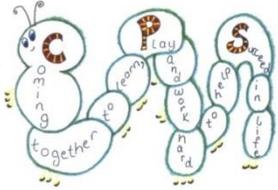# Cockenzie Primary School

Improvement Plan
2019-2020

Cockenzie Primary School

Cockenzie Primary School was opened in May 1967, built in 2 wings with a modern extension housing the nursery, nurture room and learning support classroom. The school has generous accommodation including a dining room, assembly hall, gym hall, library, two G.P. rooms and is surrounded by extensive grounds, including an outdoor classroom.   It serves the community of Cockenzie and Port Seton, has a mixed catchment including the traditional fishing community along with a mixture of private and council housing. The school has a roll of 410 pupils from P1 to P7, taught in 15 mainstream classes with no composite classes and a 60/60 nursery.

In addition to the Head Teacher, who was appointed in August 2013, there are two Depute Heads, one full time and one part time. They are further supported by two full-time Principal Teachers.

Our nursery operates with one full time Senior Nursery practitioner and six full time equivalent nursery nurses. The nursery comprises of one large play area and benefits from extensive grounds. As of August 2019, in line with national priorities for 1140, our nursery will be providing full-time places for potentially 90 children. This could see an increase in staff to 11 nursery nurses.

Pupils in the school are supported by one full time Principal Teacher of Support for Learning, two additional support needs auxiliaries and three classroom assistants. Additional classroom assistants have been appointed through PEF funding.

We have very supportive parents with an active PTA and Parent Council, now renamed Parent Link. We work closely with local groups through taking our learning into the community and members of the community supporting our work in school.

Getting it right for every child is at the heart of everything we do at Cockenzie Primary. We have a collegiate staff who work together as a team to deliver Curriculum for Excellence in an engaging and motivating way for all our pupils, using the principles of Curriculum for excellence in order to develop the four capacities. We have high expectations of our pupils, both in terms of their achievements and of their behaviour.

Our school values of Curious, Positive and Successful underpin all our teaching and learning across the entire school.

National Priorities (NIF)

In line with the National Improvement Framework, school improvement priorities should clearly articulate with the following 4 key priorities in session 2019/20:

- **Improve attainment, particularly in Literacy and Numeracy**
- **Close the attainment gap between the most and least disadvantaged children**
- **Improve children and young people's health and well-being**
- **Improve employability skills and sustained, positive destinations for all young people (DYW 3 to 18)**
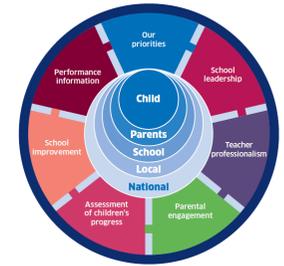
Local Priorities

East Lothian Council Plan 2017-2022

Reducing inequalities within and across communities
- Implement the recommendations within the Poverty Commission Action Plan

Growing our Economy
- Reduce unemployment and improve employability

Growing our People
- Reduce the attainment gap and raise the attainment and achievement of our children and young people and improve the life chances of the most vulnerable people in society

Growing our Communities
- Extend community engagement and decision making and increase community and individual resilience

Growing our Capacity
- Deliver excellent services as effectively and efficiently as possible within our limited resources

East Lothian Education Service Improvement Plan

- Improve inclusion, wellbeing and equality

- Improve attendance and reduce exclusions

- Raise attainment and achievement, particularly the lowest 20%, LAC and ASN

- Improve positive destinations, particularly the lowest 20%, LAC and ASN

- Improve the % of schools and early learning and childcare settings evaluated as good or better across the NIF quality indicators

School Priorities – identify three or four main priorities only. Please take account of the new developments towards a self-improving schools approach and focus on curriculum development and pedagogy of learning, teaching and assessment. Use the following HGIOS4? & equivalent HGIOELC? QIs as a guide towards addressing the areas for improvement identified:

- 1.3 Leadership of change
- 2.3 Learning, teaching and assessment
- 3.1 Inclusion, equality and wellbeing
- 3.2 Raising attainment and achievement

Priority 1: Year 2: Removing barriers to learning to create a safe nurturing learning environment by promoting and supporting social and emotional development across the entire school (linked to PEF Funding)			
Actions	Drivers for improvement	When/Who	Impact/Evidence
Evaluate activities to identify the impact of work carried out in session 2018/19 (Boxal Profiling, How Nurturing is our School?)	School Improvement	CAT session term 1	Audit and feedback from Nurture Provision
Identify what has worked well, What are the pressure points? *Circle document used to peer review classroom environment*	Assessment of children's progress	CAT session term1	Peer review using CIRCLE document and visual assessment.
In-line with the National GIRFEC model, develop clear procedures and pathways for the implementation and development of the child's planning framework		CAT session term 2	Pupils, parents/ carers and teaching staff to feel better prepared and included in the child planning framework. Action plans to be targeted and effective in supporting children on the Child Planning framework
Allocated reading time to prepare for a collegiate exercise with the new "Included , Engaged and involved" documentation about distressed and challenging behaviours.	Teacher Professionalism School Leadership	Reading time CAT session term 3	Children's views to be collated through "PAL" groups Staff able to articulate a range of tools used to ensure that all children are having their wellbeing
Increased knowledge about the UNICEF Rights of the child will be ongoing throughout the year through the PAL (Pupils as learners) monthly meetings.		PAL monthly meetings / assemblies	Pupils, parents/ carers and teaching staff to feel better prepared and included in the child planning framework
Audit the Health and Well-being curriculum to ensure progressive use of the RSHP resource.			
Use Zones of Regulation across our entire school to support emotional development for all our pupils	School Improvement	SaLT Therapist	Positive approaches towards managing distressed behaviour. Children more able to control and discuss their feelings with recognised strategies in place to support.

