

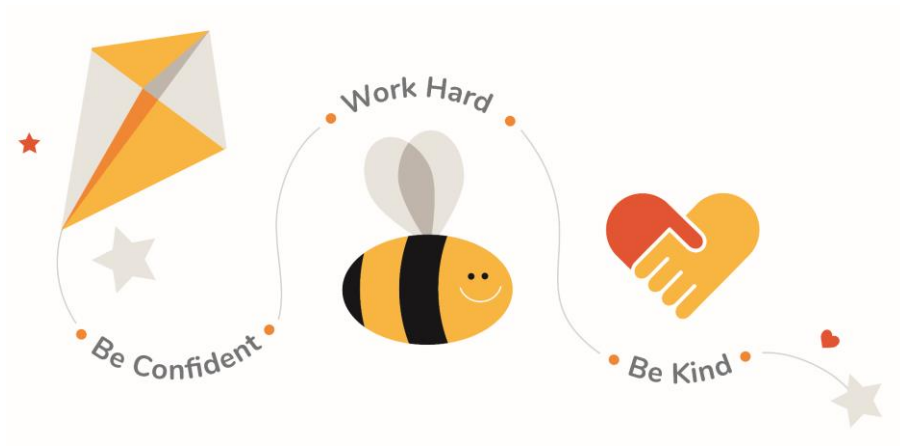


Midlothian



# Roswell Primary School

Standards and Quality Report 2022-23  
Improvement Plan 2023-24



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# Section 1: Our context

## a) School/setting information

**School/setting name:** Rosewell PS and ELC

School/setting location: Rosewell

Associated School Group: Lasswade

School/setting roll: 168 school /32 ELC Setting

Link to school data report (see improvement plan section below)

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 continues to do so. 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. There is a more urgent need than before as the development of new housing in the surrounding area has significantly increased and there is increasing pressure on the current school facilities. Next session we will have the addition of a modular unit which will provide us with two additional classrooms. 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 2021-2022 the school roll was 168. Last session we had seven classes; this session we will have eight classes. Our Senior Leadership Team consists of a Head Teacher, who is non-teaching, supported by 2 Acting Principal Teachers and who both have class commitment. Our ELC setting offers 1140hrs and has capacity for 44 children.

The school will be staffed with ten class teachers: Four are part time. We have the equivalent of one full-time Support for Learning teacher. We have one part-time and three full-time Learning Assistants. There is also a visiting brass teacher delivering instrumental lessons to the P5-P7s. We also have visiting specialist teachers in 1+2 Languages and P.E. who support class teachers to deliver a broad general education.

Rosewell Primary is a nurturing, inclusive school with the wellbeing indicators at the centre of our learning environment. All staff receive training which equips them well to understand their responsibility for the wellbeing of children. Children benefit from the positive and nurturing relationships evident within the school and feel safe and cared for. The majority of staff attended Pivotal Education Training and the principles of this are revisited at the start of each session. Teaching staff have also attended Circle Training from our EPS and this is used to establish our learning environments at the start of each session as well as used as a diagnostic tool to support learners.

Staff in the ELC setting have worked hard to uphold the strong sense of community and family in the setting. This has continued to be challenging due to the continued absence of staff over the session and lack of supply staff as well as recruitment freeze. Children who require additional support with their learning are well supported. Practitioners work closely with a variety of support agencies and parents to implement suggested strategies and advice. Unfortunately due to the very high levels of staff absence in the ELC and the inability to recruit due to the Early Years review, Learning Assistants and Support for Learning staff have had to support in the ELC and the impact of this on intervention groups has been significant. It has also meant the SLT have had to cover in school and in the playground on a very regular basis.

We have been able to re-establish our link with Rosewell Development Trust and all P6 learners gained their John Muir Award. We closed off our Nurture Garden with a view to redeveloping this area. We had hoped to be part of the GLIN awards and be supported by the CLLL department but this has not happened. Our Parent Partnership has taken this on as a challenge and work will commence at the end of May with the support of parents and the wider community. We have applied for a Tesco Community Grant to support with the funding of this.

We have been a SEIC Action Research school. The focus across the whole school was to implement an approach to reading and then evaluate the impact across the whole school.

## b) School vision, values and aims

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 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*

As a great deal of work was put into the consultation and we have invested a great deal of time and effort into fully embedding our values, we intend to continue with the same values next session as we feel they are still relevant. We also have taken into account that we had the lockdown period during which it was challenging to gather everyone to promote the school values.

## c) Consultation & communication

*Briefly describe the various consultation activities you have carried out with each stakeholder group below.*

This year, we have consulted in the following ways.

### **With Learners:**

Through our Learning for Sustainability Leadership Group. This group meets twice per term. This is a vertical group representing P1 to P7 learners. For some of these feedback sessions we used the learners version of HGIOS as well as mind mapping.

Wider pupil voice has been gathered linked to SEIC Action Research.

We gather views and opinions from learners during our Friday Gather Round (assemblies)

ELC learners have also been consulted about their learning in key group times.

**With parents, carers & families:**

We consult with parents through our regular Parent Partnership meetings.  
We have also carried out a variety of surveys and questionnaires to gather views throughout the session.

**With staff:**

All staff, including support staff, have participated in self evaluation of SQIP in whole staff and group sessions throughout the session .

**With others**

Church - gathered views using a feedback form at the end of the session  
Playtherapist- gathered views using a feedback form at end of session  
Rosewell Development Trust - gathered views using a feedback form at end of session  
Homelink Teacher - gathered views using a feedback form at end of session

## Section 2: Standards & quality report 2022-23

This year we worked on the following improvements:

- Raising Attainment in Writing and Numeracy
- Improve Equity and Inclusion including Nurture
- Improve the overall quality of Learning and Teaching use of Digital Technology
- Improve Parental Engagement

Improvement outcome we were trying to reach	What happened?	Impact on the improvement outcome.	What next?
<p>All Class Teachers have an improved understanding of achievement of a level by participating in moderation activities.</p>	<p>Writing moderation using new Midlothian Literacy and Numeracy frameworks</p> <p>Literacy moderation activity within Rosewell</p> <p>ASG P7 literacy moderation activity across P7 and S1</p> <p>ASG end of first level Numeracy moderation activity took place. (This needs to be revisited next session)</p> <p>QAMSO Activity - Literacy Writing moderation 1st and 2nd level</p>	<p>All class teachers reported that using Midlothian matrices to moderate and opportunities for discussion has resulted in an improved understanding of achievement of a level. Tracking and Monitoring meetings have been more focused</p> <p>Concluded that at P7/S1 stage - achievement of second level versus our judgement was erring on the side of caution.</p>	<p>Further moderation sessions at school, ASG, authority and inter authority (SEIC) level to be arranged</p> <p>Look at Midlothian matrices and benchmarks to ensure that learners, too, have an accurate overview of a level</p> <p>More informal moderation across levels in school</p> <p>Link with St.Luke's for across authority/similar setting moderation. Potential for writing focus.</p> <p>Writing Connectors SEIC - inter authority moderation</p>
<p>All class teachers will use data more effectively to identify gaps in learning and to plan for interventions in order to raise overall attainment. This will be supported by Support for Learning Team</p>	<p>Staff have engaged, and are familiar with, the data for their class and that tracking spreadsheets are kept up to date</p> <p>Tracking and Monitoring meetings have taken place however we need to ensure that planned interventions</p>	<p>Data is used to some extent, by all class teachers to guide discussions during Tracking and Monitoring meetings.</p> <p>There is some inconsistency regarding how this is then used to plan for interventions</p>	<p>Further work to ensure understanding of the available data, what it shows, how to plan interventions to support learners using the data</p> <p>WTA - ensure WTA reflects the time that is involved in putting in the data and tracking this</p>

