



Standards and Quality Report 2017-18 Improvement Plan - Year 2018-19



Contents – Standards and Quality Report

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1. Our School Vision, Values and Aims

Co-operate

Resourceful

Concentrate

Explore



Resilient

Perseverance

Imagine

Reflect

We Believe We Achieve

We are committed to our families, our community and our parish to enrich the lives of every child in our care.

For all in our school community to believe that we can achieve we **aim** to:

- Inspire belief within ourselves
- Challenge ourselves and realise our own and others potential
- Create an ethos of trust and respect
- Celebrate our individuality and heritage

"Let the children come to me, and do not hinder them, for to such belongs the Kingdom of God."

Luke 18:16

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

Staff identified in our self evaluation in session 2015-2016 that our vision, values and aims required review in school.

In September 2016, Nicola McDowell, our School Group Manager led a session in school for staff on our vision. Staff considered how key headings were important to our school. Staff then looked at a range of school visions to identify themes that were important and of relevance to our school. Group learning and presentations highlighted a consistent thought process across staff linked to our vision. Staff decided on our vision: We Believe! We Achieve!

In November 2016 staff met again to discuss our values and aims for our school. Staff considered a range of examples, identifying features that were liked and those that we discarded. Staff worked in groups to create aims linked to our previous learning with Nicola and that we thought were important to our school. Each school shared their learning and key features were identified from each for inclusion. The senior leadership team were tasked with completing this.

In January 2017, the vision, values and aims were agreed by staff. The document created went out to parents for consultation – 2 responses were returned. Senior Leadership Team met with the Parent Council who approved the document on behalf of the parent forum.

Pupils were involved through assemblies based on the words believe and achieve. Pupils worked in classes to state what these words meant to them. These examples are now the focus of our believe/achieve wordle at our school entrance.

Following HMle inspection in June 2017, staff have since revisited the shared vision of We Believe! We Achieve! This has been a focus of staff meetings and CAT sessions, as well as through regular meetings with our school group manager. Pupils have regularly revisited the language of learning words that form our vision.

A School Review took place in March 2018. Pupils were invited to discuss the school vision and values. Pupils were able to talk positively about the language of learning in school.

3. Context of the School

St. Luke's RC Primary School serves the community of Mayfield and Easthouses within Midlothian Council.

Our school is situated on a shared community campus, which consists of Mayfield Primary School, Mayfield Nursery and Midlothian Sure Start and our school. Our school was the first shared campus in Scotland and is commonly known as the 'combined school' in the local area.

Mayfield is an area of social and economic deprivation within Midlothian and 76% of our current pupils live within the deciles of SIMD 1-3. This demographic can provide challenges within school, but our school vision statement 'We Believe! We Achieve!' encompasses everything that our school community stands for. Our school is a co-education, Roman Catholic school and our pupil role for session 17.18 is 195. 76% of our pupils live in SIMD 1-3, with 22% of pupils living in deciles 4-7. In June 2018 we have 3 LAAC children and no children on the child protection register. At present 19.5% of pupils have English as an Additional Language.

At present we have a staff team of 10 class teachers, one who works part time, and a 0.567 FTE Support for Learning Teacher. From August 2018, 2 Acting Principal Teachers will be in post from staff, utilised from our PEF allocation. Presently there are 7 learning assistants, 4 of whom work full time and 3 part time. Two members of staff are temporary and will not be retained in school August 2018. We also have a full time administrative assistant. Our senior leadership team consists of an Acting Depute Head Teacher and a Head Teacher.

Staffing in school remains inconsistent. Recruitment and retention of teaching staff remains an issue for the school, based on the denominational requirements and negative attitudes towards the school's location. Our staff team is very young and inexperienced in the main, which can provide exciting and innovative approaches to teaching, while also requiring coaching and mentoring linked to curriculum planning and classroom management. Midlothian Council have been fully supportive here in recruiting key members of staff for our school.

Our Learning Assistants have this session led on many initiatives in school, developing their own capacity and improving outcomes for learners. These have provided many opportunities for learners including Seasons for Growth, Fresh Start, Read Write Inc, Accelerated Reader, Talk Boost, Children's University and STEP. Alongside this our Learning Assistants have had to be targeted to support pupils with more complex social, emotional and behavioural needs across the school.

Much strengthened relationships have been established with our campus school across this session with a shared improvement plan and shared development sessions, moderation and meetings in place. This has been much valued by all staff. This will continue to be a key focus moving forwards.

