

# East Plean Primary School and Nursery



## Standards and Quality Report Session 2018-2019



## **Introduction**

**This report tells you about the quality of education at East Plean Primary School and Nursery.**

This Standards and Quality report summarises the progress the school has made in 2018-2019 in meeting our priorities in our annual School and Nursery Improvement Plan, which takes into account national priorities, local priorities, and the priorities identified within our Learning Community.

The sections of the standards and quality report will provide feedback on our improvement progress and outcomes for learners in relation to the following Quality Indicators from HGIOS 4:

- 1.3 Leadership of change
- 2.3 Learning, teaching and assessment
- 3.1 Ensuring wellbeing, equality and inclusion
- 3.2 Raising attainment and achievement
- 3.2 Securing children's progress (Nursery)

## **Context of the school**

### **East Plean Primary School and Nursery**

East Plean Primary School is a non-denominational school with a nursery class. It serves the village of Plean. Our current school roll is 166 with 40 children in Nursery. The building has been constructed to support cross stage working with shared work areas. This not only supports active learning but the development of collaboration between classes and effective transition. We are a triple A rated school for energy with solar and thermal panels providing electricity and hot water. Our active Parent Council meets monthly and contributes effectively to the development and continuous improvement of the school and nursery.

East Plean Learning Community is a nurturing environment in which supportive relationships reflect our vision, values and expectations and ensure we provide an ethos which promotes learning and encourages our learners to have high aspirations and expectations for themselves.

It is the shared vision of all within our learning community that we want our young people to have high expectations and aspirations and that they will become confident, successful, responsible and effective within society. To learn effectively and achieve their potential a child must have their physical needs met, feel safe, secure and loved, be valued and listened to, have clear boundaries, expectations and positive role models.

East Plean is a strong, inclusive community with a clear emphasis on listening and caring which is reflected in our school values:

“Caring about ourselves,  
Caring about each other and  
Caring about our school community.”

Our values are at the heart of our learning and teaching and underpin our vision and practice.

Our ethos and expectations reflect our vision and ensure equity for our learners in a community which is safe, fair, respectful and inclusive.

## Review of Progress for Session 2018- 2019

<ul style="list-style-type: none"> <li><b>School Priority: Skills for Learning, life and work</b></li> </ul> <b>To embed skills for learning, life and work in policy and practice across our school and nursery learning community.</b>	
<p>National Improvement Framework Priority:</p> <p>Improvement in employability skills and sustained, positive school-leaver destinations for all young people.</p> <p>Key drivers for improvement:</p> <ul style="list-style-type: none"> <li>Assessment of children's progress</li> <li>Family engagement</li> <li>School Leadership</li> <li>Staff Professionalism</li> <li>School Improvement</li> </ul>	<p>HGIOS 4 and HGIOELC:</p> <p>1.3 Leadership of Change</p> <p>2.2 Curriculum</p> <p>2.5 Family Learning</p> <p>2.7 Partnerships</p> <p>3.3 Increasing Creativity and Employability</p> <p>Children's Services Plan Outcomes:</p> <ul style="list-style-type: none"> <li>All children thrive as a result of nurturing relationships and stable environments in their own school and community.</li> <li>Children, young people and their families are respected as equal partners in decision making and planning.</li> </ul>
<p>Progress:</p>	<ul style="list-style-type: none"> <li>Medium term planners in school were updated to include a "My World of Work" section to highlight opportunities to embrace and embed skills for learning, life and work links.</li> <li>Skills focus is evidenced on school and Nursery planners and displayed consistently.</li> <li>A parent/ carer database of career and skills was established. A few parents/ carers have visited classes to share their skills and enhance the learning experience for learners.</li> <li>Our Community partnerships database was established and a wide range of visitors have enhanced the learning experiences of all learners from Nursery- Primary 7 this session, evidenced in our Visitors' Learning Log.</li> <li>The "Skills" Display has enhanced the focus on careers and jobs with a focus at Assembly each fortnight on a wide variety of jobs and careers available.</li> <li>A very successful World of Work Week was held in January 2019. All learners from Primary 1-7 participated in excursions, visits and welcomed visitors to enhance their understanding of skills, learning, life and work.</li> <li>We held a very successful CPR training day for learners and families with 11% of families participating. This event was organised by a parent on our Parent Council. All learners and staff from P1-7 learned how to "Save a Life".</li> </ul>
<p>Impact:</p>	<ul style="list-style-type: none"> <li>Most learners from Primary 1-7 are able to talk confidently about skills and how they use</li> </ul>

	<p>them in the classroom. The majority of learners from Primary 4-7 are able to talk about how skills will be used in careers, jobs and future experiences.</p> <ul style="list-style-type: none"> <li>• We are making more significant use of our community and our parents and carers to enhance learning experiences and ensure relevance, meaning and impact for learners across Nursery and school.</li> <li>• Meaningful experiences have enhanced writing and numeracy opportunities across all stages. Most learners are able to talk confidently and with enthusiasm about learning experiences linked to skills, visitors and excursions across the community.</li> </ul>
Next steps:	<ul style="list-style-type: none"> <li>• To ensure skills for learning, life and work continue to be embedded in planning, learning and teaching across all stages.</li> <li>• To continue to develop learners' ability and opportunity to talk about their skills, apply skills and develop their skills effectively to ensure progress in learning across all areas.</li> </ul>

