

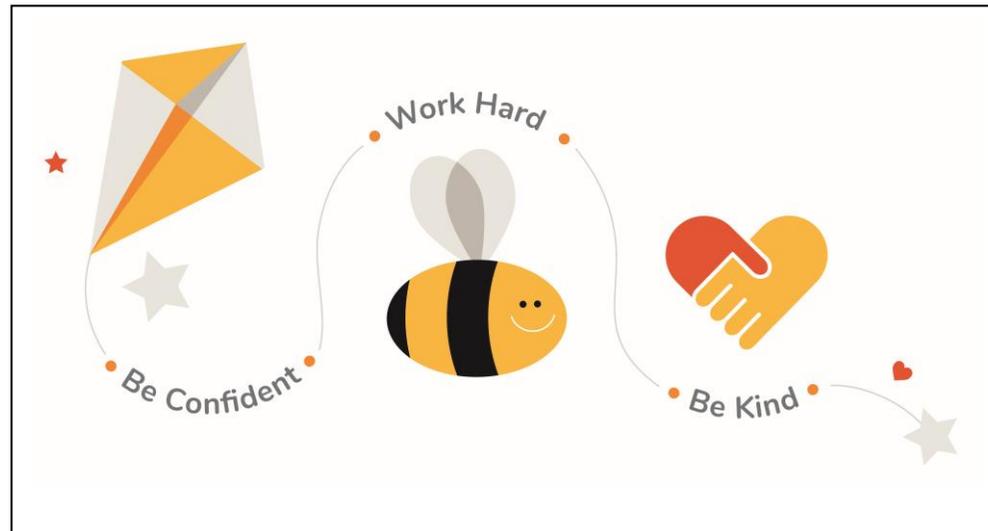


Midlothian



Rosewell Primary School

Standards and Quality Report 2019-20 Improvement Plan - Year 2020-21



Contents – Standards and Quality Report

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1. Context of the School

Our School Vision, Values and Aims

Rosewell Primary School is a co-educational and non-denominational school that serves the village of Rosewell. The village was once a mining village and has grown significantly over the past few years and, the school itself, has undergone a significant period of change. During session 2013/14, a new extension was added to the school in order to accommodate the planned growth within the village. This resulted in three new classrooms along with a shared atrium being added together with a new library. There is a proposal to extend the school further.

The school building is a mix of traditional and new build. The traditional part of the school has undergone a period of restoration work including new flooring and windows over the last two years. We are fortunate to have a large outdoor area and we also have access to Rosewell Development Trust's Outdoor Classroom in nearby Thornton Woods.

Rosewell Primary School is part of Lasswade Associated School's Group along with Bonnyrigg, Burnbrae, Hawthornden, Loanhead, Paradykes and Lasswade Primary Schools, Mount Esk Nursery School and Lasswade High School.. In session 2019-2020 the school roll was 122 with capacity for 44/44 in our nursery. In the session 2019-20 we continued to pilot 1140hours in our nursery for up to a maximum of twenty four children. We also offer ten morning and ten afternoon places over Monday to Friday.

Next session (2020/21) there will be six classes; a P1, P2/1, P3/4, P5/4, P6 and a P7 class. Our Senior Leadership Team consists of a Head Teacher, who is non-teaching, supported by 2 Acting Principal Teachers who are both 0.5FTE with class commitment

The school will be staffed with 9 class teachers:

- Three are part time.
- One of our permanent members of staff is seconded to ASL team until February 2021 and is covered by a fixed term contract.
- One of our permanent members of staff will be on maternity leave from October 2020 and is covered by a fixed term contract.
- One of the class teachers is also responsible for delivering NNCR to class teachers as well as providing support to SFL
- We will have one full-time and two part-time Learning Assistants.

We revisited our approach to Positive Behaviour this session starting with an in-service day in August where all staff (including clerical, ELC and support staff) participated in a Pivotal Learning Training session. Our Positive Behaviour Policy was amended as a result of this and a consistent approach was established for all school staff.

There is an active and very supportive Parent Council. They plan a variety of fundraisers and over the years have purchased amongst other things iPads, sports equipment, reading resources and visiting musical productions. Last session they committed to fund Inspiring Schools – Imagine project over the next three years alongside St Matthew's RC Primary. They had purchased tickets to allow our P1-4 learners to attend a production, however due to school closures this has not gone ahead. This has been postponed until further notice but we remain committed to participating in this project once restrictions have been lifted.

Children in P2 and P5 have had the opportunity to learn the ukulele. All classes have had an opportunity to work with Infectious Grooves – drumming. As a school we had planned to enter Interscholastics, Golf, Basketball and Soccer Sevens competitions as in previous years however this understandably did not go ahead. Primary 3 and 4s pupils had an extended block of swimming. Most of our P6s have worked towards the John Muir Award. This was possible through the support of Rosewell Development trust with whom we have continued to work closely this session. This too was curtailed at the start of lockdown. We hope to continue this at the start of 2020/2021 session.

We are a School of Rugby and all classes have benefitted from rugby sessions with the Lasswade Rugby Community Development Officer throughout the year.

Children have the opportunity to attend after school Kic Dance classes as well as Basketball, Parkour and Bumblebee Sports. We have continued to engage with the First Minister's Reading Challenge and plan to re-launch this next session to engage more reluctant readers.

We have established close links with Rosewell Parish Church. The Rev Lorna Soutar joins us for Gather Rounds once per term and we hold a Christmas and Easter celebration to which all our families are invited to. This is usually very well attended. Pupils participate by contributing to reading, singing and playing musical instruments. Pupils also nominate a charity of their choice for the retiral collections.

We have continued to evaluate and develop our Whole School Leadership Groups, with learners from P3-7 working across stages to lead our Rosewell Network, Digital Learning, Teaching Detectives, Fundraising, Health and Wellbeing. Our Primary 1 and 2 learners worked collaboratively to develop learning through play both in school and outdoors. Learners from P3-7 also had the opportunity to join our Glee Choir who participated in an inter-school competition at the Brunton Theatre.

Factors affecting progress:

The ongoing lack of available supply teachers has meant that most staff absence has been covered by either the Head Teacher or Principal Teacher (SFL) up until February 2020. The result of this has been that children with additional support needs who are normally supported by the PT have had less support than originally planned for.

COVID-19 and the resulting school closures have meant that we have not been able to follow through with all of the plans for this year and we are keen to continue the work we have started. As the school closures were announced:

- All classes p1-7 were added to Google Classrooms
- Nursery learners and staff were added to Seesaw
- The PTs put together a whole school learning plan and planning formats for class teachers to use to plan and differentiate learning for their classes and individuals where appropriate

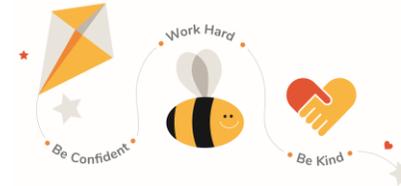
2. How our vision, values and aims were developed and how our stakeholders were consulted.

