

# East Plean Primary School and Nursery



## Standards and Quality Report Session 2022-2023



## **Introduction**

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

This Standards and Quality report summarises the progress the school has made in 2022-2023 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. We have a school roll of 159 with 35 children on our nursery roll. 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 very 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, neurodiverse 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. Our Positive Relationship, Aspire and Achieve Charter reflects our visions, values and aims and describes the approaches and strategies we employ to ensure our young people thrive, achieve and realise their aspirations.

Our school and nursery community values are:

### **Trust**

In East Plean we show trust by building positive relationships with all in our community. Together we provide a safe environment where all can aspire and achieve.

### **Determination**

In East Plean we show determination by not giving up when faced with challenge. We strive to achieve our goals through effort, attitude and commitment.

### **Compassion**

In East Plean we are kind and caring to everyone. We strive to understand and empathise with others' differences and needs in a completely non-judgemental way.

### **Respect**

In East Plean we show that we respect the rights of others. We do this by listening to each other, embracing who we are as individuals and by looking after our environment.

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 2022 2023**

<b>School Priority:</b> To further embed learner leadership across nursery and school to ensure all learners are engaged, motivated and inspired to learn, achieve and make progress in learning.	
<b>National Improvement Framework Priority:</b> <ul style="list-style-type: none"><li>• Improvement in attainment, particularly in literacy and numeracy.</li><li>• Improvement in children and young people's health and wellbeing.</li><li>• Improvement in employability skills and sustained, positive destinations.</li></ul>	<b>Children's Services Plan Areas:</b> <ol style="list-style-type: none"><li>1. The attainment gap relating to poverty, additional support needs and looked after children and young people is reduced.</li><li>2. All children thrive as a result of nurturing relationships and stable environments in their own school and community.</li><li>3. Children, young people and their families are respected as equal partners in decision making and planning.</li><li>4. Children's and young people are mentally and emotionally healthy.</li></ol>
<b>Nurturing Principles</b> <ul style="list-style-type: none"><li>• The environment offers a safe base</li><li>• The importance of nurture for the development of self-esteem</li><li>• Language is a vital means of communication</li></ul>	<b>Regional Improvement Collaborative Priorities:</b> <ul style="list-style-type: none"><li>• Provide professional learning that helps drive forward collaborative leadership at all levels.</li><li>• Ensure performance information and improvement approaches support raising attainment for all.</li></ul>
<b>Key Drivers</b> <ul style="list-style-type: none"><li>• School leadership</li><li>• Assessment of children's progress</li><li>• School improvement</li><li>• Performance information</li></ul>	<b>HGIOS 4</b> 1.2 Leadership for learning

**The Promise:**

School improvement plans will value and recognise the needs of their care experienced pupils with robust tracking of attendance and attainment so that support can be given early.

**Progress:**

- Six Primary 6 learners and Headteacher completed the Education Scotland Young Leaders of Learning training programme in September.
- Our senior learners continue to participate effectively in leadership roles across the school with many using their initiative to lead and organise activities for younger learners.
- Staff discussed and agreed a whole school approach to developing and recording learner voice in learning.
- School achieved Bronze Communication Award from Speech and Language Therapy.
- Support staff have led Motor Skills programmes, therapy programmes, literacy supports and nurture groups consistently throughout this session.

**Impact:**

- Young Leaders of Learning have engaged in reciprocal visits to discuss and share school strengths and action plans. Learners' confidence and pride in their school and community increased as a result of the partnership visits.
- Young Leaders of Learning have produced a "Learner School Handbook" for Primary 1 learners' transition.
- Our Leadership Programme was recognised by Education Scotland Awards as a finalist and winner in the "Making a Difference" category in June 2023.
- Learners involved in leadership roles have further developed social skills, life skills and confidence. They have enjoyed a real sense of purpose as leaders of learning across our school.
- Learners' Reflections Guidance was produced to reflect the agreed school approach to learner self-evaluation of learning in East Plein. Primary 1-3 use Floor Books and Primary 4-7 record evaluation of learning in Reflection Jotters. Primary 7 develop use of the High School website to record their learning reflections as part of a high school transition programme. Consistent use of reflection materials is developing learners' evaluative language and understanding of their learning journey. Primary 6 have made effective use of the "Learning Pit" to discuss and understand their learning style, useful strategies and to develop a positive mindset about challenge in learning.
- Visuals are embedded across the whole school and nursery community, increasing learners' confidence and independence in learning in school and nursery life.