Improvement outcome we were trying to reach	What happened?	Impact on the improvement outcome.	What next?
	<p>take place. (Staffing has had an impact on this)</p>	<p>Discussion needed to assess the value of each assessment that we currently have in place to ensure that we have the best range of useful data - are we measuring the correct aspects of learning ? Do they give us an accurate picture of how well our learners are attaining?</p>	<p>Staff to be trained in CPA - STEM group to lead</p> <p>Tracking and Monitoring meetings - involving CT/SfL to ensure accountability for planned interventions. Consider how we facilitate a more robust approach</p> <p>Child Planning Meeting procedures policy to be written to ensure there is a robust approach to following up planned interventions</p> <p>Utilise admin staff to plan, support, minute meetings</p>
<p>All P1, P4 and P7 class teachers will have a clear understanding of how data from SNSAs can be used for diagnostic purposes through collegiate conversations</p>	<p>Staff have had previous SNSA training</p> <p>P4 and P7 staff have been able to use the data to plan interventions across the session.</p> <p>P1 staff have used SNSA to support judgement of achievement of Early level</p>	<p>All P4 and P7 class teachers are confident in using the SNSA data to plan for early interventions at the start of term using the data</p> <p>P4 and P7 class teachers also used the data to inform their planning at the start of term - identified gaps for whole class learning</p> <p>Data was shared with parents/carers at start of term. Some parents/carers supported interventions through home learning tasks</p>	<p>Ensure P1, P4 and P7 staff are familiar with SNSA implementation and review of data. Access training if available.</p> <p>P2 staff to use P1 SNSA data to plan for interventions</p>
<p>Improved attainment for all identified children in literacy and numeracy in intervention groups, particularly those at P4 and P5 stages</p> <p>All of those identified as being not on track at 'beginning to make progress'</p>	<p>LA training with ASG Maths Co-ordinator Games and activities shared.</p> <p>Maths recovery groups set up and overseen by Support for Learning Teacher</p>	<p>All learners making at least some progress. Some learners have made significant progress and are close to being back on track</p> <p>Staffing has had an impact on the setting up and running of these groups</p>	<p>Build in time with CT/LA to review learner progressions and identify next steps.</p> <p>Ongoing LA training and support to ensure learner progression, particularly in Numeracy recovery.</p>

Improvement outcome we were trying to reach	What happened?	Impact on the improvement outcome.	What next?
<p>to move onto, at least, making 'some or good progress'</p>	<p>Plan created along with JW(Maths Recovery Team) to support learners</p> <p>Toe by Toe/SNIP/training sessions for LAs in phonics and maths recovery</p> <p>Regular Tracking and Monitoring Meetings and involvement in Data Pilot using B,G,S,VG progress to measure attainment across a level</p> <p>Fine Motor Skills group set up in P1 and P2</p>		<p>Numeracy Recovery Plans to be shared with staff.</p> <p>Book Claire Hadden to support with maths recovery/ LA training.</p> <p>Literacy - review of resources eg Toe by Toe to ensure progress. SfL check in.</p> <p>Timetabling soft start fine motor/phonics within P1 and P2 from start of session . Combine with gross motor skills group</p> <p>Support groups to be reviewed at start of session</p>
<p>All children who have been identified as having significant gaps in learning , will have appropriate strategies/interventions put in place to improve attainment over time - the impact of these will be tracked and monitored termly</p> <p>All class teachers will use Circle Document to identify needs and strategies prior to referring to SfL</p>	<p>Trackers are being used during pupil T+M meetings with SfL</p> <p>SfL interventions were tracked and evaluated termly in SfL planning folder, any next steps identified</p> <p>Circle Document revisited as well as Up, Up and Away by ELC staff</p>	<p>All learners, who have been identified as having significant gaps in the learning have plans in place and are tracked and monitored termly</p> <p>A higher than average number of pupils have referrals in place for other agencies - this has been particularly challenging due to the high level of referrals</p> <p>Almost all class teachers have completed a number of referrals initially using the Circle Document</p>	<p>More regular SFL liaison meetings to be arranged next session</p> <p>Evaluations of interventions to be passed onto SLT termly</p> <p>LA/SfL liaison time to be timetabled more effectively</p> <p>SfL overview of current referrals/paperwork to ensure all interventions are in place and all involved staff are aware/accountable. Regular review of this</p> <p>Moderation of SfL cycle.</p>
<p>Our pre school learners in the ELC will have improved skills in literacy and numeracy - baseline results in August</p>	<p>Further training for ELC staff in phonics and SEAL approaches was planned for . Due to staffing this has not</p>	<p>Staffing has impacted this.</p>	<p>Train other members of staff in Helicopter Stories</p>



Improvement outcome we were trying to reach	What happened?	Impact on the improvement outcome.	What next?
<p>2022 will show that there has been an improvement in scores from August 2021</p>	<p>happened</p> <p>Helicopter Stories approach was reintroduced in the ELC and some work has been started</p>		<p>Phonics and Early Numeracy Training for all staff next session - numeracy led by ASG numeracy coordinator</p>
<p>All infant years' staff will engage in professional dialogue to develop a shared understanding of how to support learners in the early years using a play based pedagogy</p> <p>There will be a shared understanding by ELC and infant staff of progression across the Early level</p>	<p>Plan to re-establish the Early Years Forum - open to all ELC staff and any staff with an interest in Early Years .</p>	<p>This has not happened due to lack of staffing, however, two class teachers have undertaken their own professional learning and have implemented change in the infant atrium area</p> <p>Our 2.3 visit highlighted that play-based activities were visible and of a good quality</p>	<p>Regular early Level collaboration between ELC and P1 staff. Opportunities to plan and meet.</p> <p>When staffing allows, ELC staff to support atrium continuous provision.</p> <p>Look at play based pedagogy and how this is planned for and tracked within the atrium space.</p>
<p>Identified learners will participate in a physical skills programme that will increase their fine and gross motor skills, coordination, concentration, eye tracking skills, and memory through a variety of activities and games. The aim of this is to lead to improved performance in class leading to an improvement in attainment for those identified learners</p>	<p>PMP intervention group - This has not happened due to inconsistent staffing</p> <p>A fine motor skills programme was created and implemented . This is run by LA daily</p>	<p>Learners have shown improved fine motor skills - measured by how quickly and accurately they can complete tasks. This has been transferred to improved handwriting skills</p>	<p>Continue fine motor skills</p> <p>Implement gross motor skills group (PMP) with the support of PE specialist.</p> <p>Train two LAs to support the running of this .</p>
<p>All P1 - P7 staff, as well as one of our SfL teachers, will have a greater understanding of research methods and will carry out informed practice as a result of training .</p>	<p>All staff have participated in various sessions through SEIC in preparation for carrying out research in January</p> <p>Each member of staff has created a question for their research, supported</p>	<p>Staff have altered their practice throughout their SEIC research with more of a focus on the theme of their research question</p> <p>There is a more consistent approach</p>	<p>First level teachers to participate in writing connectors via SEIC next session</p> <p>Embed reading strategies across the</p>

