

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 Humbie 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.

How good is our leadership and our approach to improvement?

1.1 Self-evaluation for self-improvement

- *Collaborative approaches to self-evaluation*
- *Analysis and evaluation of intelligence and data*
- *Ensuring impact on learners' successes and achievements*

How are we doing?

- Staff have engaged enthusiastically, and with honesty, in self-evaluation activities. We have tried to use a range of approaches and tools to gather evidence but this has been limited by the impact of COVID and the challenges that this brings
- The SIP priorities for session 2020-2021 were to improve attainment and engagement in literacy and numeracy, to implement nurturing principles and, to use resources e.g. Building Resilience to support and enhance emotional wellbeing. We intended to further improve our use of digital technologies and gain a Digital Schools Award. However due to COVID, changes in staffing and an extended school closure some of these developments were not met and will be continued into the next session.
- We have ensured that teaching staff have had regular opportunity for collaborative self-evaluation across both schools offering a more meaningful vehicle for open and honest discussion. Although our data is disappointing, attainment figures this year is now considered more reliable and valid.

How do we know?

- We have introduced a programme of regular support staff meetings to ensure that they have the opportunity to contribute to self-evaluation processes and feel that their contribution is equally valued.
- The more consistent interrogation of data, what we use to gather data and when we gather data allows us to moderate, evidence and triangulate our understanding of what data tells us, and what a level looks like. Having this accurate data also means we know exactly where our learners are and what we need to do to improve.
- All staff are more confident in using their collective knowledge of learners and families in our schools, alongside the range of available data they have, to identify possible priorities for future improvement. In dialogue with colleagues, teaching staff are beginning to bring in this knowledge to support decisions around that learner. Staff are encouraged to effectively use 'How Good is Our School? (4th edition)' to reflect on their work.
- Changes in staffing, the return of our PT from maternity leave job sharing with a familiar PT colleague, a new EYP and appointment of a permanent Classroom Assistant, will contribute towards a more static team who will work collaboratively to facilitate change.
- Learners continue to work towards our Eco Schools Award with the support of a current and former Classroom Assistant. We continue to make progress towards this award despite the challenges that COVID has presented

What are we going to do next?

- Continue to develop a systematic and cohesive approach to using self-evaluation across Saltoun and Humbie Primary Schools providing a greater depth using relevant documents e.g. HGIOS 4
- Review Pupil Voice Groups and introduce a new system of Decision Making Groups to using HGIOURS and DMG Improvement Plans to effectively contribute to School Improvements.
- To gather a wider body of evidence from stakeholders including learners, families, parents and carers
- Embed our approaches to using Tracking and Monitoring to improve our understanding of learners needs and to gauge impact of priorities and interventions
- Relaunch how we celebrate learners' wider achievements and successes

From the evaluation of our evidence we feel that the quality of Leadership of Change is *(Excellent / Very Good / **Good** / Satisfactory / Weak / Unsatisfactory)*

1.3 Leadership of Change

- *Developing a shared vision, values and aims relevant to the school and its community*
- *Strategic planning for continuous improvement*
- *Implementing improvement and change*

How are we doing?

- This year has presented opportunities and challenges across our school. Following the appointment of a permanent Head Teacher across both Saltoun and Humbie Primary schools, our Acting Head Teacher and Depute Head Teacher have returned to their substantive posts. The new Head Teacher has approached her role with enthusiasm, and positivity. She has shown she is committed to the school and is providing a clear sense of purpose and direction in which to drive forward school improvement.
- Saltoun Primary School prides itself on offering a nurturing, friendly and warm ethos, which places learners at the centre of practice. This session, time has been spent revisiting the school Vision, Values and Aims (VVA). This process needs to be further refined and embedded in the life of the school. The school is currently working with an artist as to how to create a logo to illustrate our VVA. The school is held in high regard in the community of Saltoun and staff contribute willingly to school and community life.
- Staff are committed to driving forward changes that provide excellent learning and teaching experiences for our learners. The HT has encouraged all staff to take part in the Self Evaluation process using key documents such as HGIOS4, to critically evaluate where the school is and where next steps to improvement are. Next year's SIP is fully informed by the National Improvement Frameworks and East Lothian Councils key priorities.

