

Law Primary School Improvement Plan

2018-2019



School Context, Aims, Values

Vision

We are an inclusive, ambitious learning community where every child has the opportunity to reach his or her potential.

excited about learning

We aim to:

- *Create a safe, happy and welcoming environment;*
- *Nurture children to become respectful, kind and understanding*
- *Provide varied and stimulating learning opportunities to equip our children with the skills needed for a changing future;*
- *Develop confident, resilient children who are ambitious, curious and creative;*
- *Work in partnership with our parents and wider community.*

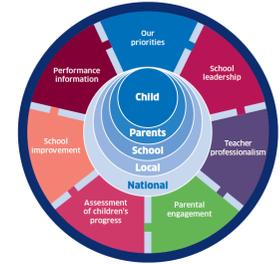
Our values guide the way we work. We will:

- *Celebrate and value the contribution of every child;*
- *Work to reduce inequalities;*
- *Nurture the health and well-being of every member of our learning community;*
- *Respect each other, our school and the wider environment*
- *Reward hard work and effort;*
- *Encourage high standards in everything we do;*
- *Embrace honesty, kindness, friendship and understanding.*

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 HGIOS4? 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.

Following the school review with a focus on ASN in January 2018 a number of actions were identified, with input and guidance from David Watt, external ASN consultant. The improvement journey began in March 2018 and this plan encompasses actions since then and going forward into the school session 2018-2019.

A range of acronyms are used throughout the document. These are explained here:

SLT = senior leadership team

SFL = support for learning

EPS = educational psychology service

SALT = speech and language therapy

ASN = additional support needs

DHT = Depute head teacher

RA = restorative approaches

UNICEF = United Nations International Children's Emergency Fund

IEP= individualised education plan

WTA = working time agreement

CAT = collegiate activity time

For parents read parent/carer

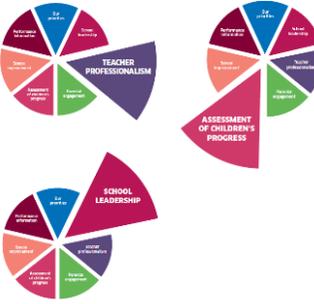
Priority: Improve inclusive approaches and secure a high quality inclusive learning environment at Law Primary (Universal)

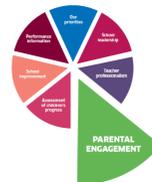
Actions	Drivers for improvement	When/Who	Impact/Evidence
<p>Embed GIRFEC and demonstrate progress with the use of wellbeing indicators for all children</p> <ul style="list-style-type: none"> • Training to increase knowledge and understanding of wellbeing indicators • Identify and begin training of 'Wellbeing Champions' from current P6 to deliver Wellbeing Snail workshops to peers • Family learning workshop • Attend SEEMIS training for Wellbeing Module • Arrange refresher training for SEEMIS Pastoral Notes <p>Introduce and implement CIRCLE framework to promote effective, inclusive practice of inclusion and a learner centred approach</p> <ul style="list-style-type: none"> • Visits to schools identified as using the resource effectively • Resource purchase (10 copies) • Staff training 		<p>May 2018 In-service day All staff</p> <p>June 2018 P6 into P7 from August 2018 and ongoing throughout the session</p> <p>June 2018 Meet the Teacher September 2018</p> <p>March/May/June 2018 SLT and SFL teacher</p> <p>Teaching staff Autumn term 2018</p> <p>Initial training for all staff on 13th August 2018 Laura Clark (EPS) & Karen Allen (SALT) Lynne Grant (ASN education support officer) 3 further sessions on Oct/Jan/May in-</p>	 <p>Increased knowledge and confidence in using the wellbeing indicators and GIRFEC in interactions with children and parents</p> <p>Children are able to identify their achievements, progress and next steps in terms of the indicators.</p> <p>Use terminology consistently in lessons, assemblies and conversations Wellbeing indicators/GIRFEC displays visible across the school</p> <p>Parents have greater awareness of GIRFEC, wellbeing indicators and their purpose</p> <p>Consistent use of wellbeing module in Child's planning Framework</p> <p>Increased confidence in using SEEMIS. Greater consistency in recording of information across the school</p> <p>Staff will use a wider range of strategies for improving the participation, acceptance and achievement of learners who have additional support needs, including the social, emotional and behavioural needs of all children</p> <p>Classroom environment will meet the needs of all learners Greater collaboration between teaching staff and external agencies More settled learning environment</p> <p>Increased staff confidence in meeting the needs of all children</p>

