



Gorebridge Primary



Standards and Quality Report Improvement Plan - Year 2018-19



Contents – Standards and Quality Report

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1. Our School Vision, Values and Aims

We aspire to become a learning community capable of continuous improvement – renowned for our excellence through the quality of our teaching and learning experiences, care and welfare, high expectations and support that we provide to allow our children to develop their full potential as successful learners, confident individuals, effective contributors and responsible citizens.

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

Our vision evolves through ongoing reflection and discussion across the school and our community. Last session we invited all stakeholders to review our vision, values and aims in the light of NIF, PEF and our community context by means of a MAD (mixed age discussion) assembly and as part of our PEF consultation process.

In all areas of our school life we:

- show integrity, fairness, tolerance, resilience and mutual respect.
- value diversity, promoting social inclusion in an environment where everyone is welcome.
- work closely through partnerships to ensure that all children are safe, active, nurtured, valued, successful, respected and included.

Our Vision and Values are embraced by all and are visible through our ethos, support for our learners and through our approaches to the learning experiences we provide for all children.

In our annual parent questionnaire 99% of parents agreed or strongly agreed that their children were happy at Gorebridge Primary School.

During the Mixed Age Debate 4 key aspects of our vision and values were explored – the quality of learning, care and welfare, high expectations and support and developing skills for life. The feedback from the group discussions and consultations showed quite clearly that the school and its community have ownership of the vision, values and aims and that this vision is embedded in our daily practice.

3. Context of the School -

Gorebridge Primary – ‘Caring, Preparing for life’

Gorebridge Primary School is a co-educational and non denominational school and is one of four primary schools situated in the heart of the former mining community of Gorebridge, within Midlothian Council’s Education Division.

Gorebridge Primary is part of the Newbattle Associated School’s Group along with Stobhill , Goreglen, Newtongrange, Mayfield and Lawfield Primary Schools, Mayfield Nursery and Newbattle High School. We are part of the Newbattle Learning Community.

Gorebridge is one of the transit hubs for the Borders Railway service which opened in 2015 and is therefore easily connected to Edinburgh by rail as well as bus services. The population of Gorebridge is growing steadily with the development of both private and affordable housing.

The current school building opened in 2008. There are 13 primary stage classes, including one composite class and potential for a 50/50 nursery. We have enhanced the outdoor areas through the development of a community garden, an outdoor classroom, class planters and all classrooms have access to the outdoors through an external classroom door. This allows regular planned and unplanned use of the outdoors to enhance learning.

The current, combined roll of primary and nursery children is 375. There is a FME of 30%, 88% of our families live in SIMD 1, 2 and 3 and we have a Pupil Equity Funding of £100,800 for session 2018-19. There are 13 classes, one of which is a composite class, and a morning and afternoon nursery class. The SMT consists of HT, DHT and 2 PTs. The staff team comprises of 40. We have a positive, committed staff with developing capacity for leadership at all levels who are keen to be involved in the process of change and the evaluation of the impact of improvements. All members of our school community, including partners, feel they make a worthwhile contribution to continuous improvement.

We have a significant number of children in the early years with speech and language difficulties and this session had 2 planned speech and language projects with a focus on identified children in the nursery and P1. Partnership working with Speech and Language colleagues for targeted P1 group of children is beginning to have a measured impact.

Parental involvement and engagement is excellent with 95% of our parents attending parents’ evening and a very high number attending both BOATS and ‘Gorebridge Gab.’ We have a highly dedicated Parent Council and PTA who work closely with parents and staff members in supporting the school.

