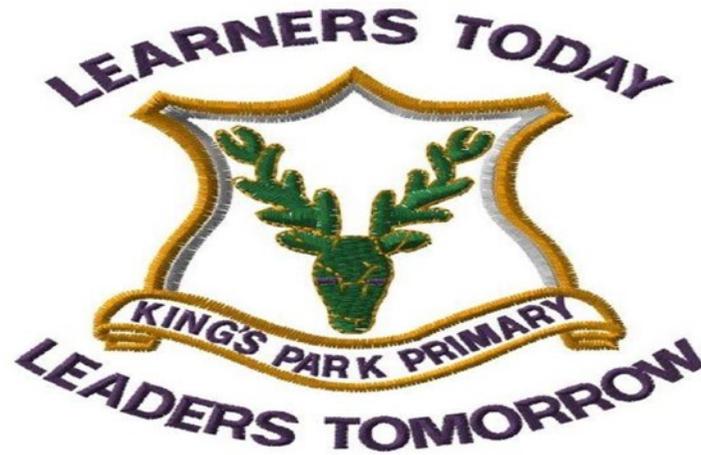




King's Park Primary School
Standards and Quality Report 2019 –2020
Improvement Plan—Year 2020 –2021



#KPCARES

Contents – Standards and Quality Report

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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 476 children from P1- P7 and 96 children in our Early Learning and Childcare Setting. The roll is very diverse and includes pupils from all 10 SIMD data zones and this range is also reflected in each year group.

Our school consists of two buildings within the grounds. Our Lower building comprises of Nursery-P4 learners, a combined library/ICT suite, a Support for Learning base and a dining hall. Our Upper 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 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 with some moving on to Lasswade and Newbattle High School. We are developing our links with Dalkeith High school and have good links 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 a visiting specialist 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 continued to focus 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 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.

This session has seen the arrival of the COVID-19 Pandemic resulting in the closure of all schools on 20 March 2020 and the delivery of distance learning through our digital platform, Seesaw. This has had an impact upon attainment, the school improvement plan and pupil and staff wellbeing. It has had a positive impact upon the use of digital technology to enhance learning, relationship building and community spirit. Session 2020—2021 will focus upon recovery planning with a particular focus upon literacy, numeracy and nurture and resilience within health and wellbeing.

Our SIMD is well spread over deciles 1-10. There is an increase in the number of children within the lower deciles. Our overall attendance is very good and improving and the gap is slowly narrowing. Our attendance level is higher than the Midlothian and Scotland average.

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 created our new vision, values and aims.

During session 2019-2020, our Vision, Values and Aims have been embedded into the life of the school and have become increasingly familiar with pupils, staff and the wider school community. King's Park C.A.R.E.S has been at the heart of the school this year, with #KPCares being used frequently in social media communications. This vision has also been used to create Spotlight Certificates, acknowledging learner's efforts to uphold and demonstrate Creativity, Aspiration, Resilience, Empathy and Success. At the beginning of the session, Fischy Music ran several workshops with a group of pupils to create a new school song to communicate the school's Vision, Values and Aims and this has been used frequently throughout the school year. A competition was run for all classes to create a design for a new school banner to be displayed in the welcome area to continue to promote the Vision, Values and Aims. We sought feedback on our vision, values and aims from parents this session. Almost all parents commented positively upon our focus upon kindness and wellbeing as well as academic subjects, We now aim to work with a local graphic designer to bring these designs to fruition.

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...

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

...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.

4. Review of Progress and Impact in Session 2019/20 - Attainment Data

Context:

Primary 1 and Primary 4 has seen a significant increase in the number of children with additional support needs this session which has impacted upon attainment. The recent pandemic has had some impact upon attainment. Work needs to be done with teaching staff to ensure that attainment data is a true reflection of children's progress.

Curriculum Area	2019/20	P1	P4	P7	All pupils achieving expected level
Reading	KPPS 2019/20	74%	82%	84%	80%
	KPPS 2018/19	91%	87%	86%	88%
	KPPS 2017/18	90%	85%	88%	
	Midlothian Average 2018/19	82%	74%	70%	
	National Average 2018/19	82%	78%	80%	80%

Curriculum Area	2019/20	P1	P4	P7	All pupils achieving expected level
Writing	KPPS 2019/20	73%	67%	81%	73%
	KPPS 2018/19	82%	90%	82%	85%
	KPPS 2017/18	88%	77%	86%	-
	Midlothian Average 2018/19	84%	77%	72%	78%
	National Average 2018/19	79%	73%	74%	75%

Curriculum Area	2019/20	P1	P4	P7	All pupils achieving expected level
Talking and Listening	KPPS 2019/20	79%	88%	91%	86%
	KPPS 2018/19	91%	97%	89%	93%
	KPPS 2017/18	91%	97%	91%	-
	Midlothian Average 2018/19	90%	89%	84%	88%
	National Average 2018/19	87%	85%	86%	86%

4. Review of Progress and Impact in Session 2019/20 - Attainment Data (cont.)

Curriculum Area	2019/20	P1	P4	P7	All pupils achieving expected level
Numeracy	KPPS 2019/20	70%	59%	79%	69%
	KPPS 2018/19	85%	86%	77%	83%
	KPPS 2017/18	88%	79%	84%	-
	Midlothian Average 2018/19	83%	79%	78%	
	National Average 2018/19	85%	77%	76%	79%

Review of Progress and Impact in Session 2019/20 – SIMD Attainment Data

Curriculum Area	Three Year Trend for SIMD 1-2	P1	P4	P7	All pupils achieving expected level
Reading	KPPS SIMD 1-2 2019/20	56%	42%	50%	48%
	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 for SIMD 1-2	P1	P4	P7	All pupils achieving expected level
Writing	KPPS SIMD 1-2 2019/20	56%	42%	50%	48%
	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%

Review of Progress and Impact in Session 2019/20 – SIMD Attainment Data (cont.)

Curriculum Area	Three Year Trend for SIMD 1-2	P1	P4	P7	All pupils achieving expected level
Talking and Listening	KPPS SIMD 1-2 2019/20	56%	58%	83%	63%
	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	Three Year Trend for SIMD 1-2	P1	P4	P7	All pupils achieving expected level
Numeracy	KPPS SIMD 1-2 2019/20	56%	42%	50%	48%
	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%

4. Review of Progress and Impact in Session 2019/20

PRIORITY 1: Raising Attainment and Improving Learners' Experiences in Numeracy

NIF and Midlothian Priority

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

NIF Driver(s) (highlight as applicable)

School Leadership

Teacher Professionalism

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Progress and Impact:

Attainment in numeracy is satisfactory and has fallen compared to last year's attainment data. The numeracy attainment gap in Primary One and Primary Seven is widening. Within Primary Four, the gap is narrowing. There is an increase in children with additional support needs compared to last session which has impacted upon attainment. The recent pandemic resulting in schools being closed has had some impact upon attainment and it will be important to make good use of assessment when schools move to a blended learning model in the new session. The majority of learners are achieving expected levels of attainment within numeracy. Attainment across all curriculum areas continues to fluctuate and anomalies between standardised assessments and curriculum for excellence data continue to exist. All staff are using Midlothian planners which have been written in line with the Benchmarks. This has resulted in improved consistency in forward planning for numeracy and is ensuring that staff are engaging with the Benchmarks. Planners are based upon the pedagogy surrounding the Stages of Early Arithmetical Learning (SEAL) which is enabling our children to have a conceptual understanding of number. Staff have explored what makes a highly effective numeracy lesson and this has led to clear expectations being created as a graffiti wall. All staff are aware of what constitutes an effective numeracy lesson and are beginning to use this to improve learning and teaching. Greater consistency in learning and teaching approaches within numeracy and maths is needed in order to raise attainment. Monitoring and Evaluation has focused upon Numeracy. Professional dialogue and feedback was based upon shared classroom experience and the graffiti wall, and is beginning to lead to improvements in learning, teaching and assessment. This is also highlighting learners with specific difficulties and those exceeding or not meeting expected levels of attainment. Almost all staff have participated in Numeracy career long professional learning (CLPL) opportunities in order to develop their understanding of new teaching approaches and concrete materials. Concrete materials are now readily available in all classrooms to allow teachers to be able to introduce new concepts using the concrete, pictorial and abstract approach.

