

## Context of the school

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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) of Gullane and Loretto Primary Schools. Our main catchment area is the village of East Linton and surrounding farming hamlets and properties. 87.3% of our pupils live within catchment. 14.7% of our P4-7 pupils are entitled to free school meals whilst 9.1% of our families receive a clothing grant. Our average SIMD band is 8, with a spread from 4 to 9.

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 built on the outskirts of the village and is currently being further extended. 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 190 pupils and is organised into 8 classes and a 20/20 nursery. We have a Support for Learning teacher two days each week, Visiting Music and PE specialists are each in school one day a week. 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), one full time classroom assistant, one Senior Early Years Practitioner, two nursery nurses, one playground supervisor 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, Climate Action East Linton. We have a rejuvenated Parent Council who support and fundraise for the school to the benefit of all learners.

### *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 are Ready , Respectful and Safe

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

*We promote these values through our Learning Heroes*

Independence Respect Responsibility Collaboration  
Resourcefulness Resilience Perseverance Reflection Aspiration

## How good is our leadership and our approach to improvement?

### 1.1 Self-evaluation for self-improvement

- *Collaborative approaches to self-evaluation*
- *Analysis and evaluation of intelligence and data*
- *Ensuring impact on learners' successes and achievements*

#### How are we doing?

By being more collaborative in our approach to school improvement, all staff are developing their awareness of the value and need for self-evaluation. Self-evaluation has a positive focus to move the school forward and make real impact on teaching and learning. Our planning, tracking & assessment and monitoring is planned across the year and is relevant, timely and

Due to Covid restrictions, pupil participation in whole school evaluation has been challenging, however through a range of self-evaluation tools such as SHANARRI wheels and family feedback forms we have been able to ensure reaching all stakeholders. All staff report a high level of communication with parents and carers throughout the year with this being particularly strong during remote learning. This has enabled teachers to maintain the pace of learning, offer bespoke support and work in partnership with families to meet the needs of every individual learner.

Through in school CLPL, staff are developing an understanding of types of data and how to use this to support each learner, identify any potential patterns and plan for their class.

Our school moderation model evidences how we teach and learn at East Linton primary and is now ready to be shared with families and have their voices added. This piece of work was developed through the year, led by one of our teachers as part of her Next Steps in Leadership course and was received very enthusiastically by assessors and a QIO as very good practice.

Our rejuvenated Parent Council have supported the school throughout the year. They are enthusiastic and in agreement with the direction of school improvement.

#### How do we know?

- Audit QIs on a regular basis as a whole staff
- School Improvement Plan - working parties
- Planning evaluations and next steps
- PRDs and tracking meetings- especially in second level staff are sharing data with pupils more regularly
- Moderation work - our model
- More effective focus on analysing data to ensure we use the information we gather to best effect outcomes for all learners - new class profile, all staff using Seemis
- Assessment jotters show learners' successes and achievements over a year
- Consistency in approaches to assessment so these can be compared across classes
- Working parties audit current practice and plan for improvement
- Tracking meetings to discuss and share our data about all children
- Use of technology (Google docs) to allow all staff to contribute to self-evaluation and self-improvement
- Staff take part in practitioner enquiries to evaluate the impact of their practice.

### What are we going to do next?

- Continue to improve our analysis of data - broadening the ownership, understanding and impact on teaching & learning - Using the data to plan next steps
- Data should be appearing in plans as a prompt for planned learning (eg. gender imbalance)
- Sharing 'what went well' lessons in CAT sessions - sharing knowledge, skills and ideas to impact on learners' achievements
- Protected time for shared evaluations across a level - a greater focus on collegiate planning for progression and assessment
- Continuing to make the most of new skills and technology to allow all staff an opportunity to contribute to self- evaluation
- Make effective use of parental feedback and increased participation in the role of families in self - evaluation through Principal Teacher's SIP development work

From the evaluation of our evidence we feel that the quality of Self - evaluation for Self - improvement is *Good*

### 1.3 Leadership of Change

- *Developing a shared vision, values and aims relevant to the school and its community*
- *Strategic planning for continuous improvement*
- *Implementing improvement and change*

#### How are we doing?

Our vision reflects the school environment and community and provides an overview of what we want our school to look and feel like. Staff are developing their data analysis skills in understanding the context of our community and families in conjunction with already very strong pastoral local knowledge. The school values are well integrated into the school - they are explored with the children and are attainable and celebrated weekly.