Priority 2: Use the ELC Frameworks to support the training of staff and the delivery of high quality teaching and learning of Digital Literacy and Computing Science

Actions	Drivers for improvement	When/Who	Impact/Evidence
• *Identify staff competence and confidence when teaching digital literacy and computing science. Identify staff able to lead a working party on the development of digital literacy*	**School Improvement**	*CAT session x 1 hour x3* *Each theme in the framework is explored and discussed. Pressure points to be identified.*	*Staff have increased understanding and awareness of the technical terms and progression across the technologies curriculum. Pupils will be exposed to consistent language used by all staff.*
• *Through the working party, create a progressive programme for Cockenzie Primary School ensuring skill development is cohesive and enhances the curriculum in place at Cockenzie*	**Teacher Professionalism**	*CAT session x 1hr x3* *Each theme in the framework is explored and appropriate opportunities identified to integrate into the curriculum*	*Staff will integrate and enhance curriculum planning to offer appropriate opportunities for digital literacy* *Pupils will have digital technologies offered on a regular basis and integrated into their curriculum.*
• *Staff training opportunities to understanding the world through computational thinking, understanding and analysing computer technology, designing, building and testing computing solutions.*	**School Leadership**		*Staff will understand the terms used in coding and be able to apply these in appropriate resources offering a cohesive programme.*
• *Develop a digital group of staff, parents and pupils who will develop expertise within the school to help support the implementation of the frameworks*		*CAT session x 2 hours to explore the terminology in the frameworks and explore technology to support the*	*Pupils will experience a wider range of learning experiences through a well thought out and understood progressive programme.*
		Time to be allocated during / out with the school day for the group to meet and enhance skills *Rebecca Millar P2* *Andrea Becquemont P6.*	*A small group of pupils and staff can offer expertise to classes throughout the school in their implementation of the frameworks.*

Priority 3: Pupils to learn through our values of curious, positive and successful with a focus on improving attainment in Literacy and numeracy

Actions	Drivers for improvement	When/Who	Impact/Evidence
Develop whole school strategies for encouraging questioning to create a classroom climate of enquiry and engagement (curious). Evaluating teacher questioning and pupil opportunity to engage in questioning.	**Teacher Professionalism**	**September CAT session**	*Increase in pupil engagement and pupil voice within the learning environment* *Pupils engaging in their learning and having a say in the direction of their learning* *Increased teacher confidence when questioning children*
Revisit learning powers to create a climate where mistakes are part of the learning journey. (positive)		**Whole School assemblies** **October In-service Day**	*Pupils can discuss and recognise strategies they use when learning is difficult*
Agree a whole school policy on feedback	**Assessment of children's progress**	**September CAT Session 2**	*Feedback to pupils is based on effort not just intelligence* *Feedback is acted upon with clear improvements evident through children's learning*
To ensure a consistency of approach across the whole school, we will agree language that can be used to promote a growth mindset. (positive) e.g., What not to say/ What to say.			*Observations of pupils and staff using and displaying consistent language*
Recognising success: Further embed and build on whole school practice of formative assessment strategies by developing a curriculum where pupils evaluate models of good practice, peer and self-evaluate using a success criterion	**Assessment of Children's progress**	**Moderation at school and cluster level across the school year**	*Formative assessment approaches are observed regularly.* *Frequent use of visualisers being used in all classes to recognise and share success* *New writing and assessment tools to be embedded and used by all teaching staff to help inform achievement of a level*
Staff to further engage in rigorous moderation activities where robust assessment tools are used to support the recognition and achievement of a level (success)			*Development of a number and maths tracking system that is built on the ELC Framework and relates to the planned work and assessment activities to be carried out.*
Development of a number and maths tracking system linked to ELC Frameworks	**School Improvement**	**Working party of teaching staff and DHT**	*Consistent method for recording tracked data.* *Interventions planned in relation to the developed tracking system.*

Priority 4: Enhance and increase the ways we engage with parents when helping them to support their child's learning			
Actions	Drivers for improvement	When/Who	Impact/Evidence
Increase 1-1 parental consultation to once every term	*Parent engagement*	**WTA 19-20**	*Parents more actively involved in discussing their children's progress and next steps*
Consider feedback from all stakeholders when creating a new report format that will ensure a more focussed and in-depth record of achievement and progress	*Teacher Professionalism*	**Working group (key staff members)**	*A report format which is reflective of current progress and next steps*
Empower staff to create a document which relates to numerous professional documents including HGIOS4, Engaging Parents and Families Toolkit.	*Assessment of children's progress*	**CAT session- Term 1**	