

# Humbie Primary School Improvement Plan

## 2021-2022



# Our School Context

Following an extended period of time where there have been a number of Head Teachers be appointed and moving on from Humbie Primary School, it is hoped that the appointment of a permanent Head teacher will help to bring a sense of stability to the school community. The new Head Teacher is committed to working with learners, staff and the wider school community to bring about effective sustainable improvements which will align with the schools strengths, needs and ambition.

This year has also been challenging for the school community for a variety of reasons including a change in the SLT structure, a new Head teacher and an extended period of lockdown. The school community has worked hard to try to meet the changes with drive and enthusiasm, ensuring the school continues to move forward.

The end of year has also seen a number of staff members move on for personal reasons, or because temporary contracts have come to an end. This brings a time where the school community might feel unsettled. However SLT are taking steps to try to ensure that we have a consistent team to move forward with over the coming years as we continue on our journey towards excellence.

## School Context

Humbie Primary School is a small, non-denominational, co-educational school. Our school building is situated in the picturesque village of Humbie. The school stands in the beautiful East Lothian countryside. The playground is spacious with a woodland area as an integral part of their play space. Our learners often utilise the wider community including the community orchard, Joy's Field to the back of the school, for outdoor learning,. The school also has access to an additional sports field which is used for physical education and the daily mile. Within our school building we have access to 2 classrooms, a GP room, a library, school office and Head Teacher office. Next session the school office will be relocated and the Early Years Setting will be reinstated.

Humbie Primary School currently has a roll of 19 learners from P2 to P7 who learn in one multi-composite class. The majority of children in our school attend as a result of placing requests. The decision has recently been made to reinstate our Early Years Setting from August 2021. When it reopens our Early Years Setting will offer full days to meet 1140 hours across the 38 week (term time) to a maximum of 14 learners.

We benefit from a very active and supportive Parent body who work collaboratively to ensure our school is an integral part of the community. The school has a fundraising PTA who are very committed to working together to compliment the learning opportunities provided by the school. This year our PTA have contributed funds to further improve our learning environment including the purchase of additional storage, display boards and to bring alive our Vision and Values.

This year we have welcomed a new Head Teacher which we hope will bring stability and consistency to our school. We have appointed a new teacher to provide PT cover (2 days a week) and have appointed a new Classroom Assistant (mornings) to support learning and teaching in our classroom. Our PT and SfL have remained in post. Our school team are committed to working in partnership with the community and partner agencies to deliver the values, purposes and principles of Curriculum for Excellence, ensuring excellent learning and teaching experiences which enable and empower our learners to *Inspire, Believe, Achieve.*

Our school feeds into Ross High School situated in Tranent. Families often exercise their choice to place their children in schools out with our cluster High School, including the Knox Academy in Haddington through a placing request, or private education. Wherever the next step in our children's learning journey, we strive to ensure positive transitions for all our learners as they move on from our Humbie Primary community.

Humbie is part of the Tranent ASG and the schools continue to engage in a close, collaborative and supportive relationship. Humbie and Saltoun Primary schools continue to work very closely to develop school improvements, excellent learning and teaching experiences and engage in effective and supportive professional dialogue. Our School Improvement Plans for the next academic session will be a shared with Saltoun Primary School. This allows us to work collegiately to continue our journey to improvement.

The very unique structure provides opportunities as well as challenges. The Head teacher is working with the school's QIO, the HT of Innerwick and Stenton Primary Schools and Education Scotland to explore how we can use the strengths of our school to strive towards best outcomes for all learners, who are engaged in purposeful learning whilst ensuring we provide all learners with appropriate support, pace and challenge.

Humbie has also embarked upon a 'Small Schools' project where school leaders and practitioners will study how to ensure the best outcomes for our learners whilst learning in and through our unique settings. This year we have accessed and shared CLPL opportunities and have collaborated to ensure the highest quality learning outcomes for all learners.

Following our PT's decision to reduce hours and share the PT post at Saltoun Primary school, Humbie Primary School is recruiting for an experienced and enthusiastic teacher to take the PT role.

