



## **Gorebridge Primary School and Nursery Standards and Quality Report 2019-20 Improvement Plan - Year 2020-21**



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## 1. Context of the School

### Our School Vision, Values and Aims

#### Gorebridge Primary

R E A C H  
Y o u r  
P o t e n t i a l

*B e t h e b e s t y o u c a n b e*

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 Learning Community along with Stobhill, Gore Glen, Newtongrange, Mayfield, Moorfoot 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 381. There is an FME of 24%, 64% of our families live in SIMD 1, 2 and 3 and we have a Pupil Equity Funding of £101,033 for session 2020-21. The Senior Leadership Team consists of HT, DHT and 2 PTs. The staff team comprises 48 staff members.

Gorebridge is a vibrant and exciting Primary School situated in the village of Gorebridge. Currently we are a 13 class school with a full time nursery. The children play a very active role in the life and work of the school.

Gorebridge Primary School has passionate and committed staff, willing to go beyond to support our learners and families. We aim to create a caring and nurturing environment and develop an ethos based on family values. Our staff will do what they can to support our learners to reach their potential through their achievement both in and out of school.

Gorebridge Primary is a community school and as such we aim to develop and promote links within the community. We foster excellent partnership through events that involve our community within our school, such as B.O.A.T.S. (Bring our adults to School), which has been one of the successful ways in which parents and carers have been involved in how and what our pupils are learning. We have an active and dynamic PTA and Parent Council who make a great impact on the school by raising funds, leading projects such as 'The Cost of the School Day' and supporting with key decision making. We place great importance on developing the social, emotional and physical health of every member of our school community and place great emphasis on positive behaviour and relationships.

At Gorebridge Primary we are committed to developing excellent teaching and learning. Our approach to teaching and learning is shaped through our development of 'The Excellent Gorebridge Teacher'. Through this approach our teaching staff have identified the key features of excellent teaching and learning and carry out professional learning to develop highly effective and consistent practice.

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

During the session 2019 – 2020 we have revised our vision, values and aims through a thorough consultation with our stakeholders. At the start of session staff were asked the following questions:



They worked individually and then in groups to produce vision boards with graphics and text as a response to these questions. 7 different vision boards were created from the school and nursery staff.

In consultation with our Parent Council, we issued the following questions to our Gorebridge families.

- What is important to us as a community?
- What values do we want at the centre of our school and nursery?
- What do we want our children to achieve during their time at school and nursery?

Parents / carers worked with their children to send back a response to these questions on a postcard. Our parent council offered an incentive reward to encourage responses. We received 47 returns.

### **Collating responses and filtering into key themes**

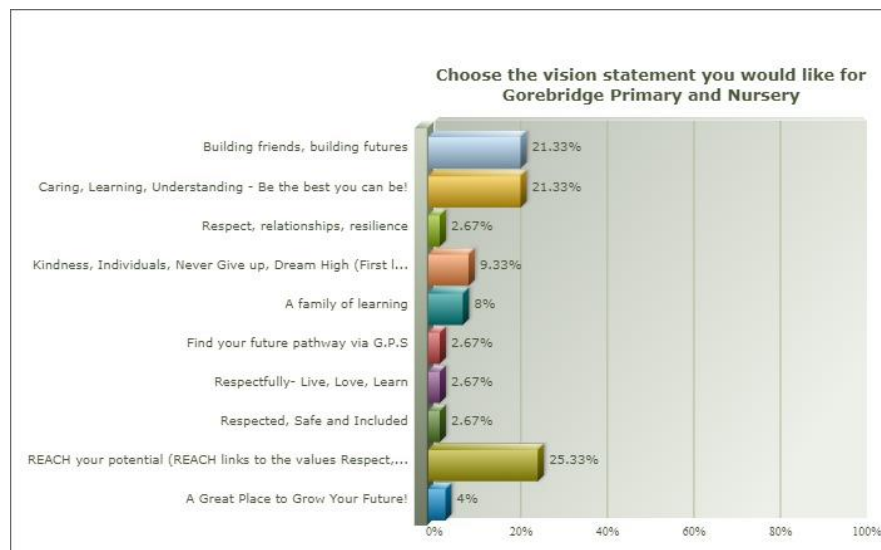
All responses were analysed, key themes were filtered into the most popular. The following table shows different themes and the number of times they were suggested by staff and families. The most popular are listed in this table.

<b>Suggested theme for Vision, Values and Aims</b>	<b>Number of times suggested by Staff and Families</b>
<b>Respect</b>	<b>14</b>
<b>Attainment and Achievement</b>	<b>14</b>
<b>Caring and Nurturing</b>	<b>12</b>
<b>Positive relationships</b>	<b>10</b>
<b>Safe</b>	<b>9</b>
<b>Inclusion</b>	<b>9</b>
<b>Community</b>	<b>8</b>
<b>Emotional wellbeing and happiness</b>	<b>8</b>
<b>Resilient</b>	<b>8</b>
<b>Confident and Independent</b>	<b>8</b>
<b>Motivated and engaged</b>	<b>4</b>

Our vision statement would be informed and underpinned by these themes.

