

Gullane Primary

School Improvement Plan

2017-2018



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

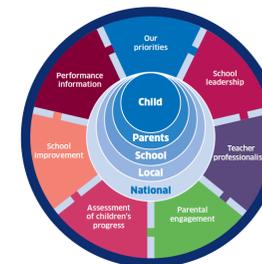
The community of Gullane Primary School aims to:

- 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

In line with the National Improvement Framework, school improvement priorities should clearly articulate with the following 4 key priorities in session 2017/18:

- **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

Curriculum

- Implement curriculum frameworks of learning across all schools within the broad general education: Numeracy and Mathematics, English and Literacy, Science, Social Subjects and Health and Wellbeing.
- Develop and implement the curriculum frameworks for Expressive Arts, Modern Languages and Technologies
- Review the curriculum within the senior phase across all secondary schools with stakeholders
- Implement the revised 1+2 Language Plan

Learning Teaching and Assessment

- Implement the revised policy to ensure consistency in our approaches to planning learning, teaching and assessment and ensure our assessment evidence is valid and reliable, particularly at key milestones
- Continue to engage in ongoing achievement of a level and moderation activities.
- Implement the national standardised assessments

Leadership

- Shared responsibility for the quality of education of all children and young people
- Build capacity for leadership at all levels to drive improvement at a school and local level to continue to drive forward our vision for children and young people in East Lothian.

Self-evaluation for self-improvement

- Developing expertise within our schools, collating and sharing 'what works'.
- Build on and extend our approaches to self-evaluation for self-improvement across our schools
- Monitor and evaluate the impact of the Pupil Equity Fund actions
- Continue to develop approaches to reporting, monitoring and tracking within Broad General Education and DYW
- Implement the recommendations of the ASN review
- Develop a Quality Action Plan for early learning and childcare

Early Years and childcare

- Develop the Expansion and Implementation Plan 1140 hours by 29 September 2017
- Take forward the Early Learning and Childcare Strategy

School Priorities

Based on your self-evaluation of the following QIs to include actions towards addressing the areas for improvement identified:

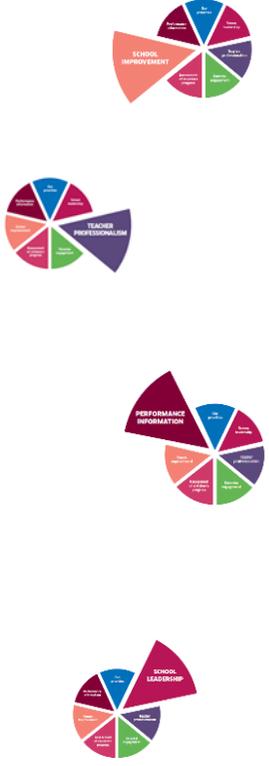
- 1.3 Leadership of change

- 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: Improving attainment across all abilities-Literacy and Numeracy as a key focus. Qis 2.3, 3.1, 3.2.

Actions	Drivers for improvement	When/Who	Impact/Evidence
<p>Review the support from teaching staff, classroom assistants and support for learning teacher – who, what and how.</p> <p>Identify the key groups of pupils and plan actions to improve their overall attainment with particular regard to literacy and numeracy-use data we have, identify and plan.</p> <p>Staff training on analysis of data and how we use this to ensure high quality teaching and learning-what data, when gathered and how do we use.</p> <p>Agree the focus pupils:- Term 1&2 – the focus from the SFL teacher and support staff will be on P2 &3 pupils with identified needs. Review Plan Then:- Terms 3&4 – the focus will be on identified groups in P1&2 Across all terms - the focus will be on identified pupils and will consist of varied and targeted support to improve their attainment in the key areas of literacy and numeracy.</p> <p>The PEF funding will be awarded to key staff by way of additional hours with the focus on these identified individuals.</p>	 <p>The 'Drivers for improvement' column contains four circular diagrams, each divided into six segments. The top diagram is labeled 'SCHOOL IMPROVEMENT', the second 'TEACHER PROFESSIONALISM', the third 'PERFORMANCE INFORMATION', and the bottom one 'SCHOOL LEADERSHIP'. Each diagram has a different color scheme and represents a different area of focus for the school's improvement plan.</p>	<p>Whole staff team to discuss the attainment agenda using a variety of tools from HGIOS4 and HQ.</p> <p>Training 23/11/17</p> <p>Classroom Assistants, Auxiliary, Class teachers, SFL Teacher</p> <p>June/October/January/April</p>	<p>We have an identified set of pupils who are monitored to measure whether the input we give secures improvement in their attainment across literacy and numeracy. The data we will have will be, in the main, professional judgements as well as the outcomes of formal assessments devised by the school team and various published resources.</p> <p>In P1, P4, P7 – the outcomes of the national assessments. The data we already hold for all pupils to compare over the session.</p> <p>Pupil discussions – increase in confidence. Ability to access the curriculum with greater success.</p>

