

**Yester Primary School
School Improvement Plan
2020-2021**

School Context, Aims, Values

Our School Aims:

- At Yester we create a caring and secure environment where everyone feels happy, confident and valued.
- We are confident individuals, successful learners, responsible citizens, effective contributors.
- We learn in a way that suits us best.
- We encourage each other to do our very best in everything.
- We care about everyone in our school.
- We are proud of our school and community.

Specific contextual factor impacting on the school this year

- Society emerging from COVID-19. New approaches to learning.

Distinctive characteristics of the school

- Village of Gifford and widespread rural catchment area
- 45% of children coming to school by bus
- Active and supportive parent body

Key Priorities

In line with the National Improvement Framework, school improvement priorities should clearly articulate with the following 4 key priorities in session 2017/18:

- **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 Council Plan 2017- 2022

Addressing 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

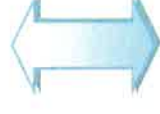
East Lothian Education Service Improvement Plan

- 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

Key Priorities

In your self-evaluation of the following QIs to include actions towards addressing the areas for improvement identified:

- 1.3 Leadership of change
- 2.3 Learning, teaching and assessment
- 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.
Include actions identified from the SEE survey and employee engagement survey.*

<p>Priority 1: Transition back to school, operational challenges and the recovery curriculum underpinned by HWB for all. NIF 1,2,4 HGIO54: 1.2 Leadership of learning 1.3 Leadership of change 2.2 Curriculum 2.3 Learning, teaching and assessment 2.5 Family Learning 3.1 Inclusion, equality and wellbeing 3.2 Raising attainment and achievement</p>			
<p>Lead: Head</p>	<p>Drivers for improvement</p>	<p>When/Who</p>	<p>Impact/Evidence</p>
<p>Actions</p>			

<ul style="list-style-type: none"> • Transition programmes for all classes - including N-P1 transition and a new GC class for the Nursery group • Parents - small groups to give overview of the way the school will operate - the new normal • HWB includes supporting stakeholders with return-to-school anxiety • Management of hygiene practices, PPE and social distancing. Parents in the playground, or in school? Produce FAQs for parents. • Management of pupils' travel to and from school, management of bus children on arrival/departure, lunches, nursery snack break times and fire drills • Staffing: changes to role of non-teaching staff with increase in supervision duties • Management of shared spaces eg corridors, toilets, dining hall, gym, cloakrooms • Limit on pupils' personal possessions, consideration of daily washing of school clothes: relaxing of school dress code no PE kits • Personal pack of learning resources for each child • Wiping down on shared resources, eg Chromebooks • One way-way system for entry/exit eg using fire doors • Recovery curriculum: guidance within the context of the school about teaching 		<p>From August 2020</p>	<p>Impact:</p> <ul style="list-style-type: none"> • The entire learning community of Yester returns in a synchronised, safe and well-planned programme for the benefit of all. • Mental health is a priority and monitoring and supporting in this area supersedes curricular concerns. • Differentiated curriculum meets needs of learners especially those with loss of learning time. • Parent/carers are well informed beforehand so that there is clarity on the operational and engagement routines of the school • Re-establishing the staff team <p>Evidence:</p> <ul style="list-style-type: none"> • All stakeholders feel confident and safe in response to the procedures, support and pedagogical approaches of the school. • Baseline assessments inform gaps in learning and approaches to recovery curriculum. • Pedagogy is informed by the recovery curriculum and is effective despite being different (eg, teaching using social distancing; no carpet work) • Procedures and guidelines are monitored for effect (eg hand-washing, transport, management of bus pupils etc). • PEF funding is used to support and nurture the most vulnerable children
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<p>specific areas of curriculum eg PE, music, drama</p> <ul style="list-style-type: none"> ● Pedagogy: changes to practice eg carpet time, assemblies (HT does online assembly with pupils remaining in classes), paired work in PE etc. ● Assessment as a baseline for re-engaging Progress and achievement over time? ● Health and Wellbeing: equity for children and responding to disadvantages during pandemic ● PEF funding: meeting the needs of vulnerable children who lost core entitlement due to pandemic ● Visual support timetable and social stories updated to include additional signs eg Covid-19 symbols 			
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Priority 2: Whole-school Nurture and Zones of Regulation
NIF: HGIOS4/HGIOELCC: 1.3 Leadership and management of change 1.4 Leadership and management of staff 2.2 Curriculum 2.3 Learning, teaching and assessment 2.4 Personalised support