## Creating a new vision statement

Staff, parents and our learners were asked to suggest new vision statement. After consulting staff on the suggestions, the following 10 statements were put forward for a vote by the whole school community:



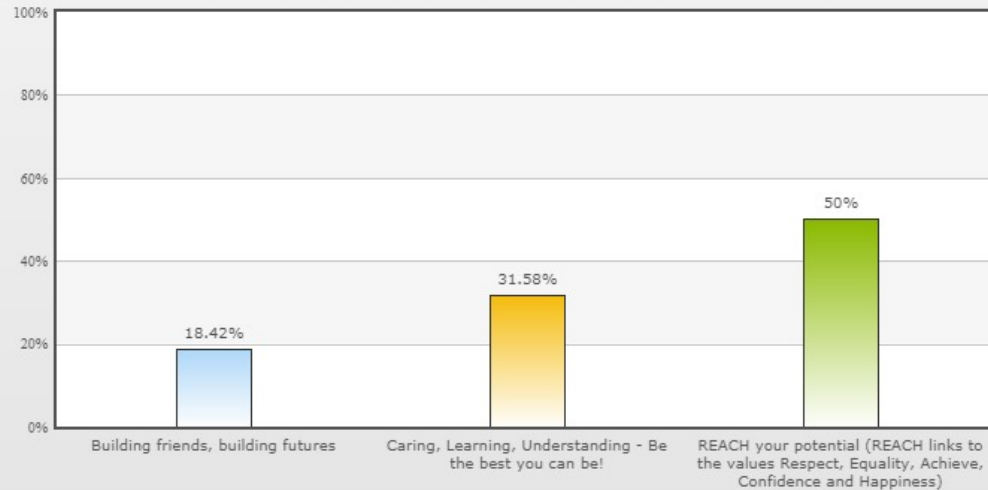
3 vision statements were clearly most popular:

Building friends, building futures

Caring, Learning, Understanding - Be the best you can be!

REACH your potential (REACH links to the values Respect, Equality, Achieve, Confidence and Happiness)

After a vote on 10 possible vision statements for the school and nursery, we have now narrowed down the options to the following three. Please choose the vision statement you want for Gorebridge Primary and Nursery.



As the vote was very close between 3 vision statements we decided to have a final vote with these vision statements. This voting result had a clear favourite with 50% of the vote.

The winning vision statement was:

REACH your potential (REACH links to the values Respect, Equality, Achieve, Confidence and Happiness)

After some discussion with our school community, we identified that we liked a phrase from the runner up - Be the best you can be! We decided to combine REACH your potential with Be the best you can be!



**Summary of consultation process:**

Activity	Stakeholder
Establish unique context in groups	Staff
Create vision board individually	Staff
Create vision board group	Staff
Create vision board activity (postcard)	Families and community
Suggest vision statement activity	Staff
Suggest vision statement activity	Children
Suggest vision statement activity	Families and community
Doodle poll survey establish top 10 vision statement	Staff
Vote to establish vision statement top 10	All
Vote to establish vision statement top 3	All
Design a graphic for vision and values task (Seesaw)	Families

### 3. Our vision, values and aims

REACH  
Your  
Potential

*Be the best you can be*

**R**espect  
**E**quality  
**A**chieve  
**C**onfidence  
**H**appiness

#### **We aim to:**

- *Have a school and nursery where our children are safe, well cared for and able to flourish.*
- *Develop and maintain strong partnerships between our school and community.*
- *Establish positive, caring and nurturing relationships between our children, families, staff and wider community.*
- *Develop a positive, calm and supportive learning environment where our children feel a sense of belonging, trust others, feel encouraged to challenge themselves, take risks and ask questions.*
- *Develop high quality learning experiences where our children are fully engaged and highly-motivated.*

## 4. Review of Progress and Impact in Session 2019/20

Work together as a school community to develop, promote and sustain an aspirational vision

### NIF and Midlothian Priority

1. Improvement in attainment, particularly literacy and numeracy
2. Closing the attainment gap between most and least disadvantaged children
3. Improvement in children and young people's health and wellbeing
4. Improvement in employability skills and sustained, positive school leaver destinations for all young people

### NIF Driver(s) (highlight as applicable)

- School Leadership
- Teacher Professionalism
- Assessment of Children's Progress
- Performance Information
- Parental Engagement
- School Improvement

### HGIOS 4 Quality Indicator(s) / HGIOELC

- 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

### **Progress and Impact**

- Our school community has been fully involved in the creation of our revised vision, values and aims.
- Eleven consultation activities were carried out. Through this process, there was over 530 responses, which were filtered down to our final vision, values and aims.
- We carried out vision creation events, vision creation tasks and used online surveys / polls to involve our stakeholders (Parents / Partners / Staff / Learners).
- All contributions / ideas were analysed and filtered into common themes.
- Through discussion, we established a unique context for Gorebridge Primary and Nursery.
- All staff have a very clear understanding of the social, economic and cultural context our local community. They used this knowledge well to shape the vision for the school.
- Our vision is ambitious and focuses on improvements for all.

### **Next Steps:**

- Translate the vision, values and aims into daily practice. Share with all through assemblies and class activities. Ensure they are visible throughout the setting. Track meaningful engagement.
- Ongoing review of vision, values and aims.
- Create a graphic to illustrate vision, values and aims.
- Involve the whole school community in creating a strategic overview which we will use to ensure a shared understanding of the purpose and design of the curriculum.

