School Improvement Plan
East Plean Primary School and Nursery
Session 2024 2025

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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
1. Placing the human rights and needs of every child and young person at the centre of education 2. Improvement in attainment, particularly literacy and numeracy. 3. Closing the attainment gap between the most and least disadvantaged children. 4. Improvement in children and young people's health and wellbeing. 5. Improvement in employability skills and sustained positive destinations.	1.1 Self-evaluation for self-improvement 1.2 Leadership for learning 1.3 Leadership of change 1.4 Leadership and management of staff/ practitioners 1.5 Management of resources to promote equity 2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning teaching and assessment 2.4 Personalised support 2.5 Family learning 2.6 Transitions 2.7 Partnerships 3.1 Improving/ensuring wellbeing, equality and inclusion	1. To improve the quality of the learning pathways of learners affected by poverty. 2. To work collaboratively and proportionately to raise the attainment/achievement of learners affected by poverty. 3. To facilitate support and professional development to support educational recovery and accelerate progress. Themes: • Participation • Wellbeing • Equity
Key Drivers of Improvement		
1. School leadership 2. Teacher professionalism 3. Parental engagement 4. Assessment of children's progress 5. School improvement 6. Performance information	**Specific to HGIOS 4** 3.2 Raising attainment and achievement 3.3 Increasing creativity and employability **Specific to HGIOELC** 3.2 Securing children's progress 3.3 Developing creativity and skills for life and learning	
The Promise	**Nurturing Principles**	**Stirling Council Priorities**
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. Voice, Family, Care, People, Scaffolding, Attendance	1. Children's learning is understood developmentally 2. The environment offers a safe base 3. The importance of nurture for the development of self-esteem 4. Language is a vital means of communication 5. It is understood that all behaviour is communication 6. The importance of transition in children's lives is understood	1. Inclusion and Wellbeing 2. Learning and Teaching 3. Curriculum

Priority	Outcomes for Learners	Impact Measurement	PEF
To develop consistent and progressive digital technology practice across school to ensure effective progress in learning and skills for all learners. *NIF: 2, 3, 5* *Key Drivers:1* *HGIOS 4: 2.2 2.3* *Regional Improvement Collaborative Priorities: 1* *Stirling Council Priorities: 3*	All learners will evidence appropriate use of digital technology skills to enhance and develop progress in learning across all curricular areas.	➢ Quality Assurance ➢ Self- evaluation procedures ➢ Teacher learning evaluations ➢ Professional Judgement Data ➢ Tracking Dialogue ➢ Learners' feedback ➢ Parent/ Carer feedback ➢ Evidence of learning ➢ Online journals	
Explore, deliver and embed consistent and effective literacy approaches across the school and nursery. *NIF: 2, 3, 5* *Key Drivers: 4, 5, 6* *Nurturing Principles: 4* *HGIOS 4: 2.2 2.3 3.2* *Regional Improvement Collaborative Priorities: 2* *Stirling Council Priorities: 2* *The Promise * Care, Scaffolding, Attendance*	Through consistent and effective learning and teaching, almost all learners will make expected progress in literacy by June 2025.	➢ Quality Assurance ➢ Self- evaluation procedures ➢ Teacher learning evaluations ➢ Professional Judgement Data ➢ Tracking Dialogue ➢ Learners' feedback ➢ Parent/ Carer feedback ➢ Evidence of learning ➢ Online journals	✓
To embed a comprehensive, consistent and effective learning and teaching strategy across the school and nursery. *NIF: 2, 3* *Key Drivers: 4, 5* *Nurturing Principles: 1* *HGIOS 4: 2.3 3.2* *Regional Improvement Collaborative Priorities: 3* *Stirling Council Priorities: 2* *The Promise * Care, Scaffolding, Attendance*	All learners experience high quality learning and teaching consistently across the school and are able to talk confidently and knowledgeably about their learning and next steps.	➢ Quality Assurance ➢ Self- evaluation procedures ➢ Teacher learning evaluations ➢ Professional Judgement Data ➢ Tracking Dialogue ➢ Learners' feedback ➢ Parent/ Carer feedback ➢ Evidence of learning ➢ Online journals ➢ Reflection Journals/ Floorbooks ➢ Home learning jotters	

