

East Linton Primary

School Improvement Plan

2018-2019



Curriculum Rationale

At East Linton Primary we aim to provide a curriculum that meets the needs of all our pupils and which develops skills for learning, skills for life and skills for work.

This means that every child at East Linton Primary is entitled to a curriculum which is:

- Coherent from nursery through to transfer to secondary education
- Founded on sound learning and teaching practices including well-planned learning experiences which are active and engaging and based upon sound pedagogical research
- Based upon developing skills and competences in literacy and numeracy and an ability to make informed choices about their health and well being
- Real and relevant now and in the future

All staff have a responsibility to build our pupils' capacity to become

- Successful Learners
- Confident Individuals
- Responsible Citizens
- Effective Contributors

by developing a curriculum which is based upon the 7 key principles of

- Challenge and enjoyment
- Breadth
- Progression
- Depth
- Personalisation and choice
- Coherence
- Relevance

Staff knowledge and understanding of the curriculum and a collegiate approach to developing experiences and outcomes in our school context will underpin development. This in turn will provide teaching and learning of the highest quality for the pupils in East Linton Primary School.

Our Vision, Value and Aims

Within the framework of The United Nations Convention on the Rights of the Child

Our aim is in partnership with parents and the wider community to create a welcoming, safe and happy school.

Our aim is to provide opportunities for our children to realise their potential through challenging and varied learning experiences.

Our aim as a staff and in partnership with the community is to foster a culture and attitude for lifelong learning.

Our aim is to deliver an inspiring and motivating curriculum tailored to the individual needs of our children.

Our aim is to empower all children to think for themselves whilst developing and applying transferrable skills.

Pupil Charter

We would like our school to be a happy and safe place.

Everyone will work as a team to make our school a fun place where we can all learn.

We are all special and important and we will take responsibility for ourselves and look after each other.

We will learn skills and knowledge which will help us in the future.

We will treat everyone fairly, equally and with kindness.

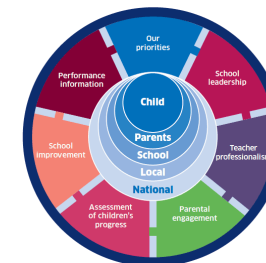
We will be respectful to each other and of our environment

We will always try to be the best we can be.

National Priorities (NIF)

In line with the National Improvement Framework, school improvement priorities should clearly articulate with the following 4 key priorities in session 2018/19:

- **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





Based on your self-evaluation of the following HGIOS4? and equivalent HGIOELC? QIs to include actions 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 - Effective self-evaluation leading to school improvement






NIF SI SL PI HGIOS4 1.1 1.3 1.2 2.7 3.2

HGIOURS Our Relationships Our school and Community






Actions	Drivers for improvement	When/Who	Impact/Evidence 
<p>Implement a systematic and rigorous self evaluation programme which effectively informs improvement</p> <ul style="list-style-type: none"> Develop a timetable for focused collaboration, monitoring and evaluation of learning & teaching and children's achievements to ensure improvements are being taken forward <p>Involve parents and families fully in improving the life and work of the school through regular opportunities - focus groups and feedback opportunities</p> <ul style="list-style-type: none"> Family /Parental engagement policy - share with Parent Council and co create action plan <p>Implement How Good is OUR School document with pupils across the school - form action plan across the five themes</p> <p>Including</p> <ul style="list-style-type: none"> pupil focus groups Learning Conversations UNCRC focus <ul style="list-style-type: none"> P6 SEE Pupil Survey - data analysed, shared and explored with pupils > action plan Continue to develop intelligent use of data to monitor and track all learners Policy review - review school policies to reflect ELC and national guidelines and to reflect changes in our practice Professional learning activities for all staff are clearly linked to the results of self- evaluation and identified areas for improvement 	  	<p>ALL pupils and staff Aug 18 onwards</p> <p>HT</p> <p>all staff, families</p> <p>HT All pupils</p> <p>P7 pupils and teacher</p> <p>All 18/19</p> <p>All stakeholders</p> <p>All staff</p>	<ul style="list-style-type: none"> Shared understanding of self- evaluation as integral to informing change and improvement Coherent & progressive framework/timetable for self- evaluation Opportunities are regular and are outwards and forward looking, impact is evident Real and effective change is brought about by stakeholder action and influence All pupils have opportunity to have their voice heard and to influence and action school improvement (UNCRC Article 12) Pupils develop skills of judgement and evaluation to lead and move the school forward Learner confidence and enthusiasm grows - pupils can talk about themselves as a vital part of self -evaluation SEE P6 survey - analysis taken to children for action > pupils report satisfaction and confidence in actions taken <p>Staff are confident</p> <ul style="list-style-type: none"> Planning and implementing ELC frameworks. Regularly assessing skills and knowledge based on benchmarks and frameworks Moderating and judging of secure at a level Using data to inform/ make real change and impact in planning of teaching and learning All stakeholders have a voice in reviewing & developing policies

