practice and knowledge of strategies. This has led to staff feeling more confident and able to manage behaviour more effectively.

Our How Good is Our School survey results show that the majority of our children think that '*other children treat me fairly and with respect*' and that '*other children behave well*' some of the time. Less than half of our children believe that other children behave well all of the time. We now need to ensure that we work collaboratively with all staff to ensure that our behaviour policy is embedded.

We have worked well with almost all our shared placements and have ensured that pupils on shared placements benefit from joint planning and clear targets. Regular communication with almost all shared placements has ensured that planning is responsive and meets the needs of our learners. We have developed individualised curriculums for some of our learners and this has led to improved success for some of our learners within a mainstream setting and has also led to improved relationships.

16% of our children are living in Scotland's most deprived areas. Attainment for SIMD 1-2 is above the national average. P4 SIMD 1-2 attainment compares well to the Midlothian average, however, P1 SIMD 1-2 attainment is below the Midlothian average. Our data shows that almost all attainment within this area has improved. There is a decrease in P1 SIMD 1-2 attainment in Talking and Listening. This is due to an improved understanding of the Literacy and English benchmarks and more accurate reporting.

#### SIMD Attainment Data

Curriculum Area	Two Year Trend for SIMD 1-2	P1	P4	P7	All pupils achieving expected level
Reading	KPPS SIMD 1-2 2018/19	85%	90%	71%	83%
	KPPS SIMD 1-2 2017/18	82%	70%	44%	
	Midlothian Average 2017/18	87.21%	79.47%	79.19%	-
	National Average 2017/18	81%	77%	79%	79%

Curriculum Area	Two Year Trend for SIMD 1-2	P1	P4	P7	All pupils achieving expected level
Writing	KPPS SIMD 1-2 2018/19	77%	90%	71%	80%
	KPPS SIMD 1-2 2017/18	73%	60%	67%	
	Midlothian Average 2017/18	83.69%	76.37%	75.94%	-
	National Average 2017/18	78%	72%	73%	74%

Curriculum Area	Two Year Trend for SIMD 1-2	P1	P4	P7	All pupils achieving expected level
Talking and Listening	KPPS SIMD 1-2 2018/19	85%	100%	86%	90%
	KPPS SIMD 1-2 2017/18	91%	90%	44%	
	Midlothian Average 2017/18	92.68%	85.12%	83.63%	-
	National Average 2017/18	87%	85%	84%	85%

Curriculum Area	Two Year Trend for SIMD 1-2	P1	P4	P7	All pupils achieving expected level
Numeracy	KPPS SIMD 1-2 2018/19	85%	80%	57%	77%
	KPPS SIMD 1-2 2017/18	73%	70%	44%	
	Midlothian Average 2017/18	86.68%	78.81%	74.75%	-
	National Average 2017/18	85%	76%	75%	56%

### Next Steps:

- To ensure high quality universal support is embedded within all classes which allows targeted support to have a positive impact upon children's progression in their learning.
- To ensure that learners' needs are identified early through reliable and valid assessment information and in partnership with our Support for Learning staff.
- To take a closer look at learners' experiences and targeted support for P1 learners living within SIMD 1-2.
- To improve playground spaces to effectively promote positive relationships and wellbeing through outdoor learning opportunities.
- To review individual plans for learners to ensure that these provide a clear framework for improving outcomes and impact positively upon children's progression with their learning.
- To provide a framework for staff to support the development of children's Health and Wellbeing, with a particular focus upon mental health and self-regulation.
- To embed partnership working with all of our shared placements to improve outcomes for all learners.
- To embed the behaviour policy with all staff across the school.
- To look for opportunities to run sessions in the Nursery to support parents and carers in conjunction with the Early Years Team.
- To include families who may be more vulnerable through targeted PEEP sessions.

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

**PRIORITY 3: Improve outcomes for learners through developing and maintaining strong partnership approaches and establishing a sense of community.**

<p><u>NIF and Midlothian Priority</u></p> <p>9. Improvement in attainment, particularly literacy and numeracy  <b>10. Closing the attainment gap between most and least disadvantaged children</b>  <b>11. Improvement in children and young people's health and wellbeing</b>  12. Improvement in employability skills and sustained, positive school leaver destinations for all young people</p> <p><u>NIF Driver(s) (highlight as applicable)</u></p> <ul style="list-style-type: none"> <li>• <b>School Leadership</b></li> <li>• Teacher Professionalism</li> <li>• Assessment of Children's Progress</li> <li>• Performance Information</li> <li>• <b>Parental Engagement</b></li> <li>• <b>School Improvement</b></li> </ul>	<p><u>HGIOS 4 Quality Indicator(s) / HGIOELC</u></p> <p><b>1.1 Self-evaluation for self-improvement</b>  1.2 Leadership of learning  <b>1.3 Leadership of change</b>                      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      <b>2.7 Partnerships</b>  3.1 Ensuring wellbeing, equality and inclusion  3.2 Raising attainment and achievement/ Securing children's progress  <b>3.3 Increasing creativity and employability</b></p>
<p><b>Progress and Impact:</b></p> <p>The whole school Nursery-P7 inter-disciplinary learning (IDL) Community topic led to all learners engaging in the local community and an increased sense of belonging and shared values across the school. Our community open event enabled learners to share their learning with parents and the wider community leading to a greater sense of pride amongst most of the school community. Feedback from parents demonstrated that they felt that they had a better understanding of the progression of learning across the school and that they were able to identify the progression of skills through the floorbooks and marketplace within the hall. Other visitors to the event commented upon the positive ethos within the school and how welcoming staff and pupils are, leading to an increased sense of pride in the work we do. Regular planned open events for parents have provided an increased opportunity for parents to engage in the life of the school. We have used these opportunities to seek feedback on a variety of aspects of school life resulting in self-evaluation becoming more integral to how we work with our school community. Stakeholders are beginning to identify the strengths and areas for improvement of the school and this is being used to inform next steps in school improvement. The partnership between the school and parent council is good and this partnership working has resulted in the school taking greater account of parent views, parental involvement in policy writing and a parent group piloting the use of Seesaw as a way to profile pupils' achievements in their learning. A focus upon communication is beginning to improve communication methods between school and parents. An increase in the use of Twitter to promote the life and work of our school has led to greater engagement through a significant increase in the number of followers the school has. The school has listened to parents' views and is working with the parent council to develop a communication strategy that will support the school's ambition to ensure that communication is excellent. Regular coffee mornings throughout the year, run by the Parent Teacher Association, have provided parents with an informal opportunity to gather together within the school, building on our sense of community. The senior leadership team has used these opportunities to build relationships with parents and to seek views. We have begun our journey to become a Rights Respecting School (RRS) and have achieved our Bronze Award. Most children are now more aware of their rights and responsibilities in line with UNICEF. This is beginning to link with our recent work in improving behaviour and should feature more prominently in the work of the school next session to ensure that all learners have a good understanding of children's rights and are able to demonstrate this through their words and actions. Our school vision has been developed with learners, parents and staff through a consultation process. Our Educational Psychologist worked with staff to support us in developing our values. We have consulted with the wider community on what is important in our school, and parents and learners have been given the opportunity to feed into this through a homework activity, open morning shared learning activity and by voting online and through a dot-mocracy. This has resulted in a shared vision, values and aims being developed that are ambitious and which focus upon improvement in outcomes for all. The school will now work with Fischy Music to create a school song that reflects our new values in order to help learners, staff and parents to understand what these look like, sound like and feel like in our school. The launch of our new vision, values and aims, and regular opportunities to reflect upon these with all stakeholders, will enable our school community to work together to turn our shared vision into reality.</p>	

