



*Lee*

**East Linton Primary School**  
**Standards and Quality Report**  
**2019-2020**

**Context of the School**

East Linton Primary is a co-educational, rural school in East Lothian. The school is part of the Dunbar Associated Schools Group which is forward thinking and proactive. We also work alongside our School Team Group (STG) involving Gullane and Loretto Primary Schools. Our main catchment area is the village of East Linton and surrounding farming hamlets and properties. The village has both private and council housing with some housing for those who are most vulnerable within society. A new housing development of private and social houses has been started on the outskirts of the village. The school has been serving the community since 1880.

The school has a Senior Management Team of Head teacher (no teaching commitment) and a Principal Teacher. The current school roll is 183 pupils and is organised into 8 straight classes plus a 20/20 nursery. We have a Support for Learning teacher two days each week and up until March 2020 a PEF funded teacher for one day. Visiting Music and PE specialists are in school one day a week each. We also have a languages specialist who visits the school for one and a half hours to support the upper school. Support staff consists of one auxiliary (part time), two part time classroom assistants, one Senior Early Years Practitioner, two nursery nurses, two playground supervisors and one admin assistant.

The school is at the heart of a strong community and we work closely with our neighbours e.g. church, library, The Mart, Melting Pot. We have a Parent Council who support and fundraise for the school to the benefit of all learners. The PC chair attends ELAPCM, local Community Council and Area Partnership meetings to represent the parent body and school.

Text in bold italics is directly from our last evaluation visit in May 2019

**Q.I. 1.3 Leadership of Change**

- Our Review Visit in May 2019 reported that *-the head teacher has successfully created a culture, with a new staff team, for collaborative evaluation leading to informed self-improvement. She is, through her engagement with her principal teacher, teachers, pupils and parents, providing clarity in terms of the direction of the school and priorities for improvement.*
- As a staff we have worked hard and at pace to make the most effective use of our time to reflect and advance school developments to create a collegiate ethos which has a positive impact on teaching and learning. All staff have a shared understanding of our direction going forwards.
- We have a skilled and committed team of staff who share high expectations of our learners and hold high aspirations for them. Staff are creative, show initiative and take calculated risks within their practice.
- All staff have leadership roles within school and these will continue to be developed in the coming session.
- Staff report that the collaborative approaches that are being developed are leading to shared ownership of improvement and improved outcomes for children. They are appreciating the different ways of working together to reflect and develop as practitioners.
- Led by our Principal Teacher, Making Thinking Visible is now being used more effectively in every class in our school. Staff have participated in training and in sharing practice with peers. This has shown great

success with pupil voice in class and as a new platform for learning for our learners. We will continue to monitor this and embed this into our daily school life (including in nursery ) as staff confidence grows.

- Our ELPS Learning Heroes have now been embedded into our school ethos. Our weekly focus here has allowed our pupils to see the importance these skills have for lifelong learning. Our parents are also more aware of our heroes and are encouraged to use the vocabulary at home with their children so there is a clear link between school and home. Throughout distance learning, these remained a positive focus for success.
- Our member of staff on the First Steps for Leadership took forward our teaching of 1+2 languages in our school very successfully. Staff are now planning and delivering lessons with increased confidence and risk. Our learners are showing increased confidence in using every day French and German in day-to-day school life.
- Teaching and nursery staff adapted quickly and professionally to meet the needs of our pupils during Distance Learning - parental feedback has been very positive indeed

Grade - Good

#### Areas for continuous improvement

- We will continue to develop leadership at all levels in our school. In the coming session, we have a member of staff accepted onto the Teacher Leadership course provided by Education Scotland and a staff member whose application for Next Steps to Leadership has been successful.
- We will continue to embed the importance of self-evaluation for all stakeholders.
- We will continue to ensure that change is timely and linked with our school improvement and self-evaluation.

