



Tynewater Primary School and ELC

Standards and Quality Report 2023-24
Improvement Plan 2024-25

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Section 1: Our context

a) School/setting information

School/ setting name: Tynewater Primary School and ELC

Associated School Group: Dalkeith

Insert link to your ASG Action Plan here: [Dalkeith ASG Improvement Plan 2024-25](#)

Insert link to your school Equity & Excellence Workbook here (previously known as PEF Workbook): [Pupil Equity Funding Workbook 2024-25](#)

b) School vision, values and aims

Our vision is:

Thriving Together at Tynewater!

Our values are:

Be kind
Show respect
Stay safe
Love learning

Our aims are:

Thriving: to be healthy, happy and optimistic
to seek challenge, showing resilience and ambition

Together: to take care of ourselves, each other and our world
to work collaboratively to achieve our potential

Tynewater: to explore, connect with and contribute to our community
to ensure everyone is included and their contributions are valued

c) Consulting/ engaging with stakeholders in school improvement

This year, we have consulted/ engaged on school improvement in the following ways.

With learners:

- Pupil Mixed Age Discussion Groups
- Pupil Leadership Groups
- Quality Assurance Visit 2 Pupil Feedback groups

With parents, carers & families:

- Parent Teacher Consultation Surveys
- Monthly school and ELC newsletter
- Weekly Bulletin Updates
- Parent Council Meetings
- Seesaw updates

With staff:

- Self Evaluation and Quality Assurance activities linked to calendar
- Staff Meetings
- CAT and Inservice sessions
- Quality Assurance Visit 2 staff professional dialogue group

With others:

- Wider community in relation to Vision, Values, Aims
- Wider community partners in relation to community engagement project
- Local Reverend and Mosque
- Community Grandparent Partners

Section 2: Standards & Quality Report 2023-24

(a) We worked on the following improvements.

Improvement outcome (consider stretch aims where appropriate)	Strategic Action	Impact on the improvement outcome	Next steps
Improved practices in writing - to increase writing attainment, pupil engagement and consistency in methodologies	<p>Engagement in SEIC Writing Connector</p> <p>Engagement with Midlothian Learning and Teaching Team</p> <p>ELC and Primary 1 training in Highland Literacy</p>	<p>Improvement in Writing Attainment - increase from 71.6% to 80.5%</p> <p>Increased pupil engagement - increase from 54% to 57% of the number of children who enjoy writing. 69% of pupils feel they do well and are good at writing.</p> <p>86% of teaching staff feel that their teaching practice in writing has improved.</p> <p>Increased collaboration opportunities for ELC and Primary 1 have resulted in improved practices in literacy.</p> <p>Authority Visit 2 feedback: 'Staff collaboration and joint planning for writing is having a positive impact following the modelling and guided support in writing trios.'</p>	<p>Continue to embed in daily planning, teaching and learning experiences</p> <p>Utilise funding from SEIC Writing Connector to enhance pupil engagement in writing</p> <p>Continue to monitor pupil engagement in writing</p>
Reviewed Vision, Values, Aims	<p>Consultation with all stakeholders</p> <p>Launch reviewed VVA</p>	<p>New VVA developed through pupil, parent and community partnership and shared across whole school community</p>	<p>Continue to embed in the work and life of the school.</p> <p>Focus assemblies at the beginning of each term.</p>
Midlothian Council Planning progression pathways used in Literacy and Numeracy	<p>Midlothian Reading Progression training</p> <p>ASG reading moderation sessions</p>	<p>All teachers are using the Literacy and Numeracy Progressions.</p> <p>In ELC, Literacy, Numeracy and HWB pathways are consistently being used for all learners.</p>	<p>Progressions for other curricular areas to be introduced as part of our curriculum development work.</p> <p>ELC to begin to use updated Progression Pathways for Literacy and Numeracy.</p>