Our school works alongside our partner faith schools as part of the St David's Associated Schools Group. Our school plays an active part in this community, participating in shared CAT sessions linked to an ASG improvement plan. Pupils in our school transfer to St David's RC High School, and all pupils from Primary 6 and Primary 7, participate in all transition and enhanced transition experiences.

Our school sits in the Newbattle locality in Midlothian, and we are fully involved in the Newbattle Learning Community, which involves all primary schools in the locality. Our school has used PEF funding to participate in a shared wellbeing locality model for all schools, providing consistent approaches and services for all users. We participate fully in all learning community events.

4. Review of progress for Session 2017-18

School Priority 1: Raising Attainment in Literacy – raise attainment in reading across the school	
<p><u>NIF Priority</u> Improvement in attainment, particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged children</p> <p><u>NIF Driver (Optional)</u> School Improvement Assessment of Children’s Progress Parental Engagement</p>	<p><u>HGIOS 4 Quality Indicator(s) / HGIOS-ELC</u></p> <p>3.2 Raising Attainment and Achievement</p> <p><u>Local Authority priorities (see PPP 69)</u> Successes and Achievements Learning Provision</p>
<p>Progress and Impact: This priority targeted all pupils in our school to support improvements in reading and writing. Key staff in P1-P3 were trained in Read Write Inc and Fresh Start reading recovery programme. Staff in P4-P7 were tasked with ensuring a skills based approach to reading was in place in all classes on a weekly basis. All staff worked collegiately to form consistent approaches to teaching, with appropriate assessment and tracking in place. RWI was targeted as a key support for pupil, based on inconsistent literacy attainment in our early years and falling baseline assessment data on entry in P1. Fresh Start pupils were targeted based on attainment data and limited related progress. In school, regular 6 weekly tracking was in place for all P1-P3 pupils and all pupils identified for Fresh Start. Across the school termly attainment meetings took place for all class teachers, predicting progress, CfE levels and identifying pupils who required interventions. With RWI in Primary 1, pupils were significantly below average on entry in to school and again in October 2017 where 100% of P1 pupils were below the expected level for Read Write Inc. By December 2017 100% of P1 pupils had made progress and 52% of pupils were in line with RWI expectations. In February 2018 100% of pupils continued to make progress and 76% of pupils were in line with or indeed exceeding Read Write Inc expectations for a P1 learner. In Primary 2 October assessments indicated that 70% of pupils were performing below RWI expectations for a P2 pupil. December 17 assessments 54% of pupils were in line or exceeding RWI expectations. In February 18 89% of pupils made progress and 56% of pupils were in line with or exceeding expectations for a P2 child. In Primary 3 October assessments indicated that 65% of pupils were performing below RWI expectations. In February 18 100% of pupils made progress on their previous score and 45% of pupils were in line with or exceeding RWI expectations for a P3 child. Fresh Start Info – 27% have made more than 6 months progress in reading 27% have made more than 1 year’s progress 36% have made between 2 and 5 years progress 18% have made more than 5 year’s progress CfE Levels across the school show improvements in reading at all stages in session 17.18.</p>	

In Primary 1, 97% of pupils achieved early level, compared with 84% of pupils last session. This highlights a 13% rise in attainment, rather than the 5% aspiration. Our P1 data shows that our scores for this session in reading are 17% higher than the national average for last session.

In Primary 4, 92% of pupils achieved 1st level, compared with 78% last session. This highlights a 14% rise in attainment rather than the 5% aspiration for this session. Our P4 data shows that our scores for reading this session are 15% higher than the national average for session 16.17.

In Primary 7, 93% of pupils achieved 2nd level, compared with 72% last session. This highlights a 21% rise in attainment rather than the 5% aspiration for the session. Our P7 reading data shows that our scores for this session are 17% higher than the national average in session 16.17.