	<ul style="list-style-type: none"> <li>Learners' needs and next steps have been well supported and addressed sensitively and effectively through a range of small group and individual support programmes led by Support Staff across the school. Positive impact in attainment for some learners has been identified as a result of targeted support programmes.</li> </ul>
Next steps:	<ul style="list-style-type: none"> <li>Further develop leadership opportunities across the school to involve younger learners and all staff members and further widen impact of leadership skills.</li> <li>School is working towards the Silver Communication Award and Nursery are working on the Diamond Communication Award.</li> <li>East Plean Primary School will be represented at the finals of the UK Pearson National Teaching Awards following success in the Scottish Education Awards.</li> </ul>

**School Priority:** Review, refresh and revive East Plean curriculum to reflect our school and nursery context, needs of learners and ensure learner attainment and achievement.

***National Improvement Framework Priority:***

1. Improvement in attainment, particularly in literacy and numeracy.
2. Closing the attainment gap between the most and least disadvantaged children.
3. Improvement in children and young people's health and wellbeing.
4. Improvement in employability skills and sustained, positive destinations.

***Children's Services Plan Areas:***

1. The attainment gap relating to poverty, additional support needs and looked after children and young people is reduced.
2. All children thrive as a result of nurturing relationships and stable environments in their own school and community.
3. Children, young people and their families are respected as equal partners in decision making and planning.
4. Children's and young people are mentally and emotionally healthy.

***Nurturing Principles***

- Children's learning is understood developmentally

***Regional Improvement Priorities:***

- Develop collaborative approaches which build staff capacity to deliver high quality literacy learning experiences for all.
- Ensure performance information and improvement approaches support raising attainment for all.

***Key Drivers***

- School leadership
- Teacher professionalism
- Assessment of children's progress
- School improvement

**HGIOS 4**

- 2.2 Curriculum  
3.2 Securing children's progress

**The Promise:**

School improvement plans will value and recognise the needs of their care experienced pupils with robust tracking of attendance and attainment so that support can be given early.

Progress	<ul style="list-style-type: none"> <li>• Staff reviewed yearly planning and Social Studies overview to ensure breadth, balance and relevance of learning for P1-7. Personalised learning has been incorporated fully into all classes through play pedagogy, research and practical challenge activities.</li> <li>• Staff reviewed our skills programme, taking account of Skills Development Scotland resources.</li> <li>• Parents were invited to complete a Volunteering questionnaire in March which included opportunities to share their World of Work experience with learners. 40% of parents/ carers volunteered to support with school excursions, gardening, reading activities, classroom learning and World of Work learning.</li> <li>• Primary 1-3 have fully embedded creative and active literacy opportunities in the literacy curriculum.</li> <li>• Staff engaged a several meaningful literacy CLPL sessions.</li> <li>• Most Primary 1, 2 and 3 parents/ carers attended Reading Family Learning sessions during the course of the year.</li> </ul>
Impact:	<ul style="list-style-type: none"> <li>• Almost all learners fully engage in Interdisciplinary learning opportunities, enhanced further this session by visitors and context related excursions.</li> <li>• A few parent/ carer volunteers are supporting learners' reading progress.</li> <li>• Most learners are on track in their reading attainment.</li> <li>• As a result of staff literacy CLPL a whole school review of the reading and writing curriculum has been undertaken.</li> </ul>
Next steps:	<ul style="list-style-type: none"> <li>• Whole school focus on writing pedagogy.</li> <li>• Whole school approach to reading progression, skills and approaches embedded in practice.</li> <li>• Re-introduce skills focus with learners to further develop their awareness and understanding of skills development in their own learning.</li> </ul>

**School Priority:**

Provide rich and meaningful opportunities for parents/ carers to participate in their child's learning journey.