The school choir has provided an opportunity for children to engage in an extra-curricular activity outside of sport. The choir has engaged well with the school community and taken part in our school fair, the Edinburgh Competition Festival and a musical showcase. This has enabled learners to have high expectations of their achievements and to experience success. Partnership with Volunteer Midlothian to run a coding club has resulted in increased opportunities for extra-curricular activity. Continued engagement with Active Schools and positive relationships with a variety of local sports clubs has enabled us to retain our Sports Scotland Gold Award. We are one of only two primary schools in Midlothian to achieve this.

We are beginning to improve the physical environment of the school. Display boards have been put in the front entrance area of the school. This is enabling us to share our progress towards our school improvement priorities with all visitors and develop a sense of pride in our achievements. A PowerPoint of up-and-coming events and photographs showcasing our successes and achievements features in the front entrance improving our sense of community and communication.

All stakeholders have had the opportunity to share their views on current pupil participation, involvement and engagement in the life of the school. Through a 'Pupil Voice Opinion Sharing Session' during Health Week we engaged children in self-evaluation using HGIOURS' Theme 5: Our Successes and Achievements. Gathering this information has given us a baseline and allowed us to establish where we are now, Most parents and members of staff agreed that *'every child in our school can take part in a group, club, team or activity beyond normal class time if they want to'*. Almost all parents agreed that *'at all stages of school, learners have good opportunities to take responsibility through organising and leading activities'*, whereas the minority of staff agreed with that statement. The questionnaire showed that almost all parents agreed that *'pupils can talk confidently about the skills they are gaining as a result of leading and organising aspects of school life'*, whereas about half of staff agreed with that statement. Our How Good is Our School Survey showed that the majority of pupils agreed that *'my school listens to my views'* and that *'my school takes my views into account'*. These results have helped to shape our plan to introduce timetabled Pupil Voice groups next session. We have shared this baseline information with parents, carers and staff and used this to inform our next steps.

Regular meetings with Health Visitors are ensuring good communication between partner agencies to support Nursery families. Questionnaires have been used to seek feedback from Nursery families in order to review and evaluate the environment and settling-in procedure.

### **Next Steps:**

- **Continue to develop parental engagement through working in partnership with the Parent Council and Parent Teacher Association.**
- **Launch of vision, value and aims.**
- **Weekly assemblies that promote health and wellbeing and celebrate successes.**
- **Introduction of class / year group assemblies.**
- **Achieve our Rights Respecting School Silver Award.**
- **Training and workshops to increase opportunities for parents to support learners within the school.**
- **Sports Development Group to embed good practice in Sport across the school and seek pupil voice to influence the planning of future sporting activities.**
- **Improve opportunities for pupils to share their views and act upon these through monthly OPAL (Our Pupils Are Leaders) meetings.**
- **Nursery staff to look for opportunities to develop intergenerational work with local Care Homes.**