Learners created the values and can and are encouraged to identify values in others. Values are well displayed throughout school, in classrooms, on social media, certificates, reports - they are a real part of the ethos of our school.

Leadership is strong across our staff from the SLT leading the whole school, class teachers leading improvement priorities, staff leading on pupil experiences and our pupils becoming more involved in leading their learning and having an impact on the whole school. We have developed a culture which encourages staff to take collective responsibility for change and creativity in their own development as leaders. A range of approaches has been used effectively -e.g. individual staff CLPL such as Building Middle Leadership, working parties taking forward aspects of the curriculum, whole staff decision making in conjunction with Parent Council, classroom based enquiries.

#### How do we know?

- All stakeholders had a voice within the school vision - this was agreed by learners, community and staff
- Learning Heroes celebrated in class weekly with links made to these daily in lessons
- Children's growing awareness of themselves as learners and skills needed to be successful learners
- Values are well displayed throughout the school, in classrooms, on social media, certificates and reports.
- All staff use the vocabulary of the school values on a daily basis and encourage children to do the same.
- Class teachers using new ways to teach LIVE lessons on Google Classrooms during COVID

<p>The SLT work hard to guide and manage the pace of change, this has been particularly important this year. The SLT also works hard to protect time for staff in all aspects of their work.</p> <p>Our aims are reflective of national and local priorities - as a whole staff we are developing a stronger understanding of the local and national picture for education - this is reflected in our SIP.</p> <p>We strive to promote high standards and successes for our learners.</p> <p>The creation of our moderation model has a shared expectation for all staff, pupils and parents.</p>	<ul style="list-style-type: none"> <li>• Pupil engagement over COVID was high due to high expectation of our learners</li> <li>• Progress being made by most learners even during COVID - staff/pupil engagement was positive</li> <li>• Staff and pupil ownership of Moderation Model will ensure consistency across all levels in school</li> <li>• CAT time used effectively to drive forward improvement</li> <li>• Positive feedback from families, Parent Council, staff and ELC colleagues</li> </ul>
<p>What are we going to do next?</p> <ul style="list-style-type: none"> <li>• Effective use of collegiate planning and CAT time to share good practice and drive forward improvement</li> <li>• Using the branches within Learning for Sustainability to develop a whole school approach to Ecology, Children's Rights and Community Links</li> <li>• Staff leading areas of development across the curriculum which are aspirational and sustainable</li> <li>• Development of parental engagement across 1.3</li> <li>• The sharing of our moderation model with parents to ensure they have a clear understanding.</li> </ul>	
<p>From the evaluation of our evidence we feel that the quality of Leadership of Change is <i>Good</i></p>	

How good is the quality of care and education we offer?

<p><b>2.3 Learning, Teaching and Assessment</b></p> <ul style="list-style-type: none"> <li>• <i>Learning and engagement</i></li> <li>• <i>Quality of teaching</i></li> <li>• <i>Effective use of assessment</i></li> <li>• <i>Planning, tracking and monitoring</i></li> </ul>	
<p>How are we doing?</p> <p>Our policies and procedures have the rights of our learners at their heart. We have Bronze UNCRC RRSA. Our school ethos is a positive and caring one where restorative practice and Ready, Respect, Safe are key.</p> <p>Our pupils are highly engaged in and motivated by their learning. During remote learning we had contact with all learners. All of our pupils engage regularly in target setting to ensure they are aware of their strengths and next steps. Learners' level of engagement is due to our</p>	<p>How do we know?</p> <ul style="list-style-type: none"> <li>• Learning heroes as a focus for whole school celebration of achievements and learning successes</li> <li>• Use of restorative practice</li> <li>• "Over and above" awards - recognising commitment towards our school ethos</li> </ul>

positive school ethos where our learning heroes sit at the centre. The learners are aware of the learning heroes and know the importance of these skills in their own learning. There is a strong awareness that our learning heroes will help to prepare our learners for their future.

Our school budget is used effectively to meet the needs of all learners. Staff have a voice in the standing of resources to help meet the needs of learners and expenditure decisions reflect the school's aims and improvement priorities.

Financial expenditure is planned to improve learning and teaching, and increase attainment and achievement. We allocate resources to achieve our improvement priorities and meet the needs of all learners. We encourage our learners to make independent and responsible use of resources. We allocate Pupil Equity Funding to meet identified need and in line with the targets in our PEF plan.