## Review of Progress and Impact in Session 2019/20

Improve consistency and quality of teaching and learning

<p><b>NIF and Midlothian Priority</b></p> <ol style="list-style-type: none"> <li>1. Improvement in attainment, particularly literacy and numeracy</li> <li>2. Closing the attainment gap between most and least disadvantaged children</li> <li>3. Improvement in children and young people's health and wellbeing</li> <li>4. Improvement in employability skills and sustained, positive school leaver destinations for all young people</li> </ol> <p><b>NIF Driver(s) (highlight as applicable)</b></p> <ul style="list-style-type: none"> <li>• School Leadership</li> <li>• Teacher Professionalism</li> <li>• Assessment of Children's Progress</li> <li>• Performance Information</li> <li>• Parental Engagement</li> <li>• School Improvement</li> </ul>	<p><b>HGIOS 4 Quality Indicator(s) / HGIOELC</b></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><b>Progress:</b></p> <p><i>'Improving the consistency and quality of learning and teaching across the school should be a focus for school improvement' HMIE Inspection Jan 19</i></p> <ul style="list-style-type: none"> <li>• Three key features of 'The Excellent Gorebridge Teacher' teaching and learning policy have been developed over the course of session 19-20. One feature not covered due to school closure. Three key features were areas of development identified from the summarised inspection findings: Differentiation, Learning intentions and success criteria and Feedback.</li> <li>• Teaching staff were organised into learning teams. Each group developed the understanding and skill of teaching staff in each of the area of focus.</li> <li>• Key texts were used to develop understanding: 'Embedded Formative Assessment' Dylan William, 'Visible Learning Feedback' John Hattie and Shirley Clarke, 'Outstanding Formative Assessment' Shirley Clarke and 'The Ultimate Guide to Differentiation' Sue Cowley.</li> <li>• Each team developed guidance for their area of focus. Creating a guidance document, sharing professional reading, and leading a professional learning event to inform other teachers about what excellent looks like for the area they are focussing on.</li> <li>• A consistent approach to Learning Intentions and success criteria has been established: Learning intention shared at beginning of lesson; learning intention separate from context; success criteria co-constructed with learners; learning intention and success criteria referred to continuously throughout the lesson; Refer back to learning intention and success criteria at the end of the lesson.</li> <li>• A consistent approach to feedback has been developed: Feedback should happen student to teacher, teacher to student and student to student; feedback should relate to the learning intention; feedback should be as immediate as possible; mid learning stops for feedback, co-operative feedback discussions should be encouraged; time planned in class for feedback sessions; practical applications of feedback used such as use of highlighters, 2 stars and a wish, exit cards.</li> <li>• Guidance to ensure consistency in our approach to differentiation has been developed. Teachers are expected to differentiate through planning,</li> </ul>	

teaching, the learner, resources and assessment.

**Impact:**

- Over 80% of staff were involved in regular and supported practitioner enquiry through involvement with the 'Excellent Gorebridge teacher'.
- Walkthrough observations by 'Learning intentions and Success Criteria' Learning team noted all teachers were displaying a learning intention. Almost all were separate from the context. Pupil feedback highlighted that they all knew what a learning intention was and said that it was shared at the beginning of a lesson. Through feedback from staff and pupils, most said they co constructed success criteria. Learning intentions were effectively written throughout forward planning. Almost all pupil writing had a clear learning intention.
- Differentiation: Almost all forward planning showed differentiated group planning for literacy and numeracy. All teachers were able to demonstrate at attainment meetings planning and evaluation of support and challenge for their learners.
- Feedback: This group had just completed their guidance as schools closed for COVID-19 so impact of this group's guidance has yet to be monitored.

*Due to school closure in March the following attainment is based on learners who were predicted to achieve their expected CFE level*

- *Reading: CFE levels in reading at P4 and P7 were predicted to improve by over 7% this session. At P7 the achievement of second level is predicted to be well above the national average with 95% expected to achieve this level. P7 completed SNSA Reading assessment in February 20, at that point in time the average for P7 was a score of 615.7, which is the higher end of band 9. 41% of the year group were assessed at band 10 and above, the highest range of the assessment. This was very positive considering there were a few months of the session remaining to improve upon this. At P7 100% of pupils receiving free school meals were expected to achieve second level. At P4 and P7 there is an improving 3 year trend.*
- *SNSA Literacy assessment P1: P1 completed SNSA literacy assessment in February 20, at this point in time there was a 12% improvement in the number of children assessed at the higher range of band 5 and above in comparison to session 18-19. During session 18-19 this assessment was completed in May.*
- *Writing: CFE levels in P7 were predicted to improve by over 13% this session. This would mean a 4 year improving trend at P7. At P7 100% of pupils receiving free school meals were expected to achieve second level. P4 completed SNSA writing assessment in February 20, at this point in time there was a 7% improvement in the number of children assessed at the higher range of band 7 and above in comparison to session 18-19. During session 18-19 this assessment was completed in May.*
- *Listening and Talking: CFE levels in P7 were predicted to improve by over 17% this session. 100% of the pupils were expected to achieve second level. At P7 100% of pupils receiving free school meals were expected to achieve second level.*
- *Numeracy: CFE levels in P7 were predicted to improve by 3% this session. At P7 100% of pupils receiving free school meals were expected to achieve second level. SNSA Numeracy assessment P1: P1 completed SNSA Numeracy assessment in February 20, at this point in time there was a 9% improvement in the number of children assessed at the higher range of band 5 and above in comparison to session 18-19. During session 18-19 this assessment was completed in May. 15% of children in P1 who have had SPRING group numeracy intervention this session have progressed from being below the expected CFE level for numeracy to now achieving the expected CFE level.*

**Next Steps:**

- Embed and develop teaching and learning based on the guidance for Differentiation, Learning intentions and success criteria and Feedback. Use self-evaluation activities to monitor impact. Involve pupils in this process, use How Good is OUR School to guide this process.
- Develop Assessment: Self-assessment / learners know where they are with their learning. This was unable to be completed due to school closure.
- Develop other areas / themes from 'The Excellent Gorebridge Teacher' during session 20/21
- Refresh 'The Excellent Gorebridge Teacher' by integrating our Vision, values and aims.