HGIOS 4 Quality Indicator(s) / HGIOELC

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

Time to embed this approach and to ensure it is developed across the school is essential. Access to more concrete materials has led to greater opportunities for personalisation and choice within learning. Almost all staff attended Numicon training. Some learners are accessing numicon materials to develop their understanding of different concepts. Particular emphasis needs to be upon improving teaching numeracy within the second level and developing the children's ability to use concrete materials in order to improve their conceptual understanding of number. New staff and NQTs are trained in school in the pedagogy surrounding SEAL to ensure that all staff have a basic understanding of these principles, promoting consistency across the school. Staff development has focused on how to identify misconceptions surrounding number and how to teach on the cusp of their understanding, to address these misconceptions and improve attainment. Whilst some numeracy interventions are in place, universal supports and interventions need to continue to be developed and should now be prioritised. This will also focus upon closing the poverty related attainment gap. Most teachers are providing opportunities for outdoor learning, and numeracy and maths activities linked to Science and Seesaw activities. This helps to ensure a problem solving based approach within real and relevant contexts for our learners.

Assessment approaches within numeracy are being developed to raise attainment and improve staff knowledge and understanding and skill. All staff have used a SEAL diagnostic assessment. This is enabling staff to become more confident and knowledgeable in identifying a learner's difficulties and misconceptions within number. Increased staff confidence has resulted in staff using this knowledge to inform numeracy targets for learners within class and for children with Additional Support Needs within their child planning meetings. This good practice needs to extend across all stages of the school. Some staff planned a high-quality assessment in numeracy which allowed learners to demonstrate the transference of skills into a new context. Standardised assessments contribute to the tracking of a learner's progress and breadth of evidence to inform teacher judgments. More consistency is emerging across the school as staff worked in mixed stage groups to collegiately plan next steps for learners using diagnostic assessment evidence. This enabled staff to moderate their approach to planning using assessment evidence and has led to improved universal support for numeracy in some classes. Pupil Equity Funding (PEF) has enabled specific support to be provided to learners who were identified as performing below the expected level but had the potential to achieve the next level with additional support. All of these pupils have demonstrated a growth in confidence and skills and [half](#) achieved second level. Numeracy interventions introduced in the upper school by SfL with a focus on numicon has improved the pupil's understanding of number structures. More time needs to be given to staff to work together to plan and analyse assessment evidence and data in order to close the attainment gap.

Most classes use technology to engage learners. This needs to be extended to ensure that technology is enhancing learners' experiences and improving their skills. Using Seesaw as the platform for distance learning has significantly increased staff and learner confidence. This has meant that profiling through Seesaw has not been developed due to all learning taking place through Seesaw. Careful consideration to profiling learning will need to be given to take account of blended learning next session.

Next Steps:

- Introduce and embed a Maths Policy
- Review assessment approaches to ensure that all staff are making effective use of assessment to track pupil progress and inform next steps.
- Develop active learning approaches in numeracy to ensure enriched learning experiences for all learners with a particular focus upon Second level. (CPA approach)
- Involve children in planning their next steps for learning
- Develop a progression for mental agility and embed Maths Talks to discuss strategies

5. Review of Progress and Impact in Session 2019/20

PRIORITY 2: Raising Attainment and Improving Learners' Experiences in Writing

NIF and Midlothian Priority

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

NIF Driver(s) (highlight as applicable)

School Leadership

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School Improvement

HGIOS 4 Quality Indicator(s) / HGIOELC

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

Progress and Impact:

Attainment in writing is satisfactory and has fallen compared to last year's attainment data. There is an increase in children with additional support needs compared to last session which has impacted upon attainment. The recent pandemic resulting in schools being closed has had some impact upon attainment and it will be important to make good use of assessment when schools move to a blended learning model in the new session. The majority of learners are achieving expected levels of attainment within writing. Attainment across all curriculum areas continues to fluctuate and anomalies between standardised assessments and curriculum for excellence data continue to exist. Most staff are beginning to have a shared understanding of what an effective writing lesson looks like and the teaching of writing is improving across the school. Almost all staff attended James Clement's writing workshop and the majority of staff have used at least one of his strategies in their writing lessons e.g. step plan, overwriting, editing stations (colour coding different elements of writing), uplevelling work, short burst writing. This is beginning to provide good support to those children who have difficulties in creating texts and should be developed further to ensure a consistent approach across the school. Most learners have had opportunities to engage in non-fiction writing linked to their inter-disciplinary learning and this provides learners with a clear purpose for writing. Within Primary One, writing is cased upon child-led contexts and developed through a wide range of play experiences. Most teachers are using modelling and 'magpie-ing' to improve children's understanding of the writing process. Quality assessment within writing is at the very early stages of being developed. Inconsistencies in assessment approaches and lack of understanding of the experiences and outcomes and benchmarks within writing is impacting upon attainment data. Senior Leaders need to identify ways to ensure that staff have a clear understanding of the benchmarks at each level and an understanding of how these translate into the children's writing. Moderation of writing needs to take place more often both informally and formally to improve staff confidence of assessing writing. Almost all staff have explored Talk for Writing and are at the early stages of implementing this

approach. This should continue next session in order to evaluate the impact upon learning and teaching and attainment. Cold and Hot pieces of writing will provide strong evidence of learners' progress. An assessment toolkit is being developed to support staff in identifying learners' strengths and next steps in writing. Learners should be given increased opportunities to engage in quality self and peer assessment in order for them to have a good understanding of strengths and next steps. Learning, teaching and assessment approaches within writing will be exemplified within a school writing policy. A writing framework has been written in line with experiences, outcomes and benchmarks, and as a result of practitioner enquiry and career long professional learning opportunities that staff engaged in. This will be implemented next session and should ensure that knowledge and skills, including grammar, are taught progressively impacting positively upon attainment. Children are becoming more familiar and confident in using Seesaw and uploading their learning within Writing. Seesaw is now the main platform being used to support learning in-home whilst schools are closed due to the COVID-19 pandemic. Writing is shared on Seesaw by all children in school and can show progression but this is not yet strategic and does not profile learning. Consideration should be given to this next session once the school moves to a blended model for learning. Targeted support has been provided by learning assistants to improve attainment in writing. This should continue to be prioritised next session in order to have the desired impact. A Support for Learning / MAPPS flow-chart has been written in line with Midlothian guidance for supporting learners. This has led to more staff having an improved understanding of how and when to access support for their learners. The CIRCLE resource has been used more effectively to identify universal supports that teachers are then using to meet learners' needs. This has resulted in a more inclusive approach across the school. Literacy profiles have been introduced to enable staff to identify specific literacy difficulties and strategies that need to be put in place to support children's learning. This should lead to early intervention and identification of needs for example, dyslexia. Whilst support for learners is improving, there is still a high number of children reaching Primary Seven with literacy difficulties that have not been identified and children are not receiving the support that they need. The attainment gap is not closing between the most and least disadvantaged children. Further work is required to identify the gap and provide a high level of support and appropriate interventions.