## Vision, Values and Aims

### Vision

In Humbie Primary School, we are committed to offering high quality learning experiences that are relevant, challenging and enjoyable. Our school vision, *Inspire, Believe, Achieve* sets our shared belief that we are all *Inspired* in our learning, *Believe* we can be the best learner we can and we will all *Achieve* our potential.

Our central role, as staff is to provide excellent teaching, high quality resources and carefully planned learning opportunities, to encourage and support all learners to achieve their potential in their lives – both what they can do now and what they will do in the future.

### Values

Our vision at Humbie Primary School is underpinned by our set of core values where we are;

*Kind   Ambitious   Inclusive   Resilient   Respectful*

In Humbie Primary School, we aim to develop key learner qualities through our curriculum. We want our young people to be responsible, resourceful, resilient and reflective learners. We have high aspirations for our learners and aim to work in partnership with parents and carers and external agencies to both inspire and support our young people.



## Aims

In Humble Primary School, we actively encourage our learners to:

- Be active participants in their learning process.
- Take personal pride in their own learning.
- Support and encourage each other.

Positive relationships and respect between learners, staff, families, partner agencies and the wider community are crucial to enabling excellent Learning and Teaching. We work together to support our learners to have high aspirations, and ensure appropriate strategies are identified and provided to enable each learner to achieve their goals and positive destinations. We expect that our school values are consistently demonstrated, that we treat each other with respect, and work together to ensure that everyone in our school community feels safe, valued, nurtured and loved.

## National Priorities (NIF)

In line with the National Improvement Framework, school improvement priorities should clearly articulate with the following 4 key priorities in session 2021/22:

- 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 in relation to:
  - Early Level attainment at Primary 1
  - Attainment in Writing for the BGE
  - Closing the poverty related attainment gap for our most disadvantaged learners
  - Closing the gender related attainment gap
  - Improving transitions for pupils at BGE S1-S3.
- 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: RAISING ATTAINMENT (3.2)			
Actions	Drivers for Improvement (highlight)	When/Who	Impact/Evidence
<p><b>Improvement in attainment with a particular focus on P1</b></p> <ul style="list-style-type: none"> <li>Continue to implement the Learning, Teaching and Assessment Policy ensuring consistent, high quality learning and teaching across all stages</li> <li>Continue to implement regular, robust tracking and monitoring meetings that enable professional dialogue, identify strengths and barriers to learning, and identify next steps in learning for all learners</li> <li>Implement and follow QA calendar which focuses rigorously on Monitoring and Tracking to improve learning and teaching</li> <li>Implement consistent learning and teaching approaches to improve attainment in literacy</li> <li>Regular moderation to ensure consistent learning and teaching approaches, and a develop a shared understanding and expectation of achieving a level</li> <li>Increase levels of parental engagement in literacy</li> </ul> <p><b>Whole School Development in the Teaching of Reading</b></p> <ul style="list-style-type: none"> <li>Continue to evaluate and improve how reading is taught, utilising consistent high quality learning and teaching approaches</li> <li>Staff training in high quality learning and teaching approaches in reading</li> <li>Ensure a clear progression of skills from Early Years Setting to P7 is in place</li> <li>Implement an assessment calendar where there are clear windows to use summative assessment to evidence and triangulate learners progress in reading</li> </ul> <p><b>Developing the Assessment of Writing</b></p> <ul style="list-style-type: none"> <li>Continue to evaluate and improve how writing is taught, utilising consistent high quality learning and teaching approaches</li> <li>Implement a whole school tool to effectively assess writing skills ensuring consistency across all stages</li> <li>Ensure that there is a clear progression of skills from Early Years Setting to P7</li> <li>Implement an assessment calendar where there are clear windows to use summative assessment to evidence and triangulate learners progress in writing</li> </ul>	<p><b>Raising Attainment Driver</b></p> <ul style="list-style-type: none"> <li>Early Level attainment at Primary 1</li> <li>Attainment in Writing for the BGE</li> <li>Closing the poverty related attainment gap for our most disadvantaged learners</li> <li>Closing the gender related attainment gap</li> <li>Improving transitions for pupils at BGE S1-S3.</li> </ul> <p><b>NIF Driver</b></p> <ol style="list-style-type: none"> <li>School leadership</li> <li>Teacher professionalism</li> <li>Parental engagement</li> <li>Assessment of children's progress</li> <li>School improvement</li> <li>Performance information</li> </ol> <p><b>East Lothian Sails</b></p> <ul style="list-style-type: none"> <li>Leadership</li> <li>Learning</li> <li>Relationships</li> </ul>	<p>May 2022 DC</p> <p>May 2022 MT</p> <p>All staff</p> <p>Oct 2021 JN</p> <p>All staff</p>	<ul style="list-style-type: none"> <li>Increased learner engagement and participation in learning across the stages</li> <li>All learners achieve expected levels by the end of P1, P4 and P7</li> <li>Learners will confidently use literacy skills in a range of contexts across the curriculum</li> <li>Parents and carers will feel better equipped to support their child's learning in literacy</li> <li>Evidence from regular Tracking and Monitoring meetings will identify key trends in learning and how these have been addressed</li> <li>Use of Scottish government teacher and Classroom assistant will provide a focus on the delivery of Reading and Numeracy interventions</li> <li>Teaching staff will provide informed and consistent ACEL data across all levels</li> <li>Consistent approaches to evidencing learning, teaching and assessment (Snapshot jotters? Assessment folders?)</li> <li>Staff will use consistent approaches to ensure high quality learning and teaching experiences in reading e.g. a weekly overview of what good practice looks like in our school</li> <li>All learners needs are met to allow them to fully engage in their learning, to progress and achieve</li> <li>Use of data will identify strengths and barriers to learning and will ensure gaps in learning are effectively addressed</li> <li>Learners will be begin to identify and to discuss their next steps in learning and how they will achieve these</li> <li>Staff will use consistent approaches to ensure high quality learning and teaching experiences in writing e.g. an expectation overview of what good practice looks like in our school</li> <li>All learners needs are met to allow them to fully engage in their learning, to progress and achieve</li> <li>Use of data will identify any significant trends in strengths and barriers to learning and will ensure gaps in learning are effectively addressed</li> <li>Learners will be more confident in knowing and discussing their next steps in learning and how they will achieve these</li> </ul>



