

Contents - Standards and Quality Report

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1. 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. The role is currently 250 pupils and our Early Learning and Childcare (ELCC) has further capacity for 50 children. Cornbank ELCC has been successfully piloting the Scottish Government Initiative of 1140 hours and last session had 48 children in the setting attending full days.

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 have celebrated its sixth Green Flag, the only school in Midlothian to achieve this. This session the school was awarded the Sports Scotland Gold Sports Award; this is recognition of our school's achievement in putting sport at the heart of planning, practice and ethos. It was recognised that Cornbank has shown excellent practice across the core areas of the award and demonstrated an on-going commitment to increase young people's opportunities and engagement in physical education, school sport and leadership and provide clear pathways to life-long participation in sport.

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. The excellent work with engaging partners was recognised as a strength during a recent Education Scotland Thematic Inspection.

This session we have welcomed two new Newly Qualified Teachers to Cornbank; Miss Ruth Hollins and Miss Lauren Mitchell. Mrs Lynsey Stevenson was successfully appointed as Acting Head Teacher at Moorfoot Primary and we welcomed Mrs Lesley Deas in October as an Acting Principal Teacher. Mrs Deas has shared leadership responsibilities alongside Mr Andrew Drysdale, Principal Teacher.

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.

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

Over the last two sessions 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. #RISE Respect, Inclusion, Safe and Excellence was selected as being pertinent to Cornbank. We focused then on our Vision Statement. Key phrases were highlighted from stakeholder discussion on Values.

Stakeholders were also asked for feedback about the Aims of our Cornbank Community. There were 22 different suggestions from parents. All staff worked together to 'look outwards' at relevant documents to select the relevant Aims e.g NIF, Building the Curriculum 4, HGIOS 4, ASG schools as well as our stakeholder feedback. 6 relevant and key aims were selected and shared with our community.

Our Vision, Values and Aims were launched across the school and has been communicated widely throughout the year e.g. assemblies, classroom walls, newsletters, Twitter, emails and Website.

Our Vision, Values and Aims are in final draft form and we will continue to evaluate these on a regular basis.

3. Our vision, values and aims

Our Shared Vision

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

Our Core Values

Respect

Inclusion

Safe

Excellence

#RISE

Our Aims

- To form strong and trusted partnerships within our learning community
- To support and challenge our pupils to develop and apply their skills in literacy and numeracy
- To use our Cornbank Toolkit to support development of skills for lifelong learning, and for pupils to be Successful Learners, Responsible Citizens, Effective Contributors and Confident Individuals
- To nurture and support emotional and social well being for all
- To encourage respect for each others' differences, and embrace and celebrate diversity as a Rights Respecting School
- To ensure everyone's voice is valued, and they are able to contribute to and lead improvements

4. MIDLOTHIAN COUNCIL NATIONAL IMPROVEMENT FRAMEWORK PLAN: OVERVIEW OF HIGH LEVEL PRIORITIES (2018/19)

<p align="center">Priority 1 Improvement in attainment, particularly literacy and numeracy</p>	<p align="center">Priority 2 Closing the attainment gap between most and least disadvantaged children</p>	<p align="center">Priority 3 Improvement in children and young people's health and wellbeing</p>	<p align="center">Priority 4 Improvement in employability skills and sustained, positive school leaver destinations for all young people</p>				
<p>1(a) To bring CfE levels in line with the national average in Literacy and Numeracy by the end of P1, P4, P7 and S3 where they are not yet at that level</p> <ul style="list-style-type: none"> 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. <p>1(b) All Secondary schools have set appropriate targets across key local and national measures to reach targets based on trends against their virtual comparator.</p> <ul style="list-style-type: none"> Level 3 <table border="0" data-bbox="224 718 560 766"> <tr> <td>Numeracy 98%</td> <td>Literacy 98%</td> </tr> </table> Level 4 <table border="0" data-bbox="224 813 560 861"> <tr> <td>Numeracy 90%</td> <td>Literacy 90%</td> </tr> </table> <p>1(c) 100% of schools have a self- evaluation calendar that reflects moderation, tracking, assessment and shared classroom experiences that involve all practitioners and learners</p> <p>1(d) That at least 80% of teaching staff are involved in regular and supported practitioner enquiry in all schools.</p> <p>1(e) 100% of schools have a written curriculum rationale which reflects appropriate pathways for all learners.</p> <p>1(f) 100% of schools reviewed and inspected receive a grading of satisfactory or above for QI 1.3</p> <p>1(g) Increase numbers accessing LLE literacy and numeracy/ESOL (target 430)</p>	Numeracy 98%	Literacy 98%	Numeracy 90%	Literacy 90%	<p>2(a) 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</p> <p>2(b) Continue to develop and implement an Early Years Strategy on closing the gap to reduce the literacy gap by the end of P1 supported by the Attainment Advisor</p> <p>2(c) Maximise the use of Family Learning approaches to increase the number of family learning interventions across Midlothian by 5% with an LLE target 415 family learners.</p> <p>2(d) Increase % of young people achieving National Qualifications at Levels 3 to 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.</p> <p>2(e) Increase the number of LLE opportunities and attendance at learning activities for adults, families and young people.</p> <p>2(f) Increase the influence of young people in the planning of services.</p> <p>(2g) 5% increase in Award youth work per ASG including DOE</p> <p>(2h) Ensure that all youth work is delivered at low or no cost to support reduction in child poverty and increase accessibility.</p> <p>2(i) Increase in youth work offer. (Target 4450 young people access LLE opportunities).</p> <p>2(j) Increase accredited Lifelong Learning Employability Courses and qualifications (25 accredited courses) and (1550 qualifications) and increase number of learners accessing Individual Training Accounts (target 75+ learners)</p>	<p>3(a) 100% of schools reviewed and graded receive a grading of satisfactory or above for QI 3.1</p> <p>3(b) The majority of young people with ASN / LAC are offered timely and appropriate interventions within Midlothian Council</p> <p>3(c) Further Improve attendance: Primary 96% Secondary 92%</p> <p>3(d) Reduce exclusions: <u>Primary</u>- below 15 per 1000 including a maximum of 1 LAC exclusion per thousand. <i>LAC exclusion in exceptional circumstances only.</i> <u>Secondary</u>- reduce exclusions to 49 per thousand as a first step to exclusions being below the national average. This figure includes a maximum of 2 LAC exclusions per thousand. <i>LAC exclusions in exceptional circumstances only.</i></p> <p>3(e) Support schools to implement a range of universal mental health initiatives</p>	<p>4(a) 100% of schools have Senior Phase curriculum models that are fulfilling the recommendations of the delivery plan for Education</p> <p>4(b) Secure a three year pattern of 95% Sustained Positive Destinations and reduce unknowns to under 100.</p> <p>4(c) Increase provision aligned to DYW for vulnerable learners to improve their long term outcomes</p> <p>4(d) Implement priority areas from 36 DYW recommendations: including digital, stem, disability, work experience, learning opportunities, and careers in line with the regional skills assessment. Increase provision aligned to DYW for vulnerable learners to improve their long term outcomes.</p> <p>4(e) Increase the number of STEM opportunities for young people, adults, families and communities.</p> <p>4(f) Continue to increase number of Modern Apprenticeship's on SDS Contract, supported by LLE in particular increase Early Years and Childcare to meet 2020 National targets</p>
Numeracy 98%	Literacy 98%						
Numeracy 90%	Literacy 90%						

