



Cuiken Primary School

Standards and Quality Report 2017-18 Improvement Plan - Year 2018-19



Contents – Standards and Quality Report

1. Our School Vision, Values and Aims
2. How our Vision, Values and Aims were developed and how our Stakeholders were consulted.
3. Context of the School
4. Review of Progress for Session 2017-18
5. What is Our Capacity for Continuous Improvement?
6. Highlights from Session 2017-18

1. Our School Vision, Values and Aims

*We strive to create an enjoyable and caring environment for learning and development in our community.
We aim for excellence and celebrate diversity, inclusion and effort.*

Everyone at Cuiken wants our school and the people in it to be the best they can be. We strive to create an enjoyable, safe and caring environment for learning.

We think about our rights and responsibilities. We look after our school and each other; listen when someone is upset or worried and work together to reach solutions. Our school is sometimes quiet and peaceful and sometimes noisy with the sound of us learning together. We learn on our own, with others and from others. We see mistakes as an opportunity to learn something new and celebrate achievements.

We reach out beyond our school walls and look at our wider world to learn and make a difference.

2. How our vision, values and aims were developed and how our stakeholders were consulted.

Although the above describes are our current school vision, values and aims, these are currently being reviewed and feature as a priority in the 2018-2019 development plan.

3. Context of the School

Cuiken Primary School is situated on Cuiken Terrace in Penicuik and is one of three primary schools associated with Penicuik High School. The catchment area stretches from the immediate vicinity of the school to the countryside to the west of Penicuik including Silverburn and Ninemileburn. The school was built in 2009 and has nine classrooms, a learning resource centre, dining room, gym hall and expressive arts room as well as several smaller tutorial rooms. Our school role currently sits at 217 with a 50 / 50 Nursery. A Provision which supports Midlothian children experiencing social, emotional and behavioural difficulties completes our school and currently has a school role of 7.

It was announced this year that Cuiken Primary will be getting an additional 6 classes over the next few years with one of these classes being established at the start of session 2018-2019. This will take us from 9 classes to 10. This class will be situated in the Expressive Arts room. While no date has been confirmed there will be extensive building work commencing in the later part of 2018 to begin the school extension.

There have been significant changes within the Senior Leadership Team this year. A new Head Teacher joined in September 2017, our mainstream Principal Teacher retired in December 2017, the Principal Teacher moved from the Provision to mainstream in January and a new Principal Teacher joined the Provision in January. The Depute Head Teacher went on maternity leave in February however we unable to find a replacement DHT until her return in February. 2 Acting Principal Teachers were appointed in February 2018 and have clear remits in leading Health and Wellbeing and Numeracy.

The Support for Learning Teacher retired in June 2017 however it was January 2018 before our new Support for Learning Teachers joined. Due to 2 extremely strong candidates at interview we have 2 Support for Learning Teachers who are known as 'The Learning Hub.' One of these teachers is funded through Pupil Equity Funding.

The ongoing lack of available supply teachers has meant that any staff absence has usually had to be covered by our Learning Hub Team, resulting in less support available to children across the school who have identified additional support needs. Due to the increasing number of pupils who have more complex additional social, emotional and behaviour needs, we have had to target our learning assistants and the learning hub team towards these children needs.

While we have no pupils live in The Scottish Index of Multiple Deprivation (SIMD) 1 and 2, there are 43% of our learners living in SIMD 3-5. Cuiken Primary School has been allocated £51,600 for the session 2018-2019 to ensure equity of opportunity for learning.

There are a variety of opportunities for parents and families to be involved in their child's learning journey including open events, drop-ins, shared starts, class assemblies, classroom visits and special concerts/events. We acknowledge the importance of working with and engaging the local community and utilise links effectively.

We have an active Parent Council whose role is to participate in policy developments and support the school in its drive towards continuous improvement as well as organising many fundraising events during the school year.

