



Woodburn Primary School and Early Learning and Childcare Setting

Standards and Quality Report 2021-22 Improvement Plan 2022-23



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School and ELC Context

School and ELC Information

Woodburn Primary School is a non-denominational school that serves the Woodburn area of Dalkeith. The new school building opened in 2009 within the Dalkeith Campus. The school has a current roll of 647 (Primary 1-7). In the 2021-2022 session there were 112 children accessing Woodburn Early Learning and Childcare (WELC), alongside Vogrie outdoor ELC. In the 2022-2023 school session there will be 24 classes, the school roll growing to 670 pupils. Woodburn Early Learning and Childcare (WELC) will continue its partnership with Vogrie outdoor ELC in order to support 1140 hours.

The school has two wings. The first wing comprises the School Office, Nursery, 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 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.

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 begins in October 2022. Until the extension is completed, there will be 2 temporary classrooms within the school grounds.

The Senior Leadership Team at Woodburn this session continues to provide stability. Due to the growing pupil roll, in the 2020-2021 school session the Senior Leadership team expanded to 3 Depute Head Teachers. 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.

SIMD – A Changing Picture

	Quintile 1	Quintile 2	Quintile 3	Quintile 4	Quintile 5	No Info
Woodburn Primary School	11.3%	54.3%	1.6%	29.8%	0.2%	2.8%

The SIMD Profile has changed due to new housing and the reallocation of some postcode areas.

11.3% of our children are in the 20% most disadvantaged households in Scotland.

65.6% of our children are in the 40% most disadvantaged households in Scotland.

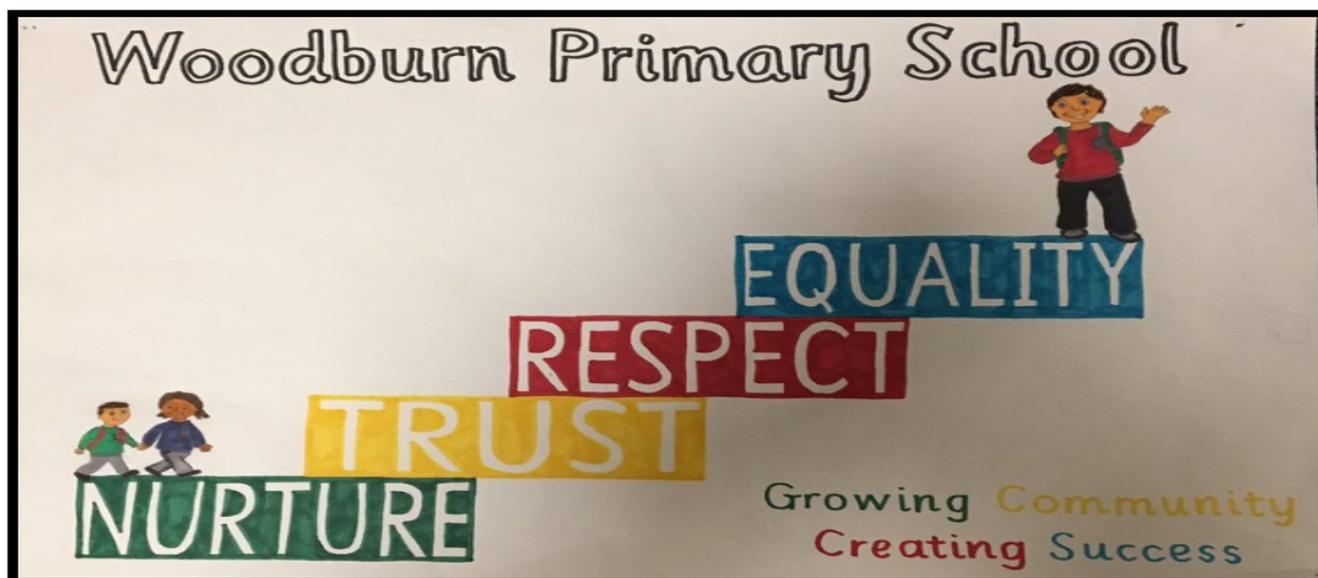
There is an active Parent Partnership whose role is to participate in policy developments and support the school in its drive towards continuous improvement. The group of committed parents/carers also organise fundraising events through the year. Partnership in these key areas has continued through the pandemic and has been important as part of the recovery journey.

Woodburn Primary School is allocated a sizeable amount of funding from the 'Pupil Equity Fund'. The school has continued to consult with stakeholders to shape the effective use of this money. Key areas through the 2021 - 2022 school session have included:

- Early Years Homelink Worker Post
- Youth Worker Post
- 70 additional hours of Learning Assistant support
- 3 additional Principal Teacher Posts (ASN, Nurture and Learning & Teaching)
- Play Therapy sessions for individuals, groups and lunchtime drop-ins
- Literacy interventions including training and resources
- Nurture Group and therapeutic interventions
- Support for pupils and families to ensure equity of opportunity e.g. funding for camp

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 in the Woodburn Learning Community.

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/>

Consultation & Communication

Woodburn Primary School and WELC each have a Quality Assurance Policy and Monitoring and Evaluation Calendar in place. These documents can be found on the school and WELC website.

Through a continued process of monitoring and evaluation, the school and WELC gather evidence of improvement against the priorities. We actively seek feedback from staff, children, families and partners.

In May 2022 this evaluative information was collated as part of the Standards and Quality Report. Next steps are formulated and these feed into the Improvement Plan for the new school session.

As a school we are outward looking, continually seeking opportunities for external quality assurance. In March 2022, we participated in a HMIE Recovery Visit. Feedback and professional dialogue as part of this visit has supported the development of priorities for the 2022 - 2023 Improvement Plan.

Standards and Quality Report 2021-22

2021 - 2022 Priorities

Our 2021-2022 School and WELC Improvement Plans reflected key national and local priorities. They were created to reflect our context and support our recovery journey. The school session was further impacted by COVID with continued staff and pupil absences. However, we continued to adapt and learn from this experience.

The school roll continues to increase and from August 2021 to the end of June 2022, there have been an additional 43 enrolments.

Woodburn ELC Improvement Plan

Through the 2021 – 2022 session we have been able to evidence progress and impact against key identified priorities:

Curriculum - To improve attainment and achievement through:

- Creating a Curriculum Rationale
- Developing approaches to planning
- Revisiting and engaging with 'Realising the Ambition'
- Developing the use of ICT to enhance learning
- Raising attainment in Numeracy
- Raising attainment in Literacy

Health & Wellbeing - To improve equity and inclusion through:

- Developing nurturing environments and therapeutic interventions
- Meeting the needs of learners with Additional Support Needs

Woodburn Primary School Improvement Plan

Through the 2021 – 2022 session we have been able to evidence progress and impact against key identified priorities:

Learning, Teaching and Assessment / Pedagogy - To raise attainment through:

- A focus on research and enquiry in order to improve Learning and Teaching.
- Developing Learning & Teaching Policy and Procedures
- The allocation of 1-1 devices and beginning to explore the development of skills and pedagogy.

2. Curriculum - To raise attainment through:

- Revising our Curriculum Rationale
- Revising curricular 'bundles' to ensure opportunities for IDL are meaningful
- Developing approaches to learning and teaching within Health and Wellbeing and Science
- Developing approaches to embedding RRS, Eco and UNCRC across the curriculum.

3. Health and Wellbeing - To meet learners' wellbeing and learning needs through:

- To develop approaches to Nurture
- To ensure effective support for children with Additional Support Needs

In addition to the priorities above:

- Class teachers in Primary 4, 5, 6 and 7, worked alongside SEIC and CYPIC, participating in a project with Fife Authority which focussed on raising attainment for all and closing the gap in Writing.
- School and WELC took part in a HMIE Recovery Visit. This engaged staff in professional dialogue about progress and improvement, provided external validation and supported planning our next steps.

Sports Days were carefully planned and shortened to allow smaller groups of children to attend. Staff also ensured that, within the smaller groups, activities were age and needs appropriate. Our Primary 6 buddies helped, this was lovely to observe and the Sports were a big success.

Instead of a Family Outing, we opted to host 'Family Fun Days' within the setting. This was following feedback from parents/carers who were keen to see the setting and re-connect with other parents/carers. 70% of our families attended over the two days.

Staff feedback:

"It felt relaxed. It was nice seeing the parents connecting with other parents and the staff."

"There was a good mix of activities so the children weren't overwhelmed."

"Less stressful and more relaxed than a trip, and was mindful of costs for families"

Parent/Carer feedback:

"So nice to be in"

"Lovely to see the room they have been going into for years - it looks really nice and cosy!"

"It has been so well organised."

Children's feedback:

"I liked all my family there".

"I loved the clown!" "I liked the dance class!"

"I liked putting tattoos and face paints on and getting a balloon!"

"This has been the best day ever!"

ELC to Primary 1 Transition

We have been able to run the Transition Programme in person this year. Julie Findlay (DHT) was able to visit all of the children in their ELC setting. The out-with WELC children were offered two visits to the school, with 90% of those children attending these sessions. Our WELC children also attended two sessions in the school and many more informal visits over the summer term.

Successes and Achievements in Session 2021 - 2022 WPS

GTCS Language Leader

One member of our teaching staff with responsibility for Modern Languages across the school, achieved a GTCS recognition as a Language Leader. Through CLPL, she has learnt about different aspects of this key role. Focus areas have included:

- Approaches to self evaluation
- Strategies to support colleagues through coaching and mentoring
- Understanding approaches to developing partnership with parents/carers
- Effective use of technologies

Using this knowledge, the teacher carried out a research project exploring how to ensure effective transitions and key supports for staff to deliver modern languages well.

This learning has enabled her to lead Modern Languages more effectively. Staff feel supported, approaches to learning and teaching in languages have strengthened and we have next steps identified for 2022-23.

TELT Primary Languages Programme

A class teacher completed the TELT Primary Languages Programme (Spanish Beginners).

GTCS Professional Recognition in Dyslexia

The Principal Teacher (SfL), has participated in the GTCS professional recognition in Dyslexia and Inclusive Practice. The programme was delivered in partnership with Dyslexia Scotland and Education Scotland. It aimed to develop teacher expertise in dyslexia and inclusive practices enabling the Principal Teacher to support learners and colleagues through the holistic identification and support process for dyslexia in Scotland. This has involved undertaking an enquiry project with a group of P7 researchers in inclusive accessibility tools on the Chrome book.

Partnership with Edinburgh University

The Head Teacher continued the partnership with Edinburgh University co-presenting a series of Webinars. Participation has supported reflective practice and collaborative working.

The Webinars have received positive feedback and were well attended by those working within education across Scotland. It provided a good opportunity to share the positive work of Woodburn.

Gold and Gray Football Academy

During the final term of the school year, we have engaged with the Gold and Gray Football Academy. They have worked alongside all children in Primary 6 with a particular focus on a group of children who were identified as requiring additional support in areas of learning, leadership and wellbeing.

Feedback from Children

"I'm really enjoying it/it's really fun. I like that I get to work with my friends. I really enjoy thinking up my own drills and I like working through the booklet. I think it's slightly helped with my confidence. I would give the sessions 10/10."

"I'm enjoying it. I like that I'm not doing it by myself and that it's different people each week. I like making the drills. We used to do things on paper but now we are using our chromebooks and I like that. Euan helps me a lot when I'm doing the chromebook work. I think I'm more confident and my football has improved because my shot is more accurate. I would give the sessions a 9 or a 10/10."

“It’s really fun and I look forward to a Tuesday. I like being a football manager and making drills. I like to play the drills I make. I think my listening and my concentration is better. The writing is more fun than in the class and the maths is more fun because it’s linked to football. We had to work out some of the differences from the start of the season for Manchester United and the end of the season. It was a times table thing. It was more fun than my teacher telling me to use the split strategy. I would give it a 9.5/10 and the 0.5 that’s missing is because we have to do some writing.”

Teacher feedback has been positive.

“It was nice to hear one of my children was engaging well and stepping up to this challenge as she would not normally assume any kind of leadership role within the larger class. Other children who struggle with team work / competition also responded very well to the small group activities and were keen to return for a further session.”

“There seems to be a good balance of activities throughout the session that focus on Literacy/PE. Lots of planning as a team, recording decisions and trying out the activities etc. They are currently working on doing short presentations.”

“Euan has developed good relationships with the children, not only during their football sessions, but also because he spends time with them a break. On one occasion he helped diffuse a bit of an incident between the boys at break and spent time with the individual who was upset, later returning him to class when he was much calmer. This is helpful from a class teacher’s point of view.”

Primary 6 Ski-ing

83% of Primary 6 children participated in ski-ing this session. All skiers were awarded either Level 1 or Introduction to Skiing Certificates at the end of the six week block.



Glee Choir

Due to COVID, the Glee choir journey has been challenging at times but staff have adapted and the choir has continued. At the beginning of the school year we were not able to mix bubbles so a P5 class learned a BSL version of 'Wonderful World'. We were delighted when a video of this was then requested by Colin Beattie MSP be shared with the Cross-Party Group on Deafness which he chairs in the Scottish Parliament. As children were allowed to once again mix in bubbles a choir of 30 performed two songs for the Frisson Foundation competition ('I'm on my way' and 'Permission to Dance' where we included BSL and dance) . Although we did not proceed to the finals the children delivered an incredible performance with very little rehearsal time and we were given some fabulous feedback from the judges. At present a group of P5, 6 and 7 children are attending a more informal after school choir.

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 playground and this session have continued their link with Dalkeith Arts. They have also 'yarn bombed' the playground.



School Camp

After two years, both Primary 5 and Primary 7 attended residential camps. Primary 5 visited Dalguise and Primary 7 Whittauagh. Allocation of Pupil Equity Funding ensured every child had the opportunity, if they wished to, joining in. Children demonstrated all of our Woodburn Learning Skills, building confidence and resilience with every activity.

Sports Day

Our first School Sports for two years was held in May, on a lovely sunny day! It was very exciting to welcome our families back to a school event.

COP 26

Visit to Sky Studios

As part of the whole school focus on COP26 a Primary 5 class were invited to the Sky Academy in Livingston. The class had the opportunity to watch a preview screening of the Sky Kids COP 26 film 'In your hands'. The film illustrated the impact climate change is having on different communities across the world and was presented by children living in these regions.

The class then had the opportunity to explore a real television studio and were able to work and produce their own climate change news report. Working in small groups they learned about the different roles involved in creating news reports and developed new digital technology skills. The class were engaged throughout the day and gained a valuable insight into the impact climate change is having on the planet.



