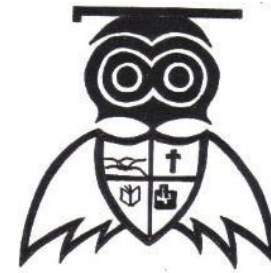
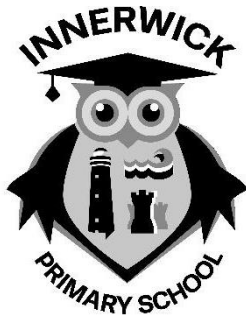


School Improvement Plan

2021-2022



Innerwick PS & Stenton PS

'Growing together in a vibrant and inclusive learning community'

Values & Ethos

Providing our pupils with high quality and holistic learning experiences is something we strive for, reflect on and evaluate continuously.

The children are at the centre of everything we do, promoting high aspirations and achievement through quality teaching and learning. We value and celebrate collaboration and the leadership of learning through empowerment, and uphold values that impact positively on our school communities. We aim to fulfil this vision by:

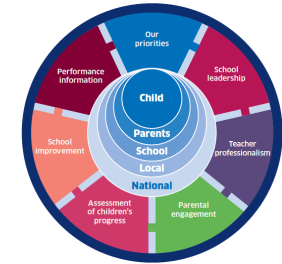
1. Raising standards of attainment and recognition of achievement by providing a varied, challenging and stimulating curriculum with an emphasis on the needs of the whole child.
2. Promoting high expectations, resilience and continuous development of all school community members within an environment that is sensitive to a range of learning styles.
3. Providing a happy, secure and nurturing environment for all, where equality, honesty, fairness and respect are valued and practised.
4. Developing and sustaining an active partnership between schools, children, parents and our communities.
5. Supporting children in developing confidence, positive attitudes, a healthy lifestyle and lifelong learning skills that will enable them to be effective contributors and active, responsible citizens.

'Growing together in a vibrant and inclusive learning 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 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 and Achievement (3.2) which incorporates Learning, Teaching and Assessment (2.3)

Actions	Drivers for Improvement (highlight)	When/Who	Impact/Evidence
<p><u>Develop consistency and quality in delivery of our core literacy programmes</u></p> <p>-Read Write Inc: all staff to attend ongoing training/coaching -All staff to engage in further training and development around use of PM Writing scheme -All staff to engage in further training of Word Study programme as well as any other spelling/reading resources brought into school as a result of actions described below.</p> <p><u>Develop clear skills progression pathways in all areas of literacy</u></p> <p>-RWI/Project X/Fresh Start programme to be used throughout school</p> <p>-Develop and implement more robust, progressive approaches to teaching of reading skills ‘beyond RWI’ (which also allow opportunities for breadth in terms of genre)</p> <p>-Evaluate our Word Study (spelling) programme and plan/implement any additions/ changes to our spelling programme required to support all learners</p> <p>-Develop and implement grammar programme/framework which aligns with ELC Frameworks and can be embedded within PM Writing lessons -More planned opportunities for writing across the curriculum</p>	<p>Raising Attainment Driver</p> <ul style="list-style-type: none"> • 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. <p>NIF Driver</p> <ol style="list-style-type: none"> 1. School leadership 2. Teacher professionalism 3. Parental engagement 4. Assessment of children's progress 5. School improvement 6. Performance information <p>East Lothian Sails</p> <ul style="list-style-type: none"> • Leadership • Learning • Relationships 	<p>RWI led by Tina Aitchison: PT</p> <p>School staff</p> <p>Ongoing CAT sessions as per WTA</p> <p>Led by SLT School staff</p> <p>Ongoing CAT sessions/ teacher meetings as per WTA</p> <p>Attainment/Tracking meetings</p>	<p>Impact</p> <p>-There will be shared understanding of the methodology and expectations around teaching and learning in literacy</p> <p>Evidence</p> <ul style="list-style-type: none"> -Professional Learning and Leadership opportunities -Moderation/ Self-evaluation (HGIOS) -Planning, Assessment and Moderation <p>Impact</p> <p>-There will be a clear skills progression pathway, supported by carefully chosen resources which supports improved attainment and achievement from P1-P7</p> <p>-Staff will have a shared, strong understanding of methodology and expectations around teaching and learning in literacy</p> <p>-Increased engagement in</p> <p>Evidence</p> <ul style="list-style-type: none"> -Professional Learning and Leadership opportunities -Moderation and Self-Evaluation -Robust data sources -Planning and Assessment

Moderation and Assessment

- Review assessment framework/timetable for balance and coherence
- Evaluate our sources of data and identify areas which are under-represented: plan collaboratively how to gather this information
- Develop sustainable and meaningful approach to the use of high quality assessments
- Develop opportunities for higher level of pupil participation in assessment planning
- Embed use of Jamboards as a reflective/sharing our learning tool
- Integrate moderation activities into planning cycle (through collegiate planning time)
- Review how we use of PM Writing/Scottish Criterion Scale/Benchmarks to provide meaningful data on attainment in writing

Interventions

- Scottish Funded Teacher to plan and support targeted literacy interventions using core programmes
- Review the impact of interventions through continued use of Attainment Meetings and Triangulation of Data.