Next Steps:

- Introduce and embed a writing policy
- Develop an assessment framework and toolkit to support evidencing and tracking progress in writing
- Implement the writing framework to ensure a clear progression in the teaching of knowledge and skills, including grammar
- Increased opportunities for writing moderation to increase confidence in teacher's understanding of achievement of a level
- Improve analysis and use of data to inform improvement strategies
- Implement Talk for Writing process

5. Review of Progress and Impact in Session 2019/20

PRIORITY 3: Improving Teaching and Learning

NIF and Midlothian Priority

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

NIF Driver(s) (highlight as applicable)

School Leadership

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School Improvement

HGIOS 4 Quality Indicator(s) / HGIOELC

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

Progress and Impact:

A whole school focus upon developing a high quality learning environment has allowed staff the opportunity to consider what this looks like within their classrooms and across the school. A Display Policy was written by the senior leadership team and launched in order to support staff and provide clear expectations. Staff used this to create a graffiti wall to illustrate what makes a quality learning environment and this was used by the senior leadership team during shared classroom experience. There is now greater consistency within the school learning environment and almost all classes have a learning wall, zones of regulation display, expectations of behaviour, class charter and literacy and numeracy learning walls. Whilst these exist within classrooms, work needs to continue to ensure that these are effective and support children's learning. Classroom environments need to evolve with the children's learning and promote high expectations and high standards for all. Some children have the opportunity to make better use of displays and resources and are encouraged to take ownership of this. Almost all staff engaged in a CLPL opportunity to explore the purpose and approach of practitioner enquiry. This resulted in all staff undertaking practitioner enquiry and taking assessment approaches into account. Relevant and meaningful contexts were identified as each working group met to identify an area of improvement to focus upon which would in turn inform school improvement. The outcome of all practitioner enquiries were due to be shared in the final term. This will continue into the next session. What an excellent lesson looks like has been developed by the learning and teaching group. All teaching staff explored What A Good One Looks Like (WAGOLL). This was developed through a CLPL session with most school staff identifying key features of different parts of a lesson. This should now be shared with all learners to develop a consistency in approach. Some stages are developing a consistent approach towards learning and teaching through shared activities, setting and team-teaching. This is resulting in improved relationships across a stage between learners and staff and ensures higher quality learning and teaching through moderation. Support Staff feel that there is a greater consistency of approach across school.

school. This has resulted in Support Staff feeling more confident in what approaches they can use to support learners. Forward planning has been streamlined and there is now consistency and high expectations across the school for forward planning. Approaches to planning are flexible in order to enable year groups to adapt in order to meet learners' needs.

Huddles have reintroduced learner qualities to promote use of the language of learning amongst learners. Some classes have reintroduced learner qualities based upon the school's learner qualities progression. This has led to the majority of pupils beginning to develop the language of learning through talking about 'Super Learners'. Super Learner Certificates are helping to reinforce the language of learning to the children and motivate them to demonstrate this within their learning. A clear and consistent approach towards developing the language of learning amongst staff and learners needs to be embedded to enable learners to have a deeper understanding and apply this in their learning. Most classes use Learning Intentions and Success Criteria consistently, with the majority creating child-led success criteria. Some children have the opportunity to set SMART targets with learners and this is supporting learners to become more aware of their strengths and next steps in learning. Staff recognise that formative feedback is a positive influence on learners. The majority of learners are beginning to develop their skills in making reflective comments about their learning. This is evident in Seesaw posts. Support Staff have been trained in Seesaw and are actively engaging in responding to learners. This further values children's learning and is improving self-assessment. Assessment approaches through blended learning and the use of Seesaw need to be developed to ensure that learners are making good progress and to enable staff to plan next steps in learning. Summative assessments including GL Assessments, SNSA and SWST provide a greater range of evidence for assessment, progress and achievement within a level and identifying next steps. Seesaw is becoming a robust way to profile and report. Profiling learning needs to be reviewed in line with blended learning. The majority of teachers use WAGOLL to provide a stimulus to embed the language of learning. This will be developed further in order to bring about greater consistency and to support staff and learners in using this. Parents reported that learners respond well to formative and timely feedback and that feedback provides support to parents. Reporting on children's progress has been developed to improve parental engagement. Parents are able to access their children's learning more readily through Seesaw and engage in this through commenting. Almost all parents who replied to our recent survey agree that Seesaw helps them to know what their child is learning in Nursery and School. Staff have worked hard to engage parents during distance learning and provided supports including home visits, telephone calls, letters and applying for Chromebooks through Midlothian Council. Almost all children are engaging with Seesaw through distance learning and most parents are linked to their children's account which has led to improved parental engagement. Children have commented that they like the opportunity for their parents to share in their learning at home. Three parent consultations were introduced this session with a view to involving learners and using their Seesaw learning journal. Due to school closure, the third consultation did not take place, however almost all parents shared that they thought that three Parent Consultations would keep them better informed about their child's learning. Written reports have been adapted to take a holistic view of improvements in reporting. There is a clear focus upon strengths and next steps in order to provide learners and parents with a deeper understanding of progress. Teachers feel that written reports are more meaningful and provide a clear summary of the learner. Most parents shared that they thought the revised report format gave them a clear picture of their child's learning and next steps.

Achievements in school are more readily recognised through Huddles, assemblies and the introduction of Spotlight certificates that link to the school's vision. Children have shared that they enjoy certificates and the opportunity to celebrate their achievements. The introduction of 'Marvellous Mondays' values the children's efforts in demonstrating the school's vision throughout all aspects of school life. The introduction of class recognition boards in line with the school's new behaviour policy promotes high expectations whilst celebrating success. This needs to be embedded and evaluated in order to ensure a consistent approach. A whole school recognition board will be introduced to bring about a golden thread to this approach. Celebrating achievement has developed an increased sense of pride in the school and widely contributes to the positive ethos and culture of respect for others.

Playground PALs gives P6 pupils a leadership opportunity within the school. This needs to be further developed to ensure that this is used effectively to promote and support positive behaviour within the playground. The school has been part of Midlothian Council's school estate review. Playground developments have been on hold in light of this. Staff are beginning to create outdoor learning opportunities across a variety of curriculum areas. The school benefits from good outdoor space and outdoor learning needs to be an integral part of learners' experiences. Due to the current context, outdoor learning will become much more prominent in the children's in-school learning experiences next session. These experiences need to be carefully planned in order to ensure that they are relevant, effective and progress learning.

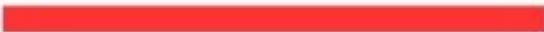
Within our pupil and parent surveys, we have identified the following areas where we have improved or need to improve upon:

Pupil Survey – Snapshot of Strengths

2. I feel safe when I am at School							Response Percent	Response Total
1	Agree						85.82%	339
2	Disagree						4.56%	18
3	Don't Know						9.62%	38
Analysis	Mean:	1.24	Std. Deviation:	0.61	Satisfaction Rate:	11.9	answered	395
	Variance:	0.37	Std. Error:	0.03			skipped	0

3. My school helps me feel safe.							Response Percent	Response Total
1	Agree						88.10%	348
2	Disagree						4.30%	17
3	Don't Know						7.59%	30
Analysis	Mean:	1.19	Std. Deviation:	0.56	Satisfaction Rate:	9.75	answered	395
	Variance:	0.31	Std. Error:	0.03			skipped	0

5. Staff treat me fairly and with respect.

						Response Percent	Response Total
1	Agree					81.93%	322
2	Disagree					7.38%	29
3	Don't Know					10.69%	42
Analysis						answered	393
						skipped	2
Mean:	1.29	Std. Deviation:	0.65	Satisfaction Rate:	14.38		
Variance:	0.42	Std. Error:	0.03				

7. My school helps me to understand and respect other people.

						Response Percent	Response Total
1	Agree					92.66%	366
2	Disagree					1.27%	5
3	Don't Know					6.08%	24
Analysis						answered	395
						skipped	0
Mean:	1.13	Std. Deviation:	0.49	Satisfaction Rate:	6.71		
Variance:	0.24	Std. Error:	0.02				

Pupil Survey - Snapshot of Areas for Improvement

6. Other children treat me fairly and with respect.							Response Percent	Response Total
1	Agree						65.05%	255
2	Disagree						14.54%	57
3	Don't Know						20.41%	80
Analysis							answered	392
							skipped	3
Mean:	1.55	Std. Deviation:	0.81	Satisfaction Rate:	27.68			
Variance:	0.66	Std. Error:	0.04					

19. My teachers ask me about what things I want to learn in school.							Response Percent	Response Total
1	All of the time						25.77%	101
2	Some of the time						50.77%	199
3	Not very often						18.37%	72
4	Don't Know						5.10%	20
Analysis							answered	392
							skipped	3
Mean:	2.03	Std. Deviation:	0.8	Satisfaction Rate:	34.27			
Variance:	0.64	Std. Error:	0.04					

20. I enjoy learning at school.

						Response Percent	Response Total
1	All of the time					53.08%	207
2	Some of the time					36.41%	142
3	Not very often					8.97%	35
4	Don't Know					1.54%	6
Analysis Mean: 1.59 Std. Deviation: 0.72 Satisfaction Rate: 19.66 Variance: 0.51 Std. Error: 0.04						answered	390
						skipped	5