<ul style="list-style-type: none"> <li>• <b>School Priority: Numeracy</b></li> </ul> <b>To develop and embed a whole school approach to maths and numeracy pedagogy.</b>	
<p>National Improvement Framework Priority: Improvement in attainment, particularly in literacy and numeracy</p> <p>Closing the attainment gap between the most and least disadvantaged children and young people</p> <p>Key drivers for improvement:</p> <ul style="list-style-type: none"> <li>• Assessment of children's progress</li> <li>• Family engagement</li> <li>• Performance data and evidence</li> <li>• Leadership</li> <li>• Staff Professionalism</li> </ul>	<p>HGIOS 4 and HGIOELC:</p> <p>1.3 Leadership of Change 2.2 Curriculum 2.3 Learning, Teaching and Assessment 2.4 Personalised Support 3.2 Raising attainment and achievement</p>
	<p>Children's Services Plan Outcomes:</p> <ul style="list-style-type: none"> <li>• The attainment gap relating to poverty, additional support needs and looked after children and young people is reduced.</li> <li>• All children thrive as a result of nurturing relationships and stable environments in their own school and community.</li> </ul>
Progress:	<ul style="list-style-type: none"> <li>• Authority Numeracy Progression Pathways have been embedded into the planning, learning and teaching process across all stages in school.</li> <li>• All staff were involved in meaningful dialogue about current numeracy practices and resources.</li> <li>• As part of leadership opportunities a few staff visited other establishments</li> </ul>

	<p>to consider alternative resources and learning and teaching practices.</p> <ul style="list-style-type: none"> <li>• All teaching staff and support staff received training and information from Active Heinemann in February 2019.</li> <li>• Two staff attended Big Maths training in November 2018.</li> <li>• Four staff piloted the Active Heinemann resources and fed back to all teaching staff.</li> <li>• Staff agreed to purchase the Active Heinemann Numeracy resources in full and begin to use them during Term 4 of 2018/19 session.</li> <li>• Maths materials purchased and distributed to classes March 2019.</li> <li>• All teaching staff and Nursery staff have engaged effectively in Numeracy moderation activities across the Learning Community, sharing practice and moderating attainment of a level.</li> </ul>
Impact:	<ul style="list-style-type: none"> <li>• As a result of collegiate dialogue all staff have reflected on their practice, shared approaches and been involved in constructive discussion about the learning and teaching of numeracy and mathematics across the school.</li> <li>• Discussion about barriers to learning and attainment have been effective in ensuring adaptations and interventions have been put in place.</li> </ul>
Next steps:	<ul style="list-style-type: none"> <li>• Staff to agree whole school approaches in relation to Big Maths.</li> <li>• All staff to design and agree Numeracy strategy for East Plean Primary School.</li> </ul>

**School Priority: Literacy**

**To ensure a whole school approach to raising attainment in literacy is embedded in practice.**

<p>National Improvement Framework Priority:</p> <p>Improvement in attainment, particularly in literacy and numeracy</p> <p>Closing the attainment gap between the most and least disadvantaged children and young people</p> <p>Key drivers for improvement:</p> <ul style="list-style-type: none"> <li>• Assessment of children's progress</li> </ul>	<p>HGIOS 4 and HGIOELC:</p> <p>1.3 Leadership of Change</p> <p>2.2 Curriculum</p> <p>2.3 Learning, Teaching and Assessment</p> <p>2.4 Personalised Support</p> <p>3.2 Raising attainment and achievement</p> <p>Children's Services Plan Outcomes:</p> <ul style="list-style-type: none"> <li>• The attainment gap relating to poverty, additional support needs and looked after children and young people is reduced.</li> </ul>
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<ul style="list-style-type: none"> <li>• Family engagement</li> <li>• Performance data and evidence</li> <li>• Leadership</li> <li>• Staff Professionalism</li> </ul>	<ul style="list-style-type: none"> <li>• All children thrive as a result of nurturing relationships and stable environments in their own school and community.</li> </ul>
<p>Progress:</p>	<ul style="list-style-type: none"> <li>• Authority Literacy Progression Pathways have been embedded into the planning, learning and teaching process across all stages in school.</li> <li>• Reading Ambassadors have continued to support small groups and individuals across Primary 1-7 this sessions focusing on Word Aware, Listening, Colourful Semantics and Fun with Narrative(Speech and Language Programmes)</li> <li>• All class teachers and some Support Staff participated in Colourful Semantics training in September 2018.</li> <li>• Group novels were purchased for all classes to enrich the resource available for group reading within classrooms.</li> <li>• Non- fiction texts were purchased to enhance current Interdisciplinary Learning and to address gaps in identified areas of learning.</li> <li>• Further library furniture has been purchased to store books and make sure they are accessible and engaging for learners.</li> <li>• Two teaching staff, as part of leadership opportunities, completed an application to Scottish Book Trust for funding towards an Author Visit. All classes from P1-7 enjoyed a visit from Linda Strachan in February 2019.</li> <li>• Classes have also enjoyed participating in a number of Author Live events over the course of the session which have been arranged by a member of staff.</li> <li>• All nursery entrants received a Book gift on entry to Nursery during session 2018/19.</li> <li>• All 3 year olds received the Book Bug Bag during session 2018/19.</li> <li>• Primary 1-3 received their Book Bag from Scottish Book Trust during session 2018/19.</li> <li>• Primary 7 received a Book gift upon departure from school in June 2019.</li> <li>• Resources have been created to ensure we are a “Visual School”.</li> <li>• Our “Book Nook” was created to provide learners a quiet, relaxing area</li> </ul>

