



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

Contents

Section 1: Our context

- a) School/setting information
- b) Our Vision, values and aims
- c) Consultation & communication

Section 2: Standards & quality report 2022-23

- a) Successes and achievements in session 2022-23
- b) Capacity for continuous improvement

Section 3: Improvement plan 2023-24

- a) Raising attainment to ensure that all children and young people in Midlothian achieve outcomes which lead to positive destinations
- b) Tackling and removing barriers in order to achieve priority 1 All children & young people feel valued & included, and have the same opportunities to succeed
- c) Improvement drivers
- d) Associated Schools Group Improvement Plan

Section 4: Data to inform improvement

Section 5: Pupil equity fund plan 2022-23

Section 1: Our context

a) School/setting information

School/setting name: **Tynewater PS** ▾

School/setting location: **Pathhead** ▾

Associated School Group: **Dalkeith** ▾

School/setting roll:

[Link to school data report \(see improvement plan section below\)](#)

Briefly, any other relevant contextual information:

b) School vision, values and aims

Tynewater Primary School is situated in a rural setting five miles south of Dalkeith. The school opened in 2007. Pupils, parents and staff are very proud of their school.

The school is progressive, outward-looking and continually improving learning and teaching. Recently the school has experienced a number of staffing changes. In November 2021, an Acting DHT was appointed to the school. In February 2022, Mr Lawson the HT retired and the Acting DHT became the Acting HT and two Acting Principal Teachers (job share) were also appointed.

From August 2022 a new management structure came into effect until a new HT could be permanently appointed.

As of August 2023 a new HT will take up the position. Vision, Values and Aims will be an area of focus.

c) Consultation & communication

This year, we have consulted in the following ways.

With learners

- Relationships Survey

- Pupil Groups

- LTA Survey

With parents, carers & families

- Parent Teacher Consultation Surveys

- SWAY fortnightly update

- Parent Council

- Seesaw updates

- Ethos, Culture and Relationships consultation

With staff

- Self Evaluation/Quality Assurance activities linked to calendar

- Staff Meetings/CAT times

With others

- Community in relation to RElationships Policy development

Section 2: Standards & quality report 2022-23

This year we worked on the following improvements:

- Enhancing Learning, Teaching and Assessment using Digital Technology
- Included, Engaged and Involved: Wellbeing and Equity
- Raising Attainment

Improvement outcome we were trying to reach	What happened?	Impact on the improvement outcome.	What next?
<p>Tackle the attainment gap in reading by increasing achievement by 4% (focused on FSM)</p> <p>Improved attainment of children and young people who require additional support including young carers/care experienced children.</p> <p>Aim to increase combined writing and numeracy by 3% to meet stretch aims.</p> <p>Tracking targeted pupils in key areas to measure progress.</p> <p>Improved attainment within the broad general education stages</p> <p>Improved systems to track progress and and measure impact in literacy</p>	<p>Termly attainment meetings with teachers/SLT and SFL to identify all children off track and requiring support as well as children requiring challenge.</p> <p>ELC undertook numeracy and literacy audits and made improvements to the environment.</p> <p>Staff attended writing professional learning session on new framework</p> <p>Staff using new progression pathways to plan experiences, plan assessment and track pupils across the curriculum</p> <p>New systems in place to monitor and track across the year (SNSA, SWST, CfE, ASN etc)</p> <p>ELC included in tracking progress and predictions in Lit/Num and H&W</p> <p>Quality Assurance calendar in place with ELC aligned</p> <p>Teachers have attended moderation sessions for Reading, Writing and Numeracy</p> <p>Snapshot jotters capturing day to day learning, and target setting with pupils and home.</p>	<p>Teachers' planning has moved (on average) from satisfactory to good over the course of the session with some areas of very good practice.</p> <p>Areas of commonality identified and used to engage staff in professional reading to improve practice.</p> <p>Staff report feeling more confident about reporting on achievement of a level.</p> <p>Almost all children reported that their teacher gives them feedback about their work and what to do next to make progress some, or all of the time.</p> <p>Almost all parents report knowing what their child's next steps are in literacy and most in numeracy,</p> <p>Combined lit from 79.52% to 82.14%</p> <p>Combined Num 86.75% to 82.14%</p> <p>Reading gap FSM from 42.86% to 80%</p> <p>Numeracy gap FSM from 42.86% to 60%</p>	<p>Audit current literacy resources across the school and look at renewing/refreshing.</p> <p>Continue with a rigorous quality assurance calendar, with feedback and next steps identified.</p> <p>Staff continue moderation activities</p> <p>Staff continue to engage with new frameworks with a focus on Science</p>