During the 2018/19 session we carried out a survey with all of our stakeholders. Parents, pupils and staff were all consulted using questionnaires and an on-line survey initially and suggestions gathered.

We carried out a 'dotmocracy' enabling parents, pupils, staff and our partner agencies e.g. visiting Sfl therapists, ASD Outreach teacher Educational Psychologist, Rosewell Development Trust and local minister to participate.

Our school vision is: **Learning Together for a Better Future**

Our school values are: **Be Kind, Be Confident, Work Hard**



A separate survey carried out with our Early Learning and Childcare staff, parents, children and partner agencies voted for a new Vision and Values :

Our ELC vision is: **Learning Together Through Play for a Better Future**

Our ELC values are: **Be Kind, Be Confident, Be Happy**



We commissioned a graphic designer to create visual images to represent our new values.

Parents, pupils and staff were all consulted in the choice of the final design.

3. Our vision, values and aims

At Rosewell Primary we put children and families needs first. We aim to give children the best learning experiences we possibly can in order for children to reach their full potential. Our school vision is '**Learning together for a better future**' which reflects our vision of the community taking responsibility and being involved in the children's learning.

Our school values

Be Kind, Be Confident, Work Hard

Our ELC values

Be Kind, Be Confident, Be Happy

We aim to use our vision and values as a foundation for developing a school that is focused on equity and excellence by:

- Providing breadth, balance and progression across a broad and balanced curriculum
- Providing knowledge and skills in literacy, numeracy and health and wellbeing
- Meeting the needs of all pupils and encourage each child to realise their full potential
- Planning learning opportunities which provide children with skills for learning, life and work
- Supporting each child's emotional and physical wellbeing within a positive , caring environment
- Encouraging a positive ethos within the school where individuality is recognised and valued and all children have a voice
- Working together with parents and local community
- Encouraging pupils and staff to have high expectations and ambition

We had planned to embed the values throughout session 2019/2020. These were going to be the focus for our Gather Rounds, linked with Positive Behaviour Policy and Home Learning. We also planned to create a visual display. We managed this successfully in term 2 with a whole school focus on Be Kind. Unfortunately this was curtailed in term 3 as a result of lockdown. We intend to revisit this in 2020/2021.

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

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

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

On the following 4 pages complete a table for each of your 4 key school priorities from your SIP as per the SQIP Model exemplifying content

<p>NIF and Midlothian Priority</p> <ol style="list-style-type: none"> 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 <p>NIF Driver(s)</p> <ul style="list-style-type: none"> • School Leadership • Teacher Professionalism • Assessment of Children's Progress • Performance Information • Parental Engagement • School Improvement 	<p>HGIOS 4 Quality Indicator(s) / HGIOELC</p> <ol style="list-style-type: none"> 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
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Progress and Impact:

We carried out our own Baseline Assessments for P1 in August 2019. Pupils were assessed in twelve different areas ranging from initial word sounds to phoneme segmentation. Results indicated that two out of fourteen children had very low literacy levels at the start of P1. The majority of children had average literacy skills (11 out of 14) and 1 child had above average knowledge of literacy. The support for learning teachers led small groups to revisit phonics and spelling in the first and second term and moved to support with the delivery of RWI in the third term. Due to staff absences the Sfl teacher was required to cover, and this support did not happen consistently.

We continued to implement Read, Write Inc across P1 –P3. We have three class teachers who have been trained in delivering this programme. Team teaching and shadowing have allowed further members of staff, including Learning assistants, to support in the provision of the programme. RWInc assessments carried out in Feb/March in P1 show that three children out of fourteen children made excellent progress and completed 7 stages. Three children made very good progress and completed 5 stages. Five children made satisfactory progress across 4 levels. The remaining three children had been identified for continued support for learning. In P2 and P3 six out of nineteen children have completed Read,Write Inc. A further two children had made very good progress but the remaining eleven children had made average to below average progress. At this point in March 2020, discussions had already taken place regarding pace and challenge for all pupils and Sfl teachers were planning robust interventions to support P1-P3 class teachers from March onwards. This remains a priority for session 2020-2021.

We have been unable to assess for CfE levels at end of P1, P4 and P7 but data up until March 2020 indicated that all P1s, with robust support, were expected to have achieved Early Level in Reading, Writing and Listening and Talking by June 2020. This may not be the case as a result of lockdown.

This would have been an increase in literacy attainment from 2019-2020. At P4 stage it had been predicted that three out of seventeen children would not achieve 1st level in reading and writing representing 18% which is an increase in 4% from last session. At P7 stage one child out of sixteen representing 6% would not achieve 2nd level. This is a decrease of 5% from last session.

P7 SNSA Reading			P7 SNSA Writing		
Band		%	Band		%
Band 7		0%	Band 7		6%
Band 8		25%	Band 8		25%
Band 9		44%	Band 9		37.75%
Band 10		18.75%	Band 10		31.25%
Band 11		12.25%	Band 11		0%

P4 SNSA Reading			P4 SNSA Writing		
Band		%	Band		%
Band 4		18%	Band 4		18%
Band 5		29%	Band 5		18%
Band 6		12%	Band 6		12%
Band 7		12%	Band 7		23.5%
Band 8		12%	Band 8		23.5%
Band 9		18%	Band 9		6%

Three members of staff attended training about analysing the data gathered from SNSAs. Data gathered in February 2020 for P4 pupils indicated that six pupils were below national average in literacy. At P7 stage the data showed that five pupils were not on track to achieve 2nd level in literacy. Our aim was to use this data to plan for targeted intervention during the final term in order to reach our CfE targets. This was in place but did not begin as a result of school closures.

We have carried out the initial assessments for one learner who would have attended the Literacy Base this session and will facilitate this online as we return to school in August. We have reviewed our open profiles and carried out one further dyslexia screener. The learner showed few signs of dyslexia and so strategies have been agreed with the class teacher. The total number of dyslexic learners across the whole school is now eight. Learning Assistants have been used to provide ongoing regular support to deliver Toe by Toe to identified children. One of the Support for Learning Teachers has completed the Dyslexia Scotland Supporting Dyslexia module during lockdown.

Staff evaluations show an increase in confidence in delivering good quality experiences in reading. We have continued to use STAR/AR reading assessments but feel that they do not give accurate data. During session 2020-2021 we aim to source a new format to assess comprehension in particular.

We continued to use the Scottish Criterion for assessment of writing this session and following staff feedback have adapted them to suit the needs of our learners. Learners complete one piece of writing per term that is assessed using the criterion. Last session, staff identified the need to have a more rigorous, progressive and consistent approach to the teaching of writing. We have made a start with this and had "Big Writing" training book, but will need to continue next session due to school closures. This will be a focus for CAT sessions and be the main focus of work for the Literacy Group.