**National Improvement Framework Priority:**

**Children's Services Plan Areas:**

2. All children thrive as a result of nurturing relationships and stable environments in their own school and community.

<ol style="list-style-type: none"> <li>1. Improvement in attainment, particularly in literacy and numeracy.</li> <li>2. Closing the attainment gap between the most and least disadvantaged children.</li> <li>3. Improvement in children and young people's health and wellbeing.</li> <li>4. Improvement in employability skills and sustained, positive destinations.</li> </ol>	<ol style="list-style-type: none"> <li>3. Children, young people and their families are respected as equal partners in decision making and planning.</li> </ol>
<b>Regional Improvement Priorities:</b> <ul style="list-style-type: none"> <li>• Ensure performance information and improvement approaches support raising attainment for all.</li> </ul>	
<b>Key Drivers</b> <ul style="list-style-type: none"> <li>• Parental engagement</li> <li>• Performance information</li> </ul>	<b>HGIOS 4</b> 2.5 Family learning 2.7 Partnerships
<b>The Promise:</b> School improvement plans will value and recognise the needs of their care experienced pupils with robust tracking of attendance and attainment so that support can be given early.	
Progress	<ul style="list-style-type: none"> <li>• 69% of parents/ carers attended our "Welcome to East Plean" event in August 2022. Our home learning approach was shared through the family learning activity.</li> <li>• A home learning questionnaire was completed by parents/ carers in October 2022.</li> <li>• Pupil Progress meetings were very well attended in October 2022 and March 2023 in school. 89% of parents attended in October and 86% of parents attended in March.</li> <li>• All classes invited parents/ carers to attend assembly sharing learning events during 2022 2023.</li> <li>• 70% of nursery families attended Stay and Play sessions over the course of the session.</li> <li>• Families Connect programme delivered to 5 Primary 1 parents/ carers during term 1 and with 5 Nursery parents in Term 4.</li> <li>• Parent Volunteering programme successfully re-introduced during term 3 and 4.</li> <li>• Celebration of Learning Event held in June 2023. 72% of parents/ carers attended and provided valuable feedback to their child's learning.</li> <li>• Primary 5 and 6 parents/ carers and invited guests attended the sell-out Disney performances of Aladdin in May 2023.</li> </ul>
Impact:	<ul style="list-style-type: none"> <li>• Parents/ carers feel more connected to their child's learning and to the school.</li> <li>• Almost all P1-7 learners are completing home learning regularly.</li> </ul>

	<ul style="list-style-type: none"> <li>Almost all learners are enthusiastic and motivated to share their learning with parents and families.</li> </ul>
Next steps:	<ul style="list-style-type: none"> <li>Continue to provide opportunities for parents/ carers to be connected with their child's learning journey and school experience through family learning events, sharing learning and progress meetings.</li> <li>Ensure equity of opportunity in relation to home learning.</li> <li>Continue Families Connect programme in term 1 2023 2024 with 12 Primary 1 parents/ carers.</li> </ul>

### **School Priority:**

All staff to work collegiately and collaboratively to ensure high quality learning and teaching across all stages of nursery and school.

#### **National Improvement Framework Priority:**

1. Improvement in attainment, particularly in literacy and numeracy.
2. Closing the attainment gap between the most and least disadvantaged children.
3. Improvement in children and young people's health and wellbeing.
4. Improvement in employability skills and sustained, positive destinations.

#### **Children's Services Plan Areas:**

1. The attainment gap relating to poverty, additional support needs and looked after children and young people is reduced.
2. All children thrive as a result of nurturing relationships and stable environments in their own school and community.

#### **Regional Improvement Priorities:**

- Develop collaborative approaches which build staff capacity to deliver high quality literacy learning experiences for all.
- Provide professional learning that helps drive forward collaborative leadership at all levels.

#### **Key Drivers**

- School leadership
- Teacher professionalism
- Assessment of children's progress
- School improvement
- Performance information

#### **HGIOS 4**

- 1.2 Leadership for learning
- 3.2 Raising attainment and achievement

#### **The Promise:**

School improvement plans will value and recognise the needs of their care experienced pupils with robust tracking of attendance and attainment so that support can be given early.

#### **Progress:**

- All teaching staff worked effectively with colleagues to moderate, plan, share and self-evaluate practice.