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

### PRIORITY 4: Improving learning, teaching and assessment.

<p><u>NIF and Midlothian Priority</u></p> <p>13. Improvement in attainment, particularly literacy and numeracy</p> <p>14. Closing the attainment gap between most and least disadvantaged children</p> <p>15. Improvement in children and young people's health and wellbeing</p> <p>16. Improvement in employability skills and sustained, positive school leaver destinations for all young people</p> <p><u>NIF Driver(s) (highlight as applicable)</u></p> <ul style="list-style-type: none"> <li>• School Leadership</li> <li>• Teacher Professionalism</li> <li>• Assessment of Children's Progress</li> <li>• Performance Information</li> <li>• Parental Engagement</li> <li>• School Improvement</li> </ul>	<p><u>HGIOS 4 Quality Indicator(s) / HGIOELC</u></p> <p>1.1 Self-evaluation for self-improvement</p> <p>1.2 Leadership of learning</p> <p>1.3 Leadership of change      1.4 Leadership and management of staff</p> <p>1.5 Management of resources to promote equity</p> <p>2.1 Safeguarding and child protection      2.2 Curriculum</p> <p>2.3 Learning, teaching and assessment      2.4 Personalised support</p> <p>2.5 Family learning      2.6 Transitions      2.7 Partnerships</p> <p>3.1 Ensuring wellbeing, equality and inclusion</p> <p>3.2 Raising attainment and achievement/ Securing children's progress</p> <p>3.3 Increasing creativity and employability</p>
<p><b>Progress and Impact:</b></p> <p>Most staff have increased confidence in using data to inform planning and are beginning to use data to underpin professional judgements. Protected time to analyse standardised assessments in literacy and numeracy enabled staff to work collegiately to identify shocks and surprises and to inform next steps in teaching and learning. Improved processes for monitoring and evaluation provide staff with opportunities to engage in professional dialogue with the Senior Leadership Team. Engagement of all teaching staff with How Good is Our School 4 through shared classroom experience is leading to improved understanding of standards and expectations and a shared language when engaging in professional dialogue. Staff are encouraged to reflect upon their practice and agreed next steps are beginning to ensure that outcomes for learners improve. The senior leadership team needs to ensure that agreed next steps and actions are re-visited during follow-up monitoring.</p> <p>Most staff have an increased understanding of implementing holistic assessment through working collaboratively to look at good practice exemplars and opportunities to discuss how to make effective use of holistic assessment within their own context. This is enabling staff to record, analyse and use assessment information to identify development needs for learners.</p> <p>All staff have engaged with 'Seesaw' as an e-portfolio that demonstrates evidence of pupils' achievements and next steps in learning. As a result of this, children are becoming more confident and resilient in understanding the purpose of their learning and evaluating their learning. A Seesaw pilot for a small group of parents has provided effective ways of sharing learning and this should be extended to all parents. Most children have experienced increased opportunities to talk about their learning and engage in self and peer assessment activities that enable pupils to become independent learners who can identify their strengths and next steps in learning. This should be embedded to further develop our children's awareness of themselves as learners and support them to recognise skills for learning, life and work. Some learners have developed a sense of ownership of their learning through clear learning targets and personalisation and choice. Improved professional engagement and collegiate working is beginning to impact positively upon continuous improvement in learning and teaching and improved outcomes for learners. Learning Profiles in Nursery demonstrate evidence of children's progress in learning and achievement. Most children engage with and talk about their learning experiences and these profiles allow staff to track the learning of individual pupils. There is an increase in leadership of learning by staff at all levels and this has greatly improved the overall capacity of the school to improve. Regular opportunities for staff to engage in professional dialogue are developing collective understanding. An improved shared understanding of standards and strategies to raise attainment exists and this needs to be further built upon.</p> <p>Some pupils benefited from the opportunity to take part in a school walkthrough enabling them to have a say in the quality of their learning experiences and how to improve.</p> <p>The results from our How Good is Our School 4 Survey showed that less than half of parents agreed that 'I receive helpful, regular feedback about how my child is</p>	

*learning and developing; the information I receive about how my child's progress is assessed; the information I receive about how my child is doing reaches me at the right time'. This has led us to identify recognising achievement, profiling and reporting, as a priority in order for the school to improve its capacity for high quality learning, teaching and assessment.*

**Next Steps:**

- **To ensure that all staff are aware of the key principles underpinning recognising achievement, profiling and reporting.**
- **To develop a robust system for effective profiling and reporting and ways to recognise achievement.**
- **SLT to carry out monitoring and evaluation in all classes and to ensure all staff receive feedback.**
- **Practitioner enquiry to improve teaching and learning.**
- **Consistency of teaching and learning strategies to ensure all learners experience high quality teaching and learning.**
- **Ensure a robust tracking system is used in Nursery to show engagement and progress across key curricular areas.**

## 6. Successes and Achievements in Session 2018-19

### 6. Highlights from Session 2018-2019

#### August 2018 to December 2018

- School year began with a whole school, 'Community' topic. This also allowed pupils to explore what their rights and responsibilities looked and sounded like in class.
- Working parties were formed with staff members leading the four aspects of our School Improvement Plan for the year.
- Primary 6 classes embarked on a 6 week 'Careers in Care' programme working in partnership with Edinburgh College.
- Our whole school voted as part of the Primary 7 classes' work on government and in turn elected our school house captains and vice captains.
- Our School Cross Country team won the Midlothian Championships, with several runners qualifying to run in the National Primary Schools event.
- Primary 4 attended Swimming lessons at Lasswade High School.
- To mark the end of our 'Community' topic we opened the school doors to our whole school community to enjoy work in class and also take part in a whole school exhibition of learning.
- Our Primary 7 classes worked with Edinburgh University Post Graduates as part of Midlothian Science week.
- We held our initial Parent Consultations with families. As part of this, families were also consulted on the 'Cost of the School Day' project in a bid to enhance equity across the school.
- The School was represented at the Midlothian Swimming Gala with several pupils medalling in a variety of events.
- Our School community came together to take part in a community clear up in an area of woodland that our Nursery use for Forest Schools activities.
- Our Nursery continued to access the local woods as part of their Forest Schools programme.
- Primary 6 pupils took part in a graduation as part of their 'Careers in Care' project with Edinburgh College.
- Our Primary 6 and 7 classes respectfully observed a two minutes silence at the war memorial in King's Park.
- Our School came together to collect provisions for our local foodbank. Phillip Meldrum from Storehouse visited our Huddles to talk about the important role they play in our community.
- Our Nursery team worked in partnership with the entire community to develop their internal and external environments.
- A selection of our Primary 7 pupils' artwork was displayed in Dalkeith Library as part of an exhibition celebrating the Suffragettes Movement in Dalkeith.
- Our Primary 5 classes visited Archview Care Home and performed a range of Christmas Carols for the residents and staff.
- We worked in partnership with I-Bike Midlothian to deliver Santa Sleuth in our Playground and made plans to deliver Bikeability training to Primary 6 and 7 pupils.
- Our PTA Christmas Fair was well attended by our community and featured stalls, a performance from our School choir, and children assisting on stalls.
- The School came together to celebrate the festive break with our annual Christmas service at St John's and King's Park church.



