

East Linton Primary School Improvement Plan 2021 - 2022





Our Vision , Values and Aims

The parents, staff and pupils of East Linton Primary School have worked hard together to create a happy and caring learning environment for all of our pupils.

Within this environment each child will receive a balanced education appropriate to his/her age, strengths and next steps.

Since school is only part of a child's overall education, close links with home and the community are vital. Our common aim as teachers and parents is to develop each child's potential to the full. This can only be achieved through mutual understanding, trust and respect.

In East Linton we aim to give our children the very best we have to offer - to open the door to learning.

In partnership with parents, staff and children we share the following aims which are recognised as a contribution to the ethos of our school.



Within the Framework of the United Nations Convention on the Rights of the Child

Our aims are to

- create a welcoming, safe and happy school working in partnership with parents and the wider community.
- deliver an inspiring and motivating curriculum tailored to the individual needs of our children.
- foster a culture and attitude for lifelong learning in an ethos of respect and inclusion.
- provide opportunities for our children to realise their potential through challenging and varied learning experiences.
- empower all children to think for themselves whilst developing and applying transferrable skills.



Our Vision - School 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.

Our Values

Independence Respect Responsibility Collaboration Resourcefulness Resilience
Perseverance Reflection Aspiration

National Priorities (NIF)

- 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 in relation to:
 - Early Level attainment at Primary 1
 - Attainment in Writing for the BGE
 - Closing the poverty related attainment gap for our most disadvantaged learners
 - Closing the gender related attainment gap
 - Improving transitions for pupils at BGE S1-S3.
- 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

Ongoing Implementation/Embedding

1+2

Specialist teaching of French in P7 and P6 - class teachers teaching L3 German culture in p5,6,7

MTV

MM leading any staff CLPL requirements and review & support throughout the year

Pupil Voice

GG leading on HGIOURS with pupils

Self- Evaluation & Parental Engagement

GG and MM leading through HGIOS4 /SIP

Raising Attainment & Achievement

HGIOS - 2.3 1.3 2.5 2.7 2.2 3.2 1.2 1.4 2.4 1.5 3.1

HGIOELCC - 2.3 2.2 3.2 2.5 2.6 1.2 1.3 1.5

HGIOURS - OR OLT OSA

Actions	Drivers for Improvement (highlight)	When/Who	Impact/Evidence
<p><u>Tracking & Assessment</u></p> <ul style="list-style-type: none"> All nursery and school staff are more skilled in the use and analysis of attainment data - whole school and class focuses Staff track progress through Seemis P&A module - P1-7 (Nursery module TBC) Assessment jotters reflect well planned progressive learning including outdoor learning Restart pupil trios - reflecting upon learning and planning for next steps - P1-7 Continue with planned Learning Consultations - x3 parent & teacher/ pupil, parent teacher, pupil leading Reflection of learning is consistent across the school Explore reliable Numeracy assessments linked to frameworks <p><u>Parental Engagement</u></p> <ul style="list-style-type: none"> Parents meet regularly with PT to discuss school matters using HGIOS4 challenge questions > parental voice is added to our school model Surveys are used to engage with all stakeholders around policy issues Updated/ new policies are shared and approved > Outdoor Learning, Behaviour, 	<p>Raising Attainment Driver</p> <ul style="list-style-type: none"> <u>Early Level attainment at Primary 1</u> <u>Attainment in Writing for the BGE</u> <u>Closing the poverty related attainment gap for our most disadvantaged learners</u> <u>Closing the gender related attainment gap</u> Improving transitions for pupils at BGE S1-S3. <p>NIF Driver</p> <ol style="list-style-type: none"> <u>School leadership</u> <u>Teacher professionalism</u> <u>Parental engagement</u> <u>Assessment of children's progress</u> <u>School improvement</u> <u>Performance information</u> 	<p>ALL staff from August</p> <p>P1-7 staff and pupils from August</p> <p>Staff Pupils and families Oct/Mar/June</p> <p>MMcK families from August</p> <p>ALL stakeholders</p>	<ul style="list-style-type: none"> SLT using ELC data and analysis tools to inform improvement for whole school Staff using ELC data and analysis tools to inform improvement for class All staff are confident using Seemis tracking module - regular dates planned to effectively gather and discuss pupil strengths and needs Consistency across use of Assessments and Assessment jotters - samples show links to planned learning, frameworks and progression Pupils trios are a regular part of reflection and self - evaluation - pupils are using the language of learning with confidence and are demonstrating a growing understanding of their next steps Pupils and parents report an improved understanding of pupil progress: parents know how to support at home Reflection is a visible part of the majority of lessons and the weekly timetable - teachers and pupils report increased confidence and impact on planning Our moderation/Teaching & Learning model is updated regularly with staff, pupil and parent feedback Positive feedback and engagement with parent sessions Parents can see the impact they are having on school improvement and policy New policies are in place, are real and are visible in practice < review at end of session Parents are back in school observing and taking part in their child's learning

