Cornbank St James Primary School

Standards and Quality Report 2021-22

Improvement Plan 2022-23

Contents

School Context

School Information

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 2021/22, we had 12 classes from Primary 1 to Primary 7 and provided full-time Early Learning and Childcare for 56 children. This session our Enhanced P1 Class opened. This provides support for four Primary 1 pupils with a range of additional support needs from Penicuik and beyond. This is staffed by a class teacher and two learning assistants. Children have been fully supported by Primary 7 buddies and form links with our other Primary 1 classes. Our roll was 345 including our ELC. 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 learners 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 May 2022, Cornbank's attendance rate was recorded at 95.89%, which is above the local average. There were no formal exclusions this session.

Learning for Sustainability is at the heart of our work. This session, Cornbank was awarded Silver Rights Respecting School status and its 8th Eco Schools Scotland Green Flag, 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 as a priority. The school has previously been 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 continues to ensure that this is a focus throughout this year.

All staff in Cornbank Primary work hard to provide a high quality education for all children. Although Covid restrictions have led to challenges in our normal close working relationships, creative solutions have been found to work with our partners in the school community. Classes have provided opportunities for families to share in learning through videos and photos shared over Google Classroom. Our active School Partnership (Parent Council) have regularly met online, and have participated in policy developments and support of the school in its drive towards continuous improvement.

There have been a number of staffing changes this session. We welcomed one Newly Qualified Teacher, Miss Katy Thomson to Cornbank and Mr Neil Lavin, class teacher, covering Mrs Abby Chatham's maternity leave. Mrs Lesley Capaldi and Mrs Ann Selfridge, Learning Assistants, retired. We welcomed Mrs Anne Grant, Mrs Christine Martin, Ms Kim Cockburn and Mr Maxwell Drummond as Learning Assistants. In May 2022, Miss Emma Hopkirk began her maternity leave and was replaced in our Enhanced P1 class by Miss Alison Taylor. In November 2021, Mrs Laura Cameron was appointed Head Teacher at Newtongrange Primary School. Mrs Lynsey Stevenson was appointed Head Teacher and she took up the post at the end of May 2022.

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

Consultation & Communication

All teaching staff have led within an Enquiry Group which focuses on the School Improvement Plan priorities throughout the session (time allocated within the Working Time Agreement). All staff contributed to this Standards and Quality report following evaluation sessions held on the May In Service day.

Learners were consulted too through our online Pupil Conference held in March 2022. We regularly update our School Partnership at meetings on the progress of our School Improvement Plan. Minutes are shared with the wider school community.

Standards and Quality Report 2021-22

The Cornbank Community has continued together to embed our School Vision and #RISE Values. Cornbank has continued to make progress with all school priorities during the past session, with most pupils attaining the relevant level at the end of P1, P4 and P7. All teaching staff have led within Enquiry Groups.

This has been a busy session for Cornbank. Covid 19 absence and restrictions continued to have an impact on our school's development this session. There was significant pupil and staff absence during Winter 2021/Spring 2022, resulting in absence cover and extended periods of remote learning for pupils. We liaised with Midlothian Council to ensure effective risk assessment and outbreak management. Restrictions led to classes being unable to mix during learning time and pedagogy had to be adapted to limit infection. Quality Assurance has also been impacted by restrictions. There have also been changes in the Senior Leadership Team during Spring 2022, with an interim period of seven weeks when the DHT acted up as Head Teacher.

Successes and Achievements in Session 2021-22

Leadership and Management

All staff are motivated and committed to the shared ambitious vision through their daily actions. We have 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 moderation and peer discussions were adapted to be in line with Covid restrictions. Regular ASG meetings and ASG Quality Assurance presentations have ensured a shared and consistent approach to Raising Attainment across our local schools. Our PEF plan has also ensured that support has been targeted appropriately and impact has been measured.

Staff have continued to lead through Enquiry Groups (Digital Learning, Nurture, Literacy and Numeracy). 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 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 continuing to develop their strategic vision through their involvement in leading and supporting recognised areas of planned improvement, acting as lead learners during virtual CAT sessions. Strong, trusted relationships are evident with new ideas and approaches being welcomed. 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.

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

Senior Leadership and staff have met regularly to ensure that there is appropriate support and challenge for pupils in all classes. Staff work together to analyse data and moderate across literacy and numeracy, ensuring shared expectations of progress. In June 2022 teachers predicted that in P1, P4 and P7, most children were on track to achieve the appropriate Level by the end of the session. All children who are not on track across the school, and those who were exceeding expectations, were identified and support has continued to be in place.

As the session progressed, and Covid 19 restrictions were removed, we have returned to a greater variety of learning opportunities being offered in classes. One key development of our learning and teaching this session was the deployment of 1:1 digital devices for pupils across the school, with iPads provided for P1-3 and Chromebooks for P4-7. Staff are continuing to find ways of integrating technology into lessons.

We have continued to involve families with their children's learning. Google Classroom is used to share Linking our Learning home learning activities and for informal communication with parents. Teachers recorded 'Meet the Teacher' presentations in August to give an overview of the year ahead. All classes have recorded virtual assemblies. Parental consultations took place as

phone appointments, with a 100% turnout. All pupils took part in a whole school Christmas Signalong of 'Away in a Manger'. We were pleased to return to in-person events to mark our Primary 7s transition to secondary school in June 2022. Our active School Partnership continued to meet virtually and has now returned to face-to face meetings.

Throughout school and ELC we have built strong partnerships with outside agencies. 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. Virtual/In person Child Planning meetings took place for children with ASN throughout the year. All children were represented by a family member, their teacher and in almost all cases other professionals. Older pupils also attended their meeting, when appropriate. Younger pupils met with SfL teacher to discuss targets and progress.

Transition continues to be robust and, this year, we were pleased to be able to re-introduce face to face transitions for ELC to Primary 1, as well as working with Penicuik High School to support transition to S1. Our Primary 7 pupils took part in activity and transition days, as well as stage visits to the High School. ELC took part in the authority-wide 'Midmouse' project and shared learning and activities with families using Twitter. Children also had visits to classrooms, staff visited Partnership ELC Settings and there have been in person and virtual information sessions. The necessary reorganisation of classes this year has required a greater amount of work to ensure effective face-to-face transition.

Successes and Achievements

At Cornbank, we continue to be proud of our many successes and achievements, including partnership working with other schools, Pupil and Staff Leadership and our Cornbank Toolkit.

We continue with our school's commitment to global citizenship, with class cohorts taking the lead in place of Pupil Voice groups (Eco, JRSO, Fairtrade, Knights for Rights, Digital and HWB/Sports). In recognition of our work on Global Citizenship, Cornbank was nominated for a Learning for Sustainability award, as part of the Edinburgh Evening News Local Hero Awards. In September 2021 we achieved our Silver Rights Respecting School Award, following several years' work focusing on embedding rights across the curriculum, while also teaching children explicitly about their rights. Feedback from assessors highlighted the following as key strengths: children's knowledge and understanding of rights, involvement in RRSA being inherent in Cornbank's improvement journey, good relationships between adults and pupils, and strong pupil voice across the school. In February 2022 Cornbank was awarded its 8th Green Flag, recognising our work on environmental themes.

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 are proactive at promoting the strengths of the school. Our annual Pupil Conference took place virtually again this year, but allowed us to gather children's views on the work of the school and contribute to our School Improvement Plan.

This session there have been increased opportunities to take part in sports activities, with the reduction of Covid restrictions. Our Athletics team won the Midlothian Competition in May 2022. We held a successful Health Fortnight, with a range of activities including smoothie bike, basketball tasters and work with Dalkeith Rugby Club. Families were invited to our Sports Day, which involved pupils taking part in a range of taster sessions - karate, gymnastics, races, football and rugby. Virtual competitions and lunchtime clubs were welcome additions to our school calendar. Active Schools also ran 2 blocks of dance for our P1-2 pupils as an after school activity. We have continued to forge community links with St James the Less Church contributing to our Harvest, Christmas and Easter virtual assemblies. Families donated generously to our food bank appeal at Harvest 2021. Primary 7 pupils took part in the Penicuik Rotary Club Quiz.

