

# Elphinstone, Humbie and Saltoun School Improvement Plan 2020-2021 (to December 2020)



# School Context, Aims, Values

Elphinstone, Humbie and Saltoun Primary Schools are small, rural schools who are proud of their individuality. As a 'family' of schools, we recognise the uniqueness of each setting. We are developing a strong, collaborative ethos to strengthen our approach to teaching and learning. For 2020/21, an improvement agenda has been identified across the 3 schools that will bring together common actions in one purposeful, practical and coherent plan which will be delivered uniquely in each setting. This plan reflects the aims and values of the schools and our common moral purpose for education in East Lothian.

## Elphinstone PS

Kindness

Cooperation

Respect

'A small school thinking BIG!'

Everybody knows each other in this loving school, and it feels like a family.

We are:

- positive and co-operative
- happy and friendly
- inventive and enquiring
- healthy and helpful
- responsible and resilient

## Humbie PS & Saltoun PS

Kindness

Cooperation

Respect

Humbie and Saltoun Primary Schools, at the heart of their community.

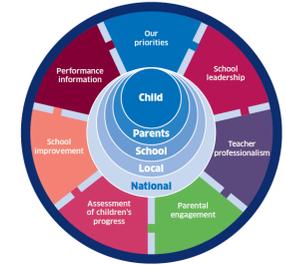
### Our Aims

- We want our children to have a strong voice, to be involved in decision making in their learning and the wider life of the school and to know that they matter.
- We develop strong partnerships with families and the wider community, valuing all contributions to our school.
- We want our children to be lifelong learners, ready for their future in an ever-changing world.
- We connect with our natural environment and the world outdoors, both in and beyond our community.
- We want our children to know, protect and respect their rights and to be confident in speaking up for the rights of children around the world.
- We model and encourage critical thinking, collaboration and innovation, encouraging our children to develop resilience and to value challenge. Most of all, we foster an enthusiasm for learning.

## 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 – identify three or four main priorities only.** Please take account of the new developments towards a self-improving schools approach and focus on curriculum development 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
- 3.1 Inclusion, equality and wellbeing
- 3.2 Raising attainment and achievement

**Priority: 1.3 Leadership of Change**

Actions	Drivers for improvement	When/Who	Impact/Evidence
<ul style="list-style-type: none"> <li>The leadership team will be further strengthened and work more cohesively to support pupils, staff and families in their return to the school building in August 2020. Following the success during lockdown, we will continue to use Google apps to collaborate more frequently, as an SLT and as a whole school team, especially with the emphasis on social distancing.</li> <li>The nurture, reconnect, recover approach will be used to support staff, pupils and families to return to school.</li> <li>Develop and implement, with all staff, opportunities across the 3 schools to lead on key areas including Nurture, GIRFEC, Blended Learning and Digital Literacy.</li> <li>Leadership training will be core within SLT practice.</li> </ul>	<p>School Leadership School Improvement</p> <p>School Leadership School Improvement Parental Engagement</p> <p>School Improvement School Leadership</p> <p>School Leadership</p>	<p>By September 2020 led by HT and DHT with SLT.</p> <p>August – June 2021 – All staff, pupils and families led by Mel Collier (PT) and HT</p> <p>August – June 2021 – All staff.</p> <p>August to December - 2020</p>	<ul style="list-style-type: none"> <li>Each SLT member will have a clear remit and be accountable for delivering key SIP priorities. These will be shared with staff, children and families.</li> <li>SLT will draw on improvement methodologies to track impact of improvements.</li> <li>East Lothian Council Sails will be used to inform and evaluate our work.</li> <li>Everyone will feel as supported and prepared as they can to return to school.</li> <li>Everyone will be given the most up to date and clear information re COVID guidance as it becomes available.</li> <li>Risk assessments will be continually reviewed and shared with all staff.</li> <li>There will be opportunities for regular feedback and discussion between the school and families.</li> <li>Each teacher will have an identified responsibility for leading a specific area of the SIP.</li> <li>They will be given an opportunity to lead and share their development work across the three schools with a clear focus on impact.</li> <li>Acting DHT will undertake the ITHS programme linked to SIP priority. FSIL training will continue to inform and evaluate SIP priorities.</li> </ul>