		Teacher confidence in this has increased from 5.7 average rating to 8.1 (a 24% increase)	
Parental Engagement Strategy and Communication Strategy developed	Parental consultation Update website	63% of parents chose weekly emails and the school website as means of communication which has been implemented this year.	Ongoing review and consultation regarding school communication strategy
'Ready to Learn; Ethos Culture and Relationships' policy embedded across the school	Refresh and relaunch existing Learning Powers Achievements Tracker to be continued Achievement Assemblies introduced Share policy with all stakeholders	Pupil achievement feedback shows that 56% of pupils value the achievement assemblies. Authority Visit 2 feedback: 'Learner Participation and voice is strong across the school ... The children in the focus group were very proud of their school...Children valued leadership opportunities they had.'	Take on board pupil feedback and change the format of Achievement Assemblies to a video with music. Learning Powers and Metaskills to be amalgamated in session 2025-26
'Nurture Principle 2 - The classroom offers a safe base' embedded	Staff training Whole school evaluation and identified actions using CIRCLE - CICS tool	Whole school GMWP data indicates high levels of Affiliation (nurture and belonging) with a score of 86% in this area. Teaching staff report that Nurture Principle Training has improved their practice and experiences for learners. In ELC, a soft, quiet break out space has been created to support the needs of learners. An environmental review has been conducted and actions taken to develop this further. Authority Visit 2 feedback: 'It was clear they [the children] had good relationships with the staff team and they could identify a trusted person. They felt safe in school and in the playground, and knew staff were able to help if needed.'	Continue to review the ELC environment on an ongoing basis to ensure learning opportunities are maximised and needs of all learners are met.
'Nurture Principle 4 - Language is a vital means of communication' embedded	Staff training including Zones of Regulation and Restorative Practices - with Education Support Officer Whole school evaluation and identified actions	Whole school GMWP data indicates high levels of Autonomy (respectful) and overall Safety with a score of 88% in this area and 85% in these areas respectively. 87% of children report they	

		<p>are able to stay calm when they are told no.</p> <p>Teaching staff report that pupils' emotional literacy and regulation has improved.</p> <p>Authority Visit 2 feedback: 'Good progress with Nurture principles and Zones of regulation, showing a positive impact in class.'</p>	
RRS Silver Award achieved	RRS Pupil Group	Silver Award received 18/03/2024	Gold RRS Award

(b) Impact of our Pupil Equity Funding (PEF):

Baseline Measure	Intervention	Impact on learners	Next Steps
P1, P4, P7 Pupils benefiting from PEF intervention on track in reading - 40% and writing - 20%	Literacy- reading and writing targeted support (LA) <ul style="list-style-type: none"> - Code cracker - Nessy - Stile - Toe by Toe - SNIP - Sensory Circuits 	Of the P1,4,7 pupils benefiting from PEF intervention, two thirds have made progress within a level in L&T, Reading and Writing.	Continue to provide opportunities for targeted support across all stages. Introduce Fresh Start initiative as a Primary 6 and Primary 7 intervention.
P1, P4, P7 Pupils benefiting from PEF intervention, on track in Numeracy - 40%	Numeracy - targeted support (LA) <ul style="list-style-type: none"> -Stile -SEAL 	Of the P1,4,7 pupils benefiting from PEF intervention, two thirds have made progress within a level in Numeracy.	Continue to provide opportunities for targeted support. Training to be provided for Learning Assistants in active numeracy strategies.
Whole school pupil relationships survey 2023: <ul style="list-style-type: none"> - 83.1% of children felt their school helps them to feel good about themselves. - 88.2% pupils reported school takes care of them and keeps them safe. 	Targeted Nurture Groups	Almost all children who attended targeted nurture groups showed and increase in participation and engagement scores over time. Qualitative data has demonstrated an increased level of emotional literacy in all the young people in attendance. Pupils shared that they felt the targeted nurture groups helped them to be able to talk about things, feel more	Continue to implement targeted nurture interventions for individuals. Implement Seasons for Growth as a targeted intervention for individuals.

		<p>confident and happy and make more friends.</p> <p>Across the school, 88% of children reported that they feel safe in school and 89% of pupils reported that adults look out for them in school and make sure they are feeling ok.</p>	
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(c) Our current strengths include:

Strength	How do we know?
<p>Ensuring Wellbeing, Equality and Inclusion:</p> <ul style="list-style-type: none"> The whole learning community has a shared understanding of wellbeing and the children's rights. All stakeholders promote a climate where children and young people feel safe and secure. All staff and partners model behaviour which promotes and supports the wellbeing of all. All staff and partners are sensitive and responsive to the wellbeing of each individual child and colleague. Staff and partners have created an environment where children and young people feel listened to and are secure in their ability to discuss personal and sensitive aspects of their lives because they feel cared about. 	<ul style="list-style-type: none"> Rights Respecting Schools Silver Award report which contains feedback from pupils, staff and parents 88% of children report in their GMWP that they feel safe in school. All staff have engaged in self evaluation using the CIRCLE inclusive classroom scale. Feedback from pupils in Rights Respecting Schools report: 'You can always go to the Headteacher and there's always someone to talk to. Outside there's Learning Assistants and in HWB we've been learning that if you have a worry you can write it down or talk to your teacher...' Whole school GMWP data indicates that 89% of pupils feel that adults look out for them in school/make sure they are feeling ok.
<p>Leadership of Change:</p> <ul style="list-style-type: none"> Pupils, parents, partners and staff are all involved in the creation and ongoing review of the vision, aims and values of the school. The vision of the school is ambitious and focuses on improvements in outcomes for all. Learners are supported to understand the vision aims and values through the four contexts for learning. Leaders at all levels motivate and inspire others to sustain collective commitment to the shared vision through daily actions. All staff are committed to change which results in improvements for learners. 	<ul style="list-style-type: none"> Parent, pupil, staff and community engagement through Columba 1400 in the creation of school vision and values - shared in whole school display Revised Vision and Values shared across whole school community through posters, displays and assemblies Vision and values included in Relationships: Ready to Learn Policy and embedded in Restorative Conversation scripts 84% of children indicate a feeling of belonging/feel important to the school in their GMWP survey Feedback from Authority Visit 2: 'Clear sense of collegiality across staff group who were happy and keen to talk about areas of improvement. Staff were very positive and fully onboard with changes and keen to embed these.'
<p>Management of resources to promote equity:</p> <ul style="list-style-type: none"> The learning environments across the school are seen as a resource to fully support learning, teaching and inclusion. We have a wide range of appropriate resources to support and challenge learners at all levels of their learning Resources across the school are well maintained and organised to enable effective and efficient use 	<ul style="list-style-type: none"> Display monitoring Quality Assurance and timetabled usage of additional learning spaces Audits of resources and digital equipment, obsolete equipment removed and additional resources purchased in ELC and school Learning Assistant timetables with resource and learning

<ul style="list-style-type: none"> When planning future resource acquisition, consideration is given to ensuring best value and sustainability of improvement. 	<ul style="list-style-type: none"> environment time allocated Inservice Day agenda with allocated time for management of resources Data analysis of targeted intervention groups and Support for Learning impact on attainment and progress within a level
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(d) Our wider achievements and successes this year include:

- We received our Rights Respecting Schools Silver Award in March 2024 this year in recognition of the work of our RRS Pupil Leaderships group and across all classes.
- Our ELC received a grading of four ‘Goods’ in the Care Inspection in February 2024. The work staff have done this year in developing observations was highlighted in the Care Inspectorate report: ‘staff wrote meaningful observations that captured children’s experiences and learning effectively’ and the development of our garden area was also highlighted. The systems and processes introduced to support self-evaluation and quality assurance were identified as bringing about positive changes and it is reported that the setting has good capacity for driving forward improvements.
- Community engagement has increased and we have had a number of community members in school supporting learning in a variety of curricular areas throughout the year. Our Head Teacher attends Village Hall meetings and liaises with different community groups to build partnerships. We have 13 Community Grandparent Partners who work with classes on a weekly basis to support learning and provide opportunities for intergenerational partnership working.
- A number of pupil groups have attended Active Schools events, competing for their school. Devolved leadership and close partnership with the Active Schools coordinator have made this financially possible with transport costs.
- The JRSO pupil group have campaigned and monitored our car park to make this a safer place, introducing a pick up/drop off zones and car park badges.
- Our Columba 1400 Pupil Group engaged with parents, staff, pupils and the wider community to review our Vision, Values and Aims.
- The Primary 7 pupils completed a highly successful enterprise project to raise funds for their P7 Prom.
- Our Parent Council has funded a Christmas Pantomime, new school playground equipment, new headphones and has enabled each year group to have at least one class trip to support and extend learning.

(e) Capacity for continuous improvement (school)

Schools: HGIOS	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
Current school self- evaluation	4 good	4 good	4 good	4 good	4 good
HMI/Care Inspectorate evaluation	4 good	4 good	4 good	4 good	4 good

Capacity for continuous improvement (Early Learning & Childcare setting)

If your school has an ELC setting, you need to have a separate early years action plan within your SQIP as this is an expectation from Care Inspectorate and Education Scotland. A template is given below. Delete if you do not have an ELC setting.

ELCs: 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 Securing children's progress
Current ELC self- evaluation	4 good	4 good	4 good	4 good	4 good
HMI/ Care Inspectorate evaluation	4 good	4 good	4 good	4 good	4 good

ELCs: Care Inspectorate Quality Improvement Framework	How good is our care and support? QI 1.1 QI 1.3	How good is our environment? QI 2.2	How good is our leadership? QI 4.1	How good is our staff team? QI 4.3
Current ELC self- evaluation	4 good	4 good	4 good	4 good
Care Inspectorate evaluation	4 good	4 good	4 good	4 good

Section 3: School Improvement Plan 2024-25

School/ ELC name	Tynewater Primary School and ELC
Associated School Group name	Dalkeith
Prepared by (HT name)	Louise Ferguson
Date submitted	June 2024
Reviewed by (name of QIO)	Catriona Mckinnon
Reviewer recommendations	QIO/ QIM name
Date signed off	5/7/24

(a) Midlothian Education Service Priorities

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.