Bridges Project

Primary 7 learners attended the National Mining Museum of Scotland (which was named Midlothian Climate Beacon for COP26), to participate in their Climate Change workshop, offered as part of the Midlothian Science Festival. Ahead of the visit, learners were asked to contribute to the exhibition by creating a clay sculpture. Each pupil received a piece of clay to represent the earth and moulded this to represent their feelings on climate change. The clay sculptures were left outside in the elements (sun and rain) and the finished product evidenced the effects of weathering in urban and natural environments in relation to climate change and how mankind impacts on this. Learners had the opportunity to see their work displayed in the museum and explore the exhibition which included information on renewable energy, net zero carbon cities and carbon storage.



STEM Inspiration Experience

Primary 7 learners also took part in a 'STEM Inspiration Experience' led by lecturers from the Engineering Faculty at Edinburgh College. Pupils worked collaboratively to design, plan and construct a bridge from a given set of materials and explored all aspects of 'STEM' through their understanding of forces, motion and use of materials. They studied the strength of the different shapes and structures as well as researching 'real life' examples of bridge designs along the River Forth. Learners also had the chance to ask questions about any aspect of engineering, including career and study options.

Learning for the Sustainable Development Goals

A class teacher completed training in implementing the SDGs within the curriculum. It enhanced her knowledge of different areas of sustainability and provided access to resources/lesson ideas/methodologies which were shared across the Primary 6 classes. An example of this was generating ideas and discussion through an 'issues tree'.

Connecting Classrooms through Global Learning

A Primary 6 teacher participated in Connecting Classrooms Global Learning (CCGL). This training developed partnerships where teachers from around Scotland were able to share their experiences of teaching for sustainability, with other countries.

Our group was paired with a school in Morocco and it was interesting to compare and contrast various projects when we were able to connect. This was challenging at times due to the time difference and unreliable nature of technology overseas.

The Development of Play

Although Covid restrictions have impacted the way we foster play at Woodburn, we have worked hard to ensure our learners continue to enjoy their right to play. Our enthusiastic teaching team and learning assistants have ensured our shared atrium and outdoor play have continued to develop. Our learners care about their play and always look forward to their atrium play slot. Our playground is a different place to be since last year, there are many loose parts outside the opportunities are endless. Many of our P1 and P2 teachers have attended Midlothian's Play Development sessions, this is made up of a group of teachers who are passionate about developing play within our Midlothian schools. Mrs Haig won a competition with her 'Right to Play the Midlothian Way' slogan, this will be the Midlothian motto and was awarded by Lesley Benn.



Review of Progress and Impact

ELC Improvement Priority 1: Curriculum (attainment and achievement)

Midlothian and National Links

Midlothian Education Service Priorities

1. Attainment & Achievement
2. Included, Engaged and Involved: Wellbeing and Equity
3. Self-Improving Systems
4. Lifelong Learning and Career-Ready Employability
5. Finance and Resources

National Improvement Framework Driver(s) (highlight only main area(s))

- School Leadership
- Teacher Professionalism
- Assessment of Children's Progress
- Performance Information
- Parental Engagement
- School Improvement

HGIOS/HGIOELC Quality Indicators

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

Progress

Curriculum Rationale

Staff looked outwards to revise and reimagine the Curriculum Rationale. From feedback, it was agreed parents/carers would prefer a succinct and visual document. All staff were involved in reflecting on WELC approaches, values and beliefs of how young children learn - 'The Woodburn Way'. Our shared vision of nurture, trust, respect and equity, underpinned the curriculum design. Here are the statements that were selected from each of the four headings;

- Ensuring Success - Regular self-evaluation and environmental audits are undertaken to look inwards at our practice and plan next steps for areas requiring development.
- Our School Community - We work in partnership with families and a range of professionals to meet the needs of all our learners.
- Experiences, learning and teaching - Planning is both intentional and responsive, informed by Learning Priorities and observations to provide stimulating and progressive learning experiences including outdoor learning opportunities that allow children to apply and extend their learning.
- Ensuring Wellbeing - We offer an inclusive curriculum to meet the needs of all our learners.

Observations, Planning and Assessment

All children have three learning priorities, one for Literacy, one for Numeracy and one for Health and Wellbeing. When children start WELC, the Keyworkers co-construct these priorities with the parents/carers to ensure meaningful learning priorities are set. Some staff refer to the learning pathways when constructing the priorities to ensure continuity and progression for the children within these three areas. Folders have been set up on Seesaw for Literacy, Numeracy and Health and Wellbeing, and almost all staff link observations to the learning priorities and save these in the relevant folders to evidence progress.

Progress

There has been some training on high quality observations at the in-service day in May 2022, a peer moderation activity in June 2022 and staff have also been given high quality observation guidance and prompt documents to help them construct their observations.

All staff engaged with 'Realising the Ambition', section 6, and Midlothian's 'Observation, Assessment and Planning Cycle' document and reflected on the planning formats that were in use. There was some confusion amongst almost all staff between responsive and intentional planning and what information was influencing intentional planning. One cohort piloted new planning formats in the final term. We created a new policy which was shared with all staff and prompt documents were created for staff to support their understanding of the source, potential learning and the adult role.

We carried out an audit of observations on Seesaw to see which curricular areas feature in the observations. We also carried out an audit of which areas of the room observations were taking place in. This tied in with a time sampling exercise to see where the adults in the room were positioning themselves throughout the day. There has been some training on high quality observations at the in-service day in May 2022, a peer moderation activity in June 2022 and staff have also been given high quality observation guidance and prompt documents to help them construct their observations and identify learning.

Raising attainment in Numeracy and Literacy

Four staff have volunteered as champions in the Midlothian Early Years STEM Project. All staff had an initial training session focusing on subitising. An audit of the STEM play provocations and experiences within the learning environment was carried out. Almost all staff were trained in SEAL to develop their understanding of how children think about and understand number.

Helen Finlayson (Speech and Language Therapy Service), has trained the staff on the 'Fun with Sounds' and 'Talk Time' Programmes. Fun with Sounds has been established for those children who have had a Speech and Language referral or recommendation following a referral.

We carried out an audit of observations on Seesaw to see which curricular areas feature in the observations. We also carried out an audit of which areas of the room observations were taking place in. This tied in with a time sampling exercise to see where the adults in the room were positioning themselves throughout the day.

All staff were offered a training session from our SLT colleagues on DLD (Developmental Language Disorder) and 25 staff participated in this twilight course.

Impact

Curriculum Rationale

The collaborative process of creating a new curriculum rationale gave all staff the opportunity to reflect on their beliefs and explore new ideas within key documents, such as 'Realising the Ambition'. All staff can now have a shared understanding of the curriculum design within WELC and what role they play in bringing this to life.

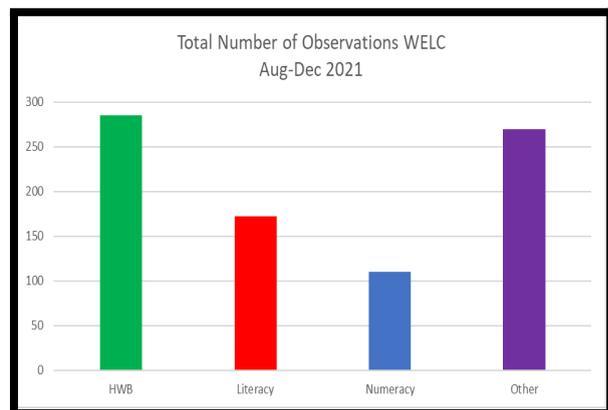
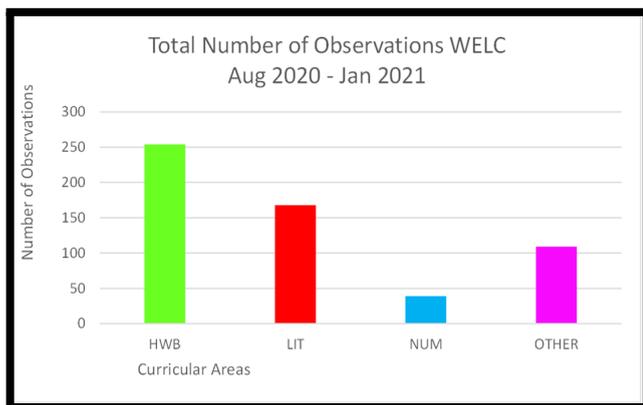
Observations, Planning and Assessment

The new planning policy has impacted staff's understanding of responsive and intentional planning with almost all staff reporting they are clearer on the differences between the two and how they also interlink.

Impact

Some staff are beginning to take the 'key themes' from learning priorities to the intentional planning meetings and thread these through the experiences, spaces and interactions they plan to provide.

Close monitoring of Seesaw observations showed that Health and Wellbeing continued to be a strength, with a significantly higher number of observations than Literacy and Numeracy. Numeracy observations have more than doubled across both cohorts compared to the previous time sample (Aug-Dec 2020). Literacy observations across both cohorts remained at the same level. Some staff had linked their observations to Learning Priorities but not all learning was identified. Identified learning tended to be linked to Health and Wellbeing outcomes, where there was also potential learning in Literacy and Numeracy that could have been referenced.



We were able to identify areas for improvement in the current observation, assessment and planning cycle policy used at WELC after the Seesaw observation moderation highlighted numeracy and literacy observations continue to be lacking across the setting. We further identified the baseline point for where we were going to start and build on staffs' knowledge and understanding in this area. Over the last few months, all staff have begun to engage with the new intentional and responsive planning policy and use the support provided. Our learners' needs are beginning to be highlighted, planned for and supported through their learning priorities as staff use them to drive the intentional planning.

Since the training on high quality observations, some staff observations have substantially improved. We have also looked at staff tracking their own observations over this session and began discussions on setting a minimum expectation to ensure an approach to provide consistency for all children. Parent feedback received also welcomed clearer expectations for observations going forward.

All staff have reported having the training and supporting materials in their folders has given them a clearer understanding of how to construct and unpick the learning in their observations. This is a long term plan and we aim to achieve this through the development of staff knowledge and understanding by ensuring we consistently revisit the observation, assessment and planning cycle to embed high quality practice and ensure staffs' understanding and knowledge is in depth.

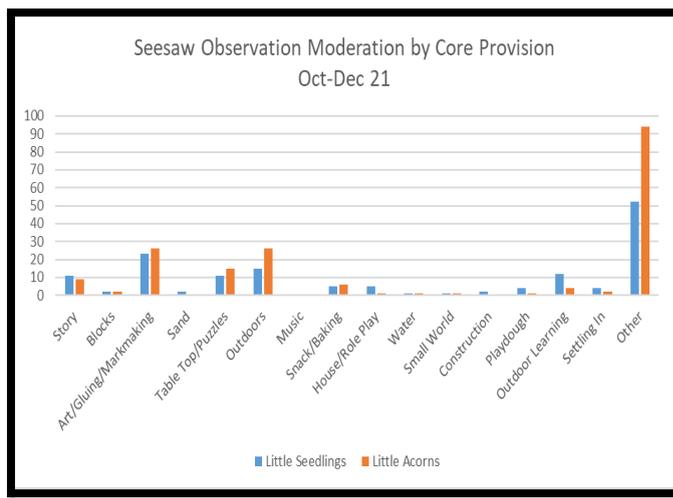
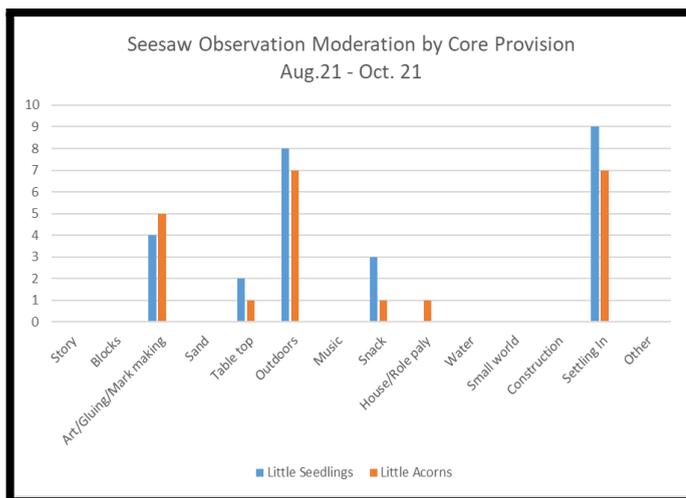
Raising attainment in Numeracy and Literacy

Since staff have had training in subitising and SEAL, some practitioner's have implemented this knowledge into the childrens' Seesaw observations. Gather times are now more focused on developing numeracy throughout the week.

Impact

Fun with Sounds groups have ensured children who have accessed SALT are supported in the setting. Similarly, these sessions support early intervention whilst children await a Speech & Language appointment.

Monitoring of where adults were positioning themselves in the room showed that a number of areas rarely had adults interacting with children in them. This linked to the audit of Seesaw observations, looking at the areas where observations were being created, see graph below. Although there were some improvements in the second term, there were still key areas of the room where few or no observations occur. This is something we need to address next session as many of these areas offer lots of opportunities for Literacy and Numeracy learning e.g. sand, water and block play.



Next Steps

- Share our Curriculum Rationale with parents/carers and seek their views before finalising the document.
- Plan and implement regular training/moderation to ensure staff are building on their skills and knowledge and evidencing progression in the quality of their observations. SLT to identify any individual staff who are not producing high quality observations so any issues can be addressed and further support implemented at the earliest opportunity to empower staff in this area.
- Staff to write quality observations and link these to Learning Priorities and file in relevant folder,
- Continue with the new observation, assessment and planning cycle policy, with an emphasis on adult role and where they are positioning themselves in the room.
- Support staff at their intentional planning meetings to identify and plan for meeting learners' needs.
- Moderate observations to strive for a consistent approach across all learning journals and to ensure learners' needs are being supported. This will help identify targeted children, staff progression and training needs.
- Continue on the journey of the STEM project to improve the STEM play provocations and experiences on offer for the children in the setting and develop the knowledge, understanding and confidence of the staff.

Review of Progress and Impact

ELC Improvement Priority 2: Meeting Learners' Needs

Midlothian and National Links

Midlothian Education Service Priorities

6. Attainment & Achievement
7. **Included, Engaged and Involved: Wellbeing and Equity**
8. Self-Improving Systems
9. Lifelong Learning and Career-Ready Employability
10. Finance and Resources

National Improvement Framework Driver(s) *(highlight only main area(s))*

- School Leadership
- Teacher Professionalism
- **Assessment of Children's Progress**
- Performance Information
- **Parental Engagement**
- School Improvement

HGIOS/HGIOELC Quality Indicators

- 1.1 Self-evaluation for self-improvement
- 1.2 Leadership of learning
- 1.3 Leadership of change
- 1.4 Leadership and management of staff
- 1.5 **Management of resources to promote equity**

- 2.1 Safeguarding and child protection
- 2.2 Curriculum
- 2.3 Learning, teaching and assessment
- 2.4 Personalised support
- 2.5 Family learning
- 2.6 Transitions
- 2.7 Partnerships

- 3.1 **Ensuring wellbeing, equality and inclusion**
- 3.2 **Raising attainment and achievement/Securing children's progress**
- 3.3 Increasing creativity and employability

Progress

Meeting Learners' Needs

All staff have regular wellbeing meetings with the DHT to reflect on children in their Keyworker group and consider all of the wellbeing Indicators. This allows staff to share any wellbeing concerns and discuss how best to meet the learners' needs. Actions are formulated during these meetings and reviewed at the next meeting.

