



# **School Improvement and Recovery Plan East Plean Primary School and Nursery**

## **Session 2023 2024**

School Improvement Planning Team: Whole school team, Nursery team, Parent Council, Young Leaders of Learning



**Our School Values:**

**Compassion**

**Trust**

**Respect**

**Determination**

### **Our Curriculum Rationale:**

Our curriculum in East Plean follows National Guidance and Policy to ensure we provide our young people with the skills, knowledge and understanding which provide the foundations on which they can build to become effective and successful contributors to their community and society. Raising Attainment for All, The National Improvement Framework, Curriculum for Excellence, How Good is Our School 4 are documents which, alongside our vision, drive our curriculum and ensure we meet our learners' needs.

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**:

“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.

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.

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.

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.”

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

In East Plean Primary School and Nursery we recognise that everyone has the right to learn in a safe, secure and caring environment and therefore it is our responsibility to:

- embrace the opportunity to learn
- demonstrate respect for ourselves and others within our school community through our actions, words and attitudes

- demonstrate respect for the resources, equipment and learning environment
- contribute positively to the learning environment
- cooperate and engage with everyone within the learning community to ensure the best outcomes for all learners

### **Self- Evaluation Process**

- Whole school audit conducted. Staff, pupils and parents consulted and involved in dialogue regarding school improvement.
- Self-evaluation calendar in place to ensure continual self-improvement, working with colleagues from other settings.
- Staff self- evaluation process in place to support PRD and improvement.
- Learners involved in regular discussions about learning through feedback, learning logs, sharing learning sessions, profiles, buddying, pupil dialogue sessions and Pupil Improvement Group.
- Participation in School and Nursery Partnership Programme across Authority supporting self- evaluation through dialogue, visits and moderation activities.

National Improvement Framework Priorities	HGIOS 4 & HGIOELC Quality Indicators	Regional Improvement Collaborative Aims 2022-2024
<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>1.1 Self-evaluation for self-improvement</li> <li>1.2 Leadership for learning</li> <li>1.3 Leadership of change</li> <li>1.4 Leadership and management of staff/ practitioners</li> <li>1.5 Management of resources to promote equity</li> <li>2.1 Safeguarding and child protection</li> <li>2.2 Curriculum</li> <li>2.3 Learning teaching and assessment</li> <li>2.4 Personalised support</li> <li>2.5 Family learning</li> <li>2.6 Transitions</li> <li>2.7 Partnerships</li> <li>3.1 Improving/ensuring wellbeing, equality and inclusion</li> </ol> <p><b>Specific to HGIOS 4</b></p> <ol style="list-style-type: none"> <li>3.2 Raising attainment and achievement</li> <li>3.3 Increasing creativity and employability</li> </ol> <p><b>Specific to HGIOELC</b></p> <ol style="list-style-type: none"> <li>3.2 Securing children's progress</li> <li>3.3 Developing creativity and skills for life and learning</li> </ol>	<ol style="list-style-type: none"> <li>1. To improve the quality of the learning pathways of learners affected by poverty.</li> <li>2. To work collaboratively and proportionately to raise the attainment/achievement of learners affected by poverty.</li> <li>3. To facilitate support and professional development to support educational recovery and accelerate progress.</li> </ol>
<p style="text-align: center;"><b>Key Drivers of Improvement</b></p>		
<ol style="list-style-type: none"> <li>1. School leadership</li> <li>2. Teacher professionalism</li> <li>3. Parental engagement</li> <li>4. Assessment of children's progress</li> <li>5. School improvement</li> <li>6. Performance information</li> </ol>		
The Promise	Nurturing Principles	Children's Services Plan Areas
<p>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</p>	<ol style="list-style-type: none"> <li>1. Children's learning is understood developmentally</li> <li>2. The environment offers a safe base</li> <li>3. The importance of nurture for the development of self-esteem</li> <li>4. Language is a vital means of communication</li> <li>5. It is understood that all behaviour is communication</li> <li>6. The importance of transition in children's lives is understood</li> </ol>	<p>Key improvement areas for 2020–23</p> <ol style="list-style-type: none"> <li>1. Improving children and young people's mental health and emotional wellbeing</li> <li>2. Tackling child poverty</li> <li>3. Improving outcomes for children with care experience</li> <li>4. Improving outcomes for children with disabilities</li> <li>5. Improving outcomes for children in need of protection.</li> </ol>

