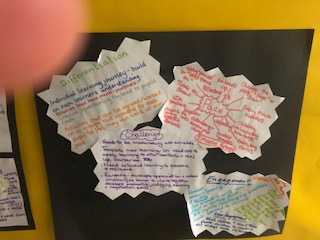
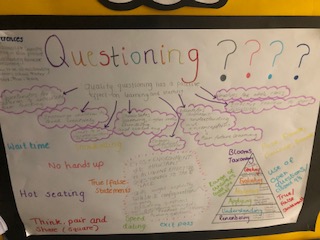


**School Name **

**Standards and Quality Report 2017-18**

**Improvement Plan - Year2018-19**





**Contents – Standards and Quality Report**

1. Our School Vision, Values and Aims

2. How our Vision, Values and Aims were developed and how our Stakeholders were consulted.

3. Context of the School

4. Review of Progress for Session 2017-18

5. What is Our Capacity for Continuous Improvement?

6. Highlights from Session 2017-18

**1. Our School Vision, Values and Aims**

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| --- |
| Our school has a clear motto in place which is Learning Today, Tomorrow, Forever which encapsulates what we want for our school community and for them to be part of a shared learning experience. We want our children to be part of a learning community where everyone values the importance of learning and can demonstrate to our children that they are still learners.  Our vision has developed from our previous aspirtational statement and incorporates 3 hash tags  ***#nurturingden***  All learners at Hawthornden feel values in a safe nurturing environment  ***#learningden***  They understand and can describe what they are learning, how they are learning and where they will go next  ***#celebratingden***  We share progress and celebrate successes and work together to ensure that children achieve their full potential  Our PRIDE values were established in August 2017 and incorporate qualities that are important for all learners at Hawthornden  **P**ositivity  **R**espect  **I**nclusive  **D**etermination  **E**mpathy |

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

|  |
| --- |
| Our hashtags have come from both feedback from learners and the school community around making our aspirational statement more meaningful. This has allowed us to communicate more in the final term focusing on these aspects and showcasing our work and how this supports learners.  We have consulted this session using a wide variety of strategies and have built our hashtags around the aspirations for learners and how important these foundations are in supporting our children to achieve.  Our values were consulted on last session by vote involving all parents and pupils. These represent the most important qualities for us as a school community and link to our vision of celebrating in terms of the pride we have in the school.  Throughout session 2017/18, our school values were a focus in school assemblies which allowed our staff and pupils to reflect on the importance of each value and how to embed them within daily practice**.** |

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| **3. Context of the School - *Include some or all of the following:***   * Our school is located in the town of Bonnyrigg and serves the Polton Hall community. This is a very close knit community where there is a real family focus. * Our school community is generational with parents who also attended our school * Our current school roll is 349 * Our catchment is very diverse with a great deal of hidden poverty. * Our Associated Schools Group has good working relationships and has a clear focus on improving learning in maths and numeracy next session * Parental involvement has developed over the years with great support for initiatives such as PATPALS and Sharing the Learning * Our Parent Council role is developing with increased engagement in school improvement – developing a clear focus around Wider Achievement moving forward next session * Our school ethos is welcoming and inclusive –there is a real sense of pride in what we do * The school is part of the Chinese Confucius Hub programme and our P7 staff and children have access to mandarin on a weekly basis. * Visible Learning also an area of development resulting in a clear focus on pedagogy – impact cycles have been used this session to increase ownership and involvement of staff * There have been significant change in terms of staffing over the past session which has now stabilised * A new senior leadership team was established in August with has developed over time to focus more on clear actions and responsibilities * There has been a high turnover of teaching staff this session and again this has allowed us to appoint more experience staff to support learning and teaching * There is a willingness of staff to be involved in change and as a result needs to be a focus moving forward on developing teacher leadership |

