

**East Linton Primary
School Improvement Plan
2022-2023**



East Lothian Education *DRAFT* Priorities Session 2022/23

A relentless focus on raising attainment and improving outcomes for our learners

Curriculum - Meeting the Needs of All Learners	Wellbeing, Equality and Inclusion	Leadership
<p>We will: Support schools to develop a refreshed curriculum rationale shaped by their values and reflecting the new needs of the school and its community.</p> <p>Each school's curriculum will:</p> <ul style="list-style-type: none"> • reflect a recovery focus • be unique to each school • ensure that all learners have the opportunity to achieve their potential through clear progression in learning • support positive outcomes for learners • provide flexible learning pathways which lead to raised attainment through meeting the needs and aspirations of all learners, have a strong focus on literacy, numeracy and health and wellbeing • articulate how resources/ staffing and time are used creatively to ensure the needs of all learners are met, including the use of Digital Learning and Teaching Strategy 	<p>We will: Ensure a universal commitment to inclusive practice. Develop knowledge, understanding and application of statutory guidance and policies relating to inclusion and equality:</p> <ul style="list-style-type: none"> • safeguarding and child protection • attendance and exclusion • meeting the needs of learners with additional support needs <p>Develop effective strategies to improve attainment and achievement for targeted groups of children and young people:</p> <ul style="list-style-type: none"> • from our most deprived areas • looked after and accommodated • those with additional support needs <p>Ensure children's rights are placed at the heart of everything we do.</p> <p>Work collaboratively with Children's Services and Communities, as well as other partners to provide a holistic approach to getting it right for our learners.</p>	<p>We will: Develop a skilled workforce</p> <ul style="list-style-type: none"> • clearly defined roles and remits at all levels <p>Leadership of Learning</p> <ul style="list-style-type: none"> • professional learning for staff - focus on developing effective pedagogical practice • PTs and DHTs • teachers • ELCC staff • support staff • NQTs • develop the Pedagogy Team • promote professional enquiry <p>Pupil Leadership</p> <ul style="list-style-type: none"> • development of learner voice at school and authority level <p>Head Teacher Leadership and Empowerment</p> <ul style="list-style-type: none"> • strategic governance group • accountability

		<ul style="list-style-type: none"> • locality forums with shared accountability to improve engagement, find solutions and improve outcomes
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Outcomes

- raised attainment
- reduction in part-time timetables and exclusions
- improved attendance and engagement
- improved holistic, cross-service support for our learners
- highly skilled workforce

Key priorities of the 2022 National Improvement Framework and Improvement Plan

- Placing the human rights and needs of every child and young person at the centre of education
- Improvement in children and young people's health and wellbeing
- Closing the attainment gap between the most and least disadvantaged children and young people
- Improvement in skills and sustained, positive school-leaver destinations for all young people
- Improvement in attainment, particularly in literacy and numeracy.

The drivers of improvement in the outcomes achieved by children and young people through education are:

- School and ELC leadership
- Teacher and practitioner professionalism
- Parent/carer involvement and engagement
- Curriculum and assessment
- School and ELC improvement
- Performance information

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

School Priorities - identify three priorities only.

Please take account of the priorities above, and in particular those of the Education Service and focus on these 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 - numeracy assessment , teaching of writing, Curriculum Rationale
- 3.1 Inclusion, equality and wellbeing - UNCRC, Sustainability, Pupil and Parent Voice
- 3.2 Raising attainment and achievement - effective use of data, support for individuals, review SfL role



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

How We Have Consulted with Key Stakeholders

- The school community has been involved in self- evaluation through the Education Scotland Recovery Visit process
- Parents have been consulted on their engagement through two brief surveys
- All staff have had the opportunity to be involved in the self- evaluation process throughout the session through a range of formal an informal methods and in considering a range of aspects
- All teaching staff had the opportunity to take part in the Standards and Quality process
- All nursery staff have been fully aware of and involved in the self -evaluation and quality assurance processes as the year and the 1140 team has evolved
- Parent Council have been consulted and involved in discussions on school priorities throughout the year and in planning for next session
- Pupils have been involved in formal (UNCRC and Recovery Visit) and informal ways of gathering their views on their school