Priority 1: To Develop 1+2 Languages across the school


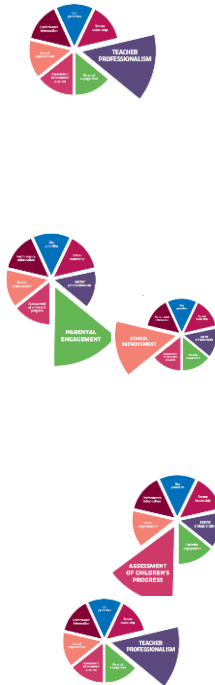
NIF SL TP ACP HGIOS4: 1.2 2.2 2.3 2.5 3.1 3.2 HGIOURS Our teaching & learning Our successes and achievements

Actions	Drivers for improvement	When/Who	Impact/Evidence
<p>Staff implement learning through ELC frameworks from Early to Second Level in French</p> <ul style="list-style-type: none"> Continue to embed French from P1 - P5 through daily classroom routines and experiences including active learning with play, songs, stories etc. <p>Build staff skills and confidence by</p> <ul style="list-style-type: none"> continuing to meet with DGS and cluster primary schools in relation to content, skills and resources. Improve and extend range of resources in school and cluster, including use of IT Share pupil learning with parents/carers - classroom activities and supporting learners at home. Develop planning for L3 with a view to introducing this in 2018-19. 	   	<p>All staff Throughout 2018 - 19</p> <p>HT and CTs Throughout 2018 - 19</p> <p>HT and CTs Throughout 2018 -19</p> <p>CTs Throughout 2018 -19</p> <p>HT, CTs and pupils By June 2019</p>	 <p>Impact:</p> <ul style="list-style-type: none"> Increased capacity to deliver 1+2 Languages at all levels. Increased pupil awareness of conversational language and everyday usage including wider use of labels, signs and language around the school. High quality learner engagement with languages. Common approach to delivering 1+2 Languages across all schools and secure effective transition between Primary 7 and S1. Learners experience the language across different media and contexts increasing confidence transferring knowledge in unfamiliar settings. Learners have greater understanding of progression and are able to relate to life-long skills. Strengthened home link and parental involvement through school events. <p>Evidence</p> <ul style="list-style-type: none"> Use of French embedded in daily practice across the school Sharing good practice across the school Reflective conversations Informal observation Feedback from parents through school surveys and informal discussion. Feedback from pupil focus groups. Feedback from staff at planning and monitoring, tracking meetings

Priority: Improving attainment by developing high quality teaching and learning in numeracy NIF TP AP PE SL
HGIOS4 QIs 1.5, 3.1, 3.2, 2.5, 2.7, 1.3, 1.2 HGIOURS - Our Learning and Teaching Our Successes and Achievements
 All staff