Following two postponements, our Primary 6 and 7 pupils had 3 days away at PGL Dalguise Camp. This allowed a number of children a chance to experience a residential and take part in a range of activities - giant swing, raft building, problem solving, abseiling and photo hunt. Almost all Primary 7 pupils took part in Bikeability Training with the support of our Development Officer. We work with outside organisations and were pleased to welcome back Edinburgh College, who ran 'Playmaker' for our Primary 6 and 7 pupils.

Review of Progress and Impact

Improvement Priority 1: Digital Learning

Midlothian and National Links

Midlothian Education Service Priorities (*highlight only main area(s)*)
1. Attainment & Achievement
2. Included, Engaged and Involved: Wellbeing and Equity
3. Self-Improving Systems
4. Lifelong Learning and Career-Ready Employability
5. Finance and Resources

National Improvement Framework Driver(s) (*highlight only main area(s)*)
- School Leadership
- Teacher Professionalism
- Assessment of Children's Progress
- Performance Information
- Parental Engagement
- School Improvement

HGIOS/HGIOELC Quality Indicators (*highlight only main QIs*)
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

- Staff capacity within Google Workspace has been developed through a range of features to allow collaboration in school. Whole school staff meetings and assemblies are held over Google Meet, all classes have a Google Classroom where Linking Our Learning and other homework and information tasks are stored. Whole school shared documents are stored and used within Google Drive e.g. for In-service days, forward planning, and whole school focus weeks such as Health Fortnight.
- Staff training and confidence building is ongoing. A Baseline Staff Confidence survey was conducted in September 2021 to gauge and understand areas for development. As a result, the Digital Enquiry Group planned, led training sessions and provided resources for staff on using QR codes in the classroom, Plickers for formative assessment, as well as Scratch and Scratch Junior for coding refreshers. Ongoing informal support is provided by members of the enquiry group on a needs basis. Information and drop-in sessions were offered on the migration from GLOW to Google Workspace to support staff in the transition period. A Google Workspace skills classroom has been made available for all staff to access at their own pace to improve skills.
- All staff took part in mandatory authority led digital training in January. 16 members of staff attended at least one of the Google strand sessions with others attending iPad activity training.
- A Digital Technologist has been allocated to our school and is timetabled to support and inspire teachers in integrating digital technologies as part of their teaching.
- The Digital Technologies Enquiry Group has begun the process of reviewing and developing a new Digital Skills Progression Plan. Examples for Early, First and Second level have been created and are ready to be evaluated by school staff and developed further for use. (Midlothian Digital Team to provide).

Progress

- The Digital Technologies Enquiry Group have completed the Digital School Award Self Evaluation and are in the process of compiling the evidence required to apply for the award. Clear strengths and next steps have been identified through this process.
- Pupil Conference Survey carried out in March 2022 highlighted that all pupils were accessing and using Digital Technologies in their classrooms to develop a range of skills.

Impact

- Staff more confident and capable of accessing and using Google Workspace and Google Tools e.g. Google docs. staff awareness is greatly improved. All staff using the Google Workspace.
- Digital Technologist supporting staff with the delivery of programming activities across the school. He has also been supporting our Digital Lead with Digital queries and questions as they arise.
- The Digital Schools Award self evaluation has provided clear next steps for the enquiry group to develop next session.
- Equity of access for learners measure in May 2022 is 100% thanks to Midlothian's Equipped for Learning project.
- Pupils are aware of the benefits of personal devices, when surveyed at our Pupil Conference, they said -
  "We use them every day and it lets me go on to learning websites."
  "You can take it home for homework and don't have to book it."
  "It helps me find more resourceful learning programmes that I couldn't have thought for before e.g Blooket,Hour of code, Interland, Mathsframe."
- All P4-7 learners are now using Chromebooks at home to support learning and fully responsible for the ownership of their own device.
- All P4-7 learners have devised and signed an Acceptable Use Policy for their Chromebook.
- P1-7 learners are motivated and engaged with the addition of their personal digital devices and are keen to access in class daily to support learning.
- Feedback from Staff CLPL training in Plicker and QR Codes highlighted increased confidence in using this in the classroom.

Next Steps

- To support all staff to be Gold level for Google Work Based Skills by June 2023.
- Leadership and Vision - Strategy and Planning: Build and promote awareness of Read, Write Toolbar with staff and pupils as a tool to support all, as well as other available assistive technology. Provide guidance on how best to use tools and make clear references within the digital learning and teaching policy to assistive technologies.
- Leadership and Vision - Internet Safety and Cyber Resilience: Develop teacher's, parents'/carer's (school community) understanding of the importance of internet safety and cyber resilience and how they can remain safe online. Research, resource and provide progression advice on stage appropriate

Next Steps

materials. Ensure Acceptable Use Policies for personal devices are developed and agreed to within the establishment phase. These should be discussed, displayed, referred to and reviewed consistently throughout the year.

- Curriculum Planning and Teaching: To fully integrate digital technology into curriculum planning and teaching through further development of the progression plans started in 2021/2022. Continue to promote and expand the range of digital tools used by staff and pupils, in order to develop digital literacy skills and computational thinking. A need to create and implement a progression for programming and computational thinking has been identified.
- School Ethos: Develop/train a Digital Pupil Leaders Group to support other learners with the features of Google tools, facilitate pupil voice, celebrate learners digital achievements and promote collaboration with other schools

Improvement Priority 2: Nurture and HWB

Midlothian and National Links

Midlothian Education Service Priorities (*highlight only main area(s)*)
1. Attainment & Achievement
2. ==Included, Engaged and Involved: Wellbeing and Equity==
3. Self-Improving Systems
4. Lifelong Learning and Career-Ready Employability
5. Finance and Resources

National Improvement Framework Driver(s) (*highlight only main area(s)*)
● School Leadership
● Teacher Professionalism
● Assessment of Children's Progress
● Performance Information
● Parental Engagement
● ==School Improvement==

HGIOS/HGIOELC Quality Indicators (*highlight only main area(s)*)
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
- Nurture Lead appointed April 2022 (Sarah Denholm)   - Staff baseline questionnaire of Nurture awareness and understanding sent out and taken back in June 2021.   - Results formed part of a school self-evaluation audit which identified areas of strength and target development needs - it was sent to midlothian council June 2021.   - Nurture Enquiry group led a CAT session in Oct 2021 on the Nurture Principles - staff came up with activities to create understanding of the principles for children which would later be delivered at assemblies.   - In January 2022, Claire Finlay, Educational Psychologist, delivered a CPD session to all teaching staff on 'Nurture Training, attachment aware and 6 Nurture Principles in practice'.   - Across term 3 - every week a new nurture principle was introduced and explained to the children. Children could contribute their thoughts via a chat function with their classes to form a discussion around nurture. There was a takeaway task after each session to help the children consolidate the principle. Teachers were encouraged to take pictures of activities which were them shared via Cornbank twitter using the #nurturemidlothian as requested by Midlothian council.   - As a school we continue to use Zones of Regulation - every class has a check in.   - The 'fix it folder' (a tool to help deal with conflicts) was introduced with some learners with great success.   - A whole school nurture garden display was created in the dining hall based on the principle of self-esteem. Every child within Cornbank created their own handprint that detailed qualities that they feel are important and represent them.   - All children engaged in Pupil Conference questions about nurture and what they understood it to mean.   - Nurture lead attended all Midlothian council run sessions.

