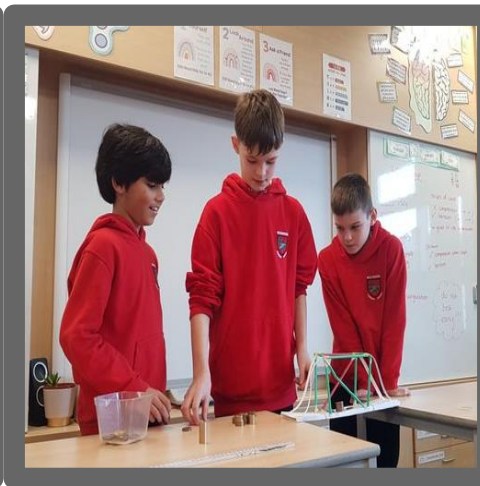


Woodburn PS and ELC Setting

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: Woodburn PS

School/setting location: Woodburn

Associated School Group: Dalkeith

School/setting roll:

- School - 650
- ELC, alongside Vogrie Outdoor ELC - 112

Woodburn Primary School is a non-denominational school that serves the Woodburn area of Dalkeith. It is the largest Primary School within Midlothian. The new school building opened in 2009 within the Dalkeith Campus.

The school has two wings. The first wing comprises the School Office, Early Learning and Childcare (ELC) Setting, Family Learning Centre, dining and activity halls. The second wing houses the classrooms. This wing is split into three sections with all classrooms opening out onto the atriums. In addition, there is an Expressive Arts Hall, and Library. The Library is currently being improved in partnership with the Parent Council and our Reading Schools Staff and Pupil Librarians Group. The school has multi-sport facilities including a Multi-Use Games Area (MUGA) used by children for P.E and for recreation. Members of the community make use of the school's facilities.

In the 2023-2024 school session there will be 670 pupils organised into 25 classes. Woodburn is a growing community due to new housing developments and the school roll is projected to increase further in the next few years. In order to accommodate this, there are plans to adapt and extend the physical learning spaces available for pupils. This building work is now due to commence in the Summer of 2023. Until the extension is completed, there will be 3 modular classrooms within the school grounds. Two of these will remain after the extension is completed to provide additional learning and community spaces. The school will also make use of the playing fields at the front of the building for playtimes and Physical Education. Woodburn Early Learning and Childcare (WELC) will continue its partnership with Vogrie outdoor ELC in order to support delivery of 1140 hours.

The Senior Leadership Team at Woodburn this session continues to provide stability. All staff are highly committed to supporting learners, they work effectively as a team. There is a strong ethos of sharing practice and of peer support and challenge. Self-evaluation is integral to how staff work with our community and is

an on-going feature of school life. All staff understand the need to be outward and forward looking in their evaluation and improvement activities. Staff continue to make effective use of research from Scotland and beyond to inform learning and development.

Scottish Index of Multiple Deprivation (SIMD) Profile

Quintile 1 SIMD 1 & 2	Quintile 2 SIMD 3 & 4	Quintile 3 SIMD 5 & 6	Quintile 4 SIMD 7 & 8	Quintile 5 SIMD 9 & 10	No Info
10.9%	51.8%	1.4%	31.6%	0.3%	4%

10.9% of our children are in the 20% most disadvantaged households in Scotland.

62.7% of our children are in the 40% most disadvantaged households in Scotland.

Woodburn has an active Parent Council (Parent Partnership), whose role it is to participate in policy developments and support the school in its drive towards continuous improvement. The group of committed parents/carers also organise fundraising events through the year.

Woodburn Primary School is allocated a sizeable amount of funding from the Pupil Equity Fund (PEF). The school has continued to consult with stakeholders to shape the effective use of this money. The majority of the funding provides additional staffing to support our work to close the poverty related attainment gap.

- Learning Assistants
- Early Years Homelink
- Youth Worker
- Curriculum Development Teacher Leads
- Play Therapists

In the 2022-2023 session funding was also used to:

- Ensure access for all pupils to all curricular and extracurricular opportunities.
- Resource and implement a reading programme.

b) School vision, values and aims

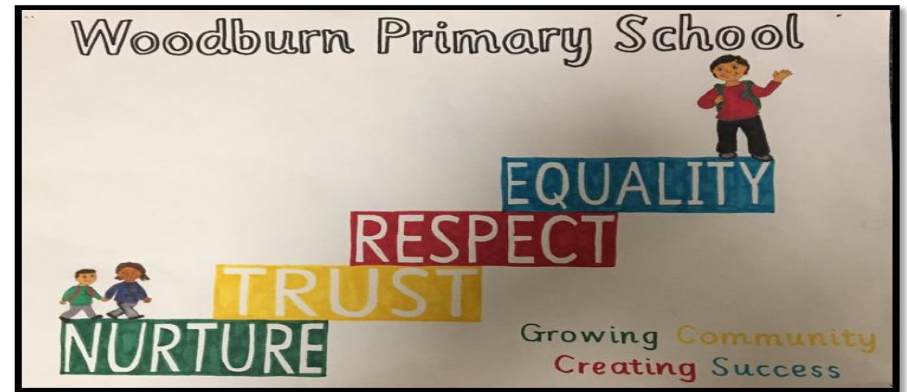
Our Vision, Values and Aims

Vision and Values:

Aims:

With our Vision and Values at the centre of our work and in partnership with our children, families and wider community we aim for our learners to:

1. Enjoy learning and strive to achieve more than they have before.
2. Acquire knowledge and skills to apply learning in school and beyond.
3. Be responsible global citizens who take responsibility for themselves, their actions and their behaviour.



As the school continues to move forward, the Vision, Values and Aims continue to shape improvement priorities and underpin the day to day work within the Woodburn Learning Community.

The Rights Respecting School Steering Group are currently refreshing the Values and are planning a consultation with children, staff and the school community. They feel our work around equity and social justice needs to be at the forefront of our values and are proposing this change.

The Importance of Working Together

We have a flock of geese that have been painted at our playground entrance. These symbolise the importance of working together. To learn more about what geese teach us, follow this link:

<https://www.ajrecruitment.com/blog/7-leadership-lessons-we-can-learn-from-geese/>

c) Consultation & communication



The Quality Assurance Calendar 2022 - 2023, provides a full description of our approaches to monitoring and self-evaluation within WELC and WPS. Key strategies to consult and communicate with stakeholders this session include:

With learners:

- Sharing key areas of School Improvement at the start of the school session and reviewing these as part of school assemblies and follow-up class tasks.
- Displays within the school building centred around key Improvement Priorities.
- Feedback through questionnaires - Reading and Nurture/Wellbeing.
- Linked to raising attainment in Reading, a Parent Council competition to design a new Library space and consultation with Pupil Voice Groups about the range of texts available within the space.
- Pupil Voice Groups:
 - Primary 7 House Captains
 - Eco Committee
 - Rights Respecting School Steering Group
- Learners with Additional Support Needs:
 - Dyslexia Group
 - Neurodiversity Focus - ADHD
 - Gathering feedback following wellbeing and learning targeted support.
 - Child Planning Meetings - developing effective strategies to hear learners' voice.

- Blether Buddies Self-evaluation key themes from 'Wee' HGIOS - 15th May 2023.

With parents, carers & families

- Overview of Standards & Quality and School Improvement shared at the start of the session. Presented at Parent Council, shared with Parent/Carer Forum via email and more widely made available through the school website.
- Updates about progress within Improvement Priorities, provided through Shared Learning, Newsletters, Twitter, Email, App and as part of Parent Council Head Teacher Updates.
- Parent Council contribution and involvement in our work to raise attainment in Reading through jointly improving the Library environment and texts.
- Parent Council feedback sought on the cost of school camp, excursions and the supports in place to ensure equity for all.
- Parent Council consultation on the provision of mixed gender dorms at Primary 5 and 7 camp, supporting our work on diversity and inclusion.
- Shared Learning for all families with a focus on work to improve Reading.
- When in school, Parents/Carers encouraged to view displays within the school building centred around key Improvement Priorities.
- Feedback through questionnaires e.g. Reading.
- Feedback at Parent/Carer Consultations - The 'Woodburn Offer' - what opportunities would they like every child to access in their time at Woodburn PS.
- Parents/Carers invited to Shared Learning with a focus on the priority area of Reading.
- Parents/Carers invited to a session to share improvement work relating to Sensory Circuits.
- ELC feedback gathered about the effectiveness of Parent/Carer consultations - Did the conversation support their understanding of where their child is in their learning journey? Were their next steps clear?

With staff

- Ongoing consultation and engagement throughout the school session evidencing and measuring progress against Improvement Priorities.
- Feedback with Learning Assistants (LAs) through a standing agenda item of School Improvement at LA Meetings.
- Feedback questionnaires - Reading, Digital Literacy, Rights Respecting Schools (RRS) / United Nations Conventions on the Rights of the Child (UNCRC).
- Self-evaluation INSET - 22nd May 2023

With others

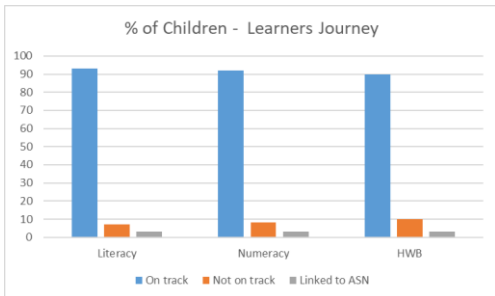
- Midlothian Lifelong Learning and Employability joint work to provide supports for children and families e.g. Friday Youth Club.
- Midlothian Active Schools partnership to provide funded places for children to take part in extracurricular activities.
- A partnership with Midlothian Volunteer Centre, offering a Youth Group to children from Woodburn whilst providing supported volunteering opportunities for young people across Midlothian.

- Head Teacher participation in Midlothian's Cost of Living Taskforce.
- Senior Leadership and Teacher participation in the SEIC Literacy Connector.
- Literacy leads connecting with Reading Schools (Scotland), to set priorities and gain accreditation.
- Partnership with Occupational Therapists to provide CLPL and on-going support for our Sensory Schools Improvement Priority.
- STEM opportunities provided for children through partnership with Edinburgh Science Festival.
- Community Engagement Event held - 5th June 2023 - How can our Woodburn Community support the school? How can we support our Woodburn Community?

Section 2: Standards & Quality Report 2022-23

Woodburn Early Learning and Childcare Setting

This year we worked on the following improvements: Priority 1 - To raise attainment in Literacy and Numeracy.

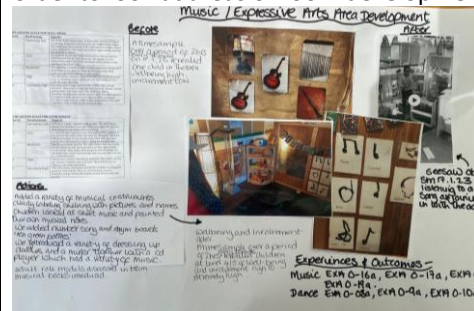
Improvement outcome we were trying to reach	What happened?	Impact on the improvement outcome.	What next?
<p>To raise attainment in literacy and numeracy.</p>	<p>All staff engaged in 3 x Wellbeing liaisons and 3 x Pace and Challenge meetings with DHT. These meetings allowed opportunity to discuss wellbeing, necessary supported and multi agency involvement and an opportunity to track each child's learning priorities and next steps</p> <p>All children have had Learning Priorities set for Literacy, Numeracy and HWB. This session parents have been involved in reviewing and updating these priorities.</p> <p>All staff participated in an audit of observations to look at the number of observations for each child that were linked to the learning priorities and across the</p>	<p>All staff felt these liaisons were a support for reviewing learning priorities and opportunities to discuss their judgments., next steps and future planning.</p> <p>Most children had appropriate learning priorities set and reviewed regularly. Less than half of children can share their next steps in learning and shared;</p> <ul style="list-style-type: none"> • “my targets are on my iPad” • “my learning and next steps are on Seesaw” • “my target is to listen and talk at group time”  <p>Auditing the high quality learning observations directly impacted on intentional planning. We were able to see gaps in planning and provision and plan provocations and experiences to ensure that children had a</p>	<p>All children will have appropriate learning priorities set, regularly reviewed and evidence gathered to show learning regularly.</p> <p>Plans for support to be arranged and put in place to support those not on track. These should be reviewed at interim check in.</p> <p>Ensure audit of observations occurs once per term and informs intentional planning. Moderation of the quality of observations to be carried out each term. Ensure both are in</p>

curriculum.

All families were offered 3 **Parent Consultation** appointments in addition to informal conversations and the transition report. These meetings focussed on wellbeing and learning and achievement.

Stay & Play sessions were offered to all families at different time sessions across the week. We had few parents who engaged with these sessions. In order to provide more flexibility and opportunity we opened up 'stay & play any day'.

Leuven Scale of Engagement was used alongside the **environment audit** tools in order to look at areas of room development.



breadth of experiences. We noticed more observations were recorded in numeracy - this is likely linked to the focus on numeracy and stem for staff training.

Most families attended at least 2 consultations. Of those parents who shared their feedback on parents consultations, all agreed or strongly agreed;

- they had a better understanding of where their child is in their learning journey.
- learning priorities have helped their understanding of their child's next steps in learning.

When opening up 'stay & play any day' we had more families attending with their child. However this is still less than half of our families.

The music area was moved and was the focus on intentional planning. The resources were developed and adults focussed on provocations within the area. Through adult interaction to extend interest and learning purposeful play and learning is now observed within the area. In a repeat 2 hour time sample, many children access the area with almost all children's involvement being high to extremely high.

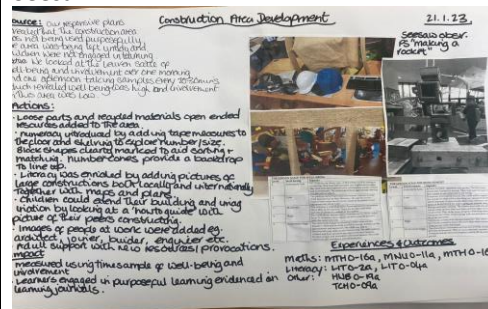
the self evaluation calendar.

Based on the drop in attendance and feedback from all staff and families, we will return to 2 x parental consultation meetings and at least one additional opportunity to celebrate learning and achievement.

Gather families feedback on stay & play and other opportunities to be part of their child's learning journey and plan accordingly.

Use the environment floor book and audit tool alongside the use of ECERs and Leuven scales to develop rich learning environments across all areas of the provision.

After using the environment audit tool, staff identified that children were not using the music area. Over a 2 hour time sample, only one child accessed the music area. We did not have any observations linked to music on Seesaw.



We have developed our **planning** to ensure the seasonal backdrop, intentional planning, responsive planning and learning priorities are all used to plan next steps and provocations.

We have further developed our use of the **Floorbook** to include the child's voice. This has also been an opportunity to triangulate with planning and experiences.

All staff participated in **STEM and Numeracy training**. 4 staff members took on further stem training in order to lead and develop opportunities within the environment.

Bookbug sessions- almost all children had the opportunity to attend weekly Bookbug sessions that were facilitated by a parent alongside EEL and ELC staff.

All children that were asked were able to share the adults within the room, help them with their learning.

An explicit numeracy area has been introduced in each area in addition to the numeracy experiences across the environment. Many children are recorded accessing this area.

Through participating in this training all staff feel more confident in observing and determining learning in numeracy and planning appropriate next steps. All staff

Development of the room to trial one open space indoors and have more opportunities for staff to work in pairs to plan, resource, scaffold and extend learning.

Further develop our use of the floorbook to triangulate evidence and tracking learning across the environment. Introduce the use of floor books for 'learning groups'.

Continue to facilitate staff and parent led Bookbug groups. Gather baseline evidence on children's ability to share a nursery rhyme and look at impact.

	<p>All staff have participated in Seesaw training and staff have taken on supportive roles as we build skills and confidence. Through the use of Seesaw staff are able to track observations linked to learning priorities and use other observations to inform planning.</p>	<p>were able to more confidently discuss learning in numeracy in pace and challenge meetings and when reporting. Almost all children had the opportunity to participate in these sessions. They provided planned opportunities for development of spoken language, exposure to text and songs and the opportunity to develop literacy skills.</p> <p>All staff are confidently using Seesaw as a platform for documenting and sharing learning. This is now informing planning.</p>	
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Priority 2 - Wellbeing, Equity and Inclusion

Improvement outcome we were trying to reach	What happened?	Impact on the improvement outcome.	What next?
Wellbeing, equity and inclusion	<p>We have continued to use home visits and PICL approaches to support the transition for all children into WELC and to ensure we work in partnership throughout their time at WELC. We have developed the transition process to support individual needs, through working in partnerships with parents/carers and adapting the process where necessary we are able to differentiate and support individual needs.</p> <p>Family Learning Days and Drop In supports - throughout the session we have offered a variety of opportunities for families to learn</p>	<p>All children had a home visit prior to starting at WELC. This allowed staff to meet the child and their family in an environment that was familiar. Positive relationships started, and as the children all had two familiar adults, most children found this reassuring when attending. When asked most parents felt that this was supportive of the children and families needs for transitioning.</p> <p>A few families (6) attended the nursery nurse drop in session. This was an opportunity for families to gather ideas and support on sleep,</p>	<p>Continue this process and explore parental involvement at this initial stage to further develop our PICL approaches.</p> <p>Survey of parents to gather thoughts and ideas for family involvement and their needs.</p>

together. These have included stay and plays, nursery nurse sessions, targeted support groups and family learning days.

Raising Children with Confidence workshops were offered to all families in partnership with Woodburn Family Learning Centre.

Bookbug family learning groups were offered to all families monthly. These sessions were delivered by our Homelink worker and were an opportunity to learn together and establish working relationships.

