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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. During session 2019/20 we had 10 classes from Primary 1 to Primary 7, and provided full-time Early Learning and Childcare for 56 children. Our roll was 315 including Nursery. 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. In March 2020, Cornbank's attendance rate was recorded at 97%, which is above the local average. There were no formal exclusions this session.

Our school building closed on 20th March 2020 due to international pandemic and Government guidance. Following this closure, online learning was provided to all children through Google Classroom. Most pupils, approximately 75%, engaged in their daily home learning with feedback from all staff provided. Some children received paper copies of learning activities. Our digital resources were shared and support for families to access digital learning was provided. All staff ensured that there was weekly contact with every individual family throughout this school building closure period.

Cornbank has celebrated being awarded its 7th Green Flag this session; the only school in Midlothian to achieve this. Feedback from Eco School Scotland highlighted our successes were the communication with local community, development of the school grounds and continuing to ensure waste minimisation is a priority. Last 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. The hard work of the staff and Health and Sports Pupil Voice group ensures that this continues to be a focus throughout this year.

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 Parent 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 Newly Qualified Teacher, Lauren Maxwell, to Cornbank. We also have welcomed back Mrs Louise McGlade from maternity leave and Ms Sandie Gordon from her recent secondment; both working part-time within the school. Miss Jennifer Melvin has also joined the Cornbank staff team this session. 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 three 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, and 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 core personal 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 2018 and have continued to be discussed and communicated widely throughout the year e.g. restorative approaches, discussions, assemblies, classroom walls, newsletters, Twitter, emails and Website.

At our recent virtual Pupil Conference (May 2020) we reviewed our Vision, Values and Aims with children and their families. Almost all children were able to identify our school values and 80% of the children believed in our school vision and values.

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 (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 enquiry in all schools</p> <p>1e) Maximising the tariff scores for all learners in the Senior Phase</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 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>	<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>

5. Review of Progress and Impact in Session 2019/20 LITERACY AND NUMERACY

<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><i>Literacy</i></p> <p>Our Literacy Enquiry Group developed a range of resources and policies, which were shared with staff. Booklets containing set lists of common words progression from P1-P7 were created and are now being used across all stages. This will ensure that attainment in writing continues to rise and there is consistency in spelling and spelling support across the school. Following a successful trial in some classes during session 2018/19, Jolly Grammar/Spelling resources are now being used consistently across P1-P7. Responses from our virtual Pupil Conference have shown that almost all pupils are aware of a wide range of spelling strategies and resources including Jolly Grammar. Analysis of our SWST scores in March 2020 showed almost all pupils had made appropriate progress. Weekly Signalong is taught to the whole school at Update Monday and reinforced in classrooms. Pupil Conference responses show 95% of the children who responded are aware of a range of signs. By embedding this within our school's work, we are including a greater number of pupils, with our aspiration being that all children feel included in their learning. Dyslexia training has been delivered to all teaching staff. In time, this increased awareness of processes and strategies will support pupils displaying dyslexic tendencies. SLT observations in November 2019 and peer observations in March 2020 confirmed that almost all pupils observed consistently experience a broad range of experiences in class in Literacy. Staff predicted in February 2020 that over 83% of pupils would achieve their expected CfE level in Writing in P1, P4 and P7; over 92% in Reading in P1 and P7; and over 89% in Listening and Talking in P1, P4 and P7. Predicted Levels for Primary 4 in Reading was 75% and support had been put in place for children who were not expected to achieve First level by the end of P4.</p> <p><i>Numeracy</i></p> <p>Following work carried out in session 2018-19, we continued to focus on planning, teaching and assessment in Numeracy. Staff worked together in groups to share how we plan a lesson and which activities we include. SLT observations in November 2019 and peer observations in March 2020 confirmed that almost all pupils observed consistently experience a broad range of experiences in class. This was also confirmed by pupil conference feedback in May</p>	