Links to key documents:

School website: <http://cuiken.mgfl.net/>

School Twitter page: https://twitter.com/Cuiken_Primary

4. Review of progress for Session 2017-18

School priority 1: Raising Attainment in Numeracy

<p><u>NIF Priority</u></p> <ul style="list-style-type: none"> – Improvement in attainment, particularly in literacy and numeracy – Closing the attainment gap between the most and least disadvantaged children and young people 	<p><u>HGIOS 4 Quality Indicator(s) / HGIOS-ELC</u> 3.2 Raising attainment and achievement</p>
<p><u>NIF Driver (Optional)</u></p>	<p><u>Local Authority priorities (see PPP 69)</u> 1.Successes and Achievements</p> <ul style="list-style-type: none"> ● To bring CfE levels in line with the national average in Literacy and Numeracy by the end of P1, P4, P7 and S3 ● Interrupt the cycle of poverty (PEF): 5% increase in number of children from SIMD 1 and 2 achieving the expected CfE level in Literacy and Numeracy by the end of P1, P4, P7 and S3

Progress and Impact:

There have been significant improvements in the achievement of Numeracy CfE levels in P1 and P7 this session.

Numeracy Pupils who have achieved:	% of pupils 2017	% of pupils 2018
early level by the end of P1	65.8	88.6
first level by the end of P4	68.4	60.7
second level by the end of P7	59	88

We have taken our P1s and P7s from majority of learners achieving their level to almost all and while there has been a drop in the achievement of a level in P4 we have evidence which shows that great effort has been taken to support these learners.

It is felt that an increase in learners achieving Numeracy levels this session compared to 2017-2018 is the result of a number of things. Staff have been engaging more with the Benchmarks, the use of SNSAs have allowed professional dialogue and judgement and a drive on targeted

interventions has ensure all learners have been given the best opportunity to succeed.

The introduction of the Learning Hub was highlighted by almost all staff and most parent/carers (121 were part of this process) as being a positive within school development this session. Employing 2 members of staff to lead our drive on supporting additional support needs has allowed us to target and support more learners. Historically SfL has focussed on Literacy however our achievement in levels for Numeracy 2017-2018 highlighted a need to ensure this was covered by the Learning Hub team. Specifically targeting numeracy rather than just literacy has been another factor in the rise in achievement of Numeracy CFE levels.

This year we have had focused attainment and tracking meetings with discussion based on what our learners needs are and how we are addressing these. These discussions have allowed us to identify gaps not only for individuals but for classes. These discussions led us to using SEAL assessments throughout the school which has allowed us to indentify and address these gaps. We have clear targeted interventions which are reviewed each term. Almost all staff highlighted these attainment and tracking meetings as a strength and for the need for these to be embedded next session

There has been clarity on interventions and programmes that are being used to ensure consistency and progression for our learners. SEAL and Basic Maths Facts will be a priority next session with staff still having the freedom to use resources already purchased such as Teejay and SHM. There is also a need to use a consistent planning progression tool and this has been agreed for the start of session 2018-2019.

All Learning Assistants attended a SEAL professional learning opportunity this session and learning walks around the school show that almost all LAs are using these strategies with our learners. There a 4 scheduled SEAL CATs next session to ensure the same levels of consistency across the school.

A CAT session delivered by Yvonne Somerville in February 2018 focused on what makes an effective numeracy lesson. This lesson has been a good starting point however there is a need to further develop and embed next session. During a recent sharing classroom practice visit, while almost all staff were using some features of an effective lesson, less than half used learning intentions and success criteria. Pupil voice groups with the HT in February/March 2018 also indicated a lack of constancy with most learners (46 learners were part of this process) unable to talk in depth about their learning.

Our DHT going off on maternity leave led to an opportunity to create a Principal Teacher role with the main remit being a focus on Numeracy. This is in the early stages however the APT will be a large part of driving the school priority of improving attainment in Numeracy next session.