	<ul style="list-style-type: none"> <li>• As a result of effective collegiate dialogue, improvements in reading and writing have been identified and addressed.</li> <li>• Staff have participated in several play pedagogy CLPL sessions during the session, led by school staff and colleagues from other authorities.</li> <li>• A member of teaching staff has participated in an Education Scotland programme with Learning Community colleagues to develop and improve numeracy pedagogy across the Learning Community.</li> </ul>
Impact:	<ul style="list-style-type: none"> <li>• All staff have shared practice, skills and expertise to create a positive and supportive collegiate team.</li> <li>• Rich, meaningful professional dialogue has resulted in improved practice in reading pedagogy across the school.</li> <li>• Play pedagogy is evidenced across all P1-7 classes.</li> </ul>
Next steps:	<ul style="list-style-type: none"> <li>• Introduce and embed clear expectations for reading pedagogy across the school.</li> <li>• Introduce and develop new approach to writing pedagogy across the school.</li> <li>• Embed use of Stirling Council Literacy for Life toolkit to self-evaluate practice and ensure high quality literacy experiences across all stages.</li> </ul>

#### **School Priority:**

To make effective use of early intervention strategies to reduce barriers to learning and reduce the equity gap for all nursery children by June 2023.

#### **National Improvement Framework Priority:**

1. Improvement in attainment, particularly in literacy and numeracy.
2. Closing the attainment gap between the most and least disadvantaged children.
3. Improvement in children and young people's health and wellbeing.

#### **Children's Services Plan Areas:**

1. The attainment gap relating to poverty, additional support needs and looked after children and young people is reduced.
2. All children thrive as a result of nurturing relationships and stable environments in their own school and community.
3. Children, young people and their families are respected as equal partners in decision making and planning.

#### **Nurturing Principles**

- Children's learning is understood developmentally
- The importance of transition in children's lives is understood

#### **Key Drivers**

- Parental engagement
- Assessment of children's progress

#### **HGIOELC 4:**

- 2.4 Personalised support
- 3.2 Securing children's progress

**The Promise:**

School improvement plans will value and recognise the needs of their care experienced pupils with robust tracking of attendance and attainment so that support can be given early.

Progress:	<ul style="list-style-type: none"><li>• One block of Make and Taste session successfully completed in term 3 with 10 families attending regularly.</li><li>• All nursery learners and staff continue to work with Inspiring communities' team to prepare raised beds within the Orchard area in school grounds.</li><li>• The Health and Wellbeing Officer established positive relationships with nursery parents during term 1.</li><li>• 5 nursery parents participated in Families Connect in term 4 to support transition to primary 1.</li><li>• Health and Wellbeing Officer has supported 4 families to attend Staged Intervention meetings and support meetings in school.</li><li>• Targeted intervention groups ran throughout the session which include music, nurture, listening and Nursery Narrative.</li><li>• Chat assessments and Strengths and Difficulties Questionnaire were completed during Settling In points and identified early intervention needs.</li><li>• Nursery staff continue to work effectively in partnership with Speech and Language Therapist, involving families effectively in the partnership to support learners' literacy development.</li><li>• Nursery continues to work towards Speech and Language Communication Diamond Award.</li></ul>
Impact:	<ul style="list-style-type: none"><li>• Positive feedback received from families following Make and Taste session.<ul style="list-style-type: none"><li>- Increased confidence to make healthy snacks and meals.</li><li>- Increased confidence in involving children in food preparation.</li></ul></li><li>• As a result of the positive experiences with Inspiring Communities, a nursery gardening group has been established with parents and community members leading.</li><li>• All staff and families in nursery have an improved understanding of the importance of regular attendance at nursery following the partnership work with the Health and wellbeing Officer.</li><li>• Tracking and Monitoring dialogue identified an increased number of learners on track as a result of early intervention group work.</li><li>• Completion of CHAT assessment and Strengths and Difficulties Questionnaire increased staff confidence and knowledge identifying targets required to support progress.</li><li>• The quality of all Adult Child Interactions within nursery setting have improved as a result of S&amp;LT training.</li><li>• All learners involved in Adult Child Interactions have evidenced improvement in communication and language skills.</li></ul>
Next steps:	<ul style="list-style-type: none"><li>• Make and Taste session to run termly to provide opportunities for all nursery families to participate during 2023-2024 session.</li><li>• Ongoing planting into session 2023-2024.</li><li>• Invite parents to join a gardening group.</li><li>• Involve school learners in planting opportunities.</li><li>• Health and Wellbeing Officer will continue to work with nursery families to support positive attendance, sleep routines and transition.</li></ul>

