

Contents – Standards and Quality Report

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1. Our School Vision, Values and Aims

Cornbank Primary School's Shared Vision

Cornbank - where everyone works together to inspire learners to be their best now and in the future

Our Core Values

Honesty

Respect

Safety

Fairness

Our Aims

To be agreed this session

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

This session we have been working with all stakeholders to develop our Vision, Values and Aims. We asked for feedback from our stakeholders about what makes us unique as a school this resulted in the Thumbprint wordle which is displayed on the front of this document.

Teaching staff engaged with the GTCS standards and had professional dialogue around Scottish Values. Staff reflected and identified their personal core and professional values using the 'Values Wheel'. Teaching staff collaborated and selected common values which they felt that were at the heart of all they do with in the Cornbank Community. Twelve values were selected and shared with our stakeholders. A Dotmocracy was held with all stakeholders including Parents, Partnership agencies and all Cornbank Staff. Teachers worked with classes to support their understanding of what values are and then children selected the values which were important to them in school. The above four values have been selected as being pertinent to Cornbank. These are currently in draft form and in the consultation process.

Next we focused on our Vision Statement. Key phrases were highlighted from stakeholder discussion on Values.

We plan to use all the evidence gathered from this year to support writing Cornbank's Aims, early next session.

3. Context of the School

Cornbank St James Primary School is a non-denominational and co-educational school. It was opened in June 1968 and serves the Penicuik community providing Early Learning and Childcare (ELC) for children both morning and afternoon. There are currently 10 classes. Due to recent catchment changes the current role of 323 including ELC is set to increase. Our recently completed Nursery build, now has a capacity for 50 children both morning and afternoon. Cornbank ELC have been successfully piloting the Scottish Government Initiative of 1140 hours and have had 32 children in the setting attending full days whilst 32 children accessing part-time hours. Following on from all the evaluations we will be offering only 48 full-time spaces next session.

The school is situated in extensive grounds with beautiful views over the Pentland Hills. Cornbank Primary School is one of three primary schools associated with Penicuik High School. At Cornbank Primary School we strive to create an engaging and nurturing environment for learning. We aim for excellence and celebrate diversity, inclusion and effort. Our pupils are well behaved, motivated and keen to learn. We use our Cornbank Toolkit to help children understand their learning dispositions and to discuss their progress in their learning. This session, Cornbank's attendance rate was continuously high at 97%, which is above the local average. There were no formal exclusions this session.

Cornbank recently celebrated its sixth Green Flag, the only school in Midlothian to achieve this. All staff in Cornbank Primary work hard to provide a high quality education for all children. We work with all our partners in our school community to support and educate our children. There are a wide variety of opportunities for parents and families to be involved in the life and work of the school. Our active School Partnership participates in policy developments and supports the school in its drive towards continuous improvement. It also organises and runs many social events throughout the school year.

In June 2017 Mrs Laura Cameron was successfully appointed as Head Teacher. Mrs Lynsey Stevenson was also successfully appointed as permanent Depute Head Teacher after being acting DHT for 15 months. This session we welcomed a Newly Qualified Teacher, Miss Sarah Denholm. Mrs Louise McGlade and Mrs Abby Chatham both returned to part-time teaching posts over the year after their Maternity leave. In March 2018 Ms Sandie Gordon was successfully appointed as an Acting Principal Teacher at Mayfield Primary. Ms Gordon's class has been taught, mainly, by Mrs Stevenson over the final term due to no supply teachers being available.

All teaching staff led within an Enquiry Group which focuses on the School Improvement Plan priorities. All staff contributed to this Standards and Quality report.

