Gullane Primary
School Improvement Plan

2018-2019

School Context, Aims, Values

Vision

At Gullane Primary School, our vision reflects national and local priorities, providing a broad, high quality learning environment for all, incorporating a range of outdoor and indoor learning opportunities. Our whole school community, encompassing children, staff and parents, maintain mutual respect for each other embedding support in the delivery of a dynamic curriculum. Within this, children are provided with relevant, engaging experiences supporting future life skills and creating a framework for life-long learning.

Values

The community of Gullane Primary School values; fairness, trust, honesty and respect (both physical and emotional) which offers everyone an inclusive, safe environment where they have the opportunity to become confident individuals, successful learners, effective contributors and responsible citizens.

Aims

The community of Gullane Primary School aims to:

Provide for the whole child within a safe and stimulating environment which welcomes diversity, promoting equity and inclusion always valuing each child as an individual.

Actively involve children in their education through the provision of high quality learning and teaching experiences with access to well-maintained resources that challenge and guide them towards achieving the four capacities of A Curriculum for Excellence.

Nurture an effective partnership with parents and strive to further strengthen and develop new relationships throughout the local community.

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)**
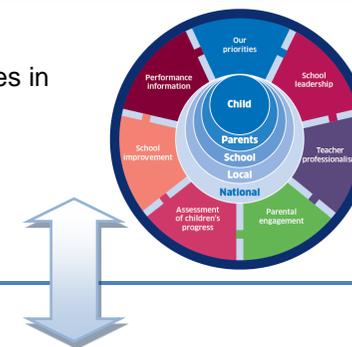
Local Priorities- East Lothian Council Plan 2017-2022

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 HGIOS?4 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

Note: Include reference to the actions and approaches being taken forward to improve the effectiveness of moderation of teacher judgement of CfE levels in Literacy and Numeracy and to raising attainment.

Note: Include actions identified from the SEE survey and employee engagement survey.

Priority: 3.1 Ensuring Wellbeing , Equality and Inclusion + 2.1 Safe Guarding and Child Protection

Actions	Drivers for improvement	When/Who	Impact/Evidence	
Book staff face to face training for Child Protection Training – this may be unnecessary dependent on procedures. All staff to undertake the annual online training module at present. Promote and develop online safety training and target the Nursery/Early Years' Parent/Carer body. We will include all stages but we feel that targeting the nursery/early means we may be able to promote good home and personal 'habits' around technology and screen time. Consider the feasibility and develop 'building confidence' group/s. This is an idea put forward so that we could investigate groups of pupils with a 'can't do' attitude. Investigate the work covered on growth mindsets and confidence building. Continue individual plans in nursery setting. Check that classes/stages are using the Keeping Myself Safe Programs and I.C.E. Pack as agreed in our Health and Well Being Plan. To investigate which parent volunteers would require a PVG Certificate.	**School Improvement** **Teacher Professionalism** **Parental Engagement** **Performance Information** **School Improvement** **School Improvement** **School Improvement**	Management to arrange for 2018/19 TBA Every individual member of staff Management team to organise TBA Discuss with staff how best to facilitate and take forward – is this a feasible option? Who would the target groups be? Nursery staff/team Staff to incorporate into their session planning and check against frameworks/benchmarks Head Teacher	A collective responsibility and raised awareness for the welfare of all pupils. All staff to be up to date, familiar and confident with Child Protection Policies and Procedures. Inclusive shared approach and responsibility for the wellbeing of pupils online. Parents have a heightened awareness of the challenges that internet access may/could pose as their children grow and develop. Whole school learning community has a shared understanding of wellbeing and children's rights. Pupils feel secure and supported in school and know when and who they can turn to for various levels of support and help.-develop a 'can do' attitude in key groups. Pupils become more comfortable and more responsible for what happens to them in regards to personal safety. To ensure we comply with East Lothian Policy	

Priority: 2.2 Curriculum ELC Frameworks and planning 3.2 Raising Attainment			
Actions	**Drivers for improvement**	**When/Who**	**Impact/Evidence**
Work closely using the all the agreed frameworks to plan and assess learning and teaching to include assessment/s which tie into the benchmarks in all curricular areas.

To review topics/themes covered at each stage and ensure they link to the ELC Frameworks- Social Studies, Sciences, Technologies, RME. One area that could be discussed is themes for writing to ensure coverage across all genres.

Look at and consider the composite classes – with particular consideration where a composite covers two levels - how do we ensure no repetition?

Track what has been covered to ensure depth and progression across the levels –ensuring evaluations and pertinent notes are kept securely. (A3 Black Folder)

Use the frameworks to ensure coverage across school to **ensure pace and challenge.**

Review planning and evaluation formats- we need to ensure consistency, progression and high standards.
Currently have handover files for transition etc. We also now need to use the frameworks | **Teacher Professionalism**
School Improvement
Assessment of children's progress

School Improvement

Our priorities

Teacher Professionalism

Teacher Professionalism

School Improvement

Performance Information

Teacher Professionalism | Class teachers + Nursery staff + Management team.

August 2018 and ongoing. Dates set aside in WTA to ensure we meet our targets.

August 2018 and ongoing.

Staff as part of their termly evaluations + class/written work monitoring at least twice per session – in maths/writing/spelling/topics.