All early years staff have been trained in using the 'Up, Up and Away' document. This is being used to evaluate and improve universal support within the setting and to identify strategies for targeted support for individuals. Some staff have used the observation tools to begin to gather evidence, prior to making referrals to other agencies.

One Senior Early Years Practitioner (SEYP) did the 'Play on Pedals' training and this has been implemented in the setting as 'Wheellie Wednesdays'. Parents are supporting these sessions and capacity has been built with another staff member.

Our Forest Schools trained SEYP has built capacity amongst staff. This has enabled one of our EYPs to now lead the visits to the local Woodland. In addition, both cohorts are accessing the school Gym Hall to develop gross motor skills, positive social interactions, turn-taking and cooperation skills.

Personal Plans moved to being online and all staff now have a wellbeing folder for their Key Group.

The Play Therapist works with children who have been referred to her by staff or parents/carers. We now have a consultation slot on Wednesday at the end of the day, to have a no-named consultation with the Play Therapist.

Staff have collaboratively developed scripted responses to challenging behaviour.

Progress

Family Learning

Four staff members have completed PICL Training this session. Following the sharing of presentations within the setting, one staff member was selected to present her project at the PICL Networking Event in Midlothian. We were also asked to share our good practice of partnership working with the Family Learning Centre and Transitions into our setting, particularly the home visit element.

Since Covid restrictions have eased, we have looked for opportunities to welcome parents/carers into the setting. Stay and Plays have been re-established, parents can come along to woodland sessions and play on pedals, some staff have identified families to do the PICL approach with, we held a Fun Day in the setting instead of a trip and families celebrated the children who were moving onto Primary School.

Impact

Meeting Learners' Needs

Wellbeing Meetings have given Keyworkers more ownership over the children in their group. They have the responsibility to implement what has been agreed and feedback progress at the next meeting. The DHT knows the children much better and it supports early intervention when there are any concerns.

The 'Up, Up and Away' document has been used to support 14 children within the setting by helping the practitioners identify strategies that will help meet their needs. The document is also used to audit universal supports that are there for all children within the setting.

Online Personal Plans were not positively received by staff and parents/carers. Many parents/carers needed support to access these online documents and resulted in repetition after 6 months, when they needed to be reviewed. Staff did not find the documents accessible and some important information was missing. We will go back to paper versions next session.

Family Learning

PICL Training has helped develop relationships between Key Workers and the parents/carers. One EYP trained has invited the parents into the setting to have meaningful conversations about their child's learning and development. This is something we want to extend next session. 46 new families were offered a place at Woodburn ELC at the start of the session. All families were offered the choice of either a door stop home visit or an ELC garden visit. Uptake was 100% with 83% Of families opting for a door stop home visit and the remaining 17% taking up an ELC garden visit. The following feedback was received:

"I think X found it good so he knew who he would see in the nursery."

"It was really good, not intrusive or anything."

It helped me feel more reassured about my child starting after meeting the staff."

" I think it helped my child settle as they had a familiar face on their first day."

Next Steps

- Wellbeing Meetings will continue with the DHT and 'Pace and Challenge' meetings will be introduced. The DHT, Key Worker and EEL will identify children who need extra challenge and support to ensure we are meeting the needs of all learners within the setting.
- Children will use the student code on Seesaw, rather than the family app, so parents/carers can share learning from home, supporting the PICL approach.
- All staff will identify families to engage with through the PICL approach in the wellbeing meetings.
- Personal Plans will return to a paper version
- A flow chart will be created, alongside SfL, to support practitioners in identifying children who require an intervention.

School Improvement Priority 1: To Raise Attainment - Learning, Teaching & Assessment /Pedagogy

Midlothian and National Links

Midlothian Education Service Priorities

1. Attainment & Achievement
2. Included, Engaged and Involved: Wellbeing and Equity
3. Self-Improving Systems
4. Lifelong Learning and Career-Ready Employability
5. Finance and Resources

National Improvement Framework Driver(s)

- School Leadership
- Teacher Professionalism
- Assessment of Children's Progress
- Performance Information
- Parental Engagement
- School Improvement

HGIOS/HGIOELC Quality Indicators

- 1.1 Self-evaluation for self-improvement
- 1.2 Leadership of learning
- 1.3 Leadership of change
- 1.4 Leadership and management of staff
- 1.5 Management of resources to promote equity

- 2.1 Safeguarding and child protection
- 2.2 Curriculum
- 2.3 Learning, teaching and assessment
- 2.4 Personalised support
- 2.5 Family learning
- 2.6 Transitions
- 2.7 Partnerships

- 3.1 Ensuring wellbeing, equality and inclusion
- 3.2 Raising attainment and achievement/Securing children's progress
- 3.3 Increasing creativity and employability

Progress

Impact Coaching

At the beginning of the session staff were supported in ensuring they had a secure knowledge and understanding of the Scottish Attainment Challenge and what factors may contribute to an Attainment Gap.

Staff gathered data for their own classes which included SIMD and Pupil Equity Fund allocation. We looked at Curriculum for Excellence attainment data for all children and calculated percentages of children on track/not on track within each class. Staff were supported to analyse this data in order to identify any attainment gaps within their classes.

Data and evidence of all supports in place for learners was gathered for all SIMD deciles (Nurture interventions, ASN etc.). Staff reflected on the Interventions for Equity.

Staff were asked to consider areas of Learning and Teaching and focus areas of improvements which could support raising attainment and addressing any attainment gap. A coaching model in place through the year supported improvements in practice.

Quality Improvement Methodologies

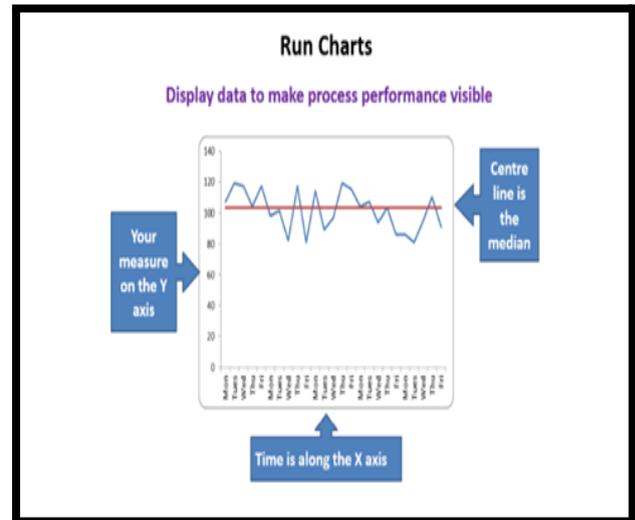
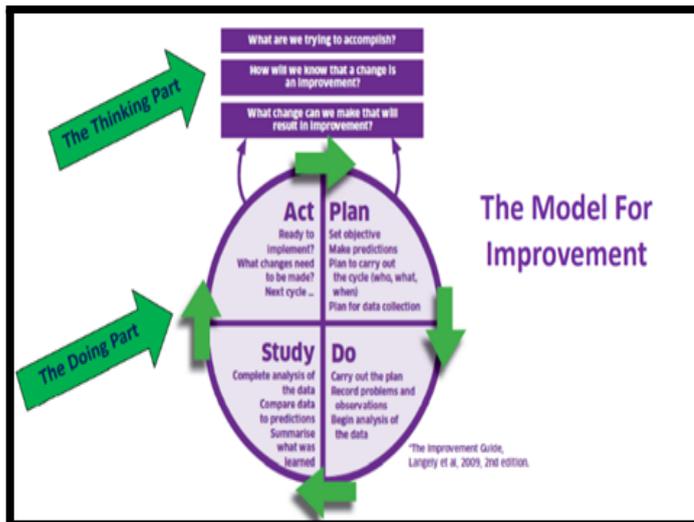
This session staff had the opportunity to take part in a Quality Improvement Methodology research enquiry on writing in collaboration with Fife council. Many staff were interested and 3 cohorts participated, including the Senior Leadership Team.

- P5 – 3 class teachers & HT/DHTs
- P6 – 3 class teachers
- P4 – 4 class teachers
- P7 – 2 class teachers



Progress

The training included a number of twilight sessions and full day sessions. Staff gained an understanding of the theory and practice of Quality Improvement Methodologies. They were supported and guided in using the approaches within their own practice. All staff presented their developments and achievements at various stages throughout the process and opportunities were given for collaboration and feedback at each stage.



Staff were supported to gather baseline evidence of attainment in writing for their own class and how to use a pareto to analyse the data and identify their improvement aims.

Daily writing lessons have been a focus at all stages taking part. Learners have co-constructed Success Criteria self and peer assessing against this. Literacy sessions out with daily writes also supported progress towards identified aims. Percentages were gathered daily of progress towards each aim. Run charts have been developed in each class with children involved in the recording of progress towards each aim.

Staff analysed trends and shifts in data displayed on run charts. Staff annotated data gathered from daily writes and were able to analyse and include children in discussing any patterns or reasons for higher/lower daily percentages.

Qualitative data was gathered periodically from the children to guide the process.

Staff shared achievements and progress towards through Seesaw with families and were able to show children's learning at parental consultations

Staff all created a poster to evidence Improvement Methodology research and presented their journeys at a virtual celebration event with Fife council and during our In-service day.

Professional Reading and Dialogue

Our school became a research school in 2019 and all staff were committed to implementing Quality Improvement Methodology and / or Practitioner Enquiries. Despite the impact of COVID, staff have continued to implement research and enquiry in their practice this school session. The importance of ensuring there was evidence of current pedagogy and related research to inform any enquiries was highlighted, and as a school, we decided to prioritise professional reading and dialogue to support this. As a large school, we felt it was important to ensure there was a shared understanding and that a consistent approach to key issues were adopted.

Bruce Robertson's 'The Teaching Delusion' was identified as the key text. We used CAT sessions and time during INSET days to allow staff to discuss the focus of each chapter and reflect on their prior knowledge and understanding, consider the key messages and impact on their practice and decide on next steps to enhance experiences for learners and develop classroom practice.

Progress

Dialogue sessions focused on:

- What makes great teaching
- Pedagogy
- High Quality L and T
- Culture and ethos,
- Professional learning
- Challenge, engagement and feedback,
- Retrieval, short term/long term memory
- Lesson evaluation toolkits and their purpose

Impact

Impact Coaching

Identified Impacts:

- Staff valuing evidence gathered and analysing through self-evaluation.
- An increase in teacher confidence.
- Staff able to gain insight into the experience of learners and their engagement and responses to their teaching approaches.
- Staff able to act upon their own identified next steps through coaching conversations based on evidence gathered.
- Any consistencies/inconsistencies in pedagogy identified across stages.
- Opportunities created for staff to compare experiences of learners from different SIMD and adapt approaches to meet needs.
- Evidence gathered was able to be included in attainment meetings with senior management and also link with classroom observations carried out as part of Quality Assurance.

“Pre-observation conversation allowed us to focus on the questions that were going to be asked – those questions were then used in the classroom with the children and is now embedded in classroom practice”.

“Allowed teachers to evaluate and think more about the language used during lessons to engage interest and how to tweak this e.g. questions asked, pit stop questions – planning this into lesson plans”

“Children can talk about their successes and next steps”

“Encourages self-reflection”.

“Beneficial to see a true reflection of what’s happening during lessons”.

“Can be empowering for the teacher and you’re able to take the lead”.

“Helpful to have a particular time allocated to be able to self-reflect”.

“Agree a more coaching conversation is good to allow teacher to have more of a voice in feedback as often you know yourself what has been positive/next steps”.

Professional Reading and Dialogue

- Staff who had completed the Outstanding Teaching Intervention Programme were able to share their experiences of each module within the context of each chapter.
- Staff welcomed the opportunities for collaboration and deciding on how knowledge and understanding of pedagogy could impact practice.
- All staff recognised the importance of a shared understanding of what makes high quality Learning and Teaching as both teaching staff and senior management were part of all dialogue sessions.
- We were able to evaluate and review our Woodburn lesson evaluation toolkit used during classroom observations which had been created in collaboration with teaching staff and included key messages from 'The Teaching Delusion'.
- Staff noted the importance of sharing professional learning and therefore we allocated time for stages to meet to share their experiences.
- Staff from Woodburn who are part of our Quality Learning and Teaching group within our Dalkeith Learning Community were able to share positive feedback from staff about how well the book was received and therefore other primaries also adopted the text. The group also decided that professional reading should be a focus for the group and decided on Tom Sherrington's 'The Learning Rainforest'.

"Importance of retrieval and creating opportunities to commit to long term memory"

"Importance and recognition of teacher instruction"

"Specific language given for L.I. and S.C"

"Importance of bottom of blooms triangle"

"The importance of retrieval - trying to be creative and engaging"

"Skills vs knowledge based curriculum. Feel there is a lack of general knowledge"

"The zoo of knowledge! Fun ways to engage children in LI & SC. Very visual. How to make it consistent - can children talk about LI & SC?"

"Being able to discuss shared values as a staff has been reassuring"

"Using toolkit at planning and evaluation phase"

"Have focussed more on what want ch to KNOW. Then built this in to any assessment of learning. Has then informed NS for teaching"

"Made more use of retrieval and activating prior knowledge"

"Used behaviour management strategies to change layout/access to resources/created more ownership"

"Assessed knowledge to then enable children to identify next steps"

"S.C. and L.I. are referred more to during lessons"

"L.I. being as simplified as possible so accessible for all and can be used for a multiple of lessons and then S.C. are more targeted"

Next Steps

Impact Coaching

- Facilitate opportunities to allow class teachers to observe other teachers' practice.
- Observe and track Learner experiences of identified children in different SIMD.
- Make use of the school agreed observation template to allow staff to self-evaluate their practice.
- Create opportunities for collaboration re pedagogy and identify areas of development (from professional reading/dialogue sessions as well as evidence gathered through Impact Coaching).
- Continue to include tracking of progress and achievements of children in different SIMD as part of attainment dialogue meetings with senior management.
- Consider engaging staff who haven't yet completed it, with the 'Outstanding Teacher Intervention' course. A number of staff have already completed.

“Use the Woodburn toolkit for reflection”

“How to facilitate tri- learning – coach to be a part of”

“Use the language of the questions with learners so they know what they are being asked”

“Re-visit and re-fresh the ‘Woodburn Way’ so new staff are involved in the new scheme”

Quality Improvement Methodologies

- Staff involved to support other members of staff to use process with classes next session.
- Staff who have used this session to implement in shorter bursts of focussed writing at various points throughout the session.
- Staff to consider using the Improvement Methodology process in other areas of the curriculum.