	<ul style="list-style-type: none"> <li>• Early Intervention targeted supports to continue in 2023 2024.</li> <li>• Partnership with Speech and language Therapy to continue during 2023 2024 session.</li> </ul>
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<b>School Priority:</b> (Parent Council) To further enhance learners' wider learning experiences and extra- curricular opportunities, engage parents and carers in their child's learning journey and support progress in learning by June 2023.	
<b>National Improvement Framework Priority:</b> <ul style="list-style-type: none"> <li>• Improvement in attainment, particularly in literacy and numeracy.</li> <li>• Improvement in children and young people's health and wellbeing.</li> <li>• Improvement in employability skills and sustained, positive destinations.</li> </ul>	<b>Children's Services Plan Areas:</b> <ul style="list-style-type: none"> <li>• Children, young people and their families are respected as equal partners in decision making and planning.</li> <li>• Children's and young people are mentally and emotionally healthy.</li> </ul>
<b>Nurturing Principles</b> <ul style="list-style-type: none"> <li>• The importance of nurture for the development of self-esteem</li> </ul>	
<b>Key Drivers</b> <ul style="list-style-type: none"> <li>• Parental engagement</li> <li>• Assessment of children's progress</li> <li>• School improvement</li> </ul>	<b>HGIOS 4</b> 2.5 Family learning 2.7 Partnerships
Progress:	<ul style="list-style-type: none"> <li>• Halloween and Spring Fling Parties for Primary 1-7 learners held in school (October and April).</li> <li>• Christmas Café and Raffle held in December 2023.</li> <li>• Parent Council members supported volunteering and World of Work opportunities in school.</li> <li>• Parent Council launched <b>Pre Loved Essential And Necessities</b> to support our plan to encourage re-using and recycling of school uniforms and equipment.</li> <li>• CPR Event held in March learners, parents/ carers and community members invited to train to use Defibrillator.</li> <li>• Summer Fayre was very well supported by parents/ carers and community. A total of £2200 was raised.</li> <li>• Primary 7 successfully completed an enterprise challenge, creating games for the School Fayre.</li> </ul>

Impact:	<ul style="list-style-type: none"> <li>Increased social opportunities provided for learners within the village, with almost all learners attending the parties in October and April.</li> <li>Fundraising enabled Parent Council to provide funding for sound and lighting for the Disney performances in May.</li> <li>All learners from Primary 1-7 and 9 parents attended the CPR event in school.</li> </ul>
Next steps:	<ul style="list-style-type: none"> <li>Parent Council to continue to provide social activities for learners.</li> <li>Parent Council to continue to fundraise to support activities across the school and nursery.</li> <li>Develop the playground to enhance learners' experiences both during and after the school day.</li> </ul>

#### **Progress and impact of Pupil Equity Fund:**

**East Plean Primary School PEF Allocation:** £45,325.00

#### **Intervention: Meeting Learners' Health and Wellbeing Needs**

35% of P1-7 targeted learners have an attendance above 85% in June 2023. Poor health and family holidays continue to be the cause of absence for targeted learners.

Our Health and Wellbeing Officer ensures the reason for absence is known and recorded each day. Almost all parents/ carers contact the school to inform of absence.

41% of targeted learners reduced their late arrivals to less than 10 by June 2023.

All parents/ carers provide written notification of planned family holidays.

Absence has impacted progress for 76% of targeted learners.

#### **Intervention: Meeting Learners' Health and Wellbeing Needs**

Families Connect programme was offered to all Primary 1 parents/ carers in term 1, with 5 parents/ carers participating in the programme. 5 Nursery parents participated in the programme in term 4 as part of the nursery to Primary 1 transition, with 12 more parents selecting to participate in the programme in August 2023.

Resilient Kids programme was delivered in Primary 1, 4 and 7 during the session.

Seasons for Growth and Drawing and Talking programmes were delivered to targeted learners.

The Rainbow Room drop in facility was used effectively by a number of learners throughout the session, some consistently and some for short periods of times.

Health and Wellbeing Officer has provided an effective home school link, with almost all parents reporting absence, making home learning enquiries or confirming Staged Intervention meeting details via this link.

Health and Wellbeing Officer has positively impacted nursery and school arrival and attendance for 78% of targeted learners. School learners with an increase in consistent attendance and reduction in late arrivals recorded for 47% of targeted learners.

Health and Wellbeing Officer has established effective links with wider services, some of whom have attended our fortnightly community café.

#### **Intervention: Creative learning opportunities and experiences**

All targeted learners across Primary 1-7 have had the opportunity to participate in an excursion, with costs subsidised.

All targeted learners have had opportunity to participate in lunchtime clubs (sporting, art and literacy) during the session.