#### Q.I. 2.3 Learning, teaching and assessment

Our May 2019 review reported that

*The quality of learning and teaching across the school has improved. There is a clear purpose to the learning across classes and children understand this. There are good examples of success criteria which are co-created and differentiated. Children are clear about their learning and expectations. In the teaching of numeracy cluster CLPL and school staff trios have ensured greater consistency in planning for learning and delivery is more progressive throughout the school.*

- *There is good evidence of written feedback in jotters and in most classes verbal feedback supports the learning and next steps.*
- *Teaching approaches are more varied and purposeful and are led by the needs of the children rather than by programmes or resources.*
- Throughout the year, sharing good practice opportunities (with SMT and peers) have provided evidence to support the above statement. The teaching of numeracy has seen the greatest progress and the introduction of MTV Routines has shown progress in all classrooms. We have strong evidence that pupils are now able to talk about learning and themselves as learners with confidence and honesty.
- We have introduced assessment jotters and have created standard expectations around assessment; this should ensure greater consistency in terms of evidence and feedback. Assessment is planned as part of the learning, teaching and assessment cycle and this is leading to more effective teacher moderation of assessment approaches and evidence. Teachers use the moderation cycle to moderate planning, learning teaching and assessment. This is improving confidence, collaborative working and professional dialogue about practice, which is leading to improved pedagogy. The model we have used has including observing pupils, formal and ongoing assessment leading to higher quality professional dialogue and judgements.
- Working alongside our STG colleagues, we have used the moderation cycle to strengthen teacher judgement, share good practice and create new collegiate links. This has been a very positive process.
- The pupils in P5-7 have been participating in Assessment Trios. Trios are made up of one pupil from each stage (where we can) and these children meet together on a termly basis to share learning in assessment jotters. The children discuss and share their learning with others as well as learn about expectations in

other classes. This had a positive impact on the pupils understanding of what assessment is and the importance of being able to discuss learning to form own next steps. We plan to extend this next session

- As a staff, we have clearer understanding of planning for Interdisciplinary learning leading to evidence of excellent practice being identified in the early years. Staff are making excellent use of MTV Routines here to ensure pupil voice is a key aspect of planning for IDL.
- One of our staff members has lead staff to develop confidence in teaching modern languages. The impact on staff is that there is more clarity of expectation and confidence in planning and more awareness of the importance to make modern language a part of every day school life. Pupils reported that there were more planned opportunities in class for modern language and were beginning to use French and German vocabulary around the school.
- All teaching staff have completed Outdoor Leader CLPL and are now qualified to take pupils further than the school grounds for learning in more adventurous environments - this will be an ongoing development for next session alongside the launch of our Outdoor Learning Policy

### Grade - Good

#### Areas for continuous improvement

- Continue to embed MTV into our daily practice with the children but also as a means for dialogue between staff and parents - include CLPL for nursery staff
- Continue to
  - engage in moderation across the curriculum
  - develop collegiate planning for learning and assessment to ensure further consistency and challenge for our learners
  - explore IDL learning possibilities and collegiate support for this
  - develop professional enquiry skills amongst staff
- Expand our use of Assessment trios throughout the whole school using P5-7 as models for how this will work.

#### **Q.I. 3.1 Ensuring wellbeing, equity and inclusion**

- As a staff we pride ourselves in knowing children and their personal circumstances well and demonstrate a real commitment to meeting individual needs and improving experiences for the child as a whole
- Visitors and partners tell us that our school has a warm, welcoming and nurturing ethos, where children are aware of the culture of being ready, respectful and safe.
- Through Pupil Voice focus groups we have successfully developed a much stronger ownership of school improvement for our learners - our children know our school well. We are working effectively using HGIOURS to focus our evaluation and for pupils to have a direct impact on our direction of improvement e.g. carrying out a digital audit by our pupils. A class teacher led our school newspaper to share learning more widely and to add to pupil voice opportunities - this was well received by all members of the school community
- We have very positive relationships with our partner colleagues to the benefit of those children with additional needs.
  - Through PEF funding we have continued to staff intervention using the Read Write Inc tool for those pupils who have been identified as not succeeding as expected on our main literacy pathways. Data shows that most pupils are making strong progress through the programme, staff are now extremely confident in their judgements about the pace of learning and of making sure the children are very secure before moving them on to a new level - this is leading to improved depth of learning and a very personalised approach for our learners. Support staff have been provided with further training by SfL teacher in using RWI with these learners to ensure they have a deeper understanding of the programme and how it should be delivered to ensure equity for all learners.
- We have a renewed focus in our vision, values and aims within our School Charter and have extended this to Learning Heroes and the learning values/ behaviours we strive to embed. The children have a growing understanding of these values and enjoy celebrating their success in these transferable skills in classrooms and as a school at assembly.

- The Paul Dix approach has embedded well - we have adapted it to meet the needs of our learners and staff and pupils are now using and responding to techniques with greater confidence and reflection.