We have reverted to gathering Personal Plans in paper format. All staff feel this is more accessible. Through the introduction of 'Wellbeing Wednesdays' staff are engaging more regularly with wellbeing folders and are now recording interests and achievements as well as pastoral notes and significant events.

We have worked in **partnership with families and professionals** to meet individual needs.

Multi Agency involvement has included;

- CPMs
- Advice / support
- Nursery Nurse drop in

eating, toileting and routines. All of the families who attended felt the experience was worthwhile.

Little Acorns:

Number of children in setting	Number of Parents/carers that attended	% of Parents/carers that attended in relation to the number of children in setting
30	20	67%
29	25	86%

Little Seedlings:

Number of children in setting	Number of Parents/carers that attended	% of Parents/carers that attended in relation to the number of children in setting
33	19	58%
32	22	69%

Less than half (16) families regularly attended these families regularly attended the drop in and 4 families participated in the LIFT sessions.

3 families completed Raising Children with Confidence and all felt this was a beneficial experience. Additionally, this provided opportunities to further develop our working relationships with WFLC.

14% of our children have regular multi agency involvement with a wide range of professionals including across different authority sectors. Through effective communication and regular meetings we are

Use this to plan information sessions in a format that suits most parents.

Continue to work in partnership with families and wider professionals to meet learners' needs.

gather times were used to support children's understanding of their emotions.
Through further use of resources linked to emotion works we are consistently modelling and supporting children in identifying their emotions.

We have continued to embed our scripted language and have shared this with many families.

We have accessed more **areas of our school** more regularly.

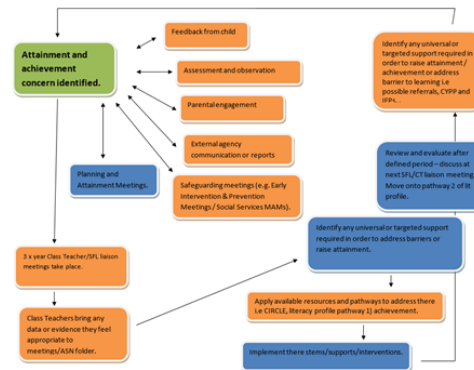
A flow chart was created alongside **SfL**, to support practitioners in identifying children who require an intervention.
SfL staff have been involved in planning and coordinating additional support within WELC. This has developed working relationships and supports and has also supported transition into P1.

Our SEYPs have participated in **leadership training** and have shared that they have developed their skills for guiding and supporting all staff and reflecting on our current practice.

Many children are using the Colour Monster, emotions visual cards, puppets, spoons and photos to identify emotions.

The language is used consistently within the setting and a few families have shared that this is supporting boundaries at home.

The timetable ensures that all children have the opportunity to access different learning experiences including library visits, music experiences and opportunities to develop physical skills in the gym hall.



Staff are working effectively together and supporting across the setting. They have tackled staff challenges together and ensured that all children have been settled throughout this period of staff change. A few

Continue to build in the opportunities for children to access spaces within school and develop this into the wider community.

Continue to work with SfL to identify, plan and implement supports where necessary and build working relationships between SfL and families.

Support staff to undertake training opportunities to support their development.

		parents have fed back that their child has felt supported and safe even during the period of staff absences as a result of the positive relationships they have built with all staff.	
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Woodburn Primary School

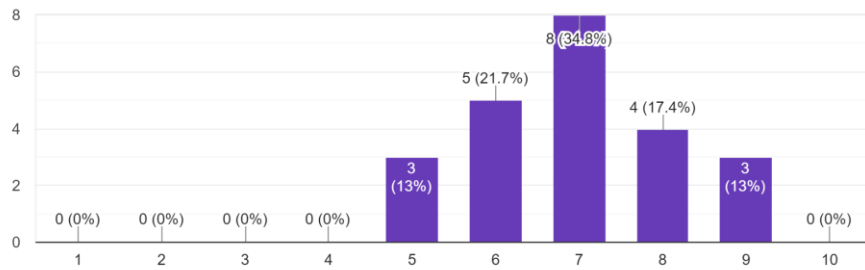
This year we worked on the following improvements:

Priority 1 - To raise attainment in Literacy (Reading)

Improvement outcome we were trying to reach	What happened?	Impact on the improvement outcome.	What next?																												
<p>To raise attainment in Reading:</p> <table border="1"> <thead> <tr> <th>Reading</th> <th>2022</th> <th>2023 Target</th> </tr> </thead> <tbody> <tr> <td>Primary 1</td> <td>77%</td> <td>84%</td> </tr> <tr> <td>Primary 4</td> <td>74%</td> <td>78%</td> </tr> <tr> <td>Primary 7</td> <td>73%</td> <td>78%</td> </tr> </tbody> </table> <p>From baseline:</p> <ul style="list-style-type: none"> Children's confidence in reading improves. Teachers' understanding of pedagogy and confidence in teaching reading increases. 	Reading	2022	2023 Target	Primary 1	77%	84%	Primary 4	74%	78%	Primary 7	73%	78%	<p>Implementation of the Balanced Reader (Stephen Graham and PM Reading)</p> <ul style="list-style-type: none"> All teaching staff attended the majority of CLPL (5 virtual and 2 days in school): <ul style="list-style-type: none"> Understanding the Balanced Reader. Forming guided reading groups matching children to levelled texts using benchmarking of progress. Planning for Guided Reading, linking to the requirements of Literacy CFE. Teaching comprehension in Guided Reading alongside decoding and fluency. A few P2 and almost all children P3-7 were assessed using PM Benchmarks. PM Reading resources purchased enhancing the range of non-fiction texts. Teaching staff implemented approaches. <p>SEIC Literacy Connector</p>	<ul style="list-style-type: none"> Impact on attainment in Reading: <table border="1"> <thead> <tr> <th>Reading</th> <th>2022</th> <th>2023 Target</th> <th>2023 Actual</th> </tr> </thead> <tbody> <tr> <td>Primary 1</td> <td>77%</td> <td>82%</td> <td>82%</td> </tr> <tr> <td>Primary 4</td> <td>74%</td> <td>78%</td> <td>76%</td> </tr> <tr> <td>Primary 7</td> <td>73%</td> <td>78%</td> <td>75%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> Increased attainment for children at P1, 4 and 7 from June 2022. Stretch aim achieved at Primary 1. Improved attainment at Primary 1, 4 and 7 over the past 5 years (2019). Accreditation as a Reading School (June 2023) 	Reading	2022	2023 Target	2023 Actual	Primary 1	77%	82%	82%	Primary 4	74%	78%	76%	Primary 7	73%	78%	75%	<ul style="list-style-type: none"> Continue to develop use of the PM Benchmarking tool to match the child to levelled text and set next steps. Implement Midlothian Reading progressions and link these to PM Reading pedagogy, particularly around the teaching of comprehension. Alongside the Midlothian Progression, agree and implement a strategy for teaching phonological awareness and phonics with the Early Years which dovetails with PM Reading. Link PM Reading and Benchmark Tools to programmes planned for children requiring Additional Support.
Reading	2022	2023 Target																													
Primary 1	77%	84%																													
Primary 4	74%	78%																													
Primary 7	73%	78%																													
Reading	2022	2023 Target	2023 Actual																												
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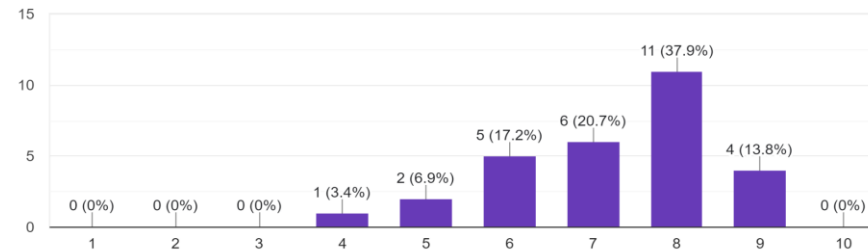
How confident are you in the teaching of reading?

23 responses



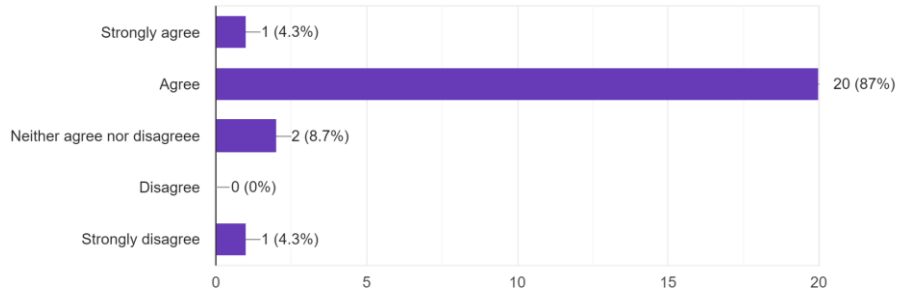
Following our focus on reading through the 2022 - 2023 session, how confident are you now in the teaching of reading?

29 responses



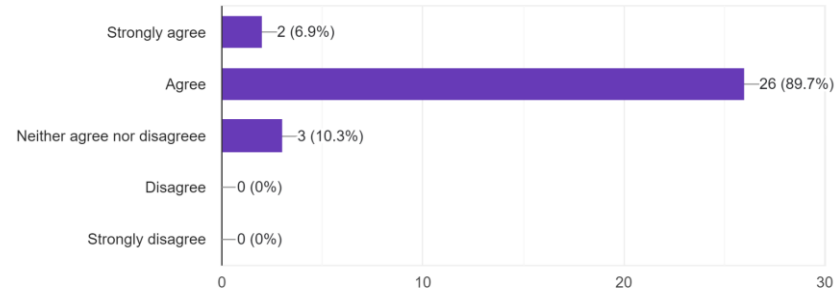
I have the knowledge and skills necessary to improve the reading skills of learners in my class.

23 responses



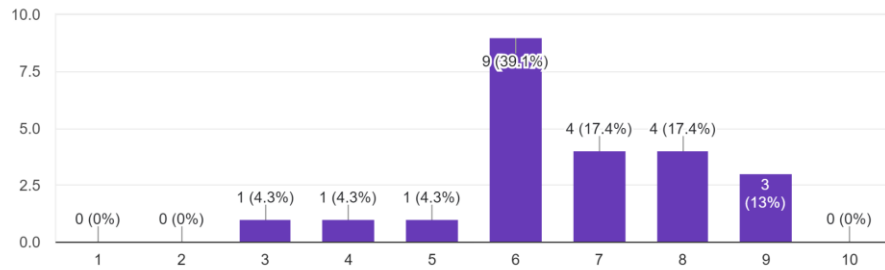
I have the knowledge and skills necessary to improve the reading skills of learners in my class.

29 responses



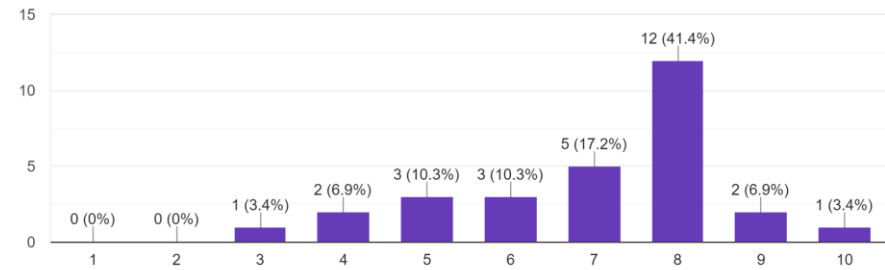
How confident are you at teaching the reading aspect of 'Finding and Using Information?' (building on phonics to develop accuracy, decoding and fluency)

23 responses



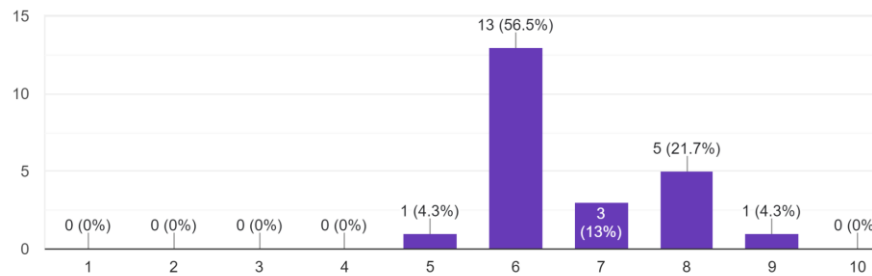
How confident are you now, at teaching the reading aspect of 'Finding and Using Information?' (building on phonics to develop accuracy, decoding and fluency)

29 responses



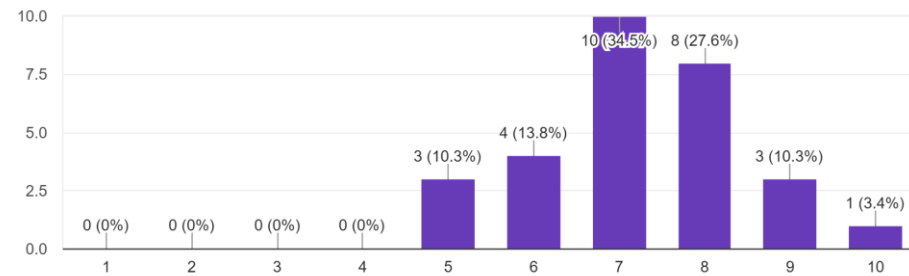
How confident are you at teaching the reading aspect of 'Understanding, Analysing and Evaluating?' (comprehension skills)

23 responses



How confident are you now, at teaching the reading aspect of 'Understanding, Analysing and Evaluating?' (comprehension skills)

29 responses



Evidence of Impact

I have really enjoyed taking part in CLPL this year - in particular observing Steven Graham was such a memorable experience. I feel this focus has made me reflect on my own understanding of how I have taught reading in the past. I'm excited to see how this develops & hopefully impacts positively on attainment.

I feel much more confident with the aspects of reading, I also am more aware of noticing progress.

Stephen Graham's observed teaching was effective to show how we can relate reading of any text to general overarching skills. I have not made this so explicit before, and I found this was effective in the P7 class.

SfL Teacher - I have found the PM assessments useful. They have provided more detailed, clear evidence about necessary next steps for children.

Focus on fluency and phrasing through daily reading for enjoyment/PM reading and bookbug books. Daily reading teams and reading aloud. Weekly 'speed read' sessions, links across literacy where reading materials allow, focus on compression strategies.

More emphasis on fluency and phrasing. Strong focus on non-fiction texts and finding and using information. More emphasis on teaching of comprehension.

Knowledge of different texts and genres helps strengthen both reading and writing skills. Successfully reading and composing texts from each of these genres requires knowledge of the appropriate macrostructure and microstructure.

As a whole school, we have celebrated reading and provided many opportunities for learners to participate in reading. There are a wide range of books available and we have supported learners by identifying which explicit supports they require. As a teacher, I have put in place a calm reading area. A class library and provided a range of texts. I listen to children read aloud everyday and attend weekly library sessions and provide next steps.

Individually assessing children using the PM reading assessments has allowed me to thoroughly understand each individual's ability as a balanced reader and for some children a shift away from decoding has improved confidence as some are better at comprehension etc.

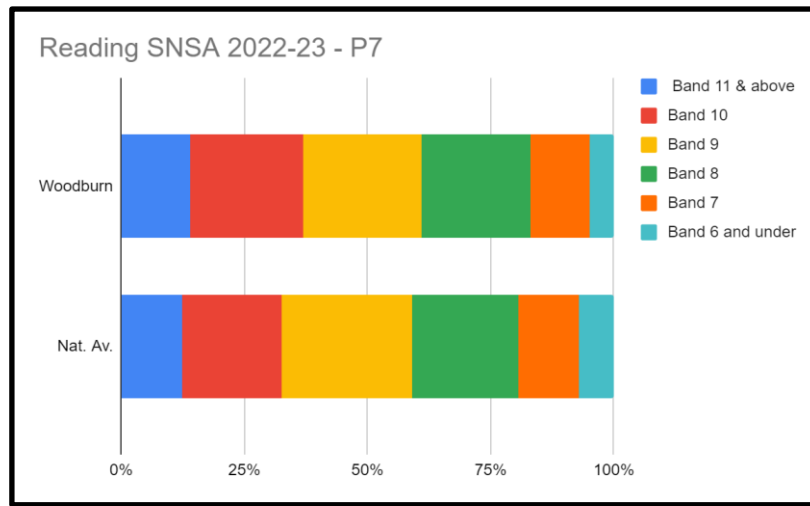
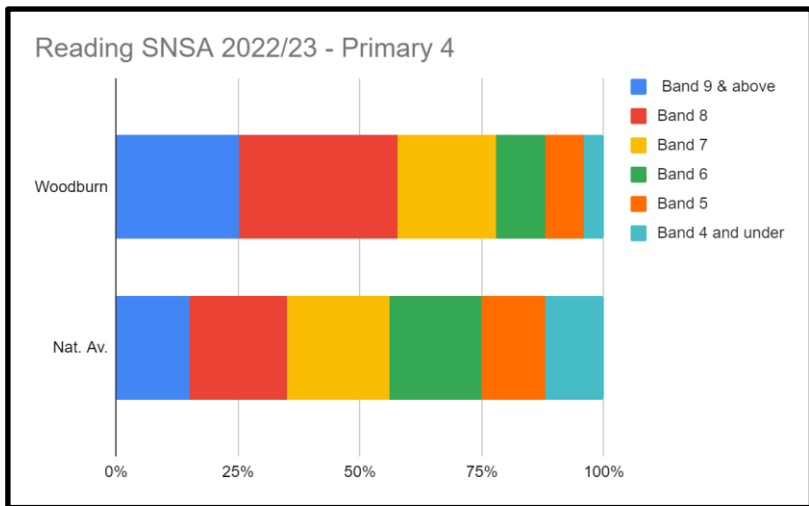
Comments to Support Next Steps

From an SFL perspective it would be good if there were more CLPL opportunities that specifically focused on interventions/training we can implement and that will further develop my skills.