5. Review of Progress and Impact in Session 2018/19 ETHOS

<p><u>NIF and Midlothian Priority</u> Improvement in attainment, particularly literacy and numeracy</p> <ol style="list-style-type: none"> 1. Closing the attainment gap between most and least disadvantaged children 2. Improvement in children and young people's health and wellbeing 3. Improvement in employability skills and sustained, positive school leaver destinations for all young people <p><u>NIF Driver(s) (highlight as applicable)</u></p> <ul style="list-style-type: none"> • School Leadership • Teacher Professionalism • Assessment of Children's Progress • Performance Information • Parental Engagement • School Improvement 	<p><u>HGIOS 4 Quality Indicator(s) / HGIOELC</u></p> <ol style="list-style-type: none"> 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
<p>Progress and Impact:</p> <p>At the beginning of the session, all staff were involved in agreeing and updating our Positive Behaviour Policy. This policy was based on feedback from pupil/staff/parent surveys in March 2018. It is in line with a Restorative Approach and allows for time each day for children and staff to reflect on the day together. A method of tracking restorative conversations was created and has allowed for close monitoring of the different approach to supporting behaviour. This new policy was shared with families in paper form and all teaching staff presented this information to parents at 'Meet the Teacher' in September ensuring that all families had an understanding of the new system. Overall the monitoring of behavioural issues in class has shown that the new approach has ensured consistency and had a positive impact on children's behaviour.</p> <p>Last session, all stakeholders had an opportunity for engagement, feedback and further identification of the core values which are pertinent to Cornbank through focus group discussions, Pupil Conference, Dotmocracies, School Partnership discussions. Following on from this, the enquiry group led a CAT session based on our Vision and Values. #RISE (Respect, Inclusion, Safe and Excellence) was launched across the school and has been communicated widely throughout the year e.g. assemblies, classroom</p>	

walls, newsletters, Twitter, emails and Website. Recent consultation with all of our pupils strongly confirmed that our children had ownership of the values. Verbatim comments included 'VVA inspires us as learners', 'we use #RISE to resolve problems' 'you see #RISE through people's actions'. A group of Primary 5 pupils and 3rd year pupils from across the ASG (Penicuik Learners) worked together to evaluate each others' schools using HGIOURS. Evidence from these visits was fed back to the whole school by the pupils.

Stakeholders were also asked for feedback about the Aims of our Cornbank Community. There were 22 different suggestions from parents. All staff worked together to 'look outwards' at relevant documents to select the relevant Aims e.g NIF, Building the Curriculum 4, HGIOS 4, ASG schools as well as our stakeholder feedback. 6 relevant and key aims were selected and shared with our community. Our Vision, Values and Aims are in draft form and we will continue to evaluate these on a regular basis.

In response to parent feedback for more information on Restorative Practice, we designed a leaflet to be shared with all stakeholders. This included our Vision, Values and Aims. The leaflet is shared with new stakeholders to the school and aims to clearly communicate our consistent approach.

Rights Respecting Schools has been led by 2 staff with a Pupil Voice (P1-P7) group and progress towards Silver Level is ongoing. The targets agreed relating to RRS will be ongoing next session.