2020, which shows that almost all pupils use a range of material, such as written work, games and digital technology, within their learning. Further work was carried out to embed the language of the Stages of Early Arithmetical Learning (SEAL) into teaching. As a result of this, 70% of staff are more confident with the terms in SEAL. Class teachers identified that a tracking system was required for Numeracy skills and this has been developed for First Level. Members of the Numeracy Enquiry Group have trialled Problem Solving resources (Badger Maths), with tracking sheets developed. At this stage, it is too early to evaluate its impact due to our school closure in March 2020. Our work across the ASG resulted in teachers having an increased awareness of the needs of middle attaining children in P5. Plans for an ASG CAT Session to share pedagogy were at an advanced stage before our school closure. Liaison and visits took place between P7 class teacher and PT to identify issues regarding transition. This has had a positive impact on jotter layout and presentation in Primary 7. The impact was measured SLT regular Learning Chats with P7 pupils.

Assessment and Moderation

A priority this year was to build staff confidence in creating and using high quality assessment. The Numeracy Enquiry Group made their own for use in classes around the theme of Highland Games (measure and calculations) and shared with staff using a school focus week as a context. Plans were in place to repeat this as a whole staff around Health Week (time and data handling). Following a professional learning session, using materials produced by Midlothian, almost all staff have a consistent understanding of what is required within a 'high quality assessment'.

We carried out moderation of Place Value in Numeracy and Measure in Maths during term 3, using materials produced by Education Scotland relating to the Moderation Cycle. All staff reported that this confirmed their judgements about whether or not pupils had achieved a level in these organisers. It has also resulted in teachers planning for assessment more thoroughly and seeking opportunities for pupils to apply their skills in new settings. Moderation of Writing took place in term 2, with teachers' judgement of writing levels confirmed. This session most classes carried out moderation of tools for reading in order to confirm judgements. Due to our school closure, this has not been fully evaluated. However, consistent reading moderation resources are now being used across the school, from P1-P7. We know this through our monitoring of plans and whole school moderation sessions.

The Enquiry groups created Handwriting, Spelling, Writing and Maths Policies to ensure consistency of teaching and learning across the school. These will be reviewed annually in order to reflect ongoing developments and ensure best practice. These are also shared with new members of staff to ensure consistency across all classes.

Next Steps:

- Embed and moderate high quality assessment across the school
- Develop Numeracy Early and Second Level trackers
- Embed problem solving strategies from P1-P7
- Look at pupil conference answers for Literacy and Numeracy in more detail to see if there are themes of what children prefer at different stages.
- Make next steps more visible in Numeracy and Maths based on pupil conference feedback
- Evaluate the effectiveness of common word booklets during transition discussions and whilst planning learning
- Continue to plan for Literacy and Numeracy moderation
- Continue to teach Signalong consistently across all stages.
- Develop and review policies for Reading and Listening and Talking.

5. Review of Progress and Impact in Session 2019/20 DIGITAL LEARNING

NIF and Midlothian Priority

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

NIF Driver(s) (highlight as applicable)

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

HGIOS 4 Quality Indicator(s) / HGIOELC

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

Progress and Impact:

Work this session has focused on developing staff confidence in the effective use of technologies to enrich pupils' learning. A self evaluation wheel for Digital Technologies circulated amongst staff highlighted areas for development and training. The Digital Technologies Enquiry Group arranged opportunities for Training during In-service days and follow up drop in sessions with Colin McCabe (Education Support Officer for Digital Learning). Sessions focused on Kahoot, I-Movie, Google Slides, VR (Virtual Reality), Green Screen Technology, and Google Forms. Staff set about planning for discrete and cross-curricular learning opportunities for learning using these technologies. Staff requested further training on and were supported in school in the use of Google Classroom/Google Docs, Spheros and VR by members of the Midlothian Digital Learning Team. We hosted an Informatics Student from Edinburgh University over 20 weeks, who supported class teachers in training and delivering learning in Computing Science and Programming Skills using Scratch. Staff are committed to enhancing pupil engagement and motivation, developing both their own and pupil digital skills and broaden the learning experiences for all. This was evident during PRD meetings.