<p>Develop our understanding and use of positive relationships and restorative conversations to further improve behaviour and aim to eliminate bullying</p> <ul style="list-style-type: none"> • Develop positive relationships policy • Whole school audit using ELC “Implementing Restorative Approaches in East Lothian Schools” guidance questionnaires • Increase awareness and understanding of East Lothian ‘Respect for All’ policy within school community • Use Scottish Government Respect for All: Supplementary Guidance on Recording and Monitoring of bullying Incidents in Schools • Restorative approaches training • NSPCC ‘Speak Out – Stay Safe’ programme for P1-7 Assemblies and workshops • Positive lunchtimes training • Effective Circle Time training 		<p>service days Implementation group Led by DHT pupil support Teachers use personal CLPL time</p> <p>Implementation group led by Sally Penman (DHT) Autumn term 2018</p> <p>Assemblies (ongoing) Meet the Teacher September 2018</p> <p>School staff from August 2018</p> <p>May 2018 by all staff (delivered by EPS) SFL teacher attend Education Scotland training May 2018</p> <p>May 2019</p> <p>Jenny Moseley trainings at Windygoul PS</p>	<p>SEEMIS data on children with ASN is accurate Staff complete CICS (Completion of Inclusive Classroom Scale) as baseline and review throughout session</p> <p>Children report successes in their happiness in the new building, identifying their progress through understanding and use of wellbeing indicators, reduction in bullying incidents</p> <p>Parents, staff and children have shared understanding of definition Parents and children report fewer incidents of bullying</p> <p>Consistent and accurate recording of bullying incidents</p> <p>Positive evaluations following completion of training for RA Analysis of data by EPS</p> <p>Children will report feeling safe and empowered in post programme evaluation</p> <p>Toolkit of strategies to improve children’s experiences at lunchtime and build emotional resilience. Training to be cascaded within staff team, including playground supervisors</p>
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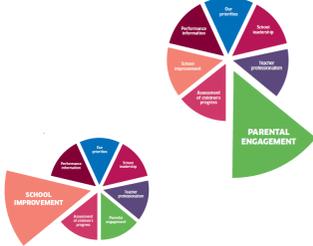
<ul style="list-style-type: none"> Individual behaviour planning for individual children Continue to use nurture principles to support children with additional needs through the operation and extension of the 'Anchor Room' and 'Harbour Room' facilities <p>Engage with the Rights Respecting Schools Award and embed children's rights in the life and work of the school</p> <ul style="list-style-type: none"> Right of the fortnight assembly 		<p>Ailsa Swinburne & Shona Thomas to attend September 2018</p> <p>Class teachers/SFL</p> <p>Pupil equity fund to support development ASN parent support group</p> <p>Bronze award achieved April 2018 Achieve Silver by June 2019 Jill Wareham (HT) & Steering group</p>	<p>Planning will be tailored to take account of individual needs Specific targets in IEPs for measuring progress in social and emotional wellbeing for identified children</p> <p>Children will access their entitlement to an inclusive learning environment Parent questionnaires/feedback on Nurture room</p> <p>Staff, children and parents to use the language of rights Greater tolerance and respect evident in interactions between all parties Increased awareness of global issues affecting rights, e.g. UNICEF Shoe Share, Send my Friend to School campaigns</p>
			

Priority: Improve inclusive approaches and secure a high quality inclusive learning environment at Law Primary (Targeted)