Next Steps:

- **To continue to develop consistent practice across our early years in reading, ensuring all staff are trained in RWI approaches**
- **To ensure consistent, approaches to skills based reading across P4-P7 classes**
- **To ensure all pupils in SIMD 1-3 make progress in line with local and national averages in reading**
- **Parental engagement events to be held to support with learning at home**

School Priority 1 – Raising Attainment in Literacy and Numeracy – To raise attainment across the school in writing

NIF Priority

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

HGIOS 4 Quality Indicator(s) / HGIOS-ELC

3.2 Raising Attainment and Achievement

NIF Driver (Optional)

School Improvement
Assessment of Children’s Progress
Parental Engagement

Local Authority priorities (see PPP 69)

Successes and Achievements
Learning Provision

Progress and Impact:

This intervention targeted all learners in school and a 5% rise in attainment was the expectation for all learners across the school. Clear expectations and approaches to the teaching of writing, along with a policy statement was shared with all teaching staff at the beginning of the session. The teaching of genre and skills on a weekly basis was emphasised and writing was monitored across the session, to ensure consistent approaches were maintained. Moderation of writing was a key priority and staff met termly with colleagues from our campus school to moderate pieces of writing and identify next steps for pupils. This supported staff in ensuring they had clear expectations, were familiar with the benchmarks and could identify next steps for all learners. Feedback from staff indicated that this was a valuable and constructive process supporting their own professional judgements. Termly attainment meetings were introduced for all teaching staff. Staff had to use their data and predict pupil progress across the session in writing. The expectation from senior leadership team was that all pupils would achieve the expected level. Staff had to give clear justifications, identify supports in place and show progress for those learners not predicted to achieve. CfE levels for session 17.18 shown increased results following these interventions. In Primary 1, 83% of pupils achieved early level. This compares with 81% last session, which although not the 5% improvement aim, shows improvements and is 6% higher than the national average for last session. In Primary 4, 96% of pupils achieved first level. This compares with 78% last session, an increase of 18%, far surpassing our 5% improvement aim, with pupils performing 25% higher than the national average in writing from session 16.17. In Primary 7, 86% of pupils achieved second level. This compares with 32% from last session, far surpassing our 5% improvement aim, with our pupils now also outperforming the national average by 19%. This is a vast change in performance from last session.

Next Steps:

- To ensure consistent approaches to the teaching of writing across all stages of the school in August 2018

- To ensure all pupils receive writing once weekly as part of learning, that it genre specific
- To ensure staff have access to moderation across our school, our campus and the local authority to continue to develop teacher judgement and use of assessment data
- To ensure all pupils play an active role in planning their learning in literacy across the school

School Priority: To close the gap between the least and most disadvantaged in our school – a focus on attendance and recognising achievement across the school

NIF Priority

Improvement in attainment, particularly in literacy and numeracy
Closing the attainment gap between the most and least disadvantaged learners
Improvement in children and young people’s health and wellbeing

HGIOS 4 Quality Indicator(s) / HGIOS-ELC

NIF Driver (Optional)

Parental Engagement
School Improvement
Assessment of Children’s Progress

Local Authority priorities (see PPP 69)

Progress and Impact:

Attendance and Lateness

In June 2017 we undertook a period of monitoring to gather evidence for a baseline of lateness across the school. Evidence collated highlighted that in the month of June 2017, 2681 minutes of learning were lost to lateness across our school. This equated to nearly two whole weeks of learning lost in school. In August 2017 a new approach to lateness and attendance was shared with parents. The information on lateness was shared to highlight to families the level of concerns from the school. A suite of letters was created for both attendance and lateness, and close monitoring of attendance and lateness weekly commenced. School began to contact parents and carers regularly when attendance or lateness hit one of the shared trigger numbers and in some instances, families have been brought in to school to be given further support. A walking bus and breakfast club have been established and a home school practitioner works tirelessly to support families in ensuring pupils access school regularly.

Since August 2017, the average number of minutes lost to learning is 926 minutes per month. This includes the lateness information for pupils with significant lateness across the school. Monthly data is indicated below:

<i>Month</i>	<i>Minutes of lateness across the whole school</i>
<i>August 17</i>	<i>270 minutes</i>
<i>September 17</i>	<i>820 minutes</i>
<i>October 17</i>	<i>1110 minutes</i>
<i>November 17</i>	<i>1640 minutes</i>
<i>December 17</i>	<i>1210 minutes</i>
<i>January 18</i>	<i>610 minutes</i>
<i>February 18</i>	<i>825 minutes</i>
<i>March 18</i>	<i>1020 minutes</i>
<i>April 18</i>	<i>610 minutes</i>
<i>May 18</i>	<i>770 minutes</i>

In May 2018 our figures for attendance highlight that:

114 (58.5%) of our pupils currently have attendance of 95% or higher, and 152, (78 %) of our pupils have attendance of 90% or higher this session. Alongside this there are currently 12% of our pupils with 100% attendance.