Improvement outcome we were trying to reach	What happened?	Impact on the improvement outcome.	What next?
All staff will implement action research and then measure and evaluate the impact of their approach to teaching phonics and reading and the impact on raising attainment	<p>by the research leads Enquiry Leads are using staff reflections and quotes from professional reading to put together the data which will be shared at Edinburgh University on 19th May</p> <p>P1 and SfL teachers used Highland Literacy Screeners as baseline assessment</p>	<p>to reading from P3-7 with all teachers using Hooked on Books approach</p> <p>Highland Literacy screener used at end of AR for P1 learners and showed that an average score of 5.2 out of 12 was increased to 9.6 out of 12</p>	<p>school</p> <p>Create a Policy for Reading at Rosewell in the Early Years that captures excellent practice</p>
Staff will feel confident in delivering the Hooked on Books approach to their learners	P3-7 staff have participated in the CAT session. The expectation is that book talk sessions are happening in all P3-7 classes	Staff confidence has increased. There is a more consistent approach which will allow the learners to continue to consolidate progression next academic session.	LAs and current P1-3 staff to participate in training next session to ensure all staff are trained.
All staff will feel supported in implementing a new pedagogical approach leading to improved experiences for all learners	<p>Cover was bought in to allow staff to team teach during the introduction of book talk from P3-7.</p> <p>Feedback has been positive and staff are engaging in professional dialogue regarding how best to use the approach in their classroom and how adaptations can be made.</p>	<p>Staff expertise was utilised to ensure a consistent whole school approach</p> <p>Support was offered to increase staff confidence</p> <p>Learner Conversations show an increase in confidence in speaking in front of class as well as providing good quality to feedback to peers. This is supported by teacher reflective journals</p> <p>Video recordings show an improvement in the quality of class discussions</p>	<p>Continue professional dialogue via shared classroom practice sessions and drop ins.</p> <p>Build in capacity for training LA, new staff and ELC in approaches to ensure consistency.</p> <p>Big Question approach - ensure creativity and pupil voice within the planning of learning.</p>
There will be a whole school joined-up approach to teaching phonics. Learners in SfL groups will be better supported in literacy groups.	All class teachers, SLT and one member of SFL team participated in Jolly Phonics training	Training was too broad and general and focused on some activities that could be used rather than on the theory and implementation of synthetic phonics - impact therefore was low	<p>Train ELC and LAs in phonics - revisit in August</p> <p>Look at resources for teaching phonics for P1 next session to make use of Jolly Phonics starter kit (Big</p>

Improvement outcome we were trying to reach	What happened?	Impact on the improvement outcome.	What next?
All staff will be trained in Jolly Phonics training			books, puppets etc)
<p>All class teachers will be more able to measure learners' instructional reading level, ability to read for meaning, ability to integrate meaning with structural and visual cues, use of self-monitoring systems, knowledge of print conventions, rate of learning and level of independence</p> <p>This level of diagnostic data will allow for effective and tailored interventions to be put in place</p>	PM benchmarking was trialled at the end of last term - this was time consuming but did show some good data	<p>The assessment was time consuming and we have assessed that it is best used for intervention purposes including SfL. More of a diagnostic assessment rather than whole class.</p> <p>Making use of assessment trackers (Skills for Reading) as a tracking tool rather than PM benchmarks.</p>	Decide how to move forward with PM benchmarking.
There will be an improvement in cooperative group working throughout the school. EEF research states that collaborative learning approaches have a positive impact, on average, and may be a cost-effective approach for raising attainment.	<p>January in-service day was Cooperative learning along with 3 other schools.</p> <p>The session was positively received by staff.</p> <p>Feedback was gathered via a google form with a reflection question about what group work was like in classes prior to the training. A follow up reflection question will be sent in May.</p>	<p>Baseline evaluations carried out showed that while group work was happening in class, it was not as impactful as it could be.</p> <p>Staff have found that Co Operative Learning training sessions useful (working with Peers, talking about learning) and found it is a good tool and works for the children who need these skills developed.</p> <p>Need to continue to use resource to consolidate approaches.</p>	<p>All staff to use Cooperative learning once a week and indicate this on their weekly plan - Track this</p> <p>Follow up reflection question to be sent in May</p> <p>CAT session tbc to evaluate impact of CoOperative learning approach. Contact Karen Dammer for more information.</p>
All staff will feel more confident in being able to identify when learners have achieved a level CfE levels will be a more accurate reflection of school attainment	<p>Maths lead has been part of the numeracy moderation group for the ASG.</p> <p>One class teacher has carried out moderation interviews with P4, P1 and P7 teachers to carry out interviews then all 3 to meet to discuss.</p>	<p>Literacy and Numeracy trackers give evidence for staff members to support their professional judgement. Staff report that they are more confident in identifying achievement of a level</p> <p>Staff made use of Rosewell</p>	<p>All staff to carry out moderation interviews with learners for numeracy.</p> <p>Moderation activities planned with St Lukes for next academic session for shared good practice.</p> <p>Schedule profession dialogue sessions</p>

Improvement outcome we were trying to reach	What happened?	Impact on the improvement outcome.	What next?
All staff will attend professional dialogue sessions focused on moderation of a level		Moderation framework. ASG moderation was attended by P7 class teacher .	with more focused criteria. Revisit AiFL strategies
<p>All staff will use organised plans/ set learning outcomes as a supportive structure to help to plan and develop the curriculum.</p> <p>All learners will benefit from improved progression through a level in specific areas. They will also access essential learning experiences, generic skills, values and attitudes within these key-learning areas.</p>	<p>Maths and Writing frameworks were shared .</p> <p>Training sessions were attended by all class teachers</p> <p>Maths and Writing frameworks are now being used across P1 to P7</p>	<p>P3 have made use of Numeracy/ Maths framework (Midlothian Numeracy Progression)</p> <p>The impact of making use of Numeracy resource is: staff are more confident; teachers can see next steps; more confident with planning.</p> <p>The impact of using the writing resource: not as pupil friendly; have engaged with framework; resource requires more development to be used effectively; exemplars are useful.</p>	<p>Target setting to be discussed - share P4 format</p> <p>Literacy working group will focus on genre specific benchmarks and resources for writing.</p> <p>Next session: Target setting for Literacy learning. Look at Learning Journals for next session.</p> <p>Class learning targets to be evaluated and discussed.</p>
All staff to participate in Learning Rounds involving learning trios : two members of staff as well as learner conversations to triangulate evidence	<p>This was successfully implemented in March this year. Staff felt this was a positive experience and enjoyed visiting different classrooms.</p> <p>The follow up discussions were helpful in identifying key strengths and next steps and for staff to seek and give advice</p>	One Learning Round was completed. The impact of this was: gave an accurate picture of learning across the school; the evaluations were consistent from learners to staff; giving the children the opportunity to experience different adults in the learning environments	<p>Continue this next session</p> <p>Triangulation of evidence needs to be developed further</p> <p>Continue incorporating parent groups to support Learning Rounds development and to continue effective feedback. This can also support learning language with both learners and parents/carers.</p>
All staff to have opportunities for focused professional collaboration resulting in improved teaching practice	Drop in sessions happened December 2022. Feedback was shared with staff. This allowed us to identify any further support required before starting our SEIC research in January	SEIC research: Drop in sessions was productive; staff collaboration was positive; focussed aspect of the learning helped develop pedagogy.	<p>Look at ways in which feedback can be shared so that we can make the most of it.</p> <p>SEIC: P2,3 and 4 engaging in further writing connectors.</p>

Improvement outcome we were trying to reach	What happened?	Impact on the improvement outcome.	What next?
			SR part of headteacher trio to further develop and implement SEIC research.
<p>Through regular professional dialogue all staff will reflect on practice.</p> <p>Shared collaboration will result in improved teaching practice leading to improvement in attainment particularly for learners who require the greatest amount of focused differentiation</p>	<p>Some AiFL strategies were revisited</p> <p>Some staff attended AiFL CLPL this session.</p>	<p>Impact: Learning Intentions and Success criteria was consistently used across the whole school.</p> <p>This was supported by the evidence gathered in Visit 2</p>	<p>Revisit in detail next session as identified in our next steps from Visit 2 2.3</p> <p>Professional reading by staff prior to meeting - Effective Questioning, LI and SC revisited, Effective Feedback and differentiation : AiFL strategies</p> <p>Teaching Backwards resource to be used</p>
<p>Staff will feel supported in implementing a new pedagogical approach leading to improved experiences for all learners</p>	<p>Cover to allow staff to team teach during the introduction of book talk from P3-7</p> <p>Feedback has been positive and staff are engaging in professional dialogue regarding how best to use the approach in their classroom and how adaptations can be made.</p>	<p>Staff expertise was utilised to ensure a consistent whole school approach - class teachers say they are more confident in using Book Talk approach and SEIC evaluations support this</p> <p>Support was offered to increase staff confidence</p>	<p>Continue professional dialogue via shared classroom practice sessions and drop ins.</p> <p>Build in capacity for training LA, new staff and ELC in approaches to ensure consistency.</p> <p>Big Question approach - ensure creativity and pupil voice within the planning of learning.</p>
<p>All learners will have improved delivery of French as it will be embedded into classroom practice across the whole school</p> <p>The experience for all learners, from ELC to P7, will be a progressive one.</p> <p>All learners will learn sufficient vocabulary and knowledge of L2</p>	<p>Programme was shared again with staff</p> <p>ELC staff are developing the use of French with learners</p> <p>Some staff are confidently doing this.</p> <p>French and German programme and resources has been created and is being used</p>	<p>Challenges: change of staff. Impact is not as great as we would have liked due to inconsistent approach</p> <p>Weekly lessons have ensured that French Learning is embedded across P1 - P7</p> <p>Environment: Incorporating French labels and displays.</p>	<p>Continue to develop the programme using feedback from NCCT staff regarding any gaps.</p> <p>Ensure ELC staff are confident in sharing sessions with learners</p> <p>Identify staff training needs</p> <p>Create a collection of attention grabbers/quick fire activities that can be used by class teachers</p>