	in which to enjoy reading and promote a love of reading.
Impact:	<ul style="list-style-type: none"> <li>• Class teachers report a positive impact on reading and writing within class learning for almost all learners engaged in the Speech and Language supports.</li> <li>• Almost all teaching staff have used the Colourful Semantics approach in classrooms to further enhance literacy learning and to provide universal support for all learners.</li> <li>• Learners' feedback demonstrates an increase in reading enjoyment across all stages within school with some learners selecting Reading in our Book Nook as a Golden Friday activity.</li> </ul>
Next steps:	<ul style="list-style-type: none"> <li>• Continue to provide targeted and universal support for learners through: <ul style="list-style-type: none"> <li>- Speech and Language Groups and supports</li> <li>- the use of "Teaching Children to Listen" across Nursery- P7</li> <li>- Visual School display across Nursery- Primary 7</li> </ul> </li> <li>• Provide books for Nursery entrants and Primary 7 leavers during session 2019/20.</li> </ul>

**School Priority: Health and Wellbeing**

**To develop and embed a learning community approach to meeting the health and wellbeing needs of learners and families within our school community.**

<p>National Improvement Framework Priority: Improvement in children and young people's health and wellbeing</p> <p>Key drivers for improvement:</p> <ul style="list-style-type: none"> <li>• Assessment of children's progress</li> <li>• Family engagement</li> <li>• Performance data and evidence</li> <li>• Leadership</li> <li>• Staff Professionalism</li> </ul>	<p>HGIOS 4 and HGIOELC:</p> <p>2.1 Safeguarding and child protection</p> <p>2.4 Personalised support</p> <p>3.1 Ensuring wellbeing, equality and inclusion</p> <p>3.2 Raising attainment and achievement</p> <p>Children's Services Plan Outcomes:</p> <ul style="list-style-type: none"> <li>• All children thrive as a result of nurturing relationships and stable environments in their own school and community.</li> <li>• Children and young people are mentally and emotionally healthy.</li> </ul>
Progress:	<ul style="list-style-type: none"> <li>• A Health and Wellbeing Officer was appointed and took up the appointment in May 2018.</li> <li>• A Family Room was created. This has created a safe, welcoming and trusted place where parents /carers have</li> </ul>

	<p>reported feeling comfortable and engage more effectively in discussion.</p> <ul style="list-style-type: none"> <li>• Daily attendance checks on targeted group of children with attendance below 90% carried out.</li> <li>• Staff updates re: recording attendance accurately on Seemis complete.</li> <li>• Process to ensure good attendance at Stage 2 Staged Intervention Meetings January-March 2019 put in place by HWB Officer.</li> <li>• Follow up late attendance process put in place.</li> <li>• Individual support for learners and families to address sleep/time keeping and anxiety/illness concerns.</li> <li>• Daily check in and check out for a group of identified learners in place.</li> <li>• A database of supports available for families created by HWB Officer and shared as required.</li> <li>• 3 Family Learning sessions organised and run following parent led survey of parents/carers across the school.</li> <li>• Health and Wellbeing Officer attended training by University of Glasgow on CBT linked to sleep.</li> <li>• 4 Lego Therapy programmes have run this session following 2 staff attending training during 2017/18.</li> <li>• During session 2017/18 Primary 5 developed a more effective physical activity for our context to replace Mile a Day. Our learners created "Bat on the Run". This has been introduced and embedded in practice across all classes from Primary 1- Primary 7 during session 2018/19.</li> <li>• Our school character "Marvel" has introduced all learners to resilience and to the "tools" to help them manage their emotions and interactions safely and effectively in school and community.</li> </ul>
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	<ul style="list-style-type: none"> <li>• This resilience toolkit has been shared with parents and carers during family events and through display and school newsletters during 2018/19 session.</li> <li>• A variety of lunch clubs ran from January – March 2019 with <ul style="list-style-type: none"> <li>-61 learners from P2, 4 and 5 participating in the Lego Lunch Club</li> <li>-49 learners from P1, 2,4 and 5 participating in the Zumba Lunch Club</li> <li>- 26 learners from P3, 6 and 7 participating in the Library Lunch Club</li> <li>-41 learners from P3, 6 and 7 participating in the Sports Lunch Club</li> </ul> </li> </ul>
Impact:	<ul style="list-style-type: none"> <li>• The newly refurbished Family Room has been an excellent asset for partnership between home and school. Professionals, parents, staff and learners have all provided positive feedback and comment. Staged Intervention meetings have taken place in the Family Room following feedback from parents reporting improved comfort and more relaxed environment without a large table.</li> <li>• Daily attendance checks have resulted in improved attendance for a few targeted learners. Improved attendance has impacted positively on attainment and engagement in learning also.</li> <li>• The use of a school mobile phone has increased parental contact with school to notify school of absence and to make arrangements to meet with the HWB Officer to discuss concerns and anxieties. This improved home/ school contact and communication has improved experiences for a few learners as a result.</li> <li>• As a result of the contact process for Stage 2 Staged Interventions meetings 98% of parents attended the Stage 2 meetings from January- March 2019. This is a significant improvement in</li> </ul>