Results from our recent Pupil Conference (hosted online using Google Forms through Google Classrooms) have been positive and encouraging. Almost all pupils identified that they successfully use Digital Technologies in mainly Numeracy, Literacy and social subjects. Pupils also highlighted that they use technologies for various purposes: "We use iPads for research on our topic, numeracy or a class focus and we use chromebooks for some of our group writing".

Crucially, when pupils were asked if they had used any 'new' technology this year, many mentioned at least two of the technologies staff had received training in such as Chromebooks (Google Classroom and its tools), VR, Scratch, Spheros etc. Those pupils that suggested technologies they'd like to use in school mentioned many of those named above; they had perhaps not had the opportunity to use these in class yet. All of our pupils could also give examples of how technologies help them with their learning. Verbatim comments from the online survey included: "VR has helped me look around castles without having to go there..." "Education City, it allowed me to do a test and then it gave me specific revision games for me to practice parts that I wasn't good at." "we have used technology to help us with our learning and it has helped us by making it quicker in writing for some people if they use the chromebooks." Feedback from pupils and staff evidenced that the increased use of digital technologies enhanced learning and further engaged pupils in

their learning.

The Digital Learning Enquiry group created a draft Digital Technologies Policy to ensure consistency of teaching and learning across the school. This will be reviewed annually in order to reflect ongoing developments and ensure best practice. These are also shared with new members of staff to ensure consistency across all classes.

When our school building closed in March 2020, staff and children were better equipped for distance learning. All children were able to access their Google classroom prior to closure and engagement of online learning has continued to be high with 70% of children engaging weekly throughout this period of time. Our digital resources were shared and support for families to ensure access to digital learning was offered and provided. All staff ensured that there was weekly contact with every individual family throughout this school building closure period. Some children highlighted that "Because we're in lockdown I'm using technology for most things".

Next Steps:

- To continue to develop plans to show progression in Digital Technologies using the CfE Benchmarks.
- To further facilitate staff training to enhance digital opportunities and learning for pupils
- Investigate a more formal method to record evaluation of digital skills.
- Continue to moderate the use of Digital Technology through SLT and Peer class visits, learning walks and forward planning termly consultations.
- Circulate the Digital Technologies Self- Evaluation Wheel for a second time to gauge confidence levels.

5. Review of Progress and Impact in Session 2019/20 LEARNING AND TEACHING

<p>NIF and Midlothian Priority</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>NIF Driver(s)</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>Following our work on creating our Vision, Values and Aims as a school community, staff looked at the creation of our curriculum rationale. Using the Refreshed Curriculum Narrative and our Vision, Values and Aims we considered what we wanted for the children in our school and what brings our curriculum alive. Following consultation with pupils, parents and staff, we created a visual with the key elements of our curriculum at Cornbank. This was then shared with families and children as part of our online Pupil Conference in May 2020. As a result, we have a document that summarises our curriculum aims linked to the 4 contexts for learning and how these are seen in classroom learning on a day to day basis in our school. Feedback from our Pupil Conference shows that most pupils have a good understanding of the school values.</p> <p>This session we revised our Forward Planning procedures, taking into account Education Scotland Benchmarks and Tackling Bureaucracy documents. Our forward planning feedback in session 2018-19 had shown that we needed to plan for assessment more consistently. Our new format ensures that learning intentions and planned assessment opportunities are clear.</p> <p>Classroom visits in November 2019 showed strengths in sharing learning intentions and success criteria, differentiation and pupils engaged in their learning. Following this we shared this overview of the visits with staff and we held a CAT session focusing on sharing good practice. Our next steps of embedding formative assessment have begun. This was evident in Peer observations that had started to take place prior to our school building closure.</p> <p>An authority priority for this session, and a next step from our development of Visible Learning Impact Cycles, was to develop practitioner enquiry across the school. Professional learning, with input from our SEIC Education Support Officer, provided us with a clear process. Almost all staff engaged in this, looking at a wide range of topics, including play in the early years, assessment, talk partners and leadership. Our school closure in March 2020 has delayed the evaluation of this work. Recent professional and development discussions (PRDs) showed that staff are keen to develop this within their practice.</p>	