Some PEF funding was allocated to set up a Homework Club run by a Learning Assistant to support reading. A total of eight children have attended on and off over the session. Due to staffing, this has not been consistent and following the change in circumstances nationally, we will look to support in a different format next session. Records up to March 2020 show that two pupils had improved attendance at school as a result of attending homework club.

Our Rosewell Tricky Words has been launched across the school. Prior to school closures it was being used inconsistently across classes. All stages from P2-7 have engaged with the programme during school closures and we will build on consistency next session. Some learners have progressed through all of the levels and so we have created three further levels (Bronze, Silver and Gold). There now needs to be a consistency across all classes in 2020-2021.

At the start of the year we created a new pupil overview which gathered all assessment and pastoral data about each learner from their entire time at primary school on one page. Feedback from staff has been that the overview is a useful snapshot. Further work needs to be done to ensure this document and the data it contains is up to date and is used to inform high quality intervention and next steps

Our two support for learning teachers took part in the International Dyslexia Learning Pilot. This involved a small number of learners from P4-7 working on an online daily programme. There were some issues with technology which led to inconsistencies in accessing the programme however we continued this programme over lockdown and all pupils who participated showed improvements in spelling and reading as per tables below:

Reading Age Increase	% of pupils	IDL data
Up to 11 months	65%	
1 Year 2 Months	5%	
1 Year 4 Months	10%	
1 Year 5 Months	5%	
1 Year 6 Months	5%	
1 Year 9 Months	5%	

Spelling Age Increase	Percentage of Participants
Up to 11 months	95%
1 Year +	5%

We have decided to continue the programme but with a smaller focus on identified pupils. Our aim is for 90% of pupils to have an improvement in reading of at least 1 year and for 50% of pupils to have an improvement in spelling of at least 1 year.

We currently have three learners using individual devices and regularly liaise with digital learning to ensure that we are making the best use of these devices. School closures have led to a sudden and vital need for the use of technology for learning and staff have fully embraced this, creating a robust, carefully planned and differentiated online curriculum for all of our learners. All learners have been taught how to use Google Classroom with 86% of learners regularly engaging with online learning from home. Seesaw is well used in the nursery providing literacy and numeracy support as well as HWB resources. All 100% of our new P1 intake is engaging with our transition Facebook page. Staff have engaged with a vast range of CLPL including; Thinglink, Google Forms, Google Teams, Evidencing Learning Using iPads, Using iMovie, using green screens etc.

Next Steps:

- Continue to monitor pace and challenge across all years, but particularly at P1-3 stages. (CATs, Staff Meetings, SCP/Learning Rounds)
- Create an Approach to Literacy in the Early Years and consider how RWI is used alongside other literacy resources
- Add any missing data to the new overviews Decide what data we are adding and who is adding it? (SFL?)
- Decide **how** we are using it and **when** are we updating this - Build this into our assessment calendar
- Develop Team teaching – staff training
- Source an Assessment for Reading (Comprehension skills based)
- Hold parent literacy sessions – potentially at the Rosewell Development Trust
- Further training for ELC staff in emergent literacy – using Circle Document audit carried out in session 2019-2020
- Training for Learning Assistants in how to support reading and writing
- Embed consistent approach to Rosewell Tricky Words Spelling
- Write a spelling policy and progression and a handwriting progression
- Revisit grammar progression
- Whole Staff training in Big Writing (2019-2020 carried over)
- Continue with IDL programme in a more structured way, making use of a Learning Assistant to facilitate
- Second SFL teacher to attend SNSA training to inform planning for SFL
- Carry out SNSA for P4 and P7 September 2020 and use this data to plan learning and interventions where required (focus on challenge, particularly in P7)
- Carry out own Rosewell Baseline Assessment for P1 pupils in September 2020 and SNSA in May 2021
- Source and trial a Listening and Talking assessment
- Use Drama NCCR teacher to support the development of links across all aspects of literacy

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

<p>NIF and Midlothian Priority</p> <p>5. Improvement in attainment, particularly literacy and numeracy</p> <p>6. Closing the attainment gap between most and least disadvantaged children</p> <p>7. Improvement in children and young people's health and wellbeing</p> <p>8. Improvement in employability skills and sustained, positive school leaver destinations for all young people</p> <p>NIF Driver(s) <i>(highlight as applicable)</i></p> <ul style="list-style-type: none"> • School Leadership • Teacher Professionalism • Assessment of Children's Progress • Performance Information • Parental Engagement • School Improvement 	<p>HGIOS 4 Quality Indicator(s) / HGIOELC <i>(highlight as applicable)</i></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>Progress and Impact:</p> <p>We have continued to use Learning Profiles from the start of the session. We held one parent consultation (the second was planned for end of March 2020) and one reporting to parent sessions when parents were invited to come into school to share learning experiences with their children and to look over learning profiles. Feedback from parents was mixed and highlighted some inconsistencies. The inclusion of assessment data is popular as parents/carers find it useful tool to gauge their child's progression. Feedback indicated some confusion as to what a 'child's journey' across a level looks like. We had planned to streamline the Learning Profiles for Term 4 by removing any work from previous years. This was not completed due to school closures.</p> <p>We have continued to develop our use of target setting. A new format has been devised and has already been evaluated. Class teachers meet with groups of learners during "Gather Round" and have 1:1 discussion to talk about learning and next steps. These are recorded on a whole school format and are also printed on stickers and displayed on individual visual displays which allow learners to refer to them throughout their lessons. We had planned to use the final next steps agreed with learners at the end of session 2019-2020 as a basis for starting in August 2020. This has not been possible due to lockdown. Our next step with profiling was to consider how to share on-going targets effectively with parents. Possible use of Google Classrooms will be considered for 2020-2021.</p> <p>We have continued to track wider achievement and have since added this to our new overviews. We continued to identify children who did not participate in any out of school activity and invited them to attend clubs run by Active Schools. PEF funding was used to support nineteen children. One of our parents approached the school with a view to setting up an activity club on a Friday which would provide more opportunities for children to access wider achievement. This was due to start in Term 4. This will be revisited when possible in 2020-2021.</p>	

We continue to work closely with Rosewell Development Trust. We created a mentoring programme in an attempt to engage members of the community to support our learners. Two people contacted the RDT and this has been a very positive experience for both the mentors and two of our pupils. We have also invited the local church congregation to support with reading in the middle stages of the school and this again has been very successful. We intend to revisit this again this session.

We have continued to use our Rosewell Learning Toolkit (eight learning skills). We have created stickers and try to link feedback to our learning skills. We started looking at High Quality Assessment and have developed a format to be used throughout the school. Staff agreed to plan and use one High Quality Assessment each term and this has been written into our assessment calendar. We will continue with this next session.