Improvement outcome we were trying to reach	What happened?	Impact on the improvement outcome.	What next?
<p>Improvement in children and young people's behaviour and attendance</p> <p>Improvement in children and young people's wellbeing</p> <p>Children have a greater understanding of their rights (UNCRC) and these rights are being met across our establishments</p>	<p>Review policy on behaviour/ethos etc and undertake relationships survey</p> <p>Create new practice paper involving community and taking a rights based approach</p> <p>Restorative Approach training for all staff</p> <p>Peer mediator training for P6 pupils</p> <p>Attendance check at end of term. Letters/calls home to those under 90% Pupils added to tracker</p> <p>Low attenders supported through TATC</p> <p>Practitioner Enquiry on behaviour led by PTs, and modelled in day to day interactions with children and LAs.</p> <p>Submitted for Silver Award - UNCRC</p> <p>Pupil Group leading Right's based assemblies</p> <p>Article of the week sent to families fortnightly.</p> <p>Columba 1400 working with Leadership ambassadors to drive next session's VVA work</p> <p>Building community and capacity through Play therapy My PaSS EP service Art Therapy Columba ERG Treehouse TACT Family Wellbeing Team Community Police officer</p>	<p>Our school takes care of us and keeps us safe 54.4% strongly agreed 20.6% agreed Most pupils agree with this statement</p> <p>Other children treat me fairly with respect 29.4 strongly agreed 25.7 agreed (of the pupils surveyed (P3 up)) The majority of pupils agree that they are treated fairly and with respect.</p> <p>Attendance data shows an increase this session from 93.15% to 95.6 % (May 24th)</p> <p>Lowest attenders have increased time in school.</p> <p>Incident tracking across the school indicates most children understand the ethos culture and relationships policy and this is also reflected in the pupil survey with most children reporting they know what is expected of them and how they should behave towards others in school.</p> <p>ECR policy was co-created and shared with EP who gave feedback before the final draft.</p>	<p>Add questions to the Relationship Survey and LTA survey for pupils to ask about understanding of UNCRC.</p> <p>Sustain relationship with Columba 1400 - create plan for next session. Continue with Tynewater Leaders to develop new VVA</p> <p>Embed RRS work into day to teaching (include in forward planning)</p> <p>As policy review takes place, ensure that UNCRC is embedded throughout.</p> <p>Go for Gold RRS Award</p> <p>Continue to foster relationships with other agencies. Involve in next VVA/Curriculum rational work</p> <p>Continue to empower pupils, staff, parents and other agencies to contribute and help lead in the development of the ECR practice of the school.</p>

Improvement outcome we were trying to reach	What happened?	Impact on the improvement outcome.	What next?
	TW Community Council		
Support the work of the Pupil Digital Leadership Group to empower pupils to lead digital learning across the school All staff achieve Gold Google Workspace Increase the ELC-P3 confidence levels of staff in using digital technology to support learning	<p>Pupil Digital Leaders supporting classes with micro:bit</p> <p>Pupil Digital Leadership group creating Top 5 Google Tools</p> <p>Read and Write Champions training others.</p> <p>Every member of staff has digital learning clearly defined in planning</p> <p>Introduce all staff to micro:bit and support teaching staff in using micro:bits with children ELC-P3 staff engaging with Digital Literacy Framework to plan</p> <p>Focused support for all staff around Google Workspace skills and embed the use of Read and Write</p>	<p>All P7 pupils will have completed Bronze Workspace Skills by June</p> <p>Pupil Council and school are looking at options to get headphones for each child.</p> <p>Undertook Audit of schools current 'Digital Journey' and made a plan of areas we need to work on in order to gain a digital award</p> <p>DILT introduction to micro:bit course complete and staff reporting greater confidence All teachers trained in microbit training.</p> <p>All staff have Bronze level 90% of staff have silver award 85-90% (most) of staff have GWS to Gold.</p> <p>Bronze GWS for P4-7 has started.</p>	<p>Continue to work on Apple Tools - look at developing the use of Apple Teacher courses and working on improved understanding of how to use increased technology.</p> <p>Staff getting new computers / interactive smart boards based on previous audit.</p> <p>Further timetabling of support for digital team to upskill learning assistants in the use of google workspace.</p> <p>Digital Pupil Voice Group to continue model to other children new digital skills</p> <p>Use of RW Grab and Gos as a refresher for staff at the start of next session.</p> <p>Possibility of looking at Sheets for data handling to show possible context for use in the classroom.</p>