Next Steps:

- Develop procedures to appropriately assess pupils across Literacy and Numeracy on their return to school, allowing implementation of our 'Recovery Curriculum'
- Adapt our learning and teaching to best meet the needs of learners
- Continue to develop practitioner enquiry within our practice

5. Review of Progress and Impact in Session 2019/20 HEALTH AND WELLBEING

NIF and Midlothian Priority

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

NIF Driver(s) (highlight as applicable)

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

HGIOS 4 Quality Indicator(s) / HGIOELC

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

Progress and Impact:

At the beginning of the session our ASG Schools shared PEF plans. Evaluations were supported and Head Teachers held discussions using HGIOS Challenge questions. In October 2019 we held an ASG CAT Session on Adverse Childhood Experiences. There were follow up discussions with staff in school and connections made with children and families who had met barriers to their learning.

Year 3 of PEF for Cornbank was £10,800. This has been used to continue to ensure targeted support for individual pupils. Confidential consultation with parents/carers of children in receipt of FME took place and support was provided accordingly.

We continued to have a play therapist working within school for one lunchtime a week. The expected impact of this was to offer emotional support for children and therefore increased focus on learning. Drop in service was extended for children across Primary 5, 6 and 7. Between August 2019 and February 2020 our Play Therapist met with 27 different children with an average take up of four children per week. The main focuses for children attending these sessions are for a check-in or for friendship issues. However the number of children attending for friendship issues significantly dropped from 74 during 2018-2019 to 24 throughout this session. This is a positive reduction following on from a focus from class teachers and support staff of resolving friendship and having restorative discussion. Regular feedback has been given to HT and children make Learning Assistants aware if they have requested an appointment to see Play Therapist. Our Play Therapist was paid for through PEF and we have monitored its impact on raising attainment by ensuring there is focus in tracking meetings on the progress of children who regularly attend.

Using PEF there has also been the opportunity for a fourth group of Seasons for Growth sessions to take place in 2019-20. Seasons for Growth sessions were offered to P5-7 pupils this year. A group of 5 children took part in Level 2 programme, for 2 children this was a follow-up session from 2 years ago. There was 100% attendance because there was a priority to hold the 8 sessions when all could attend. There has been an expression of interest by pupils and parents for future groups. Current pupils have been keen to share information about the group with visitors to the school. Pupil, parental and staff

evaluations have identified positive impacts. During the period of school building closure two members of staff completed their reconstructor training as well as checking in with children they had worked with this session. We have monitored its impact on raising attainment by ensuring there is focus in tracking meetings on the progress of children and their attendance.

This session, the decision was made to stop STEP support following 2 years of engagement with this. Following data analysis it was decided to focus on literacy support for children from P2-P7. New resources were purchased and an additional part-time Learning Assistant was employed to focus on small groups to support literacy development with an aim to raise attainment. This support will continue next session, with the expected impact being increased attainment for the children who receive this. This is monitored on a regular basis through tracking meetings, forward consultations and SfL meetings.

HT met with Helen Friel, Attainment Advisor for PEF clinic meeting in March. This was an excellent opportunity for HT to share the targeted support that Cornbank has used PEF for over the last 3 years and discuss the positive impact this was having on attainment. The feedback from Helen Friel was also very positive and she highlighted the HT's strong awareness of the strengths and needs of individuals in the school.

Next Steps:

- As part of our 'Recovery' Curriculum, increased focus on pupil Health and Wellbeing, implementing resources from Educational Psychology
- Extend Zones of Regulation
- Relationship development with pupils following school building closure

6. Successes and Achievements in Session 2019-20

All of our pupils were asked to share feedback about Cornbank and what has made our school special this session. We collated their responses in this Jamboard.



Leadership and Management

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

The Senior Leadership Team created a robust self- evaluation calendar that reflects moderation, tracking, assessment and shared classroom experiences involving all practitioners and learners. This has been evaluated at regular times throughout the year and impact has been recorded and shared with all staff.