	<p>attendance rate and as a result of attending the meetings stronger partnership working is in place and increased positive outcomes for learners are ensured.</p> <ul style="list-style-type: none"> <li>• For a few targeted learners lateness has stopped completely and for a few lateness has significantly reduced.</li> <li>• HWB Officer individual and group work has resulted in positive feedback from parents and learners with attitude, mindset and engagement in learning increasing and improving.</li> <li>• The HWB Officer has supported a few parents with home learning this session. Parents' understanding of the value of home learning and increasing their confidence to support their child has improved and resulted in a positive impact for the learners.</li> <li>• The majority of learners have reported using one or more resilience tools in school. Resilience tools are often referred to during restorative conversations with learners as a solution or support to be used.</li> <li>• 14 parents/ carers attended the family learning sessions in April and May 2019.</li> <li>• The lunch clubs have provided learners stimulating and enjoyable activities during lunchtime. 76% of Primary 1-7 participated in a Lunch Club during January- March 2019. As a result of the positive feedback outdoor lunch clubs were established for April- June 2019.</li> </ul>
Next steps:	<ul style="list-style-type: none"> <li>• Plan to continue the Health and Wellbeing Officer role during session 2019/20.</li> <li>• Embed SLA run lunch clubs in practice during 2019/20.</li> <li>• Embed use of resilience tools through Playground Charter, class learning and restorative conversations.</li> </ul>

	<ul style="list-style-type: none"> <li>• Ensure Seemis records Nursery attendance accurately with change to hours.</li> </ul>
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<b>School Priority: Curriculum</b> To update curricular guidance to ensure high quality learning and teaching.	
National Improvement Framework Priority:  Key drivers for improvement: <ul style="list-style-type: none"> <li>• Assessment of children's progress</li> <li>• Family engagement</li> <li>• Performance data and evidence</li> <li>• Leadership</li> <li>• Staff Professionalism</li> </ul>	HGIOS 4 and HGIOELC: 2.2 Curriculum 2.3 Learning, Teaching and Assessment  Children's Services Plan Outcomes: <ul style="list-style-type: none"> <li>• The attainment gap relating to poverty, additional support needs and looked after children and young people is reduced.</li> <li>• All children thrive as a result of nurturing relationships and stable environments in their own school and community.</li> </ul>
Progress:	<ul style="list-style-type: none"> <li>• Staff engaged in discussion about adaptation to EPPS RME programme to embrace the Authority RME Progressive Planner.</li> <li>• One member of staff, as part of the leadership opportunity adapted EPPS RME planner and programme which all teaching staff endorsed and agreed.</li> <li>• Staff collegiate session on Language 1+2 completed. Staff agreed the EPPS approach to additional languages at P5, 6 and 7 stages from August 2019.</li> <li>• 2 more teaching staff completed the French teaching training during 2018/19.</li> <li>• Guidance for EPPS Languages 1+2 approach drafted.</li> <li>• EPPS Technologies guidance updated in line with Authority Progression Pathways.</li> </ul>
Impact:	<ul style="list-style-type: none"> <li>• Clear guidance in place for RME learning and teaching to ensure high quality learning and teaching and progression in learning.</li> <li>• Clear guidance in place for Languages 1+2 in place in EPPS to ensure learners in P5, 6 and 7 engage in an additional language.</li> </ul>
Next steps:	<ul style="list-style-type: none"> <li>• Endorse Languages 1+2 Guidance and approach following roll out during session 2019/20.</li> <li>• All teachers to use RME, 1+2 and Technologies Guidance when planning and delivering high quality learning and teaching.</li> </ul>

**School Priority: Learning and Teaching- Nursery**

To embed quality learning experiences and routines across the Nursery.

<p>National Improvement Framework Priority:</p> <p>Key drivers for improvement:</p> <ul style="list-style-type: none"><li>• Assessment of children's progress</li><li>• Family engagement</li><li>• Performance data and evidence</li><li>• Leadership</li><li>• Staff Professionalism</li></ul>	<p>HGIOS 4 and HGIOELC:</p> <p>1.3 Leadership of Change</p> <p>2.3 Learning, teaching and assessment</p> <p>2.7 Partnerships</p> <p>3.1 Ensuring equality, wellbeing and inclusion</p> <p>3.2 Securing children's progress</p> <p>Children's Services Plan Outcomes:</p> <ul style="list-style-type: none"><li>• All children thrive as a result of nurturing relationships and stable environments in their own school and community.</li><li>• Implement Phase 1 of the expansion of early learning and childcare to 1140 hours by 2020.</li></ul>
<p>Progress:</p>	<ul style="list-style-type: none"><li>• New Nursery staff team created a Staff Charter and agreed in February 2019.</li><li>• Newly formed team have embraced the vision, values and ethos across the Nursery.</li><li>• As a result of collegiate dialogue and staff piloting a variety of approaches the newly formed Nursery team have developed clear routines, structure and rhythm to the Nursery day to ensure learners' wellbeing, progress and enjoyment.</li><li>• Staff have updated and adapted planning formats to ensure clear progression in learning for all Nursery learners.</li><li>• Online Journals have been introduced successfully and are in place for all learners in Nursery.</li></ul>
<p>Impact:</p>	<ul style="list-style-type: none"><li>• Our Nursery received positive feedback from our Care Inspection in March 2019 with Very Good for Quality of Care and Support and Quality of Staffing.</li><li>• Clear planning and focused learning ensures learners' next steps are identified and addressed effectively to ensure progress.</li><li>• Online journals ensure progress is recorded, monitored and shared effectively with families.</li></ul>
<p>Next steps:</p>	<ul style="list-style-type: none"><li>• Continue to adapt planning to ensure continued progress for learners.</li></ul>