Progress

- The RSHP resource was introduced from ELC-Primary 7 to support learning and teaching in this area of the curriculum. Training for staff took place in October 2021. ELC and all classes are now using this.
- Building Resilience Year 1 has been used from October 2021 in all classes, with Launch, Reflection and Sharing Assemblies drawing themes together.

Impact

- All staff now have some form of nurture training, almost all teaching staff have at least 2 hours of training and our Nurture Lead has at least 12 hours.
- Almost all pupils demonstrated understanding via engaging in assemblies based on the 6 nurture principles. This was evidenced in dialogue and messages through the online chat function.
- Most pupils demonstrated understanding in the activities that they engaged in to do with each nurture principle. Pictures were taken and shared with the Cornbank community via our school twitter page.
- All children are confident using the Zones of Regulation to identify and share how they are feeling. This can be seen within every classroom in the school.
- The 'fix it folder' has been successfully used to help some children independently communicate with adults and classmates how conflict arises and what they could do to resolve the situations. Identified children have been able to use this to help reintegrate after conflict.
- Most children enjoy looking at our school nurture garden and are keen to find out about others from it too. Children can often be seen looking at and engaging with the display.
- The pupil conference showed that most children have an awareness of what the term 'nurture' means, can identify ways in which children are nurtured at Cornbank and some can identify the nurture principles by their titles.

Next Steps

- Morning meet and greet at doors for each class with their teacher. Classes come up with their own ways they would like to be welcomed and display posters on doors as they come in (elbow bump, wave, dance etc).
- Adding a 'Nurture' document to forward planning folders to outline specific strategies used in various classes as well as with different learners. This will be provided at the start of the new session.
- Nurture floorbook to be updated with journey so far using pictures and screenshots from throughout the year. This will help document and evidence Cornbank's work with nurture as it progresses.
- Create a fix-it folder for each class and SLT staff to use for Restorative Practice. This will benefit learners across the school.
- Begin to develop a parental awareness of the need to nurture 'all' children.
- Establishment phase for first 4 weeks to revisit nurture principles and other HWB initiatives at Cornbank PS.

Next Steps
- Nurture group to revisit the whole school behaviour policy to impact on behaviour across the school and streamline to reflect RISE values.   - Re-introduce house points to support with improved behaviour.   - Upskill support staff to meet the Health and Wellbeing needs of children (Talking/Drawing Support)   - Continue to promote the UNCRC rights through the RRSA Award, assemblies and our Knights for Rights pupil voice group.   - Plan events for staff nurture and HWB.

Improvement Priority 3: Raising Attainment in Literacy

Midlothian and National Links

Midlothian Education Service Priorities (*highlight only main area(s)*)
1. ==Attainment & Achievement==
2. Included, Engaged and Involved: Wellbeing and Equity
3. Self-Improving Systems
4. Lifelong Learning and Career-Ready Employability
5. Finance and Resources

National Improvement Framework Driver(s) (*highlight only main area(s)*)
- School Leadership
- Teacher Professionalism
- ==Assessment of Children's Progress==
- ==Performance Information==
- Parental Engagement
- ==School Improvement==

HGIOS/HGIOELC Quality Indicators (*highlight only main area(s)*)
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

- Weekly Signalong continued throughout the year. Shared on a weekly diary with support videos on shared drive. Included revision of last year's signs then progressed to new signs.
- Pupil Conference data re pupil's views on spelling strategies was analysed. A range of multisensory strategies is being used widely across stages.
- Key words booklets - staff were reminded about how to use them; booklets provided for new children.
- Potential virtual author visits were explored as an alternative while visits by authors/library visits were restricted due to Covid 19. There was little of interest and options were expensive. The novelty of online activities wearing off.
- Whole school Christmas poem (Twas the night before Christmas) was recited, filmed and shared with families via Google Classroom.
- Enjoyment and choice was developed through World Book Day activities on Thursday 3rd March - whole-school participation - DEAR and other activities shared via Google Drive and the reopening of our school library.
- New records for reading books (not ORT) were created and introduced.
- Creating Balanced Readers and Writers training event attended by AMC - assessment boxes delivered to school and in-house training visit took place. Initial roll-out with a selection of pupils.
- We began further developing our reading programme by participating in Creating Balanced Readers and Writers. This training event attended by our Support for Learning Teacher - assessment boxes delivered to school and in-house training visit took place. An initial roll-out with a selection of pupils has taken place. Progression in reading was developed by new novel records being created and the continued development of key words booklets.
- Pupil Conference data re pupil's views on spelling strategies was analysed. A range of multisensory strategies is being used widely across stages.
- Tracking meetings took place 3 times this session with class teachers and SLT. We held in school moderation session on Writing (September 2021) and Listening and Talking using questions from the

Progress

Learning, Teaching and Assessment Cycle to support. All teachers took place in Writing and Listening and Talking Moderation across the ASG in October and March.

Impact

- All staff are more practised and confident in moderating literacy leading to clearer understanding of next steps for all learners.
- Pupil Conference responses showed that most pupils remembered most of the signs taught in Signalong this year. This has led to more inclusive communication across the school and embeds the multisensory benefits from using the visual timetable.
- Pupil Conference reponses show that most pupils have an awareness of a range of strategies to support spelling allowing children to find approaches which help them. This increases metacognition, awareness of learner dispositions and engagement.
- Almost all pupils took part in the whole-school poem, allowing parents to share in a whole-school event.
- Almost all pupils took part in the national World Book Day events promoting enjoyment of reading.
- Improved record keeping is helping to avoid repetition of reading material for all pupils which can have a negative impact on enjoyment and engagement. This will also allow for smoother transitions.
- Initial assessment has been carried out and next steps identified for 4 pupils using the new PM benchmark tool.
- Our Literacy attainment shows strengths in reading with 85% of Primary 1 pupils attaining Early Level, 83% of Primary 4 pupils attaining First Level and 89% of Primary 7 pupils attaining Second Level. Our Writing attainment is Early Level 83%, First Level 81% and Second Level 83%.
- All staff are more confident in moderating literacy leading to clearer understanding of next steps for all learners.

Next Steps

- SfLT to complete Talking Mats training to allow all pupils to access their right to have their voice heard in matters affecting them.
- Introduce PM benchmarking tool to staff and explain pedagogy behind it.
- Develop the use PM benchmarking tool to identify and plug the gaps causing barriers to pupils being balanced readers (in line with Midlothian policy) .Use PM benchmarking tool as part of Cornbank baseline assessment for new P1s in August.
- Improve attainment in writing for all pupils by implementing Midlothian/SEIC guidance ensuring consistency across stages.
- Further develop digital skills to allow all pupils to be successful in literacy.
- Continued Moderation of Literacy and sharing of resources and practice across the school. These sessions have been added to the quality assurance calendar.

Improvement Priority 4: Raising Attainment in Numeracy

Midlothian and National Links

Midlothian Education Service Priorities (*highlight only main area(s)*)
1. Attainment & Achievement
2. Included, Engaged and Involved: Wellbeing and Equity
3. Self-Improving Systems
4. Lifelong Learning and Career-Ready Employability
5. Finance and Resources

National Improvement Framework Driver(s) (*highlight only main area(s)*)
- School Leadership
- Teacher Professionalism
- Assessment of Children's Progress
- Performance Information
- Parental Engagement
- School Improvement

HGIOS/HGIOELC Quality Indicators (*highlight only main area(s)*)
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

- Our Numeracy Enquiry Group completed professional learning in a range of areas, including I SEE Maths Training and two staff members completed QAMSO training, delivered by SEIC.
- We worked with Jonathan Weedon, from the Covid Recovery Team, to develop pedagogy in P6 and P7. He worked directly with learners on a range of strategies, but also spent time team teaching with class teachers and developing practice. He worked with learning assistants to upskill staff in order to best support learners at Second Level and shared assessment strategies with the Numeracy Enquiry Group.
- Classroom practice was developed through the introduction of a new Basic Maths Facts level for children requiring extra challenge and resources across the school were audited. Technology continues to be used within lessons and this has developed further since the rollout of digital devices to all pupils.
- Professional learning on High Quality Assessments was delivered in March 2022 and mind maps have been developed for Second Level learners to support children with identifying their next steps. The Numeracy Enquiry Group also carried out full SEAL assessments with children working from P3-7 to develop confidence in identifying pupils' next steps.
- Tracking meetings took place 3 times this session with class teachers and SLT. We held in school moderation session on Time using questions from the Learning, Teaching and Assessment Cycle to support.