**Priority:** 2.3 - Learning, teaching and assessment  
3.2 – Raising attainment and achievement



Actions	Drivers for improvement	When/Who	Impact/Evidence
<ul style="list-style-type: none"> <li>We will develop a clearer curriculum rationale to outline the vision behind our approach in school. This will be supported with input from stakeholders.</li> <li>Our Learning and Teaching guidance will be used to support our return to school and to ensure that teaching is kept to a high standard. We will have a purposeful overweighting in the curriculum on teaching Numeracy, Literacy and HWB.</li> <li>Attainment meetings will be established, 3 times a year – linked to the new SEEMIS progress and achievement system – to ensure that pupils continue to make progress.</li> </ul>	<p>School Leadership Teacher Professionalism Parental Engagement</p> <p>School Leadership Teacher Professionalism</p> <p>Assessment of Children’s Progress Performance Information</p>	<p>By October 2020 – Led by Kevin McKenzie</p> <p>By Sept 18 2020 – SLT and all teaching and support staff.</p> <p>November, February and May 2020 – All teaching staff led by Jill Paterson</p>	<ul style="list-style-type: none"> <li>A clear curriculum rationale will be in place in each school which will clearly reflect our individual approaches and ‘uniqueness’ and what our children’s experience look like.</li> <li>There will clear progression pathways, specifically in literacy, numeracy and maths.</li> <li>Baseline assessments in literacy and numeracy will be in place for all pupils (supported by SLT).</li> <li>Baseline assessments will directly inform interventions and support staff allocation.</li> <li>Teacher’s will identify specific pupil needs (clinic approach) to progress children’s learning within the ELC literacy and numeracy frameworks.</li> <li>Ongoing interventions will be evidenced in the quality of teacher planning. This will be specific and reviewed monthly with teacher/SLT.</li> <li>Ongoing interventions will be rigorously tracked and monitored by teacher/SLT.</li> <li>PEF interventions will be developed and tracked for impact from the above data.</li> <li>Digital literacy will be embedded in planning for children’s learning so we are fully prepared to support home learning as required.</li> <li>The starting point for all children returning to school will be planned for based on the data from March 2020 (SEEMIS Progress and Achievement).</li> <li>Attainment meetings were started last session but will be fully embedded this year.</li> <li>They will be used at three key times throughout the year.</li> <li>Meetings will include a combination of HT, PT, CT and SfL.</li> <li>Data used to inform our support strategies and interventions, including PEF, will be shared.</li> </ul>

<ul style="list-style-type: none"> <li>Families will have fluid communication from school.</li> </ul>	<p>School Leadership Parental Engagement</p>	<p>July-Dec 2020 – SLT, CTs, Admin, Parent Council</p>	<ul style="list-style-type: none"> <li>Active sharing of what is going on in the school via twitter and newsletters.</li> <li>Further engagement with families to gather their thoughts and opinions through surveys and polls.</li> <li>Continue to develop our use of Google Classroom to support home learning.</li> </ul>
			

**Priority: 3.1 Ensuring Wellbeing, Equality & Inclusion**



Actions	Drivers for improvement	When/Who	Impact/Evidence
<ul style="list-style-type: none"> <li>A Nurture, Recovery, Reconnection whole school approach will be embedded in the daily life of the school.</li> </ul>	<p>School Leadership School Improvement Parental Engagement</p>	<p>From August to December 2020 – Led by Mel Collier and supported by SLT.</p>	<ul style="list-style-type: none"> <li>Staff will be upskilled in line with ELC’s Nurture, Recover and Reconnect approach.</li> <li>A Google Drive will be in place with a wealth of nurture documents, policy and resources that all staff can access and add to develop collective practice.</li> <li>All schools will individually undertake a whole school nurture evaluation to create a baseline.</li> <li>A clear action plan will be developed in each school from the outcome of their baseline assessment.</li> <li>Each class will have a designated ‘safe space’.</li> <li>Nurture spaces will be developed in each school.</li> <li>Children’s voice in developing spaces and practice will be generated through dialogue, discussion and surveys.</li> <li>Children in each class will be leaders in developing their spaces.</li> <li>Use of CIRCLE Inclusive Classroom Scale (CICS) to develop learning environments.</li> <li>Use of CIRCLE Participation Scale (CPS) to inform planning for individual children.</li> </ul>
<ul style="list-style-type: none"> <li>Implement ELC Policy Included, Engaged &amp; Involved – Managing Distressed and Challenging Behaviour; A positive approach to preventing and managing school exclusions; Identifying, Assessing and Providing for Additional Support Needs of Children and Young People.</li> </ul>	<p>School Leadership Teacher Professionalism Assessment of Children’s Progress Parental Engagement</p>	<p>By Dec 2020 - Led by Alison Cameron</p>	<ul style="list-style-type: none"> <li>All staff will engage with the Child’s Planning Framework.</li> <li>IEPs with SMART targets are in place for identified children.</li> <li>Positive support plans will be developed for identified children.</li> <li>All staff will have ELC training on Managing Distressed and Challenging Behaviour.</li> <li>All staff use pastoral notes to record chronologies.</li> </ul>
<ul style="list-style-type: none"> <li>Establish the Building Resilience programme for children and families as the key resource for our whole school approach to wellbeing.</li> </ul>	<p>School Improvement Parental Engagement</p>	<p>September – June 2021 – Kevin McKenzie, Alison Cameron and all staff,</p>	<ul style="list-style-type: none"> <li>Staff will be introduced to the programme through the PowerPoint developed by EP service (shared Google Drive) and associated materials.</li> </ul>