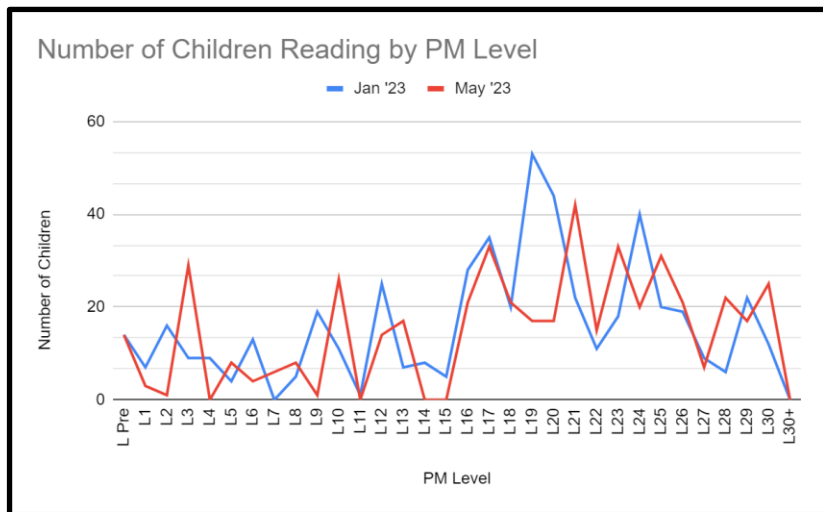
I feel that within Support for Learning the CLPL opportunities that we need are different. I don't have much opportunity for teaching reading within a class setting. I am either working with small groups, individuals or facilitating others to do so. My role involves analysing reading assessment results and looking at how to improve these within my remit. I would really appreciate more opportunity and support with how to do this to further close the attainment gap.

I would like more information on how to support individual learners; the children who are not meeting expectations. I would like to look closely at how we use the PM reading scheme alongside the tools we already have such as Fresh Start, the National Spelling strategy, Edinburgh Literacy etc. Equally, how we ensure that the most able learners are meeting their potential and being challenged from P1.

SNSA Data



PM Data

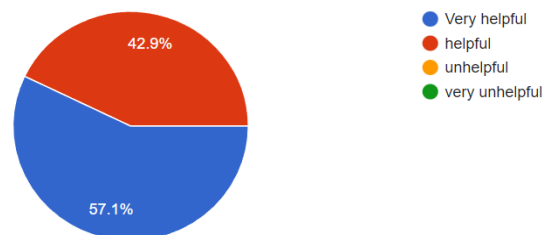


Priority 2 - To enhance Learning, Teaching and Assessment (including through the use of Digital Technology)

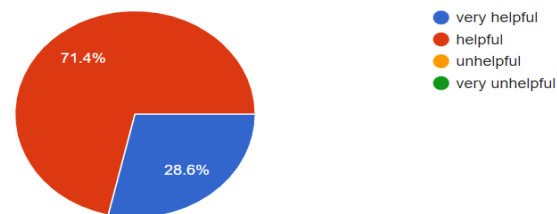
Improvement outcome we were trying to reach	What happened?	Impact on the improvement outcome.	What next?																																																							
<p>Developing Understanding of High Quality Learning and Teaching</p> <p>To raise attainment through raising the universal quality of learning, teaching and assessment pedagogy, approaches and strategies.</p> <p>2023 Target (all)</p> <table border="1" data-bbox="98 568 474 785"> <thead> <tr> <th></th> <th>R</th> <th>W</th> <th>T&L</th> <th>N</th> </tr> </thead> <tbody> <tr> <td>P1</td> <td>82%</td> <td>86%</td> <td>90%</td> <td>83%</td> </tr> <tr> <td>P4</td> <td>78%</td> <td>78%</td> <td>88%</td> <td>78%</td> </tr> <tr> <td>P7</td> <td>78%</td> <td>74%</td> <td>87%</td> <td>75%</td> </tr> </tbody> </table>		R	W	T&L	N	P1	82%	86%	90%	83%	P4	78%	78%	88%	78%	P7	78%	74%	87%	75%	<ul style="list-style-type: none"> Peer observations were facilitated for staff. 56% of staff utilised this opportunity. Visit 2 - Feedback from classroom observations evidenced a need to refresh understanding of what makes quality Learning Intentions (LI) and Success Criteria (SC). CLPL focussing on quality LI and SC. This included Professional Reading and opportunities for dialogue and evaluations of S.C linked to L.I Links to improving Learning, Teaching and Assessment in Reading and Digital Literacy. 	<ul style="list-style-type: none"> All staff participating in peer observations felt the experience was helpful/very helpful and reported increased confidence. All staff participating in CLPL relating to creating effective LI and SC, felt it increased their knowledge and understanding. They felt more able to distinguish between knowledge/skills based LI. In further classroom observations, there were measurable improvements in the creation and use of LI and linked SC. <p>2023 Target/Actual</p> <table border="1" data-bbox="1142 746 1621 1275"> <thead> <tr> <th></th> <th>R</th> <th>W</th> <th>T&L</th> <th>N</th> </tr> </thead> <tbody> <tr> <td>P1 Target</td> <td>82%</td> <td>86%</td> <td>90%</td> <td>83%</td> </tr> <tr> <td>P1 Actual</td> <td>82%</td> <td>82%</td> <td>91%</td> <td>82%</td> </tr> <tr> <td>P4 Target</td> <td>78%</td> <td>78%</td> <td>88%</td> <td>78%</td> </tr> <tr> <td>P4 Actual</td> <td>76%</td> <td>75%</td> <td>91%</td> <td>74%</td> </tr> <tr> <td>P7 Target</td> <td>78%</td> <td>74%</td> <td>87%</td> <td>75%</td> </tr> <tr> <td>P7 Actual</td> <td>75%</td> <td>75%</td> <td>87%</td> <td>74%</td> </tr> </tbody> </table>		R	W	T&L	N	P1 Target	82%	86%	90%	83%	P1 Actual	82%	82%	91%	82%	P4 Target	78%	78%	88%	78%	P4 Actual	76%	75%	91%	74%	P7 Target	78%	74%	87%	75%	P7 Actual	75%	75%	87%	74%	<p>Learning, Teaching and Assessment</p> <ul style="list-style-type: none"> Professional reading and dialogue related to features of excellent lessons (establishing prior knowledge, challenge, engagement, feedback). Facilitate peer observations with time built in time for professional dialogue. Track learners' experiences through monitoring and evaluation processes. Include pupil voice in observations and in understanding of excellent lessons. Participate in SEIC Play Pedagogy. Carry out moderation which focuses on High Quality Assessments. <p>Curriculum</p> <ul style="list-style-type: none"> Implement curricular frameworks. Review Curriculum Rationale.
	R	W	T&L	N																																																						
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Data

how helpful you found having the opportunity to observe another teacher.



how helpful you found having the opportunity to be observed by another



Teacher Comments (Peer Observations):

Helped with organisation of own learners. Given new ideas about how to teach digital literacy.

Small ideas for classroom management and specifically ideas for during writing lessons.

Seeing lots of very active and games based learning approaches that I could attempt in my own classroom.

I think it put things into perspective and makes you think about ways you can improve your practice with another teacher. You can see things more simply by removing yourself and having an opportunity to watch another teacher.

It was great to see how writing is taught further up the school, it gave me lots of ideas.

I enjoyed meeting other children from within the school and how teachers structure the lessons and differentiate.

Felt that the professional dialogue we had enabled me to be more confident using digital tech and how this could be incorporated into class practice.

Able to see a different style of teaching approach.

Helping to consolidate how Fife Writing has had an impact.

I got to magpie a few ideas and saw someone else teach the same spelling programme in a different way. It was very interesting.

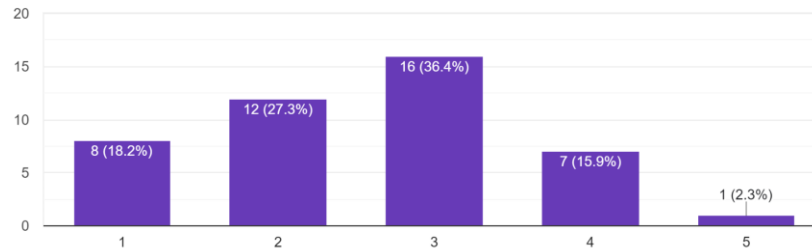
Improvement outcome we were trying to reach	What happened?	Impact on the improvement outcome.	What next?
<p>Digital Learning / Literacy</p> <ul style="list-style-type: none"> ● Staff use the Digital Learning Framework to plan and assess learning for pupils ● Staff achieve bronze badges with some achieving bronze certificates. ● Staff report greater understanding of Google Workspace tools and use them in the classroom. ● iPads being used in P1-2 classrooms. ● Staff have completed at least 1 Apple Teacher badge. ● LAs working with individuals know about the accessibility tools available for individual needs. ● Staff report being more confident using the devices with pupils ● Read&Write used in all P3-7 classes with teachers and pupils aware and utilising the following tools: <ul style="list-style-type: none"> ● Prediction ● Dictionary/Thesaurus ● Text to speech/speech to text features ● Screen masking ● Voice notes 	<ul style="list-style-type: none"> ● All teachers have gained their Bronze Google Workspace Badges. Some staff have extended this onto Silver and Gold. ● Digital Learning Framework is in use throughout the whole school. Susan Ward introduced this at October InSet day. ● Digital technologist has been working with classes throughout the year to meet year targets within the Framework. ● P3-7 Home Learning is provided through Google Classroom. Parents are encouraged to view this with their child to see learning taking place in school and at home. ● Staff have implemented the use of Google tools and increased the consistency of use across the school, building towards developing pupil skills. ● P1 and P2 class teachers have engaged with resources to support using iPads to enhance learning. ● Accessibility: <ul style="list-style-type: none"> ● Learning assistants accessibility training - whole cohort of LAs provided with training. ● P3-7 class teachers have been supported with implementing the use of the Read & Write Toolbar in the classroom. 	<ul style="list-style-type: none"> ● All teachers are more confident at using Google Workspace. ● More children are able to utilise the Read & Write Toolbar independently to support their learning. ● Pupils confidence has increased with using various aspects of Google Classroom. ● Increase in the use of Digital Technology to support learning. ● SFL team have worked alongside Digital technologist to support pupils with ASN> ● Learning Assistants have shown an increase in supporting individual pupils. 	<ul style="list-style-type: none"> ● Staff to work on gaining their Google Workspace Silver & Gold badges ● Pupils in P3-7 to work towards Google Workspace Bronze badge. ● Continue implementing the use of Read and Write in the classroom as a universal support for all learners. ● When Read and Write becomes available on Ipads begin to familiarise p2 learners with its tools. ● Train P6 pupils to be Read and Write ambassadors ● Opportunity for ELC-P2 staff to engage with iPad skills journey through Apple Regional Training Centre. ● Include approach to Digital Literacy within Learning, Teaching and Assessment Frameworks/Policy to ensure effective balance / pedagogy.

- | | | | |
|-------------|--|--|--|
| | <ul style="list-style-type: none">• Digital Technologist carried out targeted support for identified pupils. | | |
| Data | | | |

Data

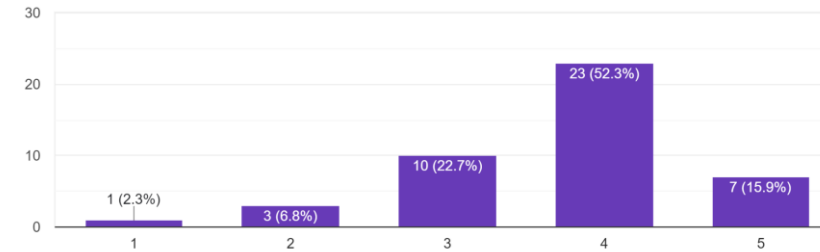
When the 1:1 devices first arrived, how confident did you feel about using them to support and enhance learning and teaching?

44 responses



A year on, how confident do you feel about using 1:1 devices to support and enhance learning and teaching now?

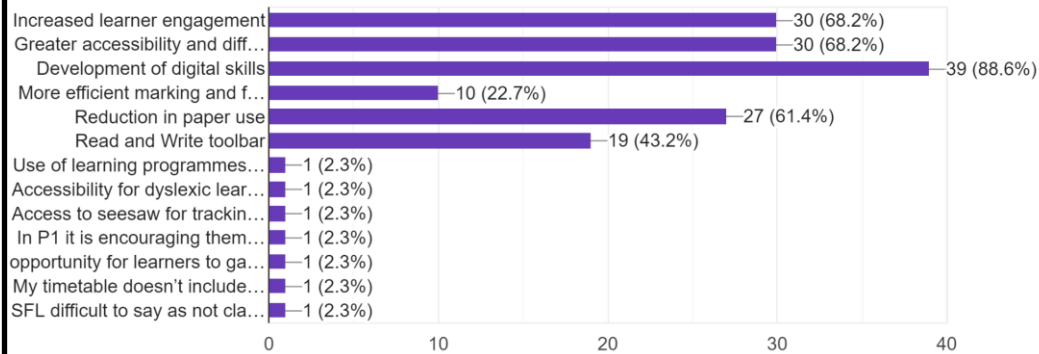
44 responses



- 50% staff increase in confidence when using pupil devices.

What have been the successes of using 1:1 devices? (Select all that are relevant)

44 responses



Teacher Comments:

Pupils are engaged in their learning and confident at using their devices to support them.

Accessible for all of our learners using the RW toolbar - using text to talk and coloured overlays independently.

My confidence has increased alongside my pupils.

Our P1 Learners are more independent when using their iPads.

Priority 3 - Wellbeing, Equity and Inclusion

Improvement outcome we were trying to reach	What happened?	Impact on the improvement outcome.	What next?
<p>Meeting Learners' Needs Sensory Schools</p> <ul style="list-style-type: none"> Develop a multi-agency approach working with colleagues at Occupational Therapy to develop a whole school sensory approach and a 'sensory smart school'. Decrease in Occupational Therapy (OT), referrals. Decrease in CIRCLE plans around engagement and concentration. 	<ul style="list-style-type: none"> OT provided training to all staff to raise awareness of developing a sensory approach to increase engagement, concentration and develop motor skills. OT provided advice to ELC and P1 through a visit to observe play opportunities and sensory/fine motor development. A group of Learning Assistants and SFL team were trained to deliver a sensory motor programme by Jane Horwood around alerting, organising and calming- September 2022 Occupational Therapist delivered a training session on fine motor skills to our Learning Assistant team in January 2023. OT delivered parent/carer sensory workshops to inform them of the support their child was receiving and offer suggestions for home. It was well attended. 	<p>Due to demand on NHS services and time pressures we have not achieved all of our plans but have made good progress against outcomes:</p> <ul style="list-style-type: none"> Improved collaboration with colleagues at Occupational Health (regular visits to the school to support the development of 'Sensory Circuits' and 'Sensory Smart Strategies' within classrooms). All staff trained in Sensory Processing have begun to build into their universal support this has been supported by professional dialogue with the Paediatric OT Team. Learning Assistants confidently shared Sensory Circuits within our 'Targeted Support' marketplace in May 2023. From OT classroom observations (June 2023), overall sensory distractions had been minimised in the classrooms when comparing observations completed in December 22. 	<ul style="list-style-type: none"> Further staff session with all staff to: <ul style="list-style-type: none"> share common themes observed in Dec 2022 and May 2023 classroom visits. Revisit classroom based strategies around alerting, organising and calming Input about fine motor skills and Handwriting. OT to provide advice to ELC/SfL to further develop play opportunities and sensory/fine motor development extending this to the playground. Offer the wider parent/carer community a workshop. SFL/OT to develop resource box for each P1-4 class. Staff requested Sensory Circuits for Staff health and wellbeing - build into 'Feel Good February'.
<p>Data</p> <ul style="list-style-type: none"> 64 (10%) of all pupils have had a block of Sensory Circuits this session. Parents/Carers attended our parent/carer session in January. All of the parents who returned questionnaires shared that Sensory Circuits benefitted their child with many positive comments. OT service reports a significant difference in our referrals. There has been an increase in CIRCLE Plans but from analysis this is due to a developing understanding of the importance of CIRCLE plans to support learners through specific approaches 			

and strategies.

Parent/Carer Feedback

My child enjoyed it so much, she is calmer and less distracted. I have seen that before she found it hard to complete tasks without moving. She has shared that it is good for her brain balance and she loved it.

My child said he enjoyed going and said it made him concentrate better in class.

Pupil Feedback

It gets your mind ready for going back to class.

I feel happy but my body feels different at the end.

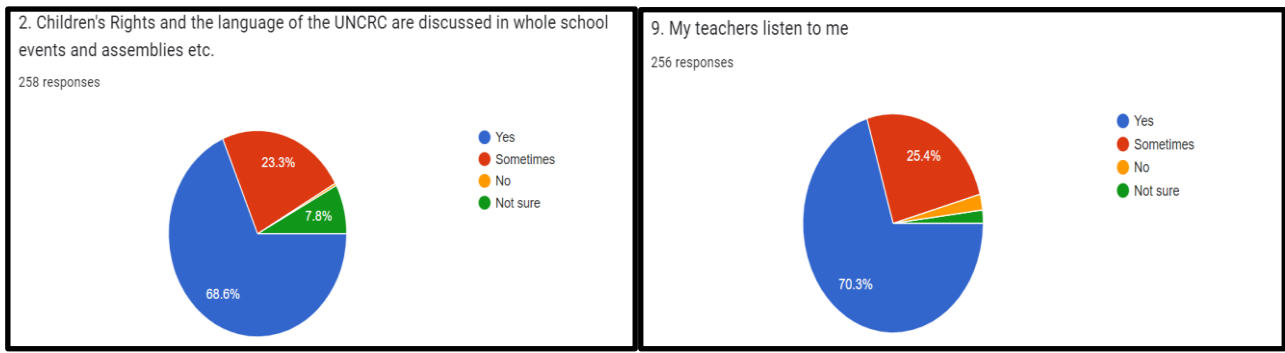
I feel relaxed and that helps me with my learning.