21. I feel that my work in school is hard enough.

						Response Percent	Response Total
1	All of the time					40.00%	156
2	Some of the time					45.13%	176
3	Not very often					9.74%	38
4	Don't Know					5.13%	20
Analysis Mean: 1.81 Std. Deviation: 0.81 Satisfaction Rate: 26.67 Variance: 0.66 Std. Error: 0.04						answered	390
						skipped	5

Parent Survey – Snapshot of Strengths

The school staff are approachable.						Response Percent	Response Total
1	Strongly agree					53.75%	43
2	Agree					41.25%	33
3	Neither agree or disagree					3.75%	3
4	Disagree					0.00%	0
5	Strongly disagree					1.25%	1
6	Don't know					0.00%	0
Analysis						answered	80
						skipped	1
Mean:	1.54	Std. Deviation:	0.69	Satisfaction Rate:	10.75		
Variance:	0.47	Std. Error:	0.08				

Please say to what extent you agree or disagree with the following statement: I am confident that if I need to contact my child's school, it will respond helpfully to my questions and comments.						Response Percent	Response Total
1	Strongly agree					42.50%	34
2	Agree					36.25%	29
3	Neither agree or disagree					15.00%	12
4	Disagree					3.75%	3
5	Strongly disagree					2.50%	2
6	Don't know					0.00%	0
Analysis						answered	80
						skipped	1
Mean:	1.88	Std. Deviation:	0.97	Satisfaction Rate:	17.5		
Variance:	0.93	Std. Error:	0.11				

Please say to what extent do you agree or disagree with the following statement: The views and suggestions of the Parent Council are taken into account by the school's senior management.

						Response Percent	Response Total
1	Strongly agree					36.36%	4
2	Agree					54.55%	6
3	Neither agree or disagree					9.09%	1
4	Disagree					0.00%	0
5	Strongly disagree					0.00%	0
6	Don't know					0.00%	0
Analys						answered	11
						skipped	70
Mean:	1.73	Std. Deviation:	0.62	Satisfaction Rate:	14.55		
Variance:	0.38	Std. Error:	0.19				

Parent Survey - Snapshot of Areas for Improvement

The school asks for my views about my child's learning and takes them into account.

						Response Percent	Response Total
1	Strongly agree					12.50%	10
2	Agree					33.75%	27
3	Neither agree or disagree					28.75%	23
4	Disagree					18.75%	15
5	Strongly disagree					3.75%	3
6	Don't know					2.50%	2
Analys						answered	80
						skipped	1
Mean:	2.75	Std. Deviation:	1.16	Satisfaction Rate:	35		
Variance:	1.34	Std. Error:	0.13				

I know what my child is learning at school.						Response Percent	Response Total
1	Strongly agree					17.50%	14
2	Agree					55.00%	44
3	Neither agree or disagree					13.75%	11
4	Disagree					13.75%	11
5	Strongly disagree					0.00%	0
Analysis						answered	80
						skipped	1
Mean:	2.24	Std. Deviation:	0.9	Satisfaction Rate:	30.94		
Variance:	0.81	Std. Error:	0.1				

My views help [question(8899556)] to decide priorities in the school improvement plan.						Response Percent	Response Total
1	Strongly agree					10.00%	8
2	Agree					26.25%	21
3	Neither agree or disagree					40.00%	32
4	Disagree					13.75%	11
5	Strongly disagree					2.50%	2
6	Don't know					7.50%	6
Analysis						answered	80
						skipped	1
Mean:	2.95	Std. Deviation:	1.25	Satisfaction Rate:	39		
Variance:	1.57	Std. Error:	0.14				

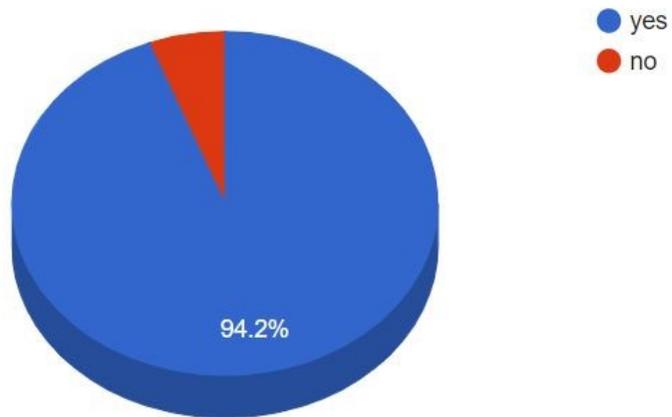
Please say to what extent you agree or disagree with the following statement: The school gives me the information I need to support my child's learning.

		Response Percent	Response Total
1	Strongly agree	15.00%	12
2	Agree	40.00%	32
3	Neither agree or disagree	25.00%	20
4	Disagree	17.50%	14
5	Strongly disagree	2.50%	2
		answered	80
		skipped	1

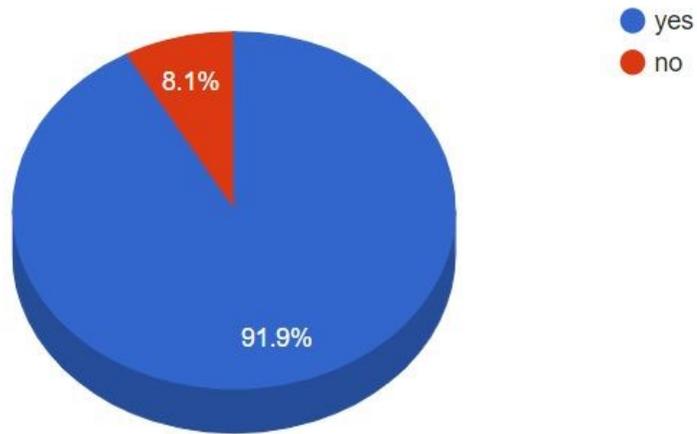
Analysis	Mean:	2.5	Std. Deviation:	1.0	Satisfaction Rate:	38.1
	2		2		2	
	Variance:	1.0	Std. Error:	0.1		
	5		1			

Parents' views following a recent survey regarding their child's learning and reporting:

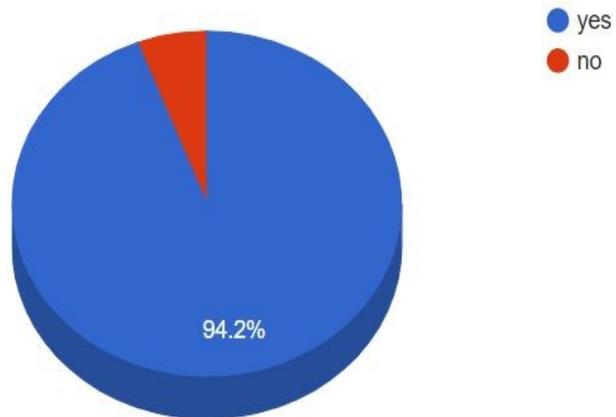
Results as a chart: Seesaw helps me to know what my child is learning in Nursery and School.



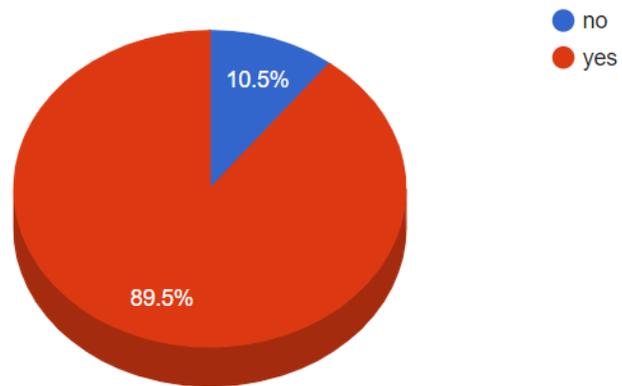
Results as a chart: Seesaw helps me to talk to my child about their learning.



Results as a chart: Three Parent Consultations across the year will help to keep me more informed about my children's learning:



Results as a chart: My child's report gives me a clear picture of my child's learning and next steps.



Next Steps:

- Develop a shared vocabulary with key prompts to improve feedback given to learners
- Further develop our use of Seesaw to profile children's learning and achievement
- Take account of parent views and develop personal learning planning
- Develop robust approaches to assessment to ensure a wide range of evidence identifies children's next steps in learning
- Develop Outdoor Learning across all stages and explore how King's Park can be used more effectively.