4. Review of progress for Session 2017-18

School Priority 1: Ethos - Vision, Values and Aims	
<u>NIF Priority</u> Improvement in children and young people's health and well being	<u>HGIOS 4 Quality Indicator(s)</u> Leadership and Management 1.3 Leadership of Change
<u>NIF Driver (Optional)</u> Parental Engagement School Improvement	<u>Local Authority priorities (see PPP 69)</u> Priority 3
<p>Progress and Impact:</p> <p>All staff were involved in a session led by enquiry group. Teaching staff engaged with the <i>GTCS</i> standards and had the opportunity for professional dialogue around Scottish Values. Staff reflected and identified their personal core and professional values using the 'Values Wheel'. Teaching staff collaborated and selected common values which they felt that were at the heart of all they do with in the Cornbank Community. These values were shared with our stakeholders, including all children, all staff at Cornbank, families and Partner agencies. There was an opportunity for engagement, feedback and further identification of the values which are pertinent to Cornbank through focus group discussions, Dotmocracies, School Partnership discussions.</p> <p>In August, all staff contributed to evaluating and updating the school positive behaviour policy ensuring a consistent approach to the positive behaviour systems across the school. It was decided that further evaluation and consultation was required to ensure all stakeholders were fully involved in promoting positive behaviour and celebrating success. It was agreed that staff would benefit from developing a deeper knowledge and understanding about restorative approaches. All staff engaged in two sessions led by Education Psychologist on Restorative Practice. This has improved the way staff deal with behaviour and children are now becoming more involved in restorative conversations when dealing with conflict. Overall the monitoring of behavioural issues in class has shown a positive impact on children's behaviour. This is an ongoing priority and its impact will</p>	

continue to be monitored.

Consultation in March with stakeholders showed that 89% of children and 66% of parents stated that they fully understood the current Positive Behaviour policy. 82% of children felt that the current systems supported them whilst in class to make good choices. 78% of children felt that the policy supported their choices in the playground. The additional comments from the survey influenced change to the Good to be Green system and staff are currently evaluating the more restorative approach. 92% of families expressed an interest in finding out more about Restorative Approaches so a session with our Education Psychologist was organised for parents and the enquiry group created a leaflet giving more detail about this behaviour approach.

It was identified that wider achievements were successfully recognised and celebrated at Cornbank. Feedback from stakeholders and focus groups informed changes to the way achievements were more effectively tracked and introduced floorbooks to each class.

Rights Respecting Schools was led by a member of staff who was seconded to another in school in term 3. Rights Respecting School has been led by a Pupil Voice group and progress towards Level 1 is ongoing. The targets agreed relating to RRS will be ongoing next session.

This year focusing on positive behaviour and restorative approaches has meant that there have been no formal exclusions and attendance is at 97%, the authority target.

Next Steps:

- Agree the aims for Cornbank in full consultation with stakeholders
- Reflect and evaluate the VVA throughout the session with all stakeholders
- To link Rights Respecting Schools with the school Positive Behaviour Approaches
- Continue to increase parent/carers awareness of our Positive Behaviour Approaches including a Parental session on Restorative Approaches

Priority 2: Raising Attainment in Literacy (moderation)

NIF Priority

Improvement in attainment, particularly in literacy and numeracy

NIF Driver (Optional)

Assessment of children's progress
School Improvement

HGIOS 4 Quality Indicator(s)

Successes and Achievements
3.2 Raising Attainment and Achievement

Local Authority priorities (see PPP 69)

Priority 1

Progress and Impact:

A parental survey sent out to gather views about Listening and Talking skills during session 2016-17 showed that, as a school community, we needed to develop a shared understanding of these with families. To address this, an information sheet about Listening and Talking skills was distributed. As a result, families have a more consistent understanding of skills from Nursery-Primary 7.

Holistic assessment training was completed by two teachers and this is at an early stage of being rolled out across the school. This is beginning to show skills being applied across curricular areas. Our Support for Learning Teacher delivered in-service training on Active Listening & Attention Friendly Classrooms in October 2017. This has resulted in a deeper understanding of how to teach listening and talking skills and this has contributed to pupils' raised attainment. An ASG CAT Session led by the Authority Learning and Teaching Officer on 06.10.17 was attended by all staff. Our next steps for moderation and assessment were identified as benchmark expectations in Literacy at Early, First and Second Levels were clearer. It also led to a CAT Session to develop staff understanding of Education Scotland Literacy Benchmarks and staff moderated work to identify next steps in teaching. This led to a more focused teaching of skills and tracking has shown that Listening and Talking at Primary 1 (95%) and Primary 4 (100%) were above the local and national average. Engagement with Benchmarks has allowed staff to make more effective judgements about pupils' progress and in Reading, Primary 1 (91%) and Primary 4 (84%) results were above the local and national average. In Writing, Primary 1 (86%) and Primary 4 (84%) were above the local and national average.