All classes in school have attendance for the session of 93.5% or higher, with one class sitting up 95% in May 2018. In 12 out of the 22 weeks so far this academic session, our whole school has achieved the 95% expectation in our improvement planning.

Weekly monitoring of attendance information indicates that the number of unauthorised absences has reduced across the school this session, with families contacting the school to make us aware of absences and reasons for these.

Achievement in School

Our school has had a strong focus on recognising achievements and raising the profile of achievement in school since our Inspection in June 2017.

This has been achieved in a number of ways including:

- Children's University as a platform for recognising achievements both in and out of school.
- Introduction of achievement books for all classes where all achievements, both in and out of school can be recorded for the class and teacher. A set of criteria have been established to support this
- Clear focus on achievement and our school language of learning in all school assemblies
- Achievement Assemblies have been introduced with our campus school monthly. Specific achievement certificates awarded monthly and individual successes are shared and celebrated
- A record of all clubs attended by pupils across the school has been created.
- Introduction of individualised learning programmes to support success – accelerated reader, STEP, Fresh Start, Seasons for Growth, TalkBoost and Read Write Inc
- Use of Twitter across the school and the creation of a SchoolApp to share successes and achievements in our wider community

Next Steps:

- **To continue to scrutinise attendance and lateness data on a weekly basis, contacting families when appropriate**
- **To reward successes in attendance through a suite of certificates linked to attendance each term**
- **Teachers to discuss attendance and lateness monthly with senior leadership team to discuss trends**
- **To continue to promote and embed the walking bus and breakfast club as a support for families**
- **To ensure all year groups in school achieve the minimum expectation of 95% attendance and strive for the Midlothian aim of 97% for all learners**
- **To continue to embed Children's University in school, providing support to pupils and families**
- **To introduce a new method of digital communication in school to support sharing of successes with families**
- **To further develop links with organisations in our local community to support pupils in their wider learning**
- **To revise our approaches to achievement assemblies to ensure best practice**

School Priority: To engage pupils and families in the learning of the school

<u>NIF Priority</u> Improvement in attainment, particularly literacy and numeracy Closing the attainment gap between the most and least disadvantaged children	<u>HGIOS 4 Quality Indicator(s) / HGIOS-ELC</u> 1.1 2.3 3.2
<u>NIF Driver (Optional)</u>	<u>Local Authority priorities (see PPP 69)</u>

Progress and Impact:

Following HMle visit in June 2017 and our own self evaluations, our school has prioritised the engagement of both pupils and families as a priority for this session.

Parental engagement was highlighted as an area of development from our inspection. A questionnaire was sent to all carers in school to establish a baseline and to ensure the needs of our families were being met. The questionnaire had 3 main areas of focus: volunteering in school, learning at home and collaboration with our community. This questionnaire indicated that:

- Parents would like to volunteer in school
- Parents would like more opportunities to be in school
- Parents would like to up level their own skills in literacy and numeracy to support their children
- Parents would like more information on services available to them in our local community
- Parents would like to access the support of our home school practitioner

Following this consultation a number of service have been introduced in school:

- Weekly coffee morning
- Parent sessions led by specialist teachers – PE fitness sessions, parent choir, parent guitar lessons
- Newly appointed home school practitioner is sourcing support to lead parent groups in literacy and numeracy, as well as digital learning in school
- Newly appointed home school practitioner has a range of services available to parents in school, and is supporting parents to access services
- Database of clubs in our community created for parents

School also provided opportunities for families to experience learning and the sharing of learning in all classes once per term through our BOATS (Bring Our Adults To School) sessions. Feedback from all parents attending has been collated in school in a parental engagement folder, and indicates a positive response from families.

PEF Consultations in March 18 have also involved our families. Recommendations from parents have been included in our planning for next session. These include:

- 2 Acting Principal Teachers to be appointed in school to support with raising attainment in literacy and numeracy
- Home School Practitioner to be employed to support families in our school community
- Numeracy and maths as a priority for raising attainment for all learners

Pupil voice has been an area of development since our inspection in June 17. Pupils have become more involved in their learning in the class and expect learning intentions and success criteria to be part of their everyday learning. Pupil folios have been established across the school to set targets in literacy for all pupils, and pupils have been actively encouraged to discuss learning with key adults in their classes.

