



Midlothian



Gorebridge Primary School and Nursery Standards and Quality Report 2018-19 Improvement Plan - Year 2019-20



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1. 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 , Gore Glen, 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 and a 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 369. There is an FME of 23%, 88% of our families live in SIMD 1, 2 and 3 and we have a Pupil Equity Funding of £90,720 for session 2019-20. The SMT consists of HT, DHT and 3 PTs. The staff team comprises 40 staff members. 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 we have planned speech and language projects with a focus on identified children in the early years. 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 and effective Parent Council and PTA who work closely with parents and staff members in supporting the school.

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

Our vision has evolved through ongoing reflection and discussion across the school community. Previously (2017-18) our stakeholders reviewed our vision, values and aims through a MAD assembly (mixed age discussion). The discussion and consultation feedback showed that the school and it's community have ownership of the vision, values and aims and that it is embedded into daily practice.

We have tracked engagement with each of the values and the impact upon our learners. Successful engagement with the values has been celebrated termly at our celebration assembly. In December 2018 the vision and values were developed into visual diagram to enhance engagement and understanding.

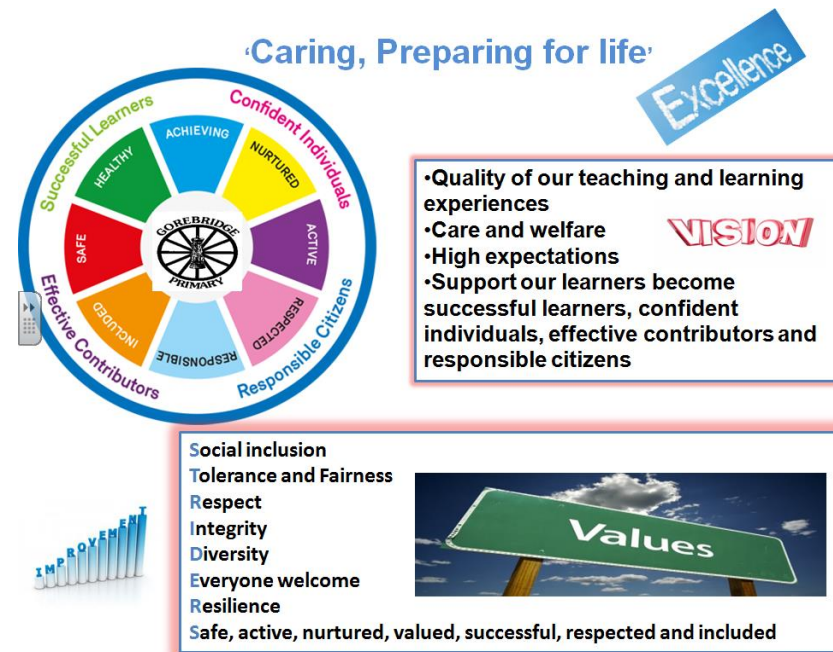
During session 19/20 we plan to revisit and develop our vision, values and aims. The school and nursery will work together to ensure a shared vision throughout the setting. The vision, values and aims will be meaningful, relevant, engaging and clearly understood by all.

3. Our 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.

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.



4. MIDLOTHIAN COUNCIL NATIONAL IMPROVEMENT FRAMEWORK PLAN: OVERVIEW OF HIGH LEVEL PRIORITIES (2018/19)

<p style="text-align: center;">Priority 1 Improvement in attainment, particularly literacy and numeracy</p>	<p style="text-align: center;">Priority 2 Closing the attainment gap between most and least disadvantaged children</p>	<p style="text-align: center;">Priority 3 Improvement in children and young people's health and wellbeing</p>	<p style="text-align: center;">Priority 4 Improvement in employability skills and sustained, positive school leaver destinations for all young people</p>				
<p>1(a) To bring CfE levels in line with the national average in Literacy and Numeracy by the end of P1, P4, P7 and S3 where they are not yet at that level</p> <ul style="list-style-type: none"> Where CfE levels are in line with national averages then schools should aim to reach the national stretch aim of 90% of students achieving the relevant level in every measure. <p>1(b) All Secondary schools have set appropriate targets across key local and national measures to reach targets based on trends against their virtual comparator.</p> <ul style="list-style-type: none"> Level 3 <table style="margin-left: 20px; border: none;"> <tr> <td style="padding-right: 20px;">Numeracy 98%</td> <td>Literacy 98%</td> </tr> </table> Level 4 <table style="margin-left: 20px; border: none;"> <tr> <td style="padding-right: 20px;">Numeracy 90%</td> <td>Literacy 90%</td> </tr> </table> <p>1(c) 100% of schools have a self- evaluation calendar that reflects moderation, tracking, assessment and shared classroom experiences that involve all practitioners and learners</p> <p>1(d) That at least 80% of teaching staff are involved in regular and supported practitioner enquiry in all schools.</p> <p>1(e) 100% of schools have a written curriculum rationale which reflects appropriate pathways for all learners.</p> <p>1(f) 100% of schools reviewed and inspected receive a grading of satisfactory or above for QI 1.3</p> <p>1(g) Increase numbers accessing LLE literacy and numeracy/ESOL (target 430)</p>	Numeracy 98%	Literacy 98%	Numeracy 90%	Literacy 90%	<p>2(a) Interrupt the cycle of poverty (PEF): CfE attainment for those living in SIMD 1-2 should be at the national average in terms of achieving the expected CfE level in Literacy and Numeracy by the end of P1, P4, P7 and S3</p> <p>2(b) Continue to develop and implement an Early Years Strategy on closing the gap to reduce the literacy gap by the end of P1 supported by the Attainment Advisor</p> <p>2(c) Maximise the use of Family Learning approaches to increase the number of family learning interventions across Midlothian by 5% with an LLE target 415 family learners.</p> <p>2(d) Increase % of young people achieving National Qualifications at Levels 3 to 5 with a focus on level 3 and 4 based on comparison with the virtual comparator e.g. looked after, particularly those looked after at home.</p> <p>2(e) Increase the number of LLE opportunities and attendance at learning activities for adults, families and young people.</p> <p>2(f) Increase the influence of young people in the planning of services.</p> <p>(2g) 5% increase in Award youth work per ASG including DOE</p> <p>(2h) Ensure that all youth work is delivered at low or no cost to support reduction in child poverty and increase accessibility.</p> <p>2(i) Increase in youth work offer. (Target 4450 young people access LLE opportunities).</p> <p>2(j) Increase accredited Lifelong Learning Employability Courses and qualifications (25 accredited courses) and (1550 qualifications) and increase number of learners accessing Individual Training Accounts (target 75+ learners)</p>	<p>3(a) 100% of schools reviewed and graded receive a grading of satisfactory or above for QI 3.1</p> <p>3(b) The majority of young people with ASN / LAC are offered timely and appropriate interventions within Midlothian Council</p> <p>3(c) Further Improve attendance: Primary 96% Secondary 92%</p> <p>3(d) Reduce exclusions: <u>Primary</u>- below 15 per 1000 including a maximum of 1 LAC exclusion per thousand. <i>LAC exclusion in exceptional circumstances only.</i> <u>Secondary</u>- reduce exclusions to 49 per thousand as a first step to exclusions being below the national average. This figure includes a maximum of 2 LAC exclusions per thousand. <i>LAC exclusions in exceptional circumstances only.</i></p> <p>3(e) Support schools to implement a range of universal mental health initiatives</p>	<p>4(a) 100% of schools have Senior Phase curriculum models that are fulfilling the recommendations of the delivery plan for Education</p> <p>4(b) Secure a three year pattern of 95% Sustained Positive Destinations and reduce unknowns to under 100.</p> <p>4(c) Increase provision aligned to DYW for vulnerable learners to improve their long term outcomes</p> <p>4(d) Implement priority areas from 36 DYW recommendations: including digital, stem, disability, work experience, learning opportunities, and careers in line with the regional skills assessment. Increase provision aligned to DYW for vulnerable learners to improve their long term outcomes.</p> <p>4(e) Increase the number of STEM opportunities for young people, adults, families and communities.</p> <p>4(f) Continue to increase number of Modern Apprenticeship's on SDS Contract, supported by LLE in particular increase Early Years and Childcare to meet 2020 National targets</p>
Numeracy 98%	Literacy 98%						
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5. Review of Progress and Impact in Session 2018/19