## Review of Progress and Impact in Session 2019/20

Develop tracking and monitoring so that it is well understood and is used effectively to secure improved outcomes for all learners

### NIF and Midlothian Priority

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### Progress and Impact:

- Through using digital technology, we developed a class overview monitoring system which tracks each learner's progress within CFE across literacy and numeracy; attendance, FME, SIMD, EAL, ASN, Exclusion, IEP, SFL and LAC. All teachers used the digital monitoring system to track progress. All learners attainment was tracked across session 19/20.
- We have carried out attainment meetings each term. Specific attainment meeting agenda used and agreed actions to raise attainment pinpointed. Lowest 20% and highest 20% identified across reading, writing, listening and talking, maths and numeracy. Challenge and support recorded and put in place. Evidence gathered to show impact of intervention is established. Impact of interventions evaluated.
- Forward planning completed with feedback each term. Focus upon evaluation and impact of last term on pupil learning. Completed evaluations of the impact of the previous block of learning on pupil progress, strengths, concerns and planned next steps to progress learning for individuals and groups. All teacher's plans identified children needing challenge and support and identified next steps.
- A range of data and information has been gathered to monitor and track progress for our learners: SNSA at P1,4 and 7, PIPS, CFE assessments, benchmarks, learner work, observations, assessment file examples, fresh start progress, SWST, Spring group assessments, Accelerated reader assessments, reading ages, focus group activity sessions and discussions.
- Developed tracking of wider achievements. Tracking system used to record wider achievements for individual pupils. Gaps identified and interventions planned. All learners wider achievements were tracked.
- Developed a calendar for moderation through session 19/20. Moderation sessions were held in school and at ASG level.
- Training for staff on the cycle of moderation

- Moderation of learners work carried out with specific criteria

### **Next steps**

- Support sessions for teachers to develop their ability to interrogate data and to be able to use this analysis to identify next steps and plan learning. These sessions to involve coaching and dialogue.
- Begin to track attainment in other curricular areas. Begin by tracking area of Health and Wellbeing.
- Develop tracking system to record each individual child in relation to the wellbeing indicators. All children will discuss with the class teacher or complete a survey to review how they are doing with each of the indicators. Any wellbeing indicators at risk will have a planned intervention recorded.
- Continue to use Twitter to share wider achievements, ensure each class participates. Use the Proud wall to display achievements within school.
- Holistic assessments continued to be developed each term
- Develop further moderation opportunities at all levels.
- At all levels, ensure teachers begin to use information gathered from moderation activities to inform planning for high quality learning and teaching and to develop their understanding of achievement at a level.



## Review of Progress and Impact in Session 2019/20

Ensuring wellbeing, equality and inclusion- Develop approaches to behaviour and relationships

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<p><b>Progress</b></p> <ul style="list-style-type: none"> <li>• We updated our positive relationships and behaviour policy. All staff were involved in the review of this policy.</li> <li>• We Identified areas of strength, areas for medium term improvement and areas for immediate improvement.</li> <li>• Engaged with professional learning in order to develop strategies to support our learners with managing their behaviour. Staff have read Paul Dix 'When the adults change, everything changes' Strategies have been developed and piloted across the school.</li> <li>• The policy has made clear what all staff, middle leaders (PTs) and Senior leaders (HT and DHT) will do. The consistency of practice has been made explicit.</li> <li>• We follow 3 clear rules, 'Be prepared, Be respectful, Be Safe'</li> <li>• Our approach to recognition and rewards has been reviewed to include the following: Verbal praise, Certificates/stickers, Recognition boards, Note/phone call / Praise Postcard home, Visit to SMT for praise, Star Learner (Learner who has gone over and above in demonstrating excellent behaviour), Hot Chocolate Friday (celebration with Star learners), Celebration assemblies, Recognition of child through Twitter / Seesaw, House Points and Merits</li> <li>• We have created stepped interventions to help us consistently manage and modify poor behaviour.</li> <li>• Our reviewed vision, values and aims and children's rights are reflected within the policy.</li> <li>• We will continue to consult our Educational psychologist to help us plan support for those who require additional assessments to manage their behaviour.</li> <li>• We have developed self-regulation across the school through using the 'Zones of Regulation' approach.</li> </ul>	

- Continue to develop approaches to monitor behaviour and impact of strategies used for example: walkthroughs, observations, records of incidents, focus groups with staff, parents and learners.
- We have fully evaluated our positive behaviour and relationships policy.

**Impact:**

- Almost all of our pupils behave consistently well.
- Through using a rating scale with staff, the average rating of behaviour across the classes in the school is above average.
- Through consulting staff and getting feedback from our pupils the following has been the most effective actions to improve behaviour by staff: Meet and Greet Learners, model positive behaviours and build strong relationships, refer to expectations and promptly deal with the behaviour.
- The most effective recognition and rewards have been: Praise, visit to SLT for praise, Celebration assemblies, call or note home and 'Star Learner'.
- The majority of our pupils who have had been learning about the Zones of Regulation, have been able to use it often to help regulate their emotions.

**Next steps:**

- Continue to develop policy during session 20-21 in order to have consistency in our approach.
- Review the following interventions: Recognition Boards, restorative conversations and change of workspace.
- Continue to develop relationship building and nurture across the school.
- Increase positive contact with home to give praise for pupils.
- Continue to develop 'The Zones of Regulation'.

## 6. Successes and Achievements in Session 2019-20

Session 2019-2020 has been a positive year with many highlights and successes:

### Events, Trips and Experiences

Over the course of this session the children have taken part in many positive events, trips and experiences.



Our classes visited a range of learning environments as part of their topic work. Environments such as, The Risk Factory, Dynamic Earth, The Mining Museum and Bannockburn were visited and thoroughly enjoyed by our children. The week before school closure our Primary 6s were fortunate in that they were able to attend camp at Dalguise. They had a fantastic experience taking part in archery, climbing activities and water activities in what was a lovely week of weather.



Our Primary 7 children hosted another successful Burns Supper. We were very impressed with the work they put in and the talent they displayed as they performed songs and poems by Robert Burns, traditional Scottish country dancing, traditional music and their very own toasts to both the lassies and the laddies.



World book day in March was a wonderful event organised by our NQTs Miss Hunter and Miss Dodds. The event was very successful in promoting reading and a love of books. A variety of activities were carried out with great enjoyment such as, 'Book door competition',



'Shelfies', Hot chocolate and biscuits, 'Drop everything and read', 'Bookmark competition' and Book reviews. Our school staff got into the spirit and dressed up as 'One hundred and one Dalmatians'.