Curriculum - Meeting the Needs of All Learners Q.I.s 1.2 1.4 1.5 2.2 2.3 3.2 3.3 HGIourS - 2 5

Actions	Drivers for Improvement (highlight)	When/Who	Impact/Evidence
<p><u>Curriculum Rationale</u></p> <ul style="list-style-type: none"> • Our Curriculum Rationale is created by all stakeholders • Core learning pathways for literacy, numeracy and health and wellbeing are progressive, inclusive and are collated and embedded • Collegiate planning time addresses the totality of the curriculum and review of quality of progression and impact of teaching across the year <p><u>Digital Development</u> - lead Anna Warrender.</p> <ul style="list-style-type: none"> • Align our practice with the Digilearn Scotland Digital Learning & Teaching strategy .Use the Digital pupil, teacher, HT, school & nursery descriptors to assess and guide our development <p><u>Literacy Writing</u></p> <ul style="list-style-type: none"> - Explore Stephen Graham approach to the teaching of writing to assess how it will enhance our current practice - Cluster literacy support - work with Gillian Eunson to support the teaching of writing at second level for identified groups and individuals - Engage in cluster moderation activities around writing to quality assure confident 	<p>Service Improvement Plan</p> <ul style="list-style-type: none"> • <u>Curriculum - Meeting the Needs of All Learners</u> • Wellbeing, Equality and Inclusion • Leadership <p>NIF Driver</p> <ol style="list-style-type: none"> 1. School leadership 2. <u>Teacher professionalism</u> 3. Parental engagement 4. <u>Assessment of children's progress</u> 5. <u>School improvement</u> 6. <u>Performance information</u> <p>East Lothian Sails</p> <ul style="list-style-type: none"> • <u>Leadership</u> • <u>Learning</u> • Relationships 	<p>All staff, pupils and families Aug onwards</p> <p>All teaching staff then consultation with stakeholders</p> <p>All teaching staff - throughout the year</p> <p>All nursery and school staff from August 22</p> <p>All pupils</p> <p>GG</p> <p>GE</p> <p>2nd level teaching staff</p> <p>All teaching staff</p>	<ul style="list-style-type: none"> • Curriculum rationale model is a real and true reflection of learning within our school • Our core learning pathways are clear, understood by all stakeholders and implemented by all staff • All stakeholders have participated in its design, it reflects our unique local context and is evidenced in learning and teaching across the school, curriculum and year for all of our pupils • It is aspirational and inclusive for all of our learners and our pupils are able to articulate this well • The totality of the curriculum is reflected in teachers' yearly and weekly plans supporting high quality learning experiences • Staff report that Collegiate planning time supports planning for the totality of the curriculum within a yearly overview and the review of pedagogy across the year through time for reflection, supporting the coherence of teaching at levels • Digital learning is enhanced across the school for all - staff and pupils have greater confidence and skill in using and applying a broader range of skills and knowledge across the curriculum and in different learning contexts • Pupils and staff speak with greater confidence and knowledge of themselves as a digital learner and the positive impact this has had • All staff engage with SG model for teaching of writing and collegiately we implement aspects to enhance our current practice leading to improvements in writing skills across the school • Targeted pupils within second level show measured improvement in their writing skills; gathered data supports the tracking of progress • Staff collaborate with cluster colleagues and report increased confidence in the moderation of writing teaching and progress for learners • Our RWInc model in school supports well planned and

