

Armadale Primary School and Early Learning and Childcare Setting

IMPROVEMENT PLAN

2019 / 2020

Factors Influencing the Improvement Plan

School Factors

Addressing Action Points identified in school's Self Evaluation procedures and Education Scotland Inspection Report (September 2018)
Cluster Improvement Plan
Consistency in learning and teaching, implementing recommendations of *Improving Scottish Education*
Flexible early learning and childcare implementation

Local Authority Factors

Moving Forward in Learning – Leadership for Improvement; Learning, Teaching and Assessment; Wellbeing and Inclusion; Early Years Framework
Raising attainment, including closing the gap ([West Lothian Raising Attainment Strategy](#))
Transforming Your Council
[Corporate Plan](#)
Education Services Management Plan
West Lothian Parental Involvement and Engagement Framework
Increased entitlement to early years' provision

National Factors

National Improvement Framework / Scottish Attainment Challenge / National Improvement Hub / Raising Attainment for All
Pupil Equity Funding
How Good is Our School? 4th Edition and How Good is Our Early Learning and Childcare
Getting it Right for Every child (GIRFEC)
Curriculum for Excellence
Developing Scotland's Young Workforce
Building the Ambition
Child Protection Issues / Guidance
GTCS standards and professional update



Armadale Primary School Vision, Values and Aims

Vision

A: Aspire,

P: Persevere and

S: Succeed in reaching our full potential in all we do in our school, community and beyond

Values

- Responsible
- Active
- Included
- Healthy
- Nurtured
- Safe
- Respected
- Achieving
- Community

Aims:

Together (partner agencies) for all of our school community (pupils, families and staff)

Now and in the Future to -

- Be Well (Health and Well-Being)
- Learn Well (Broad General Education, Skills for Learning, Life and Work)
- Live Well (Developing the Young Workforce)

Contextual Data Analysis and Rationale for 2019/20 School Improvement Plan

a) Background

The Head Teacher, along with an Acting DHT were both appointed for the session 2018/2019 and alongside two Principal Teachers and two Acting Principal Teachers with a remit for PEF have refreshed the school's vision values and aims with consultation from all stakeholders as the back bone for further school improvement. The school had a positive validation of its work through an Education Scotland Inspection in September 2018 which reported the following strengths in the school's work; the supportive and nurturing ethos throughout the school and ELC setting, positive and respectful relationships, good behaviour of the pupils, senior leaders, staff and a range of partners working together to analyse a range of information to help meet the learning needs of all learners and a stimulating indoor and outdoor learning environment in the ELC setting. The management team and all staff are well placed to take forward the improvement agenda for the school.

b) Data

Our SIMD rank is 29 out of 67 WL schools with the majority of pupils living in decile 1, 2 and 4. 17.6% of P4-P7 pupils are entitled to a FSM and 27% of children applied for the school clothing grant. Our data shows that overall, attainment in literacy and numeracy is good. By the end of P1 and P4, most children attain the appropriate CfE levels in listening, talking and reading. In writing the majority of children achieve the appropriate level. In Primary 7, the majority of pupils attain second level in reading and writing. There is particular scope to further improve the quality of children's writing, and overall literacy attainment. Attainment in numeracy and mathematics is good. Attainment data shows that most children in P1, P4 and P7 are achieving in line with national expectations. Our recent inspection validated our attainment and achievement as good. With a consistent focus on numeracy and numeracy mind-sets through planned school improvement priorities children's understanding of number and number processes will continue to be developed.

c) What are our universal priorities and what is our 'gap'? Who are our target groups and their barriers to learning?

A number of our identified children experience gaps due to lack of parental literacy/numeracy, Looked After Children status, ASD, early life experiences and ongoing family issues which have an impact on their aspirations for learning. Our target groups will be for identified children who experience barriers in literacy and numeracy, as well as identified children requiring support to maintain high levels of attendance. Attachment difficulties have had a significant impact on the attainment of a small number of children who require ongoing support through a nurturing approach. Further analysis of our teacher judgement data shows that there is a gap between the attainment in literacy and numeracy of pupils who are in Quintile 1 and 2 and those that are in Quintile 2-5. On average 25-30% of pupils across school are "not on track" (Teacher Professional Judgement) for literacy and numeracy attainment. When pupils in Q1 and 2 are considered separately this figure is closer to 40%. Universal priorities include further developing learning and teaching, developing a curriculum rationale and content relevant to the needs of our children and families and to continue to provide additionally for targeted groups in literacy, numeracy and family learning.