The Listening and Talking Enquiry group created a range of resources to support learning and teaching. Child friendly Listening

and Talking rubrics were developed and shared with all teaching staff in October 2017. Scottish Survey for Literacy and Numeracy resources are now used for assessment at planned points in our school calendar. Weekly Scottish Picture News resources are distributed to staff, providing a number of opportunities for planned Listening and Talking activities. As a result, most children are now able to talk about Listening and Talking activities they complete in class, as evidenced by our Pupil Conference held in May 2018.

Our Support for Learning Teacher worked collaboratively with class teachers and learning assistants to deliver a P2 Phonics programme, resulting in an increased number of children identifying and using digraphs in reading and writing. A small group of children were identified for small group support. Social Skills groups have been delivered by our Support for Learning teacher, with resources provided by Speech and Language Therapy. This has involved identified children working on specific talking and listening skills and impact has been evidenced through IEP targets for named children.

Next Steps:

- Ongoing embedding of planning and assessment for Listening and Talking through our assessment calendar to allow for more planned opportunities
- Ensure next cohort of P7s are on track for achieving Second level and are brought in line with Midlothian and National averages at an early stage
- Link in school resources, such as Scottish Survey for Literacy and Numeracy activities and Scottish Picture News, to Benchmarks
- Develop staff confidence in holistic assessment with in school training rolled out by Support for Learning and P4 teachers
- Planned support for children who have not achieved expected levels at end of P1 and P4 and children with IEPs that are SMART and have both long and short term targets

School Priority 3: Visible Learning: Feedback

NIF Priority

Closing the Attainment Gap

NIF Driver (Optional)

School Improvement

HGIOS 4 Quality Indicator(s)

Learning Provision

2.3 Learning, Teaching & Assessment

Local Authority priorities (see PPP 69)

Priority 2

Progress and Impact:

Our Cornbank Learning Toolkit is embedded in school with all our children able to talk confidently about how they use the tools to support their learning on a daily basis. Learning opportunities are created by our staff to make regular links to our Toolkit and our LOLs and Update Mondays also support this. Children enjoy the weekly Tea with the HT/DHT with Toolkit postcards issued at Assemblies to celebrate achievements and to encourage parental engagement. Posters provide constant reminders to staff, pupils and parents/visitors of our Learning Toolkit. Furthermore, we have used our active Twitter feed to share achievements and learning and teaching linked to Toolkit. Children evidence these successes in a floorbook within class. The recent Capability Assessment and a focus group by our School Group's Manager confirmed that our children of all ages are confident in talking about and applying the Toolkit to their learning.

At the start of this session, we carried out an evaluation with both staff and learners about feedback at Cornbank and identified our next steps as a school. Throughout the session, staff has engaged in a range of VL professional learning e.g. Impact Coaches, Feedback, Shirley Clark and received input through In-Service Days and CAT sessions on how to deliver quality feedback in the classroom. All staff have been introduced a range of resources prepared by the Enquiry Group e.g. ladders, exit passes, stampers, time for feedback, traffic light to ensure that our learners receive prompt and quality feedback to help them identify their next steps. This has been supported by a termly Visible Learning professional dialogue across Beeslack and Penicuik ASGs. Staff have been encouraged to share good practice, feedback strategies and approaches used at weekly staff meetings ensuring that this priority remains a focus for the classroom. There is a much greater confidence within our staff in delivering more effective feedback and we can see that our learners are being given more time to discuss learning, they are

more able to discuss their learning and identify their next steps in learning using a shared language of learning. Our teachers have carried out peer observations in classrooms with the focus being on feedback to learners. All pupils provided evidence through our Pupil Conference on how feedback is used in our classrooms. The Capability Assessment provided evidence in this regard and in conjunction with an end of session evaluation we have identified the need to continue to develop our work on feedback and our journey to make all learners at Cornbank Primary assessment capable learners.

There has been a whole school revision focus on the Midlothian Learner this session, making links where possible to the Cornbank Toolkit. There has been a launch each week at Update Monday and weekly tasks (prepared and shared by the Enquiry Group) carried out in all classrooms. We held a Midlothian Learner Sharing Assembly which involved the entire school community and demonstrated how our learners used the Midlothian Learner in class and how it supported them with their learning. This session has also seen the start up of Penicuik Learner group in which 4 of our P5 pupils join with others monthly across the ASG to celebrate the Midlothian Learner. This group will continue to meet next session.