Priority 1: Raising Attainment and achievement in Literacy and numeracy

<p>NIF and Midlothian Priority (<i>highlight as applicable</i>)</p> <ul style="list-style-type: none"> Improvement in attainment, particularly literacy and numeracy Closing the attainment gap between most and least disadvantaged children Improvement in children and young people's health and wellbeing Improvement in employability skills and sustained, positive school leaver destinations for all young people <p>NIF Driver(s) (<i>highlight as applicable</i>)</p> <ul style="list-style-type: none"> School Leadership Teacher Professionalism Assessment of Children's Progress Performance Information Parental Engagement School Improvement 	<p>HGIOS 4 Quality Indicator(s) / HGIOELC (<i>highlight as applicable</i>)</p> <p>1.1 Self-evaluation for self-improvement 1.2 Leadership of learning 1.3 Leadership of change 1.4 Leadership and management of staff 1.5 Management of resources to promote equity 2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning, teaching and assessment 2.4 Personalised support 2.5 Family learning 2.6 Transitions 2.7 Partnerships 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement/ Securing children's progress 3.3 Increasing creativity and employability</p>
<p>Progress: Literacy:</p> <ul style="list-style-type: none"> Accelerated reader has continued to be embedded and developed from P3 – P7. Progress in reading has been tracked by teaching staff analysing growth reports termly. Interventions, such as 'Fresh Start', have been implemented to support those not making expected progress. Success within Accelerated reader has been celebrated through the '100% club', 'Millionaire Treat day' and weekly awards at our assemblies. This has contributed to our learners being engaged and motivated by their reading. A group of our learners have been 'Accelerated Reader Champions', assisting staff and children to develop the programme. Big Writing has been developed across the school. Support for learning teachers have consistently supported writing lessons in order to support children not making expected progress in writing but also helping develop the capacity of our teachers to teach writing and differentiate learning. All children have used targets to help them understand what they are doing well in their writing and what they need to work on next. Each child has had 4 pieces of writing formally assessed using benchmarks. Writing has been moderated to assist teaching staff in making valid and reliable decisions on learners' progress towards achieving a level. Fresh Start groups have consistently been carried out, 5 groups have ran on a weekly basis. This has been a targeted intervention which has made a notable impact upon all children involved. <p>Numeracy:</p> <ul style="list-style-type: none"> Progress in Numeracy has been rigorously tracked across the session. The Numeracy Improvement Team have analysed CFE 	

data each term to identify learners not making expected progress. For each of these learners intervention has been planned.

- SPRING groups have consistently been carried out to support those not making expected progress. This intervention has resulted in progress for almost all the learners involved.
- Basic Maths Facts has been further developed with progress and engagement monitored.
- All teaching staff have been trained in SEAL (Stages of Early Arithmetical Learning) which has developed their understanding of strategies ensuring learners experience activities which are varied, differentiated, active and provide support and challenge.
- Numeracy and Maths planning has been improved in quality and is consistently used by all staff across the school.
- Numeracy has been moderated to assist teaching staff in making valid and reliable decisions on learners' progress towards achieving a level.

Impact:

- *Reading: CFE levels in reading at P1 and P7 have improved by over 5% this session. At P7 the achievement of second level has been above the national average. At P1 and P7 there has been greater than 5% increase in the number of children at SIMD 1-3 achieving the expected CFE level.*
- *Writing: CFE levels in writing at P1, P4 and P7 have improved this session. Across these stages there has been a 5.8% improvement in learners achieving the expected level with a notable improvement of 9% at P1. At P4 and P7 there has been greater than 5% increase in the number of children at SIMD 1-3 achieving the expected CFE level.*
- *Accelerated Reader: Through analysing growth report data it is evident that All classes between P3 and P6 have increased their reading ages by an average of 12 months using accelerated reader.*
- *Fresh Start: All 24 children who accessed Fresh Start have made progress with their reading age ranging between 7 and 44 months. The average for the group is 16 months reading age progress.*
- *Numeracy: CFE levels in Numeracy at P1, P4 and P7 have improved this session. Across these stages there has been a 13.3% improvement in learners achieving the expected level with a notable improvement of 19% at P7. At P1, P4 and P7 there has been greater than 5% increase in the number of children at SIMD 1-3 achieving the expected CFE level. At P4 and P7 the achievement of the expected level has been above the national average.*
- *26 children in P1, P4 and P7 have had SPRING group numeracy intervention this session with all children making clear progress. 30% of these children have progressed from being below the expected CFE level for numeracy to now achieving the expected CFE level.*

Next Steps:

Literacy:

- Increased opportunities to write for meaningful purposes.
- Listening and talking planned in a progressive way. Increased opportunities for solo and group presentations / talks.
- Presentation standards for literacy revisited across the school.
- Continue to further develop Accelerated Reader through: Introducing non-fiction texts, reduction in number of STAR tests from 5 to 3 to improve engagement and analysis of data by teaching staff.
- Increased opportunities for moderation within school and within cluster.