Professional Reading and Dialogue

- Make use of our lesson evaluation toolkit as a self-evaluation tool and to support coaching conversations.
- Review our lesson evaluation toolkit and ensure new staff understand its purpose and use.
- Consider HOW we share professional learning staff are involved in – create a sharing platform.
- Source professional reading/webinars/podcasts etc linked to school priorities for 2022-2023 and prioritise time for this.
- Include opportunities for peer observations.
- Continue with agreed text with Quality Learning and Teaching Dalkeith community group.

“The lesson toolkit is important- are we using it in the right way? Does it need a refresh?”

“Professional learning culture- is there a way that we could create an 'archive' of presentations etc where people can access the experiences people have. Marketplace/ speed dating?”

“Possibly relate professional reading to what main school priorities are .e.g. Professional Enquiry/articles/papers”

“Be good to tie peer observations in to school focus as well as professional reading”

“Allocated time to complete professional reading would be necessary as other priorities can often take over”

“Stages/levels taking a chapter each, noting key points and feeding back”

“Use the observation template to allow teachers opportunities to SE lessons. Then Coaching conversations”

School Improvement Priority 2: To Raise Attainment (Curriculum)

Midlothian and National Links

Midlothian Education Service Priorities

11. Attainment & Achievement
12. Included, Engaged and Involved: Wellbeing and Equity
13. Self-Improving Systems
14. Lifelong Learning and Career-Ready Employability
15. Finance and Resources

National Improvement Framework Driver(s)

- School Leadership
- Teacher Professionalism
- Assessment of Children's Progress
- Performance Information
- Parental Engagement
- School Improvement

HGIOS/HGIOELC Quality Indicators

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

Progress

Curriculum Rationale / Interdisciplinary Learning

Health and Mental Well-being

We have introduced our whole school Relationship and Sexual Health Programme where all classes have learning that is linked to their bundles and following the progression from P1 to P7.

After the DHT was trained as a trainer, a CAT session was delivered to staff, which was supported by our Principal teachers through follow up group discussion sessions. A parent and carer information letter was devised.

In other areas of Health, there has had to be a significant input with regards to referrals for additional support around mental health with some of our children. Links with our school nurse, Mypas, Head Strong, LIAM and CAMHS, Therapeutic interventions and nurture have all been accessed.

A DHT has contributed to the MEAP group (Midlothian Early Action Partnership), representing education. Collaborative 'Tests Of Change' have been planned with a focus on improving the mental and emotional health of our young people.

Equality and Diversity (UNCRC)

Linked with Diversity and the UNCRC Articles, we have been making links to LBGT+ and gender identity through stories, assemblies and class discussions where responses are shared.

We have been part of many meetings regarding Gender Identity linked with well-being, residential camp and decision making linked to our toilets and changing rooms for our new building extension.

Celebration of Language Week Scotland linked to UNCRC article 30.

1+2 Languages

- Progression planners in place for L2 (French P1-P7) and L3 (Spanish P5-P7).
- Large bank of L3 resources on the school server.

Progress

- Lucia Poves de la Rosa completed Language Leadership Programme.
- Laura Ingram completed TELT Primary Languages Programme (Spanish Beginners)
- NCCT teachers have been delivering L2 and L3. Finn, Lisa and Kirsten have delivered French in the lower stages and Leigh and Finn have delivered Spanish.
- 1+2 staff survey carried out to identify strengths and areas for development.
- 1+2 updates and CLPL opportunities have been shared regularly with staff.
- Celebration of European Day of Languages in classes.
- Whole School French Fridays.

Impact

Curriculum Rationale / Interdisciplinary Learning

Health and Mental Well-being

Staff Evaluation and Reflection through a Co-operative Learning Jigsaw:

- Families have been supportive of the programme
- 'Clear understanding of language across the school'
- Scripted lessons means a shared approach and consistency
- Better attitude and confidence for staff now when discussing uncomfortable topics and removing stigmas.
- Celebrating uniqueness and differences

Equality and Diversity (UNCRC)

Staff Evaluation and Reflection through a Co-operative Learning Jigsaw:

- Challenge gender stereotypes from nursery/ELC
- Safe Place to ask their own questions and to clarify misconceptions.
- Removal of stigmas
- Celebrating uniqueness and differences
- Ethos created for open and safe discussion

1+2 Languages

- Opportunities to value, recognise, celebrate and share languages spoken by pupils in our school impacted positively on the experiences children had.
- Sharing practice and team teaching strengthened our approach to the teaching of both French and Spanish.

Next Steps

Health and Mental Well-being

- Our next steps are to upskill staff in ELC and begin the introductions to our youngest children in small, reflective steps and then to evaluate the programme as a whole throughout the school, to tweak for next session, if required.

Next Steps

- Planned learning opportunities for classes to link with the Storyteller and targeted counselling for 10+ year olds are at the planning stages with funding approved.

Equality and Diversity (UNCRC)

- Our next steps now are to look at the curriculum and our policies and update them with an equality and diverse viewpoint which is non-biased.
- Implementation and training of the 'Gender Friendly Nursery' in ELC and strategies used throughout the school.

1+2 Languages

- Allocate time for a whole school self-evaluation of 1+2 to identify strengths and areas for development.
- Expand relationships with secondary schools and create a link with the language department to ensure successful transitions.
- Continue to work on completing a Modern Languages Policy.
- Create a bank of French resources for staff to access on the server.
- Provide drop in sessions for new staff to share information, resources, look at the progression planners and answer questions.
- Gather information about all the languages spoken in our school and provide opportunities for multilingual families to be involved and share their culture and language.
- Create a 1+2 staff focus group to ensure that we continue to move forward.

School Improvement Priority 3:

To meet learners' wellbeing and learning needs, promoting support, nurture and building resilience.

Midlothian and National Links

Midlothian Education Service Priorities

1. Attainment & Achievement
2. Included, Engaged and Involved: Wellbeing and Equity
3. Self-Improving Systems
4. Lifelong Learning and Career-Ready Employability
5. Finance and Resources

National Improvement Framework Driver(s)

- School Leadership
- Teacher Professionalism
- Assessment of Children's Progress
- Performance Information
- Parental Engagement
- School Improvement

HGIOS/HGIOELC Quality Indicators

- 1.1 Self-evaluation for self-improvement
- 1.2 Leadership of learning
- 1.3 Leadership of change
- 1.4 Leadership and management of staff
- 1.5 Management of resources to promote equity

- 2.1 Safeguarding and child protection
- 2.2 Curriculum
- 2.3 Learning, teaching and assessment
- 2.4 Personalised support
- 2.5 Family learning
- 2.6 Transitions
- 2.7 Partnerships

- 3.1 Ensuring wellbeing, equality and inclusion
- 3.2 Raising attainment and achievement/Securing children's progress
- 3.3 Increasing creativity and employability

Progress

Meeting Learners' Needs

CIRCLE

- Further training in August 2022 to revisit CIRCLE classroom scale using supporting information from Open University "Inclusion in practice" modules.
- Continued to embed use of CIRCLE documents through check in and class teacher liaisons. Class Teacher given time to evaluate classroom scale midyear.
- Class Teacher independently creates and uses CIRCLE participation scale to measure participation in school life and utilises this information to give an overview of pupils strengths and potential areas for development.
- Learning Assistants have been given training as part of Midlothian Learning Assistant day.
- Clear Flowchart developed to show CIRCLE's role within supporting strategies and how it links with CEC lit profiles, referrals.
- CIRCLE documents are beginning to be attached to referrals (when appropriate).
- CEC Literacy profiles are continuing to be used and embedded within classroom practice.
- Two pupil support groups have ran this year supporting 16 of our dyslexic learners.

Interventions and supports

Pupil Equity funding was utilised alongside core allocation to support a variety of interventions. These include:

- Phonological Awareness (Highland resource)
- RWInc group and 1-1 support
- Targeted Literacy support
- 1-1 Tutoring
- Nessy
- Stareway to Spelling
- "We Thinkers" programme.

Progress

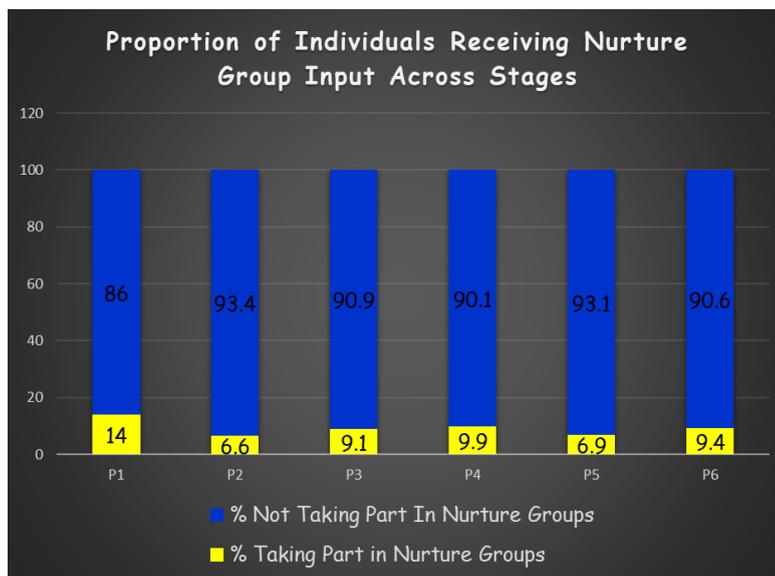
Nurture

Nurture Group

Once permitted following guidance, Nurture year groups for P1-P6, inclusive, were run once restrictions began to allow.

In addition to selecting under the criteria of SIMD and FME, nominations of individuals were made via Wellbeing Meetings, by class teachers, or from other adults involved. From here, priorities were set and both Glasgow Wellbeing and Motivation Profiles and Boxall Profiles completed. 53 children in total received input within a Nurture Group across the year.

The Glasgow Wellbeing and Motivation Profile was carried out with those who were identified to participate in an intervention:



<https://forms.office.com/r/mqpW5hUqfB>

In addition to Nurture Groups, Social Groups, 1-2-1 Therapeutic Treasury Boxes and Drawing & Talking Therapy were also delivered across the school.

Drawing & Talking Therapy	Therapeutic Treasury Boxes	Social Groups
3 x P5 Learners once weekly for 12 weeks	2 x P5 Learners once weekly	5 x P4 Learners once weekly 5 x P6 Learners once weekly

Developing a Whole School Approach to Nurture

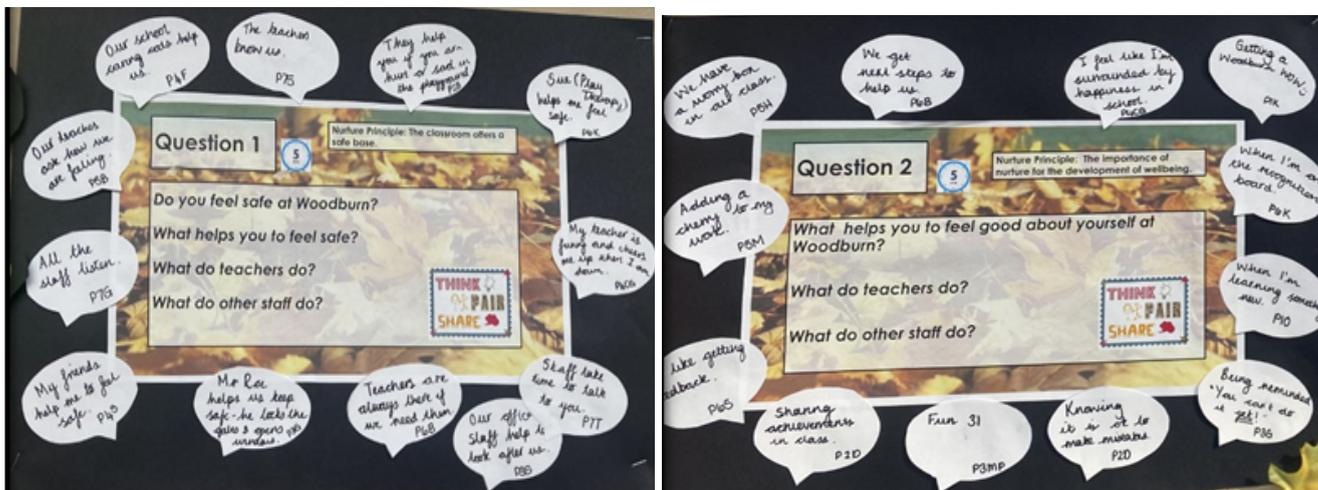
In addition to our targeted Nurturing Interventions we have worked hard to further develop an already well established nurturing ethos. During the October In-Service day staff reflected on our nurture journey before looking ahead to opportunities for development. Staff were introduced to 'Applying Nurture as a Whole School Approach' and the Glasgow Motivation and Wellbeing Scale which is a twenty item questionnaire that explores motivation and sense of wellbeing in the learning context in line with the principles of GIRFEC. We chose to use this tool to monitor and track the wellbeing of individuals during the school session.

Class Teachers, ELC practitioners, LAs completed a questionnaire based on 'Applying Nurture as a Whole School Approach' allowing us to identify areas of strengths and plan next steps as a whole school. Our baseline assessment identified that staff were keen to engage in professional learning linked to Boxall Profiling and developing an understanding of the six Nurture Principles.

Over the course of the school year our school nurture leads attended the Midlothian Council Nurture session where we shared practice and had opportunities for professional dialogue.

Progress

To help raise pupil awareness, and capture pupil voice, we held two Nurture assemblies following a 'Blether Buddy' model where children were asked to think, pair and then share their ideas and thoughts. Questions were based around the Nurture Principles, some examples can be seen below.



Through a parent/carer questionnaire completed in May:

- 92% of families who took part felt that we support our children and families well.
- 92% of parents/carers feel very welcomed
- 100% of families felt that we do enough to praise and encourage your child and make them feel valued

"Class teachers will often try and catch you at the end of the day to let you know about any positive moments your child has during the day."

"Yes, noticing the small things my daughter had long hair cut short and her teacher noticed and told her it was lovely; she was all excited that her teacher liked it telling everyone at home this gave her more confidence."

When asked what families valued about our school they shared the following:

"Even though it is a large school it still has a family atmosphere and I can approach when I need to."

"How open the staff are for communication and how they actually listen and help with ideas to support"

"The feedback and compassion for my son"

"Woodburn is a very caring school and all members of staff go above and beyond for my children."

Primary 1 children have also taken part in a targeted Nature Nurture Group led by Learning Assistants.



Progress

"I loved story time with my snack and milk. Nurture made me feel excited."

"Nurture is fun because we are outside and I can look for bunnies in the playground. I do like my nurture friends too."

"Being outside is better for me because I get fresh air and I can run around and move."