Grade - Good

Areas for continuous improvement

- Support a happy and healthy return to school after lockdown making effective use of the ELC Nurture resources and CLPL all staff to complete LearnPro modules around the principles of nurture.
- Use PEF funding to support return to school , mental wellbeing and support for families
- Continue to explore Pupil Voice to support wellbeing
- Continue to work using the Child's Planning Framework to support individuals
- In planning, look at reflection of diversity across the curriculum
- To embed the new school behaviour policy to ensure consistency of approach
- Continue to explore the sustainability of the RWI approach in terms of staff training and embedding in mainstream practice

Q.I. 3.2 Raising attainment and achievement

- As a staff we have dedicated development time to engaging fully with the ELC Curriculum Frameworks. They are now providing a clear progression for learning across all curriculum areas. This is leading to improved learners' experiences that reflect and support individual learners' needs. Staff feedback tells us that there is increased confidence and collegiality in planning for breadth, progression and assessment.
- Formative assessment is being used by teachers to provide feedback to children about their learning. Children are engaged with peer assessment and expectations of the specificity increases as pupils move through the school. Children are more confident to talk about the "why" behind their learning and what their next steps are.
- Tracking of learning across the curriculum has been introduced. Several members of the teaching staff were trained to use Seemis as a tracking tool and we have made some positive initial steps with its use. We will continue to monitor the approach in terms of its effectiveness in identifying the pace of learning and building a holistic picture of each learner.
- We are seeing the impact of using Nottingham's Quadrants and the Leuven's Scale to plot progress, attainment and to reflect on barriers to engagement for our pupils. Staff are becoming more confident using these tools to extend their knowledge of the learners in their class, reflect and plan for progress.
- Professional judgement of achievement at a level this session has obviously been challenging and is incomplete. We are confident we can identify the pupils who are not achieving and evidence the support in place for them. We can also evidence those who are making very good progress towards a level and will achieve it soon and those who continue to need considerable support in their learning and are working below where expected. Our SfL ,PEF hours, exceptional & predictable needs budget and mainstream class teacher support are co-ordinated to provide the most responsive support we can provide.

18/19 Achievement of a Level Data

Year	Read	Write	Listen & talk	Numeracy
P1	80.6	74.2	74.2	77.4
P4	70.4	66.7	63	59.3
P7	77.8	74.1	85.2	77.3

- IDL is evident in all of our classes and is planned using the curriculum frameworks. There is evidence through Learning Walls, to suggest that pupil voice is part of this planning.

***Where seen, this was allowing children to apply their learning to new and unfamiliar contexts while providing opportunities for children to extend their learning in particular curriculum areas.***

- We have worked on our curriculum rationale and it ***increasingly reflects the unique setting of East Linton and outdoor learning is becoming more of a focus as a result.***

***The nursery has reviewed its approaches to planning and tracking of learning and this is responsive to individual children.***

- Our nursery staff have worked very hard to establish their team ethos and roles to the benefit of the children - all feedback received from nursery parents has been extremely positive. The experiences planned and facilitated for our nursery pupils have been well planned and supported by staff.
- The outside environment is now a vibrant, multisensory area for play and learning across the curriculum with a range of large and small loose parts - this has inspired more creative play and co-operative learning
- ***Rigorous self-evaluation has been introduced and this has influenced changes with a positive impact on children's experiences.***
- Floorbooks and a range of parent feedback techniques are being used very effectively to track learning and plan for improvement
- ***Children are actively engaged in their learning through responsive planning and learning contexts which better reflect their interests and curiosity.***

### **Grade - Good**

#### **Areas for continuous improvement**

- Continue to build the curriculum rationale involving all stakeholders
- Continue to develop tracking and assessment across all curriculum at all levels - introduction of use of SEEMIS tracking for all staff across all curricular areas.
- Develop staff skills in data interpretation
- Introduce MTV in nursery

#### **Key priorities for improvement planning 2020-2021:**

#### **All of our planned actions and priorities for next session contribute to improved teaching and learning in our school**

- To ensure that HWB and Nurture is at the forefront of every aspect of school life as the children return to school after some very different circumstances.
- Continuing to develop Pupil Voice and self- evaluation for all stakeholders leading to improvement
- Raising attainment through improving learning, teaching and assessment from Early to Second Level, to include Nurture, Making Thinking Visible, Outdoor Learning, 1+2 Languages
- To develop our Literacy Policy to ensure a progressive development of Literacy in all areas for all of our learners.
- Develop progressive outdoor learning experiences at all levels
- Begin using SEEMIS tracking as a means to track progress in all areas for all learners.