Actions	Drivers for improvement	When/Who	Impact/Evidence 										
<ul style="list-style-type: none"> PT to work with Numeracy Academy - 2nd, 3rd & 4th Level to support teachers and enhance transitions Improved understanding and skills of intervention and support for our support staff - ELC Support Staff Inservice and in-house CLPL Staff fully implement ELC Numeracy & Maths framework supported in pedagogy through Cluster CLPL, including focus on rich tasks to ensure opportunities for problem solving and application of skills Professional enquiry trios in levels to develop area of enquiry pedagogy, collate & create resources, apply professional reading & research 		<p>PT -August 18 onwards Support staff</p> <p>All staff 18/19 session</p> <p>All staff 18/19 session</p>	<ul style="list-style-type: none"> Staff have secure understanding of the principles and pedagogy behind Number Academy/ELC Frameworks enabling them to plan high quality teaching and learning experiences in numeracy. Meaningful & collaborative professional dialogue supports all staff Support staff are able to make informed, effective interventions Pupil reflection/feedback on high quality numeracy lesson/teaching All pupils develop a strong foundation in the building blocks of numeracy. Pupils reflect on their learning with confidence and accurate use of mathematical language. Pupils can apply their maths and numeracy skills in different contexts which show breadth, challenge and application Raised attainment in Numeracy reflected in SNSA and ongoing assessments Improved staff confidence in planning for assessment and judgement of CFE levels through use of more robust evidence and data from standardised and formative assessments and Benchmarks. Quality feedback to parent and pupils in reporting learner's progress and next steps. Parents have become involved in promoting and engaging learners in numeracy and maths through open days/advice Data from standardised assessment and class teacher judgement. Focused classroom observations by QIO, HT and peers. Informal observation of maths sessions Feedback from parents through school surveys and informal discussion. Feedback from pupil focus groups. Feedback from staff at planning and monitoring & tracking meetings. 										
<table border="1"> <tr> <td data-bbox="85 722 389 959">Tuesday 14th August</td> <td data-bbox="389 722 1010 959"> Reflecting on our current position in the teaching of number at DPS -Provide SEAL Overview -Link to East Lothian Frameworks, Guiding Principles and CFE Numeracy and Mathematical Skills Teaching Number Sequences/Numerals -Teaching Number Structuring for addition and subtraction (Early and First Level) Number Structuring for addition and subtraction (2nd Level) Introduce Reflective Journal Outline of CLPL plans for rest of session </td> </tr> <tr> <td data-bbox="85 959 389 983">Friday September 7th 2 hours</td> <td data-bbox="389 959 1010 983">Multiplication and Division Early-Second Level</td> </tr> <tr> <td data-bbox="85 983 389 1007">Wednesday November 7th 2 hours</td> <td data-bbox="389 983 1010 1007">Fractions/ Decimals and Percentages Early- Second Level</td> </tr> <tr> <td data-bbox="85 1007 389 1031">Friday January 11th 2 hours</td> <td data-bbox="389 1007 1010 1031">Content as required TBC</td> </tr> <tr> <td data-bbox="85 1031 389 1102">Sharing Good Practice event Friday May 10th 2019 (2 hours)</td> <td data-bbox="389 1031 1010 1102"></td> </tr> </table>	Tuesday 14 th August	Reflecting on our current position in the teaching of number at DPS -Provide SEAL Overview -Link to East Lothian Frameworks, Guiding Principles and CFE Numeracy and Mathematical Skills Teaching Number Sequences/Numerals -Teaching Number Structuring for addition and subtraction (Early and First Level) Number Structuring for addition and subtraction (2 nd Level) Introduce Reflective Journal Outline of CLPL plans for rest of session	Friday September 7 th 2 hours	Multiplication and Division Early-Second Level	Wednesday November 7 th 2 hours	Fractions/ Decimals and Percentages Early- Second Level	Friday January 11 th 2 hours	Content as required TBC	Sharing Good Practice event Friday May 10 th 2019 (2 hours)		 	<p>Staff, pupils, parents ongoing</p>	
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<ul style="list-style-type: none"> Improved teacher assessment judgement through Moderation of Numeracy levels within school and across cluster. Continue to track and monitor progress of all learners, including PEF children using National Assessment, Benchmarks and school systems to identify and support learners performing below expected level. Update parents/carers of strategies used in numeracy and appropriate home support. Encourage family & community involvement through open sessions 													


Priority: To develop high quality learners' experiences & environment in our nursery **NIF TP SI PE ACP HGIOEL&C 1.1 1.2 1.3 1.4 1.5 2.2 2.3 2.4 2.5 2.7 3.2 3.3** **HGIOURS** Our relationships Our learning & teaching Our school & community Our successes & achievements
Lead - Sam Low, Gill Gardner, Sharon Purves, Vica Palmer