Improvement outcome we were trying to reach	What happened?	Impact on the improvement outcome.	What next?
<p>French to go beyond words and produce sentences.</p> <p>Learning will be visible throughout ELC, school and classroom environments and will feature as part of the life and ethos of the whole school</p> <p>All staff will have access to up-to-date resources to support the delivery of high quality experiences to the learners across the ELC and school</p>		<p>Print off French classroom instructions for staff.</p>	<p>Finish gathering and creating resources for P3 and P4</p> <p>Ensure assessment tracker is used to ensure progression.</p>
<p>All learners will have an opportunity to participate in a Learning for sustainability group. This will enable learners to contribute to their wider community and to help build a socially-just, sustainable and equitable society.</p>	<p>These have been established from P1-7 with the view to including ELC in term 4.</p> <p>Each group has made an action plan which is displayed at the front of the school.</p> <p>Dates have been scheduled for sessions throughout the year.</p>	<p>Impact: Regular meetings were held, all learners had the opportunity to participate in group sessions and learning has progressed through sessions.</p> <p>Evaluations from groups has shown some level impact - this can be used as a starting point for next session</p>	<p>Evaluate current groups - what has gone well and what needs to be tweaked?</p> <p>Identify clear aims for each of the groups</p> <p>Continue LfS groups next session. start with evaluations from last session</p>
<p>All staff will uplevel Digital Technology skills - this will lead to learners having high quality and well resourced DT lessons in class</p>	<p>Some staff have engaged with the google classroom resources provided by the digital learning team.</p> <p>DT Technician regularly came in and worked with classes, focusing on the grab and go sessions. Class teachers are also involved in these sessions.</p>	<p>Some staff attended Google Classroom and Practice Sets events to uplevel key workspace skills - all reported that they were useful and they came away with practical skills that they could use in the classroom</p> <p>DT technician has been a good link for Rosewell PS.</p>	<p>Investigate further CLPL opportunities for staff to ensure skills are being progressed</p> <p>Continue personal CPD for all staff to support learners within classrooms.</p> <p>Evaluations to be carried out to track CPD completed for staff.</p> <p>LA training for DT</p>
	<p>There was a specific focus during Meet The Teacher sessions discussing</p>	<p>Learning journals - it has been challenging to measure the impact.</p>	<p>Share key focus with parents to try and increase engagement</p>

Improvement outcome we were trying to reach	What happened?	Impact on the improvement outcome.	What next?
<p>Engagement will increase in online journals eg more contributions will be posted by parents - measure monthly</p>	<p>the role of Learning Journals in reporting to parents.</p> <p>Uploads tracked by class teachers to ensure equity</p> <p>Classes from P4- 7 have access to their QR codes which allow them to log in to their Online Journal and add items of their choice</p> <p>Tracker has been created for staff to use - the expectation is one piece of literacy and numeracy is shared termly and all other curricular areas are shared at least once across the session</p>	<p>Data has been evaluated from the program.</p> <p>Staff have found that it is frequently the same parents engaging rather than a range of parents/carers.</p> <p>P4 - P7 class teachers report that learners are taking more ownership of learning journals</p>	<p>Continue to make use of Learning Journals.</p> <p>Continue to encourage Parents/Carers to engage with Learning Journals.</p> <p>Learning journals to be shared at Gather Round to encourage more use of them</p> <p>Look into using ipads to upload work-streamline process.</p> <p>Identify ways in which to increase the opportunities learners have to add to their journals - do we create a set time each week?</p> <p>Moderate for consistency of access for learners adding their own posts to journals.</p>
<p>Parents will share wider achievements with the school so that targeted interventions can be put in place for those children not accessing opportunities out of school</p>	<p>We have started tracking Wider Achievement on SEEMiS</p> <p>We have invited learners to share achievements at Gather Rounds and put these onto Friday Feedback</p>	<p>Impact is that at we have at least one wider achievement being shared every week on Friday Feedback - it is now a standing item</p> <p>At Gather Rounds we also have a section for sharing wider achievement - more learners are contributing each week</p>	<p>Set up regular reminders to post wider achievements</p> <p>Continue to collaborate with local groups to find opportunities for identified learners to access clubs</p>
<p>Barriers to participation will be identified and alternatives will be put in place so that all our families feel supported and active participants in the school community</p>	<p>Parents were given the opportunity to join a working party Cost of the School Day to explore the cost of the school day resource</p> <p>A questionnaire was shared with all parents in November with 48</p>	<p>Feedback generally indicated that families felt well supported by school with 39.6% of people saying they felt they could approach school if they were experiencing financial difficulties and 29.2% being undecided.</p>	<p>Provide a one page document providing the feedback</p> <p>Revisit at start of new session as a reminder to parents of supports available</p>

Improvement outcome we were trying to reach	What happened?	Impact on the improvement outcome.	What next?
	responses which is almost half of our families.		
Parents/Carers will be involved in supporting learners across the curriculum including wider achievement - Leadership Groups and Reading Schools Award group	<p>Staff/parent book club set up looking at more modern children's literature.</p> <p>Fortnightly reading steering group which is made up of learners from P1-P7.</p>	<p>This has been well attended and feedback has been positive</p> <p>There are representatives from across P1 - P7 attending the group as well as a grandparent . All are actively engaged in the group</p>	<p>Provide an overview of the Learning for Sustainability Groups and the dates they will be held and share these with parents so that they can sign up to support with them.</p> <p>Continue to develop the parent staff book club and the reading steering group.</p>
<p>All learners will have a common language and framework to support positive mental health and skill development.</p> <p>It will be used as an inclusion strategy for neurodiverse learners, those who have experienced trauma, and/or have specific needs in terms of social, emotional, and behavioural development. These learners will be more likely to engage in learning activities.</p>	<p>Zones of Regulation resources were developed and shared with staff Each zone was explored both during Gather Round and in class in term 1</p> <p>Zones of Regulation Check In cups provided for each class with the expectation that class teachers are checking the cups after break and lunch each day and speaking with those who are not in the green zone to see if they can be supported to get back into the green zone</p> <p>P7 House Captains have shared a video with parents</p>	<p>Class teachers report that learners are using the language and the colours to express their emotions and feelings more readily</p> <p>Check-ins are used regularly after lunch by all classes</p> <p>Extra visuals and toolkits for individual children who require more than the whole class intervention have been developed</p> <p>Identified families have been using the resource at home and reporting some benefits parents have</p>	<p>Check consistency of check ins</p> <p>Revisit the language of the Zones in class and in gather round Continue to use the check-ins and the shared language. Health and wellbeing break on a Monday where all staff go into the playground.</p> <p>Video created by House Captains and shared within school and Tweeted to wider community.</p>
All learners will experience a coherent and robust HWB curriculum with a focus on building resilience and developing emotional literacy	Participated in ASG audit	Some classes using the Resilience programme but not consistently	<p>Evaluation of where each class is within the resilience programme and agree on a starting point. This needs to be completed by June 23</p> <p>ASG priority next session. HWB co-ordinator will lead this</p>