"I've enjoyed taking our P1 nurture group this year, we have enjoyed meditation, nature hunts, mindfulness, outdoor play, gardening and many more activities. We also spent a lovely afternoon cheering on the nursery children at sports day, strengthening that feeling of our Woodburn family being so important to us all. No matter the activity, every week we have enjoyed story time together and had milk and snack, this has become the favourite part of nurture for many of the children."

The children in our nurture groups have become more confident over time, even our quietest children now contribute to our conversations confidently, they have developed relationships with other P1 children and have enjoyed feeling part of our school community."

Being part of the nurture group has also meant I have formed strong bonds with children out with my class, I know this means as much to the children as it does to me."

"Outdoor nurture group has had a positive impact on many of the children involved in a variety of ways. It provides opportunities to enhance social skills in a natural environment, and throughout these experiences the children have become much more understanding of one another and the world around them."

A number of the children have grown in confidence within themselves, and following this have become more social within the classroom and playground. Others have enhanced their listening skills, and developed positive communication strategies during group tasks."

In particular those who require 1:1 support thoroughly enjoy nurture, they respond positively to being involved in a smaller group and taking part in active learning experiences. Providing the children with the opportunity to take their learning outdoors creates a wider range of possibilities, predominantly linking into personal wellbeing and taking care of nature."



We are also very pleased to have introduced two Guinea Pigs to our Nurture Room - Woody and Burnie were named following a whole school consultation. Staff and children alike have enjoyed caring for them and we are looking forward to exploring nurturing approaches with them next session.

Creating a nurturing playground has been heavily supported by our Parent Partnership and school community who have helped to ensure that it is a welcoming and caring environment for all.



Progress

We were pleased to be able to re-introduce our 'Feel Good February Family Walk' this session. Primary 1 - 7 classes were joined by members of their family to walk around the campus fields. This was the first opportunity we had to come together as a school community since March 2020.

"The walk has calmed me after a rushed morning." Primary 5

"Can we do it again tomorrow?" Primary 3

"My dad got to meet my class." Primary 2

"I felt refreshed and ready to learn." Primary 6



Community Corner

At the entrance to Woodburn PS we have created a 'Community Corner' which gives all families access to free, clean and quality school uniform; there is also a food bank which families can help themselves to at any time and without having to ask. These have been well used since its introduction in Term 3 and we will continue to ensure that this is offered to our school community next session.

Raising Children with Confidence

Following the removal of restrictions in school, which had resulted in the postponement of the RCWC course in 2020-2021, we have been able to continue to deliver the remainder of a RCWC course to some of our families. 2 sessions which aim to raise awareness, improve confidence and build understanding about how we can best support positive health and emotional wellbeing in ourselves and our children, were delivered to a group of parents/carers who were very keen to finish the course rather than start a new one, despite the time lapse.

Early Years Homelink and Youth Worker (PEF)

The PEF funded roles of Early Years Homelink and Youth Worker have continued to be central to our work in closing the poverty related attainment gap. Particularly through this session as we support children and families following the pandemic, they have led to improvements in:

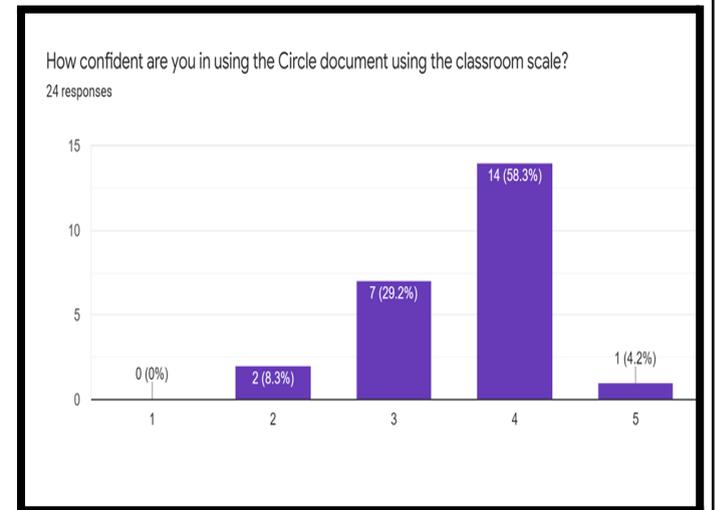
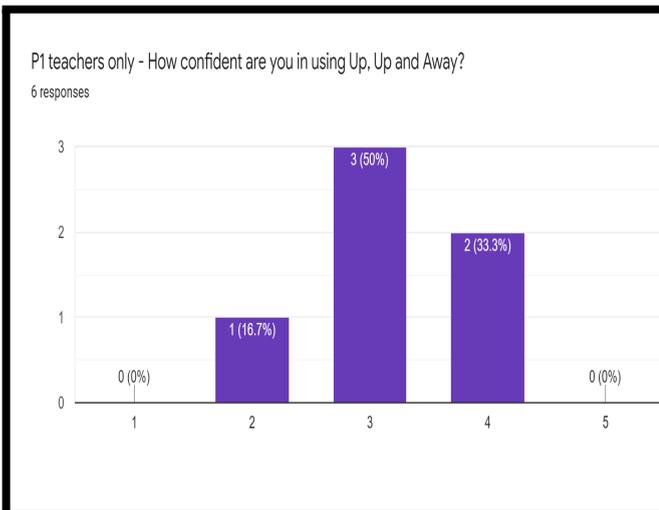
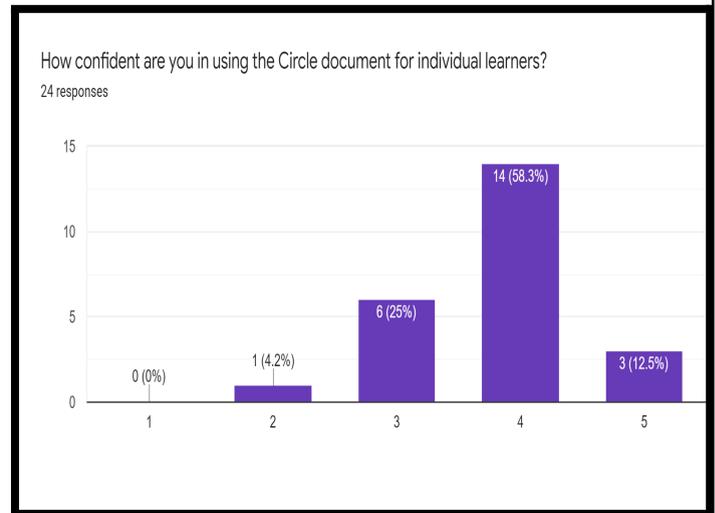
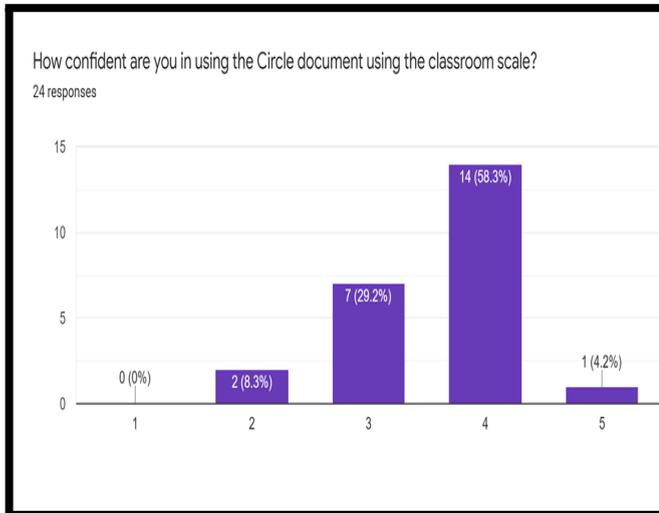
- Family engagement
- Attendance
- Support for families in crisis - referrals and signposting to other agencies and professionals

The two members of staff have worked hard to maintain and build relationships through challenging times.

Impact

CIRCLE

- Staff questionnaire in May 2022 showed that training had impacted on their practice.



- Staff feedback “Strategies from CIRCLE are helping me to support learners within my class and starting to reduce numbers of referrals “ P3 Class Teacher.
- Teacher confidence has increased in using the Literacy Profile and class teacher checklist completed more effectively.
- Most of the 16 identified dyslexic learners supported, responded by saying they were more aware of what dyslexia is and strategies they could use.

Interventions and supports

P1 – 17% of P1 in March/April were assessed to need additional support around phonological awareness. Using the Highland phonological plan additional teaching and learning assistant time has been focused on this the last term. The majority of children have made significant progress within these targets in the June assessments.

‘We Thinkers’ social competences programme was used by 1 of the SFL team and 1 Learning assistant to support the start of an implementation of this social competencies/skills progression with 4 (4%) of P1 learners. All have completed vol 1 of the programme.

P2 – As of Jan - May 2022 27% of P2 are being given additional support with reading using one to one tutoring. All of these learners have made progress using the RWI assessments with 3 pupils no longer needing this support. Feedback from class teachers shows that these learners are transferring their reading strategies to class and growing

Impact

in confidence within reading. Some learners have made significant progress. To further support literacy in P2 all literacy sessions have had an additional learning assistant since January within all class literacy lessons..

'We Thinkers' social competences programme was used by 2 of the SFL team to support the start of an implementation of this social based progression with 9 (8%) P2 learners. All have completed vol 1 of the programme.

P3 – We continued with RWI programme from P2 up until December of P3. In August 65 % of P3 needed RWI support and by October this had decreased to 41 % needing this support. Then when this intervention ended 52% were still needing this support. Nesy is also used to support 2 out of 96 (2%).

Within P3 a learning assistant is providing targeted literacy support to 22 pupils (23% of P3).

As of Jan - May 2022 6% of P3 have had additional support with reading using one to one tutoring.

P4 – Nesy online literacy programme is used to support 20% of P4 learners. 2 pupils in P4 currently on targeted literacy programmes WW/STS.

Within P4 a learning assistant is providing targeted literacy support to 20 pupils (22% of P3).

P5 – Nesy online literacy programme is used to support 13% of P4 learners.

P6 – Nesy online literacy programme is used to support 12% of P6 learners. 3 Stairways. At start of P6. 43% (35 pupils) were needing Fresh Start support and by April this had reduced to 24% (20 pupils).

P7 – 11 out 74 Nesy online literacy programme is used to support 15 % of P7 learners with 1 pupil having completed the full programme. 1 word wasp. At the start of P7 15% (11 pupils) were needing Fresh Start support and by April this had reduced to 1% (1 pupil). 16 pupils (22%) have been given additional support using Chrome book

Nurture

Across the school there has been a raised awareness of nurture approaches – universal approaches as well as the more targeted interventions. Staff engaged in self reflection to identify specific Nurture Principles for development and further training opportunities and/or professional reading.

As we have begun to deepen our knowledge and understanding of Nurturing Principles staff have been able to reflect that whilst they initially felt very confident with the idea of nurture, they have realised that there is a lot to consider, learn and apply than initially thought. 89% of staff have identified this continues to be an area for development.

"I have realised that there is so much more to learn around nurturing approaches than I had realised. It is something that I find very interesting and am keen to explore further."

"I am keen to learn more about how I can apply the theory into my everyday practice e.g. what does 'all behaviour is communication' really look like in my classroom and what can I do to get this right for the children".

"I would like to gain a better understanding of the principles and how they can be targeted in practice"

I would welcome an opportunity to work with colleagues to develop a steering group/ opportunity to observe peers who prioritise nurture principles".

DHT completed Boxall Profile Nurture UK training in Term 2 and then promoted a Nurture UK webinar which 13 members of staff attended.

Raising Children with Confidence

Feedback from families has been very positive and all reported that they felt they had a much better understanding of the challenges their children face, what they can do to support them as well as maintaining their own positive wellbeing, and what the most important things that matter to their children are. The staff who delivered the course were

Impact

able to continue to develop positive relationships with families, and the parents/carers who attended the course were able to feedback that this was a valued element of the experience.

“Really enjoyable and interesting. Good for facilitators to share their own thoughts and experiences too. Friendly, relaxed atmosphere. Enjoyed the group work and interaction”

“It’s made me realise I need to give my kids more chances to assess risk and deal with issues by themselves. Resilience is Key!”

“Such a good course, well run despite a pandemic in the middle. The content was so relevant and useful to any parent, all help gratefully received”

“I think we actually have a better relationship. I think I now have an insight into their complex brains and how/why they behave that way. It’s just part of them growing”

Early Years Homelink and Youth Worker

Parent/Carer Relationships and Support

Contact made	How many?
Home visits	28
Text and Phone calls to parent/carers	460
Face to face contact	163
Health Visitor contact	35
Working in partnerships with other agencies	82
Emails sent to parents	43
Forms Completed with Parents	18
Letters of Support – housing etc	3

Food Parcels

- 19 Emergency Food Parcels
- 17 Christmas Food Parcels
- 14 Easter Food Parcels
- 16 Summer Food Parcels
- 18 Summer Outing Vouchers
- 5 Clothing Vouchers

Family Learning

- RCWC final 2 sessions were delivered this session
- 5 parents completed the course
- 4 Families attended a Cooking Course (8 weeks)
- 3 Families attended a Families Connect Course (6 weeks)
- 13 Families spoken to at drop in event with Daniel Baigrie
- 8 parents/carers attended an ELC drop in

Impact

Attendance

- Weekly Nursery Attendance report run
- Currently 19 children under 80% and being monitored
- 6 because of Family Circumstances and Illness
- 8 because of illness
- 1 because of an extended family holiday
- 4 because of Illness and holiday

CPCC, Core Group Meetings and MAMs

From August 2021 – May 2022, EY Homelink Worker and/or Youth Worker attended 31 of these meetings, 90 % these were from SIMD 1 – SIMD 3.

Supporting Parents to Appointments

EY Homelink Worker supported 2 parents to Health Appointments

Well-being meeting for school and ELC

From August 2021 – June 2022, there have been 32 Wellbeing meetings. Actions have been addressed from these meetings.

Next Steps

CIRCLE

- CIRCLE drop-in to support new members of staff or those that are unsure.
- Ensure all staff attach CIRCLE documents to referrals and School flowchart is used by all.
- Initial training for CEC literacy profiles and dyslexia.
- Developing wellbeing form to scaffold information and provide details linking to wellbeing indicators.

Meeting Learners' Needs

- Continue to develop the social competences programme by completing and extending the “We Thinkers programme and further developing “You are a social detective” using the social thinking methodology. Extend progression out from P1 and P2.
- P1 phonological awareness assessments have identified clear next steps for learners in p2. This intervention has also provided a focus to develop further training of staff. 2 members of the SFL team will provide further training for our P1 and P2 staff. Use assessment data to develop support programme for identified learners in P2.
- Within P2 and P3, utilise the trained Learning Assistants to continue to support using the one to one methodology but look at progression so it links with classroom practice.
- Continue to use individual targeted literacy interventions including Nessy, Word Wasp and Stairway to Spelling to support pupils with literacy need.