PEF IMPACTS

Gap	Intervention	Evaluation	Impact
ACEL P1,4,&7 Lit combined FSM v NFSM Ave gap: 22.07%	<ul style="list-style-type: none"> Targeted support groups led by PT/SfL teacher and followed up through week with LA and CT input Employ LA to enhance provision in school 	Overall Literacy for children with FSM has increased from 42.86% to 80%	Overall Literacy for FSM is 80% and for Non-FSM is 82.28% - a 2.28% attainment gap
ACEL P1,4,&7 Num combined FSM v NFSM Ave gap: 25.11%	<ul style="list-style-type: none"> Targeted support groups led by PT/SfL teacher and followed up through week with LA and CT input 	Numeracy for children with FSM has increased from 42.86% to 60%	Numeracy for FSM is 60% and for Non-FSM is 83.53% - a 23.54% gap (reduced from 47.93% in Session 21/22)

	<ul style="list-style-type: none"> Employ LA to enhance provision in school 		
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Our current strengths include:

Strength	How do we know?
<p>QA calendar Use of feedback from planning meetings and adapting next plans. All staff using consistent assessment tools for writing eg Tickled pink/green for growth Targeted support given to learners who need it</p> <p>Progression pathways in place to support planning Trackers in ELC/ PLOD Learning Priorities in Journals Snapshot jotters</p>	<p>Assessment calendar Class visit evidence Evidence in planning folders. P5, P6 and P7 children Bronze Digital award</p> <p>Attainment meetings Improvement in attainment</p> <p>All using same planning documents for literacy/numeracy/digital/modern languages</p>
<p>Purposeful learning ethos and positive relationships</p>	<p>Evidence gathered from authority Visit 2 All staff have good relationships with the children they work with, they know their triggers and how to offer specific support - positive handling plans / alternative timetables.</p>
<p>Digital tracker linked to Google Awards</p> <p>Ensuring there is appropriate pace, challenge and support for all children.</p> <p>All staff using effective questioning techniques during classroom discussions.</p> <p>Children are exposed to WELL</p> <p>Read Write Toolbar</p>	<p>Evidence gathered from authority Visit 2 Learning Technologists working with class teachers demonstrate and support with learning and teaching Almost all children engaged in their learning. In a few classrooms, questioning was challenging the children Modelling and scaffolding was observed in some classrooms. Use of digital learning and inclusion in some classrooms. Teaching Staff committed to reflecting on practice Self-Assessment in some classes</p>
<p>Leadership of self-evaluation and improvement.</p>	<p>Evidence gathered from authority Visit 2 QA calendar in place Attainment showing improvement Strength in SMT- discussion and knowledge of the school. Staff inclusion in this as evidenced in Jamboards. systems and planning SMT are putting in place.</p>

Our areas for development, over the next 4 years, include

You may wish to use this table to give a high level indication of the phasing of the Midlothian Service Improvement Plan priorities in your school/setting.

2023-24	2024-25	2025-26	2026-27
Review Vision, Values, Aims with all stakeholders	Creation of Curriculum Rationale	Development of Outdoor Learning	Review of Curriculum Rationale using Curriculum Framework Model
Review of how Learners Achievements are celebrated and tracked	Learning, Teaching and Assessment Framework with focus on features of effective Learning, Teaching and Assessment	- Literacy/Numeracy/Learning Across the Curriculum Meta Skills - Skills Development Scotland	Learning, Teaching and Assessment Framework with focus on features of effective Learning, Teaching and Assessment - Literacy/Numeracy/Learning Across the Curriculum
Learning, Teaching and Assessment - focus on writing practice across the school	Learning, Teaching and Assessment toolkit in place	Digital Technology and STEM	
Parental Engagement - create a Parental Engagement Strategy and Communications Strategy	Parental Engagement - Inclusion and Equity	Parental Engagement - Nurturing Schools	
Inclusion - Nurture Principles 2 and 4 and CIRCLE document	Inclusion - Nurture Principles 5 and 6 and CIRCLE document	Inclusion - Nurture Principles 1 and 3	
Reestablish metacognitive skills including Growth Mindset and Learning Powers	Digital Technology and STEM	Play Pedagogy	