Priority	Outcomes for Learners	Impact Measurement	PEF
<p><i>NIF: 1, 2</i>  <i>Key Drivers: 2, 4, 5</i>  <i>Nurturing Principles: 1</i>  <i>HGIOS 4: 2.3 3.2</i>  <i>Regional Improvement Collaborative Priorities: 1, 2, 3</i>  <i>Children's Services Plan Areas: 3, 4, 5</i>  <i>The Promise *</i></p> <p>To further enhance practitioners' pedagogical skills to ensure high quality learning and teaching in reading.</p>	<p>All learners will evidence progress in reading by June 2024.</p>	<ul style="list-style-type: none"> <li>➤ Quality Assurance</li> <li>➤ Self- evaluation procedures</li> <li>➤ Teacher learning evaluations</li> <li>➤ Professional Judgement Data</li> <li>➤ Tracking Dialogue</li> <li>➤ Learners' feedback</li> <li>➤ Parent/ Carer feedback</li> <li>➤ Evidence of learning</li> <li>➤ Online journals</li> </ul>	
<p><i>NIF: 1, 2</i>  <i>Key Drivers: 2, 4, 5</i>  <i>Nurturing Principles: 1</i>  <i>HGIOS 4: 2.3 3.2</i>  <i>Regional Improvement Collaborative Priorities: 1, 2, 3</i>  <i>Children's Services Plan Areas: 3, 4, 5</i>  <i>The Promise *</i></p> <p>To further enhance practitioners' pedagogical skills to ensure high quality learning and teaching in writing.</p>	<p>All learner will evidence progress in writing by June 2024.</p>	<ul style="list-style-type: none"> <li>➤ Quality Assurance</li> <li>➤ Self- evaluation procedures</li> <li>➤ Teacher learning evaluations</li> <li>➤ Professional Judgement Data</li> <li>➤ Tracking Dialogue</li> <li>➤ Learners' feedback</li> <li>➤ Parent/ Carer feedback</li> <li>➤ Evidence of learning</li> <li>➤ Online journals</li> </ul>	
<p><i>NIF: 1, 2, 4</i>  <i>Key Drivers: 5</i>  <i>HGIOS 4: 2.2 2.3 3.3</i>  <i>Regional Improvement Collaborative Priorities: 1, 2, 3</i>  <i>Children's Services Plan Areas: 3, 4, 5</i>  <i>The Promise *</i></p> <p>To ensure motivating and meaningful learning across the curriculum to develop learners' skills and achievement.</p>	<p>All learners will engage in a broad, meaningful curriculum and evidence progress in all aspects of curriculum by June 2024</p>	<ul style="list-style-type: none"> <li>➤ Quality Assurance</li> <li>➤ Self- evaluation procedures</li> <li>➤ Teacher learning evaluations</li> <li>➤ Professional Judgement Data</li> <li>➤ Tracking Dialogue</li> <li>➤ Learners' feedback</li> <li>➤ Parent/ Carer feedback</li> <li>➤ Evidence of learning</li> <li>➤ Online journals</li> <li>➤ Reflection Journals/ Floorbooks</li> </ul>	