This year, focusing on positive behaviour and restorative approaches has ensured that there have continued to be no formal exclusions and attendance is at 97%, the authority target. In a recent survey, 97% of our pupils stated that they felt safe in school.

Next Steps:

- To continue to reflect and evaluate the Vision, Values and Aims with a stakeholders
- To achieve our RRS Silver award
- To use HGIOURS to ensure that children are involved in evaluating Leadership of Change

5. Review of Progress and Impact in Session 2018/19 HEALTH AND WELLBEING

On the following 4 pages complete a table for each of your 4 key school priorities from your SIP as per the SQIP Model exemplifying content

<p><u>NIF and Midlothian Priority</u></p> <ol style="list-style-type: none"> 1. Improvement in attainment, particularly literacy and numeracy 2. Closing the attainment gap between most and least disadvantaged children 3. Improvement in children and young people's health and wellbeing 4. Improvement in employability skills and sustained, positive school leaver destinations for all young people <p><u>NIF Driver(s) (highlight as applicable)</u></p> <ul style="list-style-type: none"> • School Leadership • Teacher Professionalism • Assessment of Children's Progress • Performance Information • Parental Engagement • School Improvement 	<p><u>HGIOS 4 Quality Indicator(s) / HGIOELC</u></p> <ol style="list-style-type: none"> 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
<p>Progress and Impact:</p> <p>ASG Head teachers worked together to share an overview of own schools' Health and Well Being work and greatest concerns. High level messages were shared and HTs engaged in professional dialogue around supporting mental health and well being with different services including MYPAS. Following on from this work, an ASG CAT was organised for staff across Penicuik and Beeslack. This was led by a number of staff who shared good practice. A positive impact has been the sharing of initiatives and opportunities for staff to work across the schools to help support HWB.</p> <p>Year 2 of PEF was £10800. This has been targeted support for individual pupils.</p> <p>STEP trainers continued to support the work of year 2 of the programme. 3 Learning Assistants have implemented the programme this session for three children who have engaged in the programme. Two of these pupils are on year 2 of the programme. The STEP programme benefits children who have coordination difficulties which impact their learning as well as offering emotional support. The three children have attained a commitment average of 94% (individually, 93%, 93% and 95%)</p>	

which falls well within the programme target for achieving maximum benefit (85-100%). Cornbank has achieved "School of the Week" on several occasions. All 3 pupils have made improvements in literacy.

This session we have continued to have a Play Therapist working within the school one day a week. There has been targeted support for individuals including children on FME list. Play Therapist completed an 'enter and exit' interview with families of children. A drop in service for children across Primary 6 and 7 has also continued with an average take-up of 4 children per week. 31 individual children have used this session over the year for various reasons, mainly friendship fallouts. This is a priority for next session. Regular feedback has been given to HT and children make Learning Assistants aware if they have requested an appointment to see Play Therapist.

Using PEF there has also been the opportunity for a third group of Seasons for Growth sessions to take place. Seasons for Growth sessions were offered to P7 pupils this year. A small group of 3 children took part in Level 2 programme. There was 100% attendance because there was a priority to hold the 8 sessions when all could attend. Pupils from previous groups have asked about attending again in the future. There has been an expression of interest by pupils for future groups. Current pupils were keen to share information about the group with John Swinney, Depute First Minister. Pupil, parental and staff evaluations have identified positive impacts.

Next Steps:

- Full consultation with pupils who have FME to ensure appropriate targeted support.
- Develop understanding of supporting children with Adverse Childhood Experiences
- Deepen knowledge for all staff about LAC/LAAC.
- To ensure robust HWB programme for children in Upper Primary for supporting friendship difficulties.

5. Review of Progress and Impact in Session 2018/19 LITERACY and NUMERACY

On the following 4 pages complete a table for each of your 4 key school priorities from your SIP as per the SQIP Model exemplifying content

<p><u>NIF and Midlothian Priority</u></p> <ol style="list-style-type: none"> 1. Improvement in attainment, particularly literacy and numeracy 2. Closing the attainment gap between most and least disadvantaged children 3. Improvement in children and young people's health and wellbeing 4. Improvement in employability skills and sustained, positive school leaver destinations for all young people <p><u>NIF Driver(s)</u></p> <ul style="list-style-type: none"> • School Leadership • Teacher Professionalism • Assessment of Children's Progress • Performance Information • Parental Engagement • School Improvement 	<p><u>HGIOS 4 Quality Indicator(s) / HGIOELC</u></p> <ol style="list-style-type: none"> 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
<p><u>Progress and Impact:</u></p> <p>This year, staff were surveyed about resources used for Spelling. This confirmed that there was an effective progression from P1-P3, but inconsistencies from P4-P7. Following a CAT session on the teaching of spelling, the Literacy Enquiry Group purchased Jolly Grammar and Spelling as a core resource for P2-7. This is currently being trialled in P4 and P7, with a view to it being rolled out across the school next session. Our Spelling policy has been adapted to take these changes into account. The impact has not yet been seen, but SWST results will be monitored for improvements in session 2019-20.</p> <p>As part of an ASG project, that aims to improve attainment at National 5 Maths, there has been an increased focus on middle attaining learners in Primary 5. The Numeracy Enquiry Group used SNSA and GL data which identified problem solving and fractions as a priority for these children's learning. Teachers are using 'Developing Fractions Knowledge' and Midlothian resources to support teaching and learning of this group. Close collaboration between colleagues and sharing resources has helped develop learners' knowledge in identifying fractions, calculating fractions of a quantity and developing pupils' understanding of what fractions are. This group of children will continue to be supported throughout session 2019-20.</p> <p>All teaching staff worked together to analyse GL assessment results from session 2017-18. This highlighted Problem Solving as an area for development across the school. We have now worked on a Problem Solving progression and transition document for P1-P7, and purchased resources to support this, in addition to sharing those already used across the school. This is being trialled at Early, First and Second Levels. Its impact will be evaluated during</p>	

session 2019-20.