5. Review of Progress and Impact in Session 2019/20

Improve Learners' Experiences in Science and Technology

NIF and Midlothian Priority

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

NIF Driver(s) (highlight as applicable)

School Leadership

Teacher Professionalism

Assessment of Children's Progress

Performance Information

Parental Engagement

School Improvement

HGIOS 4 Quality Indicator(s) / HGIOELC

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

Progress and Impact:

Two staff members attended a five day residential SSERC course to become mentors and enhance their knowledge and understanding of teaching science and technology. They worked well with other mentors within the Dalkeith Learning Community (DLC) to improve outcomes for learners. Mentors delivered three CLPL sessions for school staff. This has enabled staff to develop their leadership skills and lead school improvement within the school. CLPL sessions were well received by staff and staff feel more able to plan and deliver science lessons. Secured Edina Trust funding enabled resources for teaching science to be purchased. Improved access to resources has enabled a wider range of science lessons to be delivered. A CLPL opportunity across the DLC enabled staff to work collaboratively with other colleagues to share ideas and improve skills and knowledge. Mentors presented their learning and the outcome of their work, raising staff confidence and morale. Curriculum bundles are being used to inform scientific teaching. Science has been a feature throughout the year and enabled focused learning. A greater focus on science has improved staff confidence and children's learning experiences. Learners are more able to use scientific language. Time needs to be set aside to allow this progress to continue. All teaching staff attended at least one SSERC meet to develop confidence and explore resources for teaching science. Feedback from the teaching staff was positive. All of the children in the pilot stage (P5) have experienced a variety of Science and Technology lessons, developing their knowledge and skills of predicting and observing through participating in practical activities. Discovery Rooms in Primary One and Primary Two ensure that children are receiving more enriched STEM learning experiences. Understanding of what a good science lesson looks like has been established and this needs to be embedded in practice. A move to distance learning has increased the competency level for staff and pupils in digital learning and science ideas are being used in lessons.

Next Steps:

- Invest in resources to support the delivery of science and technology experiences and ensure that these are well organised and easily accessible
- Create a science and technology progression to ensure a progressive approach to what is being taught
- Develop assessment of skills in science and technology
- Moderate learning experiences in science and technology

6. Successes and Achievements in Session 2019-20

August 2019 to December 2019

School year began with a whole school IDL 'Emotion Works' topic. This helped develop pupils' emotional literacy and wellbeing.

Working parties were formed with staff members leading the four aspects of our School Improvement Plan for the year.

We welcomed Therapet dogs in to school to help some of our reluctant readers to grow in confidence.

Fischy music helped us to create a new school song which promotes our vision, values and aims.

We held a Curriculum Evenings to share information with parents and carers.

Our entire P6 year group received training to be Playground Leaders in order to carry out their role in supporting younger children during breaks and lunches.

Three of our P6 pupils represented King's Park in the ASG Learning Council, taking part in walkthroughs and observed lessons.

The whole school came together for a Fischy Music concert, during which we launched our new school song, KP Galaxy.

To mark the end of our 'Emotion Works' 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 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.

A range of classes in school enjoyed Upbeat Dance taster sessions.

Primary 6 worked with a local author to produce a story which will be published by White Water Publishing.

Primary 3 entertained the school community with their Great British Bake Off themed Harvest assembly.

We held our initial Parent Consultations with families.

Donna Nelson provided yoga sessions for some of our pupils who receive Nurture support, developing their motor neurone skills, concentration and focus.

Primary 7 received a visit from their local MP, sharing what they like and dislike about their local community, and asking lots of questions.

Staff attended SEICollab and SSERC events and courses.

Primary 3 took part in a Science Ceilidh workshop to create soundscapes and dances to help them remember the water cycle.

Our Primary 7 classes worked with Edinburgh University staff as part of Midlothian Science week.

Our Primary 7 classes worked with Edinburgh University staff as part of Midlothian Science week.

Primary 6 worked collaboratively to make models of the planets as part of their Space and Planet Earth topic.

Our whole school came together to take part in our Values assembly. Mrs Renton was ably assisted by five of our P6 pupils.

Primary 7 visited Dalkeith High School to participate in the first of their transition events. They worked with Mr Craig and senior pupils to learn about the PH scale.

During their visit to the Scottish Parliament, Primary 7 impressed the Education Officers with their knowledge of Scottish politics and exemplary attitude and behaviour.

Some of our senior pupils represented King's Park at a football festival, displaying great sportsmanship and skills.

Once again, lots of our senior pupils performed as part of the Midlothian Schools Festival of Music.

Our Primary 7 classes represented our school on Remembrance Day by planting the poppies they had made and respectfully observing a two minute silence at the war memorial in King's Park.

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 Pupils Are Leaders (OPAL) was launched. Each child in our school is a member of a pupil voice group, giving them the opportunity to share their thoughts and opinions and play a part in the decision making process.

Our P6 and P7 girls enjoyed participating in a football festival at Lasswade High School.

Primary 7 took part in more transition activities at Dalkeith High School including orienteering, volleyball and sessions in the fitness suite.

Our school marked the end of Anti-Bullying Week by holding an assembly, led by P4/5, to look at the changes we can make to reduce bullying behaviours. We also had an 'Odd Socks Day' to encourage people to express themselves and celebrate their individuality and what makes us all unique.

Our Nursery team developed their outdoor learning approaches.

Primary 7 visited the Risk factory to learn about real-life risks and how to keep themselves safe.

Our talented choir performed at our Christmas Lights 'Switch On' event and performed at Esk Place sheltered Housing and The Melville Inn.

Primary 5 performed Christmas Carols at Archview Care Home, spreading some Christmas cheer to the residents.

Primary 3 worked with a member of staff from Scottish Water to learn about the important topic of water conservation.

The House Captains organised a Christmas Jumper stall for children to swap or make a donation to 'buy' a Christmas jumper

Our PTA Christmas Fair was well attended by our community and featured stalls, with our parents and teachers ably assisted by pupils, and a performance from our School choir.

Primary 7 served the rest of the school their Christmas lunch.

P3/4 entertained the school community during their Christmas Singalong.

We held our Winter 'Sports Celebration' assembly to acknowledge the sporting achievements of our pupils.

P4-7 participated in an end of term quiz, working collaboratively with children from different classes.

The School came together to celebrate the festive break with our annual Christmas service at St John's and King's Park church.



AUGUST 2019
TO
DECEMBER 2019



January 2020 - June 2020

Primary 6 attended a week-long camp experience at Benmore Residential Centre

20 Primary 7 athletes successfully competed in a Midlothian Sportshall Athletic heat. The team qualified for the East Regional Final.

Our King's Park CARES spotlight certificates were launched and our first 'Marvellous Monday' was hosted by Mrs Renton.

Primary 3 visited Dalkeith Museum as part of a whole school community focus topic.

A variety of pupils from school sang and recited poetry as part of Dr Mary Smith's retiral presentation.

Pupils in Primary 4 - 7 took part in the 'Dalkeith and Woodburn Decide' vote to share their voice on community funding.

Our school was opened to families to visit classrooms and take part in learning experiences based on the community of Dalkeith.

Our Sportshall Athletics team competed in the Sportshall East Regional Final held at the Oriam Sports Centre.

Primary 5 embarked upon an 8 week programme of skiing at Hillend.

The school celebrated Book Week with a number of school wide reading challenges.

Primary 4 and 5 took part in Hockey Taster sessions with Eskvale Hockey Club.

Our school Nursery held an open morning to celebrate the love of books

Primary 6 and 7 pupils had the wonderful experience of attending the Lion King at The Edinburgh Playhouse.

Our school community came together amidst the Covid-19 epidemic. Primary 7 pupils worked as a team to create home learning packs for all of our children

Primary 2 and 3 classes took part in a block of Rugby lessons working in partnership with the Scottish Rugby Union.

The school collected food donations in order to support our long standing charity partner, 'Storehouse'.

Some of our staff were able to begin supporting the community hub, supporting children of Key Workers and offering Nurture Support

Our whole school community moved to distance learning. Pupils and Teachers further developed technology skills in order to facilitate this.