Feedback from our school review in March 18 indicated that the review team recognised that pupils were more confident in discussing their learning and were now able to discuss what they were learning and why. They identified that in some classes pupils were co-constructing success criteria and were able to identify their next steps in learning. This now needs to be common place and consistent across all classes.

A pupil council has been established in school and has held its first meeting. More meetings are planned for the remainder of the session. Anti-bullying ambassadors are in place in all classes and have a role in supporting in ensuring pupils are aware of bullying and that incidents are reported from their class.

Next Steps:

- **Timetable for the school session in engaging families in learning opportunities across the school**
- **Family learning programmes to be established in school for next session**
- **To ensure the skills framework for learning, life and work is a key feature of practice in school**
- **To provide a calendar of opportunities for pupil voice across the school year**
- **To develop a more pupil and family focused method of reporting on pupil target setting and progress to pupils and families**

5. What is Our Capacity for Continuous Improvement?

Quality Indicator	School Self Evaluation	Authority Inspections / Theme visits	HMle Inspection Grades
1.1 Self Evaluation for self improvement	3 (May 18)	3 (March 18)	3 (June 2017)
1.3 Leadership of Change	3		
2.3 Learning, teaching and assessment	3		
3. Ensuring well being equity and inclusion	4		
3.2 Raising attainment and achievement	3 (May 2018)	3 (March 2018)	2 (June 2017)
2.2 Curriculum – Theme: Learner pathways	3		
2.7 Partnerships – Theme- Impact on learners	3		

6. Highlights from Session 2017-18

Session 2017.2018 has proven to be a year of memorable highlights and successes for our school.

On an academic level, linked to performance and expectation of pupils, our school has made significant progress since last session. Last session our attainment data for pupils continued to show inconsistency across the school and a significant decrease in attainment as pupils moved into the senior stages of the school. This information is highlighted below:

	Primary 1 June 17	Primary 4 June 17	Primary 7 June 17
Listening and Talking	78%	91%	72%
Reading	84%	78%	72%
Writing	81%	78%	32%
Numeracy	88%	91%	50%

A priority for session 2017.2018, and following a grading of 2 (weak) by HMIE in relation to 3.2 Attainment and Achievement, ensured a strong focus on raising attainment throughout this session.

Rigorous monitoring of forward planning and focused termly attainment meetings with teaching staff, ensured that staff focus was always on raising attainment and early intervention to support the raising of attainment for all pupils. Moderation of literacy was a priority and staff engaged with the benchmarks on a regular basis. A strong focus on achievement of a level and monitoring of teaching and learning in all classes, as well as consistency in teaching across stages of the school and using agreed whole school interventions, attainment figures have increased dramatically, particularly in our P7 stage. 100% of our P1 pupils came in to school in August 2017 with a PIPS score below average. The use of a new approach to the teaching of reading and phonics was introduced to our P1 cohort. This programme was also introduced to all P2 and P3 pupils to support literacy development. In the upper school a recovery programme was also introduced to support pupils who were not achieving the expected levels in literacy. Our school has observed a dramatic increase in scores across the school. These are indicated below:

	Primary 1 June 18	National Average June 17	Midlothian Average June 18	Primary 4 June 18	National Average June 17	Midlothian Average June 18	Primary 7 June 18	National Average June 17	Midlothian Average June 18
Listening and Talking	93%	85%		96%	83%		93%	81%	
Reading	97%	80%		92%	77%		93%	76%	
Writing	83%	77%		96%	71%		86%	69%	
Numeracy	86%	83%		96%	75%		86%	70%	

Results from this session indicate that our school is performing above the national expectation at all stages in all areas of literacy and numeracy, and we are _____ in relation to the Midlothian average.

In session 17.18 our school established a much improved relationship with our campus school, Mayfield Primary School. Following independent school self evaluation, our schools identified that many common themes for school improvement were apparent and a shared improvement plan was created for this session. A clear focus on literacy, and in particular reading across both schools, has given opportunities for staff to share knowledge and skills, engage with the benchmarks in assessing pupil learning and progress, and develop confidence and skill in achievement of a level. Regular shared campus sessions have supported cross school and cross stage moderation to support staff judgement. Sharing of practice related to literacy has empowered many staff and will be a continued focus moving forwards.