**4. Review of progress for Session 2017-18**

*Complete a table for each key school priority from your SIP as per the SQIP Model exemplifying content*

|  |  |
| --- | --- |
| **School priority 1: Leadership Of Change – Vision and Values** | |
| NIF Priority  Improvement in attainment, specifically in reading, writing and numeracy  Closing the attainment gap between the most and least disadvantaged children  NIF Driver  School Leadership  Teacher Professionalism  School Improvement | HGIOS 4 Quality Indicator(s)  **1.3 Leadership of Change**  Local Priority   * To bring CfE levels in line with the national average in Literacy and Numeracy by the end of P1, P4, P7 and S3 * BGE: Taking a closer look at learning pathways, including transitions, in order to deliver a curriculum that acts as a hook to improve engagement and participation resulting in improved outcomes for all learners. * To continue to implement Visible Learning including Impact Cycle Training |
|  |  |
| **Progress and Impact:**   * 94% of staff who completed the SLT review felt the SLT remits were clearly defined * Staff development opportunities closely aligned with observations * Pupil Voice – Pupil Leadership groups established in January 2018 – pupil conference forcused on feedback on school improvement in May 2018 * Development and increased ownership of vision, values and aims through wrk with all stakeholders * Quality improvement framework in place – Literacy & Numeracy * All staff engaged with Pupil Progress Meetings to set aspiration targets for learners * All staff have engaged in at least one Impact Cycles used to improve classroom practice – relationships developing across the school * Mentoring for new staff – 5 staff have been supported through the Outstanding Teacher intervention programme   **Next steps:**   * Engage the wider community in our aspirations * Increase pupil voice and develop clear strategy * Implement Impact cycles for Learning Assistants * Practitioner Enquiry for CTs * Continue to monitor and evaluate changes made | |

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| --- | --- |
| **School Priority 2**: Improve **Learning Teaching and Assessment** | |
| NIF Priority   * Improvement in attainment, specifically in reading, writing and numeracy * Closing the attainment gap between the most and least disadvantaged children   NIF Driver  school leadership  teacher professionalism  parental engagement  assessment of children's progress  school improvement | HGIOS 4 Quality Indicator(s)  **2.3 Learning Teaching and Assessment**  2.2 Curriculum |
|  | Local Priority   * To bring CfE levels in line with the national average in Literacy and Numeracy by the end of P1, P4, P7 and S3 * Measuring with Meaning: To develop an evidence-based practice approach in classrooms (Impact Coaching), including careful analysis of data on children and young people’s progress to plan targeted interventions. * To continue to support schools with moderation, tracking and assessment of progress through the BGE. |
| **Progress and Impact:**   * Clear expectations set for planning and tracking learning at a classroom level * All block plans contained clear reference to appropriate Experiences and Outcomes and incorporated benchmarks in literacy and numeracy * The majority of block plans showed a range of evidence being used to support assessment * Almost all weekly plans showed a clear breadth and balance across the curriculum * All staff use progression pathways to set clear expectations for intended learning and develop appropriate pace of learning * Almost all staff engaged in professional reading linked to teaching learning and assessment and have used this to support self evaluation * The school now has a consistent format for tracking the progress of all learners and uses this to identify targeted interventions   Next steps:   * Develop the use of Digital Technologies across the curriculum * Increase staff ownership of data analysis * Tracking of wider achievement for all learners * Robust moderation programme established to help support achievement of a level * Focus on developing parental engagement strategy to share understanding of the curriculum and supports | |
| **School Priority 3**: **Ensuring Wellbeing Equality and Inclusion** | |
| NIF Priority   * Closing the attainment gap between the most and least disadvantaged children * Improvement in children and young people's health and wellbeing   NIF Driver  assessment of children's progress  school improvement  performance information | HGIOS 4 Quality Indicator(s)  3.1 Ensuring Wellbeing Equality and Inclusion |
|  | Local Priority   * PEF: Interrupting the cycle of poverty: Further 5% increase in number of children from SIMD 1 and 2 achieving the expected CfE level in Literacy and Numeracy by the end of P1, P4, P7 and S3 * Monitor the ongoing implementation of the Inclusion Review * Taking a closer look at Mental Health and Wellbeing * Further improve attendance and reduce exclusions |
| Progress and Impact:   * Increase opportunities for dialogue around learners - Pupils progress conversation, three way chats, parent conferences, pupil conferences, nurture and pupil voice all developed this session * Feedback from 90% of parents has welcomed the new reporting format and how it engages dialogue with learners around that they have achieved * Regular MAM and IEP meetings are evident and reviewed regularly with all stakeholders * PEF interventions clearly focusing on identified gaps in attainment, attendance and participation and interventions evaluated – see separate PEF evaluation * Clear baselines for interventions have been established and used to track progress– Boxall, baseline test, children’s voice   Next steps:   * Revisit SHANNARRI indicators with pupils and the community * Develop staff awareness of wellbeing and how this is managed * Revisit high expectations of behaviour and learning and teaching linked with nurturing approaches * Parental engagement focus developed with the needs of the school community – internet safety * Whole school approach to nurture | |
| **School Priority 4**: **Raising Attainment and Achievement** | |
| NIF Priority    * Improvement in attainment particularly literacy and numeracy * Closing the attainment gap between the most and least disadvantaged children   NIF Driver  Assessment of children’s progress  Performance Information  Teacher Professionalism | HGIOS 4 Quality Indicator(s)  3.2 Raising Attainment and Achievement  Local Priority  ●To bring CfE levels in line with the national average in Literacy and Numeracy by the end of P1, P4, P7 and S3  ● Interrupt the cycle of poverty (PEF): 5% increase in number of children from SIMD 1 and 2 achieving the expected CfE level in Literacy and Numeracy by the end of P1, P4, P7 and S3  To share best practice in moderation, tracking and assessment of progress through the BGE |
|  |  |
| Progress and Impact:   * Raised attainment across all key year groups – CfE Levels are in line with national average * Equity for all learners – 32 targeted interventions in place to support learners at risk with agreed interventions adopted * Growing confidence in teacher judgement – benchmarks, progress pathways, moderation – demonstrated through increase in attainment this session * Pupil Voice – children’s involvement in the life of the school and the direction of development for next session through focus groups and pupil conference   Next steps:   * Implement a clear assessment and moderation framework for learners for session 2018-19 * Continue to monitor attendance rates and implement interventions where appropriate * Positive destinations – data from LHS- Enhanced transition may help this – linked to PEF Plan * Wider Achievements – provide more opportunity for pupils and track robustly * Develop the use of target setting and refection across the school – focus on literacy and numeracy | |