One member of staff has participated in the science/SERC working group. This member of staff is now seconded to another post and this has been taken over by one of our PTs. We successfully applied for funding from the Edina Trust and were in the process of creating STEM bags to send home to encourage family STEM learning. So far a staff and parent questionnaire has been carried out. We had a 51% return rate, with 92.5% of respondents saying they would make use of the STEM bags. This will continue to be a focus next session.

We invited our Parent Council to join us on a Learning Round to give feedback on how we are living out our School Rules (Ready, Respectful, Safe) and our school values. This was a positive experience for our parents who gained a better insight into the day to day running of the school and also for staff who benefited from seeing how parents value the work we are doing. This is something we are keen to repeat more regularly. Parents gathered qualitative data on level of engagement in class of all pupils, classroom ethos as well as language of learning eg could learners describe their targets and next steps in their learning. Parents reported that in all classes there was a high level of engagement. The majority of children could explain what their learning target was and discussed learning intentions and success criteria. A small number of children could not describe this accurately – there is further work to be done in this area. The parents reported a strong supportive ethos across the whole school.

Primary 6 pupils have worked with the RDT to work towards their John Muir Award. Some staff attended an outdoor learning session. We still have work to do in embedding outdoor learning throughout the school and will continue this next session.

Next Steps:

Continue to focus on creativity across the curriculum which will open up the learning including all staff planning for at High Quality Assessment CAT sessions to revisit Big Question and Storyline approaches

Continue to use data more effectively to identify SIMD and FSM children and increase the number accessing after school clubs

Engage more parents in children's learning – Use our PEF advisor, Helen Friel to support planning to engage parents

Continue to embed Rosewell Learning Toolkit – revisit through assemblies and develop class displays

Pupil L+T group to continue to use 'Wee HGIOS' to encourage pupil voice

Continue with Parent Council Learning Rounds and to provide feedback on teaching and learning observed

Outdoor Learning sessions to be booked across the whole session – Outdoor Ranger Service to be involved

Family Learning approach to be developed (to include digital technologies)

SLT – amend profiling policy Evaluate profiling with parents, pupils and staff at end of session

5. Review of Progress and Impact in Session 2019/2020

<p>NIF and Midlothian Priority (<i>highlight as applicable</i>)</p> <p>9. Improvement in attainment, particularly literacy and numeracy</p> <p>10. Closing the attainment gap between most and least disadvantaged children</p> <p>11. Improvement in children and young people's health and wellbeing</p> <p>12. Improvement in employability skills and sustained, positive school leaver destinations for all young people</p> <p>NIF Driver(s) (<i>highlight as applicable</i>)</p> <ul style="list-style-type: none"> • School Leadership • Teacher Professionalism • Assessment of Children's Progress • Performance Information • Parental Engagement • School Improvement 	<p>HGIOS 4 Quality Indicator(s) / HGIOELC (<i>highlight as applicable</i>)</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>Progress and Impact:</p> <p>Most staff members are now SEAL trained, however as new staff will be joining in the new session, -this will need to revisited to ensure all staff are trained. Claire Hadden , the ASG Numeracy Coordinator will be responsible for leading training. Our ELC have continued to make use of the SEAL resources and it has been implemented on a daily basis. Moving forward we will revisit this for new staff and to ensure a consistent approach.</p> <p>Primary1-3 staff use SEAL approaches in numeracy lessons and have ensured that strategies are embedded in class lessons. Hinge Questions were used across the school to identify children who were not making significant progress in numeracy and support was put in place for these pupils. From Primary 4-7, SEAL is used as an intervention to support with any gaps in maths. One of the SFL teachers worked with a small group of upper school children to support in their maths learning. Progress was seen for all learners, however assessments required to show the full impact were due to be carried out in the weeks following school closures.</p> <p>Eight children attended the transition maths group at Lasswade High school and engaged in aspects of 3rd level work. There was a positive response from learners and parents – assessment of impact has not happened due to school closures, however, this is something we would like to continue next session. We were also going to look into creating links with local colleges to support learners who would benefit from challenge in maths and numeracy.</p> <p>We have been unable to assess for CfE levels at end of P1, P4 and P7 but data up until March 2020 indicated that all P1s, with robust support, were expected to have achieved Early Level by June 2020. This may not be the case as a result of lockdown. This would have been an increase of 25%</p>	

numeracy attainment from 2019-2020. At P4 stage it had been predicted that three out of seventeen children would not achieve 1st level representing 18% which is an increase in 4% from last session. At P7 stage one child out of sixteen representing 6% would not achieve 2nd level. This is a decrease of 5% from last session.

P4 Data	
Band	%
Band 7	6% 15.75%
Band 8	6% 21.05%
Band 9	68.75% 21.05%
Band 10	6% 15.79%
Band 11	12.25% 26.32%

P7 Data	
Band	%
Band 4	0% 15%
Band 5	18% 5%
Band 6	47% 20%
Band 7	18% 35%
Band 8	6% 15%
Band 9	12% 10%

SNSA data – we do not have data for P1 as they were due to be assessed in May 2020.

data in blue is from 2018-2019

In comparison to 2018-2019 no P4 children were band 4 or below. This is a 15% improvement. Across bands 6 and 7 there was a 10% improvement from 18/19 session. Across band 8 and band 9 there was a 7% decrease.

At P7 stage there was significant improvement at band 7 and band 8 with 24% fewer children achieving these levels. At band 11 there is a 15% increase in the number of children achieving this level.

Whilst the trend is for an increase in attainment overall with fewer children at the lower end of Band 4 & 5 in P4 and not matched at the higher levels. SCP data indicated that in most of the classes pace of learning was improving but next session there needs to be a concerted effort to prioritise pace and challenge to keep up momentum. We also intend to revisit the 'look of a high quality lesson' at the start of next session as well as maths in context.

We have purchased new Leckie and Leckie Textbooks which are being used to supplement teaching and learning throughout the school. Learners have responded positively to the new books and staff feel confident using these in lessons. One Learning Assistant and one CDW participated in Numicon Training and this has been introduced in nursery and Primary 1-2. Next session we will develop a more consistent approach to the use of Numicon throughout Early level.

MUMP planners have been introduced to ELC staff and this will be used from August 2020 onwards. This will provide a robust and consistent planning format resulting in more accurate transition information as learners move to Primary One.

Two members of staff have participated in National and SEIC moderation events providing the opportunity to discuss the Moderation Cycle with colleagues from a range of different authorities. Moderation last session opened up valuable discussion leading to – Development of planning and how and when we moderate, and the role of staff and learners in this cycle

All teaching staff participated in a shared classroom practice experience involving joint planning and then an observation of the planned lesson as part of the ASG numeracy plan for last session. Staff were positive about the opportunity to visit other schools and to share planning and suggested improvements for next session. Collaborative planning and observations will be continued as part of the ASG plan in session 2020-2021.