<p>Feedback, Literacy</p> <ul style="list-style-type: none"> • A policy approval procedure flowchart is in place and used effectively and efficiently • Restrictions permitting "Fly on the Wall" sessions are reinstated <p><u>Curriculum Development/ Planning of Learning & Teaching</u></p> <ul style="list-style-type: none"> • Collegiate planning time each term is used to plan for progression within curriculum areas e.g planned learning focus in RME • Delivery of French and German across the school is embedded in practice > family engagement planned • Literacy working parties from 20/21 continue > literacy policy and practice are finalised • Principal Teacher is member of ELC Literacy Work stream Group • Member of staff is trained as SEIC QAMSO to support moderation <p><u>PEF</u></p> <ul style="list-style-type: none"> • RWInc and number academy training for staff • Robust plan for pupil support/challenge - key pupils identified from Seemis tracking, SIMD, SNSA etc • Potential for small supported nurture groups in playground and school, in collaboration with parents and carers 	<p>East Lothian Sails</p> <ul style="list-style-type: none"> • <u>Leadership</u> • <u>Learning</u> • <u>Relationships</u> 	<p>ALL staff, pupils and families</p> <p>ALL staff N-P7 from August</p> <p>Staff are supported in this by HMCD - funded from ELC</p> <p>HMCD / RP</p> <p>MM SG C F-M MF FB ZK</p>	<ul style="list-style-type: none"> • Feedback from staff on the benefits of collegiate planning time in terms of progressive experiences for learners and shared good practice • Formal sharing of good practice with SLT demonstrates high quality teaching and learning linked to HGIOS4 > peer sharing of numeracy lessons develop staff skills and consistency for learners • The teaching of French and German is embedded in practice and support mechanisms are working well • The school community has a clear understanding of our approaches to and expectations of the teaching of literacy • Listening and Talking is planned for across the curriculum • Moderation is used to further develop teacher confidence and judgement • Staff confident in the delivery of RWInc and number skills development • Interventions and support for targeted pupils have been planned for and assessed and show improvements in attainment • Interventions and support for targeted pupils have been planned for in terms of nurture and HWB and positive impact will be clear through pupil voice and staff/family feedback
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Learning for Sustainability