Nurture

Through consultation staff highlighted the following as our next steps:

- 89% wish further develop understanding/implementation of six Nurture Principles
- 72% would like to promote staff wellbeing through a nurturing staffroom, engagement with NHS Wellbeing Tool etc.
- 56% would like to further deepen their understanding and experience of using Boxall Profiles

Next Steps

In addition to this we plan to:

- Develop a strategic Nurture steering group (DHT, PT, Sfl & Nurture Team).
- To develop our universal nurture approach through the Glasgow Wellbeing & Motivation Scale (completed by all pupils in Term 1) whilst using Boxall Profiling for /targeted nurture groups and/or interventions.
- To use the Nurture Room for the targeted intervention of individuals Aug - Oct.
- To offer a Nurture themed book group to staff.
- Deliver whole school CLPL on Nurture Principles & Attachment Theory.
- To consider how we share with families the approaches we use to support pupils to understand and regulate emotions. Parents/carers have highlighted an interest in learning more about how we support children's emotional intelligence – 58% feel that this is well supported.
- To develop systematic approaches for the tracking of interventions.
- To continue to welcome our families back into school e.g. re-introducing stay & play sessions, shared learning, assemblies etc.
- To make the importance of a nurturing approach explicit in our school 'Settling In' policy.

Raising Children with Confidence

We plan to provide information to all families about the aims of the course and will run a few groups in the new session. Information has been given to all new Primary 1 families during transition presentations. We hope to be able to run both evening and daytime sessions to suit the needs of our families.

Capacity for Continuous Improvement

Quality Indicator	LA/School Self-Evaluation	Authority Reviews / Theme Visits	HMIe/ Care Inspectorate Inspection Grades
1.3 Leadership of Change	Very Good	Very Good (Oct 2019)	NA
2.3 Learning, Teaching and Assessment	Good	Good (Oct 2019)	NA
3.1 Ensuring Wellbeing, Equity and Inclusion	Very Good	Very Good (Oct 2019)	NA
3.2 Raising Attainment and Achievement / Securing Children's Progress	Good	Good (Oct 2019)	NA

HMIe Recovery Visit in April 2022

Woodburn Primary School participated in a HMIe Recovery Visit in April 2022. Below is a summary of the feedback received:

Continuity of Learning

- During the pandemic, staff across the school improved their use of data to track children's progress and identify gaps in learning for individuals.
- Information is used to provide interventions and support wellbeing needs.
- Staff work hard to address barriers to learning for those children who require additional support.
- Good use is made of the Early Years Homelink and Youth Worker.
- Staff and partners are deployed well to support needs.

ACTION - Look at strategies to meet the needs of more able learners.

- SLT meets staff to monitor children's attainment.
- The Recovery Numeracy Teacher has been deployed well to focus on raising attainment.
- Support staff carry out interventions and monitor the impact of these along with key staff.
- Attainment in most classes is beginning to improve.

ACTION - Look in more detail at children's progress as they move through each level.

- The HT and staff are working hard to improve the consistency of learning and teaching. They have developed a shared understanding supported by professional reading.

ACTION - Embed this understanding across the school.

- SLT and staff have continued to develop their digital skills. Children across the school use individual devices well to access learning when appropriate.
- Practitioners within the ELC have identified improvement priorities focussing on the role of the adult, the environment and planning.
- ELC improvement priorities are establishing consistency. Staff have created a literacy and numeracy rich learning environment in the play room and outdoors.

ACTION - Practitioners would benefit from time to embed change.

- Practitioners are beginning to use observations to discuss children's next steps in learning.

ACTION - Develop tracking systems to monitor children's progress more effectively.

Wellbeing of Children, Young People and Staff

- The SLT has worked closely with staff, children and families to support wellbeing through the pandemic. Weekly wellbeing meetings have ensured needs are monitored and interventions planned.
- Support for children's social and emotional needs ensures they access learning.
- Pupil Equity Funding is utilised well and the Youth Worker and Early Years Homelink have been particularly effective in supporting the wellbeing of families.
- ELC provides a nurturing environment and practitioners work well as a team to build strong relationships with children and their families.

ACTION - Practitioners should measure the impact of their work around nurture on outcomes for children.

ACTION - Practitioners should plan to create learning profiles for children which encourage them to talk about their learning.

Approaches to Safeguarding and Child Protection Procedures

- Staff have a clear understanding of safeguarding issues that impact on children as a result of the pandemic.
- The HT and staff know children well and are vigilant in keeping records on vulnerable children.

ACTION - Alongside Midlothian Council, review policy and procedures.

Improvement Plan 2022-23



Establishment	Woodburn Primary School
Area	Dalkeith
Session	2022-23

Prepared by: **Joanna Findlay**, Head of Establishment Date: June 2022

Reviewed by: **Jennifer Allison**, Schools Group Manager Date: August 2022

Midlothian Education Service Priorities

	Priority 1 Attainment and Achievement	Priority 2 Included, Engaged and Involved: Wellbeing and Equity	Priority 3 Self-Improving Systems	Priority 4 Lifelong Learning and Employability
NIF Key Priorities				
	<p><i>Improvement in attainment, particularly in literacy and numeracy.</i></p> <p><i>Closing the attainment gap between the most and least disadvantaged children and young people</i></p>	<p><i>Placing the human rights and needs of every child and young person at the centre of education</i></p> <p><i>Closing the attainment gap between the most and least disadvantaged children and young people</i></p> <p><i>Improvement in children and young people's health and wellbeing</i></p>	<p><i>Improvement in attainment, particularly in literacy and numeracy.</i></p> <p><i>Placing the human rights and needs of every child and young person at the centre of education</i></p> <p><i>Closing the attainment gap between the most and least disadvantaged children and young people</i></p> <p><i>Improvement in children and young people's health and wellbeing</i></p> <p><i>Improvement in skills and sustained, positive school-leaver destinations for all young people</i></p>	<p><i>Improvement in skills and sustained, positive school-leaver destinations for all young people</i></p>
Midlothian Priorities	<p>1.1 Improved attainment within the broad general education stages</p> <p>1.2 Improved attainment within the senior phase.</p> <p>1.3 The poverty related attainment gap is narrowed</p> <p>1.4 Improved attainment of children and young people who require additional support including young carers/care experienced children</p>	<p>2.1 There's an improvement in children and young people's behaviour and attendance</p> <p>2.2 There's an improvement in children and young people's wellbeing</p> <p>2.3 Children have a greater understanding of their rights (UNCRC) and these rights are being met across our establishments</p>	<p>3.1 Leaders at all levels work together within an empowered system to improve outcomes for children, young people and families</p> <p>3.2 Children and families participate, influence and inform how we deliver our services</p> <p>3.3 Quality Assurance activities lead to improvements in the quality of education provision across our early learning and childcare (ELC) settings and schools</p>	<p>4.1 Improved progression pathways for all learners lead to an increase in positive destinations</p>

Associated Schools Group Improvement Plan 2022-23

Priority	Links to HGIOS 4	Key Actions	Lead Person Timescale Links to WTA	Expected Measurable Outcomes for Learners
<p>Priority 1</p> <p>Attainment and Achievement</p> <p>1.1.</p> <p>1.3.</p> <p>1.4</p> <p>Priority 3</p> <p>Self-Improving Systems</p> <p>3.3</p>	<p>3.2 Raising attainment and achievement</p> <p>2.3 Learning, teaching and assessment</p>	<p>Moderation (Literacy & English, Numeracy & Maths):</p> <p>Focus on Literacy (Writing):</p> <p>Stephen Graham CLPL - Creating the Balanced Reader/Writer</p> <p>QAMSOs & Literacy Co-ordinators:</p> <p>Utilise - SEIC Assessment and Moderation Rationale Materials</p> <p>Share understanding of the process of moderation</p> <p>Familiarise staff with Midlothian Writing frameworks to support planning, teaching and assessment.</p> <p>Work together to build annotated exemplars of children 'on track' within a level and at the end of a level.</p> <p>Transition Writing Project P7 - S1:</p> <p>What does progress and attainment look like at this transition?</p> <p>What text types are 'taught' / focussed on?</p>	<p>Literacy Lead Group:</p> <ul style="list-style-type: none"> • QAMSOs • Literacy Co-ordinators (PS) • DHS English Dept • Catriona McKinnon <p>15.08.22 and other possible observation dates TBC</p> <p>CATs: 2 X 1.5hrs Literacy Lead Group to meet in addition</p>	<p>Impact on Teachers: Increased teacher confidence in planning, teaching and assessment (differentiation, use of feedback, pace and challenge).</p> <p>Teachers have a clear understanding of progress through a level and attainment of a level.</p> <p>Teachers are confident in making judgements about a child's progress and attainment.</p> <p>Impact on learners: Improved skills evidenced by attainment. Learners have effective feedback on their strengths and areas for improvement.</p>

Priority	Links to HGIOS 4	Key Actions	Lead Person Timescale Links to WTA	Expected Measurable Outcomes for Learners
<p>Priority 2</p> <p>Included, Engaged and Involved: Wellbeing and Equity</p> <p>2.2</p> <p>Priority 3</p> <p>Self-Improving Systems</p> <p>3.1</p> <p>3.3</p>	<p>1.1 Self-evaluation for self-improvement</p> <p>2.3 Learning, Teaching and Assessment</p> <p>2.6 Transitions</p> <p>2.7 Partnerships</p>	<p>Wellbeing baseline (P7 August/September 2022)</p> <p>Timeline of transition activities (outdoor/active learning).</p> <p>Agree activities to support transition, replacing DLC Camp.</p> <p>Build framework for recognising Wider Achievement through the primary schools Link activities to outdoor/active learning opportunities -> Primary 7.</p> <p>End of Primary 7- revisit wellbeing survey.</p> <p>5 a Day (S1) Survey</p>	<p>Emma Ormerod HT DHS</p> <p>Pupil Support DHTs DHS</p> <p>Primary 7 Class Teachers</p>	<p>Improvement in children and young people's health and wellbeing through transition.</p>

Data to Inform Improvement

📄 Copy of Woodburn Primary School - Data to Inform Improvement - SQIP 22-23

Core Stretch Aims - Curriculum for Excellence Overall Levels - P1, 4 and 7 Combined

	2017			2018			2019			2021			2022	School Stretch Aim
	Sch	Mid	Nat	Sch										
Literacy %	55	62	69	62	75	71	64	73	72	74	66	67		79
Numeracy %	59	71	76	69	80	78	67	78	79	74	73	75	74	79

From 2017, difference in average:

- Literacy - Midlothian (- 5%) National (- 6%)
- Numeracy - Midlothian (- 8%) National (-10%)
- In 2021, Literacy had exceeded both the Midlothian and National % and Numeracy was inline.

FSM v No FSM Curriculum for Excellence Attainment Gap - P1, 4 and 7 Combined

	2017		2018		2019		2021		School Stretch Aim
	Sch	Mid	Sch	Mid	Sch	Mid	Sch	Mid	
Literacy %	35	29	20	22	23	29	36	32	25
Numeracy %	33	24	24	21	15	23	39	28	20
Reading %	36	24	23	21	16	24	37	28	20
Writing %	37	28	20	22	24	28	24	30	20
Listening and Talking %	29	22	21	17	13	18	18	22	16

Attendance and Exclusions

	2017/2018		2018/2019		2019/2020		2020/2021		School Stretch Aim
	Sch	Mid	Sch	Mid	Sch	Mid	Sch	Mid	
% Attendance Rate	92.40	94.43	93.13	94.70	92.31	94.04	93.92	95.06	95
Exclusion Rate per 1000	1.98	14.09	9.56	16.16	8.1	8.36	1.64	6.33	2

Core Plus Stretch Aims

Curriculum for Excellence Overall Levels - By Stages

	2017			2018			2019			2021			2022	School Stretch Aim
	Sch	Mid	Nat	Sch										
P1 Literacy	54	68	75	60	80	71	70	78	76	83	72	71	69	80
P4 Literacy	61	62	68	63	71	69	58	73	70	68	61	64	66	74
P7 Literacy	48	56	66	64	72	70	61	67	71	68	64	67	68	74
P1 Numeracy	70	76	83	72	86	85	80	84	85	82	81	77	79	83
P4 Numeracy	77	73	75	73	78	76	62	77	77	68	71	72	73	78
P7 Numeracy	21	63	70	60	74	75	52	72	76	63	65	72	70	75

Curriculum for Excellence Overall Levels - By Stages and Components

	2017			2018			2019			2021			2022	School Stretch Aim
	Sch	Mid	Nat	Sch										
P1 Reading	62	76	80	73	86	81	77	83	82	85	78	77	77	82
P1 Writing	54	71	77	64	83	78	72	82	79	84	74	74	73	86
P1 Listening & Talking	78	85	85	91	92	87	92	89	87	93	88	84	85	90
P4 Reading	79	76	77	73	79	77	65	79	78	74	72	73	74	78
P4 Writing	62	66	71	67	76	72	59	74	73	74	64	67	69	78
P4 Listening & Talking	67	78	83	81	85	85	85	88	85	88	83	82	86	88
P7 Reading	63	74	76	71	79	79	67	78	80	70	74	76	73	78
P7 Writing	50	58	69	67	75	73	69	70	74	73	67	69	69	74
P7 Listening & Talking	58	74	81	74	83	84	85	83	86	88	82	82	85	87

School Specific Core Stretch Aims

	2022	School Stretch Aim (2023)
Attention and concentration		A 50% decrease in amount of CIRCLE documents around attention and concentration linked to work on Sensory School.
Phonological Awareness	77%	Through early identification of children requiring support in the development of early phonological awareness, 82% of P1 learners will achieve early level in reading.