It helps me balance my brain and get better at my learning.

Improvement outcome we were trying to reach	What happened?	Impact on the improvement outcome.	What next?
<p>Meeting Learners' Needs Social Thinking</p> <ul style="list-style-type: none"> To support our ASD pupils and those experiencing social difficulties using a systematic social skills programme, increasing their social competence. 	<ul style="list-style-type: none"> Further developed the 'We Thinkers' programme within P1-3. We have developed group plans as part of a social emotional learning curriculum to develop social competences. Resource boxes have been built for both volumes of 'We thinkers' A Learning Assistant has been trained in 'We Thinkers' and a further Learning Assistant in 'We are Social Detectives' with the latter delivering the second programme. Part of this social thinking includes 'Starving the Anxiety Gremlin' which has 	<ul style="list-style-type: none"> Multi-agency links were developed and advice sought from SaLT. Resources shared which enabled further development of the resource bank and teaching programme. Learning Assistants confidently shared their practice at a recent marketplace (INSET May 2023). 16 pupils within P1-3 completed 'We Thinkers.' 23, P4 and 5 children completed Social Detectives. 	<ul style="list-style-type: none"> Develop the social skills programme into P6 and P7 using 'Superflex'. Continue to train more Learning Assistants to deliver the 'We Thinkers' and 'We are Social Detectives' programme. Make a 1 page 'handy guide' for 'We Thinkers' for Learning Assistants to refer to. Share with all staff the key vocabulary of the programmes. Further explore 'Starving the Anxiety Gremlin'.

	been trialled to support pupils experiencing anxiety.		
Data <ul style="list-style-type: none"> We Thinkers - 20 (10%) of P1 to P3 pupils have completed the programme. We are Social Detectives - 23 (12%) pupils have completed the programme. 			
Improvement outcome we were trying to reach	What happened?	Impact on the improvement outcome.	What next?
Meeting Learners' Needs Neurodiversity <ul style="list-style-type: none"> Increase in self-awareness of the strengths and challenges of ADHD and strategies to help diagnosed pupils. 	<ul style="list-style-type: none"> S.Thomson lead an assembly on ADHD. ADHD foundation resources trialled with an individual. 3 learner groups throughout the year to discuss the strengths and challenges of dyslexia and personal strategies shared. 3 members of the SfL team attended 'Seeing autism differently'. 	<ul style="list-style-type: none"> Ongoing discussion throughout the year with learners around neurodiversity. Pupils feedback on resources, assembly and pupil groups was positive and increased confidence to share their neurodiversity. 	<ul style="list-style-type: none"> Plan and develop a block of work with learners around what ADHD means to them based on resources from the ADHD foundation. Neurodiversity displays to be developed around school. Make links with new Midlothian 'Identifying ASN policy' and associated paperwork.
Rights Respecting Schools and UNCRC: <ul style="list-style-type: none"> Ongoing implementation of the language of the UNCRC and Rights, evident through planning of L&T and whole school focus events, assemblies etc. Work towards re-accreditation of Gold Award (Approx October 2023). Continue activism/campaign, RRSA Steering Group to take the lead. Link with other schools and establishments to share practice. 	<ul style="list-style-type: none"> DHT and CT are members of Children's Rights Leads Strategic - Midlothian. Continued to embed the language of the UNCRC and Children's Rights through assemblies and Learning and Teaching experiences in classes. Baseline survey carried out (staff and pupils), at the start of the school session and repeated to measure impact. Blooket created by Steering Group on ABCDE of Rights and google form to complete with families. New digital characters created for 2 Us /3Is. Steering Group ensured Articles displayed alongside displays. Steering group involved the whole school 	<ul style="list-style-type: none"> Language of Rights underpins the school 'Ready to Learn' policy and supports children's wellbeing. Links to children's Rights evident in Learning and Teaching observations. Links to UNCRC Articles in assemblies. Repeated survey data shows an increase in Knowledge and Understanding in all classes. Results of blooket repeated show increase knowledge and understanding in all classes of ABCDE of Rights. Evidence of Children's Rights being discussed outwith school environment in some stages. Increase in most children's ability to recognise ABCDE of Rights. 	<ul style="list-style-type: none"> Continue to review and update school policies and ensure Children's Rights underpin these. Review our school Vision, Values and Aims and Ready to Learn Framework, including children and families to ensure they are current and reflect understanding of Equity, Diversity and Inclusion. Further develop UNCRC within the Curriculum Rationale <ul style="list-style-type: none"> Interdisciplinary Learning Links with community - Local, National and Global Timeline of important dates and events throughout the school session to recognise

	<p>in creating a Children’s Rights poster to be shared in local community.</p> <ul style="list-style-type: none"> ● Steering Group responded to a request from children to create more inclusive lunchtime groups. Pupils carried out a survey to address. ● Upper classes evaluated and adapted Fun 31 (Article 3) to ensure activities on offer are inclusive. ● Playground charter was reviewed and rotas were established to ensure positive and equitable experiences for all. ● Feedback/next steps presented in assembly - identified need to include Actions for Adults. ● A diversity pupil focus group was established. ● RRSa steering group conducted walkthroughs of class charters having created Success Criteria. ● Uphill Trust charity presentation to school. Some classes supported fundraising through their enterprise. ● Hosted meeting of strategic group to share our journey to becoming a Gold RRS. Children from our Steering Group presented and lead a guided walk. ● Steering group shared our journey this year in whole school assembly. 	<ul style="list-style-type: none"> ● Raised awareness of UNCRC in wider community ● Children are able to link learning with Rights in most stages. ● Increased Knowledge and Understanding of Children's Rights upheld globally. 	<p>and celebrate Diversity and Inclusion.</p> <ul style="list-style-type: none"> ● Ensure explicit links made to Children’s Rights when planning Learning and Teaching. ● Further develop pupil voice ELC - P7 e.g. through Blether Buddies.
<p>Data</p>			

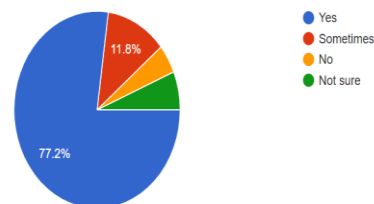


Improvement outcome we were trying to reach	What happened?	Impact on the improvement outcome.	What next?
<p>Ensuring Equality and Diversity:</p> <ul style="list-style-type: none"> Children within Woodburn are aware of the importance of being treated equally and within our community are treated equally. Consider equalities and bias within current policies, curriculum and resources and use of language. Education Support Officer with responsibility for Equalities Engagement. Raise aware of Diversity legislation and expectations. 	<ul style="list-style-type: none"> Presentation for staff (August 2022), from Midlothian Education Support Officer to raise awareness of Diversity legislation and expectations. School Vision, Values and Aims discussed in assembly link - Diversity and Inclusion. All children created welcome messages to inform all that Woodburn is an Inclusive school which celebrates Diversity and Equity. Consideration to both Primary 5 and 7 school camps providing mixed gender rooms, Parent Council consulted. Neurodiversity assembly focus on ADHD. RRSA Steering group asked to form a LGBTQ+ group. Diversity Group established in response. Pupil group carried out an audit of texts in our library to ensure they are current and reflect important messages about Diversity. Texts selected, organised, reviewed and key messages highlighted. 	<ul style="list-style-type: none"> All staff considered whole school approaches to ensuring a Children's Rights based approach was embedded in all areas of school life and within classroom practice. Increased understanding of Equality, Equity and justice. Some children in both Primary 5 and Primary 7 chose mixed gender rooms. Increased awareness and acceptance of neurodiversity. 	<ul style="list-style-type: none"> Create a Woodburn PS Diversity and Equality Policy which is aligned with Local and National Guidance. Ensure extracurricular activities offered are inclusive and equitable.

Data

3. I feel learning experiences and the use of all resources to support learning are fair and inclusive

254 responses



<p>MYPAS (Primary 7):</p> <ul style="list-style-type: none"> Engage in research based practice - Tests of Change (MEAP Funding). Measures evidence improvements in children’s engagement and wellbeing. 	<ul style="list-style-type: none"> Primary 7 children took part in a pilot project organised by MYPAS which has been funded by MEAP (Midlothian Early Action Partnership) to deliver a preventative mental health and wellbeing based group programme over 18 months, focusing on a universal prevention and targeted early intervention approach for children in Primary 7. Class sessions delivered which allowed for small groups and individuals to be identified for further input. Groups supported with anxiety, transition, friendships, peer influences and resilience. 	<ul style="list-style-type: none"> Increased awareness in all classes of issues surrounding mental health 	<ul style="list-style-type: none"> A few Individuals have been identified to continue with support sessions over the summer and into S.1. Data on referrals to MYPAS to be gathered to measure impact of pilot project.
<p>MYPAS (Primary 1)</p> <ul style="list-style-type: none"> Measures evidence improvements in children’s engagement and wellbeing. Also links to Literacy and the development of narrative language. 	<ul style="list-style-type: none"> Weekly storytelling with Tim Porteous. 	<p>Improvements noted in the following area:</p> <ul style="list-style-type: none"> Are motivated to engage Share creativity more confidently Find Storytelling useful and beneficial Have opportunities and confidence to share achievements Gain confidence to express themselves in 	<ul style="list-style-type: none"> Participate in future projects if opportunities arise.

Data

Feedback was gathered from 24 P1 pupils who experience weekly storytelling sessions at Woodburn Primary School.

4 groups of 6 pupils from each class, selected randomly by class teacher. Each group came to a quiet room to share their thoughts and memories of the storytelling sessions to date. Each group took approximately 15 minutes and were asked to share some thoughts on their storytelling sessions. The questions below represent the questions asked in the groups, although for this age group, gathering thoughts doesn't always stick to a structured set of questions. I have gathered the responses from each group and recorded them below. I refer to 'the majority of children', 'multiple' or 'many children' by which I mean between 12 to 24 children, exact numbers is not possible to determine.

- **What is it like having storytelling sessions with Tim?**
- **Which stories do you like best?**
- **How do they make you feel?**
- **Do you listen to, write or draw more stories because of the sessions?**
- **Do you tell your family and friends about the stories?**
- **Does it make your school day better?**
- **Is there anything else you want to tell me about Storytelling with Tim?**

What is it like having storytelling sessions with Tim?

The following represents responses received multiple times from all groups. It was not possible to note down exactly which child said what, they have a tendency to speak all together even when hands up – in itself demonstrating how enthusiastic and positive they were towards the sessions.

'He tells stories'; 'silly stuff'; 'it's good'; 'scary stories'; 'it's funny'; 'I like the riddles'; 'riddles'; 'he uses puppets'; 'he pulls funny faces'; 'plays music' 'clapping'

At least 3 children stated "***I like when we do clap in the gap***" and went on to demonstrate this. The majority of children also mentioned the rhyme '***boomshakka boomshaka boom boom boom***' and also demonstrated it. Music, rhyme and rhythm were also referred to as something they experienced as positive.

The majority of children commented on the riddles "***I like guessing riddles the best***", and all 6 pupils from one class recited a riddle for me (without being asked).

The majority of children commented on the puppets and spoke of them in affectionate terms, demonstrating a knowledge of their stories suggesting that they found these characters relatable. The puppets were also talked about in terms of having a calming, soothing effect.

Which stories do you like best?

The following stories were directly referred to:

Floppy; Pear tree, Sharky, Scary troll, Goat, Bunny, Chicken who loved the sock, the Invisible Boat, Rainbow's story, Tip Toe's story, Porridge, Stone soup.

Some of the stories, for example, ***The chicken who loved the sock***, were suggestions for stories from the classes themselves and these were then shared and added to or customised by other classes. The children seemed to find this a positive experience.

One child's favourite was ***The invisible boat***, which they liked because the children helped their father to build an invisible boat, saying "***because children are more creative than adults***". This could suggest that the stories may have given them a sense of efficacy and belief in their own ability, helping to develop a healthy sense of identity and self esteem.

The pupils knew of the puppets own stories too, Rainbow's story of the rainforest was mentioned more than 3 times.

We know that themes of these stories include ***sharing, danger, fear, hunger, fun and struggle***. The fact that the children refer to the stories that contain these themes suggests that they are learning about important or relevant issues in a non-direct and non-threatening way, allowing them to identify with characters and develop understanding and tolerance of others.

How do they make you feel?

The following words were used by the pupils to describe how the stories made them feel. The words 'happy' and 'good' were repeated the most, with 'funny', 'dangerous' and 'scary' also mentioned more than once, with a couple of children describing one of the stories as sad.

Happy/good	10+
Funny	7+
Dangerous/scary	3+
Amazing	
Excited	
Awesome	
Sad	

Many of the pupils expressed an affection for some of the puppets. For example, some enjoyed stroking and hugging Possum and some liked that fact that Gordon the dragon was shy and liked dancing, suggesting a relatability and an ability to identify with certain characteristics.

Do you listen to, write or draw more stories because of the sessions?

- Around half of the children said that they sometimes draw more stories now

- Only one said that they write more stories now (they are only P1)

Do you tell your family and friends about the stories?

- Around half of the children said they sometimes told their families about the stories
- One said they told riddles at home
- None said they read more stories at home

However, we know from other feedback from families that many of them have seen Tim and the stories on youtube during lockdown.

One pupil said that they did tell the stories at home and that Tim tells them to “***catch the stories and throw them to Mum and Dad***”.

Does it make your school day better?

Around half nodded or said yes, it made their school day better

Some did not respond either way.

One pupil said, “***It’s an easier day – and so is pizza day***”

****One child signalled a thumbs down or middling and said that it was too long to sit, because it made them hungry. Around 3 others agreed and said it’s too long to wait and made them hungry and that he always talks about food. These pupils were all from the same class, which is the period before lunchtime. This reflects very similar feedback from a previous ToC project with Mindfulness where the theme of hunger and food was often referred to within a class in the period before lunch.***

Is there anything else you want to tell me about Storytelling with Tim?

In general, this last question was met with lots of positive words like ‘awesome’ and ‘fun’.

Summary

All the children knew who Tim was and what he does. The responses to the questions were mainly very positive. When describing Tim and the sessions, the children became animated and expressive throughout all of the questions.

There was little evidence that the children’s engagement with stories had improved at home or outside the sessions themselves.

There was some evidence that may suggest timings and content of sessions could be reflected on. The evidence from one class about the sessions being too long to wait because they get hungry (last period before lunch), and the themes within the sessions often relating to food (confirmed by the storyteller), could suggest a visceral link for the children between the story and

their own physiology on one level, but also could highlight areas for improvement and awareness around timings and themes.

Overall, from this data we can be confident that the children and young people:

Are motivated to engage – Of the children asked, all attend sessions willingly and experience the sessions as positive ('good', 'happy', 'funny') and demonstrate detailed knowledge of the sessions. This is in line with the feedback from the storyteller and also from teachers who furthermore indicate that for some of the children, they are able to access and engage with these sessions, and gain more from them, than in other areas of the school day.

Share creativity more confidently – Demonstrated for example, by use of riddles. 6 children reciting their own riddles in the group, and with some describing reciting riddles at home or guessing riddles in class.

Find Storytelling useful and beneficial – We may conclude that descriptions the children from the group used, of what the Storyteller does in sessions and how it makes them feel, demonstrate that they consider them to be useful and beneficial. Eg. 'good', 'funny', 'awesome' and 'exciting'. The choice of stories that they remember contain themes that could help to build tolerance and empathy (sharing) and develop a sense of self by identifying with puppets and other characters. They also positively associated the use of music, rhythm and humour in the sessions, potentially benefiting their sense of wellbeing. In terms of being 'useful' it can be argued that all these things are useful to the healthy development of children. In addition, they demonstrated through their ability to recite riddles, that they are learning new literacy and cognitive skills.

Have opportunities and confidence to share achievements – The children in the group described being asked to come up with stories or themes for stories, which were shared amongst the classes.

Gain confidence to express themselves in different ways – The children from each group described the range of things used within storytelling sessions – puppets, music and singing, rhythm and rhyme and riddles, as well as the stories themselves. Children mentioning these in positive ways, with animated and expressive responses, suggests that they can connect with characters and themes in different ways and gives them alternative ways of expressing themselves.