**5. What is Our Capacity for Continuous Improvement?**

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

**6. Highlights from Session 2017-18**

Staff Highlights

* Consistency in terms of expectations and planning for learning and teaching
* Relevant CAT sessions focusing on key areas of development
* Impact cycles – focusing on next steps
* Commitment form whole staff team to take the school forward
* SLT availability
* Targeted support in place for learners
* Nurture groups established
* Positive links with Lasswade High school to focus on early transition
* Clear behaviour management
* Clear remits for SLT
* Increased understanding of the needs within the community
* Improved learning and teaching

Parent and Carers Highlights

* There are lots more opportunities for parents and carers to be involved in learning with Assemblies and Sharing the Learning introduced this session
* There is a clear vision and values emerging from the school
* Pace of learning in P1 is more suited to the needs of learners
* Children in the school feel happy and supported
* There is more stability in terms of staffing and leadership
* SLT Members are visible and approachable
* Changes in school have been communicated using a variety of sources e.g. text, app
* There has clearly been a push in developing teaching and learning and focusing on the needs of the school
* Positive behavior framework is supportive of all children
* There is a real increase in aspirations for children

Children’s Highlights

* Being able to learn in lots of different ways
* Having opportunities to lead with pupil focus groups
* Working on our vision and values
* Having an amazing playground in P1 and P2
* Nurture groups have been established in the school
* Breakfast club helps some of us have a positive start to the day
* We celebrate successes through the Tea with the HT/DHT awards
* We have a clear structure for maths and numeracy lessons
* We use our Legendary leaning List to support our learning
* Staff support us with both our learning and our emotions