Next Steps:

- Continue to build on assessment capable learners - teachers and children both looking at feedback and children knowing their next steps and to create an aspiration for feedback
- To continue to develop awareness and knowledge of the five Visible Learning strands
- Professional reading group to continue - Hattie's 10 Mindframes
- To develop an inspired and passionate teacher aspiration for all teaching staff and a shared understanding - we will consult the children and other stakeholders to support this work

Priority 4: : SSERC - Improve quality of learning and teaching in Science and Technology

NIF Priority

Improvement in attainment, particularly in literacy and numeracy

NIF Driver (Optional)

School Improvement

HGIOS 4 Quality Indicator(s)

Learning Provision

2.3 Learning, Teaching & Assessment

Local Authority Priorities (see PPP 69)

Priority 2

Progress and Impact:

The Penicuik and Beeslack Science Group developed a progression of skills identified using Education Scotland Benchmarks and 5 Skills of Science Enquiry by Stuart Naylor and this was shared in school. As a result some teachers are using Science enquiry skills, in particular fair testing and observing over time, more explicitly within lessons. Some pupils are more aware of the skills of Science Enquiry with a number of these mentioned during our Pupil Conference, held in May 2018.

Learning and teaching in Science was developed with a workshop on microbes and 2 SSERC Meets covering Technology and Sound. These, together with CLPL organised during session 2016-17, has resulted in pupils experiencing an enhanced range of activities in class. These have been used across the school year, but in particular during our Science Week in November 2017.

We have developed links with community partners, in particular Easter Bush Science Outreach Centre (EBSOC) and Edinburgh College. Staff have participated in the EBSOC Engagement event. Our P7 boys attended a workshop on microbes at EBSOC, while our P7 Girls attended a STEM event as part of International Women's Day at RBS. An ASG P7 Trip to Edinburgh College to complete Science and Technology activities allowed an early start to our transition process, while also developing pupils' skills in STEM. These events have all enhanced pupils' experiences in Science and ensured all P7 pupils have used community facilities, while also building up effective community links to be used in the future. Professional dialogue has taken place with staff at Penicuik High School and involvement in the SSERC Transition Day created a range of activities to be used to ensure effective transition in the future. P5 pupils involved in Penicuik Learner have also experienced time in the High School labs. This has led to a more effective sharing of information and should help develop a shared language of learning within Science.

We developed assessment and moderation in Science by engaging with benchmarks, through professional dialogue and sharing standards at a CAT Session held at Easter Bush Science Outreach Centre on 23.03.18. This identified our school's next steps for teaching and assessment, as well as allowing staff to share practice. This also allowed for a quality assurance of Science activities with a clear progression of skills being used, which ensure that pupils experience a development of these from Nursery-Primary 7.

Science will now move to a maintenance position within our school's development.

Next Steps:

- Embed skills into school progression
- Continue to develop community links and with PHS

5. What is Our Capacity for Continuous Improvement?

Quality Indicator	School Self Evaluation	Authority Inspections / Theme visits	HMIe Inspection Grades
1.1 Self Evaluation for self improvement	<i>Good</i>	<i>Satisfactory (time needed for the evidence to be looked at)</i>	
1.3 Leadership of Change	<i>Good</i>	<i>Good (elements of Very Good)</i>	
2.3 Learning, teaching and assessment	<i>Good</i>	<i>Good</i>	
3.1 Ensuring well being equity and inclusion	<i>Very Good</i>		
3.2 Raising attainment and achievement	<i>Good</i>	<i>Good</i>	
2.2 Curriculum - Theme: Learner pathways	<i>Good</i>		
2.7 Partnerships - Theme- Impact on learners	<i>Good</i>		