PEF IMPACTS

Gap	Intervention	Evaluation	Impact														
<p>Attainment in Reading</p> <p>No FSM/FSM 2021</p> <table border="1" data-bbox="91 995 586 1121"> <tr> <td>P1, 4 & 7</td> <td>2021</td> </tr> <tr> <td>Reading</td> <td>37%</td> </tr> </table> <p>2022 Data (all)</p> <table border="1" data-bbox="91 1254 586 1316"> <tr> <td>Reading</td> <td>2022</td> </tr> </table>	P1, 4 & 7	2021	Reading	37%	Reading	2022	<ul style="list-style-type: none"> Stephen Graham Training – the Balanced Reader and the Balanced Writer (1 launch and X5 twilights. Staff used PM Benchmarking tool to assess children’s baseline and track progress. Teach reading in terms of genre specific features. <p>(see detail within Improvement Priority 1)</p>	<ul style="list-style-type: none"> PM Reading has been resourced, effectively. This has extended the variety of genres available. Assessment and Learning and Teaching approaches are being embedded. Staff continue to develop knowledge and skills. 	<p>No FSM/FSM</p> <table border="1" data-bbox="1671 930 1993 1056"> <tr> <td>P1, 4 & 7</td> <td>2023</td> </tr> <tr> <td>Reading</td> <td>37%</td> </tr> </table> <p>The gap remains 37%.</p> <p>2023 Target (all)</p> <table border="1" data-bbox="1671 1254 2141 1350"> <tr> <td>Reading</td> <td>2022</td> <td>2023 Target</td> <td>2023 Actual</td> </tr> </table>	P1, 4 & 7	2023	Reading	37%	Reading	2022	2023 Target	2023 Actual
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Gap		Intervention	Evaluation	Impact																											
Primary 1	77			Primary 1	77	82%	82%																								
Primary 4	74			Primary 4	74	78%	76%																								
Primary 7	73			Primary 7	73	78%	75%																								
				See School Improvement Plan Priority 1 for additional evidence of impact.																											
Attainment in Literacy and Numeracy No FSM /FSM 2021 <table border="1"> <tr> <td>P1, 4 & 7</td> <td>2021</td> </tr> <tr> <td>Literacy</td> <td>36%</td> </tr> <tr> <td>Numeracy</td> <td>39%</td> </tr> <tr> <td>Reading</td> <td>37%</td> </tr> <tr> <td>Writing</td> <td>24%</td> </tr> <tr> <td>Listening & Talking</td> <td>18%</td> </tr> </table>		P1, 4 & 7	2021	Literacy	36%	Numeracy	39%	Reading	37%	Writing	24%	Listening & Talking	18%	Targeted Interventions <ul style="list-style-type: none"> Targeted support 1-1 / small group in Literacy and Numeracy (Fresh Start, one-to-one tutoring) Targeted support linking to literacy profiles, IEPs and reviews (Toe by Toe/Word Wasp, targeted ICT intervention Nessy). Targeted Intervention to support children just 'off track'. 	<ul style="list-style-type: none"> Targeted supports are in place for identified children. Progress is tracked and monitored. The majority of targeted supports are in Literacy. 	No FSM / FSM Target 2023 <table border="1"> <tr> <td>P1, 4 & 7</td> <td>June 2023</td> </tr> <tr> <td>Literacy</td> <td>40%</td> </tr> <tr> <td>Numeracy</td> <td>38%</td> </tr> <tr> <td>Reading</td> <td>37%</td> </tr> <tr> <td>Writing</td> <td>40%</td> </tr> <tr> <td>Listening & Talking</td> <td>12%</td> </tr> </table> <ul style="list-style-type: none"> Increase in gap: 				P1, 4 & 7	June 2023	Literacy	40%	Numeracy	38%	Reading	37%	Writing	40%	Listening & Talking	12%
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Gap	Intervention	Evaluation	Impact
			<ul style="list-style-type: none"> ○ Literacy ○ Writing ● The gap remains the same for Reading. ● Decrease in gap: <ul style="list-style-type: none"> ○ Numeracy ○ Listening & Talking <p>Targeted supports by our SFL and Learning Assistant teams:</p> <ul style="list-style-type: none"> ● P1 - Phonological awareness 40 (48%) of learners have received additional phonological awareness support in P1. By the end of the year 9 (11%) children will require this to continue in P2. Most P1 learners no longer need input. ● P2 - Phonological awareness 21 (21%) of learners have received phonological awareness support in P2. By the end of the year 8 (8%) of learners are still requiring support. Most have completed the targeted support programme or have 1 or 2 targets left. ● P2 and P3 - Speech and Language supported through links made between SLT and SFL. ● P1 - P5 - We Thinkers and We are Social Detectives (see previous info). ● P2, P3 and P4 - Sensory Circuits (see previous info). ● P3 - One to One Literacy support for phonics - 15 (16%) of learners have received individualised one to one reading input by Learning Assistants. All have made progress based on RWI assessments.

Gap	Intervention	Evaluation	Impact
			<ul style="list-style-type: none"> ● P4 and P5 - Stareway to Spelling- 9 (5 %) of pupils supported and 1 child has completed this programme. ● Word Wasp - 1 (1%) of pupils supported. ● Additional support groups for numeracy and literacy involving P6 and P7 - Stareway to Spelling. 4 (2%) pupils supported and all completed programme. ● P6- At the start of P6, 26 (31%) of pupils needed additional literacy support through the Fresh Start programme. By April of P6, 9 (11%) were still requiring this support. Most learners are anticipated to complete the programme by June assessments. ● P7 - At the start of P7, 9 (11%) of pupils needed additional literacy support through the Fresh Start programme. By April of P7, 3 (4%) had not completed the programme. Almost all P7 learners needing this support have completed it. ● Throughout school - 14 (2%) of pupils have IEP targets and shared placements supported by LA.
<p>Wellbeing</p> <ul style="list-style-type: none"> ● Universal ● Targeted ● Intensive <p>Close following gap:</p>	<p>Glasgow Motivation and Wellbeing Profile</p> <ul style="list-style-type: none"> ● All children Primary 2-7 completed the GMWP. ● Data and trends were shared and staff completed action plan to target groups/individuals. 	<ul style="list-style-type: none"> ● Individuals identified initially via Glasgow Motivation and Wellbeing Profile (GMWP). Dialogue with class teachers and previous knowledge of individuals/families used to support decisions. ● Boxall Profiles completed for each 	<p>Nurture Group</p> <ul style="list-style-type: none"> ● Increase in the strength of relationships formed with adults across the school is evident. ● Regardless of Nurture Group times, all individuals are frequently approaching members of the nurture team with any

Gap	Intervention	Evaluation	Impact
<p>Non FME and FME</p> <p>Wellbeing Data:</p> <ul style="list-style-type: none"> ● Attendance ● Wellbeing Referrals ● Wellbeing ● Profile ● Boxall ● GP or CAMHS involvement for wellbeing / mental health 	<ul style="list-style-type: none"> ● GWMP Questionnaire used to identify individuals possibly requiring therapeutic interventions. ● Dialogue with teachers and other members of staff have facilitated 'filling in gaps' for those not identified quantitatively. ● Meeting of Nurture Strategy Group to identify suitable interventions for individuals and ensure consistent tracking of input provided. ● Documents created to track and monitor interventions via Nurture Strategy Group. ● Document created for each class with GWMP Questionnaire results and trends identified. ● Class Teachers identified development points for their own class using links to Self-Determination Theory via GWMP responses. <p>Therapeutic Supports Provided: .</p> <ul style="list-style-type: none"> ● Nurture Group (P3-6) ● Play Therapy ● Lego Nurture ABC, Playbox, ● Seasons for Growth ● Drawing and Talking Therapy ● Treasury Boxes 	<p>individual identifying areas for development. GMWP & Boxall revisited after a 10 week period to measure any changes.</p> <ul style="list-style-type: none"> ● GMWP data analysed after both surveys administered (Nov' 22 and May 23') with a noticeable improvement seen in learners' responses after addressing issues such as: how the survey was administered by individual teachers, how learners understood the questions and children were also informed that results would be considered and looked at. 	<p>concerns they may have across their general school day. In most cases there has been a reduced incidence in needing to follow through steps within the 'Ready to Learn' policy.</p> <ul style="list-style-type: none"> ● Positive correlation in Boxalls. <p>Therapeutic Supports</p> <ul style="list-style-type: none"> ● Children highlighted accessed targeted nurture support. <p>Extra-curricular Activities</p> <ul style="list-style-type: none"> ● 16 funded places for Dance. ● 38 places for Youth Group (free), 30 of these places were for children in SIMD 1-4
<p>Data</p> <p>Positive trends in GMWP questionnaire. Two focus questions and progress measured throughout the year.</p>			




Gap	Intervention	Evaluation	Impact																																				
<div style="display: flex; flex-wrap: wrap;"> <div style="width: 50%;"> <p>P2-P7 I am proud of the work I produce in school (2022)</p> <table border="1"> <tr><td>Disagree mostly</td><td>3.2%</td></tr> <tr><td>Not sure</td><td>8.2%</td></tr> <tr><td>Agree Mostly</td><td>26.3%</td></tr> <tr><td>Agree completely</td><td>59.6%</td></tr> </table> </div> <div style="width: 50%;"> <p>P2-P3 I am proud of the work I produce in school (2023)</p> <table border="1"> <tr><td>Disagree mostly</td><td>2.8%</td></tr> <tr><td>Not sure</td><td>12.1%</td></tr> <tr><td>Agree Mostly</td><td>33.1%</td></tr> <tr><td>Agree completely</td><td>50.4%</td></tr> </table> </div> <div style="width: 50%;"> <p>P2-P7 I belong to this school (2022)</p> <table border="1"> <tr><td>Disagree compl...</td><td>3.5%</td></tr> <tr><td>Disagree mostly</td><td>5.3%</td></tr> <tr><td>Not sure</td><td>4.3%</td></tr> <tr><td>Agree Mostly</td><td>9.9%</td></tr> <tr><td>Agree completely</td><td>77.0%</td></tr> </table> </div> <div style="width: 50%;"> <p>P2-P3 I belong to this school (2023)</p> <table border="1"> <tr><td>Disagree compl...</td><td>4.0%</td></tr> <tr><td>Disagree mostly</td><td>4.8%</td></tr> <tr><td>Not sure</td><td>16.0%</td></tr> <tr><td>Agree Mostly</td><td>29.8%</td></tr> <tr><td>Agree completely</td><td>45.4%</td></tr> </table> </div> </div>				Disagree mostly	3.2%	Not sure	8.2%	Agree Mostly	26.3%	Agree completely	59.6%	Disagree mostly	2.8%	Not sure	12.1%	Agree Mostly	33.1%	Agree completely	50.4%	Disagree compl...	3.5%	Disagree mostly	5.3%	Not sure	4.3%	Agree Mostly	9.9%	Agree completely	77.0%	Disagree compl...	4.0%	Disagree mostly	4.8%	Not sure	16.0%	Agree Mostly	29.8%	Agree completely	45.4%
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<p>Family Engagement Lower rates of Parent/Carer engagement and participation in ELC and school for those children who are disadvantaged (SIMD, FME, known poverty, parental mental health, LAC)</p>	<p>Target families identified based on SIMD, FME, known poverty, parental mental health, LAC. Timely, appropriate supports and intervention which support their child's learning at home and school.</p>		<p>Data below</p>																																				

Gap	Intervention	Evaluation	Impact																						
Known evidence base – improved attainment when Parents/Carers are engaged and participate in ELC and school, particularly in the Early Years.																									
<p>Data (EY Homelink)</p> <p>Parent Relationships and Support</p> <table border="1" data-bbox="817 422 1776 925"> <thead> <tr> <th>Contact Made</th> <th>How many?</th> </tr> </thead> <tbody> <tr> <td>Home Visits</td> <td>49</td> </tr> <tr> <td>Text and Phone calls to parents/carers</td> <td>594</td> </tr> <tr> <td>Face to face contact</td> <td>199</td> </tr> <tr> <td>Health Visitor contact</td> <td>37</td> </tr> <tr> <td>Working in partnerships with other agencies</td> <td>81</td> </tr> <tr> <td>Emails sent to parents</td> <td>33</td> </tr> <tr> <td>Forms Completed with Parents</td> <td>21</td> </tr> <tr> <td>Letters of Support – housing etc</td> <td>4</td> </tr> <tr> <td>School uniform supplied</td> <td>11</td> </tr> <tr> <td>Pastoral Notes Written</td> <td>149</td> </tr> </tbody> </table> <p>Food Parcels 22 Emergency Food Parcels 16 Summer Food Parcels 21 Christmas Food Parcels 11 Easter Food Parcels</p> <p>Vouchers 18 trip vouchers £420 clothing vouchers</p> <p>Family Learning RCWC x 6 sessions were delivered this session 3 parents completed the course 16 parent/carers attended ELC drop in sessions 4 parent/carers attended LIFT drop in session</p> <p>Attendance Weekly ELC Attendance report run Currently 25 children under 80% and being monitored 2 because of illness and a medical condition 12 because of illness 4 because of illness and holiday 5 because of extended family holiday 2 because of family circumstances</p> <p>Multi Agency Meetings</p>				Contact Made	How many?	Home Visits	49	Text and Phone calls to parents/carers	594	Face to face contact	199	Health Visitor contact	37	Working in partnerships with other agencies	81	Emails sent to parents	33	Forms Completed with Parents	21	Letters of Support – housing etc	4	School uniform supplied	11	Pastoral Notes Written	149
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<p>25 attended – 88% of these were from SIMD 1 –SIMD 3</p> <p>Supporting Parents to Appointments I have supported parents/children to 5 Health Appointments</p> <p>Well-being Meetings Attended I have attended 32 Well-being Meetings</p> <p>Data (Youth Worker, employed Feb 2023)</p> <p>Attendance</p> <p>Weekly P1-P7 attendance report for well-being meeting</p> <p>Currently 14 pupils under 70% attendance level being monitored and supported:</p> <ul style="list-style-type: none"> ● 2 because of illnesses and holidays ● 4 who receive social work support ● 3 due to of family circumstances <p>71% of these are SIMD 1 - 3</p> <p>3 receive free school meals within SMDI 4-5</p> <p>1 receives social work support within SMDI 4</p> <p>Currently 18 pupils between 70-80% attendance level being monitored:</p> <ul style="list-style-type: none"> ● 28% of these are SMDI 1 - 3 ● 5 receive free school meals within SMDI 4 – 8 <p>Young carers</p>																															
<p>Pupil relationships and support</p>																															
<table border="1"> <thead> <tr> <th data-bbox="1211 405 1789 445">Support given/contact made</th> <th data-bbox="1789 405 2029 445">Quantity</th> </tr> </thead> <tbody> <tr> <td data-bbox="1211 445 1789 485">Home visits</td> <td data-bbox="1789 445 2029 485">48</td> </tr> <tr> <td data-bbox="1211 485 1789 525">Pupil travel support to school</td> <td data-bbox="1789 485 2029 525">56</td> </tr> <tr> <td data-bbox="1211 525 1789 564">Pupil travel support from school</td> <td data-bbox="1789 525 2029 564">58</td> </tr> <tr> <td data-bbox="1211 564 1789 604">Parent/carer meetings</td> <td data-bbox="1789 564 2029 604">13</td> </tr> <tr> <td data-bbox="1211 604 1789 644">Meetings with other agencies</td> <td data-bbox="1789 604 2029 644">8</td> </tr> <tr> <td data-bbox="1211 644 1789 684">Text and phone calls to parents/carers</td> <td data-bbox="1789 644 2029 684">71 texts, 89 calls</td> </tr> <tr> <td data-bbox="1211 684 1789 724">Forms completed with parents/carers</td> <td data-bbox="1789 684 2029 724">3</td> </tr> <tr> <td data-bbox="1211 724 1789 764">Email correspondence with parents</td> <td data-bbox="1789 724 2029 764">45</td> </tr> <tr> <td data-bbox="1211 764 1789 804">Pupil wellbeing check ins</td> <td data-bbox="1789 764 2029 804">192</td> </tr> <tr> <td data-bbox="1211 804 1789 844">Well-being group activities</td> <td data-bbox="1789 804 2029 844">96</td> </tr> <tr> <td data-bbox="1211 844 1789 884">Pupil high school transition visits</td> <td data-bbox="1789 844 2029 884">2</td> </tr> <tr> <td data-bbox="1211 884 1789 924">Pastoral notes recorded</td> <td data-bbox="1789 884 2029 924">31</td> </tr> <tr> <td data-bbox="1211 924 1789 957">Camp/Residential support</td> <td data-bbox="1789 924 2029 957">1</td> </tr> </tbody> </table>				Support given/contact made	Quantity	Home visits	48	Pupil travel support to school	56	Pupil travel support from school	58	Parent/carer meetings	13	Meetings with other agencies	8	Text and phone calls to parents/carers	71 texts, 89 calls	Forms completed with parents/carers	3	Email correspondence with parents	45	Pupil wellbeing check ins	192	Well-being group activities	96	Pupil high school transition visits	2	Pastoral notes recorded	31	Camp/Residential support	1
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Gap	Intervention	Evaluation	Impact
<p>Young carer statements taken: 8</p> <p>Young carer check ins: 176</p> <ul style="list-style-type: none"> ● 67% of these are SMDI 1 – 3 ● 1 receives free school meals within SIMD 8 <p>Food parcels</p> <p>8 Easter food parcel delivered</p> <p>Pupil CYPP, MAMs and School Well-being</p> <p>CYPPs attended: 3</p> <p>MAMs attended: 3</p> <p>Well-being meetings attended: 16</p>			

Our current strengths include:

Strength	How do we know?
<p>Skilled Learning Assistants - Provision of Learning and Wellbeing Targeted Supports</p> <p>The Learning Assistant Team work collegiately and are keen to further their professional knowledge to support children effectively. They are invested in the school and our children. As a result, we have a highly skilled team in place providing a high level of targeted support. This practice was shared with ELC and teaching staff at the May 2023 Inservice through a 'marketplace'.</p>	<ul style="list-style-type: none"> • There is an overview in place that highlights the variety of learning and wellbeing targeted supports available. The routes to access this support are clearly outlined with flowchart. • Timetables evidence the wide variety of wellbeing and learning targeted supports in place. • Pupil and parent feedback in Child Planning Meetings is positive. • Almost all parents/carers whose children have been supported by Sensory Circuits attended a workshop run by Occupational Therapists. • Assessment data - phonological awareness, one to one tutoring, MUMPs, Fresh Start and progress against IEP targets, highlight children's progress (see PEF data). • Learning Assistants have supported 24 (4%) of pupils with either drawing and talking, treasury box, lego nurture ABC, Seasons and playbox this year. • All Learning Assistants confidently shared their practice with ELC and teaching staff. • Feedback from staff was positive, comments include: <ul style="list-style-type: none"> “It was helpful to hear about the targeted nurture support available.” “The market palace was excellently facilitated. It was fantastic to learn about the interventions in detail.” “I loved seeing the market place. So helpful in developing my understanding.” <div data-bbox="1160 951 2130 1273" style="display: flex; justify-content: space-around; margin-top: 20px;">    </div>

Strength	How do we know?
<p>Leadership of Learning</p> <p>Most staff have an area of shared leadership responsibility across the school /community/authority and engage with linked CLPL including opportunities to collaborate across authorities.</p>	<p>Literacy Leads:</p> <ul style="list-style-type: none"> ● Part of SEIC connector sessions engaging in opportunities to share practice and Professional dialogue and reading related to Literacy, in particular Reading. Linked to and strengthened School Improvement on Reading pedagogy. ● Applied for accreditation to become a Reading School. ● Carried out baseline evidence gathering with staff, children and families, supported staff in use of PM assessments, developed a reading culture in partnership with children and families. ● Presented new Midlothian Reading/Writing progression frameworks to all staff. ● Led Moderation sessions across ASG on Writing <p>Numeracy coordinators:</p> <ul style="list-style-type: none"> ● Worked in collaboration across authority developing implementation of new Numeracy progression frameworks. ● Delivered CLPL sessions with teaching/support staff on pedagogy (using manipulatives and concrete materials). <p>RRSA Steering Group:</p> <ul style="list-style-type: none"> ● Led continued development of ensuring a Children’s Rights based Approach in school. ● Members of Midlothian Strategic group and shared best practice within authority. <p>ECO Committee:</p> <ul style="list-style-type: none"> ● Focussed L and T and raising awareness on Climate Action/ ● Promoted Recycling in and around school. ● Engaged children in Biodiversity survey. ● Developed Global Citizenship learning opportunities. <p>STEM:</p> <ul style="list-style-type: none"> ● STEM leads participation in the STEM Ambassador course . ● Supported staff to plan experiences which have stimulated and enhanced learning experiences. ● Introduced STEM clubs.

