Gullane Primary

School Improvement Plan

2020-2021

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 2020/21:
- **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)**
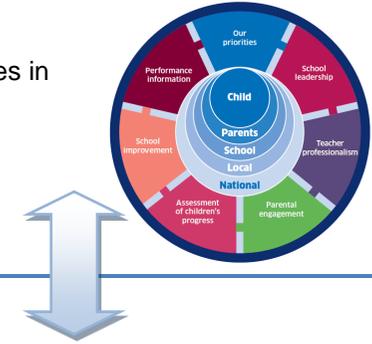
Local Priorities- East Lothian Council Plan 2017-2022

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 Year 3 of 3	1.3 Leadership of change 2.3 Learning, teaching and assessment 3.2 Raising attainment and achievement			
Actions	Drivers for improvement	When/Who	Impact/Evidence	
1. Development of bank of resources.		1. CAT session October 2020. All staff.	1. Each class will have access to appropriate resources and the use of a more visual/practical approach will be evident from Nursery to P7.	
2. Sharing of practice and ideas with colleagues in order to develop the use of 'rich tasks' to support assessment.		2. 4 x CAT meetings and 3 associated preparation sessions.	2. Staff will become more confident in the use of a class approach to the teaching of numeracy in line with the Numeracy Frameworks and this will be evident in consistency of approach from Nursery to P7. Children will be able to talk about the strategies they use in numeracy and demonstrate greater understanding. There will be an improvement in numeracy results.	
3. Devise workshop/presentation for sharing the approach with parents. (This may need to be electronic.)		3. February in-service. All staff	3. Workshop/presentation will be devised that can be shared with parents.	
4. Sharing of practice with parents.		4. March 2021	4. Parents/carers will become familiar with the language of the approach and be able to share in their child's learning.	

Priority 2: Health and Wellbeing	Year 2 of 3 – Building Resilience (ASG initiative) 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. Questionnaire devised to allow the evaluation by staff and pupils of the impact school closure has had on the delivery of the programme. Possible need to revisit aspects.		1. September 2020 M. Cowie	1. Internal self-evaluation and as a school community checking health and well-being. Inform planning of next phase of resilience program, setting indicators/ focus	
2. Questionnaire analysed.		2. September 2020. Staff analyse feedback	2. Whole school aware of the needs of the community from analysis of gathered information and shared.	
3. Discussion about how to move forward with the programme eg pace.		3. October 2020 1 x CAT session. All staff.	3. Staff are involved with moving the programme forward Familiar with online and concrete resources to support the skills being developed. Informs, and is included in, year group planning.	
4. Format of programme delivery devised and shared with staff.		4. October launch assembly – PT	4. Refocus whole school, acknowledging where we are and what skills we have reflected on, relied on and developed to support our resilience.	
5. Baseline and follow-up assessment of wellbeing devised.			5. Efficacy of programme can be measured. Evidence in assessment results and in face-to-face discussion with pupils.	

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Priority 3: Digital Literacy	Scottish Schools Digital Literacy Award - ASG priority 3.1 Inclusion, equality and wellbeing 3.2 Raising attainment and achievement			
Actions	Drivers for improvement	When/Who	Impact/Evidence	
1. Undertake whole school audit for the Digital Schools Award. 2. Continue to develop staff and pupil skills in classroom during 'blended learning' 3. Empower children in teaching others digital skills 4. Ensure digital learning is included in all IDL plans and forms part of our excellent teaching and learning strategies. 5. Plan a progressive approach to computer science with strong links to DYW and STEM. 6. Begin to seek a Digital Schools network 7. Apply for Digital Schools Award.		1. Ongoing – A McEwan S McGillivray 2. I/S October 2020 A McEwan 3. I/S February 2021 A McEwan	• Successful accreditation as a Digital School • Evidence of pupils and staff increase in competencies and evidence of access to a wider range of experiences. • Learners leading school events and lessons on digital literacies and computer science.	

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. 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. Targetted group will develop numeracy skills using East Lothian frameworks. 3. Evaluate impact of intervention by undertaking baseline /follow-up assessment		1. August 2020. All teaching staff L Jones S McGillivray 2. Sept '20 – Mar '21 L Jones 3. Sept '20/Mar '21 L Jones S McGillivray	1. Identified children will receive additional support in numeracy each week, either individually or in small groups, and through Google Meet when necessary. 2. Children will be able to talk about the different strategies they use in numeracy. Children's confidence, enjoyment and enthusiasm of numeracy will increase, as will their understanding of number and their ability to explain their strategies. 3. Improvement in initial and final assessment results.	

Priority 5: Nursery	Continuing - Promoting curiosity, inquiry and creativity through our learning environment both in and outdoors, and in our interactions with children.
	3.1 Inclusion, equality and wellbeing
	3.2 Raising attainment and achievement
	3.3. Developing Creativity and Skills for Life and Learning

Actions	Drivers for improvement	When/Who?	Impact/Evidence
1. Staff to access relevant CLPL through authority, SSSC and Care Inspectorate Hub. 2. Staff to read current documents such as: BtA p.55, p.72 – 7.5.3 Promoting curiosity, inquiry and creativity. Further examine the HGIOELC 3.3. Level 5. Developing Creativity. Look at the challenge questions again and from these develop next steps. 3. Staff to develop areas to support creativity by providing a wide range of resources to explore. 4. Early Years Support Teacher to offer CLPL, when possible. 5. CLPL will be based around specific areas as required – such as Expressive Arts, STEM, Loose Parts, Helicopter stories and Music.		1. Throughout session. Nursery team. 2. In-service day/ allocated times during session. Nursery team. 3. Throughout session. Nursery team will do this via Google 4. Online courses as available. MMcC 5. STEM course will be completed by all staff via the SSSC site.	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 Children will be able to talk about their own learning and next steps Evidence: • A variety of activities and resources available, tailored to individual children's interests • Environment provides opportunities to develop creative problem solving. • Children can express their thinking through problem solving opportunities. • Children are able to explain the strategies they are using

Priority 6: Parental Engagement	3.1 Inclusion, equality and wellbeing 3.2 Raising attainment and achievement		
Actions	Drivers for improvement	When/Who?	Impact/Evidence
Due to personal commitments of members of Parent Partnership, this has been carried over from last session. This might require to take a different format due to the current COVID-19 restrictions 1. Parent Partnership to devise a format for gathering the views of parents/carers. 2. Analysis of the results to develop a plan through which we can reach a wider number of families and encourage engagement in the life of the school. 3. Plan shared with parents/carers.		1. October 2020. Parent Partnership 2. January 2021. Parent Partnership 3. March 2021	1. Questionnaire will be developed. Views recorded. 2. Plan will be influenced by results of questionnaire. 3. Parents/Carers will have a greater awareness of how they can become involved in their children's learning and in the life of the school.