Pupil Progress and planning meetings have highlighted the need to reorganise our planning resources and how we use them. This will be in place for August 2020.

Pace and challenge has been widely discussed throughout the year. Progress has been made however the data for 2018/19 showed a dip in attainment in maths across all stages and so this will continue to be a priority next session. Evidence from Shared Classroom Practice in December showed that across the whole school only 50% of class teachers provided adequate pace and challenge for all learners. Feedback was provided to all teachers with a view to repeating walkthroughs in March. We also undertook a whole school jotter moderation to provide further evidence and support out observations. This was also feedback to staff. A robust programme was planned from the start of term 3 to the end of the session to monitor pace and challenge and to support class teachers, however this was curtailed due to lockdown. This will be a high priority at the start of next session.

Our Maths Coordinator will lead a session for all staff on In-service day in August 2020 focused on what makes a quality maths lesson and maths in context.

Next Steps:

Pace and challenge to be a focus of learning and teaching. Regular agenda item at staff meetings/ CATs/Pupil Progress

SEAL catch up sessions for those staff who missed training last session

Numicon training to be shared with other staff

MUMP trackers to be used in ELC setting and then used as a transition document

CAT sessions on problem solving and maths in context possible link with High Quality Assessment

Continue moderation of achievement of a level looking at how and when we moderate, and the role of staff and learners in this cycle

Identify pupils for transition maths group to attend Lasswade High School (if possible)

Continue sharing classroom practice within our ASG

Look at assessment and what we are using for assessment – look to develop an assessment tool that supports the MUMP

Create maths teaching policy focusing on pace and challenge

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

<p>NIF and Midlothian Priority (<i>highlight as applicable</i>)</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>NIF Driver(s) (<i>highlight as applicable</i>)</p> <ul style="list-style-type: none"> • School Leadership • Teacher Professionalism • Assessment of Children's Progress • Performance Information • Parental Engagement • School Improvement 	<p>HGIOS 4 Quality Indicator(s) / HGIOELC (<i>highlight as applicable</i>)</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>
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Progress and Impact:

Absence data indicates that whilst we have an increase in attendance and are now at 96% , there are 4% of pupils who are regularly absent and a pattern of absence is becoming apparent.

Admin staff, -funded through PEF, one day a week continued to tracked attendance and met with Head Teacher regularly. All absences were followed up and long term absences and those with patterns were referred onto various agencies. Attendance data was shared with all parents at Parent Consultations.

Next session we will continue to strive to engage with those families who consistently have repeated long-term absences.

We continue to use Wellbeing Indicators at the start of each term with pupils to gather evidence of general wellbeing. Staff follow up scores of five and below and seek support from SLT if issues arise. We now need to record these scores and show what intervention, if any, is being put in place and the measure the impact of this.

All staff, following attendance at Pivotal Education training-, established recognition boards and daily greetings to welcome their pupils. This will be continued next session.

We introduced scripted interventions and revisited Restorative Approaches – again this needs to be revisited and embedded next session.

We continued to use Champions to support allocated children

P7 pupils participated in the Headstrong programme delivered by the School Nursing Service

The Nurture group was continued three afternoons per week. A total of nine children attended this group. This was challenging to run due to staff absence. There was a change of staffing mid-way through the session. The group started to evaluate sessions using floorbooks – this needs to be continued. Anecdotal evidence showed that all children engaged in the nurture groups and class teachers noticed the impact that this had on

increased focus and attention when the children returned to class.

We started to develop a quiet space for children who find the playground too intimidating and sought support from S+LT team to develop this further. We continued Over and Above Hot Chocolate Fridays recognising those children who had gone over and above

Resilience programme was purchased from City of Edinburgh and was taught by NCCR teacher across whole school. The programme was interrupted by Covid-19. It received a mixed response from class teachers who were unaware of what had been taught and what children had gained from the programme. Evaluations show that it needs to be revisited in order to fully embed this.

Next Steps:

Whole School Focus on HWB from start of session:

Create new format and planning for Nurture Group and create system to evaluate and provide evidence of impact

Resilience programme to be revisited alongside Bounce Back and Nurture programmes – whole school focus starting August 2020.

Relaunch Champions at start of Term 1

Continue to establish an alternative to the playground for children who would prefer quieter spaces

Develop a tracking format to record results from wellbeing webs and to track impact of interventions

Establish a Lego Therapy group with support from S+LT

Continue to increase attendance to above 96% for the session

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

<p>NIF and Midlothian Priority</p> <p>17. Improvement in attainment, particularly literacy and numeracy</p> <p>18. Closing the attainment gap between most and least disadvantaged children</p> <p>19. Improvement in children and young people's health and wellbeing</p> <p>20. 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"> • School Leadership • Teacher Professionalism • Assessment of Children's Progress • Performance Information • Parental Engagement • School Improvement 	<p>HGIOS 4 Quality Indicator(s) / HGIOELC (highlight as applicable)</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>
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Progress and Impact:

Following feedback from staff last session, when groups were vertically grouped from P1-7, the structure of the groups was changed and staff feel that groups were more successful with a narrower age range this session. All pupils were involved in leading learning through Leadership Groups : Teaching Detectives, Digital Leaders, Rosewell Network, Fundraising and Health and Wellbeing (vertically grouped from P3-7). The Rosewell Network group had started to use the wee HGIOS to gather pupils' views and implement change in the school.

Primary 1-2 worked collaboratively to develop learning through play and use of loose parts within the atrium space and also outside. Leadership groups met for an hour and a half each week in four week blocks. Unfortunately, evaluations that would have happened in the summer term did not happen due to school closures. Each group created an Action Plan and this will be evaluated next session and used to inform next steps for each group. Feedback from pupils is that they enjoyed groups. They enjoyed:

- Working with peers across stages
- Making changes across the school
- Developing their own ideas with their peers

Learners were also vertically grouped for our STEM groups which also ran in a four week cycle. Due to school closures, we only managed one round of STEM groups this session, however we will continue this next session. We created a whole school challenge where learners had to work collaboratively to plan, design and create a structure that represented Rosewell. A vast range of materials were used and pupils responded well to the personalisation and choice that the challenge naturally encouraged. Parents were invited in to support in the groups and we had four helpers who consistently attended the sessions. One of our parents who has a STEM career judged the competition and awards were given in three categories: Most Technical, Most Creative and Most Artistic

Primary 6 engaged with the Virgin 'Grow A Fiver' project from the start of the session and following input from a Virgin Money employee organised

and ran a very successful tuck shop each Friday. They have raised £270 towards school camp. This has been a valuable experience for learners and one worth continuing next session with a view to diversifying the fundraising ideas.