HGIOS - 1.2 1.3 1.5 2.2 2.3 2.5 2.7 3.1 3.2 3.3

HGIOELCC - 1.2 1.3 1.5 2.2 2.3 2.5 2.7 3.1 3.3

HGIOURS - OR OLT OSC OHW OSA

Actions	Drivers for Improvement (highlight)	When/Who	Impact/Evidence
<p><u>UNCRC - Lead - Heather McDonald/Gill Gardner</u></p> <ul style="list-style-type: none"> Families, staff and pupil working party is set up Bronze level is renewed for RRS Award and action plan made for Silver UNCRC is reflected in planning and in daily practice > focus in August linked to school and class charters <p><u>Eco - Lead - Donna Pentony</u></p> <ul style="list-style-type: none"> Families, staff and pupil working party is set up - aiming to renew Green Flag this session Action plan in place N- P7 Work with Climate Action East Linton - sponsoring workshops with Sally Gouldstone from Seilich - botanist > 1st/2nd level Explore Global Goals for Sustainability <p><u>Refugee Project - Lead - Ruth Peck</u></p> <ul style="list-style-type: none"> Class engaged with charity bringing refugee family to East Lothian - raising awareness and one fundraiser <p><u>Intergenerational Project - Heather McDonald /Jenny Thomson</u></p> <ul style="list-style-type: none"> Class linked with day centre/church 	<p>Raising Attainment Driver</p> <ul style="list-style-type: none"> <u>Early Level attainment at Primary 1</u> Attainment in Writing for the BGE <u>Closing the poverty related attainment gap for our most disadvantaged learners</u> Closing the gender related attainment gap <u>Improving transitions for pupils at BGE S1-S3.</u> <p>NIF Driver</p> <ol style="list-style-type: none"> <u>School leadership</u> <u>Teacher professionalism</u> <u>Parental engagement</u> <u>Assessment of children's progress</u> <u>School improvement</u> Performance information 	<p>H McD All stakeholders August onwards</p> <p>DP All stakeholders August onwards</p> <p>One 1st level and one second level class Autumn/Spring</p> <p>Primary 3 TBC</p> <p>P1a & b</p> <p>All</p>	<ul style="list-style-type: none"> All classes use UNCRC in first weeks of term to establish school and classroom ethos > All classes can demonstrate learning based on UNCRC Pupils are able to talk about their rights and link to their own lives UNCRC is reflected through coherent links to appropriate policies and procedures e.g. behaviour policy Yearly / termly Forward plans, learning and daily practice makes regular links to UNCRC Families have a greater understanding of UNCRC and the impact it has on children's lives Pupils have a greater understanding of the Global Goals for Sustainability and can make links to their own learning experiences All pupils play a part in achieving our Green Flag - pupils progressive learning experiences reflect areas of the curriculum linked to this Pupils have a greater understanding of our local biodiversity Pupils are involved in and have ownership of caring for the local environment Pupils have a greater understanding of the plight or refugees through rights based learning All pupils have an awareness of the refugee status and

<p>community - skills sharing?</p> <p><u>Outdoor Learning - All</u></p> <ul style="list-style-type: none"> • Policy approved and in practice • Progression shown across planning, Assessment Jotter evidence is moderated <p><u>Show Racism the Red Card - All</u></p> <ul style="list-style-type: none"> • CLPL training for staff - date TBC 	<p>East Lothian Sails</p> <ul style="list-style-type: none"> • <u>Leadership</u> • <u>Learning</u> • <u>Relationships</u> 	<p>stakeholders All staff and pupils All staff</p> <p>All staff</p>	<p>have played a part in supporting a family - pupils can explain the importance of this</p> <ul style="list-style-type: none"> • P1 pupils engage with elder members of the community - plan TBC • Outdoor Learning Policy is approved by all stakeholders • Outdoor learning is embedded in practice, is progressive and evidenced through moderated pieces building staff confidence in professional judgement • All staff trained in Racism Awareness - learning planned accordingly following this CLPL
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Raising Attainment & Achievement in our Nursery

