

# Macmerry School Improvement Plan 2019-2020



Macmerry Primary School

#macmerrypupilsucceed

#bestyoucanbe

#choosekindness



# School Context, Aims, Values

Macmerry Primary School serves the ex-mining village of Macmerry and surrounding area. The social context of the school changed slightly with the building of nearly 50 council houses 5 to 6 years ago bringing a number of new families to the village.

Approximately 16% of children in the Fa'side Ward (Tranent, Macmerry and Wallyford) live in poverty. The proportion of children that live in poverty in the Fa'side Ward is higher than the overall proportion for East Lothian (13.7%) although it is lower than Scotland as a whole (18.6%). After housing costs, 25.1% of children in the TWM ward were identified as living in poverty, compared with 20.3% for East Lothian. 34% of adults in the Macmerry area have no formal qualifications (as compared to 25% in East Lothian)  
Our attendance rates average 95%.

The school roll at June 2019 was 123 with a nursery capacity of 30. Thirteen of our children are entitled to Free School Meals. The class structure this session was: P1/2, P2/3, P3/4, P5/P6 and P6/P7 and the classes are supported by 3 ASN's and 1 part-time Classroom Assistant. As from the end of June there will be a new Head Teacher in place, they will be supported by a Principal Teacher who will be non-class committed. The school has faced some staffing challenges: the PT acted up as HT from October until June when the Head Teacher undertook a secondment and no PT was appointed to backfill. The team is small but supportive and flexible team and there is an ethos of common purpose, namely providing the best service we can for the school community. The school is well supported by parents, families and the local community and have an active Parent Council and PTA.

## Our 3 School Rules

Be **ready**

Be **respectful**

Be **safe**

## Our Values

#bestyoucanbe

#choosekindness

Macmerry Pupils Succeed

## National Priorities (NIF)

In line with the National Improvement Framework, school improvement priorities should clearly articulate with the following 4 key priorities in session 2019/20:

- **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: Develop strategic leadership across the school and nursery class to drive forward improvements at an increased pace of change. In so doing, develop robust approaches to self-evaluation to identify areas for improvement.**

**Findings from inspection:**

1. Develop more robust approaches to self -evaluation, measuring the impact of new initiatives on outcomes for children and sharing good practice across school
2. Staff require further support and direction to ensure that they have a clear understanding of appropriate strategies to employ for effective T&L.
3. There is a need to provide more detail on how interventions will be delivered (PEF, intervention groups)
4. Establish and develop guidance which results in high quality teaching consistent learning and teaching approaches across all classes.
5. Insufficient opportunities for children to be involved in leading change within the school.
6. Embed HGIOURS across all classes to impact positively on school improvement.
7. Develop further staff understanding of learning pathways (curriculum frameworks), particularly areas out with literacy and numeracy.

Actions (SMART)	Impact	Evidence
<ol style="list-style-type: none"> <li>1. QA calendar formulated. Rigorous programme agreed and shared. Baseline data analysed and used to inform improvement plan. Improvement plan in place, formulated with and agreed by all staff and directly linked to WTA. PEF linked to school improvement planning processes and plan.</li> <li>2. 'What a lesson should look like at Macmerry' statement formulated. QA processes to ensure consistency across all classes.</li> <li>3. Baseline data gathered to inform target groups. PEF plan aligned to Improvement Plan.</li> <li>4. Peer observations within School Peer observations across cluster and wider ELC</li> <li>5. Pupil Council to work alongside SMT on School improvement</li> <li>6. Pupil Council and House Captains/Vice Captains to focus on HGIOURS</li> </ol>		

Pupil lead improvement plan formulated linked to school improvement plan

- 7. Continued use of all EL Curriculum Frameworks for planning and tracking

Planned moderation activity across school, ASG and STG's

Drivers for improvement



**Priority 2: Improve staff and children’s understanding of the wellbeing indicators to ensure that the needs of all children are met.  
Children should be supported to set meaningful targets and discuss their wellbeing with confidence in order to ensure that they all feel respected, responsible and included.**

**Findings from inspection:**

1. Develop children’s understanding of the wellbeing indicators and their ability to discuss wellbeing with confidence.
2. Link the wellbeing indicators with the UNCRC so that children their relevance to their wellbeing.
3. Begin to track and monitor children’s participation in extra-curricular activities and wider achievements.
4. Develop consistent approaches to recording relevant information in chronologies and preparing child’s plans in line with best practice and local and national guidelines.
5. CPMs should be reviewed to ensure SMART targets are included and clear timescales are set to review progress.
6. The school should consider, as a matter of urgency, the further development of nurturing approaches in order to support children displaying challenging behaviour in class.
7. Improve further the reliability of data.
8. Senior leaders to closely monitor and discuss predicted attainment figures with staff to ensure a shared understanding of achievement of a level standards.