<p>teacher assessment and professional judgements</p> <ul style="list-style-type: none"> - Improve our RWInc model for teaching phonics, spelling and reading in school <p><u>Numeracy</u></p> <ul style="list-style-type: none"> - Assessment - explore the Haddington cluster assessment model and aligned resources for tracking numeracy - Engage with updated numeracy and maths frameworks - Ruth Peck to complete Number Recovery CLPL to support assessment across the school and the progress of identified learners <p><u>Tracking & Assessment</u></p> <ul style="list-style-type: none"> • Continue to develop whole staff skills in data analysis, Seemis tracking across the curriculum and preparation for Seemis summative reporting format - Margaret McKay to liaise with Pauline Smith on final school format at start of 22/23 session 		<p>SfL and appropriate teaching and support staff Aug onwards</p> <p>Teaching staff Aug onwards</p> <p>TBC</p> <p>RP</p> <p>All teaching staff</p> <p>MM PS</p>	<p>progressive assessment, teaching and progress in phonics, reading and spelling</p> <ul style="list-style-type: none"> • All staff delivering RWInc receive training and feel confident in their delivery of learning through this resource • Number assessment is manageable, linked closely to ELC frameworks and supports progress and planning for next steps • Staff are familiar with updated frameworks, understand the developmental steps within them and are confident in using them alongside the Numeracy texts for exemplification • Once Number Recovery training for Ruth Peck is complete we have an overview and understanding of how to use this expertise to support individuals and small groups in their numeracy progress and to plan appropriate support. Working alongside SfL and class teachers any targeted support or analysis shows measurable improvement for learners • 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 and implement support • Pupil trios become more reflective and valuable to our learners as they reflect on their progress • Our school Moderation /Teaching and Learning model is updated to reflect our progress in practice and shared with our school community and beyond
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Actions	Drivers for Improvement (highlight)	When/Who	Impact/Evidence
<p><u>Support for Learning teacher role</u></p> <ul style="list-style-type: none"> - Review the SfL role at East Linton in line with the five roles of SfL , GIRFEC, the most recent CLPL from ELC including dyslexia identification - Continue to collaborate with PEF Classroom Assistant and class teachers regularly to plan for identified learners - Develop our capacity in school to meet the needs of identified learners by creating a safe space for nurture, de-escalation, 1:1 support - Develop our understanding of autism and dyslexia in collaboration with our Educational Psychologist - Inservice input - All teaching staff complete Inclusive Pedagogy training around effective use of the Circle document to support inclusion for all in our school - Facilitate a support group for parents whose children have additional support needs <p><u>Whole school wellbeing and recovery - lead Margaret McKay</u> Focus on strengthening resilience in our families and learners through resources - hero focus - back to school night Whole school staff complete Child Protection training and update</p>	<p>Service Improvement Plan</p> <ul style="list-style-type: none"> • <u>Curriculum - Meeting the Needs of All Learners</u> • <u>Wellbeing, Equality and Inclusion</u> • <u>Leadership</u> <p>NIF Driver</p> <ol style="list-style-type: none"> 1. <u>School leadership</u> 2. <u>Teacher professionalism</u> 3. <u>Parental engagement</u> 4. <u>Assessment of children's progress</u> 5. <u>School improvement</u> 6. Performance information <p>East Lothian Sails</p> <ul style="list-style-type: none"> • <u>Leadership</u> • <u>Learning</u> • <u>Relationships</u> 	<p>MF GG Aug / Sep</p> <p>CF MF teaching staff</p> <p>GG August onwards</p> <p>SfL EP input time TBC</p> <p>All teaching staff - Time to be booked by each staff member</p> <p>MM August onwards</p> <p>ALL staff August 22</p>	<ul style="list-style-type: none"> • The SfL role supports learners, staff and families across the school in both literacy and numeracy learning and qualitative and quantitative data shows improvements for identified pupils • The SfL teacher works closely and effectively with the HT and EP to facilitate Child Planning Meetings and deployment of resources, time and support for individuals and groups • As a staff we feel more confident in our understanding of dyslexia and autism and how we adapt our practice to support individuals • All staff are confident in using the Circle Document in creating an inclusive classroom environment and in identifying areas of development to support for individuals • Learners and families can talk about and implement simple strategies to build personal resilience, the impact of which is seen in school on a regular basis - in relationships and in handling every -day situations and conflicts • Families have the opportunity to support each other and to resource support for their own individual situation • Pupil wellbeing for individuals is reported on as improved - feedback from pupils, staff and families • Whole school staff have a robust understanding of their role and responsibilities within Child Protection for all of our learners. Process, policy and procedure