4. Review of progress for Session 2017-18

PRIORITY 1 RAISING ATTAINMENT IN LITERACY

<p><u>NIF Priority</u> Improvement in attainment in literacy – reading and writing.</p> <p>Closing the attainment gap between the most and least disadvantaged children</p> <p><u>NIF Driver (Optional)</u> Assessment of children's progress School improvement</p>	<p><u>HGIOS 4 Quality Indicator(s) / HGIOS-ELC</u> Raising attainment and achievement 1.1 Self evaluation 2.2 Curriculum 2.3 Learning, teaching and assessment</p> <p><u>Local Authority priorities</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. 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.
<p>Progress:</p> <ul style="list-style-type: none"> Big Writing programme introduced P1-P7. Regular daily opportunities for writing with a weekly 'Big Writing' focus. Introduction of Fresh Start programme in P6 & P7. Daily phonics programme targeted pupils from P2-P5. Introduction of Accelerated Reader from P3 upwards. We also ensured that robust tracking was in place to identify those pupils who required additional support or challenge and termly attainment meetings held. <p>Impact:</p> <ul style="list-style-type: none"> Our attainment in reading and writing has improved. The number of children achieving their expected level by end of session 17/18 in P4 improved by 10% in both reading and writing. The number of children achieving their expected level by end of session 17/18 in P7 improved by 15% in writing and 6% in reading. 16 class teachers and 10 Learning assistants were trained in 'Big Writing' and 2 CAT sessions were dedicated to further development of 'Big Writing' planning and moderation using benchmarks – staff gave positive feedback at sessions and feel confident in delivering to pupils. Daily targeted Phonics programme in P2-P5 resulted in the targeted children making an improvement of 50% in the sounds they were able to recognise. All teaching staff are trained in Accelerated Reader. Observations and feedback has shown that staff are confident in implementing this programme. P3-P7 teachers are all able to analyse the data to enable them to give feedback to the learner and plan next steps. Children have responded positively to Accelerated Reader and there is evidence which demonstrates improved reading learning experiences. During walkthrough observations children have been observed as being focussed and engaged. Feedback from pupil surveys has highlighted that children enjoy taking star tests and working independently to challenge themselves. Regular feedback on progress is increasing motivation and engagement. There are 220 children accessing Accelerated Reader across the school. 10 children benefited from Fresh Start intervention. 90% of these children have increased their reading age by over 1 year and 6 months. 	

Next Steps:

- Further improve attainment in literacy through analysis of existing data, sharing good practice and embedding consistent learning and teaching approaches. Regular attainment meetings held to look at data and plan next steps.
- Continued development of 'Big Writing'.
- Continued development of Accelerated reader.
- Develop consistency and good practice with the use of learning intentions and Success Criteria.
- Improve assessment and moderation in writing through regular planned sessions to share and moderate pieces of writing. Work within school and with authority colleagues.
- Embed phonic intervention and further develop groups throughout the school.
- Fresh start programme to be further developed in P5 and staff knowledge and understanding of programme to be developed through training.
- Develop digital learning to improve engagement and support the delivery of the Literacy and Numeracy Curriculum.