Next Steps:

- Parental engagement linked to Numeracy. Almost all parents/carers highlighted a need for this during session 18-19.
- Build an effective numeracy lesson collaboratively. This will become our toolkit for an effective lesson and will be used in learning rounds and sharing classroom practice.
- Develop a shared language of learning through the development of the Cuiken Toolkit and introduction of a Cuiken Mathematician.
- Identify what Numeracy resources we have in school before investing in more.

- Consistent use of planner to show progression
- Introduction of SEAL from P1 and use of Basic Maths Facts. 4 SEAL CAT sessions have been planned and will be delivered by Yvonne Somerville.
- Continue to develop and embed attainment and tracking meetings.
- PT of Numeracy to continue to drive school improvement including being lead of working party.

School priority 2: Develop a clear system for safeguarding and child protection

<p><u>NIF Priority</u></p> <ul style="list-style-type: none"> - Improvement in children and young people’s health and wellbeing <p><u>NIF Driver (Optional)</u></p>	<p><u>HGIOS 4 Quality Indicator(s) / HGIOS-ELC</u></p> <p>2.1 Safeguarding and child protection</p> <p><u>Local Authority priorities (see PPP 69)</u></p> <p>3.Learning Provision</p> <ul style="list-style-type: none"> • _Further Improve attendance and reduce exclusion
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Progress and Impact:

A new flowchart was created to clarify the procedures for child protection and wellbeing concerns. During the May in-service, almost all staff said they felt more confident when handling CP and WB procedures. The flowchart is displayed throughout the school so specialists and visitors are also aware of the procedure.

There is a raised profile on the importance of wellbeing throughout the school. Almost all staff feel relevant information is now shared with the appropriate people (including the Learning Assistants) allowing a better understanding of our learners to ensure the right supports are put in place. Almost all staff feels more aware of issues related to children leading to a positive impact on day to day teaching.

A fresh drive on the use wellbeing concerns has clarified issues and problems at an early stage leading to better early intervention. This has also ensured we are becoming stronger on building a bigger picture on key learners.

A huge amount of time has been spent streamlining wellbeing and CP folders in line with GDPR and the guidance issued by the council. This new system is ensuring individuals working with learners who are CP, LAAC are able to access information more readily and securely.

Next Steps:

- Develop our anti bullying policy through the HWB working party.
- Engage parents with safe use of internet workshops.
- Introduce a HWB programme across school – Building Resilience/Emotion Works.
- Continue to embed systems and procedures for 2.1.
- Whole staff 2 year CP training in August 2018.
- Introduce induction process for new starts.

School priority 3: Develop a high curriculum plan

<p><u>NIF Priority</u></p> <ul style="list-style-type: none">– Closing the attainment gap between the most and least disadvantaged children and young people <p><u>NIF Driver (Optional)</u></p>	<p><u>HGIOS 4 Quality Indicator(s) / HGIOS-ELC</u></p> <p>2.2 curriculum 2.3 Learning, teaching and assessment</p> <p><u>Local Authority priorities (see PPP 69)</u></p> <p>2.2 Curriculum as a hook- the power of learning pathways BGE: Taking a closer look at learning pathways, including transitions, in order to deliver a curriculum that acts as a hook to improve engagement and participation resulting in improved outcomes for all learners.</p>
<p>Progress and Impact:</p> <p>Year 2 of the bundles were followed this year. Almost all staff felt there was a pressure to ‘get through’ the bundles leading to a lack of depth. ALL parents who were asked about ‘bundles’ (121 parents were part of this process) did not know what this meant which shows that there is a lack of understanding in relation to this priority.</p> <p>Staff were allocated time to plan collaboratively with colleagues to ensure creative, inspiring and motivating learning experiences. CAT sessions were also set aside to further develop bundling to ensure a high curriculum plan. Although almost all staff are engaging with the bundling process, this needs to be embedded further across the school. Assessment approaches need to be of a wider variety as we can tend to stick to the same strategies such as posters.</p> <p>Time has been spent looking at how we can streamline planning and this forms a large part of school improvement next session. Almost all staff indicated that planning was ‘high effort/low impact’ during a self-evaluation exercise in May 18. There is also a need to use a consistent planning progression tools, including curriculum journeys, which has been agreed for the start of session 2018-2019.</p> <p>Staff have been engaging more with the Benchmarks this session leading to an increased confidence hence a rise in CfE levels in P1 and P7.</p> <p>Although time was build into the working time agreement last session for moderation opportunities these have been limited. Next session we are using 1 department meeting a term to focus on moderation which will also be built into the assessment and moderation calendar.</p>	