Numeracy

- For those working at first and second level further practice of multi-step / word based problems and fractions, decimals and percentages.
- Continued development of basic maths facts to develop a wide range of strategies to support mental agility.
- Spring groups to continue. Intervention to happen earlier in the session for P6-P7 learners. Develop staff familiarity with Spring assessment and provide teaching staff with hinge questions.
- Moderation to be further developed within school and with cluster school. Moderation cycle used for moderating numeracy.

Priority 2: Improving curriculum and learning, teaching and assessment : Improving digital learning

<p>NIF and Midlothian Priority</p> <ul style="list-style-type: none"> • Improvement in attainment, particularly literacy and numeracy • Closing the attainment gap between most and least disadvantaged children • Improvement in children and young people’s health and wellbeing • Improvement in employability skills and sustained, positive school leaver destinations for all young people <p>NIF Driver(s) (highlight as applicable)</p> <ul style="list-style-type: none"> • School Leadership <ul style="list-style-type: none"> • Teacher Professionalism • Assessment of Children’s Progress • Performance Information • Parental Engagement • School Improvement 	<p>HGIOS 4 Quality Indicator(s) / HGIOELC</p> <p>1.1 Self-evaluation for self-improvement 1.2 Leadership of learning 1.3 Leadership of change 1.4 Leadership and management of staff 1.5 Management of resources to promote equity 2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning, teaching and assessment 2.4 Personalised support 2.5 Family learning 2.6 Transitions 2.7 Partnerships 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement/ Securing children’s progress 3.3 Increasing creativity and employability</p>
<p>Progress:</p> <ul style="list-style-type: none"> • We have self evaluated how effective our digital learning is using the digital school award self-evaluation tool and used this to create an action plan of next steps. • A Digital Learning Strategy has been developed for Gorebridge Primary. • Effective Collaboration with Newbattle Digital Centre of Excellence through High school staff training Gorebridge staff in the use of Virtual Reality. ‘Shared Learning Space’ project has begun to be developed in collaboration with Newbattle High School and Edinburgh University. • We have created a digital learning council to develop digital experts within classes. • We surveyed teachers to evaluate their skill levels and used this data to plan and run CLPL sessions. Midlothian Council development officer delivered a CAT session and opt-in session for emerging technologies such as Spheros, Scratch (coding) and animation. Digital Learner experts have been developing the use of specific technologies through training teachers to deliver lessons to their own classes. • Development in staff culture through more teachers having the confidence to try and use a variety of digital technologies. • A progression pathway has been developed for supporting teaching and learning for digital technology across each level. <p>Impact</p> <ul style="list-style-type: none"> • All teachers have given feedback which shows they are more confident in using a range of technologies. 	

- Walkthrough observations by SLT have identified that the use of technologies within classes is becoming more regular with a greater variety of technologies used. Learner engagement has been high within these lessons.
- All learners and teachers involved in the Virtual reality sessions with Newbattle gave feedback which was very positive.
- Teacher skill level has started to improve.
- Through the Learner council, we have started to develop digital expertise among our learners.

We have used the Digital schools award self-evaluation tool to help us measure the impact of our progress. The evaluation has been completed in September 2018 and May 2019. The following aspects have improved:

- Leadership and vision of digital learning has progressed from 34% to 86%
- Use of digital technology to deliver the curriculum has progressed from 44% to 52%
- School culture has progressed from 33% to 75%
- Professional development linked to digital learning has progressed from 32% to 76%
- Resources and infrastructure has progressed from 59% to 74%

Next Steps:

- Digital Learning Strategy to be shared and used.
- Visit a school who have achieved the Digital Schools Award in order to find out about best practice.
- Implement whole school progression for digital technologies.
- A stronger focus on the planning of digital technologies for all classes.
- Develop a whole school progression for internet safety at each level.
- Create links with the world of work and digital technology.
- Continue to develop digital technologies learners council.

Priority 3: Improve Health and Wellbeing for staff, pupils and parents

<p><u>NIF and Midlothian Priority</u></p> <ul style="list-style-type: none"> • Improvement in attainment, particularly literacy and numeracy • Closing the attainment gap between most and least disadvantaged children • Improvement in children and young people's health and wellbeing • Improvement in employability skills and sustained, positive school leaver destinations for all young people <p><u>NIF Driver(s) (highlight as applicable)</u></p> <ul style="list-style-type: none"> • School Leadership • Teacher Professionalism • Assessment of Children's Progress • Performance Information • Parental Engagement • School Improvement 	<p><u>HGIOS 4 Quality Indicator(s) / HGIOELC</u></p> <p>1.1 Self-evaluation for self-improvement 1.2 Leadership of learning 1.3 Leadership of change 1.4 Leadership and management of staff 1.5 Management of resources to promote equity 2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning, teaching and assessment 2.4 Personalised support 2.5 Family learning 2.6 Transitions 2.7 Partnerships 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement/ Securing children's progress 3.3 Increasing creativity and employability</p>
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Progress

This session we have continued to embed nurturing approaches throughout the school and develop approaches to managing behaviour and celebrating achievements.

- We have continued to develop our enhanced nurture base 'The Den'. 'The Den' has been accessed by mainly P1-4 children this session.
- During session 18-19 a Life skills group has run targeting pupils in P4-P7. A clear programme of activities has been devised which has helped our children to improve their self esteem and learn skills for life. All children who attended have given positive feedback during pupil voice sessions.