Numeracy

- Planned professional development around use of settings (visual representations and manipulatives) to support learning in multiplication and division, fractions, decimals and percentages

Pedagogy focus: Pace and Challenge

- Whole staff focus on 'pace and challenge' in a composite class through professional reading, professional discussion and enquiry approach (Plan, Do, Review), and shared classroom practice (create 'levelling up ladders' to support professional feedback)
- Engage and network with the (Very) Small Schools network

Led by SLT
Staff
Pupils
Ongoing CAT/Teacher meetings as per WTA

Impact

- A balanced range of qualitative and quantitative data which supports shared understanding of pupil attainment and achievement
- A shared understanding of progress and achievement by staff and pupils

Evidence

- Planning and Assessment
- Self-evaluation information
- Assessment, attainment and moderation information, through attainment meeting reports
- Planning, tracking and monitoring information from Seemis
- Robust Data Reports produced by SLT to give overview of whole school impact on attainment

Impact

- Measurable improved attainment

Evidence

- Assessment and Attainment data
- Evidence of data informed interventions

Impact

- A shared understanding of effective pedagogy around these aspects of numeracy
- A sustained improvement in pupil understanding, engagement and achievement in these areas of numeracy

Evidence

- Shared classroom experience (Trios/Lesson study)
- Attainment data
- Pupil /teacher feedback
- Self evaluation information

Impact

- An enhanced shared understanding of effective pedagogy through sustained collaborative dialogue
- Improved engagement and attainment

Evidence

- Shared classroom practice
- Self evaluation
- Professional learning opportunities
- Pupil feedback

Impact

Monitoring and Tracking

-Continue to develop internal tracking and monitoring system for SWST, AR, RWI and Writing Assessments.
-Continue to embed Progress and Achievement Module

-An accurate portrait of learners will inform learning and teaching and next steps through planned interventions and robust dialogue during and after attainment meetings.
-The curriculum will be tailored to individual needs with a high degree of differentiation based on targets discussed through attainment meetings.

Evidence

-Assessment and attainment information
-Moderation and self-evaluation

PRIORITY 2: 3.1 Inclusion, Equality and Wellbeing			
Actions	Drivers for Improvement (highlight)	When/Who	Impact/Evidence
<p><u>Inclusion and Equality</u> -Systematic and planned use of Circle document (Inclusive Classroom scale and Participation scale) for staff to identify areas of strength and areas to develop. - Provide high quality pupil support for children identified and assessed for targeted intervention. Ensure regular opportunities for liaison between SFL staff, Class Teacher and parents. -Continue to meet additional support needs, including IEPs and Child’s Plan Framework (PSPs, CSPs) -Continue to develop the process of assessing and providing additional support for learning in line with national best practice. -Regular attainment meetings to discuss progress, identify next steps and formulate plans.</p> <p><u>Wellbeing</u> -All staff will ensure that all pupils complete Wellbeing Webs at the beginning and end of each term. -Webs to be used to support planning of teaching and learning/ interventions</p> <p><u>Nurture</u> -Continue to embed Nurture principles through professional development and self-evaluation -Identify next steps in terms of staff development, liaise with EP for support/ professional development -Develop shared understanding of Nurture principles throughout school community and how this impacts our practise</p> <p><u>UNCRC</u> -All staff and pupils to engage in self-evaluation to explore all aspects of school life through the lens of the ‘Rights of the Child’ and to use this to plan next steps -See Pupil Participation below</p>	<p>NIF Driver</p> <ol style="list-style-type: none"> 1. School leadership 2. Teacher professionalism 3. Parental engagement 4. Assessment of children’s progress 5. School improvement 6. Performance information <p>East Lothian Sails</p> <ul style="list-style-type: none"> • Leadership • Learning • Relationships 	<p>Led by SLT Ongoing CAT session and Teacher meetings as per WTA</p>	<p>Impact -Systematic ongoing evaluation and collaborative working to support all aspects of inclusion -Enhanced shared understanding across the whole school community around nurture and restorative practice -Greater engagement and motivation amongst all learners</p> <p>Evidence -Classroom environment/routines/structures -Wellbeing webs being used to plan responsively to needs of individuals -Pupil and staff feedback -All children are able to access learning opportunities and progress academically and socially</p>

Respect for All/Restorative Practise

-Use 'First Six Weeks of School' to support reinforcement of schools routines and expectations