Actions	Drivers for improvement	When/Who	Impact/Evidence
<p>Provide high quality additional support for learning for children identified and assessed for targeted support.</p> <ul style="list-style-type: none"> Review of support for learning policy and dissemination to all teachers Review associated planning to meet additional support needs, including IEPs and Child's Plan Framework Review processes and practice associated with identifying, assessing and providing additional support for learning in line with national best practice 		<p>March 2018 David Watt, DHT pupil support & SFL teacher</p> <p>May/June 2018, shared with staff at August in-service 2018 Meet the Teacher Evening September 2018</p> <p>Time allocation in WTA to report on progress/share good practice (once per term)</p>	<p>Shared understanding of new policy Improved outcomes for children requiring additional support for learning</p> <p>Staff and parents are familiar with new SFL pathway and universal/targeted/additional levels of support</p> <p>Fulfil legislative duties in connection with additional support for learning Teachers report greater confidence in their classroom practice to personalise learning and support and meet ASN</p>

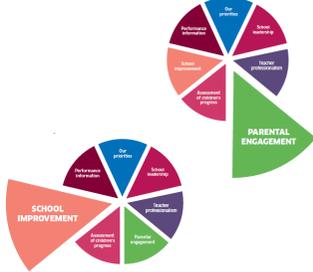


Priority: Develop a curriculum rationale for learning and teaching at Law Primary

Actions	Drivers for improvement	When/Who	Impact/Evidence
<p>Create a document which outlines the structure and rationale for our curriculum at Law Primary, based on our vision, values and aims and setting out what we want to achieve as a learning community. It defines the context of the school and approach to learning. “What do we want for our children and how will we work together to achieve this?”</p> <p>Education Scotland Primary Curriculum Improvement Toolkit</p> <p>Review progression within Health and Wellbeing curriculum to ensure children’s social and emotional wellbeing needs are being met</p> <p>Review learning experience in Primary 1 to introduce a ‘play based approach’ to learning.</p>		<p>Implementation group Lead = Ailsa Swinburne</p> <p>Parent Council Meetings</p> <p>CAT throughout session</p>	<p>Delivery of:</p> <ul style="list-style-type: none"> • expected progress for all • excellent progress for many • opportunities for leadership at all levels <p>Parents, children and staff have a shared understanding of the ethos and culture of the school</p> <p>Curriculum will be tailored to individual needs to a greater extent Higher levels of attainment and achievement. CFE levels & POLAAR assessments. Use available data to measure impact on closing poverty related attainment gap. Increased opportunities for pupil personalisation and choice leading to increased levels of engagement with learning, evidenced using Leuven scale.</p>



Priority: Improve parental engagement and confidence in our school as an inclusive and ambitious community for all

Actions	Drivers for improvement	When/Who	Impact/Evidence
<ul style="list-style-type: none"> Communicate more effectively with parents on our successes in developing our inclusive learning environment Raise awareness of GIRFEC and wellbeing indicators with parents Regular updates to Parent Forum on Rights Respecting Schools agenda Further improve relationships by engaging parents of those children receiving additional support as active partners in their child's learning and development and the life of the school, through use of ASN parent support group, e.g facilitate and host coffee mornings, invited speakers etc. Improve scheduling and administration around Child's Plan Meetings Review current parent helper policy 		<p>Pupil Council Parent Council</p> <p>Meet the Teacher September 2018</p> <p>Newsletters ASN Updates Digital Ninjas Parent representative on Steering Group</p> <p>DHT Pupil Support, SFL teacher and school office</p> <p>Implementation group</p>	 <p>Parents report increased satisfaction</p> <p>Shared approaches to improving provision in the school such as Harbour Room and Sensory room Regular meetings of ASN parent support group</p> <p>Meetings will be held on regular and timely basis. External agencies will attend meetings. Improved communication between all parties Children are supported more effectively</p> <p>Improved learning, achievement and support. Maintain high standards of confidentiality in respect to classroom experiences. Volunteers are PVG checked in accordance with guidelines.</p>



Maintenance areas:

Continue to develop and embed 1+2 languages. Further Erasmus funding will enable teachers to upskill in this area

Continue to promote 'Big Writing' and 'Big Talk' across the school as a means to engage and enthuse learners. Deliver parent workshop on this area.

Re-visit the work done with staff on 'Making Thinking Visible' as a refresher/training for new staff.

Continue to use Number Counts

P1-3 classes maintain Buddy Bear approaches to anti-bullying

Junior Award Scheme for Schools P6 and P7

Headstrong mental health programme for P7

Continue to embed vision, values and aims across all aspects of the school and with all stakeholders