Priority Summary and High Level Strategic Targets

ELC Improvement Priority 1: To raise attainment in Literacy and Numeracy

Midlothian Education Service Priorities

1. Attainment & Achievement
2. Included, Engaged and Involved: Wellbeing and Equity
3. Self-Improving Systems
4. Lifelong Learning and Employability

National Improvement Framework Driver(s)

- Teacher and practitioner professionalism
- Curriculum and assessment
- Performance Information
- Parental/carer involvement and engagement
- School and ELC Improvement

HGIOS/HGIOELC Quality Indicators

- 1.1 Self-evaluation for self-improvement
- 1.2 Leadership of learning
- 1.3 Leadership of change
- 1.4 Leadership and management of staff
- 1.5 Management of resources to promote equity

- 2.1 Safeguarding and child protection
- 2.2 Curriculum
- 2.3 Learning, teaching and assessment
- 2.4 Personalised support
- 2.5 Family learning
- 2.6 Transitions
- 2.7 Partnerships

- 3.1 Ensuring wellbeing, equality and inclusion
- 3.2 Raising attainment and achievement/Securing children's progress
- 3.3 Increasing creativity and employability

Key Actions	Lead Person / Timescales	Expected Measurable Outcomes for Learners
<p>Tracking and Monitoring</p> <ul style="list-style-type: none"> • Introduce a monitoring and evaluation policy within the setting. <p>Planning and Observations</p> <ul style="list-style-type: none"> • Continue with the new observation, assessment and planning cycle policy, with an emphasis on adult role. • Support staff at their intentional planning meetings to identify and plan for meeting learners' needs. 	<p>August/Julie Findlay</p> <p>SLT Throughout the year</p>	<ul style="list-style-type: none"> • Self-evaluation, linked to key documents, is an integral part of the practice at WELC • A robust system of monitoring and tracking will be in place, securing improved outcomes for all children. • Practitioners make sound judgements about children's progress and respond quickly to ensure learning opportunities meet the needs of individuals and groups. • Information about children's learning and achievements, particularly in key areas of early

Key Actions	Lead Person / Timescales	Expected Measurable Outcomes for Learners
<ul style="list-style-type: none"> Staff to write quality observations and link these to Learning Priorities and file in the relevant folder on Seesaw to show progression. Plan and implement regular training/moderation to ensure staff are building on their skills and knowledge. <p>Numeracy</p> <ul style="list-style-type: none"> Continue on the journey of the STEM project to improve the STEM play provocations and experiences on offer for the children in the setting. <p>Meeting Learners' Needs</p> <ul style="list-style-type: none"> Wellbeing Meetings will continue with the DHT and 'Pace and Challenge' meetings will be introduced. The DHT, Key Worker and EEL will identify children who need extra challenge and support to ensure effective interventions are in place so we are meeting the needs of all learners within the setting. Personal Plans will return to a paper version A flow chart will be created, alongside SfL, to support practitioners in identifying children who require an intervention. 	<p>Keighley Smith and STEM champions</p> <p>Julie Findlay Monthly</p> <p>Julie Findlay/Nadine Cosgrove by October</p>	<p>literacy, numeracy and health and wellbeing, is used effectively to ensure continuity in learning across the curriculum for all children.</p> <ul style="list-style-type: none"> High quality STEM experiences are provided to promote and enhance learning for all children. Staff have high expectations for all children across our setting. A range of evidence is used to support staff judgements about a child's progress. Children are challenged and evidence progress in their learning.

ELC Improvement Priority 2: Wellbeing, Equity and Inclusion

Midlothian Education Service Priorities

1. Attainment & Achievement
2. Included, Engaged and Involved: Wellbeing and Equity
3. Self-Improving Systems
4. Lifelong Learning and Employability

National Improvement Framework Driver(s)

- School and ELC Leadership
- Teacher and practitioner professionalism
- Curriculum and assessment
- Performance Information
- Parental/carer involvement and engagement
- School and ELC Improvement

HGIOS/HGIOELC Quality Indicators

- 1.1 Self-evaluation for self-improvement
- 1.2 Leadership of learning
- 1.3 Leadership of change
- 1.4 Leadership and management of staff
- 1.5 Management of resources to promote equity

- 2.1 Safeguarding and child protection
- 2.2 Curriculum
- 2.3 Learning, teaching and assessment
- 2.4 Personalised support
- 2.5 Family learning
- 2.6 Transitions
- 2.7 Partnerships

- 3.1 Ensuring wellbeing, equality and inclusion
- 3.2 Raising attainment and achievement/Securing children's progress
- 3.3 Increasing creativity and employability

Key Actions	Lead Person / Timescales	Expected Measurable Outcomes for Learners
<p>Family Learning</p> <ul style="list-style-type: none"> • Implement the PICL approach to support Parents/Carers and develop true partnership working. • Share our Curriculum Rationale with parents/carers and seek their views before finalising the document. • Re-establish PEEP groups and Raising Children with Confidence course. <p>Adult - Child Interactions</p> <ul style="list-style-type: none"> • Ensure high quality interactions between staff and children, with a focus on pupil voice • Embed the celebration of children's learning and achievements. 	<p>SLT and all Practitioners throughout the year</p> <p>SLT by October</p>	<ul style="list-style-type: none"> • Family Learning opportunities help parents/carers to understand the significant impact of the home learning environment • Practitioners and parents/carers work together to support and extend the children's learning • Practitioners have a clear understanding of how children learn. Their actions encourage high quality adult/child interactions • Practitioners support the development of children's thinking skills through scaffolding, modelling, questioning and making their own thinking explicit

Key Actions	Lead Person / Timescales	Expected Measurable Outcomes for Learners
<p>Learning Environment</p> <ul style="list-style-type: none"> Improve the learning environment, both indoors and outdoors, with a particular focus on numeracy <p>Emotion Works Programme</p> <ul style="list-style-type: none"> Introduce the principles of the Emotion Works Programme 	<p>SLT and all Practitioners throughout the year</p> <p>Julie Findlay/Jen Faulds January</p>	<ul style="list-style-type: none"> The setting is numeracy rich and supports the development of children's mathematical knowledge. Children are able to identify different feelings and are supported to understand and regulate their emotions.

School Improvement Priority 1: To raise attainment in Literacy (Reading)

Midlothian Education Service Priorities

1. 1.Attainment & Achievement
2. Included, Engaged and Involved: Wellbeing and Equity
3. Self-Improving Systems
4. Lifelong Learning and Employability

National Improvement Framework Driver(s)

- School and ELC Leadership
- Teacher and practitioner professionalism
- Curriculum and assessment
- Performance Information
- Parental/carer involvement and engagement
- School and ELC Improvement

HGIOS/HGIOELC Quality Indicators

- 1.1 Self-evaluation for self-improvement
- 1.2 Leadership of learning
- 1.3 Leadership of change
- 1.4 Leadership and management of staff
- 1.5 Management of resources to promote equity

- 2.1 Safeguarding and child protection
- 2.2 Curriculum
- 2.3 Learning, teaching and assessment
- 2.4 Personalised support
- 2.5 Family learning
- 2.6 Transitions
- 2.7 Partnerships

- 3.1 Ensuring wellbeing, equality and inclusion
- 3.2 Raising attainment and achievement/Securing children's progress
- 3.3 Increasing creativity and employability

Key Actions	Lead Person / Timescales	Expected Measurable Outcomes for Learners												
<p>Participation in the SEIC Literacy Connector Programme:</p> <ul style="list-style-type: none"> • Analysis of data to identify need and specific outcomes • Track progress and measure impact 	<p>Joanna Findlay HT Elspeth McNeil DHT Lynne Lawrie SfL Jenny Melvin Literacy Co-ordinator</p> <p>SEIC Literacy Connector (Twilights) 24.08.22 07.09.22 05.10.22 02.11.22 07.12.22 18.01.23 08.02.23 08.03.23 10.05.23</p>	<p>Raise attainment in Reading:</p> <table border="1" style="margin-left: 20px;"> <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%
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Key Actions	Lead Person / Timescales	Expected Measurable Outcomes for Learners
<p>Implementation of the Balanced Reader (Stephen Graham and PM Reading) Stephen Graham., 5 virtual sessions and 2 days in-house: Session 1:</p> <ul style="list-style-type: none"> ● Understanding the Balanced Reader ● How levelled texts work. ● Model of the gradual release of control ● Introduction to matching children to text <p>Session 2:</p> <ul style="list-style-type: none"> ● Matching children to text ● Forming guided reading groups - understanding the benchmarking of progress in reading and analysis of the running record <p>Session 3:</p> <ul style="list-style-type: none"> ● Planning for Guided Reading ● Linking to the requirements of Literacy CfE, guided reading organisation and age-related expectations. <p>Session 4:</p> <ul style="list-style-type: none"> ● Teaching for comprehension in Guided Reading (alongside decoding and fluency) ● Putting a Literacy Block together incorporating Guided Reading <p>Resources:</p> <ul style="list-style-type: none"> ● Purchase PM Reading Programme 	<p>CLPL - Stephen Graham: CATs: 02.11.22 23.11.22 14.12.22 18.01.23 08.02.23</p> <p>Whole Day (observations of practice): 03.10.22 25.01.23</p>	

School Improvement Priority 2: To enhance Learning, Teaching and Assessment, (Including through the use of Digital Technology)

Midlothian Education Service Priorities

1. Attainment & Achievement
2. Included, Engaged and Involved: Wellbeing and Equity
3. Self-Improving Systems
4. Lifelong Learning and Employability

National Improvement Framework Driver(s)

- School and ELC Leadership
- Teacher and practitioner professionalism
- Curriculum and assessment
- Performance Information
- Parental/carer involvement and engagement
- School and ELC Improvement

HGIOS/HGIOELC Quality Indicators

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

Key Actions	Lead Person/ Timescales	Expected Measurable Outcomes for Learners
<p>Developing Understanding of High Quality Learning and Teaching Learning and Teaching Policy and Procedures:</p> <ul style="list-style-type: none"> • Align 'Feedback and Marking' and 'Learning, Teaching and Assessment' policies • Embed 'What Excellent Looks Like at Woodburn' to ensure consistency of practice across the school. Focus in particular on approaches to differentiation/ensuring challenge. <p>Research and Enquiry:</p> <ul style="list-style-type: none"> • Professional Reading and Dialogue • Continue to engage in the use of Quality Improvement Methodology (SEIC, Scot Gov, Raising Attainment in Writing - Fife) <p>Planning, Assessment and Moderation:</p> <ul style="list-style-type: none"> • Implement Curricular Frameworks • Review Curriculum Rationale and IDL 'bundles' • Carry out moderation which includes a focus on High Quality Assessment (link to ASG Improvement Plan) 	<p>Joanna Findlay (HT) Lynne Kelly PT (through PEF PLa)</p> <p>Professional Reading within INSET: 24.10.22 04.01.23 22.05.23</p> <p>Joanna Findlay HT QAMSOs: Lynne Kelly (PT) Helen Gordon (PT)</p>	<p>To raise attainment through raising the universal quality of learning, teaching and further targeting learners through improving pedagogy, approaches and strategies.</p> <p>Lesson Study – 2 children in that lesson. Focus on learning for those children / follow-up qualitative data.</p>

Key Actions	Lead Person/ Timescales	Expected Measurable Outcomes for Learners																																
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<p>Digital Learning Target One: Support teaching staff with Google Workspace skills (Targeted support to those new to Workspace)</p> <p>Target Two: P1 & 2 class teachers engaging with Apple RTC offer</p>	<p>Claire Berrie Helen Gordon By December 22</p> <p>Claire Berrie Helen Gordon By December 22</p>	<p>Staff achieving bronze badges with some achieving bronze certificate.</p> <p>Staff report greater understanding of Google Workspace tools and use them in the classroom.</p> <p>iPads being used in P1-3 classrooms</p> <p>Staff have completed at least 1 Apple Teacher badge</p>																																

Key Actions	Lead Person/ Timescales	Expected Measurable Outcomes for Learners
<p>Target Three: Accessibility: Learning assistants accessibility training - whole cohort of LAs provided training</p> <p>Supporting the P3-7 class teachers with implementing the use of Read & Write in the classroom. Train P7 pupils to be Read and Write ambassadors</p>	<p>Lynne Gillies Nadine Cosgrove Sarah Thomson</p> <p>Individual/small group support provided during school hours (during learning technologist time in the school) By December 22</p>	<p>LAs working with individuals know about the accessibility tools available for individual needs Greater confidence in using the devices with pupils</p> <p>Read&Write used in all P3-7 classes with teachers and pupils aware and utilising the following tools:</p> <ul style="list-style-type: none"> ● Prediction ● Dictionary/Thesaurus ● Text to speech/speech to text features ● Screen masking ● Voice notes

School Improvement Priority 3: Wellbeing, Equity and Inclusion

Midlothian Education Service Priorities

1. Attainment & Achievement
2. Included, Engaged and Involved: Wellbeing and Equity
3. Self-Improving Systems
4. Lifelong Learning and Employability

National Improvement Framework Driver(s)

- School and ELC Leadership
 - Teacher and practitioner professionalism
 - Curriculum and assessment
 - Performance Information
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HGIOS/HGIOELC Quality Indicators

- 1.1 Self-evaluation for self-improvement
- 1.2 Leadership of learning
- 1.3 Leadership of change
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- 1.5 Management of resources to promote equity

- 2.1 Safeguarding and child protection
- 2.2 Curriculum
- 2.3 Learning, teaching and assessment
- 2.4 Personalised support
- 2.5 Family learning
- 2.6 Transitions
- 2.7 Partnerships

- 3.1 Ensuring wellbeing, equality and inclusion
- 3.2 Raising attainment and achievement/Securing children's progress
- 3.3 Increasing creativity and employability

Key Actions	Lead Person / Timescales	Expected Measurable Outcomes for Learners
<p>Meeting Learners' Needs:</p> <p><u>Sensory schools</u></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". O.T to provide training to all staff to raise awareness of developing a sensory approach to increase engagement. concentration and develop motor skills. O.T to provide advice to ELC and P1 through a visit to observe play opportunities and sensory/fine motor development. O.T to provide further training to ELC, SFL and P1/P2 staff around early writing OT/SFL to provide 2 training sessions to Learning Assistants and support intervention programmes/groups within P2-4 SFL/OT to develop resource box for each p1-4 class OT to deliver parent sensory workshops to inform them of the work school are doing and offer suggestions for home. CAT session to explore brain breaks and check in with staff midway through the year. To develop understanding around sensory circuits with the aim of developing this after building work is completed. <p><u>Social Thinking</u></p> <ul style="list-style-type: none"> To further develop the "We Thinkers" programme within P1-3 and embed "social thinking" methodology Build resource boxes for both volumes of the programme To train Learning Assistants to deliver the programme To begin to implement "You are a Social Detective" across P4 and P5 and SFL teacher to familiarise with programme to then train Learning Assistant staff <p><u>Neurodiversity</u></p> <p>Developing ongoing awareness of neurodiversity as a school through work around sensory schools, assemblies and displays.</p> <p>Further develop our pupil groups around dyslexia to ADHD. Plan and develop a block of work with learners around what ADHD means to them.</p>	<p>Elspeth McNeil (DHT) Lynne Gillies (SfL PT) Angela McLeman (OT)</p> <p>Nadine Cosgrove (P1 SFL) Lynne Lawrie (P4 SFL)</p> <p>Lynne Gillies (SFL PT) SFL Teachers</p> <p>SFL Teachers</p>	<p>OT to monitor referrals so a decrease in referrals is expected - date to be shared.</p> <p>Decrease in CIRCLE plans around attention and concentration.</p> <p>Increased engagement and concentration</p> <p>Increase in social competences for identified pupils</p> <p>Increase in self - awareness of strengths and challenges of ADHD and strategies to help diagnosed pupils.</p>