Partners Highlights

* Supporting the community though Fun day for Bonnyrigg Rose FC
* Soaking the HT to raise funds for the school
* Developing communication with the school
* Outdoor learning focus with children in Provision
* Providing staff training on nurture and outdoor learning
* Starting transition for pupils moving to High School at a much earlier stage and getting to know the needs of the school
* Clear transition programme for children moving into P1 well supported by all staff
* Development of curricular inputs to support learning in maths and mandarin

# Part 2: Midlothian Education Improvement Planning – 2018-19

|  |  |
| --- | --- |
| Establishment | **Hawthornden Primary School** |
| Area |  |
| Session | **2018-19** |
| Planning Cycle | **Baseline – cycle 2** |

|  |  |  |  |
| --- | --- | --- | --- |
| ***SIGNATURES*** | | | |
| ***Head of Establishment*** | ***Scott Lavery*** | ***Date*** | ***22.06.18*** |
| ***ASG Manager*** |  | ***Date*** |  |
|  |  |  |  |

**The Single Midlothian Plan**

**Midlothian Education Strategic Overview**

**Creating a World Class Education System through Excellence and Equity**

**HGIOS 4**

**NIF**

**Creating a Competent System**

*Common values, aims and core beliefs*

*Systems leadership*

*System enablers*

**Visible Learning**

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

**Leadership Learning Community**

*Creating strategic*

*leaders who collaborate across*

*the system*

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

|  |  |  |
| --- | --- | --- |
| **Overview** | **Planning cycle** | **Session:** |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Number** | **NIF Priority** | **Aligned School Priority** | **Stage of Development** | **Main driver of priority** | |
|  |  | Main priorities must align with NIF/LA Priorities | Exploring, Developing or  embedding | Self-evaluation/ school review/VSE | Education Scotland Report | HGIOS 4 QI | Well Being  Wheel | Midlothian strategic priorities (✓) | Partnership working |
| 1 | NIF – **Raising attainment,** particularly literacy and numeracy **N.B**. *For Secondary schools may include other attainment targets* | Develop and implement a whole school approach to teaching and learning in literacy PEF  Develop and embed play based learning across P1-3  Establish clear expectations for learning and teaching for all children in the Enhanced Nurture Base | Embedding  Embedding  Developing  Developing | School Review  Self Evaluation | Inspection Report | 2.3  3.2 | Achieving  Respected  Responsible Included | ✓ | ESO – Literacy  Lasswade high School  Mount Esk Nursery  Parents and Carers  Mount Esk Nursery  Burnbrae Primary  Parents and Carers |
| 2 | **Closing the attainment gap** between the most and leastdisadvantaged children | Establish whole school parental engagement strategy PEF  Establish pupil voice strategy focusing on involvement in learning and next steps  Develop clear systems for tracking and monitoring children’s attainment and achievement in Enhanced Nurture Base | Exploring  Developing | School Review  Self Evaluation | Inspection Report |  | Achieving  Included  Responsible | ✓ | Pupils  Parents and Carers  Parent Council  Third Sector services  Youth Worker - PEF |
| 3 | Improvement in children and young people’s **health and wellbeing** | Develop knowledge and understating of nurture principles and establish whole school nurturing approaches linked to positive behaviour strategy PEF  Develop a clear vision for the Enhanced Nurture Base  Investigate how nurturing approaches underpin the work of the Enhanced Nurture Base and link with work of the school PEF | Exploring  Developing  Developing | School Review  Self Evaluation |  | 3.1 | Safe  Happy Nurtured  Respected Included | ✓ | Your Space Service – PEF  Educational Psychologist  Parents and Carers  Staff  Children  Facilities staff  Wider community links – Lasswade High School, Mount Esk Nursery |
| 4 | **Improvement in employability skills and sustained, positive leaver destinations** for all young people | Develop and implement tracking of wider achievement to identify gaps and provide appropriate opportunities PEF | Exploring | School Review  Self Evaluation | Inspection Report |  | Included  Active  Achieving  Responsible | ✓ | Youth Worker – PEF  Parents and Carers  Parent Council |