An audit of teaching and learning practice and resources in Numeracy was completed at the beginning of the session. This demonstrated that a range of teaching strategies are used, including Basic Maths Facts, Non Routine Questions and a balance of active and written tasks. Planning for Numeracy is consistent across the school, as new planners are being used in all classes. Peer observations of teaching and learning in Numeracy took place during term 3. This provided further evidence of the range of teaching strategies being used. As a result of these, staff have taken forward developments in their own practice, such as developing learning intentions further and how they use ICT. A further three members of staff have completed SEAL training this session. This is improving learners' experiences by increasing staff confidence in teaching methodologies and enabling children to be supported effectively. Moderation of assessment for Numeracy and Maths was carried out at timetabled staff meetings during term 3. Termly tracking meetings have taken place with SLT to discuss children's attainment and look at additional support for those who are not on track to achieve a level. As a result of consistent planning, an increased focus on teaching methodologies and effective tracking and assessment, attainment throughout the school has increased. In Primary 1, 88% of children have achieved Early Level (an increase of 4%), in Primary 4 91% have achieved First Level (an increase of 7%) and in Primary 7 88% of pupils have achieved Second Level Maths an increase of 19%.

SLT observations of teaching in Literacy were carried out during term 2. These confirmed that differentiation for learners is being provided across the school via a variety of means, including adult support and differentiated task. Almost all pupils are engaged in their learning. Moderation of assessment for Listening and Talking and Writing has been carried out at timetabled staff meetings throughout the session. This has led to increased staff knowledge of the expectation of achieved levels from Early to Second Levels, and helped focus teaching to provide further curricular coverage. Termly tracking meetings have also taken place for Literacy and identified children have received targeted support. These measures have led to increased attainment. In Primary 1, 85% have achieved Early Level in Reading and Writing, in Primary 4, 85% have achieved First Level in Reading, 94% have achieved this in Writing and in Primary 7, 90% have achieved Second Level in Reading, 93% in Writing.

There are 12 children in the school with IEPs, and we support shared placements with Gore Glen Primary School. Liaison with other agencies have supported staff in developing targets with children and families, helping to ensure that targets set are attainable in the timeframes given. Review meetings are held three times a year with families and outside agencies. Staff have familiarised themselves with Early Level Milestones, enabling two children in the school to engage with these.

All staff have cross-referenced attainment with SIMD and FME data. This has helped to close the attainment gap by ensuring that there is targeted support for children using PEF.

Next Steps:

- Develop staff confidence in holistic assessment with in-school training
- Develop further assessment of Reading and Writing, taking into account Curriculum for Excellence Benchmarks
- Develop moderation practices further in Literacy and Numeracy, ensuring consistent planning for assessment
- Develop set list of common words progression from P1-P7 and effective transition of spelling and grammar
- Dyslexia training to be delivered to all staff
- Continue to work with middle attaining children in Numeracy at P5 and P6 stages and share practice across the ASG
- Evaluate impact of new resources in both Literacy (spelling and grammar) and Numeracy (problem solving)

5. Review of Progress and Impact in Session 2018/19 VISIBLE LEARNING

On the following 4 pages complete a table for each of your 4 key school priorities from your SIP as per the SQIP Model exemplifying content

<p>NIF and Midlothian Priority</p> <ol style="list-style-type: none"> 5. Improvement in attainment, particularly literacy and numeracy 6. Closing the attainment gap between most and least disadvantaged children 7. Improvement in children and young people's health and wellbeing 8. Improvement in employability skills and sustained, positive school leaver destinations for all young people <p>NIF Driver(s) (highlight as applicable)</p> <ul style="list-style-type: none"> • School Leadership • Teacher Professionalism • Assessment of Children's Progress • Performance Information • Parental Engagement • School Improvement 	<p>HGIOS 4 Quality Indicator(s) / HGIOELC</p> <ol style="list-style-type: none"> 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
<p>Progress and Impact:</p> <p>The enquiry group supported staff in reviewing and reflecting on the Visible Learning journey that happened last year. The impact of this review was a realisation that all staff would benefit from being provided with more concrete resources to give feedback to their learners, thereby improving attainment. The members of the VL enquiry group researched possible ideas for practical resources by engaging in professional dialogue through the ASG VL Group, and undertaking professional reading. Resources distributed to all classes included targets for learning ladders, feedback wheels and stickers indicating self/peer assessment. Almost all children are now able to understand and discuss the language of effective feedback, and how this can be given in classes.</p> <p>It was decided that there was need to create a Feedback Aspiration, to consolidate what had been implemented, and to ensure that the culture of effective feedback was sustainable. All teachers were asked 'What should feedback look like at Cornbank?', and their responses were then collated to form the staff's draft Feedback Aspiration document. Following professional reading and further discussion, this was redrafted and again shared with staff and the final document will be inserted into the Staff</p>	

Handbook for session 2019 - 20 and shared with all new staff. The impact of this is to ensure that the culture of feedback is consistent across the school and sustainable in the future. There has been clear evidence of the impact of this development through learners' discussions with staff during profiling and throughout the reporting process. Next session children will continue to be able to talk about their strengths and identify their next steps.