All staff have engaged in Professional Learning throughout the year. All teaching staff have participated in practitioner enquiry to develop their practice and children's experiences. This includes attending Teachers as Enquirers Network and engagement in SEIC-wide activities. Play in the Early Years has continued to be a strong focus with many staff engaging in opportunities to develop their understanding and knowledge of pedagogy of play; Authority networks and webinars. Head Teacher participated in the 2 day training session for Excellence in Headship; this is a follow up from completion of Into Headship (2017). 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, ASG working parties. All staff had full involvement in creating policies for key curricular areas to ensure a consistent approach across the school. 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 (June 2019). 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, virtual 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. Midlothian's recent parental engagement survey showed that 96% of Cornbank parents felt that school staff were approachable. Almost all agreed that they were confident that if they needed to contact the school, we would respond helpfully to questions and comments.

We have continued to build positive partnerships within our community. We have worked closely with our Associated Schools through Penicuik Learners. Pupils from our ASG schools have collaborated and contributed to an ASG transition document.

Learning Provision

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. In February teachers predicted that in P1 and P7, almost all children were on track to achieve Early/Second Level by the end of the session. In P4, most pupils were on track to achieve First Level by the end of the session. All children who were not on track across the school were identified and support continued to be in place. Teachers also identified through ongoing assessments and tracking that % of OR all/ almost all etc children across the school were exceeding expectations of attainment of levels in ????. Distance Learning has continued to be differentiated with appropriate support and challenge provided.

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. All staff are fully aware of potential barriers for learning for children in their class and across the school. Staff are aware of our local context and community. In September and again in January, Child Planning meetings took place for children with ASN. All children were represented by a family member, their teacher and in some cases other professionals. Older pupils also attended their meeting. Younger pupils met with SfL teacher to discuss targets and progress. The new Midlothian IEP format was used for 1st time. Throughout the period of school building closure, our Support for Learning teachers continued to support children through distance learning as well as speak to families of children with IEPs. 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. This year we have adapted all of our transition processes in order to support all children during school building closure.

To develop and promote partnership working with families, we have continued to evaluate how we report to parents. Based on feedback from last session, we continued to develop our Learner Profiles, with families contributing in September 2019 and June 2020. This was an opportunity for families to share information about their child's strengths, challenges, interests and achievements. Children are involved in learning conversations with their teachers. 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. Almost all parents (98%) attended Parental Consultations in October. All parents who were unable to attend received a follow up meeting or discussion. Teachers recorded anything that needed to be noted from the consultations and this was shared and discussed with SLT. Follow up actions were also identified.

All classes had a formal visit from a member of SLT in November which complimented ongoing Learner Walks and Learner Chats. These visits focused on 2.3 and feedback was been provided to all staff. An overview of these visits was recorded and the different criteria was RAGGED and shared with whole staff team. Areas that were identified as having strong evidence was sharing the purpose of the lesson, using a range of appropriate resources including digital resources and learners being motivated and engaged. One area that SLT highlighted as a next step was a recap of formative assessment strategies resulting in a focus of having a school approach. Other next steps included teachers to continue to provide effective feedback and to develop further use of higher order questioning.

After school building closure in March 2020, teaching and learning moved online to Google Classroom as a platform providing differentiated lessons across the curriculum as well as ongoing teacher/pupil feedback.

Successes and Achievements

At Cornbank we continue to be proud of our many successes and achievements, including partnership working with other schools and Edinburgh College, CIC project, Pupil and Staff Leadership, our Gold Sports award, seven Eco flags, Early Years expansion and our Cornbank Toolkit.

Throughout the session, children from across the school have been involved in sporting opportunities and had success in competitions including; rugby, football, swimming, hockey, parkour, athletics, dance and more. We were 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 Health and Sports pupil voice group continue to provide opportunities for children to participate and lead sporting activities across the school including Virtual Sports Week which attracted a lot of attention from our local and wider community.

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.