PRIORITY 2 – NURTURE A WHOLE SCHOOL APPROACH

<p><u>NIF Priority</u></p> <ul style="list-style-type: none"> • Improvement in children and young people's health and wellbeing. • Improvement in attainment, particularly in literacy and numeracy. <p><u>NIF Driver (Optional)</u></p> <p>Performance information</p> <p>Assessment of Children's progress</p> <p>School Improvement</p> <p>Parental Engagement</p>	<p><u>HGIOS 4 Quality Indicator(s) / HGIOS-ELC</u></p> <p>1.2 Leadership for Learning 1.3 Leadership for Change 2.3 Learning, teaching and assessment 3.1 Ensuring wellbeing, equality and inclusion</p> <p><u>Local Authority priorities</u></p> <p>2. Learning Provision</p> <ul style="list-style-type: none"> • To share best practice in learning and teaching. <p>3.1 Ensuring wellbeing, equality and inclusion Child Health and Wellbeing</p>
<p>In session 17/18 we developed an enhanced nurture base within the school in order to meet the needs of our most vulnerable children</p> <p>Progress</p> <ul style="list-style-type: none"> • All teaching staff and the majority of support staff attended sessions run by the Educational Psychologist on attachment and Nurture Groups to enhance professional knowledge and understanding of attachment and resilience. • Staff carried out whole school nurture approach readiness checklist in order to measure understanding of a nurture approach and evidence from this showed that staff required further training to develop understanding of the principles of nurture. • Good practice visits to Croftmalloch Primary school and Parkhead Primary School in West Lothian were carried out and further training was given to all teaching staff from West Lothian Development officer for Nurture to address this. • Our enhanced nurture space was created and we identified key members of staff to ensure the successful running of it. • Since September 2017, 19 children from P1-P3 have been part of targeted interventions such as Boxall testing and Test of change run charts. These have been used effectively to assess readiness to learn, focus and concentration skills. • During session 17/18 a Lifeskills group was set up targeting pupils in P4-P7. • A weekly Friday family breakfast was set up during session 2017/18. <p>Impact:</p> <ul style="list-style-type: none"> • Staff trained during session 17-18 now have a clear understanding of the principles of nurture, attachment and resilience. • Since September 2017, 19 children from P1-P3 have been part of targeted interventions such as Boxall testing and Test of change run charts. These have been used effectively to assess readiness to learn, focus and concentration skills. Over the course of the session 37% of the children who attended the nurture base are now back in class full time and are making good progress within their CfE levels. • Boxall profiles have shown a significant increase in children being able to engage and give purposeful attention. Class teachers have reported children becoming more ready to learn. • During session 17/18 a Life skills group was also set up targeting pupils in P4-P7. A clear programme of activities was devised which allowed children to grow in self esteem and learn skills for life. All children who attended have given positive feedback during pupil voice sessions. • A family breakfast was set up during session 2017/18. The number of families attending has increased from 5 families to over 20 families. Parents/carers were also surveyed on the family breakfasts and those who attended gave positive feedback of the weekly event. 	

- All staff who have been trained have a clear understanding of nurture base principles.
- Feedback about our enhanced nurture space has been very positive. Visitors and parents / carers have been invited to give feedback after visiting and all have been very complimentary and positive.

Next Steps:

- Continue to embed nurturing approaches throughout the school and develop consistent approaches to managing behaviour and celebrating achievements.
- Continue to develop our 'Family Breakfast' and provide Family Learning Opportunities to engage parents in their child's learning. Family Breakfast opportunity to be provided more than once a week
- Embed the Life skills programme P4-P7. Track health and wellbeing of targeted children and monitor their CFE levels.
- All staff to become ACE aware and able to support our children to help them overcome the negative impact of ACES.

PRIORITY 3 – PARTNERSHIPS – LOCAL AND WIDER COMMUNITY

<p><u>NIF Priority</u> Improvement in children and young people's health and wellbeing</p> <p><u>NIF Driver (Optional)</u> Parental Engagement School Improvement</p>	<p><u>HGIOS 4 Quality Indicator(s) / HGIOS-ELC</u> 1.2 Leadership of Learning</p> <p>2.2 Curriculum</p> <p>2.7 Partnerships</p> <p><u>Local Authority priorities</u> 3.1 Ensuring wellbeing, equity and inclusion</p>
<p>Progress</p> <ul style="list-style-type: none"> Community links have been successfully established with Arniston Rangers, Midlothian Foodbank, Gorebridge Community Cares, Gorebridge Community Development Trust, Leisure Centre, Newbyres Nursery, Vogrie Rangers, Gorebridge Library and the local Church. Staff and children engaged with these groups and meetings have been held. All these partners have expressed their commitment to working with the school. Groups of children have been involved in Outdoor Learning experiences with Rangers including foraging and woodland walks. The school community carried out a successful litter pick. The school has raised money through dress down days for Midlothian Foodbank. An increase in the number of after school opportunities offered to our children. SIMD 2 and 3 children targeted to have opportunities to take part in after school clubs. Children from P5-P7 had the opportunity to take part in Children's University. <p>Impact</p> <ul style="list-style-type: none"> Children have developed their knowledge of the local community and teaching staff are now regularly involving partners in their planning to give quality learning experiences to the children. Over the course of the session we have provided a number of after school clubs for our children, targeting those children in SIMD 2 & 3, but also providing opportunities for all our learners. Bumble Bee sports provided multi-sports opportunities for all of our P1-P3 children. 45 children have participated in dance workshops and 20 children in football sessions. Our learning assistants also provided opportunities for P4-P7 children to enjoy afterschool activities such as – Zumba, ball skills, outdoor learning and chess. Attendance at clubs was 87% over a 5 week period. This has resulted in our children developing skills in leadership and teamwork. Through pupil voice 85% children are keen to continue with these activities next session or would like to try another club. Children's university had 50 pupils from P5-P7 signing up to this over the course of the session and 4 children attended Queen Margaret University graduation ceremonies. <p>Next Steps:</p> <ul style="list-style-type: none"> Staff continue to build partnerships at all stages across the session. Evidence of partnerships tracked through forward planning monitoring. Enhance after school opportunities for our children. Support PEF pupils to be able to participate in active schools clubs. Develop specific wider achievement opportunities for our learners and successfully record these through a wider achievement passport. Track wider achievement of individual learners. 	