The learning conversations, which were implemented last session, continued. Pupils are randomly selected using stickers in jotters and then take part in a learning conversation about their learning. This has involved the majority of learners, and most pupils are confident to talk about their learning and can describe their next steps.

Learning Walkthroughs were timetabled by SLT and a pro forma developed to record observations. The impact of this was to ensure consistency of practice across the school, in areas such as the provision of Learning Intentions and Success Criteria. One specific focus at this year's Pupil Conference was Feedback. The conference involved all children and almost all staff. This allowed the Enquiry Group and SLT to evaluate the impact of the development of a feedback culture on the learners' understanding of the language of feedback, and how it is used at Cornbank. Almost all pupils demonstrated this well.

To continue to develop an awareness and knowledge of the Visible Learning strands, the Enquiry Group has ensured the continuation of the use of Cornbank Toolkit postcards which recognise learner qualities displayed by children throughout the previous week and provide access to Tea with HT. Throughout the school, the use of Visible Learning vocabulary and promotion of the Midlothian Learner poster has continued this session.

The majority of the Enquiry Group are also members of the ASG VL Group, and have taken part in professional reading and dialogue around the writings of John Hattie, and have been able to share their learning in this area with staff. A number of books were purchased and are accessible to all staff. The professional reading library allows for personalisation and choice of enquiry for all staff.

To develop an inspired and passionate teacher aspiration for all teaching staff and a shared understanding, the Enquiry Group first consulted the children to gain an understanding of what they viewed as an effective Cornbank Teacher. These views were then shared with and added to by staff, who then distributed them amongst the relevant #RISE values. At parental consultation meetings, a dotmocracy was carried out to allow other stakeholders to vote for the qualities which they felt were most important for a Cornbank teacher to have. The Enquiry Group then took these results and condensed them into the 12 most voted for. A sketchnote poster, in a similar user friendly style to that of the Midlothian Learner poster, will now be

developed and distributed to all classes. The impact of this will be to ensure that all teachers aspire to the baseline standard displayed on the poster, and this will ensure consistency, high standards of teaching and feedback, and lead to increases in attainment.

Next Steps:

- Ensure Feedback Aspiration goes into Handbook and is shared with new staff.
- To examine the current Learning Conversation process and develop it further to involve most children.
- To continue to ensure that VL vocabulary is embedded at Cornbank
- To distribute the Cornbank Teacher poster to all classes
- To ensure that the quality assurance calendar identifies impact

Leadership and Management

The Cornbank Community have worked together to develop and embed our Vision, Values and Aims. All staff are motivated and committed to the shared ambitious vision through their daily actions.

All staff have engaged in Professional Learning throughout the year. Play in the Early years has been a strong focus with many staff engaging in opportunities to develop their understanding and knowledge of pedagogy of play; Authority networks, Froebel conferences and SCEL - Leadership of Early Learning. Staff are keen to develop learning and teaching, with regular 'Sharing the Learning' staff meetings to share practice and peer observations evidencing different teaching approaches. Many staff have developed their own leadership skills through Enquiry groups, Middle Leadership, Midlothian Early Leadership. All teaching staff have worked together to develop their professional understanding of the school priorities and all staff have been instrumental in driving forward improvements. The hard work of the Cornbank team was recognised through a nomination for the GTCS Professional Learning Award. The report highlighted that the school has '...a definite ethos of encouragement which creates valued opportunities for staff to engage in professional learning. The culture of improvement within the school is becoming increasingly reflective, open and honest, with staff voice influencing school improvement planning through robust audits and self-evaluation. Staff are developing their strategic vision through their involvement in leading and supporting recognised areas of planned improvement, acting as lead learners during in house CAT sessions and across the ASG. Strong, trusted relationships are evident with new ideas and approaches being welcomed. Opportunities are available to share learning and practice with colleagues through planned and protected time. Pupil voice in Cornbank is strongly valued: children have an expectation of involvement in their learning and have the ability to talk about their own and their teachers' learning, making connections which help them flourish.'

Throughout the year, we have continued to consult all stakeholders using a variety of methods: Pupil Voice, Pupil Conference, questionnaires, dotmocracy, newsletters with feedback slips, Twitter, assemblies, emails, Partnership Meetings, feedback from shared start. There is very much an open door ethos across the school and this has been positively commented on by staff, families and visitors to the school.

Learning Provision

This session we have continued to raise attainment in literacy and numeracy with most children attaining appropriate levels and some children exceeding these. Senior Leadership and staff have met regularly to ensure that there is appropriate support and challenge for pupils in all classes. There are robust systems in place to regularly track and monitor progress. Staff work together to analyse data and moderate across literacy and numeracy; ensuring shared expectations of progress.