Next Steps:

- Year 3 of the bundles and continue to embed bundles.
- Develop our vision, values and aims across the school community to create our curriculum rationale.
- Create an assessment and moderation calendar to ensure a broad range of assessment across the curriculum.
- Introduce a weekly and year plan to ensure consistency, coverage and progression.
- 1 department meeting a term to focus on moderation which will also be built into the assessment and moderation calendar. Ensure we are providing depth of learning through our bundles.

5. What is Our Capacity for Continuous Improvement?

Quality Indicator	School Self Evaluation	Authority Inspections / Theme visits	HMle Inspection Grades
1.1 Self Evaluation for self improvement	3 – Satisfactory		
1.3 Leadership of Change	4 - Good		
2.3 Learning, teaching and assessment	3 – Satisfactory		
3. Ensuring well being equity and inclusion	4 - Good		
3.2 Raising attainment and achievement	4 - Good		
2.2 Curriculum – Theme: Learner pathways	3 – Satisfactory		
2.7 Partnerships – Theme- Impact on learners	3 – Satisfactory		

6. Highlights from Session 2017-18



Learning Hub

We are delighted with the introduction of our Learning Hub team. Mrs Cummings and Mr Palmer are working collaboratively to ensure the needs of our learners are met. Targeted interventions have been identified to ensure the best possible outcomes for all and our excellent learning assistant team are fully part of this process.

Nursery Care Inspectorate

The Care Inspectorate turned up for an unannounced visit in November 2017. They were impressed by the work being carried out by our hard working, enthusiastic Nursery team which is reflected in the grading below:

Quality of care and support 5 - Very Good

Quality of environment 5 - Very Good

Quality of staffing 5 - Very Good

Quality of management and leadership 4 - Good

Attainment



There has been a improvement in the CfE levels achieved by our learners which is also a result of staff confidence rising when using professional judgment. There is a particular improvement in P1 and P7 levels.

Literacy

Reading Pupils who have achieved:	% of pupils 2017	% of pupils 2018	Listening and Talking Pupils who have achieved:	% of pupils 2017	% of pupils 2018	Writing Pupils who have achieved:	% of pupils 2017	% of pupils 2018
early level by the end of P1	78.9	88.6	early level by the end of P1	89.5	88.6	early level by the end of P1	81.6	85.7
first level by the end of P4	73.7	71.4	first level by the end of P4	71.1	75	first level by the end of P4	68.4	71.4
second level by the end of P7	66.7	87.5	second level by the end of P7	71.8	88	second level by the end of P7	56.4	88

Numeracy

Numeracy Pupils who have achieved:	% of pupils 2017	% of pupils 2018
early level by the end of P1	65.8	88.6
first level by the end of P4	68.4	60.7
second level by the end of P7	59	88

Cuiken Toolkit

The Cuiken Toolkit was relaunched in April 2018 and there have been positives steps to developing and embedding a shared language of learning throughout Cuiken Primary School.

All classes have been exploring the different learning dispositions with a different focus each week. Classes have been sharing their learning at assembly and new display boards are being populated by all to show the impact of the learning dispositions in class.