Our improvement priority

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

How will we get there?

We are committed to building high quality learning and teaching, a purposeful curriculum, inclusive capacity and needs led pathways. This will be planned and actioned through four strategic workstreams and six organisers.

Please ensure that you consider the data outcome measure table and data in your Excellence and Equity workbook

b) School Improvement Plan (high level) By June 2025 our school will have achieved the following improvement outcomes.

Learning, teaching, assessment and curriculum	Attendance and engagement	Relationship, wellbeing and care	Inclusion, equity and targeted support
<ul style="list-style-type: none"> ● Creation of Curriculum Rationale ● Creation of Curriculum Plan and Interdisciplinary Bundles ● Short, medium, long term planning formats to be reviewed ● Learning, Teaching and Assessment Framework to be introduced and professional collaboration opportunities to improve ● Develop use of digital technology to extend learning 	<ul style="list-style-type: none"> ● <i>ASG Improvement Priority</i> 	<ul style="list-style-type: none"> ● Nurture Principle 5 - all behaviour is communication professional learning and action plan ● Nurture Principle 6 - transitions professional learning and action plan 	<ul style="list-style-type: none"> ● Dyslexia friendly school strategies ● Parental Engagement - Inclusion and Equity

(c) Schools will have more detailed action plans to map out what they will do to reach the above improvement outcomes. The format for the action plans is below.

Learning, teaching, assessment and curriculum								
Key Actions	Lead Person	Timescale	Baseline measure	Expected measurable outcomes for learners	RAG status			
					T1	T2	T3	T4
<p>Curriculum Rationale -</p> <p>pupil, parent, community and staff engagement in what makes our school special and unique.</p> <p>pupil, parent, community and staff engagement in what our main drivers in our curriculum are.</p> <p><i>ARTICLE 29 Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment</i></p>	Louise Ferguson	Term 1		<p>Curriculum Rationale in place and shared across the whole school community.</p> <p>Embedded in planning processes across the school.</p>				
<p>Creation of Curriculum Plan and Interdisciplinary Bundles using Midlothian Progression Planners to plan progressive IDL opportunities across a level.</p> <p><i>ARTICLE 29 Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment</i></p>	Louise Ferguson	Term 1 and Term 2		<p>Curriculum Plan to ensure clarity in planning and progression within and across levels.</p> <p>Interdisciplinary learning will be evident across the school during Quality Assurance activities and in feedback from pupils.</p> <p>Forward Planning monitoring will show evidence of breadth, depth and relevance in learning.</p>				

<p>Learning, Teaching and Assessment Framework to be shared with all teachers through professional collaboration model</p> <p><i>ARTICLE 28 Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.</i></p>	<p>Janet Donaldson</p>	<p>Term 2 and Term 3</p>	<p>Visit 2 Feedback - 2023/24</p>	<p>Class visits and Visit 2 feedback to show evidence of improvements in the identified areas.</p>				
<p>Short, medium and long term planning formats to be reviewed</p> <p><i>ARTICLE 28 Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.</i></p>	<p>Louise Ferguson</p>	<p>Term 1</p>	<p>Quality Assurance feedback</p>	<p>Forward Planning monitoring will show evidence of progression, pace and challenge in learning.</p>				
<p>Develop use of digital technology to extend learning</p> <p>Submit application for Digital Schools Award</p> <p><i>ARTICLE 28 Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.</i></p>	<p>Iona Cruikshank</p>	<p>Ongoing</p>		<p>The Digital Technology Action Plan will continue to progress.</p> <p>Feedback from pupils and staff will reflect increased confidence</p> <p>Class visits and Visit 2 will evidence opportunities of digital being used to enhance and extend learning</p> <p>Achievement of Digital Schools Award.</p>				

Attendance and engagement								
Key Actions	Lead Person	Timescale	Baseline measure	Expected measurable outcomes for learners	RAG status			
					T1	T2	T3	T4