Improvement outcome we were trying to reach	What happened?	Impact on the improvement outcome.	What next?
<p>All learners will experience a coherent and robust HWB curriculum with a focus on building resilience and developing emotional literacy</p> <p>Learners will have an opportunity to reflect on their feelings and current experiences and will be encouraged to consider how they can increase their own determination, motivation and sense of wellbeing.</p> <p>All staff will have meaningful dialogue in relation to evaluating progress in wellbeing and will be more able to identify next steps</p> <p>HWB will be tracked and monitored more effectively and appropriate interventions will be put in place</p>	<p>GWBP profiles were first carried out in September. Nurture lead and HT met with ASG nurture lead to discuss results in January</p> <p>Second profile carried out and data shared with staff to follow up on.</p>	<p>This has not had as big an impact on learners and staff as expected and feedback from staff is that the wellbeing webs we used previously were more helpful and timely in terms of supporting learners and identifying any issues</p>	<p>Class teachers to follow up on results from profiles</p> <p>Carry out next profile and analyse data</p> <p>Decide how we use the GWBP to make best use of the data and instant check-in with the learners.</p> <p>Build this profile into the calendar to ensure that these are best used.</p> <p>Decide on how we use the GWBP best for early years, including ELC.</p>
<p>All Staff and learners will have support to help to build and maintain positive, healthy relationships, resolve difficulties and repair harm where there has been conflict</p> <p>Parents will be supported to have a better understanding of the restorative approach in school and be better able to support learners at home to understand that by repairing the harm, relationships can be restored.</p>	<p>Restorative practices were revisited with teaching staff and some support staff</p>	<p>Children are familiar with the restorative process and it is used on a daily basis to resolve conflict</p>	<p>Restorative training required for new staff and revisit with LAs</p> <p>This has now been revisited with new staff and LAs - refresh every term. Ongoing at start of each session. Share restorative practice with parents/carers to ensure understanding. Create a Restorative Practice video/leaflet to share with parents/carers.</p> <p>EPS to work with support staff to establish peer mediators</p>

Improvement outcome we were trying to reach	What happened?	Impact on the improvement outcome.	What next?
<p>All ELC learners and identified learners in infant classes will be supported to develop languages as well as turn-taking and social skills</p>	<p>Talking Time Groups set up within ELC</p> <p>Staff training - for some staff</p>	<p>Groups were set up within ELC. Impact is low as progress hampered by staffing</p> <p>Identified learners were prioritised</p>	<p>Continue Talking Time within ELC</p> <p>Identify learners within P1 and P2 to set up Talking Time Groups.</p> <p>Training required for staff to ensure this happens effectively.</p>
<p>Identified learners (P3 - P7) will be supported to develop languages as well as turn-taking and social skills</p>	<p>Two Social Detective Groups have been run with identified children</p> <p>Circle of Friends groups set up with some classes.</p>	<p>The impact back into class needs more thought</p> <p>A sharing of language from SFL so that CT can continue to support this in class is required</p>	<p>SFL share information on the Social Detectives programme with CT, the main aims and the language that will be used.</p> <p>LA training to support with this alongside SFL.</p> <p>Seasons for Growth Training - SFL staff</p> <p>LIAM training - SFL staff</p> <p>Review impact of Social Detectives and Circle of Friends groups to ensure effectiveness of the session.</p>
<p>Learners will have the opportunity to follow a skills progression in Outdoor Learning and will acquire a range of skills</p>	<p>We have gathered some progressions and are using these to support OL</p> <p>P6 have all participated in the John Muir award up at the outdoor classroom.</p> <p>STEM outdoor learning bags have been set up ready to be shared with classes from September</p>	<p>P6 class have engaged well with the John Muir scheme. All have been successful in achieving their award.</p>	<p>Put together a clear progression and share with staff.</p> <p>Commitment by all to participate in Outdoor Learning sessions if possible once per term</p> <p>Continue John Muir Award next session - look at timetabling of this . Could class teacher and an LA attend in order to upskill staff ?</p> <p>Request timing with RDT - suggestion that two groups run within the same week. LA/CT could possibly attend too with a whole class.</p>

Improvement outcome we were trying to reach	What happened?	Impact on the improvement outcome.	What next?
			<p>Meet with RDT to identify any other ways in which they can support outdoor learning next session eg pond dipping</p> <p>STEM bags shared with classes from September. These will be timetabled for each class to become familiar with the bags before they are made available at breaktime</p>

## PEF IMPACTS

Gap	Intervention	Evaluation	Impact
<i>E.g. X% attainment gap in literacy for learner in SIMD 1</i>	<i>E.g. small group targeted sessions on .....</i>	<i>E.g. 70% of targeted learners made progress</i>	<i>E.g. We closed the attainment gap by X% for learners in SIMD 1</i>
<p>Numeracy : 32% of learners at P4 (current P5) did not achieve 1st level. This represents six learners</p>	<p>These learners were part of two small Recovery/Intervention Numeracy groups for most of the session.</p>	<p>All (100%) learners in this group have made progress. 50% have now achieved 1st level and the other 50% are making very good progress and should achieve 1st level at the start of P6 .</p>	<p>We reduced the gap for 33% of our FSM learners and, whilst they are not on track, they are now working within 2nd level.</p>
<p>Numeracy : Current P4 predictions of 78.9% learners achieving 1st level. This represents four learners. In order to reach this target a further three 'at risk' learners need to be back on-track.</p>	<p>ASG co-ordinator to support class teachers with CPA approach to teaching and learning in numeracy and with the implementation of new Midlothian planners</p>	<p>All learners have made good progress. 75% of the identified learners have achieved 1st level and are now back on track, bringing the total P4 cohort to 95% achieving 1st level maths. 25% represents one learner .</p>	<p>75% of our SIMD 4 learners are now back on track thereby reducing the gap .</p>
<p>Literacy: 28.4% of learners in P4 (current P5) in session 2021-2022 did not achieve 1st level in CfE by the end of the session</p>	<p>Learning Assistant to be allocated across P4 and P5 classes. Supported by SfL teachers Daily input in small groups and supported in class at key literacy times.</p>	<p>All learners have made some progress. 43% of the identified learners have now achieved 1st level and are beginning to make progress at 2nd level. They will continue to join the other 47% in the intervention groups next session</p>	<p>14% of our FSM learners who had not achieved first level, have now achieved and are working within 2nd level</p>
<p>Literacy: 24.58% of current P4 learners are predicted not to achieve 1st level by the end of 2022-2023 session with a further 10.5% identified as being 'at risk'</p>	<p>Learning Assistant to be allocated across P4 and P5 classes. Supported by SfL teachers Daily input in small groups and supported in class at key literacy times.</p>		