		➤ Home learning jotters	
<p><i>NIF: 1, 2, 4</i>  <i>Key Drivers: 1</i>  <i>HGIOS 4: 1.2 2.3 3.3</i>  <i>Regional Improvement Collaborative Priorities: 1, 2, 3</i>  <i>Children's Services Plan Areas: 3, 4, 5</i>  <i>The Promise *</i></p> <p>Through Learning for Sustainability develop learners' ability to lead learning through wider school experiences.</p>	<p>All learners will be empowered to make a difference to their learning community, recognising the impact of leadership skills on their learning and environment by June 2024.</p>	<p>➤ Quality Assurance  ➤ Self- evaluation procedures  ➤ Professional Judgement Data  ➤ Tracking Dialogue  ➤ Learners' feedback  ➤ Parent/ Carer feedback  ➤ Evidence of learning  ➤ Online journals  ➤ Reflection Journals/ Floorbooks  ➤ Home learning jotters</p>	
<p><i>NIF: 1, 2</i>  <i>Key Drivers: 2, 4</i>  <i>Nurturing Principles: 1</i>  <i>HGIOELCC: 2.3, 3.2</i>  <i>Regional Improvement Collaborative Priorities: 1, 2, 3</i>  <i>Children's Services Plan Areas: 2</i>  <i>The Promise *</i></p> <p>Nursery: To ensure the nursery environment is a communication rich setting in which literacy skills and progress can be nurtured, enriched and developed.</p>	<p>All learners' listening and talking skills and learning will progress successfully through developmental literacy pathways by June 2024.</p>	<p>➤ Quality Assurance  ➤ Self- evaluation procedures  ➤ Professional Judgement Data  ➤ Tracking Dialogue  ➤ Online Journals  ➤ Parent/ Carer feedback  ➤ Assessments/ Settling In Data  ➤ Professional partners' feedback</p>	
<p><i>NIF: 3</i>  <i>Key Drivers: 3</i>  <i>Nurturing Principles: 2</i>  <i>HGIOS 4: 2.3. 2.7</i>  <i>Children's Services Plan Areas: 1</i></p> <p>Parent Council:</p> <ul style="list-style-type: none"> <li>To support wider opportunity for all learners to enhance learning, attainment and experience.</li> </ul>	<p>Learners will have increased opportunity to engage in wider experiences during session 2023 2024.</p>	<p>➤ Self- evaluation procedures  ➤ Learners' feedback  ➤ Parent/ Carer feedback  ➤ Participation records</p>	

Improvement Priority:					
<ul style="list-style-type: none"> <li>To further enhance nursery and school practitioners' pedagogical skills to ensure high quality learning and teaching in reading.</li> </ul>					
Outcomes for Learners:					
<ul style="list-style-type: none"> <li>All learners will evidence progress in reading by June 2024.</li> </ul>					
Key Actions	Priority Leader	Milestone Dates	PEF	Evaluation/ Analysis of Progress and Impact	
<ul style="list-style-type: none"> <li>What a good reading lesson looks like- agree clear shared expectations for delivery across nursery- P7</li> <li>Young Leaders of Learning- what a good reading lesson looks like and feels like.</li> <li>Reading EPPS approach and expectations               <ul style="list-style-type: none"> <li>- introduce and embed (staff folders)</li> <li>- moderate and track</li> <li>- collegiate discussion (Work Buddies)</li> </ul> </li> <li>Feedback in reading - improving learning- clear EPPS expectations</li> <li>Reading Schools Gold Award- Action plan</li> <li>Incorporate Stirling Council Literacy for Life Toolkit into self-evaluation to ensure high quality literacy learning and teaching.</li> <li>Establish Nursery and Primary 1 Lending Library during term 1 of 2023 2024.</li> <li>Establish Nursery story bags to support families to share an increased understanding of the importance of early literacy skills and development.</li> <li>School Reading Leadership Group partner nursery learners in Reading Buddies programme.</li> </ul>	HT	August staff development	✓		
		HT	By October 2023		
		HT	August Staff Development		
		HT	February Staff Development (moderation)		✓
		HT	February Staff Development, CAT 13 <sup>th</sup> March		✓
		JM	By May 2024		
		HT	By June 2024		
		PECE	By October 2023		
	PECE	By September 2023			
	PECE	Established by October 2023			