<ul style="list-style-type: none"> <li>• Our ASG Includer and Engaged Family Worker will support children with chronic attendance/at risk of exclusion in P6 and P7.</li> </ul>	<p>Assessment of Children's Progress Parental Engagement</p>	<p>pupils and families.</p> <p>August 2020 to June 2021 – Caroline Algeo (I&amp;E FSW) and Alison Cameron (HT)</p>	<ul style="list-style-type: none"> <li>• The programme will be delivered through virtual assemblies for early, first and second level.</li> <li>• Staff will develop associated leaning tasks with children within the classroom.</li> <li>• Parents/carers will be invited to a Google Meet to share the rationale of the programme and how they can engage as family.</li> <li>• Home learning tasks will be shared with families support sessions offered.</li> <li>• Staff, pupils and families will use the vocabulary of the programme in their daily lives.</li> <li>• Children will understand what being resilient is and how they can use their coping strategies in daily life.</li> <li>• Pupil Evaluation Tool will be used for children to reflect on their learning and be supported to create individual action plans.</li> <li>• A well-being assessment will be created in line with the aims of the programme to evaluate pupil's well-being. This will be completed, with a focus on pupils, with parents/carers and staff.</li> <li>• Alison Cameron (HT) will be the principal mentor for this post across the ASG.</li> <li>• Children will be identified for support through an established triage system.</li> <li>• In-school and family interventions will be recorded and tracked for impact and shared with SLT.</li> <li>• P6 and P7 children, most at risk of non-attendance or exclusion, will be given bespoke support.</li> </ul>
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**Priority: Early Learning & Childcare – Elphinstone and Saltoun Nurseries**

Actions	Drivers for improvement	When/Who	Impact/Evidence
<ul style="list-style-type: none"> <li>Support the ‘new normal’ approach to nursery as per SG guidance, including, but not limited to, new combination of staff members, new working hours and different groupings of children.</li> <li>Continue to engage with ELC Frameworks to deepen practitioner understanding of the continuum of Early Level across ante pre-school to P1.</li> <li>Develop understanding of ‘Realising the Ambition’ resource and use it to strengthen opportunities for work across Early level (between Nursery and P1)</li> </ul>	<p>School Leadership Teacher Professionalism School Improvement</p> <p>Teacher Professionalism School Improvement Assessment of Children’s Progress</p> <p>Teacher Professionalism Assessment of Children’s Progress</p>	<p>HT, SEYP, and all Early Years Staff – From August 2020.</p> <p>HT and all Early Years Staff – From August 2020.</p> <p>HT and all Early Years Staff – From August 2020.</p>	<ul style="list-style-type: none"> <li>Nurseries will comply with ELC ELCC compliance guidelines.</li> <li>Scottish government guidance for re-opening ELCC will be implemented.</li> <li>Provision will be quality assured to ensure it remains of a high quality.</li> <li>Virtual staff meetings will be held every 2 weeks for staff to share and develop practice.</li> <li>All Early Years staff (Nursery/P1) will continue to implement the content of Early Level across ante pre-school to P1.</li> <li>They will be able to show this through professional dialogue, planning using the CfE Benchmarks, ELC Frameworks, tracking of children’s learning experiences and next steps in learning.</li> <li>Transition will be a continual process for children across the early level.</li> <li>All nursery and P1 staff will be given a copy of Realising the Ambition, will understand its purpose and where it sits within policy and guidance to enhance their practice.</li> <li>There will time allocated to for staff to ‘challenge’ their practice in line with the document.</li> <li>Time will be allocated for shared planning, delivery and evaluation of sessions with Nursery and P1 staff.</li> <li>Staff will continue to self-evaluate their practice in line with the QIs and challenge questions of HGIOELC.</li> </ul>

