

Saltoun Primary School Improvement Plan

2021-2022



Our School Context

Following an extended period of time where there have been a number of Head Teachers appointed and moving on from Saltoun 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.

Context of our school

Our school stands in the beautiful East Lothian countryside within the village of East Saltoun. The playground is spacious and purposeful with a great amount of greenery and nature. Saltoun Primary School currently has a roll of 30 learners from P1 to P6 who learn across two classes, P1-3 and P4-6. Our Early Years Setting (Nursery) will next year offer full days to meet 1140 hours across the 38 week (term time) to a maximum of 14 learners.

Lots of energy has been channelled into developing the outdoor play space, with a particular focus on loose parts play. We also take our learning to the nearby woodland, nicknamed Strawberry Woods, for sessions of Forest School. The school uses the local playing field, and hall, for physical education.

Saltoun and Humble Primary schools have a shared Head Teacher, who divides her time between both schools. Although we have a shared Head Teacher, we recognise that both schools have and retain their own unique identity. Both schools also have a Principal Teacher full-time, with Saltoun starting this session with job-share Principal Teachers. A system of communication is in place to ensure that the Head Teacher is available to, and in contact with both schools at all times.

Our School values the important role that our families play in the education of all our learners at Saltoun Primary. Staff aim to capitalise on opportunities for working in partnership with families, parents and carers in a variety of different ways to enhance the educational experiences of every child at Saltoun.

Saltoun is keen to welcome parents into school (in non-COVID circumstances) and are keen to encourage families, parents and carers to take an active role in the life of the school, whilst recognising that for some, the pressure of work or other commitments, might at times limit the face to face contact. Saltoun has a very supportive and active Parent Council and run a number of events to support the school whenever possible. All parents are invited to meetings and events run by the Parent Council and H2H (Happy 2 Help - the social and fundraising committee). The Parent Council are very supportive of the school and work collaboratively to ensure it is an integral part of the community.

Vision, Values and Aims

In Saltoun Primary School, we are committed to offering high quality learning experiences that are relevant, challenging and enjoyable.

Vision

Our school vision, *DARE* – ‘*Determined, Achieving, Responsible & Excellent*’ sets our shared belief that all our learners are determined to be the best they can be, set and achieve high goals for themselves, are responsible in and for their learning and working towards excellence.

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 Saltoun Primary School is underpinned by our set of core values where we are;

Kind Aspiring Inclusive Resilient Respectful

In Saltoun 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 Saltoun 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.
- Contribute to a positive ethos where all forms of achievement are celebrated.

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>Improvement in attainment with a particular focus on P1</p> <ul style="list-style-type: none"> Continue to implement the Learning, Teaching and Assessment Policy ensuring consistent, high quality learning and teaching across all stages 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 Implement and follow QA calendar which focuses rigorously on Monitoring and Tracking to improve learning and teaching Implement consistent learning and teaching approaches to improve attainment in literacy Regular moderation to ensure consistent learning and teaching approaches, and develop a shared understanding and expectation of achieving a level Increase levels of parental engagement in literacy <p>Whole School Development in the Teaching of Reading</p> <ul style="list-style-type: none"> Continue to evaluate and improve how reading is taught, utilising consistent high quality learning and teaching approaches Staff training in high quality learning and teaching approaches in reading Ensure a clear progression of skills from Early Years Setting to P7 is in place Develop a clear understanding of how reading is taught across the week to ensure depth and breadth Implement an assessment calendar where there are clear windows to use summative assessment to evidence and triangulate learners progress in reading <p>Developing the Assessment of Writing</p> <ul style="list-style-type: none"> Continue to evaluate and improve how writing is taught, utilising consistent high quality learning and teaching approaches Implement a whole school tool to effectively assess writing skills ensuring consistency across all stages which will show where learners are and clearly identify next steps Ensure that there is a clear progression of skills from Early Years Setting to P7 	<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"> School leadership Teacher professionalism Parental engagement Assessment of children's progress School improvement Performance information <p>East Lothian Sails</p> <ul style="list-style-type: none"> Leadership Learning Relationships 	<p>May 2022 DC/MT/KP</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"> Increased learner engagement and participation in learning across the stages Almost all learners achieve expected levels by the end of P1, P4 and P7 Learners will confidently use literacy skills in a range of contexts across the curriculum and begin to identify which skills they are using and why Parents and carers will feel better equipped to support their child's learning in literacy Evidence from regular Tracking and Monitoring meetings will identify key trends in learning and how these have been addressed Use of Scottish government teacher and Classroom assistant will provide a focus on the delivery of Reading and Numeracy interventions Teaching staff will provide informed and consistent ACEL data across all levels Consistent approaches to evidencing learning, teaching and assessment through learner profiles (format tbc). (Snapshot jotters? Assessment folders?) 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 All learners needs are met to allow them to fully engage in their learning, to progress and achieve Use of data will identify strengths and barriers to learning and will ensure gaps in learning are effectively addressed Learners will begin to identify and to discuss their next steps in learning and how they will achieve these Appropriate pace and challenge for all learners in reading 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 All learners needs are met to allow them to fully engage in their learning, to progress and achieve Use of data will identify any significant trends in strengths and barriers to learning and will ensure gaps in learning are effectively addressed Learners will be more confident in knowing and discussing their next steps in learning and how they will achieve these Appropriate pace and challenge for all learners in writing