A noticeable improvement has been the involvement of parents in observing and embedding the toolkit at home. Twitter has been a great resource to evidence this engagement.



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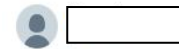
drawing some new species
@Cuiken_Primary
#cuikentoolkit #useyourimagination



Cuiken Primary
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Spidery Spider 🕷️ says #DontGiveUp trying to spell those tricky words, P5 🤔
#CuikenToolkit



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@Cuiken_Primary researching sound experiments for her science homework #becurious



Part 2: Midlothian Education Improvement Planning – 2018-19



Establishment	Cuiken PS
Area	Penicuik
Session	2018-2019
Planning Cycle	Baseline – cycle

<i>SIGNATURES</i>			
<i>Head of Establishment</i>		<i>Date</i>	
<i>ASG Manager</i>		<i>Date</i>	

The Single Midlothian Plan

Midlothian Education Strategic Overview

Creating a World Class Education System through Excellence and Equity

HGIOS 4

NIF

Leadership Learning Community

Creating strategic leaders who collaborate across the system

Creating a Competent System

*Common values, aims and core beliefs
Systems leadership
System enablers*

Visible Learning

Creating a pedagogy of excellence that is about evidence based practice and the best current research

Single page Strategy

1. Priorities for Improvement in Current Year *(Please see PPP 69 February 2018 for key priorities for 2018-19)*

Overview	Planning cycle: 1	Session:2018-2019
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Number	NIF Priority	Aligned School Priority	Stage of Development	Main driver of priority					
		Main priorities must align with NIF/LA Priorities	Exploring, Developing or embedding	Self-evaluation/ school review/VSE	Education Scotland Report	HGIOS 4 QI	Well Being Wheel	Midlothian strategic priorities (✓)	Partnership working
1	NIF – Raising attainment, particularly literacy and numeracy N.B. <i>For Secondary schools may include other attainment targets</i>	Improve attainment in Literacy Improve attainment in Numeracy	Embedding Embedding	Self-evaluation Attainment review with SGM	N/A	2.2 2.3 2.4 3.1 3.2	Achieving	✓	Parents Outside agencies
2	Closing the attainment gap between the most and least disadvantaged children	Improve attainment in Literacy Improve attainment in Numeracy	Embedding Embedding	Self-evaluation Attainment review with SGM	N/A	2.2 2.3 2.4 3.1 3.2	Achieving	✓	Parents Outside agencies
3	Improvement in children and young people's health and wellbeing	Improvement in our young learners HWB	Exploring	Self-evaluation Attainment review with SGM	N/A	2.1 2.2 2.3 2.4 3.2	Nurtured Included Safe Healthy Respected	✓	Parents YOUR SPACE Play Therapy
4	Improvement in employability skills and sustained, positive leaver destinations for all young people	Improve attainment in Numeracy	Embedding	Self-evaluation Attainment review with SGM	N/A	2.2 2.3 2.4 3.1 3.2	Achieving	✓	Parents Outside agencies

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2. Priority Summary and High Level Strategic Targets