PRIORITY 2: Leadership of Change (1.3)			
Actions	Drivers for Improvement (highlight)	When/Who	Impact/Evidence
<p><b>Strengthen Relationships across our School Community</b></p> <ul style="list-style-type: none"> <li>• Continue to identify strategies to underpin priorities identified collegiately in the SIP including opportunities to engage in leadership at all levels</li> <li>• Embed our Vision, Values &amp; Aims and our Curriculum Rationale</li> <li>• Continue to review and implement effective policy</li> <li>• Continue to find ways to better communicate with and engage with the extended parent body</li> <li>• Ensure collegiate time is used effectively to achieve SIP priorities and in-house CLPL is driven by staff needs to further enhance their practice and meet the needs of learners</li> </ul>	<p><b>NIF Driver</b></p> <ol style="list-style-type: none"> <li>1. School leadership</li> <li>2. Teacher professionalism</li> <li>3. Parental engagement</li> <li>4. Assessment of children's progress</li> <li>5. School improvement</li> <li>6. Performance information</li> </ol> <p><b>East Lothian Sails</b></p> <ul style="list-style-type: none"> <li>• Leadership</li> <li>• Learning</li> <li>• Relationships</li> </ul>	<p>MAY 2022 DC All staff</p> <p>Oct 2021 DC All staff</p> <p>May 2022 SLT</p> <p>May 2022 DC/AMc All staff</p> <p>Aug 2021 DC</p>	<ul style="list-style-type: none"> <li>• SIP meetings with Key Stakeholders to share ongoing progress of school improvement</li> <li>• Staff members undertake opportunities to take a lead role in school priorities Staff will have clear remits and areas of responsibility to enable them to be active leaders of change.</li> <li>• A Family and Learner friendly version of the SIP and CR will be shared with the wider school community</li> <li>• Evidence of bringing our Vision and Values to life is gathered</li> <li>• Star of the Week and 'Above and Beyond' certificates will include school logo and be clearly linked to Vision and Values</li> <li>• School logo will be evident around the school and will be clearly placed on all school communication</li> <li>• Learner voice will be included on our Curriculum Rationale</li> <li>• Key documents will make clear links with school vision, values and aims</li> <li>• A cycle of review and implementation will ensure all policies are relevant and fit for purpose</li> <li>• Evidence of engagement and consultation with Key Stakeholders regarding key policy e.g. Positive Behaviour Expectations ensures consistent shared understanding of key policies</li> <li>• Share Key polices with parents including Website, Group-call and Parents Google Classroom</li> <li>• Strategies to share learning with families, parents and carers</li> <li>• Find methods how to better engage with families, parents and carers. Current methods newsletters, Twitter, group-call, Parent Council, website and SLT meet and greet (mornings)</li> <li>• Parent workshops (online if required) to share learning and teaching strategies used in school and how families, parents and carers can be involved in their child's learning journey</li> <li>• SIP parent sessions to allow families, parents and carers to find out more about and contribute to SIP priorities.</li> <li>• Creation of Parent Google Class room permitting families parents and carers to communicate with school SLT</li> <li>• Families feel supported and valued as part of the school community</li> <li>• Calendar of CAT, In-Service etc. is clearly linked to SIP</li> <li>• Quality Assurance and moderation build evidence of improvement</li> <li>• Staff will lead and deliver high quality CLPL that aligns with SIP priorities Partner agencies will deliver bespoke CLPL identified by staff as necessary to improve the needs of learners</li> </ul>

<p><b>Implement the change to 1140 hrs for the Early Years Setting</b></p> <ul style="list-style-type: none"> <li>• Set up a new Nursery base</li> <li>• Identify staff team members</li> <li>• Create time for planning and development</li> <li>• Maintaining High Standards for Children</li> <li>• Smooth transition for children to access 1140 hours</li> </ul>		<p>DC/WH/SEYP</p> <p>DC/SEYP</p> <p>Ongoing SEYP/DC/WH</p>	<ul style="list-style-type: none"> <li>• Equipment/ location/ set up is appropriate</li> <li>• Set up in line with CI documentation</li> <li>• Outdoor space is safely allocated to nursery</li> <li>• Clear pick up and drop off areas identified</li> <li>• Clear Health and Safety guidelines are established</li> <li>• Nursery Policy and expectations available and shared</li> <li>• Information re new set up shared with families and children</li> <li>• Recruitment of EYP</li> <li>• Ensure staff are committed to ensuring best outcomes for children</li> <li>• Appropriate QA and moderation in line with the school expectations ensuring progression across our school from Early Years to P7</li> <li>• Encourage appropriate CLPL to continue to deliver high quality learning experiences that are rooted in sound pedagogy and research</li> <li>• Staff handbook for new/supply staff sharing key information about how the EY operates and maintains high standards</li> <li>• Local Authority and National Guidelines are implemented effectively ensuring a safe environment for all</li> <li>• Provide an Early Years setting where everyone feels happy, safe and secure</li> <li>• Effective supports in place for children, Families, Parents &amp; Carers and for all staff</li> <li>• Staff focus on building strong, trusting relationships with children, Families, Parents and Carers</li> <li>• Effective methods for communication throughout the children's time at our Early Years Setting including Parent Board, Newsletters, Twitter and Website</li> <li>• EY parent book to share key information and FAQ about the EY setting</li> <li>• Timetable of regular communication and 'check-ins' and clear methods of how to contact EY staff or SLT if child/parent is feeling anxious about any aspect of Early Years</li> </ul>