Successes and achievements in 2022-23

Our wider achievements and successes this year include:

- Primary 5 participated and won the Golf Tournament
- Submitted eco school application form to keep gold flag - shoutout to Iona!
- Use of recording incidents and meeting learners need folders for tracking
- Working with different schools in moderation sessions
- Networking with members of the community e.g. Bird Garden, Pathhead Village Hall
- All staff participating in Google Workspace Skills
- Forest School sessions
- RRSA silver award submission drafted
- Team Teach training for 5 staff
- Primary 7 girl winner at Cross Country event, P6 and 7 participation.
- Primary 7 camp
- Columba 1400
- Rights Respecting Schools Practitioner Enquiry
- Play therapy sessions
- Art therapy sessions
- Referrals made for extra support for learners
- Primary 4 and 3/4 participated in Swimming
- Primary 6 went Skiing
- Primary 1-3 Nativity and 4-7 Peter Pan
- Primary 4 and 3/4 went to the Mining Museum
- Primary 4-6 going to Festival Theatre
- Community walks with individual children
- Gardening Club with Mrs McNairn
- All classes presenting a class assembly

Capacity for continuous improvement 2-18

Primary, secondary & special schools

QI (HGIOS4 and HGIOELC)	QI 1.1 Self-evaluation	QI 1.3 Leadership of change	QI 2.3 Learning, teaching and assessment	QI 3.1 Ensuring wellbeing, equality and inclusion	QI 3.2 Raising attainment and achievement
Themes	<ul style="list-style-type: none"> Collaborative approaches to self-evaluation Analysis and evaluation of intelligence and data Impact on learners' successes and achievements 	<ul style="list-style-type: none"> Developing a shared vision, values and aims relevant to the school and its community Strategic planning for continuous improvement Implementing improvement and change 	<ul style="list-style-type: none"> Learning and engagement Quality of teaching Effective use of assessment Planning, tracking and monitoring 	<ul style="list-style-type: none"> Wellbeing Fulfilment of statutory duties Inclusion and equality 	<ul style="list-style-type: none"> Attainment in literacy and numeracy Attainment over time Overall quality of learners' achievement Equity for all learners
School self-evaluation	4 good ▾	4 good ▾	3 satisfac... ▾	3 satisfac... ▾	4 good ▾
Local Authority or Collaborative Review evaluation	4 good ▾	4 good ▾	3 satisfac... ▾	3 satisfac... ▾	4 good ▾
HMI/Care Inspectorate evaluation	4 good ▾	4 good ▾	4 good ▾	4 good ▾	4 good ▾

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	
<p>Criteria 1 The appointed Early Learning and Childcare Setting will have a high Quality Workforce.</p>	<p>Care Inspectorate evaluations are “good” or better on the key questions “how good is our staff team?” and “how good is our leadership?”</p>	<p>4.1 - Staff skills, knowledge and values 4.3 - Staff deployment* 3.1 - Quality assurance and improvement are led well</p>	<p>1.3 – Leadership of change 2.3 – Learning, teaching and assessment</p>	<p>4 good ▾</p>
<p>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.</p>	<p>Care Inspectorate evaluations are “good” or better on the key questions “how good is our care, play and learning?”</p>	<p>1.1 - Nurturing care and support 1.3- Play and learning</p>	<p>2.3 - Learning, teaching and assessment 3.1 – Ensuring wellbeing, equality and inclusion 3.2 – Securing children’s progress</p>	<p>4 good ▾</p>
<p>Criteria 3 The appointed Early Learning and Childcare Setting will have the right physical infrastructure, both indoors and outdoors to improve outcomes for children</p>	<p>Care Inspectorate evaluations are “good” or better on the key questions “how good is our setting?”</p>	<p>2.1 - Quality of the setting for care, play and learning</p>	<p>2.3 - Learning, teaching and assessment 3.2 - Securing children’s progress</p>	<p>4 good ▾</p>