All targeted learners in Primary 5 and 6 participated in Disney's Aladdin programme.

All targeted learners in Primary 1-3 participated in the Nativity performance.

All targeted Primary 6 and 7 learners have had leadership opportunities this session.

Almost all Primary 7 learners now have a bus pass enabling Primary 7 to participate fully in "Adventure Days" with no cost requirement for travel.

### **Intervention: Literacy Targeted Support**

Consistent high-quality planning is in place across the school and nursery to deliver targeted support for aspects of literacy.

Targeted learners' progress was tracked effectively and next steps addressed through timely interventions.

Targeted reading support planned and delivered to individuals and groups across Primary 1-7.

Targeted writing support planned and delivered to individuals and groups across Primary 1-7.

Targeted learners received in school support to practise and embed learning through completion of home learning tasks.

45% of parents/ carers of targeted learners attended a Family Home Learning Event in school.

Play pedagogy across Primary 1-3 enabled targeted learners to practise and develop literacy skills and learning through play.

43% of Primary 1 targeted learners achieved Early Level Reading and Writing. 71% of Primary 1 targeted learners achieved Early Level Numeracy.

71% of Primary 4 targeted learners achieved First Level Reading. 57% of Primary 4 targeted learners achieved First level Writing. 93% of Primary 4 targeted learners achieved First Level Numeracy.

85% of Primary 7 targeted learners achieved Second Level Reading. 85% of Primary 7 targeted learners achieved Second level Writing. 77% of Primary 7 targeted learners achieved Second Level Numeracy.

### **Progress and impact of Excellence and Equity Champion (Nursery)**

- Equity Champion joined the Early Years Equity and Excellence Leads and Forth Valley & West Lothian RIC meetings to develop own understanding and knowledge around data for improvement and closing the attainment gap.
- Equity Champion now more confident and knowledgeable analysing and collecting data for improvement. Excellence and equity Champion continues to up-skill staff through 1:1 support.
- Almost all staff are more confident in identifying gaps in learning.
- Data collected from Tracking & Monitoring toolkit 4, listening scores, chat assessment and strengths & difficulty questionnaires identified 6 learners that would benefit from a targeted nurture group.
- Nurture group impact – All learners keen to engage each week, 14% increase overall in learners listening skills and 83% of learners developed effective sharing skills. Almost all learners were beginning to describe and share their feelings appropriately.

### **Wider Achievement 2022 2023:**

- Primary 7 House Captains elections were held in August 2022 and January 2023. They wrote effective persuasive election speeches and all classes had the opportunity to vote and select their chosen House and Vice Captains.

- House Captains used “How Good is OUR School” to draw up House Action Plans to continue to drive forward school improvement during session 2022- 2023. From the House Action Plans the following actions were achieved:
  - Restorative Conversation training led by Peer Mediators and shared with all learners.
  - Marvels’ Resilience Toolbox shared with all learners across the school.
  - Respect Charter completed and displayed in all classrooms.
  - Parent Council launched **Pre Loved Essential And Necessities** to support our plan to encourage re-using and recycling of school uniforms and equipment.
  - Several ragbag collections uplifted during session.
  - Safe Travel Guidance produced following pupil discussion during House Meetings.
  - School Travel Plan updated June 2023.
  - Whole school community participated in Walk to School Week.
  - Primary 1-7 classes participated effectively in online safety week, with a visit from our Community Police Officers supporting learning in Primary 6 and 7.
  - Extra- curricular survey completed in House Meetings and display created of all out of school activities undertaken by Primary 1-7 learners.
  - Sports Leaders gathered learner views about sports activities learners would like and in partnership with Active Stirling, lunch and after school clubs took place during the session.
  - Learners voted for East Plean’s chosen charities for 2022 2023: British Heart Foundation and Cancer Research.
  - House and Vice Captains organised and led fundraising activities for Children in Need and Red Nose Day.
- Primary 6 Young Leaders of Learning completed Education Scotland training, participated in school visits with partner school, carried out pupil voice interviews about learning and created a School Handbook for Primary 1 learners.
- Nursery- Primary 7 classes completed the Sustran Hands Up survey in September 2022.
- Our Scholastic Book Fair was very well supported by parents and as a result we received £282.59 commission to spend on books for our school library.
- Whylers Photography visited in October and took individual and family photographs, realising £330.45 commission for school funds.
- East Plean Learning Community raised £116.77 for Poppy Scotland in November 2022.
- East Plean supported Children in Need raising a total of £264.01 in November 2022.
- Our P1-P3 classed performed their first in person Nativity in December 2022. Parental donations realised £398.20 for school funds.
- All Primary 6 Buddies supported younger learners very well in the lunch hall and playground (Zone 1) during each term.
- All Primary 7 learners supported learning effectively and reliably across P1-4 classes as Curriculum Ambassadors.
- A few Primary 6 and 7 learners completed Sports Leader training during term 1 and independently led sports clubs for Primary 1-4 classes during the session.
- Our P5 and 6 Communication Group supported the school to develop use of Makaton and ensure visual symbols are used consistently across the school.
- Our recently formed Primary 5 Wellbeing Group has taken responsibility to ensure our classroom resilience toolkits are complete and in place and shared learning about wellbeing indicators with the whole school community.
- All Primary 5 learners successfully completed Buddy training in Term 4.
- All Primary 6 learners completed Curriculum Ambassador Training effectively during term 4 and almost all completed detailed application forms to apply for the role in 2023 2024 session.