<p><u>Pupil Voice and Leadership</u> <u>Using last Friday of each month for focus groups</u></p> <p><u>UNCRC - lead Heather McDonald</u> A cross school pupil steering group is set up to lead in this area, all classes from nursery to P7 and families are involved in our UNCRC plan (pupils have already engaged in our Silver Plan with Douglas Hamilton our minister)</p> <p><u>Intergenerational project - lead Stacey Walker</u> Building on the success of our Catherine Wheels/ Church literacy collaboration project in May 22 explore a mutually beneficial intergenerational link between school and the community</p> <p><u>Sustainability/Global Goals - lead Donna Pentony</u> A cross school pupil steering group is set up to lead in this area, all classes from nursery to P7 and families are involved in our plan to achieve our Green Flag</p> <p><u>Pupil Voice - lead Gill Gardner</u> Through How Good is Our School? All pupils are engaged in evaluation of our school</p>		<p>September onwards</p> <p><u>All pupils</u> <u>All staff</u> <u>All families invited to be involved</u></p>	<p>in well implemented.</p> <ul style="list-style-type: none"> • The UNCRC and Sustainability are reflected across all aspects of school life - school ethos, teaching and learning, relationships and community links • We have clear time and processes allocated to effective planning, implementation and review for our actions • Staff, pupils and families can talk about what the UNCRC and Sustainability looks and feels like at ELPS - evidence gathered shows real embedded experiences which run as themes throughout our learning • Through our steering groups and whole school plan ,we achieve our Silver Rights Respecting School Award and Green Flag < pupil voice is a strong driver • Through planned opportunities to engage in evaluation all pupils reflect on elements of school life and help plan and implement improvements which have a positive impact on their school experience
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<p><u>Staff leadership roles</u></p> <ul style="list-style-type: none"> All teaching staff have a clear identified leadership role in school with allocated professional time and planned time in school with pupils Professional enquiry will be promoted as a means to developing leadership and CLPL for teaching staff All pupils have a role within which they can lead and/or have a voice - see Wellbeing, Equality and Inclusion page Senior Pupils have clear remits for leadership roles and are supported by a member of staff <p><u>Parental engagement and voice</u> Our PT leads on opportunities for parental engagement and voice Communication techniques are explored for preference and effectiveness</p> <p><u>Self evaluation</u> Is planned for within our collegiate calendar, Parent Council activities and planned family engagement e.g. focus groups, Back to School evening Engaging with our new STG - three self- evaluation tasks, engage with Quality Indicator Toolkit and self- improvement processes</p>	<p>Service Improvement Plan</p> <ul style="list-style-type: none"> Curriculum - Meeting the Needs of All Learners <u>Wellbeing, Equality and Inclusion</u> <u>Leadership</u> <p>NIF Driver</p> <ol style="list-style-type: none"> <u>School leadership</u> <u>Teacher professionalism</u> <u>Parental engagement</u> Assessment of children's progress <u>School improvement</u> <u>Performance information</u> <p>East Lothian Sails</p> <ul style="list-style-type: none"> <u>Leadership</u> <u>Learning</u> <u>Relationships</u> 	<p>All teaching staff collaborating with support staff, families and pupils</p> <p>All families MM September onwards</p> <p>ALL stakeholders, ongoing</p>	<ul style="list-style-type: none"> Planned time, resources and remits allow staff and pupils to work together effectively to make improvements in school and bring about change Staff have opportunities to explore the impact of a relevant piece of professional enquiry within their own classroom and to reflect on and share the impact Pupils are able to talk about themselves as leaders - their roles and the positive impact they have had across the school and community Families and community are aware of and involved in our work, they report on the positive impact across our school community through regular feedback opportunities Any new methods of communication are in place supported by Parent Council e.g. funding for app type resource Self- evaluation is carried out in a planned and effective manner throughout the year using HGIOS4. All members of the school community have opportunities to be involved and the process is ongoing and informs practice as the school session progresses Through peer support, challenge and collaboration our self-evaluation is quality assured by our STG Through our STG we share and learn from the good practice of our colleagues Links across our schools facilitate effective