Section 3: Improvement Plan 2023-24

Establishment	Tynewater PS ▾
Associated School Group	Dalkeith ▾
Session	2023-24
Prepared by	Name John Dagger and Clare McCallum June 23/added to by Louise Ferguson Aug 23
Date	Date June 23
Reviewed by	Name <i>Catriona McKinnon</i>
Reviewer recommendations	SQIP agreed ▾ Notes for SQIP requires amendment: <i>To be shared at visit 1</i>
Date signed off	Date <i>Sept 23</i>

Midlothian Education Service Priorities

<p>Why? Our vision</p>	<p><i>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.</i></p>	
<p>What? Our improvement priorities</p>	<p>Raising attainment to ensure that all children and young people in Midlothian achieve outcomes which lead to positive destinations</p> <ul style="list-style-type: none"> ● Learning, teaching & assessment ● Curriculum ● Equity 	<p>All children & young people feel valued & included, and have the same opportunities to succeed</p> <ul style="list-style-type: none"> ● Relationships ● Wellbeing & care ● Inclusion & targeted support
<p>How? Our improvement drivers</p>	<ul style="list-style-type: none"> ● 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 & assessment
- Curriculum
- Equity

Where we are in Summer 2023	By Summer 2024	By Summer 2027
<p>ELC - improvements in planning, through visits to other setting and Google Workspace CLPL</p> <p>Planning feedback to all teachers with next steps and commonalities discussed.</p> <p>Quality Improvement calendar in place with ELC in line (jotters/journals/planning/observations)</p> <p>LA Quality Improvement visits feedback used to shape SIP</p> <p>All pupils involved in pupil groups</p> <p>New frameworks being engaged with by teachers</p>	<p>Vision, Values and Aims will have been reviewed and shared across school community</p> <p>Writing pedagogy, practice and moderation reviewed across Early, First, Second Level</p> <p>Initial engagement with LTA Framework</p> <p>Midlothian progression pathways used consistently in planning by teachers and used to identify next steps in learning (focus on literacy, numeracy, H&W and Sciences)</p> <p>Other progressions being piloted</p>	<p>Curriculum Rational will have been developed and Midlothian's Curriculum Framework model will be used to evaluate and refresh the curriculum rationale regularly (including ELC backdrop)</p> <p>LTA policy and toolkit embedded across the school by staff and pupils</p> <p>Staff will have engaged in development work in Meta Skills and these will be embedded in learning and teaching</p> <p>Through validated self evaluation school assesses 2.3 as Very Good</p> <p>Parents and teachers (and most pupils) can talk about where a child is in their learning journey across the curriculum.</p> <p>Developed outdoor learning in ELC and across school.</p> <p>All members of staff can evidence an increased understanding of poverty and the impact it has on life chances</p>

Key Actions	Lead Person	Timescale	Expected measurable outcomes for learners
<u>Primary</u>			
Engagement in SEIC Writing Connector to improve practices in writing	L.Ferguson	Session 23-24	Quantitative - Writing attainment data - to meet stretch aims
Learning Teaching and Assessment Policy to be developed taking into account the UNCRC and MLC guidance Learning and Teaching toolkit created by staff group and trialled	L.Ferguson & I.Leonard	April 2024	Class visits to demonstrate consistent standards set out in Learning Teaching Assessment Policy - 75% of classes to meet all aspects of class visit criteria
Review Vision, Values, Aims	L.Ferguson	October 2024	Quantitative - GMWP results - rating for Affiliation to be over 75%
Midlothian Council Planning progression pathways used and focus on Literacy, Numeracy and Science implemented	All Staff	December 2023	Observation - Quality Assurance of Planning to show all teachers using new planning frameworks consistently
<u>ELC</u>			
Emerging Literacies training to develop Pre-handwriting and Concepts of Print within ELC and Primary 1 settings	J.Donaldson & J. Davie	Session 23-24	75% of observations will show pre-writing and concepts of print opportunities are being accessed by children Environment audit to demonstrate an increased number of opportunities for pre-writing and concepts of print development from baseline (September 2023)
Develop knowledge and understanding of Early Level Numeracy concepts linked to Numeracy Pathways	J.Donaldson & J. Davie	Session 23-24	75% of observations will show numeracy opportunities are being accessed by children Environment audit to demonstrate an increased number of opportunities for numeracy development from baseline (September 2023)
All ELC staff to complete Apple Teacher training	J.Donaldson & J. Davie	Session 23-24	All ELC staff to have Apple Teacher Award by June 2024