Our school embedded itself as part of the Newbattle Learning Community this session, following an introduction to the community late in session 16.17. As part of this work, and through our Pupil Equity Funding, our school has benefited from a learning community approach to supporting our learners and families. Through the employment of a Partnership Manager, Empowering Families Project and the employment of our own Home School Practitioner within our school we have supported early intervention approaches for many families. The Empowering Families Project has enabled pupils and families to access therapeutic services at an early stage, providing invaluable support to a wide range of families in our school community. Our home school practitioner has established strong links with many families across the school, established a walking bus to reduce lateness and is supporting our school with our raising of attendance across the school. Moving forward our home school practitioner will become more involved in family learning programmes to support families across the school community.

Staff in school have become more involved in the learning community also through attendance at locality based events to share examples of good practice across the locality and to explore and learn more about the health care needs of our community and their role in supporting with this.

The work of our learning community will develop and continue into session 18.19.

Within school, we have had a strong focus on recognising and celebrating pupil achievement. Class achievement books are in place in all classes and pupils and staff members are encouraged to record their achievements both in and out of school. Achievement has been a strong focus as part of assemblies, and shared monthly assemblies have taken place with Mayfield Primary School to celebrate and recognise the achievements of both pupils and staff.

Children's University has been rebranded and developed in school across the school year. Significant input has been made to ensure all activities are available to pupils, including agreed in school activities to ensure equity for all learners. Pupil participation is much increased and regular logging of hours is now in place. Pupil progress in the programme is much increased and in the June graduations at Queen Margaret University 16 pupils have been invited to graduate. Children's University progress certificates are a regular feature of achievement assemblies.

Our school continues to be a centre of excellence for STEP Physical Literacy programme. Staff and pupils have shared our journey with visitors to our school, and staff members have shared their experience with colleagues in other local authorities and provided training sessions for staff in Midlothian. Our school also features on a STEP video outlining our school's experience and the excellent progress our pupils have made in all areas of learning since starting the programme.

Finally, our whole school Christmas initiative produced much excitement and anticipation across our school. Our annual Christmas lunch, ensured that all pupils were given the opportunity to participate in a traditional Christmas Lunch with staff, with crackers at the ready. This meant that all pupils were able to celebrate this festive period with their school family.

Recognising that not all pupils in our school would have a Christmas we would wish for them, our school worked with charities and groups to ensure all learners in our school received a Christmas present. Our last day in school saw a special overnight delivery from Santa for all pupils. Each pupil in school received a wrapped Christmas present, specifically chosen for them and meaning every child in our school had a present to open from Santa this year.

Part 2: Midlothian Education Improvement Planning – 2018-19

Establishment	St Luke's RC Primary School
Area	
Session	2018.2019
Planning Cycle	Baseline – cycle

SIGNATURES			
Head of Establishment	<i>Lindsey Walker</i>	Date	
ASG Manager	<i>Nicola McDowell</i>	Date	

The Single Midlothian Plan

Midlothian Education Strategic Overview

Creating a World Class Education System through Excellence and Equity

HGIOS 4

NIF

Creating a Competent System

*Common values,
aims and core beliefs
Systems leadership
System enablers*

Leadership Learning Community

Creating strategic leaders who collaborate across the system

Visible Learning

Creating a pedagogy of excellence that is about evidence based practice and the best current research

Single page Strategy

1. Priorities for Improvement in Current Year *(Please see PPP 69 February 2018 for key priorities for 2018-19)*

Overview	Planning cycle	Session:
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Number	NIF Priority	Aligned School Priority	Stage of Development	Main driver of priority					
		Main priorities must align with NIF/LA Priorities	Exploring, Developing or embedding	Self-evaluation/ school review/VSE	Education Scotland Report	HGIOS 4 QI	Well Being Wheel	Midlothian strategic priorities (✓)	Partnership working
1	NIF – Raising attainment , particularly literacy and numeracy <i>N.B. For Secondary schools may include other attainment targets</i>	To improve numeracy and maths attainment by 5% across the school	Developing	HMie School Review Attainment Review Attainment Data School Evaluation	YES	3.2 2.3 2.2 3.1 1.1	Achieving	YES	Yes Mayfield Primary School Newbattle Learning Community St David's ASG
		To ensure writing attainment is increased by 5% across the school (in line with Midlothian and national averages)	Developing	HMie School Review Attainment Review Attainment Data School Evaluation	YES	3.2 2.3 2.2 3.1 1.1	Achieving	YES	Yes Mayfield Primary School St David's ASG
		To maintain and develop new reading approaches across all classes	Embedding	HMie School Review Attainment Data School Evaluation	YES	3.2 2.3 2.2 3.1 1.1	Achieving	YES	Yes Mayfield Primary School St David's ASG
		To increase pupil voice and participating in learning across the school	Developing	HMie School Review School Evaluation	YES	1.1 1.2 2.2 2.4 3.2	Achieving Included	YES	
		To improve parental involvement through revised approaches to reporting	Developing	School Evaluation Education Scotland Guidance	NO	1.1 1.2 1.3 2.4 3.2	Achieving Included	YES	
2	Closing the attainment gap between the most and least disadvantaged children	To reduce the gap between all learners in school	Embedding	School Review School Self Evaluation PEF consultation Attainment Data	YES	1.1 2.1 2.4 2.3 2.5 2.6 2.7	Achieving Safe Included Nurtured Healthy	YES	Mayfield Primary School Newbattle Learning Community
3	Improvement in children and young people's health and wellbeing	To review and revise hwb curriculum in all classes, particularly food and health	Developing	School self evaluation		2.2 2.3 3.1	Achieving Included Healthy		