Impact

- Engagement in Maths was developed during Maths Week Scotland when pupils took part in a range of active activities.

Impact

- Attainment in Numeracy remains high with most pupils in Primary 1 (85%), Primary 4 (78%) and Primary 7 (81%) achieving the appropriate level. Termly tracking meetings ensure that interventions are appropriate and timely for children. Further development in assessment is now necessary to ensure early interventions and a wider range of assessment material is used.
- Covid Recovery Team work demonstrated an improved understanding of place value with pupils in the focus group and next steps were identified for named children. Learning Assistants and teachers were also equipped with a detailed plan of how to ensure progress. Covid Recovery Team work led to developments in pedagogy at Second Level and practice was adapted to ensure all pupils were supported appropriately. The development of additional Basic Maths Facts materials ensured that pupils are challenged appropriately.
- Teacher self evaluation has shown greater confidence in using technology within classes. Pupil Conference feedback also identifies tools used to help build recall and engage learners. Second Level classes are using Sumdog assessments to track progress within learning. Pedagogy has also been developed with an increased use of concrete materials at Early and First Levels, such as Numicon and counting blocks. Following the completion of SEAL assessments, teachers reported increased confidence at identifying pupils' next steps, particularly those who are not on track for achieving a level.
- Work on high quality assessments increased teacher confidence in creating material for use across several organisers - children are still at an early stage in applying strategies across different pieces of work. Training on hinge questions has made teachers aware of how to pinpoint key next steps and this now needs to be extended further.
- QAMSO training helped contribute to the development of moderation practices in school. Whole school Time moderation ensured progression across the school and identified the need to introduce Time in more day to day activities in class.

Next Steps

- Develop planning across Numeracy by using the new MUMP planners.
- Develop assessment in Numeracy through use of HQAs, hinge questions and Problem Solving built into planning and through assessment using benchmarks.
- Develop pedagogy through ensuring consistent SEAL approach, engaging with Concrete, Pictorial, Abstract, ISee Maths and digital skills to allow all pupils to be successful in Numeracy.
- Develop the use of mindmaps across First and Second Level Numeracy to enable pupils to identify their next steps.
- Continued Moderation Maths and Numeracy and sharing of resources and practice across the school.

ELC Improvement Priority 1: Digital Learning

Midlothian and National Links

Midlothian Education Service Priorities (*highlight only main area(s)*)
6. Attainment & Achievement
7. Included, Engaged and Involved: Wellbeing and Equity
8. Self-Improving Systems
9. Lifelong Learning and Career-Ready Employability
10. Finance and Resources

National Improvement Framework Driver(s) (*highlight only main area(s)*)
- School Leadership
- Teacher Professionalism
- Assessment of Children's Progress
- Performance Information
- Parental Engagement
- School Improvement

HGIOS/HGIOELC Quality Indicators (*highlight only main area(s)*)
1.1 Self-evaluation for self-improvement
1.2 Leadership of learning
1.3 Leadership of change
1.4 Leadership and management of staff
1.5 Management of resources to promote equity

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

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

Progress/Impact

- All staff have made significant progress with adapting to the digital changes made this year. The staff baseline done at the start of the year then again at the end of the year measuring staff confidence and competence levels while using digital devices marked a substantial improvement across the staff team.
- All staff completed a whole day of digital training modules and provided positive feedback on the training and how user friendly it was.
- Through the roll out of IPads children have had increased access to digital devices and are beginning to show an understanding of how digital devices can support their learning and communication at home.
- In a recent child survey some of the children commented on how they feel IPads and computers help them to learn.
- We have continued to communicate with parents using digital platforms and parent partnerships and home links is something we are extremely proud of at Cornbank. In our end of year parent survey all of the respondents said they found the planning and communications shared via Twitter has been beneficial. Some parents commented specifically on how important they feel this communication has been in maintaining positive relationships with ELC during COVID restrictions. All of the parents responded yes to the question - Do you feel more included in your child's learning through the photos, events and plans shared through Twitter.
- Digital Learning is now part of our core provision and the impact has been evident while evidencing our journey in the priority 2 improvement journey journal. Staff had found the drive planning and information shared really effective and feel it has supported time management too. Learners have embraced the digital learning programme and Parents who responded to the survey were evidently pleased with the impact too.

Next Steps

- Staff will continue to develop skills in using digital technology to improve practice across the setting in various capacities to support planning teaching and assessment:
  - Accessing google calendar
  - Continued use of the drive
  - Accessing and using Google class training
  - Navigating and using the I-pads to their full potential.
- Staff will really look at practice and ask how digital technology enhances the learning, able to make informed choices on how to use digital to promote learning.
- We will begin introducing Seesaw as a tool to promote parental engagement, share learning and develop home links.
- The Digital Leads will trail Seesaw for their key groups initially with the view to supporting other staff to implement use of Seesaw.
- Fiona- enhanced key group leader and Emma will also trial see saw at the same time to promote outcomes for learners communication home and home links diaries.
- QR codes will be used to enhance, promote and provide access to more learning opportunities for children in different areas as well as in the floor books
- Children will be supported to access learning through digital technology with the aim of them being able to do this independently.

ELC Improvement Priority 2: Nurture

Midlothian and National Links

Midlothian Education Service Priorities (*highlight only main area(s)*)
6. Attainment & Achievement
7. ==Included, Engaged and Involved: Wellbeing and Equity==
8. Self-Improving Systems
9. Lifelong Learning and Career-Ready Employability
10. Finance and Resources

National Improvement Framework Driver(s) (*highlight only main area(s)*)
- School Leadership
- Teacher Professionalism
- Assessment of Children's Progress
- Performance Information
- Parental Engagement
- ==School Improvement==

HGIOS/HGIOELC Quality Indicators (*highlight only main area(s)*)
1.1 Self-evaluation for self-improvement
1.2 Leadership of learning
1.3 ==Leadership of change==
1.4 Leadership and management of staff
1.5 Management of resources to promote equity

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

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

Progress/Impact

- Nurture principles are and have continued to be embedded across ELC and are very much at the centre of everything we do. This has been evidenced through our floor books, planning and wellbeing logs. The introduction of signposting has promoted nurture and inclusion and a more user-friendly way of tracking development and progress and general wellbeing of children.
- We are very proud of our inclusion groups and have continued to make good progress with these. This year we ran a speech and language group, social communication group, food group, listening skills group and a nurture group throughout the year involving different targeted children each time. The impact of these groups was clear and documented in individual children's wellbeing logs and communicated with parents.
- Staff continued to use the wellbeing indicators to track children's wellbeing and also became more confident in using the wellbeing plan to document parent- key worker wellbeing meetings.
- We have continued to find the restorative approach and zones of regulation an effective tool for supporting and managing emotions and behaviour associated with emotions. We have also introduced some new social stories and zones of regulation lanyards to support children being able to use these tools in a transportable way.
- We sent learning journals home regularly and asked parents to provide feedback. The feedback was always positive and any constructive feedback was responded to separately. We adapted our observation format to include our vision values and aims #RISE We also introduced a home links and achievements floor book to document these. The introduction of Ask me about stickers to share special moments with parents has been a big success and is popular amongst children and parents.
- We reflected upon feedback from our PT Quality Assurance visits and were encouraged to showcase our improvement plans as an example of "excellent practice."
- At our end of year parent survey all respondents said they felt ELC staff were nurturing in their manner and promoted wellbeing. All respondents also said they feel able to approach staff regarding

Progress/Impact
their child's wellbeing needs. We asked for any other feedback as part of our survey and all of the comments were positive.

