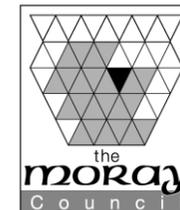


# EAST END PRIMARY SCHOOL STRATEGIC IMPROVEMENT PLAN

East End School, Institution Road, Elgin, Moray, IV30 1RP

01343 542381

learning to live  
living to learn



**VISION & VALUES:** We want East End School to be a school where children are encouraged and enabled to achieve their full potential in an inclusive ethos. We aim to provide a caring, supportive, yet structured and demanding environment where each individual is afforded unconditional respect and an opportunity to succeed. *'At East End School it's WE not me'*.

This School Improvement Plan has been written to ensure that the staff, pupils and parents of East End School are engaged productively in working together to ensure that the children who attend the school make steady progress and achieve their full potential. It also takes account of the 'Schools and Curriculum Development 5 year plan'. Please note that following consultation, the school plan may be amended if further CfE developments are announced.

**Our main priorities for 2014-15 are:**

- Curriculum Design
- Learning and Teaching
- Supporting Learners
- Leadership, Management and Building Capacity

<b>Improvement Priority</b> (and why ie Theme, HGIOs, C@C2, JtE)	<b>Outcomes</b> (what will change and be better for learners)	<b>Main Actions</b>	<b>Led By</b>	<b>Time-scales</b>	<b>Evaluation Method/Impact</b>
<b>Curriculum Design</b>	<p>Greater clarity and focus for all regarding who we are as a school and why we do things in the way we do.</p> <p>Children will experience a more coherent 'balance of time' across each stage for each curricular area.</p> <p>Children's experiences will be enhanced as more entitlements are met.</p> <p>Children at all stages will become more able to think deeper about their learning. They will also be more able to talk about their learning and outcomes in plenary sessions.</p> <p>Children at all stages will have a greater breadth</p>	<ol style="list-style-type: none"> <li>1. Review school Vision &amp; Values.</li> <li>2. Develop a clear curriculum rationale from Nursery to P7.</li> <li>3. Develop 'Curriculum maps' for early, first and second levels.</li> <li>4. Ensure that the 7 design principles and the 4 contexts of learning are planned for and also considered when moderating work.</li> <li>5. Continue to develop HOT skills through the TLC. Further embed these in learning activities across all curricular areas. As Maths and Reading programmes develop these will show a planned progression of HOT skills.</li> <li>6. Take part in ASG development work focussing on core skills for learning, life &amp; work.</li> <li>7. Review the current theme grid and consider a concept approach to this area of the curriculum.</li> </ol>			

	<p>of experience as more outdoor learning opportunities are utilised.</p> <p>Children who require support will be more readily identified. LAC children will be tracked against a comparative child. Impact of school developments on attainment will be easier to see over time.</p> <p>Transition activities will be focussed and purposeful for the children.</p> <p>Key information at all transition points will be passed on in a comprehensive format.</p>	<p>8. Working Group to consider how the curriculum can be enhanced and developed through Outdoor Education. All teaching staff to ensure that quality outdoor education is incorporated into their programmes of work and that links with the wider community are also developed further.</p> <p>9. Begin to use OTWL as a tool to plan and track progress. Begin with medium term planning and progress on from this accordingly.</p> <p>10. Develop a comprehensive tracking process using PIPS &amp; INCAS data. All teaching staff to take part in termly discussion with HT about progress/needs of their class.</p> <p>11. Continue to develop transition activities at Nursery/P1 &amp; P7/S1. Consider how information about curriculum can be passed on at all stages in order to ensure greater coherency.</p>			
<p><b>Learning &amp; Teaching</b></p>	<p>Attainment in maths and reading will improve across the school.</p> <p>Children's mental maths</p>	<p>1. Begin to develop a more active approach to maths using 'Heineman Active Maths' (Nursery - P7) and tens frames (Nursery-P1).</p>			

	<p>ability will be enhanced.</p> <p>Children across the school will have a greater enjoyment for maths. Children at the upper stages, in particular, will have a greater enjoyment for reading and will be more able to talk about texts and authors.</p> <p>Children's work will be moderated within school across all levels. This will be developed ASG wide over the session.</p>	<p>2. Review methodology of teaching reading in P3-P7. Continue to develop Jolly Readers as a 'reading approach' in P1&amp; P2.</p> <p>3. Across the school, ensure that assessment of learning is built in at the planning stages. An assessment file to be maintained by each teacher (to include say, write, make, do evidence).</p> <p>4. Build in the use of TACLAN documentation to staff reflection/moderation sessions (stage meetings &amp; whole school meetings).</p>		
<p><b>Supporting Learners</b></p>	<p>Children at all stages will become more able to think deeper about their learning. They will also be more able to talk about their learning and outcomes in plenary sessions and at home.</p> <p>Parents/Carers will have a greater understanding about what and how their child is learning.</p> <p>Children who require additional support will</p>	<p>1. P7 to continue to develop and use ASG profiling until GLOW problems have been sorted. P1-P6 to continue to develop and use learning logs etc.</p> <p>2. Class newsletters to be produced each term and parents invited in for Information sessions and open-afternoons periodically throughout the session.</p> <p>3. An IEP to be in place for each child who requires one. This will be discussed and reviewed on a regular basis with parent, child, teacher and</p>		

	<p>make progress at a steady pace. This will be closely monitored by SfL staff, class teachers and HT.</p> <p>All children to continue to be supported by all who work in the school (SHANARRI).</p>	<p>SfL staff. A programme of review to be put in place for all children with support needs. Progress and attainment of identified pupils to be discussed between HT and SfL staff on a 6 week basis. HT and SfL staff to continue to make contact with support agencies as necessary.</p> <p>4. Working group to consider how the SHANARRI indicators can be more formally incorporated into the work of the school. All staff to be aware of what the GIRFEC agenda is and what the SHANARRI indicators are. All staff to attend Child Protection training – Aug Inset Day.</p>			
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<p><b>Leadership, Management &amp; Building Capacity</b></p>	<p>Initiatives and developments are more likely to be successful as staff are involved in these from the start of the process.</p> <p>Impact of school and professional developments will be more evidence based and the impact on learners more obvious.</p> <p>Children will have a greater</p>	<p>1. Staff will have the opportunity to develop their own leadership skills through involvement in Working Groups focussing on – Outdoor Learning, GIRFEC, Transition across the school &amp; Profiling.</p> <p>2. All teaching staff to engage in the Professional Update process and be involved in the local PR&amp;D</p>			
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	<p>'voice' in the school with regard to developments, activities etc.</p>	<p>process too. As a result all teaching staff will become more familiar with the GTCS professional standards.</p> <p>3. Pupils will be given greater opportunity for leadership at their level through greater involvement in school groups e.g. House Captains, Eco-committee, Communications Group etc.</p>			
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