Improvement Priority:				
<ul style="list-style-type: none"> <li>To further enhance practitioners' pedagogical skills to ensure high quality learning and teaching in writing.</li> </ul>				
Outcomes for Learners:				
<ul style="list-style-type: none"> <li>All learner will evidence progress in writing by June 2024.</li> </ul>				
Key Actions	Priority Leader	Milestone Dates	PEF	Evaluation/ Analysis of Progress and Impact
<ul style="list-style-type: none"> <li>Introduce new writing approach (PM Writing) (Training to be completed)</li> <li>Develop clear understanding of the various text types and how to teach explicit skills in writing (5 sessions with Stephen Graham) and create balanced writers across all stages.</li> <li>Embed writing approach across all stages of school.</li> <li>Ensure writing being taught consistently and moderate impact of writing approach.</li> <li>Moderate writing with LC partner school/ LC settings</li> <li>Incorporate Stirling Council Literacy for Life Toolkit into self-evaluation to ensure high quality literacy learning and teaching.</li> </ul>	DHT	CAT 16 <sup>th</sup> August 2023	✓	
	DHT	CAT 14 <sup>th</sup> Sept, 2 <sup>nd</sup> Nov, 7 <sup>th</sup> Dec, 8 <sup>th</sup> Feb, 21 <sup>st</sup> March		
	DHT	Self- Evaluation programme throughout session	✓	
	DHT	Self- Evaluation programme throughout session Moderation 22 <sup>nd</sup> November, 24 <sup>th</sup> January, 3 <sup>rd</sup> May	✓	
	HT	22 <sup>nd</sup> November, 24 <sup>th</sup> January, 3 <sup>rd</sup> May		
	HT	By June 2024		



Improvement Priority:				
<ul style="list-style-type: none"> <li>To ensure motivating and meaningful learning across the curriculum to develop learners' skills and achievement.</li> </ul>				
Outcomes for Learners:				
<ul style="list-style-type: none"> <li>All learners will engage in a broad, meaningful curriculum and evidence progress in all aspects of curriculum by June 2024</li> </ul>				
Key Actions	Priority Leader	Milestone Dates	PEF	Evaluation/ Analysis of Progress and Impact
<ul style="list-style-type: none"> <li>What is curriculum? How do we ensure learners experience a rich, varied programme of learning?</li> <li>Skills raising profile of skills across learning <ul style="list-style-type: none"> <li>introduce at Assembly</li> <li>classroom display</li> <li>IDL planner</li> </ul> </li> <li>Embed Outdoor learning experiences in planning, learning and teaching.</li> <li>How diverse is our curriculum? Complete self- evaluation to ensure our curriculum is rich, meaningful and develops understanding of equality and diversity issues essential for responsible citizens in 21<sup>st</sup> century.</li> <li>Develop numeracy skills across the school, ensuring effective use of manipulatives, problem solving and adaptive pedagogy. (BLC Education Scotland Numeracy project)</li> <li>Upskill support staff to provide targeted numeracy intervention.(BLC Education Scotland Numeracy project)</li> </ul>	HT	CAT 20 <sup>th</sup> September (Moderation- Yearly Overview 27 <sup>th</sup> September)		
	SMT	By December 2023 CAT 4 <sup>th</sup> October		
	SMT	CAT 6 <sup>th</sup> September		
	HT	February Staff Development Day		
	LH	Sessions: 21 <sup>st</sup> Sept, 9 <sup>th</sup> Nov, 18 <sup>th</sup> Jan, 7 <sup>th</sup> March, 3 <sup>rd</sup> May		
	LH	By May 2024		