Next Steps
- Developing staff confidence with supporting children with ASN through targeted support groups. We will run the following groups to support learners throughout the year; - Social communication group - listening group - Speech and language group - 2 ways to play programme. - any other groups recommended by other professionals involved with individuals.   - Staff, parents and other professionals will work in collaboration to ensure the best outcomes for learners.   - All staff will complete becoming an autism skilled practitioner introduction or enhanced course to develop confidence across the whole staff team with working with children with ASD. A log will be kept of staff who have completed this training and when.   - Staff will implement strategies from the training and take part in professional discussions to ensure a best practice consistent approach.   - Staff will continue to improve and develop wellbeing tracking strategies and implementation of these will be conducted in a consistent manner across the ELC.   - Wellbeing logs will be kept up to date and staff will adapt wellbeing approaches supported by our PT to look at environments, role of the adult and wellbeing approaches and how best to improve these.

ELC Improvement Priority 3: Raising Attainment in Literacy and Numeracy

Midlothian and National Links

Midlothian Education Service Priorities (*highlight only main area(s)*)
11. Attainment & Achievement
12. Included, Engaged and Involved: Wellbeing and Equity
13. Self-Improving Systems
14. Lifelong Learning and Career-Ready Employability
15. Finance and Resources

National Improvement Framework Driver(s) (*highlight only main area(s)*)
- School Leadership
- Teacher Professionalism
- Assessment of Children's Progress
- Performance Information
- Parental Engagement
- School Improvement

HGIOS/HGIOELC Quality Indicators (*highlight only main area(s)*)
1.1 Self-evaluation for self-improvement
1.2 Leadership of learning
1.3 Leadership of change
1.4 Leadership and management of staff
1.5 Management of resources to promote equity

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

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

Progress/Impact

- All staff have made significant progress with planning, observations and tracking. All staff have embraced the changes we have made and the feedback has been positive about the observations training staff took part in.
- Staff are able to incorporate a child's learning into daily plans. All staff use Early Level trackers to support observations and have gained confidence in identifying next steps for children as well as identifying Learning Priorities for individual children. We implemented these and observation tracking sheets to ensure all children were being fairly observed by all staff.
- All staff took part in the Up Up and Away training and as a whole staff team we piloted the programme. Generally the staff felt that we were already supporting children with additional support needs well to reach their full potential and our care plans already included many of the same strategies that would be recommended through the Up Up and Away programme. We did find the Up Up and Away Profile and stages map a useful tool to map children's development and find out specific areas we needed to work on.
- We used the wellbeing tool from Up Up and Away to identify potential triggers and support the identified children with a holistic plan, shared with parents and all staff members.
- We used the environments tool to audit the environment and as a result of this we began making changes and completed in house training on environments. We evidenced our changes to the environment with the children taking account of children's opinions and ideas and documented our changes in a journal for the children to input into.
- We adopted a whole ELC approach to developing our skills in sign along. We introduced sign of the week with the children and all staff were phase one sign along trained in house by Susan McCall and Emma Daly (who have both completed sign along training.) The impact of this was evident across staff, learners and parents who all commented positively at our end of year survey.
- Learning has continued to be a focus for weekly meetings.

Progress/Impact
- Learning Journals were moderated by SEYP and feedback was provided. Staff also engaged in moderating Learner Journals. This will continue to be focus next session and will continue to be built into our Quality Assurance calendar.   - Literacy and Numeracy based experiences have been offered throughout the year in a variety of different contexts including during our Play on Pedals sessions. We were delighted that through Play on Pedals learners engaged in learning experiences they would not necessarily always engage in if it was a sit down learning experience.   - We used our Learning priority tracking sheets to support experiences and a different learning priority was chosen each week for the planning in each of our improvement priority areas. In our end of year parent survey, all families stated that they found the weekly plan shared with parents reflects literacy and numeracy priorities within it.

Next Steps
- All EYPs will complete all sections of the Google Class training on Responsive and Intentional Planning: The Planning Cycle. This will support weekly literacy and numeracy priorities being added to the planning and effective experiences linked to outcomes for children will be provided and documented.   - Staff will embed practice of linking learning back and signposting learning across the ELC in order to create clear links between planning, observations, wellbeing logs and learning journals to ensure literacy, numeracy and health and wellbeing progress is being effectively monitored across different platforms.   - Involving learners in the planning. Staff will complete a floor book audit and amend practice accordingly to ensure full access to floor books and learning journals is available at all times, ensuring learners are fully involved in their learning, improving literacy, numeracy and health and wellbeing outcomes.

Capacity for Continuous Improvement

Quality Indicator	LA/School Self-Evaluation	Authority Reviews / Theme Visits	HMIe/ Care Inspectorate Inspection Grades
1.3 Leadership of Change	Very Good	Good (2017)	Quality of care and support 5 - Very Good Quality of staffing 5 - Very Good
2.3 Learning, Teaching and Assessment	Good	Good (2017)	
3.1 Ensuring Wellbeing, Equity and Inclusion (take into account 2.1.)	Very Good		
3.2 Raising Attainment and Achievement / Securing Children's Progress	Very Good		

Improvement Plan 2022-23

Midlothian

Establishment	Cornbank St James Primary School
Area	Penicuik ASG
Session	2022-23

Prepared by: **Lynsey Stevenson**, Head of Establishment   Date: June 2022

Reviewed by: **Annabel Bates**, Schools Group Manager   Date: Sept 2022

Midlothian Education Service Priorities

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

	Priority 1 Attainment and Achievement	Priority 2 Included, Engaged and Involved: Wellbeing and Equity	Priority 3 Self-Improving Systems	Priority 4 Lifelong Learning and Employability
	including young carers/care experienced children		quality of education provision across our early learning and childcare (ELC) settings and schools	

Associated Schools Group Improvement Plan 2022-23

![Midlothian logo]

Establishment	Penicuik ASG

Priorities for Improvement in Current Year (2022-2023)

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 2021-22 AND use your own contextual targets IF REQUIRED*
Priority 1 Attainment and Achievement Improved attainment within the broad general education stages **1.2** Improved attainment within the senior phase. **1.3** The poverty related attainment gap is narrowed	2.3 3.2	Data analysis of Numeracy outcomes CFE – P1, P4, P7 and S3. Will feed into CAR process and next steps Identify strengths and areas for development through curriculum review within each ASG school. Secondary CAR review in first Term 2022 - LA input Primary School review template to be developed with input from school numeracy champions and ASG Numeracy lead - C Hadden and follow Secondary model in terms of inputs CAT session Friday 2nd December	Primary school Numeracy Co-ordinators PT of Numeracy PHS Enhanced Numeracy lead	All teachers within Penicuik ASG will develop a better understanding in literacy and numeracy. The moderation process will assist teachers in arriving at valid and reliable decisions on learners' progress towards, and achievement of, a level. The aim is for there to be a consistent approach in assessments and shared expectation of children's progress across the ASG. This will further support transitions between Primary and Secondary.