Our existing approaches to behaviour have been reviewed, informed by professional learning. Our staff are developing strategies and using interventions to improve behaviour of our learners across the school, for example:

- Class charters are in each class and are created with the learners to give them ownership of the classroom and learning.
- Positive handling plans are updated and in place to support children who have displayed challenging behaviour.
- Risk management plans have been created for children who have been violent to staff to reduce risk and safely manage their behaviour.
- Personalised curriculum and timetables are in place for learners who are finding it difficult to manage learning within their class.
- Staff review of behaviour policy has highlighted what they think is working well for our learners, what is not working well and next steps. Staff have all agreed to engage with some of the strategies of Paul Dix, such as the use of the 'Meet and Greet', 'Smart Walking' and recognition boards.
- Mindfulness activities have been developed across the school.

Other progress within Health and Wellbeing has been the following:

- Health and Wellbeing overview and progression has been developed and will be used session 19-20
- Our learners are developing an understanding of the wellbeing indicators which is helping them understand aspects of their own wellbeing and know what they have to do in order to improve this. Wellbeing indicators are high profile throughout our learning environment. They are displayed and engaged with in every class. Assemblies beginning to specifically cover wellbeing indicators – recent assemblies addressing Safe and Respected (anti-bullying). Our recently developed Health and Wellbeing Curriculum overview ensures teaching and learning which is linked to the wellbeing indicators.
- Anti Bullying approaches have been reviewed and developed. Anti-bullying flow charts have been developed to guide learners, staff and parents with how to deal with bullying.

Impact:

Our HMIE inspection identified the impact of how we have developed Health and Wellbeing this session with the following statements:

- Children benefit from positive relationships with staff and each other.
- Staff and partners create nurturing and supportive environment for learning in which most children feel safe and respected.
- Staff regularly talk to children about their wellbeing needs. Children are working with staff to increase their understanding of the wellbeing indicators.
- Children benefit from access to 'The Den' to participate in nurture programmes. As a result, children are developing important skills in social interaction and communication.

Impact of the Den (nurture) and Lifeskills:

- 17 children have successfully graduated from the Den, returning to class full time this session.
- 9 children have accessed the drop in service which has allowed these learners to get support to ensure they are ready to learn.
- 20 children have also accessed life skills.

Next Steps:

- Positive behaviour and relationships will continue to be an area for improvement next session.
- Behaviour and relationships policy to be finalised for implementation in August 2019.
- Children who display challenging behaviour to be assessed further and strategies employed to improve their behaviour.
- Anti-bullying flow charts will be shared to ensure children and families have confidence in the school's approaches.
- New vision, values and 3 whole school rules to be shared with new class in August.
- Wider achievement assemblies to be organised. Parents to be informed about this so they can inform us of any achievements their child has.
- To develop a consistent language for using wellbeing indicators in class. Children should be supported to use the wellbeing indicators to consider their own wellbeing and identify areas where they need support. .
- Pupil survey to be completed more often to find out how children are feeling within school.

Priority 4: Closing the attainment gap between the most and least disadvantaged children (Project Equity)

<p><u>NIF and Midlothian Priority</u> Improvement in attainment, particularly literacy and numeracy</p> <ul style="list-style-type: none"> • Closing the attainment gap between most and least disadvantaged children • Improvement in children and young people's health and wellbeing • Improvement in employability skills and sustained, positive school leaver destinations for all young people <p><u>NIF Driver(s) (highlight as applicable)</u></p> <ul style="list-style-type: none"> • School Leadership • Teacher Professionalism • Assessment of Children's Progress • Performance Information • Parental Engagement • School Improvement 	<p><u>HGIOS 4 Quality Indicator(s) / HGIOELC</u></p> <p>1.1 Self-evaluation for self-improvement 1.2 Leadership of learning 1.3 Leadership of change 1.4 Leadership and management of staff 1.5 Management of resources to promote equity 2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning, teaching and assessment 2.4 Personalised support 2.5 Family learning 2.6 Transitions 2.7 Partnerships 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement/ Securing children's progress 3.3 Increasing creativity and employability</p>
<p>Progress 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 Early Intervention and Prevention meetings have been held throughout the session. These meetings have involved the Partnership manager, Home school practitioner and Head Teacher. 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. • Our Home school practitioner has continued to provide support and intervention to our families within school, home and community. <p>Specific Home School Practitioner supports have been:</p> <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

Impact:

- **Parents supported** (more than 1 or 2 meetings) - 19
- **Pupils on walking bus** - 15
- **Referrals to EFP** - 5
- **After school activities (PEF)**- 85 children attended
- **Food bank Referrals** – 23 referrals = 11 families = 27 children
- **Summer Programme** – 8 adults & 15 children
- **Christmas Supports** (Mission Christmas & Coats for Kids) - 40 children
- **Cooking Programme** (cost of the school day) – 20 children
- **Saturday Club** (for male family members & children) – 5 adults & 7 children
- **Clothes supports** – 4
- **School Nurse Referrals** – 3
- **Family Breakfast –(August 18-June 19)** = 27 families = 33 children

Our learners have been supported to improve their attendance through close monitoring and supports such as the walking bus. The 15 children who have been on the walking bus have had an overall 50% improvement in attendance.

Next Steps:

- Continued development of the Newbattle Learning Community project.
- Identify children for support and intervention in nursery.
- Home school practitioner to continue to provide support to children and families.
- Further develop involvement of male family members in their child's learning and the life of the school.
- Empowering Families therapist to work with groups of learners.
- 1-1 play therapy to continue to be offered to targeted learners.
- Continue to 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.

6. Successes and Achievements in Session 2018-19

Session 2018-19 has been a positive year with many successes and achievements.

HMIE Inspection

In January 2019 the school and Nursery were visited by Education Scotland HMIE. 10 inspectors visited for what was a full inspection model.