HGIOS - 2.3 1.3 2.5 2.7 2.2 3.2 1.2 1.4 2.4 1.5 3.1

HGIOELCC - 2.3 2.2 3.2 2.5 2.6 1.2 1.3 1.5

HGIOURS - OR OLT OSA

Actions	Drivers for Improvement (highlight)	When/Who	Impact/Evidence
<p><u>Move to 1140 hours</u></p> <ul style="list-style-type: none"> Adjusting positively to the change in nursery hours Establishing a positive and professional staff team ethos New staff complete ELC induction and essential Learnpro modules and also National Induction Resource Routines and responsibilities are allocated appropriately to staff to best suit the needs of our nursery i.e. daily roles, Learning Stories and observations 	<p>Raising Attainment Driver</p> <ul style="list-style-type: none"> <u>Early Level attainment at Primary 1</u> Attainment in Writing for the BGE <u>Closing the poverty related attainment gap for our most disadvantaged learners</u> <u>Closing the gender related attainment gap</u> Improving transitions for pupils at BGE S1-S3. 	<p>All staff from August</p> <p>SL by Oct</p> <p>SL - in place for August</p>	<ul style="list-style-type: none"> A happy start to the year for all staff, parents and children The weekly routine works effectively to support the learning of pupils and maximises the strengths of staff All staff are up to date with ELC CLPL Staff are confident in their understanding and implementation of national priorities, priorities for ELC settings and our school
<p><u>Tracking & Assessment</u></p> <ul style="list-style-type: none"> All nursery staff are more skilled in the use and analysis of attainment data - whole school and class focuses Staff track progress through Seemis P&A module (date of Nursery module TBC) Learning Stories and Floorbooks reflect well planned progressive learning including outdoor learning Pupil trios with Head Teacher - pupils share their learning and talk about next steps Reflection of learning is consistent across the school 	<p>NIF Driver</p> <ol style="list-style-type: none"> <u>School leadership</u> <u>Teacher professionalism</u> <u>Parental engagement</u> <u>Assessment of children's progress</u> <u>School improvement</u> <u>Performance information</u> 	<p>All staff from August</p> <p>SL & GG overview</p> <p>GG</p> <p>All staff</p>	<ul style="list-style-type: none"> SLT using ELC data and analysis tools to inform improvement for whole school Staff using ELC data and analysis tools to inform improvement for class All staff are confident using Seemis tracking module - regular dates planned to effectively gather and discuss pupil strengths and needs Senior Early Years Practitioner has overview of tracking and progress across the curriculum for all pupils Learning Stories and Floorbooks reflect progressive, learning experiences for children - samples show links to planned learning, frameworks, tracking and progression Pupils are using the language of learning with growing confidence and are demonstrating a growing

<p><u>Parental Engagement</u></p> <ul style="list-style-type: none"> Nursery Parents meet with PT to discuss school matters using HGIOS4 / HGIOELCC challenge questions > parental voice is added to our school model Surveys are used to engage with all stakeholders around policy issues Updated/ new policies are shared and approved > Outdoor Learning, Behaviour, Feedback, Literacy A policy approval procedure flowchart is in place and used effectively and efficiently Restrictions permitting "Fly on the Wall" sessions are reinstated <p><u>Curriculum Development/ Planning of Learning & Teaching</u></p> <ul style="list-style-type: none"> Digital learning - further develop use of digital skills and resources for children Nature/ Nurture experiences are a regular feature in learning in nursery 	<p>East Lothian Sails</p> <ul style="list-style-type: none"> <u>Leadership</u> <u>Learning</u> <u>Relationships</u> 	<p>MMcK from September All stakeholders</p> <p>All staff SLT</p> <p>All stakeholders</p> <p>All staff from August ELC support</p>	<p>understanding of their next steps</p> <ul style="list-style-type: none"> Pupils and parents report an improved understanding of pupil progress: parents know how to support at home Reflection is a visible part of daily nursery life Our moderation/Teaching & Learning model is updated regularly with staff, pupil and parent feedback Parents have an increased involvement and influence on nursery and school life <ul style="list-style-type: none"> Digital technologies become an increasing part of everyday learning and play - in terms of skills acquisition and accessing learning Rationale is in place for the use of digital technologies including staying safe online Pupils are beginning to be able to make choices about using technologies to solve everyday problems at nursery and at home All pupils have access to regular , high quality Nature/Nurture experiences and evidence shows a positive impact on learning across the curriculum and on HWB
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