To create a nursery environment which addresses and meets the presumption of mainstream provision for all learners. *NIF: 1, 4* *Key Drivers: 4* *Nurturing Principles: 2, 3* *HGIOELC: 2.3 2.4 3.1 3.2* *Regional Improvement Collaborative Priorities: 2* *Stirling Council Priorities: 1* *The Promise * Care, Voice*	All learners will be safe, secure, calm and ready to engage in purposeful learning in nursery.	➢ Quality Assurance ➢ Self- evaluation procedures ➢ Professional Judgement Data ➢ Tracking Dialogue ➢ Online Journals ➢ Parent/ Carer feedback ➢ Assessments/ Settling In Data ➢ Professional partners' feedback ➢ Online journals ➢ Reflection Journals/ Floorbooks	
Parent Council: To work in partnership with school and nursery to provide rich, meaningful wider learning opportunities for all learners across school and nursery. *NIF: 2, 3, 5* *Key Drivers: 3* *HGIOS 4: 2.5 2.7 3.2* *Stirling Council Priorities: 1* *The Promise * Care, People, Attendance*	All learners can participate in a wide range of experiences and opportunities during session 2024 2025.	➢ Self- evaluation procedures ➢ Learners' feedback ➢ Parent/ Carer feedback ➢ Community feedback ➢ Participation records	
Bannockburn Learning Community: To work collaboratively across the learning community to enrich experiences for learners, raise aspirations and ensure we "shape the brightest future for all". *NIF: 4* *Key Drivers: 5* *HGIOS 4: 2.2 2.3 3.1* *Regional Improvement Collaborative Priorities: 2* *Stirling Council Priorities: 1,2*	Learners and practitioners will be empowered to lead change and improvement across the Learning Community. Increased awareness of digital wellbeing for staff, learners and families across the Learning Community.	➢ Celebration of learning event (sharing practice) ➢ Learner feedback ➢ Practitioner feedback ➢ Parent/ carer feedback and attendance at Digital wellbeing events ➢ Self – evaluation (Digital Wellbeing Award)	

Improvement Priority:
To develop consistent and progressive digital technology practice across school to ensure effective progress in learning and skills for all learners.
Outcomes for Learners:
All learners will evidence appropriate use of digital technology skills to enhance and develop progress in learning across all curricular areas.

Key Actions	Priority Leader	Milestone Dates	PEF	Evaluation/ Analysis of Progress and Impact
• Audit existing resources/ nursery and school staff skills and confidence.	Digital Lead (HTh/JB) (leadership time)	September 2024		
• CLPL sessions:				
- What is digital technology in the nursery and classroom? - ASN (supporting learners' literacy progression focus)	SMT/ SECE (JB)	CAT x2 (school) Staff Development Day (nursery)		
• Nursery and school staff team to reflect on Stirling Council Progression Pathways, identify key skills at each stage and agree way forward for East Plean.	SMT/ SECE (JB)	Staff Development Day x 1.5 hours		
• School/ nursery website – Develop Google site (support from Digital Team)	SMT/ Admin	By June 2025		
• Develop use of Google Classroom to reflect on learning, develop self-evaluation language and share learning with parents/ carers (school).	Digital Lead (LG) (leadership time)	By June 2025 CAT x1 Staff Development Day x 1.5 hours		
• Develop use of Google forms to gather parental permissions for activities/ excursions.	SMT	By June 2025		
• Establish learner digital skills group (school)	Digital Lead (HTh) (leadership time)	September 2024		
• Look at best practice- Chromebooks and establish clear expectations for East Plean. (Purchase headphones for Chromebooks)	SMT	By June 2025		

Improvement Priority:
• Explore, deliver and embed consistent and effective literacy approaches across the school and nursery.