Our pupils work, play and interact very well with each other, staff and partners. The use of co-operative learning techniques (some classes) and MTV (all classes) ensures that all of our learners have a voice in the classroom to make increased choices and take on increased responsibility for their learning. Pupils are increasingly confident when talking about their learning and themselves as learners. Pupils reflect regularly on their learning to help them deepen understanding and plan for next steps. Regular opportunities for self and peer assessment and setting targets and next steps take place in every classroom.

Using planned assessment evidence regularly we are able to identify areas for improvement and to address gaps in learning. Our assessment calendar is designed to gather key data at regular points in the year to inform next steps. Our Assessment Jotters evidence a variety of techniques of assessing pupil progress towards achievement of a level and are linked clearly to planning. Planning timescales are from yearly to daily and we pride ourselves on our flexibility to respond and collaborate to meet the changing needs of our learners e.g. adding able P3 pupils to AR, changing resources for SfL groups. We plan using progressive frameworks and plan termly using MTV to gather the children's ideas on what they want to learn.

Throughout this last very challenging year or so, we have striven to continue to provide a range of learning experiences which are creative and exciting. Work on our moderation model has resulted in greater understanding and consistency in our expectations and standards in our

- Happy children who have close relationships with staff
- Parents communicate children's happiness to staff and share any concerns directly with class teacher/head
- Classroom observations
- Pupil feedback/focus groups
- Children applying their learning to real life contexts
- Children talking about their learning
- Children reflecting on their learning and setting goals/next steps
- Traffic light check-ins and other self -assessment tools
- Staff collaboration to ensure progression
- Use of frameworks for planning, teaching and assessment, ensuring continuity and progression
- Children's learning targeted at individual pace - no ceilings approach
- Child-led learning, children planning with the class teacher Think, Puzzle, Explore
- Use of children's interests to spark teaching and learning topics
- Responsive planning - using MTV routines as a means for pupil voice
- Moderation of assessed work - reflecting on teacher judgement and evidence gathered
- Learning Styles quiz with children across all stages
- Use of moderation cycle
- Assessment jotters for collection of evidence
- Staff discussions about valuable evidence, how to collect tricky evidence (L&T)

<p>teaching. Staff provide imaginative ways of learning, including developing use of technologies and our approach to feedback is now policy.</p> <p>Our pupils tell us they their views are sought, valued and acted on. We have reported to parents virtually and through phone calls and emails - this has been very well received and effective in supporting our pupils.</p> <p>We share good practice with management and colleagues to improve consistency and share ideas with stage partners and other colleagues.</p>	<ul style="list-style-type: none"> <li>• Comparisons of what makes quality evidence</li> <li>• Children reflecting on their learning through assessing own evidence and using this to inform their learning</li> <li>• Pupils create SMART targets for their learning each term - and reflect on these</li> </ul>
<p>What are we going to do next?</p> <ul style="list-style-type: none"> <li>• Further develop and use the moderation model to maintain and improve on current good practice to drive learning, teaching and assessment</li> <li>• Use collegiate planning within a level to ensure progression across the learning outcomes and experiences and to ensure variety within learning experiences</li> <li>• Further develop authentic outdoor learning opportunities and develop our pedagogy within this</li> <li>• RWI consistency across all early/first level classes where appropriate</li> <li>• Develop our own/collaborate across ASG, STG - numeracy assessment based on frameworks so it is more relevant to our pupils</li> <li>• Reintroduce the assessment trios - starting with upper school and child led teaching to lower school leading to child led Learning Consultations</li> </ul>	
<p>From the evaluation of our evidence we feel that the quality of Learning, Teaching and Assessment is <i>Good</i></p>	

How good are we at improving outcomes for all our learners?