- We celebrated World Book Day across nursery and school in March, with reading activities and challenges set for each class.
- Following Primary 6 and 7 participation in the Forth Valley Cross Country Championships, one Primary 6 learner qualified and took part in the Forth Valley Cross Country Championships final in March 2023.
- Our Rag Bag collection in September realised the sum of £34.00 for school funds.
- In January NSPCC visited and delivered online and personal safety session to Primary 6 and 7 classes. Primary 1-5 participated in virtual assemblies from NSPCC.
- We achieved our Reading Schools Silver Level Accreditation in February 2023.
- School achieved a Bronze Communication Award from Speech and Language Therapy in February 2023.
- Our Parent Council have continued to support school and nursery very well with fundraising activities.
- Primary 5 and 6 learners performed the Aladdin Musical for families, invited guest, learners and staff in May. The cast were invited to perform at The Scottish Opera in March.
- A group of 12 Primary 7 learners attended a 10 week digital literacy club, Fabnauts, at Plean Library during the course of 2022 2023 session.
- Our P6 and 7 Baristas hosted our Community Café fortnightly throughout the session, welcoming parents/ carers, members of our community and residents from our local Care Home. Connecting with the local community has inspired our learners and strengthened connectedness within the village.
- CPR Training Day was organised for learners and staff by a parent in partnership with school following the installation of a Defibrillator in the village. Training linked effectively to chosen charity for the session, British Heart Foundation.
- East Plean's Parent Neurodiverse Support Group organised and secured funding to host Autism Scotland training during term 4.
- East Plean was named winner of Scottish Education Awards, Primary category (Making a Difference) in June 2023 at the Education Scotland Awards ceremony in Glasgow. Three Primary 7 learners attended and accepted the award on behalf of the school.

### Capacity for Continuous Improvement

Quality Indicator	Key Strengths	Areas for Improvement
1.3 Leadership of change	<ul style="list-style-type: none"> <li>• Effective leadership opportunities for learners recognised by Education Scotland.</li> <li>• Families are empowered to approach staff: open door policy.</li> <li>• Strategic direction and pace of change is shared with families and staff: connectedness.</li> <li>• Commitment to positive outcomes for learners.</li> <li>• Staff are committed to change and improvement.</li> <li>• Staff are reflective and evaluative of the vision for improvement.</li> </ul>	<ul style="list-style-type: none"> <li>• All staff to participate in leadership opportunities during session 2023 2024.</li> <li>• Participate in Validated Self-Evaluation programme during 2023 2024 with school improvement partner schools.</li> </ul>
2.3 Learning, teaching and assessment	<ul style="list-style-type: none"> <li>• Strong ethos and culture (charter/ learners' voice)</li> </ul>	<ul style="list-style-type: none"> <li>• Engage in moderation practice with Learning Community settings.</li> </ul>