Outcomes for Learners:
• Through consistent and effective learning and teaching, almost all learners will make expected progress in literacy by June 2025.

Key Actions	Priority Leader	Milestone Dates	PEF	Evaluation/ Analysis of Progress and Impact
- Discuss and agree East Plean Writing Approach.	DHT	Aug 24 (Staff Dev Day)		
- Further embed PM Writing programme across P1-7 classes.	DHT	By June 25		
- Create and embed writing assessment recording overview for each class (P1-7)	DHT	Aug 24 (Staff Dev Day)		
- Ensure shared understanding of writing expectations through moderation (EPPS/ LC).	HT	Jan 25		
- CLPL Reciprocal Reading Strategies (all school staff)	HT	Aug 24 (Staff Dev Day)		
- Discuss and agree whole school approach in reading (Reciprocal Reading Strategies)	HT	Aug 24 (Staff Dev Day)		
- Introduce and embed reading strategies with learners from P1-7.	HT	By June 25		
- Moderation of reading learning and teaching (self-evaluation Work Buddy visits)	HT	By Oct 24		
- Agree whole school approach to reading home learning.	HT	Aug 24 (Staff Dev Day)		
- Reading Schools Actions (Gold Award)	JM	By June 25		
- At least 1 book IDL throughout the year.				
- At least 1 termly visit to the library.				
- Evidence of reading sessions outdoors.				
- Time for reading for pleasure within timetable.				
- Book Nook visits.				
- Learner book clubs.				
- Involving learners in deciding the layout of reading areas/ spaces.				
- Paired reading projects (cross-stage).				
- Evidence of staff using Scottish Book Trust resources to widen knowledge around reading for pleasure.				
- Evidence of staff engaging in professional learning around the pedagogy of reading.				
- Sharing reading activities on Twitter.				
- Engaging with families about school reading projects.				

- P1 Bookbug Family Bag/ Read Write Count launch events. - Running workshops for families. (opt-in sounds and blending sessions with P1 parents, reading strategies launch for upper school) - Involving families in reading celebrations. • Complete actions to achieve Speech and Language Gold Communication Award (school) • Complete actions to achieve Speech and Language Diamond Award (nursery) • Communication Champions meet termly with Speech and Language Therapist to ensure visual and spoken environments actions are being met and addressed. • Speech and Language Training (SLA/ teaching/ nursery staff) • Targeted group and whole class speech and language interventions. • School Curriculum Ambassadors lead reading engagement and enjoyment in nursery throughout the session.	DHT/ Communication Champions SECE DHT DHT DHT HT/PECE	By Dec 24 By June 25 Termly throughout session Aug 24 (Staff Dev Day) Throughout 2024 2025 session Throughout 2024 2025 session	✔	

Improvement Priority:
• To embed a comprehensive, consistent and effective learning and teaching strategy across the school and nursery.

Outcomes for Learners:
• All learners experience high quality learning and teaching consistently across the school and are able to talk confidently and knowledgeably about their learning and next steps.

Key Actions	Priority Leader	Milestone Dates	PEF	Evaluation/ Analysis of Progress and Impact
• School and Nursery staff discuss and agree shared understanding and expectations of high quality learning and teaching and interventions. • Through collaborative enquiry, research and embed shared progressive approaches to learner feedback from P1-7. Incorporate use of Google Classroom to record, share and reflect on feedback. • Staff discuss "Skills for Learning" (remembering, understanding, applying, analysing, evaluating and creating). Consider how skills and the language of skills for learning can be embedded effectively into East Plean's learning and teaching. • Introduce "Skills for Learning" to learners (Assembly) with fortnightly challenge for classes, to support understanding and to embed in practice. • Create a whole school learning and teaching policy, which reflects the totality of the learning experience in East Plean.	HT HT/Digital Lead (LG) DHT DHT HT	X1 CAT Oct 24 X 1 CAT By June 25 X1 CAT September 24 By October 2024 By June 25		

Improvement Priority: Parent Council			
• To work in partnership with school and nursery to provide rich, meaningful wider learning opportunities for all learners across school and nursery.			