Key Actions	Lead Person / Timescales	Expected Measurable Outcomes for Learners
<p>Rights Respecting Schools and UNCRC:</p> <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. • Annual questionnaire distributed to whole school (September 2022) and responses collated with actions agreed. • Continue activism/campaign, RRSA Steering Group to take the lead. • Link with other schools and establishments to share practice. 	<p>Kirsten Hoffman/Linzi Slymand and RRSA Steering Group</p>	<p>Reaccreditation of RRSA Gold Award Oct 2023.</p>
<p>Ensuring Equality and Diversity</p> <ul style="list-style-type: none"> • CLPL, Jen Hodson, Education Support Officer with responsibility for Equalities Engagement. Raise aware of Diversity legislation and expectations. • Consider equalities and bias within current policies, curriculum and resources and use of language. • Engage the school community in reviewing planning for the extension which considers diversity/equalities. • Create a Woodburn PS Diversity and Equality Policy which is aligned with National and Local directives. • Baseline and follow-up questionnaires for stakeholders (linked to RRSA). 	<p>Jen Hodson INSET 15.08.22</p>	<p>Through baseline and follow-up questionnaire: Children within Woodburn are aware of the importance of being treated equally and within our community are treated equally.</p>
<p>Supporting Children's Mental Health and Wellbeing Engage in research based practice - Tests of Change (MEAP Funding) Storytelling:</p> <ul style="list-style-type: none"> • Tim Porteous, StoryTeller to work with Staff and children for sessions (year groups to be confirmed). • Focus on improvements in engagement, wellbeing with links to Literacy and narrative language. <p>Wellbeing Sessions:</p> <ul style="list-style-type: none"> • All Primary 7 children engage in sessions with a focus on promoting positive mental health and wellbeing. • Further assessment to identify small group or 1-1 sessions which would deliver more in-depth targeted or intensive support. <p>Responsible Citizens Initiative (Previously known as Junior Cop)</p> <ul style="list-style-type: none"> • Emergency Services Pilot for P6s starting Sept Weekend (weekly) promoting safety and well-being (approx 12 weeks). 	<p>Joanna Findlay HT Elspeth McNeil DHT</p> <p>School session</p> <p>September - December 2022 January - June 2023</p>	<p>Measures evidence improvements in children's engagement and wellbeing.</p>

Pupil Equity Fund Plan 2022-23

Gap Provide details of the gap you want to address	Outcome Statement What do you hope to achieve? What is going to change? For Whom? By how much?	Measures What data will you gather to determine whether or not improvement is taking place? When will data be collected?	Lead Staff Member Who is responsible for this element of the PEF plan?	Details of Intervention What are you going to do to achieve the outcomes?	Cost																																
<p>Attainment in Reading</p> <p>No FSM /FSM 2017 - 2021</p> <table border="1" data-bbox="91 531 344 639"> <tr> <td>P1, 4 & 7</td> <td>Ave</td> </tr> <tr> <td>Reading</td> <td>28%</td> </tr> </table> <p>No FSM/FSM 2021</p> <table border="1" data-bbox="91 754 344 863"> <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="91 978 344 1198"> <tr> <td>Reading</td> <td>2022</td> </tr> <tr> <td>Primary 1</td> <td>77</td> </tr> <tr> <td>Primary 4</td> <td>74</td> </tr> <tr> <td>Primary 7</td> <td>73</td> </tr> </table>	P1, 4 & 7	Ave	Reading	28%	P1, 4 & 7	2021	Reading	37%	Reading	2022	Primary 1	77	Primary 4	74	Primary 7	73	<p>No FSM/FSM</p> <table border="1" data-bbox="387 475 734 587"> <tr> <td>P1, 4 & 7</td> <td>2023 Target</td> </tr> <tr> <td>Reading</td> <td>20%</td> </tr> </table> <p>2022 Target (all)</p> <table border="1" data-bbox="387 710 741 954"> <tr> <td>Reading</td> <td>2022</td> <td>2023 Target</td> </tr> <tr> <td>Primary 1</td> <td>77</td> <td>82%</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> </table>	P1, 4 & 7	2023 Target	Reading	20%	Reading	2022	2023 Target	Primary 1	77	82%	Primary 4	74	78%	Primary 7	73	78%	<p>All staff trained - Balanced Reader / Writer by 08.02.22 (see SIP Priority 1)</p> <p>From initial scale rating (August 2022) to end (June 2023), all staff report increase in confidence to teach, assess and track progress in Reading.</p> <p>Through attainment tracking / dialogue meetings (October 2022, January 2023, May 2023)</p> <ul style="list-style-type: none"> CfE tracking information through phases evidences progress / value added P1, 4 and 7 achievement of a level data identifies improvement (2023 Target) CfE attainment gap is narrowed between No FSM and FSM - data from 2017 (average) and 2022 and 2023 (2023 Target) 	<p>Joanna Findlay HT</p> <p>Elsbeth McNeil DHT</p> <p>Literacy Leads</p>	<p>Stephen Graham Training – the Balanced Reader and the Balanced Writer (1 launch and X5 twilights)</p> <p>Staff to use PM Benchmarking tool to assess children’s baseline and track progress.</p> <p>Teach reading in terms of genre specific features.</p> <p>(see detail within Improvement Priority 1)</p>	<p>Training</p> <p>INSET 15.08.22</p> <p>£45 X30 = £1 350</p> <p>CAT Sessions</p> <p>£30 x 30 (5 session)</p> <p>£4 500</p> <p>X2 Development Days</p> <p>£2 400 X2</p> <p>£4 800</p> <p>PM Reading Programme (Resources)</p> <p>£27 000</p> <p>TOTAL PM Spend:</p> <p>£37 650</p>
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<p>Attainment in Literacy and Numeracy</p> <p>No FSM / FSM 2017-2021</p> <table border="1" data-bbox="107 485 336 831"> <tr> <td>P1, 4 & 7</td> <td>Sch Ave</td> </tr> <tr> <td>Literacy</td> <td>29%</td> </tr> <tr> <td>Numeracy</td> <td>28%</td> </tr> <tr> <td>Reading</td> <td>28%</td> </tr> <tr> <td>Writing</td> <td>26%</td> </tr> <tr> <td>Listening & Talking</td> <td>20%</td> </tr> </table> <p>No FSM /FSM 2021</p> <table border="1" data-bbox="107 922 336 1268"> <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	Sch Ave	Literacy	29%	Numeracy	28%	Reading	28%	Writing	26%	Listening & Talking	20%	P1, 4 & 7	2021	Literacy	36%	Numeracy	39%	Reading	37%	Writing	24%	Listening & Talking	18%	<p>To raise attainment through raising the universal quality of learning, teaching and targeting learners through improving pedagogy, approaches and strategies.</p> <p>Lesson Study – 2 children from most disadvantaged, in that lesson. Focus on learning for those children / follow-up qualitative data.</p> <p>No FSM /FSM Target</p> <table border="1" data-bbox="389 679 752 1010"> <tr> <td>P1, 4 & 7</td> <td>2023 Target</td> </tr> <tr> <td>Literacy</td> <td>25%</td> </tr> <tr> <td>Numeracy</td> <td>20%</td> </tr> <tr> <td>Reading</td> <td>20%</td> </tr> <tr> <td>Writing</td> <td>20%</td> </tr> <tr> <td>Listening & Talking</td> <td>16%</td> </tr> </table> <p>2023 Target (all)</p> <table border="1" data-bbox="380 1066 757 1286"> <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>	P1, 4 & 7	2023 Target	Literacy	25%	Numeracy	20%	Reading	20%	Writing	20%	Listening & Talking	16%		R	W	T&L	N	P1	82%	86%	90%	83%	P4	78%	78%	88%	78%	P7	78%	74%	87%	75%	<p>Through attainment tracking / dialogue (October 2022, January 2023, May 2023:</p> <ul style="list-style-type: none"> CfE tracking information through phases evidences progress / value added P1, 4 and 7 achievement of a level data identifies improvement (2023 Target) CfE attainment gap is narrowed between No FSM and FSM - data from 2017 (average) and 2022 and 2023 (2023 Target) 	<p>Joanna Findlay</p> <p>Julie Findlay/Jen Faulds (EL)</p> <p>Elsbeth McNeil (FL)</p> <p>Susan Welsh (SL)</p> <p>Lynne Kelly PT Pedagogy</p>	<p>Through attainment meetings and SLT observations of Learning and Teaching, learners who are 'off track'.</p> <p>Support provided to Class Teacher by PT Pedagogy:</p> <ul style="list-style-type: none"> Mentor Support – Planning Learning, Teaching and Assessment Improving classroom practice – Improvement Methodologies, Impact Coaching. 	<p>Additional PT (Ped) Salary £2 704 (Jan - June), 6 months)</p> <p>0.1333 Release x 1 (cover for PT) £3 610 (6 months)</p> <p>0.2167 release x1 (cover for observations) £14 440</p> <p>TOTAL £20 754</p>
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<p>Wellbeing</p> <ul style="list-style-type: none"> ● Universal ● Targeted ● Intensive <p>Close following gap:</p> <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 	<p>Targets:</p> <ul style="list-style-type: none"> ● Children receive appropriate, timely support. ● Improvements in children's health and wellbeing support their ability to learn and make progress. <p>Universal:</p> <ul style="list-style-type: none"> ● Wellbeing Profile Baseline (October) ● From baseline we will plan and review targeted and intensive supports <p>Targeted & Intensive / Wellbeing Data:</p> <ul style="list-style-type: none"> ● Attendance ● Wellbeing Referrals ● Wellbeing Profile ● Boxall ● GP or CAMHS involvement for wellbeing / mental health 	<p>Wellbeing Profile (Universal) October 2022, May 2023</p> <p>Wellbeing Meetings/Data.</p> <p>Measuring against the Wellbeing Wheel (SHANARRI)</p> <p>Boxall (targeted) September 2022, January 2023 and May 2023</p> <p>Progress against targets set from Boxall</p> <p>Staff, parent/carer observations.</p> <p>Multi-Agency Meetings / SfL Reviews.</p> <p>Regular observations and assessment information, Play Therapy Base will systematically collate robust records.</p> <p>Parent/carers - Goodman's Strengths and Difficulties Questionnaires.</p> <p>PT - Children's perceptions of change measured through a drawing evaluation (House Tree Person method).</p>	<p>Elspeth McNeil DHT</p> <p>Scott Borthwick PT Nurture</p>	<p>Therapeutic Interventions</p> <ul style="list-style-type: none"> ● Provide support to children who have experienced upsetting events such as parental separation or bereavement. ● Promote age-appropriate cognitive, social and emotional development in children. ● Support children to start to make sense of difficult life experiences and address problematic attachment behaviours. ● Work closely with parents and carers so that they are empowered to support their children effectively. <p>Play Therapy</p> <ul style="list-style-type: none"> ● Play therapy work covers: Drop-in, Individual or Filial therapy, Emotional check-ins and consultations. <p>Nurturing approaches:</p> <ul style="list-style-type: none"> ● Lego Nurture ABC, Playbox, ● Seasons for Growth ● Drawing and Talking Therapy ● Treasury Boxes <p>Nurture Group</p> <ul style="list-style-type: none"> ● Learning together with other inside in Nurture Room and also outdoors. 	<p>Additional PT Salary X1 (Nurture)</p> <p>£5408</p> <p>Play Therapy: £15 000</p> <p>Nurture Training (Nurture Network and Interventions) £2 000</p> <p>TOTAL £22 408</p>

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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>Known evidence base – improved attainment when Parents/Carers are engaged and participate in ELC and school, particularly in the Early Years.</p>	<p>90% of identified families engage with support and interventions. Through stakeholder feedback, (September 2022, January 2022 and May 2023):</p> <p>100% of parents/carers engaging report improvements in wellbeing, poor mental health related to support provided.</p> <p>100% of identified parents/carers who engage, report an increase in confidence in a number of areas e.g.</p> <ul style="list-style-type: none"> ● Parenting skills ● Supporting their child at school (e.g. the development of early language development, reading, numeracy). ● Ability to manage everyday issues that they may come across 	<p>Multi-Agency Meetings actions and progress against outcomes.</p> <p>Wellbeing Meetings actions and progress.</p>	<p>Joanna Findlay HT Janine Stewart ELC Manager Julie Findlay/Jen Faulds DHT Angela Welsh EYH YW</p>	<p>Target families identified based on SIMD, FME, known poverty, parental mental health, LAC.</p> <p>Timely, appropriate supports and intervention which support their child's learning at home and school:</p> <p>ELC:</p> <ul style="list-style-type: none"> ● Language is Fun Together ● How to Talk So Children Will Listen ● PEEP ● Bookbug ● Prepare Your Child For School <p>Primary 1:</p> <ul style="list-style-type: none"> ● Developing Early Reading / Numeracy <p>Year Groups::</p> <ul style="list-style-type: none"> ● Raising Children / Teens with Confidence ● Support participation in events e.g Shared Learning and Parent/Carer Consultations ● Provide parenting advice ● Support to attend multi-agency meetings, complete referrals and attend appointments ● Provide financial guidance e.g. completion of forms and signposting for support (CAB) ● Signpost and refer to other agencies. ● Ensure access to Parent/Carer Wellbeing services 	<p>Early Years Homelink (25 hours/39 weeks): £21 144</p> <p>Youth Worker Post (36//41 weeks): £24 983</p> <p>TOTAL: £ 46 127</p>

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Attendance Close following gap: Midlothian/Woodburn Gap (2017/18 - 2021/22) -1.81% Midlothian/Woodburn Gap 2021/22 -2.56	To improve attendance enabling children to access learning à attainment, achievement and wellbeing. Midlothian/Woodburn Gap <table border="1" data-bbox="394 544 701 687"> <tr> <td>2021/22</td> <td>2022/23 Target</td> </tr> <tr> <td>89.92%</td> <td>95%</td> </tr> </table> To narrow gap for learners in quintile 1 and 4.	2021/22	2022/23 Target	89.92%	95%	<ul style="list-style-type: none"> Attendance overall % school, % year stages, trends. Number of attendance meetings held – actions and impact. Wellbeing Concern Referrals. 	Joanna Findlay HT Angela Welsh EYH YW	Increase Attendance: <ul style="list-style-type: none"> Track and monitor attendance providing individualised interventions and supports. Targeted Walking Bus and Breakfast Club. 	Learning Assistant X2 5 hours per week £726 x 5 TOTAL - £3 630
2021/22	2022/23 Target								
89.92%	95%								

PEF Allocation for 2022-23: £188 650
 Carry Forward from 2021-22: £73 711
 Total: **£262 361**
Projected Spend 2022-23: £260 849

The following three strands dovetail, with a Principal Teacher responsible for each. They will work collaboratively tracking progress and attainment and evaluating interventions.

- SfL / ASN
- Wellbeing / Nurture
- Pedagogy