## **Partnerships**



Our school continued to develop and maintain effective partnerships. Mrs Smith led a project linking up with Newbattle CDT to make a crazy golf course designed by the P7s. Kristofferson Carpets kindly donated carpet for each of the holes and our PTA purchased putters. We also continued to develop our partnership with Newbattle Digital Centre of Excellence through using virtual reality to develop learning within our IDL topics and also through learning about Internet Safety.



Our current Primary 4s developed a 'fruitful' partnership with the local foodbank over the course of the last two sessions. They grew fruit and vegetables within planters located in the school grounds, which they then donated to the Foodbank.



Our Parent Council and PTA supported our school and nursery effectively over session 19-20. They organised a very successful Christmas Fair and Christmas Movie event. They also organised Halloween and Valentines discos. Very kindly they provided hoodies for our leaving Primary 7s. Our Parents / Carers attended a range of events throughout the session, including BOATS events, above is a picture of families attending a Scottish themed BOATS.

## Sport

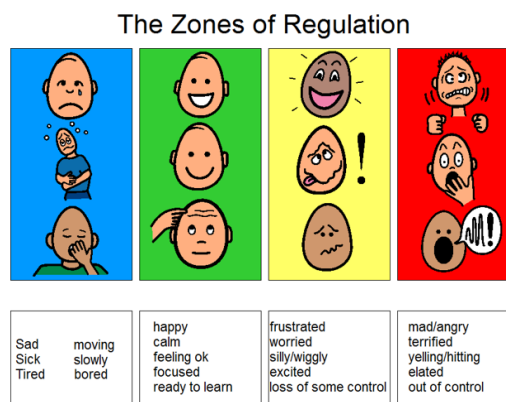


Our school was very active in terms of Football this session. Our Boys and Girls took part in a number of festivals within Midlothian. Our Primary 5s attended Tynecastle and benefitted from coaching from Hearts FC. Miss McConnell developed Hockey within the school, through weekly coaching sessions. The squad attended festivals within Midlothian also.

## Staff Development

School closure has presented many challenges. One of which was the change from teaching and learning in school to Distance learning in a very short period of time. Very quickly our staff had to familiarise themselves with our chosen platform '**Seesaw**' to post activities and give feedback to our learners. Through surveys Parents / Carers have given very positive feedback about how we have adapted to this. Children and families are also more familiar with this technology and we will continue to develop how we use Seesaw on return to school in August.

Mrs Kapturska has been leading **STEM** (science, technology, engineering and maths) within the school. During session 19-20 she has been trained as a mentor to help raise staff confidence and skills in the teaching and learning of STEM. She has worked with Newbattle ASG colleagues to deliver workshops which has helped develop our staff expertise. Next session we will look to develop this further through the creation of a STEM discovery zone.



**The Zones of Regulation** is a framework we have developed during session 19-20. We have used it to teach learners self regulation and self control. Using the Zones can improve their ability to recognise and communicate how they're feeling in a safe, non-judgmental way. Staff and learner feedback on this approach has been very positive and we will continue to develop this further next session.

### **Nursery Successes and Achievements 2019 -2020:**

It has been a very busy and successful session 2019/20 in Gorebridge Primary School Nursery.

We had a visit from the Care Inspectorate in early November and it was incredibly pleasing that our gradings improved to 'good'. A reflection of the hard work and commitment of staff to the children and their professional development.

This session our staff team has been restructured which has had a positive influence on the setting. We moved to having one SCDW, Mrs Burns-Clark. Miss Morris returned from Maternity leave and we had three Modern Apprentices join us Mrs White, Miss Rae and Mrs Milton.

This session we finalised our Vision, Values and Aims, which all stakeholders were involved in and we look forward to embedding these next session.

Prior to COVID-19 we 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.

We continue to run our intergenerational project with Emily Court where some very positive relationships have been developed between the residents and the children. We are looking forward to developing this further next session.

The children continue to enjoy the woodland adventures and staff are becoming more confident when taking the children on these.

We have continued to develop links with our partner agencies and this session have further embedded our relationship with the school having frequent visitors from many of the classes.

We have further developed our parents/carer involvement in the nursery and increased the number of opportunities for parents/carers to be a part of the 'Gorebridge Family' and their child's learning

- Parent Champion Group and a 'Brew and Blether' group where parents can meet in an informal setting.
- Re-launched the Big Bedtime Read which was a very successful event enjoyed by staff, children and parent/carers alike
- Re-vamped our stay and play sessions
- Parents/carers have participated in 'Zones Training'



Nursery NATTERS continue to be well attended 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.

Since COVID 19 the nursery have been delivering activities through the See-Saw app this has been very much appreciated by our parents/carers as an added avenue for communication and in supporting them with their children's learning.

## 7. What is Our Capacity for Continuous Improvement?

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



## Part 2: Midlothian Education Improvement Planning – 2020-21

<b>Establishment</b>	Gorbridge Primary
<b>Area</b>	Newbattle ASG
<b>Session</b>	2020/21
<b>Planning Cycle</b>	