How do we know?

- A number of Policies have been reviewed and implemented to provide a high level of basic provision and consistency in accordance with East Lothian and National Guidelines. The HT has facilitated opportunities for staff to work collegiately across both schools, to drive forward improvements and further enhance positive working relationships between both school teams. All staff now have access to school policy through the creation and implementation of Learning, Teaching and Assessment Toolkits. This is ensuring there is a much needed consistency in provision across stages and schools.
- Our Learning, Teaching and Assessment Policy provides us with a shared understanding of what our expectation of Learning and Teaching looks like in our school including ethos, systems and classroom setting. As part of this, we have taken the opportunity to centralise resources, keeping only those fit for the purpose of delivering high quality learning and teaching experiences.
- We have introduced a Quality Assurance and Assessment Calendar, from which we can ensure a consistent approach and understanding of learning expectations and standards in our school. We have begun a moderation programme which supports our shared understanding of what e.g. a level looks like in our school
- Our Early Years Setting has begun to review their policy ensuring that it is relevant to current guidance and expectation. The Senior Early Years Practitioner brings enthusiasm and passion to ensure that children are consulted in changes that impact their experiences
- Weekly meetings ensure all staff are aware of and informed of school, Local Authority and National Guidance. Staff are actively invited to participate in and contribute to dialogue which is now developing a consistent knowledge and practical application of key information. With taking meetings online, it has enabled more staff to attend where possible than those present in school that day. Minutes are also taken and shared for all staff to the information.

- Regular Support staff meetings mirror activities that teaching staff participate in ensuring consistency of approaches etc. across all staff. There is now opportunity for support staff to e.g. set the agenda for these meeting and to suggest possible CLPL opportunities and training that contribute to how effectively they can undertake and perform their roles when supporting learners.
- Across both schools the HT has encouraged opportunities for staff leadership. Humbie's current PT has taken a lead role in delivering the Building Resilience Programme across both schools, whilst staff from Saltoun are driving forward improvements in Literacy and Numeracy.

What are we going to do next?

- Continue to embed our Vision, Values & Aims and our Curriculum Rationale
- 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
- Continue to support leadership opportunities at all levels including developing Learner Participation
- Continue to review and implement effective policy.
- Continue to find strategies to better communicate with and engage with the extended parent body

From the evaluation of our evidence we feel that the quality of Leadership of Change is *(Excellent / Very Good / **Good** / Satisfactory / Weak / Unsatisfactory)*

How good is the quality of care and education we offer?

2.3 Learning, Teaching and Assessment

- *Learning and engagement*
- *Quality of teaching*
- *Effective use of assessment*
- *Planning, tracking and monitoring*

How are we doing?

- Overall, our learners experience learning in an environment that is based upon positive relationships leading to a nurturing ethos. This ethos provides almost all our learners with a safe base and security
- Overall, our pastoral care is effective and having had learners in their charge for up to 4 years (support staff longer), staff know their learners emotionally and socially.
- Teachers report that planning for a multi composite class provides challenges and often means planning is unwieldy and burdensome, particularly when aiming to plan by stage. As a result, pace and challenge is not as effective as it should be to meet learning needs.
- Most of our learners receive verbal feedback in their learning, but we need to ensure that this relates to the learning focus and learners are clear on what this means to them. We must now ensure that learners are given the chance to respond to and act upon feedback and make improvements to their learning
- Our very recent pedagogical developments are based upon research and are beginning to lead to improvements in the learning environment for pupils in almost all our classrooms
- We are now using assessment as a tool in the planning of teaching and learning, ensuring that it is manageable. An Assessment calendar is ensuring that we know what we are assessing and why. This in turn feeds into our Forward Planning Professional Dialogue ensuring we are focused on the needs of each learner.

How do we know?