We have continued to build positive partnerships within our community. We have worked closely with our Associated Schools to develop Penicuik Learners. Pupils from our ASG schools have collaborated and used HGIOURS to evaluate practice in each of the schools. Throughout school and nursery we have built strong partnerships with outside agencies. We have had excellent feedback about how we support our pupils with Additional Support Needs. GTCS identified that meeting pupil needs was a strong driver for professional learning with all staff showing commitment to developing their skills and expertise. We work closely with our ELCC and others in our community, as well as Penicuik High School, to support transition into and from our school.

To continue to develop and promote partnership working with families we have evaluated how we report to parents. Based on feedback, we have made significant changes to our reporting process. Children are involved in learning conversations with their teachers. Profiling has begun to be developed across the whole school and children were invited to participate in consultations with staff and parents. Our written reports include the voice of the child and identify strengths and next steps. The feedback from this process has been extremely positive. We continually seek opportunities to encourage parents to be part of their child's learning. All classes invited parents in to classrooms throughout the year as well sharing learning at class assemblies.

In April, we had a visit from Education Scotland who conducted a Thematic Review on Pupil and Parent Participation. This was a very positive day which highlighted the work we are doing to raise pupil and parent participation. Education Scotland identified that children were very articulate; they listened to what each other said and built on each others' contributions. Parents and carers involved in the inspection were very supportive of the school and staff. We were delighted that Education Scotland highlighted strong relationships across the school community and that they felt our self-evaluation had been accurate.

Successes and Achievements

In November our school was chosen to host a visit from Mr. John Swinney, Depute First Minister, when the Scottish Government Cabinet came to Midlothian. We were asked to showcase many of our excellent successes including; partnership working with other schools and Edinburgh College, Pupil and Staff Leadership, our Gold Sports award, six Eco flags, Early Years expansion and our Cornbank Toolkit. Our pupils led the whole morning and took Mr. Swinney on a tour of the school. He was most impressed by all of the pupils he met and commented on their welcoming, mature and polite manner. He also recognised how proud everyone was to be part of Cornbank and that our children are enthusiastic about their learning. The hard work, effort and commitment by staff were also highlighted.

Throughout the session, children from across the school have been involved in sporting opportunities and had success in competitions including; cross-country, rugby, football, golf, swimming, hockey, parkour, athletics, cricket, cycling, netball and more. We were delighted to be awarded our Sport Scotland Gold School Sport Award for 2018-2020. This is recognition of our school's achievement in putting sport at the heart of planning, practice and ethos. The award was officially presented by sportscotland on Friday 9 November. Our Gold sportscotland Award is a fantastic recognition of all the hard work, commitment and effort from everyone within our Cornbank Community. It was recognised that Cornbank has shown excellent practice across the core areas of the award and demonstrated an on-going commitment to increase young people's opportunities and engagement in physical education, school sport and leadership and provide clear pathways to life-long participation in sport.

At Cornbank we continue to be committed to ensuring the best possible outcomes for all our learners. We actively seek opportunities for our children to participate in and lead. Our House Captains and Vice Captains have been excellent ambassadors for the school and are proactive at promoting the strengths of the school. All children are part of a Pupil Voice Group; Eco, Fairtrade, Rights Respecting Schools, JRSOs or Health and Sports. Our whole school community promote and develop Global Citizenship. Cornbank recognises the importance of listening to the voice of children. In a recent survey almost all of our pupils felt that they were listened to.

7. What is Our Capacity for Continuous Improvement?

Quality Indicator	LA/School Self Evaluation theme process (calendar)	Authority Inspections / Theme visits	HMIe/ Care Inspectorate Inspection Grades
1.3 Leadership of Change	Very Good	Good (2017)	
2.3 Learning, Teaching and Assessment	Good	Good (2017)	
3.1 Ensuring Wellbeing, Equity and Inclusion (Take into account QI 2.1)	Very Good		
3.2 Raising Attainment and Achievement/ Securing Children's Progress	Very Good		

Part 2: Midlothian Education Improvement Planning - 2019-20

Establishment	Cornbank Primary School
Area	Penicuik
Session	2019/20
Planning Cycle	

<i>SIGNATURES</i>			
<i>Head of Establishment</i>		<i>Date</i>	
<i>Schools Group Manager</i>		<i>Date</i>	

Contents - School Improvement Plan

1. Overview of High Level NIF Priorities
2. Priority Summary and High Level Strategic Targets
3. Interrupting the Cycle of Poverty - Pupil Equity Fund Plan
4. ASG Plan

MIDLOTHIAN COUNCIL NATIONAL IMPROVEMENT FRAMEWORK PLAN: OVERVIEW OF HIGH LEVEL PRIORITIES (2019/20)