3.1 Inclusion, equality and wellbeing 3.2 Raising attainment and achievement

Lead: Jen Jamieson, Michael Purves, Jill McNicol

Actions	Drivers for improvement	When/Who	Impact/Evidence
<p>Whole School Nurture:</p> <p>Increase resilience in our learning community. A whole school approach to build positive Mental and Physical Health and Wellbeing in the school community.</p> <p>Working with:</p> <ul style="list-style-type: none"> ● staff ● children ● families ● Educational Psychologists and appropriate partner agencies. <p>Whole school staff training (including all support staff) on “Zones of Regulation.”</p> <p>Complete training on “Managing Distressed and Challenging Behaviour” for teaching and support staff.</p> <p>Implementation of new policy.</p> <p>Link into health and well being curriculum framework and programme of study</p> <p>Continue to embed the inclusive approaches begun in session 2018-2019 using CIRCLE document to ensure a consistent approach across the school to meet universal children’s needs Zones of regulation</p>	<p>School Improvement</p> <p>School Improvement</p>	<p>From August 2020</p> <p>All staff, pupils and families</p> <p>TBC by authority</p>	<p>Impact:</p> <ul style="list-style-type: none"> ● All stakeholders will have a greater understanding of the importance of developing resilience for positive mental and physical health. ● Improved health and wellbeing leading to improved educational outcomes ● Culture of respect for all continues to be developed – measured by pupil/staff/parent feedback ● All staff have a clear understanding of strategies to use when managing distressed and challenging behaviour. <p>Evidence:</p> <ul style="list-style-type: none"> ● Trial wider use of Leuven scale across the school to track levels of pupil engagement ● Trial use of Zones of Regulation ● Distressed and challenging behaviour managed consistently and appropriately.



Priority 3: Professional Development of Staff NIF: 1,2,4,5,6 HGIO54/HGIOELCC: 1.3 Leadership of change 1.4 Leadership and management of staff 2.2 Curriculum 3.1 Inclusion, equality and wellbeing 3.2 Raising attainment and achievement: 2.5 Family Learning Lead: Head teacher/ Alison/ Ruth/ Nigel				
Actions	Drivers for improvement	When/Who	Impact/Evidence	
SEEMIS - tracking and monitoring training Attend authority training and implement in school	Assessment of children's progress. School improvement Performance Information.	TBC by authority All teaching staff/HT/admin staff (where applicable)	 <ul style="list-style-type: none"> ● Impact - all tracking and monitoring information will be held in a central, consistent format allowing teachers to identify patterns, trends, strengths and weaknesses and to use this information to drive attainment through: planning, differentiating, ensuring inclusion and enabling effective reporting and transitions. ● Evidence - 1. teachers will identify areas for focus and these will be discussed in tracking meetings/CATs and decisions implemented. ● Evidence - 2. Improved attainment in identified groups/individuals/curricular areas. 	
SEEMIS - Pastoral Notes Training Teachers will access and record pastoral notes for pupils.	School Improvement	TBC by HT All teaching staff	<ul style="list-style-type: none"> ● Impact - notes will be gathered to ensure the wellbeing of all pupils is being met. Children at risk will be identified and supported within school, within the community and by outside agencies if appropriate which may be coordinated through child's planning meetings. ● Evidence - 1. Teachers will update notes when required. ● Evidence - 2. Pastoral notes will be used to plan support. 	
EVOLVE training - all teachers will risk assess trips and write their own EVOLVE.	School improvement	TBC by HT All teaching staff	<ul style="list-style-type: none"> ● Impact - All safety issues will be considered, recorded and responded to when going on trips. ● Evidence - 1. Teachers will complete EVOLVEs and these will be signed off by HT. 	

<p>Professional Enquiry - staff will select areas for focus and development.</p>	<p>Teacher professionalism</p>	<p>All Staff</p>	<ul style="list-style-type: none"> ● Impact - staff will take the lead in their professional development, be reflective practitioners and continue to develop their learning. ● Evidence - Staff will have the opportunity to share their investigations, learning and conclusions with other staff.
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<p>Priority 4: Implement L3 (Modern Languages) NIF: 1,2,3,5 HGIOELCC: 1.3 Leadership of change 1.4 Leadership and management of staff 2.2 Curriculum 3.1 Inclusion, equality and wellbeing 3.2 Raising attainment and achievement 2.5 Family Learning Lead: Head teacher/ Alison</p>			
<p>Actions Share rationale of L3 and ELC Planning Guidance with all staff to ensure mutual understanding.</p>	<p>Drivers for improvement School Leadership Teacher Professionalism</p>	<p>When/Who HT and Alison to lead. Teaching staff, P5,6,7 teachers specifically</p>	<p>Impact/Evidence Impact - All staff will show understanding of the rationale of L3 by engaging in discussion and promoting ideas for delivery. P5-7 teachers will plan and deliver L3 in line with ELC and Education Scotland guidelines.</p>

<p>Identify resources (including staff and parents) to assist delivery of L3.</p> <p>Agree a whole school approach to delivery and assessment of progress.</p>	<p>Parental Engagement School Improvement</p>	<p>All staff</p>	<p>Children will engage enthusiastically in new learning and show an interest in the language and culture of different countries.</p> <p>Evidence - Engagement of staff and pupils. Increased attainment in modern languages.</p>
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<p>Session:</p>	<p>School Provisional priorities for the following 3 sessions:</p>
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2020/21	Supporting health and wellbeing (including mental health) across the whole school community. Zones of Regulation – SALT /ED PSYCH Practitioner Enquiry Parental Engagement
2021/22	Supporting health and wellbeing (including mental health) across the whole school community. Co-operative learning Rights Respecting Schools
2022/23	Supporting health and wellbeing (including mental health) across the whole school community.