- At Saltoun Primary School we aim to work together as a team to provide a happy, secure and stimulating learning environment where learners are motivated to learn, and feel safe, valued and heard. Almost all learners say that they enjoy attending school and are willing participants in their learning. Some learners have also indicated that they do not find the learning tasks offered in school challenging enough, whilst other learners say that their learning provides too much of a challenge. We are working together to ensure that we find ways to get it right for all our learners whilst making sure that we provide appropriate challenge and pace. This includes helping our learners understand where they are in their learning so they can talk about it with others and know that some level of challenge is good to help them progress.
- Since taking up her post, the new HT has continued to develop the concept of shared and agreed expectations for learning, teaching and assessment across both Saltoun and Humble Primary schools. Staff have worked collaboratively to identify a consistent expectation of basic learning and teaching standards for all learners. This will help to ensure that all learners experience activities that are varied and provide effective and appropriate levels of support and challenge. It will ensure that support staff, under the direction of the teacher, are working productively with learners to improve outcomes e.g. targeted interventions and maximises the time they have with them.
- Our draft Curriculum Rationale (CR) is underpinned by the principles of curriculum design, crucial to good practice. Our CR will ensure that Literacy, Mathematics & Numeracy and Health & Wellbeing will permeate all areas of learning. The HT has encouraged teaching staff to begin to take forward and lead upon curriculum developments including Reading, Writing, Numeracy and Learner Participation. These will inform School Improvements over the next Academic year.

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| <ul style="list-style-type: none"> • We use a variety of assessment evidence including e.g. SNSAs, summative and, in some instances, diagnostic assessment to inform teacher judgement of pupil progress and decisions relating to next steps in learning • Teachers are more confident in using recent improvements to our Tracking and Monitoring system to triangulate and evidence where a learner is in their learning, what their strengths and barriers are and what their next steps in learning are. Our new system enables us to make informed decisions to plan pupils' learning and identify the need for additional support and targeted interventions when appropriate • This year we have used our school grounds to offer authentic experiences for our learners. This is enabling learners to plan and participate in relevant contexts. However teachers are not making the links between what the children are learning, how this is linked to planned learning outcomes and to Skills for learning, life and work explicit to learners • Learners are regularly consulted in aspects about their learning. However learners do not yet recognise that this consultation has taken place and that their voice is being heard. We need to make the connections more explicit • Although families are very interested in the life of the school and are very supportive of the school team, most report that due to the turnover in HT over recent years, they tend not to engage in parental consultation. This has been further impacted by the guidance around COVID • Children within the early years setting enjoy learning through free-play, in both the indoor and outdoor learning environments. Children are independent in making choices for the available resources. Most children sustain interest and can concentrate for periods in purposeful play | <ul style="list-style-type: none"> • This year we have introduced guidance to set minimum and consistent expectations in what we use to plan and how we do this. We have refined planning formats ensuring these are manageable and effective tools. Our new planning formats have been trialled in Literacy and Maths which incorporate CfE Es&Os, Benchmarks and East Lothian Frameworks. Staff have reported that it allows for more effective planning and assessment across a multi-composite classroom showing clear progression and next steps, focusing on teaching by level of learning, not stage. Following the successful trial of using these plans this format will be adopted across all curricular areas in the next academic session. Staff are also beginning to use the google suite platform to host and share their plans with other staff. • This session we have begun to calendarise assessment windows providing regular, planned Attainment and Achievement meetings which informs our Forward Planning professional dialogue. This ensures that staff know their learners, where their gaps in learning are, and how planning for high quality learning and teaching will begin to close the gap. Our calendar includes regular, planned opportunities to moderate across Literacy and Numeracy, ensures that we will have consistent and shared high expectations, provides opportunities for moderation of ACEL data and that we 'get it right' for all our learners. This regular and planned approach ensures that interventions are put in early and regularly reviewed. • The Learning, Teaching and Assessment Policy provides a clear set of success criteria for teachers to reflect on their own practice and provides the quality assurance framework for classroom visits and dialogue about the strengths, aspects for development and next steps for teaching staff. • Quality Assurances processes and dialogue now include more opportunities for teachers to reflect on their practice and evidence commitment to improvement. • Quality assurance pro-formas are clearly linked to HGIOS4 quality indicators and GTCS or equivalent standards. • This session we have begun to introduce systems that enables teachers, SfL and SLT to collate, track and identify data over time at individual, class and year group levels. SLT meetings with class teachers are used to update and interrogate data and keep attainment at the forefront. This professional dialogue is then used to inform next steps in learning and to identify trends and any possible strengths and barriers. Information from this process will identify targeted interventions to close the gap, priorities for school improvement processes, and focus for collegiate time and staff CLPL. |
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- During the most recent period of Home Learning we effectively engaged most learners using ICT. We quickly ensured learners had access to digital technology to be able to participate in appropriate remote learning activities and provided those who did not have devices, or needed additional access due to siblings, with school chrome books. We monitored the engagement of and participation in, remote learning activities, identified learners who were not engaging with these opportunities and offered physical resources to these learners.
- To ensure that Digital skills are enhanced and embedded in daily practice, the school has begun to develop a Digital Learning Policy and have begun their journey towards a 'Digital School (Scotland) Award' and a 'Cyber Resilience & Internet Safety Award' by ensuring digital skills are enhanced and embedded in daily practice and developing skills for life learning and work.
- Parent Council online meetings are very well attended and are supportive of the school. However there is a reluctance to engage in the preferred method of feedback to the school that would help to inform school improvement
- Staff from the Early Years Setting engaged their children with suggestions of weekly activities, daily tweets and weekly phone calls. Staff also worked collaboratively with colleagues from Elphinstone, providing opportunity for moderation, and consistency in experiences. Activities offered were planned with learners next steps in learning in mind and ensured that they also continue to make progress against their frameworks. Levels of engagement with families were high and parents appreciated the range of activities and supports offered.