## **Contents – School Improvement Plan**

1. Overview of High Level NIF Priorities
2. Priority Summary and High Level Strategic Targets
3. ASG Plan

## MIDLOTHIAN COUNCIL NATIONAL IMPROVEMENT FRAMEWORK PLAN: OVERVIEW OF HIGH LEVEL PRIORITIES (2020/21)

Priority 1 Attainment and Achievement	Priority 2 Included, Engaged and Involved: Wellbeing and Equity	Priority 3 Self-Improving Systems	Priority 4 Lifelong Learning and Career- Ready Employability	Priority 5 Finance and Resources
<p><b>1.1</b> Improve attainment within the broad general education stages, by focusing on:</p> <p><b>a)</b> Improvements in planning, tracking and assessment and curriculum design and progression.</p> <p><b>b)</b> Innovative pedagogical approaches and enhanced use of digital technology to support learning.</p> <p><b>c)</b> Pedagogy, play and progression across Early Level.</p> <p><b>1.2</b> Improve attainment within the senior phase by maximising opportunities through curriculum planning, consortium arrangements and partnership delivery, including addressing the ASN Senior Phase attainment gap.</p>	<p><b>2.1</b> Develop a Nurturing Authority.</p> <p><b>2.2</b> Develop and improve the Health and Wellbeing curriculum to support the wellbeing of all children and young people, from Early Level to Senior Phase.</p> <p><b>2.3</b> Support schools and ELC settings to provide high quality EY services, which focuses on early intervention and prevention.</p> <p><b>2.4</b> Support schools to implement a range of mental health and wellbeing strategies for children, young people and staff.</p>	<p><b>3.1</b> Develop a quality improvement framework to support schools to achieve Good or Better in inspection QIs through:</p> <p><b>a)</b> Empowering leaders at all levels, leading to an empowered system.</p> <p><b>b)</b> Improving quality of leadership at all levels.</p> <p><b>c)</b> Delivering a minimum data set and supporting data literacy to improve self-evaluation.</p>	<p><b>4.1</b> Improve the number of young people entering further and higher education:</p> <p><b>a)</b> Implement a positive destination strategy to increase the number of young people entering a positive destination on leaving school;</p> <p><b>b)</b> Increase the number of Foundation Apprenticeships supported by CLL, working in partnership with schools, business partners and Edinburgh College.</p> <p><b>c)</b> Increase the number of Modern Apprenticeships supported by CLL</p> <p><b>4.2</b> Improve the number and type of positive destinations for young people with ASN and care-experienced young people:</p> <p><b>a)</b> Operate the school work experience programme working with schools and employers</p> <p><b>b)</b> Offer 60 places to vulnerable young people and adults under the Scottish Government funded 'No one left behind' programme</p> <p><b>c)</b> Deliver the merged PAVE/PAVE2 programme</p>	<p><b>5.1</b> Deliver Best Value through:</p> <p><b>a)</b> Reviewing and implementing the Learning Estate strategy, taking cognisance of the ASN learning estate.</p> <p><b>b)</b> Robust workforce planning.</p> <p><b>5.2</b> Implement the Education Digital Asset strategy, ensuring that digital learning tools are high quality and support excellence in learning and teaching.</p>

<p><b>1.3</b> Reduce the attainment gap between the most and least deprived children, including care-experienced children.</p>			<p>supporting care experienced and other vulnerable young people in transition from schools to post school living</p> <p>4.3 STEM</p> <p><b>a)</b> Continue to support STEM activities to increase uptake in related qualifications and progression into STEM career pathways</p> <p><b>4.4</b> Preparing children and young people for the world of work:</p> <p><b>a)</b> carry out an audit of career education standards 3-18 to ensure children and young people receive their entitlement and the authority is delivering on the expectations placed on teachers and practitioners, Skills Development Scotland, employers and parents to support all children and young people in their development of skills and understanding of the world of work;</p> <p><b>b)</b> Embed the standards and guidance within learning and teaching across all levels in our schools, in partnership with stakeholders in order to provide pathways for learners that best support the realisation of young peoples' future aspirations.</p>	
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## 2. Priority Summary and High Level Strategic Targets *(Please see PPP 69 April 2020 for guidance)*

<b>Improving the Health and Wellbeing of all children and young people</b>				
<b>Priority</b>	<b>Links to HGIOS4</b>	<b>Key Actions</b>	<b>Lead Person Timescale Links to WTA</b>	<b>Expected measurable outcomes for learners</b> – <i>please refer to NIF targets at start of this section for 2020-21 AND use your own contextual targets IF REQUIRED</i>
Improvement in children and young people's health and wellbeing	<p>2.4 Personalised support</p> <p>3.1 Ensuring wellbeing, equality and inclusion</p>	<p>Building Resilience and Nurture through the ' Health and Wellbeing Recovery curriculum' developed by Midlothian Council.</p> <p>Staff will take part in trauma informed practice training: Therapeutic skills experiential workshop for focus on ACEs and how classroom staff can respond safely and therapeutically to children who may have a high ACEs score</p> <p>Continue to review and develop our positive behaviour and relationships policy.</p> <p>We will continue to consult our Educational psychologist to help us plan support for those who require additional assessments to manage their behaviour.</p> <p>We will continue to develop self-</p>	DHT and PT August Inservice CAT session x 2	<p><b>Develop and improve the Health and Wellbeing curriculum to support the wellbeing of all children and young people, from Early Level to Senior Phase</b></p> <p><b>Support schools to implement a range of mental health and wellbeing strategies for children, young people and staff</b></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>regulation across the school through using the 'Zones of Regulation' approach.</p> <p>Further develop use of the <b>CIRCLE</b> Framework to guide setting up an <b>inclusive</b> classroom and use checklists and planning tools included to support discussion and develop strategies</p>		
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**Improving the consistency of teaching and learning**

Priority	Links to HGIOS4	Key Actions	Lead Person Timescale Links to WTA	Expected measurable outcomes for learners – <i>please refer to NIF targets at start of this section for 2020-21 AND use your own contextual targets IF REQUIRED</i>
<p>Improvement in attainment, particularly literacy and numeracy</p> <p>Closing the attainment gap between most and least disadvantaged children</p>	<p>1.2 Leadership of learning</p> <p>1.3 Leadership of change</p> <p>2.3 Learning, teaching and assessment</p> <p>3.2 Raising attainment and achievement/ Securing children's progress</p>	<p>Improve consistency and quality of teaching and learning:</p> <p><i>Continue to Develop key aspects of 'The Excellent Gorebridge Teacher':</i></p> <p><i>Revisit, embed guidance and monitor impact of Differentiation, Learning Intentions and Success Criteria and Feedback.</i></p> <p><i>Develop the following aspects: Self-assessment – Learner's owning their learning, pace and questioning. Through professional learning develop</i></p>	<p>HT and PT leading</p> <p>September 20 November 20 January 21 February 21</p>	<p><b>Innovative pedagogical approaches and enhanced use of digital technology to support learning</b></p> <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</p>