Strength	How do we know?
	<ul style="list-style-type: none"> ● Links with Digital Technologist. <p>Play Leads:</p> <ul style="list-style-type: none"> ● Primary 1 staff continued to develop opportunities for quality Play and engaged in CLPL and Professional Reading, including sharing practice across different authorities. ● Learning Assistants have supported and developed Play in classrooms, atriums and outdoor Learning opportunities ● Carried out Play audit ● Primary 2 staff have engaged in CLPL opportunities to enhance Play experiences ● P5-7 staff have developed opportunities for Play within 'Fun 31' <p>Extra-Curricular activities provided by school staff:</p> <ul style="list-style-type: none"> ● Glee ● Basketball ● Football ● Netball <p>Digital Learning Leads:</p> <ul style="list-style-type: none"> ● Supported staff with the implementation of the Digital Learning Framework. ● Supported staff in gaining their Google Workspace Bronze badges. ● Facilitated staff training led by Susan Ward. ● Supported the Learning Technologist to work with pupils and teachers and deliver training. ● Facilitated the Learning Technologist to work alongside the Sfl team, supporting pupils when using the Read Write Toolbar. ● Worked alongside Learning Technologist to further manage the device rollout. Including logging devices that need fixed and supporting teachers with workspace tools. 

Strength	How do we know?
<p>Collegiate Working and Engagement in Professional Dialogue</p> <p>There is a strong ethos and culture of collegiate working across the whole school team and community to ensure continuous improvement in nurture and wellbeing, learning and teaching and improved outcomes for our learners.</p>	<ul style="list-style-type: none"> ● All stages work well collegiately to plan Interdisciplinary (IDL) experiences across the curriculum. Ensures consistency in IDL planning of learning and teaching experiences across stages allowing for differentiation to meet learners' needs. ● Staff across stages have continued to develop and engage with Quality Improvement Methodology in Writing in collaboration with Fife council. ● Learning Assistants are included in planning and teaching play experiences and developing outdoor learning opportunities. ● Learning Assistants have supported evaluation of school 'Ready to Learn' policy to include expectations for our playground and ensured in line with 'Ready to Play'.
<p>Supporting Wellbeing and Inclusion</p> <p>Children's Health and Wellbeing is valued and supported to ensure each child is able to access learning opportunities.</p>	<ul style="list-style-type: none"> ● Vision, Values and Aims underpin everything that happens in school each day. ● Skilled staff support children holistically. They understand the importance of building relationships and using nurturing approaches. ● Staff access relevant professional learning opportunities. ● Zero exclusions 2022 - 2023 school session. ● Almost all children are 'Ready to Learn'. ● A Flow Chart and procedures are in place for children to access targeted supports. There is a weekly Wellbeing Meeting. ● Children requiring additional support receive these in a timely manner. Targeted supports are tracked and monitored. ● Calm purposeful learning environment with children well supported observed through Authority Visits One and Two.

Successes and achievements in 2022-23

Woodburn Early Learning and Childcare Setting

Our wider achievements and successes this year include:

Home Visits / Settling in Process

We have further developed our settling in process. The home visits and follow up ELC visits ensured a positive transition process for our children. This process was planned on an individual basis with adaptations being made where required. Parents/carers have commented positively on this process, sharing how it supported families as well as children through developing relationships and building trust. We regularly have children who continue to discuss when the adults “*came to my house*”.

Parental Engagement / Involvement

This year we have had a number of parents/carers who have come into the setting to share their expertise and skills. We have had drumming workshops, story telling, baking with a home economics teacher, gardening groups and a parent who has led Bookbug sessions. We would like to continue to develop these relationships and opportunities. They had a positive impact on our children.



Family Fun Day

76 families joined us at WELC for our Family day. The event was supported by local businesses delivering dance workshops and messy play experiences. Families participated in story telling with Tim Porteous, most children were actively participating in these workshops. P6 buddies helped to run the fairground games and pupils from St Davids High School and Newbattle High School supported the day.



Of all families that attended the event and shared feedback and comments, all were very positive. These families all shared that they had enjoyed the day alongside their children and hoped for future family days and events.

Events and Celebrations

Across the year we have planned a range of events and celebrations for our children and families.

Stay and Play

We have opened up stay and play to parents/carers, at any time, in order to meet their needs and support their child's development. As a result we have seen more parents/carers engage at a time that suits them and their child/children. Our set time Stay and Play sessions have not been as well attended so we will continue to adopt the more flexible model next sessions.

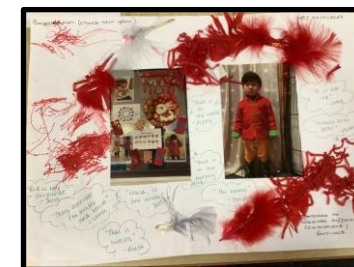
Sports Day

All children within WELC joined in during our ELC sports days. We also had a number of children from other ELC settings who will be joining us for Primary 1 and children from Woodburn Family Learning Centre who also took part. A number of family members joined us with many commenting on how the children engaged with and enjoyed the day.



Chinese New Year

One of our families shared their experience of celebrating Chinese New Year with us all. They brought in traditional dress for all children to see, and decorations from their home. We were able to share photographs of the celebrations with the children and enjoy using chopsticks to use at lunch and within our home corner.



Within WELC we also celebrated Burns Night, Remembrance Day, Guy Fawkes and Christmas with a variety of learning experiences enhanced by digital technologies, food tasting, sing-alongs and parties.

Feel Good February

The children joined the whole school in our Feel Good February Walk. As well as supporting our Health and Wellbeing, it also provided opportunities for the children to spend time with their families and their Primary 6 Buddies, supporting the development of relationships before the transition to school.

Play on Pedals

Where staffing allowed, this session we continued with Play on Pedal sessions. During these sessions children learned about the parts of the bike. In addition, they developed their their gross motor skills, ability to follow instructions, spatial awareness and awareness of hazards.



Familiarisation with the School Environment

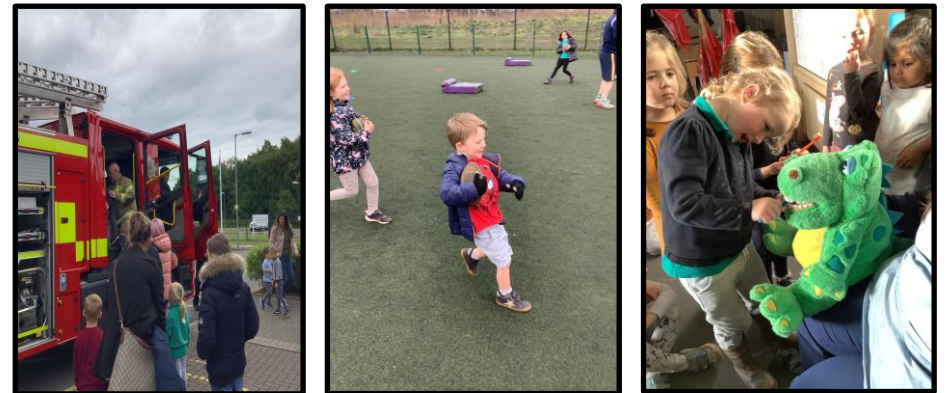
This session, we have utilised more of the spaces and areas of the school alongside taking advantage of the expertise within our staff. With two members of staff trained as gymnastics coaches, all children have enjoyed the opportunity to participate in gymnastics sessions within the gym hall. This has developed confidence for accessing the gym hall as well as the opportunity to develop their listening, balance and gross motor skills.

We have used the library and expressive arts room each week to provide intentionally planned activities to provide a broad range of experiences for our children. Through accessing the play atrium, primary one classrooms and playground the children have had opportunities to support transition.



Partnership with Professionals

This session we have continued to develop positive working relationships with other professionals in order to provide a wider range of opportunities and support for our children. This year the children have participated in activities with Childsmile, Police Officers, staff from Dalkeith Fire station and sessions with the Rugby Development Officer from Dalkeith Rugby Club.



STEM provision

All staff participated in STEM training and were introduced to the resources available through the University of Glasgow. STEM champions were established and took on the role of developing STEM experiences within our environment. All staff have been involved in the development of the use of provocations and resources to provide opportunities for children to develop their numeracy and STEM skills.

All staff feel more confident in planning for numeracy and STEM experiences. They are able to confidently set appropriate learning priorities and use mathematical language when reporting on children's successes and next steps.



Woodburn Primary School

Our wider achievements and successes this year include:

Developments in Recognising and Celebrating Personal Learning and Achievement

This session we have reviewed current approaches to recognising and celebrating children's Personal Learning and Achievement. Through Assemblies and follow-up class tasks, we have discussed with children what Personal Learning and Achievement is, the ways we already recognise and celebrate these within school and what we could do differently or better.

Through the final term this session, classes have agreed and trialled different approaches and gathered ideas about what to do next.

Personal Learning and Achievement What is it?

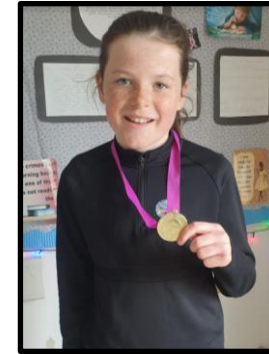
All learning and achievement within and outwith what happens in school.

- Curricular area – Music, Drama, Literacy..
- Outdoor Learning
- Eco Work / Sustainability
- Volunteering
- Enterprising activities
- Sporting activities



In your classes...

1. Discuss and agree together on a way that you will recognise and celebrate Personal Learning and Achievement in your class this term.
2. Gather ideas for what we could do better/differently in 2023-2024.
3. Be ready to share these two aspects with Mrs Findlay when she comes in your classrooms later in the term.



Alongside this work in school, one of our DHTs took part in a co-design Working Group, facilitated by Education Scotland, focussing on profiling and capturing achievement. The aim was to consider the messages about current approaches to profiling achievement 3-18+, to co-design a prototype for the suggested 'leaver's digital portfolio of achievement' and co-develop approaches, templates and tools that educators can use right now to enhance profiling achievement for learners, as well as looking to the future. Skills Development Scotland wanted to redevelop their online careers service, My World of Work. The ideas and opinions of the young people across Scotland were sought and a focus group of P6 and P7 Woodburn pupils were able to contribute their creative ideas about what they would value. In June 2023, the agency returned to school to share how their ideas had been made into prototypes.

Sports Day



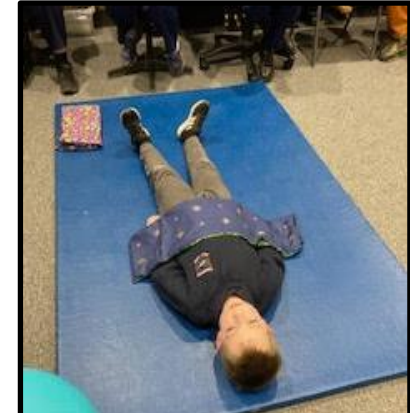
We held a very successful Primary 1 - 3 and Primary 4 - 7 School Sports Day. Children participated well in their House Teams with Melville being the overall winner on the day.

Sensory Schools

Parents attended a successful session with our Pediatric Occupational Therapists in January 2023. This was to share our ongoing development of a Sensory Smart School.

My child enjoyed it so much, she is calmer and less distracted. I have seen that before she found it hard to complete tasks without moving. She has shared it is good for her brain balance and she loved it..

She says she feels more relaxed and confident when taking part and building a relationship with the supporting adults.



GTCS Professional Recognition - Dyslexia

Lynne Gillies, Support for Learning Teacher, received her GTCS professional recognition in April 2023. Building on this achievement, she is now on the panel to moderate future submissions for the joint GTCS, Dyslexia Scotland and Education Scotland programme.



Partnership with Edinburgh University

The Head Teacher continued a partnership with Edinburgh University, as an Associate, co-presenting a session for teachers on Curriculum Innovation.

Science, Technology, Engineering and Mathematics (STEM)

Through the work of the STEM leads and their participation in the STEM Ambassador course, children have been able to participate in a variety of experiences which have stimulated and enhanced learning.

- P3 had a visit from Generation Science focussing on 'Ella's Wobble'.
- P7s have taken part in 'If I were an Engineer' competition, 3 pupils were shortlisted to have their inventions created.
- Primary 7 pupils interviewed an astronaut - Nicole Stott.
- STEM club as part of Fun 31 in the upper school.
- Visit from digital technologist with a focus on Microbits and Martibot.
- P7 have taken part in a STEM Inspiration experience involving designing and building bridges, testing and evaluating their effectiveness



Primary 6 Ski-ing

82% of Primary 6 children participated in ski-ing this session. Funding was provided to ensure that every Primary 6 pupil had the opportunity to attend if they wished to. All skiers were awarded either Level 1 or Introduction to Skiing Certificates at the end of the six week block. Services provided by Disability Snowsports UK (DSUK), were used to support. This ensured that children with Additional Support Needs had the opportunity to be included and make progress.



Bikeability

Levels 1 and 2 offered to P5-7 this session. The rolling programme we have put in place allows for P5-7 learners to participate and catch-up on any sessions they may miss.

Swimming

All Primary 4 children attended swimming lessons. The lessons built on previous experience the pupils already had and allowed children who had never had swimming lessons before to gain initial skills which developed as the course of lessons progressed.

Glee Choir

The Glee Choir has continued to entertain this year. Our Gleestars performed two songs for the Frisson Foundation competition, where we included BSL and dance. Although we did not proceed to the finals the children delivered an incredible performance and we were given some fabulous feedback from the judges. They have performed to the school at Assembly, at the Christmas Fayre and the Summer Fayre.



Residential Camps

Both Primary 5 and Primary 7 attended residential camps. Primary 5 visited Dalguise and Primary 7 Benmore. Allocation of Pupil Equity Funding ensured every child had the opportunity, if they wished, to participate.. Children demonstrated all of our Woodburn Learning Skills, building confidence and resilience with every activity.



P7 Buddies

P7 pupils have worked with their P1 buddies to take part in shared learning experiences - reading, Christmas Craft, outdoor learning and play.



Year Group Excursions

Year groups have participated in excursions. These have all been capped at £5.

Primary 1 and 2 visited Dynamic Earth to deepen their learning on their topic of 'Day and Night'.

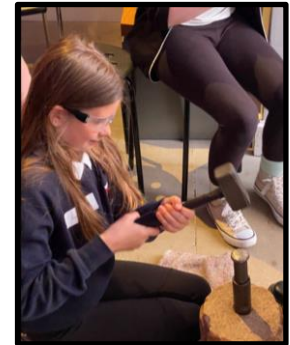


Primary 3 visited the Water of Leith Visitor Centre to extend their learning about The Water Cycle.

P7 trip to Dynamic Earth for a STEM careers day.



Primary 4 visited the Mining Museum and Primary 6 visited the Money Museum on the Mound.



Participation in Sporting Events

Throughout the session children have participated in a variety of Active Schools events including hockey, Club Golf, rugby, football and athletics.



Feel Good February

We participated in a range of activities for Feel Good February. The week culminated in a walk with our ELC - P7 'Community Walk'. The week centred around a mental health and wellbeing focus, 'Let's Connect' focus. We encouraged our school community to consider how they feel valued by other people.



Children were involved in a variety of activities across the week including:

- Upper school made smoothies using a smoothie bike.
- ELC experienced fruit tasting whilst P1 & P2 made fruit kebabs.
- Engagement with 'Task Master' linked to Mental Health Week.
- Bike Session for P3-7 led by Kieran Power.
- Primary 1 had a dance off with Primary 2.
- We introduced 'Break & Shake' at the end of morning break. This was led by SLT & P7 volunteers.

"After the walk I felt very calm". P3 pupil

"Break and shake makes me feel happy". P1 pupil

"I tried kiwi fruit - I haven't had that for ages!" P1 pupil

There were also staff led wellbeing sessions for colleagues. Staff could opt in to Fitness or Art.