What are we going to do next?

- Continue to identify and share best practice in learning and teaching, and to critically evaluate practice
- Implement the new planning formats across all curricular areas and will provide a clear, overarching skills progression ensuring progressive, high quality learning and teaching experiences across all areas of school
- Extend approaches to moderation across both schools, identifying consistent expectation of what works well in planned learning and teaching
- Continue to develop a Digital Policy across both schools. Both Schools have registered for the Digital Schools (Scotland) Award, which will support staff and learners to identify strengths and areas for development
- Continue to consider how to improve methods of parental involvement and engagement in e.g. consultation to inform and effect change
- Learner Participation will be a focus for development next year. A review of Decision Making Groups will ensure that learners have a meaningful voice in learning and school improvements.

From the evaluation of our evidence we feel that the quality of Learning, Teaching and Assessment is *(Excellent / Very Good / Good / Satisfactory / Weak / Unsatisfactory)*

How good are we at improving outcomes for all our learners?

3.2 Raising Attainment and Achievement

- *Attainment in literacy and numeracy*
- *Attainment over time*
- *Overall quality of learners' achievement*
- *Equity for all learners*

How are we doing?

- Staff and learners continue to collaborate across our school to create a positive and nurturing learning environment built around a culture of trust. Staff know the learners well and know what their likes, hobbies and interests are as well as any other background information that is pertinent to that learner's progress and wellbeing.
- Relationships between staff and parents are excellent. Staff communicate regularly and as appropriate to meet the needs of each child. They ensure that parents are informed about and can share in their children's learning, progress and next steps.
- Data does not illustrate a poverty related gap but there are a number of learners across the school (particularly in P1) who are not on track to meet their expected levels. We recognise that COVID has had a significant impact on attainment this year and this alongside staff now being more confident in using assessment and the interrogation of data to inform, evidence and triangulate with professional judgement has identified a drop in attainment against learners being on track to meet expected levels but we now have accurate and valid data moving forward.
- We have implemented a robust tracking and monitoring system and regularly interrogate data. Staff meet regularly with HT to discuss learner progress to ensure there is a relentless focus on improving learners' attainment in literacy and numeracy.
- We have a clear plan to use data to plan and implement specific targeted interventions with a focus on literacy, numeracy and Health and Wellbeing, and to evidence the impact of interventions on improving outcomes for learners.
- PEF is being used to fund HWB interventions for a number of targeted learners.

How do we know?