Outcomes for Learners:			
• All learners can participate in a wide range of experiences and opportunities during session 2024 2025.			

Key Actions	Priority Leader	Milestone Dates	Evaluation/ Analysis of Progress and Impact

• Organise and run garden and playground tidy up session.
• Organise and host evening parties for P1-7 learners.
  - November
  - Spring
• Organise and run East Plean's Pumpkin Patch Event.
• Participate in Eco Committee activities.
• Participate in Reading Leadership Group activities and support East Plean Gold Reading Award journey.
  - Parent reading volunteers.
  - Parent Council book swap.
  - Community reading club with library.
• Work in partnership with community to enhance learners' wider experiences. (Plean Voice, Community Council, William Simpson Home, Plean Library)
• Provide and support parental engagement with school and learning.
  - P1 parent welcome session
  - Participate in sport extra-curricular clubs
	PC (Parent Council Committee)	August 2024
		November 2024
		April/ May 2025
		October 2024
		Aug 24- June 25
		Aug 24- June 25
		
		Aug 24- June 25
		
		Aug 24- June 25	

Improvement Priority:
• To create a nursery environment which addresses and meets the presumption of mainstream provision for all learners.

Outcomes for Learners:
• All learners will be safe, secure, calm and ready to engage in purposeful learning in nursery.

Key Actions	Priority Leader	Milestone Dates	Evaluation/ Analysis of Progress and Impact
• Through collegiate dialogue and practice re-establish East Plean's nursery environment to ensure it reflects the neurodiverse strengths and needs of all learners in nursery.	PECE	August 2024	
• Ensure nursery communication environment is conducive to the needs of all learners and support progress in literacy and communication.	SECE (RM/ AM)	By June 2025	
• Work towards achievement of Diamond Communication Award.	SECE (RM/AM)	By May 2025	
• Through CLPL, collegiate discussion and professional enquiry agree and embed clear procedures/ approaches/ strategies/ expectations across the nursery to ensure neurodiverse needs are addressed, supported and progress evidenced. Produce clear guidance to share with staff team and families.	PECE	By June 2025 (August/ February Staff Development days)	
• Ensure nursery planning evidences the universal, targeted and individualised learning needs to ensure all learners make steps of progress.	PECE	By June 2025 (August Staff Development Day)	
• Share East Plean philosophy, approaches and expectations with families to ensure effective partnership to get it right for all learners.	PECE	By June 2025 (during home/ nursery transition and throughout the session)	

Improvement Priority:

Bannockburn Learning Community:

- To work collaboratively across the learning community to enrich experiences for learners, raise aspirations and ensure we "shape the brightest future for all".

Outcomes for Learners:

- Learners and practitioners will be empowered to lead change and improvement across the Learning Community.
- Increased awareness of digital wellbeing for staff, learners and families across the Learning Community.

Key Actions	Priority Leader	Milestone Dates	Evaluation/ Analysis of Progress and Impact
Digital Wellbeing Award: All schools to register to apply for this award on www.digitalschoolsawards.com and complete the Self Evaluation. Key Learning Community events (in line with Digital Wellbeing Award) to be organised following completion of self-evaluation.	BLC Heads	By June 2025	
Numeracy Project: Numeracy lead to continue to work collaboratively with Education Scotland, improving curriculum pathways across levels.	BLC Heads/ Numeracy Leads	By June 2025	
Young Leaders of Learning EPPS Young leaders of Learning to visit another school within Learning Community and host a visit. Collate feedback and select 10 photographs highlighting key strengths of the school visited. Reflect on visits and consider improvements and next steps within own establishment. Celebration Event to showcase learning and impact in May 2025.	BLC Heads	By June 2025	
Nursery Be Inspired Planning "Be Inspired" visits across nursery settings to further develop our pedagogical practice across our learning community. Visits will be documented using images / and narratives. Celebration of learning and impact to be shared during May Staff Development Day.	BLC Heads	By June 2025	