Data to Inform Improvement

The statistical data used to inform improvement is contained within a separate spreadsheet which can be accessed by clicking on the link below:

🟩 Cornbank St James Primary School - Data to Inform Improvement - SQIP 22-23

Priority Summary and High Level Strategic Targets

Improvement Priority 1: Raising Attainment in Literacy

Midlothian Education Service Priorities (*highlight only main area(s)*)

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

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

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

HGIOS/HGIOELC Quality Indicators (*highlight only main area(s)*)

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

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

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

Key Actions	Lead Person / Timescales	Expected Measurable Outcomes for Learners *please refer to NIF targets at start of this section for 2022-23 AND use your own contextual targets IF REQUIRED*
• Share PM benchmarking with Literacy group and wider staff. Staff will be supported to implement the resource and provide contexts for use as appropriate. • Continued moderation of Literacy and sharing of resources and practice across the school and ASG. • Attend literacy champs meetings, disseminate information and implement actions • Create a shared drive for P4-7 staff to upload examples of good practice when using the read write toolbar and hold optional drop in session. • Survey staff regarding use of Jolly Grammar across all stages and agree consistent approach • Remind staff about the importance of Signalong and signpost the uploaded videos for support.	Lesley Deas and Enquiry Group Ongoing	• Tracking meeting discussions will include targeted 'next steps' in reading for all those pupils who have been assessed using the PM tool. These discussions will demonstrate that all staff feel better equipped to identify gaps in reading ability and put measures in place to close the gaps in creating balanced readers. • All staff will have increased confidence levels, and more robust evidence to make accurate level judgements. Achievement of a level expectations will be consistent across school. • To be agreed following first and subsequent meetings. • Staff will have a bank of ideas/tips for using the toolbar effectively. Reluctant writers will show they can produce higher quality texts - this being monitored through our core plus stretch aims • Results will be used to agree a more consistent approach to spelling across the school - resurvey at the end of the session to gauge staff increased confidence • Survey at beginning and end of school year to measure pupil awareness and ensure that signs are being used to support inclusive communication

Key Actions	Lead Person / Timescales	Expected Measurable Outcomes for Learners *please refer to NIF targets at start of this section for 2022-23 AND use your own contextual targets IF REQUIRED*
• Promote and provide ideas and activities for world book day/Scottish book week/author visits. Bear equity in mind		across the school • Increased engagement and enjoyment towards reading with a whole-school and cross-stage approach. All Cornbank learners to participate. Pupil Conference will also collate learner voice

Improvement Priority 2: Raising Attainment in Numeracy

Midlothian Education Service Priorities *(highlight only main area(s))*
1. Attainment & Achievement
2. Included, Engaged and Involved: Wellbeing and Equity
3. Self-Improving Systems
4. Lifelong Learning and Employability

National Improvement Framework Driver(s) *(highlight only main area(s))*
● School and ELC Leadership
● Teacher and practitioner professionalism
● Curriculum and assessment
● Performance Information
● Parental/carer involvement and engagement
● School and ELC Improvement

HGIOS/HGIOELC Quality Indicators *(highlight only main area(s))*
1.1 Self-evaluation for self-improvement
1.2 Leadership of learning
1.3 Leadership of change
1.4 Leadership and management of staff
1.5 Management of resources to promote equity

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

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

Key Actions	Lead Person / Timescales	Expected Measurable Outcomes for Learners *please refer to NIF targets at start of this section for 2022-23 AND use your own contextual targets IF REQUIRED*
● Develop planning across Numeracy by using the new MUMP planners. ● Develop pedagogy through ensuring consistent SEAL approach, engaging with Concrete, Pictorial, Abstract, ISee Maths and digital skills to allow all pupils to be successful in Numeracy. ● Engage with Maths Week Scotland to promote Mathematics. ● Develop the use of mindmaps across First and Second Level Numeracy to enable pupils to identify their next steps. ● Develop assessment in Numeracy through use of HQAs, hinge questions and Problem Solving built into planning and through assessment using benchmarks.	Andrew Drysdale and Enquiry Group	● All children will experience progressive experience in Numeracy, demonstrated through forward planning/pupil progress meetings and class visits to ensure sustained attainment. ● Pedagogy will include a range of strategies, as demonstrated through class visits and feedback from staff and pupils. ● Children who require extra support in Numeracy will experience input using a range to strategies to support them. ● All children will engage in assessments demonstrating their ability to apply skills in unfamiliar settings.

Key Actions	Lead Person / Timescales	Expected Measurable Outcomes for Learners *please refer to NIF targets at start of this section for 2022-23 AND use your own contextual targets IF REQUIRED*
• Use of SNSA, moderation, range of evidence to make achievement of level judgements • Continued Moderation Maths and Numeracy and sharing of resources and practice across the school.		• Achievement of a level expectations will be consistent at all stages across the school, evidenced through pupil progress meetings and moderation.

Improvement Priority 3: Digital Learning

Key Actions	Lead Person / Timescales	Expected Measurable Outcomes for Learners *please refer to NIF targets at start of this section for 2022-23 AND use your own contextual targets IF REQUIRED*
● All staff to be confident in accessing range of Google Workspace tools	Laura Macgregor and Enquiry Group	● All staff will have achieved Gold Workspace Tools Level, leading to staff being able to teach skills to pupils and to support their learning and skills for future careers/jobs etc. Time provided through WTA to allow staff to complete
● Use of Cornbank/Midlothian Technologies Framework and development of curriculum, with focus on computational thinking and programming (microbits, Markup and Spheros)		● Technologies Framework to be used in all classes, leading to range of experiences for pupils embedded in daily learning - to be monitored through forward planning/pupil progress meetings ● Consistency and progression in teaching and learning technologies across all levels - Midlothian Digital formats.

Key Actions	Lead Person / Timescales	Expected Measurable Outcomes for Learners *please refer to NIF targets at start of this section for 2022-23 AND use your own contextual targets IF REQUIRED*
● Development of Read and Write Toolbar, with training for all staff and rolled out to P4-7 pupils in all classes ● Development of Digital Safety skills, led by Pupil Voice Group		● All P4-7 pupils (Chromebook digital device) use Read and Write Toolbar, as appropriate. This will also be monitored through our Core Plus stretch aims ● All pupils can identify key methods of how to stay safe online. Pupil Conference will collate learner feedback and confidence

Improvement Priority 4: Nurture and HWB

Midlothian Education Service Priorities (*highlight only main area(s)*)
1.   Attainment & Achievement
2.   ==Included, Engaged and Involved: Wellbeing and Equity==
3.   Self-Improving Systems
4.   Lifelong Learning and Employability

National Improvement Framework Driver(s) (*highlight only main area(s)*)
● ==School and ELC Leadership==
● Teacher and practitioner professionalism
● Curriculum and assessment
● Performance Information
● Parental/carer involvement and engagement
● ==School and ELC Improvement==

HGIOS/HGIOELC Quality Indicators (*highlight only main area(s)*)
1.1   Self-evaluation for self-improvement
1.2   Leadership of learning
1.3   Leadership of change
1.4   Leadership and management of staff
1.5   Management of resources to promote equity

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

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

Key Actions	Lead Person / Timescales	Expected Measurable Outcomes for Learners *please refer to NIF targets at start of this section for 2022-23 AND use your own contextual targets IF REQUIRED*
● Upskill support staff to meet the Health and Wellbeing needs of children (Talking/Drawing Support). Learning assistants trained to deliver sessions.	Lynsey Stevenson and Learning assistants. First session to start September 2022.	● Support with social and emotional behaviour. Children are supported in their wellbeing. All children taking part will have the opportunity to evaluate their sessions. Minimum of 10 learners to engage this session
● Continue to promote the UNCRC rights through the RRSA Award, assemblies and our Knights for Rights pupil voice group.	SLT, class teachers Pupil voice group	● All classes, learners and staff have a class charter and an awareness of the UNCRC.