d) Summary/overview of proposal & non-negotiable outcomes

We propose to employ two Family Support Workers (FSW) to engage and support identified children and families on improving attendance levels, access to services and support with a range of needs including on site access to CEDAR, Families Connect, food bank and a food sharing cupboard, clothing bank application support and a school clothing swap shop. A second FSW will engage and support family learning in key aspects of literacy, numeracy and health and wellbeing. Pupil Support Workers (PSW) will be retained to provide focussed literacy and numeracy interventions at P2, P5 and P7 where the highest level of intervention is required. The Principal Teachers and PSW staff will focus on small target groups of identified children who are in Quintile 1 and pupils who are in need of additional support through the poverty related attainment gap. These targeted interventions will be focussed on improving the attainment in literacy specifically in writing and numeracy specifically in numeracy mind-sets with identified children. We will also continue to implement our poverty proofing plan through the use of the cost of the school day toolkit and participatory budgeting. Our non-negotiable outcomes are:

- No child or family should be at a disadvantage through partner agency referral waiting lists or barriers to accessing agencies and or supports available.
- Pupils and families will have access to appropriate supports and help to further develop their attainment and learning in literacy and numeracy at school and at home.
- Pupils should be ready to learn when at school.

Armadale Primary School and Early Learning and Childcare Setting - School Improvement Planning for Ensuring Excellence and Equity

| School priorities linked to NIF priorities <i>(observable, measurable outcomes which focus on learning, achievement and wellbeing)</i> | NIF driver mapping <i>(check as appropriate)</i> | Proposed Actions | By | Measures of Success <i>(include performance data, quality indicators and stakeholders' views)</i> |
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| <p>Raising attainment for all, particularly in literacy and numeracy: Learner's experience high quality, interactive and stimulating learning and teaching which is based on sound pedagogical practice.</p> <p>Learners experience a curriculum relevant and unique to their school and community.</p> <p>ELC children experience depth in learning relevant to their interests and needs.</p> <p>Most learners are achieving national expectations in writing through appropriately levelled, well-paced, and progressive learning experiences.</p> | <input checked="" type="checkbox"/> School Improvement <input checked="" type="checkbox"/> School Leadership <input checked="" type="checkbox"/> Teacher Professionalism <input type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Assess. of Chdn's Progress <input checked="" type="checkbox"/> Performance Information | <p>Excellence: Implement action plan / driver diagram led by HT focussing on from good to excellent in learning and teaching including a lesson study model at P1, P4 and P7 and quality interactions in the ELC setting.</p> <p>Encapsulate excellent learning and teaching unique to our own establishment/ELC to be used as the backbone for quality assurance, professional dialogue and the story of our school.</p> <p>Implement action plan/driver diagram led by HT and DHT to review and refresh curriculum rationale, identify curriculum drivers unique to our setting and refresh long term planning in P1-P7.</p> <p>Implement action plan driver diagram led by PT to establish a unique curriculum rationale for ELC Setting.</p> <p>Research best practice in the teaching and learning of writing and realign timetables to reflect literacy skills across learning. Resource appropriately to support implementation.</p> | <p>June 2020</p> <p>Oct 2019</p> <p>June 2020</p> <p>Jan 2020</p> <p>June 2020</p> | <p>Almost all learning experiences (over 90%) are evaluated as good or above. (Baseline observations, most (75—90%) evaluated as good or above)</p> <p>Curriculum rationale and drivers reflect the uniqueness of our school.</p> <p>Planning relates to the curriculum drivers and identifies relevant contexts for learning.</p> <p>Pupils in learning conversations can talk about what they are learning, why it is relevant and how they have been involved in planning their learning.</p> <p>ELC planning evidences depth in learning and PLOD's evidence pupil led learning.</p> <p>Most (75%-90%) learners are on track with their learning in Writing (baseline majority 50-74% at P4 and P7)</p> |
| <p>Closing the attainment gap between the most and least advantaged children:</p> <p>65% of our young people in Quintile 1 are achieving the appropriate level in Writing.</p> <p>Most children in identified stages and targeted groups demonstrate a growth mind-set in numeracy and mathematics.</p> <p>Attendance for young people in Quintile 1 is on average above 95%.</p> <p>Attendance for individual children and families is improved.</p> <p>Participation and engagement of parents/carers in their child's learning is increased.</p> | <input checked="" type="checkbox"/> School Improvement <input checked="" type="checkbox"/> School Leadership <input checked="" type="checkbox"/> Teacher Professionalism <input checked="" type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Assess. of Chdn's Progress <input checked="" type="checkbox"/> Performance Information | <p>Equity: Implement PEF Driver Diagram and action plan led by Acting Principal Teachers with a focus on writing at key stages with identified groups.</p> <p>Participation in Regional Improvement Collaborative (RIC) offer for Maths Mind-set professional learning for identified SLT and practitioners.</p> <p>Implement PEF Driver Diagram and action plan led by Acting Principal Teachers and Family Support Worker with a focus on attendance interventions with identified families.</p> <p>Implement PEF Driver Diagram and action plan led by HT, Acting Principal Teachers, Family Support Worker and Speech and Language Therapist with a focus on family learning with identified groups/families (ELC-P7).</p> | <p>Mar 2020</p> <p>June 2020</p> <p>June 2020</p> <p>June 2020</p> | <p>The majority (65% or above) of learners in quintile 1 are on track with their learning in writing (58% baseline).</p> <p>Pre and post level RIC intervention data indicates an increase in a growth mind set in mathematics of staff and children.</p> <p>Overall quintile 1 attendance rate is 95% or over (92% baseline).</p> <p>Attendance of targeted children and families increases (based on individual statistics).</p> <p>Qualitative and qualitative data indicates an increased number of parents/carers involved in family learning and are more confident in supporting key activities in literacy, numeracy and health and wellbeing at home.</p> |