Next Steps:

Leadership Groups will continue starting with an evaluation from last session – stage led rather than vertical groups

Assess and evaluate which groups are more effective and are more likely to create greater impact

Pupil Parliament needs to be revisited to ensure it is capturing pupils' views effectively

Continue to develop STEM groups and use of parent support

Continue to develop our database of parents' skills and talents and arrange for more regular visits into the school. Some parents have indicated that they would like to invite children into workplaces

Develop further links with wider community – eg Bowling Club and Auction House

P6 to engage with Virgin Money Grow a Fiver from start of session again. This enterprise project will run throughout the session and all profits will go towards p7 camp in 2021-2022. A plan needs to be created to show a variety and range of fundraising ideas

HAPPY BIRTHDAYS

part activities self air.

participated

being attended ink s, violin, P2 ukuleles, and nurseries

P2 Ukulele

P4+P7 SNSA French Phrase of the week starts

February

Miss Wilson attends 'How to run a maths circle' training at Edinburgh university

World Book Day Book swap Book share Character Cat-walk

Ms Richardson attends ASG (Equity Schools' group)

Mrs Smith begins Collaborative Problem-Solving Partnership at Napier University.

Learning Profiles shared with parents

P7 appear present in Sheriff Court Mock Court Project

Anki-Bullying (pup) group meet to discuss plan

on PEF s used in school's ASG initiative

Mrs Smith attends ASG moderation in numeracy with ASG co-ordinators

Mrs G-C attended soldering course and ran lunch-time club

P6+P7 entered Basketball Tournament - achieved 4th place

School of Football presentation to P7

Whole School participated in Science week - focus was Inheritance

Parent Council ran school disco.

Volunteers from Rosewell Church support reading & spelling activities

Heartstone Odyssey for some P7 pupils at Lasswade High

Revise L, I and S.C. Effective Feedback

Leadership Groups start again

Pupils leading learning

video lessons to support learners at home. These included: numeracy strategies, Handwriting formation, Phonics, ELC sound of the week

Parent Council created Rainbow Hunt around Rosewell. Everyone created rainbows to display in their windows.

Mrs Richardson interviewed by BBC.

Mrs Clark interviewed by STV.

Rosewell Rainbows go viral!

Parent council create Teddy Bear Hunt. P1 Charlotte's mummy was interviewed by Edinburgh Spotlight.

Teaching staff develop use of technology to support distance learning. Lots of CLPL and learning as we go!

Support Lasswade mini hub for RPE learners.

ELC - P1 Transition activities and resources developed and delivered to learners by Mrs C and Mrs Richardson

Facebook page set up and all parents called. Shared ASU schools.

Mrs Smith planned whole school maths challenge week.

Virtual Hot Chocolate Friday for hard work

Mrs Douglas organised a book cover challenge for all classes

March

Headstrong Project starts with P7 class

GLEE Choir performs in Brunton Theatre

All learners allocated to a Google Classroom and provided with login details for Glow, G.C, Sumdog, 10L and Education City

ELC set up on Seesaw for activities and ideas to be shared

January

Inservice 6 2.3 return STEM Target Setting Epiphan Training Scots Assembly Work Hard School Value Focus for the term

Mrs Richardson attends Imagine launch - Theatre project

Mrs Smith attends Count on Us training

All staff attend prep for inspection meeting - equity for all

P7 attend enhanced transition outdoor activities with Mr Fallon

Mrs Smith attends with Ben Mathis Conference

Craig Baynate speaker

Barton and Bartons on 'Flipping Learning', Creativity tips, CPD (cognitive safety) in instruction)

Learning jotters and activity grid

our first Rosewell show were given to learners.

Learning packs with activity grid

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RAINBOW PERIOD STARTS

Six week learning programme developed and shared with staff. Focus on developing literacy, numeracy and maths skills.

Una made birthday cards for all our learners and is delivering on their birthdays

Staff recording stones for classes on GLOW

April

Close Helping all children reach their expected results regardless of their background.

Review of initial 6 week plan. Updated plans shared with staff.

Introduction of Core, Additional and Share zone on Google Classroom.

SLT and support staff continue weekly check-ins

Staff continue to provide regular feedback on Google Classroom.

Mrs Muirhead completed Thinglink training via webinar. Images, iPads and Chromebooks provided by @midDigLearn.

Easter Activity grid were edited into a 360° virtual tour of our school.

Staff volunteered to continue supporting hub learning and deliveries.

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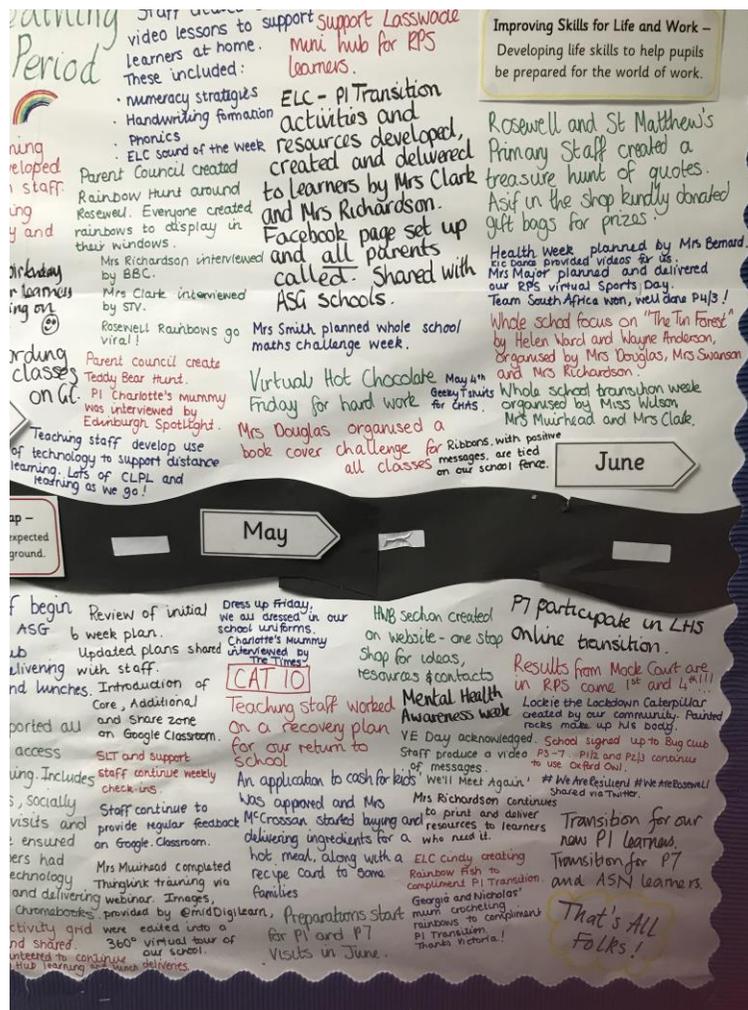
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ELC set up on Seesaw for activities and ideas to be shared



To Summarise: Pivotal Education training had a big impact across the whole school. The principles had started to become embedded in daily practice eg noticing learners for going over and above, first attention for best conduct, restorative practice and recognition boards all contributed to establishing good positive ethos across the whole school.