<ul style="list-style-type: none"> • Implement an assessment calendar where there are clear windows to use summative assessment to evidence and triangulate learners progress in writing <p>Targeted Interventions in Reading, Writing and Numeracy</p> <ul style="list-style-type: none"> • Additional Scottish Government funded teacher and Classroom Assistant to deliver targeted interventions in Reading and Numeracy • PEF money invested in SALT one day a fortnight to deliver specific, planned interventions and to upskill staff through working collaboratively with SALT and through training • Use of data to identify barriers to learning and informed targeted interventions will ensure gaps in learning are effectively addressed. • Begin to implement a cohesive approach between SfL, support staff and class teachers ensuring that everyone is working together to meet the needs of all learners <p>Early Years Setting Specific</p> <ul style="list-style-type: none"> • Early Years Setting Policy and Guidance aligns with school documentation 		<p>Oct 2021 DC/NB</p> <p>Support staff</p> <p>All staff</p>	<ul style="list-style-type: none"> • All learners receiving targeted interventions will continue to close the gap towards their expected levels by the end of P1, P4 and P7, or make progress against any individual milestones • Regular assessment to measure impact of targeted interventions for each identified learner • Regular review of targeted interventions in place, to ensure it continues to meet the needs of each learner • All staff will have a shared language for learning which will enhance our Nurturing approaches • Staff will feel more confident and better equipped to identify and address barriers to learning • Robust data will ensure SfL have a clear focus in what a learners individual needs are and plan and implement specific, tailored interventions to close the gap • Focus learning of targeted interventions will be part of daily in class learning and teaching and will be shared with all applicable staff • Learners will know what their next steps in learning are and will be able to discuss how they will achieve this • Learners will be fully engaged in targeted and class learning and teaching <ul style="list-style-type: none"> • Early Years QA calendar aligns with the school QA calendar is beginning to provide evidence of progression across school, from Early Years to P7

PRIORITY 2: Leadership of Change (1.3)			
Actions	Drivers for Improvement (highlight)	When/Who	Impact/Evidence
<p>Strengthen Relationships across our School Community</p> <ul style="list-style-type: none"> • Continue to identify strategies to underpin priorities identified collegiately in the SIP including opportunities to engage in leadership at all levels • Embed our Vision, Values & Aims and our Curriculum Rationale • Continue to review and implement effective policy • Continue to find ways to better communicate with and engage with the extended parent body and wider community • 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 	<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>MAY 2022 DC All staff</p> <p>Oct 2021 DC All staff</p> <p>May 2022 SLT</p> <p>May 2022 DC/MT All staff</p> <p>Aug 2021 DC</p>	<ul style="list-style-type: none"> • SIP meetings with Key Stakeholders to share ongoing progress of school improvement • 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. • A Family and Learner friendly version of the SIP and CR will be shared with the wider school community • Evidence of bringing our Vision and Values to life is gathered • Recognition for learners who demonstrate behaviours linked to our Values and 'Above and Beyond' certificates will include school logo and be clearly linked to Vision and Values • School logo will be evident around the school and will be clearly placed on all school communication so all stakeholders will be confident in what they are and will form part of everyday language • Learner voice will be included on our Curriculum Rationale • Key documents will make clear links with school vision, values and aims • A cycle of review and implementation will ensure all policies are relevant and fit for purpose • Evidence of engagement and consultation with Key Stakeholders regarding key policy e.g. Positive Behaviour Expectations ensures consistent shared understanding these policies • Share Key polices with parents including via Website, Group-call and Parents Google Classroom • Strategies to share learning with families, parents and carers • 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) • 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 • SIP parent sessions to allow families, parents and carers to find out more about and contribute to SIP priorities. • Creation of Parent Google Class room permitting families, parents and carers to communicate with school SLT. A set of guidelines will be created around how this platform should be used e.g. when to contact school directly or post to share with others • Families feel supported and valued as part of the school community • Calendar of CAT, In-Service etc. is clearly linked to SIP

PRIORITY 3: Learning, Teaching and Assessment (2.3)