PRIORITY 4 – Pupil Equity Fund Project

<p><u>NIF Priority</u> To implement the Newbattle Learning Community project to provide our learners and their families with a co-ordinated early intervention approach with particular focus on:</p> <ul style="list-style-type: none"> • Parental engagement/ family learning • Health and Wellbeing; Emotional and Mental Health • Attendance and Lates <p><u>NIF Driver (Optional)</u></p> <ul style="list-style-type: none"> • School Improvement • Performance Information • Parental engagement 	<p><u>HGIOS 4 Quality Indicator(s) / HGIOS-ELC</u> 2.5 Family learning 2.7 Partnerships 3.1 Ensuring wellbeing, equality and inclusion</p> <p><u>Local Authority priorities</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. • 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. <p>2. Learning Provision</p> <ul style="list-style-type: none"> • Further Improve attendance and reduce exclusions
<p>Progress:</p> <ul style="list-style-type: none"> • Gorebridge Primary School is part of the Newbattle Learning Community Partnership. Through this we have been able to access the support of The Partnership Manager and a range of third sector organisations to provide support to the children and families. A range of services have been accessed to meet their needs. • Regular Wellbeing meetings have been held throughout the session. These meetings have involved the Partnership manager, Home school practitioner and Empowering families. Interventions and supports have been discussed and planned for at these meetings. • Our learners and families have been able to access a range of therapeutic services through the Empowering Families Project. Services that have been accessed have been play therapy, art therapy and systemic family counselling. • A Home school practitioner was appointed who has provided support and intervention to our families within school, home and community. • Specific Home School Practitioner supports have been: <ul style="list-style-type: none"> • Monitoring of attendance and lates • Walking bus targeting children who had poor attendance or are late to school. • Drop in facility for parents • Sure start connections • Home visits to provide support to families • Access to additional resources including clothing, food banks, Christmas presents, furniture and white goods • Setting up and running a weekly family breakfast to support reducing lates and increase readiness to learn. • Sleep Clinic • Parent's mental health needs: recycle cafe, support groups, Midlothian depression / anxiety. • Part of community groups such as: Gorebridge futures, Beacon support group, Gorebridge community cares. • Signposting to family support services including DLA, Universal Credit, Thistle Foundation. • The Newbattle Learning Community delivered a summer programme for targeted families providing free activities, food and access to range of local services. <p>Impact: Pupils Supported - 16</p>	

Parents Supported - 14
 Pupils on Walking Bus - 10
 Pupil referrals School Nurse - 4
 Pupils referrals Art/Play Therapy - 5
 Parent referrals EFP - 4
 Pupil referrals Sleep Clinic - 1
 Parent referrals Sure Start - 4
 Lunchtime Activities (Bumblebee Sports) P1 - P3 - 60
 Pupil Button Box referrals - 8
 Foodbank referrals - 44 (includes Xmas, Easter & Summer)
 Parent MAC Card referrals - 3
 CHIT Nurse referrals - 2
 Summer Programme - Parents - 13 Pupils 12 (excluding preschool siblings)

The walking bus has had a significant impact on attendance up until end session 17/18. 10 children have improved. There has been an overall 50% improvement in attendance of these children.