**Progress and impact of Pupil Equity Fund:  
East Plean Primary School PEF Allocation: £60,000**

- **Health and Wellbeing Officer**

A few parents are beginning to make appointments with our Health and Wellbeing Officer to seek advice and discuss concerns about aspects of health, sleep and routines because they realise the positive impact this will have for their child and they appreciate the support they receive.

Mrs Kettrick (Health and Wellbeing Officer) has provided 36% of nursery and school parents/ families support this session. This has included support re: attendance, late coming, sleep, home learning, routines, signposting to other services, support with GP appointments, support with Speech and Language appointments and support visiting the Foodbank. The impact for learners has been increased engagement in learning, improved arrival time at school and improved attendance for targeted learners.

12% of the school population has worked either in a 1:1 or group situation to support aspects of health and wellbeing this session with the Health and Wellbeing Officer.

16% of the school population has participated in check in sessions with our Health and Wellbeing Officer this session. Both interventions have proven invaluable in ensuring our learners were ready to learn and enabling our Health and Wellbeing Officer to provide additional support as required.

- **Reading Ambassadors**

Speech and Language Therapy groups continue this session with 20 learners receiving targeted support. Of these learners 13 are in SIMD 1 and 2. Class teachers received training from Reading Ambassadors to deliver Colourful Semantics programme in classrooms and this is having a universal impact at the early and first level stages. Of the children receiving targeted support almost all have made some progress across literacy this session. We have continued to embed the "Teaching Children to Listen" resource across nursery and school with termly assessments to monitor progress in Listening and Talking. This has also supported teachers' professional judgements. Listening and Talking has shown steady and sustained progress across P1 and P4 over the last 3 years.

- **Targeted Staff training- Mental Health focus**

Our Health and Wellbeing Officer attended training to deliver the Resilient Kids Programme. This has enabled all Primary 7 learners to participate in the programme as part of their transition support providing them with strategies and support to manage the move to High School successfully. All children who completed the programme attended their transition visits and reported success.

Our Health and Wellbeing Officer attended a Glasgow University training in CBT Training for Sleep. This provided further support strategies for learners and families who require support with sleep routines. Sleep continues to be an area in which a few of our learners require supports to enable them to access learning and sustain the demands of the school day effectively.

- **Numeracy materials and resources**

As a result of the staff development sessions and professional learning and visits undertaken this session we have purchased Active Heinemann Maths materials for Early, First and Second Levels. This includes the online resource. The programme will support progressive, well-paced learning and teaching going forward. Learners have shown increased engagement using some of the materials thus far. Our P7 Curriculum Ambassadors will develop their leadership capacity further next session supporting younger learners to engage effectively in the games and interactive numeracy elements of the programme.

- **Purchase of a broad range of reading materials**

We have purchased groups sets of fiction books across all classes and stages to enhance and enrich learners' reading opportunities. We have also purchased a range of non-fiction texts to support Interdisciplinary Learning across all stages of the school. Our Reading and Writing attainment has increased at P1 and P7 since June 2017. Reading attainment at P4 stage has increased steadily since June 2016.

- **Equipment/ furniture for school and class library areas**

Storage units have been purchased to store and display reading materials to encourage learners to select and read a wide range of materials. We have purchased a range of seating to create a "Book Nook" reading area in our Rainbow Room. All classes have been accessing this area on a weekly basis to encourage and extend opportunities for reading for enjoyment. Learners report increased enjoyment reading in the "Book Nook".

- **Author visits**

Classes across the school enjoyed a visit from author Linda Strachan in February and classes have made very good use of Authors Live to engage with a range of authors throughout the year. These experiences have increased learners' awareness of reading choices, writing skills and career opportunities.

- **Establish a Family Room**

We have received very positive feedback from parents and partners about the welcoming and comfortable environment within the refurbished Family Room. As a result the majority of Staged Intervention Meetings are now held in this room providing an open, relaxed space to share, collaborate and ensure positive outcomes for children and families.

- **Health and Wellbeing Groups and Clubs**

Our learners continue to demonstrate enthusiasm for extra-curricular clubs and activities. Support Staff ran 8 different lunch clubs, including a Book club, Zumba, Lego club and sports, between January and March 2019. 76% of learners from Primary 1-7 attended these clubs. In addition we offered sporting clubs at lunchtimes and after school. These were run by teaching staff and included country dancing, hockey, netball, badminton, football and rugby. Learners also participated in Think Dance and a choir this session. These wider opportunities enhance learners' self-esteem, self-worth and commitment to learning. This is evidenced through positive engagement in learning and school community.