JANUARY 2020
TO
JUNE 2020



Our new school application was launched in order to keep our community informed. Pupils were challenged to create a class design for the application.

In order to meet the needs of our new Primary 1 pupils the school worked in partnership with the Midlothian Digital Learning team to develop an online tour of the school.

One of our pupils began a ribbon rainbow at the school and invited all pupils to add to this. A symbol of better times to come!

Wellbeing Wednesday' was launched in order to support our families during the difficult period at home.

7. What is Our Capacity for Continuous Improvement?

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



Part 2: Midlothian Education Improvement Planning – 2020-21

Establishment	King's Park Primary School
Area	Dalkeith
Session	2020/21
Planning Cycle	

Contents – School Improvement Plan

1. Overview of High Level NIF Priorities

2. Priority Summary and High Level Strategic Targets

3. ASG Plan

MIDLOTHIAN COUNCIL NATIONAL IMPROVEMENT FRAMEWORK PLAN: OVERVIEW OF HIGH LEVEL PRIORITIES (2020/21)

<p align="center">Priority 1</p> <p align="center">Attainment and Achievement</p>	<p align="center">Priority 2</p> <p align="center">Included, Engaged and Involved: Wellbeing and Equity</p>	<p align="center">Priority 3</p> <p align="center">Self-Improving Systems</p>	<p align="center">Priority 4</p> <p align="center">Lifelong Learning and Career- Ready Employability</p>	<p align="center">Priority 5</p> <p align="center">Finance and Resources</p>
<p>1.1 Improve attainment within the broad general education stages, by focusing on:</p> <p>a) Improvements in planning, tracking and assessment and curriculum design and progression.</p> <p>b) Innovative pedagogical approaches and enhanced use of digital technology to support learning.</p> <p>c) Pedagogy, play and progression across Early Level.</p> <p>1.2 Improve attainment within the senior phase by maximising opportunities through curriculum planning, consortium arrangements and partnership delivery, including addressing the ASN Senior Phase attainment gap.</p>	<p>2.1 Develop a Nurturing Authority.</p> <p>2.2 Develop and improve the Health and Wellbeing curriculum to support the wellbeing of all children and young people, from Early Level to Senior Phase.</p> <p>2.3 Support schools and ELC settings to provide high quality EY services, which focuses on early intervention and prevention.</p> <p>2.4 Support schools to implement a range of mental health and wellbeing strategies for children, young people and staff.</p>	<p>3.1 Develop a quality improvement framework to support schools to achieve Good or Better in inspection QIs through:</p> <p>a) Empowering leaders at all levels, leading to an empowered system.</p> <p>b) Improving quality of leadership at all levels.</p> <p>c) Delivering a minimum data set and supporting data literacy to improve self-evaluation.</p>	<p>4.1 Improve the number of young people entering further and higher education:</p> <p>a) Implement a positive destination strategy to increase the number of young people entering a positive destination on leaving school;</p> <p>b) Increase the number of Foundation Apprenticeships supported by CLL, working in partnership with schools, business partners and Edinburgh College.</p> <p>c) Increase the number of Modern Apprenticeships supported by CLL</p> <p>4.2 Improve the number and type of positive destinations for young people with ASN and care-experienced young people.</p>	<p>5.1 Deliver Best Value through:</p> <p>a) Reviewing and implementing the Learning Estate strategy, taking cognisance of the ASN learning estate.</p> <p>b) Robust workforce planning.</p> <p>5.2 Implement the Education Digital Asset strategy, ensuring that digital learning tools are high quality and support excellence in learning and teaching.</p>

Priority 1 Attainment and Achievement	Priority 2 Included, Engaged and Involved: Wellbeing and	Priority 3 Self-Improving Systems	Priority 4 Lifelong Learning and Career- Ready	Priority 5 Finance and Resources
<p>1.3 Reduce the attainment gap between the most and least deprived children, including care-experienced children.</p>			<p>a) Operate the school work experience programme working with schools and employers</p> <p>b) Offer 60 places to vulnerable young people and adults under the Scottish Government funded 'No one left behind' programme</p> <p>c) Deliver the merged PAVE/PAVE2 programme supporting care experienced and other vulnerable young people in transition from schools to post school living</p> <p>STEM</p> <p>a) Continue to support STEM activities to increase uptake in related qualifications and progression into STEM career pathways</p>	

Priority 1 Attainment and Achievement	Priority 2 Included, Engaged and Involved: Wellbeing and	Priority 3 Self-Improving Systems	Priority 4 Lifelong Learning and Career- Ready	Priority 5 Finance and Resources
			<p>4.4 Preparing children and young people for the world of work:</p> <p>a) carry out an audit of career education standards 3-18 to ensure children and young people receive their entitlement and the authority is delivering on the expectations placed on teachers and practitioners, Skills Development Scotland, employers and parents to support all children and young people in their development of skills and understanding of the world of work;</p> <p>b) Embed the standards and guidance within learning and teaching across all levels in our schools, in partnership with stakeholders in order to provide pathways for learners that best support the realisation of young peoples' future aspirations</p>	

2. Priority Summary and High Level Strategic Targets (Please see PPP 69 April 2020 for guidance)

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 2020-21 AND use your own contextual targets IF
<p>PRIORITY 1 Raising Attainment and Improving Learners' Experiences in Numeracy.</p>	<p>2.2</p> <p>2.3</p> <p>3.2</p>	<p>Introduce and embed a Maths Policy</p> <p>Deliver numeracy interventions at the right time to increase attainment.</p> <p>Develop active learning approaches in numeracy to ensure enriched learning experiences for all learners with a particular focus upon Second level. (CPA approach)</p> <p>Develop a progression for mental agility and embed Maths Talks to discuss strategies</p> <p>Review assessment approaches to ensure that all staff are making effective use of assessment to track pupil progress.</p> <p>Involve children in planning their next steps for learning</p>	<p>Julie Findlay - DHT</p> <p>Collaborative Teams—3hrs</p> <p>CAT - 1.5hrs</p>	<p>1.1 Improve attainment within the broad general education stages, by focusing on:</p> <p>Improvements in planning, tracking and assessment and curriculum design and progression.</p> <p>Innovative pedagogical approaches and enhanced use of digital technology to support learning.</p> <p>1.3 Reduce the attainment gap between the most and least deprived children,</p>

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 2020-21 AND use your own contextual targets IF
<p>PRIORITY 2 Raising Attainment and Improving Learners' Experiences in Writing.</p>	<p>1.3</p> <p>2.2</p> <p>2.3</p> <p>3.1</p> <p>3.2</p>	<p>Ensure a consistent approach to planning and identify the key elements of a highly effective writing lesson.</p> <p>Develop a whole school writing progression to ensure children's knowledge and skills are developed over time.</p> <p>Staff have regular opportunities to engage in assessment and moderation activities to ensure sound teacher judgements.</p> <p>Develop active learning approaches in writing to ensure enriched learning experiences and real life contexts for all learners.</p> <p>Use Seesaw to profile learners' achievements within writing.</p>	<p>Laurinda Renton, HT</p> <p>Jen McKay—CT</p> <p>Claire Griffith—CT</p> <p>Heather Craig—CT</p> <p>Collaborative Teams—3hrs</p> <p>CAT—4.5 hrs</p>	<p>1.1 Improve attainment within the broad general education stages, by focusing on:</p> <p>Improvements in planning, tracking and assessment and curriculum design and progression.</p> <p>Pedagogy, play and progression across Early Level.</p> <p>Innovative pedagogical approaches and enhanced use of digital technology to support learning.</p> <p>1.3 Reduce the attainment gap between the most and least deprived children, including care-experienced children.</p> <p>2.4 Support schools to implement a range of mental health and wellbeing strategies for children, young people and staff.</p>