Our current strengths include

Strength	How do we know?
Teachers engaging in practitioner enquiry	<p>Almost all class teachers and one Support for Learning Teacher engaged in practitioner enquiry through SEIC Action Research Reflective journals and end of research evaluations showed that staff are engaging with research to inform their practice and to provide better outcomes for learners.</p> <p>As a result of the success of the SEIC Action Research P2 - P4 class teachers are participating in SEIC Writing Connectors in session 2023-2024 and the HT is part of the SEIC HT's Trios.</p>
Learning, Teaching and Assessment	<p>Drop-In sessions and Learning Rounds provided evidence that in most classes the quality of LTA is very good with learners being provided with a wide range of experiences and opportunities to lead their own learning.</p> <p>In most classes, as observed in Learning Trios as well as authority Visit 2.3, high expectations of learners in classes as well as pace and challenge is good.</p>
Meeting Learner's Needs	<p>In all classes, identified during our visit 2, there is 'a calm, purposeful atmosphere with polite, friendly, respectful children' .</p> <p>Most class teachers are engaging effectively with the Circle Document when working with SFL to identify support and challenge for learners.</p> <p>We have a close relationship with our home link teacher allowing us to provide support for identified learners and their families. All of the learners who work with this service engage well with the support, as do almost all of their families.</p> <p>We have upskilled our learning assistants to support with the implementation of intervention groups. All of our learning assistants have received training in Numeracy Intervention, Toe by Toe and Anxiety and are using this daily to support learners across the school.</p> <p>All staff have participated in Zones of Regulation training and this is embedded in daily routines in all classes</p>
Learner Voice	<p>All learners take part in Pupil Leadership groups that provide an opportunity for them to drive forward change in the school. Evaluations from learners at the end of the session show that all learners are engaged in the groups and can identify at least one thing that they have improved or introduced.</p> <p>All the learners (P1 - P7) in the Reading Steering Group are leading the school in their journey towards becoming a Reading School.</p> <p>All P7 learners have had roles and responsibilities that have increased their pupil voice eg they run sections of our Friday Gather Rounds as well as collect data and present this to the school. They have organised whole school events and activities as well as taken full responsibility for fundraising.</p>
Tracking and Monitoring using data	<p>Our approach to tracking, monitoring and assessment is robust and consistent. This is used throughout the year, with all class teachers</p>

Strength	How do we know?
	<p>engaging with the data in preparation for pupil progress meetings with SFL and SLT. Our individual spreadsheets provide a clear illustration of the learner journey from P1-P7, allowing us to identify any dips or increases in attainment.</p>
<p>Parent Engagement and Outside Agencies</p>	<p>Our Parent Partnership has been a great support to the school this session, supporting with fundraising, developing our school grounds and also when consulting on a range of issues throughout the year for example Cost of the School Day. A recent survey indicated that parents in the school feel that they are well supported by the Parent Partnership. Our strong relationship with them is echoed by our Parent Partnership:</p> <p><i>"The parent partnership has a great link with the teachers in the school and I feel we support each other with events whether run by us or run by the school. As a working parent, it is one of the few ways that I can get involved in school life as I will never be able to come to events taking place in the school day."</i></p> <p>In a recent survey 96.4% of parents say they have a clear understanding of where their child is as a learner and 89.3% of those surveyed said they were clear about their child's next steps</p> <p>Our play therapist has worked with a range of learners through the drop in sessions and individually with one learner. All of the learners who have been involved in this feel that they have a safe space to discuss and explore issues they are experiencing. Play Therapy evaluations have validated this.</p> <p>All of our Primary 6 learners have participated in the John Muir Award in partnership with the Rosewell Development Trust. All learners have achieved the awards and have been positive about their experience. Evaluations from children show that they can all name at least one skill they have gained through their participation.</p> <p>We have built a strong relationship with members of Rosewell Parish Church who regularly volunteer in the school. One volunteer has now requested that she becomes a permanent volunteer as she is "having the time of her life" in our ELC.</p>

# Successes and achievements in 2022-23

Our wider achievements and successes this year include

- Our approach to Zones of Regulation was introduced to our whole staff team during our first inservice day
- Our new 1+2 modern languages programme was revisited with staff
- All class teachers and Support for Learning staff participated in SEIC action research. This started on our second inservice day in August and was followed up by a number of CAT sessions where staff were supported to develop their question and approach to their research. Two staff members presented our findings at The University of Edinburgh in May and will share our final presentation with SEIC
- Our Primary 4 learners participated in swimming lessons
- Our Literacy, Numeracy, STEM and Digital champions have participated in meets with colleagues from across the authority
- Our P6 learners worked with a professional artist to contribute towards a Covid memorial piece
- P5 and P7 participated in STEM workshops in conjunction with the National Mining Museum
- One of our Principal Teachers has engaged with the DHT network focused on Leading Learning
- We have had a number of opportunities for parents and carers to join us, including: Meet the Teacher event, Modern Languages performances P1 and P2 nativity, class gather rounds
- We have worked with the Maths Recovery Team to implement the new Midlothian Maths and Numeracy Progressions
- Our Learning Assistants have participated in a range of training opportunities including: Maths Recovery, Moving Matters, Anxiety and Relationships training
- We have held two successful, in person parent/carer/learner consultations
- Our STEM and Literacy groups have continued to develop the curriculum and our teaching approaches in these areas
- Our Head Teacher has worked as part of the Raising Attainment Working Group for the authority
- Our vertical Learning for Sustainability groups have met regularly to develop our work in Eco Schools, Rights Respecting Schools, Outdoor Learning, Global Citizenship and Pupil Voice.
- Book Talk approach (focusing on the skills of reading) has been successfully implemented from P3-P7
- We have introduced a fluency rubric for teachers to use to track reading progress
- We have been one of the pilot schools for the new approach to tracking and monitoring across BGE
- Our P7s have participated in a number of enterprise events across the session to raise money for School Camp
- All staff were trained in Jolly Phonics
- We held a successful open afternoon for new P1 families during enrolment week
- Our Glee Choir have performed at community events and competed in the Regional Glee Competition through the Frisson Foundation. They were awarded the Esprit de Glee award for their attitude, positivity and for embracing the values of the competition
- We welcomed a number of councillors to have a tour of the school and meet with our learners and SLT
- Our Christmas STEM challenge for families was very popular with some excellent entries
- We have introduced the new Midlothian Literacy Progressions
- All staff attended Cooperative Learning training in January and have used this at least once a week in classes.
- Our P7 and P5 learners have participated in EmotionALL workshops focused on resilience and emotional wellbeing
- Members of our STEM working party attended CPA training sessions
- All classes participated in the NSPCC "Speak Out Stay Safe" internet safety events
- P6 participated in the "Move for Trees" campaign and together managed to have 55 trees planted
- Classes have attended a range of trips including: Holyrood Palace, The Botanic Gardens, Roslyn Chapel, Sky Studios, Edinburgh Castle, Dynamic Earth, Dalkeith Country Park and The Risk Factory
- Our P7 Hockey team were extremely successful in the Active Schools Hockey tournament
- All classes participated in activities relating to Children's Mental Health Week which was rounded off by our P4 gather round
- Our Head Teacher worked with the Lead Officer to carry out a 2.1 Safeguarding audit
- Staff and learners participated in Learning Rounds consisting of trios of staff observing lessons and working together with learners to reflect.

- We have installed a sensory circuit which has been used by a range of learners for brain breaks
- We had a very positive Visit 2 which supported our self evaluation and clarified our next steps
- We are working towards our Reading Schools Award and have established our reading steering group which consists of learners, staff and one of our learner's grandparents
- Our P4 and P5 learners have participated in drumming sessions with Infectious Grooves

## Capacity for continuous improvement 2-18

### Primary, secondary & special schools

QI (HGIOS4 and HGIOELC)	QI 1.1 Self-evaluation	QI 1.3 Leadership of change	QI 2.3 Learning, teaching and assessment	QI 3.1 Ensuring wellbeing, equality and inclusion	QI 3.2 Raising attainment and achievement
Themes	<ul style="list-style-type: none"> <li>• Collaborative approaches to self-evaluation</li> <li>• Analysis and evaluation of intelligence and data</li> <li>• Impact on learners' successes and achievements</li> </ul>	<ul style="list-style-type: none"> <li>• Developing a shared vision, values and aims relevant to the school and its community</li> <li>• Strategic planning for continuous improvement</li> <li>• Implementing improvement and change</li> </ul>	<ul style="list-style-type: none"> <li>• Learning and engagement</li> <li>• Quality of teaching</li> <li>• Effective use of assessment</li> <li>• Planning, tracking and monitoring</li> </ul>	<ul style="list-style-type: none"> <li>• Wellbeing</li> <li>• Fulfilment of statutory duties</li> <li>• Inclusion and equality</li> </ul>	<ul style="list-style-type: none"> <li>• Attainment in literacy and numeracy over time</li> <li>• Overall quality of learners' achievement</li> <li>• Equity for all learners</li> </ul>
School self-evaluation	4 good	4 good	4 good	4 good	4 good
Local Authority or Collaborative Review evaluation	4 good	4 good	4 good	4 good	4 good
HMI/Care Inspectorate evaluation	4 good	4 good	4 good	4 good	4 good