- **World of Work**

We held a very successful first World of Work Week in January 2019. All classes had visits to raise learners' awareness of skills in the work place. All classes had visits from a variety of careers. Almost all learners from Primary 1-7 are able to talk confidently about skills and how they use them in the classroom. The majority of learners from Primary 4-7 are able to talk about how skills will be used in careers, jobs and future experiences. Families participated in CPR training during World of Work Week to reinforce skills for life. 11% of families were able to attend the training sessions. Meaningful experiences have enhanced writing and numeracy opportunities across all stages. Learners are able to talk confidently and with enthusiasm about learning experiences linked to skills, visitors and excursions across the community. Aspirations are being raised and realised through a focused approach to skills across learning.

#### **Wider Achievement 2018/19:**

- East Plean Primary School and Nursery was awarded a 5<sup>th</sup> Eco Flag in May 2019.
- Our Primary 2- 7 classes performed a Christmas Show "A Christmas Carol" for parents and families in December 2019.
- Our Nursery and P1 classes worked together effectively to perform the Nativity story in December 2019.
- Primary 5 learners participated in swimming lessons at the PEAK
- P5 came in 6<sup>th</sup> place at the Regional Athletics Final in February 2019

- Our Think Dance Group (29 learners from P4-7) participated in the Active Schools Think Dance performance at the MacRobert Arts Theatre in February.
- The “Awesome Vibes” Choir (P4-7 learners) performed at the William Simpson home in December, the Plean Church Christingle Service in December, at a Community Coffee Morning in February and at our termly end of term celebrations.
- Our Junior Plean Community Spirit Group organised and held a successful Coffee Morning, providing a positive experience for community members.
- Our chosen charities this session have been Guide Dogs for the Blind and Wateraid. We have sent £40 to each charity from our “Gamesathon” Fundraising Day in May. A total of £407.50 was raised. We agreed 10% of the monies raised would go to each charity and the remainder would go towards school funds.
- Almost all Primary 7 learners participated successfully in a residential experience in October 2018 with P7 learners from our Learning Community Primary Schools.
- Staff have offered a wide range of extra- curricular activities both after school and at lunchtime throughout the session, some in partnership with Active Stirling.
- Following a successful application to Food for Thought we purchased Healthy Snack Boxes for every pupil and staff member to raise the profile of healthy eating and reduce waste.
- We supported Children in Need raising a total of £233.84 in November 2018.
- In March 2019 we supported Red Nose Day and raised £200.26
- We held a successful Book Week in March 2019. All learners enjoyed visiting our newly created “Book Nook” for the first time.
- Primary 7 Stirling Rotary Schools’ Quiz- A team of 5 Primary 7 learners participated with great enthusiasm and determination in the annual quiz.
- Some Primary 4 and 5 pupils applied, interviewed for and successfully completed Playground Monitor Training to become Monitors in 2019/20
- Primary 5 learners completed training to be Primary 1 Buddies in session 2019/20.
- Our Primary 6 learners completed Curriculum Ambassador training for the first time. They will support literacy and numeracy learning in the Early Years classes during 2019/20.
- We held a very active Sports’ Week in May. All learners engaged in a wide variety of new sporting experiences including American Football, Tae Kwon-Do and Tennis.
- Our Parent Council continue to support the school effectively. They have organised a number of events this session, including Halloween and Spring Fling Parties and a Summer Fayre which raised £1620.00.

#### **Feedback from Parents/ Carers:**

**What do you consider has been your child’s greatest success or achievement this session?**

“It has been amazing to watch my child’s progress in reading this session.”

“My child is excelling in his number skills. His reading and writing are coming on leaps and bounds.”

“Gaining confidence with reading and spelling.”

“Improvement in reading and writing.”

“Developing responsibility.”

“She has come on with her reading.”

“He has come far in his numeracy skills.”

“Since World Book Session I have noticed an improvement in her reading.”

**In what way do you feel you are involved in your child’s learning journey?**

“I feel involved in my child’s learning journey through homework, Twitter updates and the school app. They are great for keeping me involved.”

“Homework, parents’ meetings and reports, school app and Twitter. Setting standards at home.”

"Home learning helps to feel involved and keeps you informed as to what they are learning."

"My child is very open about her learning."

"By reading with them every night and doing their homework."

"I feel involved through meetings with school."

"The school are excellent at keeping us up to date with all aspects of what the children are doing."

**We have been focussing on skills and the World of Work this session. In what way has this focus impacted your child's learning and development?**

"My child has really enjoyed learning about different jobs and skills. She really enjoyed her trip to Sky Academy."

"My child has broadened his ideas of the world of work and potential careers for the future."

"My child took a real interest in what Mummy and Daddy do to earn pennies. He learned CPR which he loved."

"Seeing what different kinds of work there is and different skills."

"They have been thinking of what they can be and how they can do it."

"Allowing them to develop confidence and skills they may need for the future."

"That work is important and you can be anyone you want to be as long as you are happy."

"Learning about the outside world and what is out there."

"Thinking about skills and qualifications and how these relate to work."

**What do you consider to be a strength in East Plean Primary School and Nursery?**

"A strength of East Plean Primary School are the good links with employers, external agencies, Active Stirling, library etc."

"A strength of East Plean Primary School and Nursery is the support provided and the activities within school."

"I consider East Plean Primary School to be an excellent school. It provides a bespoke education programme for every child."

"Good community spirit and inspired learning."

"The staff and the care. They go above and beyond for the children."

"Small community allows staff to know each child."

"Commitment of staff."

"Great teachers who are approachable."

"Love and care for children."