**2. Priority Summary and High Level Strategic Targets**

|  |  |  |  |
| --- | --- | --- | --- |
| **Priority No.** | **Priority Area / Theme** | **Key Actions to meet targets** | **Expected outcomes for learners which are measurable and/ or observable** *– please refer to LA targets in PPP 69* |
|  | Develop and implement a whole school approach to teaching and learning in literacy PEF | * Implement consistent expectations for planning and learning and teaching which is monitored through the use of staff trios * Establish clear strategy for teaching and learning across all areas of literacy * Develop a clear and robust strategy focusing on assessment of learners to ensure application of knowledge and skills across literacy. * Development of moderation approaches utilising national guidance to ensure a shared understanding of standards across the school * Development of open ended, challenging learning and holistic assessment in the context of literacy * Establish clear vocabulary and sentence building focus utilising SALT link | * Ensure CfE levels in Literacy by the end of P1, P4, P7 are above the national average * Interrupting the cycle of poverty: Further 5% increase in number of children from SIMD 1 and 2 achieving the expected CfE level in Literacy and Numeracy by the end of P1, P4, P7 * To continue to implement Visible Learning including Impact Cycle Training to improve pedagogy and impact on learner outcomes * Assessment evidence shows clearly learners progress towards the level * Evidence from learners experiences shows clearly key aspects linked to learning and teaching * Evidence from moderation demonstrates a shared understanding of expected standards linked to progression pathways and benchmarks |
|  | Develop and embed play based learning across P1-3 | * Play to be an integral part of Primary 1 and used to support transition from nursery to Primary 1 * Staff team to engage with practitioner enquiry focusing on play based themes * Floor books to be used across all classes to map and track learners progress and pupil voice * Outdoor environments to be used more to support play based learning opportunities | * Classroom observations show play being integral across all year groups * Impact cycles show a baseline and improvement linked to focus areas of development * Pupil focus groups demonstrate an understanding of how children are learning and how the environment supports them * All children are making expected or more than expected progress as measured by PIPS assessments * Ensure CfE levels in Literacy by the end of P1, P4, P7 are above the national average * Interrupting the cycle of poverty: Further 5% increase in number of children from SIMD 1 and 2 achieving the expected CfE level in Literacy and Numeracy by the end of P1, P4, P7 |
|  | Establish clear expectations for learning and teaching for all children in the Enhanced Nurture Base | * Develop and implement clear guidance around the structure of the day for learners to ensure a balance of learning experiences across the curriculum * Agree minimum expectations in terms of learners experiences * Implement clear monitoring of the work within the Enhanced Nurture base and evidence of impact on learners | * Baseline dialogue and assessment carried out to establish clear next steps for learners * Online profiling to evidence progress and identify meet steps in both social and academic learning * Regular monitoring shows an improvement in engagement and ownership of learning * Review of targets demonstrates an improvement for all learners progress * End of session assessments and dialogue show increased attainment and achievement |
|  | Establish whole school parental engagement strategy PEF | * Audit current practice in terms of what works in engaging parents and carers in the life of the school * Set up a working group of teachers, parents and partners to develop calendar of events * Establish a calendar of events throughout the session to cater for the needs of all parents and carers * Regularly review participation and engagement of events * Establish curricular link with Internet Safety as a focus for community involvement and develop links with partner agencies to support a programme of work | * Full attendance at parental consultations * 10% increase in attendance for other events * Increased involvement of partners to support work with parents – targeted year groups throughout the session * BGE: Taking a closer look at QI 2.7 - how can enhanced partnerships help us to deliver a tailor made curriculum that acts as a hook to improve engagement and participation resulting in improved outcomes for all learners |
|  | Establish pupil voice strategy focusing on involvement in learning and next steps | * Staff use assessment information to establish baseline for all learners and engage in learning conversations with children at this stage around aspirations for the year – these will also be shared with parents and carers at parents night * Target setting to be introduced to all classes with a review cycle in place from Sep-Dec, Jan-Mar and Apr- Jun * Reflection books to be introduced across the school to chart children’s progress towards their goals and to support the agreement of next steps * Develop how feedback is used to support learning and teaching for both staff and learners * Reports at end of session to continue format using pupil voice at the centre of what is written | * 5% increase for children on track to achieve expected levels * Increased ownership of learning form children evidenced through learning profiles * Targeted interventions focusing on children who may be off track to support their development * Regular 5 a week dialogues demonstrates engagement and involved meant of learners across the school |