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

- Relationships
- Wellbeing & care
- Inclusion & targeted support

Where we are in Summer 2023	By Summer 2024	By Summer 2027
<p>Relationship and wellbeing developments across the school</p> <p>Peer Mediation for P6</p> <p>Headstrong for P7</p> <p>MyPaS</p> <p>ECR policy developed</p> <p>Incident recording</p> <p>Restorative practice and conversations taking place across the school</p> <p>Pupil relationship survey undertaken</p>	<p>Inclusion Nurture Principle 2 and 4 embedded</p> <p>CIRCLE framework used to assess classrooms/ELC</p> <p>Growth Mindset and Learning Powers embedded</p> <p>Ethos Culture and Relationships/Ready to Learn policy developed and shared</p> <p>Parental engagement strategy developed and shared</p> <p>School to achieve RRS Silver Award and UNCRC embedded in work of school</p>	<p>School is at/maintaining the Gold Level of RRS and UNCRC embedded across the work of the school.</p> <p>Use of Nurture Principles and CIRCLE documents is embedded across the school</p> <p>Increased understanding of staff and shareholders of QI 3.1</p>

Key Actions	Lead Person	Timescale	Expected measurable outcomes for learners
<u>Primary</u>			
Develop a Parental Engagement Strategy and Communication Strategy	L.Ferguson	December 2023 Survey - Sept., Dec, June	A Parental Engagement and Communication strategy will be shared. Three point parental survey - rating communication strategy to show increased score across the year
Review of how learners Achievements are celebrated and tracked	L.Ferguson	April 2023	Quantitative - Achievements Tracker Observation - Display Board Monitoring
Re-introduce Growth Mindset and Learning Powers	L.Ferguson	October 2023	Qualitative - Pupil focus groups to demonstrate a growing understanding of metacognitive skills
Embed 'Ready to Learn; Ethos Culture and Relationships' policy across the school	L.Ferguson	Session 2023-24	Qualitative - Pupil Voice Assembly Feedback Quantitative - GWMP Scores for Safe and Autonomy to be over 75%
'Nurture Principle 2 - The classroom offers a safe base' - staff training - whole school evaluation and identified actions using CIRCLE - CICS tool - parental engagement	L.Ferguson & J.Clarke	Session 2023-24	Qualitative - completed CICS evaluation for all classes
'Nurture Principle 4 - Language is a vital means of communication' - staff training including Zones of Regulation and Restorative Practices - whole school evaluation and identified actions - parental engagement	L.Ferguson & J.Clarke	Session 2023-24	Quantitative - Staff feedback and confidence rating
Continue RRS work to achieve Silver Award	I.Leonard	Session 2023-24	Silver Accreditation
<u>ELC</u>			
'Nurture Principle 2 - The classroom offers a safe base' - staff training - whole school evaluation and identified actions - parental engagement	L.Ferguson & J.Clarke	Session 2023-24	Qualitative - completed CICS evaluation for ELC Setting
'Nurture Principle 4 - Language is a vital means of communication' - staff training including Zones of Regulation and Restorative Practices - whole school evaluation and identified actions - parental engagement	L.Ferguson & J.Clarke	Session 2023-24	Quantitative - Staff feedback and confidence rating

Improvement drivers

Continuous professional learning for all colleagues

PRD and MPM process used to identify need.

Data which drives improvement

- Key data is identified in the calendar and collected throughout the year.
- New data dashboard used to measure progress.
- Surveys used also to measure year on year (relationships, LTA etc)
- Attainment meetings including ELC

Quality improvement framework

- Calendar in place for key quality assurance elements including assessment, feedback, surveys.
- Midlothian Visits throughout year

Strong leadership at all levels

- Staff leading in key SIP priorities
- Pupil participation groups

A children's rights-based approach

- We will continue to have a weekly focus on these and use lessons in class.
- We will continue to aim to become a Gold RRS
- We will continue to embed UNCRC into policy.

Digital empowerment

- Digital Award school (audit annually)
- Digital Technologist and Staff Lead develop plan and track progress
- Accessibility features taught and used across school
- Pupils share learning
- Google Workspace used effectively by staff (and some pupils) to communicate, plan and share information.