Actions (SMART)	Impact	Evidence
<ol style="list-style-type: none"> <li>1. Enrol school in RRS scheme to take forward RRS agenda to improve staff and children’s understanding of Well-Being Indicators.</li> <li>2. As above.</li> <li>3. Add children’s wider participation section in to new pupil profiles.</li> <li>4. Clear guidance and procedures formulated and shared with all staff. Timetable for CPMs including follow up and review formulated. Ensure safeguarding procedures are in line with EL Practice and Policy.</li> <li>5. Timetable for CPMs including follow up and review formulated. Time allocated through WTA for staff and SMT to review. 0.4 FTE SfL teacher to oversee SMART targets for identified pupils.</li> <li>6. Nurture training with Ed Psych for all staff. CIRCLE training for teaching staff.</li> </ol>		

Managing Distressed and Challenging Behaviour training for all staff.  
 Breakfast club set up and Sensory room re-developed.

7. Baseline assessments undertaken for all pupils  
 Data used to identify gaps to inform Learning and Teaching focusses.  
 Moderation cycle training.  
 Planned moderation activity across school, ASG and STG's.  
 Whole school moderation activity- 1 area as focus to ensure consistent achievement of a level.

8. Engagement in ELC tracking and Monitoring pilot-staff training Nov-Dec.  
 Planned tracking and monitoring meetings with SMT as part of wider QA approaches.  
 Develop tracking docs that demonstrate progress over time.

Drivers for improvement





**Priority 3: Across the school, develop and ensure consistency in high quality learning, teaching and assessment.**

**Findings from inspection:**

1. A clear curriculum rationale, which reflects to unique context of the school community.
2. Ensure learning environments are stimulating with more examples of children’s work.
3. Develop further children’s ability to set targets and increase responsibility to help them to understand and take ownership of what they need to do to improve.
4. Teachers should ensure that children receive high quality feedback about their learning so that they know their next steps for improvement.
5. The school’s approaches to assessment are not yet fully developed or sufficiently aligned to CfE standards and expectations. Participation in further moderation activities in order to set standards and judge when children achieve a level.
6. The school needs to have a more rigorous approach to track and monitor children’s progress in their learning.

Actions (SMART)	Impact	Evidence
<ol style="list-style-type: none"> <li>1. Create curriculum rationale in conjunction/partnership with all stakeholders</li> <li>2. Create areas for display of children’s work in all classroom and learning spaces. Formulate display policy to ensure consistency and basic visual clues are on display in all rooms. Policy to include children’s voice, learning evidence-process and product and evidencing child leadership.</li> <li>3. Formulation and introduction of Digital profiles across all stages-children to set targets in conjunction with staff. Formulate child friendly numeracy tracker in line with Big Writing. Profiles and target menu. Talk time P1-3.</li> <li>4. Simplified whole school marking policy. Exemplars of high quality feedback through moderation. Feedback and next steps recorded in pupil profiles. Smile and step stickers-across each curricular area.</li> </ol>		

- 5. Baseline assessments.  
Moderation cycle training.  
Planned moderation activity across school, ASG and STG's.  
Whole school moderation activity- 1 area as focus.  
Formulate a working group to develop rich task/holistic assessments.
- 6. Engagement in ELC tracking and Monitoring pilot-staff training Nov-Dec.

Drivers for improvement



**Priority 4: The school needs to raise children’s attainment. Staff need to develop their approaches to moderating assessment and have a better understanding of national standards.**

**Findings from inspection:**

1. An agreed whole school approach to assessment and moderation, which consistently evidences breadth, challenge and application is required in order to set standards and to raise aspirations.
2. Significant work is required to engage staff in moderation both in school and within the cluster to improve the robustness of teacher judgements.
3. The school’s approaches to assessment are not yet fully developed or sufficiently aligned to CfE standards and expectations. Participation in further moderation activities in order to set standards and judge when children achieve a level.
4. Deepen understanding of national benchmarks to support planning for progression in learning to make more robust assessments of children’s progress.

Actions (SMART)	Impact	Evidence
<ol style="list-style-type: none"> <li>1. Baseline assessments. Moderation cycle training. Planned moderation activity across school, ASG and STG’s. Whole school moderation activity- 1 area as focus. Formulate a working group to develop rich task/holistic assessments.</li> <li>2. Baseline assessments. Moderation cycle training. Planned moderation activity across school, ASG and STG’s.</li> <li>3. Baseline assessments. Moderation cycle training. Planned moderation activity across school, ASG and STG’s. Whole school moderation activity- 1 area as focus Formulate a working group to develop rich task/holistic assessments.</li> <li>4. CAT session based on Education Scotland guidance. Embed benchmarks in assessment and planning processes across all stages.</li> </ol>		

Drivers for improvement