Improvement Priority:				
<ul style="list-style-type: none"> <li>Through Learning for Sustainability develop nursery- Primary 7 learners' ability to lead learning through wider school experiences.</li> </ul>				
Outcomes for Learners:				
<ul style="list-style-type: none"> <li>All learners will be empowered to make a difference to their learning community, recognising the impact of leadership skills on their learning and environment by June 2024.</li> </ul>				
Key Actions	Priority Leader	Milestone Dates	PEF	Evaluation/ Analysis of Progress and Impact
<ul style="list-style-type: none"> <li>Staff responsible for leadership groups (Eco, Reading, Sport, Wellbeing, Rights, Respecting School Award, Skills Groups, Disney, Community Café Baristas, Curriculum Ambassadors, House Captains, Buddies, Communication Group).</li> <li>Complete criteria for Gold Visual Award.</li> <li>In partnership with school leadership groups establish nursery leaders across areas of the curriculum and nursery to include <ul style="list-style-type: none"> <li>Nursery Reading Leaders</li> <li>Nursery Gardening Leaders</li> <li>Nursery Sport Leaders</li> <li>Nursery Listening Ambassadors</li> </ul> </li> <li>House Captains lead House Action Plans (HGIOURS)</li> </ul>	HT	CAT/ WTA 8 hours		
	DHT	By June 2024		
	PECE	By June 2024		
	HT	By June 2024		

Improvement Priority:			
<ul style="list-style-type: none"> <li>To ensure the nursery environment is a communication rich setting in which literacy skills and progress can be nurtured, enriched and developed.</li> </ul>			
Outcomes for Learners:			
<ul style="list-style-type: none"> <li>All learners' listening and talking skills and learning will progress successfully through developmental literacy pathways by June 2024.</li> </ul>			
Key Actions	Priority Leader	Milestone Dates	Evaluation/ Analysis of Progress and Impact
<ul style="list-style-type: none"> <li>All staff will participate in self- evaluation of listening and talking pedagogy across the nursery setting using Stirling's Literacy for Life Toolkit resource.</li> <li>From self- evaluation activity, staff will identify agreed actions to drive forward improvement in listening and talking experiences and pedagogy during session.</li> <li>Keyworkers to take forward agreed actions to improve listening and talking pedagogy and experiences during focused learning group sessions. Keyworkers to share and track listening and talking progress in online journals.</li> <li>Through partnership with Speech and Language Therapy <ul style="list-style-type: none"> <li>Ensure high quality listening and talking experiences through use of ACI</li> <li>Work towards completion of Diamond Communication Award</li> <li>From effective assessment provide targeted listening equity groups</li> <li>Provided targeted speech and language therapy supports</li> </ul> </li> <li>Establish monthly parent/ carer Rhyme of the Month sessions where learners and families can develop listening</li> </ul>	PECE	Staff Development Day August 2023	
	PECE	Staff Development Day August 2023	
	PECE	Throughout session- by June 2024 Tracking dialogue term 2, 3, 4	
	PECE	Throughout session- by June 2024	
	SECE	Monthly during session- begin September 2023	

<p>and talking skills and learning together. Use Online journals to share learning effectively.</p> <ul style="list-style-type: none"> <li>Participate in quality moderation and professional discussion with Learning Community colleagues to ensure continuity, progression and depth of learning. (Focus of LC moderation- listening and talking).</li> </ul>	PECE	May 2024	
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Improvement Priority: Parent Council:				
<ul style="list-style-type: none"> <li>To support wider opportunity for all learners to enhance learning, attainment and experience.</li> </ul>				
Outcomes for Learners:				
<ul style="list-style-type: none"> <li>Learners will have increased opportunity to engage in wider experiences during session 2023 2024.</li> </ul>				
Key Actions	Priority Leader	Milestone Dates	PEF	Evaluation/ Analysis of Progress and Impact
<ul style="list-style-type: none"> <li>Organise and host fundraising opportunities for learners.</li> <li>Provide social opportunities for learners across the school.</li> <li>Support school led family learning opportunities.</li> <li>Organise and run Pre Loved Equipment And Necessities for families (recycling uniforms and clothing)</li> <li>Develop playground to include more play and learning opportunities within the school grounds.</li> <li>Further develop community links to enhance learners' experiences beyond the school.</li> </ul>	Parent Council Committee Parent Council Committee Parent Council Committee Parent Council Committee  Parent Council Committee Parent Council Committee	Throughout 2023 2024 session Throughout 2023 2024 session  Throughout 2023 2024 session Throughout 2023 2024 session  Throughout 2023 2024 session Throughout 2023 2024 session		