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 2020-21 AND use your own contextual targets IF
<p>PRIORITY 3</p> <p>Improving Teaching and Learning</p>	<p>1.2</p> <p>1.3</p> <p>2.3</p> <p>3.2</p>	<p>Develop a shared vocabulary with key prompts to improve feedback given to learners</p> <p>Further develop our use of Seesaw to track children’s learning and link into Experiences and Outcomes</p> <p>Review changes to reporting and develop personal learning planning</p> <p>Develop robust approaches to assessment strategies to ensure a range of evidence to identify children’s next steps in learning</p> <p>Develop Outdoor Learning across all stages and explore how King’s Park can be used more effectively.</p>	<p>Zoe Orr - DHT</p> <p>Collaborative Teams—3 hrs</p> <p>CAT—4.5hrs</p>	<p>1.1 Improve attainment within the broad general education stages, by focusing on:</p> <p>Improvements in planning, tracking and assessment and curriculum design and progression.</p> <p>Innovative pedagogical approaches and enhanced use of digital technology to support learning.</p> <p>3.1 Develop a quality improvement framework to support schools to achieve Good or Better in inspection QIs through:</p> <p>Empowering leaders at all levels, leading to an empowered system.</p> <p>5.2 Implement the Education Digital Asset strategy, ensuring that digital learning tools are high quality and support excellence in learning and teaching.</p>

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 2020-21 AND use your own contextual targets IF</i>
PRIORITY 4 Improve Learners' Experiences in Science and Technology	1.3 2.2 2.3 3.3	<p>Improve quality of Learning and Teaching in Science and Technology.</p> <p>Raise confidence amongst teachers and learners.</p> <p>Review Science and Technology resources to ensure that they are well organised and easily accessible to support teaching and learning.</p>	Class Teacher—Amber Brown CAT—1.5hrs	4.3 STEM a) Continue to support STEM activities to increase uptake in related qualifications and progression into STEM career pathways 4.4 Preparing children and young people for the world of work
PRIORITY 5 Develop and improve the Health and Wellbeing curriculum to support recovery and the wellbeing of all children, staff and families	2.2, 2.4	<p>Implementation of Wellbeing Recovery Curriculum.</p> <p>Use of wellbeing toolkit.</p> <p>Implement key principles of nurture and resilience.</p> <p>Introduction of Building Resilience Assemblies - In-home learning.</p> <p>Whole School visuals support programme training and implementation to ensure inclusion</p>	PT Collaborative Teams—1 hr CAT—3 hrs	2.1 Develop a Nurturing Authority. 2.2 Develop and improve the Health and Wellbeing curriculum to support the wellbeing of all children and young people, from Early Level to Senior Phase.

Dalkeith Associated School Group Priorities

Priority	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 2020-21 AND use your own contextual targets IF REQUIRED
<p>PRIORITY 1</p> <p>Improve transition arrangements to ensure children and young people’s wellbeing and raise attainment</p>	<p>1.1</p> <p>2.6</p> <p>2.7</p>	<p>Consultation with stakeholders to inform transition planning</p> <p>Devise a comprehensive and well-planned programme of transition arrangements</p> <p>Explore opportunities for transition activities to begin before Primary 7</p> <p>Work collaboratively to write a Dalkeith Learning Community Transition Policy</p>	<p>To be confirmed in August 2020</p>	<p>4.3 STEM</p> <p>4.1 Improve the number of young people entering further and higher education</p>
<p>PRIORITY 2</p> <p>To improve learners’ experiences through Science.</p>	<p>1.3</p> <p>2.2</p> <p>2.3</p> <p>3.3</p>	<p>SSERC mentors to engage with SSERC programme</p> <p>Training for ASG staff</p> <p>Develop a Science progression</p>	<p>To be confirmed in August</p> <p>ASG CATs</p>	<p>4.3 STEM</p> <p>a) Continue to support STEM activities to increase uptake in related qualifications and progression into STEM career pathways</p> <p>4.4 Preparing children and young people for the world of work</p>

WORKING TIME AGREEMENT 2020-21

Following Midlothian Council Guidance, the Working Time Agreement for session 2020-2021 will remain the same as the previous session but will be flexible to take account of staff needs when implementing Blended Learning or further changes dependent on the Government's announcement in July 2020.

Full Time	Number of hours
Parents meetings	15
Preparation of Reports	59
Forward Planning	27
Whole Staff Meetings (25 minutes)	7.5
Learning Community Meetings (ASG CATs)	6
Trade Union meetings	0
Liaison Time	4
Stage Meetings	6
Working groups/curriculum development	10hrs collaborative working +15hrs CAT
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
Total	(=190 hours)

In Service Days: Breakdown of anticipated learning
1. School priorities for the year Child Protection Update Expectations and Standards Visual Support Programme Training
2. Assessment within the BGE and Year Group Planning for Blended Learning/or taking account of Curriculum Rationale.
3. Curriculum Development linked to Learning and Teaching/Writing Priorities
4. Taking a Closer Look at Attainment
5. Self Evaluation / Evaluation of SIP Setting Priorities for next year

35 hours CLPL to be completed over and above



King's Park Early Learning and Childcare Setting
Standards and Quality Report 2019 – 2020
Improvement Plan 2020 – 2021



#KPCARES

NIF and Midlothian Priority

Improvement in attainment, particularly literacy and numeracy

Closing the attainment gap between most and least disadvantaged children

Improvement in children and young people's health and wellbeing

Improvement in employability skills and sustained, positive school leaver destinations for all young people

NIF Driver(s) (highlight as applicable)

School Leadership

Teacher Professionalism

Assessment of Children's Progress

Performance Information

Parental Engagement

School Improvement

Progress and Impact:

A tracking sheet is now in place to monitor Literacy, Numeracy and H&WB observations for each child. Most Key Workers effectively monitor the children within their own group and some are beginning to use these observations to identify next steps in learning. This supports staff in identifying gaps in learning and enables them to plan responsively to these. Staff now need to track the children's progression of skills within these observations more consistently. A minimum expectation for quality staff observations of children has been set and this is monitored by the SCDWS. This is beginning to ensure that a wealth of evidence to demonstrate progress for each child is available within children's Learning Profiles. Staff have piloted a more robust system for tracking children's learning within Literacy, Numeracy and H&WB within two Key-Worker groups. This has been successful in ensuring progression in learning and identifying next steps for each learner within the three key areas of the curriculum. This will now be implemented across all five groups next session. A consistent approach to planning has been developed which allows Experiences and Outcomes to be tracked and monitored. This is beginning to ensure breadth and depth of learning experiences for the children in order to improve outcomes for their learning.

All staff have engaged well with professional learning and are beginning to record their learning in order to share with all staff to disseminate good practice. Senior staff have created a professional learning zone for staff with key documentation and professional reading. This is beginning to improve the quality of professional dialogue and has supported staff in agreeing upon a shared vision moving forward.

Talk Time and Social Skills groups have been a key success this session. All children who have attended these sessions speak positively about their session and look forward to this each week. Almost all children who have attended these sessions have developed skills in turn-taking and cooperation. Most children have also demonstrated increased confidence and improvement within speech and language development. Children's Planning Meetings have taken place for children with additional support needs (ASN) and parents have reported that they found these meetings useful. This has strengthened home/school partnerships and has ensured that a Child's Plan is in place in order to identify key outcomes and how these can be met for individual children. The setting now has visuals throughout and children with ASN including SEBN have timelines or Now and Next boards. This is enabling all children with ASN to organise their time better within the setting and become focused during play.

HGIOS 4 Quality Indicator(s) / HGIOELC

1.1 Self-evaluation for self-improvement

1.2 Leadership of learning

1.3 Leadership of change **1.4 Leadership and management of staff**

1.5 Management of resources to promote equity

2.1 Safeguarding and child protection **2.2 Curriculum**

2.3 Learning, teaching and assessment **2.4 Personalised support**

2.5 Family learning **2.6 Transitions** **2.7 Partnerships**

3.1 Ensuring wellbeing, equality and inclusion

3.2 Securing children's progress

3.3 Developing creativity and skills for life and learning

A strong focus on developing literacy, language, creativity and communication through books has resulted in a more literacy rich learning environment. Children engage with a 'Story of the Month' and are involved in various storytelling sessions, where children can access literacy through a variety of different mediums. Staff have benefitted from positive role modelling from the EYT which has increased staff confidence and supported their planning to ensure quality learning experiences. There has been a marked increase in the children's engagement with stories. Two staff are trained in 'Helicopter Stories'. This is supporting children to create their own stories verbally and develop vocabulary. We now need to ensure that these opportunities arise more regularly. Our Borrowing Library has been re-launched and most families are beginning to choose books to take home more regularly. Staff have introduced 'Adventure Ted' to foster a love of reading and promote reading for enjoyment. Children are benefitting from a literacy rich environment and this should continue to be developed in order to improve children's literacy skills. The majority of staff are developing their questioning skills and extending the language they use with the children to develop their higher order thinking skills. Most children have become more experimental with their language.