Actions	Drivers for improvement	When/Who	Impact/Evidence 
<ul style="list-style-type: none"> • Our new nursery team is established within a strong ethos of sharing practice and peer support • Staff engage with ELC EY support officers and CLPL • Planning reflects learners' interests and shows how practitioners respond to promote creativity, inquiry and curiosity • Pupils are developing confidence to lead their own learning • Staff use BtA and HGIOEL&C to engage all stakeholders in opportunities for regular, meaningful self- evaluation • Each child has an effective Child's Plan &/or Learning Story • Progress of all children is regularly reviewed and acted on - support has a positive impact on progression and development • Implement new approach to Parent?Carer " consultation" on progress • Further develop assessment as an integral part of learning and teaching • Develop the use of IT to support and enhance learning • Further develop our environment to provide high quality play both indoors and out 		<p>Aug 18 onwards</p> <p>Ongoing</p> <p>AUG 18 onwards all staff</p>	<ul style="list-style-type: none"> • All staff confident in engaging with planning leading to coherence in provision - learning and environment • Increased and improved communication within the whole staff team leading to a more coherent provision, increased professional development and enjoyment • Regular self-evaluation using HGIOEL&C and Building the Ambition - leading to improvements in provision • Further opportunities for parents/carers to be involved in their child's learning, building partnerships and understanding • Personal Learning plans being accessed by staff and parents/carers - being used in an effective way to plan and support individuals, particularly in areas which may cause a barrier to learning or developmental concern • Learning Stories being accessed by staff, pupils and parents/carers - being used in an effective way to plan and support individuals' learning • Engagement with ELC colleagues to learn from Sharing Good Practice/ recent practice and research • IT enhancing and broadening experiences in nursery • An outside area / playroom which encourages and invites free play including wherever possible natural materials - leading to more child led, engrossing and deeper learning opportunities

Priority: Raising attainment through consistency in teaching and learning & Equity of provision across all stages



NIF SL TP PE ACP SI PI HGIOS QI 1.1 1.2 1.3 1.4 1.5 2.2 2.3 2.4 3.1 3.2 HGIourS - Our learning & teaching, Our successes & achievements, Our school & community.

Actions	Drivers for improvement	When/Who 1.1 1.3	Impact/Evidence 2.2 3.1 3.2
<p><u>Establish a Good Practice Charter</u> for our school- to include expected standards in classrooms and across the school within an agreed and appropriate rationale , co- created by staff, pupils and parents - planned opportunities to monitor and review - SMT and peer support.</p> <p>Areas for development are addressed through CAT time to support staff to hone their pedagogy</p> <p>To include</p> <ul style="list-style-type: none"> Formative Assessment & high quality feedback that informs next steps, including peer feedback and self assessment Improvements in pedagogy are supported by professional reading and discussion The curriculum provides well planned and progressive opportunities with differentiation embedded in classroom practice. Moderation together with teacher judgements & benchmarking lead to improvements in attainment Equity across school in pupil entitlement to all curricular areas Revise planning process - Use of ELC frameworks to plan, track and assess to ensure that all pupils attain across the curriculum - pupil involvement in planning/learning walls Start in August with Literacy, Numeracy& Maths and HWB frameworks, adding curricular areas thereafter at pace - planned opportunities for collaborative planning across a level Outdoor learning is a regular feature of our curriculum Learning conversations - provide opportunities for 		<p>From August 2018 throughout the session.</p> <p>GG</p> <p>JER</p> <p>All staff</p>	<p>Improvements in progress in literacy, numeracy through differentiated learning ,effective assessment and smart use of data to inform next steps for pupils, classes and whole school</p> <p>Good practice co-created, shared and agreed by all - Quality of learning & teaching is enhanced and evidence is gathered through observation and professional dialogue - consistent in every class - evident through data, observation visits, informal observation ,pupil feedback</p> <p>A consistent and progressive approach is evident through planning using Frameworks for learning, teaching, assessment & tracking the development of knowledge, skills and understanding.</p> <ul style="list-style-type: none"> Teacher time is focussed on teaching & learning i.e. High quality feedback, L.I. /S.C., HOTS holistic assessment <p>Staff can illustrate the links across the curriculum in their planning for assessment. Assessment information improves the learning and teaching and is used to effectively plan high quality learning experiences.</p> <p>Staff make sound judgements about pupil's progress and respond quickly to ensure learning opportunities meet the needs of individuals.</p> <p>Pupils are engaged and have confidence in their key skills - they can transfer their skills across the curriculum in a variety of contexts and have a deeper understanding of the concepts learned - samples of work, feedback from pupils and families</p> <p>Improved professional confidence in regular and creative opportunities for moderation leading to robust staff judgements on pupil progress</p> <p>Effective yearly plan detailing equity across school in pupil entitlement to all curricular areas</p> <p>All appropriate staff acquire knowledge of RWInc and for some further training in Number - developing key skills to support children in class and</p>