Actions	Drivers for Improvement (highlight)	When/Who	Impact/Evidence
<ul style="list-style-type: none"> • Continue to identify and share best practice to deliver excellent learning and teaching, and to critically evaluate practice • Implement the new planning formats across all curricular areas • Extend approaches to moderation across both schools • Continue to develop a Digital Policy across both schools. • Develop a digital skills progression to ensure learning and teaching is appropriate and effective • Continue to improve quality of learning and teaching in the Early Years 	<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>Ongoing DC All Staff MT – Reading JN – Writing NB – SfL AMc - Numeracy</p> <p>Ongoing DC/KP</p> <p>June 2022 DC/MT Digital Leaders</p> <p>Ongoing AA/MT</p>	<ul style="list-style-type: none"> • All staff will continue to make real links between Learning, Teaching and Assessment utilising an effective cycle to inform classroom practice • Learning, Teaching and Assessment Policy will continue to evolve to include agreed strategies that will provide excellent approaches and improved outcomes for learners • Relevant policies created, agreed and used – Reading and Writing • 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 • Consistent and manageable approach to planning will provide clear, overarching skills progression and coverage of Es & Os ensuring progressive, high quality learning and teaching experiences across all curricular areas from Early Years to P7 • Teaching staff will use planning formats that enable a clearer picture of learning, next steps and opportunities for effective differentiation • Staff more confident in making informed decisions about Achievement of a Level and how to evidence this • Consistent understanding of what Achievement of a Level looks like • Increased confidence in how we are delivering and supporting excellent learning and teaching • School will have registered for the Digital Schools (Scotland) Award • Whole school audit identifying strengths and next steps – will provide an action plan to work towards accreditation including strengths and areas of development • Successful accreditation as a digital school • Learners leading SIP priorities and sharing these with families, parents and carers e.g. sharing learning, leading digital learning opportunities etc • Evidence of staff and learners increased competencies in digital skills and this being embedded across learning • Learners will have greater understanding and ownership of their learning journey and next steps • In collaboration, Early Year staff will plan to improve the quality of learning opportunities and learning environments to enrich children's learning

			<ul style="list-style-type: none">• Practitioners use effective questioning to encourage children's engagement in learning• Moderation will demonstrate high quality observations will record meaningful engagement in learning and include the child's voice• Early Years collegiate overview will demonstrate and record CLPL undertaken to improve learning and teaching• Meetings between SLT, SEYP and Support Teacher are minuted and evidence supports• Develop ways to engage parents and carers in the life of the nursery and their child's learning and development that enables all parents to access e.g. those who work, those who are reluctant

PRIORITY 4: Ensuring Wellbeing, Equality and Inclusion (3.1)			
Actions	Drivers for Improvement (highlight)	When/Who	Impact/Evidence
<p>Developing an emotionally resilient ethos across our school.</p> <ul style="list-style-type: none"> • Continue to embed a whole school approach to Nurture, Recovery and Reconnection • Whole school approach to further improving Emotional Literacy • Continue to deliver Building Resilience Programme to all learners and children 	<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>Ongoing DC SALT</p> <p>Whole Staff</p>	<ul style="list-style-type: none"> • 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. This will build on previous work towards RRS. • 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. • School values visible and embedded across the whole school • Nurturing Principles embedded in whole school practice to ensure school offers a safe and happy place to learn • Whole school high expectations and setting high standards for all • Implementation of 'Zones of Regulation' to develop a shared language, and understanding of emotional literacy • Learners will be more confident in knowing and using strategies they can utilise when things don't go as expected. • Learner confidence in knowing their own learning, skills and how they can improve
<p>Embedding Meaningful Learner Participation</p> <ul style="list-style-type: none"> • Learner participation is a focus to enhance Well-being, Inclusion and Equality 		<p>May 2022 KP</p>	<ul style="list-style-type: none"> • Learners will feel listened to, valued and heard • Introduction of our Learner Participation and Wider Achievement Policy linking to Developing the Young Workforce and Skills for Learning, Life and Work • A review of Pupil Voice Groups (Decision Making Groups) will ensure that learners have a meaningful voice in learning and school improvements • Learners and staff aware of the links between what they are learning and the relevance to the wider community and the world of work • Learner Participation Policy created & shared with wider school community • Wider Curriculum provides an effective vehicle to evidence skills and links effectively to school improvement planning • Continue working towards DSA and Eco Schools awards • Separate Action plans created to work towards DSA & Eco
<p>Meeting the Needs of all Learners</p> <ul style="list-style-type: none"> • Enhance systems put in place last session to ensure the needs of all learners are acknowledged and addressed • Interventions are in place to support learners who are finding it tricky to develop positive reciprocal relationships 		<p>DC/FS (eco) DC/MT(DSA)</p> <p>Ongoing NB/DC</p>	<ul style="list-style-type: none"> • Collegiate overviews, staff meeting minutes and training resources evidence ongoing training linked to statutory requirements including annual CP training. • 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 • All staff working in collaboration with partner agencies to ensure positive outcomes for all learners

			<ul style="list-style-type: none">• Systems are in place to ensure regular timetabled CPMs are minuted, and key actions are shared with appropriate Key Stakeholders• Whole school overview tracks and monitors and evaluates the impact of key interventions for all learners including PEF and ASN