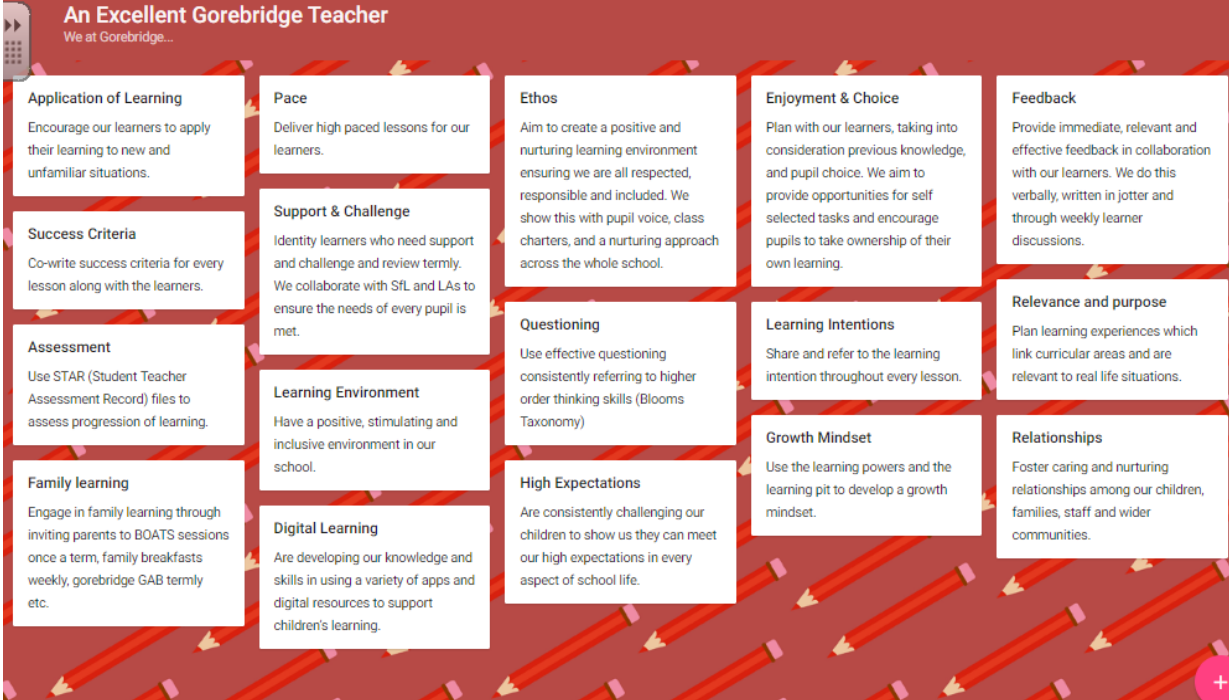
The inspection team found the following strengths in the school's work:

- Children who are motivated and enthusiastic learners and take great pride in their school.
- The newly-appointed headteacher who has a clear vision for the school and is beginning to bring about positive change. He is building on the strong relationships and partnerships across the school community to support continued improvements.
- The senior leadership team and staff across the primary stages and nursery class who provide a supportive and nurturing ethos for children and their families.
- Partnership working within Newbattle Learning Community which takes good account of children and families. In particular, the early intervention and prevention project which is working well with families and leading to positive outcomes.

They are confident in our capacity to continue to improve and will not make any return visits.

The Excellent Gorebridge Teacher

This session we have developed 'An Excellent Gorebridge Teacher'. As a staff team we wanted to develop a one page document which details what we are looking for from our teachers. 'An Excellent Gorebridge Teacher' is now displayed in all classes and engaged with by our teachers and learners. During session 2019-20 we will develop this further as part of our post inspection action plan.



The poster is titled "An Excellent Gorebridge Teacher" with the subtitle "We at Gorebridge...". It features a grid of 15 white boxes, each containing a specific teaching practice or goal. The background is a dark red color with a pattern of red pencils and yellow arrows pointing right. A small pink circle with a white plus sign is located in the bottom right corner of the poster.

Application of Learning	Pace	Ethos	Enjoyment & Choice	Feedback
Encourage our learners to apply their learning to new and unfamiliar situations.	Deliver high paced lessons for our learners.	Aim to create a positive and nurturing learning environment ensuring we are all respected, responsible and included. We show this with pupil voice, class charters, and a nurturing approach across the whole school.	Plan with our learners, taking into consideration previous knowledge, and pupil choice. We aim to provide opportunities for self selected tasks and encourage pupils to take ownership of their own learning.	Provide immediate, relevant and effective feedback in collaboration with our learners. We do this verbally, written in jotter and through weekly learner discussions.
Success Criteria	Support & Challenge	Questioning	Learning Intentions	Relevance and purpose
Co-write success criteria for every lesson along with the learners.	Identify learners who need support and challenge and review termly. We collaborate with SfL and LAs to ensure the needs of every pupil is met.	Use effective questioning consistently referring to higher order thinking skills (Blooms Taxonomy)	Share and refer to the learning intention throughout every lesson.	Plan learning experiences which link curricular areas and are relevant to real life situations.
Assessment	Learning Environment	High Expectations	Growth Mindset	Relationships
Use STAR (Student Teacher Assessment Record) files to assess progression of learning.	Have a positive, stimulating and inclusive environment in our school.	Are consistently challenging our children to show us they can meet our high expectations in every aspect of school life.	Use the learning powers and the learning pit to develop a growth mindset.	Foster caring and nurturing relationships among our children, families, staff and wider communities.
Family learning	Digital Learning			
Engage in family learning through inviting parents to BOATS sessions once a term, family breakfasts weekly, gorebridge GAB termly etc.	Are developing our knowledge and skills in using a variety of apps and digital resources to support children's learning.			

Cost of the School Day Project



The 'Cost of the school day project', organised and led by our PTA and Parent Council has been a big success this session. A range of interventions were planned and carried out to help address financial barriers some of our families face. The following interventions have had a positive impact:

- Wellies which can be borrowed for outdoor play and trips.
- *Shoe library.*

- *Box of crafts available for each year group which children can use for home learning tasks.*
- *Cooking classes for our learners with Gorebridge Community Cares.*
- *Food hygiene training of Gorebridge Learning assistants so that cooking lessons continue after this project.*
- *Subsidy for families for Christmas trip / show.*
- *'Fun Friday' events, no cost to children and hot meal provided. The following 'Fun Friday' events have been held – Uniform discos, Magician and Greatest Showman singalong.*
- *Immersive Dome Experience.*

Engaging learning experiences

Our children have taken part in a range of exciting and engaging experiences this session:

- **Digital technology:** In collaboration with Newbattle digital centre of excellence we have developed the use of Virtual reality across the school. Also the children have begun to develop skills in coding, programming and animation. We are making good progress towards the 'Digital schools award'.