The plan to embed the school values alongside positive behaviour strategies had also started to show that this was having an impact. There had been a focus on Be Kind and Work Hard . Unfortunately this was curtailed due to Covid-19 but will be revisited next session.

Staff have developed skills to identify and support all learners through the use of IDL as well as The Dyslexia Toolkit and Circle Document. Having staff attend SEIC and Education Scotland Moderation events was also beneficial.

P6s and P7s participated in Mock Court and this was a particular highlight as they came second overall in the Lothians and received a separate award for 'Court Artist'.

Throughout the session all children participated in rugby sessions as we had been identified as being a School of Rugby.

Pupils across P3 – P7 participated in the Glee Choir competition at the Brunton Hall. This was the first year we have entered and received extremely positive praise and comments from the judges who focused on the quality of singing and clarity of voices.

Whilst school closed in March 2020 a highlight for us was that learning across the whole school community continued. Staff worked tirelessly to ensure that all learners had access to Google Classroom and if they did not engage then this was followed up. A number of children had work delivered to them on a weekly basis as a result. All ELC learners engaged on Seesaw and there was a very successful six week transition programme based on The Rainbow Fish. All P1 learners engaged with this and the survey results showed that all parents felt this was a positive and beneficial experience. During this period, another highlight would be collaboration with The Parent Council to support all families and to build a very strong sense of community across Rosewell and St Matthew's.

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	Good		
2.3 Learning, Teaching and Assessment	Satisfactory	Satisfactory	
3.1 Ensuring Wellbeing, Equity and Inclusion (Take into account QI 2.1)	Good	Good	Very Good – Care inspectorate
3.2 Raising Attainment and Achievement/ Securing Children's Progress	Good		

Part 2: Midlothian Education Improvement Planning – 2020-21

Establishment	Rosewell Primary School
Area	Lasswade ASG
Session	2020/21
Planning Cycle	

SIGNATURES			
Head of Establishment	<i>Shona Richardson</i>	Date	<i>Sept 2020</i>
Schools Group Manager	<u>Nicola McDowell</u>	Date	<u>August 20</u>

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 Attainment and Achievement</p>	<p align="center">Priority 2 Included, Engaged and Involved: Wellbeing and Equity</p>	<p align="center">Priority 3 Self-Improving Systems</p>	<p align="center">Priority 4 Lifelong Learning and Career- Ready Employability</p>	<p align="center">Priority 5 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>1.3 Reduce the attainment gap between the most and least deprived children, including care-experienced children.</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>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>4.3 STEM</p> <p>a) Continue to support STEM activities to increase uptake in related qualifications and</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>

			<p>progression into STEM career pathways</p> <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>	
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2. Priority Summary and High Level Strategic Targets

NIF Priority (paste from above)	Links to HGIOS4?	Key Actions	Lead Person Timescale Links to WTA	Expected measurable outcomes for learners–
<p>Priority 1 Attainment and Achievement</p>	<p>1.1. 1.2 1.3</p>	<p>Robust tracking and monitoring system to be embedded recording individual pupil journeys – to be shared with parents and learners through learning profiles</p> <p>Pace and challenge across school to be main focus for SCP and peer observations</p> <p>Continued Moderation of literacy and numeracy</p> <p>Create a whole school assessment calendar</p> <p>Effective use of CfE/SNSA and other summative assessments</p> <p>Tracking and intervention with clear focus on our most disadvantaged learners/ASN/ACES</p> <p>Focus groups for literacy and numeracy P1/4/7</p> <p>Working groups to focus on approaches to teaching literacy and numeracy . These sessions will be reflected in self-evaluation calendar</p>	<p>All staff – termly</p> <p>HT/PT/CTs 3 SCP and 2 Peer observations</p> <p>Literacy and Numeracy coordinators</p> <p>SLT start of session</p> <p>SLT/SfL/CTs</p> <p>All staff</p> <p>SLT/SfL/LAs</p> <p>HT/PT/Working Groups 14hrs per session</p>	<p>All class teachers will regularly use data and adapt curriculum design if necessary to meet the needs of all learners.</p> <p>Almost all of our learners will be able to discuss their progress more confidently.</p> <p>Direct observations – Learning Rounds focused on pace and challenge will reflect improved teaching practice for all learners</p> <p>Aim for national target of 90% of all learners . School self-evaluation calendar reflects rigorous moderation, tracking and assessment</p> <p>All focus groups receive targeted intervention and appropriate timely assessment</p> <p>Working groups will lead to improved teaching practice for all learners. This will be observed in shared classroom practices and in focus group discussions</p>

<p>Priority 3 Self Improving Systems</p>	<p>3.1</p>	<p>Professional dialogue focused on raising attainment and sharing practitioner enquiry</p>	<p>Every 4 weeks – 1 hour session</p>	<p>Curriculum design will be adapted if necessary.</p> <p>Class teachers will be able to link current research with changes to their teaching practice. Data will be used to support these professional dialogues.</p>
<p>Priority 2 Included, Engaged and Involved: Wellbeing and Equity</p>	<p>2.1 2.2 2.3 2.4</p>	<p>Continue to embed nurturing schools approach – revisit main pillars of Pivotal Education</p> <p>Whole school , including ELC, to revisit Resilience Programme and evaluate at end of each programme of work – started in session 2019-2020</p> <p>Learners will have access to mentoring and nurture groups</p> <p>Seasons for Growth Training for SfL teacher</p> <p>Staff to continue to engage with Circle Document and use this to create inclusive classroom environments and support early intervention</p> <p>Each term HWB webs will be used to gather information on wellbeing indicators . The results will be tracked</p>	<p>August Inservice Day SLT</p> <p>All CTs and ELC staff Three year rolling programme</p> <p>SLT LA to lead</p> <p>SfL teacher</p> <p>Class Teachers – CAT session to revisit Circle Document SfL teacher to support CTs</p> <p>SLT Termly</p>	<p>All learners will have access to support building their resilience through use of the reflection tools in the Resilience Programme as well as nurture toolkit – at the end of each block of learning</p> <p>Learners who are included in mentoring/nurture groups will use floorbooks to gather data on impact of intervention</p> <p>All learners will have access to support from the Seasons for Growth led by SfL teacher.</p> <p>Observations will be gathered during shared classroom practices as well as in focus groups. All learners will be supported appropriately and, if necessary , early interventions will be put in place to ensure equity</p> <p>HWB webs will be used to</p>

		and monitored		monitor learners' wellbeing – interventions will be put in place to support if necessary
Priority 4 Lifelong Learning and Career- Ready Employability	4.1 4.2 4.3	<p>Leadership Groups to be redesigned. Each year stage to take a lead in different areas. Focus on the learning opportunities (skills) within these for all children .</p> <p>Class Teachers to link learning with 'I Can' statements in Developing the Young Workforce Career Education Standard (3-18)</p> <p>PT to lead STEM projects across the school .</p>	<p>CTs October 2020 onward</p> <p>Professional Dialogue session PT to lead</p> <p>PT to lead</p>	<p>All learners will have the opportunity to learn transferrable skills and support the wider work of the school. Learners will be able to discuss what skills they have learned and how these link to the world of work.</p> <p>Staff will be more aware of connections between skills progressions and will show this in explicit planning.</p> <p>Staff confidence in planning and delivering STEM lessons will increase resulting in improved learning for all</p> <p>see ASG PLAN</p>