6. Highlights from Session 2017-18

Leadership and Management	Learning Provision	Successes and Achievements
<p>Distributed Leadership across the school:</p> <ul style="list-style-type: none"> • LC/LH/ST leading on our new Vision Values and Aims • LS leading literacy across school including moderation • AD leading numeracy across school • AD leading science across school • LS/AD/AC/SD/EH/VM developing feedback across the school • JD Digital Leaders • VM and EH Midlothian Health Leadership (PEPASS) • VM and LH Health Pupil Voice/Week • AD/AC Fairtrade Pupil Voice and Fairtrade Fortnight • VM Bookfair/Enterprise • CD/SD Eco Pupil Voice/Week • LS/SD leading Pupil Voice RRSA • ST/LH leading JRSO Pupil Voice • AC - Dyslexia Pathway and Reading Strategies <p>House captains and Vice captains leading their improvement plans</p> <p>All learners taking a lead role in Pupil Voice Groups and Focus Weeks</p> <p>P6 and P7 pupils leading sports groups/clubs</p> <p>P7 CHUMS</p>	<p>P1 Lunch Trials</p> <p>RRSA Class Charters developed</p> <p>Meet the Teacher at start of session</p> <p>P1 Curriculum Talk</p> <p>Nursery to P1 Transition Programme</p> <p>Successful house captains assembly and election where 4 captains and 4 vices were elected</p> <p>House captain meetings monthly</p> <p>Held a successful Eco Week which included an indoor One Planet Picnic</p> <p>Pupil Voice Groups (x10 pa)</p> <p>P6 and P7 pupils enjoyed the Big Day at PHS</p> <p>LOLs issued and returned each month</p> <p>Monthly special golden time</p> <p>Friday Breakfast Trials (x2 pa)</p> <p>Seasons for Growth Programme delivered</p> <p>P5 Penicuik Learners across ASG</p> <p>P5 Titanic Open Day/Sharing the Learning</p> <p>Drumming with Rhythm Resource and Showcase</p> <p>Successful P1-3 Shared Start (x2 pa)</p> <p>Ibike Breakfast for all pupils and families</p> <p>P6 and P7 HeartStart</p> <p>Class Assemblies and Coffee Dens</p> <p>Participation in the First Ministers Reading Challenge with a celebration at the end</p>	<p>6th Green Eco Flag</p> <p>Daily Mile</p> <p>P4 Swimming lessons</p> <p>P4/5 Cross Country Event at Beeslack (4rd overall)</p> <p>P6/7 Cross Country Event at Vogrie with 40 pupils taking part</p> <p>Midlothian Swimming Gala - team of 8</p> <p>P5 Skiing starts</p> <p>Participation in P6/7 Boys Football Festival x2</p> <p>P1 Local area walk</p> <p>P2 Bush craft with Midlothian Outdoor Learning Team</p> <p>P4 Visit to National Museum (Vikings)</p> <p>P5 Trip to Bannockburn</p> <p>P6 Bikeability</p> <p>P7 Risk Factory trip</p> <p>Rugby Sessions every Monday for P6, P6/7 and P7</p> <p>P6/7 Rugby Festival</p> <p>P2 and P3 Farm to Fork Trips to Tesco</p> <p>P4 Trip to Rosslyn Chapel</p> <p>Hockey Festival for P5-7</p> <p>P1 Orienteering in school grounds</p> <p>P7 pupils performed at Usher Hall</p> <p>P3-5 Choir singing at Penicuik Market</p>