- **Outdoor learning:** We have been developing outdoor learning across the school. P1 have been renovating planters and planting a wide variety of plants and vegetables. They have also made bug houses and tumble traps. We now have a new shed outside the P1 classroom where we store our outdoor equipment for use. Different classes in the school have been going on woodland walks and have been enjoying taking part in activities such as den building. Upper years classes have been orienteering. One member of our P1 staff was successful in being 'Froebel' trained.

- Sporting achievements: Our school achieved Sport Scotland Bronze award and are very close to achieving the silver award. We entered many children and teams into a variety of events this session. We have had high participation in football festivals from both our boys and girls team. Both our boys and girls team won the Neil Wyse football tournament. Teams have also taken part in athletics, netball and hockey. We held our annual chess competition once again which has many entrants in the P6 and P7 categories.
- School events and productions: There have been many successful events which our children have led and have impressed our families, for example: Nativity, Burn's supper, Infant art gallery, P3-4 show, P5-7 show and all classes leading an assembly.

Charity and Fundraising

We have supported a number of charities this session and have raised significant amounts. We held 'The Big Scottish Breakfast' which raised money for the STV Children's appeal. We also held a sponsored walk to support Muscular Dystrophy. The children also took part in a Bake off competition to raise money for Children in need.



Nursery Successes and Achievements 2018 -19:

It has been a very busy and successful session 2018/19 in Gorebridge Primary School Nursery.

We had a visit from HMIE and the Care Inspectorate. The inspection highlighted good positive relationships with parents, children and other agencies as well as high levels of parental engagement.

This session has seen a number of new staff join the nursery team with the arrival of Mrs Cook, Mrs Mohammed and Mrs Ness as well as our two Modern Apprentices, Mrs Owens and Miss Pagan.

We have also successfully implemented the expansion of hours in the nursery. Our children and parents have responded well to this change with many parents reporting that their children are very settled and look forward to coming to nursery.

The children have been on a wide range of trips and outdoor experiences. The nursery visited Purves Puppets in Biggar and also Five Sisters Zoo in West Lothian. Our children have been on several woodland walks which they are thoroughly enjoying. They have also been on an intergenerational project with Emily Court where some very positive relationships are being developed.

We have also had many visitors into the nursery including minibeast with 'Nurture the Nature', 'Be Happy' drama and storytelling sessions provided by our PTA, tasting sessions with Mhairi Barratt from Gorebridge Community Cares and Buddy and House Captain visits from the school.

Our nursery environment has undergone some exciting changes with the introduction of lots more loose part materials and natural resources. We have had a range of donations which has further enhanced the learning environment, such as:

- A Mud kitchen made by Stuart Dempsey
- £250 donated by Scotmid
- £100 donated by Howdens in order to improve our nursery garden and outside area
- Pallets supplied by a local company
- Logs for our indoor sandpit donated by Acrewood Nurseries

Our BOATS events continue to be well attended and Nursery NATTERS have been established this session with lots of positive feedback. We have also been 'Tweeting' regularly to further involve our parents in their children's learning and to share our positive experiences.

7. What is Our Capacity for Continuous Improvement?

Quality Indicator	LA/School Self Evaluation theme process (calendar)	Authority Inspections / Theme visits	HMle/ Care Inspectorate Inspection Grades
1.3 Leadership of Change			Satisfactory
2.3 Learning, Teaching and Assessment			Satisfactory
3.1 Ensuring Wellbeing, Equity and Inclusion (Take into account QI 2.1)			Satisfactory
3.2 Raising Attainment and Achievement/ Securing Children's Progress			Satisfactory

Part 2: Midlothian Education Improvement Planning – 2019-20

Establishment	Gorebridge Primary
Area	Newbattle
Session	2019/20
Planning Cycle	

SIGNATURES			
Head of Establishment	<i>Steve Wood</i>	Date	28.6.19
Schools Group Manager	<i>Julie Fox</i>	Date	28.6.19

Contents – School Improvement Plan

1. Overview of High Level NIF Priorities
2. Priority Summary and High Level Strategic Targets
3. Interrupting the Cycle of Poverty - Pupil Equity Fund Plan
4. ASG Plan

MIDLOTHIAN COUNCIL NATIONAL IMPROVEMENT FRAMEWORK PLAN: OVERVIEW OF HIGH LEVEL PRIORITIES (2019/20)

Priority 1 Improvement in attainment, particularly literacy and numeracy	Priority 2 Closing the attainment gap between most and least disadvantaged children	Priority 3 Improvement in children and young people's health and wellbeing	Priority 4 Improvement in employability skills and sustained, positive school leaver destinations for all young people
<p>1a) To bring CfE levels in line with the national average in Literacy and Numeracy by the end of P1, P4, and P7 where they are not yet at that level</p> <ul style="list-style-type: none"> Where CfE levels are in line with national averages then schools should aim to reach the national stretch aim of 90% of students achieving the relevant level in every measure. <p>1b) All Secondary schools will have set appropriate targets across key local and national measures to reach targets based on trends against their virtual comparator.</p> <ul style="list-style-type: none"> Level 3 Numeracy 98% Literacy 98% Level 4 Numeracy 90% Literacy 90% <p>1c) 100% of schools have a self- evaluation calendar that reflects moderation, tracking, assessment and shared classroom experiences that involve all practitioners and learners</p> <p>1d) That at least 80% of teaching staff are involved in regular and supported practitioner enquiry in all schools</p> <p>1e) Maximising the tariff scores for all learners in the Senior Phase</p>	<p>2a) Interrupt the cycle of poverty (PEF) CfE attainment for those living in SIMD 1-2 should be at the national average in terms of achieving the expected CfE level in Literacy and Numeracy by the end of P1, P4, P7 and S3</p> <p>2b) Increase % of young people achieving National Qualifications at Levels 3 and 5 with a focus on level 3 and 4 based on comparison with the virtual comparator eg looked after, particularly those looked after at home.</p> <p>2c) Ensure that all youth work is delivered at low or no cost to support reduction in child poverty and increase accessibility.</p> <p>2d) Deliver the requirements of the child poverty act through the local action plan developed with community planning partners.</p>	<p>3a) Support schools and ELC settings to provide high quality EY services which:</p> <ul style="list-style-type: none"> Ensure children and families are offered appropriate, timely support Encompass the requirements of the National Quality Standard Continue to increase Early Years and Childcare to meet 2020 National targets with an unrelenting focus on high quality provision whilst ensuring that all settings delivering the early learning and childcare entitlement are compliant <p>3b) The majority of young people with ASN / LAC are offered appropriate assessment which is timely and appropriate.</p> <p>3c) Achieve attendance targets Primary to 95% overall Secondary 91.5% overall with a reduction in unexplained absences</p> <p>3d) Reduce exclusions: Primary- below 15 per 1000 Secondary- 40 per with LAC exclusions in exceptional circumstances only and following discussion with ASL Schools Group Manager</p> <p>3e) Support schools to implement a range of universal mental health initiatives as part of the Midlothian Big Lottery funding</p>	<p>4a) Continue to work towards a three year pattern of 95% Sustained Positive Destinations and reduce unknowns to under 100.</p> <p>4b) Continue to increase number of Modern Apprenticeships on SDS Contract, supported by LLE in particular increase Early Years and Childcare to meet 2020 National targets</p> <p>4c) Deliver adult literacy & numeracy and family learning services</p>