Key Actions	Lead Person / Timescales	Expected Measurable Outcomes for Learners please refer to NIF targets at start of this section for 2022-23 AND use your own contextual targets IF REQUIRED
● Establishment phase for first 4 weeks to revisit nurture principles and other HWB initiatives at Cornbank PS. 4 week planning document created for staff to use.	SLTAugust 2022	● All children across the whole of school will take part in establishment phase in August. Consistency across whole school. Learning Walks will provide feedback on impact of Establishment Phase
● Re-introduce house points to support with improved behaviour. Launch at assembly and house captains resume responsibility for count.	Lynsey Stevenson, P7 teachers and house captains.	● Inclusion of all children and improvement in behaviour across school. Successes recognised and celebrated. Pupil Conference to collate feedback
● Nurture group to revisit the whole school behaviour policy to impact on behaviour across the school and streamline to reflect RISE values. Regular revisits in classrooms and through weekly assemblies.	Enquiry Group Launch CAT 1	● Consistency across the whole school as all children are fully aware of the school values and how it relates to our behaviour expectations. All class teachers involved in the writing process and will embed in classrooms
● Morning meet and greet at doors for each class with their teacher. Classes come up with their own ways they would like to be welcomed and display posters on doors as they come in (elbow bump, wave, dance etc).	Enquiry Group Launch CAT 1 Up and running by 3rd October All primary year groups	● All children will feel more included and ready to learn after a positive start to their day. Monitor the impact on behaviour
● Adding a 'Nurture' document to forward planning folders to outline specific strategies used in various classes as well as with different learners. This will be provided at the start of the new session.	Enquiry Group Launch CAT 1 Completed by second forward planning meeting. All planning folders.	● All teachers will have Evidence of nurture in forward planning folder as a way to track across school. Forward planning/pupil progress meetings to discuss and review

Key Actions	Lead Person / Timescales	Expected Measurable Outcomes for Learners *please refer to NIF targets at start of this section for 2022-23 AND use your own contextual targets IF REQUIRED*
• Create a fix-it folder for each class and SLT member to use for Restorative Practice. This will benefit learners across the school.	Enquiry Group Launch CAT 1 Video In place by October Break	• All children can be included when resolving conflicts and given appropriate time to reflect on their actions, solve a problem themselves and take ownership of this. Learners will be more capable of self regulation
• Begin to develop a parental awareness of the need to nurture 'all' children.	Enquiry Group Flyer February Continue to use #nurturemidlothian	• All parents are made aware of Nurture Priority, receive flyer and see posts on twitter.
• Nurture floorbook to be updated with journey so far using pictures and screenshots from throughout the year. This will help document and evidence Cornbank's work with nurture as it progresses.	Enquiry Group Ongoing and updated throughout session	• Evidence gathered throughout the session of work done to date.
• Plan events for staff nurture and HWB. e.g. birthday buddies, regeneration of staffroom, staff shout outs, wellbeing gatherings out of school…	Lynsey Stevenson Ongoing	• All staff feel part of a team and included. All staff feel valued. Survey at year end of staff

ELC Improvement Priority 1: Raising Attainment in Literacy and Numeracy

ELC Quality Improvement Plan: Our Action Plan Priority 1 Raising Attainment Observations, Planning and Assessment
HGIOELC 3.2 Securing Children's Progress and 2:3 Learning, Teaching and Assessment
CI Quality Framework QI 4.1

Key Actions	Lead Person / Timescales	When will this be done?	Expected Measurable Outcomes for Learners *please refer to NIF targets at start of this section for 2022-23 AND use your own contextual targets IF REQUIRED*	What will you gather to show evidence of achievement/ Where will evidence be held?
RTA 6.2 Responsive and intentional learning. All EYPs will complete all sections of the Google Class training on Responsive and Intentional Planning: the planning cycle. Supporting weekly literacy and numeracy priorities being added to the planning and effective experiences linked to outcomes for children will be provided and documented.	Emma Daly Lead All EYPs will take part in training.	September-December 2022 for completion of modules Putting into practice is ongoing throughout the year.	- Practitioners will understand the importance of having a range of sources of planning. - Practitioners will understand the definitions of intentional and responsive planning and use this knowledge to ensure you have a balance of both to support learning in your setting. - Practitioners will use observations to inform planning to meet the needs of individual children and groups of children. - Practitioners will be able to identify the potential learning when planning interactions, experiences and spaces, and understand why this is important. - Practitioners will understand the importance of evaluating learning and be able to evaluate what you are observing and use this knowledge to support progression in learning. - Practitioners will understand the importance of planning for progression in learning and development. Planning will include opportunities for breadth, depth and progression.	- Improvement plan journals - Floorbooks - Individual learning journals - Planning - Wellbeing logs
Staff will embed practice of linking learning back and signposting learning across the ELC in order to create clear links between Planning, Observations, Wellbeing Logs and	All ELC staff	Ongoing	- Staff will understand the importance of signposting to ensure a consistent and effective approach to linking all documents together. - Staff workload will be reduced as signposting will save duplicating evaluations/ information.	- Improvement plan journals. - Floorbooks - Individual learning journals - Planning - Wellbeing Logs

Key Actions	Lead Person / Timescales	When will this be done?	Expected Measurable Outcomes for Learners *please refer to NIF targets at start of this section for 2022-23 AND use your own contextual targets IF REQUIRED*	What will you gather to show evidence of achievement/ Where will evidence be held?
Learning journals to ensure Literacy numeracy and health and wellbeing progress is being effectively across different platforms.				
Involving Learners in the planning. Staff will complete a floor book audit and amend practice accordingly to ensure full access to floor books and learning journals is available at all times, ensuring learners are fully involved in their learning, improving literacy, numeracy and health and wellbeing outcomes.	All ELC staff to ensure learners are involved in their learning	Ongoing Baseline Audit done at the beginning of the year then again at the end of the year	- Staff will understand the value of why children should be involved in planning their learning - Staff will have an understanding of a range of strategies to involve children and use this to inform planning. - Staff will make appropriate changes to ensure best practice with the floor books. All staff will be confident in managing and using the floor books for their full intended purpose. - Children will have a clear understanding of where their learning is documented and how we access it. They will be fully involved in the process including setting learning priorities - Children will feel respected, included and nurtured.	- Improvement plan journals - Floor book audits - Floorbooks - Planning - Wellbeing Logs - Childrens' survey - Individual learning journals

ELC Improvement Priority 2: Digital Learning

ELC Quality Improvement Plan: Our Action Plan Priority 2 Enhancing Learning, Teaching and Assessment using Digital Technology
HGIOELC 2.3 Learning teaching and assessment 2.7 Partnerships
CI Quality Framework QI 1.4 Family engagement

Key Actions	Lead Person / Timescales	When will this be done?	Expected Measurable Outcomes for Learners *please refer to NIF targets at start of this section for 2022-23 AND use your own contextual targets IF REQUIRED*	What will you gather to show evidence of achievement/ Where will evidence be held?
Staff will continue to develop skills in using digital technology to improve practice across the setting in various capacities to support planning teaching and assessment: ● Accessing Google calendar ● Continued use of the drive ● Accessing and using Google class training ● Navigating and using the I-pads to their full potential Staff will really look at practice and ask how digital technology enhances the learning, able to make informed choices on how to use digital to promote learning. All staff will complete bronze, silver and gold Google workspace skills training by the end of the session	Lynsey Stevenson/ Laura Macgregor to lead training on this All staff to take part	Ongoing throughout the year/Lynsey to provide training	● All Staff are able to access and use the Cornbank Google calendar confidently ● Workload reduced due to having access to all platforms on the go and in all areas of the playroom ● Staff understand how digital technology can support learning, teaching and assessment ● Staff are able to assess the value to the children and choose appropriate experiences that promote learning when using digital devices ● Baseline taken in September of how confident staff are with Google workspace. Completion of the modules to be tracked by Laura Macgregor throughout the session	● Staff feedback ● Training evidence ● Improvement journal to document evidence ● Digital passports as evidence of Workspace skills training

Key Actions	Lead Person / Timescales	When will this be done?	Expected Measurable Outcomes for Learners *please refer to NIF targets at start of this section for 2022-23 AND use your own contextual targets IF REQUIRED*	What will you gather to show evidence of achievement/ Where will evidence be held?
We will begin introducing Seesaw as a tool to promote parental engagement, share learning and develop home links. The Digital Leads will trial Seesaw for their key groups initially with the view to supporting other staff to implement use of Seesaw Fiona- enhanced key group leader and Emma will also trial Seesaw at the same time to promote outcomes for learners communication home and home links diaries	Initial Trial Emma Fiona Sean Leah Caron All staff after Jan	Trial October-December Intended roll out to all Learners January	• Trial will be successful and Seesaw will be rolled out to all learners after Christmas. • Parents will feel included in the life of the setting and are able to access all information online and receive notifications • Twitter will be used less to communicate home links learning, information will gradually be transferred over to Seesaw with Twitter being used for its more conventional use rather than a sharing information platform. • Paper home links diary use can be reduced and Seesaw will provide the information shared in these.	• Parent feedback • Staff feedback • Learner feedback • Evidence documented in improvement journal
QR codes will be used to enhance, promote and provide access to more learning opportunities for children in different areas as well as in the floor books Children will be supported to access learning through digital technology with the aim of them being able to do this independently.	Leah to lead QR code generating All staff to access	Playroom QR codes by December More specific QR codes after the whole class Seesaw rollout	• Children are able to scan QR codes using the IPad and access learning through this independently. • Staff are able to generate QR codes that will promote learning for learners to access in various areas of the nursery. • Staff are able to generate QR codes that link to specific events on Seesaw. • Children are able to show an understanding of how digital technology can enhance their learning.	• Individual learning journals will evidence children learning through ICT outcomes • Evidence gathered in improvement journals • Staff survey • Child survey • Floorbooks and planning used to support learning through digital

ELC Improvement Priority 3: Nurture and HWB

ELC Quality Improvement Plan: Our Action Plan Priority 3 Equity and Inclusion.
HGIOELC 3.1 Ensuring Wellbeing, Equality and Inclusion
CI Quality Framework QI 1.1 Nurturing care and support

Key Actions	Lead Person / Timescales	When will this be done?	Expected Measurable Outcomes for Learners *please refer to NIF targets at start of this section for 2022-23 AND use your own contextual targets IF REQUIRED*	What will you gather to show evidence of achievement/ Where will evidence be held?
Developing staff confidence with supporting children with ASN through targeted support groups. We will run the following groups to support learners throughout the year; ● Social communication group ● Listening group ● Speech and language group ● 2 ways to play programme. ● Any other groups recommended by other professionals involved with individuals Staff, Parents and other professionals will work in collaboration to ensure the best outcomes for learners.	Emma, Fiona, Susan to Lead All staff to be involved at some level	Groups will run throughout the year	● Learners are supported in an inclusive and nurturing environment and individual support plans will be used effectively and consistently by all staff ● Staff develop in confidence in delivering groups ensuring they can be run consistently regardless of staff absence, availability etc ● Children develop and progress and staff are effectively able to provide evidence of progress through observations, planning and wellbeing logs	● Individual learning journals observations ● Wellbeing logs ● Improvement journal ● Child feedback where appropriate (Could be observation based) ● Parent feedback ● Outside Professional support/ feedback

Key Actions	Lead Person / Timescales	When will this be done?	Expected Measurable Outcomes for Learners please refer to NIF targets at start of this section for 2022-23 AND use your own contextual targets IF REQUIRED	What will you gather to show evidence of achievement/ Where will evidence be held?
All staff will complete becoming an autism skilled practitioner introduction or enhanced course to develop confidence across the whole staff team with working with children with ASD. A log will be kept of staff who have completed this training and when. Staff will implement strategies from the training and take part in professional discussions to ensure a best practice consistent approach.	Emma to lead and organise	Staff will be booked onto courses when the training directory becomes available	● Practitioners will be aware of how a child affected with ASD might present, how to request assistance from other services, general strategies for support and be aware of resources that are available to enhance their skills and practice ● Practitioners will be able to adapt the curriculum and environment to support children and young people with ASD. This will include adaptations to support social communication and interaction, consider wellbeing needs and support requirements such as use of visual supports. They will be able to agree appropriate targets and plan these with family and colleagues	● Staff feedback will be obtained post completion of the course. ● Evidence of effective implementation of strategies will be gathered in individual wellbeing logs, learning journals and where appropriate in the improvement journals.
Staff will continue to improve and develop wellbeing tracking strategies and implementation of these will be conducted in a consistent manner across the ELC. Wellbeing logs will be kept up to date and staff will adapt wellbeing approaches supported by our PT to look at environments, role of the adult and wellbeing approaches and how best to improve these.		Emma/ Katie to Lead with PT support All EYPs to engage in appropriate training and implementation of improvement strategies.	● Staff will revisit the adult role and reflect on existing practice as well as where we need to improve. ● Staff are able to use the HIGIOELC challenge questions and CI Quality illustrations to improve and reflect upon practice honestly improvements will be made accordingly. ● Children experience warmth, caring and nurturing approaches to support their overall wellbeing. ● Staff understand the importance of children's overall development. Routines are reflective of individual children's needs and family wishes.	● Individual learning journals ● Observations ● Weekend logs ● Improvement journals ● Child feedback where appropriate ● Parent feedback ● Professional support/feedback ● Ask Me About journal ● Home Links journal ● Achievement Tree

Pupil Equity Fund Plan 2022-23

Midlothian

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.

PEF Allocation for 2022-23:	£19,600
Carry Forward from 2021-22:	£4,667
Total:	**£24,267**

Gap Provide details of the gap you want to address.	Outcome Statement What do you hope to achieve? What is going to change? For whom? By how much? Timescale?	Measures What data will you gather to determine whether or not improvement is taking place? When will data be collected?	Lead Staff Member Who is responsible for this element of your PEF plan?	Details of Intervention What are you going to do to achieve the outcome?	Cost
Social and Emotional Support	Children feel supported in their wellbeing and are ready to learn	Attendance at drop ins kept weekly and reviewed by SLT regularly. Those attending will be more ready to learn	Lynsey Stevenson	Play Therapy Base drop in service weekly - open to all P5-7 learners	£1,860
Using Evidence and Data for Early intervention	Additional support for Literacy and Numeracy to support pupils who are not on track for achievement of level - small group interventions	Progress of learners tracked at termly attainment meetings	Lynsey Stevenson/ SLT/SfL Teacher	Anne Grant - 24 hours Learning Assistant hours in addition to core LA allocation	£17,425
Social and Emotional Support/Behaviour	Children feel supported in their wellbeing and are ready to learn	Evaluations to be completed by staff/parents after block of sessions. 5 learners in each block x 2 pa. Children will be able regulate better and be ready to learn	LAs/Lynsey Stevenson	Drawing and Talking training for 2 Learning Assistants (Behaviour Modification Techniques)	£598

Gap Provide details of the gap you want to address.	Outcome Statement What do you hope to achieve? What is going to change? For whom? By how much? Timescale?	Measures What data will you gather to determine whether or not improvement is taking place? When will data be collected?	Lead Staff Member Who is responsible for this element of your PEF plan?	Details of Intervention What are you going to do to achieve the outcome?	Cost
Engaging Beyond the School	Equity for all	All children are able to attend camp Attendance tracked	Lynsey Stevenson	All children who in receipt of FME in P6 and P7 will have a substantial contribution towards School Camps	£1,500
Social and Emotional Support/Behaviour	The Onside Programme - Equity for all Children feel supported in their wellbeing and are ready to learn	Evaluations to be completed by staff/parents after a block of sessions - 3 learners Children will be ready to engage with their learning	Lynsey Stevenson	14 weekly sessions with Onside Programme staff working 1:1 or 1:2 with learners	£2.800

Total: **£24,183**

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.