		<p><i>guidance and support in order to improve the quality of learning and teaching linked to each of these aspects</i></p> <p>Involve pupils in monitoring impact of the professional learning and guidance. Use How Good is OUR School to guide this process.</p> <p>Revisit and refresh the 'Excellent Gorebridge Teacher' to ensure it reflects our new Vision and Values.</p>		<p>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>
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***Translate our revised vision, values and aims into daily practice and create a Curriculum overview***

<b>Priority</b>	<b>Links to HGIOS4</b>	<b>Key Actions</b>	<b>Lead Person Timescale Links to WTA</b>	<b>Expected measurable outcomes for learners</b> – <i>please refer to NIF targets at start of this section for 2020-21 AND use your own contextual targets IF REQUIRED</i>
<p>Improvement in attainment, particularly literacy and numeracy</p> <p>Closing the attainment gap between most and least disadvantaged</p>	<p>1.3 Leadership of change</p> <p>2.2 Curriculum</p> <p>3.2 Raising attainment and achievement/ Securing children's</p>	<p>Translate our newly revised vision, values and aims into daily practice. Share with all through assemblies and class activities. Ensure they are visible throughout the setting. Track meaningful engagement</p> <p>We will Involve the whole school community to create a strategic overview which we will use to ensure a shared</p>	<p>HT August Inservice</p> <p>September 20 November 20 January 21 February 21</p>	<p><b>Improvements in planning, tracking and assessment and curriculum design and progression.</b></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</p>

children	progress	<p>understanding of the purpose and design of the curriculum.</p> <p>The design of the curriculum should consider the shared values and unique features of the school community.</p> <p>Our curriculum rationale will take account of the following:</p> <ul style="list-style-type: none"> <li>• A clear focus on developing skills of literacy, numeracy, health and wellbeing, creativity, digital and employability skills.</li> <li>• Children’s rights and wellbeing</li> <li>• Learners’ entitlements</li> <li>• Four capacities</li> <li>• Equity of opportunity</li> <li>• Successes and achievements</li> <li>• Four contexts for learning</li> <li>• Enterprise; sustainable development education; international engagement</li> <li>• Progressive outdoor learning</li> <li>• Developing skills for the world of work (DYW)</li> </ul>		<p>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>
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## Improve attainment in Literacy and Numeracy

Priority	Links to HGIOS4	Key Actions	Lead Person Timescale Links to WTA	Expected measurable outcomes for learners – please refer to NIF targets at start of this section for 2020-21 AND use your own contextual targets IF REQUIRED
<p>Improvement in attainment, particularly literacy and numeracy</p> <p>Closing the attainment gap between most and least disadvantaged children</p> <p><b>3.2 Raising attainment and achievement</b></p>	<p>2.3 Learning, teaching and assessment</p> <p>3.2 Raising attainment and achievement/ Securing children's progress</p>	<p><b>Literacy:</b></p> <ul style="list-style-type: none"> <li>• Introduce Read, Write Inc phonics programme within P1. Key staff trained in the approach.</li> <li>• Introduce and use progression pathways for each aspect of literacy.</li> <li>• Increased opportunities to write for meaningful purposes.</li> <li>• Listening and talking planned in a progressive way. Increased opportunities for solo and group presentations / talks.</li> <li>• Presentation / pupil work standards for literacy revisited across the school. Develop use of checklist created session 19-20.</li> <li>• Continue to further develop Accelerated Reader.</li> <li>• At all levels, ensure teachers begin to use information gathered from moderation activities to inform planning for high quality learning and teaching and to develop their understanding of achievement at a level.</li> <li>• Senior leaders will continue to</li> </ul>	<p>All SLT</p>	<ul style="list-style-type: none"> <li>• Delivering a minimum data set and supporting data literacy to improve self-evaluation</li> <li>• Reduce the attainment gap between the most and least deprived children, including care-experienced children.</li> <li>• Attainment in Literacy and Numeracy will be higher than 2019 CfE attainment results.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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</li> </ul>

		<p>monitor carefully the impact of moderation activity on improving children's attainment across the school.</p> <p><b>Numeracy</b></p> <ul style="list-style-type: none"> <li>• For those working at first and second level further practice of multi-step / word based problems and fractions, decimals and percentages.</li> <li>• Continued development of basic maths facts to develop a wide range of strategies to support mental agility.</li> <li>• Spring groups to continue. Intervention to happen earlier in the session for P6-P7 learners. Continue to develop staff familiarity with Spring assessment and provide teaching staff with hinge questions.</li> <li>• Presentation / pupil work expectations for Numeracy revisited across the school. Develop use of checklist created session 19-20.</li> <li>• Moderation to be further developed within school and with cluster school. Moderation cycle used for moderating numeracy.</li> </ul>		<p>the end of P1, P4, P7</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 Improvement in children and young peoples Health and Wellbeing</p>	<p>Leadership and Management 1.3 Leadership of Change</p> <p>Themes Develop a shared vision, values and aims Strategic planning for continuous improvement</p>	<ul style="list-style-type: none"> <li>Share/Embed Vision, Values and Aims with whole school community updated in line with setting improvements</li> <li>Calendar for monitoring &amp; evaluating agreed and implemented</li> </ul>	<p>HT,DHT all staff Parents and Stakeholders</p> <p>SLT</p>	<p>School and wider community will have a shared vision, values and aims these will reflect the aspirations of children/parents/carers</p> <p>Monitoring and evaluating will allow for clear progression in children's learning</p>
<p>Improvement in attainment particularly Literacy and numeracy</p>	<p>Learning Provision 2.2 Curriculum Theme Rationale and Design Pedagogy and Play 2.3 Learning, Teaching and Assessment Themes Planning, tracking and monitoring Quality of interactions</p>	<ul style="list-style-type: none"> <li>Engage with new documentation/professional reading – Realising the Ambition 'Being Me', 'HGIOELCC – challenge questions'</li> <li>Embed Floor book Planning with all practitioners</li> <li>Embed Learning Priorities for all children</li> <li>Continue to familiarise staff with Early level Benchmarks in order ensuring progression in</li> </ul>	<p>SLT All Staff EYO EYLC</p>	<p>A clear progression in learning for all children at Early level in Literacy, Numeracy and Health and wellbeing</p>