Priority No.	Priority Area / Theme	Key Actions to meet targets	Expected outcomes for learners which are measurable and/or observable – <i>please refer to LA targets in PPP 69</i>
	<ul style="list-style-type: none"> - Improve attainment in Literacy 	<ul style="list-style-type: none"> -Literacy Working Part to be established – participation from ALL staff including learners and parents. -Introduce Read Write Inc for P1 and P2 (PEF) -Greater focus on writing across the school including exploration of writing tool ensuring progression and coverage of genre – Talk for Writing? -Introduction of a literacy journey from P3-7 ensuring progression and coverage -Relaunch of Accelerated Reading with clarity on WHY we are using the resource (reading for enjoyment, reading for information?). -Rigorous tracking and monitoring of learner data -Moderation and assessment built into the calendar to inform teacher judgement of CfE levels. 	<ul style="list-style-type: none"> -Ensure CfE levels in Literacy and Numeracy by the end of P1, P4, P7 and S3 are above the national average - PEF: Interrupting the cycle of poverty: Further 5% increase in number of children from SIMD 1 and 2 achieving the expected CfE level in Literacy and Numeracy by the end of P1, P4, P7 and S3
	<ul style="list-style-type: none"> - Improve attainment in Numeracy 	<ul style="list-style-type: none"> -Numeracy Working Part to be established – participation from ALL staff including learners and parents. -Increase parental involvement/engagement through the use of workshops, pod casts in Numeracy. -Use of SEAL and Basic Maths Facts across the school. -SEAL CATs planned across session. 	<ul style="list-style-type: none"> -Ensure CfE levels in Literacy and Numeracy by the end of P1, P4, P7 and S3 are above the national average - PEF: Interrupting the cycle of poverty: Further 5% increase in number of children from SIMD 1 and 2 achieving the expected CfE level in Literacy and Numeracy by the end of P1, P4, P7 and S3

		<ul style="list-style-type: none"> -Develop a clearer understanding of what resources the school has -Identify features of an effective numeracy lesson (LIs, SC, language of learning) and use as a tool for sharing classroom practice and learning rounds. - Consistent use of planners across the school to show progression -Rigorous tracking and monitoring of learner data -Moderation and assessment built into the calendar to inform teacher judgement of cfe levels. -APT remit focusing on Numeracy and attendance at Jo Boaler course (PEF). 	
	<ul style="list-style-type: none"> – Improvement in our young learners Health and Wellbeing 	<ul style="list-style-type: none"> -Health and Wellbeing Working Part to be established – participation from ALL staff including learners and parents. -Whole school focus on vision and values. Link to creation of positive relationships policy and development of schools nurturing approaches -Nurture groups establish as a targeted intervention for individual learners (PEF) -Continue to develop and embed 2.1 procedures and policies and ensure consistency across WHOLE SCHOOL -Introduce a Breakfast Club as a targeted intervention to reduce lateness and increase attendance (PEF) -Introduce YOUR SPACE –twice a week(PEF) -Continue play therapy with provision pupils(PEF) -Use of PEF funding to ensure opportunities for all to attend trips/residential. 	<ul style="list-style-type: none"> -Monitor the ongoing implementation of the Inclusion Review -Taking a closer look at Mental Health and Wellbeing -Further improve attendance and reduce exclusions

		-PT focus on HWB and attendance at Paul Dix course (PEF).	
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3. Action Plan: Summary for Stakeholders e.g. Parent Council, Pupils, Partners

Number	Priority	Expected outcomes for learners which are measurable or observable	Lead responsibility	Timescales
1	– Improve attainment in Literacy	-Ensure CfE levels in Literacy and Numeracy by the end of P1, P4, P7 and S3 are above the national average - PEF: Interrupting the cycle of poverty: Further 5% increase in number of children from SIMD 1 and 2 achieving the expected CfE level in Literacy and Numeracy by the end of P1, P4, P7 and S3	Whole school community	Throughout session 2018-2019
2	– Improve attainment in Numeracy	-Ensure CfE levels in Literacy and Numeracy by the end of P1, P4, P7 and S3 are above the national average - PEF: Interrupting the cycle of poverty: Further 5% increase in number of children from SIMD 1 and 2 achieving the expected CfE level in Literacy and Numeracy by the end of P1, P4, P7 and S3	Whole school community	Throughout session 2018-2019
3	– Improvement in our young learners Health and Wellbeing	-Monitor the ongoing implementation of the Inclusion Review -Taking a closer look at Mental Health and Wellbeing -Further improve attendance and reduce exclusions	Whole school community	Throughout session 2018-2019
4				

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OPTIONAL PAGE

2.4 Working Group or Management Framework for Improvement Plan

Working Group	Priority	Suggested staffing	Lead responsibility