The National Standard for Early Learning and Childcare	Care Inspectorate - Key Question Measurement	Care Inspectorate Quality Indicators - Key Quality Indicators for inspection	HGIOELC - Key Quality Indicators for Inspection	Self-evaluation
<p>Criteria 1 The appointed Early Learning and Childcare Setting will have a high Quality Workforce.</p>	<p>Care Inspectorate evaluations are "good" or better on the key questions "how good is our staff team?" and "how good is our leadership?"</p>	<p>4.1 - Staff skills, knowledge and values 4.3 - Staff deployment* 3.1 - Quality assurance and improvement are led well</p>	<p>1.3 – Leadership of change 2.3 – Learning, teaching and assessment</p>	<p>4 good</p>
<p>Criteria 2 The appointed Early Learning and Childcare Setting will demonstrate an ability to support outcomes for children in relation to all aspects of their development.</p>	<p>Care Inspectorate evaluations are "good" or better on the key questions "how good is our care, play and learning?"</p>	<p>1.1 - Nurturing care and support 1.3- Play and learning</p>	<p>2.3 - Learning, teaching and assessment 3.1 – Ensuring wellbeing, equality and inclusion 3.2 – Securing children's progress</p>	<p>4 good</p>
<p>Criteria 3 The appointed Early Learning and Childcare Setting will have the right physical infrastructure, both indoors and outdoors to improve outcomes for children</p>	<p>Care Inspectorate evaluations are "good" or better on the key questions "how good is our setting?"</p>	<p>2.1 - Quality of the setting for care, play and learning</p>	<p>2.3 - Learning, teaching and assessment 3.2 - Securing children's progress</p>	<p>4 good</p>

## Section 3: Improvement Plan 2023-24

Establishment	Rosewell PS and ELC
Associated School Group	Lasswade
Session	2023-24
Prepared by	Shona Richardson
Date	20.06.23
Reviewed by	Name
Reviewer recommendations	SQIP agreed Notes for SQIP requires amendment: <i>To be completed by Quality Improvement Manager</i>
Date signed off	Date <i>To be completed by Quality Improvement Manager</i>

<p><b>Why?</b> Our vision</p>	<p><i>All children, young people, adults and communities in Midlothian are supported to be the best they can be. This will be achieved through a nurturing, respectful and collaborative approach that promotes wellbeing, equity, inclusion and lifelong learning.</i></p>	
<p><b>What?</b> Our improvement priorities</p>	<p><b>Raising attainment to ensure that all children and young people in Midlothian achieve outcomes which lead to positive destinations</b></p> <ul style="list-style-type: none"> <li>● Learning, teaching &amp; assessment</li> <li>● Curriculum</li> <li>● Equity</li> </ul>	<p><b>All children &amp; young people feel valued &amp; included, and have the same opportunities to succeed</b></p> <ul style="list-style-type: none"> <li>● Relationships</li> <li>● Wellbeing &amp; care</li> <li>● Inclusion &amp; targeted support</li> </ul>
<p><b>How?</b> Our improvement drivers</p>	<ul style="list-style-type: none"> <li>● Continuous professional learning for all colleagues</li> <li>● Data which drives improvement</li> <li>● Quality improvement framework</li> <li>● Strong leadership at all levels</li> <li>● A children's rights-based approach</li> <li>● Digital empowerment</li> </ul>	

**Raising attainment to ensure that all children and young people in Midlothian achieve outcomes which lead to positive destinations**

- Learning, teaching & assessment
- Curriculum

- Equity

	Where we are in Summer 2023	By Summer 2024	By Summer 2027
–	Almost all teachers are implementing the school's agreed effective features of learning, teaching & assessment.	All teachers are implementing the school's agreed effective features of learning, teaching & assessment. They regularly moderate the planning, delivery and assessment of learning and teaching across the school, ASG and other local authority schools. Accuracy of teacher judgements of achieved levels is secure	All teachers will have had an opportunity to moderate the planning, delivery and assessment of learning and teaching across other authorities  Teacher judgement of attainment of a level is always supported accurately by attainment data.
∪	Revisit our curriculum rationale with all stakeholders so there is an understanding of what the school is trying to achieve through its curriculum	SLT will have a clear vision for the on-going development of the curriculum through manageable and ambitious long term plans.	All teachers will have engaged regularly with curriculum development through collaboration with partners. Creative and innovative approaches to curriculum development will be embedded and support high quality outcomes for all our learners
≡	We make good use of staffing as well as a wide range of appropriate resources to support and challenge learners at all levels of their learning.	Teachers will make use of digital technologies to support equity in learning as appropriate.  Our curriculum rationale will be structured to support equity of opportunity for all.	We have robust systems in place to support the removal of barriers to learning and to provide equity for all.

Key Actions	Lead Person	Timescale	Expected measurable outcomes for learners
Highly effective features of learning will be shared with new members of staff so that they are able to implement them from the start of the session. Remind existing members of staff of agreed expectations Staff will attend authority CLPL on LTA and new framework	SR	August 2023	All learners will experience high quality learning and teaching - measured through Learning Trios and Drop-Ins
We will continue to develop our Assessment Calendar to ensure relevance and this will be shared before the start of term to ensure new staff are aware of assessment dates.	SLT	end of June 2023	Assessment approaches will be matched to needs of all learners and are used to support them to demonstrate where they are in their learning
Walk-throughs (SLT and staff Learning Trios and shared classroom practice) will take place throughout the year to ensure consistency of approach to learning teaching and assessment and for any adjustments and changes to be made in a timely manner.	SR	By June 2024	All learners will teaching and learning experiences that are matched to their needs
Continue to develop teacher engagement with data to ensure it is being used effectively to plan for support and challenge for learners.	SLT	once per term	All teachers will have developed skills of data analysis which are focused on

Key Actions	Lead Person	Timescale	Expected measurable outcomes for learners
			improvement for all identified learners in support and challenge groups
All first level classes will engage with SEIC Writing Connectors Programme to develop our approach to writing and build consistency across the levels.	HC	Start August 2023	Learners working within 1st level will have improved attainment
All staff to be trained in Concrete Pictorial Abstract Approaches, STEM group to lead	STEM group	term 1	All learners will experience appropriately challenging activities that are matched to their needs
Continue to upskill our Learning Assistants in numeracy and literacy interventions to support and challenge learners across the school. Link with ASG maths lead to support with this.	VT/RF	Term 1	Identified learners who participate in numeracy intervention groups will have improved attainment
Develop a programme for an Early Years Collaborative with partner ELCs and other Midlothian settings who may wish to be involved. Look at potential training and opportunities to look around other settings to share good practice.	SR	One meeting per term	Our learners in the ELC will have improved learning opportunities that are appropriately challenging and creative
Our approach to reading (Hooked on Books) will be embedded across P3-7 with new staff being trained and using this with their classes.	HW	Term 1 onwards	There will be an increase in P3-P7 learners being on track in reading
We will work to develop a more creative and open-ended approach to learning. We will explore this across all areas of the curriculum with particular focus on our Big Question in IDL.	SR	Term 1 onwards	All learners will be involved in planning and evaluating their learning
Cooperative learning will be embedded across the school - commitment to at least one lesson per week	SLT	Term 1 onwards	All learners will play an active role and leading role in their learning
The language of learning will be embedded from P1-P7.	SLT		All learners will be able to articulate what and why they are learning and how this relates to skills for life
Our approach to target setting from P1-P7 will be embedded consistently across the whole school	SLT	Weekly	All learners will engage in self assessment to improve their learning
The focus of staff meetings will be professional dialogue with opportunities for all staff to feedback on CLPL and curricular leads to feedback from central meetings	SLT	Fortnightly	All staff will access and apply relevant findings from educational research to improve L+T for all learners
All staff will engage with the Digital Literacy Framework	LM	Term 1 onwards	All learners will experience improved and progressive digital technologies learning skills
A new robust approach to Spelling introduced across P3 - P7	Literacy lead	Term 1 onwards	Decrease in the number of learners requiring SfL support