Next Steps:

- Introduce a monitoring and evaluation policy within the ELC setting
- Implement tracking and monitoring of learner's progress within Literacy, Numeracy and H&WB for all children
- Implement policies on Observations and Planning to ensure consistency and high quality observations
- Senior staff to meet regularly with HV to ensure early identification of learner's needs and supports required
- Embed numeracy based learning across the setting

NIF and Midlothian Priority

Improvement in attainment, particularly literacy and numeracy

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NIF Driver(s) (highlight as applicable)

School Leadership

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Progress and Impact:

Through professional dialogue and reading materials, staff have developed a deeper understanding of quality displays within an early years setting. This has resulted in displays improving across the setting. There is now more evidence of children's voice, photographic evidence and art work. High quality and interactive displays illustrate clear evidence of learning and act as a support to enable children to talk about their learning. We now need to explore how we celebrate children's achievements and success and how these can be displayed within our setting.

Two members of staff were trained in Emotion Works and disseminated this learning to the wider ELC Team. The ELC setting took part in a whole school IDL topic to promote emotional wellbeing. The story of 'Jack and the Beanstalk' was used as a context to enable children to explore their own feelings and emotions and those of others. Almost all children were fully immersed in this and families gave extremely positive feedback at the whole school celebratory event. Nurturing areas have been set up throughout the setting, using soft furnishing, soft lighting and cosy spaces and these areas offer a safe and quiet space for children to retreat to. Displays have been created to help children to verbalise their feelings and emotions and explore these in their own time. All staff have noted that children are more able to talk about feelings during Carpet Time and other small group times.

Forest Schools is in place and most children look forward to these sessions. Children have developed confidence, gross motor skills, a love of nature and awareness of conservation issues. These skills have been developed out-with the forest in our garden and play room. Children are applying what they learn in the forest to build resilience, negotiate the space and understand risk. We need to ensure that Forest Schools is a priority for our ELC setting to maximise impact for our learners.

HGIOS 4 Quality Indicator(s) / HGIOELC

1.1 Self-evaluation for self-improvement

1.2 Leadership of learning

1.3 Leadership of change

1.4 Leadership and management of staff

1.5 Management of resources to promote equity

2.1 Safeguarding and child protection

2.2 Curriculum

2.3 Learning, teaching and assessment

2.4 Personalised support

2.5 Family learning

2.6 Transitions

2.7 Partnerships

3.1 Ensuring wellbeing, equality and inclusion

Securing children's progress

3.3 Developing creativity and skills for life and learning

Next Steps:

- Develop the celebration of children's learning and achievements
- Identify a Numeracy Champion to take on the role of ensuring resources are of high quality and are accessible to all
- Identify a Display Champion to take responsibility for ensuring displays are of a high quality
- Continue to embed opportunities for children to explore their emotions and those of others
- Seek ways to support and encourage the children who are reluctant to go to the forest to attend more regularly

NIF and Midlothian Priority

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NIF Driver(s) (highlight as applicable)

School Leadership

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Progress and Impact:

Almost all staff have excellent, nurturing relationships with the children and children appear happy and confident in their relationships with staff. Dedicated time is given to record the children's ideas and suggestions for future learning during 'Carpet Time' and these discussions are recorded by Key Workers. This influences weekly planning and provocations that are set up to ensure child led learning. Children are encouraged to talk about their feelings. All staff are being encouraged to reinforce positive behaviour using the King's Park behaviour blueprint and refer to our School Aims – Be Responsible, Ready to Learn and Respect for All. This provides children with a clear and consistent message of expectations and now needs to be embedded to improve behaviour. All staff have boardmaker visuals attached to their lanyards to reinforce positive behaviour and our rules and more children are able to self-regulate their behaviour when shown these visuals. Children would benefit from a scripted response to undesired behaviours. Children are confident to approach staff to ask for support when required. Almost all staff have undertaken sign-a-long training to help communicate with children with ASN and many children are keen to learn this too. All staff engage in professional dialogue and reflective discussions to develop a shared language across the setting. Parents have responded positively in consultations and questionnaires regarding the relationships their children have with others and staff.

Peep sessions have been very well received this session and more parents are signing up for sessions. We have trained two more staff in PEEP in order to increase our capacity to target a wider audience. Parents have said that they feel more confident when playing and interacting with their children at home. Open days were well attended and allowed for the 'Borrowing Library' to be re-launched. This has been popular with our families, giving all the opportunity to access books. Careful consideration needs to be given to how we can engage parents in attending a wider range of parent workshops.

HGIOS 4 Quality Indicator(s) / HGIOELC

1.1 Self-evaluation for self-improvement

1.2 Leadership of learning

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1.5 Management of resources to promote equity

2.1 Safeguarding and child protection 2.2 Curriculum

2.3 Learning, teaching and assessment 2.4 Personalised support

2.5 Family learning 2.6 Transitions 2.7 Partnerships

3.1 Ensuring wellbeing, equality and inclusion

3.2 Securing children's progress

3.3 Developing creativity and skills for life and learning

Next Steps:

- Introduce use of “Thinking time” to enhance reflection around behavioural issues and concerns
- Develop scripted responses to ensure that all staff are using a consistent approach with children, especially those with SEBN
- PT to provide training for Talking Tubs and Floorbooks

NIF Priority (paste from above)	Links to HGIOELC	Links to National Standard	Key Actions	Lead Person Timescale	Expected measurable outcomes for learners <i>please refer to NIF targets for 2020-21 AND use your own contextual targets IF REQUIRED</i>
Priority 1 Improvement in attainment, particularly literacy and numeracy.	1.1 2.3 2.6 3.2	1.30 1.31 2.27 3.15	<ul style="list-style-type: none"> • Embed the monitoring and evaluation policy within the ELC setting • Roll out the tracking and monitoring of learner's progress within Literacy, Numeracy and H&WB • Embed policies on Observations and Planning • Ensure effective interventions are in place to provide additional support for children • Senior staff to meet regularly with HV to identify learner's needs sooner and put early interventions in place to meet their needs • Embed numeracy based learning across the setting 	DHT SCCDW CCDW (Aug 2020- June 2021)	1.1 Improve attainment within the broad general education stages, by focusing on: a) Improvements in planning, tracking and assessment and curriculum design and progression c) Pedagogy, play and progression across Early Level.
Priority 2 Improvement in children and young people's health and wellbeing.	2.4 3.1 3.3	1.31 2.19 2.27	<ul style="list-style-type: none"> • To improve the learning environment with a particular focus on numeracy and displays • Embed the celebration of children's learning and achievements. • Continue to embed the principles of the Emotion Works programme • Create a social story for Forest School with video and a floor book to encourage the children who are reluctant to go to the forest 	DHT SCCDW CCDW (Aug 2020 - June 2021)	2.2 Develop and improve the Health and Wellbeing curriculum to support the wellbeing of all children and young people, from Early Level to Senior Phase. 2.3 Support schools and ELC settings to provide high quality EY services, which focuses on early intervention and prevention. 2.4 Support schools to implement a range of mental health and wellbeing strategies for children, young people and staff 3.1 Develop a quality improvement framework to support schools to achieve Good or Better in inspection QIs through: a) Empowering leaders at all levels, leading to an empowered system. b) Improving quality of leadership at all levels.

<p>Priority 3</p> <p>Closing the attainment gap between most and least disadvantaged children</p>	<p>1.2</p> <p>2.3</p> <p>2.5</p> <p>3.3</p>		<ul style="list-style-type: none"> • Use of “Thinking time” to enhance reflection around behaviours • Develop a scripted response to ensure all staff are using a consistent approach with children, especially those with SEBN • Training for Talking Tubs and Floorbooks • Encourage Parents to share their skills within the setting 	<p>DHT</p> <p>SCCDW</p> <p>CCDW</p> <p>(Aug 2019- June 2020)</p>	<p>1.3 Reduce the attainment gap between the most and least deprived children, including care-experienced children.</p>
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