<p style="text-align: center;">Priority 1 Improvement in attainment, particularly literacy and numeracy</p>	<p style="text-align: center;">Priority 2 Closing the attainment gap between most and least disadvantaged children</p>	<p style="text-align: center;">Priority 3 Improvement in children and young people's health and wellbeing</p>	<p style="text-align: center;">Priority 4 Improvement in employability skills and sustained, positive school leaver destinations for all young people</p>
<p>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</p> <ul style="list-style-type: none"> 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. <p>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.</p> <ul style="list-style-type: none"> Level 3 Numeracy 98% Literacy 98% Level 4 Numeracy 90% Literacy 90% <p>1c) 100% of schools have a self- evaluation calendar that reflects moderation, tracking, assessment and shared classroom experiences that involve all practitioners and learners</p> <p>1d) That at least 80% of teaching staff are involved in regular and supported practitioner</p>	<p>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</p> <p>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 eg looked after, particularly those looked after at home.</p> <p>2c) Ensure that all youth work is delivered at low or no cost to support reduction in child poverty and increase accessibility.</p> <p>2d) Deliver the requirements of the child poverty act through the local action plan developed with community planning partners.</p>	<p>3a) Support schools and ELC settings to provide high quality EY services which:</p> <ul style="list-style-type: none"> 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 <p>3b) The majority of young people with ASN / LAC are offered appropriate assessment which is timely and appropriate.</p> <p>3c) Achieve attendance targets Primary to 95% overall Secondary 91.5% overall with a reduction in unexplained absences</p> <p>3d) Reduce exclusions: Primary- below 15 per 1000</p>	<p>4a) Continue to work towards a three year pattern of 95% Sustained Positive Destinations and reduce unknowns to under 100.</p> <p>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</p> <p>4c) Deliver adult literacy & numeracy and family learning services</p>

<p>enquiry in all schools</p> <p>1e) Maximising the tariff scores for all learners in the Senior Phase</p>		<p>Secondary- 40 per with LAC exclusions in exceptional circumstances only and following discussion with ASL Schools Group Manager</p> <p>3e) Support schools to implement a range of universal mental health initiatives as part of the Midlothian Big Lottery funding</p>	
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2. Priority Summary and High Level Strategic Targets *(Please see PPP 69 February 2019 for key priorities for 2019-20)*

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
<ul style="list-style-type: none"> Improvement in attainment, particularly literacy and numeracy Closing the attainment gap between most and least disadvantaged children 	<p>2.3 - Learning Teaching and Assessment</p> <p>3.2 - Raising Attainment and Achievement</p>	<p>Literacy and Numeracy</p> <ul style="list-style-type: none"> Develop staff confidence in holistic assessment with in-school training Develop further assessment of Reading and Writing, taking into account Curriculum for Excellence Benchmarks Develop moderation practices further in Literacy and Numeracy, ensuring consistent planning for assessment Develop set list of common words progression from P1-P7 and effective transition of spelling and grammar Dyslexia training to be delivered to all staff Continue to work with middle attaining children in Numeracy at P5 and P6 stages and share practice across the ASG Evaluate impact of new resources 	<p>All teaching staff will be part of an enquiry group focusing on an area of the SIP</p> <p>A member of SLT will lead and support an enquiry group</p> <p>Time scales will be agreed through action plans and in consultation with all staff in August</p>	<p>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</p> <p>Maintain Literacy and Numeracy Attainment at P1, P4 and P7</p> <p>100% of schools have a self-evaluation calendar that reflects moderation, tracking, assessment and shared classroom experiences that involve all practitioners and learners</p> <p>Pupils are assessed rigorously and accurately, with next steps for learning identified. Pupils are confident talking about these</p>

		in both Literacy (spelling and grammar) and Numeracy (problem solving)		That at least 80% of teaching staff are involved in regular and supported practitioner enquiry in all schools Teaching practice will develop to enhance learning experiences
<ul style="list-style-type: none"> Improvement in employability skills and sustained, positive school leaver destinations for all young people 	<p>2.3 - Learning Teaching and Assessment</p> <p>3.3 - Increasing creativity and employability</p>	<p>Digital Learning</p> <ul style="list-style-type: none"> To use digital technologies to enhance learning and raise attainment To develop Computing Science and computational thinking across Second Level 		Pupils will be further engaged in lessons, using a range of digital technologies
<ul style="list-style-type: none"> Improvement in attainment, particularly literacy and numeracy 	<p>2.3 - Learning Teaching and Assessment</p>	<p>Learning and Teaching/Curriculum</p> <ul style="list-style-type: none"> To create a curriculum rationale To develop our forward planning procedures to best meet the needs of learners To support practitioner enquiry To continue to develop profiling throughout the year 		<p>100% of schools have a self-evaluation calendar that reflects moderation, tracking, assessment and shared classroom experiences that involve all practitioners and learners</p> <p>That at least 80% of teaching staff are involved in regular and supported practitioner enquiry in all schools</p> <p>Teaching practice will develop to</p>

				<p>enhance learning experiences</p> <p>Children experience a coherent progressive curriculum, based on our local context and meeting their needs.</p>
<ul style="list-style-type: none"> Improvement in children and young people's health and wellbeing 	<p>3.1 - Ensuring wellbeing, equality and inclusion</p>	<ul style="list-style-type: none"> ASG schools to ensure that PEF plans are shared, evaluations supported and challenged by each other, using the HGIOS challenge questions. A collaborative focus on ACEs and trauma informed practices Continue to support development of HWB progression plans 		<p>Interrupt the cycle of poverty (PEF)</p> <p>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</p>



3. Interrupting the Cycle of Poverty – The Pupil Equity Fund Planning Template

Pupil Equity funding should be focused on activities and interventions that will lead to improvements in literacy and numeracy across the Broad General Education, increased levels of engagement, participation, health and wellbeing and an improvement in attendance and a reduction in exclusions. Head Teachers can work at an individual school and local community level or collegiately in wider school clusters and beyond at local authority level to address common interests.