Next Steps:

- Continued development of the Newbattle Learning Community project
- Continue to develop wellbeing systems
- Identify children for support and intervention in nursery
- Home school practitioner to continue to provide support to children and families
- Develop further opportunities for family learning.
- Target children to have greater opportunity to take part in after school clubs and outdoor learning.
- Continue to embed nurture approaches and further develop the nurture base.

5. What is Our Capacity for Continuous Improvement?

Quality Indicator	School Self Evaluation	Authority Inspections / Theme visits	HMIe Inspection Grades
1.1 Self Evaluation for self improvement	3	3	

1.3 Leadership of Change	3	3	
2.3 Learning, teaching and assessment	3	3	
3. Ensuring well being equity and inclusion	4		
3.2 Raising attainment and achievement	3	3	
2.2 Curriculum – Theme: Learner pathways			
2.7 Partnerships – Theme- Impact on learners	3		

6. Highlights from Session 2017-18

This session, in addition to our very successful BOATS events, we have continued the ‘Gorebridge Gab’ as another means of children sharing their learning with their parents and carers. These events have been timetabled regularly across the session and parental attendance and feedback shows that they welcome this additional opportunity to share their child’s progress through their learning journey.

All classes brought their learning to life with a wide range of educational visits from, The Botanics, Hirsell Farm, The National Museum of Scotland, Deep Sea World, Edinburgh Book Festival, Bannockburn to Edinburgh Zoo and the Risk Factory. In addition, further outdoor learning

took place in our outdoor learning spaces and the local community, Goreglen Children were also involved in outdoor learning trips including Canoeing, mountain biking, hillwalking, bushcraft and beach walks.

Our P6 and P7 children enjoyed residential camps in Dalguise for P6 and Kingswood for P7, where they had enhanced outdoor learning experiences and developed life skills in independence and working with others.

Our nursery children have enjoyed trips to Almondvale Farm and a visit from Jo-Jo Gnome.

Over 40 P5-P7 children enjoyed weekly lunchtime Chess Club which culminated in an exciting end of year tournament in school as well as an inter school friendly tournament with Stobhill Primary, organised by our Learning Assistant Mrs Smith. Other children enjoyed lunchtime Bumble Bee Sports, morning football club and after school dance. Our dedicated Learning assistants also ran afterschool clubs in Zumba, outdoor learning and ball skills in terms 3 and 4.

P4 children developed their swimming skills whilst P6 and P7 enjoyed rugby and skiing.

This year Pudsay bear also came to visit and the children of Gorebridge raised £2351.25 and £293 for Sports Relief . Additional visitors also included our student visitors from Wisconsin.

Once again, we hosted the Neil Wyse football tournament with visiting P6 and P7 boys and girls teams from neighbouring primary schools. Both our boys and girls teams displayed great sportsmanship and football 'intelligence' and won both trophies.

Skills in expressive arts were developed through our P1-P3 Nativity at Christmas and our P5-P7 end of term production of 'The Decades and P3 and P4 were involved in a production of 'Storyland'. The whole school had M & M Drama company in and they watched a pantomime.

Another highlight of the year has been our 'Family Breakfasts' strengthening our parental engagement and is growing in numbers every week.



Part 2: Midlothian Education Improvement Planning – 2018-19

Establishment	Gorebridge Primary School
Area	Education
Session	2018-19
Planning Cycle	Baseline – cycle

SIGNATURES			
Head of Establishment	Julie Binnie	Date	22/6/18
ASG Manager	Julie Fox	Date	22/6/18