**All children & young people feel valued & included, and have the same opportunities to succeed**

- Relationships
- Wellbeing & care
- Inclusion & targeted support

	Where we are in Summer 2023	By Summer 2024	By Summer 2027
<b>R</b>	<p>Almost all staff have participated in Pivotal Training and/or have participated in professional reading and dialogue about the importance and impact of building positive relationships with our learners</p> <p>Staff are aware of the Midlothian Framework for Relational Practice</p>	<p>The learning environment is built on positive, nurturing and supportive relationships. Creative approaches have been used to build relationships and engage with families</p> <p>All teachers are implementing the Midlothian Framework for Relational Practice.</p>	<p>Relationships with learners, parents/carers and the wider school community is characterised by trust and respect</p> <p><i>Relational practice is observed and embedded in all classrooms.</i></p>
<b>W</b>	<p>There is a plan for a high quality Health and Wellbeing programme to be created and implemented next session. This will be led by the ASG HWB co-ordinator .</p> <p>Almost all staff are proactive in promoting positive and supportive relationships based on their knowledge of child development and policies and practices</p>	<p>A robust HWB plan will have been implemented across the whole school. Staff will be sensitive and responsive to the wellbeing of all learners and will know and understand the use of wellbeing indicators as an integral part of school life</p>	<p>Our school community will have a shared understanding of wellbeing and in the dignity and worth of every individual including the rights of the child</p> <p>We know and can demonstrate that all of our learners feel safe, healthy, nurtured and included</p>
<b>I</b>	<p>Almost all staff take account of legislative framework related to inclusion</p> <p>Learners are identified early through reliable and valid assessments</p> <p>Targeted support leads to improved outcomes for almost all of our learners</p>	<p>Targeted support, built on robust embedded universal support and improved understanding of legislation by staff, leads to improved outcomes for all our learners</p>	<p>We understand, value and celebrate diversity and challenge discrimination . We have robust and effective strategies in place which are improving attainment and achievement for all learners facing challenges</p>

Key Actions	Lead Person	Timescale	Expected measurable outcomes for learners
We will continue to develop our use of the Glasgow Mental Wellbeing Profile with a focus on teachers engaging with the data in order to support with relevant interventions	VT	June 2024	All learners will use the wellbeing indicators to self assess and supports and interventions will be put in place as required
Staff will engage with and will implement the Midlothian Framework for Relational Practice -	SLT	August 2023	All learners will feel valued as an individual
Refresh our Relationship Policy with all stakeholders - evaluative survey to be carried out at beginning and end of session with learners	SLT	by June 2024	All learners will feel valued as an individual
Create a one page document on Cost of the School Day to provide feedback to parents	SR	by Term 1	Barriers to participation for all learners will be identified and supports put in place to support inclusion
Revisit Zones of Regulation to support a common language and framework to support positive mental health and self regulation in our learners. Develop individualised ZoR resources for individual learners	SLT /SfL	Term 1 onwards	All learners will use the language of ZoR and know how to access strategies to support self regulation
Implement a robust HWB programme (ASG lead)	ASG lead	Term 2 onwards	All learners will have access to high quality teaching and learning through a robust and well-planned HWB programme
All staff will engage in further Restorative Training	SR/EPS	by end of session	All learners will have support to build and maintain positive healthy relationships and be able to resolve conflict
Learning for Sustainability Leadership groups will be fully implemented (to include parents and other partners if possible)	All Leads	Two per term	All learners will have an opportunity to lead learning across the school leading to improvements in the school and, in some cases, through active participation in the community
Training in Seasons for Growth and LIAM for key staff	SfL	by end of June 2024	identified learners will have targeted, wellbeing support
Focus on high quality outdoor learning experiences at the woodland classroom	SLT	Two sessions per year	All learners will experience high quality outdoor learning that are used to promote positive relationships and wellbeing
Revisit our approach to Child Planning Meetings to ensure all stakeholders are clear on their roles and responsibilities with regards to Child Planning process and the subsequent actions.	VT/RF	Term 1	All children and their parents/carers will be fully involved in decisions about how their needs are met
Revisit our Curriculum Rationale to develop a curriculum that is fit for purpose in line with our work on Equality and Diversity	SLT	by end of June 2024	All learners will have a curriculum that reflects equality, inclusion and diversity





# Improvement drivers *Please briefly explain how you are embedding the 6 drivers in 2023 - 2027.*

## Continuous professional learning for all colleagues -How is continuous professional learning enabling you to achieve your school improvement priorities?

- Staff have engaged in SEIC Action Research Schools in session 2022-2023 to identify good practice in teaching reading skills with the ultimate aim of improving attainment in reading. In session 2023-2024 P2 - P4 staff will be engaging in SEIC's Writing Connectors programme with a similar aim ie to research good practice in writing and to use professional knowledge gained to improve attainment in writing across 1st level.
- We have regular professional dialogue meetings throughout the session . There is now a growing culture of professional learning amongst staff and they are encouraged to share their own professional learning at these meetings .
- We are collating a list of suggested professional reading materials to add to our staff library
- At least one individual PRD target is linked to school improvement priorities

## Data which drives improvement -How are you using data to drive school improvement?

- All staff have engaged, and are familiar with, the data for their class and, after each assessment, tracking spreadsheets are kept up to date. Staff are encouraged to use the data to inform their discussion at Tracking and Monitoring meetings.
- Data is used to identify gaps and to plan for interventions. (Staffing has had a significant impact on the impact of interventions this session)
- SLT use the Lasswade data dashboard for comparison and to identify gaps

## Quality improvement framework - What quality improvement activities do you have planned for the session?

- Scheduled drop-ins and walkthroughs .
- Learning Trios across school (x2) including learners and parents
- Learning Trios across the ASG (x2)
- Tracking and Monitoring Meetings
- SfL liaisons
- Learner focus groups - one per term
- Parent focus groups - one per term
- Moderation of learning including digital , jotters, forward plans, class termly overviews

## Strong leadership at all levels. How will leadership be developed across your school during the session?

- All class teachers have an area of responsibility for leading learning. These are discussed during PRDs .
- Staff will have an opportunity during Professional Dialogue sessions to feedback on their area of leadership
- Support staff will be encouraged to buddy up and/or take on an aspect of leadership eg playground games/outdoor learning this session

## A children's rights-based approach - How will you continue to embed UNCRC within your school?

- Our RRS leadership group will continue to meet regularly throughout the year with learners from P1-P7 who will work to widen the awareness of Rights of the Child amongst learners and their families.
- Action Plan for 2023-2024 will be shared with all staff so that all staff and learners will be involved in the development of our children's rights-based approach.

- Our Children's Rights leads to attend regular authority network meetings to share good practice

**Digital empowerment - What are your digital inclusion & learning priorities for this session?**

- To ensure that the Digital Literacy Framework is shared with all staff [Digital Literacy Framework](#)
- All new staff, including ELC, to be added to the Google Workspace Classroom
- Rosewell Digital Action Tracker to be shared with all staff to utilise our Digital Technologist school visits
- All staff encouraged to interact with the Google Workspace skills, with reference to the Digital Literacy Framework, to ensure that learners can successfully achieve
- All Chromebook learners introduced to, and using, the Read and Write toolbar
- Use the Digital Wellbeing and Citizenship Progression shared June 23 as a basis for our own digital wellbeing progression
- Begin to self evaluate and record success using the Become a Digital School tool in order to work towards achieving the Digital Schools Award Scotland and the Digital Wellbeing Award
- Second level classes to develop digital skills using the Google Workspace tools

**Associated School Group Improvement Plan** [ASG Plan 2023-2024](#)