Relationship, wellbeing and care								
Key Actions	Lead Person	Timescale	Baseline measure	Expected measurable outcomes for learners	RAG status			
					T1	T2	T3	T4
<p>Nurture Principle 5 - all behaviour is communication professional learning opportunities in CAT sessions</p> <p><i>ARTICLE 24 Every child has the right to the best possible health. Governments must provide good quality health care, clean water, nutritious food and a clean environment and education on health and well-being so that children can stay healthy. Richer countries must help poorer countries achieve this.</i></p>	Jo Clarke/Isobel Leonard	Term 2	<p>GWMP results</p> <p>Staff confidence ratings</p>	Increase in affiliation and autonomy scores to be reflected in GMWP scores.				
<p>Nurture Principle 6 - transitions</p> <p>Self evaluation activities Review of current transition processes Whole staff team next steps to be identified</p> <p><i>ARTICLE 24 Every child has the right to the best possible health. Governments must provide good quality health care, clean water, nutritious food and a clean environment and education on health and well-being so that children can stay healthy. Richer countries must help poorer countries achieve this.</i></p>	Louise Ferguson	Term 3 and Term 4	<p>Primary 1 parent transition feedback (session 2023/24)</p> <p>Pupil Feedback</p>	Transition policy to be created to support learners transitions at key points in the year as well as micro transitions within the school day.				

Inclusion, equity and targeted support								
Key Actions	Lead Person	Timescale	Baseline measure	Expected measurable outcomes for learners	RAG status			
					T1	T2	T3	T4
<p>Dyslexia friendly school</p> <p>Self evaluation Staff training Parent information/engagement sessions Pupil led assemblies</p> <p><i>ARTICLE 23 A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community. Governments must do all they can to provide support to disabled children and their families.</i></p>	Jo Clarke	Ongoing	Pupil feedback (session 2023/24)	<p>Pupil Feedback and Learners Voice gathered from Empowerment Group</p> <p>Staff confidence ratings</p> <p>Parent Feedback</p>				
<p>Parental Engagement - Inclusion and Equity</p> <p>Information leaflets Pupil led information videos Parent Council engagement</p> <p><i>Article 18 (parental responsibilities and state assistance) Both parents share responsibility for bringing up their child and should always consider what is best for the child. Governments must support parents by creating support services for children and giving parents the help they need to raise their children.</i></p>	Louise Ferguson	Ongoing		Parent Feedback				
<p>Implement Seasons for Growth programme to support children who have suffered loss and bereavement.</p> <p><i>Article 24 (health and health services) Every child has the right to the best possible health. Governments must provide good quality health care, clean water, nutritious food, and a clean environment and education on health and well-being so that children can stay healthy. Richer countries must help poorer countries achieve this.</i></p>	Isobel Leonard	Ongoing		Pupil, Parent and Teacher feedback from Seasons for Growth sessions				

ELC Plan								
Key Actions	Lead Person	Timescale	Baseline measure	Expected measurable outcomes for learners	RAG status			
					T1	T2	T3	T4
<p>Implement new Literacy and Numeracy progression pathways</p> <p><i>ARTICLE 28 Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this</i></p>	Janet Donaldson	Term 1		Consistent use of updated Literacy and Numeracy Progressions for all children - this will be evidenced in Quality Assurance feedback.				
<p>Nurture Principle 6: Transition - evaluate and review transition processes</p> <p><i>ARTICLE 24 Every child has the right to the best possible health. Governments must provide good quality health care, clean water, nutritious food and a clean environment and education on health and well-being so that children can stay healthy. Richer countries must help poorer countries achieve this.</i></p>	Janet Donaldson/ Jennifer Davies	Ongoing		Transition calendar will be in place to support learners' experiences.				
<p>Learning, Teaching and Assessment:</p> <ul style="list-style-type: none"> - accurate identification of next steps using observation and progression pathways - planning appropriate learning opportunities to support next steps and extend learning <p><i>ARTICLE 28 Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this</i></p>	Janet Donaldson/ Jennifer Davies	Ongoing		Quality Assurance feedback for Learner Journals, planning and progression pathway tracking.				

<p>Parental Engagement- Inclusion and Equity:</p> <ul style="list-style-type: none"> - reintroduce PEEP sessions - implement consistent use of sign-along, board maker and object signifiers, supported by parents and carers <p><i>Article 18 (parental responsibilities and state assistance) Both parents share responsibility for bringing up their child and should always consider what is best for the child. Governments must support parents by creating support services for children and giving parents the help they need to raise their children.</i></p>	<p>Mhaire Cooke and Angela Wilson</p> <p>Siobhan Heatherhill and Mhaire Cooke</p>	<p>Term 1</p> <p>Ongoing</p>		<p>Weekly PEEP sessions will have taken place</p> <p>Parent Feedback</p>				
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