ASG Plan

Priority No.	QI	Priority	Expected outcomes for learners which are measurable or observable	
1	2.3	Create a shared understanding and consistent and innovative approaches to the learning and teaching of Numeracy across the Lasswade ASG.	A wide range of creative approaches and strategies used to develop, increased engagement, appropriate challenge, effective feedback and increased learner autonomy in Numeracy.	
Tasks to achieve priority		Timescale and checkpoints	Those involved – including partners	Resources and staff development
1. Development Officer Continue and extend the role and remit for our ASG Numeracy Development Officer.		June 2020	Sub Group of Primary HTs LHS DHT Equity (C. Brown)	The ASG will fund this post 3 days (Wed, Thurs & Fri). Funded by ASG (50% from LHS). Supporting the further development of creative and effective approaches to support Numeracy.
2. Moderation Numeracy Coordinators meet to discuss plans for moderation and tracking spreadsheet.		October 2020	C. Hadden Numeracy Coordinators	Cover.
3. SEAL Refresher Virtual SEAL refresher course for all ASG staff offered, especially new staff, NQTs, ELC and support staff.		November 2020	C. Hadden F. Sands All ASG	Cover. Communication. Digital platform for sharing and discussing learning and teaching approaches.
4. ELC Numeracy Creation of ELC Numeracy group to support with transition, including training in the use of new ASG Numeracy tracking system. ELC programme for the sharing of effective practice in Numeracy by virtually discussing and evaluating each other's ELCs.		November - December 2020 December 2020- February 2021	C. Hadden C. Fergusson (Mount Esk Nursery) EYP	Proposed model is CH/ SLT/ Numeracy coordinator to form trios to engage in moderation/ observation in each school. Template/ pro forma for discussions. Platform and technology for virtual discussions. Cover.
5. Digital Numeracy Development of digital programme for Numeracy, including Google Classroom, to share good practice, increase staff confidence and support learning at home.		January 2021 – May 2021	C. Hadden LHS Maths Dept.	Cover. Interactive and accessible programme on shared Google drive.
6. ASG Virtual Numeracy Festival		January 2021 – plan	C. Hadden	Cover.

Sharing of effective practice in Numeracy with targeted workshops relating to improvement priorities (Early Learning, digital approaches etc.). Investigate guest speaker.	March 2021- promote May 2021- launch	F. Sands LHS Maths Dept. Primary Teaching Staff All ASG	Identification of learning priorities and lead Primary Staff (from Digital Numeracy programme). Each primary to take a 'stage' (individually/duo). C. Hadden coordinate with ASG.
7. Evaluation Staff evaluations to be collated and shared at ASG.	June 2021 ASG	ASG Group	ASG meeting time.

Evidence of Impact on learners – How do we know?
Improved learner engagement with ELC and confidence with digital approaches to Numeracy. Increased staff skill in developing and implementing ELC strategies and digital approaches to Numeracy to provide learners with support and challenge, at an appropriate level, in school and at home.

Priority No.	QI	Priority	Expected outcomes for learners which are measurable or observable
2	2.5	Establish a P7/S1 Family Learning programme to enable and empower families to engage in their children's learning and life at school. Additional support the transition into secondary school for vulnerable families. Improve relationships and communication before formal transition begins.	Improved relationships across the learning community. Removal of threats and barriers to transition. Empowering families to access support (learning and financial).

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
1. P7 Student Identification: <ul style="list-style-type: none"> Primary Staff use data and knowledge of students and families who would benefit from intervention (early/first level, enhanced transition and 'PEF' eligible students). Wide reaching initiative. Student names and emails/addresses shared with C. Brown. LHS introductory communication via email/letter. Parent/carer survey (determine areas of strength and concern). 	Mid-October 2020	ASG Group P7 Teachers C. Hadden F. Sands A. Rankine G. Falconer J. Ross	Time. Google Form. LHS PEF (printing and postage.)
2. Bulletin Content: <ul style="list-style-type: none"> Seven monthly instalments (at the end of each month) starting in October. 	September 2020	C. Brown C. Hadden	Time. Printing.

<ul style="list-style-type: none"> • Four areas of focus Literacy, Numeracy, Nutrition and Sports. Two areas per month. • Staff leaders to develop content and supportive videos. • Content to reflect each month/festival/tradition i.e. Halloween/Chinese New Year. • Based on making learning fun, engaging and accessible at home (games, tips, counters). 		F. Sands A. Rankine G. Falconer J. Ross	IT.
3. Bulletin Engagement: <ul style="list-style-type: none"> • Bulletin shared electronically and in paper to suit all families. • Supportive videos and bulletins shared with ASG Primary Head Teachers and P7 Teachers. 	October 2020 – April 2021	C. Brown C. Hadden F. Sands A. Rankine G. Falconer J. Ross C. Wilkinson	LHS PEF (printing, postage and counters.)
4. Virtual Financial Health Checks <ul style="list-style-type: none"> • Share information about PEF interventions and positive impact with families. • Attend P7 events (if possible in 2021.) • February/March 2021 Bulletin instalment features 'Financial Health Checks' support with information, booklet and video guidance. • CAB support with universal credit applications. 	November 2020 P7 Transition Event P7 Transition Communication throughout 2020-2021	C. Brown J. McDonald CAB J. Costello S. Ramsay A. Bowman K. Jones A. Hutchison	LHS PEF (printing and postage.) Time. CAB.
5. P7/S1 Family Learning Evaluation and Celebration: <ul style="list-style-type: none"> • Parent/carer survey to determine impact of parent/carer and student. • Final instalment features a celebratory video and certificate. 	April 2021	ASG Group P7 Teachers	Google Form. LHS PEF (printing and postage.) Certificate.
6. Family Learning Review: <ul style="list-style-type: none"> • Evaluation of P7/S1 Family Learning Bulletin. • Summary of impact shared with ASG Head Teachers and P7 Teachers. • Consider 2021-2022 Family Learning approach. 	May 2021	ASG Group	ASG meeting time.

Evidence of Impact on learners – How do we know?

Feedback (before and after) Family Learning Bulletin to measure student and parent/carer confidence.
Positive communication and relationships with families during P7 transition.
Increased awareness and uptake of Free School Meals and PEF benefits.



Midlothian