	<ul style="list-style-type: none"> <li>• All learners have opportunities to be involved in the wider school life.</li> <li>• Learners' views are listened to and acted upon.</li> <li>• Early Years' learning environments offer rich opportunity for learning through play.</li> <li>• In school moderation embedded in practice and effective in supporting professional judgements of a level.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop effective pedagogy across all stages in reading and writing learning and teaching.</li> <li>• Ensure consistency with visual environment strategies and approaches across nursery and school.</li> <li>• Reinvalidate skills programme across the school.</li> <li>• Involve nursery children in documentation of learning.</li> <li>• Increase evidence of nursery learners' interests reflected in online journals.</li> </ul>
3.1 Ensuring wellbeing, equality and inclusion	<ul style="list-style-type: none"> <li>• Family Engagement in life and work of nursery and school is high.</li> <li>• Staff have a very good knowledge of learners' wellbeing.</li> <li>• Strong relationships underpin shared values and expectations.</li> <li>• Very effective targeted and universal pupil support provided.</li> <li>• All learners and families are treated with respect, dignity and equality.</li> <li>• Staff support, respect and value each other across the board.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop opportunities to celebrate diversity meaningfully and challenge discrimination in an empowered and informed approach.</li> <li>• Ensure UNCRC is reflected across the curriculum and visible in the school and nursery environment.</li> <li>• 'Wellbeing Day' – Nursery Educators to introduce values in more depth to develop children's knowledge and awareness.</li> </ul>
3.2 Raising attainment and achievement	<ul style="list-style-type: none"> <li>• Literacy and numeracy continues to be a priority across the school.</li> <li>• Effective use of assessment, shared understanding of standards and robust tracking of progress.</li> <li>• Robust and effective tracking and monitoring system in place across school.</li> <li>• We value wider achievement.</li> <li>• Learners have varied and rich opportunities to embrace leadership roles across the school.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide targeted support to ensure all learners make progress in literacy.</li> <li>• Embed shared expectations for reading and writing curriculum across the school.</li> </ul>
3.2 Securing Children's Progress (Nursery)	<ul style="list-style-type: none"> <li>• Robust tracking and monitoring system in place across nursery which identifies early interventions and supports effectively.</li> <li>• Learners' achievements are recognised, celebrated and displayed in the nursery environment.</li> </ul>	<ul style="list-style-type: none"> <li>• Learners to use the language of learning which will be reflected throughout care plans, journals and planning, documenting meaningful progress.</li> <li>• More focus on fine motor skills development.</li> </ul>



	<ul style="list-style-type: none"> <li>• Learners' progress and achievements are shared effectively with parents/ carers.</li> <li>• Key focus group learning is well-planned, responds to needs and ensures progress in literacy, numeracy and health and wellbeing for all learners.</li> <li>• On -line learning journals track progress and evidence clear learning intentions, success criteria and targeted next steps.</li> <li>• Established high quality approaches enabling all children to develop early language skills.</li> <li>• GIRFEC paperwork used effectively to involve professional agencies in support, identification and reduction of potential barriers to learning.</li> <li>• Effective, consistent use of praise to encourage positive attitudes and encourage meaningful interactions.</li> <li>• Nurturing, safe environment where all learners engage and interact in meaningful learning opportunities.</li> <li>• Very well- planned transition programme which supports all learners during home to nursery transition and nursery to school transition.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide further opportunity for staff to moderate on-line journal entries and focus group planning to ensure robust and confident professional judgement across the Early level.</li> <li>• Use a wider variety of assessments to monitor and measure learners' progress. E.g. CHAT assessment, Leuven Scale.</li> </ul>
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#### **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. This session this has been carried out electronically and in person.
- School and nursery self-evaluation calendars are in place to ensure continual self-improvement which includes opportunities for moderation both within school and nursery and with colleagues from other settings.
- School and nursery participates fully in a Validated Self- Evaluation programme with partner nurseries and schools across the Authority.
- All staff in school participate in a self- evaluation process to support Professional Review and Development and improvement.
- Learners have been involved in regular discussions about learning through feedback, sharing learning sessions, profiles, pupil dialogue sessions, House Meeting activity, completion of Google Forms and sharing on Twitter.

#### **Key priorities for school and nursery improvement planning 2023 2024**

- To further enhance practitioners' pedagogical skills to ensure high quality learning and teaching in reading.

- To further enhance practitioners' pedagogical skills to ensure high quality learning and teaching in writing.
- To ensure motivating and meaningful learning across the curriculum to develop learners' skills and achievement.
- Through Learning for Sustainability develop learners' ability to lead learning through wider school experiences.

Nursery:

- To ensure the nursery environment is a communication rich setting in which literacy skills and progress can be nurtured, enriched and developed.

Parent Council:

- To support wider opportunity for all learners to enhance learning, attainment and experience.