Total Funding Received: £10 800

Gap Identified	Intervention Planned	Led by whom and by when	Cost	How will the impact of the intervention be monitored?	Measure of Success
Social and Emotional Support 22% of the children in SIMD 3 and 4 have been identified as children with Social and Emotional Needs, including being referred to CAMHs.	Play Therapist working within School. Targeted support for individuals including children on FME list. Play Therapist completes an 'enter and exit' interview with families and children. Children will be allocated 15 weeks. Drop in service for children across Second Level. There will be an initial survey for these pupils about their attitudes and feelings around school.	HT Play Therapist	£2400	Weekly meetings with Play Therapist	Overview of uptake Monitor referrals to CAMHS as well as feedback from children, staff and parents

<p>Social and Emotional Support 22% of the children in SIMD 3 and 4 have been identified as children with Social and Emotional Needs, including being referred to CAMHs.</p>	<p>Additional Hours for LA and Sfl to deliver Seasons for Growth. Children identified across First and Second Levels who have recently experienced loss and bereavement.</p>	<p>Sfl teacher and LA</p>	<p>£5134</p>	<p>Report back to teacher, parents and HT about interventions</p>	<p>Feedback from children, staff and parents.</p>
<p>Using Evidence and Data for Early intervention Children have been identified as having coordination difficulties. Their attainment will be monitored.</p>	<p>Ongoing implementation of STEP. Additional hours for LAs to provide this support. Individual children supported.</p> <p>Additional Literacy and Numeracy resources to support pupils.</p>	<p>HT and LAs</p>	<p>£1095</p> <p>£2000</p>	<p>Report back to teacher, parents and HT about interventions</p>	<p>Baseline data reviewed during each session</p>

At Cornbank we have 48% of our pupils in SIMD 10. We have no families in SIMD 1 or 2. 11% of our pupils are in SIMD 3 and 4. The SIMD data does not fully correlate with the children who receive Free School Meal Entitlement.

Our average overall attendance for the school is 97% and our children are mostly on time for school. This is not an area that we will use PEF money to focus on. There have been no formal exclusions this session or in the past 6 years.

Staff were fully consulted about this process and all identified that supporting social and emotional needs would in turn support an increase in attainment. HT works closely with families identified and plans have been discussed with parents and children.

Partnerships will continue to be formed with Play Therapist and this will support staff and pupils.

4. ASG Plan

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

Overview					Planning cycle		Session: 2019-20		
Number	NIF Priority	ASG 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, particularly numeracy	Raising attainment, particularly numeracy	Developing	n/a	n/a	3.2	Achieving	✓ Priority 1	
2	Improvement in children and young people's health and wellbeing	Improvement in children and young people's health and wellbeing	Developing	n/a	n/a	3.1	Healthy	✓ Priority 3	
3	Raising attainment	Improvements in developing the Collaborative Leadership Culture at all Levels by continuing to grow our ASGs into Learning Communities	Developing	n/a	n/a	1.3	Included		

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	Impact Statement: Level 5+ <i>How good are we now?</i> What evidence do we have of our strengths and areas for development? (please use this section to RAG the statements)	Next Steps for Improvement <i>How good can we be?</i> What action will we take to improve current practice?
	Raising attainment, particularly numeracy	<p>Continue with impact cycles and adapt as necessary</p> <p>Share pedagogy across the ASG</p> <p>Challenge for P7 regarding Basic Maths</p> <p>Increased number of staff involved in regular and supported practitioner enquiry in all schools</p> <p>Opportunities for class observation across ASG</p>	<p>Raised numeracy attainment in P5 and S1 (2018-19) focusing on the middle 60% by the end of May 2019</p> <p>Ensure that there is an increased focus on numeracy at ASG meetings</p> <p>Dates agreed within the group for 4 meetings throughout the year</p>		
	Improvement in children and young people's health and wellbeing	PEF plans shared, evaluations supported and challenged by each other and using the HGIOS challenge questions.	Focus on ACEs/trauma informed practices		

	<p>Improvements in developing the Collaborative Leadership Culture at all Levels by continuing to grow our ASGs into Learning Communities</p>	<p>Share initial ideas of vision statements Representation from pupils (P5 and S3) to create the vision statement for ASG</p> <p>Consultation with stakeholders and partnerships to agree statement</p> <p>Build upon Penicuik Learners and merge with Beeslack to create a whole ASG learning council</p> <p>Evaluations of ASG plan include contributions from stakeholders, especially children and young pupil</p> <p>Transition calendar created at the beginning of the year</p> <p>A shared agreement of information shared</p>	<p>Create an ASG Vision, Values and Aims. Develop our ASG learners and Council. This would link to the Year of the Young People.</p> <p>Shared Vision for our learners and communities across Beeslack and Penicuik</p>		

		<p>between Primary and Secondary eg Year plan (retrospectively - to be agreed), assessment data, HWB info and Profiles</p> <p>Shared focus on tracking and monitoring of attainment data</p>	<p>Improvements for learners in their transition from primary to secondary</p>		
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