			collegiate collaboration and learning at all levels
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Actions	Drivers for Improvement (highlight)	When/Who	Impact/Evidence
<p><i>The Nursery Team will have access to ongoing digital and UNCRCLPL across the year with the whole school staff. Our nursery will be fully involved in our UNCRCL and Sustainability learning and development.</i></p> <p><u>Term 1 Nurturing care and support (CI Quality Framework KQ1 1.1)</u></p> <p>ELC format Personal Learning Plans are in place for each pupil</p> <p>All children get the support they need to reach their full potential. This includes, keyworker system, tracking, learning stories, planning: support and challenge and observations.</p> <p><u>Term 2 Quality Assurance and improvement are well led (CI Quality Framework KQ3 3.1)</u></p> <p>Based on whole school ethos, a shared vision, values, aims and objectives positively informs practice. Nursery pupils and staff are involved in whole school UNCRCL development work</p> <p>Children and families are meaningfully involved and influence change in the setting.</p> <p>Quality assurance including self-evaluation and improvement plans are in place and lead to continuous improvement - including quality assurance calendar, action plan, self-evaluation floor book and improvement plan.</p> <p><u>Term 3 Play and Learning (CI Quality Framework KQ1 1.3)</u></p> <p>Children experience high quality play, learning and development opportunities.</p>	<p>Service Improvement Plan</p> <ul style="list-style-type: none"> • <u>Curriculum - Meeting the Needs of All Learners</u> • <u>Wellbeing, Equality and Inclusion</u> • <u>Leadership</u> <p>NIF Driver</p> <ol style="list-style-type: none"> 1. <u>School leadership</u> 2. <u>Teacher professionalism</u> 3. <u>Parental engagement</u> 4. <u>Assessment of children's progress</u> 5. <u>School improvement</u> 6. <u>Performance information</u> <p>East Lothian Sails</p> <ul style="list-style-type: none"> • <u>Leadership</u> • <u>Learning</u> • <u>Relationships</u> 	<p>Termly action plans to determine tasks and timescales</p> <p>All stakeholders All nursery staff HT, Centre Manager, Support Officer</p>	<ul style="list-style-type: none"> • Children are nurtured and supported throughout their daily experience. • Parents and carers are familiar with and understand the value of PLPs • Children's individual wellbeing benefits from effective use of personal planning. • Staff are confident in use and value of PLPs • Operational processes and planning & tracking procedures are well embedded and are fully understood by all • A nursery "charter" designed by all stakeholders is in place which reflects school practice and the UNCRCL • Nursery pupils and staff are fully involved in the school achieving our UNCRCL Silver Award • All pupils and families have had the opportunity to be involved in planned self-evaluation leading to improvements - this is documented in a floor book • Working together the nursery staff, Centre Manager, HT and Support Officer will ensure quality assurance and related actions are real, appropriate for our setting, planned and impacting positively on our pupils • The nursery environment will reflect improved opportunities for digital learning for staff and children, making thinking visible will be an effective driver for Pupil Voice in all aspects of the setting and Nature Nurture practice will be integral to daily play and learning • Learning across the curriculum will be

<p>Nature Nurture sessions support play, learning and health and wellbeing for all pupils Children are empowered to be fully involved in their play and learning through the skilled interactions and actions of staff.</p> <p><u>Term 4 Staff skills, knowledge and values (CI Quality Framework KQ4 4.1)</u></p> <p>All nursery staff engage in professional learning - effective feedback and support enables staff to develop and improve through reflective practice. A professional learning plan for the team is in place, shared with all and reflected on regularly</p>			<p>tracked for each pupil detailing their progress and needs/next steps across the year - all staff will have ownership however Key Workers will have a detailed understanding of their children as learners</p> <ul style="list-style-type: none">• Partner agency collaboration will be an integral part of a child's development as is appropriate• Staff will have clear roles in developing the learning and nursery environment in line with the Circle Document, Realising the Ambition, ELC Guidelines and ELC Frameworks• Through completing and implementing CLPL, leadership at all levels in nursery has grown in confidence leading to improved experiences and outcomes for our children
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