The Single Midlothian Plan

Midlothian Education Strategic Overview

Creating a World Class Education System through Excellence and Equity

HGIOS 4

NIF

Creating a Competent System

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

Leadership Learning Community

*Creating strategic
leaders who
collaborate across
the system*

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	Session:18-19		
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	Raising attainment , particularly in numeracy and literacy Closing the attainment gap	Raising attainment in numeracy/maths Raising attainment in Reading and writing	Developing Embedding	School evaluation	n/a	2.2 Curriculum 2.3 Learning, teaching and assessment 2.5 Family Learning 3.2 Raising attainment and achievement	Achieving Nurtured Respected	Successes and achievements	Parents/carers NLC Andrell education
2	Closing the attainment gap between the most and least disadvantaged children	Improving curriculum and learning, teaching and assessment Develop the use of digital technology	Developing	School Evaluation	n/a	2.2 Curriculum 2.3 Learning, teaching and assessment 2.5 Family Learning 3.2 Raising attainment and achievement	Achieving	Successes and achievements	Parents/carers Digital learning Midlothian NLC Digital schools award
3	Improvement in children and young people's health and wellbeing	To promote Health and Wellbeing for staff, pupils and parents	Exploring/Developing	School Evaluation PEF	n/a	2.1 Safeguarding 2.2 Curriculum 3.1 Ensuring wellbeing, equality and inclusion	Safe Secure Nurturing Active Healthy	Successes and achievements Parental Engagement	Parents/Carers HSP Stobhill / Newtongrange P.S Unicef Respect me

4	Closing the attainment gap between the most and least disadvantaged children	Project Equity: Project (PEF)	Developing	Self-evaluation Attainment meetings School Review		2.1 2.5 2.7 3.1	Achieving Safe Healthy Achieving Nurtured Active Respecte d Responsi ble Included	Successes and achievements Parental Engagement	Newbattle LC Children's and Families Empowering Families HSP
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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>
1	Raising Attainment and achievement in Literacy and numeracy (numeracy priority year)	<ul style="list-style-type: none"> • Rigorous monitoring and tracking of student data to improve learning and teaching in literacy and numeracy. • Continue to embed and develop Big Writing throughout school. • Continue to embed and develop Accelerated Reader in P3 – P7. • Improve quality of learning and teaching through ensuring effective use of learning intentions and success criteria • Basic Maths Facts further developed across the school. • Identify areas for targeted support and assess impact of support by using SEAL assessments / hinge questions. • Teaching and support for learning staff to undertake refresher SEAL sessions to support this. • Numeracy / Maths planning improved in quality and is consistent across all stages • Improve moderation of literacy and numeracy. • Holistic assessments planned and implemented each planning block. 	<ul style="list-style-type: none"> • CfE levels in Literacy and Numeracy by the end of P1, P4 and P7 are above the national average • Further 5% increase in number of children from SIMD 1, 2 and 3 achieving the expected CfE level in Literacy and Numeracy by the end of P1, P4, P7 • Increased learner engagement and participation in learning across the stages. • Learners maths fact fluency improves (ability to recall facts quickly and accurately) • Learners receiving targeted support will make improved progress within identified areas

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>
	<p>Improving curriculum and learning, teaching and assessment</p> <p>Improving digital learning</p>	<ul style="list-style-type: none"> • Self evaluate how effective our digital learning is by using 'Digital Schools Award' self evaluation tool. • Develop a 'Digital learning strategy' for Gorebridge Primary School. • Collaborate with Newbattle Learning Community colleagues to develop digital learning. • Collate a digital resources inventory to establish which resources are available to support digital technology within the school. Advise staff about which resources are available from local authority. • Review learners experience in relation to digital technology though focus groups for pupils and staff. • Measure teacher skill level / confidence in use of digital technology through surveys. Run opt in CLPL sessions to support staff to improve skill / confidence. • Invite in digital experts to train staff on current technologies. • Visit and link in with the world of work with regards to digital technology. • Develop whole school progression in digital technology to support teaching and learning. • Develop a whole school progression for internet safety. Use 360 safe toolkit to self evaluate. • Create a pupil 'digital learners group' 	<ul style="list-style-type: none"> • CfE levels in Literacy and Numeracy by the end of P1, P4 and P7 are above the national average • Further 5% increase in number of children from SIMD 1, 2 and 3 achieving the expected CfE level in Literacy and Numeracy by the end of P1, P4, P7 • Increased learner engagement and participation in learning across the stages. • Learners lead and support digital learning across the school. • Learners digital skills progress and improve. • Learners are able to be safe online.