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| <p>Improvement in all children and young people's wellbeing:</p> <p>Young people in P1-P7 are able to accurately self-report on their wellbeing to provide a baseline for future improvement.</p> <p>Leaners experience a Health and Wellbeing curriculum relevant and unique to their school and community.</p> <p>ELC staff and children have a greater understanding of the wellbeing indicators and staff use them to support pupil's wellbeing.</p> | <input checked="" type="checkbox"/> School Improvement <input checked="" type="checkbox"/> School Leadership <input checked="" type="checkbox"/> Teacher Professionalism <input type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Assess. of Chdn's Progress <input type="checkbox"/> Performance Information | <p>Excellence and Equity Implement PEF Driver Diagram and action plan led by Acting Principal Teacher/Health and Wellbeing Champion considering -</p> <p>Implement profiles from P1-P7 with a focus on self-reporting on their wellbeing. Develop information and advice for staff and pupils on a shared understanding of the Wellbeing indicators. Review and refresh the Health and Wellbeing curriculum based on Education Scotland resources and WLC guidance.</p> <p>ELC: Develop information and advice on a shared understanding of the wellbeing indicators from My Creative Journey and how to support pupils understanding of these.</p> | <p>June 2020</p> <p>Jan 2020</p> | <p>Learning conversations indicate that almost all children can talk about the Health and Wellbeing indicators, relate these to their own circumstances and can link them to learning. Well Being concern forms indicate an increased awareness of pupil need and action planning appropriate to the individual.</p> <p>Quality Assurance evidence validated that most ELC children can talk about the characters from My Creative Journey and can link them to how they are feeling and what they are learning.</p> |
| <p>Improvement in employability skills and sustained, positive school leaver destinations for all young people:</p> <p>Leaners experience a curriculum relevant to their school and community.</p> <p>ELC children have greater opportunities to experience and take part in gender neutral play.</p> | <input checked="" type="checkbox"/> School Improvement <input checked="" type="checkbox"/> School Leadership <input checked="" type="checkbox"/> Teacher Professionalism <input checked="" type="checkbox"/> Parental Engagement <input type="checkbox"/> Assess. of Chdn's Progress <input type="checkbox"/> Performance Information | <p>Implement action plan/driver diagram led by HT and DHT to review and refresh Curriculum Rationale, identify curriculum drivers unique to our setting and refresh long term planning in P1-P7 including reference to DYW and the career education standards.</p> <p>Implement ELC action plan/driver diagram led by PT to establish a unique Curriculum Rationale for ELC Setting based on Building the Ambition, Play Pedagogy CLPL (2017/2018), the vision of the child and Gender Equal Play in Early Learning and Childcare.</p> | <p>June 2020</p> <p>June 2020</p> | <p>Curriculum rationale and drivers reflect the uniqueness of our school.</p> <p>Planning relates to the curriculum drivers and identifies relevant contexts for learning.</p> <p>Pupils in learning conversations can talk about what they are learning, why it is relevant and how they have been involved in planning their learning.</p> <p>ELC planning evidences depth in learning and PLOD's evidence pupil led learning.</p> <p>Quality Assurance procedures in our ELC setting evaluate our play based learning as good or above.</p> |