## January 2019 to March 2019

- Primary 6 attended Benmore as part of a week's camp experience.
- Our Primary 4 classes visited Archview Care Home and shared Burns songs and poems with residents.
- The Primary 7 Sportshall Athletics team finished a close second in their regional heat.
- Our school choir took part in the Edinburgh Competition Festival and were commended for their performance by judges.
- Primary 7 classes began their transition activities by working with the P.E. department at Dalkeith High School as part of a four week programme.
- Primary 2 and 3 pupils took part in a six week block of athletics led by a qualified athletics coach.
- We celebrated 'World Book Day' across the school with pupils engaging in a variety of activities celebrating the love of books.
- Our Primary 2 classes took part in a Future Nurse project in partnership with NHS Scotland.
- Our Primary 7 pupils took part in Playground PALs training and began delivering playground games to younger pupils.
- Our learning and teaching working group led a session on the use of SeeSaw in the classroom. This was with a view to implementing this teaching tool in all classrooms.
- Our Nursery was subject to a visit from the Care Inspectorate and received a positive report that included 'Very Good' ratings in the areas that were inspected.
- We celebrated 'World Thinking Day' with pupils encouraged to wear their Rainbows, Brownie or Guide uniforms to school.
- Our staff led a Curriculum evening showcasing their learning and teaching approaches in the Primary 1 setting. Feedback on the event was most complimentary of the approach the school had taken to learning and teaching.
- Our school secured the UNICEF Rights Respecting School Bronze Award.
- Our Nurture space, developed in partnership with our PTA, was opened and pupil groups began accessing this area.
- Two of our initial Nurture groups were able to access Lord Ancrum's Woods in Newbattle. The groups participated in a variety of Bushcraft activities led by the Community Ranger Service.
- A selection of our classes participated in Drumming for Excellence sessions with Infectious Grooves.
- Primary 7 classes attended a STEM immersion day at Edinburgh College.
- We worked closely with our Parent Council in order to consult upon our Behaviour Blueprint, agree three focus rules for learners and have high expectations for all through our visible consistencies.
- We welcomed enthusiastic parents and carers who wanted to volunteer within the school. This work is to be extended with Mrs Dunn delivering a paired reading session for parent volunteers.



## April 2019 to June 2019

- Primary 6 and 7 pupils were given the opportunity to take part in Bikeability Level 1 and 2 training.
- We celebrated Easter with our School community at St John's and King's Park Church. Our Primary 6 and 7 pupils led the service.
- Two of our teaching staff led a session for parents on the use of SeeSaw as a means of ongoing engagement with families on their child's learning.
- Our school community came together on a Saturday morning to take part in a playground tidy up.
- We consulted the entire School community on refreshing our school values. This was carried out during an open morning related to this topic, through physical and electronic survey.
- Primary 7 celebrated the end of their WWII topic with a Victory in Europe themed party. Parents were able to celebrate and share the learning of pupils.
- Primary 3 to Primary 6 were able to attend a concert of The Watoto Choir from Uganda at St John's and King's Park Church.
- Primary 7 attended ASG camp at Whithaugh Park during May.
- Primary 5 took part in skiing lessons at Midlothian Snowsports Centre.
- With PTA funding we were able to purchase some much needed reading materials in order to broaden our book choice for learners. We were also able to purchase additional playground equipment.
- We celebrated Neuro-Diversity week in school with our House Captains organising a range of activities across the school. We also invited Mr Buggy (Saltersgate School) to talk to our pupils about Autism Awareness.
- We celebrated expressive arts within our school by holding a Musical Showcase at St John's and King's Park Church. Primary 6/7 pupils attended the Midlothian Athletics Championship. The team secured joint first place in the event.
- Primary 6 and 7 pupils attended football festivals at Lasswade and Dalkeith.
- Two members of the teaching team attended a three day SSERC training course in order to strengthen the school's Science and Technology teaching.
- Over the course of the year we have held four PTA Coffee Mornings as an informal way to gather our families' opinions on different aspects of the school.
- We welcomed the NSPCC to our school to discuss Internet safety with our parents. The presentation was attended by parents from across the school.
- Whole school came together to celebrate our Sports Scotland Gold Award. We retained this award and now hold this title until 2021.
- Our whole school took part in a Health and Wellbeing week; this was centred round the theme of, "KP is safe, healthy and active". The school engaged with a range of community sports clubs and enjoyed visits from the NHS and NSPCC.
- Three of our Primary 6 pupils have worked as part of our ASG Learning Council. Working with Primary 6 peers, they have developed what qualities a 'Dalkeith Learner' should display. They marked the year long piece of work with a garden party held at Dalkeith Campus.



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

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

## Part 2: Midlothian Education Improvement Planning – 2019-20

<b>Establishment</b>	King's Park Primary School
<b>Area</b>	Dalkeith
<b>Session</b>	2019/20
<b>Planning Cycle</b>	

<b>SIGNATURES</b>			
<b>Head of Establishment</b>	<i>Laurinda Renton</i>	<b>Date</b>	24 June 2019
<b>Schools Group Manager</b>		<b>Date</b>	

# **Contents – School Improvement Plan**

1. Overview of High Level NIF Priorities
2. Priority Summary and High Level Strategic Targets
3. Interrupting the Cycle of Poverty - Pupil Equity Fund Plan
4. ASG Plan