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>
	To promote Health and Wellbeing for staff, pupils and parents	<ul style="list-style-type: none"> • Continue to embed nurturing approaches throughout the school and develop consistent approaches to managing behaviour and celebrating achievements. • Review existing behaviour policy. • All staff trained so that they are ACE aware. • Develop whole school overview of Health and Wellbeing. • Develop children's rights across whole school community. • Wellbeing indicators feature prominently within the school • Anti Bullying approaches reviewed and developed. • Develop staff awareness of mental health issues and support staff wellbeing 	<ul style="list-style-type: none"> • All learners feel included through our nurturing principles. • Increase in the number of children graduating from nurture base by 5% on last year • 5% increase in pupil readiness to learn • Improved social, emotional and educational attainment • Attendance is above 95% • All learners use SHANARRI indicators for wellbeing to support them in discussing how well are they progressing and what they need help with. • All learners achievements are recognised and celebrated. • All learners feel safe and cared for at school.

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>
	<p>Closing the attainment gap between the most and least disadvantaged children</p> <p>Project Equity</p>	<ul style="list-style-type: none"> Continued development of the Newbattle Learning Community project to ensure timely and appropriate supports for learners and their families. Continue to develop wellbeing systems within the school including record keeping and wellbeing meetings. Home school practitioner to continue to provide support to children and families to interrupt the cycle of poverty. Develop further opportunities for family learning. Target children to have greater opportunity to take part in after school clubs and outdoor learning. Continue to embed nurture approaches and further develop the nurture base. Appoint speech and language therapist to up skill staff in delivering vocabulary focussed group programmes and narrative story telling. Staff develop understanding of ACES 	<ul style="list-style-type: none"> All learners needs are met to allow them fully engage with their learning and achieve. All learners feel included through our nurturing principles. Increase in the number of children graduating from nurture base by 5% on last year 5% increase in pupil readiness to learn Improved social, emotional and educational attainment Attendance is above 95%

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	Raising Attainment and achievement in Literacy and numeracy (numeracy priority year)	<ul style="list-style-type: none"> CfE levels in Literacy and Numeracy by the end of P1, P4 and P7 are above the national average Further 5% increase in number of children from SIMD 1, 2 and 3 achieving the expected CfE level in Literacy and Numeracy by the end of P1, P4, P7 Increased learner engagement and participation in learning across the stages. Learners maths fact fluency improves (ability to recall facts quickly and accurately) Learners receiving targeted support will make improved progress within identified areas 	HT DHT PT	2018-19
2	Improving curriculum and learning, teaching and assessment Improving digital learning	<ul style="list-style-type: none"> CfE levels in Literacy and Numeracy by the end of P1, P4 and P7 are above the national average Further 5% increase in number of children from SIMD 1, 2 and 3 achieving the expected CfE level in Literacy and Numeracy by the end of P1, P4, P7 Increased learner engagement and participation in learning across the stages. Learners lead and support digital learning across the school. Learners digital skills progress and improve. Learners are able to be safe online. 	HT N M JM	2018-19
3	Improve Health and Wellbeing for staff, pupils and parents	<ul style="list-style-type: none"> All learners feel included through our nurturing principles. Increase in the number of children graduating from nurture base by 5% on last year 5% increase in pupil readiness to learn Improved social, emotional and educational attainment Attendance is above 95% All learners use SHANARRI indicators for wellbeing to support them in discussing how well are they progressing and what they need help with. All learners achievements are recognised and celebrated. All learners feel safe and cared for at school. 	DHT PT J Smith	2018-19

4	Closing the attainment gap between the most and least disadvantaged children	<ul style="list-style-type: none"> • All learners needs are met to allow them fully engage with their learning and achieve. • All learners feel included through our nurturing principles. • Increase in the number of children graduating from nurture base by 5% on last year • 5% increase in pupil readiness to learn • Improved social, emotional and educational attainment • Attendance is above 95% 	HT DHT HSP	2018-19
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OPTIONAL PAGE

2.4 Working Group or Management Framework for Improvement Plan

Working Group	Priority	Suggested staffing	Lead responsibility