<p>3.2 Raising Attainment and Achievement</p> <ul style="list-style-type: none"> <li>• <i>Attainment in literacy and numeracy</i></li> <li>• <i>Attainment over time</i></li> <li>• <i>Overall quality of learners' achievement</i></li> <li>• <i>Equity for all learners</i></li> </ul>	
<p>How are we doing?</p> <p>Despite the inevitable impact of Covid all learners are making progress in literacy and numeracy. Staff worked hard to ensure equal access to high quality remote learning when necessary to ensure progress as much as possible. We supported families with digital technologies, real resources, food and hub places to ensure inclusion and access to learning.</p> <p>Attendance is strong at an average of 95.8%. We have had no exclusions and any concerns are followed up with individual families.</p>	<p>How do we know?</p> <ul style="list-style-type: none"> <li>• Phonics - regular Read, Write Inc assessments - termly to show current stage and next steps</li> <li>• SWST twice yearly</li> <li>• Weekly spelling check ups</li> <li>• Reading - AR data to inform current stage and next steps/target setting</li> </ul>

We believe we have happy, enthusiastic learners who are encouraged to be successful through our values and a range of learning experiences e.g. P4 working with the local Climate Action group, P3 working with Queen Margaret University, P6 working with Catherine Wheels Theatre.

We encourage and value achievements out of school, celebrate them within school and help to facilitate new opportunities for our pupils e.g. playing for national teams, representing East Lothian.

Outdoor Learning is valued by all of our stakeholders and every pupil has access to a range of experiences across the curriculum which are based or inspired by our outdoor environment, e.g. P7 Awesome Week, P3's QR Code Heritage Trail, P2/3's learning in and around our village.

Professional judgements of progress have become even more robust through a variety of vehicles - moderation sessions, the creation of our moderation model, regular tracking meetings, planning from ELC Curriculum Frameworks and benchmarks and the use of Seemis across the curriculum. Some of our pupils are experiencing learning at the next level.

Staff have completed a class profile using the ELC P&A tools plus school based assessments. This has strengthened staff understanding of SIMD, gender etc and has left us in a strong place to plan for PEF and SG teacher support next session. We want to plan creatively for individuals and groups to close the gaps for our pupils.

#### 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

Analysis of this data attainment shows a gap for the boys in our school, most apparent in literacy.

Our Support for Learning is flexible and coupled with PEF resources has this year resulted in improvements and progress for all targeted learners. Tracking in this area is detailed and individual.

Literacy assessment is stronger than our numeracy assessment evidence so this has been identified as an area to develop including a staged based assessment linked to frameworks.

- Big writing tracked pieces 3 or 4 times per year
- Quadrants and Leuven's yearly view of class and individual pupils
- Numeracy - pre/post test and end of unit assessments
- Teacher judgement on daily classroom interactions/feedback from children
- SNSA
- Level based numeracy assessments across school to gather 'where we're at' data
- Use of fluid working groups in literacy and numeracy to support children with appropriate level of challenge and support
- SEEMIS for tracking and assessment ensuring that information provides a picture over time.
- Local/ pastoral knowledge
- Feedback from pupils and families

Our Assessment Jotters continue to develop to show a progressive range of assessments to demonstrate application of skill and knowledge.

What are we going to do next?

- SIP - literacy based developments across whole school making strong transitional links
- Numeracy - developing our own stage based assessments in line with current frameworks to make it more relevant for our children.
- PEF classroom assistant to provide targeted support for identified children to help close the gap.
- Scottish Government funded teacher two days a week - creative use of this time - free class teachers to work with groups from their own class over period of time - pre and post input data
- Continue to improve our data analysis skills to target support e.g. Gender as a factor for attainment - especially attainment of boys in literacy

From the evaluation of our evidence we feel that the quality of Raising Attainment and Achievement is *Good*

What is our capacity for continuous improvement?

**What is our capacity for continuous improvement?**

*We believe that we are in a very strong position for school improvement for next session. We have a strong, committed team with leadership at all levels playing a key part in our successes. We have a shared understanding and vision for improvement that is real and makes a difference for our learners.*

*The experience of the last year and a half has brought us even closer as a staff team and school community and with the backing of our rejuvenated Parent Council there is potential for very effective partnership working.*

*We are excited about the use of our budget to drive school improvement (our PT will have one day leadership time per week) and improvements in attainment through creative use of PEF and SG funding.*

*We look forward to welcoming several new members of staff to our playground, office, nursery and classrooms - through careful recruitment we believe we will be adding new skills and experience to our team.*

*We have judged ourselves to be "good" across the Q.I.s and believe that there are aspects of very good practice within each Q.I. evaluation.*

**Overall Grading for Quality Indicators**

Quality Indicator	1.1 Self-evaluation for self-improvement	1.3 Leadership of change	2.3 Learning, teaching and assessment	3.2 Raising attainment and achievement
HGIOS4 Grading:	Good	Good	Good	Good

