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# Part 2: Midlothian Education Improvement Planning – 2019-20

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| Establishment | **Stobhill Primary School** |
| Area | **Newbattle Learning Community** |
| Session | **2019/20** |
| Planning Cycle | **Year 2 of cycle** |

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| ***SIGNATURES*** | | | |
| ***Head of Establishment*** | ***Maggie Sikes*** | ***Date*** | ***30.6.19*** |
| ***Schools Group Manager*** | ***Nicola McDowall*** | ***Date*** |  |
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**MIDLOTHIAN COUNCIL NATIONAL IMPROVEMENT FRAMEWORK PLAN: OVERVIEW OF HIGH LEVEL PRIORITIES (2019/20)**

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| **Priority 1**  **Improvement in attainment, particularly literacy and numeracy** | **Priority 2**  **Closing the attainment gap between most and least disadvantaged children** | **Priority 3**  **Improvement in children and young people’s health and wellbeing** | **Priority 4**  **Improvement in employability skills and sustained, positive school leaver destinations for all young people** |
| **1a)** To bring CfE levels in line with the national average in Literacy and Numeracy by the end of P1, P4, and P7 where they are not yet at that level   * Where CfE levels are in line with national averages then schools should aim to reach the national stretch aim of 90% of students achieving the relevant level in every measure.   **1b)** All Secondary schools will have set appropriate targets across key local and national measures to reach targets based on trends against their virtual comparator.   * Level 3   Numeracy 98% Literacy 98%   * Level 4   Numeracy 90% Literacy 90%    **1c)** 100% of schools have a self- evaluation calendar that reflects moderation, tracking, assessment and shared classroom experiences that involve all practitioners and learners  **1d)** That at least 80% of teaching staff are involved in regular and supported practitioner enquiry in all schools  **1e)** Maximising the tariff scores for all learners in the Senior Phase | **2a)** Interrupt the cycle of poverty (PEF)  CfE attainment for those living in SIMD 1-2 should be at the national average in terms of achieving the expected CfE level in Literacy and Numeracy by the end of P1, P4, P7 and S3  **2b)** Increase % of young people achieving National Qualifications at Levels 3 and 5 with a focus on level 3 and 4 based on comparison with the virtual comparator e.g. looked after, particularly those looked after at home.  **2c)** Ensure that all youth work is delivered at low or no cost to support reduction in child poverty and increase accessibility.  **2d)** Deliver the requirements of the child poverty act through the local action plan developed with community planning partners. | **3a)** Support schools and ELC settings to provide high quality EY services which:   * Ensure children and families are offered appropriate, timely support * Encompass the requirements of the National Quality Standard * Continue to increase Early Years and Childcare to meet 2020 National targets with an unrelenting focus on high quality provision whilst ensuring that all settings delivering the early learning and childcare entitlement are compliant   **3b)** The majority of young people with ASN / LAC are offered appropriate assessment which is timely and appropriate.  **3c)** Achieve attendance targets  Primary to 95% overall  Secondary 91.5% overall with a reduction in unexplained absences  **3d)** Reduce exclusions:  Primary- below 15 per 1000  Secondary- 40 per with LAC exclusions in exceptional circumstances only and following discussion with ASL Schools Group Manager  **3e)** Support schools to implement a range of universal mental health initiatives as part of the Midlothian Big Lottery funding | **4a)** Continue to work towards a three year pattern of 95% Sustained Positive Destinations and reduce unknowns to under 100.  **4b)** Continue to increase number of Modern Apprenticeships on SDS Contract, supported by LLE in particular increase Early Years and Childcare to meet 2020 National targets  **4c)** Deliver adult literacy & numeracy and family learning services |

**2. Priority Summary and High Level Strategic Targets** *(Please see PPP 69 February 2019 for key priorities for 2019-20)*