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

<p style="text-align: center;"><b>Priority 1</b> <b>Improvement in attainment, particularly literacy and numeracy</b></p>	<p style="text-align: center;"><b>Priority 2</b> <b>Closing the attainment gap between most and least disadvantaged children</b></p>	<p style="text-align: center;"><b>Priority 3</b> <b>Improvement in children and young people's health and wellbeing</b></p>	<p style="text-align: center;"><b>Priority 4</b> <b>Improvement in employability skills and sustained, positive school leaver destinations for all young people</b></p>
<p><b>1a)</b> To bring CfE levels in line with the national average in Literacy and Numeracy by the end of P1, P4, and P7 where they are not yet at that level</p> <ul style="list-style-type: none"> <li>Where CfE levels are in line with national averages then schools should aim to reach the national stretch aim of 90% of students achieving the relevant level in every measure.</li> </ul> <p><b>1b)</b> All Secondary schools will have set appropriate targets across key local and national measures to reach targets based on trends against their virtual comparator.</p> <ul style="list-style-type: none"> <li>Level 3 Numeracy 98%      Literacy 98%</li> <li>Level 4 Numeracy 90%      Literacy 90%</li> </ul> <p><b>1c)</b> 100% of schools have a self- evaluation calendar that reflects moderation, tracking, assessment and shared classroom experiences that involve all practitioners and learners</p> <p><b>1d)</b> That at least 80% of teaching staff are involved in regular and supported practitioner enquiry in all schools</p> <p><b>1e)</b> Maximising the tariff scores for all learners in the Senior Phase</p>	<p><b>2a)</b> Interrupt the cycle of poverty (PEF) CfE attainment for those living in SIMD 1-2 should be at the national average in terms of achieving the expected CfE level in Literacy and Numeracy by the end of P1, P4, P7 and S3</p> <p><b>2b)</b> Increase % of young people achieving National Qualifications at Levels 3 and 5 with a focus on level 3 and 4 based on comparison with the virtual comparator eg looked after, particularly those looked after at home.</p> <p><b>2c)</b> Ensure that all youth work is delivered at low or no cost to support reduction in child poverty and increase accessibility.</p> <p><b>2d)</b> Deliver the requirements of the child poverty act through the local action plan developed with community planning partners.</p>	<p><b>3a)</b> Support schools and ELC settings to provide high quality EY services which:</p> <ul style="list-style-type: none"> <li>Ensure children and families are offered appropriate, timely support</li> <li>Encompass the requirements of the National Quality Standard</li> <li>Continue to increase Early Years and Childcare to meet 2020 National targets with an unrelenting focus on high quality provision whilst ensuring that all settings delivering the early learning and childcare entitlement are compliant</li> </ul> <p><b>3b)</b> The majority of young people with ASN / LAC are offered appropriate assessment which is timely and appropriate.</p> <p><b>3c)</b> Achieve attendance targets Primary to 95% overall Secondary 91.5% overall with a reduction in unexplained absences</p> <p><b>3d)</b> Reduce exclusions: Primary- below 15 per 1000 Secondary- 40 per with LAC exclusions in exceptional circumstances only and following discussion with ASL Schools Group Manager</p> <p><b>3e)</b> Support schools to implement a range of universal mental health initiatives as part of the Midlothian Big Lottery funding</p>	<p><b>4a)</b> Continue to work towards a three year pattern of 95% Sustained Positive Destinations and reduce unknowns to under 100.</p> <p><b>4b)</b> Continue to increase number of Modern Apprenticeships on SDS Contract, supported by LLE in particular increase Early Years and Childcare to meet 2020 National targets</p> <p><b>4c)</b> Deliver adult literacy &amp; numeracy and family learning services</p>

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

NIF Priority (paste from above)	Links to HGIOS4?	Key Actions	Lead Person Timescale Links to WTA	Expected measurable outcomes for learners— <i>please refer to NIF targets at start of this section for 2019-20 AND use your own contextual targets IF REQUIRED</i>
<p>Priority 1</p> <p><b>Raising Attainment and Improving Learners' Experiences in Numeracy.</b></p> <p><b>(Improvement in attainment, particularly literacy and numeracy).</b></p>	<p>2.2 2.3 3.2</p>	<ul style="list-style-type: none"> <li>• Ensure a consistent approach to planning and identify the key elements of a highly effective numeracy lesson.</li> <li>• Develop an awareness of barriers for learners within numeracy and identify strategies that will support learners to achieve their full potential.</li> <li>• Deliver numeracy interventions at the right time to increase attainment.</li> <li>• Develop active learning approaches in numeracy to ensure enriched learning experiences for all learners with a particular focus upon Second level.</li> <li>• Review assessment approaches to ensure that all staff are making effective use of assessment to track pupil progress.</li> <li>• Use Seesaw to profile learners' achievements within maths and numeracy.</li> </ul>	<p>DHT</p> <p>Numeracy working group (10 hrs) 3x CAT sessions (4.5hrs) INSET day training <b>2018 - 2019</b></p>	<ul style="list-style-type: none"> <li>• Learners receive high-quality feedback and have an accurate understanding of their progress in learning and what they need to do to improve.</li> <li>• Staff use relevant findings from educational research to improve learning and teaching.</li> <li>• Effective strategies are in place that are improving attainment and achievement for children and young people facing challenges such as those from our most deprived areas, young carers, those who are looked after and those with additional support needs.</li> <li>• Almost all children and young people are attaining appropriate levels and a few have exceeded these.</li> <li>• All learners should experience effective support and challenge through activities which are varied, differentiated, active, and provide effective support and challenge.</li> <li>• Confident teacher judgements together with benchmarking and an appropriate range of assessments are leading to improvements in attainment.</li> <li>• Assessment approaches are matched to the learning needs of learners and are used to support them to demonstrate where they are in their learning.</li> </ul>