August 2018 and ongoing. Dates set aside in WTA to ensure we meet our targets.

May June 2018 – begin this work- all staff | Teachers are more confident with planning and evaluating using the frameworks.
Consistent approach across school – allowing for some personalisation in style not content - if appropriate in terms of formats.
We keep pace and challenge at the forefront of our teaching/learning/assessment.

The Evidence will be:
- Consistency in planning
- Consistency in evaluations – frequency/basic content
- Increased confidence and knowledge in staff team
- Managed workload
- Effective
A conclusive record of areas that have been discussed and covered relating to the resources used in order to hand on and ensure coverage and progression.

Improved depth and application with high levels of attainment and achievement for all learners.

Make good use of school resources and information and support materials.

Clearer more manageable storage of key paperwork, limiting time spent and duplication. Easier access to information |

(currently in a black A3 landscape folder) We would like to 'merge' these two files to reduce repletion/workload and redesign/modify paperwork.			about a class and progression/consistency.

Priority: 2.2 Curriculum & 1.3 Leadership of Change

Actions	Drivers for improvement	When/Who	Impact/Evidence	
We wish to be able to share our professional practice across the school and with another school.

Initially one visit to another cluster school – Aberlady- as reports say that maths/numeracy is going well there with sound confidence in pupils as they move to secondary school.
To visit and view their practice and their resources.

To share findings with whole staff and review our work in maths/numeracy. | **Assessment of children's progress**

School Improvement

Performance Information

Assessment of children's progress

Performance Information | G Adamson/L Cooper will lead on this area and gain diary dates to visit at least one other school.

They will share findings with staff team.

They will review resources in the light of findings. | Clearer knowledge on another school's learning/teaching and assessment in maths/numeracy.

Whole school overview in ensuring children's skills is built appropriately over time.

A greater shared understanding of what progression should/could look like. | |
| Pupils comment on their confidence in maths/number so tackling attitudes in this area will feature – building confidence?

This is mentioned in first priorities- 3.1/2.1 (*Consider the feasibility and develop 'building confidence' group/s. This is an idea put forward so that we could investigate groups of pupils with a 'can't do' attitude. Investigate the work covered on growth mindsets and confidence building.*)

Consider the work of Jo Boaler – key thinker in moving from idea that we have a' maths brain' to understanding that anyone can have success in maths. | **Assessment of children's progress** | Observe a lesson in each classroom and talk with pupils about their experiences in maths/numeracy. M. Cowie to manage this and cover some observations as well as GA/LC. –discuss planning for number/maths, using frameworks. | Developing skills and confidence in school attainment. | |

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	Performance Information		Expect high levels of attainment and achievement for all learners.
Collate and analyse any data on maths/numeracy-from SNSA results and 'Achievement of a Level' information. Identify themes where there are challenges and discuss actions that will be taken.		PTA have offered funding to acquire speakers/workshops to work in school to support mental health and build a confident pupil cohort.	The vision of the school is ambitious and focuses on improvements in outcomes for all.
Review of maths/numeracy resources to ensure we are utilising all we have in school.		All staff to take responsibility for locating the range of resources we have in school.	Staff use all available resources effectively and ensuring depth/interest/challenge appropriate to stage.

Priority: 2.2 Curriculum -1+ 2 modern languages				
Actions	Drivers for improvement	When/Who	Impact/Evidence	
Confirm cluster training dates to share the 1+2 plan across ELC

Build teacher confidence in delivering 1+2

Use new curriculum materials and plan as identified by Development Officer in this area

Integrate the new framework for Modern Languages into our planning across stages.

Pupils have fed back that French in P6&7 would benefit from a review in relation to delivery, content, pace and challenge. | **School Improvement**

Teacher Professionalism | Class teachers across all stages | Staff feel confident and better equipped to deliver 1+2 initiative using the resources available as developed by Development Officer

Using the planned material to deliver 1+2

To develop the pupils interest and enjoyment of languages and cultures. | |

Priority: 1.3 Leadership of Change-implementing improvement and change			
Actions	Drivers for improvement	When/Who	Impact/Evidence
Teaching staff will no longer be in nursery settings due to ELC decisions so the purposeful induction of the new Senior Early Years Practitioner will be important. To engage the nursery team in the work of the whole school as normal – this will present challenges due to a variety of contracts but it is important. To ensure that the new member of staff is able to gain an overview of the school community. Continue to develop the range and appropriateness of the nursery resources- natural/updating/current/in line with relevant thinking	**School Improvement** **Teacher Professionalism**	All staff + HT	Feedback from the nursery team that things are moving forward positively. That the nursery team feel valued/included. Build relationships within the team that are based on trust and a professional outlook. That the nursery environment is in line with various expectations- Build the Ambition, My World Outdoors, How Good Is Our Early Years Setting?

Priority: Parental Engagement

Actions	Drivers for improvement	When/Who	Impact/Evidence	
Discuss and develop ways to reach a wider number of our families and encourage engagement in the life of the school. Explore the use of the website and some social media to offer a variety of ways to work with the school.	**School Improvement**	PTA and PCC have offered their support and time here. Work with HT and staff team to see what could be done.	More families actively engage with the work of the school across all stages.	