		<p>Literacy, Numeracy and Health and wellbeing</p> <ul style="list-style-type: none"> <li>• Evaluate learning folios to evidence progression in learning to ensure quality and frequency of observations</li> <li>• Audit of numeracy provision and development of this throughout all areas of the nursery</li> <li>• Further develop the outside areas and use of ICT through numeracy, lit and h &amp; Wbeing</li> </ul>		<p>Children are able to talk about their learning experiences and achievements with peers and staff to further progress</p>
<p>Closing the gap between most and least disadvantaged children Improvement in children and young people's Health and Wellbeing</p>	<p>Learning Provision 2.4 Personalised Support Theme Identification of learners needs targeted Universal support</p>	<ul style="list-style-type: none"> <li>• Continuous review and update policies in line with COVID19</li> <li>• Clear processes and procedures in place</li> <li>• Embedding of Learning priorities</li> <li>• Implementation of Nurture/Reflection and resilience toolkits for schools</li> </ul>	<p>SLT SCDW All staff</p>	<p>Children and families will have appropriate timely support</p> <p>Wellbeing indicators will provide appropriate information for effective targeted support</p> <p>Learning conversations with adults will allow for wellbeing supports to be implemented</p>

### 3. ASG Plan

<p>NIF Priority (paste from above)</p>	<p>Links to HGIOS4?</p>	<p>Key Actions</p>	<p>Lead Person  Timescale  Links to WTA</p>	<p>Expected measurable outcomes for learners– <i>please refer to NIF targets at start of this section for 2019-20 AND use your own contextual targets IF REQUIRED</i></p>
<p>Improvement in attainment, particularly literacy and numeracy</p>	<p>1.3 Leadership of change  2.2 Curriculum  2.3 Learning, teaching and assessment  3.2 Raising attainment and achievement/ Securing children's progress</p>	<p>Continue to improve and embed knowledge, understanding and skills of all practitioners in respect of the moderation cycle.</p> <p>Implement plan to support practitioners to improve classroom practice – focus in particular ability to differentiation/cooperative learning/formative assessment</p> <p>Sharing Curriculum Frameworks</p> <p>Implement consistent use of progression pathways</p> <p>VSE – involving SLT, Staff and Learners.</p>	<ul style="list-style-type: none"> <li>• CAT sessions in school</li> <li>• ASG joint moderation session – date to be confirmed.</li> <li>• Preparatory self-evaluation – May or June in school.</li> <li>• Practitioner enquiry launch day in September? as additional 3<sup>rd</sup> joint CAT?</li> <li>• Further BTA time in school ?</li> <li>• Provide CLPL as appropriate – programme of or prof. reading provided.</li> <li>• Feb In Service – sharing ? in school</li> </ul>	<p><b>1.1</b> Improve attainment within the broad general education stages, by focusing on:</p> <p><b>a)</b> Improvements in planning, tracking and assessment and curriculum design and progression.</p> <p><b>b)</b> Innovative pedagogical approaches and enhanced use of digital technology to support learning.</p> <p><b>c)</b> Pedagogy, play and progression across Early Level.</p> <p><b>1.2</b> Improve attainment within the senior phase by maximising opportunities through curriculum planning, consortium arrangements and partnership delivery, including addressing the ASN Senior Phase</p>

			<ul style="list-style-type: none"> <li>HT meetings and school CATs</li> <li>HT Meetings to plan implementation</li> </ul>	<p>attainment gap.</p> <p><b>1.3 Reduce the attainment gap between the most and least deprived children, including care-experienced children.</b></p>
Improvement in children and young people's health and wellbeing	<p>1.5 Management of resources to promote equity</p> <p>2.7 Partnerships</p> <p>3.1 Ensuring wellbeing, equality and inclusion</p>	<p>Refresh Newbattle Community Vision, Values &amp; Aims – how do we work together with each other and identify partners to improve the outcomes for our learners from Early Years to Positive Destination.</p> <p>Procure services of appropriate provider (e.g. EFP?) to implement Collective plan to provide training to staff in respect of Trauma Informed practice, staff wellbeing to better support pupil wellbeing.</p>	<p>Joint CAT #1 – consider Drummond International to facilitate</p> <p>In service/CATs??</p>	<p><b>2.3 Support schools and ELC settings to provide high quality EY services, which focuses on early intervention and prevention.</b></p> <p><b>2.4 Support schools to implement a range of mental health and wellbeing strategies for children, young people and staff.</b></p>
Improvement in employability skills and sustained, positive school leaver	<p>2.2 Curriculum</p> <p>2.6 Transitions</p> <p>3.3 Increasing creativity and employability</p>	<p>Digital learners project</p> <p>SSERC Primary Cluster Programme Year 2</p> <p>Skills progression</p>	<p>½ day at October inservice</p> <p>SSERC – CAT?</p>	<p>Increased learner participation</p> <p>3. <b>STEM</b></p> <p><b>a) Continue to support STEM activities to increase uptake in related qualifications and progression into STEM career pathways</b></p>