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| **NIF Priority**  **(paste from above)** | **Links to HGIOS4?** | **Key Actions** | **Lead Person**  **Timescale**  **Links to WTA** | **Expected measurable outcomes for learners***– please refer to NIF targets at start of this section for 2019-20 AND use your own contextual targets IF REQUIRED* |
| **Priority 1**  **Improvement in attainment, particularly literacy and numeracy** | **1.1** Self-evaluation for self-improvement  **1.2** Leadership of learning  **1.3** Leadership of change **1.5** Management of resources to promote equity  **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 | NIF Actions   * National stretch aim of 90% of students achieving the relevant level in every measure. * Staff involved in own practical research and enquiry linked to school priorities.   School Actions   * Reduce anxiety of parents in relation to numeracy and literacy through preparation of leaflets, workshops, 1-1 work * Sharing the Learning journey throughout the year in a variety of ways to encourage family engagement and learning * Mediated Learning training to understand more about how teachers can engage and support pupils to learn. * Improve our Planning teaching assessing moderating cycle * Tracking and monitoring data * See priority 2 | * Maggie Sikes HT * Claire McManus PT Numeracy * Fearn Wood Chartered Teacher Literacy   Reducing anxiety in Literacy and Numeracy for staff and parents workshops to be arranged at Inservice Day 17.9.19  Sharing the Learning journey throughout the year dates still to be agreed  Moderation exercises as NLC on 22.10.19 and 20.3.20  Mediated Learning training | Increase of 5 % achievement at P1 P4 P7 at all levels in numeracy and all aspects of literacy.  Track pupils with later achievement of level to give enhanced opportunities to be able to achieve next level in line with peers. |
| **NIF Priority**  **(paste from above)** | **Links to HGIOS4?** | **Key Actions** | **Lead Person**  **Timescale**  **Links to WTA** | **Expected measurable outcomes for learners***– please refer to NIF targets at start of this section for 2019-20 AND use your own contextual targets IF REQUIRED* |
| **Priority 2**  **Closing the attainment gap between most and least disadvantaged children** | **1.1** Self-evaluation for self-improvement  **1.2** Leadership of learning  **1.3** Leadership of change  **1.5** Management of resources to promote equity  **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 | NIF actions   * Interrupt the cycle of poverty (PEF) * CfE attainment for those living in SIMD 1-2 should be at the national average in terms of achieving the expected CfE level in Literacy and Numeracy by the end of P1, P4, P7 and S3   School actions   * **See priority 1** * **PICL training and involvement** * **Develop learning through play** * **1-1 Learning Assistant work** * **Develop SFL timetabling/ resourcing** * Reduce anxiety of parents in relation to numeracy and literacy through preparation of leaflets, workshops, 1-1 work * Sharing the Learning journey throughout the year in a variety of ways to encourage family engagement and learning * Mediated Learning training to understand more about how teachers can engage and support pupils to learn. * Improve our Planning teaching assessing moderating cycle * Tracking and monitoring data | * Maggie Sikes HT * Claire McManus PT Numeracy * Fearn Wood Chartered Teacher Literacy * Ruth Lang DHT and Claire Thomson CDW * Jane Burgess CDW and Rachael Swift HSP   PICL training in November  Setting up play activities in Upper Atrium September 2019  Setting up “Risky Play” project from September 2019  Timetabling from August 2019 with constant evaluation of impact | Small group intervention / practitioner enquiry for PICL will improve parental / family engagement and lead to increase in learning progress for those pupils involved.  Impact of involvement in play activities during the school day on concentration, behaviour and learning progress of selected pupils |
| **NIF Priority**  **(paste from above)** | **Links to HGIOS4?** | **Key Actions** | **Lead Person**  **Timescale**  **Links to WTA** | **Expected measurable outcomes for learners***– please refer to NIF targets at start of this section for 2019-20 AND use your own contextual targets IF REQUIRED* |
| **Priority 3**  **Improvement in children and young people’s health and wellbeing** | **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 | NIF actions  Achieve attendance targets of 95% overall   * Ensure children and families are offered appropriate, timely support * implement a range of universal mental health initiatives * ASN / LAC are offered appropriate assessment which is timely and appropriate.   School Actions   * Visual School training * HWB Building Resilience Year 2 implementation of programme * Rights Respecting School * Recognising Achievements * Play opportunities | Ruth Lang – DHT  Maggie Sikes – HT  Visual School training August 2019  Implementation of training August 2019  Year 2 of HWB programme August 2019  Rights of Child introduced weekly through range of activities  Achievement recognition to be agreed August 2019 inservice  Meetings with parents re attendance as required | Increase of attendance and decrease of late arrival for selected families from 2018-19 into 2019-2020 to 95% attendance  Wider recognition of achievements will impact on learning progress and behaviour of selected pupils  The majority of young people with ASN / LAC are offered appropriate assessment which is timely and appropriate linked to timeous support in 1-1 or small group work |
| **NIF Priority**  **(paste from above)** | **Links to HGIOS4?** | **Key Actions** | **Lead Person**  **Timescale**  **Links to WTA** | **Expected measurable outcomes for learners***– please refer to NIF targets at start of this section for 2019-20 AND use your own contextual targets IF REQUIRED* |
| **Priority 4**  **Improvement in employability skills and sustained, positive school leaver destinations for all young people** | **2.2** Curriculum  **2.3** Learning, teaching and assessment  **2.5** Family learning  **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 | NIF Actions  Deliver adult literacy & numeracy and family learning services  School Actions   * Planning with new E’s and O’s bundles * SSERC and STEM development s * Family engagement * SDG’s work * See Priorities above | Maggie Sikes – HT  Donna Hanley – Class Teacher  Rachel Gallagher – Class teacher  New bundles of E’s and O’s for planning purposes ready in June 2019 for implementation in August 2019  SSERC CAT staff activities led by Donna and SSERC mentors  16.8.19  4.10.19  7.11.19  25.02.20  Reduce anxiety workshops to be arranged  STEM week to be arranged  Maths Week to be arranged  Literacy Week to be arranged  Masterclasses linked to fabric and recycling from September 2019 | All staff will engage in STEM activities over the year increasing their understanding, confidence, knowledge and ability to teach these subjects in their own classes.  Involvement of parents and families in “Weeks” in school will build up partnerships and encourage parents to share their skills with the school.  Bundling through Sustainability themes will lead to holistic assessments within contexts and transference and application of literacy and numeracy skills in contexts thus increasing achievement of level %. |