We are keen to share and celebrate our pupils' wider achievements. This happens in a variety of ways including class floorbooks, families' engagement on Twitter and whole school assemblies. We track our children's achievements by whole school 'flash' moderation and we ensure that we follow up any gaps by offering lunchtime clubs suited to their interests. Any families who experience financial barriers we ensure appropriate and confidential support is in place.

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 - 2020-21

Midlothian



Establishment	Cornbank Primary School
Area	Penicuik
Session	2020/21
Planning Cycle	

<i>SIGNATURES</i>			
<i>Head of Establishment</i>	<i>Laura Cameron</i>	<i>Date</i>	<i>June 2020</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 (2020/21)

Priority 1 Attainment and Achievement	Priority 2 Included, Engaged and Involved: Wellbeing and Equity	Priority 3 Self-Improving Systems	Priority 4 Lifelong Learning and Career- Ready Employability	Priority 5 Finance and Resources
<p>1.1 Improve attainment within the broad general education stages, by focusing on:</p> <p>a) Improvements in planning, tracking and assessment and curriculum design and progression.</p> <p>b) Innovative pedagogical approaches and enhanced use of digital technology to support learning.</p> <p>c) Pedagogy, play and progression across Early Level.</p> <p>1.2 Improve attainment within the senior phase by maximising opportunities through curriculum planning, consortium arrangements and partnership delivery, including addressing the ASN Senior Phase attainment gap.</p>	<p>2.1 Develop a Nurturing Authority.</p> <p>2.2 Develop and improve the Health and Wellbeing curriculum to support the wellbeing of all children and young people, from Early Level to Senior Phase.</p> <p>2.3 Support schools and ELC settings to provide high quality EY services, which focuses on early intervention and prevention.</p> <p>2.4 Support schools to implement a range of mental health and wellbeing strategies for children, young people and staff.</p>	<p>3.1 Develop a quality improvement framework to support schools to achieve Good or Better in inspection QIs through:</p> <p>a) Empowering leaders at all levels, leading to an empowered system.</p> <p>b) Improving quality of leadership at all levels.</p> <p>c) Delivering a minimum data set and supporting data literacy to improve self-evaluation.</p>	<p>4.1 Improve the number of young people entering further and higher education:</p> <p>a) Implement a positive destination strategy to increase the number of young people entering a positive destination on leaving school;</p> <p>b) Increase the number of Foundation Apprenticeships supported by CLL, working in partnership with schools, business partners and Edinburgh College.</p> <p>c) Increase the number of Modern Apprenticeships supported by CLL</p> <p>4.2 Improve the number and type of positive destinations for young people with ASN and care-experienced young people:</p> <p>a) Operate the school work experience programme working with schools and employers</p> <p>60 places to vulnerable young people and adults under the Scottish Government funded 'No one left behind' programme</p>	<p>5.1 Deliver Best Value through: reviewing and implementing the Learning Estate strategy, taking cognisance of the ASN learning estate.</p> <p>b) Robust workforce planning.</p> <p>5.2 Implement the Education Digital Asset strategy, ensuring that digital learning tools are high quality and support excellence in learning and teaching.</p>

1.3 Reduce the attainment gap between the most and least deprived children, including care-experienced children.

for the merged PAVE/PAVE2 programme supporting care experienced and other vulnerable young people in transition from schools to post school living

STEM

continue to support STEM activities to increase uptake in related qualifications and progression into STEM career pathways

4.4 Preparing children and young people for the world of work:

a) carry out an audit of career education standards 3-18 to ensure children and young people receive their entitlement and the authority is delivering on the expectations placed on teachers and practitioners, Skills Development Scotland, employers and parents to support all children and young people in their development of skills and understanding of the world of work;

b) Embed the standards and guidance within learning and teaching across all levels in our schools, in partnership with stakeholders in order to provide pathways for learners that best support the realisation of young peoples' future aspirations.