<p>All staff involved in evaluation of SQIP All staff involved in evaluation against HGIOS4 indicators LA's involved in targeted support of named pupils ELCC leading Pilot of 1140hours All staff have received Child Protection, ABLe, GIRFEC and First Aid training Working across the ASG on Listening and Talking and Science Classroom observations/Forward Planning Meetings by SLT Peer Observations</p>	<p>Walk to School Week (x2 pa) House Assemblies and Treat for winning houses each term Elves and the Shoemaker Show for P1 Tattiebogle Assembly (P2 and P3) and donations to food bank linked to RRSA Halloween Discos P6 Relationships Talk Tea with HT/DHT Big Bedtime Read in Nursery supported by P7 Smoke Free Homes Project Children in Need P7 Enterprise and Assembly Scots Week with Ceilidhs and Sharing Assembly P7 WWII Open Day A number of work experience students from BHS and PHS throughout the session Ibike Powering Christmas Lights Smoothie Wear Christmas Jumpers Day Christmas Fair Christmas Parties P1 Nativity P1 Call to Santa Nursery Christmas Sing-along Sleeping Beauty Pantomime (whole school) Christmas Assembly with St James Church Science Week Science Assembly with children feeding back on learning P7 Headstrong Programme Nursery Visits to Penicuik Estate with Cuiken Primary SSPCA Visit - whole school</p>	<p>RRSA - Recognition of Commitment Fair Aware School Children in Need and Universal Children's Day fundraising and raising awareness P7 Pentland Hill Walks P6 New Lanark Trip Boyd Anderson Skiing - 12 pupils Rugby for P4 and P5 P4/5 Rugby Festival Judo Tasters P1 to Dynamic Earth P7 swimmers to represent school at Scottish Schools level P7 Singing at Tesco Choir to the Christmas Market P7 Sportshall Athletics Cricket Tasters (P5-7) P5-7 Cricket Festival P6 Big Day Out at PHS Edinburgh College working with P6 and P7 for PE Taken part in The Big Pedal 2018 P5 Club Golf Hockey Festival at East Lothian P6 Camp at Benmore P7 ASG Camp at Netherurd Various lunchtime clubs including hockey, basketball, dance, mindfulness, running, gymnastics etc Active Schools Clubs</p>
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P3-5 Choir every Tuesday
P7 Rotary Quiz at PHS
House Captains Bake Sale - £250
Fairtrade Fortnight celebrated across the school
Fairtrade Tuck Shop termly
Fairtrade Assembly
Parental Consultations (x2 pa)
Bookfair
Parksmart Campaign
Consulted with parents on Homework and LOLs, RRSA, Listening and Talking, communication and highlights
Dress down for an egg
P1 and Nursery Grandparents Day
Cornbank's Got Talent auditions and event
Spring Fair
P7 STEM Days
P6 Careers in Care Programme with Edinburgh College
Nursery/P1 - The Attic Show
Health Fortnight
Wear Your Sunglasses Day organised by House and Vice Captains
Nursery to P1 Transition - Dinosaur theme
Pupil Conference
Visit from Active Schools Ambassadors
Guitar for P7
NYCOSS Choir for P3 and P4
Hunter and Lass Talent Show - our entry won their age category
Nursery Consultations
HWB Sports Assembly

	<p>PC Cassidy visiting P7 - Substance Misuse Midlothian Learner input at Update Mondays and Hunter and Lass Week and visit Learning Walkthroughs Grounds Awareness Week P7 Show - Blast from the Past Rag Bag Collection Wonder Movie PM P4-7 Consultations with pupils on values Royal Wedding Assembly 50th Whole School Photo taken P1 Meet the Teacher P7 Transition Days to PHS and BHS Reports issued Bike to School Week Sports Days Summer BBQ Pupil Voice Assembly 50th Celebration P2-7 Meet the Teacher Nursery Graduation P7 Leavers Assembly</p>	
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Part 2: Midlothian Education Improvement Planning - 2018-19

Establishment	Cornbank Primary School
Area	Penicuik and Beeslack ASG
Session	2018-19
Planning Cycle	Cycle 2

<i>SIGNATURES</i>			
<i>Head of Establishment</i>	<i>Laura Cameron</i>	<i>Date</i>	<i>12.06.2018</i>
<i>ASG Manager</i>	<i>Andrew Sheridan</i>	<i>Date</i>	

The Single Midlothian Plan

Midlothian Education Strategic Overview

Creating a World Class Education System through Excellence and Equity

HGIOS 4

NIF

Creating a Competent System

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

Leadership Learning Community

Creating strategic leaders who collaborate across the system

Visible Learning

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

Single page Strategy

1. Priorities for Improvement in Current Year

Overview	Planning cycle 2	Session: 2018-2019
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Number	Aligned School Priority	Stage of Development	Main driver of priority					
	Main priorities must align with NIF/LA Priorities	Exploring, Developing or embedding	Self-evaluation/ school review/VSE	Education Scotland Report	HGIOS 4 QI	Well Being Wheel	Midlothian strategic priorities (✓)	Partnership working
1	Raising Attainment in literacy and numeracy	Developing			3.2	Achieving	✓ Priority 1	With ASG
2	Improvement in children and young people's health and wellbeing	Developing			3.1	Healthy Safe	✓ Priority 3	
3	Visible Learning - Teacher Mindframes and Feedback	Developing/ Embedding			2.3	Achieving	✓ Priority 2	With ASG
4	Ethos - Vision, Values and Aims	Developing	1.3 Leadership of Change		1.3	Included Respected	✓ Priority 3	With wider school community