<p>SFL Teacher – additional hours to deliver training for key or identified staff.</p> <p>Timetables will be flexible for the supporting staff and respond to specific needs. Timetables to be structured, targeted and set by SMT following feedback and collection of evidence.</p> <p>Training to be given to the key staff to ensure they have the tools for success and increase their confidence.</p> <p>Teaching staff to ensure they take full responsibility for supporting overall learning in their classes with support at periods to ensure they are confident they are targeting the appropriate pupils.</p>		<p>SFL Teacher+ Support Staff</p>	
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Moderation

Using the framework we have trialled over the last 18 months on how we are moderating the work in classes over a range of pupils.
Share findings and feedback to staff
Discuss how we take this forward to support high quality learning and teaching.
It is currently unmanageable in its present format but will a 'slimmer' model serve the purpose.

Whole staff discussion
September 2017

Moderate written work at 3 key points in the session.
October/February/May

Consistency across school with regard to expectations
Improved grasp of whole school policies which are in line with ELC Policy.



Priority: New Curriculum Frameworks 2.3 3.2

Actions	Drivers for improvement	When/Who	Impact/Evidence
<p>Training on the use of these – see guidance from FR on this There will be two sessions to feedback and receive further input from HQ</p> <p>How do we set out the planning for learning and teaching across the school day/week/term/year?</p> <p>How do we ensure that we maximise the time spent in school to increase and improve attainment across all abilities?</p> <p>What ‘wastes’ time? What can we stop doing? What should we ensure we do?</p> <p>Consider:- Morning starters Independence Content of day/week/term</p> <p>Examine pace and challenge- Are our expectations high enough? Do we challenge the pupils appropriately?</p> <p>The progression through a level at all stages. We will be expected to produce an overview of the</p>		<p>Each class teacher - we will examine the week in class to ensure that time is used effectively across each day and week.</p> <p>Discussions with SMT</p>	<p>Consistency across school in terms of expectations. Time spent focused on learning and teaching.</p>

school at two key points through the session.

We need to produce a format for recording information that is not time consuming and is based on teacher professional judgement.

Look at what we have done in the past. Is this fit for purpose? Does this format allow for reflection and accurate recording of data?



Priority: Implement 1+2 Strategy across clusters ELC Initiative across all clusters.			
Actions	Drivers for improvement	When/Who	Impact/Evidence
<p>Identify cluster training dates to share the 1+2 plan across ELC</p> <p>Build teacher confidence in delivering 1+2</p> <p>Use new curriculum materials and plan as identified by Development Officer in this area</p>		<p>All teaching staff</p> <p>6/10/17 23/2/18 25/5/18</p>	<p>Following feedback staff feel confident and equipped to deliver this initiative using the materials prepared for them.</p> <p>Using the planned material to deliver 1+2</p>
			

Session:	Provisional priorities for the following 3 sessions:
2018/19	Numeracy and literacy 1+2 Initiative Curriculum Frameworks
2019/20	
2020/21	