2. Priority Summary and High Level Strategic Targets *(Please see PPP 69 April 2020 for key priorities for 2020-21)*

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 2020-21 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 	2.3 - Learning Teaching and Assessment 3.2 - Raising Attainment and Achievement	Literacy and Numeracy <ul style="list-style-type: none"> Embed and moderate high quality assessment across the school Develop Numeracy Early and Second Level trackers Embed problem solving strategies from P1-P7 Evaluate and develop teaching strategies to enable pupil voice and recovery curriculum Make next steps more visible in Numeracy and Maths Embed use of common word booklets Continue to teach Signalong consistently across all stages. Develop and review policies for Reading and Listening and Talking. 	All teaching staff will be part of an enquiry group focusing on an area of the SIP Literacy: Lesley Deas Numeracy: Andrew Drysdale Time scales will be agreed through action plans and in consultation with all staff in August	1.3 Reduce the attainment gap between the most and least deprived children, including care-experienced children. Maintain Literacy and Numeracy Attainment at all levels, following our school building closure Pupils are assessed appropriately and accurately, with next steps for learning identified. Pupils are confident talking about these
<ul style="list-style-type: none"> Improvement in employability skills and sustained, positive school leaver destinations for all young people 	2.3 - Learning Teaching and Assessment 3.3 - Increasing creativity and employability	Digital Learning <ul style="list-style-type: none"> To continue to develop plans to show progression in Digital Technologies using the CfE Benchmarks. To support staff, pupil and families' development to enhance blended learning for pupils Continue to moderate the use of Digital Technology 	Laura Macgregor and Enquiry group	1.1 b) Innovative pedagogical approaches and enhanced use of digital technology to support learning. Pupils will make progress with digital skills. This will be evident in class visits and Learner Chats Pupils will engage with blended

				learning. This would be measured weekly for each class and shared with class teacher
<ul style="list-style-type: none"> Improvement in attainment, particularly literacy and numeracy 	2.3 - Learning Teaching and Assessment	<p>Learning and Teaching/Curriculum</p> <ul style="list-style-type: none"> Develop procedures to appropriately assess pupils across Literacy and Numeracy on their return to school, allowing implementation of our 'Recovery Curriculum' Adapt our learning and teaching to best meet the needs of learners Continue to develop practitioner enquiry within our practice Continue to develop play within the Early Years 	Whole staff led by Laura Cameron	<p>1.1 a) Improvements in planning, tracking and assessment and curriculum design and progression.</p> <p>c) Pedagogy, play and progression across Early Level.</p> <p>Teaching practice will develop to enhance learning experiences</p> <p>Children experience a coherent progressive curriculum, based on our local context and meeting their needs, particularly following our school building closure.</p> <p>Maintain Literacy and Numeracy Attainment at all levels, following our school building closure</p>
<ul style="list-style-type: none"> Improvement in children and young people's health and wellbeing 	3.1 - Ensuring wellbeing, equality and inclusion	<p>Health and Wellbeing</p> <ul style="list-style-type: none"> As part of our 'Recovery' Curriculum, increased focus on pupil Health and Wellbeing from ELC to P7, implementing resources from Educational Psychology Extend Zones of Regulation Relationship development with pupils following school building closure 	All staff, working with ASG and Educational Psychology Service	<p>2.2 Develop and improve the Health and Wellbeing curriculum to support the wellbeing of all children and young people, from Early Level to Senior Phase.</p> <p>2.4 Support schools to implement a range of mental health and wellbeing strategies for children, young people and staff.</p>

3. ASG Plan

Establishment	Beeslack and Penicuik ASG
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1. Priorities for Improvement in Current Year (2020)

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	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	

2. Priority Summary and High Level Strategic Targets

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?

<p>Improvement in children and young people's health and wellbeing</p>	<p>Planning and implementing the recovery phase based on solution focused approaches which put Building Resilience and Nurturing Practices at the forefront of all decisions.</p>	<p>2.1 Develop a Nurturing Authority. 2.2 Develop and improve the Health and Wellbeing curriculum to support the wellbeing of all children and young people, 2.4 Support schools to implement a range of mental health and wellbeing strategies for children, young people and staff.</p>		
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