<p><b>Priority 2</b></p> <p><b>Raising Attainment and Improving Learners' Experiences in Writing.</b></p> <p><b>(Closing the attainment gap between most and least disadvantaged children).</b></p>	<p>1.3 2.2 2.3 3.1 3.2</p>	<ul style="list-style-type: none"> <li>• Ensure a consistent approach to planning and identify the key elements of a highly effective writing lesson.</li> <li>• Develop a whole school writing progression to ensure children's knowledge and skills are developed over time.</li> <li>• Staff have regular opportunities to engage in assessment and moderation activities to ensure sound teacher judgements.</li> <li>• Implementation of the Literacy profile to identify Literacy difficulties in children and strategies to support their learning.</li> <li>• Develop active learning approaches in writing to ensure enriched learning experiences and real life contexts for all learners.</li> <li>• Use Seesaw to profile learners' achievements within writing.</li> </ul>	<p>PT / HT Writing working group (10 hrs) 3x CAT sessions (4.5hrs) INSET day <b>2018 - 2019</b></p>	<ul style="list-style-type: none"> <li>• All staff have consistently high expectations of all learners.</li> <li>• Staff have a shared understanding of what progression in writing looks like.</li> <li>• Planning for progression in children and young people's learning is in place for the four contexts and shows how knowledge, understanding and skills are built over time.</li> <li>• A variety of assessment approaches are used to allow learners to demonstrate their knowledge and understanding, skills and capabilities within a range of different writing contexts.</li> <li>• Tracking and monitoring are well-understood and used effectively to secure improved outcomes within writing for all learners.</li> <li>• A quality body of evidence is used to support assessment judgements and decisions about next steps.</li> <li>• We make effective use of assessment information and strategies to remove barriers to learning and provide an inclusive learning experience.</li> </ul>
<p><b>Priority 3</b></p> <p><b>Teaching and Learning</b></p> <p><b>(Improvement in attainment, particularly literacy and numeracy).</b></p>	<p>1.2 1.3 2.3 3.2</p>	<ul style="list-style-type: none"> <li>• Engage staff in Practitioner Enquiry related to good assessment approaches.</li> <li>• Develop a consistency of approach towards Teaching and Learning across the school.</li> <li>• Embed the Language of Learning to enable learners to give effective feedback on their own and others' learning.</li> </ul>	<p>HT / DHT / PT Teaching and Learning working group (10 hrs) 3x CAT sessions (4.5hrs) INSET day <b>2018 - 2019</b></p>	<ul style="list-style-type: none"> <li>• Learners receive high quality feedback and have a good understanding of their progress in learning and what they need to do to improve.</li> <li>• Assessment approaches are matched to the learning needs of learners and are used to support them to demonstrate where they are in their learning.</li> <li>• Skilled questioning and engagement promotes curiosity, independence and confidence and enable learners to</li> </ul>

		<ul style="list-style-type: none"> <li>Identify a range of valid and reliable assessment tools and approaches.</li> <li>Develop a robust system for effective profiling and reporting and ways to recognise achievement.</li> <li>To improve playground spaces to effectively promote positive relationships and wellbeing through outdoor learning opportunities.</li> </ul>		<p>confidently use Higher Order Thinking skills.</p> <ul style="list-style-type: none"> <li>Staff make good use of a range of valid, reliable and relevant assessment tools and approaches to support the improvement of children's learning.</li> <li>Learners have increased self-esteem, improved motivation and engagement in learning.</li> <li>Teachers support children in the process of identifying and recognising their achievements, reflecting upon their learning and progress and help them to plan the next steps in their learning.</li> <li>Children benefit from improved learning experiences outdoors.</li> <li>Improved behaviour and relationships at break and lunchtimes.</li> </ul>
<p><b>Priority 4</b></p> <p><b>Improve Learners' Experiences in Science and Technology.</b></p> <p><b>(Improvement in employability skills and sustained, positive school leaver destinations for all young people).</b></p>	<p>1.3 2.2 2.3 3.3</p>	<ul style="list-style-type: none"> <li>Improve quality of Learning and Teaching in Science and Technology.</li> <li>Raise confidence amongst teachers and learners.</li> <li>Develop pedagogy and assessment skills.</li> <li>Develop professional practice and collegiality.</li> <li>Improve outcomes (knowledge and skills) for learners in Science and Technology at all stages.</li> <li>Review Science and Technology resources to ensure that they are well organised and easily accessible to support teaching and learning.</li> </ul>	<p>SSERC Co-ordinators STEM working group (10 hrs) 3x CAT sessions (4.5hrs) INSET day <b>2018 - 2019</b></p>	<ul style="list-style-type: none"> <li>Children benefit from a wider range of quality experiences within Science and Technology.</li> <li>Children's skills in Science and Technology will be improved.</li> <li>Improved resources within Science and Technology motivate and engage staff and learners.</li> <li>Children are equipped with the skills for Learning, Life and Work.</li> </ul>

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



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

#### Total Funding Received:

Gap Identified	Intervention Planned	Led by whom and by when	Cost	How will the impact of the intervention be monitored?	Measure of Success
<b>Poor attendance and lates. Lack of parental engagement.</b>	<b>Home-Link worker to target families with low attendance and regular lates. Improve engagement with these families.</b>	HT (Sep - April '20)	Home-link worker 3 x 3hrs <b>£6,300</b>	Monitoring of attendance and lates figures.	<b>Improved attendance and reduction in lates. Improved attendance from parents at school events.</b>
	<b>Ready to Learn Breakfast Club.</b>			Literacy/Numeracy assessment and tracking.	<b>Children attending breakfast club have improved attainment / working at appropriate levels.</b>
<b>Children experiencing barriers to learning – lack of resilience and ability to self-regulate.</b>	<b>Nurture Group and Social Skills supports (2xLAs). Nurture Teacher in class support.</b>	HT / PT PEF (April '20)	1x teacher (2days) <b>£22,325</b> 1x LA (22hrs) <b>£14,820</b>	Literacy/Numeracy assessment data. Behaviour incidents log/Boxall.	<b>Children attending nurture / social skills groups have improved attainment within literacy and numeracy. Fewer recorded behaviour incidents.</b>
	<b>Emotion Works Training and resources for classroom and playground.</b>	HT / PT PEF (April-June '20).	<b>£1500</b>		
	<b>PT PEF – oversee planned interventions / behaviour support / training.</b>		<b>£4,900</b>		
<b>H&amp;WB – lack of sense of belonging and community /</b>	<b>Fischy Music – workshops to develop school song as part of vision, values</b>		<b>£5,600 (0.1)</b>  <b>£1,430</b>		

feeling safe.	and aims launch. Fischy music to teach behaviour and emotions				
			<b>Total: £56,055.</b>		
<b>Low attainment in numeracy.</b>	<b>Planned intervention: Numicon P3, P5, P7. Numicon training for staff. LA support.</b>	DHT (April '20)	INSET day: <b>£920</b> Resources: <b>£3,762</b>  <b>Total: £4,682</b>	Numeracy assessment data.	<b>Children are achieving expected levels within numeracy.</b>
<b>Low attainment in writing.</b>	<b>Writing – additional 2x LA support in class (16.75 hrs).</b>	SfL Teachers (Sep – April '20).	<b>2x £10,824</b>  <b>Total: £21,648</b>		<b>Children are achieving expected levels within writing.</b>
			<b>TOTAL: £82,385</b>		