"I can't praise the school enough for everything that has been done to assist my daughter."

"Open to feedback. Honest and transparent. Parent/ Teacher relationships."

**Feedback from Pupils:**

"I am more confident and feel happier about literacy. I like that we get to do more in literacy – I like the reading book as they are quite challenging – when reading aloud we have to change our voice and the CT always asks us lots of questions which is good because we can really talk about what the story is about and how the characters are with each other. I think I have improved in my reading because I think I learn more words and what they mean by talking in the reading group and when the teacher tells us to find out their meaning by looking in the dictionary or asking at home. In writing I like it when we do the big writing story as it gives us a chance to improve our grammar and how we write – editing skills. I like doing the comprehensions as the teacher makes us write answers in sentences and find the information in the text." P4 learner

"I feel more confident with adding, subtraction, times tables and getting better with division. I can explain how I work out my answers. I really like maths and learning about the different shapes and how they are made from 2D shapes. I liked making the shapes and drawing the nets in my jotter." P4 learner



"There are lots of houses in Plean. I live in a terraced and I made a model house by myself. I've learned that there are lots of shops, and that Plean is a village and it's surrounded by countryside." P1/2 learner

"We used lots of different skills during our context. We worked in groups and with partners. We used the iPads and laptop lots. We used a green screen to create and record our own news report of a volcanic eruption." P6 learner

"We were learning about explanation texts – for example that is when you have a big question that gets answered. We made our own explanation texts for alien children. We were doing adverts in persuasive writing. In reading we are reading a Michael Morpurgo book and it has lots of tricky words to read and I like that." P5 learner

"I saw a book about Bonnie Prince Charlie in our library. We were learning about him. He was sent to prison for a year. He was famous and some people married him. Books help you to find out about the past." P3 learner

'I learned about the world and maps. We made books that showed the world, our village and me! I enjoyed looking at Google maps.' P2 learner

"Countdown is my favourite maths activity. It really makes you think about how to work out the solution." "I like our new maths textbooks. It made learning fractions easier." "I enjoyed using the game boards in my group. It helped me practise adding, subtracting, multiplying and dividing." (Hennimann Active maths) "I enjoyed solving complicated word problems during maths this term. It made me really think about how to use multiplication and division in a situation." Primary 7 learners

#### **Feedback from Partners: Focus this session "World of Work"**

"What a class! This is a really complex subject and their knowledge was outstanding! They were focused, polite and extremely interested. A pleasure to work with." Mr Smith (Visit to Primary 5 to deliver a Jacobites' session from Stirling Smith Museum) 27.9.18

"Enjoyed a very interesting visit to your lovely school. Children had lots of interesting questions and ideas." (Mrs Tilly visiting Primary 2 learning context) 12.11.18

"Fabulous students! Very well behaved and everyone joined in. Great morning- we even learned things!" (Scotrail Railway Careers visit to Primary 3 as part of World of Work Week) 30.1.19

"Young people were very engaged. School keen to demonstrate wide range of skills required in workplace. Excellent day." (G. Rutherford, organiser of our CPR Day) 31.1.19

"Really enjoyed speaking to Primary 7. Excellent and thoughtful questions." (Visit by Claire Baker MSP to link with learning context.) 25.2.19

"What an amazing school, lovely building and the pupils we met are a credit to their teachers and school. Great Visit!" (C. Bartlett, Beano Magazine visit P5-6) 14.3.19

### Capacity for Continuous Improvement

Quality Indicator	Key Strengths	Areas for Improvement
1.3 Leadership of change	<ul style="list-style-type: none"> <li>• All staff are involved in the identification of school community strengths and next steps.</li> <li>• Teaching staff are consistently and actively involved in self-evaluation and quality assurance processes.</li> <li>• School improvements have the outcomes of learners and families at the core.</li> <li>• Leadership team lead school improvement processes and plan.</li> <li>• Leadership team consult consistently with Parent Council.</li> <li>• The school works in partnership with community groups (Plean Community Spirit, Junior Plean Community Spirit, Plean Church, Adult Learning team, Library Services, William Simpson Home) to provide meaningful and effective opportunities for our learners and families.</li> <li>• Through the House System and Pupil Improvement Group learners are provided opportunity to lead and effect change and improvement both within school, in the community and across the wider world.</li> <li>• Self- evaluation is embedded in practice across school and nursery.</li> </ul>	<ul style="list-style-type: none"> <li>• Review vision, values and aims with all in our school community.</li> <li>• Provide effective opportunities for all staff to be involved in collaboration, creativity and innovation to ensure positive outcomes for all learners.</li> <li>• Continue to participate in nursery and school partnerships to ensure effective moderation, support and challenge.</li> <li>• Increase opportunity for professional reading/ visits outwith setting and opportunity to discuss and identify changes we can make which will have a positive impact on outcomes.</li> </ul>
2.3 Learning, teaching and assessment	<ul style="list-style-type: none"> <li>• Our positive and nurturing ethos is reflected and modelled in staff relationships and in the way staff interact with learners.</li> <li>• Achievements and success are recognised and celebrated regularly to motivate and engage learners effectively.</li> <li>• Learners have a wide variety of opportunities to lead and take active roles within our</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to support learners to develop resilience and use taught strategies to manage challenge in their learning.</li> <li>• Support learners to structure and enhance peer assessment and feedback to ensure it is meaningful and purposeful.</li> </ul>