PRIORITY 3: Learning, Teaching and Assessment (2.3)			
Actions	Drivers for Improvement (highlight)	When/Who	Impact/Evidence
<ul style="list-style-type: none"> <li>Continue to identify and share best practice to deliver excellent learning and teaching, and to critically evaluate practice</li> </ul>	<p><b>NIF Driver</b></p> <ol style="list-style-type: none"> <li>School leadership</li> <li>Teacher professionalism</li> <li>Parental engagement</li> <li>Assessment of children's progress</li> <li>School improvement</li> <li>Performance information</li> </ol>	<p>Ongoing DC All Staff MT – Reading JN – Writing NB – SfL AMc - Numeracy</p>	<ul style="list-style-type: none"> <li>All staff will continue to make real links between Learning, Teaching and Assessment utilising an effective cycle to inform classroom practice</li> <li>Learning, Teaching and Assessment Policy will continue to evolve to include agreed strategies that will provide excellent approaches and improved outcomes for learners</li> <li>Relevant policies created, agreed and used – Reading and Writing</li> <li>Consistent, progressive strategies to deliver high quality learning and teaching experiences with a focus on reading writing and numeracy, striving to make sure all learners needs are met The attainment gap will begin to close, learners' attainment will rise, and more learners will be on track to meet their appropriate levels</li> </ul>
<ul style="list-style-type: none"> <li>Implement the new planning formats across all curricular areas</li> </ul>	<p><b>East Lothian Sails</b></p> <ul style="list-style-type: none"> <li>Leadership</li> <li>Learning</li> <li>Relationships</li> </ul>	<p>Ongoing DC/AMc</p>	<ul style="list-style-type: none"> <li>Consistent and manageable approach to planning will provide clear, overarching skills progression and coverage of Es &amp; Os ensuring progressive, high quality learning and teaching experiences across all curricular areas from Early Years to P7</li> <li>Teaching staff will use planning formats that enable a clearer picture of learning, next steps and opportunities for effective differentiation</li> </ul>
<ul style="list-style-type: none"> <li>Extend approaches to moderation across both schools</li> </ul>		<p>Ongoing DC/KP</p>	<ul style="list-style-type: none"> <li>Staff more confident in making informed decisions about Achievement of a Level and how to evidence this</li> <li>Consistent understanding of what Achievement of a Level looks like</li> <li>Increased confidence in how we are delivering and supporting excellent learning and teaching</li> </ul>
<ul style="list-style-type: none"> <li>Continue to develop a Digital Policy across both schools.</li> <li>Develop a digital skills progression to ensure learning and teaching is appropriate</li> </ul>		<p>June 2022 DC/MT Digital Leaders</p>	<ul style="list-style-type: none"> <li>School will have registered for the Digital Schools (Scotland) Award,</li> <li>Whole school audit identifying strengths and next steps – will provide an action plan to work towards accreditation including strengths and areas of development</li> <li>Successful accreditation as a digital school</li> <li>Learners leading SIP priorities and sharing these with families, parents and carers e.g. sharing learning, leading digital learning opportunities etc</li> <li>Evidence of staff and learners increased competencies in digital skills</li> </ul>
<ul style="list-style-type: none"> <li>Ensure high quality of learning and teaching in the Early Years</li> </ul>		<p>Ongoing SEYP/DC/MT</p>	<ul style="list-style-type: none"> <li>Learners will have greater understanding and ownership of their learning journey and next steps</li> <li>In collaboration, Early Year staff will plan to improve the quality of learning opportunities and learning environments to enrich children's learning</li> <li>Practitioners use questioning to encourage children's engagement in learning</li> </ul>

			<ul style="list-style-type: none"><li>• Moderation will demonstrate high quality observations will record meaningful engagement in learning and include the child's voice</li><li>• Early Years collegiate overview will demonstrate and record CLPL undertaken to improve learning and teaching</li><li>• Meetings between SLT, SEYP and Support Teacher are minuted and evidence supports</li></ul>