4	Improvement in employability skills and sustained, positive leaver destinations for all young people	To have a whole school approach, ensuring consistent approaches to our skills framework, and themed financial and careers learning weeks in school	developing	HME School Review Self Evaluation	YES	3.3 3.2 3.1 2.7 2.3	Achieving Included	Yes	Mayfield Primary School

2. Priority Summary and High Level Strategic Targets

Priority No.	Priority Area / Theme	Key Actions to meet targets	Expected outcomes for learners which are measurable and/ or observable – please refer to LA targets in PPP 69
1	Raise attainment and achievement, particularly in relation to numeracy and literacy (Numeracy priority year)	<ul style="list-style-type: none"> • Implementation of Numeracy and Maths action plan and targeted interventions based on attainment data • Development and implementation of pupil voice in learning and reporting • Family learning programmes for numeracy and literacy • Continued use of Read Write Inc in early years • Rigorous use of Accelerated Reader Programme and skills based approach to reading across the middle and upper school • Rigorous tracking and monitoring of student data • Full monitoring and moderation in place across the school year • Revised approaches to reviewing pupil progress and reporting trialled in school 	<ul style="list-style-type: none"> • Ensure CfE levels in Literacy and Numeracy by the end of P1, P4 and P7 are above the national average • Interrupting the cycle of poverty: 90% of children from SIMD 1 -3 achieving the expected CfE level in Literacy and Numeracy by the end of P1, P4 and P7 • Pupils are more actively involved in reviewing their learning and agreeing next steps with teaching staff and parents • Improved parental engagement linked to individual pupil learning in all classes
	Close the Attainment gap – See PEF	<ul style="list-style-type: none"> • Rigorous tracking and monitoring of student data , including the use of SIMD/FME and gender gap data • Full monitoring and moderation calendar in place across the session • Forensic use of data to plan targeted interventions and ensure impact on learners • Key staffing personnel in place to support attainment gap • Planned family/parental supports in place in calendar across session 	<ul style="list-style-type: none"> • Interrupting the cycle of poverty: Further 5% (or above 90% of pupils, whichever is higher in each instance) increase in number of children from SIMD 1 -3 achieving the expected CfE level in Literacy and Numeracy by the end of P1, P4, P7 • Monitoring of PEF interventions to support with closing the gap

	<p>Improving Children's health and wellbeing – Project Equity See <i>PEF action plan</i>.</p>	<ul style="list-style-type: none"> • Cost of school day exercise and improving access to extracurricular experiences • Continue to improve attendance figures and aim for zero exclusions in line with Midlothian expectations <p>Dignity at work policy is developed and shared with all staff in St David's ASG</p> <p>6 Principles of nurture to be established in all Newbattle locality schools</p> <p>Newbattle Learning Community wellbeing opportunities imbedded as per PEF planning</p>	<ul style="list-style-type: none"> • Further improve attendance and reduce exclusions across the school to be in line with Midlothian expectations • Equity interventions in place for all • Principles of nurture evident across the school to support learning
	<p>Improving curriculum and learning, teaching and assessment</p> <p>See <i>Visible Learning Action plan in SIP</i></p>	<ul style="list-style-type: none"> • Implementation of Numeracy and Maths action plan and targeted interventions based on attainment data • Development and implementation of pupil voice in learning and reporting • Family learning programmes for numeracy and literacy • Continued use of Read Write Inc in early years • Rigorous use of Accelerated Reader Programme and skills based approach to reading across the middle and upper school • Rigorous tracking and monitoring of student data • Revise approaches to long term planning and develop reactive, detailed weekly planning across the school • Use of Visible learning action plan to improve teaching and learning • Revise approaches to pupil progress and reporting across the school • Review and revise HWB curriculum in school, with particular attention to food and health 	<ul style="list-style-type: none"> • improved cfe results – 90% across all stages of the school <ul style="list-style-type: none"> • Pupil voice is evident in school and pupils and families can discuss their learning • Approaches to planning are less bureaucratic and focused on learning for pupils • HWB curriculum is tailored to meet the unique context of our school in terms of food and health • To ensure all pupils are participating in discussions linked to their learning and next steps along with family members

