Gullane Primary
School Improvement Plan

2019-2020

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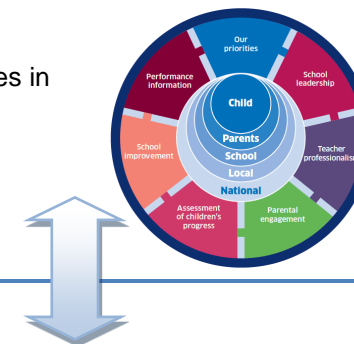
Actively involve children in their education through the provision of high quality learning and teaching experiences with access to well-maintained resources that challenge and guide them towards achieving the four capacities of A Curriculum for Excellence.

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
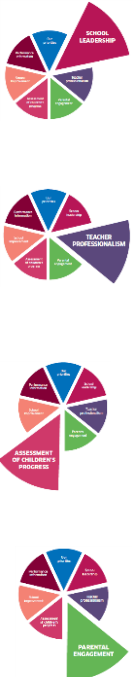
School Priorities

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.

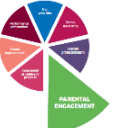| Priority 1: Numeracy Frameworks | 1.3 Leadership of change | | |
Year 2 of 3	2.3 Learning, teaching and assessment		
	3.2 Raising attainment and achievement		
Actions	**Drivers for improvement**	**When/Who**	**Impact/Evidence**
1. CAT/drop-in sessions with associated follow-up tasks to develop familiarity with frameworks		1. 3 x CAT. *Sally Murray?*	1. Staff will become more confident in the use of a class approach to the teaching of Numeracy Frameworks
2. Staff becoming familiar with Early Numeracy, Teaching Number and Developing Number Knowledge resources		2. December 2019	2. There will be a consistency of approach and shared understanding of Numeracy Frameworks from Nursery to P7.
3. Development of bank of resources.		3. Throughout the session.	3. The use of a more visual/practical approach will be evident.
4. Develop the use of 'rich tasks'.		4. October	4. Children will be able to talk about the strategies they use in numeracy and notation will show this.
5. Workshops for parents/carers and opportunities for them to take part in their child/ren's learning.		5. October	5. Parents/carers will be able to talk about the approach and share in their child's learning.

Priority 2: Health and Wellbeing	1.3 Leadership of change 2.3 Learning, teaching and assessment 3.1 Inclusion, equality and wellbeing 3.2 Raising attainment and achievement			
Actions	Drivers for improvement	When/Who	Impact/Evidence	
1. Continuation of work on the development of mental health and emotional well-being through introduction of **Building Resilience**, as an ASG initiative. Year 1		1. October in-service	1. Staff have an awareness of the programme and how to deliver it in our setting.	
2. Time for staff to become familiar with programme.		2. 1 x CAT session plus 2 hours follow-up	2. All staff are familiar with the resource and there is evidence in their planning.	
3. The programme is delivered in a consistent way.		3. October launch assembly – PT	3. Children can talk about the programme. Parents are aware of the programme and can talk about it. Evidence from evaluation forms.	
4. Introduction of **RSHP** Scotland – Relationships, sexual health and parenthood programme.		4. 1 x CAT - August	4. Staff have an awareness of the programme and how it could be delivered in our setting.	
5. Time for staff to become familiar with programme.		5. 2 x 2 hour follow-up	5. All staff are familiar with the resource and there is evidence in their planning.	
6. The programme is delivered in a consistent way and parents are informed of the content.		6. Throughout session.	6. Children can talk about the programme. Parents are aware of the programme and can talk about it.	

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Priority 3: Digital Literacy	3.1 Inclusion, equality and wellbeing 3.2 Raising attainment and achievement		

Actions	Drivers for improvement	When/Who	Impact/Evidence
1. Attendance at SEIC Digital Literacy event.		1. October in-service. Teaching staff.	1. Staff aware of ELC's digital literacy strategy.
2. Survey of all staff confidence to identify areas of Digital Literacy for staff development.		2. October 2019 A McEwan	2. Programme of CLPL drawn up.
3. CAT sessions devised to address the most common.		3. October – A McEwan 2 x CAT sessions. With 2 x 2 hour follow-up.	3. Staff report increased confidence levels. Evidence in planning and in teaching.

Priority 4: Pupil Equity Fund	3.1 Inclusion, equality and wellbeing 3.2 Raising attainment and achievement		

Actions	Drivers for improvement	When/Who	Impact/Evidence
1. Key staff to be trained in the Maths Recovery approach using East Lothian Numeracy Framework.		1. August '19 - L Jones S McHardy B Elderfield	1. Increased staff confidence and evidence of approach being used.
2. Through the use of attainment, SIMD data and teacher knowledge of individual children and their families, a group of children for whom this support would be most beneficial will be identified.		2. Sept '19 All teaching staff L Jones S McGillivray	2. Identified children will receive additional support in numeracy each week.
3. Targetted group will develop numeracy skills using East Lothian frameworks.		3 Sept '19 – Mar '20 L Jones S McHardy B Elderfield	3. Children will be able to talk about the strategies they use in numeracy. Children's confidence and enthusiasm will increase.
4. Evaluate impact of intervention by undertaking baseline /follow-up assessment		4 Sept '19/Mar '20 L Jones S McGillivray	4. Improvement in initial and final assessment results.

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Priority 5: Nursery				
3.1 Inclusion, equality and wellbeing 3.2 Raising attainment and achievement 3.3. Developing Creativity and Skills for Life and Learning Promoting curiosity, inquiry and creativity through our learning environment both in and outdoors, and in our interactions with children.				
Actions	**Drivers for improvement**	**When/Who?**	**Impact/Evidence**	

1. Key staff to access relevant CLPL through authority
2. Staff to read current documents such as:
  BtA p.55, p.72 – 7.5.3 promoting curiosity,
  inquiry and creativity
3. Examine the HGIOELC 3.3. Level 5. Developing Creativity
4. Use challenge questions to evaluate: where are we now?
5. Use creativity toolkits to audit current provision and practice
6. Highlight changes – implement – evaluate for impact on learning
7. Staff to develop areas to support creativity
8. MM to offer CLPL – short inputs of 30 mins either at the end of the day or during team meeting times – to support professional dialogue and actions.
9. CLPL will be based around specific areas as required – such as Expressive Arts, STEM, Loose Parts, Making Thinking Visible, Helicopter stories.
		Nursery Team – over the year.
		
		In-service day/ allocated times during
			Staff will feel confident in providing stimulating, creative experiences to enhance learning.
			
			Staff will create diverse learning opportunities both indoors and out to inspire children's curiosity.
			
			Children will develop their inquiry skills to be successful and competent learners.
			
			Children will feel motivated to learn through success and achievement in their own individual experiences
			
			Children will have more opportunities to develop creative thinking using problems solving and inquiry strategies
			
			Evidence:
			• Displays will evidence children's creativity and individualism
			• Environment provides opportunities to develop creative problems solving.
			• Children can express their thinking through problem solving opportunities.	

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Priority 6: Parental Engagement	3.1 Inclusion, equality and wellbeing 3.2 Raising attainment and achievement		
Actions	Drivers for improvement	When/Who?	Impact/Evidence
1. Produce parental engagement policy.		1. September 2019. SMcG	1. Parents and staff are aware of what engagement can mean and report improved communication..
2. Discussions with Parent Carer Council to develop a plan through which we can reach a wider number of families and encourage engagement in the life of the school.		2. September. PCC	2. Strategy/Plan will be developed.
3. Create questionnaire (or include in annual questionnaire) to measure impact.		3. April 2020. PCC	3. Parents, and pupils, report increased engagement.

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