	<p>learning community. Almost all learners demonstrate confidence when sharing their views, opinions and when talking about their progress and next steps.</p> <ul style="list-style-type: none"> <li>• Assessment is integral to our planning and we ensure through quality assurance and moderation that assessment is varied, based on high expectations and includes a variety of assessment types.</li> <li>• Staff use their interactions with learners, formative and summative assessments to form sound professional judgements about their progress and next steps.</li> <li>• Staff regularly discuss the progress of learners and consult colleagues, parents and other professionals to ensure learners' needs are being met.</li> <li>• Effective planning, evaluations and assessments are in place across nursery and school.</li> <li>• Teachers' planning has been streamlined and incorporates a focus on skill development which impacts on the structure of learning experiences.</li> <li>• Planned Tracking and Monitoring dialogue meetings identify the progress, needs and next steps of all learners.</li> </ul>	<ul style="list-style-type: none"> <li>• As a whole staff team embed outdoor learning in planning and practice to ensure high quality learning experiences for all learners.</li> <li>• Improve all learners' ability to access and use digital technologies independently and effectively to support and enhance learning.</li> <li>• Through shared learning experiences and professional dialogue provide opportunity for all staff to develop high quality questioning techniques and practice.</li> </ul>
3.1 Ensuring wellbeing, equality and inclusion	<ul style="list-style-type: none"> <li>• Relationships across our school and nursery community are positive, strong and supportive.</li> <li>• Almost all our learners would identify as feeling safe and valued within our school community.</li> <li>• All staff have a very good understanding of wellbeing.</li> <li>• We ensure all activities, excursions and experiences are inclusive and take account of all learners' needs to ensure positive outcomes for all learners.</li> </ul>	<ul style="list-style-type: none"> <li>• Review our staff knowledge and understanding of Nurture Principles to ensure all staff/ new staff fully understand their responsibilities.</li> <li>• Update Positive Choices Positive Learning school statement in line with school, local and national updates to meet the needs of all within our school and nursery community.</li> </ul>

	<ul style="list-style-type: none"> <li>• All staff work hard to address barriers to learning, engagement and progress for all learners.</li> <li>• All staff engage in annual CLPL in relation to Child Protection, ASN and GIRFEC Updates.</li> <li>• A wide range of extra-curricular activities are provided for all learners to access and engage with.</li> </ul>	<ul style="list-style-type: none"> <li>• All staff across nursery and school will critically reflect on differentiation practices and through collaboration and dialogue further develop effective practice.</li> <li>• Investigate opportunities to develop meaningful and effective partnerships with Health.</li> </ul>
3.2 Raising attainment and achievement	<ul style="list-style-type: none"> <li>• Effective targeted interventions for learners in literacy, numeracy and health and wellbeing.</li> <li>• Robust tracking and monitoring procedures and practice in place.</li> <li>• Almost all learners have a strong voice within school.</li> <li>• All learners' achievements are recognised and celebrated in a variety of ways consistently within school.</li> <li>• Skills foci are evidenced in all IDL planning from P1-P7.</li> <li>• Most learners are able to talk about skills in relation to their learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Improved progress in literacy and numeracy for all children across the school.</li> <li>• Continue to improve low attendance and latecoming through family engagement with our Health and Wellbeing Officer.</li> <li>• Provide further opportunity for staff to moderate planning, learning, teaching and assessment to ensure robust and confident professional judgement of levels and attainment.</li> </ul>
3.2 Securing Children's Progress (Nursery)	<ul style="list-style-type: none"> <li>• Very good tracking and monitoring procedures and practice in place in Nursery.</li> <li>• Online journals record individuals' progress effectively.</li> <li>• Parents/ Carers receive robust information about their child's progress through online journals, progress meetings and daily communication with keyworkers.</li> <li>• Rich communication environment across Nursery.</li> <li>• Strong nurturing ethos and practice in place.</li> </ul>	<ul style="list-style-type: none"> <li>• Further develop process and practice to celebrate all learners' achievements both in and out with Nursery.</li> <li>• Further develop the use of online journals to track and monitor next steps in learning.</li> </ul>

**Evaluation of school's capacity for continuous improvement:**

A rigorous self- evaluation process is in place.

- This involves staff, pupils and parents being consulted and involved in dialogue regarding school improvement.

- A Self-Evaluation Calendar is in place to ensure continual self-improvement which includes opportunities for moderation both within school and with colleagues from the Learning Community.
- All staff in school participate in a self- evaluation process to support PRD and improvement.
- Learners are involved in regular discussions about learning through feedback, sharing learning sessions, profiles, Buddying, pupil dialogue sessions, Pupil Improvement Group and sharing on Twitter.
- The School and Nursery are involved in the Partnership Programme across the Authority supporting self- evaluation through dialogue, visits and moderation activities.

#### **Key priorities for improvement planning 2019-2020**

- To develop and embed new school values across our school community during session 2019/20.
- To develop progressive, coherent and innovative curriculum for all learners from Nursery- Primary 7.
- To provide our community with a range of health and wellbeing supports to ensure positive engagement and progress for all learners.
- To further improve the quality of learning and teaching to ensure positive engagement and progress for all learners.
- To further develop staff's knowledge and understanding of high quality learning experiences in the nursery setting.