-Involve pupils, staff and parents in our work to embed Restorative practise and Conflict resolution strategies

PRIORITY 3:UNCRC/ Pupil Participation			
Actions	Drivers for Improvement (highlight)	When/Who	Impact/Evidence
<p><u>Develop opportunities to empower children and families to be further engaged in their learning and increase participation in the decision making around their learning journey.</u></p> <p>-Share 'Learner Participation in Education Settings (3-18) document with staff, complete staff readiness questionnaire</p> <p>-Gather baseline self-evaluation information from all stakeholders through 4 arenas participation mapping and planning tools (Learning, Teaching and Assessment/ connection with the Wider Community/Decision Making Groups/ Opportunities for Personal Achievement</p> <p>-Establish key priorities within each arena</p> <p>-Research and share examples of good practice to support sustainable approach for our schools</p> <p>-Implement training and development with staff/ children/ parents</p> <p>-Identify staff/ children/partners to take participation forward</p> <p>-Support regular opportunities for ongoing evaluation and feedback</p> <p><u>UNCRC</u></p> <p>-Raise awareness with all stakeholders as to how our approach to Learner Participation links with Children's Rights</p>	<p>NIF Driver</p> <ol style="list-style-type: none"> 1. School leadership 2. Teacher professionalism 3. Parental engagement 4. Assessment of children's progress 5. School improvement 6. Performance information <p>East Lothian Sails</p> <ul style="list-style-type: none"> • Leadership • Learning • Relationships 	<p>Led by: Helen Bennett PT SLT Teachers Support Staff Parents Pupils</p> <p>Ongoing CAT/Teacher meetings as per WTA Ongoing</p>	<p>Impact</p> <ul style="list-style-type: none"> -Strategic and sustainable planned approaches to pupil participation -Increased opportunities for pupil voice in all aspects of teaching and learning -Increased opportunities for pupil voice in decision making -Shared commitment to meaningful pupil participation -Children will develop their awareness of how their rights are met and how this is consistently embedded in Learning and Teaching throughout the school. <p>Evidence</p> <ul style="list-style-type: none"> -Pupil, parent and staff feedback and questionnaires -Shared classroom experience -School events and assemblies

PRIORITY 4: 1.3 Leadership of Change

Actions	Drivers for Improvement (highlight)	When/Who	Impact/Evidence
<p><u>School Vision, Values, Aims and Curriculum</u> - Continue to revisit and embed our shared vision, values and aims to ensure their relevance to the school and its community -Embed the school vision, values, aims and curriculum rationale across the school community making links to our curriculum where appropriate</p> <p><u>Develop ‘Reading Leader’ role</u> -PT to work across both schools to support consistency of teaching and assessment in RWI -PT to engage in ongoing coaching to support staff to improve confidence and expertise in delivery of RWI (including 1 to 1 interventions)</p> <p><u>Collegiate planning:</u> -Staff to work collegiately to plan and evaluate next steps with reading/writing/spelling/grammar core programmes (see Attainment and Achievement priority) - Implement collegiate cross school planning, using Blooms Taxonomy and focus on skills for learning, life and work, to support shared understanding of progression and challenge. -Develop approaches to ensure meaningful participation of learners in planning/assessment of teaching and learning</p> <p><u>-Pedagogical Sails/HGIOS4</u> -Embed opportunities for self-evaluation using East Lothian Pedagogical Sails and HGIOS4 into our professional development calendar</p>	<p>NIF Driver</p> <ol style="list-style-type: none"> 1. School leadership 2. Teacher professionalism 3. Parental engagement 4. Assessment of children's progress 5. School improvement 6. Performance information <p>East Lothian Sails</p> <ul style="list-style-type: none"> • Leadership • Learning • Relationships 	<p>School Community Ongoing through school assemblies and daily school life</p> <p>Led by Tina Aitchison (PT) Throughout session</p> <p>Teaching staff Ongoing throughout session at planned times as per WTA</p> <p>Led by SLT Ongoing embedded within CAT sessions/teacher meetings as per WTA</p>	<p>Impact The school and community will have ownership of the vision, values and aims which, in turn, guide decision making.</p> <p>Evidence -School collaboration/discussions/feedback -Attainment Meetings -Shared Classroom Experience</p> <p>Impact -consistent quality of teaching and learning in RWI -systematic and sustained support for all learners</p> <p>Evidence -quality of delivery of RWI programme (classroom experience) -assessment data used to identify next steps -improved attainment data</p> <p>Impact -School staff will have ownership and shared understanding of our core literacy programmes</p> <p>Evidence -classroom shared experience -planning, learning and assessment</p> <p>Impact -All stakeholders voices are heard, leading to real shared ownership of development priorities.</p>

-Continue to facilitate meaningful and regular planned opportunities for parents to take part in self-evaluation and school development planning			