2. Priority Summary and High Level Strategic Targets *(Please see PPP 69 February 2019 for key priorities for 2019-20)*

NIF Priority	Links to HGIOS4	Key Actions	Lead Person Timescale	Expected measurable outcomes for learners
<p>Closing the attainment gap between most and least disadvantaged children</p>	<p>1.3 2.2</p>	<p>Work together as a school community to develop, promote and sustain an aspirational vision for the school and it's community:</p> <p><i>The school and Nursery will work together to ensure a shared vision throughout our setting. This vision will be meaningful, relevant, engaging and clearly understood by all.</i></p> <p><i>We will Involve the whole school community to create a strategic overview which we will use to ensure a shared understanding of the purpose and design of the curriculum.</i></p> <p><i>The following actions will be carried out:</i></p> <ul style="list-style-type: none"> • Establish unique context of Gorebridge Primary and Nursery. • Carry out vision creation events for all stakeholders (Parents / Partners / Staff / Learners). • Analyse all contributions / ideas and filter into common themes. • Establish vision, values and aims. Create graphic to illustrate vision, values and aims. • Translate the vision, values and aims into daily practice. Share with all 	<p>HT September – December 2019</p>	<p>Learners are involved in the creation and ongoing review of the vision, aims and values of the school. Through this active collaboration learners have ownership over the vision values and aims.</p> <p>Learners can talk about the design of their curriculum</p> <p>Learners are observed experiencing clear daily focus on literacy, numeracy and health and wellbeing</p> <p>Attainment is raised for our learners</p> <p>Learners progression across the curriculum is clear</p>

		through assemblies and class activities. Ensure they are visible throughout the setting. Track meaningful engagement.		
Improvement in attainment, particularly literacy and numeracy	2.3 1.3	<p>Improve consistency and quality of teaching and learning:</p> <p><i>Develop key aspects of 'The Excellent Gorebridge Teacher' : Differentiation, Learning Intentions and Success Criteria, Feedback and Self-assessment – Learner's owning their learning.</i></p> <p><i>Through professional learning develop guidance and support in order to improve the quality of learning and teaching linked to each of these aspects</i></p>	All SLT September 19 November 19 January 20 April 20	<p>All learners experience high quality learning and teaching.</p> <p>To bring CfE levels in line with the national average in Literacy and Numeracy by the end of P1, P4, and P7 where they are not yet at that level.</p> <p>Where CfE levels are in line with national averages then aim to reach the national stretch aim of 90% of students achieving the relevant level in every measure.</p> <p>Interrupt the cycle of poverty (PEF) CfE attainment for those living in SIMD 1-2 should be at the national average in terms of achieving the expected CfE level in Literacy and Numeracy by the end of P1, P4, P7</p> <p>That at least 80% of teaching staff are involved in regular and supported practitioner enquiry in all schools</p>
Improvement in attainment, particularly literacy and numeracy	2.3 3.2	<p>Develop tracking and monitoring so that it is well understood and is used effectively to secure improved outcomes for all learners:</p> <p><i>Attainment meetings which pinpoint support, challenge and impact of interventions</i></p> <p><i>Use of digital technology to track and</i></p>	HT and DHT PT Numeracy (SL) PT Literacy (EP) September 19 November 19 February 20 April 20	<p>The school has a self- evaluation calendar that reflects moderation, tracking, assessment and shared classroom experiences that involve all practitioners and learners</p> <p>To bring CfE levels in line with the national average in Literacy and Numeracy by the end of P1, P4, and P7 where they are not yet at that level.</p> <p>Where CfE levels are in line with national</p>

		<p><i>monitor our learners</i></p> <p><i>Forward planning meetings which include discussion of evaluation of impact of teaching and learning and planned next steps</i></p> <p><i>Gathering of a wide range of data and support for staff in how to rigorously interrogate this data</i></p> <p><i>Continue to track wider achievements</i></p> <p><i>Begin to track other curricular areas</i></p> <p><i>Continue to develop moderation of literacy and numeracy.</i></p>		<p>averages then aim to reach the national stretch aim of 90% of students achieving the relevant level in every measure.</p>
<p>Improvement in children and young people's health and wellbeing</p>	<p>3.1</p>	<p>Ensuring wellbeing, equality and inclusion- Develop approaches to behaviour and relationships:</p> <p><i>Through close analysis of internal behaviour data we will identify areas of strength and areas for improvement.</i></p> <p><i>We will engage with professional learning in order to develop strategies to support our learners with managing their behaviour.</i></p> <p><i>We will update and simplify our positive relationships and behaviour policy. Our reviewed vision and children's rights will be reflected within the policy.</i></p> <p><i>We will continue to consult our Educational psychologist to help us plan</i></p>	<p>DHT PT (LH)</p> <p>August 19</p>	<p>Reduce exclusions: Primary- below 15 per 1000 LAC exclusions in exceptional circumstances only and following discussion with ASL Schools Group Manager</p> <p>There is evidence of improved learner behaviour as a result of interventions, for example, reduced incidents and improved engagement.</p> <p>Learners are able to self-regulate their behaviour more effectively.</p>

		<p><i>support for those who require additional assessments to manage their behaviour.</i></p> <p><i>We will develop self-regulation across the school through using the 'Zones of Regulation' approach.</i></p>		
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Nursery