2. Priority Summary and High Level Strategic Targets

Priority No.	Priority Area / Theme	Key Actions to meet targets	Expected outcomes for learners which are measurable and/ or observable - please refer to LA targets in PPP 69
1	Raising Attainment in literacy and numeracy	<p>Literacy Ongoing embedding of planning, assessment, tracking and moderation for Literacy</p> <p>Link in school resources, such as Scottish Survey for Literacy and Numeracy activities and Scottish Picture News, to Benchmarks</p> <p>Develop staff confidence in holistic assessment with in school training rolled out by Support for Learning and P4 teachers</p> <p>Ensure that there is planned and targeted support for learners who have not achieved their expected levels, implement milestones where appropriate, improve SMART targets in IEPs</p>	<p>Children in P1 and P4 continue to achieve at their expected level. Levels continue to be above Midlothian and National averages.</p> <p>Ensure next cohort of P7s are on track for achieving Second level and are brought in line with Midlothian and National averages at an early stage - 6% increase in all areas of literacy</p> <p>Ensuring that all learners in P1, P4 and P7 are being appropriately assessed and moderated in listening and talking therefore ensuring high level of children continue to achieve at the expected level</p> <p>Children will have experience of applying their learning and understanding across curricular areas</p> <p>Children who are identified as working on their individual milestones continue to make progress.</p>

		<p>Numeracy ASG focus on P5: Identify children who need intervention for raised attainment; identify & implement the strategies for intervention; share interventions and good practice across primary and secondary sectors</p> <p>Ongoing embedding of planning, assessment, tracking and moderation for numeracy</p> <p>Continue to embed SEAL & Basic Maths</p> <p>Embed Problem Solving</p> <p>Analysis of standardised assessments to highlight key areas for teaching across the school. Use data to focus on trends from P1-7.</p>	<p>Raised numeracy attainment in P5 and S1 (2018-19) focusing on the middle 60%</p> <p>Maintain P1 and P4 CfE Maths and Numeracy levels at 88% and 84% respectively</p> <p>Ensure next cohort of P7s are on track for achieving Second level and are brought in line with Midlothian and National averages at an early stage - 6% increase in numeracy</p>
	<p>Improvement in children and young people's health and wellbeing</p>	<p>ASG Head teachers sharing overview of own schools Health and Well Being work and greatest concerns</p> <p>High level messages shared and engaging in professional dialogue around supporting mental health and well being Use community and partnership information to inform next steps.</p> <p>PEF plans shared, evaluations supported and challenged by each other and using the HGIOS challenge questions.</p>	<p>Taking a closer look at Mental Health and Wellbeing to identify good practice and decide on common areas for development</p> <p>An overview of the ASG data for HWB and ensuring supported across the ASG is targeted appropriately</p> <p>See PEF plan and breakdown of targeted support</p>

		<p>Engage in second year of STEP for identified children</p> <p>Identify a core group to work with Play Therapist to develop strategies for Resilience</p> <p>Identify a core group to attend Seasons for Growth to be supported with strategies for dealing with loss</p>	
	<p>Visible Learning - Teacher Mindframes and Feedback</p>	<p>Continue to build on assessment capable learners - teachers and children both looking at feedback and children knowing their next steps and to create an aspiration for feedback</p> <p>To continue to develop awareness and knowledge of the five Visible Learning strands</p> <p>Professional reading group to continue - Hattie's 10 Mindframes</p> <p>To develop an inspired and passionate teacher aspiration for all teaching staff and a shared understanding - we will consult the children and other stakeholders to support this work</p>	<p>Learners can confidently discuss their learning and identify their next steps and use these to make progress in their learning. This will be evident during learning conversations, walkthroughs and focus groups</p> <p>Teaching and Learning aspiration will ensure a shared understanding for teachers and continuity and consistency across the whole school for learners</p> <p>Learners will be appropriately challenged and supported</p> <p>To share best practice in learning and teaching across schools</p>

	<p>Ethos - Vision, Values and Aims</p>	<p>Agree the aims for Cornbank in full consultation with stakeholders</p> <p>Reflect and evaluate the VVA throughout the session with all stakeholders</p> <p>To link Rights Respecting Schools with the school Positive Behaviour Approaches</p> <p>Continue to increase parent/carer awareness of our Positive Behaviour Approaches including a Parental session on Restorative Approaches</p>	<p>Shared understanding and consistent approach of vision, values and aims across the school, evidenced through Pupil Conference feedback and stakeholder surveys</p> <p>Pupil Voice group will lead developments in achieving RRSA Silver Award</p> <p>More consistent approach to communication and understanding between child, parent and school of Restorative Approaches</p>
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