The Development of Play

Primary 1 staff have focussed on continuing to develop opportunities for quality Play. This has involved:

- Visits to other schools to share practice.
- CLPL on play pedagogy and approaches to develop a quality play based environment.
- Engaging in professional reading using the 'Realising the Ambition' document.
- Engaging with the Midlothian Quality Learning Environments framework and using these to plan play experiences.
- Completing the Play Audit tool to reflect on play in Woodburn.
- Experimenting with different ways to observe and track play.
- Developing outdoor play spaces.
- Developing more free flow play opportunities using the atrium and classrooms.
- Professional Discussions about play in Primary 2.
- Developing long term play planning document to track CfE Experiences and outcomes.



Primary 5-7 have developed opportunities for Play within Fun 31. Children have the option to take part in various play activities across the classrooms and outdoor areas.



Working alongside Midlothian Volunteer Centre

Through working collaboratively we have been able to offer free youth club places for children in P4-6 and also offer volunteering opportunities for young adults from the Dalkeith community. 40 Woodburn learners have had the opportunity to attend these sessions.

The Youth Group also took part in a competition to name the new Mascot for Volunteer Midlothian. With their entry the group won £100 to spend on resources to support the sessions.

Reading Schools Accreditation - Developing a Reading Culture and Ethos

We have been successful in being accredited as a Reading School (Core Level). There is a steering group in place who meet regularly. Junior Librarians promote reading by giving recommendations and being reading role models. We included texts to promote diversity and inclusivity.



Children's Rights Strategic Group

One of our Depute Head Teachers and P7 Class Teacher are part of Midlothian's Strategic Group whose purpose is to provide an opportunity for staff across different settings to come together to discuss and share good practice around embedding Children's Rights in education settings within Midlothian. Woodburn Primary hosted a meeting to share our journey to becoming a Gold Rights Respecting school. Children from our Steering Group presented and guided a tour of the school.

Headstrong

Our Primary 7 pupils have taken part in Headstrong led by the school nursing service, which is a mental health/emotional wellbeing programme with the main aim of promoting a positive approach to mental health and exploring attitudes and prejudices as individuals and as a society.

Parent Partnership

The school continues to develop ways of working together with the Parent Partnership. As a group they have supported fundraising, planned social events for children and families and contribute to aspects of School Improvement. They have taken a key role in improving the school.

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"> • Collaborative approaches to self-evaluation • Analysis and evaluation of intelligence and data • Impact on learners' successes and achievements 	<ul style="list-style-type: none"> • Developing a shared vision, values and aims relevant to the school and its community • Strategic planning for continuous improvement • Implementing improvement and change 	<ul style="list-style-type: none"> • Learning and engagement • Quality of teaching • Effective use of assessment • Planning, tracking and monitoring 	<ul style="list-style-type: none"> • Wellbeing • Fulfilment of statutory duties • Inclusion and equality 	<ul style="list-style-type: none"> • Attainment in literacy and numeracy • Attainment over time • Overall quality of learners' achievement • Equity for all learners

School self- evaluation	4 good	5 very good	4 good	5 very good	3 satisfactory
Local Authority or Collaborative Review evaluation	Not evaluated	Not evaluated	4 good	Not evaluated	Not evaluated
HMI/Care Inspectorate evaluation	Not evaluated	Not evaluated	Not evaluated	Not evaluated	Not evaluated

Early Learning and Childcare *Delete if not applicable.*

If your school has an ELC setting, you do not need a separate early years school improvement plan but need to ensure there are clear priorities for your ELC . The Care Inspectorate expect improvement plans to be clearly referenced to their Quality Framework as well as HGIOELC. See table below which will support with this.

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
Criteria 1 The appointed Early Learning and Childcare Setting will	Care Inspectorate evaluations are “good” or better on the key questions “how good is our staff	4.1 - Staff skills, knowledge and values 4.3 - Staff deployment*	1.3 – Leadership of change 2.3 – Learning, teaching and assessment	3 satisfactory

have a high Quality Workforce.	team?” and “how good is our leadership?”	3.1 - Quality assurance and improvement are led well		
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.	Care Inspectorate evaluations are “good” or better on the key questions “how good is our care, play and learning?”	1.1 - Nurturing care and support 1.3- Play and learning	2.3 - Learning, teaching and assessment 3.1 – Ensuring wellbeing, equality and inclusion 3.2 – Securing children’s progress	4 good
Criteria 3 The appointed Early Learning and Childcare Setting will have the right physical infrastructure, both indoors and outdoors to improve outcomes for children	Care Inspectorate evaluations are “good” or better on the key questions “how good is our setting?”	2.1 - Quality of the setting for care, play and learning	2.3 - Learning, teaching and assessment 3.2 - Securing children’s progress	3 satisfactory

Section 3: Improvement Plan 2023-24

Establishment	Dalkeith HS
Associated School Group	Dalkeith

Session	2023-24
Prepared by	Joanna Findlay
Date	5th June 2023
Reviewed by	Name <i>To be completed by Quality Improvement Manager</i>
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>

Midlothian Education Service Priorities

<p>Why? 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>What? Our improvement priorities</p>	<p>Raising attainment to ensure that all children and young people in Midlothian achieve outcomes which lead to positive destinations</p> <ul style="list-style-type: none"> ● Learning, teaching & assessment ● Curriculum ● Equity 	<p>All children & young people feel valued & included, and have the same opportunities to succeed</p> <ul style="list-style-type: none"> ● Relationships ● Wellbeing & care ● Inclusion & targeted support
<p>How? Our improvement drivers</p>	<ul style="list-style-type: none"> ● Continuous professional learning for all colleagues ● Data which drives improvement ● Quality improvement framework ● Strong leadership at all levels ● A children’s rights-based approach ● Digital empowerment 	

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
<p>Learning, teaching and assessment</p> <p>ELC All staff are using the learning pathways to create learning priorities for literacy, numeracy and HWB. These priorities are being used to inform planning.</p> <p>All staff are using Seesaw to share significant learning and achievement, and using this information to inform conversations at 'learning and achievement' meetings.</p> <p>Primary 1-7 All staff participating in peer observations felt the experience was helpful/very helpful and reported increased confidence.</p> <p>All staff participating in CLPL relating to creating effective LI and SC, felt it increased their knowledge and understanding. They felt more able to distinguish between knowledge/skills</p>	<p>ELC All staff within ELC have engaged with the new documentation 'shared framework' expected from HMIE/Care Inspectorate.</p> <p>ELC staff engage with school tracking systems to monitor children's progress throughout the early level and make appropriate plans to support next steps in learning. This includes the use of SEEMIS to track and record.</p> <p>Primary 1-7 All teachers are implementing the Midlothian Learning, Teaching and Assessment Framework alongside, 'The Woodburn Way - What Excellent Looks Like'.</p> <p>The impact of the Raising Attainment strategy and 'The</p>	<p>ELC All ELC staff have embedded the use of the shared framework from HMIE/Care Inspectorate. This will be used to inform all policies, procedures and self evaluation.</p> <p>The use of learning priorities to establish next steps in learning, tracking of learning and achievement and monitoring systems is embedded across all of the early level.</p> <p>Primary 1-7 Features and principles from the Midlothian Learning, Teaching and Assessment Framework and 'The Woodburn Way' can be evidenced in all classes.</p> <p>All teachers regularly moderate the planning, delivery and</p>

Where we are in Summer 2023	By Summer 2024	By Summer 2027
<p>based LI.</p> <p>Following CLPL, classroom observations, there were measurable improvements in the creation and use of LI and linked SC.</p> <p>Staff utilise the - 'The Woodburn Way, What Excellent Looks Like', to support observations and monitoring of practice.</p> <p>All teaching staff have updated SEEMIS to support tracking at each year stage. This will now replace excel tracking procedures.</p> <p>SLT utilise the data including SEEMIS information to identify trends in attendance and attainment. They are aware of the data dashboard.</p> <p>Whole School Raising attainment and learning, teaching and assessment is key within ELC, school and PEF Improvement Plans for 2023 - 2024.</p>	<p>Woodburn Way', is monitored through analysis of key Performance Indicators.</p> <p>High Quality Learning and Teaching includes the development of Play Pedagogy Primary 1-3.</p> <p>Moderation supports teachers' understanding of Achievement of a Level. Moderation takes place within school, the ASG and use is made of SEIC/QAMSOs.</p> <p>Whole School High Quality Learning and Teaching includes effective use of digital skills.</p> <p>The Data Dashboard and SEEMIS are used effectively to support dialogue about learners' progress and attainment.</p> <p>Staff engage in research and enquiry to improve practice.</p> <p>There is evidence of improvement within QI 2.3.</p>	<p>assessment of Learning and Teaching. Accuracy of teacher judgements of achieved levels is secure.</p> <p>Whole School Staff are engaged in research and enquiry and share practice within and outwith Woodburn PS.</p> <p>Validated self-evaluation of QI 2.3 is Good or Above, this is moderated across schools and settings within the Dalkeith ASG. The ELC and school utilise opportunities to moderate more widely.</p>
<p>Curriculum ELC The Curriculum Rationale has been created and shared.</p>	<p>ELC Staff continue to review and revise the Curriculum Rationale. The Curriculum Rationale created within ELC is shared with</p>	<p>ELC The Curriculum Rationale is shared and understood by children and stakeholders. It is embedded in practice and approaches.</p>

Where we are in Summer 2023	By Summer 2024	By Summer 2027
<p>Wellbeing, Literacy and Numeracy Pathways are in place and are beginning to support planning across literacy, numeracy and wellbeing.</p> <p>Primary 1-7 Writing, Numeracy and Digital Literacy Progressions are in place and being used to support planning, assessment and reporting.</p> <p>The school has worked in partnership with the local community to shape the curriculum offer. A Community Engagement event held (June 2023) included a focus on The Curriculum.</p> <p>The Curriculum Rationale has been reviewed.</p> <p>The Experiences and Outcomes are ‘bundled’ and staff shape these effectively to support IDL planning.</p>	<p>children and stakeholders and is embedded in practice and approaches.</p> <p>Literacy and Numeracy Pathways are consistently used to support planning and tracking.</p> <p>Primary 1-7 Midlothian Progression Pathways are implemented and understood by staff. They support effective planning of learning, teaching and assessment.</p> <p>The school has engaged further with the Literacy and Numeracy progressions to support moderation and understanding of standards including the use of High Quality Assessments.</p> <p>The school has worked with other ASG schools to moderate Writing, linking this to writing across the curriculum, in particular Science.</p> <p>Within the ASG staff have engaged in planning effectively for Science and STEM curricular areas.</p> <p>Staff have planned using the curriculum ‘bundles’ with a focus on utilising links with the community. There is a Year Plan in place which ensures relevant and engaging IDL experiences are in place.</p> <p>Whole School The Woodburn Learning Skills are aligned with the Meta</p>	<p>Wellbeing, Literacy and Numeracy Pathways are consistently used to support planning and tracking. They support rigorous discussion about children’s learning and progress.</p> <p>Primary 1-7 Staff have engaged in CLPL related to improving the learning, teaching and assessment practices within all curricular areas but particularly areas where they lack confidence e.g: Technologies Science Expressive Arts</p> <p>Data led Literacy and Numeracy moderation is in place within the Dalkeith ASG and this supports staff understanding of progress and attainment.</p> <p>Whole School The Curriculum Rationale for ELC and Primary 1-7 align with the Midlothian Curriculum Frameworks.</p>

Where we are in Summer 2023	By Summer 2024	By Summer 2027
	<p>Skills.</p> <p>There is evidence of improvement in QI 2.2.</p>	<p>The Woodburn Learning Skills and Metaskills (Midlothian Framework), are embedded within the curriculum.</p> <p>There is continued improvement in validated self-evaluation of QI 2.2.</p>
<p>Equity</p> <p>Data is used effectively to support planning for children and families. There is targeted use of the Pupil Equity Fund.</p> <p>The PEF is used to ensure:</p> <ul style="list-style-type: none"> ● Targeted support for learning (Literacy and Numeracy). ● A focus on improving Learning, Teaching and Assessment universally and for those in SIMD 1-4 and FME. ● Targeted support for wellbeing. ● Targeted support to improve attendance. ● Strategies to increase family engagement. ● Opportunities for Family Learning. <p>The school has taken measures to reduce the impact of poverty and minimise the Cost of the School Day. The school works in partnership with the local and wider community. The Early Years Homelink and Youth Worker are key in supporting children, families and working with partners.</p> <p>The Head Teacher participates in strategic planning at an Authority Level.</p>	<p>Data is used effectively to inform planning to reduce poverty related gaps. This is a standing item on the ASG Meeting Agendas, this supports the sharing of effective practice.</p> <p>All members of staff have a good understanding of poverty and the impact it has on life chances.</p> <p>The PEF plan outlines how barriers to learning is addressed through analysis of data relating to:</p> <ul style="list-style-type: none"> ● Poverty ● Attainment ● Achievement ● Wellbeing ● Participation ● Engagement ● Attendance <p>Strategies include making use of partnership working. New partnerships have been utilised.</p> <p>The Vision, Values and Aims are revised with stakeholder involvement. They reflect understandings of Social Justice, Equity, Diversity and Inclusion.</p>	<p>There are clear pathways which effectively support the narrowing of poverty related gaps in relation to attainment, achievement, wellbeing, participation, engagement and attendance.</p> <p>All members of staff can demonstrate how their practice mitigates against the effects of poverty on outcomes for children.</p> <p>Poverty-related gaps in relation to attainment, achievement, wellbeing, participation, engagement and attendance are narrowed.</p> <p>UNCRC supports and underpins all policy frameworks, the Curriculum and Learning, Teaching and Assessment practices.</p>

Where we are in Summer 2023	By Summer 2024	By Summer 2027
The school is beginning to make more use of Pupil Voice to consult with children about reducing The Cost of the School Day. The children have a developing understanding of Equity and Social Justice.	School policies, the Curriculum and Learning, Teaching and assessment practices are reviewed ensuring they are underpinned by UNCRC.	

Priority 1 - Raising attainment to ensure that all children and young people achieve the outcomes they deserve.

Woodburn Early Learning and Childcare

Key Actions	Lead Person	Timescale	Expected measurable outcomes for learners
Learning, Teaching and Assessment <ul style="list-style-type: none"> Progression pathways are used effectively to support planning to ensure all children are making progress in literacy, numeracy and HWB. This will include robust tracking and monitoring, evidence of planned experiences and support/interventions when necessary. 	J Faulds	Summer 2024	All children will have made progress in literacy, numeracy and wellbeing. This information will be recorded and tracked to ensure progression across the early level.
Curriculum <ul style="list-style-type: none"> The curriculum rationale will be embedded and underpin our offer to all children. 	J Faulds	Summer 2024	A majority of children and stakeholders will be able to share features of our curriculum rationale. Aspects of our curriculum rationale will be visible in our practise and approach.
Equity <ul style="list-style-type: none"> Continue to review and update ELC policies and ensure Children’s Rights underpin these. Review our school Vision, Values and Aims including children and families to ensure they are 	J Faulds	Summer 2024	Some children and a majority of families will know and understand our

Key Actions	Lead Person	Timescale	Expected measurable outcomes for learners
<p>current and reflect understanding of Equity, Diversity and Inclusion.</p> <ul style="list-style-type: none"> Further develop UNCRC and the Sustainable Development Goals within our practices and approaches including learning about and in our local environment 			<p>vision, values and aims and have a better understanding of the UNCRC. Local visits and use of the woods will occur weekly for a majority</p>

Woodburn Primary 1-7	Lead Person	Timescale	Expected measurable outcomes for learners																				
<p>Learning, Teaching and Assessment</p> <ul style="list-style-type: none"> Engage in professional reading, research and enquiry to support practice. Review Learning, Teaching and Assessment Policy and Procedures and align with 'The Woodburn Way - What Excellent Looks Like' and the Midlothian Framework. Focus on ensuring differentiation, pace and challenge. Implement Midlothian Progression Pathways and engage with them to support moderation and understanding of standards. Engage with other ASG schools to moderate Reading. Where relevant link this to writing across the curriculum, in particular Science / STEM. Improve approaches to planning IDL High Quality Assessments. Carry out moderation within Literacy, Numeracy and BGE. Moderation of High Quality Assessments, (link to ASG Improvement Plan). Review and refresh the The Woodburn Learning Skills to align with the Meta Skills. Develop understanding of Pedagogy - Play and Digital Technology. 	<p>Head Teacher</p> <p>DHTs</p> <p>Lead PT</p>	<p>On-going</p> <p>June 2024</p>	<p>From baselines measures/self-evaluation evidence:</p> <ul style="list-style-type: none"> Teachers' understanding of pedagogy and confidence in learning, teaching and assessment approaches increases. There are observable improvements in the quality of learning, teaching and assessments provided for children. <p>Attainment is raised through raising the universal quality of learning, teaching and assessment and further targeting learners through improving pedagogy (including digital), approaches and strategies.</p> <p>June 2024 Stretch Aims</p> <table border="1" data-bbox="1653 970 2033 1222"> <thead> <tr> <th></th> <th>R</th> <th>W</th> <th>T&L</th> <th>N</th> </tr> </thead> <tbody> <tr> <td>P1</td> <td>84%</td> <td>84%</td> <td>93%</td> <td>83%</td> </tr> <tr> <td>P4</td> <td>78%</td> <td>78%</td> <td>91%</td> <td>75%</td> </tr> <tr> <td>P7</td> <td>78%</td> <td>78%</td> <td>87%</td> <td>75%</td> </tr> </tbody> </table>		R	W	T&L	N	P1	84%	84%	93%	83%	P4	78%	78%	91%	75%	P7	78%	78%	87%	75%
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P4	78%	78%	91%	75%																			
P7	78%	78%	87%	75%																			

Woodburn Primary 1-7	Lead Person	Timescale	Expected measurable outcomes for learners
<p>Curriculum</p> <ul style="list-style-type: none"> Review Curriculum Rationale and IDL 'bundles'. Use Curriculum Design model. Implement Year Plan and support community links (PLACE model). 	<p>Head Teacher Curricul</p>	<p>June 2024</p>	<p>Monitoring and Evaluation including sampling of Learners' Experience, evidences the Curriculum:</p>

Woodburn Primary 1-7	Lead Person	Timescale	Expected measurable outcomes for learners
<ul style="list-style-type: none"> ● Provide opportunities for Personal Learning and Achievement and begin to implement strategies to track and record these. 	ar Area Leads DHT - L&T / meta skills		<ul style="list-style-type: none"> ● Is relevant and meets learners' interests. ● Enables learners to achieve within the 4 capacities (knowledge, skills, attitudes, behaviours etc) ● Provides opportunities for individual learning pathways and personal learning and achievement.
Equity <ul style="list-style-type: none"> ● Continue to review and update school policies and ensure Children's Rights underpin these. ● Review our school Vision, Values and Aims including children and families to ensure they are current and reflect understanding of Equity, Diversity and Inclusion. ● Further develop UNCRC and the Sustainable Development Goals within the Curriculum Rationale. ● Ensure explicit links made to Children's Rights when planning Learning and Teaching. ● Further develop pupil voice e.g. through Blether Buddies. 	Head Teacher DHT - UNCRC Lead	June 2024	Reaccreditation RRS Gold Award, November 2023. Understanding of Equity, Diversity and Inclusion is evident in the revised Vision, Values and Aims. Links to UNCRC, are planned within the Curriculum Rationale, Year Plan and observed learning and teaching experiences. Through baseline and follow-up questionnaire children within the Woodburn community: <ul style="list-style-type: none"> ● Are aware of UNCRC and Sustainable Development Goals. ● Are aware of the importance of equity. ● Feel approaches ensure equity.