## Priority Summary and High Level Strategic Target – King’s Park Nursery

NIF Priority (paste from above)	Links to HGIOELC	Links to National Standard	Key Actions	Lead Person Timescale	Expected measurable outcomes for learners
<p><b>Priority 1</b></p> <p><b>Improvement in attainment, particularly literacy and numeracy.</b></p>	<p>1.1 2.3 2.6 3.2</p>	<p>1.30 1.31 2.27 3.15</p>	<ul style="list-style-type: none"> <li>• Ensure a robust monitoring and tracking system is in place.</li> <li>• Staff to engage in professional learning opportunities to deepen their knowledge and understanding of how to provide a range of quality learning experiences.</li> <li>• Ensure effective interventions are in place to provide additional support for children.</li> <li>• Develop children’s creativity, communication and language through Storytelling and Story Acting.</li> </ul>	<p>DHT SCCDW CCDW (Aug 2019- June 2020)</p>	<ul style="list-style-type: none"> <li>• Children are creative and use their imagination to tell and act out stories.</li> <li>• Children are highly motivated and eager participants in their learning.</li> <li>• Children demonstrate that they are successful, confident and responsible.</li> <li>• All practitioners have a clear focus on monitoring and evaluating the quality of children’s learning and on tracking their progress and achievements. They work effectively as a team.</li> <li>• Professional learning activities for all practitioners are clearly linked to the results of self-evaluation and identified areas for improvement.</li> <li>• Tracking and monitoring of children’s progress is well-understood and used effectively to secure improved outcomes for all children.</li> <li>• Practitioners make sound judgements about children’s progress and respond quickly to ensure learning opportunities meet the needs of individuals.</li> <li>• Information about children’s learning and achievements, particularly in key areas of early literacy, numeracy and health and wellbeing, is used effectively to ensure continuity in learning across the curriculum for all children.</li> </ul>

					<ul style="list-style-type: none"> <li>High quality appropriate early language, mathematics and health and wellbeing experiences are used well to promote and enhance learning.</li> </ul>
<b>Priority 2</b>  <b>Improvement in children and young people's health and wellbeing.</b>	2.4 3.1 3.3	1.31 2.19 2.27	<ul style="list-style-type: none"> <li>To improve the learning environment with a particular focus on numeracy and health and wellbeing.</li> <li>To develop children's awareness and understanding of their own emotions and the emotions of others</li> <li>To embed the Principles of Forest School across the nursery environment.</li> </ul>	DHT SCCDW CCDW (Aug 2019- June 2020)	<ul style="list-style-type: none"> <li>Staff have high expectations for all children across our nursery environment.</li> <li>Children are encouraged to begin exploring the thoughts, feelings, attitudes, values and beliefs that influence their lives and relationships in a developmentally appropriate way.</li> <li>Children are enabled to take risks, learning in safe, secure and supportive environments.</li> </ul>
<b>Priority 3</b>  <b>Closing the attainment gap between most and least disadvantaged children</b>	1.2 2.3 2.5 3.3		<ul style="list-style-type: none"> <li>Ensure high quality interactions between staff and children.</li> <li>Develop sustained interactions with children through modelled language (e.g. Think aloud approach)</li> <li>Support parents to have quality interactions with their children.</li> </ul>	DHT SCCDW CCDW (Aug 2019- June 2020)	<ul style="list-style-type: none"> <li>Practitioners have a clear understanding of how children learn. Their actions encourage high quality adult/child interactions.</li> <li>Practitioners support the development of children's thinking skills through scaffolding, modelling, questioning and making their own thinking explicit.</li> <li>Careful planning ensures that practitioners have regular opportunities to learn with and from each other, both in and beyond the setting.</li> <li>Family learning opportunities help parents to understand the significant impact of the home learning environment at all stages of their children's education.</li> <li>Children can talk about their learning and achievements with practitioners and peers.</li> </ul>

#### 4. ASG Plan

School Priority	NIF Priority (paste from above)	Links to HGIOS4?	Key Actions	Lead Person Timescale Links to WTA	Expected measurable outcomes for learners– please refer to NIF targets at start of this section for 2019-20 AND use your own contextual targets IF REQUIRED
<p style="text-align: center;"><b>2</b></p> <p style="text-align: center;"><b>Learning and Teaching</b></p>	<p style="text-align: center;"><b>Priority 1</b>  <b>Improvement in attainment, particularly literacy and numeracy.</b></p>	<p style="text-align: center;"><b>1.1</b>  <b>1.2</b>  <b>2.3</b>  <b>2.6</b>  <b>2.7</b></p>	<p>*Continue 3 x staff Walkthroughs through year to Share Quality Learning and Teaching in each school, within the Dalkeith Learning Community – focus on : Learning and Teaching</p> <p>i)Challenge  ii)Engagement  iii)Feedback  iv)Questioning</p> <p>a) (12<sup>th</sup> Sept)  b) (28<sup>th</sup> Nov)  c) (19<sup>th</sup> Mar)</p> <p>* Aim to share the work of the QL&amp;T Group and Learning Council with the wider school and ASG.</p> <p>Pupils to build experience participating in Walkthroughs, modelled in the first instance by DHS pupils within the Learning Council. To be continued within pupils' own schools.  *(with a view to developing them to DLC Walkthroughs next session)</p> <p>Learning Council to continue and develop a shared Language of Learning within the Dalkeith Learning Community with a focus on:  Proposed L. Council Dates:  Learning and Teaching  i)Challenge  ii)Engagement  iii)Feedback  iv)Questioning  a)(Sept)  b)(Nov)  c) (Mar)</p> <p>1. 26/9  2. 24/10</p>	<p>*Allocated members of the QL&amp;T Group to participate, observe and feedback during professional dialogue. New staff encouraged to join group.  3 x Walkthroughs per session  a)QL&amp;T (Sept)  b) SERC (Nov)  c)Wider Achievements(Mar)</p> <p>Shared in CATs/In-Service/Staff Meetings/Assemblies &amp; Citizenship Gatherings.</p> <p>S.Gordon to model and lead – session 1&amp;2.</p> <p>An adult support from QL&amp;T group to be in attendance at home school and S.Welsh/J.Gardiner/Z.Orr to lead the sessions. Each member of the QL&amp;T group ensures that the posters are displayed around each group members' school and the creation of the poster has been explained at the start of the session</p>	<p><b>Through observations of Learning and Teaching:</b></p> <ul style="list-style-type: none"> <li>• Monitoring of planning and learners' experience meets agreed policy and practice.</li> <li>• Monitoring of learning and teaching shows learners are engaged in appropriately challenging experience.</li> <li>• Learners are able to talk about their learning and progress identifying strengths and next steps. "I can" progressions support dialogue with learners.</li> </ul>