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

Number	Priority	Expected outcomes for learners which are measurable or observable	Lead responsibility	Timescales
1	To raise attainment for all learners in literacy and numeracy	<ul style="list-style-type: none"> 90% of all pupils (minimum expectation) achieve the expected level in literacy and numeracy in P1, P4 and P7 RWI tracking and monitoring of progress shows all learners are making progress on a 6 weekly basis AR tracking and monitoring of progress indicates all learners are participating and making progress each term Numeracy and Maths planning and tracking demonstrates broad coverage of learning at the appropriate level, with challenge and pace for all learners All pupils across the school can talk about their progress and next steps for learning in all aspects of literacy and numeracy 	Head Teacher Depute Head Teacher Principal Teachers Class Teachers	Termly monitoring of progress with senior leadership team Termly meetings with parents at consultations
2	To increase pupil voice and engagement across the school	<ul style="list-style-type: none"> <i>Pupil Council in place, with planned meetings and actions evident</i> <i>Pupil Voice Groups (ECO, Anti-Bullying, JRSO,HWB) all have areas of responsibility and regular meetings with senior leadership team</i> <i>All pupil learning folios in place with key evidence in place</i> <i>All pupils can share their learning and are able to discuss their next steps and where they are going to in their learning</i> 	All staff	2018-2019
3	To Close the Attainment Gap for Learners (See PEF)	<ul style="list-style-type: none"> All pupils have access to key supports in school (universal support) Rigorous tracking and monitoring of student data , including the use of SIMD/FME and gender gap data Full monitoring and moderation calendar in place across the session Forensic use of data to plan targeted interventions and 	All Staff	2018-2019

		<p>ensure impact on learners</p> <ul style="list-style-type: none"> • Key staffing personnel in place to support attainment gap • Planned family/parental supports in place in calendar across session • Cost of school day exercise and improving access to extracurricular experiences • Continue to improve attendance figures and aim for zero exclusions in line with Midlothian expectations • Dignity at work policy is developed and shared with all staff in St David's ASG • 6 Principles of nurture to be established in all Newbattle locality schools • Newbattle Learning Community wellbeing opportunities imbedded as per PEF planning 		
4	Improving Children's health and wellbeing – Project Equity	<ul style="list-style-type: none"> • Cost of school day exercise and improving access to extracurricular experiences • Continue to improve attendance figures and aim for zero exclusions in line with Midlothian expectations • Dignity at work policy is developed and shared with all staff in St David's ASG • 6 Principles of nurture to be established in all Newbattle locality schools • Newbattle Learning Community wellbeing opportunities imbedded as per PEF planning 	All staff	2018-2019
5	Improving curriculum and learning, teaching and assessment	<ul style="list-style-type: none"> • Implementation of Numeracy and Maths action plan and targeted interventions based on attainment data • Development and implementation of pupil voice in learning and reporting • Family learning programmes for numeracy and literacy • Continued use of Read Write Inc in early years • Rigorous use of Accelerated Reader Programme and skills based approach to reading across the middle and upper school • Rigorous tracking and monitoring of student data 	All Staff	2018-2019

		<ul style="list-style-type: none">• Revise approaches to long term planning and develop reactive, detailed weekly planning across the school• Use of Visible learning action plan to improve teaching and learning• Revise approaches to pupil progress and reporting across the school• Review and revise HWB curriculum in school, with particular attention to food and health		
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OPTIONAL PAGE

2.4 Working Group or Management Framework for Improvement Plan

Working Group	Priority	Suggested staffing	Lead responsibility