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
<p>Relationships Through being part of strategic nurture authority working groups, a number of staff have supported the development of a Midlothian Framework of Relational Practice.</p> <p>Staff wellbeing is supported through responding to feedback. Areas identified include refreshing the Staffroom and providing staff wellbeing activities within Feel Good February.</p>	<p>All staff are implementing the Midlothian framework for relational practice. We observe supportive, caring relationships.</p> <p>We have refreshed our relationships school policy with all stakeholders. All stakeholders have had the opportunity to understand the policy.</p> <p>Structures of professional support and supervision are piloted with learning shared as part of a collaborative enquiry process.</p>	<p>Relational practice is developed in partnership with children, young people, families and partners.</p> <p>Relational practice is observed and embedded in the ELC settings, classrooms and across the school.</p> <p>Almost all members of staff demonstrate confidence in their use of relational approaches with children, young people and families. They can articulate how this impacts on improved outcomes.</p> <p>Trusted relationships ensure effective support for children and young people. Staff respond to children and young people at risk of causing harm to themselves or others.</p> <p>Structures of professional support and supervision are embedded across the ELC setting and school.</p>
<p>Wellbeing and Care The RHSP Programme has been introduced. It supports curriculum planning and learning, teaching & assessment.</p> <p>School wide questionnaire based on the Glasgow Motivation and Wellbeing Profile created and used to assess and measure progress in relation to children's wellbeing.</p> <p>Baseline analysis of questionnaire shared with all Primary 1-7 staff. All Class Teachers used data to identify strategies and approaches to support class, groups and individuals.</p> <p>Nurture Teachers teachers analyse GMWP and further use</p>	<p>Curriculum pathways for Health and Wellbeing ensure children can take ownership of their own wellbeing and mental health. These are supported by other nurturing interventions available e.g. therapeutic supports, Headstrong and MYPAS.</p> <p>There is an Outdoor Learning programme in place that ensures pupils through ELC and school have access to different opportunities to learn outdoors.</p> <p>Data e.g. GMWP and effective person-centred assessment processes are established relating to wellbeing, mental health</p>	<p>We can demonstrate how curriculum pathways are improving learners' ownership of their own well being and mental health.</p> <p>We are able to evidence that children and young people know how to promote their own wellbeing and mental health, and how to access support.</p> <p>Data and information evidences improved wellbeing outcomes for children and young people and a narrowing of the gap in relation to those with additional support needs.</p>

Where we are in Summer 2023	By Summer 2024	By Summer 2027
<p>Boxall to identify targeted nurture supports.</p> <p>MEAP (Midlothian Early Action Partnership):</p> <ul style="list-style-type: none"> ● Primary 1 - linked with a storyteller. Evidence of improvements in children’s engagement and wellbeing. ● Primary 7 - preventative mental health and wellbeing based group programme focusing on a universal prevention and targeted early intervention approach. Class sessions delivered which allowed for small groups and individuals identified for further input. 	<p>and neurodiversity; leading to effective planning and intervention.</p>	
<p>Inclusion and Targeted support</p> <p>Inclusion and targeted support is an area of strength:</p> <ul style="list-style-type: none"> ● Skilled staff support children holistically. They understand the importance of building relationships and using nurturing approaches. ● Up, Up and Away and CIRCLE are utilised. ● Skilled Learning Assistants provide learning and wellbeing targeted supports. ● Zero exclusions 2022 - 2023 school session. ● A Ready to Learn framework is in place. It ensures children feel supported to be Ready to Learn. ● Almost all children are ‘Ready to Learn’. ● A Flow Chart and procedures are in place for children to access targeted supports. There is a weekly Wellbeing Meeting. ● Children requiring additional support receive these in a timely manner. Targeted supports are tracked and monitored. ● Calm purposeful learning environment with children well supported observed through Authority Visits One and Two. 	<p>The Ready to Learn framework has been updated and revised inline with UNCRC.</p> <p>Centralised systems, guidance and processes dovetails with existing school policy and procedures which are working well. This ensures learners’ needs are identified and met in a timely manner.</p> <p>SFL team have undertaken research and training in identifying ‘dyscalculia’. This has been shared with Teachers and Learning Assistants.</p> <p>All staff access a range of CLPL opportunities to support inclusive practices. There is evidence of impact on practice and learners.</p> <p>Links with PEF plan - gaps in relation to attainment, achievement, wellbeing and attendance are identified for learners who are care experienced, have ASN and are</p>	<p>Almost all children feel safe and included. Ready to Learn and Play supports those who require additional support.</p> <p>Policy and practice ensures learners needs are met in a timely manner.</p> <p>Gaps in outcomes are narrowing for most children who are care experienced, have ASN and are neurodiverse.</p> <p>Inclusive practices ensure that all members of the school community welcome and celebrate diversity.</p>

Where we are in Summer 2023	By Summer 2024	By Summer 2027
	<p>neurodiverse.</p> <p>The school continues to celebrate neurodiversity with a particular focus on developing children’s understanding of a particular area e.g dyslexia, ASD, ADHD (previous years).</p>	

Priority 2 - All children and young people feel valued and included and have the same opportunities to succeed.

Woodburn Early Learning and Childcare

Key Actions	Lead Person	Timescale	Expected measurable outcomes for learners
Relationships <ul style="list-style-type: none"> Relationships will be developed with families, professionals and our wider community; working collaboratively to support all our learners. 	J Faulds	Summer 2024	There will be an increase in the number of parents who attend/engage/participate in activities/events within ELC.
Wellbeing and Care/Inclusion and Targeted Support <ul style="list-style-type: none"> Care plans, learners journey's and interventions will be reviewed regularly and adaptations made to monitor, review and assess impact for all learners. 	J Faulds	Summer 2024	A majority of children will be 'on track' across literacy, numeracy and HWB. Evidence of support and interventions will be reviewed to monitor impact.

Key Actions	Lead Person	Timescale	Expected measurable outcomes for learners
<p>Relationships</p> <ul style="list-style-type: none"> ● Implement the Midlothian framework for relational practice. ● Co-create relationships, school policy and share with all stakeholders. ● Pilot structures of professional support and supervision are piloted with learning shared as part of a collaborative enquiry process. 	<p>Head Teacher DHT - Nurture Lead</p>	<p>June 2024</p>	<p>All stakeholders have had the opportunity to contribute to the policy.</p> <p>There are improved frameworks for supervision and support in place.</p> <p>Supportive, caring relationships are observed.</p> <p>There are examples gathered where approaches and strategies within the policy impact on the wellbeing of learners.</p>
<p>Wellbeing and Care</p> <ul style="list-style-type: none"> ● Curriculum pathways for Health and Wellbeing ensure children can take ownership of their own wellbeing and mental health. ● Nurturing interventions available e.g. therapeutic supports, Headstrong and MYPAS. ● Outdoor Learning programme implemented and in place P1-7. ● GMWP survey carried out. Data e.g. GMWP and effective person-centred assessment processes are established relating to wellbeing, mental health and neurodiversity. 	<p>DHT - Nurture Lead</p>		<p>Monitoring and evaluation of approaches to wellbeing and care, evidence a wider range of opportunities available for children.</p> <p>Baseline and follow-up measures which include GMWP & Boxall, evidence improvement in children's engagement and wellbeing.</p>
<p>Inclusion and Targeted Support</p> <ul style="list-style-type: none"> ● Develop understandings of dyscalculia. ● Continued development of Sensory Smart School and develop fine motor skills/handwriting across ELC and Woodburn Primary School. 	<p>SfL PT</p>	<p>June 2024</p>	<p>Through baseline and on-going observation/self-evaluation:</p>

Key Actions	Lead Person	Timescale	Expected measurable outcomes for learners
<ul style="list-style-type: none"> ● Continued development of Social skills progression for ASD and pupils experiencing social difficulties ● Continue to develop awareness as a school around neurodiversity. 	<p>SfL PT</p> <p>SfL PT and SfL Teacher</p>	<p>June 2024</p> <p>June 2024</p>	<ul style="list-style-type: none"> ● Learners engage more with the learning process and develop sensory integration. ● Learners improve fine motor skills and handwriting. ● All identified learners use the vocabulary of social skills thinking to help support and develop joint intention, cooperation, self-regulation and executive function ● All identified ADHD learners have participated in a pupil support group. Their feedback highlights: <ul style="list-style-type: none"> ○ Increased understanding of what ADHD is, how it impacts them ○ They have been able to personalise strategies on how to manage their ADHD. ● Some learners will have engaged in the identification process for dyscalculia.

Improvement drivers

Embedding the 6 drivers 2023 - 2027:

Continuous professional learning for all colleagues

How is continuous professional learning enabling you to achieve your school improvement priorities?

We place high value on professional learning in order to meet statutory requirements and to drive continuous improvement. Professional Learning is available for all members of school staff. We aim to align professional learning with the Improvement Priorities for the session:

- CLPL courses provided by Midlothian
- CLPL courses with outside providers e.g. Education Scotland, SEIC, Edinburgh University, Nurture UK, Playtherapybase and Rights Respecting Schools.
- Opportunities for Professional Reading and Discussion within INSET and Collegiate Activity Time (CAT).
- Opportunities for all staff to carry out Peer observations supported by a coaching model.
- Provision of Leadership opportunities for all staff.

All professional learning is evaluated as part of Quality Assurance.

Data which drives improvement

How are you using data to drive school improvement?

- We strive to be data rich gathering qualitative and quantitative data.
- Data gathering is built into the Quality Assurance Calendar.
- Data is analysed carefully to identify strengths, areas for improvement and trends.
- Data is analysed against Midlothian averages, National averages and comparators.
- Qualitative and quantitative data is used to support professional dialogue about learners' attainment and progress.
- Data is used to measure progress against Improvement Priority baselines.

Quality improvement framework

What quality improvement activities do you have planned for the session?

- There is a Quality Assurance Calendar in place, this outlines quality improvement activities for the year.
- During the 2023 - 2024 session, we are going to focus on improving approaches to ensure:
 - Pupil voice and engagement
 - Parents/Carers - particularly the Parent Council
 - Partners in the local community

Strong leadership at all levels

How will leadership be developed across your school during the session?

We encourage and enable leadership for all staff within ELC and school, utilising skills and areas of interest in order to drive continuous improvement. We will support staff in being outward looking, learning from others' practice.

- Access to appropriate CLPL.
- We will continue to engage with SEIC:
 - HT Trios
 - Play Pedagogy
- The Head Teacher will continue as an Associate of Edinburgh University, SEIC Associate and HMle Associate Assessor.
- Members of the Senior Leadership Team will participate in PT/DHT Networks.
- Staff will continue to lead curricular areas - Eco, RRSA, STEM, Literacy, Numeracy, Forest Schools etc.
- Staff will be supported if working towards professional recognition.
- Building on the 'Marketplace' (May 2023), Learning Assistants will continue to lead particular areas.

A children's rights-based approach

How will you continue to embed UNCRC within your school?

- Continue to review and update school policies and ensure Children's Rights underpin these. Use the Midlothian Strategy to support this.
- Review our school Vision, Values and Aims involving children and families, to ensure they are current and reflect understanding of Equity, Diversity and Inclusion.
- Further develop UNCRC within the Curriculum Rationale
 - Interdisciplinary Learning
 - Links with community - Local, National and Global
 - Timeline of important dates and events throughout the school session to recognise and celebrate Diversity and Inclusion.
- Ensure explicit links made to Children's Rights when planning Learning and Teaching.
- Further develop pupil voice ELC - P7 e.g. through Blether Buddies.

Digital empowerment

What are your digital inclusion & learning priorities for this session?

- Fully implement the Digital Literacy Progression.
- Embed use of the Readwrite Toolbar.
- Link the Digital Literacy progression to the Learning and Teaching Framework ensuring balance and use of effective pedagogy.

Associated School Group Improvement Plan

Where we are in Summer 2023	By Summer 2024	By Summer 2027
<p>Moderation in writing has taken place across the ASG within ACEL. The Midlothian Framework for Writing is used to assess and moderate writing, using the matrices.</p>	<p>Writing is planned collegiately across the ASG and moderated using the Midlothian Framework assessment materials.</p>	<p>All staff have a clear understanding of progression across CfE levels within writing and have WAGOLLS for each level based upon text types.</p>
<p>Transition is limited to P7 learners and a few learners from P5 and P6. Learners have some opportunities to take part in transition activities. Enhanced transition takes place in May.</p>	<p>All schools have a deeper understanding of the key vision and aims for transition within the Dalkeith Learning Community. A robust transition policy is in place and includes a clear timeline. ASG HTs have begun to evaluate data and use this to inform ASG planning and next steps.</p>	<p>Transition arrangements ensure children’s wellbeing and raise attainment. There is a comprehensive, well-planned programme of transition arrangements in place that takes account of learners from P5 - 7 and earlier in some cases.</p>

Priority One	Raising Attainment in Writing
Aim	Ensure planned opportunities for teachers to come together to develop a shared understanding of progress across levels and into the senior phase across the ASG.

Key Actions	Lead Person	Timescale	Expected measurable outcomes for learners
Dedicate ASG SLT time to review and analyse ASG attainment data.	ASG Chair	August 2023 - May 2024	Head Teachers have a clear understanding of the attainment within the ASG and work together to plan collegiate activities to raise attainment. A shared understanding of the attainment gap exists across the ASG.
ASG SLT to set ASG attainment targets in Writing.	ASG Chair	September 2023	Clear expectations are set across the ASG ensuring attainment is raised in Writing and the poverty attainment related gap in Writing is tackled.
Continue to use the Midlothian Writing Frameworks to support planning, teaching and assessment.	Literacy Champion	August 2023 - May 2024	Attainment is raised through confident teacher judgements together with benchmarking and an appropriate range of assessments across the ASG.
Identify key dates for teachers to come together to develop a shared understanding of progress across levels and into the senior phase.	PT English	X2 ASG CATs (17th Nov 2023 22nd March 2023) Authority 'Offer' P1,4,7	Improved moderation and professional judgement of the achievement of a level through professional dialogue and shared assessment opportunities.

Priority Two	Priority 2: To improve universal and enhanced transition within the Dalkeith Learning Community.
Aim	A robust transition programme and timeline exists for staff and learners to come together to improve transition.

Key Actions	Lead Person	Timescale	Expected measurable outcomes for learners
Establish a full enhanced transition programme.	HT DHS - EO	August 2023 - may 2024	Transition arrangements ensure wellbeing of children and young people and raise attainment.
Create a transition policy which includes a transition calendar.	HT DHS - EO HT KPPS - LR	August 2023 - December 2023	There are clear, shared processes in place for the transfer of information about children's learning and achievements across the curriculum. Partnerships are based upon a shared vision, values and aims. This supports continuity in learning at P7-S1 transition.
Re-establish an ASG residential experience.	DHT - ZO	August 2023	Relationships are developed to improve learners' experiences of P7-S1 transition.
Agree upon data collection - what and when?	ASG HTs	September 2023	We work together effectively to plan, deliver, monitor and evaluate joint work.
Establish a pupil, parent and partnership group to support the planning of the DLC transition calendar.	ASG HTs	September 2023	Children and their parents and carers are actively involved in planning transitions.

Priority Three	Priority 3: To review and refresh the Midlothian Science Curricular Progression.
Aim	To have a refreshed Midlothian Science Curricular Progression in place that can be shared across schools and launched in August 2024.

Key Actions	Lead Person	Timescale	Expected measurable outcomes for learners
Establish an ASG Working Group.	HTs	September 2023	
Working Group: <ul style="list-style-type: none"> ● Review the Curricular Progression. ● Make links within each school with focus areas being covered this session in order to seek feedback from teachers. 	Working Group	June 2024	Agreed Science Curricular Progression in place that supports teachers plan and engage learners in relevant and progressive learning experiences.

Section 4: Data to Inform Improvement & PEF

The statistical data which, is used to inform improvement for this school, is contained within a separate spreadsheet which can be accessed by clicking on the link below: