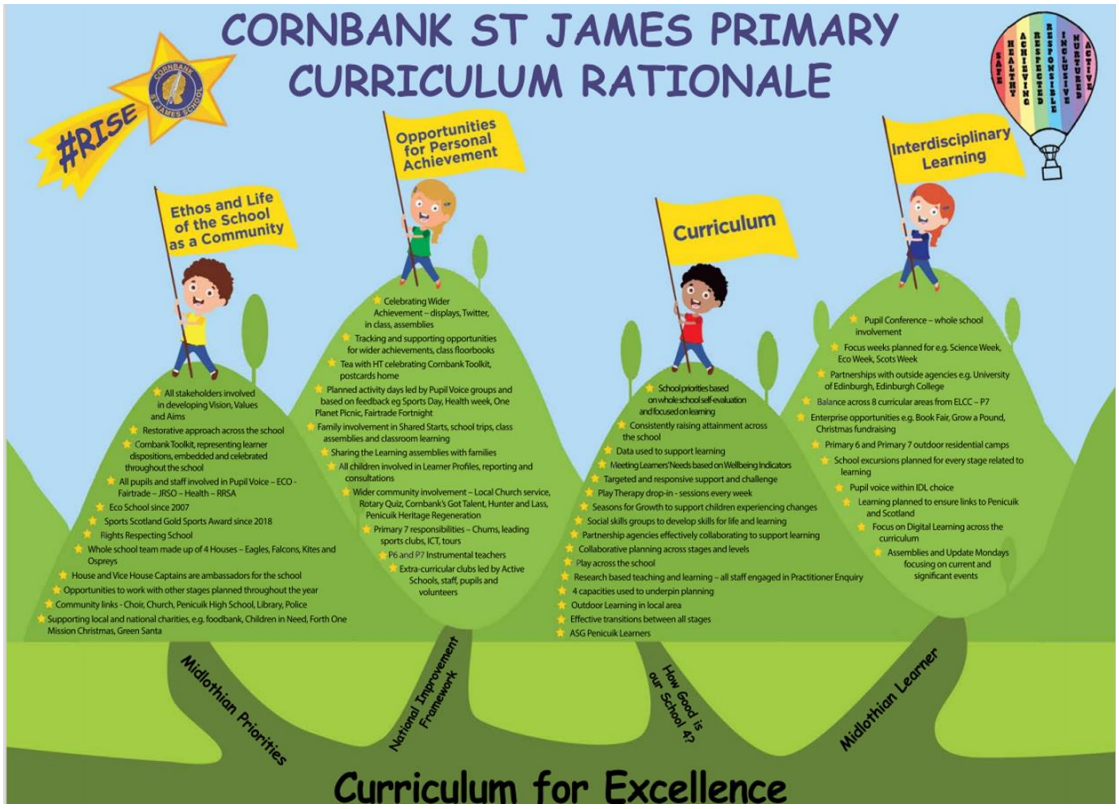
Cornbank St James Primary School

Standards and Quality Report 2022-23
Improvement Plan 2023-24



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Section 1: Our context

a) School/setting information

School/setting name: Cornbank PS
School/setting location: Penicuik
Associated School Group: Penicuik
School/setting roll: 308/56 ELC

Cornbank St James Primary School is a non-denominational and co-educational school. We opened in June 1968 and serve the Penicuik community. During session 2022/23 we had 12 classes from Primary 1 to Primary 7 and provided full-time Early Learning and Childcare for 56 children. Our Enhanced P1/2 class continued to operate throughout this session providing support for two Primary 1 pupils and four Primary 2 learners with a wide range of additional support needs. This closed at the end of the 2022/23 school year. Our school roll currently is 364 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 2023, Cornbank's attendance rate was recorded at 95.1%, which is above the local average. There have been no formal exclusions this session.

Cornbank has achieved eight Green Flags with feedback from Eco School Scotland highlighting our successes in communication with the local community, development of the school grounds and continuing to ensure waste minimisation as a priority. 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 continue to ensure that we retain this status throughout the next session. With the support of our Knights for Rights Pupil Voice group, Cornbank has achieved Silver Aware in respect of the Rights Respecting Schools Award.

Throughout session 2022 - 23, we have seen a return to normal working conditions following Covid with activities to build community restarted - weekly assemblies, class assemblies, cross-stage learning, P1 nativity, coffee dens, pupil voice groups, removal of bubbles at break and lunch, lunch time clubs, shared starts, trips, face to face parent consultations, Meet the teacher evening, Parent Partnership events - Christmas Fair, Fun on the Field to name a few.

There have been a few staffing changes this session. We welcomed two new teachers to Cornbank this session; Newly Qualified Teacher, Miss Laura Mason and Miss Rachel Ball to cover non class contact time. During the session, we welcomed Mr Craig McIntosh, Ms Lesley Coutts and Mrs Claire McManus as Learning Assistants. In addition, Ms Laura Roberston (Learning Assistant) and Ms Kay Thompson (EYP) began their maternity leaves throughout this session. From March-June 2023, Mrs Lynsey Stevenson (Headteacher) was absent from work and the DHT and PT assumed acting roles to ensure the smooth running of the school. All teaching staff and ELC practitioners have led with focuses on the School Improvement Plan priorities. All staff contributed to this year's Standards and Quality Report.

b) School 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

c) Consultation and Communication

This year, we have consulted and communicated in the following ways:

With learners:

- Classroom inputs
- Weekly assemblies
- Monthly Pupil Voice Groups
- P7 House Captains Meetings
- Pupil Conference - April 2023
- Surveys where applicable

With parents, carers and families:

- Home Learning Consultation - September 2022
- ELC-P1 Transition Evaluation - September 2022
- P1 Curriculum Evening - August 2022
- P2-7 Meet the Teacher presentations - September 2022
- Feedback on what Cornbank does well at consultations - October 2022
- Reflecting on Vision and Values at consultations - March 2023
- Termly class newsletters
- Monthly Headteacher newsletter
- School website
- Daily Twitter updates
- Regular Group Calls

With staff:

- Through termly enquiry group meetings
- Quality assurance calendar including classroom observations, forward planning and attainment meetings etc
- In service day and CAT programme
- Weekly staff meetings
- PRD and MPM process
- Google Forms
- Regular email updates

With others:

- Multi-agency/IEP meetings
- School website
- Twitter feed
- Referral forms

Section 2: Standards and Quality Report 2022-23

This year we worked on the following improvements in our school:

- Raising Attainment in Literacy
- Raising Attainment in Numeracy
- Developing Digital Practice
- Develop Nurture/Health and Wellbeing

All	100%
Almost all	91%-99%
Most	75%-90%
Majority	50%-74%
Minority/less than half	15%-49%
A few	less than 15%

Raising Attainment in Literacy

Improvement outcome we were trying to reach	What happened?	Impact on the improvement outcome.	What next?
New writing planner and assessment documents to be introduced. All teaching staff to feel confident in using them.	Literacy Enquiry Group member attended LA introduction session. Supported staff through discussions at Literacy CAT session. Survey sent out in May to assess progress and confidence levels.	New writing planning and assessment document - the majority of staff feel fairly confident in using; a minority (37.5%) have not used it yet; a minority (12.5%) feel not at all confident. Most (87.5%) staff would find a drop in session useful; this will be arranged for the new session.	Further embed the use of new writing planners - highlight tweaks/amendments to planners; arrange drop-in sessions; ensure all staff use the planners from term 1 of 2023/24. Review teaching of spelling following SWST results.
New PM Reading Benchmarking Tool to be introduced and all teaching staff to feel confident in using it when appropriate.	Headteacher and Support for Learning teacher took part in initial training and introduced the Tool to teaching staff via at CAT session. Cover was provided to allow all teachers to carry out at least one assessment each with a learner.	Most staff who attended training were more confident with using PM benchmarking to assess individual children. All staff who attended training have used the tool to assess a learner and give feedback to a child; all of these staff used a jamboard to give constructive feedback on usefulness of resources; all staff believed they would find it useful to use, going forward.	Introduce, support and review use of new Midlothian Reading Planners to support raising attainment in reading. All teaching staff to use new reading planners from term 1 in session 2023/24. Embed reading comprehension strategies from new planners.

All learners can enjoy a range of activities during Scottish Book Week. Funds raised to be used to purchase new reading books.	All learners took part in activities and created whole school 'reading chains' which are now on display. All teaching staff were consulted on genres of reading books which were needed in school and these were purchased with the funds raised at the very successful Book Fair. Parents attended Book Fair.	New books bought (to the value of £1100) and are now being used by most classes. All learners' views sought at Pupil Conference; children confident in listing titles they had enjoyed.	Continue to support and be involved in national reading events e.g. Scottish Literacy Week and Book Fair. Review and set-up relocated library; library launch.
Moderation will take place across areas of literacy to ensure consistency.	Writing 25.10.22 Reading 07.2.23	Writing: Most teachers attended, 20 texts were assessed; all groups agreed levels. Teachers reported increased confidence in what achievement of a level looks like. Reading: Most staff attended training (see comments above)	Moderation of all literacy areas to be included in the Quality Assurance calendar for session 2023/24.
The use of Signalong continues to be monitored to support communication.	Videos on the school server supported daily use of signs. Surveys sent out in Sept and May to review use of Signalong.	Signalong - surveys completed in September then May to show how the use of the signs has impacted on children's confidence in using them to communicate. Of the 25 signs in the survey, children were now more confident in using 24 (almost all) of them. The May survey showed that 19 of the signs were confidently being used by the majority (over 50%) of children, and 9 of them were being used confidently by most (over 75%) of children.	

Raising Attainment in Numeracy

Improvement outcome we were trying to reach	What happened?	Impact on the improvement outcome.	What next?
All learners will experience progressive experiences in Numeracy, demonstrated through forward planning/pupil progress meetings and class visits.	Introduced new MNPs (Midlothian Numeracy Planners) working with Midlothian's Recovery Team. All staff engaged in termly Forward Planning Meetings with SLT and discussions recorded.	Forward Planning Consultations demonstrate that all classes are using new planners leading to improved consistency of teaching and learning across the school. SLT class visits saw provision of challenge and support for learners in almost all classes.	Almost all staff will be confident using new planners and these will be embedded in the Numeracy and Maths practice across the school.
Pedagogy will include a range of strategies, as demonstrated through class visits and feedback from staff and learners.	Midlothian Recovery Team delivered a staff CLPL session looking at Concrete, Pictorial, Abstract (CPA) approach in Numeracy and Maths. Developed staff knowledge of pedagogies and importance of flexible number understanding.	Pupil Conference demonstrated P3-7 learners' ability to name and talk about some strategies. These now need to be extended further. Class visits in May 2023 demonstrated use of a range of strategies in practice in all classes visited.	Assessments (SNSA, DNAs) will demonstrate pupils' use and understanding of strategies to answer a range of questions (e.g. bar models, ENLs, writing word problems).
Learners who require extra support in Numeracy will experience input using a range of strategies to support them.	Claire Hadden (ASG Development Officer) worked with a group of Primary 7s, who are not on track to achieve Second Level. Differentiation used across most classes. All learners have access to a range of resources and materials to support their Numeracy and Maths learning.	Some learners have been able to build new strategies to support their Numeracy and Maths learning. Class visits showed that most staff have differentiation embedded in classroom practice. All staff seek to give children access to learning at a level appropriate to them. Many learners were able to identify a large range	All Second Level staff will identify learners they feel would benefit from use of Plus 1 and Power of 2 to add to recall of facts. Trial of material in some classes

		of resources used during pupil conference.	
All learners will engage in assessments demonstrating their ability to apply skills in unfamiliar settings.	New DNAs (Diagnostic Numeracy Assessments) used to assess across the school. Some classes are working on Problem Solving skills and questions (Badger Maths).	All staff using new DNA assessments and marking schemes - increased consistency of /expectation and marking across the school. Some learners are able to apply learning to unfamiliar questions/ scenarios. Clearer progression and marking of assessments leading to consistent scoring.	All staff will continue to use DNAs and link these to strategy learning. All classes will be provided with opportunities to apply their learning through Problem Solving tasks and learning. All staff aware of High Quality Assessments and use of these is ongoing.
Achievement of a level expectations will be consistent at all stages across the school, evidenced through pupil progress meetings and moderation.	New DNAs introduced to support professional judgement of achievement of a level and identify children's next steps. ASG Moderation - almost all staff moderated using pupil interviews to identify strategy use and next steps. All staff engage in termly tracking meetings identifying children on track, exceeding expectations or not on track. Analysis of SNSA data completed to identify children exceeding expectations and requiring support.	Assessments support attainment discussions. Focused time with interviewees allowed teachers to identify next steps. All staff are able to identify learners who are working below or exceeding expected level and provide support/ challenge as appropriate. Stretch aims for Numeracy in P1 were exceeded (87.5% attained, 85% predicted). They were off track in P4 (81.82% attained, 85% predicted) and in P7 (65% attained and 75% predicted)	All staff will continue to embed DNAs and use SNSA data to support judgement of achievement of a level and identify areas for support or challenge. All staff will continue to engage in termly tracking meetings to provide opportunities to discuss working levels. All staff will engage in moderation tasks to identify next steps and look at shared ideas/ understanding of the process.

Developing Digital Practice

Improvement outcome we were trying to reach	What happened?	Impact on the improvement outcome.	What next?
All staff to be confident in accessing a range of Google Workspace tools. All staff to achieve Gold Award in Google Workspace Skills by June 2023	Enquiry Group led 'drop-in'' sessions to support staff in completing their awards. All staff achieved their Silver award by December 2022. Almost all staff have achieved Gold by May 2023 Google Workspace tools have been introduced to P4-7 classes including Docs, Slides and Drive.	Google Workspace Skill Passport and Certificates evidence staff achievements. Almost all staff feel upskilled in their ability to use Google Tools both personally and in the classroom. Pupil Conference feedback showed that 114 children from P4-7 identified areas of Google Workspace that they use within class.	P4-7 staff will continue to embed and introduce pupil appropriate Google workspace skills to enhance learning and teaching. Almost all classes will make explicit the purpose of using Digital Technologies to further support learning. P1-3 could use Chatterpix more often in their learning as 80% of pupils responded to say they had not used it before.
Use of Midlothian Technologies Framework and development of curriculum, with focus on computational thinking and programming (micro:bits, Markup etc.)	Midlothian Technologies Framework was shared with all staff in Term 1. Teachers were asked to use and trial the resource with feedback requested for June 2023. Technologies framework present in most forward plans. Most P4-7 classes have integrated Google Workspace Tools such as Docs, Slides and Jamboard into their learning across each week. Almost all pupils at Second Level have been learning about coding	Most P1-3 classes now utilise some iPad tools such as markup, QR codes and Camera tools (slow mo and time lapse) into their lesson planning. Statistics: *54.2% for markup* *88.5% for QR codes* *93.8% for online games* *77.1% for camera* In P4-7, most learners are using jamboard, slides and docs (above 75%) consistently across their learning. The majority of learners identified that they use Digital tools to support literacy and numeracy in their learning.	Continue to embed the Digital Literacy Framework. P4-7 to continue to develop skills within Sheets and Forms. We have registered for Digital Schools Award Europe. Next year, at the Pupil Conference, add a question which is specifically about targeted digital support.

	using Micro:bits and Scratch or alternatives. The majority of children at First Level classes have used iPad tools such as QR codes, 'Markup', and time lapse/slow motion features to support learning and teaching in Literacy and Numeracy. We have continued to embed a range of different digital tools in classes as well as targeted support for individual pupils that include Nessy for Spelling. Sumdog and Education City. We applied for our Digital Schools Award in December 2022 and achieved our accreditation in February 2023.	Achieving our Digital Schools Award, provides the evidence that we have digital technologies embedded across the curriculum throughout the whole school. We are now a mentor school for Digital Schools Award Scotland.	
Development of Read and Write Toolbar, with training for all staff and rolled out to P4-7 pupils in all classes.	In August, we received input from the Digital Learning and Inclusion Team around the use of the 'Read and Write Toolbar' to support children with their learning whilst using their Chromebooks. All P4-7 children are now aware of the tools featured in the Read&Write toolbar and have been given time to explore these. P1-3 teachers model using the features of the Read&Write toolbar to classes when demonstrating the wide range of uses to support	Pupil Conference feedback shows that most P4-7 children are now fully aware of the tools featured in the Read&Write toolbar and have been given time to explore these. The majority utilise these tools on a daily basis to help them with their learning and most children use these tools for relevant aspects of the curriculum Almost all P1-3 teachers now feel confident to model some of the features of the Read&Write toolbar to classes and demonstrate the wide range of uses to	All P4-7 classes will have access to the Read & Write toolbar as a tool available to support learning across the curriculum.

	learning e.g. visual word banks for writing.	support learning e.g. visual word banks.	
Development of Digital Safety skills, led by Pupil Voice Group.	All pupils in school have access to a digital device and acceptable use policies are put together with classes. All P4-7 and some P1-3 classes have co-constructed acceptable use policies regarding their individual devices. Community Police input to P4-7 classes regarding safe internet usage. We applied for our Digital Wellbeing Schools Award and achieved accreditation in June 2023.	All P4-7 and most P1-3 classes have co-constructed acceptable use policies regarding their individual devices creating a sense of shared ownership and responsibility for devices and their usage. No further action required by SLT on the 2 Lightspeed alerts this session.	N/A

Develop Nurture/Health and Wellbeing

Improvement outcome we were trying to reach	What happened?	Impact on the improvement outcome.	What next?
Support with social and emotional behaviour. Children are supported in their wellbeing.	Two learning assistants were trained to deliver Drawing and Talking sessions. All children taking part had the opportunity to evaluate their sessions. Teachers completed start/end evaluations. 25 learners engaged this session.	All learners reported an improvement in their confidence and wellbeing in evaluations.	Continue to evaluate interventions and run sessions with learners next session. Ongoing.
To give all children an opportunity to check-in and have a positive	Morning 'Meet and Greets' have been implemented in all classes with all children	Mid term - Surveyed how children from P1-7 felt about doing these and	Consider renaming 'Meet and Greet' as Pupil Conference survey results

interaction with their teacher to start their day. To allow all teachers to pick up on any changes in mood/behaviour at the start of the day.	deciding how they want to be greeted in the morning.	most children talked positively about how it made them feel starting their school day. End of year pupil conference question suggested the minority of children did not understand the term 'Meet and Greet' or said they 'did not do this anymore.'	suggest that a minority of children are misunderstanding what a 'meet and greet' is (referring to shared starts). Ensure consistency as a minority of children mentioned in the survey that this was not done or no longer being done in their class. All classes to include re-introduction of this during the Establishment Phase and continue consistently throughout the year.
To ensure a consistent approach across the whole school with regards to expectations and values whereby all classes are following this guidance.	Updated our whole school 'Positive Choice' policy.	Positive Choice Policy - consistent approach across the whole school and is reviewed and updated annually. All classes use this consistently.	All staff involved in updating and reviewing this annually. All class teachers to review behaviour expectations termly (incorporated into annual calendar) Playground behaviour to be addressed next session.
To promote the use of our #RISE values throughout the school. For all children to be aware of and understand our #RISE values.	With the help of our House Captains, house points were reintroduced with all learners.	Most identified that house points are received for showing #RISE. The minority of children did not directly link RISE and house points together.	Next session go over exactly what house points are achieved for (for showing #RISE) to all children.
Develop a more inclusive way of solving conflicts via a restorative approach. For all classes to be using a restorative approach to solve conflicts.	All teachers across stages were provided with and given some training on the use of a 'Fix-it-Folder' to help in restorative conversations with	Being used consistently by all members of staff. Most children with communication barriers are able to use this resource to express their thoughts and feelings to	Continue to embed this within Cornbank and use the tool when needed. Re-introduce this during the Establishment Phase so all children know what it is and have access to it.

	learners when finding solutions to problems.	support with resolving conflict.	
Develop understanding in all parents/carers of needs within the school.	School newsletters have included information on additional support needs across the school including ASD, ADHD, Dyslexia and Anxiety etc. Made available to all parents.	All parents made aware of how nurture is being developed across Cornbank.	Continue in the new session for new parents and as a reminder/refresher for current parents.
For all children to have an awareness of children's rights and to respect the rights of others.	Knights for Rights pupil voice group continue to promote the UNCRC to the school and continue to work towards our Gold Rights Respecting Schools Award. All classes have developed class charters during the Establishment Phase.	A few children mentioned class charters in the pupil conference survey as something that is important to learn about and create together during the establishment phase.	Reintroduce class charters at the start of next session in all classes during the Establishment Phase linked to rights.
To have a consistent approach across the school.	Added a 'Nurture' document to forward planning folders to outline specific strategies used in various classes as well as with different learners. This was provided at the start of the new session to all teachers.	All teachers have evidence of nurture in the forward planning folders as a way of tracking across the school.	Ensure the document is added to all new planning folders for the next session. Ongoing.
To ensure consistency of all classroom environments and for all staff to be familiar with the CIRCLE document.	May In Service - all teaching staff given the opportunity to evaluate their own classroom as a starting point.	N/A	Learning Environments as a priority throughout session 2023-2024.

This year we worked on the following improvements in our ELC:

- Raising Attainment in Literacy and Numeracy
- Developing Digital Practice
- Develop Nurture/Health and Wellbeing

ELC - Raising Attainment in Literacy and Numeracy

Improvement outcome we were trying to reach	What happened?	Impact on the improvement outcome.	What next?
All practitioners will understand the importance of having a range of sources of planning	All EYPs completed Google Classroom tasks on Responsive and Intentional Planning and put the skills learned at this training into practice.	All staff are aware of the importance of having a range of sources for planning and are building confidence. Staff are actively thinking of all the sources relating to planning.	Continue to use the new planning formats and use all the skills learned. Keep revisiting the training as required and make use of weekly feedback. Regular contributions and practice are key for success.
Practitioners will understand the definition of Intentional and responsive planning and use this knowledge to ensure a balance of both to support learning in the setting	All EYPs completed Google Classroom tasks on Responsive and Intentional Planning and put the skills learned into practice	All practitioners are confident with the definition of intentional planning and are using this planning effectively. All staff understand the definition of responsive planning and most are able to contribute to this effectively. We are all moving towards more of a balance of intentional and responsive planning.	Continue to use the new planning format and use all the skills learned.
Practitioners will use observations to inform planning to meet the needs of individual children and groups of children	All EYPs completed Google Classroom tasks on Responsive and Intentional Planning and put the skills learned at this training into practice	All practitioners have been using observations well to evidence planning and the introduction of the links stickers have really supported this. All practitioners have gained confidence using observations to inform the planning.	Continue to use the new planning format and use all the skills learned.
Practitioners will be able	All EYPs completed Google	All staff have built	Continue to use the new

to identify the potential learning when planning interactions, experiences and spaces and understand why this is important.	Classroom tasks on Responsive and Intentional Planning and put the skills learned at this training into practice	confidence with the new planning format. All staff felt that the new planning format broken down into sections is much easier to ensure we are including all aspects required. The boxes being broken down like this has also helped to consolidate the learning about why this is important.	planning format and use all the skills learned.
Practitioners will understand the importance of evaluating learning and be able to evaluate what they have observed and use this knowledge to support progression in learning.	All EYPs completed Google Classroom tasks on Responsive and Intentional Planning and put the skills learned at this training into practice	We have had extremely positive feedback about our evaluations. All practitioners are confident in evaluating learning. We use floor books with the learners to document progress and are developing confidence in revisiting learning with learners.	Continue to use the new planning format and use all the skills learned.
Practitioners will understand the importance of planning for progression in learning and development. Planning will include opportunities for breath, depth and progression.	All EYPs completed Google Classroom tasks on Responsive and Intentional Planning and put the skills learned at this training into practice	All staff and continuing to work with the new planning formats which ensure opportunities for breath, depth and progression are documented effectively. We have received extremely positive feedback on planning on the whole from our visiting PT who checked the paper planning against the references e.g floor books and obs.	Continue to use the new planning format and use all the skills learned.
Staff will understand the importance of signposting to ensure a consistent and effective approach to linking all documents together.	EYP's s practised using the sign post stickers across the learning journals and floorbooks.	All EYPs are using the sign post stickers across the learning journals and floor books. All staff have gained confidence using these. All staff feel that the stickers have been a	Continue to use the sign post stickers effectively .

		useful tool for ensuring tracking, next steps and learning priorities are regularly visited. They have been really useful for cross referencing and signposting to further evidence/ planning.	
Staff workload will be reduced as sign posting will save duplicating evaluations/ information.	All EYPs are using the sign post stickers across the learning journals and floor books.	Most staff felt that the sign post stickers have reduced workload.	Staff to take note of not needing to duplicate evidence if sign post stickers are used effectively.
Staff will understand the value of why children should be involved in planning their learning.	Completed the planning training and introduced a new planning format for responsive and intentional planning.	All staff feel that the children are at the centre of what we do. All staff were confident that their key children would know the floor books and their journals document their learning. All staff feel their key children take some ownership for their journals. All staff stated that they feel learners are more engaged if they are involved in the planning process.	Continue to pride ourselves in involving learners in the planning.
Staff will have an understanding of a range of strategies to involve children and use this to inform planning	We completed the google staff training which gave examples of various strategies for involving learners in the planning. We had regular discussions with staff and learners about the planning and our current interests. We had the opportunity to see a live thinking mat in action with the	SEYP introduced live thinking mats as a way to introduce a topic to the children. All staff had the opportunity to see how their key group engaged with the mat. All Staff agreed this was a much more effective way of engaging children. All staff have agreed to build on their confidence by using a variety of strategies to involve	Staff to be supported to plan for learners independently without needing support from SEYP.

	introduction of our vets topic.	children in the planning moving forwards.	
Staff will make appropriate changes to ensure best practice with the floor books. All staff will be confident in managing and using the floorbooks for their full intended purpose.	All staff are now jointly responsible for tracking the floor books. All staff are encouraged to regularly revisit the floor books to ensure the evidence is documented appropriately. SEYP provides regular feedback.	All staff felt that the implemented changes were effective. All staff felt confident that they know what evidence goes in the floor book.	Continue to adopt a consistent approach. An extra laptop and desktop computer provided to ELC to support with floorbooks.
Children will feel respected, included and nurtured.	Children learned about our school values and completed a RRS charter at the beginning of the year. Our values have been embedded across ELC throughout the year using the achievement tree, Home links, ask me about stickers. Completing their own risk assessments and through learning journals and floorbooks.	All learners are aware of rights and able to discuss these.	ELC to follow a condensed Establishment Phase planning format.

Developing Digital Practice

Improvement outcome we were trying to reach	**What happened?**	**Impact on the improvement outcome.**	**What next?**
All ELC staff can access Google Workspace tools, including Calendar	All ELC staff completed Gold Google Workspace Training. This has been tracked by Digital Lead throughout the year.	All staff access Google Calendar and ELC Shared Drive for sharing observations	Continue to embed use of Google Workspace tools
Workload reduced due to having access to all platforms and in all areas of the playroom	Time provided by SLT to access Workspace training to Gold level	Most staff feel that confidence has increased	Continue to embed use of Google Workspace tools

Staff understand how digital technology can support learning teaching and assessment	All staff have engaged in using ipads to support children in their learning, encouraging the children to use the ipads to search up new and interesting facts linked to their current interests.	All staff understand how technology can have a positive impact on children's learning. All staff utilise the ipads to help engage the children in learning	All staff to continue to use technology to improve their own and learner's skills
Staff are able to assess the value to the children and choose appropriate experiences that promote learning when using digital devices	All staff understand how important technology is to help support the children's learning and are able to choose appropriate opportunities to enhance the learning through the use of technology.	All staff and children are becoming more confident in using technology to enhance their own learning.	Continue to use ipads appropriately to support and enhance learning and experiences.
Children are able to scan QR codes using the ipad and access learning through this independently	QR codes have been introduced throughout the setting relating to current themes and interests. The children have been introduced to the QR codes and are now able to scan them with support.	Most children need support to scan QR codes.	Continue to develop the use of QR codes and build independence.
Staff are able to generate QR codes that will promote learning for learners to access in various areas of the nurser	A few staff are able to generate QR codes for the various areas of the ELC	This has allowed for the children to have more access to learning opportunities in various areas of the ELC consistently	All staff to be able to generate QR codes to promote learning for the children across the ELC setting
Children are able to show an understanding of how digital technology can enhance their learning	Children's understanding of the use of digital technology is enhanced and promoted by the consistent access that they have to it across the ELC setting	Most of our preschool learners and a few of our anti- preschool learners have shown good understanding as they ask to use the ipads to look up different information and pictures to copy	Continue to encourage all children to use digital technology to help them understand and promote how it can enhance their own learning

Developing Nurture/Health and Wellbeing

Improvement outcome we were trying to reach	What happened?	Impact on the improvement outcome.	What next?
Learners are supported in an inclusive and nurturing environment with an individual support plan that will be used effectively and consistently by all staff.	All staff read and sign individual care plans for children who required more specific support. These are updated regularly and shared through the Well-being section of weekly meetings. All staff read updates and could refer back to the care plan as and when required. Two members of staff rotated for ASN support, this increased to three as needs increased.	All staff use a clear and consistent approach	Continue to tailor the individual care plans accordingly to remain consistent. Have a wider awareness of any changes for all learners or new learners.
Staff develop in confidence in delivering groups ensuring they can be run consistently regardless of staff absence/availability etc.	All staff members have been involved in delivering support groups. Social communication and listening target groups were run weekly. Speech and language groups and 2 ways to play sessions were run throughout free play with targeted children. Reports were written to track the progress of each individual child and an evaluation written for next steps. All staff members have an input into learners participating.	Most learners thrived in this structured environment and demonstrated that they had the skills required, they simply needed support to transfer these into free play. Key workers reported observing their key children using these skills and strategies learned from these groups throughout freeplay and together time.	Continue to run support groups to provide targeted support to specific individuals. All staff members to be involved in blocks of groups.

	Consistency of staff members throughout the blocks has made evaluation more effective.		
Children develop and progress and staff are effectively able to provide evidence of progress through observations, planning and well-being logs	All staff were provided with feedback on their well-being log documents and given examples of best practice. Learners have been set individual learning priorities in collaboration with parents/children and uploaded to google drive for all staff to see. These were regularly updated, adapted and tailored for each individual child. All staff attended observation and planning training to support their knowledge and delivery consistency across these areas,	Most staff felt more confident in writing these as it became clearer what was expected. All staff worked in collaboration to promote inclusion, ensuring that staff were observing all children as opposed to their own key children.	Continue to support each other with sharing knowledge. Revisit any training as required to support deeper understanding.
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.	All staff completed the Midlothian council ASN training (monthly) to upskill knowledge and understanding.	Raised awareness and confidence amongst all staff. All staff were able to put this into practice. Most staff gained knowledge of support strategies which have successfully been implemented and used by all staff to support ASD learners.	Access The Becoming an Autism Skilled Practitioner training.
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 considering	Classroom visual timeline, individuals visual timelines, zones of regulation used consistently by all staff. 'Sign of the week', signalong used with all children to provide an inclusive approach.	This has created an inclusive environment, providing almost all children with the tools to communicate with each other and staff. The continued use of visual timelines has helped	Continue with signalong to provide an inclusive environment.

the well-being needs and support requirements such as use of visual supports. Staff will be able to agree appropriate targets and plan these with families and colleagues.	The needs of the children as a whole setting has required staff to adapt the environment to fit their specific needs. The additional space of the nurture room has been used to support children to regulate their emotions as well as a safe space for many of the children. Up, Up and Away has helped staff to understand what was required within the environment to best support children with ASD. Wellbeing check in with 5 of our families have taken place throughout the year to allow appropriate targets, plans and support for the individuals in collaboration with families and other professionals.	to settle and support the learners in understanding routine and knowing what is coming next.	

PEF IMPACTS

Gap	Intervention	Evaluation	Impact
Social and emotional support for anxiety and mental health for P5-7 children	Drop in Play Therapy for P5-7 pupils	184 drop in visits were recorded from 18 P5-7 pupils over the year.	All learners who attended felt listened to, supported and nurtured
Additional support for Literacy and Numeracy to support learners who are not on track for achievement of level - small group interventions	Small group interventions including Toe By Toe, Teodorescu, Nessy Spelling, Support with formal writing lessons, numeracy recovery etc	Progress of learners tracked at termly attainment meetings	50% of FSM learners at P1, 4 and 7 were on track to attain the appropriate Literacy levels. All FSM learners attained Reading and Listening and Talking. 66% of FSM learners at P1, 4 and 7 were on track to attain the appropriate Numeracy level
Social, Emotional and Behaviour Support - learners will be able regulate emotions and be more ready to learn	Drawing and Talking sessions	25 learners engaged in drawing and talking sessions this session Evaluations completed by staff/learners before and after sessions	All learners reported an improvement in their confidence and wellbeing in evaluations
Engaging Beyond the School - equity for all	All FSM learners in P6 will have a substantial contribution towards School Camp	All P6 learners attended camp	All P6 learners attended camp and enjoyed the camp experience including 3 FSM learners
Social, Emotional and Behaviour Support - learners will be able regulate emotions and be more ready to learn	14 weekly sessions with Onside Programme staff working 1:1 or 1:2 with learners - 7 learners in total	3 FSM learners took part in the programme Evaluations completed by staff after a block of sessions	Class teachers reported that all 3 learners were more ready to engage with their learning following input from the Onside Programme Report received from Onside with impact recorded

Our current strengths include:

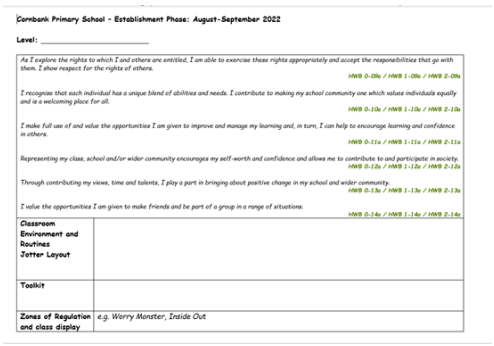
Strength	How do we know?
Learning and Engagement The positive ethos and culture are major strengths at Cornbank Primary School. The school's vision and values are evident and underpin approaches to learning and teaching very effectively. All staff work hard to build nurturing relationships with morning meet and greets, zones of regulation, growth mindset, fix it folders and Building Resilience programme of work. Learners are aware of their rights. Relationships and wellbeing are at the heart of all we do at Cornbank with clear commitment from staff	Nurture/HWB Enquiry Group Family survey March 2023 Visit 1 and Visit 2 feedback Strong relationships between learners and teachers were observed in all classroom observations 2022-23 Establishment Phase procedures in place All classes created a class charter Weekly postcards to promote the Cornbank Toolkit Vision and Values shared at assemblies Pupil Conference feedback Pupil Voice Groups to promote learner voice Buddies, Playground Games, Sports Clubs, House Captains Social skills and communication groups (SfL) Friendship Stops Positive Choices Policy in place IEPs/Check in meetings/phone catch ups
Quality of Teaching We have regular opportunities for learners to learn across stages, in small groups. Learning environment - we have a shared ethos across the school and children are able to talk about strategies they learn in their learning. Children are involved in creating learning intention and success criteria. Staff plan for challenge and support through tracking meetings, assessments and forward planning. Learners are encouraged to work independently and can identify resources and strategies they use to develop their learning and support their learning. Digital technology is used across the school to support and enhance learning.	Reading Buddies, Pupil Voice Groups, Pupil Conference, across stage performances #RISE, Cornbank Toolkit, Visit 2 and feedback from observations Every class consistently uses a daily timetable and shares it Class visits/observations/Learning Walks/Learner conversations Children are aware of what they are learning and have opportunities to create shared success criteria. Children can demonstrate their learning in a variety of ways. Identify learners who are exceeding and below expected levels Have clear ideas of how to support - targeted interventions Pupil conference responses identified the wide range of strategies used by learners across the school Digital Schools Award March 2023 A range of activities, including those involving digital devices were observed in all classes During the pupil conference, children identified a range of ways they use technology in their learning Children across the school are able to explain how to stay safe online and we are working towards the Digital Safety Award

Effective Use of Assessment Whole school assessment calendar to spread assessment over the year and ensure it is consistent across classes Wide range of assessment styles used: formative and summative All staff are part of regular tracking and reporting meetings with SLT to address concerns and any changes Moderation activities across core subjects All classes have an assessment folder which is passed on through the years to the new classes Formative assessment - all classes sharing learning intentions and success criterias Numeracy transition assessments from P7-S1	Assessment calendar distributed at the start of each school session Evidenced in children's assessment folders and throughout the year within classes Moderation as part of CATs or inservice days ASG moderation Reminders of when to complete assessments within weekly diaries Assessment folders with consistent contents page
Planning, Tracking and Monitoring Assessment Calendar Tracking and Attainment Meetings termly Forward Planning Meetings to monitor Planning across stages- to ensure consistency Interventions monitored at Forward Planning Meetings Individual targets/interventions IEP and MAMs - planned programme (good parent/carer engagement) Robust communication with parents/carers and other agencies to plan personalised support programmes. CfE tracking sheets Learning walks and observations with feedback given	Quality assurance evidence gathered per class Tracking sheets Assessment calendar followed and diaried to ensure it takes place Termly meetings with SLT planned for Forward Planning Meetings and tracking discussions IEP documents and minutes outline discussions and plans/next steps/interventions Logged discussions and communications with families and other agencies Learning walks and observations included in the yearly assessment calendar

Successes and Achievements in 2022-23

Our wider achievements and successes this year have been shared on our website and through our Twitter feed daily but we have captured a few that we are particularly proud of below:

https://cornbank.mgfl.net/
@CornbankPS


Cornbank Primary School - Establishment Phase: August-September 2022

Level: _____

As I explore the rights to which I and others are entitled, I am able to exercise these rights appropriately and accept the responsibilities that go with them. I show respect for the rights of others.

I recognise that each individual has a unique blend of abilities and needs. I contribute to making my school community one which values individuals equally and is a welcoming place for all.

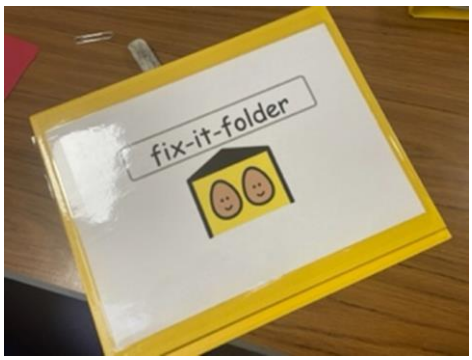
I make full use of and value the opportunities I am given to improve and manage my learning and, in turn, I can help to encourage learning and confidence in others.

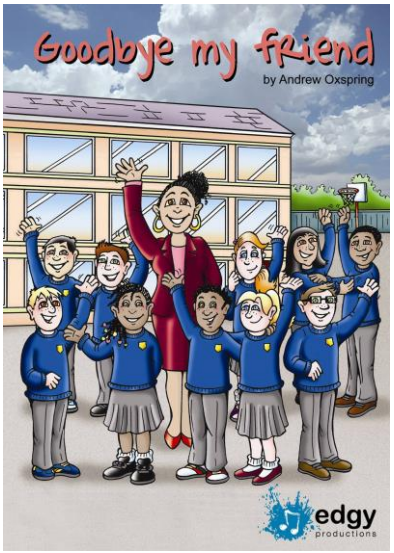
Representing my class, school and/or wider community encourages my self-worth and confidence and allows me to contribute to and participate in society.

Through contributing my views, time and talents, I play a part in bringing about positive change in my school and wider community.

I value the opportunities I am given to make friends and be part of a group in a range of situations.

Classroom Environment and Routines Jotter Layout	
Toolkit	
Zones of Regulation and class display	e.g. Worry Monster, Inside Out





← Tweet

Cornbank Primary
@CornbankPS

Yesterdays team building at camp

Cornbanks Got Talent

Cornbank Primary
@CornbankPS

We are Christmas Fair ready! See you in the morning @CornbankPS @CornbankNursery

4:18 PM · Dec 8, 2022

DIGITAL SCHOOLS AWARDS SCOTLAND

Cornbank St James Primary School

Special Recognition Award
for Digital Wellbeing

In recognition for excellence in digital wellbeing through strong cyber resilience and internet safety practices

www.digitalschoolsawards.com

Boyd Anderson Skiing Competition

P6-7 Rugby Festival

P6-7 Cross Country

P6-7 Hockey

P6-7 Basketball

P6-7 Sportshall Athletics

Capacity for continuous improvement 2-18

Primary, secondary and special schools

QI (HGIOS4 and HGIOELC)change	QI 1.1 Self-evaluation	QI 1.3 Leadership of	QI 2.3 Learning, teaching and assessment	QI 3.1 Ensuring wellbeing, equality and inclusion	QI 3.2 Raising attainment and achievement
Themes	• Collaborative approaches to self-evaluation • Analysis and evaluation of intelligence and data • Impact on learners' successes and • achievements	• Developing a shared vision, values and aims relevant to the school and its community • Strategic planning for continuous improvement • Implementing improvement and change	• Learning and engagement • Quality of teaching • Effective use of assessment • Planning, tracking and monitoring	• Wellbeing • Fulfilment of statutory duties • Inclusion and equality	• Attainment in literacy and numeracy • Attainment over time • Overall quality of learners' achievement • Equity for all learners
School self-evaluation	4 good	4 good	4 good	4 good	4 good
Local Authority or Collaborative Review evaluation	4 good	4 good	4 good	4 good	4 good
HMI/Care Inspectorate evaluation	Not evaluated	Not evaluated	Not evaluated	Not evaluated	Not evaluated

Early Learning and Childcare

The National Standard for Early Learning and Childcare	Care Inspectorate - Key Question Measurement	Care Inspectorate Quality Indicators - Key Quality Indicators for inspection	HGIOELC - Key Quality Indicators for Inspection	Self-evaluation
Criteria 1 The appointed Early Learning and Childcare Setting will have a high Quality Workforce.	Care Inspectorate evaluations are "good" or better on the key questions "how good is our staff team?" and "how good is our leadership?"	4.1 - Staff skills, knowledge and values 4.3 - Staff deployment* 3.1 - Quality assurance and improvement are led well	1.3 – Leadership of change 2.3 – Learning, teaching and assessment	4 good
Criteria 2 The appointed Early Learning and Childcare Setting will demonstrate an ability to support outcomes for children in relation to all aspects of their development.	Care Inspectorate evaluations are "good" or better on the key questions "how good is our care, play and learning?"	1.1 - Nurturing care and support 1.3- Play and learning	2.3 - Learning, teaching and assessment 3.1 – Ensuring wellbeing, equality and inclusion 3.2 – Securing children's progress	5 very good
Criteria 3 The appointed Early Learning and Childcare Setting will have	Care Inspectorate evaluations are "good" or better on the key	2.1 - Quality of the setting for care, play and learning	2.3 - Learning, teaching and assessment	4 good

the right physical infrastructure, both indoors and outdoors to improve outcomes for children	questions "how good is our setting?"		3.2 - Securing children's progress	

Section 3: Improvement Plan 2023-24

Establishment	Cornbank PS
Associated School Group	Penicuik
Session	2023-24
Prepared by	Lynsey Stevenson
Date	June 2023
Reviewed by	Julie Fox
Reviewer recommendations	SQIP agreed Notes for SQIP requires amendment: ***To be completed by Quality Improvement Manager***
Date signed off	Date ***To be completed by Quality Improvement Manager***

Midlothian Education Service Priorities

Why? Our vision	*All children, young people, adults and communities in Midlothian are supported to be the best they can be. This will be achieved through a nurturing, respectful and collaborative approach that promotes wellbeing, equity, inclusion and lifelong learning.*	
What? Our improvement priorities	**Raising attainment to ensure that all children and young people in Midlothian achieve outcomes which lead to positive destinations** • Learning, teaching and assessment • Curriculum • Equity	**All children and young people feel valued and included and have the same opportunities to succeed** • Relationships • Wellbeing and care • Inclusion and targeted support
How? Our improvement drivers	• Continuous professional learning for all colleagues • Data which drives improvement • Quality improvement framework • Strong leadership at all levels • A children's rights-based approach • Digital empowerment	

Raising attainment to ensure that all children and young people in Midlothian achieve outcomes which lead to positive destinations

- Learning, teaching and assessment
- Curriculum
- Equity

Where we are in Summer 2023	By Summer 2024	By Summer 2027
E.g. All teachers are implementing the school's agreed effective features of learning, teaching and assessment.	***E.g. All teachers regularly moderate the planning, delivery and assessment of learning and teaching. Accuracy of teacher judgements of achieved levels is secure.***	***E.g. We have eliminated moderation error in our attainment data.***
Feedback is shared with learners in some classes, but this is not consistent.	Pedagogy develops learners' capacity as assessment capable learners.	
Teachers have begun engaging with new Literacy and Numeracy Progressions and are	All teachers are confident using Literacy and Numeracy Progressions, ensuring	All staff are confident in using the Literacy and Numeracy Progressions and this is

using assessments provided by Midlothian. We have begun to work with the Penicuik ASG to implement D Williams Big Five. Tracking discussions reflect who is on track at P1-7	consistency of skills and expectations of standards. There is consistency across the school in regard to Learning Intentions and Success Criteria. Tracking discussions reflect understanding of achievement of a level and interventions are well planned to support learners.	consistent in all classes. D Williams Big Five embedded in all classes and there is consistency

Key Actions	**Lead Person**	**Timescale**	**Expected measurable outcomes for learners**
• Upskill staff in delivering Writing and Reading through professional dialogue and supporting the embedding of new planners at all stages. • Develop all learners' skills in Literacy, ensuring pupils develop a shared language of terminology relating to Writing and Reading, relevant to their stage. • Investigate becoming a Reading School, alongside the relaunch of the library.	PT	August 2024	• All teaching staff have increased confidence in the use of the planners, providing consistency for learners. • Most learners can demonstrate better understanding of the relevant terminology. • Achievement of the Bronze Reading Schools Award. • Stretch aim of 76% in Literacy are met at P1, P4 and P7
• Upskill staff in delivering Numeracy through professional dialogue, embedding new planners at all stages	DHT	August 2024	• Most learners will be able to identify and use a range of strategies in Numeracy,

Key Actions	Lead Person	Timescale	Expected measurable outcomes for learners
• Develop all learners' skills in Numeracy, ensuring pupils at all stages develop a range of strategies to solve problems and embracing developments in pedagogy • Develop Numeracy interventions at First/Second Levels by identifying children who would benefit from focused intervention and using SEAL/Power of 2 to support • Ensure consistency in assessment and moderation of children's progress by building staff capacity in ensuring that 'achievement of a level' judgements are robust			demonstrated through DNAs and pupil conference feedback • Stretch aim of 78% in Numeracy are met at P1, P4 and P7 • Intervention targets are met for children at P3 and P6
• Develop assessment capable learners, with most pupils able to identify their own strengths and next steps through consistent feedback • Use of learning intentions and success criteria is consistent in all classes across the school • Formative assessment strategies are introduced and embedded across the school • Revisit learner qualities and relaunch across the school • This aspect of our plan links with our ASG plan	HT and DHT	August 2024	• Most learning walkthroughs will demonstrate that children can identify their strengths and next steps in Literacy and Numeracy, using a range of formative assessment strategies. • All classes have their learning intentions and success criteria shared.
• Develop assessment and moderation in Literacy and Numeracy, leading to effective interventions implemented for learners and consistency of expectation	HT and DHT	August 2024	• Quality assurance developed to incorporate
• All ELC staff will develop in confidence in the use of singing, use of rhyme and stories. It will be embedded in every day practice to use number songs and stories to promote early numeracy skills.	SEYP	August 2024	• All staff will be confident in using number songs and stories responsively in everyday practice.

All children and young people feel valued and included, and have the same opportunities to succeed

- Relationships
- Wellbeing and care
- Inclusion and targeted support

Where we are in Summer 2023	By Summer 2024	By Summer 2027
E.g. All teachers are implementing the Midlothian framework for relational practice. We observe supportive, caring relationships. All teaching staff have used the Summary of Circle Inclusive Classroom scale to evaluate their physical environment with next steps for the whole school identified	***E.g. We have refreshed our relationship school policy with all stakeholders. All stakeholders have had the opportunity to understand the policy.*** We have successfully implemented and embedded the physical environment element of the Summary of Circle Inclusive Classroom scale to support learners and their wellbeing	***E.g. Relational practice is observed and embedded in all classrooms.*** We will continue to engage with the Summary of Circle Inclusive Classroom scale to support learners and their wellbeing by exploring the areas of social environment and structures and routines

Key Actions	Lead Person	Timescale	Expected measurable outcomes for learners
Following research by the enquiry group, all classes create a calm space in each class space complying with the agreed checklist. Whole school launch of calm spaces with clear expectations of how these are to be used to support learning and wellbeing. 2024 establishment phase to be amended to include calm spaces to ensure consistency and embedding in future years	HT	August 2024	All learners will have access to a calm, safe space to support self regulation and to fully understand their purpose
Following research by the enquiry group, a whole school nurture space to be designed and created	HT	December 2024	All learners to have access to the whole school nurture space where classroom supports are not sufficient and further targeted support is required
Whole school classroom visuals to be introduced using essential boardmaker symbols in addition to daily timetable visuals and to ensure consistency across the school	HT	March 2024	All classrooms to display classroom visuals to support inclusion
All EYPs will complete the role of adult training on Google classroom to ensure adult interactions support children's learning and emotional wellbeing linking to the adult engagement scale; all the while promoting independence and autonomy	All ELC staff	August 2024	All learners will be cared for in a nurturing and inclusive learning environment which will be evidenced through wellbeing logs and trackers. Learners experiences will be supported by professional, consistent adults who are skilled and confident in their role
All EYPs to refresh knowledge of Up, Up and Away and will be used to audit the environment and track and monitor learning priorities for individuals and/or groups of learners who will benefit from an inclusive environment. Moderation will take place to ensure consistent approaches across the setting and practitioners able to optimise learning opportunities using the environment and adult role	All ELC staff	August 2024	All learners will be supported to achieve their full potential with specific targets which will be shared with parents/carers. Framework followed for profiling children's stages of development, in relation to their environment, routines, motivation and skills

Key Actions	Lead Person	Timescale	Expected measurable outcomes for learners
All EYPs will work with the Realising the Ambition Being Me Framework to develop and embed their knowledge of interactions, spaces and experiences to ensure that a quality learning environment is being provided consistently.	All ELC staff	August 2024	All EYPs will be skilled in promoting confidence and curiosity in learners and all EYPs will effectively document how they have used environments, spaces and experiences throughout the planning process

Improvement drivers

Continuous professional learning for all colleagues

How is continuous professional learning enabling you to achieve your school improvement priorities?

- In Service Days
- CAT Sessions
- Enquiry Group Meetings
- PRD
- MPM
- Professional Learning Academy
- Staff CLPL
- Support Staff Summit
- NQT Practitioner Enquiry
- Professional Reading

All staff have a SQIP/Learning and Teaching focus

Data which drives improvement

How are you using data to drive school improvement?

- Quality Assurance Calendar
- Assessment Windows
- Seemis Updates

- Termly Tracking and Attainment Meetings with SLT
- SQIP evaluation
- Time to evaluate
- Moderation

Quality improvement framework

What quality improvement activities do you have planned for the session?

- Quality Assurance Calendar
  - ASN overview shared
  - Establishment phase
  - Attendance moderation
  - Seemis wellbeing checks
  - Smoothwall checks
  - Child Protection update
  - Assessment windows
  - Curriculum Evenings
  - Enquiry Group meetings termly
  - Forward Planning and Tracking meetings termly
  - Learning Walks
  - SQIP shared with parents/carers
  - Parental Consultations
  - Local Authority Quality Assurance Visits
  - ELC - P1 Transition Evaluations

- MPM/PRD process
- PEF Clinic
- Shared starts
- Classroom observations
- Learner discussions
- Moderation (Literacy and Numeracy)
- SQIP update provided to parents/carers
- In Service Days/CAT sessions
- IEP/MAMs
- SNSAs
- Pupil Conference
- Transition programme for P1 and P7
- Learner Profiles

Strong leadership at all levels

How will leadership be developed across your school during the session?

- Headteacher - Developing as a Strategic Educational Leader and Leading Strategic Educational Change
- Headteacher - SEIC Trio
- Depute Headteacher - DHT Network Meetings
- Principal Teacher - Childrens' Rights Lead
- Enquiry Group Meetings
- Enquiry Groups leading inputs at In Service Days/CATs
- Pupil Voice Groups - Digital, Eco, Wellbeing, Sports, STEM and Citizenship

- Literacy, Numeracy and Digital Champions
- STEM lead
- Nurture lead
- SfL Teacher Network
- Professional Learning Academy
- PRD/MPM process with staff looking to develop leadership skills through Professional Learning Academy and training provided by Midlothian Council
- Ongoing CLPL

A children's rights-based approach

How will you continue to embed UNCRC within your school?

- Establishment Phase - Class Charters
- Citizenship Pupil Voice Group
- Assembly inputs/focus weekly
- Principal Teacher - Childrens' Rights Lead
- IDL planners to incorporate UNCRC articles

Digital empowerment

What are your digital inclusion and learning priorities?

- Cornbank have earned the Digital Schools Award and Digital Schools Wellbeing Award
- Digital learning will be part of our learning and teaching enquiry group led by Laura Macgregor
- Digital Safety Pupil Voice Group (P1-7 learners)
- P7 Digital Experts

Associated School Group Improvement Plan - Part 1 - Numeracy

Where we are in Summer 2023	By Summer 2024	By Summer 2027
Most ASG schools are working towards a consistent approach to the learning, teaching and assessment of Numeracy and Maths. *Most Pupils experience similar learning experiences across the ASG.* *Many ASG teaching staff feel confident in identifying levels achieved and using varied assessment to inform decisions.*	*Almost all ASG schools are using a consistent approach to the learning, teaching and assessment of Numeracy and Maths.* *Almost all Pupils experience similar learning experiences across the ASG.* *Almost all ASG teaching staff feel confident in identifying levels achieved and using varied assessment to inform decisions.*	*All ASG schools are using a consistent approach to the learning, teaching and assessment of Numeracy and Maths.* *All Pupils experience similar learning experiences across the ASG.* *All ASG teaching staff feel confident in identifying levels achieved and using varied assessment to inform decisions.*

Key Actions	Lead Person	Timescale	Expected measurable outcomes for learners
1. Collect and analyse Numeracy curriculum data from all ASG Primaries and S1/2 at PHS *This will give an overview of each school's learning, teaching and assessment approaches as well as attainment and allow for bespoke support to be provided for all schools.*	C.Hadden	August/ September 2023	ASG HT gp. need to discuss dashboard data to set a stretch aim - by September 2023

Key Actions	Lead Person	Timescale	Expected measurable outcomes for learners
2. Create a calendar of CLPL events to increase staff confidence and understanding of ASG approaches *Training available both in person and virtually for all staff on identified outcomes. Additional CLPL available through ASG website. Direct support also offered to staff in a coaching capacity and Numeracy Pupil Leaders used to support and enhance Numeracy experiences across classes.*	C.Hadden	Ongoing	90% of staff have finished training and report a high level of confidence in understanding the strategic plan and approaches taken as measured through survey/ staff evaluation of training.
3. Facilitate in school and <u>ASG Numeracy moderation</u> *Identify key dates for in school moderation using Numeracy moderation format and facilitate an ASG moderation event. This will develop a deeper understanding of the level a pupil is working at and what achievement of a level looks like.*	C.Hadden	Term 3 and Term 4	Most staff report being confident in using moderation formats and making decision about achievement levels as a result of taking part in ASG moderation events in numeracy (moderation training evaluation formats - analysis of reported outcomes)
4. Develop a consistent approach to transition (of Numeracy information) from Nursery - P1 *Identify key numeracy information for transition and support ELC staff with assessment in Numeracy to ensure consistent information is being shared between Nursery and P1.*	C.Hadden	2023 - 2024	Most ELC staff report they are confident in assessing numeracy progression for children in their setting and are familiar with the key numeracy information they need to transfer between Nursery and P1

Associated School Group Improvement Plan - Part 2 - Big 5 Project

Where we are in Summer 2023	By Summer 2024	By Summer 2027
Many teachers are now familiar with the ASGs agreed learning & teaching strategy - The Big 5 Project and associated pedagogies	***Almost all teachers are now familiar with the ASGs agreed learning & teaching strategy - The Big 5 Project and associated pedagogies and are starting to implement them deliberately and consistently in their practice***	***All teachers are now familiar with the ASGs agreed learning & teaching strategy - The Big 5 Project and associated pedagogies and are starting to implement them deliberately and consistently in their practice***

Key Actions	Lead Person	Timescale	Expected measurable outcomes for learners
1. Hold an ASG CAT - Carousel / market place activity to launch and introduce Bug 5 to all Primary ASG Colleagues. Event led by DHT/ PHS WG and other staff input	C.Biddick	Delivered Septemb er 2023	Almost all staff report they feel confident in identifying the Big 5 areas and are starting to use the Big 5 strategic approach in class with some support
2. Set up an ASG Learning and Teaching Working Gp. to support initial work in rolling out the Big 5 in ASG Primary schools through an agreed development plan from 2023- 2027 that: Supports staff to implement the Big 5 in their daily practice, develops student understanding of what the Big 5 are as they enter upper Primary and assists teaching staff to evaluate their teaching through Big 5 student evaluation formats and collects quality assurance information to assist evaluating QI 2.3. *Schools could share a common Big 5 Google landing site from their own websites.	A Proctor/ C Biddick / ASG HT Staff reps. Penicuik ASG school	September 2023 AND Ongoing	A working gp. is set up with representatives from all ASG cluster schools and an ASG BIG 5 strategic plan is developed for use within the cluster for further implementation in 2024-25