|  | Develop clear systems for tracking and monitoring children’s attainment and achievement in Enhanced Nurture Base | * Aspirational targets set in September for all learners in the Enhanced Nurture Provision * Establish and utilise links with schools for children in shared placements to ensure clear understanding of targets, progress and next steps * Targeted interventions put in place in line with the Schools PPM schedule * Learners progress and achievements are reviewed with all stakeholders in September, February and May | * Ensure CfE levels in Literacy and Numeracy by the end of P1, P4, P7 and S3 are above the national average * PEF: Interrupting the cycle of poverty: Further 5% increase in number of children from SIMD 1 and 2 achieving the expected CfE level in Literacy and Numeracy by the end of P1, P4, P7 and S3 * To share best practice in moderation, tracking and assessment of progress through the BGE |
|  | Develop knowledge and understating of nurture principles and establish whole school nurturing approaches linked to positive behaviour strategy PEF | * Awareness raising with whole school community on nurturing principles and how this supports attainment and achievement * Impact cycle approach used to support staff to engage in their own action research * Progress reviewed on a termly basis and a new principle is explored and developed by staff | * Safe and secure places for all learners to achieve are established in all classrooms * Pupils survey shows at least 90% of children feel safe in school * Class observations show positive relationships with all staff involved in the learning |
|  | Develop a clear vision for the Enhanced Nurture Base | * Set up various focus groups with stakeholders to gauge feedback on strengths and areas for development in terms of Enhanced Nurture Base * Establish clear rationale for the work within the Enhanced Nurture Base based on relevant theory * Develop clear guidance for stakeholders in terms of what the Enhanced Nurture Base does and how it supports learners to engage with mainstream classes | * Pupil and parental feedback demonstrated an understanding of vision and values attached to the provision * There is an understanding of the outcomes for learners in the provision and a clear exit strategy established for all * All learners are engaging in shared placement and are accessing mainstream classes either at Hawthornden or at their base school |
|  | Investigate how nurturing approaches underpin the work of the Enhanced Nurture Base and link with work of the school PEF | * Establish relevant staff development opportunities for all staff focusing on nurturing approaches – monthly focus with Ed Psych * Staff to engage in impact cycles to drive small changes in practice across both the enhanced nurture base and nurture room | * All children in the Provision are on shared timetables within mainstream and provision * Improvement in both developmental and diagnostic boxall scores * Baseline and post intervention evidence from impact cycles show improvements in engagement within small group and class settings |
|  | Develop and implement tracking of wider achievement to identify gaps and provide appropriate opportunities PEF | * Establish baseline data in terms of what activities are being accessed in the community and by whom * Identify gaps for learners in terms of wider achievement and how this can be accessed * Introduce accredited programmes of work within the school curriculum for targeted groups of learners * Track wider achievement using school based accreditation programme * Celebrate successes regularly through assembly programme | * Targeted groups of learners are accessing accredited achievement programmes * All learners have a programme of opportunities both in and out of school that are being accessed regularly * Successes are communicated through personal profiles and wider achievement wall in school |

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| **3. Action Plan: Summary for Stakeholders e.g. Parent Council, Pupils, Partners** |
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| --- | --- | --- | --- | --- |
| **Number** | **Priority** | **Expected outcomes for learners which are measurable or observable** | **Lead responsibility** | **Timescales** |
| **1** |  | **Will be covered in SIF Action Plan – Year 2** |  |  |
| **2** |  |  |  |  |
| **3** |  |  |  |  |
| **4** |  |  |  |  |
| **5** |  |  |  |  |

***OPTIONAL PAGE***

**2.4** Working Group or Management Framework for Improvement Plan

|  |  |  |  |
| --- | --- | --- | --- |
| **Working Group** | **Priority** | **Suggested staffing** | **Lead responsibility** |
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