<p>children to have confidence & skills in leading their own learning</p> <ul style="list-style-type: none"> • PEF - Following on from Read, write, inc training - PT will plan, teach & track targeted groups of lowest 20% from P1-P7. Tracking key skills. Focussed homework group to help develop key skills. Identified pupils in P1-P7 who are performing at a year or more below their chronological age particularly in reading. • Quality assurance calendar ensures that all pupils are making the appropriate progress and those pupils who are most affected by the poverty related attainment gap are supported to achieve. 			<p>equity of provision</p> <p>Class data analysed at tracking meetings - barriers explored and next steps in learning established</p> <p>Raised attainment for lowest 20% in literacy - particularly reading- (PEF)</p> <p>Data & National assessment results compared to previous years data , improvements and actions have been informed and planned</p> <p>Children are more able to discuss their learning and achievements and share this with families, staff and peers</p> <p>Tracking and monitoring calendar provides frame for assessment of pupil's progress and is planned for, well-understood and used effectively to secure improved outcomes for all children.</p> <p><u>Methods of gathering evidence</u></p> <p>Focused classroom observations by staff and HT</p> <p>Reflective conversations with pupils.</p> <p>Feedback from parents through Assessment Jotters, school surveys and informal discussion.</p> <p>Feedback from pupil focus groups.</p> <p>Feedback from staff.</p> <p>Improved use of outdoors to plan high quality experiences for our learners leading to a progressive approach</p>
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Priority - Improvement in ethos , behaviour & learning environment

NIF: TP PE ACP HGIOS/HGIOELCC: 1.3 3.1 2.4 HGIourS Our relationships Our learning & teaching Our successes and achievements

Actions	Drivers for improvement	When/Who	Impact/Evidence 
<p>Implement approaches to improve behaviour ,ethos and the learning environment through professional learning using <i>When The Adults Change Everything Changes</i> text.</p> <ul style="list-style-type: none"> Refresh / introduce restorative approaches for all staff - CAT Appraise current systems to incorporate restorative approaches - review alongside current values Through whole school and class discussions children have an understanding of approaches and reasoning behind restorative practice Use pastoral notes to record significant events to improve wellbeing and safeguarding Build continuity between home and school by sharing approaches with parents about the restorative approaches/ Paul Dix strategies we are using in school Improvements in play and relationships - Pupils are encouraged to lead restorative approaches in the playground and classroom - training for Junior Playground Supervisors Opportunities for Staff to use self and peer assessment to build awareness of the impact of restorative approaches on school behaviour and parental engagement. Use Paul Dix approach to develop our Behaviour Policy with all stakeholders 		<p>From August 18 All Staff</p>	<p><u>Strategies from When the Adults change are evident in action and having a positive influence around school</u></p> <ul style="list-style-type: none"> Staff, families and pupils can talk about a consistent approach, know what is expected and how to use it Staff are using restorative conversations and approaches to resolving issues Playground incidents will decrease and pupils will have a positive model to refer to - Ready Respectful & Safe, linked to our values Junior Playground Supervisors are trained and work alongside staff to support play Parents will gain confidence in the school's use of Restorative Approaches and approach to behaviour management <p>Evidence:</p> <ul style="list-style-type: none"> Observations by staff and HT Reflective conversations with staff Feedback from parents through school surveys and informal discussion. Feedback from pupils. Feedback from staff. From CAT sessions and meetings