NIF Priority	Links to HGIOS4/HGIOELCC	Key Actions	Lead Person Timescale Links to WTA	Expected measurable outcomes for learners-
<p>Closing the gap between most and least disadvantaged children</p> <p>Improvement in children and young peoples Health and Wellbeing</p>	<p>Leadership and Management</p> <p>1.3 Leadership of Change</p>	<ul style="list-style-type: none"> To revise and agree shared vision, values and aims relevant to Gorebridge nursery and Primary school setting and the community Calendar for monitoring & evaluating agreed and implemented 	<p>HT,DHT all staff Parents and Stakeholders – Oct</p> <p>SLT</p>	<p>School and wider community will have a shared vision, values and aims</p> <p>Monitoring and evaluating will allow for clear progression in children's learning</p>

Improvement in attainment particularly Literacy and numeracy	Learning Provision 2.2 Curriculum 2.3 Learning, Teaching and Assessment	<ul style="list-style-type: none"> • Embed knowledge of curriculum principles and new documentation/professional reading • Familiarise staff with Early level Benchmarks in order to ensure progression in Literacy, Numeracy and Health and wellbeing • Evaluate learning folios to evidence progression in learning 	SLT All Staff EYO EYLC	A clear progression in learning for all children at Early level in Literacy, Numeracy and Health and wellbeing
Closing the gap between most and least disadvantaged children Improvement in children and young people's Health and Wellbeing	Learning Provision 2.4 Personalised Support	<ul style="list-style-type: none"> • Review and update policies • Clear processes and procedures in place • Needs analysis paperwork – ensuring relevant supports and strategies are in place to ensure progression 	SLT SCDW All staff	Children and families will have appropriate timely support

3. Interrupting the Cycle of Poverty – The Pupil Equity Fund Planning Template



Pupil Equity funding should be focused on activities and interventions that will lead to improvements in literacy and numeracy across the Broad General Education, increased levels of engagement, participation, health and wellbeing and an improvement in attendance and a reduction in exclusions. Head Teachers can work at an individual school and local community level or collegiately in wider school clusters and beyond at local authority level to address common interests.

Total Funding Received: £90,720.00

Gap Identified	Intervention Planned	Led by whom and by when	Cost	How will the impact of the intervention be monitored?	Measure of Success
Early intervention and prevention support for targeted children	Newbattle Partnership Manager supporting early intervention and prevention for targeted children. Empowering families therapeutic support (play therapy, art therapy, counselling)	Heather Ritchie Aug 19 Arab Chaudry Aug 19	12,909.23	<ul style="list-style-type: none"> • Early intervention and prevention meetings • Impact data shared by partnership manager e.g. number of families supported 	<ul style="list-style-type: none"> • 2% Increase in identified children and families accessing support services within a shorter timescale.
High % of targeted families require support to interrupt the	Home School Practitioner Aug 19 to Aug 20	Brenda Ferguson Aug 19	35,551.00	<ul style="list-style-type: none"> • Work logs • Record of meetings • Impact data shared by HSP e.g families 	<ul style="list-style-type: none"> • 2% decrease in lates and absences of target group • Readiness to learn improved • Target group on track to achieve CFE levels

cycle of poverty				supported / food referrals / attendance data	
SIMD 2 and 3 children working below expected CFE level in literacy and numeracy	Additional day Support for Learning Aug 19 to Aug 20	SFL teachers Aug 19	11,456.50	<ul style="list-style-type: none"> • Fresh start data • Growth reports • Reading ages • CFE levels 	<ul style="list-style-type: none"> • 5% increase in the number of targeted children achieving expected CFE levels • Reading ages improve for targeted group
SIMD 2 and 3 children working below expected CFE level in literacy and numeracy	9 hours Learning assistant hours to support targeted intervention e.g Fresh Start / Spring groups	DHT Aug 19	5,895.00	<ul style="list-style-type: none"> • CFE levels • Fresh start data • Spring group data 	<ul style="list-style-type: none"> • 5% increase in the number of targeted children achieving expected CFE levels • Reading ages improve for targeted group, reaching / exceeding chronological age
Reduce class pupil numbers	Funding for additional class teacher to allow for 13 classes Aug 19 to Aug 20	HT Aug 19	15,300.00	<ul style="list-style-type: none"> • CFE levels • Teacher feedback • Learner feedback 	<ul style="list-style-type: none"> • Improved CFE levels • Improved learner experience
Early years vocabulary and oral language skills + Inclusive	Speech and Language Therapist (1/2 day per week) developing the following: Attention and listening skills, oral language skills, Circle (inclusive practice), zones of regulation and social thinking	Danielle Macfarland Aug 19	5,362.00	<ul style="list-style-type: none"> • Pre and Post listening / narrative rating scales • Run charts to measure 	<ul style="list-style-type: none"> • Improved CFE levels • Rating scales demonstrate improved vocabulary and oral skills • Reduction in exclusions through improved self-regulation

approaches + Self regulation and emotional control				<ul style="list-style-type: none"> progress over time Class Observations Children's views will be sought. 	
Support parents to afford costs of school camp	Subsidy for school camp (£10 per pupil)	Lee Lockhart Jan 2020	550.00	<ul style="list-style-type: none"> Numbers for school camp Feedback from parents 	<ul style="list-style-type: none"> Learners are able to attend camp and develop a range of skills
55% of children in SIMD 2 and 3 do not access clubs or activities after school	Funding for After School Clubs	Brenda Ferguson Aug 19	603.00	<ul style="list-style-type: none"> Attendance at After school clubs. Observation Feedback from children and parents 	<ul style="list-style-type: none"> Children in targeted group will be accessing after school activities contributing to a healthier lifestyle, increased self-esteem and confidence
Develop parental engagement	Family breakfast	Brenda Ferguson Aug 19	500.00	<ul style="list-style-type: none"> Attendance Survey of impact 	<ul style="list-style-type: none"> Readiness to learn will improve 2% decrease in absence and lates 5% improvement in the number of families engaged with school
% of children in SIMD 2 and 3 come to school late and without breakfast	Walking Bus - 5hrs LA - Jennifer Mees - Aug 19 to Aug 20	Brenda Ferguson Aug 19	3,185.00	<ul style="list-style-type: none"> Pupil attendance measured over time 	<ul style="list-style-type: none"> 2% decrease in lates and absences of target group 5% increase in the number of targeted children achieving expected CFE levels