School Priority	NIF Priority (paste from above)	Links to HGIOS4?	Key Actions	Lead Person Timescale Links to WTA	Expected measurable outcomes for learners– <i>please refer to NIF targets at start of this section for 2019-20 AND use your own contextual targets IF REQUIRED</i>
			<p>3. 21/11 4. 12/12 5. 23/01 6. 20/02 7. 24/03 8. 23/04 9. 21/05 10. 09/06</p> <p>*#Determined Creative Leaders Focus on gathering evidence and feedback. Leading the sharing of the DLC learner poster in school.</p> <p>*Implement and pilot our Quality Learning and Teaching Learners' Dispositions Progression to enable learners to have a shared language from Nursery to P7 and onto S1-6.</p>	<p>2019/2020 to staff and children. Posters explained and displayed around school by the end of the first week of new session (Aug 2019).</p> <p>Reflective discussions to take place at the end of the session (June 2020).</p> <p>S.Gordon finalising the final copy of the poster. Final Celebration in June 2020.</p> <p>Planned by the leads but completed by all schools. Each school's SLT, staff members and QL&amp;T group members to promote during the school session. Posters explained and explained around school by the end of the first week of new session (Aug 2019).</p> <p>To be evaluated June 2020.</p> <p>Reflective discussions with QL&amp;T Group to take place at the end of the session.</p> <p>For each school to implement their own progression within their own school context. By primary 7, all children who will be transitioning to Dalkeith High School will have a shared knowledge of their '4Rs'.</p>	

## SSERC – DLC Plan 2019/20

<u>August 2019</u>	Mentors to meet to discuss:	<ul style="list-style-type: none"> <li>• Audit resources in own school (photograph and make available to cluster)</li> <li>• Agree SSERC meets and dates (see options below)</li> <li>• Edina Trust funding</li> <li>• Arrange speaker for first CAT x3 (review staffing numbers)</li> <li>• Review 'Riverside Progression Planners' and agree use (these include pupil friendly planners)</li> <li>• Consider using Wheel which could be handed out before 1<sup>st</sup> CAT - to be drafted</li> <li>• Contact DHS science department to arrange place for resources to be stored</li> </ul>	
<u>13<sup>th</sup> September 2019</u>	Edina Trust Application	Each school to complete first application for Edina Trust funds	
<u>4<sup>th</sup> October 2019</u> 13.30-15.30 Woodburn PS	ASG CAT 1	For our ASG CAT, we hope to ask Brian to deliver a workshop. However, we have been advised that we will probably need 3 external providers if we want to do workshops at the CAT, as typically they do not accommodate more than 30 people (review staffing numbers that will be attending)	
<u>21<sup>st</sup>/22<sup>nd</sup> February 2020</u>	SSERC residential part 2	Including cluster sharing their work	
<u>20<sup>th</sup> March 2020</u> 13.30-15.30 Woodburn PS	ASG CAT 2	Mentors from each of the cluster schools to lead a Science workshop – staff from schools will be given the opportunity to choose 2 workshops (from 4) to take part in.	
<u>27<sup>th</sup> March 2020</u>	Edina Trust Application	Final report to be completed	
<u>29<sup>th</sup> May 2020</u>	End of year report	All mentors to support end of year report/summary	
<u>Throughout Year</u>	SSERC Meets	Within own schools Choose 2 from the following and book spaces: <ul style="list-style-type: none"> <li>• Pneumatics and hydraulics (07.11.19)</li> <li>• Further fun with forensics (19.11.19)</li> <li>• Teddy in the park (27.02.19)</li> </ul>	
<u>Next Session 2020/21</u>		<ul style="list-style-type: none"> <li>• Science week introduced in October 2020</li> </ul>	

## WORKING TIME AGREEMENT 2019/2020

<b>Full Time</b>	<b>Number of hours</b>
Parents meetings	15
Preparation of Reports	59
Forward Planning	27
Whole Staff Meetings (25 minutes)	7.5
Learning Community Meetings (ASG CATs)	4
Trade Union meetings	0
Liaison Time	4
Stage Meetings	6
Working groups/curriculum development	25 = 15hrs CAT 10hrs Working Groups
Professional review & development	6
Professional association meetings	3
Flexible	11.5
Additional preparation and correction	0
Additional supervised pupil activity	0
Formal Assessment	20 (including moderation)
Unanticipated Events (HMIE etc)	0
<b>Total</b>	<b>(=190 hours)</b>

**35 hours CPD to be completed over and above**

<b>InService Days</b>
<b>Breakdown of anticipated learning</b>
1. School priorities for the year Child Protection Update Expectations and Standards Setting up an inclusive learning environment (time in class)
2. Emotion Works Training Planning time for whole school topic: emotions / literacy
3. Numicon Training
4. Curriculum development linked to SQIP. Time for mandatory training.
5. Taking a Closer Look
6. Curriculum Development linked to SQIP / Self-evaluation
7. Evaluation of SIP / Setting Priorities for Next Session