PRIORITY 4: Ensuring Wellbeing, Equality and Inclusion (3.1)			
Actions	Drivers for Improvement (highlight)	When/Who	Impact/Evidence
<p><b>Developing an emotionally resilient ethos across our school.</b></p> <ul style="list-style-type: none"> <li>• Continue to embed a whole school approach to Nurture, Recovery and Reconnection</li> <li>• Whole school approach to further improving Emotional Literacy</li> <li>• Continue to Deliver Building Resilience Programme to all learners and children</li> </ul>	<p><b>NIF Driver</b></p> <ol style="list-style-type: none"> <li>1. School leadership</li> <li>2. Teacher professionalism</li> <li>3. Parental engagement</li> <li>4. Assessment of children's progress</li> <li>5. School improvement</li> <li>6. Performance information</li> </ol> <p><b>East Lothian Sails</b></p> <ul style="list-style-type: none"> <li>• Leadership</li> <li>• Learning</li> <li>• Relationships</li> </ul>	<p>Ongoing DC KP Whole Staff</p>	<ul style="list-style-type: none"> <li>• Implement UNCRC Rights – staff and learners will be increasingly confident in discussing the relevance of the rights in everyday aspects of school and learning and teaching</li> <li>• All staff will use restorative approaches to support and encourage learners to consider their feelings and those of others, and in particular the effect their behaviour can have on others.</li> <li>• School values embedded across the whole school</li> <li>• Nurturing Principles embedded in whole school practice to ensure school offers a safe and happy place to learn</li> <li>• Whole school high expectations and setting high standards for all</li> <li>• Implementation of 'Zones of Regulation' to develop a shared language, and understanding of emotional literacy</li> <li>• Learners will be more confident in knowing and using strategies they can utilise when things don't go as expected.</li> <li>• Learner confidence in knowing their own learning, skills and how they can improve</li> </ul>
<p><b>Embedding Meaningful Learner Participation</b></p> <ul style="list-style-type: none"> <li>• Learner participation is a focus to enhance Well-being, Inclusion and Equality</li> </ul>		<p>May 2022 DC/AMc</p> <p>DC/AMc/KP</p>	<ul style="list-style-type: none"> <li>• Learners will feel listened to, valued and heard</li> <li>• Introduction of our Learner Participation and Wider Achievement Policy linking to Developing the Young Workforce and Skills for Learning, Life and Work</li> <li>• A review of Pupil Voice Groups (Decision Making Groups) will ensure that learners have a meaningful voice in learning and school improvements</li> <li>• Learners and staff aware of the links between what they are learning and the relevance to the wider community and the world of work</li> <li>• Learner Participation Policy created &amp; shared with wider school community</li> <li>• Wider Curriculum provide an effective vehicle to provide evidence of skills and links effectively to school improvement planning</li> <li>• Continue working towards DSA and Eco Schools awards</li> <li>• Separate Action plans created to work towards DSA &amp; Eco</li> </ul>
<p><b>Meeting the Needs of all Learners</b></p> <ul style="list-style-type: none"> <li>• Enhance systems put in place last session to ensure the needs of all learners are acknowledged and addressed</li> <li>• Interventions are in place to support learners who are finding it tricky to develop positive reciprocal relationships</li> </ul>		<p>Ongoing NB/DC</p>	<ul style="list-style-type: none"> <li>• Collegiate overviews, staff meeting minutes and training resources evidence ongoing training linked to statutory requirements inc annual CP training.</li> <li>• All staff consistently use the Wellbeing Systems and have more confidence in knowing their statutory requirements affecting the rights, wellbeing and inclusion of all learners</li> <li>• All staff working in collaboration with partner agencies to ensure positive outcomes for all learners</li> <li>• Systems are in place to ensure regular timetabled CPMs are minuted, and key actions are shared with appropriate Key Stakeholders</li> </ul>

			<ul style="list-style-type: none"><li>• Whole school overview tracks and monitors and evaluates the impact of key interventions for all learners</li></ul>