Associated School Group Improvement Plan

Where we are in Summer 2023	By Summer 2024	By Summer 2027
Moderation in writing has taken place across the ASG within ACEL. The Midlothian Framework for Writing is used to assess and moderate writing, using the matrices.	Writing is planned collegiately across the ASG and moderated using the Midlothian Framework assessment materials.	All staff have a clear understanding of progression across CfE levels within writing and have WAGOLLs for each level based upon text types.
Transition is limited to P7 learners and a few learners from P5 and P6. Learners have some opportunities to take part in transition activities. Enhanced transition takes place in May.	All schools have a deeper understanding of the key vision and aims for transition within the Dalkeith Learning Community. A robust transition policy is in place and includes a clear timeline. ASG HTs have begun to evaluate data and use this to inform ASG planning and next steps.	Transition arrangements ensure children's wellbeing and raise attainment. There is a comprehensive, well-planned programme of transition arrangements in place that takes account of learners from P5 - 7 and earlier in some cases.

Priority One	Raising Attainment in Writing
Aim	Ensure planned opportunities for teachers to come together to develop a shared understanding of progress across levels and into the senior phase across the ASG.

Key Actions	Lead Person	Timescale	Expected measurable outcomes for learners
Dedicate ASG SLT time to review and analyse ASG attainment data.	ASG Chair	August 2023 - May 2024	Head Teachers have a clear understanding of the attainment within the ASG and work together to plan collegiate activities to raise attainment. A shared understanding of the attainment gap exists across the ASG.
ASG SLT to set ASG attainment targets in Writing.	ASG Chair	September 2023	Clear expectations are set across the ASG ensuring attainment is raised in Writing and the poverty attainment related gap in Writing is tackled.
Continue to use the Midlothian Writing Frameworks to support planning, teaching and assessment.	Literacy Champion	August 2023 - May 2024	Attainment is raised through confident teacher judgements together with benchmarking and an appropriate range of assessments across the ASG.
Identify key dates for teachers to come together to develop a shared understanding of progress across levels and into the senior phase (linked to authority offer for P1, 4 &7).	PT English	August 2023 - June 2024	Improved moderation and professional judgement of the achievement of a level through professional dialogue and shared assessment opportunities.

Priority Two	Priority 2: To improve universal and enhanced transition within the Dalkeith Learning Community.
Aim	A robust transition programme and timeline exists for staff and learners to come together to improve transition.

Key Actions	Lead Person	Timescale	Expected measurable outcomes for learners
Establish a full enhanced transition programme.	HT DHS - EO	August 2023 - may 2024	Transition arrangements ensure wellbeing of children and young people and raise attainment.
Create a transition policy which includes a transition calendar.	HT DHS - EO HT KPPS - LR	August 2023 - December 2023	There are clear, shared processes in place for the transfer of information about children's learning and achievements across the curriculum. Partnerships are based upon a shared vision, values and aims. This supports continuity in learning at P7-S1 transition.
Re-establish an ASG residential experience.	DHT - SW	August 2023	Relationships are developed to improve learners' experiences of P7-S1 transition.
Agree upon data collection - what and when?	ASG HTs	September 2023	We work together effectively to plan, deliver, monitor and evaluate joint work.
Establish a pupil, parent and partnership group to support the planning of the DLC transition calendar.	ASG HTs	September 2023	Children and their parents and carers are actively involved in planning transitions.

Priority Three	Priority 3: To review and refresh the Midlothian Science Curricular Progression.
Aim	To have a refreshed Midlothian Science Curricular Progression in place that can be shared across schools and launched in August 2024.

Key Actions	Lead Person	Timescale	Expected measurable outcomes for learners
Establish an ASG Working Group.	HTs	September 2023	
Working Group: <ul style="list-style-type: none"> ● Review the Curricular Progression. ● Make links within each school with focus areas being covered this session in order to seek feedback from teachers. 	Working Group	June 2024	Agreed Science Curricular Progression in place that supports teachers plan and engage learners in relevant and progressive learning experiences.

Section 4: Data to Inform Improvement & PEF

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

<https://docs.google.com/spreadsheets/d/15UIt4iNqVzbrkTaNRbN3QU5i4lkZKAOnuOV9BTt8EZ0/edit?usp=sharing>