- Staff engage with parents through a variety of different methods including parent information evenings, class newsletters, one to one consultations and written reports and are readily available to meet with or have a telephone conversation and discuss any issues and concerns that may come up out-with these planned times. Staff communicate informally with families regularly and are readily available at the beginning and end of each day. During the most recent period of Remote Learning, all families were contacted by school staff through weekly phone calls, offering support and Google Meets when required.
- Since taking up her post the HT is striving to improve other methods of communication including newsletters, website, Twitter, phone calls and written reports. When she is based in Saltoun Primary she meets and greets all learners throughout the soft start entry and uses this opportunity to be more visible and build positive relationships with families, parents, carers and learners. She is readily available to meet or have telephone conversations to discuss any worries, issues or concerns that may arise. However for a variety of reasons, including the impact of COVID, it can be difficult to engage with all parents and to receive feedback on e.g. aspects of school improvement.
- A more formal approach has been introduced to support the CPM process to support learners and families. An action plan is beginning to be created and used in consultation with families, partner agencies and relevant staff to target the identified needs of learners. Regular meetings are scheduled to review and update plans, ensuring CPMs are relevant and effective in supporting the learner.
- A cohesive system has been introduced across both schools to encourage a more consistent method in recording, sharing and actioning any Wellbeing concerns that might arise. There is scope to further develop staff confidence in accessing this process and what constitutes a Wellbeing concern.

- A new approach to assessing and tracking writing is currently being introduced across the school to accurately and consistently monitor writing progress and plan relevant and effective next steps

- This year the school has introduced a system to underpin and improve confidence in the information that is used to inform our SEEMiS data. Staff continue to use national benchmarks, together with data from a range of standardised and diagnostic assessments, and collaboratively interrogate available data to better inform their professional judgement of achievement of a level. Regular assessment windows, discussion with SLT and SfL, Assessment and Attainment meetings and data analysis enables staff to evidence and triangulate professional judgement in achieving a level. This enables staff to identify any e.g. strengths, trends and gaps in learning, and begin to plan for effective interventions.

What are we going to do next?

- To improve reading attainment through delivering a cohesive, high quality and consistent approach to the learning and teaching of reading from Early Years to P7
- To improve and raise writing through ensuring a cohesive, high quality and consistent approach to the learning, teaching and assessment of writing from Early Years to P7 is implemented
- Assessment calendars will ensure that staff continue to engage with regular, planned Attainment Meetings that effectively identify next steps in Learning for all learners, across the year
- Effective use of data will enable SfL, SLT and class teachers to plan and deliver effective targeted interventions appropriate to identified individual learners
- Strengthen our approaches to tracking and measuring the effectiveness of interventions to ensure best possible progress for learners and evidence improvement across Early Years to P7 including input from all adults involved in delivering interventions.
- Work with partner agencies to compliment and upskill all staff to implement innovative and sustainable interventions that will extend learning capacity of all learners

From the evaluation of our evidence we feel that the quality of Raising Attainment and Achievement is *(Excellent / Very Good / Good / Satisfactory / Weak / Unsatisfactory)*

What is our capacity for continuous improvement?

	<p>What is our capacity for continuous improvement?</p> <p>We have continued to make improvements to the Learning Provision we offer. Staff are increasingly collaborative in planning, evaluating and moderating approaches and strategies to ensure we offer informed, high quality learning experiences to and outcomes for all our learners. Our SLT encourages and supports innovative approaches to meeting SIP priorities, encouraging good practice based on sound research. Our HT has also initiated systems that ensure Achievement of a Level information is triangulated and provides robust evidence to support professional judgement.</p> <p>We have clear SIP priorities that will help us to ensure our learners are increasingly back on track to meet their levels at the appropriate times. A clear system of informed targeted interventions will be implemented, monitored and regularly evaluated to ensure that we support identified learners to make appropriate progress.</p>
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Overall Grading for Quality Indicators

Quality Indicator	1.1 Self-evaluation for self-improvement	1.3 Leadership of change	2.3 Learning, teaching and assessment	3.2 Raising attainment and achievement
HGIOS 4 Grading: 1 Unsatisfactory 2 Weak 3 Satisfactory 4 Good 5 Very Good 6 Excellent	4	4	3	3

Self-evaluation grading for 1.3, 2.3 and 3.2 will be submitted to Scottish Government for the annual NIF QI return by the central tea